TABLE 6.2 ■ Teacher Self-Assessment Guide for T3 Framework

T3 Level	Proficiency Scale		
	1. Beginning	**2. Developing**	**3. Mastering**
	Not yet nearing agile, adaptive use of digital tools to enhance teaching and learning tasks that demonstrates little or no impact monitoring and critical errors or oversights	Nearing agile, adaptive use of digital tools to enhance teaching and learning tasks that demonstrates some impact monitoring and some critical errors or oversights	Agile, adaptive use of digital tools to enhance teaching and learning tasks that demonstrates impact mindfulness and is free from critical errors or oversights
T1.1: Automation What do I do, or have students do, to use digital tools to automate teaching and learning tasks to increase efficiency, productivity, and reduce errors?			
Digital Tool	**1. Beginning**	**2. Developing**	**3. Mastering**
1.			
2.			
3.			
T1.2: Consumption What do I do, or have students do, to use digital tools to consume instructional and learning information and media to increase access, efficiency, and productivity?			
Digital Tool	**1. Beginning**	**2. Developing**	**3. Mastering**
1.			
2.			
3.			
T2.1: Production What do I do, or have students do, to use digital tools to produce learning artifacts that show what students know, show what they are able to do, and make their thinking explicit?			
	1. Beginning	**2. Developing**	**3. Mastering**
T2.1–1: Students use digital tools to produce, review, archive, and update personal mastery goals			

	1. Beginning	2. Developing	3. Mastering
T2.1–2: Students use digital tools to continuously track and visualize their progress toward their mastery goals			
T2.1–3: Students use digital tools to produce, archive, and review authentic knowledge and thought artifacts			
T2.2: Contribution What do I do, or have students do, to use digital tools to produce learning artifacts that are designed to contribute to the learning of others?			
	1. Beginning	**2. Developing**	**3. Mastering**
T2.2–1: Students use digital tools to contribute to and track their observance of classroom promises and commitments			
T2.2–2: Students use digital tools to produce authentic tutorials designed to contribute to others' learning			
T2.2–3: Students use digital tools to curate their authentic learning tutorials			
T3.1: Inquiry Design What do I do, or have students do, to use digital tools to press an original line of inquiry to resolve a wicked problem that matters to them?			
	1. Beginning	**2. Developing**	**3. Mastering**
T3.1–1: Students use digital tools to investigate a wicked real-life problem that matters to them			

(Continued)

TABLE 6.2 ■ (Continued)

	1. Beginning	2. Developing	3. Mastering
T3.1–2: Students use digital tools to design an original line of inquiry focused on generating a robust solution to a wicked problem that matters			
T3.1–3: Students use technology to communicate, defend, and iterate their unique knowledge contribution to solve the wicked problem			
T3.2: Social Entrepreneurship What do I do, or have students do, to use digital tools to engage in the iterative process of creating a more robust solution to a wicked problem that matters to them?			
	1. Beginning	**2. Developing**	**3. Mastering**
T3.2–1: Students imagine, design, and create new digital tools or platforms as solutions to wicked problems that matter			
T3.2–2: Students beta test, iterate, and generate robust versions of their digital solutions to wicked problems that matter			
T3.2–3: Students use digital tools to scale the implementation of their robust digital solutions to wicked problems that matter			