

## Rubric for Instructional Technologist Growth Model

Level	Descriptor
<b>No Evidence</b>	<p>The Instructional Technologist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> is unable to provide evidences that speak to meeting professional growth and SMART goals aligned to standards in Instructional Technologist Growth Model discussed at review meetings</li> <li><input type="checkbox"/> general competency of performance is not evidenced or demonstrated</li> <li><input type="checkbox"/> does not evidence extension of ability and application of knowledge of role into daily practice</li> <li><input type="checkbox"/> does not provide services (initiatives, that meet with the overarching strategic planning of the technology or school strategic plan</li> </ul>
<b>Limited Evidence</b>	<p>The Instructional Technologist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> partial provision of evidences that speak to achieving professional growth and SMART goals aligned to standards in Instructional Technologist Growth Model discussed at review meetings</li> <li><input type="checkbox"/> general competency of performance partially evidenced or demonstrated</li> <li><input type="checkbox"/> partial evidence of extension of ability and application of knowledge of role into daily practice</li> <li><input type="checkbox"/> inconsistent service provisions that meet with the overarching strategic planning of the technology or school strategic plan</li> </ul>
<b>Meets</b>	<p>The Instructional Technologist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> provides evidences that meet professional growth and SMART goals aligned to standards in Instructional Technologist Growth Model discussed at review meetings</li> <li><input type="checkbox"/> general competency of performance is evidenced or demonstrated</li> <li><input type="checkbox"/> evidence of ability and application of knowledge of role into daily practice</li> <li><input type="checkbox"/> service provisions that meet overarching strategic planning of the technology or school strategic plan</li> </ul>
<b>Exceeds</b>	<p>The Instructional Technologist:</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> evidences not only meet professional growth and SMART goals aligned to standards in Instructional Technologist Growth Model but goes beyond to sustainable professional growth that clearly benefits instructional technologist and the school and beyond what is discussed at review meetings</li> <li><input type="checkbox"/> high levels of competency of performance is evidenced or demonstrated</li> <li><input type="checkbox"/> evidence of acquisition and application of knowledge not just in daily practice but in external communities and stakeholders in the international community</li> <li><input type="checkbox"/> services provided not only meet technology and school strategic planning but enrich to iterate and sustain these overarching plans</li> </ul>

## Standard 1

**PS11: Visionary Leadership:** The Technology Integrationist at AIS, in accordance to the school mission, vision, technology vision and whole school strategic plans, embodies the dispositions of:

- being knowledgeable
- effective communicator of shared vision, synthesized from across AIS collaborative documentation
- Reflective leadership that inspires and develops new challenges, implementation of goals and effective support of transformative technology integration across AIS

To achieve this, the following standards are articulated:

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1.1 Transparent Vision and Communication	<p>The Technology Integrationist inspires, facilitates and develops a transparent and synthesized vision for the use of technology in</p> <ul style="list-style-type: none"> <li>• teaching</li> <li>• learning</li> <li>• assessment</li> <li>• feedback</li> </ul> <p style="text-align: right;">(ISTE 1a / B1.5,C1.1, C3.4, C3.9, C4.3, C4.7)</p>
1.2 Holistic Planning	<p>The Technology Integrationist contributes to continued iterative design, development, implementation, communication and reflection of AIS technology vision aligned with school strategic planning and wider authorization evaluations when necessary (CIS, AdvancedED, SAIS, IBO) (ISTE 1b / B1.6)</p>

1.3 Opportunities Agent	The Technology Integrationist researches, recommends, implements policies, procedures and programmes and actively seeks opportunities to fund and support technology integration across the AIS community (ISTE 1c / B1.6, B2.1)
1.4 Change Agent	The Technology Integrationist observes, researches and recommends appropriate strategies for initiating, developing and sustaining technology innovations across the AIS community (ISTE 1d / B2.5)

## Standard 2

**PSI2: Teaching, Learning and Assessment:** The Technology Integrationist at AIS, in accordance to the school mission, vision, technology vision and whole school strategic plans, embodies the disposition of supporting and coaching the AIS community to collaboratively investigate, design, plan, create, manage and reflect on effective digital learning environments

To achieve this, the following standards are articulated:

2.1 Learning objectives in subject areas and technology	The Technology Integrationist collaboratively supports design and implementation of technology enhanced learning experiences aligned with the PYP/MYP/DP curricula (ISTE 2a / IB B1.5, C1.1)
2.2 Research-Based / Learner Centered Strategies	Model research-based, learner-centered strategies that address AIS diversity (ISTE 2b / IB C1.6, C3.9, C3.10, C4.3)
2.3 Authentic Learning	Use of digital tools enhances real world contexts for learning throughout continuum of programmes in AIS (ISTE 2c / IB C3.15, C2.5, C2.6, C2.7, C2.12)
2.4 Higher order thinking and rigor	Effective use of digital tools and resources to enhance approaches to teaching and learning to promote higher order thinking and rigor (ISTE 2d / IB B2.6, B2.11, C3.2, C3.11)
2.5 Differentiation	Model, design, plan, create, manage and reflect with faculty on technology enhanced learning experiences for differentiated instruction including: <ul style="list-style-type: none"> <li>● content</li> <li>● support</li> <li>● process modification</li> <li>● learning outcomes</li> </ul> using baseline learner information (ISTE 2e / IB B2.8, C1.6, C3.10, C4.3)
2.6 Instructional Design	Model effective use in compliance to schools' learning goals, research based best practices when: <ul style="list-style-type: none"> <li>● seeking solutions to teaching / learning challenges</li> <li>● concise use of appropriate digital tools</li> <li>● identifying resources</li> <li>● enrichment of teaching and learning through technology enhanced experiences</li> </ul> (ISTE 2f / IB C1.1(a), C3.11, C3.13)
2.7 Assessment	Effective use of formative assessment techniques to culminate into summative experiences in use of technology for student learning (ISTE 2g / IB C1.7, C3.9, C3.15, C4.3)
2.8 Data Driven Teaching and Learning	Support faculty needs to collect and collate data and analyze this data for informing collaborative planning for teaching and learning outcomes (ISTE 2h / IB C1.7, C4.7)

### Standard 3

**PSI3: Digital Age Learning Environments:** The Technology Integrationist at AIS effectively creates, supports, coaches and models digital learning environments.

To achieve this, the following standards are articulated:

3.1 Classroom management and collaborative planning	<ul style="list-style-type: none"> <li>● Model effective digital environments for classroom management techniques</li> <li>● maximize effective use of digital resources for               <ul style="list-style-type: none"> <li>○ teachers</li> <li>○ students</li> <li>○ wider school community</li> <li>○ wider IB community</li> </ul> </li> </ul> <p>(ISTE 3a / IB A1.8, B1.5, B2.5, C3.11)</p>
3.2 Management of digital tools and resources	Management of digital tools that fully support faculty and students in various aspects of the programme (ISTE 3b / IB B1.5, B2.5, C2.10, C3.11, C4.3)
3.3 Online / Blended Learning	Provision of extended learning through MOOC's, LOOC's, Online PD (from IB and other recognized providers) with other blended or online professional development opportunities. Facilitation of development and creation of inhouse blended and online learning for faculty professional development and support and to support student and wider community learning (ISTE 3c / IB B1.5, B1.6, B2.1, B2.3, B2.6, B2.11, )
3.4 Adaptive and assistive technology	Supporting resource department and student educational needs (ISTE 3d / IB B2.8, C3.10, C3.11, C3.15)
3.5 Aligned support	Direction to appropriate IT assistance and help for software and hardware requirements for teaching and learning facilitation (ISTE 3e / IB B1.5, B2.5)
3.6 Requirements gathering for curriculum support	Work with faculty, administration, the wider AIS community and students to select appropriate digital tools for learning needs that are compatible with existing infrastructure (ISTE 3f / IB B1.5, B2.5, B2.11)
3.7 Wider community collaboration	Facilitate a best practice model with other IB World Schools through digital collaborations (ISTE 3g / IB B2.11, C3.6, )

### Standard 4

**PSI4: Digital Citizenship and Principled Action:** The Technology Integrationist at AIS demonstrates the knowledge, skills and dispositions to model and promote digital citizenship and responsibility for principled action

To achieve this, the following standards are articulated:

4.1 Digital equity	Promotion of strategies for achievement of equitable access to digital tools and resources and technology related best practices for all students and faculty (ISTE 5a / IBC3.9)
4.2 Safe, Healthy, Legal and	Provision of a safe, healthy, legal and ethical environment for uses of digital information and technologies for faculty, students and wider AIS community (ISTE 5b / IB A5, )

Ethical Behavior	
4.3 Diversity, Cultural Understanding, Inclusivity and International Mindedness	The support of the diverse AIS community to promote inclusivity, wide student needs, and the building of international mindedness (ISTE 5c / IB A4, A8, A9, B2.7)

## Standard 5

**PS15: Professional Development and Reflective Practice:** The Technology Integrationist at AIS has the knowledge, skills and dispositions to design, develop and implement regular and rigorous professional development with faculty to allow reflective practice to best inform teaching and learning for students at AIS

To achieve this, the following standards are articulated:

5.1 Conducting needs assessments	Conduct walk-throughs using developed and aligned protocols for an international school setting to determine school-wide, faculty, grade-level and subject area needs to inform content and delivery of technology-based professional learning programmes to be created, offered or investigated (ISTE 4a / IB B1.5, B1.6, B2.5, )
5.2 Design, development and delivery of Professional Development	Implementation of professional learning that meets ISTE and International Baccalaureate learning standards where technology integration is supported by the modeling of adult learning that promotes best researched practices in teaching, learning and assessment (ISTE 4b / IB C2.10)
5.3 Holistic Evaluations	Collaborative design and implementation of programme evaluations that determine the effectiveness of professional learning that deepens teacher content knowledge, improvement in approaches to teaching and delivery of the approaches to learning in the AIS to increase student learning (ISTE 4c / IB C1.5, C3.2, C4.7)

## Standard 6

**PS16: Technology Integrationist Growth and Development:** The Technology Integrationist at AIS demonstrates the knowledge, skills and dispositions to engage in continued inquiry that allows rich engagement in continuous and deliberate learning goals to be met in in Professional Development SMART Goals. The Technology Integrationist also is reflective on professional practice and uses these to ring fence best practice to further develop of AIS faculty and the wider IB World School communities in excellence

To achieve this, the following standards are articulated:

6.1 Inquiry based, independent advocacy for learning	(ISTE 6.1 / IB C2.10, C3.11) The Instructional Technologist actively engages in keeping pace with current knowledge and skills in emergent technologies on both near and distant horizons and seek to understand their effective integration into the written, taught and assessed curriculum at AIS
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6.2  
Reflective  
practice

(ISTE 6.2 / IB A8, B2.4 ) The Technology Integrationist regularly considers reflective practice to strengthen skill sets and ability to best model and facilitate technology integration and enhance learning experiences for faculty, students and wider AIS community and IB world schools