Professional Technology Proficiency Profile

Communication and Collaboration		
Factors to Consider Each Teacher should be able to:	**Profile**	**Performance Indicators***
Communicates through a variety of electronic media **(P2)**	• Identifies, selects and uses digital communication tools appropriately. • Uses digital tools to communicate with students, parents and community members to enhance management and learning	• Evidence of the use of a variety of communication tools based on resources available, (i.e. telephone, email, fax, listserv or web page) • Evidence of the management of information using technology to increase communication, (i.e. web pages, voice mail, homework hotlines, etc.
Interacts and collaborates with others using computer-based collaborative tools **(P3)**	• Supports student learning through collaboration with parents, subject matter experts, educators and others using digital tools • Participates in professional growth activities that utilize digital communication tools	• Evidence of sustained communication with parents, students, and/or colleagues (i.e. mailing lists, video conferencing, online staff development, shared network folders etc.) • Student projects that utilize digital tools to interact with subject matter experts • Lesson/activity plans designed collaboratively using appropriate communication tools as a medium (i.e. email, listserv, shared network folders, mailing lists, videoconferences, etc.)
Collaborates with other teachers, mentors, librarians, resource specialists and other experts to support technology-enhanced curriculum **(P11)**	• Uses digital communication tools to work with educators and subject matter experts to design classroom activities to support student learning • Seeks out and draws upon the expertise of others to support the learning process and technology enhanced curriculum	• Student work that exemplifies evidence of active collaboration with outside experts • Interdisciplinary lessons and cross grade level projects *(see also planning, designing, and implementing learning experiences P5)*
Contributes to site-based planning or local decision making regarding the use of technology and acquisition of technological resources **(P12)**	• Provides leadership by participating in school-wide decision making and learning activities that support learning through the use of technology • Actively contributes to the development or updating of site or district based technology plans • Explores new technologies and recommends innovative educational applications appropriate to the curricular needs of the students and site	• Participation in grade level or department activities to develop a school site technology plan • Pursues continuing education (i.e. educational technology, conference attendance, curriculum integration, online courses workshops) • Evidence of active participation in the site or district decision making process regarding the use and acquisition of technology (i.e. grade level, technology committee, technology planning etc.)

* Performance Indicators - clarifications and examples

G = General Knowledge and Skills *(Factors to Consider in CEAP Document)*

S = Specific Knowledge and Skills

P = Professional Knowledge and Skills

Professional Technology Proficiency Profile

Planning, Designing and Implementing Learning Experiences		
Factors to Consider Each Teacher should be able to:	**Profile**	**Performance Indicators***
Demonstrates competence evaluating the authenticity, reliability and bias of data gathered; determines outcomes and evaluates the success or effectiveness of the process used. **(P4)**	• Evaluates authenticity, accuracy, reliability and bias of resources to be used in the planning and designing of instructional activities • Identifies the process used to evaluate data and determines the success or effectiveness of that process • Applies information literacy competencies in professional practice	• Research for curricular resources incorporate multiple references from a variety of credible electronic and traditional sources • Evidence of self reflection and evaluation on the outcome and success of the process used (i.e. anecdotal records, self reflections, journals, lesson plan revisions)
Optimizes lessons based upon technological resources available in a variety of learning locations **(P5)**	• Applies best practices and research findings on the use of technology in managing resources for specific student populations • Analyzes the needs of students and organizes appropriate and available technological resources for curricular applications • Establishes technology procedures and routines that engage all students in a variety of learning environments	• Classroom activities reflect the availability of technology tools and resources (i.e. at site, community, and home) • Lesson activities use appropriate technology resources based upon specific student needs (i.e. drill & practice, simulation, video based instruction) *(see also planning, designing, and implementing learning experiences P11)* • Lesson activities reflect access to a variety of learning locations (i.e. one computer room, computer lab, multiple workstations in a room, portable technologies etc.)
Designs, adapts and uses lessons which develop student information literacy and problem solving skills as tools for lifelong learning **(P6)**	• Implements lessons that engage students in evaluating information, problem solving, and critical thinking to make subject matter meaningful • Facilitates activities that engage students to become self-directed learners through effective use of technology aligned with curriculum standards • Incorporates lessons using appropriate technological and traditional tools for student research, data gathering, analysis and presentation	• Student research projects incorporate multiple references from a variety of credible electronic and traditional sources • Student methods of utilizing valid information are analyzed for success (e.g. rubrics, student reflection, and/or bibliographic cross referencing) • Evidence that improvements to future student activities are planned *(see also Assessment and Evaluation P10)* • Lesson plans indicate activities to maximize student learning by matching the most appropriate technology resources to instructional and learner needs.

Professional Technology Proficiency Profile

Planning, Designing and Implementing Learning Experiences

Factors to Consider Each Teacher should be able to:	Profile	Performance Indicators*
Creates or make use of learning environments inside the classroom, as well as in library media center or computer labs, that promote the effective use of technology aligned with curriculum **(P7)**	• Selects appropriate technology that supports state academic content standards • Implements effective classroom management techniques using technology in a variety of educational settings • Employs a variety of technology-based instructional strategies to enhance learning, (i.e. direct, cooperative, individual, etc.) • Supports varying learning styles and modalities by integrating a variety of technological resources in lesson design for all students	• Sample technology integrated lessons are clearly aligned with state academic standards • Evidence of lessons that provide for equal access of technological resources for all students in a variety of locations • Sample technology integrated lessons use technology appropriately.
Uses technology in lessons to increase each student's ability to plan, locate, evaluate, select and use information to solve problems and draw conclusions **(P8)**	• Engages students in the process of planning, locating and evaluating information obtained using technology • Designs technology infused lessons to increase student critical thinking skills • Facilitates technology infused experiences that promote autonomy, interaction and choice • Incorporates instructional strategies to develop student skills for assessing validity and reliability of information	• Evidence of lessons that provide engaging activities for students to evaluate information, solve problems and draw conclusions • Student projects demonstrate an increased ability to plan in order to select and use information • Models the use of technology to plan activities for solving problems and drawing conclusions
Demonstrates knowledge and understanding of the legal and ethical issues concerned with the use of computer-based technology **(G4)(S13)(S14)**	• Translates the school's Acceptable Use Policy (AUP) into understandable rules and procedures for students • Demonstrates and advocates for legal and ethical behaviors among students and colleagues regarding the use of technology and information	• Models, teaches, and reinforces intellectual property rights and acceptable use policies • Provides evidence that students are following the Acceptable Use Policy • Evidence of lessons that includes copyright and policy citations • Student reports include appropriate bibliographic information

Professional Technology Proficiency Profile

Assessment and Evaluation		
Factors to Consider Each Teacher should be able to:	**Profile**	**Performance Indicators***
Uses computer applications to manipulate and analyze data **(P1)**	• Collects, organizes and analyzes data using technology for the purpose of managing resources, learning environments and project design • Uses technology to collect and analyze data for school instructional planning	• Evidence of the use of a gradebook, spreadsheet, or database program to record and report student standing • Modify instruction based on the analysis of student mastery using district adopted student information system • Evidence of the use of assessment tools and strategies to evaluate student activities • Customized documents for school planning using technology tools
Uses technology to assess student learning and for providing feedback to students and parents **(P9)**	• Devises project assessments that allow students and parents to monitor progress and adapt educational activities appropriately • Produces individualized learning reports of students • Shares learning reports with students and parents to provide feedback to improve purposeful student engagement in learning • Collects, interprets, and reports student performance data using technology	• Evidence of the use of electronic means to collect student data (e.g. gradebooks, web based testing, computer aided instruction, etc.) • Presentations produced for a variety of audiences to illustrate student performance • Evidence of the use of technology to create individual learning reports for parents and students

* Performance Indicators - clarifications and examples

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