

Standards of Effective Technology Integration TOSA

80% Elements of Effective Technology Integration
20% Professional Responsibilities

Notes:

Due to the variety of Technology Integration TOSA positions in SPPS some elements may be left blank if they are not applicable to the job description of the TOSA.

Underlined areas located under *Distinguished* will eventually move to *Proficient* as Saint Paul Public Schools implements strategies around Personalized Learning.

Elements of Effective Technology Integration

| | Not Applicable | Below Standard | Developing | Proficient | Distinguished |
|---|----------------|---|---|---|---|
| Content Knowledge | | <ul style="list-style-type: none"> Displays little understanding of topics related to technology integration Displays little understanding of areas related to Personalized Learning | <ul style="list-style-type: none"> Displays basic understanding of topics related to technology integration Displays basic understanding of areas related to Personalized Learning | <ul style="list-style-type: none"> Displays knowledge of topics related to technology integration and reflects on current research and best practices within the field Displays knowledge of areas related to Personalized Learning and reflects on current research and best practices within the field | Meets Proficient AND: <ul style="list-style-type: none"> Demonstrates extensive knowledge in topics related to technology integration and areas of Personalized Learning Published in content area Presenter at local, state or national conference on technology integration Teaches at higher education |
| Personalized Learning Vision | | <ul style="list-style-type: none"> Cannot articulate and/or rarely supports a clear vision of Personalized Learning to all stakeholders | <ul style="list-style-type: none"> Articulates and sometimes supports a clear vision of Personalized Learning to all stakeholders | <ul style="list-style-type: none"> Articulates and consistently supports a clear vision of Personalized Learning to all stakeholders | Meets Proficient AND: <ul style="list-style-type: none"> Creates wide range support of the department's vision with stakeholders |
| Resources | | <ul style="list-style-type: none"> Demonstrates minimal knowledge of available technology integration resources Rarely locates and connects people with resources on technology integration | <ul style="list-style-type: none"> Demonstrates some knowledge of available technology integration resources Sometimes locates and connects people with resources on technology integration | <ul style="list-style-type: none"> Demonstrates a solid working knowledge of available technology integration resources Often locates and connects people with resources on technology integration | Meets Proficient AND: <ul style="list-style-type: none"> Highly knowledgeable about technology integration resources and effectively connects people with them |
| Authentic Learning Supports SPPS Standards | | <ul style="list-style-type: none"> Learning tasks have little to no connection to standards or little to no support of SPPS curriculum and/or Personalized Learning Activities sometimes reflect a learning outcome | <ul style="list-style-type: none"> Learning tasks sometimes connect to standards and/or support SPPS curriculum and/or Personalized Learning Activities reflect a learning outcome and staff/students are sometimes involved in authentic learning activities | <ul style="list-style-type: none"> Learning tasks consistently connect to standards, support SPPS curriculum, and Personalized Learning Activities reflect a learning outcome and staff/students are regularly involved in authentic learning activities | Meets Proficient AND: <ul style="list-style-type: none"> <u>Staff/students routinely select and adapt authentic learning activities to meet and support SPPS standards</u> |
| High Academic Expectations | | <ul style="list-style-type: none"> Some academic expectations are rigorous Conveys a negative attitude Some staff/students receive the message that they are expected to attain high standards and some staff/students do not | <ul style="list-style-type: none"> Most academic expectations are rigorous Communicates importance of work, but with little conviction and minimal buy-in by staff/students Most staff/students consistently receive the message that they are expected to attain high standards | <ul style="list-style-type: none"> High rigor in which staff/students have multiple opportunities to achieve Actions (verbal and non-verbal) reinforce belief that all staff/students can learn Virtually all staff/students receive the consistent message that they are expected to attain high standards | Meets Proficient AND: <ul style="list-style-type: none"> Both staff/students and TOSA/coach maintain a culture of high academic expectations |
| Respects Diverse Groups | | <ul style="list-style-type: none"> Displays little understanding of diverse staff/student populations May display favoritism or ignore staff/student groups Staff/students are minimally able to show up as their authentic selves through the content | <ul style="list-style-type: none"> Shows some understanding of diverse staff/student populations Attempts to include all staff/students regardless of cultural background, but not consistently or successfully Staff/students are sometimes able to show up as their authentic selves through the content | <ul style="list-style-type: none"> Routinely introduces content with a broad focus on various cultural and racial groups Shows an understanding of all staff/students, and attempts to adapt instruction to make content accessible for all Staff/students are able to show up as their authentic selves through the content | Meets Proficient AND: <ul style="list-style-type: none"> Realness is present – staff/students question and inquire about what and how they are taught Displays continuing search for best practice pertaining to diverse staff/students |

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| Coaching/PD Goals | | <ul style="list-style-type: none"> Goals are seldom stated or no goals are stated. If stated, goals are not measurable Goals are rarely and/or never clear or are stated as learner activities Goals rarely take into account the varied learning needs of individual students or groups Goals rarely align to standards | <ul style="list-style-type: none"> Goals are stated and sometimes measurable Goals are inconsistently clear and may include activities Goals sometimes take into account the varied learning needs of individual learners or groups Goals sometimes align to standards | <ul style="list-style-type: none"> Goals are stated and measurable Goals are consistently clear and are NOT activities Goals regularly take into account varied learning needs of individual learners or groups Goals regularly align to standards | Meets Proficient AND: <ul style="list-style-type: none"> All learners can identify the measurable goal and explain it in their own words <u>Goals are often learner created</u> Goals always take into account varied learning needs Able to articulate rationale for the selection of goals and how they explicitly supports standards |
| Written Presentation Plans | | <ul style="list-style-type: none"> Presentation plans are unavailable or inconsistently available when asked Presentation plans are incomplete and missing more than one of the following: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies, means of assessment No planning for multiple means of representation, expression, and/or engagement | <ul style="list-style-type: none"> Presentation plans are available consistently when asked but: May be incomplete with no more than one of the following missing: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies, means of assessment Some planning for multiple means of representation, expression, and/or engagement | <ul style="list-style-type: none"> Presentation plans are available consistently when asked and: Are complete with: reference to standards, measurable objective(s), learning or guiding questions, instructional strategies including access to prior learning, presenting new information, an opportunity for practice, means of assessment Planning for multiple means of representation, expression, and/or engagement for most staff/students | Meets Proficient AND: <ul style="list-style-type: none"> Planning for multiple means of representation, expression, and/or engagement for all staff/students |
| PD Recognizes Staff/Students Interests, Abilities, and Experiences | | <ul style="list-style-type: none"> Rarely crafts professional development that embeds interests, abilities, experiences, and backgrounds Rarely incorporates interests into real-life application of lessons Minimally creates staff/student learning experiences that are racially and culturally relevant Language/learning accommodation are inconsistently executed | <ul style="list-style-type: none"> Sometimes crafts professional development that embeds interests, abilities, experiences, and backgrounds Sometimes incorporates interests into real-life application of lessons Sometimes creates staff/student learning experience that are racially and culturally relevant | <ul style="list-style-type: none"> Routinely crafts professional development that embeds interests, abilities, experiences, and backgrounds Regularly incorporates interests into real-life applications of lesson Regularly creates staff/student learning experiences that are racially and culturally relevant Language/learning accommodations are regularly executed | Meets Proficient AND: <ul style="list-style-type: none"> <u>Provides staff/student choices based on each staff/student's individual experiences</u> |
| Accessing Prior Learning | | <ul style="list-style-type: none"> Limited attempts to access prior knowledge Displays limited understanding of prior knowledge for staff/students Rarely or never considers the current skills of the staff/students Infrequently recognizes staff/students' interests, abilities, and experiences to access prior learning Infrequently recognizes staff/students' racial and ethnic diversity to access prior learning | <ul style="list-style-type: none"> Occasionally attempts to access prior knowledge Displays some understanding of prior knowledge for some staff/students Occasionally considers the current skills of the staff/students Occasionally recognizes some staff/students' interests, abilities, and experiences to access prior learning Occasionally recognizes staff/students' racial and ethnic diversity to access prior learning | <ul style="list-style-type: none"> Regularly attempts to access prior knowledge Displays solid understanding of prior knowledge for most staff/students Regularly identifies and applies appropriate /coaching strategies/instruction to the current skills of the staff/students to meet most needs Regularly recognizes staff/students' interests, abilities, and experiences and uses them to provide appropriate activities to access prior learning Regularly recognizes staff/students' racial and ethnic diversity and uses it to engage staff/students' prior learning | Meets Proficient AND: <ul style="list-style-type: none"> Displays solid understanding of prior knowledge for all staff/students in the class, including diverse language and learning needs Consistently uses knowledge of individual staff/student skill levels to meet all staff/student needs Always recognizes staff/students' interests, and staff/students are able to share interests/experiences to engage other staff/students Always recognizes staff/students' racial and ethnic diversity and uses it to engage staff/students' prior learning |

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| Modeling | | <ul style="list-style-type: none"> Minimal modeling of integrating technology Instructions are unclear or disorganized Instructs with minimal monitoring of staff/student comprehension or learning styles | <ul style="list-style-type: none"> Modeling of integrating technology occurs, but components are missing such that staff/students have difficulty proceeding with the task Instructions are sometimes clear and organized Delivers new information with little regard to staff/student's various learning styles Instructions are given with some regard to the thought process behind them | <ul style="list-style-type: none"> Demonstrates the thinking, speaking, and/or actions that staff/students will be required to integrate technology effectively Instructions are clear, concise, and logically organized Instructions are given with appropriate scaffolding, including written and visual representations that address various learning styles Encourages staff/students to make deductions in order to explore the new concepts Staff/students are interacting with TOSA/coach and each other during modeling | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Links the instructional purpose of the modeling to the larger curriculum and/or departmental goals Points out possible areas of misunderstanding during modeling |
| Instructional Techniques | | <ul style="list-style-type: none"> Utilizes a minimal variety of instructional techniques which do not consider effective strategies for staff/students with diverse language and learning needs Rarely supports department/program instructional models when working with staff/students Rarely uses scaffolding strategies to make learning more accessible for students | <ul style="list-style-type: none"> Sometimes attempts varied instructional techniques but is inconsistent Sometimes supports department/program instructional models when working with staff/students Sometimes uses scaffolding strategies to make learning more accessible Returns to less effective instructional practices if something new does not work | <ul style="list-style-type: none"> Routinely utilizes a variety of best practice instructional techniques that include effective strategies for staff/students with diverse language and learning needs Routinely supports department/program instructional when working with staff/students Regularly uses scaffolding strategies to make learning more accessible Effective instructional practices are applied using multiple racial and cultural perspectives (rigor, relevance, relationships, realness) | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Staff/students demonstrate their ability to access these resources and strategies independently to experience success Shows exceptional creativity and flexibility in facilitating learning |
| Differentiated Coaching | | <ul style="list-style-type: none"> Minimal or no modification to represent multiple means of representation, expression, and/or engagement Rarely differentiates coaching Rarely paraphrases Rarely acknowledges or clarifies what the coachee articulates Rarely asks probing/questions Rarely uses mindful inquiry to support staff/students in self-directed learning | <ul style="list-style-type: none"> Inconsistent modification to represent multiple means of representation, expression, and/or engagement Sometimes differentiates coaching to promote teacher's growth Sometimes paraphrases to acknowledge and clarify Sometimes paraphrases to summarize/organize information Sometimes asks probing questions Sometimes uses mindful inquiry to support staff/students in self-directed learning | <ul style="list-style-type: none"> Regular and ongoing modification to represent multiple means of representation, expression, and/or engagement Purposefully differentiates coaching to mediate teacher's thinking Uses paraphrasing to acknowledge and clarify Uses paraphrasing to summarize and organize information Probes as appropriate to clarify teacher's thinking Consistently uses mindful inquiry to support staff/students in self-directed learning | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Differentiated instruction accommodated staff/student voice and choice leading to personalization</u> Engages in advanced/mediating paraphrasing to shift the level of abstraction toward teacher's core beliefs, assumptions, values, and goals e.g. 'So a value important to you in lesson design is students' voice and choice...' |
| Purposeful Talk | | <ul style="list-style-type: none"> Uses mostly voluntary responses to solicit answers Does not or minimally prompts staff/students to justify or extend their responses | <ul style="list-style-type: none"> Uses some strategies to engage equitable participation Sometimes prompts staff/students to justify or extend their responses | <ul style="list-style-type: none"> Routinely uses a variety of questioning strategies that draw equitable participation (i.e. visible, random) based on culturally responsive best practices – rigor, relevance, relationships, and realness Regularly prompts staff/students to justify or extend their responses related to content specific language | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> <u>Staff/students themselves ensure that all voices are heard with justifications</u> Able to modify in real time how purposeful talk is being used |

Elements of Effective Technology Integration

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| Questioning and Discussion | | <ul style="list-style-type: none"> Uses questioning and discussion to involve few staff/students (i.e. wait time, level of questions) Uses questioning and discussion with little or no active listening evidenced among the participants Sequencing of questions is not purposeful Uses little or no discussion | <ul style="list-style-type: none"> Uses questioning and discussion to involve some staff/students (i.e. wait time, level of questions) Uses questioning and discussion and some active listening is evidenced among the participants Sequencing of some questions with minimal regard to staff/students' learning needs | <ul style="list-style-type: none"> Uses questioning and discussion to involve every staff/student, regardless of ability (i.e. wait time, level of questions) Uses questioning and discussion; participation consists of speaking and/or active listening Uses questioning and discussion that displays a variety of culturally responsive techniques to ensure all are participating and considering staff/student input Sequencing of most questions is purposeful and scaffolds learning for all Uses questioning and discussion for higher order thinking | Meets Proficient AND: <ul style="list-style-type: none"> Staff/students create their own questions around the topic of study for discussion Staff/students lead the discussion with little direction from the TOSA Sequencing of questions is purposeful and scaffolds learning for all |
| Function of Technology Used in Practices | | <ul style="list-style-type: none"> Rarely uses available technology as an instructional tool in learning Promotes technology use that interferes with learning | <ul style="list-style-type: none"> Uses available technology as a direct tool substitute without functional change | <ul style="list-style-type: none"> Uses available technology to augment or modify instructional practices, as well as for substitution | Meets Proficient AND: <ul style="list-style-type: none"> Uses technology for significant task redesign or to create new tasks, previously inconceivable, as well as for substitution, augmentation, and modification Takes a leadership role in building capacity of others to use technology in ways that increase effectiveness and/or efficiency |
| Accessing and Presenting Information | | <ul style="list-style-type: none"> Only offers staff/students a single pathway to access and present information Rarely assists in building capacity of staff to present using multiple means of representation, expression, and engagement | <ul style="list-style-type: none"> Offers staff/students few pathways to access and present information Sometimes assists in building capacity of staff to present using multiple means of representation, expression, and engagement | <ul style="list-style-type: none"> Offers staff/students multiple pathways to access and present information Regularly assists in building capacity of staff to present using multiple means of representation, expression, and engagement | Meets Proficient AND: <ul style="list-style-type: none"> Provides staff/students with voice and choice about options for accessing and presenting information |
| Feedback | | <ul style="list-style-type: none"> Rarely follows up with staff on technology integration in support of Personalized Learning professional development topics and/or skills Feedback is not or is inconsistently provided Feedback is of poor quality Feedback is not delivered in a way that staff/students can apply Feedback is not provided in a timely manner | <ul style="list-style-type: none"> Sometimes follows up with staff on technology integration in support of Personalized Learning professional development topics and/or skills Regular feedback is provided Some elements of intentional feedback are present Feedback delivered is applicable | <ul style="list-style-type: none"> Regularly follows up with staff on technology integration in support of Personalized Learning professional development topics and/or skills Regular feedback is provided and describes how staff/students can improve Staff/students understand the purpose of the feedback and how it will be used to monitor progress Feedback is delivered in a way that staff/students can apply in language that exhibits positive growth Feedback is provided in a timely manner | Meets Proficient AND: <ul style="list-style-type: none"> Assists in creating a repository of tutorial materials for staff to reference on their own Staff/students know how to make use of feedback in their learning Staff/students give useful feedback to each other |
| Engaging Staff/Students in Learning | | <ul style="list-style-type: none"> Few staff/students are authentically or actively engaged or are off-task Little awareness of when staff/students are not engaged Seldom takes overt action to re-engage staff/students and/or increase staff/student engagement | <ul style="list-style-type: none"> Some staff/students are authentically and actively engaged Some awareness of when staff/students are not engaged Sometimes takes overt action to re-engage staff/students and/or increase staff/student engagement | <ul style="list-style-type: none"> Virtually all staff/students are authentically and actively engaged Consistent awareness of when staff/students are not engaged Routinely takes overt action to re-engage staff/students and/or increase staff/student engagement | Meets Proficient and: <ul style="list-style-type: none"> Staff/students show ownership in authentic self-directed learning |
| Provides Student Exemplar of Technology Integration | | <ul style="list-style-type: none"> Exemplars of student work are rarely displayed and/or modeled Exemplars are rarely tied to current learning standards | <ul style="list-style-type: none"> Exemplars of student work are sometimes displayed and/or modeled Exemplars are sometimes tied to current learning standards | <ul style="list-style-type: none"> Exemplars of student work are routinely displayed and/or modeled Exemplars are routinely tied to current learning standards | Meets Proficient AND: <ul style="list-style-type: none"> Exemplars are obtained from within the school community as well as from the larger district, state, national or international community |

Elements of Effective Technology Integration

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|--|----------------|---|--|---|--|
| PD/Lesson Closure | | <ul style="list-style-type: none"> No time allowed for closure and staff reflection | <ul style="list-style-type: none"> Some time allowed for closure and staff reflection Closure is sometimes connected to the objective Closure is directed by the TOSA/coach | <ul style="list-style-type: none"> Ample time allowed for closure and staff reflection Closure is consistently connected to the objective Closure is directed by staff/students | Meets Proficient AND: <ul style="list-style-type: none"> Staff/students can articulate a clear connection to the objective during the closure |
| Supports PLCs | | <ul style="list-style-type: none"> Little or no connection of technology integration suggestions to content area needs Little or no use of data-driven strategies to improve educational practices of staff related to technology integration in support of Personalized Learning Little or no facilitation of PLCs to analyze data through a lens of equity | <ul style="list-style-type: none"> Some connection of technology integration suggestions to content area needs Inconsistent use of data-driven strategies to improve educational practices of staff related to technology integration in support of Personalized Learning Inconsistent support to PLCs to analyze data through a lens of equity | <ul style="list-style-type: none"> Ongoing connection of technology integration suggestions to content area needs Facilitates and empowers PLCs to use data-driven strategies to improve educational practices of staff related to technology integration in support of Personalized Learning Facilitates and empowers PLCs to analyze data through a lens of equity | Meets Proficient AND: <ul style="list-style-type: none"> Led staff to deeply enrich educational practices related to integrating technology in support of Personalized Learning in the classroom, resulting in increased learning for all students |
| Program/ Task Development | | <ul style="list-style-type: none"> Little to no forward progress in program development/tasks in which the TOSA is responsible No or little coordination of resources for the program Cannot articulate vision for the work Program development minimally aligns to school, department, and/or district goals | <ul style="list-style-type: none"> Some forward progress in program development/tasks in which the TOSA is responsible Some coordination of resources for the program Can articulate vision for the work Program development mostly aligns to school, department, and/or district goals | <ul style="list-style-type: none"> Regular and ongoing forward progress in program development/tasks in which the TOSA is responsible Regular and ongoing coordination of resources for the program Clearly articulates vision for the work and can explain the vision to others Program development consistently aligns to school, department, and/or district goals | Meets Proficient AND: <ul style="list-style-type: none"> Exceptional forward progress in program development/tasks bringing the work to a new level |
| Problem Solving | | <ul style="list-style-type: none"> Rarely proactive in seeking solutions to problems Lacks problem solving skills Seldom identifies potential problems and/or rarely mitigates them | <ul style="list-style-type: none"> Sometimes proactive in seeking solutions to problems Problem solving skills are effective only some of the time Sometimes identifies and mitigates potential problems | <ul style="list-style-type: none"> Consistently proactive in seeking solutions to problems Problem solving skills are effective virtually all of the time Is successful in identifying and mitigating potential problems | Meets Proficient AND: <ul style="list-style-type: none"> Reflects on effectiveness of problem solving strategies/techniques related to mitigating situations. Shares reflections with colleagues to assist in building capacity around problem solving |
| Relationships Between TOSA and Staff/students | | <ul style="list-style-type: none"> TOSA interaction with at least some staff/students is negative, demeaning, sarcastic, or inappropriate to the age of the staff/students Interactions reflect inconsistencies, favoritism, or disregard for staff/students' cultures Staff/students exhibit disrespect for TOSA or peers | <ul style="list-style-type: none"> TOSA-staff/student interactions are generally appropriate Staff/students exhibit only minimal respect for TOSA or peers | <ul style="list-style-type: none"> TOSA-staff/student interactions are friendly and demonstrate general warmth, caring, and respect Interactions are appropriate to developmental and cultural norms and TOSA seeks input/advice on what are appropriate cultural norms for staff/students outside of the TOSA's culture Staff/students exhibit respect for TOSA and peers | Meets Proficient AND: <ul style="list-style-type: none"> Recognizes staff/student contributions to the classroom community Creates an environment where staff/students build relationships with the TOSA, not just the TOSA building relationships with staff/students |
| Develops Leadership Skills in Others | | <ul style="list-style-type: none"> Demonstrates little or no skill in building leadership capacity | <ul style="list-style-type: none"> Demonstrates some skill in building leadership capacity | <ul style="list-style-type: none"> Demonstrates solid and effective skills in building leadership capacity | Meets Proficient AND: <ul style="list-style-type: none"> Is a resource to colleagues in developing practices around building leadership capacity |
| Student Technology Integration Support Team | | <ul style="list-style-type: none"> Rarely recruits interested students Rarely supports development of student technology support team's technology integration skills Rarely creates opportunities for student technology support team to help teachers | <ul style="list-style-type: none"> Sometimes recruits interested students Sometimes supports development of student technology support team's technology integration skills Sometimes creates opportunities for student technology support team to help teachers | <ul style="list-style-type: none"> Actively recruits interested students Regularly supports development of student technology support team's technology integration skills Regularly creates opportunities for student technology support team to help teachers | Meets Proficient AND: <ul style="list-style-type: none"> Actively recruits wide variety of students Showcases student technology support team's work |

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| Organization of Materials and Space | | <ul style="list-style-type: none"> Minimal systems of organization are noted Space is cluttered and materials are in disarray Arrangement does not support safety and ease of movement | <ul style="list-style-type: none"> Has a visible organizational system which is somewhat effective; system does not always support learning Space has some evidence of organization and materials are somewhat available Attempts are made to adjust furniture and/or open space to the various lessons/PD with limited effectiveness | <ul style="list-style-type: none"> System of organization is clear to staff/students and supports staff/student learning Space is neat, clean, and uncluttered; materials are readily available Space is safe and the furniture and/or space arrangement is a resource for learning activities | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Staff/students can explain and maintain the system <u>Staff/student input has been considered in creating the system and staff/student suggestions for improvement are welcomed</u> Space is safe and accessible and staff/students can adjust the furniture and/or utilize space to advance their own purposes in learning |
| Communica- tion | | <ul style="list-style-type: none"> Maintains clear and complete communication with few stakeholders or communication is incomplete or non-existent Responses are rarely given in a timely manner usually within 24 hours | <ul style="list-style-type: none"> Maintains clear and complete communication with most stakeholders Responses are sometimes given in a timely manner mostly within 24 hours | <ul style="list-style-type: none"> Maintains clear and complete communication with all stockholders Responses are constantly given in a timely manner usually within 24 hours | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently represents knowledge in a wide variety of communication (e.g. screencasts, screenshot handouts, blogging, tweeting, etc.) Takes a leadership role among team in sharing communication strategies and techniques |
| Engaging Families | | <ul style="list-style-type: none"> Does not attempt to engage families in digital citizenship concerns and technology integration Rarely builds relationships with families Seldom seeks opportunities to learn about cultures, race, and backgrounds of families Does not create a welcoming environment for families | <ul style="list-style-type: none"> Attempts to engage families in digital citizenship concerns and technology integration Builds relationships with some families, but not others Sometimes seeks opportunities to learn about cultures, race, and backgrounds of families | <ul style="list-style-type: none"> Routinely engages families in learning opportunities around digital citizenship and technology integration Builds reciprocal relationships with most families and sees them as an asset in staff/student learning Routinely seeks opportunities to learn about cultures, race, and backgrounds of families Creates a welcoming environment for families Offers presentations or trainings to families on devices and technology integration (e.g. conferences, open houses) | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Builds reciprocal relationships with all families and uses them as an asset in staff/student learning Works with families in the community outside the school on technology integration connected to student learning |

Professional Responsibilities

| | Not Applicable | Below Standard | Developing | Proficient | Distinguished |
|---|----------------|---|--|--|--|
| Relationships with Colleagues | | <ul style="list-style-type: none"> Relationships are negative, self-serving, and/or promote discord among staff Works ineffectively with colleagues in collaboration, PLCs, and/or teams | <ul style="list-style-type: none"> Maintains cordial relationships with colleagues to fulfill duties that the school or district requires | <ul style="list-style-type: none"> Relationships are supportive and cooperative Works effectively and respectfully with colleagues in collaboration, PLCs, and/or teams | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes initiative in assuming a leadership role among faculty Takes a leadership role in PLC and/or teams |
| Self Reflection As a Growth Tool | | <ul style="list-style-type: none"> Uses minimal reflection and self-assessment of practices Unwilling to look inward for improvement | <ul style="list-style-type: none"> Occasionally uses reflection and self-assessment to assess effectiveness and make modifications | <ul style="list-style-type: none"> Continuously and accurately assesses his or her own effectiveness using artifacts and staff/student data to identify areas of strength and areas of growth Reflects on practices through coaching, mentorship, critical friends or participation in other leadership development opportunities | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Takes a leadership role in promoting a culture of professional inquiry and reflection among staff |
| Written TD&E Reflections | | <ul style="list-style-type: none"> Response shows little evidence of integrated learning or insights gained from the experience Reflections are not submitted or response is incomplete | <ul style="list-style-type: none"> Response shows some evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are supported; the reflection demonstrates attempts to analyze the learning experience, but lacks depth of how the learning experience contributed to understanding of self or staff/students | <ul style="list-style-type: none"> Response shows solid evidence of integrated learning or insights gained from the experience Viewpoints and interpretations are well supported and insightful; reflection demonstrates how the learning experience contributed to understanding of self or staff/students | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Response includes an in-depth reflection and personalization of the experience |
| Feedback | | <ul style="list-style-type: none"> Ignores or minimizes feedback from colleagues, administrators, staff, and students Resistant to changes in professional practices | <ul style="list-style-type: none"> Open to feedback from colleagues, administrators, staff, and students Open to change of professional practice when provided feedback | <ul style="list-style-type: none"> Seeks and accepts feedback from colleagues, administrators, staff, and students Implements change in professional practice based on feedback | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Models and/or communicates change in professional practices to colleagues to promote learning/growth from feedback |
| Professional Growth | | <ul style="list-style-type: none"> Does not or minimally attends professional development activities Minimally plans for professional growth Demonstrates little or no urgency toward improving professional practices | <ul style="list-style-type: none"> Attends relevant professional development activities Occasionally plans for professional growth Demonstrates regular effort to modify and adjust professional practices | <ul style="list-style-type: none"> Regularly participates in relevant professional development activities and implements changes to instructional practices as a result Regularly plans for professional growth Routinely enriches professional practices to meet the needs of all staff/students | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Leads professional development opportunities for colleagues Initiates important activities to contribute to the profession Models, coaches, and mentors colleagues and/or preservice teachers in reflective practice methods to improve instruction |
| Communication with Families | | <ul style="list-style-type: none"> Families rarely receive information about technology integration Difficult for families to contact or does not respond when contacted Reports mostly on student challenges not on successes | <ul style="list-style-type: none"> Families sometimes receive information about technology integration Information is available to families but ways of being contacted are not communicated through multiple methods Reports on student successes and challenges | <ul style="list-style-type: none"> Families routinely receive information about technology integration so they know when to expect it Available to respond to family concerns and ways of being contacted are clearly communicated through methods that work for the particular family's needs Reports on student successes and challenges and collaborates on next steps Utilizes school/district resources to communicate in home language | <p>Meets Proficient AND:</p> <ul style="list-style-type: none"> Consistently provides resources for families to support their students' use of technology at home Engages student in communication with family |

Professional Responsibilities

| | Not Applicable | Below Standard | Developing | Proficient | Distinguished |
|---|-------------------|--|--|---|--|
| Service to School/ District | | <ul style="list-style-type: none"> Does not support the school mission/vision Lacks understanding of the district's strategic plan and, as a result, creates confusion for school stakeholders Non-compliant with school and/or SPPS policies and procedures Inconsistently involved in required school and/or departmental events | <ul style="list-style-type: none"> Understands and supports the school mission/vision Understands and supports the district strategic plan, mission, and vision Complies with school and SPPS policies and procedures and acts in a professional and ethical manner | <ul style="list-style-type: none"> Makes decisions that support and reflect the school mission/vision Makes decisions that support and reflect the district strategic plan, mission, and vision Complies with school and/or SPPS policies and procedures and models high standards of professional and ethical conduct Involved in required school and/or departmental events | Meets Proficient AND: <ul style="list-style-type: none"> Makes a concerted effort to challenge negative attitudes or practices to ensure that all staff/students can succeed Volunteers to participate in school/district events and makes a substantial contribution Takes initiative in assuming a leadership role in school and/or district events |
| Record Keeping | | <ul style="list-style-type: none"> Minimally maintains information on student technology records (e.g. iPads, user agreements, cords, cables, etc.) Records are in disarray resulting in errors and confusion | <ul style="list-style-type: none"> Regularly maintains information on student technology records (e.g. iPads, user agreements, cords, cables, etc.) Maintains records | <ul style="list-style-type: none"> Maintains fully effective systems for information on student technology records (e.g. iPads, user agreements, cords, cables, etc.)staff/student records Maintains accurate and up-to-date records | Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in developing systems to track student technology records Mentors colleagues in effective and timely record keeping procedures |
| TD&E Components (summative evaluation) | | <ul style="list-style-type: none"> One or more components of TD&E are missing or incomplete TD&E component deadlines are missed | | <ul style="list-style-type: none"> All components are complete Ongoing work to implement and fulfill TD&E components is timely | Meets Proficient AND: <ul style="list-style-type: none"> Takes a leadership role in promoting TD&E components in the school |

Summary

Areas of Strength:

Areas of Growth:

Next Steps: