

TECHNOLOGY RESOURCE TEACHER EVALUATION INSTRUMENT

Domain 1: Planning and Preparation (Domain weight: 20%)

Component	Requires Action	Developing	Accomplished	Exemplary
<p>1a: Demonstrating knowledge of technology and current trends in technology practice and information.</p> <p>(Component weight: 3%)</p>	Technology Resource Teacher demonstrates little or no knowledge of technology and of current trends in technology.	Technology Resource Teacher demonstrates limited knowledge of technology and of current trends in technology.	Technology Resource Teacher demonstrates thorough knowledge of technology and of current trends in technology.	Drawing on extensive professional resources, Technology Resource Teacher demonstrates rich understanding of technology and of current trends in technology. Technology Resource Teacher is seen as a resource and/or expert at the school and district level.
<p>1b: Demonstrating knowledge of the teachers and their technology needs within the school.</p> <p>(Component weight: 4%)</p>	Technology Resource Teacher demonstrates little or no knowledge of teacher needs within the school.	Technology Resource Teacher demonstrates basic knowledge of teacher needs within the school.	Technology Resource Teacher demonstrates thorough knowledge of teacher needs within the school.	Technology Resource Teacher demonstrates thorough knowledge of teacher needs within the school. Technology Resource Teacher takes a leadership role within the school and district to articulate such needs.
<p>1c: Establishing goals for the technology program appropriate to the setting and the teachers served</p> <p>(Component weight: 3%)</p>	Technology Resource Teacher has no clear goals for the technology program or they are inappropriate to either the situation or the teachers.	Technology Resource Teacher's goals for the technology program are rudimentary and are partially suitable to the situation in the school and the skill levels of the teachers.	Technology Resource Teacher's goals for the technology program are clear and appropriate to the situation in the school and to the skill levels of the teachers.	Technology Resource Teacher's goals for the technology program are highly appropriate to the situation in the school and to the skill level of the teachers and have been developed following consultations with teachers and colleagues.
<p>1d: Demonstrating knowledge of available resources, both within and beyond the school and district, and access to such resource.</p> <p>(Component weight: 4%)</p>	Technology Resource Teacher is not aware of resources available for teachers within the school and/or district.	Technology Resource Teacher has some awareness of resources available for teachers within the school and/or district. Seeks out outside resources when specifically asked to do so.	Technology Resource Teacher is aware of resources available for teachers and consistently seeks out new resources to enrich the school's program.	Technology Resource Teacher is fully aware of resources available and also directs teachers to available and appropriate resources. Technology Resource Teacher actively seeks out new resources from a wide range of sources to enrich the school's program.
<p>1e: Planning the integration of technology with the overall school program</p> <p>(Component weight: 3%)</p>	Technology Resource Teacher's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.	Technology Resource Teacher's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't align with the broader goals.	Technology Resource Teacher's plan is well designed to support teachers in their technology needs.	Technology Resource Teacher's plan is highly coherent and has been developed after consulting with teachers about their technology needs.

Component	Requires Action	Developing	Accomplished	Exemplary
1f: Evaluates the technology program (Component weight: 3%)	Technology Resource Teacher has no plan to evaluate the program or resists suggestions that such an evaluation is important.	Technology Resource Teacher has a rudimentary plan to evaluate the technology program.	Technology Resource Teacher's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Technology Resource Teacher's evaluation plan is continually adjusted, evaluated and used to help determine necessary adjustment/changes. The plan is well-thought out and shows a clear path toward improving the overall program

Domain 2: The School Environment (Domain weight: 30%)

Component	Requires Action	Developing	Accomplished	Exemplary
2a: Creating an environment of respect and rapport (Component weight: 12%)	Interactions between the Technology Resource Teacher and staff, students, administrators and/or parents are negative, inappropriate.	Interactions between the Technology Resource Teacher and teachers and among, staff, students, administrators and/or parents are generally appropriate and free from conflict but may be characterized by occasional displays of insensitivity or lack of responsiveness to developmental differences among those served.	Interactions between the Technology Resource Teacher and staff, students, administrators and/or parents are polite and respectful and are appropriate to the skill differences of those served.	Interactions among the Technology Resource Teacher and the staff, students, administrators and/or parents are highly respectful to teachers' levels of developmental differences.
2b: Establishing a culture for learning and integrating technology (Component weight: 8%)	Technology Resource Teacher, in interactions with staff and students, rarely conveys a sense of the importance of integrating and utilizing technology.	Technology Resource Teacher, in interactions with staff and students, occasionally conveys a sense of the importance of utilizing technology.	Technology Resource Teacher, in interactions with staff and students, strongly conveys models and communicates the importance of learning through using technology.	Technology Resource Teacher, in interactions with staff and students, strongly conveys, models and communicates the importance of learning and using technology. Teachers appear to have internalized these values.
2c: Organizing and repairing technology resources (Component weight: 10%)	Technology Resource Teacher does not have a systemic approach to handling technology repairs, and/or does not assist the classroom teacher in the arrangement of technology in the classroom	Technology Resource Teacher has an inconsistent approach to handling technology repairs, and/or occasionally assists the classroom teacher in the safe and accessible arrangement of technology in the classroom	Technology Resource Teacher has a consistent approach to handling technology repairs, and/or assists the classroom teacher in the safe and accessible arrangement of technology in the classroom	Technology Resource Teacher has a consistent approach to handling technology repairs and clearly communicates this plan, and/or assists the classroom teacher in the safe and accessible arrangement of technology in the classroom

Domain 3: Collaboration (Domain weight: 30%)

3a. Implements district initiatives (Component weight: 6%)	Technology Resource Teacher fails to implement district initiatives and does not adhere to district guidelines in maintaining, and supporting equipment and software for the school.	Technology Resource Teacher is partially successful in implementing district initiatives and seldom adheres to district guidelines in maintaining, and supporting equipment and software for the school.	Technology Resource Teacher successfully implements district initiatives and adheres to district guidelines in maintaining, and supporting equipment and software for the school.	Technology Resource Teacher successfully implements district initiatives through consultation and input from colleagues and district personnel, and adheres to district guidelines in maintaining, and supporting equipment and software.
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<p>3b: Collaborating with teachers to integrate technology into instructional lessons and units</p> <p>(Component weight: 6%)</p>	Technology Resource Teacher declines to collaborate with classroom teachers in the integration of technology into instructional lessons and units.	Technology Resource Teacher collaborates with classroom teachers in the integration of technology in instructional lessons and units when specifically asked to do so.	Technology Resource Teacher initiates collaboration with classroom teachers in the integration of technology into instructional lessons and units.	Technology Resource Teacher initiates collaboration with classroom teachers focusing on the integration of technology into instructional lessons and units. Additional resources from sources outside the school are shared and made available..
<p>3c: Provides skill support through training</p> <p>(Component weight: 6%)</p>	Teachers are not provided support because the Technology Resource Teacher does not provide appropriate training or because the training is poorly designed and delivered.	Teachers are sometimes provided support in training around technology skills. Training is provided occasionally and often with uneven design and delivery.	Teachers are fully engaged in training around technology skills provided by the Technology Resource Teacher. Such training is of high quality in design and delivery	Teachers are highly engaged in training around technology skills and take initiative in ensuring the engagement of their peers in the training provided by the Technology Resource Teacher. Such training is of outstanding quality in design and delivery and reflects the latest technology available.
<p>3d: Technology Use</p> <p>(Component weight: 6%)</p>	Technology Resource Teacher declines to assist teachers in the use of technology in the classroom.	Technology Resource Teacher assists teachers in the use of technology in the classroom when asked.	Technology Resource Teacher initiates assistance in the use of technology in the classroom.	Technology Resource Teacher is proactive in assisting teachers in the use of technology in the classroom and works toward creating an environment of teacher self sufficiency. Technology Resource Teacher creates a culture of collaboration.
<p>3e: Demonstrating flexibility and responsiveness</p> <p>(Component weight: 6%)</p>	Technology Resource Teacher adheres to the schedule and fails to prioritize work.	Technology Resource Teacher makes modest changes to the schedule when confronted with evidence of the need for change or reprioritization	Technology Resource Teacher makes revisions to the schedule and reprioritizes as needed.	Technology Resource Teacher is continually seeking ways to improve the technology schedule and seeks input from teachers and administrators.

Domain 4: Professional Responsibilities (Domain weight: 20%)

<p>4a: Reflecting on practice</p> <p>(Component weight: 2%)</p>	Technology Resource Teacher does not reflect on practice, or the reflections are inaccurate or self-serving.	Technology Resource Teacher's reflection on practice is moderately accurate and objective, without citing specific examples and with only global suggestions as to how it might be improved.	Technology Resource Teacher's reflection provides an accurate and objective description of practice, citing specific positive and negative characteristics. Technology Resource Teacher makes some specific suggestions as to how to improve their practice.	Technology Resource Teacher's reflection is highly accurate and perceptive, citing specific examples. Technology Resource Teacher draws on an extensive repertoire to suggest alternative strategies and their likely success in improving practice.
<p>4b: Preparing and submitting reports and budgets</p> <p>(Component weight: 3%)</p>	Technology Resource Teacher ignores teacher, administrator and/or district requests when preparing requisitions and budgets or does not follow established procedures. Inventories, information requests and/or reports are routinely late.	Technology Resource Teacher's efforts to prepare reports and budgets are partially successful, responding occasionally to teacher, administrator and/or district requests and follows established procedures. Inventories, information requests and/or reports are sometimes submitted on time.	Technology Resource Teacher honors teacher, administrator/and or district requests when preparing requisitions and budgets and follows established procedures. Inventories, information requests and/or reports are submitted on time.	Technology Resource Teacher is pro active and anticipates teacher, administrator and/or district needs when preparing requisitions and budgets. Established procedures are followed and suggestions for improvement to procedures are shared with the technology committee/team. Inventories, information requests and/or reports are submitted on time.
<p>4c: Communicating and collaborating within the school</p> <p>(Component weight: 4%)</p>	Technology Resource Teacher makes no effort to collaborate or communicate with others within the school.	Technology Resource Teacher responds positively to the efforts of others within the school.	Technology Resource Teacher initiates efforts to collaborate and communicate with others within the school.	Technology Resource Teacher takes a leadership role in collaborating and communicating with others within the school.

<p>4d: Participating in a professional community</p> <p>(Component weight: 3%)</p>	<p>Technology Resource Teacher's relationships with colleagues are negative or self-serving. The Technology Resource Teacher avoids being involved in school and district events and projects.</p>	<p>Technology Resource Teacher's relationships with colleagues are cordial. The Technology Resource Teacher participates in school and district events and projects when specifically requested.</p>	<p>Technology Resource Teacher participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.</p>	<p>Technology Resource Teacher makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.</p>
<p>4e: Engaging in professional development</p> <p>(Component weight: 3%)</p>	<p>Technology Resource Teacher does not participate in professional development activities, even when such activities are clearly needed for the enhancement of skills.</p>	<p>Technology Resource Teacher's participation in professional development activities is limited to those that are convenient or are required.</p>	<p>Technology Resource Teacher seeks out opportunities for professional development based on an individual assessment of need.</p>	<p>Technology Resource Teacher actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.</p>
<p>4f: Showing Professionalism</p> <p>(Component weight: 5%)</p>	<p>Technology Resource Teacher inconsistently adheres to standards for professional conduct and overall performance including attendance and punctuality.</p> <p>Violates copyright laws.</p>	<p>Technology Resource Teacher strives to adhere to standards for professional conduct and overall performance including attendance and punctuality.</p> <p>Respects copyright laws.</p>	<p>Technology Resource Teacher adheres to and models standards for professional conduct and overall performance including attendance and punctuality.</p> <p>Respects copyright laws.</p>	<p>Technology Resource Teacher consistently adheres to and models standards for professional conduct and overall performance including attendance and punctuality.</p> <p>Technology Resource Teacher actively seeks, responds well to and acts upon feedback. Respects copyright laws while taking on a leadership role with colleagues in ensuring there is no violation of software licenses.</p>