North Carolina Professional Technology Facilitator Standards

Every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.

Mission of the North Carolina State Board of Education, August 2006

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 1: Instructional technology facilitators demonstrate leadership.

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.

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.

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.

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.

Instructional Technology Facilitators demonstrate high ethical standards.

Instructional Technology Facilitators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. Teachers 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 2. Instructional technology facilitators demonstrate knowledge of learners and learning and promote effective instructional practices in a 21st century learning environment.

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 skills within all content areas.

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 skills within all content areas.

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 3. Instructional technology facilitators facilitate the implementation of a comprehensive 21st century instructional technology program.

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.

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

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.

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 5. Instructional technology facilitators actively reflect on their practice.

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.

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.

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.