Possible Guiding Questions:
Conversations Between Principals and Instructional Technology Specialist

ROLE: Instructional Technology Specialist

This document utilizes the components within the Danielson Framework for Teaching to provide possible guiding questions for conversations that occur between a principal and certified school nurse. Note that a few of the guiding questions also provide linkages to the Framework for Leadership in order to establish a level of connectedness among the two frameworks.

Please note: The questions identified here are provided to spur some thoughts as to the individual conversations that occur between a principal and certified school nurse. The actual conversations that occur should be determined locally. It is not mandatory to use these questions, nor should they be viewed as a "checklist" to be followed. They are provided solely as a resource.

Domain 1: Planning and Preparation

1a: Demonstrating Knowledge of ITS Content and Pedagogy*

Possible Guiding Questions:

- How do you utilize adult learning theory to plan for instruction?
- How do you plan for connecting new knowledge to prior knowledge?
- How do you support the implementation of state and national standards?

1b: Demonstrating Knowledge of Learners

Possible Guiding Questions:

- How do you plan to assess background knowledge, skills, and the special needs of all learners?
- What techniques do you plan to use to get to know your learners?
- How do you plan to differentiate your instruction to address the varying needs of learners?

1c: Setting Instruction Outcomes

Possible Guiding Questions:

- What standards do you use to set instructional goals?
- How do you set instructional outcomes for a variety of learners?
- How do you involve learners in setting instructional outcomes?

1d: Demonstrating Knowledge of Resources

Possible Guiding Questions:

- How do you plan for the types of resources to use during instruction?
- What methods do you use to gather relevant resources to share with colleagues? How do you analyze and evaluate what is shared with them?
- How do you determine the impact of a new tool/resource on instruction?

1e: Designing Coherent Instruction and Service Delivery

Possible Guiding Questions:

- How do you plan to deliver service effectively?
- How do you plan for differentiation? In what ways do you prepare for collaboration?

Domain 1: Planning and Preparation

1f: Designing Learner Assessments	**<u>Possible Guiding Questions:</u>** • How do you plan to use formative and summative assessment for instruction? • How do you plan for learners to provide input in the assessment design?

Domain 2: The Environment

2a: Creating an Environment of Respect and Rapport

Possible Guiding Questions:

- Describe the nature of your interaction with your learners.
- What are your strategies for building a strong relationship with your learners?

2b: Establishing a Culture for Learning

Possible Guiding Questions:

- How do you encourage your colleagues to be active, life-long learners?
- How do you encourage learners to use and share innovative technology in their teaching? - for teachers implementing a new strategy/model
- How do you engage and encourage problem solving strategies with your learners?

2c: Managing Procedures

Possible Guiding Questions:

- How are routines and expectations established, verbalized, and implemented?

2d: Managing Learner Behavior

Possible Guiding Questions:

- How do you cooperatively set expectations for learner behavior?
- How do you monitor learner behavior in a respectful manner?

2e: Organizing Physical and Digital Space

Possible Guiding Questions:

- How do you utilize the existing physical and/or digital space to maximize learning?
- How is your physical and/or digital space created to promote communication and collaboration?

Domain 3: Service Delivery

3a: Communicating with Learners

Possible Guiding Questions:

- Discuss your communication methods to meet the needs of learners with different learning styles.
- What instruments and measures do you utilize to determine the appropriate communication for your instruction?

3b: Using Questioning and Discussion Techniques

Possible Guiding Questions:

- How do you determine that the mode and frequency of communication is effective in engaging your learners in open discussion and questioning?
- What strategies do you employ to promote higher levels of thinking?
- What method or tool was utilized to facilitate discussion?

3c: Engaging Learners in Learning

Possible Guiding Questions:

- How do you gauge that your pace is appropriate for learner understanding?
- How are you modeling engagement for your learners, while providing opportunities for a deeper understanding of content?
- What instruments and measures do you use to determine that the technology utilized is appropriate to the instructional outcomes?

3d: Using Assessment in Instruction and Service Delivery

Possible Guiding Questions:

- What methods do you use to assess learners' knowledge prior, during, and after offering a professional learning opportunity?
- How are you ensuring that the methods used for assessments (both formative and summative) provide timely and high quality responses?
- What methods are you employing to facilitate analysis and evaluation of assessment data in order to inform instruction and advance learning?

3e: Demonstrating Flexibility and Responsiveness	**Possible Guiding Questions:** • How do you adapt your instruction to ensure the success of all of the learners? • Who do you notify regarding needed changes? • How do you meet the needs of your learners in a timely manner? • How do you handle multiple demands on your time?

Domain 4: Professional Responsibilities

4a: Reflecting on Practice

Possible Guiding Questions:

- How has your practice changed in response to your reflections?
- What personal growth areas have you identified?
- How do you document your reflections?

4b: Maintaining Accurate Records

Possible Guiding Questions:

- How do you keep records with your work with colleagues? (e.g., equipment usage, number and type of coaching sessions, number of workshops offered, time spent in each building or area)
- How do you keep records of your own professional learning? (e.g., certificates, grades, listing of examples, webinars, etc.)
- How can your management of records support system and program improvement?

4c: Communicating with Stakeholders*

Possible Guiding Questions:

- How do you keep your community of learners informed?
- How can you deliver bad news and still maintain a working relationship?
- How do you maintain timely communication that is customized to the learner?

4d: Participating in the Professional Community

Possible Guiding Questions:

- In what ways do you participate in a professional learning community?
- How do you view your role as a professional member of the learning community?
- On what committees or task forces are you currently serving as a team member?
- How does involvement in professional organizations benefit both you and your employer?

4e: Growing and Developing Professionally

Possible Guiding Questions:

- What methods do you use to continue your own professional learning?
- How do you determine your areas of need for professional growth?

Domain 4: Professional Responsibilities

4f: Showing Professionalism	**Possible Guiding Questions:** • What are the main areas of ethics in your field and how do you model and promote these within the larger learning community?

Glossary

Term	Definition
Students	K - 12 students in a teacher's classroom; ITS may work with them as part of a co-teaching model.
Learners	The ITS works with many types of learners, including teachers, administrators, staff, community members, and students as part of a co-teaching model.
Andragogy	Adult Learning Theory - Interpreted as the process of engaging adult learners with the structure of learning experience.
Pedagogy	Instructional theory - sequential development of individual mental processes—such as recognizing, recalling, analyzing, reflecting, applying, creating, understanding, and evaluating—are scaffolded.
Digital Citizenship	Digital Citizenship is a concept which helps teachers, technology leaders and parents to understand what students/children/technology users should know to use technology appropriately. Digital Citizenship is more than just a teaching tool; it is a way to prepare students/technology users for a society full of technology.
Interactive White Board (IWB)	An interactive whiteboard (IWB), is a large interactive display that connects to a computer. A projector projects the computer's desktop onto the board's surface where users control the computer using a pen, finger, stylus, or other device. The board is typically mounted to a wall or floor stand. e.g. SMARTBoard, Polyvision, Promthean
Google Earth	Google Earth is a virtual globe, map and geographical information program that was originally called EarthViewer 3D created by Keyhole, Inc, a Central Intelligence Agency (CIA) funded company acquired by Google in 2004
Skype	Voice-over-IP service and instant messaging client, currently developed by the Microsoft Skype Division. The name was derived from "sky" and "peer".
Creative Commons	Creative Commons (CC) is a non-profit organization headquartered in Mountain View, California, United States, devoted to expanding the range of creative works available for others to build upon legally and to share. Creative Commons licenses do not replace copyright, but are based upon it.

Cyberbullying	Cyberbullying is the use of Information Technology to harm or harass other people in a deliberate, repeated, and hostile manner.
Collaborative document	Numerous software applications that allow for collaboration in a cloud environment such as: Google Apps, web-based real-time collaboration: document, spreadsheet, presentation editing and more. Microsoft Office desktop tools for collaboration.
Flipped Learning	A form of blended learning in which students learn new information by watching videos, usually at home, and what used to be homework is completed during class time instead of lecturing.
Student Response System (SRS)	A response system to create interactivity between a teacher and students. Both physical and online systems are available and can be used to collect feedback from students, making it a tool for both formative and summative assessment.
Digital presentation	e.g. Prezi, etc.
Competency-based learning	An approach to teaching and learning more often used in learning concrete skills than abstract learning. It differs from other non-related approaches in that the unit of learning is extremely fine grained.
Cloud Computing	Applications, services, shared resources, and storage supplied on demand to computers and other devices over the Internet
ISTE Standards	A set of standards published by the International Society for Technology in Education (ISTE) for the purpose of leveraging the use of technology in K-12 education to enable students to learn effectively and live productively in an increasingly digital society. [Standards are available for students, teachers, administrators, instructional coaches, and computer science teachers.]
Speak Up Survey	A unique research project designed to collect and report on the authentic, unfiltered ideas and views of K-12 students and their parents, teachers and administrators.
Horizon Report	[A report] charting emerging technologies for teaching and learning. Its objective is to help educators and thought leaders across the world build upon the innovation happening at their institutions by providing them with expert research and analysis.
Personal Learning Network (PLN)	An informal learning network that consists of the people a learner interacts with and derives knowledge from in a personal learning environment.

Blogs	A truncation of the expression "web log" is a discussion or informational site published on the World Wide Web and consisting of discrete entries ("posts") typically displayed in reverse chronological order (the most recent post appears first) e.g. Kidblog.
Digital Media	A form of electronic media where data are stored in digital (as opposed to analog) form (e.g. Discovery Education, Espresso Elementary, etc.)
Twitter	An online social networking and microblogging service that enables users to send and read "tweets", which are text messages limited to 140 characters.
Social Media	The interaction among people in which they create, share, and/or exchange information and ideas in virtual communities and networks. (e.g. Edmodo, Twitter, Pinterest, etc.)