NORTH CAROLINA

Instructional Technology Facilitator

EVALUATION PROCESS

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

May 2015

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Table of Contents

Introduction 4

North Carolina Professional Instructional Facilitator Standards
The NC Professional Instructional Facilitator Standards 5-12
Framework for 21st Century Learning 13-14
21st Century Support Systems 14
Milestones for Improving Learning and Education 15
Thinking and Learning Skills 17
Life Skills 18

North Carolina Instructional Technology Facilitator Evaluation Process
State Board of Education Policy/Evaluation Requirements 19
- Comprehensive Evaluation Cycle 20
- Standard Evaluation Cycle 20
- Determining the Cycle 20
- Process 20-23
- Effective Dates and Effect on Licensing 23
- Beginning Instructional Technology Facilitators 23

Purposes of the Evaluation Process 24
Instructional Technology Facilitator Responsibilities 24
Principal/Evaluator Responsibilities 24
Chart of Annual Evaluation Process 25

Rubric for Evaluating North Carolina Instructional Technology Facilitators
Introduction/Explanation of the Performance Rubric 26
Directions for Completing the Rubric 27
- Completing the Rubric for Self-Assessment 27
- Completing the Rubric for Observations 27

End-of-Year Final Summary Evaluation
Compiling Observation Data to Determine Summary Ratings 28
Completing the Summary Rating Form 28
Example of Compiling Observation Data to Determine Summary Ratings 29-33
Example of Marking the Summary Rating Sheet 34

Glossary 36

Appendix A: Codes of Ethics
Code of Ethics for North Carolina Educators 38-39
Code of Professional Practice and Conduct for North Carolina Educators 40-41

Appendix B: Forms (and Sheet)

Rubric for Evaluating North Carolina Instructional Technology Facilitators 44-63
Summary Rating Sheet for Instructional Technology Facilitators 64-65
Instructional Technology Facilitators Summary Rating Form..... 66-72
Professional Development Plans 73-75
Record of Evaluation Activities for Instructional Technology Facilitators 76

Introduction

The mission of the North Carolina State Board of Education is 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. This mission requires a new vision of school leadership and a new set of skills that professional instructional technology facilitators must use daily in order to help their students learn 21st Century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina Professional Instructional Technology Facilitator Standards

Vision for Instructional Technology Facilitators

Demands of a 21st Century education dictate strong roles for instructional technology facilitators. In order to bring consensus and common, shared ownership of the vision and purpose of the work of the school, instructional technology facilitators provide, promote, and participate in shared leadership. They are valued for leading a strong and comprehensive school instructional technology program which provides tools, resources, and content that promote critical thinking, problem solving, and information and communications literacy while also making content engaging, relevant, and meaningful to students. Instructional technology facilitators encourage student-owned 21st Century learning including collaboration, communication, critical thinking and creativity. They enable teaching in all content areas including global awareness, civic literacy, financial literacy, health awareness, and environmental literacy. Instructional technology facilitators demonstrate the value of lifelong learning and encourage the school community to learn and grow. They are reflective about their practice and promote inclusion and analysis of assessments that are authentic, structured, and demonstrate student understanding.

Standard I: Instructional technology facilitators demonstrate leadership.

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.

Instructional technology facilitators:

- Provide effective leadership and support for establishing, promoting and sustaining a seamless use of 21st Century technology tools and information resources.

- Serve as leaders in the planning, implementation and deployment of a 21st Century digital conversion, including devices, curriculum, pedagogy, professional development and appropriate digital resources.
- Make effective use of data to assess how the instructional technology program meets the needs of the school community.
- Provide leadership in determining student and educator technology needs based on demographic and performance data, curricular needs, state and national guidelines, professional best practices, and emerging trends.

b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.

Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.

Instructional technology facilitators:

- Align the mission, resources and activities of the instructional technology program with the *North Carolina Standard Course of Study* and the local goals and priorities for teaching and learning.
- Communicate the vision and requirements of an effective technology-enabled instructional technology program to appropriate stakeholders while utilizing relevant and current research and other data-informed performance measures and outcomes.
- Evaluate and collaboratively select digital tools and resources based on professional best practices and relevant data.
- Demonstrate fluency with a wide range of digital resources, which support inquiry and student-centered learning, professional best practices and acquisition of 21st Century skills.
- Ensure that the instructional technology program tools and resources support the diverse developmental, cultural, social, and linguistic needs of students and their communities.
- Provide professional development addressing instructional theory, practice, and resources that promote student owned learning, relevancy, 21st Century skills, collaboration, critical thinking, and creativity.
- Evaluate the program to ensure that it is up-to-date and relevant, meeting the needs of the school community.

c. Instructional technology facilitators advocate for effective instructional technology programs.

Effective instructional technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding, they advance student learning, creativity, and innovation in both traditional and virtual environments.

Instructional technology facilitators:

- Facilitate equity of access for diverse and appropriate digital tools and resources including personal computing devices and digital textbooks.
- Encourage educator designed inquiry-based learning using various and appropriate resources and tools to improve creative and innovative student learning.
- Advocate to ensure that the program's digital tools and resources are highly available, reliable and flexibly accessible.
- Advocate for equitable access and appropriate use of information and technology resources.
- Facilitate meaningful communication and collaboration among stakeholders while modeling and supporting the ethical and safe use of information and technology resources.

d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.

Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform instructional planning while collaborating to design, facilitate, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.

Instructional technology facilitators:

- Foster collaboration within the school community to facilitate design, delivery, and assessment of instructional activities that promote learner competence and confidence with 21st Century skills.
- Use research-based strategies that seamlessly integrate content with technology tools and information resources through community collaboration and partnerships.
- Collaborate with other appropriate stakeholders both face-to-face and virtually to address student and professional achievement.

e. Instructional technology facilitators demonstrate high ethical standards.

Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Instructional technology facilitators:

- Uphold the Code of Ethics for North Carolina Educators and Standards for the Professional Conduct.
- Model ethical principles including safe, legal and ethical use of digital resources and tools including copyright, intellectual property, digital etiquette and virtual social interactions.

Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.

Using 21st Century tools and resources, instructional technology facilitators encourage active learning, promote collaboration, and provide flexibility to accommodate multiple learning styles, work strategies and abilities. Instructional technology facilitators foster relationships with and between students while applying a global perspective and meeting the learning needs of a diverse student population.

Instructional technology facilitators:

- Establish a diverse, collaborative and engaging learning environment that promotes global awareness, cultural understanding, creativity, inquiry, critical thinking, collaboration and communication.
- Understand and incorporate universal design considerations to facilitate equitable access to content and resources.

b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.

Instructional technology facilitators model and promote the seamless and ubiquitous integration of content and technology tools and resources to meet widely diverse student needs. Instructional technology facilitators are a constant in the learning environment of the student over time. As such, they have a unique opportunity to gain a more holistic view of students, understand learners as they progress through each developmental stage, and encourage learners to cultivate creativity and critical thinking habits.

Instructional technology facilitators:

- Collaboratively identify students' interests, learning styles, and unique instructional requirements.
- Facilitate the design and delivery of data-informed differentiated instruction guided by universal design principles and pedagogical strategies promoting mastery of 21st Century tools and content.
- Promote and model the use of information and technology resources while using innovative strategies to support the dynamic participation and engagement of all learners.

Standard III. Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.

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

Instructional technology facilitators use creative strategies to promote the available digital tools and resources as well as the special skills and expertise of the instructional technology facilitator. They demonstrate flexibility to make their skills and expertise, as well as school technology resources, readily available and easily accessible to all members of the school community. They help learners become discerning and effective users of digital resources and tools promoting the seamless integration of technology to meet curricular goals. Instructional technology facilitators encourage teachers and students to apply an inquiry-based approach to learning, and they actively support instructional practices and pedagogy that promote creativity and critical thinking. They promote digital citizenship and guide students to build a positive academic digital footprint. They model the effective use of new and emerging technologies. They also collaboratively develop technology program policies and procedures that respect and meet the needs of a diverse school community and facilitate access to equitable digital tools and resources.

Instructional technology facilitators:

- Communicate and implement policies and procedures based on state and federal requirements.
- Demonstrate best practices in the integration of information and technology skills and resources in all areas of the curriculum while modeling and supporting engagement through inquiry-based learning.
- Encourage and enable use of digital tools and resources for inquiry, knowledge creation, and sharing student-owned learning.
- Contribute to the development and implementation of the school improvement plan.

Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.

Instructional technology facilitators understand and apply research-based pedagogical strategies to design and facilitate rigorous, relevant, and engaging differentiated instruction. Instructional technology facilitators are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. They support the learning of all members of the school community, including those with diverse learning styles, physical and intellectual abilities, and needs. They effectively facilitate the integration of 21st Century skills, particularly technology use, and instructional design, delivery, and assessment. Instructional technology facilitators creatively infuse content-area instruction with 21st Century skills.

Instructional technology facilitators:

- Facilitate the use of accepted learning taxonomies, effective instructional design principles, and appropriate assessment methods.
- Enable and enhance instruction across the curriculum to promote engagement, creativity, critical thinking, problem-solving and student-owned exploration of information and ideas.
- Use a variety of instructional strategies, 21st Century resources, and assessment tools to design and develop digital-age learning for all learners.
- Support differentiation of instruction by demonstrating flexibility and creativity in choosing and modifying learning strategies, tools, and resources in various formats to meet all learners' needs.

b. Instructional technology facilitators know the content appropriate to their teaching specialty.

Instructional technology facilitators model digital literacy and safety, and the ethical use of information and technology utilizing best practices and relevant research-based methods and techniques. They articulate the value and importance of the *North Carolina Standard Course of Study* to members of the school community. They assist teachers in seamlessly integrating technology into curriculum-based lessons and instructional units and providing 21st Century learning experiences. They collaborate with other educators to design and facilitate use of innovative technology assisted student outcome measurement systems.

Instructional technology facilitators:

- Demonstrate comprehensive knowledge of curriculum goals across grade levels and subject areas.
- Promote global digital literacy, awareness and cultural understanding by facilitating collaboration and communication using 21st Century tools and resources.
- Collaboratively design and facilitate appropriate assessment of student-owned products utilizing 21st Century skills within all content areas.

c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.

Instructional technology facilitators use a variety of instructional strategies and assessment tools to model and promote digital-age learning experiences and apply their expertise to coach others in collaboration, digital literacy, 21st Century communication, inquiry-based learning, and digital citizenship. Instructional technology facilitators demonstrate and facilitate the effective use of 21st Century tools and resources to encourage meaningful and authentic learning experiences. They facilitate access to information, resources, and ongoing support to assist teachers in implementing research-based best practices using 21st Century tools and resources.

Instructional technology facilitators:

- Design differentiated instruction using a variety of research-based strategies and various digital resources to meet learner needs.
- Provide teachers with professional development, modeling the effective integration of information and technology skills, collaboration, critical thinking, and creativity.
- Model effective formative assessment practices including alternative assessment strategies.
- Use effective interpersonal and listening skills to discover students' interests and assist them in finding engaging and appropriate digital tools and resources for use in their student-owned learning strategies.

Standard V. Instructional technology facilitators actively reflect on their practice.

a. Instructional technology facilitators analyze student learning.

Instructional technology facilitators use formative and summative assessments to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.

Instructional technology facilitators:

- Analyze data both collaboratively and individually to inform instructional and professional practices and future program planning.
- Use data from multiple sources, including student, teacher, school, district, and local community, to make decisions that improve the effectiveness of the instructional technology program while supporting student achievement.

b. Instructional technology facilitators link professional growth to their professional goals.

Instructional technology facilitators actively seek professional development to help them maintain a leadership role as a teacher, technology specialist, and coach in the use of current and emerging technologies. They complete professional development and participate in local and global professional learning communities to explore creative applications and enhancements for improving professional practice and student learning.

Instructional technology facilitators:

- Actively explore and integrate emerging technologies, resources, information formats, and innovative practices to support student achievement.

c. Instructional technology facilitators function effectively in a complex, dynamic environment.

Instructional technology facilitators demonstrate leadership and flexibility in adapting to a rapidly changing information and technology environment. They act as leaders in coaching teachers, administrators, and students to thrive in a complex technology landscape. They continuously seek current best practices and adapt their professional practice based on research and student data to support school goals.

Instructional technology facilitators:

- Participate in observations for professional growth and collaborate with other educators to mentor and support professional growth throughout the school learning community.
- Apply professional skills to investigate, apply, and share new research on digital tools, resources, pedagogy, curriculum, and other relevant topics to the professional learning community.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st Century student success in the new global economy.

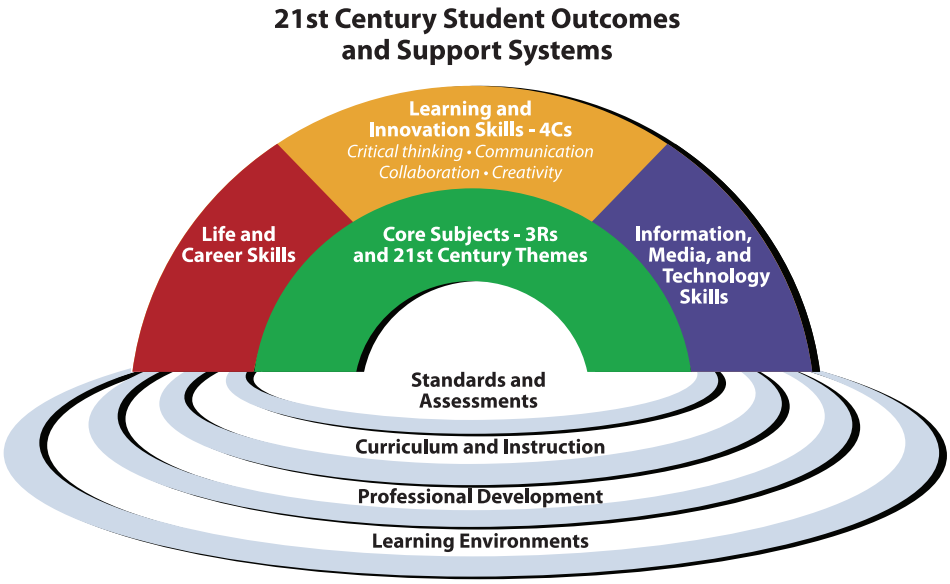


Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as "21st Century student outcomes" (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century.

Core Subjects and 21st Century Themes

Mastery of core subjects and 21st Century themes is essential for students in the 21st Century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe school must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving 21st Century interdisciplinary themes into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in 21st Century and those who are not. They include:

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st Century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:

- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Support Systems

Developing a comprehensive framework for 21st Century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st Century. The Partnership has identified five critical support systems that ensure student mastery of 21st Century skills:

- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's Web site at **www.p21.org.** Used with permission.

Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st Century skills. The following describes the skills and knowledge required of students in the 21st Century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional Instructional Technology Facilitator Standards.

Global Awareness

- Using 21st Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy

- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy

- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills

- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication

- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills

- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills

- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills

- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills

- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy

- Using technology in the course of attaining and utilizing 21st Century skills.

Life Skills

Leadership

- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics

- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability

- Setting and meeting high standards and goals for one's self and others.

Adaptability

- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity

- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

Personal Responsibility

- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills

- Working appropriately and productively with others.

Self-Direction

- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility

- Acting responsibly with the interests of the larger community in mind.

North Carolina Instructional Technology Facilitator Evaluation Process

The rubric used for evaluating North Carolina's instructional technology facilitators is based on the Framework for 21st Century Learning and the North Carolina Professional Instructional Technology Facilitator Standards. The rubric is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Instructional Technology Facilitator Evaluation Process is to assess the instructional technology facilitator's performance in relation to the North Carolina Professional Instructional Technology Facilitator Standards and to design a plan for professional growth. The principal or a designee (hereinafter "evaluator") will conduct the evaluation process in which the instructional technology facilitator will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process unless the local school board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process. It should be noted that, per State Board of Education Policy TCP-C-021, North Carolina school districts may choose to evaluate instructional technology facilitators using the North Carolina Evaluation Process for Instructional Central Office staff members. This policy states that: "For purposes of this policy, Central Office Staff members include: Deputy, Assistant, and Associate Superintendents, instructional staff members with a rank of Director or above; and coordinators and teacher leaders who are not responsible for direct student instruction." Instructional technology facilitators who meet these qualifications may be evaluated using the instructional central office evaluation process instead of the one described in this users' guide.

Evaluation Requirements

All school support staff members who are licensed by the North Carolina Department of Public Instruction are required to adhere to the annual evaluation requirements outlined in GS 115c-333.1(a).

The Evaluation Process shall be conducted annually, according to one of the following cycle types:

Comprehensive Evaluation Cycle

- Instructional Technology Facilitator Self-Assessment
- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Formal Observation (with post-conference)
- Formal Observation (with post-conference)
- Peer Observation (with post-conference)
- Summative Evaluation Conference
- Summary Rating Form

Standard Evaluation Cycle

- Instructional Technology Facilitator Self-Assessment
- Professional Development Plan
- Formal Observation (with pre and post-conference)
- Observation (Formal or Informal)
- Observation (Formal or Informal)
- Summative Evaluation Conference
- Summary Rating Form

Determining the Cycle

Instructional technology facilitators with less than three consecutive years of employment must be evaluated on a Comprehensive Cycle.

Instructional technology facilitators with more than three consecutive years of employment may be evaluated on either cycle (standard or comprehensive) at the discretion of the district.
Note: There is no Abbreviated Evaluation Cycle for instructional technology facilitators.

Process

The North Carolina Instructional Technology Facilitator Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all instructional technology facilitators, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of an instructional technology facilitator's first day of work in any school year, the principal will provide the instructional technology facilitator with a copy of or directions for obtaining access to a copy of:

A. The Rubric for Evaluating North Carolina Instructional Technology Facilitators;
B. North Carolina State Board Policy TCP-C-004; and
C. A schedule for completing all the components of the evaluation process.

Copies may be provided by electronic means.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the instructional technology facilitator to discuss the instructional technology facilitator's self- assessment based on the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator's most recent professional growth plan, and the session/lesson to be observed. The instructional technology facilitator will provide the principal with a written description of the session/lesson. The goal of this conference is to prepare the principal for the observation. Pre-Observation conferences are not required for subsequent observations.

Component 5: Observations

A. A formal observation shall last at least forty-five minutes or an entire session or class period. An informal observation shall be at least 20 minutes in duration
B. New instructional technology facilitators who have not been employed for at least three consecutive years
    1. The principal shall conduct a Comprehensive Evaluation Cycle which includes at least three formal observations of all new instructional technology facilitators.
    2. A peer shall conduct one formal observation of a new instructional technology facilitator.
C. Experienced instructional technology facilitators (including those with career status) who have been employed for three or more years
    1. The principal shall conduct observations in accordance with one of the evaluation cycle types above for all instructional technology facilitators with greater than three years of experience.

During observations, the principal and peer (in the case of a new instructional technology facilitator) shall note the instructional technology facilitator's performance in relationship to the applicable Standards on

the Rubric for Evaluating North Carolina Instructional Technology Facilitators. Additional observations may occur at the discretion of the principal consistent with local board of education policy.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and instructional technology facilitator shall discuss and document on the Rubric the strengths and weaknesses of the instructional technology facilitator's performance during the observed session/lesson.

Component 7: Summary Evaluation Conference and Scoring the Instructional Technology Facilitator Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the instructional technology facilitator. During the summary evaluation conference, the principal and instructional technology facilitator shall discuss the instructional technology facilitator's self-assessment, the instructional technology facilitator's most recent Professional Growth Plan, the components of the North Carolina Instructional Technology Facilitator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the instructional technology facilitator's performance on the Rubric.

At the conclusion of the North Carolina Instructional Technology Facilitator Evaluation Process, the principal shall:

A. Give a rating for each Element in the Rubric;

B. Make a written comment on any Element marked "Not Demonstrated";

C. Give an overall rating of each Standard in the Rubric;

D. Provide the instructional technology facilitator with the opportunity to add comments to the Instructional Technology Facilitator Summary Rating Form;

E. Review the completed Instructional Technology Facilitator Summary Rating Form with the instructional technology facilitator; and

F. Secure the instructional technology facilitator's signature on the Record of Instructional Technology Facilitator Evaluation Activities and Instructional Technology Facilitator Summary Rating Form.

Component 8: Professional Development Plans

Individual Growth Plans

Instructional technology facilitators who are rated at least "Proficient" on all the Standards on the Instructional Technology Facilitator Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified Standards and Elements.

Monitored Growth Plans

An instructional technology facilitator shall be placed on a Monitored Growth Plan whenever he or she:

A. Is rated "Developing" on one or more Standards on the Instructional Technology Facilitator Summary Rating Form; and

B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished and the activities the instructional technology facilitator should undertake to achieve Proficiency, and a timeline which allows the instructional technology facilitator one school year to achieve Proficiency. A Monitored Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

An instructional technology facilitator shall be placed on a Directed Growth Plan whenever he or she:

A. Is rated

1. "Not Demonstrated" on any Standard on the Instructional Technology Facilitator Summary Rating Form; or
2. "Developing" on one or more Standards on the Instructional Technology Facilitator Summary Rating Form for two sequential years; and

B. Is not recommended for dismissal, demotion or nonrenewal.

The Directed Growth Plan shall, at a minimum, identify the Standards and Elements to be improved, the goals to be accomplished, the activities the instructional technology facilitator shall complete to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Effective Dates and Effect on Licensing

Effective with the 2013-2014 school year, all instructional technology facilitators in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process in which case the local board shall use that instrument.

Beginning Instructional Technology Facilitators

Effective 2013-2014, beginning instructional technology facilitators must be rated "Proficient" on the North Carolina Professional Instructional Technology Facilitator Standards on the most recent Instructional Technology Facilitator Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Purposes of the Evaluation Process

The instructional technology facilitator performance evaluation process will:

- Serve as a measurement of performance for individual instructional technology facilitators.
- Serve as a guide for instructional technology facilitators as they reflect upon and improve their effectiveness.
- Serve as the basis for the improvement of professional practice.
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their instructional technology facilitators.
- Guide professional development programs for instructional technology facilitators.
- Serve as a tool in developing coaching and mentoring programs for instructional technology facilitators.
- Inform higher education institutions as they develop the content and requirements for instructional technology facilitator training programs.

In July 2012 the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina Instructional Technology Facilitators and the Instructional Technology Facilitator Evaluation Process. Responsibilities for instructional technology facilitators and their evaluators, as they complete the evaluation process, are as follows:

Instructional Technology Facilitator Responsibilities:

- Know and understand the North Carolina Professional Instructional Technology Facilitator Standards.
- Understand the North Carolina Instructional Technology Facilitator Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, and evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals.

Principal/Evaluator Responsibilities:

- Know and understand the North Carolina Professional Instructional Technology Facilitator Standards.
- Supervise the Instructional Technology Facilitator Evaluation Process and ensure that all steps are conducted according to the approved process.
- Identify the instructional technology facilitator's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Instructional Technology Facilitator Summary Evaluation Form contain accurate information and accurately reflect the instructional technology facilitator's performance.
- Develop and supervise implementation of action plans as appropriate.

Annual Evaluation Process – Revised 2015

For more information regarding the evaluation process, go to http://ncees.ncdpi.wikispaces.net/

COMPONENT 2: Orientation

Within two weeks of support member's first day, the principal will provide:

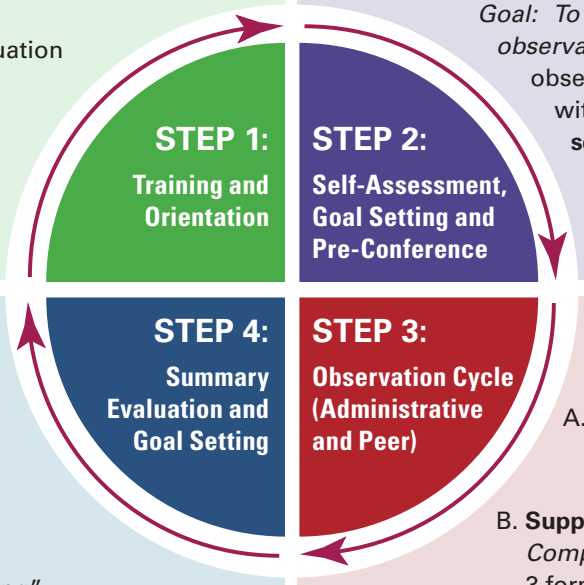
A. The (appropriate) Rubric;
B. Teacher Evaluation Policy **ID Number: TCP-C-004**; and
C. A schedule for completing evaluation process.

COMPONENT 3: Support Staff Member Self-Assessment

Using the (appropriate) Rubric, the staff member shall rate his or her performance and reflect on his or her performance throughout the year.

COMPONENT 1: Training

Before participating in the evaluation process, staff to be evaluated, principals and peer evaluators must complete training on the evaluation process.



COMPONENT 4: Pre-Observation Conference

Goal: To prepare principal for the observation. Before the first formal observation, the principal meets with the staff member to discuss: **self-assessment, professional growth plan and a written description of the session/ lesson** to be observed.

COMPONENT 8: PD Plans

A. **Individual Growth Plans:** "Proficient" or better
B. **Monitored Growth Plans:** at least 1 "Developing"
C. **Directed Growth Plans:** "Not Demonstrated" or "Developing" rating for 2 sequential years

COMPONENT 5: Observations

A. *Formal observation:* 45 min. or entire session/lesson
Informal: at least 20 min.
B. **Support Staff <3 years employment:** *Comprehensive Evaluation Cycle* – 3 formal (principal) & 1 formal (peer)
C. **Support Staff >3 years employment:** *Standard Evaluation Cycle* – 3 Observations, 1 must be formal

COMPONENT 7: Summary Evaluation Conference and Scoring the Teacher Summary Rating Form

Prior to end of school, the principal conducts a summary evaluation conference to discuss components of the evaluation cycle type used – Comprehensive or Standard. At the conclusion:

A. Give rating for each Element in Rubric;
B. Comment on "Not Demonstrated;"
C. Give an overall rating of each standard observed;
D. Provide staff member opportunity to add comments to the Summary Rating Form;
E. Review completed Summary Rating Form with support staff member; and
F. Secure the staff member's signature on the Record of Evaluation Activities and Summary Rating Form.

COMPONENT 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation.

Discuss and document strengths and weaknesses on the Rubric.

Rubric for Evaluating North Carolina Instructional Technology Facilitators

The following rubric was developed to align with and exemplify the North Carolina Professional Instructional Technology Facilitator Standards I-V approved by the North Carolina State Board of Education in September 2012. The rubric should be used in conjunction with the standards descriptions. The evaluator will use the rubric during observations to check descriptors that describe levels of performance, and by the instructional technology facilitator during self-assessment. Together, these materials form the core of the North Carolina Instructional Technology Facilitator Evaluation Process.

After all observations have been completed, instructional technology facilitator performance will be noted as follows:

- **Not Demonstrated:** Instructional technology facilitator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the evaluator must comment about why it was used.)
- **Developing:** Instructional technology facilitator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Instructional technology facilitator demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Instructional technology facilitator exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** Instructional technology facilitator consistently and significantly exceeded basic competence on standard(s) of performance.

For the summative ratings, these levels are cumulative across the rows of the rubric. The instructional technology facilitator who is rated Developing for an element may be a beginning instructional technology facilitator exemplifying the skills expected of an instructional technology facilitator who is new to the profession or an experienced instructional technology facilitator who is working in a new content area or grade level or who needs a new skill in order to meet the standard. An instructional technology facilitator who is rated Proficient for an element must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, an instructional technology facilitator who is rated Distinguished for an element exhibits all of the skills and knowledge described for that element across the row.

The Not Demonstrated level should be used when the instructional technology facilitator performs below expectations during an observation and is not making adequate growth toward becoming proficient on the element. This rating is used on the Summary Rating Form when the principal has not been able to check any of the descriptors for the element being rated on at least one observation during the evaluation cycle. When an instructional technology facilitator indicates Not Demonstrated during an observation or is rated Not Demonstrated on the Summary Rating Form for an element, then a comment must be made as to why.

Directions for Completing the Rubric

Completing the Rubric for Self-Assessment

The instructional technology facilitator will complete a self-assessment based on the Rubric for Evaluating North Carolina Instructional Technology Facilitators in preparation for the Pre-Observation Conference. The self-assessment is a personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and to provide input to the final, end-of-year ratings. The instructional technology facilitator should complete the rubric by checking descriptors that characterize strengths and consider descriptors that have not been checked as areas for improvement. The instructional technology facilitator shall measure his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Completing the Rubric for Observations

The principal or evaluator will complete the Rubric for Evaluating North Carolina Instructional Technology Facilitators during instructional technology facilitator observations. The evaluator checks descriptors that are observed during the session/lesson and considers evidence of additional performance responsibilities demonstrated by the instructional technology facilitator. If the observer is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such case, the observer must write a comment about what was observed and suggestions for improving performance. During each post-observation conference, the principal and instructional technology facilitator discuss and document on the rubric the strengths and weaknesses of the instructional technology facilitator's performance during the observed session/lesson.

End-of-Year Final Summary Evaluation

Compiling Observation Data to Determine Summary Ratings

After all observations have been completed, the number of checks per descriptor should be added together for scoring the elements of each standard. The principal must determine whether or not each descriptor was observed at least once, across all observations over the course of the year.

Completing the Summary Rating Form

The rating for an element is the lowest rubric-column category for which all descriptors were observed at least once during the evaluation cycle. After the rating for each element is established, an overall rating for each standard may be determined.

Overall ratings of standards should not be determined until the end of the year. During the Summary Evaluation Conference, the principal and instructional technology facilitator shall discuss the self-assessment, the most recent Professional Development Plan, the components of the North Carolina Instructional Technology Facilitator Evaluation Process completed during the year, observations, artifacts submitted or collected during the evaluation process and other evidence of the instructional technology facilitator's performance on the rubric. The Summary/End-of-Year Rating Form is to be jointly reviewed by the instructional technology facilitator and evaluator during the Summary Evaluation Conference.

When an instructional technology facilitator is rated as Developing or Not Demonstrated, the principal or evaluator should strongly encourage the instructional technology facilitator to develop a goal to address the area(s) where proficiency has not been reached.

Example of Compiling Observation Data to Determine Summary Ratings

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
[3] Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	**. . . and** [1] Provides relevant and engaging professional development on technology enabled teaching and learning. Promotes a vision for 21st Century technology that includes: [3] Effective technology enabled teaching and learning. [1] All students graduating from high school globally competitive and prepared for life in the 21st Century. [2] Supports the implementation of the school's goals, objectives, and instructional program.	**. . . and** [ ] Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	**. . . and** [ ] Evaluates the impact of the technology enabled teaching and learning professional development on student achievement. [1] Designs and provides a differentiated professional development program on technology enabled teaching.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning. Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	**. . . and**	**. . . and**	
[3] Understands the relationship between the instructional technology program, the *North Carolina Standard Course of Study*, and local goals and priorities. [3] Understands the nature of and requirements for a 21st Century digital conversion.	Promotes and participates in the planning and deployment of the 21st Century digital conversion, including: [2] Aligning the school's and/or district's technology program with local goals and priorities and the *North Carolina Standard Course of Study.* [ ] Demonstrating appropriate and effective use of available devices. [2] Facilitating the use of a research-based technology enhanced instructional program.	Leads the deployment of a 21st Century digital conversion, including: [2] Evaluating and recommending digital tools and resources based on best practices and relevant data. [1] Curriculum alignment. [ ] Coaching, co-teaching and mentoring school staff.	Ensures the success of the school's 21st Century digital conversion by: [ ] Networking with district, state and/or national leaders. [1] Advocating for resources, policies, and procedures needed to support the conversion.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element c. Instructional technology facilitators advocate for effective instructional technology programs. Effective technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding they advance student learning, creativity and innovation in both traditional and virtual environments.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	**. . . and**	**. . . and**	
[3] Facilitates equitable access to appropriate digital tools and resources.	Advocates at the school level for: [3] The application of Information and Technology Essential Standards in learning experiences. [2] Equitable access and appropriate use of available information and technology resources, including connectivity. [3] Integration of content, pedagogy, and technology.	Designs and implements learning experiences for students and educators by: [2] Modeling use of Information and Technology Essential Standards in learning experiences. [2] Seeking ways to improve content. [1] Providing professional development on the creation of lessons that integrate Information and Technology Essential Standards, tools and resources.	Advocates beyond the school level for: [1] Adequate instructional technology resources. [ ] Infusion of 21st Century skills into all curricular areas. [ ] Equitable connectivity for all students.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting. Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform instructional planning while collaborating to design, facilitate, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	**. . . and**	**. . . and**	
Understands: [3] The need to collaborate with others. [2] The benefits of positive relationships and partnerships.	[3] Establishes relationships within the school to support the needs of the learning community. Uses school, classroom and/or district data and evidence-based research to: [2] Inform instructional planning. [2] Support the design of instruction. [2] Support instructional delivery systems. [1] Participate in the evaluation of instruction. [1] Determine student and educator technology needs.	[2] Proactively engages school staff members in ongoing collaborative activities. [ ] Uses evaluation findings to guide adaptations to instruction. [ ] Initiates partnerships to support the needs of the learning community.	[ ] Leverages relationships within the school and external partnerships to support the needs of the learning community.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element e. Instructional technology facilitators demonstrate high ethical standards.
Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
	. . . and	**. . . and**	**. . . and**	
☐ 1 Demonstrates ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.	☐ 2 Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	☐ Promotes the use of and trains others to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Example of Marking the Summary Rating Sheet

Summary Rating Sheet for Instructional Technology Facilitators After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard I: Instructional technology facilitators demonstrate leadership.					
a. Instructional technology facilitators demonstrate 21st Century leadership in the school.			✓		
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.		✓			
c. Instructional technology facilitators advocate for effective instructional technology programs.				✓	
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.			✓		
e. Instructional technology facilitators demonstrate high ethical standards.			✓		
Overall Rating for Standard I			✓		
Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.					
a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.				✓	
b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.			✓		
Overall Rating for Standard II			✓		
Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.					
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.				✓	
Overall Rating for Standard III				✓	

Summary Rating Sheet for Instructional Technology Facilitators After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.					
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.					✓
b. Instructional technology facilitators know the content appropriate to their teaching specialty.					✓
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.			✓		
Overall Rating for Standard IV					✓
Standard V: Instructional technology facilitators actively reflect on their practice.					
a. Instructional technology facilitators analyze student learning.					✓
b. Instructional technology facilitators link professional growth to their professional goals.					✓
c. Instructional technology facilitators function effectively in a complex, dynamic environment.			✓		
Overall Rating for Standard V					✓

Glossary

For purposes of this evaluation process, the following terms are defined below:

Artifact – A product resulting from the work of a support staff member. Artifacts are natural by-products of work and are not created for the purpose of satisfying evaluation requirements. Artifacts can be presented by the support staff member to the evaluator to provide evidence of descriptors in the rubric.

Comprehensive Evaluation Cycle – Required for new support staff members and includes a pre-observation conference which must precede the first of 3 formal observations, 1 peer observation, and Summative Evaluation.

Data – Factual information used as the basis for reasoning, discussion, or planning.

Evaluation – Annual assessment of performance based on standards, captured on the Summary Rating Form.

Evaluator – The person responsible for overseeing and completing the support staff member's evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Experienced Support Staff Member – A support staff member who has been employed for three or more years.

Evidence – Documents or events that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

New Support Staff Member – A support staff member who has been employed less than three years.

Observation – When an evaluator checks descriptors of the rubric while watching a session/lesson.

i. **Formal Observation** – A formal observation shall last 45 minutes or an entire session/lesson.
ii. **Informal Observation** – An informal observation should last at least 20 minutes each. A post-conference is not required but can be requested by the support staff member.

Orientation – Second component of the Evaluation Process to provide support staff members with required documents. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of the school year and/or individually as staff is added throughout the year.

Pre-Observation Conference – The third component of the Evaluation Process. The goal of the conference is to prepare the principal for the first observation by discussing the support staff member's self-assessment, professional growth plan and a written description of the session/lesson to be observed.

Professional Development Plan – Component eight of the Evaluation Process. One of three professional growth plans is required for support staff: individual, monitored, or directed.

Rubric for Evaluating North Carolina (specific) Support Staff – A composite matrix of the standards, elements, and descriptors for (specific) support staff members:

a. **Performance Standard** – The distinct aspect or realm of activities that form the basis for the evaluation of the support staff member.

b. **Performance Elements** – The subcategories of performance embedded within the performance standard.

c. **Performance Descriptors** – The specific performance responsibilities embedded within the components of each performance element.

School Executives – Principals and assistant principals licensed to work in North Carolina.

Self-assessment – Personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, to guide discussions about goal-setting, professional development and program needs, and to provide input to the final ratings.

Standard Evaluation Cycle – is an option for experienced support staff members and includes a formal observation with a pre-conference, 2 formal or informal observations, and a Summative Evaluation.

Instructional Technology Facilitator – A person who holds a valid North Carolina Instructional Technology Facilitator certificate and is employed to provide instructional technology services in North Carolina's public schools.

Training – State-approved and sponsored training on the rubric and evaluation process required of support staff members and individuals responsible for their evaluation.

Appendix A

Codes of Ethics

Code of Ethics for North Carolina Educators
Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the and safety of students.

B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason

D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.

E. When acting in an administrative capacity:

   1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
   2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
   3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
   4. Recommends a person for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.

History Note: Authority G.S. 115C-295.3;

Eff. April 1, 1998

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators

The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. **Generally recognized professional standards.** The educator shall practice the professional standards of federal, state, and local governing bodies.
2. **Personal conduct.** The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

3. **Honesty.** The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
    a. Statement of professional qualifications;
    b. Application or recommendation for professional employment, promotion, or licensure;
    c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
    d. Representation of completion of college or staff development credit;
    e. Evaluation or grading of students or personnel;
    f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
    g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
    h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.
4. **Proper remunerative conduct.** The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.
5. **Conduct with students.** The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:
    a. Any use of language that is considered profane, vulgar, or demeaning;
    b. Any sexual act;
    c. Any solicitation of a sexual act, whether written, verbal, or physical;
    d. Any act of child abuse, as defined by law;
    e. Any act of sexual harassment, as defined by law; and

f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. **Confidential information.** The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. **Rights of others.** The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.
8. **Required reports.** The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.
9. **Alcohol or controlled substance abuse.** The educator shall not:
   a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
   b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
   c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
   d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.
10. **Public funds and property.** The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.
11. **Scope of professional practice.** The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.
12. **Conduct related to ethical violations.** The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;

Eff. May 1, 1998

Appendix B

Forms

Rubric for Evaluating North Carolina's Instructional Technology Facilitators
Summary Rating Sheet (Optional)
Instructional Technology Facilitator Summary Rating Form (Required)
Professional Development Plan
Record of Instructional Technology Facilitator Evaluation Activities

Rubric for Evaluating North Carolina Instructional Technology Facilitators

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element 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.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	**. . . and** ☐ Provides relevant and engaging professional development on technology enabled teaching and learning. Promotes a vision for 21st Century technology that includes: ☐ Effective technology enabled teaching and learning. ☐ All students graduating from high school globally competitive and prepared for life in the 21st Century. ☐ Supports the implementation of the school(s) goals, objectives, and instructional program.	**. . . and** ☐ Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	**. . . and** ☐ Evaluates the impact of the technology enabled teaching and learning professional development on student achievement. ☐ Designs and provides a differentiated professional development program on technology enabled teaching.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning. Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Understands the relationship between the instructional technology program, the *North Carolina Standard Course of Study*, and local goals and priorities. ☐ Understands the nature of and requirements for a 21st Century digital conversion.	**. . . and** Promotes and participates in the planning and deployment of the 21st Century digital conversion, including: ☐ Aligning the school(s) and/or district technology program with local goals and priorities and the *North Carolina Standard Course of Study.* ☐ Demonstrating appropriate and effective use of available devices. ☐ Facilitating the use of a research-based technology enhanced instructional program.	**. . . and** Leads the deployment of a 21st Century digital conversion, including: ☐ Evaluating and recommending digital tools and resources based on best practices and relevant data. ☐ Curriculum alignment. ☐ Coaching, co-teaching and mentoring school staff.	**. . . and** Ensures the success of the school's 21st Century digital conversion by: ☐ Networking with district, state and/or national leaders. ☐ Advocating for resources, policies, and procedures needed to support the conversion.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element c. Instructional technology facilitators advocate for effective instructional technology programs. Effective instructional technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding they advance student learning, creativity and innovation in both traditional and virtual environments.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Facilitates equitable access to appropriate digital tools and resources.	**. . . and** Advocates at the school level for: ☐ The application of *Information and Technology Essential Standards* in learning experiences. ☐ Equitable access and appropriate use of available information and technology resources, including connectivity. ☐ Integration of content, pedagogy, and technology.	**. . . and** Designs and implements learning experiences for students and educators by: ☐ Modeling use of *Information and Technology Essential Standards* in learning. experiences. ☐ Seeking ways to improve content. ☐ Providing professional development on the creation of lessons that integrate *Information and Technology Essential Standards*, tools and resources.	**. . . and** Advocates beyond the school level for: ☐ Adequate instructional technology resources. ☐ Infusion of 21st Century skills into all curricular areas. ☐ Equitable connectivity for all students.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting. Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform instructional planning while collaborating to design, facilitate, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Understands: ☐ The need to collaborate with others. ☐ The benefits of positive relationships and partnerships.	**. . . and** ☐ Establishes relationships within the school to support the needs of the learning community. Uses school, classroom, and/or district data and evidence-based research to: ☐ Inform instructional planning. ☐ Support the design of instruction. ☐ Support instructional delivery systems. ☐ Participate in the evaluation of instruction. ☐ Determine student and educator technology needs.	**. . . and** ☐ Proactively engages school staff members in ongoing collaborative activities. ☐ Uses evaluation findings to guide adaptations to instruction. ☐ Initiates partnerships to support the needs of the learning community.	**. . . and** ☐ Leverages relationships within the school and external partnerships to support the needs of the learning community.	

STANDARD I: Instructional technology facilitators demonstrate leadership.

Element e. Instructional technology facilitators demonstrate high ethical standards.
Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Demonstrates ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.	**. . . and** ☐ Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Promotes the use of and trains others to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Professional development documentation
- ☐ Participation in professional learning communities
- ☐ Participation in school improvement team
- ☐ Opportunities for collaboration
- ☐ Needs assessments/surveys/benchmarks
- ☐ Aligned lesson plans
- ☐ Membership in instructional technology professional organizations/groups/forums
- ☐ Plan/procedure/calendar for equal access to technology resources
- ☐ Ethical and safe use of resource examples (student projects with resources, lesson plans, professional development)
- ☐ Documentation of conference presentations
- ☐
- ☐
- ☐
- ☐

Evaluator Comments: (Required for "Not Demonstrated" ratings, recommended for all others.)

Comments of Person Being Evaluated: (Optional)

STANDARD II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

Element a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity. Using 21st Century tools and resources, instructional technology facilitators encourage active learning, promote collaboration, and provide flexibility to accommodate multiple learning styles, work strategies and abilities. Instructional technology facilitators foster relationships with and between students while applying a global perspective and meeting the learning needs of a diverse student population.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Demonstrates an awareness and understanding of how diversity impacts student learning. ☐ Identifies information and technology resources that reflect students' diversity, personal interests, and learning needs.	**. . . and** ☐ Fosters global literacy awareness and cultural understanding. Uses 21st Century tools and resources to: ☐ Encourage participatory learning. ☐ Promote collaboration. ☐ Accommodate multiple learning styles, work strategies and abilities.	**. . . and** ☐ Enables students to develop global perspectives. ☐ Mentors teachers in the use of resources and instructional strategies to meet the needs of a diverse population of students.	**. . . and** ☐ Collaboratively reviews and refines education programs to meet the needs of a diverse student population. ☐ Leverages school level relationships and partnerships to gain district support for revised education programs.	

STANDARD II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

Element b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners. Instructional technology facilitators model and promote the seamless and ubiquitous integration of content and technology tools and resources to meet widely diverse student needs. Instructional technology facilitators are a constant in the learning environment of the student over time. As such, they have a unique opportunity to gain a more holistic view of students, understand learners as they progress through each developmental stage, and encourage learners to cultivate creativity and critical thinking habits.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Understands: ☐ Universal design principles. ☐ Developmental stages of students.	**. . . and** ☐ Implements universal design principles to meet the needs of all learners. ☐ Considers the developmental stages of students in the delivery of services to teachers.	**. . . and** ☐ Promotes the effective use of universal design principles. ☐ Collaborates with school staff to design differentiated and developmentally appropriate lessons.	**. . . and** ☐ Advocates for the consistent use of universal design principles. ☐ Provides leadership beyond the school community to apply technology along the developmental continuum.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Documents written for listservs
- ☐ Technology fairs/nights
- ☐ Online course creation (Moodle, etc.)
- ☐ Participation in professional learning communities and other collaborative learning environments
- ☐ Lessons that are differentiated and apply a global perspective
- ☐ Documentation of holistic understanding of students over time
- ☐ Student interest inventories
- ☐ Student learning style assessments
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):

Comments of Person Being Evaluated: (Optional)

STANDARD III. Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.

Element a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction. Instructional technology facilitators use creative strategies to promote the available digital tools and resources as well as the special skills and expertise of the instructional technology facilitator. They demonstrate flexibility to make their skills and expertise, as well as school technology resources, readily available to and easily accessible to all members of the school community. They help learners become discerning and effective users of digital resources and tools promoting the seamless integration of technology to meet curricular goals. Instructional technology facilitators encourage teachers and students to apply an inquiry-based approach to learning and they actively support instructional practices and pedagogy that promote creativity and critical thinking. They promote digital citizenship and guide students to build a positive academic digital footprint. They model the effective use of new and emerging technologies. They also collaboratively develop technology program policies and procedures that respect and meet the needs of a diverse school community and facilitate access to equitable digital tools and resources.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Understands: ☐ Inquiry-based instruction. ☐ The nature and impact of a digital footprint.	**. . . and** Guides students and/or educators to: ☐ Build positive academic digital footprints. ☐ Use technology resources appropriately. ☐ Respect themselves and others when using technology. ☐ Understand the long-term consequences of their actions in digital environments. ☐ Understand the rights and responsibilities associated with technology use.	**. . . and** ☐ Guides school staff in monitoring and refining procedures regarding the appropriate use of technology. Supports use of inquiry-based learning by: ☐ Making tools and resources readily available. ☐ Making their knowledge and expertise available to students and staff. ☐ Promoting creativity and critical thinking.	**. . . and** Models: ☐ Effective use of new and innovative technologies. ☐ Application of 21st Century skills. ☐ Integration of inquiry-based strategies into day-to-day work.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Minutes from professional learning community and school improvement team meetings
- ☐ Documentation of informal training and mentoring activities
- ☐ Lessons that use appropriate resources, tools, and skills to produce inquiry-based learning
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):

Comments of Person Being Evaluated: (Optional)

STANDARD IV. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

Element a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools. Instructional technology facilitators understand and apply research-based pedagogical strategies to design and facilitate rigorous, relevant, and engaging differentiated instruction. Instructional technology facilitators are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. They support the learning of all members of the school community, including those with diverse learning styles, physical and intellectual abilities, and needs. They effectively facilitate the integration of 21st Century skills, particularly technology use, and instructional design, delivery, and assessment. Instructional technology facilitators creatively infuse content-area instruction with 21st Century skills.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Understands how to use: ☐ Accepted pedagogy. ☐ Instructional design principles. ☐ Appropriate assessment methods. ☐ Technology to differentiate instruction.	**. . . and** Facilitates the use of: ☐ Accepted pedagogy. ☐ Instructional design principles. ☐ Appropriate assessment methods. Supports teachers in the use of technology to deliver differentiated instruction that addresses students with: ☐ Diverse learning styles. ☐ Varying physical and intellectual abilities and needs.	**. . . and** Facilitates the design and delivery of differentiated instruction guided by: ☐ Integration of universal design principles into instruction. ☐ Instructional strategies that promote mastery of 21st Century skills and content.	**. . . and** ☐ Advocates for the implementation of a universal design model school-wide. ☐ Disseminates information about how to infuse the curriculum with 21st Century content and tools beyond the school community.	

STANDARD IV. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

Element b. Instructional technology facilitators know the content appropriate to their teaching specialty. Instructional technology facilitators model digital literacy and safety, and the ethical use of information and technology utilizing best practices and relevant research-based methods and techniques. They articulate the value and importance of the *North Carolina Standard Course of Study* to members of the school community. They assist teachers in seamlessly integrating technology into curriculum-based lessons and instructional units and providing 21st Century learning experiences. They collaborate with other educators to design and facilitate use of innovative technology assisted student outcome measurement systems.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Possesses: ☐ Information and technology skills. ☐ Knowledge of research-based methods and techniques. ☐ Skills necessary to collaborate with school staff.	**. . . and** ☐ Models digital literacy and safety. ☐ Assists teachers in the integration of technology into classroom instructional strategies.	**. . . and** ☐ Collaboratively designs individualized and technology-enabled classroom instructional strategies.	**. . . and** ☐ Disseminates information of technology-enabled classroom instructional strategies beyond the school community.	

STANDARD IV. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

Element c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning. They use a variety of instructional strategies and assessment tools to model and promote digital-age learning experiences and apply their expertise to coach others in collaboration, digital literacy, 21st Century communication, inquiry-based learning, and digital citizenship. Instructional technology facilitators demonstrate and facilitate the effective use of 21st Century tools and resources to encourage meaningful and authentic learning experiences. They facilitate access to information, resources, and ongoing support to assist teachers in implementing research-based best practices using 21st Century tools and resources.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Understands digital-age learning experiences.	**. . . and** Applies expertise in digital-age learning to coach school staff in: ☐ Digital literacy. ☐ 21st Century communication. ☐ Inquiry-based learning. ☐ Digital citizenship. ☐ Digital safety.	**. . . and** Collaborates with other school staff to design and implement: ☐ Digital-age learning experiences for all students. ☐ Meaningful and authentic technology-enabled learning experiences.	**. . . and** ☐ Fosters the development of professional learning networks to promote digital-age learning.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Student-centered content
- ☐ Assessment data
- ☐ Usage data
- ☐ School Technology Plan
- ☐ Policies and Procedures Manual
- ☐ Collaboratively produced lesson and unit plans
- ☐ Professional development plans
- ☐ Minutes of professional/electronic learning community meetings
- ☐ Reflective journaling
- ☐ Blogs
- ☐ Articles written by instructional technology facilitator
- ☐ Listservs
- ☐ Newsletters
- ☐ Examples of lessons
- ☐ Leadership in adherence to local, state, and federal policies and laws related to digital safety
- ☐ Parent and student acceptable and responsible use policies
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):

Comments of Person Being Evaluated: (Optional)

STANDARD V: Instructional technology facilitators actively reflect on their practice.

Element a. Instructional technology facilitators analyze student learning. Instructional technology facilitators use formative and summative assessments to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Thinks systematically and critically about the impact of the instructional technology program on student achievement.	**. . . and** Supports the development of classroom instruction based on: ☐ Analysis of formative and summative assessment student data. ☐ Instructional technology program plans. ☐ Evidence-based best practices.	**. . . and** ☐ Advocates for changes to the school technology program guided by findings from data analyses.	**. . . and** ☐ Leverages resources to implement changes to the school's instructional technology program.	

STANDARD V: Instructional technology facilitators actively reflect on their practice.

Element b. Instructional technology facilitators link professional growth to their professional goals. Instructional technology facilitators actively seek professional development to help them maintain a leadership role as a teacher, technology specialist, and coach in the use of current and emerging technologies. They complete professional development and participate in local and global professional learning communities to explore creative applications and enhancements for improving professional practice and student learning.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
☐ Understands the need for professional development to improve leadership skills and professional practice.	**. . . and** ☐ Completes professional development in the use of current and emerging technologies. ☐ Participates in school and/or district level professional learning communities throughout the school year.	**. . . and** ☐ Pursues professional development opportunities outside the school and/or district to enhance professional practice.	**. . . and** ☐ Participates in global professional learning communities to improve professional practice and student learning.	

STANDARD V: Instructional technology facilitators actively reflect on their practice.

Element c. Instructional technology facilitators function effectively in a complex, dynamic environment. Instructional technology facilitators demonstrate leadership and flexibility in adapting to a rapidly changing information and technology environment. They act as leaders in coaching teachers, administrators, and students to thrive in a complex technology landscape. They continuously seek current best practices and adapt their professional practice based on research and student data to support school goals.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Understands: ☐ The rapidly changing information and technology environment. ☐ The need to be flexible, adaptable, and resourceful.	**. . . and** ☐ Uses findings from evidence-based research to improve professional practices. ☐ Adapts professional practice to the changing technology environment. ☐ Stays current with evolving research about the changing information and technology environment.	**. . . and** ☐ Monitors the impact of implementation of new technology strategies.	**. . . and** ☐ Applies findings of monitoring activities to adapt the instructional technology program.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Self-assessment
- ☐ Documentation of continuing education – articles, conferences
- ☐ Feedback from supervisor, students, parents, community members, colleagues
- ☐ Professional development syllabi
- ☐ Professional Growth Plan
- ☐ Evaluation tool
- ☐ Student outcome data with data analysis
- ☐ Action research documentation
- ☐ Logs
- ☐ Memberships in professional organizations
- ☐ Formative and summative assessments
- ☐ Student and school needs assessments
- ☐ Members of school professional learning teams
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated, recommended for all other ratings):

Comments of Person Being Evaluated: (Optional)

Rubric Signature Page

Instructional Technology Facilitator Signature Date

Evaluator Signature Date

Peer Signature (if applicable) Date

Comments Attached: _____YES _____NO

Evaluator Signature Date
(Signature indicates question above regarding comments has been addressed)

Note: The instructional technology facilitator's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the instructional technology facilitator has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the North Carolina Instructional Technology Facilitator Evaluation Process.

Summary Rating Sheet for Instructional Technology Facilitators (Optional)

This sheet can be used to summarize observation data and to note information about areas needing improvement. It can be completed as part of the Summary Evaluation discussions conducted near the end of the school year. After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

Name	Date
School	District
Evaluator	Title

Summary Rating Sheet for Instructional Technology Facilitators After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.	**Not Demonstrated**	**Developing**	**Proficient**	**Accomplished**	**Distinguished**
Standard I: Instructional technology facilitators demonstrate leadership.					
a. Instructional technology facilitators demonstrate 21st Century leadership in the school.					
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.					
c. Instructional technology facilitators advocate for effective instructional technology programs.					
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.					
e. Instructional technology facilitators demonstrate high ethical standards.					
Overall Rating for Standard I					

Summary Rating Sheet for Instructional Technology Facilitators (cont.)

After compiling observation data, the evaluator can use this sheet to summarize ratings. Then the Summary Rating Form can be completed.

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.					
a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.					
b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.					
Overall Rating for Standard II					
Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.					
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.					
Overall Rating for Standard III					
Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.					
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.					
b. Instructional technology facilitators know the content appropriate to their teaching specialty.					
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.					
Overall Rating for Standard IV					
Standard V: Instructional technology facilitators actively reflect on their practice.					
a. Instructional technology facilitators analyze student learning.					
b. Instructional technology facilitators link professional growth to their professional goals.					
c. Instructional technology facilitators function effectively in a complex, dynamic environment.					
Overall Rating for Standard V					

Instructional Technology Facilitator Summary Rating Form (Required)

This form is to be jointly reviewed by the instructional technology facilitator and evaluator during the Summary Evaluation Conference conducted at the end of the year.

Name	School Year
School	District
Evaluator	Evaluator's Title
Date Completed	

Standard I: Instructional technology facilitators demonstrate leadership.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators demonstrate 21st Century leadership in the school.					
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.					
c. Instructional technology facilitators advocate for effective instructional technology programs.					
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.					
e. Instructional technology facilitators demonstrate high ethical standards.					
Overall Rating for Standard I					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Professional development documentation
- ☐ Participation in professional learning communities
- ☐ Participation on school improvement team
- ☐ Opportunities for collaboration
- ☐ Needs assessments/surveys/benchmarks
- ☐ Aligned lesson plans
- ☐ Membership in instructional technology professional organizations, groups/forums
- ☐ Plan/procedure/calendar for equal access to technology resources
- ☐ Ethical and safe use of resource examples (student projects with resources, lesson plans, professional development)
- ☐ Documentation of conference presentations
- ☐
- ☐
- ☐
- ☐

Standard II: Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.					
b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.					
Overall Rating for Standard II					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Documents written for listservs
- ☐ Technology fairs/nights
- ☐ Online course creation (Moodle, etc.)
- ☐ Participation in professional learning communities and other collaborative learning environments
- ☐ Lessons that are differentiated and apply a global perspective
- ☐ Documentation of holistic understanding of students over time
- ☐ Student interest inventories
- ☐ Student learning style assessments
- ☐
- ☐
- ☐
- ☐

Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.

Elements	Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.					
Overall Rating for Standard III					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Minutes from professional learning community and school improvement team meetings
- ☐ Documentation of informal training and mentoring activities
- ☐ Lessons that use appropriate resources, tools, and skills to produce inquiry-based learning
- ☐
- ☐
- ☐
- ☐

Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.					
b. Instructional technology facilitators know the content appropriate to their teaching specialty.					
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.					
Overall Rating for Standard IV					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Student-centered content
- ☐ Assessment data
- ☐ Usage data
- ☐ School Technology Plan
- ☐ Policies and Procedures Manual
- ☐ Collaboratively produced lesson and unit plans
- ☐ Professional development plans
- ☐ Minutes of professional/electronic learning community meetings
- ☐ Reflective journaling
- ☐ Blogs
- ☐ Articles written by instructional technology facilitator
- ☐ Listservs
- ☐ Newsletters
- ☐ Examples of lessons
- ☐ Leadership in adherence to local, state, and federal policies and laws related to digital safety
- ☐ Parent and student acceptable and responsible use policies
- ☐
- ☐
- ☐
- ☐

Standard V: Instructional technology facilitators actively reflect on their practice.

Elements	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators analyze student learning.					
b. Instructional technology facilitators link professional growth to their professional goals.					
c. Instructional technology facilitators function effectively in a complex, dynamic environment.					
Overall Rating for Standard V					

Comments:

Recommended actions for improvement:

Resources needed to complete these actions:

Evidence or documentation to support rating:

- ☐ Self-assessment
- ☐ Documentation of continuing education – articles, conferences
- ☐ Feedback from supervisor, students, parents, community members, colleagues
- ☐ Professional development syllabi
- ☐ Professional Growth Plan
- ☐ Evaluation tool
- ☐ Student outcome data with data analysis
- ☐ Action research documentation
- ☐ Logs
- ☐ Memberships in professional organizations
- ☐ Formative and summative assessments
- ☐ Student and school needs assessments
- ☐ Members of school professional learning teams
- ☐
- ☐
- ☐
- ☐

Instructional Technology Facilitator Signature	Date

Evaluator Signature	Date

Note: The instructional technology facilitator's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the instructional technology facilitator has reviewed the report with the evaluator and may reply in writing. The signature of the evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Instructional Technology Facilitator Evaluation Process.

Professional Development Plan (Required)

School Year: _____

Name: _____ **Position/Subject Area:**_____

School: _____

NC Professional Instructional Technology Facilitator Standards

I. Instructional technology facilitators demonstrate leadership. II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students. III. Instructional technology facilitators facilitate the implementation of a 21st Century instructional technology program. IV. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment. V. Instructional technology facilitators actively reflect on their practice.	Standard(s) to be addressed: Elements to be addressed:

Instructional Technology Facilitator's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1: **Goal 2:** **Goal 3:**				

Plan:
- ☐ Individual
- ☐ Monitored
- ☐ Directed

Instructional Technology Facilitator's Signature: _____ Date: _____

Evaluator's Signature: _____ Date: _____

Professional Development Plan – Mid-Year Review

To be completed by (date) _____

Instructional Technology Facilitator _____ Academic Year: _____

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

Narrative

Instructional Technology Facilitator's Comments:	**Evaluator's Comments:**

_____
Instructional Technology Facilitator's Signature Date

_____
Evaluator's Signature Date

Professional Development Plan – End-of-Year Review

To be completed by (date) _____

Instructional Technology Facilitator _____ Academic Year: _____

Evidence of Progress Toward Specific Standards or Elements to be Addressed/Enhanced

Progress Toward Achieving Goals

Goal 1 was successfully completed. Yes ☐ No ☐
Goal 2 was successfully completed. Yes ☐ No ☐
Goal 3 was successfully completed. Yes ☐ No ☐

Instructional Technology Facilitator's Comments:	**Evaluator's Comments:**

_____

Instructional Technology Facilitator's Signature Date

_____

Evaluator's Signature Date

Record of Instructional Technology Facilitator Evaluation Activities

Instructional Technology Facilitator: _____ ID#:_____

School: _____ School Year:_____

Position/Assignment: _____

Evaluator: _____Title: _____

Instructional Technology Facilitator Background (Briefly describe the instructional technology facilitator's educational background, years of experience, assignment, and any other factors that may impact the evaluation.)

The North Carolina Instructional Technology Facilitator Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Instructional Technology Facilitator Signature	Evaluator Signature
Orientation			
Pre-Observation Conference			
Observation #1			
Post-Observation Conference #1			
Pre-Observation Conference (optional)			
Observation #2			
Post-Observation Conference #2			
Pre-Observation Conference (optional)			
Observation #3			
Post-Observation Conference #3			
Pre-Observation Conference (optional)			
Observation #4			
Post-Observation Conference #4 *(if required)*			
Summary Evaluation Conference			
Professional Development Plan Completed			