

## Progressive Level Competencies

Progressive Level Competencies focus on the beginning levels of integrating technology into the classroom.

RCSD1 competency	Progressive Level
<b>PG1</b>	<b>Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</b>
	<ul style="list-style-type: none"> <li>▪ Plan for access to a variety of tools and strategies to be able to accommodate the various learning strengths and styles of students.</li> <li>▪ Select instructional materials that affirm diversity, including physical, racial, educational, social, and cultural.</li> </ul>
<b>PG2</b>	<b>Apply current research on teaching and learning with technology when planning learning environments and experiences.</b>
	<ul style="list-style-type: none"> <li>▪ Integrate material from current information sources into lesson plans.</li> <li>▪ Try new approaches to teaching and learning as suggested by research.</li> </ul>
<b>PG3</b>	<b>Identify and locate technology resources and evaluate them for accuracy and suitability in the curriculum of the subject area and grade level.</b>
<b>PG4</b>	<b>Apply technology in assessing student learning of subject matter using a variety of assessment techniques.</b>
	<ul style="list-style-type: none"> <li>▪ Use technology-based assessment strategies and tools such as electronic learner profiles, electronic portfolios, and computer-based testing, when appropriate.</li> </ul>
<b>PG5</b>	<b>Apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</b>
	<ul style="list-style-type: none"> <li>▪ Develop and utilize criteria for assessing technology-based projects.</li> <li>▪ Use checklists and/or rubrics in assessment of technology-based student projects.</li> <li>▪ Encourage self-assessment and peer assessment of students' technology-based projects.</li> </ul>
<b>PG6</b>	<b>Plan for the management of technology resources within the context of learning activities.</b>
	<ul style="list-style-type: none"> <li>▪ Develop plans for unforeseen technological difficulties, breakdowns, and unavailability.</li> <li>▪ Develop plans to incorporate strategies for locating and supporting the best use of technology resources to meet the diverse needs of students.</li> <li>▪ Develop plans to provide easy access to technology resources with maximum convenience and efficiency.</li> <li>▪ Establish procedures for using classroom and school technology.</li> </ul>
<b>PG7</b>	<b>Plan strategies to manage student learning in a technology-enhanced environment.</b>
	<ul style="list-style-type: none"> <li>▪ Identify prerequisite technology skills needed by students to obtain the learning objectives.</li> <li>▪ Identify the appropriate amount of time needed to meet the learning objectives.</li> <li>▪ Identify procedures for using classroom and school technology.</li> </ul>
<b>PG8</b>	<b>Facilitate technology-enhanced experiences that address content standards and student technology standards.</b>
	<ul style="list-style-type: none"> <li>▪ Teach lessons that apply technology-enhanced instructional strategies to support the diverse needs of learners and that address content standards and information literacy skills.</li> </ul>
<b>PG9</b>	<b>Manage student activities in a technology-enhanced environment.</b>
	<ul style="list-style-type: none"> <li>▪ Students are grouped appropriately to use the available technology.</li> <li>▪ Access to technology is facilitated to meet unit or lesson objectives.</li> <li>▪ Activities are managed in such a way as to maintain a positive classroom environment.</li> </ul>
<b>PG10</b>	<b>Promote safe and healthy use of technology resources.</b>
	<ul style="list-style-type: none"> <li>▪ Model and instruct students in safe Internet use.</li> <li>▪ Discuss safety and health issues related to technology with students, colleagues and parents, such as ergonomics.</li> <li>▪ Develop and implement classroom procedures to ensure compliance with safety and health regulations and best practices.</li> <li>▪ Model and teach ethical and legal practices that safeguard privacy and security of individuals, technology systems, data, and information.</li> </ul>
<b>PG11</b>	<b>Facilitate equitable access to technology resources for all students.</b>
	<ul style="list-style-type: none"> <li>▪ Develop and implement classroom procedures to ensure equitable access to technology and information tools.</li> </ul>

Everyone's goal should be to accomplish at least 5 to 9 of the Progressive Level competencies during the second year of keeping their portfolio. You are, of course, welcome to move faster and move into the Proficient or Exemplary levels. Everyone should move at his/her own rate of comfort. If you feel that you need to remain in the Progressive Level and complete another 5 to 9 competencies during the third year that is fine. If you wish to move into a combination of Progressive and Proficient Level competencies, you are encouraged to do so. Please keep in mind that even if you have documentation for every competency in every level of your portfolio, you must still submit a minimum of five to nine new documents each year in order to meet the minimum requirements for the district.

### Evidence for documenting Progressive Level Competencies:

#### Lesson Plan and Student Work

- PG 1** Lesson plan showing curriculum units that **address learning styles and/or affirm diversity**, that **include the use of technology** to enhance or enrich the lesson, that list **appropriate curriculum content standards**, **AND** that addresses **information literacy skills**.
- PG 2** Lesson plan showing the use of a **new approach or strategy involving the use of technology** in teaching a lesson generally taught in a traditional way.
- PG 3** Lesson plan that **includes the use of software or an Internet resource that you have evaluated AND** have determined is related to the standards and/or is suitable for use in the lesson.
- PG 5** Lesson plan that **includes a rubric, checklist, scoring guide, OR** other form of evaluation for a lesson that includes the use of technology. The evaluation tool should not only allow the teacher to assess the student work but also allows students to assess themselves and/or their peers.
- PG 7** Lesson plan that **identifies the prerequisite skills** needed by students to use the technology indicated in the lesson plan, the **time needed** to complete the technology activities, **AND the procedures or rules established** for student use of the technology.
- PG 8** A **sample of student work** from the lesson plan in PG 1.
- PG 9** **Examples of student work** from a lesson plan that shows work produced by a variety of technology resources (different software programs, digital cameras, calculators, etc.) **OR pictures** of students using a variety of technology resources to complete the learning activities in the lesson plan. The lesson plan must be included if it is not the one included for PG1.
- PG 10** Lesson plan that includes instructing students in the healthy, safe, ethical, and legal use of the Internet and other technology resources **OR** include this information in the classroom technology management plan. (See PG 6 and PG 11 below.)

**Note: The same lesson plan and the same sample of student work can be used for competencies PG 1, 2, 3, 5, 7, 8, 9, and 10 if all the above criteria are met. The competencies can also be documented with several different lesson plans. Each competency does not have to be documented with a separate, different lesson.**

#### Electronic Assessment

- PG 4** Printout of an **electronic assessment** such as AR, AM, NovaNet, CCC, GradeKeeper, InteGrade Pro, Breakthrough to Literacy, SCOIS, grade spreadsheet done in Excel, etc.

#### Classroom Technology Plan

**PG 6, and PG 11** A **classroom technology plan** that includes a component that addresses how you deal with **unforeseen technical problems**, how you **locate technology resources** in your classroom to meet the diverse needs of students, **AND a plan for accessing technology resources** (a schedule for using classroom computers, a plan for using computers in the media center, etc.). This plan should also address the **procedures and rules** established for using classroom and school technology. A component that addresses **how you accommodate student diversity, learning styles, and equitable access** in lessons that utilize technology must also be included. If you include information on the healthy, safe, ethical, and legal use of the Internet and other technology resources, this would document PG 10 also. (See PG 10 above.) This classroom technology plan can be included in the teacher's long range plans, in which case the long range plan should be put into the portfolio with the technology parts noted in some way.