Technology Integrationist Professional Growth Model at Atlanta International School

Introductory statement
(Craft this - including reference to use of ISTE Standards for Coaches, IB Standards and Practices, LP and that the measurement of the PSI's articulated below are exceeds, meets, approaches, DNM)

The Technology Integrationist Professional Growth Model at Atlanta International School (AIS) embodies six Performance Standard Indicators (PSI)

PSI 1	Visionary Leadership
PSI 2	Teaching, Learning and Assessment
PSI 3	Digital Age Learning Environments
PSI 4	Digital Citizenship and Principled Action
PSI 5	Professional Development and Reflective Practice
PSI 6	Technology Integrationist Growth and Development

PSI1: 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:

1.1 Transparent Vision and Communication	The Technology Integrationist inspires, facilitates and develops a transparent and synthesized vision for the use of technology in ● teaching ● learning ● assessment ● feedback (ISTE 1a / B1.5,C1.1, C3.4, C3.9, C4.3, C4.7)

1.2 Holistic Planning	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)
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)

Exceeds	Meets	Approaches	Does not meet
● Actively assists (and will volunteer when merited) with assigned school-level teams in developing, communicating and implementing the shared vision for the comprehensive use of technology to support the "extraordinary individuals" fostered by the AIS mission for the community to shape the 21st century ● Actively assists (and volunteers when merited) with assigned school-level teams in planning, development, communication, implementation and reflection of the school technology vision and strategic plan ● Enthusiastically fosters self initiative to research, lead, support and, if required, fund innovative activities in the support of the holistic teaching and learning in AIS ● Designs innovative strategies with assigned school-level teams for initiating and sustaining technology innovations to carefully manage change within the whole school environment	● Assists with assigned school-level teams in developing, communicating and implementing the shared vision for the comprehensive use of technology to support the "extraordinary individuals" fostered by the AIS mission for the community to shape the 21st century ● Assists with assigned school-level teams in planning, development, communication, implementation and reflection of the school technology vision and strategic plan ● Fosters self initiative to research, lead, support and, if required, fund innovative activities in the support of the holistic teaching and learning in AIS ● Designs strategies with assigned school-level teams for initiating and sustaining technology innovations to carefully manage change within the whole school environment	● Assists, when prompted ,with assigned school-level teams in developing, communicating and implementing the shared vision for the comprehensive use of technology to support the "extraordinary individuals" fostered by the AIS mission for the community to shape the 21st century ● Assists when prompted, with assigned school-level teams in planning, development, communication, implementation and reflection of the school technology vision and strategic plan ● With prompting demonstrates some initiative to research, support and, if required, fund innovative activities in the support of the holistic teaching and learning in AIS ● With assistance, looks at strategies with assigned	● Does not assist with assigned school-level teams in developing, communicating and implementing the shared vision for the comprehensive use of technology to support the "extraordinary individuals" fostered by the AIS mission for the community to shape the 21st century ● Does not assist with assigned school-level teams in planning, development, communication, implementation and reflection of the school technology vision and strategic plan ● Does not foster self initiative to research, lead, support or find funding for innovative activities in the support of the holistic teaching and learning in AIS ● Does not seek to share strategies with assigned school-level teams for initiating and sustaining technology innovations to manage change within the whole school environment ● Does not plan or act to gather evidence of improvements in teaching and learning as a direct result of successful integration of

• Systematically gathers evidence of improvements in teaching and learning as a direct result of successful integration of technology into teachers planning and practice • Investigates, designs, plans, creates and evaluates resources for use in the AIS community that are shared with the wider educational community	• Gathers evidence of improvements in teaching and learning as a direct result of integration of technology into teachers planning and practice • Investigates, designs, plans, creates and evaluates resources for use in the AIS community with some shared actions with the wider educational community	school-level teams for initiating and sustaining technology innovations to manage change within the whole school environment • Occasionally or ad-hoc gathers evidence of improvements in teaching and learning as a direct result of integration of technology into teachers planning and practice • Investigates, designs, plans, and creates resources for use in the AIS community	technology into teachers planning and practice • Does not innovate resources for use by teachers in the AIS community or beyond

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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	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)

Higher order thinking and rigor	
2.5 Differentiation	Model, design. plan, create, manage and reflect with faculty on technology enhanced learning experiences for differentiated instruction including: ● content ● support ● process modification ● learning outcomes 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: ● seeking solutions to teaching / learning challenges ● concise use of appropriate digital tools ● identifying resources ● enrichment of teaching and learning through technology enhanced experiences (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)

Exceeds	Meets	Approaches	Does not meet
● Through coaching and modeling of best practice, faculty increase and improve their technology use organically for teaching, learning and assessment strategies ● Through coaching and modeling of best practice, faculty improve their technology use organically that provides clear data for driving instruction that enhances student learning ● Collaboration with faculty results in instructional, assessment and or data analysis resources	● Effectively coaches teachers in making connections for faculty in assigned IB programme area in AIS subject objectives and aligning technology standards for integration into content area instruction ● Carefully relates the principles of research based instruction techniques including inquiry, differentiation and meaningful, action based	● Identifies with and is able to make connections concerning assigned IB programme area in AIS subject objectives and aligning technology standards ● Is able to foster researched based instruction techniques for inquiry, differentiation and meaningful, real-life learning tasks in faculty teaching and learning	● Limited understanding of meeting the needs of learning objectives across the assigned IB programme area in AIS and aligning technology standards ● Basic ideas to foster appropriate learning strategies that help to create authentic and meaningful learning ● deficient in understanding of differentiation, instruction design, assessment protocols or use of data for informing teaching and learning

aligned with IB programmes that are used by educators in the wider global community	learning tasks for enhanced faculty teaching and learning ● Actively supports, models and coaches effective use of digital tools to enhance student thinking, inquiry cycle, and approaches to learning skills across Atlanta International School IB Continuum ● Supports, coaches and models implementation of technology-enhanced learning making appropriate use of differentiation and design cycles in general or in subject areas based on learner characteristics ● Coach, model and facilitate the effective use of research based best practice in instructional design when developing use of digital tools, resources and technology enhanced learning experiences ● Coach, model and facilitate effective use of diagnostic, formative and summative assessments to best ascertain student learning outcomes across objectives for the appropriate IB programme to not only learn subject knowledge and understanding but to enhance student technology literacy ● Coach, model and facilitate teachers in the use of digital tools to collect and collate data to best inform reflective practice in teaching and learning to maximize student outcomes for learning	through appropriate supporting technology ● Understands technology support in the classroom for successful assessment implementation ● Assists in and supports effective student assessment and data analysis and supports outcome learning in faculty classrooms	

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	- Model effective digital environments for classroom management techniques - maximize effective use of digital resources for - teachers - students - wider school community - wider IB community (ISTE 3a / IB A1.8, B1.5, B2.5, C3.11)
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,)

Exceeds	Meets	Approaches	Does not meet
● Coaches and models faculty and tracks faculty ability to manage technology rich learning environments and inducts aspects of blended and online learning into curriculum planning ● Coaches and models good practice in selection, evaluation and troubleshooting of hardware and software appropriate to teaching and learning in the faculty subject area specialism to increase student exposure to technology in that subject ● Actively assists and coaches faculty to create digital learning environments that are used by educators across the school and in the wider IB community beyond AIS	● Coaches strategies for effective classroom management with higher level faculty and student use of digital tools. Confidently shares access to technology-rich learning environments ● Coaches, manages and maintains a variety of digital tools for faculty, student and wider community use ● Coaches faculty using researched opportunities to pursue professional development and growth through blended and online learning opportunities in both IB and beyond programme perimeters ● Coach teachers in use of assistive technologies to support student learning needs ● Coach faculty in the identification and troubleshooting of software and hardware problems common in digital environments ● Coach faculty to collaborate with each other, administration and additional school stakeholders to select and evaluate digital tools and resources for compatibility with the school existing technology infrastructure ● Coach faculty in the utilization of digital communication and collaboration tools to communicate with the wider IB global community beyond	● Able to identify strategies for effective classroom management and facilitates faculty and student use of digital tools and is able to share this access to technology-rich learning environments ● Manage and maintain a variety of digital tools for faculty, student and wider community use ● Identify pertinent research and expand opportunities for faculty to pursue further professional growth through blended and online professional development ● Facilitate some student movement toward blended and online learning to extend student learning in faculty classrooms ● Identify adaptive and assistive technology for faculty to use to support student learning ● Can facilitate faculty who are having software and hardware issues and move toward resolution of issues ● Has some ability to evaluate strategies, processes and tools compatible with existing infrastructure that enhance faculty teaching and student learning ● Plays a role in assisting communication with the wider IB global community beyond AIS including parents, peers and other stakeholders	● The instructional technologist has limited understanding and support of 　○ Classroom Management and Collaborative Planning 　○ Management of digital tools and resources 　○ Online and Blended Learning 　○ Adaptive and Assistive Technology 　○ Aligning support when technical difficulties happen 　○ Gathering requirements from faculty as to their needs and informing their support 　○ Collaborating with the wider community beyond AIS.

	AIS including parents, peers and other stakeholders		

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 Ethical Behavior	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,)
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)

Exceeds	Meets	Approaches	Does not meet
- Strategies implemented with faculty result in visible digital equity, faculty and student engagement and heightened understanding of International Mindedness - High levels of awareness in coaching and modeling good practice in alignment of technology to safe, healthy, legal and ethical uses of technology	- Coach and model excellence for faculty to achieve equitable access for all students through the prudent use of digital tools and resources - Extend knowledge to faculty of the principles, policies and legislation in consideration of a safe, healthy, legal and	- Identifies strategies to achieve equitable access to digital tools and resources for faculty and students - Basic working knowledge of principles, policies and legislation in consideration of safe, healthy, legal and ethical use environments - Basic understanding and communication of	- Limited understanding of - digital equity - safe, healthy, legal and ethical use - diversity, cultural understanding, inclusivity and international mindedness

• Design and creation with subject specialist faculty of resources pertaining to digital citizenship that are used by AIS and in the IB World Community	ethical use environment across the AIS • Extend knowledge of International Mindedness and the application thereof to the faculty, students and wider AIS community	promotion of inclusivity in digital technology provision to faculty and students • Basic understanding of International Mindedness and its technology application to the faculty, students and wider AIS community	

PSI5: 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)

Exceeds	Meets	Approaches	Does not meet
- Clarity in identifying and communicating protocols for walkthroughs that actively ascertain needs to support faculty professional development needs and seeks appropriate solutions or collaborates to create them - Models and coaches researched best practices in teaching, learning and assessment that fully integrates technology that a teacher can reflect on and measure - Actively enables, deepens, extends and augments faculty knowledge toward professional development in teaching, learning and assessment practices that embed technology into approaches to teaching that not only fosters ric technology engagement in AIS but in the wider IB community.	- Clarity in identifying protocols for walkthroughs that actively ascertain needs to support faculty professional development needs - Modeling of researched best practices in teaching, learning and assessment integrating technology that is measurable - Actively enables, deepens and assists faculty to extend knowledge toward professional development in teaching, learning and assessment practices embedding technology into approaches to teaching conditioning richer technology engagement learning throughout AIS	- Identifies with and is able to understand a basic protocol for classroom walkthroughs to ascertain faculty professional development needs - Facilitate modeling of practices in teaching, learning and assessment using technology - Enables and openly assists in deepening faculty knowledge for teaching, learning and assessment practices utilizing technology through approaches to teaching for richer technology engagement learning in AIS	- limited understanding of - development of protocols for classroom walkthroughs - provision of professional development to meet faculty needs - modeling best practice for teaching, learning and assessment involving technology - deepening faculty knowledge in approaches to teaching and learning skills to increase student technology engagement learning in AIS

PSI6: 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
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

Exceeds	Meets	Approaches	Does not meet
● Research, inception, prototyping and production of resources or approaches to teaching and learning that engage continuous learning and fully facilitate faculty in reaching goals ● Organic reflection of practice that migrates own professional practice that strengthens ability to effectively model, facilitate and enhance technology integration learning experiences for faculty integration into teaching, learning and assessment for students in AIS and wider IB world community	● Production of collaborative and independent resources or approaches to teaching and learning that engages faculty to reach goals ● Reflection of own practice allows progress in own professional practices that allows for modeling and assistance for faculty technology integration into teaching, learning and assessment for students in AIS and wider IB world community	● Collaborates to produce resources or approaches to teaching and learning fosters faculty to reach goals ● Engages in ad-hoc reflective practices that allow for assistance for faculty technology integration into teaching, learning and assessment for students in AIS	● Limited understanding of creation of resources and professional activity that supports faculty to reach professional development goals ● Limited reflective practice to best inform own professional practice to strengthen assistance for faculty integration into teaching and learning across the AIS community