Technology Coach Evaluation

Introduction

In school year 2011 - 2012, a decision was made by leadership team to create a formal co-evaluation model for technology coaches. Formal co-evaluation of the technology coaches will be performed by the technology director and the building principal. This decision was supported by currently serving technology coaches. This document describes the evaluation process and instrument for technology coaches at the American School of Warsaw. This document is in draft form, and is being developed with the input of the four active technology coaches.

The goal of professional evaluation at ASW is to improve student learning by fostering continuous growth of the educator. It shall promote and ensure increased opportunities to share ideas and best practices, promote self-assessment and reflection, provide meaningful professional development, enhance cooperation and community, and give mentoring opportunities to all involved. The evaluation process is on-going and includes a variety of goal setting and feedback options.

Considerations

The rubrics below use the following standards:

1. Performance requires improvement and guidance / standard has not been met
2. Performance requires some improvement / below standard in some aspects
3. Performance is satisfactory and on track / meets standard
4. Performance is exemplary / exceeds standard

Process

The technology coach, building principal and technology director will agree on an evaluation time and meet to review the evaluation. The first meeting will involve a full review of the standards and a first reading of the comments. Also, goals will be developed with the technology coach. The intent of the first meeting is to review the evaluation, create goals and answer any initial concerns. The technology coach will be given a copy of the evaluation.

At the second meeting, the technology coach will provide written and verbal feedback on the evaluation. The goals will be clarified. All three parties will sign the evaluation. A copy of the signed evaluation will be given to the technology coach, and the original will be placed in the coach’s confidential personnel folder in Human Resources.

Standards

These standards are used from NETS – The National Educational Technology Standards. This group of standards are NETS-C, especially for coaches. Below are the broad categories which are evaluated:

Visionary Leadership;

Teaching, Learning, & Assessments;

Digital-Age Learning Environments;

Professional Development & Program Evaluation;

Digital Citizenship;

Content Knowledge and Professional Growth

Attribution

This rubric uses an altered version of the NETS-C. The full unaltered version of NETS-C can be found at the URL below:

<http://www.iste.org/standards/nets-for-coaches.aspx>

The NETS-C have been altered by inserting language about the SAMR model under section 2, Teaching, Learning, & Assessments.

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**1. Visionary Leadership.** Technology Coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. Technology Coaches:

1. Contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students
2. Contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the school.
3. Advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school technology plans and guidelines.
4. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

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| Performance requires improvement and guidance | Performance requires some improvement | Performance is satisfactory and on track  | Performance is exemplary |
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Comments:

**2. Teaching, Learning, & Assessments.** Technology Coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. Technology Coaches:

a. Coach teachers in and model design and implementation of teaching and learning through the SAMR model of technology integration.

b. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.

c. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

d. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.

e. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, meta-cognition, and self-regulation).

f. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.

g. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.

h. Coach teacher in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.

i. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

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| Performance requires improvement and guidance | Performance requires some improvement | Performance is satisfactory and on track  | Performance is exemplary |
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**3. Digital-Age Learning Environments.** Technology coaches create and support effective digital-age learning environments to maximize the learning of all students. Technology Coaches:

a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.

b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.

c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.

d. Select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning.

e. Troubleshoot basic software, hardware, and connectivity problems common in digital learning environments.

f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.

g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.

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| Performance requires improvement and guidance | Performance requires some improvement | Performance is satisfactory and on track  | Performance is exemplary |
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**4. Professional Development & Program Evaluation**. Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning. Technology Coaches:

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

b. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.

c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

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| Performance requires improvement and guidance | Performance requires some improvement | Performance is satisfactory and on track  | Performance is exemplary |
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Comments:

**5. Digital Citizenship**. Technology coaches model and promote digital citizenship. Technology Coaches:

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.

b. Model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies.

c. Model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.

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Comments:

6. **Content Knowledge and Professional Growth.** Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise. Technology Coaches:

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T.

b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice.

c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

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| Performance requires improvement and guidance | Performance requires some improvement | Performance is satisfactory and on track  | Performance is exemplary |
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Comments:

Comments of the building principal

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Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments of the technology director

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Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Comments of the coach

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Signature : \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_