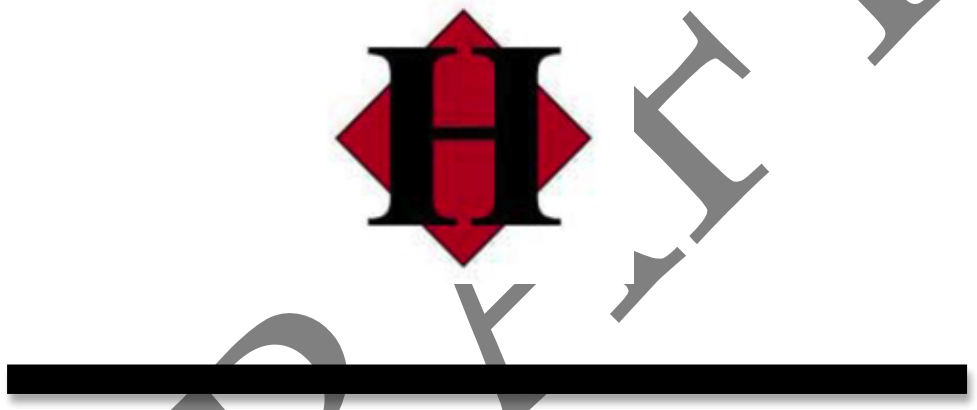
Hempfield Technology
Staff Competencies



Name: _____

We use technology in our professional and personal lives on a daily basis. However, using technology effectively can sometimes be a challenge. On its own, technology is not transformative. Applications of technology in education show the potential to increase higher-order thinking, foster authentic connections and promote global citizenry, but that requires facilitation by a skilled educator to achieve.

According to ISTE, the International Society for Technology Education, "Effective teachers model and apply the National Educational Technology Standards for Students (NETS•S) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community." To enhance effective teaching and learning, Hempfield School District has developed the following technology competencies for teachers to use to evaluate their technology proficiency.

1. **Understand Key Technology Operations and Concepts**
2. **Utilize Digital Communication and Collaboration**
3. **Design and Deliver Digital-Age Learning Experiences Promoting 21st Century Skills.**
4. **Develop Research and Information Fluency skills**
5. **Promote and Model Digital Citizenship and Learning**
6. **Implement Assistive and Adaptive Technologies**
7. **Engage in Professional Growth and Leadership**

We have broken each of those competencies down to help guide what it looks like on a 4-tiered scale. Those levels are:

Level 1 - Initiating / Attempting Level - At this level, one has a basic understanding of the competency but recognizes minimal application for the skill.

Level 2 - Approaching / Working Level - At this level, one embraces the competency to enhance the classroom experience, however application of the skill tends to be more teacher-centered rather than student-centered.

Level 3 - Meets / Achieving Level - At this level, one seamlessly integrates the competency into the classroom to create a student-centered learning environment.

Level 4 - Exceeds / Leading Level - At this level, one regularly infuses the competency into their teaching and promotes higher levels of student cognition with real world connections. Additionally, you are sharing with their peers the skills they have acquired by informally instructing and providing staff development experiences.

1. Understand Key Technology Operations and Concepts

To use technology as a meaningful learning tool, educators must be aware of and understand basic concepts of technology use. Understanding key concepts of technology will allow a teacher to perform their daily functions, such as taking attendance, writing lesson plans, tracking grades, managing student data, etc.

Level 1 - I am not comfortable with basic technology tasks and consider myself a beginner when it comes to technology. My use of technology does not extend beyond the basic functions required to perform my daily job.

Level 2 - I am comfortable with the daily technology tasks required of my position, which include taking attendance, grading, submitting discipline, access student data, etc. I am willing to try new technology tools but would not be comfortable volunteering to be an early adopter of a new product.

Level 3 – I am comfortable using technology for my daily job functions and can pick up a new tech skill with the basic training offered. I may not always be the first person to try a new product, however, if I think a technology will have great value to my classroom I am willing to be an early adopter.

Level 4 – I am comfortable understanding and explaining technology operations and concepts with my peers. I am considered a "go-to" technology helper. I am able to lead staff development sessions in this area.

2. Utilize Digital Communication and Collaboration

Students and teachers can use a variety of media and formats to communicate information and ideas effectively to multiple audiences. They can collaborate, publish and interact with peers, experts, and other audience members to enhance their learning. Teachers should be able to use network resources to communicate with other professionals in their field and to help students collaborate and access information. Teachers should also be able to use tools to create and monitor individual and group student projects.

Level 1 - I do not use electronic resources for professional growth or communication or with my students for classroom projects.

Level 2 - I can find lesson plans and I am able to perform some research online. I correspond with parents and other teachers using email. I use digital tools in the classroom to enhance communication between myself, students, parents, and the community.

Level 3 - I use the Internet and other online resources to obtain research, teaching materials, and information related to the content of my classes. I obtain information related to my area of education through a variety of electronic resources, such as; reliable websites, discussion groups, blogs, micro-blogging, chat rooms, etc. When appropriate, I use a computerized presentation program to lead workshops, speak at conferences, or teach. I explore ways to engage my students in digital communication and collaboration outside of the traditional school walls.

Level 4 - I take part in distance learning opportunities using technology. I organize professional development growth opportunities for other teachers and feel comfortable teaching other staff members about the use of technology.

3. Design and Deliver Digital-age Learning Experiences Promoting 21st Century Skills.

When technology becomes part of the learning environment, the roles of teachers and students change, activities become more project based, and student-directed learning occurs. As new styles and means of learning evolve, educators should design, develop, and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources. Lessons are designed to maximize content learning and to develop the knowledge, skills, and attitudes identified in the NETS•S and consistent with 21st century skills.

Level 1 – The majority of my lessons are drill and practice and teacher-centered. I do not use multiple assessment techniques during instruction to gauge the comprehension of my students.

Level 2 – While I do assign project-based activities, the choices for students are limited and the learning environment is largely teacher-centered. The majority of the assessments in my classroom happen at the end of units.

Level 3 – Projects in my classroom involve choices for student completion and collaboration. Students help develop assessments and are involved in the creation of knowledge. Both formative and summative assessments are used to gauge student learning, where appropriate, throughout my lessons.

Level 4 - I use my knowledge of subject matter, teaching and learning, and technology to write and facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. A majority of my lessons are student-centered.

4. Develop Research and Information Fluency skills

The Internet has changed the way we access information. Information literacy strategies are essential for effectively locating, identifying, and evaluating resources in support of student learning in a technology-enhanced environment. Teachers should be able to collaborate with the media specialist to design research assignments for students that include information literacy concepts.

Level 1 – I am not familiar with the term information literacy, nor do I know why such skills are important.

Level 2 – As part of my curriculum I have library research projects, and I support the library skills taught by the media specialist. I am aware that there are electronic resources available to my students.

Level 3 - My curriculum includes information literacy projects that are team-taught with the media specialist. I understand that the information literacy process includes higher-order thinking skills, locating, identifying, evaluating and citing electronic information sources that require the use of computer productivity software, and are authentically assessed. I ask students to use technology to help them show the content they've learned through research using a variety of technologies.

Level 4 - I am actively involved in curriculum planning teams and advocate for multidisciplinary units and activities that require information literacy skills. I share successful units with others through print and electronic publishing and through conference presentations and workshops.

5. Promote and Model Digital Citizenship and Learning

Digital citizenship can be defined as the norms of appropriate, responsible behavior with regard to technology use. Teachers should understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

Level 1 – I am not familiar with the term digital citizenship, nor have I evaluated my digital citizenship.

Level 2 – I promote and model digital etiquette and responsible societal interactions related to the use of technology and information. I am aware of safe, legal and ethical concerns when using digital information and technology.

Level 3 - I advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for intellectual property, copyright, and the appropriate documentation of sources. I also address the diverse needs of all learners by using learner-centered strategies and providing equitable access to appropriate digital tools and resources.

Level 4 - I develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools. I share my expertise of digital etiquette, law, ethics and security with others through print and electronic publishing and through conference presentations and workshops.

6. Implement Assistive and Adaptive Technologies

Assistive technology helps to level the playing field to allow both learning and physically challenged student to succeed in the "mainstream" world, creating normalcy and preserving self-esteem.

Level 1 – I am not aware of how technology can help students with learning problems or with physical or mental limitations.

Level 2 – I work with students who may bring with them special devices that allow them to work and communicate in the classroom. I allow some students to use electronic aides to help overcome special learning problems.

Level 3 - I use technology when appropriate to help students with special learning needs. These may include detailed individualized education plans, specialized communication devices, or other compensatory devices.

Level 4 - I provide professional growth opportunities for other teachers in the use of assistive and adaptive technologies.

7. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

Level 1 – I do not use electronic resources for professional growth or communication.

Level 2 – I can find lesson plans and perform professional research in online databases. I correspond with parents and other peers using email.

Level 3 - I use the Internet and other online resources to obtain professional research, teaching materials and information related to the content of my classes. I read electronic blogs, newsletters and/or journals to keep current on educational practices. I participate in electronic discussion groups and chat rooms that are related to my area of education.

Level 4 - I organize professional growth opportunities for other teachers to contribute to their effectiveness as professionals in the school and community. I feel comfortable teaching other staff members about the use of technology and its role in the school and community. I take part in distance learning opportunities using technology.

References

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