THE STANDARDS
for School Technology Specialists

LEARNING FIRST! The Davis educator is intensely focused on learning for each student.

PLAN: The effective school technology specialist proactively participates in the creation of a vision and goals for technology integration in the school. The STS uses data to guide planning, technology maintenance, and provide professional development. The effective STS prioritizes tasks to address technology needs in order to increase staff productivity and provide quality student learning experiences.

TEACH & TRAIN: The effective STS clearly articulates, promotes, and implements the school technology vision and goals. The STS incorporates a variety of training strategies to ensure faculty and staff learning needs are met. The STS shows interest and enthusiasm when presenting to faculty and staff and is willing to share technological knowledge with colleagues.

CHECK: The STS meets regularly with administrators to evaluate and improve technology integration in the school. The effective STS uses frequent feedback to guide adjustments to the technology plan and professional development. Consistent follow-up with faculty and staff ensures technology needs are met and work orders are completed.

ENVIRONMENT: The effective STS fosters an environment that is positive and respectful. The STS demonstrates understanding and tact while communicating high technology integration expectations. Effective time management, organization, and appropriate allocation of resources facilitates an environment of technology support in the school.

PROFESSIONALISM: The effective STS engages in self-reflection and professional learning for continuous growth and expertise. School technology specialists cultivate productive and collaborative relationships with peers, educators, and administrators by contributing to and proactively engaging in problem-solving approaches to challenges and changes within the profession and with the larger district community.

EVALUATE DAVIS

THE INDICATORS
for School Technology Specialists

PLAN

P.1   Proactively participates in the creation of a vision and goals for technology integration in collaboration with school and district administrators

P.2   Uses accurate inventory and technology integration[1] records to guide planning and maintenance to ensure technology is up to date

P.3   Uses data to design ongoing professional development[2] that ensures technology is used effectively to increase productivity and provide quality student learning experiences

P.4   Plans, prioritizes, and balances work tasks to address technology needs in a timely manner

TEACH & TRAIN

T.1   Clearly articulates, promotes, and implements school technology vision and goals

T.2   Incorporates a variety of training types[3] and instructional strategies[4] to ensure individual faculty and staff members' learning needs are met

T.3   Meets individual needs by appropriately sequencing[5] and scaffolding[6] training to increase the technology knowledge and skills of faculty and staff

T.4   Displays enthusiasm and clear interest in topic when presenting

T.5   Demonstrates and shares technological knowledge and expertise with colleagues

CHECK

C.1   Meets regularly with administrators to evaluate and continuously improve technology integration process

C.2   Seeks and uses frequent feedback to guide adjustments to technology plan implementation and professional development

C.3   Consistently follows up with faculty and staff ensuring technology needs are met and work orders are completed

ENVIRONMENT

E.1   Fosters a safe and inviting environment[7] where school technology specialists are positive and respectful

E.2   Demonstrates understanding[8] and tact while communicating high expectations for technology integration

E.3   Creates an environment of support through effective time management, organization, and allocation of resources

PROFESSIONALISM

PRO.1 Engages in self-reflection[9] and professional learning for continuous growth and expertise[10]

PRO.2 Collaborates[11] and cultivates productive relationships with staff, students, parents, administrators, and community to improve learning

PRO.3 Approaches challenges and changes positively in a problem-solving manner

PRO.4 Makes professional contributions[12] to school, district, and school community

PRO.5 Adheres to district technology standards and procedures[13]

**All employees must consistently adhere to school, district, and state policies and procedures

EVALUATE DAVIS
TEACHER EVALUATION
DEFINITIONS

[1] Technology integration records track the implementation of technology use and progress in the school. Training may be required to help district staff members to perform their duties.

[2] Professional development includes whole group and/or faculty, grade level, and individual instruction and support to provide opportunities for the educator to learn and develop technology knowledge and skills.

[3] Training types may include individual, small group, whole group, and/or online trainings. Among other things, they may consist of short presentations in faculty meeting, longer workshop presentations, or participation in conferences or webinars.

[4] Instructional strategies are methods that are used in the lesson to ensure that the sequence or delivery of instruction helps students learn. Effective instructional strategies meet all learning styles and development needs of the learners.

[5] Sequencing and scaffolding go hand in hand. Good sequencing results from long term planning rather than merely planning trainings independently from one another.

[6] Scaffolding takes place when learning is based on, and connecting to, prior knowledge and skills. Effective scaffolding also occurs when the instructor models the desired learning strategy or task, then gradually shifts responsibility to the learner.

[7] Safe and inviting environment refers to an environment where there is trust, good listening, positive interactions, and the use of tact.

[8] Educators appreciate a STS who is approachable and understanding of individual differences in technology skill. The most effective STS's inspire others to persevere and advance in technology use and implementation.

[9] Self-reflection is the process of thinking about what one is doing or what one has just finished doing. Effective educators reflect on their practice, taking time to study their own behavior and efforts and how that affects their own work and the work of others. The term self-reflection does not mean reflecting on one's feelings; instead, it is a critical self-assessment of one's effectiveness as a school technology specialist.

[10] The STS must have considerable expertise in their field; they must knowledgeable about and current in technology hardware and software, and new trends in technology education.

[11] A collaborative culture is developed when there is an atmosphere of shared responsibility for teaching and learning among faculty, staff, and administrators. The STS is an integral part of the school staff and as such, is expected to participate in the school and be a contributing team player.

[12] Creating a school- and district-wide technology-infused culture requires professional contributions such as serving on school/district/state committees, training and/or facilitating collaborative peer groups, or providing other services needed to create a quality educational environment.

[13] Follows and supports current technology standards and procedures as adopted by the district Technology Services Department.