



RUBRIC ASSESSMENT: Instructional Technology Specialist (ITS)

Date Self-Assessment Evaluator Assessment

Domain 1: Planning and Preparation

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1a: Demonstrating Knowledge of ITS Content and Pedagogy*</i>	<ul style="list-style-type: none"> ➤ Designs plans and practice that demonstrate little knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies. 	<ul style="list-style-type: none"> ➤ Designs plans and practice that reflect some knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies. 	<ul style="list-style-type: none"> ➤ Designs plans and practices that reflect substantial knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies. 	<ul style="list-style-type: none"> ➤ Designs plans and practice that reflect comprehensive knowledge of educational andragogy, pedagogy, and professional practice in relation to digital-age technologies.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Shares a digital story with staff members and fails to address how the tool can be used in the classroom. ➤ Chooses tools for use based on individual interest and “coolness” factor. ➤ Does not participate or contribute to Internet safety. 	<ul style="list-style-type: none"> ➤ Introduces a pedagogically sound digital storytelling tool to second-grade teachers and asks how they can fit the tool in their curriculum. ➤ Introduces the tool first instead of focusing on the students’ needs. ➤ Identifies Internet safety procedures as an important topic across all grades and adults in a school system without addressing concerns. 	<ul style="list-style-type: none"> ➤ Plans on the introduction of three different pedagogically sound digital storytelling tools to a team of second-grade teachers to support character and plot development. ➤ Plans for explaining the difference between each tool so teachers can choose the tool that best meets their needs. ➤ Contributes to the district digital citizenship plan to keep students safe. 	<ul style="list-style-type: none"> ➤ Plans successful instruction that results in a classroom where students are taking ownership by preparing to elaborate on plot and character development in their story writing, using pedagogically sound digital tools. The teacher employs a similar strategy when providing tools for students so that students can choose the tool that best meets their needs. ➤ Leads the district development team to create and implement a digital citizenship plan to keep students safe and to meet the rate requirements for the year.

*“Students” refers to K - 12 students in a teacher’s classroom; ITS may work with them as part of a co-teaching model.

*“Learners” refers to K-12 teachers, administrators, staff, community members, and students as part of a co-teaching model, as the ITS works with many types of learners.

*Adult learning theory (see glossary).

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>1b: Demonstrating Knowledge of Learners</i>	<ul style="list-style-type: none"> ➤ Ignores learner (teacher/administrator/student) backgrounds, skill levels, interests, and special needs. 	<ul style="list-style-type: none"> ➤ Realizes the importance of understanding learner (teacher/administrator/student) backgrounds, skill levels, interests, and special needs of the faculty as a whole. 	<ul style="list-style-type: none"> ➤ Asks for information about learners (teachers/administrators/students), including backgrounds, skill levels, interests, and special needs for groups of learners from a variety of sources and applies this knowledge to practice. 	<ul style="list-style-type: none"> ➤ Conducts follow-up consultation and assessment to determine the impact on systems-level improvement.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Plans an interactive white board workshop without addressing the needs of the learners (teachers). ➤ Does not conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning. 	<ul style="list-style-type: none"> ➤ Prior to an interactive white board workshop, surveys learners (teachers) about experience levels, but does not adequately incorporate the responses. ➤ Develops and administers a needs assessment to teachers, and determines that the learners (teachers) do not know how to analyze data from state assessments. Does not communicate this with the administration and the professional learning committee. 	<ul style="list-style-type: none"> ➤ Surveys learners (teachers) about experience levels to prepare customized, differentiated professional development prior to an interactive white board workshop. ➤ Develops and administers a needs assessment to teachers. After analyzing the data from the needs assessment, determines that the teachers do not know how to analyze data from state assessment. Goes to the administration to address this, and both the ITS and administrator(s) discuss adding this to the next professional learning committee meeting agenda. 	<ul style="list-style-type: none"> ➤ Surveys learners (teachers) about experience levels to prepare customized professional development prior to an interactive white board workshop. ➤ Following the training, consults with teachers to determine instructional quality and the subsequent impact on student learning. ➤ Develops and administers a needs assessment to teachers. Collaborates with several teachers, analyzes and uses the data to inform reading instruction and to contribute to a new building-level reading goal.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Ic: Setting Instructional Outcomes</i>	<ul style="list-style-type: none"> ➤ Sets instructional outcomes that are unsuitable for learners (teachers/administrators) that represent low-level learning, or are stated only as activities. ➤ Sets outcomes that cannot be assessed. 	<ul style="list-style-type: none"> ➤ Sets instructional outcomes of moderate rigor and that are suitable for some learners (teachers/administrators). ➤ Sets outcomes that consist of a variety of activities and goals, some of which can be assessed. 	<ul style="list-style-type: none"> ➤ Sets instructional outcomes as goals that reflect appropriate learning and curriculum standards. ➤ Sets short- and long-term visionary goals that are suitable for most learners (teachers/administrators), represent different types of learning, and can be assessed. 	<ul style="list-style-type: none"> ➤ Sets instructional outcomes as goals that reflect appropriate learning and curriculum standards. ➤ Sets short- and long-term visionary goals that are suitable for all learners (teachers/administrators), represent different types of learning, and can be assessed.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Plans a workshop on using online interactive map but does not identify instructional outcomes. ➤ Plans a workshop on citation of resources but does not connect the learning to curriculum, learner needs, or goals. 	<ul style="list-style-type: none"> ➤ Provides a workshop on online interactive maps, but includes instructional goals that are not connected to curriculum, or the needs of the learners (students). ➤ In preparing a workshop on citation of resources, sets goals that do not align with the resources that learners are likely to find useful. 	<ul style="list-style-type: none"> ➤ On the basis of social studies teachers' requests, prepares a workshop on globalizing a unit on communities. Sets goals of how to use the online interactive map to view communities through satellite photos and how to make connections with other classrooms via online video conferencing. ➤ In preparing a workshop on citation of resources, sets goals that learners will demonstrate how to cite resources appropriately, where to find citation information, and can articulate sound reasons for accurately citing work. 	<ul style="list-style-type: none"> ➤ Collaborates with the social studies teachers to develop goals for an interactive map (including images, video, and text). The social studies teacher will then take the lead on a second collaborative map where the learners will make an interactive map based on local history. ➤ Learners (teachers/administrators) teach and model the correct citation of resources and require their students to cite correctly as well.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Id: Demonstrating Knowledge of Resources</i>	<ul style="list-style-type: none"> ➤ Demonstrates little/no familiarity with resources to enhance content knowledge available through the district or school. 	<ul style="list-style-type: none"> ➤ Demonstrates some familiarity with resources available in the school and district. ➤ Does not seek to extend his/her knowledge beyond what is readily available. 	<ul style="list-style-type: none"> ➤ Is fully knowledgeable in locating resources available through the school, district, or community to enhance his/her knowledge and to use in teaching and learning. 	<ul style="list-style-type: none"> ➤ Extends searches for resources beyond the school or district, to outside professional organizations, on the Internet, and in the community to enhance his/her knowledge and use in teaching and learning.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Provides irrelevant resources for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons. ➤ Does not participate in long term planning; only plans independent of others. 	<ul style="list-style-type: none"> ➤ Provides a few resources for websites for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons, but makes them available through only email or social networks. ➤ Provides resources in a way that is unorganized and difficult to navigate. ➤ Participates in planning, but offers few, if any, relevant data and resources to assist in planning. 	<ul style="list-style-type: none"> ➤ Begins to create organized lists of resources and websites for teachers who are incorporating digital material that is labeled for reuse and sharing in their lessons, and invites teachers to collaborate in the creation of those lists by identifying, evaluating, and selecting appropriate contemporary technologies for use with students. ➤ Participates in comprehensive planning to meet the needs of middle school students, and uses the ISTE NETs, data from the Speak Up Survey, and the Horizon Report as resources. 	<ul style="list-style-type: none"> ➤ Advocates for the use of specific tools or resources to be unblocked so they can be used for instruction and to demonstrate their value for teaching and learning. ➤ Facilitates shared leadership as it relates to the school-level or district-level comprehensive planning, incorporating the ISTE Standards, Speak Up Survey, the Horizon Report, and other relevant, high quality and current resources. These efforts serve to transform instruction throughout the system.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>Ie: Designing Coherent Instruction and Service Delivery</i>	<ul style="list-style-type: none"> ➤ Generates/creates learning materials and experiences that are disorganized and do not meet the needs of the learners (teachers/administrators) or help the learners build on prior knowledge. 	<ul style="list-style-type: none"> ➤ Creates learning materials and experiences that engage some of the learners. Prepares learning materials that reflect an ordered structure and partial knowledge of learner (teachers/administrators) resources and prior knowledge. 	<ul style="list-style-type: none"> ➤ Gathers knowledge of content, learners (students/teachers/administrators), and resources to create learning experiences that support transfer and adoption of skills for groups of learners. Organizes learning materials that are detailed enough to engage learners (students/teachers/administrators). 	<ul style="list-style-type: none"> ➤ Gathers knowledge of content, learners (students/teachers/administrators), and resources to develop differentiated learning experiences that support learners (teachers) in integrating digital-age resources and tools into teaching. Designs learning materials to allow learners (students/teachers/administrators) to follow different courses/pathways based on their level of prior knowledge.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Introduces interactive whiteboard software in a workshop but does not provide additional resources or ongoing support. ➤ Shares resources for an upcoming tablet pilot, and distributes tablets for teachers to start using in the classroom without any professional learning or guidelines for implementation. ➤ Participates minimally in planning and budgeting to replenish resources regularly to meet instructional goals and/or purchases resources not aligned to meet instructional goals. 	<ul style="list-style-type: none"> ➤ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Includes a few workshops and resources, but does not take the time to follow up with teachers in their classrooms or on a one-to-one basis. ➤ Organizes a central repository for teachers participating in the tablet pilot. This hub contains miscellaneous app recommendations and instructions, but does not address the needs of the teachers participating in the pilot. ➤ Participates in and/or creates a plan that provides for sporadic replenishment of resources, and/or planned resources are not well-aligned to meet instructional goals. 	<ul style="list-style-type: none"> ➤ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Includes workshops for various grade levels at varying skill levels, job aides and flowcharts of practices, links to online resources, and schedules classroom visits to provide support and regular diagnostics of learner (student) progress. ➤ Organizes a central repository for app suggestions, app purchasing procedures, tablet instruction, etc. for a tablet pilot in first grade. ➤ Participates in and/or creates a plan that provides for continuous replenishment of resources so that they are current and readily available to meet instructional goals. 	<ul style="list-style-type: none"> ➤ Develops a three-month professional development plan for an interactive whiteboard software package that has been adopted by the district. Incorporates instruction that involves other tools available in the classrooms throughout all of the planned instruction, including online subscription sites and tools, tablets, and video. ➤ Organizes a central repository for app suggestions, app purchasing procedures, tablet instructions, etc. for a tablet pilot in first grade. The staff contributes to this repository as well, as they discover new ways to effectively implement the tablet into instruction. ➤ Participates in and/or creates a plan that provides for continuous replenishment of resources and routinely includes leading edge tools in the cycle so that they are current, innovative, and readily available to meet instructional goals.

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<i>If: Designing Learner Assessments</i>	<ul style="list-style-type: none"> ➤ Designs plans that contain no clear criteria, are inappropriate for many learners (teachers/administrators), and are poorly aligned with the instructional outcomes. ➤ Does not have plans for use of the assessment results in designing future instruction. 	<ul style="list-style-type: none"> ➤ Designs plans that are partially aligned to instructional outcomes, but are not made clear. ➤ Uses an approach that is rudimentary and includes only some of the instructional outcomes. 	<ul style="list-style-type: none"> ➤ Regularly designs plans for learner (teachers/administrators) assessment, and the criteria are clear and aligned with instructional outcomes. ➤ Uses both formative and summative assessments to plan for future instruction for learners (teachers/administrators) and groups of learners. 	<ul style="list-style-type: none"> ➤ Develops plans for learner (teachers/administrators) assessment that are clear, and evidence is available that demonstrates learner involvement in their development. ➤ Effectively designs assessment tools that are adapted to meet the needs of the learners (teachers/administrators) and intends to use the results to plan future instruction for individual learners (teachers/administrators).
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Plans a series of online professional development workshops on math software for middle school but does not plan for assessing instructional outcomes. ➤ Does not provide examples of digital assessment resources for intended instructional outcomes. 	<ul style="list-style-type: none"> ➤ Plans a series of online professional development workshops on math software for middle school with some attention to intended instructional outcomes. ➤ Provides examples of digital resources to design and develop rubrics and checklists, but does not clearly articulate the assessment criteria for any desired instructional outcome. 	<ul style="list-style-type: none"> ➤ Plans a series of online professional development workshops on math software for middle school. Plans for formative and summative evaluation of learner (teachers/administrators) success include results from responses in forum discussions and final projects submitted by learners (teachers/administrators) in a variety of digital media. ➤ Provides examples of digital resources to design and develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome. 	<ul style="list-style-type: none"> ➤ After participating in a series of online professional development workshops on math software for middle school, learners (teachers/administrators) incorporate similar formative and summative evaluation strategies in future online instruction development for their students. Formative assessment informs successive lessons. ➤ The learners (teachers/administrators) develop rubrics and checklists that clearly articulate the assessment criteria for any desired instructional outcome using resources introduced by the ITS.

Domain 2: The Environment

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>2a: Creating an Environment of Respect and Rapport</i>	<ul style="list-style-type: none"> ➤ Has interaction with educational community members that is negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict. 	<ul style="list-style-type: none"> ➤ Has interaction with educational community members that is free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners. 	<ul style="list-style-type: none"> ➤ Has interaction with educational community members that demonstrate general caring and respect. ➤ Is considered a resource for information concerning technology use in instruction. ➤ Maintains a positive relationship with learners. 	<ul style="list-style-type: none"> ➤ Has interaction with the educational community and the wider community that is highly respectful and demonstrates deep understanding of learner needs and levels of skill development. ➤ Takes care to respect professionalism of all levels of learners.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS either tells the teachers that the project uses technology ineffectively or ignores the project completely. ➤ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS does not respond to the email or does not respond in a timely manner. 	<ul style="list-style-type: none"> ➤ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The ITS then sends an email to the group of teachers with suggestions for improving their project. ➤ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS responds to the parent with a narrative of how the iPads are used in the classroom. 	<ul style="list-style-type: none"> ➤ First grade teachers are proud of a project they developed and have been implementing with students for a number of years. The project uses technology, but in ineffective ways. The ITS learns of the project by indirect means, and finds a way to contribute ideas to the team. The teachers accept assistance of ITS and incorporate suggestions to update the project. ➤ The principal forwards the ITS a parent email asking how the tablets are used instructionally. The ITS sends the parent a link to a video that demonstrates how the iPads are used in the classroom. 	<ul style="list-style-type: none"> ➤ Offers to participate in grade-level planning meetings to design an updated project that uses technology effectively meet grade level objectives. ➤ Offers an opportunity during the day for parents to participate in an interactive demonstration using the tablets. Structures the opportunity so parents can experience how their students are using the iPad in class.

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2b: Establishing a Culture for Learning	<ul style="list-style-type: none"> ➤ Has a negative attitude and demeanor for digital-age resources and content integration are barriers that prevent learners from seeking assistance and interaction. ➤ Provide unclear instructional outcomes, activities, assignments, and collaborative interactions for learners. 	<ul style="list-style-type: none"> ➤ Conveys minimal enthusiasm for digital-age resources and content integration. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey minimal expectations for learners that promote risk-taking and problem solving. 	<ul style="list-style-type: none"> ➤ Conveys a genuine enthusiasm for digital-age resources and content integration. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey high expectations for learners that promote risk-taking and problem solving. 	<ul style="list-style-type: none"> ➤ Conveys infectious enthusiasm for digital-age resources and content, leading learners to hold themselves to high standards. ➤ Provides instructional outcomes, activities, assignments, and collaborative interactions, which convey high expectations for learners that promote risk-taking and problem solving.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is aware that the third-grade team is preparing their annual research projects in linear presentation software. Does not take initiative to introduce new ways of using the software or new ways of completing the project. ➤ Introduces a variety of pedagogically appropriate digital tools without connecting their use to curriculum. 	<ul style="list-style-type: none"> ➤ Is aware that the third-grade team is preparing their annual research projects in linear presentation software. Provides a wireless presentation remote to the teacher so his/her students can present their projects anywhere in the room. Does not provide any guidance as to effective presentation skills. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. Talks for the duration of the workshop and does not allow time for learners to experiment with the tools. 	<ul style="list-style-type: none"> ➤ Meets with a third-grade teacher to discuss additional presentation methods for her students' annual research project. Asks the teacher for the rubric used to score student presentations. Introduces two new digital tools that can accomplish the same goals. Encourages the teacher to let her students choose the tool that suits them best, even if he/she does not know how to use it. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. The workshop includes time for individual discovery of the tools with ITS there to support, as needed. 	<ul style="list-style-type: none"> ➤ Fosters a positive risk-taking experience for a third-grade teacher, leading her to encourage her third-grade team-members to consider letting their students choose a tool from a list of vetted choices for presenting their research. ➤ Facilitates a workshop to introduce a number of pedagogically appropriate digital tools to support student writing goals. The ITS invites teachers who are already using these tools to share their experiences with the group. The workshop includes time for individual discovery of the tools with ITS there to support, as needed.

Component	Failing	Needs Improvement	Proficient	Distinguished
2c: Managing Procedures	<ul style="list-style-type: none"> ➤ Ineffectively manages online or face-to-face learning environment, resulting in significant loss of instructional time. 	<ul style="list-style-type: none"> ➤ Inconsistently manages online or face-to-face learning environments, resulting in the loss of instructional time. Some learner groups work collaboratively while unsupervised. 	<ul style="list-style-type: none"> ➤ Effectively manages online or face-to-face learning environments, resulting in active learning via minimal guidance. Routines are clearly established and many learners are collaborative, productive, and are moving toward self-regulation. 	<ul style="list-style-type: none"> ➤ Creates environment in which the learner develops an online or face-to-face learning environment with input from the ITS; transitions are seamless and active learning is present through minimal guidance. Routines are clearly established and all learners are collaborative, productive, and self-regulating.
Evidence/Examples	<ul style="list-style-type: none"> ➤ In co-teaching a lesson about measurement using collaborative note taking, uses terminology that the students do not understand, resulting in off-task behavior. The ITS continues to teach the lesson, ignoring the need to change his/her instructional methods. ➤ Does not provide feedback in online class activities and discussions. 	<ul style="list-style-type: none"> ➤ In co-teaching a lesson about measurement using collaborative note taking, notices that some students do not understand the terminology. In order to reduce off-task behavior, attempts to use terminology that the students might understand better. ➤ Is learning to provide timely feedback in online class activities and discussions in order to maximize learner participation. 	<ul style="list-style-type: none"> ➤ In co-teaching a lesson about measurement using collaborative note taking, uses age-appropriate terminology, checks for understanding before continuing, and adapts as necessary to meet all students' needs. ➤ Provides timely feedback in online class activities and discussions, resulting in active learner participation. 	<ul style="list-style-type: none"> ➤ In co-teaching a lesson about measurement using collaborative note taking, uses a graphic organizer to determine students' familiarity with the terminology used in the lesson and adapts the lesson based on the information collected. Also uses the graphic organizer to identify which students will lead their small groups while working in collaborative note taking. ➤ The learners initiate new discussion topics in an online class as a result of the ITS' active participation, modeling, and encouragement.

Component	Failing	Needs Improvement	Proficient	Distinguished
2d: Managing Learner Behavior	<ul style="list-style-type: none"> ➤ Does not establish standards of conduct, including digital. ➤ Does not monitor learner behavior. Responses to misbehavior are inconsistent or disrespectful of learner dignity. 	<ul style="list-style-type: none"> ➤ Establishes standards of conduct, including digital but they may be incomplete. ➤ Inconsistently monitors learner adherence to standards of conduct. 	<ul style="list-style-type: none"> ➤ Establishes, communicates, and reinforces standards of conduct, including digital. ➤ Consistently monitors learner adherence to standards of conduct. ➤ Response to misbehavior is appropriate and respects the learners' dignity and is according to district protocols. 	<ul style="list-style-type: none"> ➤ Develops standards of conduct, including digital, with learner participation. ➤ Subtly monitors learner behavior, with responses highly effective and sensitive to the learners' needs.
Evidence /Examples	<ul style="list-style-type: none"> ➤ Develops a hands-on workshop on video production. Does not create expectations for the group project. Divides learners into groups to film a scene. Sits at computer while the groups are filming. ➤ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Does not create expectations for using the tool appropriately. When one participant writes a disparaging comment about another participant, the ITS does not respond. 	<ul style="list-style-type: none"> ➤ Develops a hands-on workshop on video production. Assumes that learners know the project expectations and asks learners to divide into groups to film a scene. While filming, visits the various groups to check on progress. One group is off-task and the ITS does not redirect the behavior so they can complete the group project. ➤ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Assumes faculty know how to use the tool appropriately. When one participant writes a disparaging comment about another participant, the ITS replies to this participant in a public forum to address the inappropriate remark. 	<ul style="list-style-type: none"> ➤ Develops a hands-on workshop on video production. Establishes expectations for the project and asks learners to divide into groups to film a scene. While filming, visits the various groups to check on progress. One group is off-task and the ITS reminds learners about the project expectations and provides support as needed. ➤ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Creates and communicates ground rules for appropriate use of the tool. When one participant writes a disparaging comment about another participant, the ITS responds according to district protocols. 	<ul style="list-style-type: none"> ➤ Develops a hands-on workshop on video production. Prior to dividing into smaller groups, facilitates a discussion on expectations for group behavior. After dividing into groups, uses the agreed upon expectations to monitor group progress and redirect learners as needed. ➤ Sets up an online group for the 10th grade ELA department to facilitate asynchronous collaboration. Works with the teachers to create ground rules for appropriate use of the tool. Disparaging comments are not made because the teachers played a role in creating the expectations.

Component	Failing	Needs Improvement	Proficient	Distinguished
2e: Organizing Physical and Digital Space	<ul style="list-style-type: none"> ➤ Does not ensure the physical or digital-age learning environment is safe or accessible to learners. ➤ Struggles to guide effective communication and team learning. 	<ul style="list-style-type: none"> ➤ Ensures the physical or digital-age learning environment is moderately safe and accessible to most learners. ➤ Attempts to guide effective communication and team learning with partial success. 	<ul style="list-style-type: none"> ➤ Ensures the physical or digital-age learning environment is safe and accessible to all learners. ➤ Ensures that the space is conducive for effective communication and team learning. 	<ul style="list-style-type: none"> ➤ Ensures the physical and digital spaces are used in a way that is complementary, changing a process for work or functioning in a way that increases access, productivity, efficiency, or community involvement.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Works with the classroom teacher to create a classroom space on Kidblog.org. The ITS and teacher do not verify that all students have Internet access at home but require students to blog for homework. Students access Kidblog from home and make inappropriate remarks. The blog is not actively monitored and the inappropriate remarks are noticed by a parent. ➤ Delivers tablets to a fourth grade classroom, without helping the teacher to prepare for storage and care of the tablets, for implementation in the curriculum, or for classroom management. 	<ul style="list-style-type: none"> ➤ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher do not verify that all students have internet access at home but require students to blog for homework. Some students make inappropriate remarks in the first weeks of using Kidblog. The ITS and teacher remove the comments after other students complained about them. ➤ Delivers tablets to a fourth grade classroom. Provides assistance with some aspects of storage and care of the devices and classroom management. Added some software relevant to the curriculum. Inconsistently follows up with the teacher. 	<ul style="list-style-type: none"> ➤ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. The student's blog in the computer lab where each student has access to a device. After students prove they can use the tool effectively, the teacher turns off comment-moderation. ➤ Before delivering tablets to a fourth grade classroom, the ITS provides a workshop to teachers on management, care, and storage of the devices. The ITS installs relevant software and assists in creating instructional and management plans for curriculum integration. Regularly follows up with teachers to monitor progress. 	<ul style="list-style-type: none"> ➤ Works with the classroom teacher to create a classroom space on Kidblog.org. Together, they teach a lesson on appropriate posting and commenting. The ITS and teacher turn comment-moderation on for the first two weeks of blogging to ensure that students respond safely and appropriately. After students prove they can use the tool effectively, the teacher turns off comment-moderation. The use of Kidblog in the classroom allows students to share their final writing pieces with their peers, and they are proud to be able to display their work online. ➤ Convenes a meeting of a technology team at the request of teachers and/or administrators, to guide the choice of tools that will best serve student needs. Assures that all relevant considerations are addressed: alignment with curriculum and instruction, care and storage of devices, age appropriateness of devices and software, and technical maintenance issues and any other related issues.

Domain 3: Service Delivery

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: Communicating with Learners	<ul style="list-style-type: none"> ➤ Communicates in a manner that is inappropriate for learners’ cultures and levels of development. ➤ Uses content connections and expectations that are not consistent with learners’ knowledge and experience. 	<ul style="list-style-type: none"> ➤ Communicates in a manner that is sometimes appropriate for learners’ cultures and levels of development. ➤ Uses content connections and expectations that are somewhat consistent with learners’ knowledge and experience. 	<ul style="list-style-type: none"> ➤ Communicates in a manner that is appropriate for learners’ cultures and levels of development. ➤ Uses content and standard connections and expectations that are consistent with learners’ knowledge and experience. 	<ul style="list-style-type: none"> ➤ Communicates in a manner that includes real time differentiation and delivery based on the audience of learners. ➤ Uses content and standard connections and expectations that are differentiated to meet learners’ knowledge and experience.
Evidence/Examples	<ul style="list-style-type: none"> ➤ In a monthly digital newsletter, uses extensive technology vocabulary and does not explain the terms. ➤ Creates a collaborative document for brainstorming about resources to support math instruction, but does not share it with the staff for their input. ➤ Shares via email a technology resource to support vocabulary instruction. Several teachers express an interest in learning more, but the ITS never follows up with them. 	<ul style="list-style-type: none"> ➤ In a monthly digital newsletter, provides definitions for technology vocabulary, but the vocabulary is over the teacher’s heads. Provides examples of how the terms are used, but they have no educational relevance. ➤ Creates a collaborative document for brainstorming about resources to support math instruction. The collaborative document is set to a “view-only” setting so staff cannot add resources on their own. In order to add resources, they need to email the ITS. ➤ Shares via email a technology resource to support vocabulary instruction. Several teachers express interest in learning more, and the ITS sends a link to a blog post for the teacher to retrieve information. 	<ul style="list-style-type: none"> ➤ In a monthly digital newsletter, provides definitions for commonly used technology vocabulary in the district. The ITS provides examples of where and how the terms are used. ➤ Creates a collaborative document for brainstorming about resources to support math instruction. The collaborative document is set up so staff members can view and edit content. ➤ Shares via email a technology resource to support vocabulary instruction. Follows up one-on-one with teachers who expressed interest in learning more about strengthening vocabulary with this new tool. 	<ul style="list-style-type: none"> ➤ In a monthly digital newsletter, provides definitions for commonly used technology vocabulary in the district. Provides examples of where and how the terms are used. Within the newsletter, readers can click on hyperlinks for more information. Embedded in the form is a survey tool where users can submit a request for a personal visit from the ITS. ➤ Asks staff members for input for sharing math resources. One of the staff members suggests a collaborative document and engages the ITS and the rest of the team in creating it. ➤ Shares via email a technology resource to support vocabulary instruction. The ITS visits one of the teachers who never responds to emails or asks questions, and shows how the resource can be effective for students. The teacher responds to this face-to-face communication and requests additional time to meet to work on implementing these new resources in his/her class.

Component	Failing	Needs Improvement	Proficient	Distinguished
3b: Using Questioning and Discussion Techniques	<ul style="list-style-type: none"> ➤ Asks low-level or inappropriate questions, eliciting limited participation and recitation instead of a discussion. ➤ Dominates the conversation. 	<ul style="list-style-type: none"> ➤ Uses some effective questioning and discussion techniques and learners are inconsistently engaged in discussions. ➤ Is growing in his/her capacity to facilitate a discussion. 	<ul style="list-style-type: none"> ➤ Uses proven and effective questioning and discussion techniques (e.g., Webb’s Depth of Knowledge). ➤ Facilitates communication using a variety of venues to accommodate individual preferences (e.g. face-to-face, online, virtual). ➤ Engages all learners in the discussion and steps aside when appropriate, allowing learners to control the discussion. 	<ul style="list-style-type: none"> ➤ Facilitates a discussion using proven and effective questioning and discussion techniques. ➤ Learners formulate questions and assume responsibility for ensuring all voices are heard in the discussion.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Asks learners (teachers/administrators) questions that require a yes, no, or recall response. ➤ Does not utilize a wait time strategy. ➤ Uses one tool to help teachers instruct students in the area of collaborative note taking. Does not provide supporting tools and learners are not asked to find or add information to the conversation and/or instruction. 	<ul style="list-style-type: none"> ➤ As a part of a lesson on Internet searching, asks learners (teachers/administrators) to answer few questions requiring higher order thinking skills, instead and primarily requiring low-level questioning. Makes some effort to use participant responses to advance new learning. ➤ Uses a few tools to help teachers instruct students in the area of collaborative note taking, but the tools may not be the most relevant. Provides some supporting tools; however learners do not have access to the Internet to find or add information to the conversation. 	<ul style="list-style-type: none"> ➤ Learners respond to appropriately written questions by participating in discussions (including online), in which they make connections to prior knowledge and each other, as well as demonstrate acquired knowledge. ➤ Creates a collaborative document where all learners (teachers/administrators) can work together to take notes and share ideas. Uses relevant tools that allow for everyone to contribute content and ask real-time questions. Uses additional tools to continue the learning during and after the session. 	<ul style="list-style-type: none"> ➤ In response to modeling by the ITS, learners (teachers/administrators) independently and effectively develop and deliver higher cognitive questions (open-ended, interpretive, evaluative, inquiry, inferential, and synthesis questions) that meaningfully engage students. ➤ Throughout the workshop, posts questions and comments that require synthesis and analysis. Learners initiate collaboration and conduct research to facilitate their own learning.

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Learners in Learning	<ul style="list-style-type: none"> ➤ Provides activities and assignments, materials, and groupings of learners that are inappropriate for the instructional outcomes or the learner’s current levels of understanding, resulting in little to no intellectual engagement. ➤ Provides learning session that has no structure or is poorly paced. 	<ul style="list-style-type: none"> ➤ Provides activities and assignments, materials, and groupings of learners that are somewhat appropriate to the instructional outcomes or the learner’s current levels of understanding, resulting in moderate intellectual engagement. ➤ Provides learning session that has a recognizable structure, but that structure is not consistently maintained. 	<ul style="list-style-type: none"> ➤ Provides activities and assignments, materials, and groupings of learners that are consistently appropriate to the instructional outcomes or the learner’s current levels of understanding. All learners are engaged in work of a high level of rigor. The lesson structure is coherent and delivered at an appropriate pace. 	<ul style="list-style-type: none"> ➤ Ensures that throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. Adapts the lesson as needed to meet the needs of individuals. Learners initiate self-reflection and changes to their instructional practices.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Shares a favorite app that has nothing to do with the lesson objective, resulting in off-task discussions. There is not a clear link between the activity and the academic standards. ➤ Shares online facilitation techniques via a webinar without any learner interaction. Reads slides verbatim without checking for understanding or questions. 	<ul style="list-style-type: none"> ➤ Instructs the learners to draw a map to the closest public library using a single app chosen by the ITS. The connection to the educational goals of the activity is unclear, resulting in inconsistent levels of engagement. ➤ Shares online facilitation techniques via a webinar, inconsistently checking for understanding and responding to some of the learners’ questions. 	<ul style="list-style-type: none"> ➤ Instructs the learners to draw a map to the closest public library using one of the three apps that the group experimented with earlier in the year. Learners work in groups to determine which app will meet their goal and finish the task. ➤ Models online facilitation techniques via a webinar, consistently incorporating opportunities for interaction through polls, questions, and learner contribution. 	<ul style="list-style-type: none"> ➤ Learners work in groups to experiment with various apps. The learners share their discoveries and document the differences between each tool in a shared collaborative document. The ITS facilitates a discussion regarding how to choose an app that can be used to make a map to most clearly depict the route to the closest library. ➤ Models online facilitation techniques via a webinar, incorporating opportunities for interaction through polls, questions, learner contribution, and using small group interaction. Learners assume control of the virtual space when appropriate by sharing their desktops with others.

Component	Failing	Needs Improvement	Proficient	Distinguished
3d: Using Assessment in Instruction and Service Delivery	<ul style="list-style-type: none"> ➤ Does not conduct assessment when providing instruction and provides little or no feedback to learners during or after instruction. 	<ul style="list-style-type: none"> ➤ Chooses and implements assessment of instruction using one assessment tool, when multiple options are available and more appropriate. Provides feedback that is inconsistent in terms of quality, timeliness, and impact on learning. 	<ul style="list-style-type: none"> ➤ Conducts assessment using multiple measures that are valid and reliable. Consistently provides high quality feedback that serves to advance learning. ➤ Ensures learners are fully aware of the assessment criteria used to evaluate their work. ➤ Uses technology resources to gather, interpret, and evaluate assessment data to inform instruction. 	<ul style="list-style-type: none"> ➤ Leads and collaborates with other educators to develop common formative and summative assessments across disciplines. ➤ Ensures that, through consultation with the ITS, learners use self-assessment to determine what their professional learning needs are and where to find resources to address those needs. ➤ Ensures learners are empowered to analyze and synthesize multiple sources of reliable and valid data that regularly inform instructional changes/improvements.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Provides a series of three instructional workshops on the use of Flipped Learning for application in the classroom. ➤ Provides little or no feedback to learners regarding their progress during the workshops and/or fidelity of implementation. 	<ul style="list-style-type: none"> ➤ Uses a simple series of questions at the end of each Flipped Learning instructional workshop as the sole means of assessment of learning. ➤ Does not assess attempts by learners to apply the Flipped Learning concepts between instructional workshops is provided. ➤ Provides feedback during instruction that consists of verbal comments like, “great job” or “you should try again” that are not specific and do not provide accurate information about learner progress or need for revision. 	<ul style="list-style-type: none"> ➤ Assesses the learners’ prior knowledge about Flipped Learning in the early part of the first instructional workshop using a student response system (physical or virtual). Seeks prior knowledge related to the learning objectives, and uses responses to guide instruction. Regularly assesses learning throughout the instruction and provides timely and specific feedback. ➤ Consults with the learners concerning their attempts to implement Flipped Learning between instructional workshops. Is able to identify learning needs based on observation, learners’ reflection, and comparison with previous assessments. 	<ul style="list-style-type: none"> ➤ As learners become more familiar and comfortable with Flipped Learning concepts and processes, they develop a set of formative and summative assessments to aid them in gauging their progress in effectively using this new technique. ➤ Chooses to meet periodically and regularly with learners to discuss progress against the assessments, and to triangulate the data regarding their assessments from multiple sources. Using assessment data, they continually refine their goals to continue their progress.

Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	<ul style="list-style-type: none"> ➤ Focuses on integrating a specific technology without alignment to learner needs or outcomes. 	<ul style="list-style-type: none"> ➤ Invests in the success of learners; however, inconsistently makes adjustments to instructional design and delivery with partially successful results. 	<ul style="list-style-type: none"> ➤ Promotes the progress of all learners, making adequate adjustments to instruction. Accommodates learner questions, needs, interests, and integrates digital tools where appropriate. 	<ul style="list-style-type: none"> ➤ Promotes the successful progress of all learners, making seamless adjustments to instruction. Accommodates learner questions and needs using an extensive repertoire of instructional strategies and digital tools. ➤ Is a role model for flexibility and responsiveness such that the learner solicits feedback from the ITS on their attempts to successfully adjust instruction when integrating technology.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Shows a tool and mid-lesson the technology malfunctions. Has no plan to move this lesson forward. ➤ The ITS and a classroom teacher teach students how to create digital presentations. When a student asks about an advanced function of the tool, tells the student, “We don’t have time for that.” 	<ul style="list-style-type: none"> ➤ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson, the ITS makes a substitution, but the transition isn’t smooth and/or fully effective. ➤ The ITS and a classroom teacher teach students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction, but there are also three students who have never used the tool. The ITS and the teacher decide to split the class into two groups and the students who have never used the tool are lumped into a group that is too advanced for them. 	<ul style="list-style-type: none"> ➤ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson, uses a different tool for the activity. Sets up a different activity so the group can complete the task. ➤ The ITS and a classroom teacher teach students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. The ITS and teacher decide to split the class into three groups to accommodate student needs. The groupings are appropriate for the skill level of the students. 	<ul style="list-style-type: none"> ➤ Leads a collaborative activity using an online tool. When the technology malfunctions mid-lesson uses a different tool for the activity. Models the simplicity of recreating this activity in a different tool. Learners are able to complete the task using the new tool and learned another resource to use to meet the lesson objective. ➤ The ITS and a classroom teacher teach students how to create digital presentations. Although the ITS and classroom teacher planned on creating the presentations in PowerPoint, one of the students suggested using a web-based tool instead. The ITS and classroom teacher seize the opportunity to get the students excited about a new tool. They allow students to choose which tool they wanted to use to create their presentation.

Domain 4: Professional Development/Professional Responsibilities

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4a: Reflecting on Practice</i>	<ul style="list-style-type: none"> ➤ Does not reflect on the effectiveness of his/her professional practice. ➤ Does not maintain documentation regarding his/her efforts with teachers. ➤ Does not consider that his/her practice could be improved. 	<ul style="list-style-type: none"> ➤ Inconsistently reflects on the effectiveness of his/her professional practice. ➤ May use documentation to inform future efforts with teachers. ➤ Is beginning to consider that his/her practice could be improved. 	<ul style="list-style-type: none"> ➤ Reflects on the effectiveness of his/her professional practice. ➤ Uses thorough and accurate documentation to continuously inform future efforts with teachers. ➤ Realizes improvements for his/her practice and accepts suggestions from peers and administrators. 	<ul style="list-style-type: none"> ➤ Consistently reflects on the effectiveness of his/her professional practice, researching methods for improvement to build capacity across the system. ➤ Demonstrates a growing level of sophistication of technology integration over time, which results in professional growth among the teachers they work with.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not evaluate and adjust his/her availability based upon the teachers' schedules. ➤ Does not reflect on faculty meeting presentations offered throughout the year. 	<ul style="list-style-type: none"> ➤ Inconsistently evaluates and adjusts his/her schedule to support teachers and their needs. ➤ Reflects on faculty meeting presentations throughout the year with the prompting from the administrator. 	<ul style="list-style-type: none"> ➤ Consistently evaluates and adjusts his/her schedule to support teachers and their needs with a focus on building collaborative relationships. ➤ Reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. 	<ul style="list-style-type: none"> ➤ Consistently evaluates and adjusts his/her schedule to provide effective and efficient services. As a result, capacity building around lesson design and delivery occurs across the system. ➤ Reflects on faculty meeting presentations offered throughout the year and shares reflections with his/her administrator. The ITS and administrator use the reflections to establish goals for the following year's faculty meetings.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4b: Maintaining Accurate Records</i>	<ul style="list-style-type: none"> ➤ Does not have a method for maintaining instructional or non-instructional records or the records are disorderly, causing errors and confusion. 	<ul style="list-style-type: none"> ➤ Has a rudimentary or ineffective method for maintaining instructional and non-instructional records that is only partially effective. 	<ul style="list-style-type: none"> ➤ Has an effective system for maintaining instructional and non-instructional records. 	<ul style="list-style-type: none"> ➤ Has an effective system for maintaining instructional and non-instructional records that contain contributions from learners.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Does not document the use of technology and therefore, cannot advocate for additional equipment. ➤ Teachers have to email ITS to inquire about equipment and space availability, locate equipment, and reserve equipment and spaces for classroom use. 	<ul style="list-style-type: none"> ➤ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Shares this information with colleagues, but does not take the data to the administrative level. ➤ Teachers have access to a shared calendar to view equipment and space reservations but the ITS does not keep the calendar updated. 	<ul style="list-style-type: none"> ➤ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Communicates this need with the administrative team, providing data to support his/her claim. ➤ Develops the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests. 	<ul style="list-style-type: none"> ➤ Through documentation of scheduling and use, is able to demonstrate the need for additional equipment. Works with administration to develop a plan for purchasing/upgrading equipment. ➤ Works with building staff to develop the procedure for equitably reserving equipment and space, empowering the teachers to take ownership of their reservation requests.

Component	Failing	Needs Improvement	Proficient	Distinguished
4c: Communicating with Stakeholders*	<ul style="list-style-type: none"> ➤ Fails to communicate with stakeholders about the infusion of technology into teaching and learning. ➤ Makes no attempt to engage stakeholders. 	<ul style="list-style-type: none"> ➤ Inconsistently communicates with stakeholders about the infusion of technology into teaching and learning. ➤ Is beginning to independently identify communication needs. 	<ul style="list-style-type: none"> ➤ Consistently communicates information within a timely manner and in a way that can be easily accessed and understood by the stakeholders. 	<ul style="list-style-type: none"> ➤ Welcomes stakeholder input and clearly communicates information that is customized to the stakeholders. ➤ Demonstrates exceptional communication skills, as evident with stakeholders increased initiation of communication that demonstrates ownership of common goals.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is aware of a cyberbullying incident at school but chooses not to communicate educational information with stakeholders. ➤ Does not communicate with staff regarding the integration of technology into the curriculum. 	<ul style="list-style-type: none"> ➤ After a cyberbullying incident occurs at school, develops a document for parents and community members containing information about cyber bullying. ➤ Inconsistently communicates tech tips related to teaching and learning. 	<ul style="list-style-type: none"> ➤ Works with staff to develop a published document for parents and community members containing information about cyber bullying, how the school is addressing it, and how to support appropriate technology use at home. ➤ Communicates weekly tech tips to staff that are relative to teaching and learning in a format that is inviting and eye-appealing. 	<ul style="list-style-type: none"> ➤ Works with staff to develop a contest inviting students to create a poster educating others about digital citizenship and cyberbullying. The posters are shared in the lobby of the building and on the district website. ➤ Encourages staff to participate in a learning network to continually share technology tips.

*Stakeholders include school personnel, parents or guardians, and community partners.

Component	Failing	Needs Improvement	Proficient	Distinguished
4d: Participating in a Professional Community	<ul style="list-style-type: none"> ➤ Avoids participating in a professional community, school, and district events and projects. ➤ Has negative or self-serving interpersonal relationships with colleagues. 	<ul style="list-style-type: none"> ➤ Inconsistently participates in a professional community, school, and district events and projects. ➤ Is beginning to develop interpersonal relationships with colleagues. 	<ul style="list-style-type: none"> ➤ Has professional relationships that are consistently characterized by mutual support, cooperation, positivity, and respect. ➤ Participates in a professional learning community that supports ongoing professional learning related to technology integration with content and pedagogy. 	<ul style="list-style-type: none"> ➤ Makes a significant contribution to the school, district, or professional community. ➤ Takes initiative in assuming leadership roles.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Is dismissive or not responsive to requests from colleagues and professional communities. ➤ Does not participate in the county-wide social learning platform. 	<ul style="list-style-type: none"> ➤ Inconsistently shares resources with colleagues and professional communities. ➤ Joins the county-wide social learning platform because his/her supervisor made it a requirement; offers some comments in the group. 	<ul style="list-style-type: none"> ➤ Participates in a community by sharing information about virtual learning spaces and other emerging technology trends (e.g., competency-based learning, cloud computing). Responds to the contributions of colleagues in the community. ➤ Participates in the county-wide social learning platform to share best practices from his/her district and learn about local trends in the region. Invites teachers to be a part of the personal learning network (PLN). 	<ul style="list-style-type: none"> ➤ Organizes communities consisting of participants across several stakeholder groups, with a focus on improving the profession. ➤ Actively creates content in the county-wide social learning platform, posting conversation starters to generate discussions amongst group members.

Component	Failing	Needs Improvement	Proficient	Distinguished
<i>4e: Growing and Developing Professionally</i>	<ul style="list-style-type: none"> ➤ Does not participate in professional development and does not share knowledge with colleagues. 	<ul style="list-style-type: none"> ➤ Participates in professional development activities that are convenient or required and makes some contributions to the profession. ➤ Is beginning to consider feedback from supervisors and colleagues. 	<ul style="list-style-type: none"> ➤ Actively looks for professional learning opportunities based on self-assessment to engage in continual learning, deepen professional knowledge, and keep current with emerging technologies and innovations. ➤ Welcomes feedback from supervisors and colleagues. 	<ul style="list-style-type: none"> ➤ Seeks out professional development opportunities and originates activities that contribute to the profession. ➤ Asks for feedback from supervisors and colleagues to improve the system.
<i>Evidence/Examples</i>	<ul style="list-style-type: none"> ➤ Directed to attend a content-related conference but refuses. ➤ Does not take time to research and learn about new and emerging technology. 	<ul style="list-style-type: none"> ➤ Needs encouragement to attend conferences of a relevant nature to their job duties. ➤ Is beginning to be involved in personal research of new and emerging technology available. 	<ul style="list-style-type: none"> ➤ Continually researches and attends relevant conferences and, when applicable, shares information gained with colleagues. ➤ Maintains a regular schedule of personal research of new and emerging technology available. 	<ul style="list-style-type: none"> ➤ Helps evaluate conference options and makes recommendations to colleagues. ➤ Creates a plan for professional development with goals for learning over time, and works toward the set goals.

Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism	<ul style="list-style-type: none"> ➤ Does not demonstrate ethics and professionalism and contributes to practices that are self-serving or illegal. ➤ Fails to comply with school and district regulations 	<ul style="list-style-type: none"> ➤ Is honest and well-intentioned in contributing to decisions in the school. ➤ Is beginning to serve teachers and administrators. ➤ Complies with school and district regulations, requiring reminders. 	<ul style="list-style-type: none"> ➤ Consistently demonstrates ethical behavior and professionalism related to education and technology. ➤ Complies fully and voluntarily with school and district regulations as well as the PA Code of Professional Practice and Conduct for Educators. 	<ul style="list-style-type: none"> ➤ Is proactive and assumes a leadership role in demonstrating digital citizenship. ➤ Demonstrates the highest standards of ethical conduct and models compliance with school, district, and other relevant regulations.
Evidence/Examples	<ul style="list-style-type: none"> ➤ Continually posts inappropriate and private comments on public forums using district credentials, or continually uses district resources for personal and/or commercial communication outside of district regulation. ➤ Creates a school-wide video without checking on video release forms for students in the video and publishes the video to the school website. 	<ul style="list-style-type: none"> ➤ Demonstrates increasing awareness of acceptable online behavior and the impact it can have on the school community. Adapts and shares resources that are appropriate for faculty needs, but, without citing original sources. ➤ Creates a school-wide video without checking on video release forms for students in the video. Before the video is published to the school web site, realizes that some recorded students do not have appropriate permission so the process has to be started over again. 	<ul style="list-style-type: none"> ➤ Judiciously uses digital communication to support district initiatives and community involvement and awareness (email, blog posts, twitter, etc.) and provides appropriate citation. ➤ While assisting a teacher with the creation of a class video, asks whether or not students have photo release forms, ensuring that all students in the video are permitted to be recorded. Assists the teacher with video edits prior to publishing on the school website. 	<ul style="list-style-type: none"> ➤ Notices several colleagues posting inappropriate remarks about school on Facebook, and approaches the building administrator to organize a morning tech talk for the faculty about social networking and best practices. ➤ Is considered by colleagues to be a role model in communications and a resource for information about professional practice in educational technology.