

★★★ SMARTboard Teacher RUBRIC ★★★

ELEMENT	EXCELLING	DEVELOPING	BEGINNING	STRUGGLING???
LESSON DESIGN	Lesson has clear focus documenting objectives and key lesson details. There is a clear relationship to state standards and district curriculum. Lesson has strong rigor and relevance. Lesson design addresses multiple learning styles. Clear overview of lesson on file.	Lesson has focus documenting objectives and key lesson details. There is a relationship to state standards and district curriculum. Lesson has rigor and relevance. Lesson design addresses multiple learning styles. Overview of lesson on file.	Lesson has focus but may not be clear. Objectives and key lesson details may not be apparent. Some relationship to state standards and/or district curriculum. Lack of rigor or relevance. Overview of lesson on file.	Lesson lacks focus. Missing or limited objectives and/or details. Little to no relationship to standards and/or district curriculum. No rigor or relevance. May be missing overview of lesson on file.
LESSON ORGANIZATION AND DELIVERY	Lesson is well organized. Delivery has a smooth flow with no disruptions. Use of shortcuts and links are maximized to provide efficient and effective transitions with no lost learning time. Consistent layout maximizes student's ability to follow the lesson direction.	Lesson is organized. Delivery is generally smooth with few disruptions. Use of shortcuts and links are used to provide efficient and effective transitions. Layout allows students to easily follow lesson direction	Lesson is somewhat organized. Delivery is choppy at times due to disruptions. Some use of shortcuts and/or links for transitions. Inconsistent lesson lay-out.	Lesson is unorganized. Delivery is choppy with numerous disruptions. Little or no use of shortcuts and/or links for transitions. Inconsistent lesson layout impedes students' ability to follow the lesson
STUDENT ENGAGEMENT	Student-centered use of board for most of lesson. Numerous students have multiple opportunities to interact with board manipulating objects/completing activities/making notes or delivering presentations.	Student-centered use of board for some of lesson. Students have opportunities to interact with the board manipulating objects/ completing activities/making notes or delivering presentations.	Some student use of board for limited activities, but mainly teacher centered. Student activities are simple rote level interactions.	Little to no student use of board. Teacher dominates use of board.
STUDENT INQUIRY/ THINKING	Students use linked websites and attachments to answer critical thinking questions, analyze, synthesize, evaluate, or investigate relevant real world questions/problems. Students may interact with an expert, author or another class.	Students use linked websites and attachments to answer Critical thinking questions, analyze, synthesize, evaluate, or investigate relevant real world questions/problems.	Limited use of linked websites or attachments to encourage critical thinking or questioning of real world problems by students.	Little or no use of websites or attachments to encourage critical thinking or questioning by students.
ASSESSMENT	Use of board to effectively assess student learning and allow for reflection of learning by students as well as the teacher. Assessment is an integral part of the lesson	Use of board to assess student learning and allow for reflection of learning by students as well as the teacher.	Use of board to assess student learning is limited or weak. Little reflection of learning evident.	No or limited use of board to assess student learning.
PROFESSIONAL GROWTH	Is an active part of the SMART board Support Group often acting as a leader. Contributes new ideas and practices to assist others in their growth. Attends all of the meetings/workshops. Is a role model whose work is impacting both students and peers.	Is an active part of the SMART board Support Group. Contributes new ideas and practices to discussions and learning. Attends all meetings and workshops. May take leadership role on occasion.	Is a part of the SMART board Support Group. Attends most meetings and workshops. Contributes to discussions and learning.	Is a part of the SMART Board Support Group. Fails to attend a majority of meetings. Contributes little to discussions and learning.

SMARTboard Teacher Rubric

Novice	Intermediate	Proficient
Teacher takes proper care of the SMART Board – keeps sharp objects away from board and doesn't use abrasive cleaners.	Teacher and students develop proper care and treatment of the SMART Board procedures and the students sign an agreement.	Teacher empowers students to take full responsibility for proper care of the SMART Board. Students model appropriate treatment and use of the SMART Board.
Teacher uses the SMART Board part of the day and turns the projector off the majority of the time when it is not being used.	Teacher uses the SMART Board most of the school day, but when it is not in use the projector is usually turned off to save the bulb life.	Teacher uses the SMART Board the majority of the school day, but when it is not in use, the projector is always turned off to save the bulb life.
Teacher is the primary user of the SMART Board.	Teacher uses the SMART Board to present information and creates interactive lessons for students during whole class and small group instruction. Teacher effectively moves between Notebook software and all other applications.	Teacher presents information on the SMART Board and creates interactive lessons for students in a variety of instructional settings. Teacher enables students to design and use the SMART Board for presentations and projects.
Teacher uses the SMART Board primarily for providing directions, DOL, United Streaming videos, PowerPoint presentations, scanned worksheets and bell work exercises.	Teacher uses the SMART Board for providing background information and directions and also has students use interactive web sites, flash tools, interactive PowerPoint presentations and online manipulatives.	Teacher uses the SMART Board for providing background information and directions, has students use interactive tools, and designs higher level thinking activities that involve student collaboration, creativity and problem solving.
Teacher uses the basic SMART tools including pens, erasers, handwriting recognition, spell check, Notebook galleries, SMARTboard keyboard and right click button, and can orient the board.	Teacher uses basic tools along with the spotlight tool, magnifier, screen capture tool, highlighter pens, stamps, full screen view; can add lines, shapes, and text; can group and lock objects; adds links to websites, videos, documents and attachments.	Teacher uses all basic and adaptive tools and uses Ink Aware applications, infinite cloner, My Content folder, Smart Recorder, Smart Video Player and changes settings, customizes the floating tools and saves Notebook files in a variety of formats.
Teacher does not use the recording feature.	Teacher records information and uses the files in the classroom or for substitute teachers.	Teacher records information using the SMART Board and posts documents on the web.
Teacher uses websites on the SMART Board.	Teacher downloads and modifies SMART Notebook lessons from the Internet.	Teacher downloads and modifies lessons from the Internet and contributes lessons to the Amphitheater Web site.
Teacher asks for help if the SMART Board or software doesn't work.	Teacher has an understanding of how the SMART Board works and uses basic troubleshooting techniques.	Teacher assists others with troubleshooting problems.