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Check objectives that apply	Alignment Document for E-Portfolio Course Artifacts and Field Experience		Artifacts from IT Coursework	Artifacts from the Field
TF-I.	Technology Operations and Concepts (Benchmark)			
	Educational technology facilitators demonstrate an in-depth understanding of technology operations and concepts. Educational technology facilitators:			
	<p>A. Demonstrate knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Teachers). (Indicator)</p> <ol style="list-style-type: none"> assist teachers in the ongoing development of knowledge, skills, and understanding of technology systems, resources, and services that are aligned with district and state technology plans. (Objectives) provide assistance to teachers in identifying technology systems, resources, and services to meet specific learning needs. <p>B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies. Candidates:</p> <ol style="list-style-type: none"> Model appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts. 	<p>Main Technology Integration Project</p> <p>Mini Projects</p> <p>Pre-Admission Competency</p> <p>Wiki Reflection Journal</p>	<p>Website Facilitator (A1, A2)</p> <p>Website Resources List (A1, A2)</p> <p>Fluency with MP3s: Integration of Technology (A1, A2)</p> <p>MP3 Player Grant Proposal (A2)</p>	
TF-II.	Planning and Designing Learning Environments and Experiences			
	Educational technology facilitators plan, design, and model effective learning environments and multiple experiences supported by technology. Educational technology facilitators:			
	<p>A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. Candidates:</p> <ol style="list-style-type: none"> provide resources and feedback to teachers as they create developmentally appropriate curriculum units that use technology. consult with teachers as they design methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning. assist teachers as they use technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies. <p>B. Apply current research on teaching and learning with technology when planning learning environments and experiences. Candidates:</p> <ol style="list-style-type: none"> assist teachers as they apply current research on teaching and learning with technology when planning learning environments and experiences. <p>C. Identify and locate technology resources and evaluate them for accuracy and suitability. Candidates:</p> <ol style="list-style-type: none"> assist teachers as they identify and locate technology resources and evaluate them for accuracy and suitability based on district and state standards. model technology integration using resources that reflect content standards. <p>D. Plan for the management of technology resources within the context of learning activities. Candidates:</p> <ol style="list-style-type: none"> provide teachers with options for management of technology resources within the context of learning activities. <p>E. Plan strategies to manage student learning in a technology-enhanced environment. Candidates:</p> <ol style="list-style-type: none"> provide teachers with a variety of strategies to use to manage student learning in a technology-enhanced environment and support them as they implement the strategies. <p>F. Identify and apply instructional design principals associated with the development of technology resources. Candidates:</p> <ol style="list-style-type: none"> assist teachers as the identify and apply instructional design principals associated with the development of technology resources. 	<p>Mini Projects</p> <p>Online Learning Project</p> <p>Online Learning Paper</p> <p>Instructional Design Project/Paper</p> <p>WBLS Project</p> <p>Main Technology Integration Project</p>	<p>Website Resources List (A1, A2, A3, C1, C2)</p> <p>Fluency with MP3s: Integration of Technology (A1, D1, E1)</p> <p>SMARTBoard Activities (A1, A3, C1, C2, E1)</p> <p>“The 5 Senses” Jeopardy Game made with PowerPoint (C2)</p>	
TF-III.	Teaching, Learning, and the Curriculum			

	Educational technology facilitators apply and implement curriculum plans that include methods and strategies for utilizing technology to maximize student learning. Educational technology facilitators:		
	<p>A. Facilitate technology-enhanced experiences that address content standards and student technology standards. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to NETS for Students). 2. use and apply major research findings and trends related to the use of technology in education to support integration throughout the curriculum. 3. use methods and strategies for teaching concepts and skills that support integration of research tools (refer to NETS for Students). 4. use methods and strategies for teaching concepts and skills that support integration of problem solving/decision-making tools (refer to NETS for Students) 5. use methods and strategies for teaching concepts and skills that support use of media-based tools such as television, audio, print materials, and graphics. 6. use and describe methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment. 7. use methods for teaching concepts and skills that support use of Web-based and non Web-based authoring tools in a school environment. <p>B. Use technology to support learner-centered strategies that address the diverse needs of students. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology. <p>C. Apply technology to demonstrate students' higher-order skills and creativity. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and facilitate strategies for teaching problem-solving principles and skills using technology resources. <p>D. Manage student learning activities in a technology-enhanced environment. Candidates:</p> <ol style="list-style-type: none"> 1. use methods and classroom management strategies for teaching technology concepts and skills in individual, small group, classroom, and/or lab settings. <p>E. Use current research and district/regional/state/national content and technology standards to build lessons and units of instruction. Candidates:</p> <ol style="list-style-type: none"> 1. describe and identify curricular methods and strategies that are aligned with district/regional/state/national content and technology standards. 2. use major research findings and trends related to the use of technology in education to support integration throughout the curriculum. 	<p>Online Learning Project</p> <p>Online Learning Paper</p> <p>WBLs Project</p>	<p>SmartBoard Activities (A1, A5, B1, D1,E1)</p> <p>Incorporate Programs for Independent Learning, such as learning/educational websites (A1, A5, A7, B1, D1)</p> <p>Integration Lesson: Sound and Letter Identification (A1, A5, A7, D1, E1, E2)</p> <p>Student Word Processing Work (A1, A5, A7, D1, E1, E2)</p> <p>United Streaming Use (A5)</p> <p>“The 5 Senses” and “Butterfly” Jeopardy Games made with PowerPoint (A1, B1)</p>
TF-IV.	Assessment and Evaluation		
	Educational technology facilitators apply technology to facilitate a variety of effective assessment and evaluation strategies. Educational technology facilitators:		
	<p>A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques. Candidates:</p> <ol style="list-style-type: none"> 1. model the use of technology tools to assess student learning of subject matter using a variety of assessment techniques. 2. assist teachers in using technology to improve learning and instruction through the evaluation and assessment of artifacts and data. <p>B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. Candidates:</p> <ol style="list-style-type: none"> 1. guide teachers as they use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. <p>C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers in using recommended evaluation strategies for improving students' use of technology resources for learning, communication, and productivity. 2. examine and apply the results of a research project that includes evaluating the use of a specific technology in a PK-12 environment. 	<p>Main Technology Integration Project: Sound and Letter Identification</p> <p>OLE Project & Paper</p> <p>WBLs</p>	<p>Integration Lesson: Sound and Letter Identification (A1, B2, C2)</p> <p>Fluency with MP3s: Integration of Technology (A1, A2, B1, C1, C2)</p>
TF-V.	Productivity and Professional Practice		
	Educational technology facilitators apply technology to enhance and improve personal		

	productivity and professional practice. Educational technology facilitators:		
	<p>A. Use technology resources to engage in ongoing professional development and lifelong learning. Candidates:</p> <ol style="list-style-type: none"> 1. identify resources and participate in professional development activities and professional technology organizations to support ongoing professional growth related to technology. 2. disseminate information on district-wide policies for the professional growth opportunities for staff, faculty, and administrators. <p>B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. Candidates:</p> <ol style="list-style-type: none"> 1. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. <p>C. Apply technology to increase productivity. Candidates:</p> <ol style="list-style-type: none"> 1. model advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products. 2. assist others in locating, selecting, capturing, and integrating video and digital images in various formats for use in presentations, publications, and/or other products. 3. demonstrate the use of specific-purpose electronic devices (such as graphic calculators, language translators, scientific probeware, or electronic thesaurus) in content areas. 4. use a variety of distance learning systems and use at least one to support personal/professional development. 5. use instructional design principles to develop hypermedia and multimedia products to support personal and professional development. 6. select appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose. 7. use examples of emerging programming, authoring or problem-solving environments that support personal/professional development. 8. set and manipulate preferences, defaults, and other selectable features of operating systems and productivity tool programs commonly found in PK-12 schools. <p>D. Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning. Candidates:</p> <ol style="list-style-type: none"> 1. model the use of telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning. 2. communicate with colleagues and discuss current research to support instruction, using applications including electronic mail, online conferencing, and Web browsers. 3. participate in online collaborative curricular projects and team activities to build bodies of knowledge around specific topics. 4. design, develop, and maintain Web pages and sites that support communication between the school and community. 	<p>Fluency with MP3s: Integration of Technology</p> <p>WBLS</p> <p>Pre-Admission Competency</p>	<p>Website Facilitator (D1, D2, D4)</p> <p>Valley View Technology Committee (A2, C1, C2)</p> <p>“Renee’s Studio” Website (C1, C2)</p> <p>E-mail Communications (C6, D2)</p> <p>Redbook Sessions: SMARTBoard Activities (A1, B1, C1)</p> <p>Fluency with MP3s: Integration of Technology (C5, C6, C8, D1)</p>
TF-VI.	Social, Ethical, Legal, and Human Issues		
	Educational technology facilitators understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and assist teachers in applying that understanding in their practice. Educational technology facilitators:		
	<p>A. Model and teach legal and ethical practice related to technology use. Candidates:</p> <ol style="list-style-type: none"> 1. develop strategies and provide professional development at the school/classroom level for teaching social, ethical, and legal issues and responsible use of technology. 2. assist others in summarizing copyright laws related to use of images, music, video, and other digital resources in varying formats. <p>B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers in selecting and applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. 2. identify, classify, and recommend adaptive/assistive hardware and software for students and teachers with special needs and assist in the procurement and implementation. <p>C. Identify and use technology resources that affirm diversity. Candidates:</p> <ol style="list-style-type: none"> 1. assist teachers in selecting and applying appropriate technology resources to affirm diversity and address cultural and language differences. <p>D. Promote safe and healthy use of technology resources. Candidates:</p>	<p>Teaching & Technology Philosophy</p> <p>Technology Plan Evaluation</p> <p>WBLS- Paper</p>	<p>Website Resources List (B1, B2, C1)</p> <p>Fluency with MP3s: Integration of Technology (A2, B1, B2)</p> <p>Student Permission Slip (E1)</p>

	<p>1. assist teachers in selecting and applying appropriate technology resources to promote safe and healthy use of technology.</p> <p>E. Facilitate equitable access to technology resources for all students. Candidates:</p> <p>1. recommend policies and implement school/classroom strategies for achieving equitable access to technology resources for all students and teachers.</p>		
TF-VII.	Procedures, Policies, Planning, and Budgeting for Technology Environments		
	Educational technology facilitators promote the development and implementation of technology infrastructure, procedures, policies, plans, and budgets for PK-12 schools. Educational technology facilitators:		
	<p>A. Use the school technology facilities and resources to implement classroom instruction. Candidates:</p> <ol style="list-style-type: none"> 1. use plans to configure software/computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements. 2. use local mass storage devices and media to store and retrieve information and resources. 3. discuss issues related to selecting, installing, and maintaining wide area networks (WAN) for school districts. 4. model integration of software used in classroom and administrative settings including productivity tools, information access/telecommunications tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction. 5. utilize methods of installation, maintenance, inventory, and management of software libraries. 6. use and apply strategies for troubleshooting and maintaining various hardware/software configurations found in school settings. 7. use network software packages to operate a computer network system. 8. work with technology support personnel to maximize the use of technology resources by administrators, teachers, and students to improve student learning. <p>B. Follow procedures and guidelines used in planning and purchasing technology resources. Candidates:</p> <ol style="list-style-type: none"> 1. identify instructional software to support and enhance the school curriculum and develop recommendations for purchase. 2. discuss and apply guidelines for budget planning and management procedures related to educational computing and technology facilities and resources. 3. discuss and apply procedures related to troubleshooting and preventative maintenance of technology infrastructure. 4. apply current information involving facilities planning issues and computer-related technologies. 5. suggest policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings. 6. use distance and online learning facilities. 7. describe and identify recommended specifications for purchasing technology systems in school settings. <p>C. Participate in professional development opportunities related to the management of school facilities, technology resources, and purchases. Candidates:</p> <ol style="list-style-type: none"> 1. support technology professional development at the building/school level utilizing adult learning theory. 	<p>Technology Plan Evaluation</p> <p>Grant Writing Project</p>	<p>SmartBoard, Computer Lab & "COW" Schedule (A1, B4, B5)</p> <p>Valley View Technology Committee (A1, A8, B1, B2, B3, B4, B5)</p> <p>Redbook Sessions: SMARTBoard Activities (C1)</p> <p>Fluency with MP3s: Integration of Technology (A4)</p> <p>MP3 Player Grant Proposal (B1, B2, B7)</p>
TF-VIII.	Leadership and Vision		
	Educational technology facilitators will contribute to the shared vision for campus integration of technology and foster an environment and culture conducive to the realization of the vision. Educational technology facilitators:		
	<p>A. Use the school technology facilities and resources to implement classroom instruction. Candidates:</p> <ol style="list-style-type: none"> 1. discuss and evaluate current research in educational technology. <p>B. Apply strategies for and knowledge of issues related to managing the change process in schools. Candidates:</p> <ol style="list-style-type: none"> 1. discuss the history of technology use in schools. <p>C. Apply effective group process skills. Candidates:</p> <ol style="list-style-type: none"> 1. discuss the rationale for forming school partnerships to support technology integration and examine an existing partnership within a school setting. 	<p>Technology Plan (Critique of WCS's Plan)</p>	<p>Valley View Technology Committee (D1, D2, D7, E1)</p> <p>Website Facilitator (E1)</p>

	<p>D. Lead in the development and evaluation of district technology planning and implementation. Candidates:</p> <ol style="list-style-type: none"> 1. participate in cooperative group processes and identify the processes that were effective. 2. conduct an evaluation of a school technology environment. 3. identify and discuss national, state, and local standards for integrating technology in a school environment. 4. describe curriculum activities or performances that meet national, state, and local technology standards. 5. discuss issues related to developing a school technology plan. 6. discuss the elements of and strategies for developing a technology strategic plan. 7. examine issues related to hardware and software acquisition and management. <p>E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. Candidates:</p> <ol style="list-style-type: none"> 1. examine components needed for effective field-based experiences in instructional program development, professional development, facility and resource management, WAN/LAN/wireless systems, or managing change related to technology use in school-based settings. 		
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View the coursework and field experience artifacts at the following link:

<http://courtneystassiniseportfolio.yolasite.com/>