

WCSD Advanced Certificate in Instructional Technology Check-Off List
 Wappingers Central School District
 ADVANCED CERTIFICATE IN INSTRUCTIONAL TECHNOLOGY

Applicant: _____

YOUR NAME _____ SCHOOL _____

SUBMISSION DATE _____

- Applicants should submit ten copies of their completed form to the WCSD Advanced Certificate Committee (c/o the Office of Technology, Testing and Assessment at Hollowbrook) prior to the date of their meeting with the committee.
- Fill in ALL blocks that ask for supporting examples or other evidence that you have met a particular requirement. While you do not have to speak to all requirements during your interview with the committee, you do have to demonstrate that you have met them all. Some candidates include a portfolio with their application, and the committee has found those portfolios to be of particular help in its assessment of the candidate's progress.

I. TECHNOLOGY OPERATIONS AND CONCEPTS

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology.	present examples of student work, aligned to relevant grade level performance indicators taken from the WCSD technology integration outcomes, which demonstrate awareness of multiple learning styles.	
B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	acquire a minimum of 10 hours per year of personal growth in technology skills through attendance at inservice programs, workshops, conferences, or other similar pre-approved forums during the current and all subsequent school years.	

YOUR NAME _____

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.	present examples of student work, aligned to relevant grade level performance indicators taken from the WCSD technology integration outcomes, which demonstrate awareness of multiple learning styles.	
B. apply current research on teaching and learning with technology when planning learning environments and experiences.	identify one example of current research, apply it in a lesson, and create a written reflection on the role the research played in the lesson. The lesson may be the applicant's LEO.	
C. identify and locate technology resources and evaluate them for accuracy and suitability.	select appropriate teacher-made rubrics/checklists or rubrics/checklists from the district list and use them to evaluate a web site or a software title (neither of which should be commonly used in the district).	
D. plan for the management of technology resources within the context of learning activities.	<ul style="list-style-type: none"> • identify any specific physical or organizational constraints in their existing technology resources; and • present and explain a plan for overcoming the constraints identified to make the most effective use of available technology. 	

II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

Teachers:	Applicants will:	Supporting examples, evidence, information:
E. plan strategies to manage student learning in a technology-enhanced environment.	<ul style="list-style-type: none"> implement an activity utilizing the plan in II.D. and explain how the plan changed, modified, extended or otherwise affected how they taught and how students learned; and evaluate in writing the success of the activity. 	

III. TEACHING, LEARNING, AND THE CURRICULUM

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. facilitate technology-enhanced experiences that address content standards and student technology standards.	identify an online or other technology resource (such as one from II.C.) and demonstrate through student work how it was used to enhance instruction.	
B. use technology to support learner-centered strategies that address the diverse needs of students.	demonstrate that they have designed and facilitated learning experiences that use assistive technologies to meet the special needs of students.	
C. apply technology to develop students' higher order skills and creativity.	<ul style="list-style-type: none"> identify specific technology applications and resources that maximize student learning, address learner needs, and/or affirm diversity; & create and guide collaborative learning activities in which students use these technology resources to solve authentic problems in the subject areas. 	
D. manage student learning activities in a technology-enhanced environment.	<ul style="list-style-type: none"> create and implement a well-organized plan to manage the previously-identified technology resources, provide equitable access for all students, and enhance learning outcomes; use multiple measures to analyze technology-enhanced instructional practices to improve planning, instruction, and management. 	

IV. ASSESSMENT AND EVALUATION

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.	present significant evidence of using technology in assessment, such as:	

Teachers:	Applicants will:	Supporting examples, evidence, information:
B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	present significant evidence of using technology to: <ul style="list-style-type: none"> • conduct survey • analyze results • organize a log of how resources were used • make presentations 	
C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.	present significant evidence of their students using computers in age- and ability-appropriate ways for learning, communicating and producing, such as: <ul style="list-style-type: none"> • rubrics for using technology • tasks checklists • students' work products, etc. 	

V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. use technology resources to engage in ongoing professional development and lifelong learning.	<ul style="list-style-type: none"> • identify, evaluate, and present at least one relevant technology source; and • implement that resource with students or in some other instructional way that demonstrates on-going professional learning. 	
B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	<ul style="list-style-type: none"> • identify, evaluate, and pilot the instructional use of a new or different piece of software, technology equipment, or web site; and • present findings in a school forum. 	
C. apply technology to increase productivity.	<ul style="list-style-type: none"> • identify one use of technology that has made them more productive and that they would recommend to others; and • present or demonstrate its use and analysis to others at a faculty meeting, department meeting, parents night, or other community forum at school. 	
D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	create, maintain and share a regularly updated classroom web site that contains instructional information to their students and their students' parents.	

VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

Teachers:	Applicants will:	Supporting examples, evidence, information:
A. model and teach legal and ethical practice related to technology use.	<ul style="list-style-type: none"> identify rules, policies, and procedures to support the legal and ethical use of technology, plan activities that focus on copyright laws related to use of images, music, video, and other digital resources in varying formats. 	
B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	<ul style="list-style-type: none"> identify appropriate technology resources that enable and empower learners with diverse backgrounds, characteristics, and abilities and maintain a bibliography of these resources; and provide samples of student work that demonstrates the application of these resources. 	
C. identify and use technology resources that affirm diversity.	identify appropriate technology resources that affirm diversity and address cultural and language differences and maintain a bibliography of these resources. The recommended technology resources should not only support ESL students and their cultural background, but also the cultural background and diversity of all students.	
D. promote safe and healthy use of technology resources.	<ul style="list-style-type: none"> identify an example of the safe and healthy use of technology; and prepare and present a lesson relating to this example; and evaluate the outcome/effectiveness of the lesson. 	
E. facilitate equitable access to technology resources for all students.	create a specific plan for their student population which accommodates students' special needs.	

PLAN OF ONGOING TECHNOLOGY ASSISTANCE

Applicants will:	The Plan:
Develop a plan of ongoing technology assistance by which the applicant defines an area of technology integration based on the completed Standards and Criteria tasks and provides regular assistance to other staff members in that area.	

