

Rubric for Evaluating North Carolina's Instructional Technology Facilitators

Standard 1: Instructional Technology Facilitators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
a. Instructional Technology Facilitators demonstrate 21st century leadership in the school. Instructional Technology Facilitators lead in the use of 21 st 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 21 st century.				
<input type="checkbox"/> Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	<p>... and</p> <input type="checkbox"/> Provides relevant and engaging professional development on technology enabled teaching and learning.	<p>... and</p> <input type="checkbox"/> Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	<p>... and</p> <input type="checkbox"/> Evaluates the impact of the technology enabled teaching and learning professional development on student achievement.	
	Promotes a vision for 21 st century technology that includes: <ul style="list-style-type: none"> <input type="checkbox"/> Effective technology enabled teaching and learning. <input type="checkbox"/> All students graduating from high school globally competitive and prepared for life in the 21st century. <input type="checkbox"/> Contributes to the development and implementation of the school's goals, objectives, and instructional program. 		<input type="checkbox"/> Designs and provides a differentiated professional development program on technology enabled teaching.	

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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.				
<input type="checkbox"/> Understands the relationship between the instructional technology program, the <i>North Carolina Standard Course of Study</i> , and local goals and priorities. <input type="checkbox"/> Understands the nature of and requirements for a 21 st century digital conversion.	... and Promotes and participates in the planning and deployment of the 21 st century digital conversion, including: <ul style="list-style-type: none"> <input type="checkbox"/> Aligning the school's technology program with local goals and priorities and the <i>North Carolina Standard Course of Study</i>. <input type="checkbox"/> Demonstrating appropriate and effective use of available devices. <input type="checkbox"/> Facilitating the use of a research based technology enhanced instructional program. 	... and Leads the deployment of a 21 st century digital conversion, including: <ul style="list-style-type: none"> <input type="checkbox"/> Evaluating and selecting digital tools and resources based on best practices and relevant data. <input type="checkbox"/> Curriculum alignment. <input type="checkbox"/> Coaching, co-teaching and mentoring school staff. 	... and Ensures the success of the school's 21 st century digital conversion by: <ul style="list-style-type: none"> <input type="checkbox"/> Networking with district, state and/or national leaders. <input type="checkbox"/> Advocating for resources, policies, and procedures needed to support the conversion. 	

Standard 1: Instructional Technology Facilitators demonstrate leadership.

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

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Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
Understands: <input type="checkbox"/> The need to collaborate with others. <input type="checkbox"/> The benefits of positive relationships and partnerships.	... and <input type="checkbox"/> Establishes relationships within the school to support the needs of the learning community. Uses school-wide data, classroom data, and evidence-based research to: <input type="checkbox"/> Inform instructional planning. <input type="checkbox"/> Support the design of instruction. <input type="checkbox"/> Support instructional delivery systems. <input type="checkbox"/> Participate in the evaluation of instruction. <input type="checkbox"/> Determine student and educator technology needs.	... and <input type="checkbox"/> Proactively engages school staff members in ongoing collaborative activities. <input type="checkbox"/> Uses evaluation findings to guide adaptations to instruction. <input type="checkbox"/> Initiates partnerships to support the needs of the learning community.	... and <input type="checkbox"/> Leverages relationships within the school and external partnerships to support the needs of the learning community.	
e. Instructional Technology Facilitators demonstrate high ethical standards. Instructional Technology Facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
<input type="checkbox"/> Demonstrates ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.	... and <input type="checkbox"/> Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and <input type="checkbox"/> 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 <input type="checkbox"/> 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:

- | | |
|--------------------------|--|
| <input type="checkbox"/> | Professional Development Documentation |
| <input type="checkbox"/> | Participation in Professional Learning Communities |
| <input type="checkbox"/> | Participation in School Improvement Team |
| <input type="checkbox"/> | Opportunities for collaboration |
| <input type="checkbox"/> | Needs assessments/surveys/benchmarks |
| <input type="checkbox"/> | Aligned lesson plans |
| <input type="checkbox"/> | Membership in instructional technology professional organizations/groups/forums |
| <input type="checkbox"/> | Plan/procedure/calendar for equal access to technology resources |
| <input type="checkbox"/> | Ethical and safe use of resource examples (student projects with resources, lesson plans, professional development |
| <input type="checkbox"/> | Documentation of conference presentations |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |
| <input type="checkbox"/> | |

Evaluator Comments (Required for ratings of “Not Demonstrated” and “Developing,” recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard 2. Instructional Technology Facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21 st Century learning environment.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
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.				
Understands how to use: <input type="checkbox"/> Accepted pedagogy. <input type="checkbox"/> Instructional design principles. <input type="checkbox"/> Appropriate assessment methods. <input type="checkbox"/> Technology to differentiate instruction.	... and Facilitates the use of: <input type="checkbox"/> Accepted pedagogy. <input type="checkbox"/> Instructional design principles. <input type="checkbox"/> Appropriate assessment methods. Supports teachers in the use of technology to deliver differentiated instruction that addresses students with: <input type="checkbox"/> Diverse learning styles. <input type="checkbox"/> Varying physical and intellectual abilities and needs.	... and Facilitates the design and delivery of differentiated instruction guided by: <input type="checkbox"/> Integration of universal design principles into instruction. <input type="checkbox"/> Instructional strategies that promote mastery of 21st century skills and content.	... and <input type="checkbox"/> Advocates for the implementation of a universal design model school-wide. <input type="checkbox"/> Disseminates information about how to infuse the curriculum with 21st century content and tools beyond the school community.	
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 <i>North Carolina Standard Course of Study</i> 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.				
Possesses: <input type="checkbox"/> Information and technology skills. <input type="checkbox"/> Knowledge of research-based methods and techniques. <input type="checkbox"/> Skills necessary to collaborate with school staff.	... and <input type="checkbox"/> Models digital literacy and safety. <input type="checkbox"/> Assists teachers in the integration of technology into classroom instructional strategies.	... and <input type="checkbox"/> Collaboratively designs individualized and technology enabled classroom instructional strategies.	... and <input type="checkbox"/> Disseminates information of technology enabled classroom instructional strategies beyond the school community.	

Standard 2. Instructional Technology Facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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, 21 st century communication, inquiry-based learning, and digital citizenship. Instructional Technology Facilitators demonstrate and facilitate the effective use of 21 st 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 21 st century tools and resources.				
<input type="checkbox"/> Understands digital-age learning experiences.	... and Applies expertise in digital-age learning to coach school staff in: <input type="checkbox"/> Digital literacy. <input type="checkbox"/> 21 st century communication. <input type="checkbox"/> Inquiry-based learning. <input type="checkbox"/> Digital citizenship. <input type="checkbox"/> Digital safety.	... and Collaborates with other school staff to design and implement: <input type="checkbox"/> Digital-age learning experiences for all students. <input type="checkbox"/> Meaningful and authentic technology enabled learning experiences.	... and <input type="checkbox"/> Fosters the development of professional learning networks to promote digital-age learning.	
Examples of Artifacts that May Be Used to Support Ratings:				
<input type="checkbox"/> Student-centered content				
<input type="checkbox"/> Assessment data				
<input type="checkbox"/> Usage data				
<input type="checkbox"/> School Technology Plan				
<input type="checkbox"/> Policies and Procedures Manual				
<input type="checkbox"/> Collaboratively produced lesson and unit plan				
<input type="checkbox"/> Professional development plans				
<input type="checkbox"/> Minutes of professional/electronic learning community meetings				
<input type="checkbox"/> Reflective journaling				
<input type="checkbox"/> Blogs				
<input type="checkbox"/> Articles written by Instructional Technology Facilitator				
<input type="checkbox"/> Listservs				
<input type="checkbox"/> Newsletters				
<input type="checkbox"/> Examples of lessons				
<input type="checkbox"/> Leadership in adherence to local, state, and federal policies and laws related to digital safety				
<input type="checkbox"/> Parent and student acceptable and responsible use policies				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
<input type="checkbox"/>				
Evaluator Comments (Required for ratings of “Not Demonstrated” and “Developing,” recommended for all other ratings:				
Comments of Person Being Evaluated (Optional):				

Standard 3. Instructional technology facilitators facilitate the implementation of a comprehensive 21 st Century instructional technology program.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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 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.				
Understands: <input type="checkbox"/> Inquiry-based instruction. <input type="checkbox"/> The nature and impact of a digital footprint.	... and Guides students and educators to: <input type="checkbox"/> Build positive academic digital footprints. <input type="checkbox"/> Use technology resources appropriately. <input type="checkbox"/> Respect themselves and others when using technology. <input type="checkbox"/> Understand the long-term consequences of their actions in digital environments. <input type="checkbox"/> Understand the rights and responsibilities associated with technology use.	... and <input type="checkbox"/> Guides school staff in monitoring and refining procedures regarding the appropriate use of technology. Supports use of inquiry-based learning by: <input type="checkbox"/> Making tools and resources readily available. <input type="checkbox"/> Making their knowledge and expertise available to students and staff. <input type="checkbox"/> Promoting creativity and critical thinking.	... and Models: <input type="checkbox"/> Effective use of new and innovative technologies. <input type="checkbox"/> Application of 21 st century skills. <input type="checkbox"/> Integration of inquiry-based strategies into day-to-day work.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Minutes from PLCs, SIPs
- ☐ 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” and “Developing,” recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard 4. Instructional Technology Facilitators build a learning environment that meets the instructional needs of all students.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
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.				
<input type="checkbox"/> Demonstrates an awareness and understanding of how diversity impacts student learning. <input type="checkbox"/> Identifies information and technology resources that reflect students' diversity, personal interests, and learning needs.	... and <input type="checkbox"/> Fosters global literacy awareness and cultural understanding. Uses 21 st century tools and resources to: <input type="checkbox"/> Encourage participatory learning. <input type="checkbox"/> Promote collaboration. <input type="checkbox"/> Accommodate multiple learning styles, work strategies and abilities.	... and <input type="checkbox"/> Enables students to develop global perspectives. <input type="checkbox"/> Mentors teachers in the use of resources and instructional strategies to meet the needs of a diverse population of students.	... and <input type="checkbox"/> Collaboratively reviews and refines education programs to meet the needs of a diverse student population. <input type="checkbox"/> Leverages school level relationships and partnerships to gain district support for revised education programs.	<input type="checkbox"/>
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
<input type="checkbox"/> Understands universal design principles. <input type="checkbox"/> Understands the developmental stages of students.	... and <input type="checkbox"/> Implements universal design principles to meet the needs of all learners. <input type="checkbox"/> Considers the developmental stages of students in the delivery of services to teachers.	... and <input type="checkbox"/> Promotes the effective use of universal design principles. <input type="checkbox"/> Collaborates with school staff to design differentiated and developmentally appropriate lessons.	... and <input type="checkbox"/> Advocates for the consistent use of universal design principles. <input type="checkbox"/> 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” and “Developing,” recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard 5: Instructional Technology Facilitators actively reflect on their practice.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
a. Instructional Technology Facilitators use formative and summative assessments to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.				
<input type="checkbox"/> Thinks systematically and critically about the impact of the instructional technology program on student achievement.	... and Supports the development of classroom instruction based on: <ul style="list-style-type: none"> <input type="checkbox"/> Analysis of formative and summative assessment student data. <input type="checkbox"/> Instructional technology program plans. <input type="checkbox"/> Evidence based best practices. 	... and <input type="checkbox"/> Advocates for changes to the school technology program guided by findings from data analyses.	... and <input type="checkbox"/> Leverages resources to implement changes to the school's instructional technology program.	
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.				
<input type="checkbox"/> Understands the need for professional development to improve leadership skills and professional practice.	... and <ul style="list-style-type: none"> <input type="checkbox"/> Completes professional development in the use of current and emerging technologies <input type="checkbox"/> Participates in school and/or district level professional learning communities throughout the school year. 	... and <input type="checkbox"/> Pursues professional development opportunities outside the school and/or district to enhance professional practice.	... and <input type="checkbox"/> Participates in global professional learning communities to improve professional practice and student learning.	
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.				
Understands: <ul style="list-style-type: none"> <input type="checkbox"/> The rapidly changing information and technology environment. <input type="checkbox"/> The need to be flexible, adaptable, and resourceful. 	... and <ul style="list-style-type: none"> <input type="checkbox"/> Uses findings from evidence-based research to improve professional practices. <input type="checkbox"/> Adapts professional practice to the changing technology environment. <input type="checkbox"/> Stays current with evolving research about the changing information and technology environment. 	... and <input type="checkbox"/> Monitors student data to evaluate the impact of implementation of new technology strategies on student learning.	... and <input type="checkbox"/> Applies findings of monitoring activities to adapt the instructional technology program.	

Examples of Artifacts that May Be Used to Support Ratings:	
<input type="checkbox"/>	Self-assessment
<input type="checkbox"/>	Documentation of continuing education – articles, conferences
<input type="checkbox"/>	Feedback from supervisor, students, parents, community members, colleagues
<input type="checkbox"/>	Professional development syllabi
<input type="checkbox"/>	Professional Growth Plan
<input type="checkbox"/>	Evaluation tool
<input type="checkbox"/>	Student outcome data with data analysis
<input type="checkbox"/>	Action research documentation
<input type="checkbox"/>	Logs
<input type="checkbox"/>	Memberships in professional organizations
<input type="checkbox"/>	Formative and summative assessments
<input type="checkbox"/>	Student and school needs assessments
<input type="checkbox"/>	Members of school professional learning teams
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
Evaluator Comments (Required for ratings of “Not Demonstrated” and “Developing,” recommended for all other ratings:	
Comments of Person Being Evaluated (Optional):	