



NC Public Schools READY for Success

Instructional Technology Facilitators

Evaluation System Validation

Presentation Address:

<http://bit.ly/itfacilators>

Backchannel:

<http://todaysmeet.com/NCITFEval>

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Workshop Goal



At the conclusion of the workshop, participants will be able to apply their knowledge of the Instructional Technology Facilitator Standards by identifying and sharing real world scenarios aligned to the ITF Evaluation Rubric

Workshop Activities



- Review the Instructional Technology Facilitator Professional Standards.
- Explore the ITF Evaluation rubric.
- Share real world scenarios aligned with the rubric.
- Practice using the ITF Evaluation rubric.

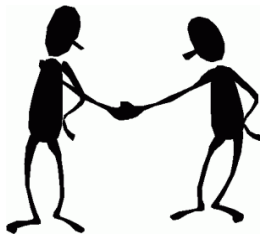


Standard 1:

Instructional Technology Facilitators demonstrate leadership.

Technology Facilitators

- a. demonstrate 21st century leadership in the school.
- b. lead an instructional technology program that supports 21st century teaching and learning.
- c. advocate for effective instructional technology programs.
- d. promote and facilitate effective collaboration among educators within and beyond the school setting.
- e. demonstrate high ethical standards.



Partner Share



1. Within your group, share and prepare to discuss one example that you have seen or done that models IT Facilitator leadership in a school or district.
2. When time is called, go to a second person in your group, discuss and prepare to share one strategy or example of creating PLCs or collaborating with school staff to support 21st century skills.
3. Post one idea from your group to the Standard 1 [Google Form](#). You may view results here: [Standard 1 Results](#).

Standard 2:



Instructional Technology Facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st century learning environment.

Technology Facilitators

- a. use effective pedagogy to infuse the curriculum with 21st century content and tools.
- b. know the content appropriate to their teaching specialty.
- c. model, share, and promote effective principles of teaching and learning.

QuickTopic Discussion



Using QuickTopic, define an effective 21st century instructional practice or provide an example of an effective 21st century instructional practice.



Click the Quick Topic icon for the link to today's QuickTopic

Standard 3:



Instructional Technology Facilitators facilitate the implementation of a comprehensive 21st century instructional technology program.

Technology Facilitators

- a. serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.

KidBlog it!



Using KidBlog, write a brief post discussing the digital tools and resources you use to build an effective 21st century technology program.

Username: **ITF Training**

Password: **techfacilitators**

The screenshot shows a blog interface. At the top is a large orange banner with the text "ITF Training's Blog" in white. To the right of the banner is a search bar with the text "Search..." and a blue "GO" button. Below the banner is a light blue header for the post titled "Validation Workshop". Underneath the title, the date "November 25, 2012 @ 10:32 AM" is displayed, followed by "0 COMMENTS" with a speech bubble icon and a link "Edit this Post". To the right of the main content area are two dark blue sidebar boxes: "MY TAGS" and "RECENT POSTS".

KidBlog it! Directions



- Go to <http://kidblog.org/OurClass-6/>
- Select the username: **ITF Training**
- Enter the password: **techfacilitators**
- At the top of the page, click the tab **NEW POST**.
- After entering a title and your entry, click the **PUBLISH** tab to post your entry.



Standard 4.

Instructional Technology Facilitators build a learning environment that meets the instructional needs of all students.

Technology Facilitators

- a. establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.
- b. seamlessly integrate content-area curricula with 21st century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.

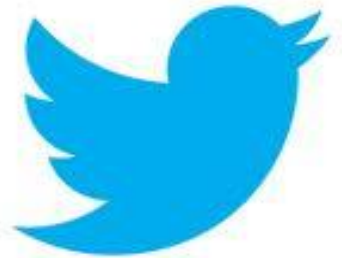
Tweet this!



On the "tweet paper" provided, describe in 140 characters or less, tools, strategies or practices an Instructional Technology Facilitator builds an inclusive learning environment that meets all students' needs.

OR

You may tweet to [#itfstandards](#)





Standard 5.

Instructional Technology Facilitators actively reflect on their practice.

Technology Facilitators

- a. analyze student learning.
- b. link professional growth to their professional goals.
- c. function effectively in a complex, dynamic environment.



Tricider Reflection

In what ways can Instructional Technology Facilitators actively reflect on their practice? Take a few minutes to discuss as a group. When you are done, visit each of the Tricider links below to record your answers. Make sure you complete all three Tricider questions.

Tricider 1: [In what ways can Instructional Technology Facilitators analyze student learning?](#)

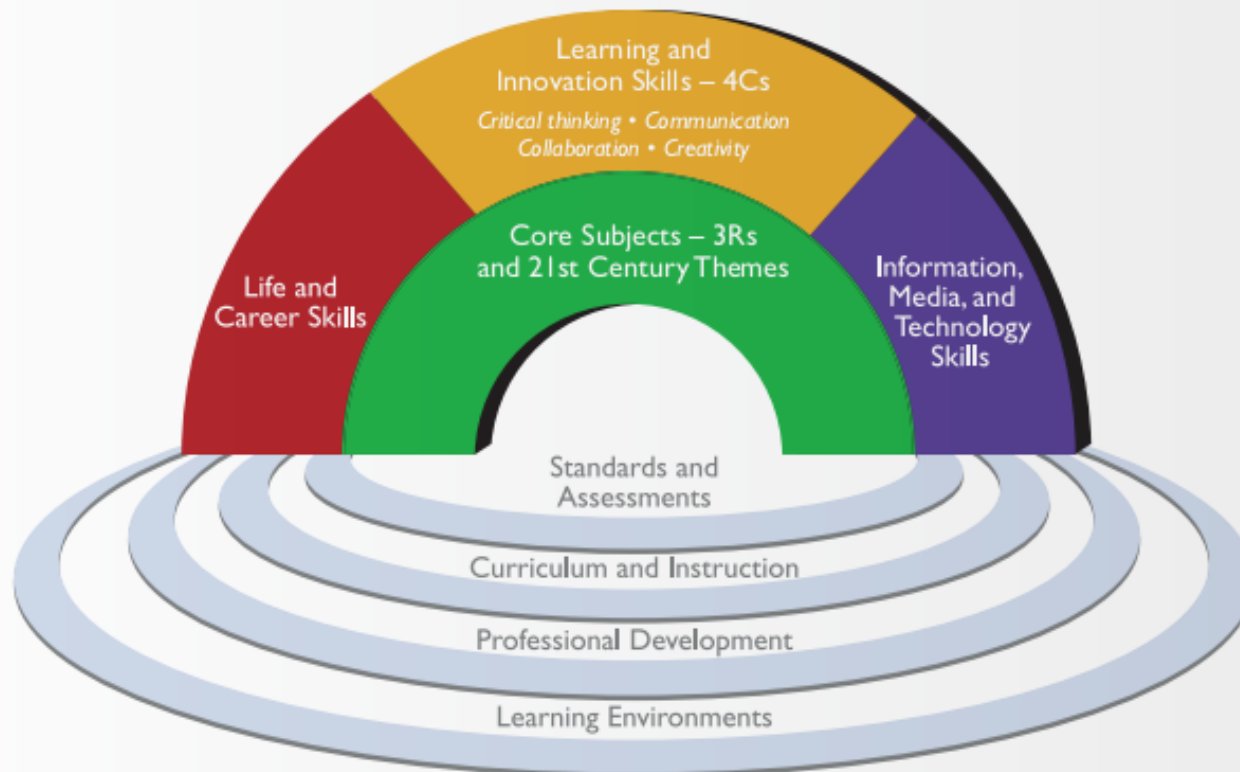
Tricider 2: [In what ways can Instructional Technology Facilitators link professional growth to their professional goals?](#)

Tricider 3: [In what ways can Instructional Technology Facilitators function effectively in a complex, dynamic environment?](#)

Framework for 21st Century Learning



21st Century Student Outcomes and Support Systems



Reviewing the Rubric



Standard 1: Instructional Technology Facilitators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>a. Instructional Technology Facilitators demonstrate 21st century leadership in the school. Instructional Technology Facilitators lead in the use of 21st century tools and skills. They promote a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Instructional Technology Facilitators understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development. They support the school and district's overall vision for ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.</p>				
<p><input checked="" type="checkbox"/> Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.</p>	<p>... and</p> <p><input checked="" type="checkbox"/> Provides relevant and engaging professional development on technology enabled teaching and learning.</p> <p>Promotes a vision for 21st century technology that includes:</p> <p><input checked="" type="checkbox"/> Effective technology enabled teaching and learning.</p> <p><input checked="" type="checkbox"/> All students graduating from high school globally competitive and prepared for life in the 21st century.</p> <p><input checked="" type="checkbox"/> Contributes to the development and implementation of the school's goals, objectives, and instructional program.</p>	<p>... and</p> <p><input type="checkbox"/> Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.</p>	<p>... and</p> <p><input type="checkbox"/> Evaluates the impact of the technology enabled teaching and learning professional development on student achievement.</p> <p><input checked="" type="checkbox"/> Designs and provides a differentiated professional development program on technology enabled teaching.</p>	

Performance Rating Scale



Distinguished	Consistently and significantly exceeded basic competence on standards of performance
Accomplished	Exceeded basic competence on standards for performance most of the time
Proficient	Demonstrated basic competence on standards of performance
Developing	Demonstrated adequate growth during the period of performance, but did not demonstrate competence on standards of performance.
Not Demonstrated	Did not demonstrate competence on, or adequate growth toward, achieving standards of performance