North Carolina Instructional Technology Facilitator Evaluation System

Users' Guide

September 2013

Public Schools of North Carolina
State Board of Education
Department of Public Instruction

NC DEPARTMENT OF PUBLIC INSTRUCTION
June St. Clair Atkinson, Ed.D., State Superintendent
301 N. Wilmington Street :: Raleigh, North Carolina 27601-2825

Inquiries or complaints regarding discrimination issues should be directed to:

Dr. Rebecca Garland, Chief Academic Officer :: Academic Services and Instructional Support
6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-4065

Visit us on the Web :: www.ncpublicschools.org   M0513

Acknowledgements

The North Carolina Department of Public Instruction gratefully acknowledges the Instructional Technology Facilitator Development Team members who generously contributed their time, energy, and expertise to the development of this new evaluation system. The depth of their knowledge and understanding of the ever-changing role of instructional technology facilitators in the development and education of students guided this work and kept it focused on students enrolled in North Carolina's public school students. With deep appreciation, the contributions of the following team members are gratefully acknowledged:

Beth Blanchard, 6-12 Instructional Technology Coordinator, Harnett County Schools
Prince Hycy Bull, Professor, North Carolina Central University
Michael R. Dixon, Greene County Public Schools
Kristin Hall, Director of Technology and Media, Duplin County Schools
Carolyn McKinney, Consultant, Research and Evaluation Associates
Kim K. Metcalf, Office of the Provost, University of West Georgia
Martha Nixon, Technology Facilitator/Testing Coordinator, Edenton Chowan Public Schools
Chris Shearer, Chief Technology Officer, Franklin County Schools
Lisa Thompson, Instructional Technology Specialist, Union County Public Schools

In addition, the development team would like to thank several members of the North Carolina Department of Public Instruction staff who provided advice and guidance throughout this process. These are:

Jennifer Preston
Lynne Johnson
Julie Kagy
Neill Kimrey
Ouida Myers
Cynthia Sartain
Sherry Thomas
Mary Watson

For additional information, please contact:

Jean M. Williams, Ph.D.
Research and Evaluation Associates
10158 Bluffmont Lane
Lone Tree, CO 80124
(303)708-8854
jean@centurylink.net

Contents

Introduction

The mission of the North Carolina State Board of Education is that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st Century. This mission requires a new vision of school leadership and a new set of skills that professional instructional technology facilitators must use daily in order to help their students learn 21st Century content and master skills they will need when they graduate from high school and enroll in higher education or enter the workforce or the military.

North Carolina Professional Instructional Technology Facilitator Standards

Vision for Instructional Technology Facilitators

Demands of a 21st Century education dictate strong roles for instructional technology facilitators. In order to bring consensus and common, shared ownership of the vision and purpose of the work of the school, instructional technology facilitators provide, promote, and participate in shared leadership. They are valued for leading a strong and comprehensive school instructional technology program which provides tools, resources, and content that promote critical thinking, problem solving, and information and communications literacy while also making content engaging, relevant, and meaningful to students. Instructional technology facilitators encourage student-owned 21st Century learning including collaboration, communication, critical thinking and creativity. They enable teaching in all content areas including global awareness, civic literacy, financial literacy, and health awareness. Instructional technology facilitators demonstrate the value of lifelong learning and encourage the school community to learn and grow. They are reflective about their practice and promote inclusion and analysis of assessments that are authentic, structured, and demonstrate student understanding.

Standard I: Instructional technology facilitators demonstrate leadership.

a. **Instructional technology facilitators demonstrate 21st Century leadership in the school.**
Instructional technology facilitators lead in the use of 21st Century tools and skills. They promote a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Instructional technology facilitators understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development. They support the school and district's overall vision for ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.

Instructional technology facilitators:
- Provide effective leadership and support for establishing, promoting and sustaining a seamless use of 21st Century technology tools and information resources.
- Serve as leaders in the planning, implementation and deployment of a 21st Century digital conversion, including devices, curriculum, pedagogy, professional development and appropriate digital resources.
- Make effective use of data to assess how the instructional technology program meets the needs of the school community.
- Provide leadership in determining student and educator technology needs based on demographic and performance data, curricular needs, state and national guidelines, professional best practices, and emerging trends.

b. **Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.** Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.

Instructional technology facilitators:
- Align the mission, resources and activities of the instructional technology program with the North Carolina Essential Standards and Common Core State Standards and the local goals and priorities for teaching and learning.
- Communicate the vision and requirements of an effective technology-enabled instructional technology program to appropriate stakeholders while utilizing relevant and current research and other data-informed performance measures and outcomes.
- Evaluate and collaboratively select digital tools and resources based on professional best practices and relevant data.
- Demonstrate fluency with a wide range of digital resources, which support inquiry and student-centered learning, professional best practices and acquisition of 21st Century skills.
- Ensure that the instructional technology program tools and resources support the diverse developmental, cultural, social, and linguistic needs of students and their communities.
- Provide professional development addressing instructional theory, practice, and resources that promote student owned learning, relevancy, 21st Century skills, collaboration, critical thinking, and creativity.
- Evaluate the program to ensure that it is up-to-date and relevant, meeting the needs of the school community.

c. **Instructional technology facilitators advocate for effective instructional technology programs.** Effective technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding they advance student learning, creativity, and innovation in both traditional and virtual environments.

Instructional technology facilitators:
- Facilitate equity of access for diverse and appropriate digital tools and resources including personal computing devices and digital textbooks.
- Encourage educator designed inquiry-based learning using various and appropriate resources and tools to improve creative and innovative student learning.
- Advocate to ensure that the program's digital tools and resources are highly available, reliable and flexibly accessible.
- Advocate for equitable access and appropriate use of information and technology resources.
- Facilitate meaningful communication and collaboration among stakeholders while modeling and supporting the ethical and safe use of information and technology resources.

d. **Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.** Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform

instructional planning while collaborating to design, deliver, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.

Instructional technology facilitators:
- Foster collaboration within the school community to facilitate design, delivery, and assessment of instructional activities that promote learner competence and confidence with 21st Century skills.
- Use research-based strategies that seamlessly integrate content with technology tools and information resources through community collaboration and partnerships.
- Collaborate with other appropriate stakeholders both face-to-face and virtually to address student and professional achievement.

e. **Instructional technology facilitators demonstrate high ethical standards.** Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998. www.ncptsc.org

Instructional technology facilitators:
- Uphold the Code of Ethics for North Carolina Educators and Standards for the Professional Conduct.
- Model ethical principles including safe, legal and ethical use of digital resources and tools including copyright, intellectual property, digital etiquette and virtual social interactions.

Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

a. **Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.** Using 21st Century tools and resources, instructional technology facilitators encourage active learning, promote collaboration, and provide flexibility to accommodate multiple learning styles, work strategies and abilities. Instructional technology facilitators foster relationships with and between students while applying a global perspective and meeting the learning needs of a diverse student population.

Instructional technology facilitators:
- Establish a diverse, collaborative and engaging learning environment that promotes global awareness, cultural understanding, creativity, inquiry, critical thinking, collaboration and communication. Understand and incorporate universal design considerations to facilitate equitable access to content and resources.

b. **Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.** Instructional technology facilitators model and promote the seamless and ubiquitous integration of content and technology tools and resources to meet widely diverse student needs. Instructional technology facilitators are a constant in the learning environment of the student over time. As such, they have a unique opportunity to gain a more holistic view of students, understand

learners as they progress through each developmental stage, and encourage learners to cultivate creativity and critical thinking habits.

Instructional technology facilitators:
- Collaboratively identify students' interests, learning styles, and unique instructional requirements.
- Facilitate the design and delivery of data-informed differentiated instruction guided by universal design principles and pedagogical strategies promoting mastery of 21st Century tools and content.
- Promote and model the use of information and technology resources while using innovative strategies to support the dynamic participation and engagement of all learners.

Standard III. Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.

a. **Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.** Instructional technology facilitators use creative strategies to promote the available digital tools and resources as well as the special skills and expertise of the Technology Facilitator. They demonstrate flexibility to make their skills and expertise, as well as school technology resources, readily available and easily accessible to all members of the school community. They help learners become discerning and effective users of digital resources and tools promoting the seamless integration of technology to meet curricular goals. Instructional technology facilitators encourage teachers and students to apply an inquiry-based approach to learning and they actively support instructional practices and pedagogy that promote creativity and critical thinking. They promote digital citizenship and guide students to build a positive academic digital footprint. They model the effective use of new and emerging technologies. They also collaboratively develop technology program policies and procedures that respect and meet the needs of a diverse school community and facilitate access to equitable digital tools and resources.

Instructional technology facilitators:
- Communicate and implement policies and procedures based on state and federal requirements.
- Demonstrate best practices in the integration of information and technology skills and resources in all areas of the curriculum while modeling and supporting engagement through inquiry-based learning.
- Encourage and enable use of digital tools and resources for inquiry, knowledge creation, and sharing student-owned learning.
- Contribute to the development and implementation of the school improvement plan.

Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

a. **Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.** Instructional technology facilitators understand and apply research-based pedagogical strategies to design and deliver rigorous, relevant, and engaging differentiated instruction. Instructional technology facilitators are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. They support the learning of all members of the school community, including those with diverse learning styles, physical and intellectual abilities, and needs. They effectively facilitate the integration of 21st Century skills, particularly technology use, and

instructional design, delivery, and assessment. Instructional technology facilitators creatively infuse content-area instruction with 21st Century skills.

Instructional technology facilitators:
- Facilitate the use of accepted learning taxonomies, effective instructional design principles, and appropriate assessment methods.
- Enable and enhance instruction across the curriculum to promote engagement, creativity, critical thinking, problem-solving and student-owned exploration of information and ideas.
- Use a variety of instructional strategies, 21st Century resources, and assessment tools to design and develop digital-age learning for all learners.
- Support differentiation of instruction by demonstrating flexibility and creativity in choosing and modifying learning strategies, tools, and resources in various formats to meet all learners' needs.
- Collaboratively design and facilitate appropriate assessment of student-owned products utilizing 21st Century skills within all content areas.

b. **Instructional technology facilitators know the content appropriate to their teaching specialty.** Instructional technology facilitators model digital literacy and safety, and the ethical use of information and technology utilizing best practices and relevant research-based methods and techniques. They articulate the value and importance of the North Carolina Essential Standards and Common Core State Standards to members of the school community. They assist teachers in seamlessly integrating technology into curriculum-based lessons and instructional units and providing 21st Century learning experiences. They collaborate with other educators to design and facilitate use of innovative technology assisted student outcome measurement systems.

Instructional technology facilitators:
- Demonstrate comprehensive knowledge of curriculum goals across grade levels and subject areas.
- Promote global digital literacy, awareness and cultural understanding by facilitating collaboration and communication using 21st Century tools and resources.
- Collaboratively design and facilitate appropriate assessment of student-owned products utilizing 21st Century skills within all content areas.

c. **Instructional technology facilitators model, share, and promote effective principles of teaching and learning.** They use a variety of instructional strategies and assessment tools to model and promote digital-age learning experiences and apply their expertise to coach others in collaboration, digital literacy, 21st Century communication, inquiry-based learning, and digital citizenship. Instructional technology facilitators demonstrate and facilitate the effective use of 21st Century tools and resources to encourage meaningful and authentic learning experiences.

Instructional technology facilitators:
- Facilitate access to information, resources, and ongoing support to assist teachers in implementing research-based best practices using 21st Century tools and resources.
- Design differentiated instruction using a variety of research-based strategies and various digital resources to meet learner needs.
- Provide teachers with professional development, modeling the effective integration of information and technology skills, collaboration, critical thinking, and creativity.
- Model effective formative assessment practices including alternative assessment strategies.
- Use effective interpersonal and listening skills to discover students' interests and assist them in finding engaging and appropriate digital tools and resources for use in their student-owned learning strategies.

Standard V. Instructional technology facilitators actively reflect on their practice.

a. **Instructional technology facilitators analyze student learning.** Instructional technology facilitators use formative and summative assessments to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.

Instructional technology facilitators:
- Analyze data both collaboratively and individually to inform instructional and professional practices and future program planning.
- Use data from multiple sources, including student, teacher, school, district, and local community, to make decisions that improve the effectiveness of the instructional technology program while supporting student achievement.

b. **Instructional technology facilitators link professional growth to their professional goals.** Instructional technology facilitators actively seek professional development to help them maintain a leadership role as a teacher, technology specialist, and coach in the use of current and emerging technologies.

Instructional technology facilitators:
- Complete professional development and participate in local and global professional learning communities to explore creative applications and enhancements for improving professional practice and student learning.
- Actively explore and integrate emerging technologies, resources, information formats, and innovative practices to support student achievement.

c. **Instructional technology facilitators function effectively in a complex, dynamic environment.** Instructional technology facilitators demonstrate leadership and flexibility in adapting to a rapidly changing information and technology environment. They act as leaders in coaching teachers, administrators, and students to thrive in a complex technology landscape. They continuously seek current best practices and adapt their professional practice based on research and student data to support school goals.

Instructional technology facilitators:
- Participate in observations for professional growth and collaborate with other educators to mentor and support professional growth throughout the school learning community.
- Apply professional skills to investigate, apply, and share new research on digital tools, resources, pedagogy, curriculum, and other relevant topics to the professional learning community.

Framework for 21st Century Learning

The Partnership for 21st Century Skills has developed a vision for 21st Century student success in the new global economy.
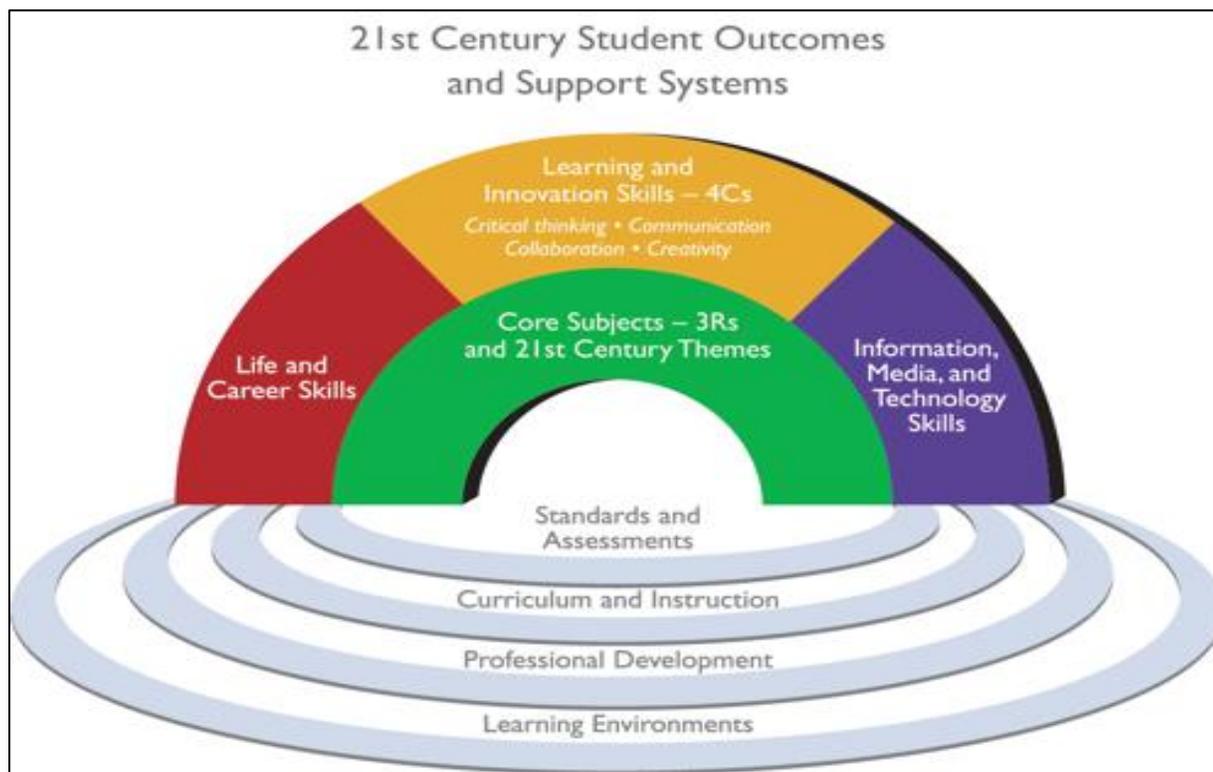
Figure 1. 21st Century Student Outcomes and Support Systems

The elements described in this section as 21st Century student outcomes (represented by the rainbow in Figure 1) are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century.

Core Subjects and 21st Century Themes

Mastery of **core subjects** and **21st Century themes** is essential for students in the 21st Century. Core subjects include English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government, and civics.

We believe schools must move beyond a focus on basic competency in core subjects promoting understanding of academic content at much higher levels by weaving **21st Century interdisciplinary themes** into core subjects:

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

Learning and Innovation Skills

Learning and innovation skills are what separate students who are prepared for increasingly complex life and work environments in the 21st Century and those who are not. They include:
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Information, Media, and Technology Skills

People in the 21st Century live in a technology and media-driven environment, marked by access to an abundance of information, rapid change in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st Century, citizens and workers must be able to exhibit a range of functional and critical thinking skills, such as:
- Information Literacy
- Media Literacy
- ICT (Information, Communications, and Technology) Literacy

Life and Career Skills

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills, such as:
- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

21st Century Support Systems

Developing a comprehensive framework for 21st Century learning requires more than identifying specific skills, content knowledge, expertise and literacies. An innovative support system must be created to help students master the multidimensional abilities required of them in the 21st Century. The Partnership has identified five critical support systems that ensure student mastery of 21st Century skills:
- 21st Century Standards
- Assessment of 21st Century Skills
- 21st Century Curriculum and Instruction
- 21st Century Professional Development
- 21st Century Learning Environments

For more information, visit the Partnership's website at www.21stcenturyskills.org.
Used with permission.

Milestones for Improving Learning and Education

The Partnership for 21st Century Skills developed the Milestones for Improving Learning and Education (MILE) Guide for 21st Century Skills to assist educators and administrators in measuring the progress of their schools in defining, teaching, and assessing 21st Century skills. The following describes the skills and knowledge required of students in the 21st Century. This list was adapted from the 21st Century Partnership's MILE Guide and served as a foundation for the North Carolina Professional Instructional Technology Facilitator Standards.

Global Awareness
- Using 21st Century skills to understand and address global issues.
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts.
- Having the ability to utilize non-English languages as a tool for understanding other nations and cultures.

Financial, Economic, Business and Entrepreneurial Literacy
- Knowing how to make appropriate personal economic choices.
- Understanding the role of the economy and the role of business in the economy.
- Using entrepreneurial skills to enhance workplace productivity and career options.

Civic Literacy
- Being an informed citizen to participate effectively in government.
- Exercising the rights and obligations of citizenship at local, state, national, and global levels.
- Understanding the local and global implications of civic decisions.

Health Literacy
- Having the ability to access health information and services, navigate health institutions, and act as an effective advocate to improve health for self, family and/or community.
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction.
- Demonstrating understanding of national and international health.

Thinking and Learning Skills

Critical Thinking and Problem Solving Skills
- Exercising sound reasoning and understanding.
- Making complex choices.
- Understanding the interconnections among systems.
- Framing, analyzing, and solving problems.

Communication
- Articulating thoughts and ideas clearly and effectively.

Information and Media Literacy Skills
- Understanding, managing and creating effective oral, written and/or multimedia communication in a variety of forms and contexts.
- Analyzing, accessing, managing, integrating, evaluating and creating information in a variety of forms and media.

Creativity and Innovation Skills
- Demonstrating originality and inventiveness in work.
- Developing, implementing and communicating new ideas to others.
- Being open and responsive to new and diverse perspectives.

Collaboration Skills
- Demonstrating ability to work effectively with diverse teams.
- Being willing to be helpful and make necessary compromises to accomplish a common goal.

Contextual Learning Skills
- Having the ability to take advantage of education in a variety of contexts, both inside and outside the classroom; understanding that knowledge is acquired within a context.

ICT Literacy
- Using technology in the course of attaining and utilizing 21st Century skills.

Life Skills

Leadership
- Using interpersonal and problem-solving skills to influence more than one person toward a goal.
- Having the ability to leverage strengths of others to accomplish a common goal.

Ethics
- Demonstrating integrity and ethical behavior in personal, workplace and community contexts.

Accountability
- Setting and meeting high standards and goals for one's self and others.

Adaptability
- Adapting to varied roles and responsibilities.
- Tolerating ambiguity and changing priorities.

Personal Productivity
- Utilizing time efficiently and managing workload.
- Being punctual and reliable.

Personal Responsibility
- Exercising personal responsibility and flexibility in personal, workplace and community contexts.

People Skills
- Working appropriately and productively with others.

Self-Direction
- Monitoring one's own understanding and learning needs.
- Demonstrating initiative to advance professional skill levels.
- Having the ability to define, prioritize, and complete tasks without direct oversight.
- Demonstrating commitment to learning as a lifelong process.

Social Responsibility
- Acting responsibly with the interests of the larger community in mind.

North Carolina Instructional Technology Facilitator Evaluation Process

The rubric used for evaluating North Carolina's instructional technology facilitators is based on the Framework for 21st Century Learning and the North Carolina Professional Instructional Technology Facilitator Standards. The rubric is designed to promote effective leadership, quality teaching, and student learning while enhancing professional practice and leading to improved instruction. The evaluation instrument and its accompanying processes and materials are designed to encourage professional growth, to be flexible and fair to the persons being evaluated, and to serve as the foundation for the establishment of professional goals and identification of professional development needs.

The intended purpose of the North Carolina Instructional Technology Facilitator Evaluation Process is to assess the instructional technology facilitator's performance in relation to the North Carolina Professional Instructional Technology Facilitator Standards and to design a plan for professional growth. The principal or a designee (hereinafter "principal") will conduct the evaluation process in which the instructional technology facilitator will actively participate through the use of self-assessment, reflection, presentation of artifacts, and classroom demonstration(s).

A local board shall use the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process unless it develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process. It should be noted that, per State Board of Education Policy TCP-C-021, North Carolina school districts may choose to evaluate instructional technology facilitators using the North Carolina Evaluation Process for Instructional Central Office staff members. This policy states that: "For purposes of this policy, Central Office Staff members include: Deputy, Assistant, and Associate Superintendents, instructional staff members with a rank of Director or above; and coordinators and teacher leaders who are not responsible for direct student instruction." Instructional technology facilitators who meet these qualifications may be evaluated using the instructional central office evaluation process instead of the one described in this users' guide.

Components of the Process

The North Carolina Instructional Technology Facilitator Evaluation Process shall include the following components:

Component 1: Training

Before participating in the evaluation process, all instructional technology facilitators, principals and peer evaluators must complete training on the evaluation process.

Component 2: Orientation

Within two weeks of an instructional technology facilitator's first day of work in any school year, the principal will provide the instructional technology facilitator with a copy of or directions for obtaining access to a copy of:

    A. The Rubric for Evaluating North Carolina Instructional Technology Facilitators;

    B. This policy; and

    C. A schedule for completing all the components of the evaluation process.

Component 3: Self-Assessment

Using the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year.

Component 4: Pre-Observation Conference

Before the first formal observation, the principal shall meet with the instructional technology facilitator to discuss the instructional technology facilitator's self- assessment based on the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator's most recent professional growth plan, and the lesson(s) to be observed. The instructional technology facilitator will provide the principal with a written description of the lesson(s). The goal of this conference is to prepare the principal for the observation. Pre-observation conferences are not required for subsequent observations.

Component 5: Observations

All school support staff members who are licensed by the North Carolina Department of Public Instruction are required to adhere to the annual evaluation requirements outlined in GS 115c-333.1(a). The **minimum** requirements for observations of probationary staff members whose contracts are renewed annually and career staff members who have reached career status are:

Probationary
- One (1) pre-observation conference conducted prior to the first formal observation.

- Three (3) formal observations which may be conducted by different administrators if the support staff member works in more than one school. Different administrators in the same school may also

conduct observations. Administrators may choose to conduct more than the required three (3) formal observations during the school year.

- Three (3) formal post-observation conferences.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the support staff member during the year should confer about the final evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the support staff member's performance are considered.

Total: Three (3) Formal Observations
(Minimum requirement as administrators reserve the right to determine number of observations. Likewise, the employee may request additional Formal Observations.)

Career
- One (1) pre-observation conference conducted prior to the first formal observation.
- One (1) formal observation.
- One (1) formal post-observation conference.
- Two (2) informal observations which may be conducted by more than one (1) administrator.
- One (1) final/summative evaluation conducted near the end of the year. All administrators who observed the support staff member during the year should confer about final evaluation ratings prior to the final/summative evaluation conference to ensure that all aspects of the support staff member's performance are considered.

Total: Three (3) Observations (1 Formal, 2 Informal)
(Multiple administrators confer regarding observations and Summative Evaluation as determined by LEA)

Any administrator responsible for evaluating probationary or career status school support staff members may choose to conduct additional formal observations during the school year. Observation requirements are summarized in the following table. Likewise, the employee may request additional Formal Observations.

Comparison of Probationary and Career Support Staff Member Evaluation Requirements

	Probationary	Career
Pre-Observation Conference	One (1) conducted prior to first formal observation	
Formal Observation(s)	3	1
Formal Post-Observation Conference	3	1
Informal Observations		2
Summative Evaluation	1	1
Other Requirements	Multiple administrators confer regarding observation results and representation on the final/summative evaluation.	
Options	Administrators may choose to conduct additional observations. Likewise, the employee may request additional observations.	

During observations, the evaluator shall note the school instructional technology facilitator's performance in relationship to applicable standards on the appropriate rubric for evaluating the school support staff member. Each formal observation should last at least forty-five minutes or an entire session or activity.

Component 6: Post-Observation Conference

The principal shall conduct a post-observation conference no later than ten school days after each formal observation. During the post-observation conference, the principal and instructional technology facilitator shall discuss and document on the rubric the strengths and weaknesses of the instructional technology facilitator's performance during the observed lesson.

Component 7: Summary Evaluation Conference and Scoring the Summary Rating Form

Prior to the end of the school year and in accordance with LEA timelines, the principal shall conduct a summary evaluation conference with the instructional technology facilitator. During the summary evaluation conference the principal and instructional technology facilitator shall discuss the instructional technology facilitator's self-assessment, the most recent Professional Growth Plan, the components of the North Carolina Instructional Technology Facilitator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of performance on the rubric.

At the conclusion of the North Carolina Instructional Technology Facilitator Evaluation Process, the principal shall:
   A. Give a rating for each element in the rubric;,
   B. Make a written comment on any element marked Not Demonstrated,
   C. Give an overall rating of each standard in the rubric,
   D. Provide the instructional technology facilitator with the opportunity to add comments to the Instructional Technology Facilitator Summary Rating Form,
   E. Review the completed Instructional technology facilitator Summary Rating Form with the instructional technology facilitator, and
   F. Secure the instructional technology facilitator's signature on the Record of Instructional Technology Facilitator Evaluation Activities and Instructional Technology Facilitator Summary Rating Form.

Component 8: Professional Development Plans

Instructional technology facilitators shall develop a Professional Growth Plan designed to serve as a guide for improving their performance during the subsequent school year. At a minimum, such a plan shall outline the standards and elements on which improvement is needed, goals to be accomplished, activities to be completed, and a timeline for completing all activities and/or achieving goals. The Professional Growth Plan should be discussed with and approved by the evaluator as the final step in the evaluation process.

Individual Growth Plans

Instructional technology facilitators who are rated at least "Proficient" on all Standards on the Instructional Technology Facilitator Summary Rating Form shall develop an Individual Growth Plan designed to improve performance on specifically identified standards and elements.

Monitored Growth Plans

A instructional technology facilitator shall be placed on a Monitored Growth Plan whenever he or she:

   A. Is rated "Developing" on one or more standard(s) on the Instructional technology facilitator Summary Rating Form; and

   B. Is not recommended for dismissal, demotion or nonrenewal.

A Monitored Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished and the activities the instructional technology facilitator should undertake to achieve proficiency, and a timeline which allows the instructional technology facilitator one school year to achieve Proficiency. A Monitored Growth Plan that meets these criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b).

Directed Growth Plans

An instructional technology facilitator shall be placed on a Directed Growth Plan whenever he or she:
  A. Is rated
      1. "Not Demonstrated on any Standard on the Instructional Technology Facilitator Summary Rating Form; or
      2. Developing on one or more Standards on the Instructional Technology Facilitator Summary Rating Form for two sequential years, and
  B. Is not recommended for dismissal, demotion or nonrenewal.

  The Directed Growth Plan shall, at a minimum, identify the standards and elements to be improved, the goals to be accomplished, the activities to be completed to achieve Proficiency, a timeline for achieving Proficiency within one school year or such shorter time as determined by the LEA. A Directed Growth Plan that meets those criteria shall be deemed to satisfy the requirements of N.C. Gen. Stat. § 115C-333(b). North Carolina Instructional Technology Facilitator Evaluation Process.

Effective Dates and Effect on Licensing and Career Status

Effective with the 2013-14 school year, all instructional technology facilitators in North Carolina will be evaluated using this policy unless a local board develops an alternative evaluation that is properly validated and that includes standards and criteria similar to those in the North Carolina Professional Instructional Technology Facilitator Standards and North Carolina Instructional Technology Facilitator Evaluation Process in which case the local board shall use that instrument.

Beginning Instructional Technology Facilitators

Effective 2013-14, beginning instructional technology facilitators must be rated Proficient on all five North Carolina Professional Instructional Technology Facilitator Standards on the most recent Instructional Technology Facilitator Summary Rating Form in order to be eligible for the Standard Professional 2 License.

Probationary Instructional Technology Facilitators

Effective 2013-14, a principal must rate a probationary instructional technology facilitator as Proficient on all five North Carolina Professional Instructional Technology Facilitator Standards on the most recent Instructional Technology Facilitator Summary Rating Form before recommending that instructional technology facilitator for career status.

Clarification of Evaluation Procedures for Career-Status Instructional Technology Facilitators

A career-status instructional technology facilitator participates in a full evaluation process every year. This means the principal shall conduct at least three observations, including at least one formal observation and two other observations, either formal or informal, and rate all elements and all standards on the Summary Rating Form.

Purposes of the Evaluation Process

The instructional technology facilitator performance evaluation process will:
- Serve as a measurement of performance for individual instructional technology facilitators.
- Serve as a guide for instructional technology facilitators as they reflect upon and improve their effectiveness.
- Serve as the basis for the improvement of professional practice.
- Focus the goals and objectives of schools and districts as they support, monitor, and evaluate their instructional technology facilitators.
- Guide professional development programs for instructional technology facilitators.
- Serve as a tool in developing coaching and mentoring programs for instructional technology facilitators.
- Inform higher education institutions as they develop the content and requirements for instructional technology facilitator training programs.

In July 2012 the North Carolina State Board of Education approved the Rubric for Evaluating North Carolina Instructional Technology Facilitators and the Instructional Technology Facilitator Evaluation Process. Responsibilities for instructional technology facilitators and their evaluators, as they complete the evaluation process, are as follows:

Instructional Technology Facilitator Responsibilities:
- Know and understand the North Carolina Professional Instructional Technology Facilitator Standards.
- Understand the North Carolina Instructional Technology Facilitator Evaluation Process.
- Prepare for, and fully participate in, each component of the evaluation process.
- Gather data, artifacts, and evidence to support performance in relation to standards and progress in attaining goals.
- Develop and implement strategies to improve personal performance/attain goals.

Principal/Evaluator Responsibilities:
- Know and understand the North Carolina Professional Instructional Technology Facilitator Standards.
- Supervise the instructional technology facilitator evaluation process and ensure that all steps are conducted according to the approved process.
- Identify the instructional technology facilitator's strengths and areas for improvement and make recommendations for improving performance.
- Ensure that the contents of the Instructional Technology Facilitator Summary Evaluation Form contain accurate information and accurately reflect the instructional technology facilitator's performance.
- Develop and supervise implementation of action plans as appropriate.

Figure 2 illustrates the components of the evaluation process.
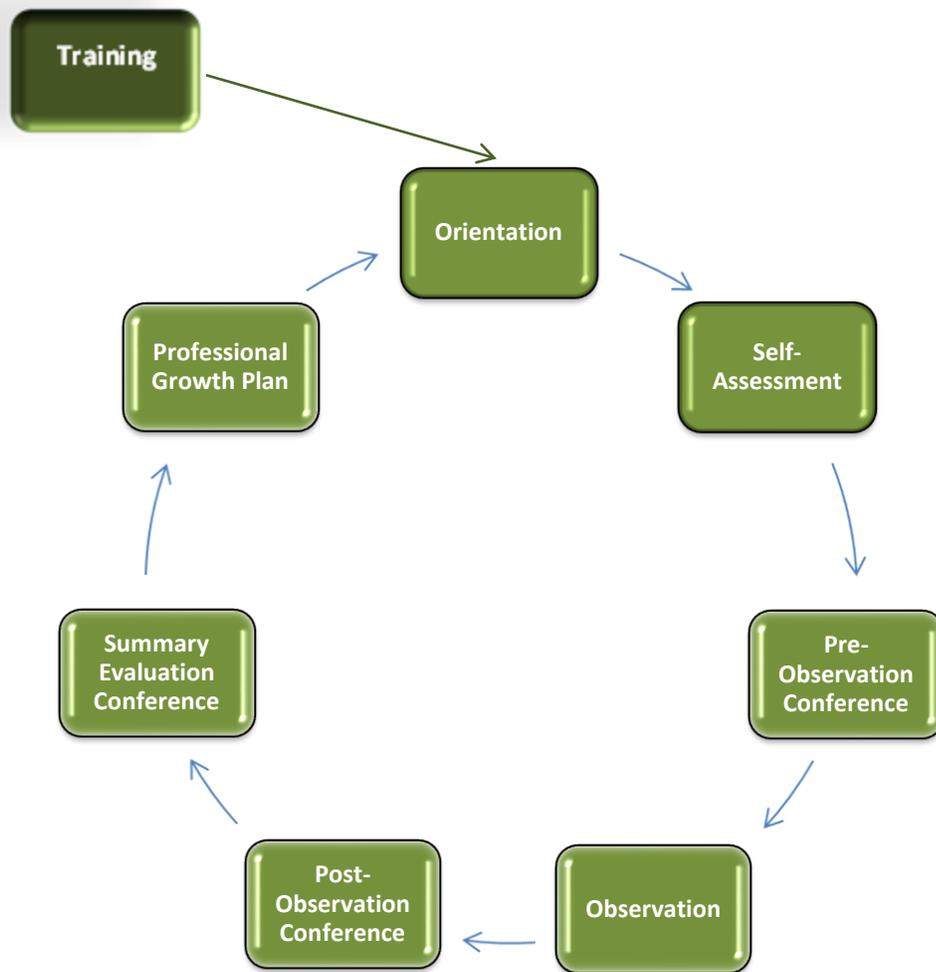
Figure 2: Instructional Technology Facilitator Annual Evaluation Process

Rubric for Evaluating North Carolina Instructional Technology Facilitators

The following rubric was developed to align with and exemplify the North Carolina Professional Instructional Technology Facilitator Standards I-V approved by the North Carolina State Board of Education in September 2012. The rubric should be used in conjunction with the standards descriptions. The principal will use the rubric during observations to check descriptors that describe levels of performance, and by the instructional technology facilitator during self-assessment. Together, these materials form the core of the North Carolina Instructional Technology Facilitator Evaluation process.

After all observations have been completed, instructional technology facilitator performance will be noted as follows:

- **Not Demonstrated:** Instructional technology facilitator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the principal/evaluator must comment about why it was used.)
- **Developing:** Instructional technology facilitator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.
- **Proficient:** Instructional technology facilitator demonstrated basic competence on standard(s) of performance.
- **Accomplished:** Instructional technology facilitator exceeded basic competence on standard(s) of performance most of the time.
- **Distinguished:** Instructional technology facilitator consistently and significantly exceeded basic competence on standard(s) of performance.

The developing instructional technology facilitator may exemplify the skills expected of an instructional technology facilitator who is new to the profession or an experienced instructional technology facilitator who is working in a new content area or grade level, or who needs a new skill in order to meet the standard. A proficient instructional technology facilitator must exhibit the skills and knowledge described under the Developing header as well as those under Proficient. Likewise, a distinguished instructional technology facilitator exhibits all of the skills and knowledge described for that element across the entire row. The Not Demonstrated rating should be used when the instructional technology facilitator is performing below expectations and is not making adequate growth toward becoming proficient on the element. This rating is also used when the principal is not able to check any of the descriptors for the element being rated. If an instructional technology facilitator is rated as Not Demonstrated, then a comment must be made as to why.

Completing the Rubric and the Summary Rating Form

Self-Assessment

Early in the school year, the instructional technology facilitator will complete a self-assessment based on the Rubric for Evaluating North Carolina Instructional Technology Facilitators. The self-assessment is a personal reflection about one's professional practice. It should be completed without input from others. The purposes of the self-assessment are to provide the instructional technology facilitator an opportunity to reflect on his/her capabilities with respect to achieving the state's standards of performance and to contextualize anticipated levels of performance during the school year. As a part of this process, the instructional technology facilitator should consider past performance as well as the school characteristics for the current school year. These two factors will help the instructional technology facilitator articulate professional development, coaching, and mentoring needs in order to maintain or improve performance.

At the discretion of the instructional technology facilitator, the self-assessment ratings may be used as the basis for discussions with the evaluator in order to clarify performance expectations, set goals, plan professional development and program changes, or provide input to the final, end-of-year ratings.

The instructional technology facilitator should complete the rubric by checking descriptors that characterize professional practices in evidence as a part of his/her daily work. The instructional technology facilitator should complete the self-assessment at the beginning of the school year and update it frequently throughout the year to reflect changes to either personal performance or the school context.

Completing the Rubric Based on Observations

The evaluator will complete the Rubric for Evaluating North Carolina instructional technology facilitators during formal and informal observations, as well as through reviews of artifacts. The evaluator checks descriptors that are observed during the session/lesson, or as a result of review of artifacts and additional evidence. If the evaluator is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In case, the evaluator must write a comment about the instructional technology facilitator's performance and include suggestions for improvement. During a post-observation conference, the evaluator and instructional technology facilitator discuss and document the descriptors on which the instructional technology facilitator has demonstrated performance as well as those on which performance was not demonstrated and for which no additional evidence has been provided.

The evaluator should conduct at least one formal observation of the instructional technology facilitator's performance. Additional informal observations may be conducted throughout the year to supplement information gained through the formal observation and to observe elements for which additional information is needed in order to adequately and accurately rate the instructional technology facilitator's performance.

Determining Rating Levels After Completing the Rubric

The instructional technology facilitator and evaluator should independently score each element within a standard to determine the level of performance for that element. The instructional technology facilitator scores the rubric as a part of the self-assessment process and the evaluator scores it as a result of observations, artifact reviews, and other inputs. Each of the elements should be scored separately, and the individual element scores will determine the overall score for the standard.

Each element will be scored separately, regardless of whether the assessment is completed by the Instructional Technology Facilitator or the evaluator. The rater will then examine the individual element scores for each standard to determine the overall score for that standard. To determine individual element ratings, the rater should begin with the left-hand column and mark each descriptor that describes the performance of the instructional technology facilitator during the period for which he or she is being evaluated. If the rater is not able to mark any of the descriptors for an element, then the Not Demonstrated column is used. In such a case, the rater must write a comment incorporating suggestions for improving performance.

The rating for each descriptor is the lowest rating for which all descriptors are marked and all descriptors below that rating are marked. As illustrated in the exhibit entitled "Scoring the Rubric", the instructional technology facilitator would be rated as Proficient on element a, "instructional technology facilitators demonstrate 21st Century leadership in the school," even though one descriptor for Distinguished was marked. This is because Proficient is the highest rating for which all descriptors were marked and all descriptors below it were marked. Likewise, in the exhibit entitled "Example of How to Score the Rubric", the instructional technology facilitator would be rated as Proficient on element b, "Instructional technology facilitators lead an instructional technology

program that supports 21st Century teaching and learning," and on each of the remaining elements. This is likely to result in an overall rating of Proficient for Standard I.

Formal and informal observations of the instructional technology facilitator's performance should be conducted throughout the year. Overall ratings for standards should not be determined until the end of the year during the Summary Evaluation Conference. When an instructional technology facilitator is rated as Developing or Not Demonstrated on any element or standard during the Summary Evaluation Conference, the evaluator should strongly encourage the instructional technology facilitator to develop a goal to address the area(s) where proficiency has not been reached.

Scoring the Rubric

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element a. Instructional technology facilitators demonstrate 21st Century leadership in the school. Instructional technology facilitators lead in the use of 21st Century tools and skills. They promote a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Instructional technology facilitators understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development. They support the school and district's overall vision for ensuring that every public school student will graduate from high school globally competitive for work and postsecondary education and prepared for life in the 21st Century.				
☑Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	**. . . and** ☑Provides relevant and engaging professional development on technology enabled teaching and learning. Promotes a vision for 21st Century technology that includes: ☑Effective technology enabled teaching and learning. ☑All students graduating from high school globally competitive and prepared for life in the 21st Century.	**. . . and** ☐ Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	**. . . and** ☐ Evaluates the impact of the technology enabled teaching and learning professional development on student achievement. ☑Designs and provides a differentiated professional development program on technology enabled teaching.	

Example of How to Score the Rubric

Rubric for Evaluating North Carolina's Instructional Technology Facilitators

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element a. Instructional technology facilitators demonstrate 21st Century leadership in the school. Instructional technology facilitators lead in the use of 21st Century tools and skills. They promote a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Instructional technology facilitators understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development. They support the school and district's overall vision for ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.				
☑Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	**. . . and** ☑Provides relevant and engaging professional development on technology enabled teaching and learning. Promotes a vision for 21st Century technology that includes: ☑Effective technology enabled teaching and learning. ☑All students graduating from high school globally competitive and prepared for life in the 21st Century. ☑Contributes to the development and implementation of the school's goals, objectives, and instructional program.	**. . . and** ☐ Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	**. . . and** ☐ Evaluates the impact of the technology enabled teaching and learning professional development on student achievement. ☑Designs and provides a differentiated professional development program on technology enabled teaching.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning. Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.				
☑Understands the relationship between the instructional technology program, the *North Carolina Standard Course of Study*, and local goals and priorities. ☑Understands the nature of and requirements for a 21st Century digital conversion.	**. . . and** Promotes and participates in the planning and deployment of the 21st Century digital conversion, including: ☑Aligning the school's technology program with local goals and priorities and the *North Carolina Standard Course of Study*. ☑Demonstrating appropriate and effective use of available devices. ☑Facilitating the use of a research-based technology enhanced instructional program.	**. . . and** Leads the deployment of a 21st Century digital conversion, including: ☑Evaluating and selecting digital tools and resources based on best practices and relevant data. ☑Curriculum alignment. ☐Coaching, co-teaching and mentoring school staff.	**. . . and** Ensures the success of the school's 21st Century digital conversion by: ☐ Networking with district, state and/or national leaders. ☑Advocating for resources, policies, and procedures needed to support the conversion.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element c. Instructional technology facilitators advocate for effective instructional technology programs. Effective technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding they advance student learning, creativity and innovation in both traditional and virtual environments.				
☑Facilitates equitable access to appropriate digital tools and resources.	**. . . and** Advocates at the school level for: ☑The application of *Information and Technology Essential Standards* in learning experiences ☑Equitable access and appropriate use of available information and technology resources, including connectivity. ☑Integration of content, pedagogy, and technology.	**. . . and** Designs and implements learning experiences for students and educators by: ☐Modeling use of *Information and Technology Essential Standards* in learning experiences. ☑Seeking ways to improve content. ☐Providing professional development on the creation of lessons that integrate *Information Technology Essential Standards*, tools and resources.	**. . . and** Advocates beyond the school level for: ☑Adequate instructional technology resources. ☑Infusion of 21st Century skills into all curricular areas. ☐Equitable connectivity for all students.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting. Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform instructional planning while collaborating to design, facilitate, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.				
Understands: ☑ The need to collaborate with others. ☑ The benefits of positive relationships and partnerships.	**. . . and** ☑ Establishes relationships within the school to support the needs of the learning community. Uses school-wide data, classroom data, and evidence-based research to: ☑ Inform instructional planning. ☑ Support the design of instruction. ☑ Support instructional delivery systems. ☑ Participate in the evaluation of instruction. ☑ Determine student and educator technology needs.	**. . . and** ☑ Proactively engages school staff members in ongoing collaborative activities. ☐ Uses evaluation findings to guide adaptations to instruction. ☐ Initiates partnerships to support the needs of the learning community.	**. . . and** ☐ Leverages relationships within the school and external partnerships to support the needs of the learning community.	
Element e. Instructional technology facilitators demonstrate high ethical standards. Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
☑ Demonstrates ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.	**. . . and** ☑ Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Promotes the use of and trains others to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Directions for Completing the Summary Rating Form

Overall ratings of standards should be determined during the Summary Evaluation Conference conducted at the end of the year. During the Summary Evaluation Conference, the evaluator and instructional technology facilitator discuss the self-assessment and most recent professional development plan, the components of the North Carolina Instructional Technology Facilitator Evaluation Process completed during the year, formal and informal observations, artifacts submitted or collected during the evaluation process and other evidence of performance. The ratings included on the Summary/End-of-Year Rating Form should be jointly reviewed and agreed to by the instructional technology facilitator and evaluator during the Summary Evaluation Conference.

When an instructional technology facilitator is rated Developing or Not Demonstrated, the evaluator should strongly encourage the development of a goal to address the area(s) where proficiency has not been achieved.

It should be noted that evaluators are not required to complete the Summary Rating Form. This is provided to demonstrate the process for determining overall ratings for elements and as a way to track performance throughout the year.

Example of Marking the Summary Rating Form

Summary Rating Form for Instructional Technology Facilitators	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard I: Instructional technology facilitators demonstrate leadership.					
a. Instructional technology facilitators demonstrate 21st Century leadership in the schools.			✓		
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.		✓			
c. Instructional technology facilitators advocate for effective instructional technology programs.				✓	
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.			✓		
e. Instructional technology facilitators demonstrate high ethical standards.			✓		
Overall Rating for Standard I					
Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.					
a. Instructional technology facilitators establish a participatory learning environment that meets the instructional needs of all students.				✓	
b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.			✓		
Overall Rating for Standard II					
Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.					
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.				✓	
Overall Rating for Standard III					
Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.					
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.			✓		
b. Instructional technology facilitators know the content appropriate to their teaching specialty.				✓	
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.			✓		
Overall Rating for Standard IV					
Standard V: Instructional technology facilitators actively reflect on their practice.					
a. Instructional technology facilitators analyze student learning.					✓
b. Instructional technology facilitators link professional growth to their professional goals.					✓
c. Instructional technology facilitators function effectively in a complex, dynamic environment			✓		
Overall Rating for Standard V					

Glossary

For purposes of this evaluation process, the following terms are defined below:

Action Plan–A plan developed by a principal/supervisor with input from the instructional technology facilitator for the purpose of articulating specific actions and outcomes needed in order to improve the instructional technology facilitator's performance. Action plans are developed and administered under guidelines provided by each LEA.

Artifact–A product resulting from an instructional technology facilitator's work. Artifacts are natural by-products of an instructional technology facilitator's work and are not created for the purpose of satisfying evaluation requirements. Artifacts are used only when the evaluator and instructional technology facilitator disagree on the final rating. instructional technology facilitators may use them as exemplars of their work. Examples of artifacts include these:

    a. *Daily Plans*–An instructional technology facilitator's daily plans that demonstrate integration of 21st Century skills and coverage of North Carolina's Standard Course of Study.

    b. *Professional Development*–Staff development, based on research, data, practice and reflection that focused on deepening knowledge and pedagogical skills in a collegial and collaborative environment.

    c. *Student Achievement Data*–Student achievement/testing data available from the North Carolina School Report Card (see www.ncschoolreportcard.org).

    d. *Student Dropout Data*–Data about grade 9–12 students who drop out of high school (see www.ncpublicschools.org/research/dropouts/reports).

    e. *School Improvement Plan*–A plan that includes strategies for improving student performance, how and when improvements will be implemented, use of state funds, requests for waivers, etc. Plans are in effect for no more than three years. instructional technology facilitators should be able to demonstrate their participation in the development of the plan and/or their active support of the plan.

    f. *School Improvement Team*–A team made up of the school executive and representatives of administration, instructional personnel, instructional support personnel, instructional technology facilitators, and parents of children enrolled in the school. The team's purpose is to develop a school improvement plan to strengthen student performance.

Code of Ethics for North Carolina Educators–The standards of professional conduct required of educators. See Appendix A.

Code of Professional Practice and Conduct for North Carolina Educators–The uniform standards of professional conduct for licensed professional educators. See Appendix A.

Data–Factual information used as the basis for reasoning, discussion, or planning.

Evaluator–The person responsible for overseeing and completing the instructional technology facilitator evaluation process. This is usually the school principal, but it may be someone who is designated by the principal to assume these responsibilities.

Evidence–Documents that demonstrate or confirm the work of the person being evaluated and support the rating on a given element.

Formal Evaluation Process–The process of evaluating an instructional technology facilitator using the following essential components:

    a. ***Training*** – Before participating in the evaluation process, all instructional technology facilitators, principals, and peer evaluators must complete training on the evaluation process.

    b. ***Orientation***–Within two weeks of an instructional technology facilitator's first day of work in any school year, the principal will provide the instructional technology facilitator with a copy of, or directions for, obtaining access to a copy of the following: a) Rubric for Evaluating North Carolina Instructional Technology Facilitators, b) state board policy governing instructional technology facilitator evaluations, and c) a schedule for completing all the components of the evaluation process. Copies may be provided by electronic means. While a formal meeting is not required, supervisors may choose to hold this orientation as a group meeting at the beginning of each school year and/or individually as staff are added throughout the year.

    c. ***Instructional Technology Facilitator Self-Assessment*** – Using the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator shall rate his or her own performance at the beginning of the year and reflect on his or her performance throughout the year. This will also be used during the post-observation conference.

    d. ***Pre-Observation Conference***–Before the first formal observation, the evaluator shall meet with the instructional technology facilitator to discuss the self-assessment based on the Rubric for Evaluating North Carolina Instructional Technology Facilitators, the instructional technology facilitator's most recent professional growth plan, and the lesson(s) to be observed. The instructional technology facilitator will provide the evaluator with a written description of the lesson(s). The goal of this conference is to prepare the evaluator for the observation. Pre-observation conferences are not required for subsequent observations.

    e. ***Observations***:
        i. ***Formal Observation***–A formal observation shall last 45 minutes or an entire session/lesson.
        ii. ***Informal Observation***–An informal observation may take place as an evaluator visits classrooms, helps a student, or drops in on the instructional technology facilitator's session for a minimum of 20 minutes in one sitting.

    f. ***Post-Observation Conference***–During the post-observation conference, the evaluator and instructional technology facilitator shall discuss and document on the rubric the strengths and weaknesses of the instructional technology facilitator's performance during the observed lesson.

    g. ***Summary Evaluation Conference and Summary Rating Form***–The conference between the evaluator and instructional technology facilitator to discuss the instructional technology facilitator's self-assessment, the instructional technology facilitator's most recent professional development plan, the components of the North Carolina Instructional Technology Facilitator Evaluation Process completed during the year, classroom observations, artifacts submitted or collected during the evaluation process and other evidence of the instructional technology facilitator's performance on the rubric. At the conclusion of the process, the evaluator shall complete the Instructional Technology Facilitator Summary Rating Form.

    h. ***Professional Growth Plans*** – Every instructional technology facilitator will use a professional growth plan to identify goals and strategies to improve performance.

Performance Rating Scale–The following rating scale will be used for determining the final evaluation rating for North Carolina instructional technology facilitators:

    a. **Not Demonstrated**: Instructional technology facilitator did not demonstrate competence on or adequate growth toward achieving standard(s) of performance. (Note: If the Not Demonstrated rating is used, the evaluator must comment about why it was used.)

b. **Developing**: Instructional technology facilitator demonstrated adequate growth toward achieving standard(s) during the period of performance, but did not demonstrate competence on standard(s) of performance.

c. **Proficient**: Instructional technology facilitator demonstrated basic competence on standard(s) of performance.

d. **Accomplished**: Instructional technology facilitator exceeded basic competence on standard(s) of performance most of the time.

e. **Distinguished**: Instructional technology facilitator consistently and significantly exceeded basic competence on standard(s) of performance.

Probationary Instructional Technology Facilitators – Instructional technology facilitators who have not yet been granted Career Status in their current North Carolina school district.

Rubric for Evaluating North Carolina Instructional Technology Facilitators– A composite matrix of the following standards, elements, and descriptors of the North Carolina Instructional Technology Facilitator Standards:

a. *Performance Standard* – The distinct aspect of instructional technology or realm of activities that form the basis for the evaluation of an instructional technology facilitator.

b. *Performance Elements* – The subcategories of performance embedded within the performance standard.

c. *Performance Descriptors* – The specific performance responsibilities embedded within the components of each performance standard.

School Executives – Principals and assistant principals licensed to work in North Carolina.

Self-assessment –Personal reflection about one's professional practice to identify strengths and areas for improvement conducted without input from others. Purposes of the self-assessment are to clarify performance expectations, guide discussions about goal-setting and professional development and program needs, and provide input to the final ratings.

Instructional Technology Facilitator – A person who holds a valid North Carolina Instructional Technology Facilitator license and is employed to provide instructional technology services in North Carolina's public schools.

Training – State-approved and sponsored training on the instructional technology facilitator rubric and evaluation process required of all instructional technology facilitator and individuals responsible for their evaluation.

Twenty-first Century content: Global awareness, financial, economic, business, and entrepreneurial literacy; civic literacy; and health and wellness awareness.

Twenty-first Century life skills: Instructional technology facilitators incorporate 21 Century life skills deliberately, strategically, and broadly into their services. These skills include leadership, ethics, accountability, adaptability, personal productivity, personal responsibility, interpersonal skills, self-direction, and social responsibility.

Appendix A: Codes of Ethics

Code of Ethics for North Carolina Educators
Code of Professional Practice and Conduct for North Carolina Educators

Code of Ethics for North Carolina Educators

Adopted by the State Board of Education June 5, 1997

Preamble

The purpose of this Code of Ethics is to define standards of professional conduct. The responsibility to teach and the freedom to learn, and the guarantee of equal opportunity for all are essential to the achievement of these principles. The professional educator acknowledges the worth and dignity of every person and demonstrates the pursuit of truth and devotion to excellence, acquires knowledge, and nurtures democratic citizenship. The educator strives to maintain the respect and confidence of colleagues, students, parents and legal guardians, and the community, and to serve as an appropriate role model. The educator exemplifies a commitment to the teaching and learning processes with accountability to the students, maintains professional growth, exercises professional judgment, and personifies integrity. To uphold these commitments, the educator:

I. Commitment to the Student

    A. Protects students from conditions within the educator's control that circumvent learning or are detrimental to the health and safety of students.

    B. Maintains an appropriate relationship with students in all settings; does not encourage, solicit, or engage in a sexual or romantic relationship with students, nor touch a student in an inappropriate way for personal gratification, with intent to harm, or out of anger.

    C. Evaluates students and assigns grades based upon the students' demonstrated competencies and performance.

    D. Disciplines students justly and fairly and does not deliberately embarrass or humiliate them.

    E. Holds in confidence information learned in professional practice except for professional reasons or in compliance with pertinent regulations or statutes.

    F. Refuses to accept significant gifts, favors, or additional compensation that might influence or appear to influence professional decisions or actions.

II. Commitment to the School and School System

    A. Utilizes available resources to provide a classroom climate conducive to learning and to promote learning to the maximum possible extent.

    B. Acknowledges the diverse views of students, parents and legal guardians, and colleagues as they work collaboratively to shape educational goals, policies, and decisions; does not proselytize for personal viewpoints that are outside the scope of professional practice.

    C. Signs a contract in good faith and does not abandon contracted professional duties without a substantive reason

    D. Participates actively in professional decision-making process and supports the expression of professional opinions and judgments by colleagues in decision making processes or due process proceedings.

    E. When acting in an administrative capacity:

1. Acts fairly, consistently, and prudently in the exercise of authority with colleagues, subordinates, students, and parents and legal guardians.
2. Evaluates the work of other educators using appropriate procedures and established statutes and regulations.
3. Protects the rights of others in the educational setting, and does not retaliate, coerce, or intentionally intimidate others in the exercise of rights protected by law.
4. Recommends a person for employment, promotion, or transfer according to their professional qualifications, the needs and policies of the LEA, and according to the law.

III. Commitment to the Profession

A. Provides accurate credentials and information regarding licensure or employment and does not knowingly assist others in providing untruthful information.

B. Takes action to remedy an observed violation of the Code of Ethics for North Carolina Educators and promotes understanding of the principles of professional ethics.

C. Pursues growth and development in the practice of the profession and uses that knowledge in improving the educational opportunities, experiences, and performance of students and colleagues.

Code of Professional Practice and Conduct for North Carolina Educators

The North Carolina State Board of Education (SBE) has adopted rules to establish uniform standards of professional conduct for licensed professional educators throughout the state. These rules have been incorporated into Title 16 of the North Carolina Administrative Code and have the effect of law. These rules shall be the basis for State Board of Education review of performance of professional educators and are binding on every person licensed by the State Board of Education. Violation of the standards shall subject an educator to investigation and possible disciplinary action by the State Board of Education or local school district.

SECTION .0600 - Code of Professional Practice and Conduct for North Carolina Educators

16 NCAC 6C.0601 - The Purpose and Applicability of the Rules of Professional Conduct for Educators

The purpose of these rules is to establish and uphold uniform standards of professional conduct for licensed professional educators throughout the State. These rules shall be binding on every person licensed by the SBE, hereinafter referred to as "educator" or "professional educator," and the possible consequences of any willful breach shall include license suspension or revocation. The prohibition of certain conduct in these rules shall not be interpreted as approval of conduct not specifically cited.
History Note: Authority G.S. 115C-295.3;
Eff. April 1, 1998.

16 NCAC 6C.0602 - The Standards of Professional Conduct for NC Educators
The standards listed in this Section shall be generally accepted for the education profession and shall be the basis for State Board review of performance of professional educators. These standards shall establish mandatory prohibitions and requirements for educators. Violation of these standards shall subject an educator to investigation and disciplinary action by the SBE or LEA.

Professional educators shall adhere to the standards of professional conduct contained in this Rule. Any intentional act or omission that violates these standards is prohibited.

1. Generally recognized professional standards. The educator shall practice the professional standards of federal, state, and local governing bodies.

2. Personal conduct. The educator shall serve as a positive role model for students, parents, and the community. Because the educator is entrusted with the care and education of small children and adolescents, the educator shall demonstrate a high standard of personal character and conduct.

3. Honesty. The educator shall not engage in conduct involving dishonesty, fraud, deceit, or misrepresentation in the performance of professional duties including the following:
   a. Statement of professional qualifications;
   b. Application or recommendation for professional employment, promotion, or licensure;
   c. Application or recommendation for college or university admission, scholarship, grant, academic award, or similar benefit;
   d. Representation of completion of college or staff development credit;
   e. Evaluation or grading of students or personnel;
   f. Submission of financial or program compliance reports submitted to state, federal, or other governmental agencies;
   g. Submission of information in the course of an official inquiry by the employing LEA or the SBE related to facts of unprofessional conduct, provided, however, that an educator shall be given adequate notice of the allegations and may be represented by legal counsel; and
   h. Submission of information in the course of an investigation by a law enforcement agency, child protective services, or any other agency with the right to investigate, regarding school-

related criminal activity; provided, however, that an educator shall be entitled to decline to give evidence to law enforcement if such evidence may tend to incriminate the educator as that term is defined by the Fifth Amendment to the U.S. Constitution.

4. Proper remunerative conduct. The educator shall not solicit current students or parents of students to purchase equipment, supplies, or services from the educator in a private remunerative capacity. An educator shall not tutor for remuneration students currently assigned to the educator's classes, unless approved by the local superintendent. An educator shall not accept any compensation, benefit, or thing of value other than the educator's regular compensation for the performance of any service that the educator is required to render in the course and scope of the educator's employment. This Rule shall not restrict performance of any overtime or supplemental services at the request of the LEA; nor shall it apply to or restrict the acceptance of gifts or tokens of minimal value offered and accepted openly from students, parents, or other persons in recognition or appreciation of service.

5. Conduct with students. The educator shall treat all students with respect. The educator shall not commit any abusive act or sexual exploitation with, to, or in the presence of a student, whether or not that student is or has been under the care or supervision of that educator, as defined below:

   a. Any use of language that is considered profane, vulgar, or demeaning;
   b. Any sexual act;
   c. Any solicitation of a sexual act, whether written, verbal, or physical;
   d. Any act of child abuse, as defined by law;
   e. Any act of sexual harassment, as defined by law; and
   f. Any intentional solicitation, encouragement, or consummation of a romantic or physical relationship with a student, or any sexual contact with a student. The term "romantic relationship" shall include dating any student.

6. Confidential information. The educator shall keep in confidence personally identifiable information regarding students or their family members that has been obtained in the course of professional service, unless disclosure is required or permitted by law or professional standards, or is necessary for the personal safety of the student or others.
7. Rights of others. The educator shall not willfully or maliciously violate the constitutional or civil rights of a student, parent/legal guardian, or colleague.

8. Required reports. The educator shall make all reports required by Chapter 115C of the North Carolina General Statutes.

9. Alcohol or controlled substance abuse. The educator shall not:

   a. Be under the influence of, possess, use, or consume on school premises or at a school-sponsored activity a controlled substance as defined by N.C. Gen. Stat./90-95, the Controlled Substances Act, without a prescription authorizing such use;
   b. Be under the influence of, possess, use, or consume an alcoholic beverage or a controlled substance on school premises or at a school-sponsored activity involving students; or
   c. Furnish alcohol or a controlled substance to any student except as indicated in the professional duties of administering legally prescribed medications.
   d. Compliance with criminal laws. The educator shall not commit any act referred to in G.S. 115C-332 and any felony under the laws of the United States or of any state.

10. Public funds and property. The educator shall not misuse public funds or property, funds of a school-related organization, or colleague's funds. The educator shall account for funds collected from students, colleagues, or parents/legal guardians. The educator shall not submit fraudulent requests for reimbursement, expenses, or pay.

11. Scope of professional practice. The educator shall not perform any act as an employee in a position for which licensure is required by the rules of the SBE or by Chapter 115C or the North Carolina General Statutes during any period in which the educator's license has been suspended or revoked.

12. Conduct related to ethical violations. The educator shall not directly or indirectly use or threaten to use any official authority or influence in any manner that tends to discourage, restrain, interfere with, coerce, or discriminate against any subordinate or any licensee who in good faith reports, discloses, divulges, or otherwise brings to the attention of an LEA, the SBE, or any other public agency authorized to take remedial action, any facts or information relative to actual or suspected violation of any law regulating the duties of persons serving in the public school system including but not limited to these Rules.

History Note: Authority G.S. 115C-295.3;
Eff. May 1, 1998.

Appendix B: Forms

Rubric for Evaluating North Carolina's Instructional Technology Facilitators
Summary Rating Sheet
Instructional Technology Facilitator Summary Rating Form
Professional Development Plan
Record of Instructional Technology Facilitator Evaluation Activities

Rubric for Evaluating North Carolina's Instructional Technology Facilitators

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element a. Instructional technology facilitators demonstrate 21st Century leadership in the school. Instructional technology facilitators lead in the use of 21st Century tools and skills. They promote a vision of technology-enabled teaching and learning that includes use of best instructional practices and access to current information and technology tools. Instructional technology facilitators understand and apply principles of adult learning to design and deliver relevant, engaging, and differentiated professional development. They support the school and district's overall vision for ensuring that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st Century.				
☐ Understands the school's goals, objectives, and instructional programs and how they relate to the instructional technology program.	**. . . and** ☐ Provides relevant and engaging professional development on technology enabled teaching and learning. Promotes a vision for 21st Century technology that includes: ☐ Effective technology enabled teaching and learning. ☐ All students graduating from high school globally competitive and prepared for life in the 21st Century. ☐ Supports the implementation of the school(s) goals, objectives, and instructional program.	**. . . and** ☐ Monitors changes to teacher behaviors and student learning as a result of professional development on technology enabled teaching.	**. . . and** ☐ Evaluates the impact of the technology enabled teaching and learning professional development on student achievement. ☐ Designs and provides a differentiated professional development program on technology enabled teaching.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning. Instructional technology facilitators collaboratively create, align, and implement programs guided by state and national guidelines and research-based best practices. Instructional technology facilitators align program goals with local strategic plans placing a priority on student learning and curriculum requirements. They exhibit flexibility, adaptability, and resourcefulness in an ever-changing technology environment. The instructional technology program offers an effective teaching and learning best practices model in the 21st Century digital conversion of the school in support of student success.				
☐ Understands the relationship between the instructional technology program, the *North Carolina Standard Course of Study*, and local goals and priorities. ☐ Understands the nature of and requirements for a 21st Century digital conversion.	**. . . and** Promotes and participates in the planning and deployment of the 21st Century digital conversion, including: ☐ Aligning the school(s) and/or district technology program with local goals and priorities and the *North Carolina Standard Course of Study*. ☐ Demonstrating appropriate and effective use of available devices. ☐ Facilitating the use of a research-based technology enhanced instructional program.	**. . . and** Leads the deployment of a 21st Century digital conversion, including: ☐ Evaluating and recommending digital tools and resources based on best practices and relevant data. ☐ Curriculum alignment. ☐ Coaching, co-teaching and mentoring school staff.	**. . . and** Ensures the success of the school's 21st Century digital conversion by: ☐ Networking with district, state and/or national leaders. ☐ Advocating for resources, policies, and procedures needed to support the conversion.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element c. Instructional technology facilitators advocate for effective instructional technology programs. Effective technology facilitators model and apply information and technology standards as they design and implement learning experiences for both students and educators. Combining their broad content, pedagogical and technology understanding they advance student learning, creativity and innovation in both traditional and virtual environments.				
☐ Facilitates equitable access to appropriate digital tools and resources.	**. . . and** Advocates at the school level for: ☐ The application of *Information and Technology Essential Standards* in learning experiences. ☐ Equitable access and appropriate use of available information and technology resources, including connectivity. ☐ Integration of content, pedagogy, and technology.	**. . . and** Designs and implements learning experiences for students and educators by: ☐ Modeling use of *Information and Technology Essential Standards* in learning. experiences. ☐ Seeking ways to improve content. ☐ Providing professional development on the creation of lessons that integrate *Information and Technology Essential Standards*, tools and resources.	**. . . and** Advocates beyond the school level for: ☐ Adequate instructional technology resources. ☐ Infusion of 21st Century skills into all curricular areas. ☐ Equitable connectivity for all students.	

Standard I: Instructional technology facilitators demonstrate leadership.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting. Instructional technology facilitators generate positive student outcomes by leading, modeling and promoting effective collaborative practices that support and create an effective learning community. They demonstrate persistence, creativity, and openness in establishing relationships and building partnerships. They review data to inform instructional planning while collaborating to design, facilitate, and evaluate instruction based on research and best practices. They work collaboratively to identify and select resources for curriculum support and partner with teachers to create instruction that is enhanced and enabled by relevant and effective digital tools and resources.				
Understands: ☐ The need to collaborate with others. ☐ The benefits of positive relationships and partnerships.	**. . . and** ☐ Establishes relationships within the school to support the needs of the learning community. Uses school, classroom, and/or district data and evidence-based research to: ☐ Inform instructional planning. ☐ Support the design of instruction. ☐ Support instructional delivery systems. ☐ Participate in the evaluation of instruction. ☐ Determine student and educator technology needs.	**. . . and** ☐ Proactively engages school staff members in ongoing collaborative activities. ☐ Uses evaluation findings to guide adaptations to instruction. ☐ Initiates partnerships to support the needs of the learning community.	**. . . and** ☐ Leverages relationships within the school and external partnerships to support the needs of the learning community.	
Element e. Instructional technology facilitators demonstrate high ethical standards. Instructional technology facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Instructional technology facilitators uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
☐ Demonstrates ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct.	**. . . and** ☐ Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Promotes the use of and trains others to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	**. . . and** ☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Examples of Artifacts that May Be Used to Support Ratings:
☐ Professional development documentation
☐ Participation in professional learning communities
☐ Participation in school improvement team
☐ Opportunities for collaboration
☐ Needs assessments/surveys/benchmarks
☐ Aligned lesson plans
☐ Membership in instructional technology professional organizations/groups/forums
☐ Plan/procedure/calendar for equal access to technology resources
☐ Ethical and safe use of resource examples (student projects with resources, lesson plans, professional development)
☐ Documentation of conference presentations
☐
☐
☐
☐

Evaluator Comments (Required for ratings of Not Demonstrated and Developing, recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element a. Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity. Using 21st Century tools and resources, instructional technology facilitators encourage active learning, promote collaboration, and provide flexibility to accommodate multiple learning styles, work strategies and abilities. Instructional technology facilitators foster relationships with and between students while applying a global perspective and meeting the learning needs of a diverse student population.				
☐ Demonstrates an awareness and understanding of how diversity impacts student learning. ☐ Identifies information and technology resources that reflect students' diversity, personal interests, and learning needs.	**. . . and** ☐ Fosters global literacy awareness and cultural understanding. Uses 21st Century tools and resources to: ☐ Encourage participatory learning. ☐ Promote collaboration. ☐ Accommodate multiple learning styles, work strategies and abilities.	**. . . and** ☐ Enables students to develop global perspectives. ☐ Mentors teachers in the use of resources and instructional strategies to meet the needs of a diverse population of students.	**. . . and** ☐ Collaboratively reviews and refines education programs to meet the needs of a diverse student population. ☐ Leverages school level relationships and partnerships to gain district support for revised education programs.	
Element b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners. Instructional technology facilitators model and promote the seamless and ubiquitous integration of content and technology tools and resources to meet widely diverse student needs. Instructional technology facilitators are a constant in the learning environment of the student over time. As such, they have a unique opportunity to gain a more holistic view of students, understand learners as they progress through each developmental stage, and encourage learners to cultivate creativity and critical thinking habits.				
☐ Understands universal design principles. ☐ Understands the developmental stages of students.	**. . . and** ☐ Implements universal design principles to meet the needs of all learners. ☐ Considers the developmental stages of students in the delivery of services to teachers.	**. . . and** ☐ Promotes the effective use of universal design principles. ☐ Collaborates with school staff to design differentiated and developmentally appropriate lessons.	**. . . and** ☐ Advocates for the consistent use of universal design principles. ☐ Provides leadership beyond the school community to apply technology along the developmental continuum.	

Examples of Artifacts that May Be Used to Support Ratings:
☐ Documents written for listservs
☐ Technology fairs/nights
☐ Online course creation (Moodle, etc.)
☐ Participation in professional learning communities and other collaborative learning environments
☐ Lessons that are differentiated and apply a global perspective
☐ Documentation of holistic understanding of students over time
☐ Student interest inventories
☐ Student learning style assessments
☐
☐
☐
☐
Evaluator Comments (Required for ratings of Not Demonstrated and Developing, recommended for all other ratings:
Comments of Person Being Evaluated (Optional):

Standard III. Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**
Element a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction. Instructional technology facilitators use creative strategies to promote the available digital tools and resources as well as the special skills and expertise of the technology facilitator. They demonstrate flexibility to make their skills and expertise, as well as school technology resources, readily available to and easily accessible to all members of the school community. They help learners become discerning and effective users of digital resources and tools promoting the seamless integration of technology to meet curricular goals. Instructional technology facilitators encourage teachers and students to apply an inquiry-based approach to learning and they actively support instructional practices and pedagogy that promote creativity and critical thinking. They promote digital citizenship and guide students to build a positive academic digital footprint. They model the effective use of new and emerging technologies. They also collaboratively develop technology program policies and procedures that respect and meet the needs of a diverse school community and facilitate access to equitable digital tools and resources.				
Understands: ☐ Inquiry-based instruction. ☐ The nature and impact of a digital footprint.	**. . . and** Guides students and/or educators to: ☐ Build positive academic digital footprints. ☐ Use technology resources appropriately. ☐ Respect themselves and others when using technology. ☐ Understand the long-term consequences of their actions in digital environments. ☐ Understand the rights and responsibilities associated with technology use.	**. . . and** ☐ Guides school staff in monitoring and refining procedures regarding the appropriate use of technology. Supports use of inquiry-based learning by: ☐ Making tools and resources readily available. ☐ Making their knowledge and expertise available to students and staff. ☐ Promoting creativity and critical thinking.	**. . . and** Models: ☐ Effective use of new and innovative technologies. ☐ Application of 21st Century skills. ☐ Integration of inquiry-based strategies into day-to-day work.	

Examples of Artifacts that May Be Used to Support Ratings:
☐ Minutes from professional learning community and school improvement team meetings
☐ Documentation of informal training and mentoring activities
☐ Lessons that use appropriate resources, tools, and skills to produce inquiry-based learning
☐
☐
☐
☐

Evaluator Comments (Required for ratings of Not Demonstrated and Developing, recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard III. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** (Comment Required)
Element a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools. Instructional technology facilitators understand and apply research-based pedagogical strategies to design and facilitate rigorous, relevant, and engaging differentiated instruction. Instructional technology facilitators are knowledgeable of learning styles, stages of human growth and development, and cultural influences on learning. They support the learning of all members of the school community, including those with diverse learning styles, physical and intellectual abilities, and needs. They effectively facilitate the integration of 21st Century skills, particularly technology use, and instructional design, delivery, and assessment. Instructional technology facilitators creatively infuse content-area instruction with 21st Century skills.				
Understands how to use: ☐ Accepted pedagogy. ☐ Instructional design principles. ☐ Appropriate assessment methods. ☐ Technology to differentiate instruction.	**. . . and** Facilitates the use of: ☐ Accepted pedagogy. ☐ Instructional design principles. ☐ Appropriate assessment methods. Supports teachers in the use of technology to deliver differentiated instruction that addresses students with: ☐ Diverse learning styles. ☐ Varying physical and intellectual abilities and needs.	**. . . and** Facilitates the design and delivery of differentiated instruction guided by: ☐ Integration of universal design principles into instruction. ☐ Instructional strategies that promote mastery of 21st Century skills and content.	**. . . and** ☐ Advocates for the implementation of a universal design model school-wide. ☐ Disseminates information about how to infuse the curriculum with 21st Century content and tools beyond the school community.	
Element b. Instructional technology facilitators know the content appropriate to their teaching specialty. Instructional technology facilitators model digital literacy and safety, and the ethical use of information and technology utilizing best practices and relevant research-based methods and techniques. They articulate the value and importance of the *North Carolina Standard Course of Study* to members of the school community. They assist teachers in seamlessly integrating technology into curriculum-based lessons and instructional units and providing 21st Century learning experiences. They collaborate with other educators to design and facilitate use of innovative technology assisted student outcome measurement systems.				
Possesses: ☐ Information and technology skills. ☐ Knowledge of research-based methods and techniques. ☐ Skills necessary to collaborate with school staff.	**. . . and** ☐ Models digital literacy and safety. ☐ Assists teachers in the integration of technology into classroom instructional strategies.	**. . . and** ☐ Collaboratively designs individualized and technology enabled classroom instructional strategies.	**. . . and** ☐ Disseminates information of technology enabled classroom instructional strategies beyond the school community.	

Standard IV. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated (Comment Required)**

Element c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning. They use a variety of instructional strategies and assessment tools to model and promote digital-age learning experiences and apply their expertise to coach others in collaboration, digital literacy, 21st Century communication, inquiry-based learning, and digital citizenship. Instructional technology facilitators demonstrate and facilitate the effective use of 21st Century tools and resources to encourage meaningful and authentic learning experiences. They facilitate access to information, resources, and ongoing support to assist teachers in implementing research-based best practices using 21st Century tools and resources.

Developing	Proficient	Accomplished	Distinguished	Not Demonstrated
	. . . and	**. . . and**	**. . . and**	
☐ Understands digital-age learning experiences.	Applies expertise in digital-age learning to coach school staff in: ☐ Digital literacy. ☐ 21st Century communication. ☐ Inquiry-based learning. ☐ Digital citizenship. ☐ Digital safety.	Collaborates with other school staff to design and implement: ☐ Digital-age learning experiences for all students. ☐ Meaningful and authentic technology enabled learning experiences.	☐ Fosters the development of professional learning networks to promote digital-age learning.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Student-centered content
- ☐ Assessment data
- ☐ Usage data
- ☐ School Technology Plan
- ☐ Policies and Procedures Manual
- ☐ Collaboratively produced lesson and unit plan
- ☐ Professional development plans
- ☐ Minutes of professional/electronic learning community meetings
- ☐ Reflective journaling
- ☐ Blogs
- ☐ Articles written by instructional technology facilitator
- ☐ Listservs
- ☐ Newsletters
- ☐ Examples of lessons
- ☐ Leadership in adherence to local, state, and federal policies and laws related to digital safety
- ☐ Parent and student acceptable and responsible use policies
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated and Developing, recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Standard V: Instructional technology facilitators actively reflect on their practice.				
Developing	**Proficient**	**Accomplished**	**Distinguished**	**Not Demonstrated** **(Comment Required)**
Element a. Instructional technology facilitators use formative and summative assessments to collaboratively analyze data and evaluate other indicators of student learning to inform instruction.				
☐ Thinks systematically and critically about the impact of the instructional technology program on student achievement.	**. . . and** Supports the development of classroom instruction based on: ☐ Analysis of formative and summative assessment student data. ☐ Instructional technology program plans. ☐ Evidence based best practices.	**. . . and** ☐ Advocates for changes to the school technology program guided by findings from data analyses.	**. . . and** ☐ Leverages resources to implement changes to the school's instructional technology program.	
Element b. Instructional technology facilitators link professional growth to their professional goals. Instructional technology facilitators actively seek professional development to help them maintain a leadership role as a teacher, technology specialist, and coach in the use of current and emerging technologies. They complete professional development and participate in local and global professional learning communities to explore creative applications and enhancements for improving professional practice and student learning.				
☐ Understands the need for professional development to improve leadership skills and professional practice.	**. . . and** ☐ Completes professional development in the use of current and emerging technologies. ☐ Participates in school and/or district level professional learning communities throughout the school year.	**. . . and** ☐ Pursues professional development opportunities outside the school and/or district to enhance professional practice.	**. . . and** ☐ Participates in global professional learning communities to improve professional practice and student learning.	
Element c. Instructional technology facilitators function effectively in a complex, dynamic environment. Instructional technology facilitators demonstrate leadership and flexibility in adapting to a rapidly changing information and technology environment. They act as leaders in coaching teachers, administrators, and students to thrive in a complex technology landscape. They continuously seek current best practices and adapt their professional practice based on research and student data to support school goals.				
Understands: ☐ The rapidly changing information and technology environment. ☐ The need to be flexible, adaptable, and resourceful.	**. . . and** ☐ Uses findings from evidence-based research to improve professional practices. ☐ Adapts professional practice to the changing technology environment. ☐ Stays current with evolving research about the changing information and technology environment.	**. . . and** ☐ Monitors the impact of implementation of new technology strategies.	**. . . and** ☐ Applies findings of monitoring activities to adapt the instructional technology program.	

Examples of Artifacts that May Be Used to Support Ratings:

- ☐ Self-assessment
- ☐ Documentation of continuing education – articles, conferences
- ☐ Feedback from supervisor, students, parents, community members, colleagues
- ☐ Professional development syllabi
- ☐ Professional Growth Plan
- ☐ Evaluation tool
- ☐ Student outcome data with data analysis
- ☐ Action research documentation
- ☐ Logs
- ☐ Memberships in professional organizations
- ☐ Formative and summative assessments
- ☐ Student and school needs assessments
- ☐ Members of school professional learning teams
- ☐
- ☐
- ☐
- ☐

Evaluator Comments (Required for ratings of Not Demonstrated and Developing, recommended for all other ratings:

Comments of Person Being Evaluated (Optional):

Rubric Signature Page

_____   _____

Instructional Technology Facilitator's Signature   **Date**

_____   _____

Principal/Evaluator Signature   **Date**

Comments Attached: _____YES   _____NO

_____   _____

Principal/Evaluator Signature   **Date**

(Signature indicates question above regarding comments has been addressed.)

Note: The instructional technology facilitator's signature on this form represents neither acceptance nor approval of the report. It does, however, indicate that the instructional technology facilitator has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Instructional Technology Facilitator process.

Summary Rating Sheet (Optional)

This form summarized ratings from the rubric or observation form and requires the rater to provide a description of areas needing improvement and comments about performance. It should be completed as part of the Summary Evaluation discussions conducted near the end of the year. It should be used to summarize self-assessment and evaluator ratings.

Name:_____ Date: _____

School: _____ District: _____

Evaluator: _____ Title: _____

Summary Rating Form for Instructional Technology Facilitators	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
Standard I: Instructional technology facilitators demonstrate leadership.					
a. Instructional technology facilitators demonstrate 21st Century leadership in the schools.					
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.					
c. Instructional technology facilitators advocate for effective instructional technology programs.					
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.					
e. Instructional technology facilitators demonstrate high ethical standards.					
Overall Rating for Standard I					
Standard II. Instructional technology facilitators build a learning environment that meets the instructional needs of all students.					
a. Instructional technology facilitators establish a participatory learning environment that meets the instructional needs of all students.					
b. Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.					
Overall Rating for Standard II					
Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional technology program.					
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.					
Overall Rating for Standard III					
Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.					
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.					
b. Instructional technology facilitators know the content appropriate to their teaching specialty.					
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.					
Overall Rating for Standard IV					
Standard V: Instructional technology facilitators actively reflect on their practice.					
a. Instructional technology facilitators analyze student learning.					
b. Instructional technology facilitators link professional growth to their professional goals.					
c. Instructional technology facilitators function effectively in a complex, dynamic environment					
Overall Rating for Standard V					

Instructional Technology Facilitator Summary Rating Form (Required)

This form is to be jointly reviewed by the instructional technology facilitator and evaluator or designee during the Summary Evaluation Conference conducted at the end of the year.

Name:_____

School: _____ School Year:_____

Evaluator: _____ District:_____

Date Completed:_____ Evaluator's Title:_____

Standard I: Instructional technology facilitators demonstrate leadership.

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators demonstrate 21st Century leadership in the school.					
b. Instructional technology facilitators lead an instructional technology program that supports 21st Century teaching and learning.					
c. Instructional technology facilitators advocate for effective instructional technology programs.					
d. Instructional technology facilitators promote and facilitate effective collaboration among educators within and beyond the school setting.					
e. Instructional technology facilitators demonstrate high ethical standards.					
Overall Rating for Standard I					

Comments:	**Evidence or documentation to support rating:**
Recommended actions for improvement: **Resources needed to complete these actions:**	☐ Professional development documentation ☐ Participation in professional learning communities ☐ Participation on School Improvement Team ☐ Opportunities for collaboration ☐ Needs assessments/surveys/benchmarks ☐ Aligned lesson plans ☐ Membership in instructional technology professional organizations, groups/forums ☐ Plan/procedure/calendar for equal access to technology resources ☐ Ethical and safe use of resource examples (student projects with resources, lesson plans, professional development) ☐ ☐ ☐ ☐

Standard II: Instructional technology facilitators build a learning environment that meets the instructional needs of all students.

		Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a.	Instructional technology facilitators establish a participatory learning environment that facilitates collaboration among all members of the learning community and honors diversity.					
b.	Instructional technology facilitators seamlessly integrate content-area curricula with 21st Century content, effective pedagogical practices, universal design principles, and appropriate technology applications for all learners.					
	Overall Rating for Standard II					

Comments:	Evidence or documentation to support rating:
	☐ Documents written for listservs
	☐ Technology fairs/nights
	☐ Online course creation (Moodle, etc.)
	☐ Participation in professional learning communities and other collaborative learning environments
Recommended actions for improvement:	☐ Lessons that are differentiated and apply a global Perspective
	☐ Documentation of holistic understanding of students over time
	☐ Student interest inventories
	☐ Student learning style assessments
Resources needed to complete these actions:	☐
	☐
	☐
	☐

Standard III: Instructional technology facilitators facilitate the implementation of a comprehensive 21st Century instructional program.

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators serve as a specialist, fostering the effective use of digital tools and resources for constructing and sharing knowledge using inquiry-based instruction.					
Overall Rating for Standard III					

Comments:	Evidence or documentation to support rating:
	☐ Minutes from professional learning community and school improvement team meetings
	☐ Documentation of informal training and mentoring activities
	☐ Lessons that use appropriate resources, tools, and skills to produce inquiry-based learning
	☐
Recommended actions for improvement:	☐
	☐
	☐
Resources needed to complete these actions:	

Standard IV: Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment.

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators use effective pedagogy to infuse the curriculum with 21st Century content and tools.					
b. Instructional technology facilitators know the content appropriate to their teaching specialty.					
c. Instructional technology facilitators model, share, and promote effective principles of teaching and learning.					
Overall Rating for Standard IV					

Comments:	Evidence or documentation to support rating:
	☐ Student-centered content
	☐ Assessment data
	☐ Usage data
	☐ School technology plan
	☐ Policies and procedures manual
	☐ Collaboratively produced lesson and unit plans
	☐ Professional development plans
	☐ Minutes of professional/electronic learning community meetings
Recommended actions for improvement:	☐ Reflective journaling
	☐ Blogs
	☐ Articles written by instructional technology facilita[tor]
	☐ Listservs
	☐ Newsletters
	☐ Examples of lessons
	☐ Leadership in adherence to local, state, and federal policies and laws related to digital safety
	☐ Parent and student acceptable and responsible use policies
Resources needed to complete these actions:	

Standard V: Instructional technology facilitators actively reflect on their practice.

	Not Demonstrated	Developing	Proficient	Accomplished	Distinguished
a. Instructional technology facilitators analyze student learning.					
b. Instructional technology facilitators Link professional growth to their professional goals.					
c. Instructional technology facilitators function effectively in a complex, dynamic environment.					
Overall Rating for Standard V					

Comments:	Evidence or documentation to support rating:
	☐ Self-assessment
	☐ Documentation of continuing education – articles, conferences
	☐ Feedback from supervisor, students, parents, community members, colleagues
	☐ Professional development syllabi
	☐ Professional growth plan
	☐ Evaluation tool
	☐ Student outcome data with data analysis
Recommended actions for improvement:	☐ Action research documentation
	☐ Logs
	☐ Memberships in professional organizations
	☐ Formative and summative assessments
	☐ Student and school needs assessments
	☐ Members of school professional learning teams
Resources needed to complete these actions:	

_____   _____
Instructional Technology Facilitator Signature   Date

_____   _____
Principal/Evaluator Signature   Date

Note: The instructional technology facilitator's signature on this form neither represents acceptance nor approval of the report. It does, however, indicate that the instructional technology facilitator has reviewed the report with the evaluator and may reply in writing. The signature of the principal or evaluator verifies that the report has been reviewed and that the proper process has been followed according to the North Carolina State Board of Education Policy for the Instructional Technology Facilitator Evaluation Process.

Professional Development Plan

School Year:_____
Name: _____Position/Subject Area:_____
School:_____

NC Professional Instructional Technology Facilitator Standards

I. Instructional technology facilitators demonstrate leadership. **II.** Instructional technology facilitators build a learning environment that meets the instructional needs of all students. **III.** Instructional technology facilitators facilitate the implementation of a 21st Century instructional technology program. **IV.** Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st Century learning environment. **V.** Instructional technology facilitators actively reflect on their practice.	Standard(s) to be addressed: Elements to be addressed:

Instructional Technology Facilitator's Strategies

Goals for Elements	Activities/Actions	Expected Outcomes and Evidence of Completion	Resources Needed	Timeline
Goal 1:				
Goal 2:				
Goal 3:				

Instructional Technology Facilitator's Signature: _____ Date: _____

Administrator's Signature: _____ Date: _____

Professional Development Plan – Mid-Year Review

To be completed by (date) _____

Instructional Technology Facilitator _____   Academic Year:_____

Evidence of Progress Toward Specific Standards of Elements to be Addressed/Enhanced

Narrative

Instructional Technology Facilitator's Comments:	Administrator's Comments:
Instructional Technology Facilitator's Signature: Date:	Administrator's Signature: Date:

Professional Development Plan – End-Of-Year Review

To be completed by (date) _____

Instructional Technology Facilitator_____ Academic Year:_____

Evidence of Progress Toward Specific Standards or Elements to be addressed/Enhanced

| |
| |
| |

Goal 1 was successfully completed.	Yes ☐	No ☐
Goal 2 was successfully completed.	Yes ☐	No ☐
Goal 3 was successfully completed.	Yes ☐	No ☐

Narrative

Instructional Technology Facilitator's Comments:	Administrator's Comments:
Instructional Technology Facilitator's Signature:	Administrator's Signature:
Date:	Date:

Record of Instructional Technology Facilitator Evaluation Activities

School: _____SchoolYear:_____
Position/Assignment: _____
Evaluator: _____Title: _____

Instructional Technology Facilitator Background: (Briefly describe the instructional technology facilitator's educational background, years of experience, assignment, and any other factors that may impact the evaluation)

The North Carolina Instructional Technology Facilitator Evaluation is based, in part, on informal and formal observations and conferences conducted on the following dates:

Activity	Date	Instructional Technology Facilitator Signature	Evaluator Signature
Probationary			
Orientation			
Pre-Observation Conference			
Formal Observation #1			
Post-Observation Conference #1			
Formal Observation #2			
Post-Observation Conference #2			
Formal Observation #3			
Post-Observation Conference #3			
Summary Evaluation Conference			
Professional Growth Plan Completed			
Career			
Orientation			
Pre-Observation Conference			
Formal Observation			
Post-Observation Conference			
Informal Observation #1			
Informal Observation #2			
Summary Evaluation Conference			
Professional Growth Plan Completed			

Jean M. Williams, Ph.D.
Research and Evaluation Associates
10158 Bluffmont Lane
Lone Tree, CO 80124
(303)349-9638
jean@centurylink.net