

Proficient Level Competencies

The Proficient Level Competencies emphasize more technology integration with a focus on higher-level thinking skills, grouping strategies, problem solving, and decision-making.

RCSD 1 competency	Proficient Level
PF1	Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
	<ul style="list-style-type: none"> • Use technology tools to document student achievement. • Use technology tools to analyze data about student performance. • Use technology tools to communicate with students, parents/guardians, or other teachers about student progress.
PF2	Design, develop and support student learning activities that integrate technology for a variety of student grouping strategies and for diverse student populations.
	<ul style="list-style-type: none"> • Implement a variety of instructional technology and grouping strategies (whole group, collaborative, cooperative, and individualized). • Use technology tools to encourage students to collaborate in a variety of media and formats.
PF3	Apply technology to develop students' higher order skills and creativity.
	<ul style="list-style-type: none"> • Provide opportunities for students to use technology tools for self-expression and creativity. • Provide opportunities for student to use technology tools for analysis, synthesis, evaluation, and presentation. • Facilitate analysis, synthesis, and evaluation by promoting inquiry-based and authentic learning.
PF4	Demonstrate knowledge of multimedia, hypermedia, and telecommunications activities to support instruction.
	<ul style="list-style-type: none"> • Use email and other telecommunication tools to collaborate with colleagues. • Use email and other telecommunication tools to communicate with parents and/or guardians. • Use a variety of media and formats to collaborate, publish, and interact with peers, experts, and other audiences.
PF5	Identify and use technology resources that affirm diversity.
	<ul style="list-style-type: none"> • Select instructional materials that are bias-free. • Identify potential sources of stereotyping and bias in software and other information sources.

Evidence for documenting Proficient level competencies:

PF 1 A **printout** of an electronic assessment as in PG4. The same printout for PG4 may be used; however **in addition** you must show that you have **analyzed** the assessment and show some **electronic correspondence** to students, parents, or another staff person to report your findings or recommendations.

PF 4 **One** of the following:

1. An email to a colleague showing collaboration and the sharing of information related to technology integration
2. An email communication to parents concerning instruction or assessment
3. Class instructional web pages, newsletters, PowerPoint presentations used at open houses, faculty meetings, etc.
4. Other instruction-related information shared through some multimedia format

PF 2 **Lesson plan and student work** to show that you have allowed whole and small **groups to collaborate** and work together on a technology integrated activity that is **based on student centered learning**.

PF 3 **Lesson plan and student work** showing students have used technology tools to **gather, analyze, synthesize, evaluate, and present information, based on student-centered learning.**

Note: The same lesson plan could be used to document PF 2, PF 3, and PF 5.

PF 5 **Lesson plan** showing the use of bias-free technology resources or software

OR

In a **narrative**, explain some type of technology resource or software that you chose not to use due to its stereotyping or bias.