| **IDC Technology Master Rubric** | | | | | |
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| **Competency** | **Distinguished** | **Proficient** | **Needs Improvement** | **Unsatisfactory** | **Unable to Assess** |
| T1: Demonstrate technological literacy. | Advocates effective and ethical use, adaptation, and evaluation of technology in support of early childhood/school-age program functioning. | Early childhood resources are accessed via the web.  Technology is used to link to advocacy and professional development resources. | Developing proficiency in accessing early childhood resources via the web is demonstrated.  Developing proficiency in using technology to link to advocacy and professional development resource is demonstrated. | A lack of proficiency in accessing early childhood resources via the web Is demonstrated.  A lack of proficiency in using technology to link to advocacy and professional development resources is demonstrated. |  |
| T2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children’s learning in the classroom. | Creates replicable technology models and disseminates through training and resources to support other ECE professionals in the appropriate use of technology to improve children’s learning in the classroom. | Training and resources developed support teachers in the appropriate use of technology to improve children's learning in the classroom. | Training and resources developed assist in supporting teachers in the appropriate use of technology to improve children's learning in the classroom. | Training and resources developed do not support teachers in the appropriate use of technology to improve children's learning in the classroom. |  |
| T3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions. | Critically chooses, employs, adapts and revises technology policies and appropriate technologies to meet specific administrative needs within the organizational context. | Technology used in communication, marketing, and program development is comprehensive and appropriate. | Technology used in communication, marketing, and program development is appropriate. | Technology used in communication, marketing, and program development lacks comprehensiveness and appropriateness. |  |

Level I—Beige Level II—Blue