

Byron Public Schools

Performance Assessment – Director of Information and Learning Technologies

Performance Indicator	Approaches Standard 1 POINT	Meets Standard 3 POINTS	Exceeds Standard 5 POINTS	POINTS GIVEN
Standard TL-I. Technology Operations and Concepts. Educational technology leaders demonstrate an advanced understanding of technology operations and concepts.				
A. Demonstrate knowledge, skills, and understanding of concepts related to technology	Conduct needs assessment to determine baseline data on teachers' knowledge, skills, and understanding of concepts related to technology.	Identify and evaluate components needed for the continual growth of knowledge, skills, and understanding of concepts related to technology.	Develop and implement a professional development model that assures continual growth in knowledge, skills, and understanding of concepts related to technology.	
	Evaluate the effectiveness of modeling used to develop teachers' knowledge, skills, and understanding of concepts related to technology.	Offer a variety of professional development opportunities that facilitate the ongoing development of knowledge, skills, and understanding of concepts related to technology.	Assess a variety of professional development opportunities that facilitate the ongoing development of knowledge, skills, and understanding of concepts related to technology.	
B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.	Evaluate the effectiveness of the modeling of appropriate strategies essential to continued growth and development of the understanding of technology operations and concepts.	Offer a variety of professional development opportunities that facilitate the continued growth and development of the understanding of technology operations and concepts.	Develop and assess a variety of professional development opportunities that facilitate the continued growth and development of the understanding of technology operations and concepts.	
	Model strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	Develop technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	
A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners	Model the creation of developmentally appropriate curriculum units that use technology.	Research and disseminate project-based instructional units modeling appropriate uses of technology to support learning.	Build an online database of project-based instructional units modeling appropriate uses of technology to support learning.	
	Model methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning.	Identify and evaluate methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning and coordinate dissemination of best practices at the district level.	Identify and evaluate methods and strategies for teaching computer/technology concepts and skills within the context of classroom learning and coordinate dissemination of best practices at the national and international level.	
	Model strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	Stay abreast of current technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	Develop technology resources and strategies to support the diverse needs of learners including adaptive and assistive technologies and disseminate information to teachers.	
B. Apply current research on teaching and learning with technology when planning learning environments and experiences	Model strategies reflecting current research on teaching and learning with technology when planning learning environments and experiences.	Locate and evaluate current research on teaching and learning with technology when planning learning environments and experiences.	Conduct research on teaching and learning with technology when planning learning environments and experiences.	
C. Identify and locate technology resources and evaluate them for accuracy and suitability	Model the use of technology resources reflecting district and state standards.	Identify technology resources and evaluate them for accuracy and suitability based on the content standards.	Develop technology resources based on the content standards.	
	Create professional development activities that reflect content standards and integrate technology resources.	Provide ongoing appropriate professional development to disseminate the use of technology resources that reflect content standards.	Develop, implement, and assess a professional development model aligning technology resources and content standards.	

D. Plan for the management of technology resources within the context of learning activities.	Model the use of technology resources within the context of learning activities.	Identify and evaluate options for the management of technology resources within the context of learning activities.	Research findings on the management of technology resources within the context of learning activities and create a professional development model.	
E. Plan strategies to manage student learning in a technology-enhanced environment.	Model a variety of strategies to manage student learning in a technology-enhanced environment and support the teachers as they implement the strategies.	Continually evaluate a variety of strategies to manage student learning in a technology-enhanced environment and disseminate through professional development activities.	Conduct research on a variety of strategies to manage student learning in a technology-enhanced environment and disseminate results.	
F. Identify and apply instructional design principles associated with the development of technology resources.	Model the use of appropriate instructional design principles associated with the development of technology resources.	Identify and evaluate instructional design principles associated with the development of technology resources.	Develop, implement, and evaluate a professional development model for assisting teachers in the identification and application of instructional design principles associated with the development of technology resources.	
A. Facilitate technology-enhanced experiences that address content standards and student technology standards	Analyze methods and facilitate strategies for teaching concepts and skills that support integration of technology productivity tools (refer to nets for students).	Design methods and strategies for teaching concepts and skills that support integration of technology productivity tools (refer to nets for students).	Model strategies for teaching concepts and skills that support integration of technology productivity tools (refer to nets for students).	
	Summarize major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	Design methods for teaching concepts and skills that support integration of communication tools (refer to nets for students).	Model strategies for teaching concepts and skills that support integration of communication tools (refer to nets for students).	
	Analyze methods and facilitate strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to nets for students).	Design methods and model strategies for teaching concepts and skills that support integration of problem solving/ decision-making tools (refer to nets for students).	Implement methods and strategies for teaching concepts and skills that support integration of -problem solving/ decision-making tools (refer to nets for students).	
	Analyze methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.	Evaluate methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.	Implement methods and strategies for teaching concepts and skills that support use of distance learning systems appropriate in a school environment.	
	Analyze methods for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.	Design methods and model strategies for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.	Implement methods and strategies for teaching concepts and skills that support use of web-based and non web-based authoring tools in a school environment.	
B. Use technology to support learner-centered strategies that address the diverse needs of students	Analyze methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.	Design methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.	Implement methods and strategies for integrating technology resources that support the needs of diverse learners including adaptive and assistive technology.	
C. Apply technology to develop students' higher order skills and creativity.	Analyze methods and facilitate strategies for teaching problem solving principles and skills using technology resources.	Design methods and model strategies for teaching hypermedia development, scripting, and/or computer programming, in a problem-solving context in the school environment.	Implement strategies for teaching hypermedia development, scripting, and/or computer programming, in a problem-solving context in the school environment.	
D. Manage student-learning activities in a technology-	Analyze methods and classroom management strategies for teaching technology concepts and	Design methods and model classroom management strategies for teaching technology concepts	Implement methods and classroom management strategies for teaching technology concepts	

enhanced environment	skills in individual, small group, classroom, and/or lab settings.	and skills used in p-12 environments.	and skills used in p-12 environments.	
E. Use current research and district/region/state/national content and technology standards to build lessons and units of instruction	Disseminate information regarding curricular methods and strategies that are aligned with district/region/state/ national content and technology standards.	Disseminate curricular methods and strategies that are aligned with district/region/state /national content and technology standards.	Model curricular methods and strategies that are aligned with district/region/state /national content and technology standards.	
	Summarize and disseminate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	Investigate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	Disseminate major research findings and trends related to the use of technology in education to support integration throughout the curriculum.	
A. Apply technology in assessing student learning of subject matter using a variety of assessment techniques.	Analyze methods and facilitate the use of strategies to assess student learning of subject matter using a variety of assessment techniques.	Facilitate the development of a variety of techniques to use technology to assess student learning of subject matter.	Develop, implement, and assess innovative techniques, which include the use of technology for assessing student learning.	
	Analyze methods and facilitate the use of strategies to improve learning and instruction through the evaluation and assessment of artifacts and data.	Provide technology resources for assessment and evaluation of artifacts and data.	Develop, implement, and assess innovative technology resources for assessment and evaluation of artifacts and data.	
B. Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Examine the validity and reliability of technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.	Identify and procure technology resources to aid in analysis and interpretation of data.	Develop, implement, and assess innovative technology resources to aid in analysis and interpretation of data.	
C. Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity	Recommend evaluation strategies for improving students' use of technology resources for learning, communication, and productivity.	Design strategies and methods for evaluating the effectiveness of technology resources for learning, communication, and productivity.	Research and disseminate findings on the effectiveness of technology resources for evaluating learning, communication, and productivity.	
	Analyze data from a research project that includes evaluating the use of a specific technology in a p-12 environment.	Conduct a research project that includes evaluating the use of a specific technology in a p-12 environment.	Design a research project that includes evaluating the use of several technology resources in a p-12 environment.	
A. Use technology resources to engage in ongoing professional development and lifelong learning.	Use resources and professional development activities available from professional technology organizations to support ongoing professional growth related to technology.	Design, prepare, and conduct professional development activities to present at the school/district level and at professional technology conferences to support ongoing professional growth related to technology.	Evaluate professional development activities presented at professional technology conferences to support ongoing professional growth related to technology.	
	Implement policies that support district-wide professional growth opportunities for staff, faculty, and administrators.	Plan and implement policies that support district-wide professional growth opportunities for staff, faculty, and administrators.	Plan, implement, and revise policies that support district-wide professional growth opportunities for staff, faculty, and administrators	
B. Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.	Continually evaluate professional practice to make informed decisions regarding the use of technology in support of student learning and disseminate findings to district administrators.	Based on evaluations make recommendations for changes in professional practices regarding the use of technology in support of student learning.	Implement changes based on recommendations for changes in professional practices regarding use of technology in support of student learning.	

C. Apply technology to increase productivity.	Model the integration of advanced features of word processing, desktop publishing, graphics programs, and utilities to develop professional products.	Model the integration of data from multiple software applications using advanced features of applications such as word processing, database, spreadsheet, communication, and other tools into a product.	Create multimedia presentations integrated with multiple types of data using advanced features of a presentation tool and model them to audiences inside and outside the district using computer projection systems.	
	Facilitate activities to help others in locating, selecting, capturing, and integrating video and digital images, in varying formats for use in presentations, publications or other products.	Create multimedia presentations integrated with multiple types of data using advanced features of a presentation tool and model them to district staff using computer projection systems.	Create multimedia presentations integrated with multiple types of data using advanced features of a presentation tool and model them to audiences inside and outside the district using computer projection systems.	
	Facilitate the use of specific-purpose electronic devices (such as graphing calculators, languages translators, scientific probeware, or electronic thesaurus) in content areas.	Document and assess field-based experiences and observations using specific-purpose electronic devices.	Document and assess your field-based experiences and observations using specific-purpose electronic devices and then collaborate with peers regarding results.	
	Use a variety of distance learning systems to support personal/professional development.	Use distance-learning delivery systems to conduct and provide professional development opportunities for students, teachers, administrators, and staff.	Use distance learning delivery systems to conduct and provide professional development opportunities for students, teachers, administrators, and staff and other schools in surrounding communities.	
	Apply instructional design principles to develop hypermedia/multimedia products to support professional development.	Apply instructional design principles to develop and analyze substantive interactive multimedia computer-based instructional products.	Apply instructional design principles to develop, analyze, and then compare substantive interactive multimedia computer-based instructional products.	
	Model the use of appropriate tools for communicating concepts, conducting research, and solving problems for an intended audience and purpose.	Design and practice strategies for testing functions and evaluating technology use effectiveness of instructional products that were developed using multiple technology tools.	Design and practice strategies for analyzing content accuracy, testing functions, and evaluating technology use effectiveness of instructional products that were developed using multiple technology tools.	
	Use examples of emerging programming, authoring or problem solving environments that support personal/professional development.	Analyze examples of emerging programming, authoring or problem solving environments that support personal and professional development, and make recommendations for integration at school/district level.	Analyze and model examples of emerging programming, authoring or problem solving environments that support personal/professional development, and make recommendations for integration at school/district level.	
	Set and manipulate preferences and defaults of operating systems and productivity tool programs, and troubleshoot problems associated with their operation.	Analyze and modify the features and preferences of major operating systems and/or productivity tool programs when developing products to solve problems encountered with their operation and/or to enhance their capability.	Analyze, evaluate, and modify the features and preferences of major operating systems and/or productivity tool programs when developing products to solve problems encountered with their operation and/or to enhance their capability.	
D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.	Stay abreast of current telecommunications tools and resources for information sharing, remote information access, and multimedia/hypermedia publishing in order to nurture student learning.	Model and implement the use of telecommunications tools and resources to foster and support information sharing, remote information access, and communication between students, school staff, parents, and local community.	Model and analyze the use of telecommunications tools and resources to foster and support information sharing, remote information access, and communication between students, school staff, parents, and local/state/national/international community.	

	Communicate with colleagues and apply current research to support instruction, using applications including electronic mail, online conferencing and web browsers.	Organize, coordinate, and participate in an online learning community related to the use of technology to support learning.	Organize, coordinate, and monitor an online learning community designed for students, staff and members of the community related to a predefined curricular subject.	
	Investigate and disseminate online collaborative curricular projects and team activities to build bodies of knowledge around specific topics.	Organize and coordinate online collaborative curricular projects with corresponding team activities/responsibilities to build bodies of knowledge around specific topics.	Organize, coordinate, and monitor online collaborative curricular projects with corresponding team activities/responsibilities to build bodies of knowledge around specific topics.	
	Design, maintain, and facilitate the development of web pages and sites that support communication between teachers, school, and community.	Design, modify, maintain, and facilitate the development of web pages and sites that support communication and information access between the entire school district and local/state/national/international communities.	Develop, organize, and conduct professional development to enable site/department web personnel to develop and modify school-based web sites.	
A. Model and teach legal and ethical practice related to technology use.	Analyze rules, policies, and procedures to support the legal and ethical use of technology.	Establish and communicate clear rules, policies, and procedures to support legal and ethical use of technologies at the district/region/state levels.	Advocate for rules, policies, and procedures to support legal and ethical use of technologies at the national and international level.	
	Plan activities that focus on copyright laws related to use of images, music, video, and other digital resources in varying formats.	Implement a plan for documenting adherence to copyright laws.	Implement an evaluation system to determine adherence to copyright laws.	
B. Apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Analyze and recommend appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Communicate research on best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	Research best practices related to applying appropriate technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.	
	Analyze and recommend appropriate adaptive/assistive hardware and software for students and teachers with special needs and assist in procurement and implementation.	Provide professional development related to acquisition and use of appropriate adaptive/assistive hardware and software for students and teachers with special needs.	Research adaptive /assistive hardware and software for students and teachers with special needs and advocate appropriate use at the national and international level.	
C. Identify and use technology resources that affirm diversity.	Recommend appropriate technology resources to affirm diversity and address cultural and language differences.	Communicate research on best practices related to applying appropriate technology resources to affirm diversity and address cultural and language differences.	Conduct research to determine best practices for applying appropriate technology resources to affirm diversity and address cultural and language differences.	
D. Promote safe and healthy use of technology resources.	Recommend appropriate technology resources to promote safe and healthy use of technology.	Communicate research and establish policies to promote safe and healthy use of technology.	Conduct research and advocate safe and healthy use of technology.	
E. Facilitate equitable access to technology resources for all students.	Conduct research to determine effective strategies for achieving equitable access to technology resources for all students and teachers.	Use research findings in establishing policy and implementation strategies to promote equitable access to technology resources for students and teachers.	Advocate for national and international policies that provide equitable access to technology resources for all students and teachers.	

A. Use the school technology facilities and resources to implement classroom instruction	Stay abreast of current developments to configure computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Develop plans to configure software/computer/ Technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	Disseminate plans to configure computer/technology systems and related peripherals in laboratory, classroom cluster, and other appropriate instructional arrangements.	
	Stay abreast of local mass storage devices and media to store and retrieve information and resources.	Install local mass storage devices and media to store and retrieve information and resources.	Configure local mass storage devices and media to store and retrieve information and resources.	
	Differentiate among issues related to selecting, installing, and maintaining wide area networks (wan) for school districts, and facilitate integration of technology infrastructure with the wan.	Prioritize issues related to selecting, installing, and maintaining wide area networks (wan) for school districts, and facilitate integration of technology infrastructure with the wan.	Make modifications based upon prioritized issues related to selecting, installing, and maintaining wide area networks (wan) for school districts, and facilitate integration of technology infrastructure with the wan.	
	Analyze software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Manage software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	Evaluate and recommend software used in classroom and administrative settings including productivity tools, information access/telecommunication tools, multimedia/hypermedia tools, school management tools, evaluation/portfolio tools, and computer-based instruction.	
	Analyze and critique methods of installation, maintenance, inventory, and management of software libraries.	Evaluate methods of installation, maintenance, inventory, and management of software libraries.	Implement methods of installation, maintenance, inventory, and management of software libraries.	
	Stay abreast of current strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Develop and disseminate strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	Implementing strategies for troubleshooting and maintaining various hardware/software configurations found in school settings.	
	Evaluate network software packages used to operate a computer network system and/or local area network (LAN).	Select network software packages used to operate a computer network system and/or local area network (LAN).	Install and maintain network software packages used to operate a computer network system and/or local area network (LAN).	
	Identify areas where support personnel are needed to manage and enhance use of technology resources in the school by administrators, teachers and students.	Analyze needs for technology support personnel to manage school/district technology resources and maximize use by administrators, teachers, and students to improve student learning.	Formulate a plan to acquire technology support personnel to manage school/district technology resources and maximize by administrators, teachers, and students to improve student learning.	
B. Follow procedures and guidelines used in planning and purchasing technology resources.	Evaluate instructional software to support and enhance the school curriculum and develop recommendations for purchase.	Investigate purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.	Recommend purchasing strategies and procedures for acquiring administrative and instructional software for educational settings.	
	Analyze guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Develop and utilize guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	Implement guidelines for budget planning and management procedures related to educational computing and technology facilities and resources.	
	Stay abreast of current procedures related to troubleshooting and preventive maintenance on technology infrastructure.	Develop and disseminate a system for analyzing and implementing procedures related to troubleshooting and preventive maintenance on technology infrastructure.	Operate a system for analyzing and implementing procedures related to troubleshooting, and preventive maintenance on technology infrastructure.	

	Analyze and apply current information involving facilities planning issues and computer related technologies.	Maintain and disseminate current information involving facilities planning issues and computer related technologies.	Evaluate current information involving facilities planning issues and computer related technologies.	
	Apply policies and procedures concerning staging, scheduling, and security for managing computers/technology in a variety of school/laboratory/classroom settings.	Design and develop policies and procedures concerning staging, scheduling, and security for managing hardware, software, and related technologies in a variety of instructional and administrative school settings.	Evaluate policies and procedures concerning staging, scheduling, and security for managing hardware, software, and related technologies in a variety of instructional and administrative school settings.	
	Select distance and online learning facilities and resources.	Research and recommend systems and processes for implementation of distance and online learning facilities and infrastructure.	Operate systems and processes for implementation of distance and online learning facilities and infrastructure.	
	Research specifications for purchasing technology systems.	Differentiate among specifications for purchasing technology systems in school settings.	Make recommendations regarding specifications for purchasing technology systems.	
	C. Participate in professional development opportunities related to management of school facilities, technology resources, and purchases.	Implement technology professional development at the school/district level utilizing adult learning theory.	Evaluate technology professional development at the school/district level utilizing adult learning theory.	
A. Identify and apply educational and technology related research, the psychology of learning, and instructional design principles in guiding the use of computers and technology in education.	Locate and disseminate current research in educational technology.	Communicate and apply principles and practices of educational research in educational technology.	Conduct research in educational technology.	
B. Apply strategies for and knowledge of issues related to managing the change process in schools.	Develop implement activities that focus on the history of technology use in schools.	Describe social and historical foundations of education and how they relate to the use of technology in schools.	Research the social historical foundations of education and how they relate to the use of technology in schools.	
C. Apply effective group process skills.	Provide information on the benefits of forming school partnerships to support technology integration and locate an existing partnership within a school setting.	Discuss issues relating to building collaborations, alliances, and partnerships involving educational technology initiatives.	Build collaborations, alliances, and partnerships involving educational technology initiatives.	
D. Lead in the development and evaluation of district technology planning and implementation.	Disseminate information on effective cooperative group processes.	Design and lead in the implementation of an effective group process related to technology leadership or planning.	Use effective group process related to technology leadership or planning.	
	Create an evaluation instrument to use to conduct an evaluation of a school technology environment.	Use evaluation findings to recommend modifications in technology implementations.	Conduct evaluations to determine needed modifications in technology implementations.	
	Examine the impact of national, state, and local standards for integrating technology in the school environment.	Use national, state, and local standards to develop curriculum plans for integrating technology in the school environment.	Assist in the development of national, state, and local standards for the development of curriculum plans for integrating	

			technology in the school environment.	
	Examine the impact of curriculum activities or performances that meet national, state, and local technology standards.	Develop curriculum activities or performances that meet national, state, and local technology standards.	Assist in the development of national, state, and local standards for the development of curriculum activities or performances.	
	Determine essential components of a school technology plan.	Compare and evaluate district-level technology plans.	Facilitate the development of technology plans.	
	Determine essential elements and strategies for developing a technology strategic plan.	Use strategic planning principles to lead and assist in the acquisition, implementation, and maintenance of technology resources.	Develop strategic planning principles to lead and assist in the acquisition, implementation, and maintenance of technology resources.	
	Determine strategies and procedures needed for resource acquisition and management of technology-based systems including hardware and software.	Plan, develop, and implement strategies and procedures for resource acquisition and management of technology-based systems including hardware and software.	Research to determine effectiveness of strategies and procedures for resource acquisition and management of technology-based systems including hardware and software.	
E. Engage in supervised field-based experiences with accomplished technology facilitators and/or directors. Candidates:	Determine 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.	Participate in a significant field-based activity involving 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.	Mentor participants involved in a significant field-based activity involving 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.	

ASSESSMENT TOTALS	Total	2005	2006	2007	2008	2009	2010
Standard TL-I. Technology Operations and Concepts. Educational technology leaders demonstrate an advanced understanding of technology operations and concepts. (4)							
Standard TL-II. Planning and Designing Learning Environments and Experiences. Educational technology leaders assist by planning, designing, and modeling effective learning environments and experiences supported by technology at the district level (9)							
Standard TL-III. Teaching, Learning, and the Curriculum. Educational technology leaders model, design, and disseminate curriculum plans that include methods and strategies for applying technology to maximize student learning. (12)							
Standard TL-IV. Assessment and Evaluation. Educational technology leaders communicate research on the use of technology to implement effective assessment and evaluation strategies.(5)							
Standard TL-V. Productivity and Professional Practice. Educational technology leaders design, develop, evaluate and model products created using technology resources to improve and enhance their productivity and professional practice. (15)							
Standard TL-VI. Social, Ethical, Legal, and Human Issues. Educational technology leaders understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and develop programs facilitating application of that understanding in practice throughout their district. (7)							
Standard TL-VII. Procedures, Policies, Planning, and Budgeting for Technology Environments. Educational technology leaders coordinate development and direct implementation of technology infrastructure procedures, policies, plans, and budgets for P-12 schools. (16)							
Standard TL-VIII. Leadership and Vision. Educational technology leaders will facilitate development of a shared vision for comprehensive integration of technology and foster an environment and culture conducive to the realization of the vision. (11)							

Goals for 2010-11

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I have read this evaluation.

Evaluator's Signature

Employee's Signature