Credential AREA: Illinois Director Credential (Level II)
TOPIC: Technology Assessment
Technological Literacy Portfolio

I. Assessment Competency & Standard Alignment

Gateways Competencies Assessed
TEC1: Demonstrate technological literacy
TEC2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.
TEC3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions

Suggested Competency Cross-Alignments (with a few edits to this assessment task, this additional competency could also be assessed with this task)
TEC1 can be applied in so many of the tool examples!
LFM1: Develop policies and procedures and implement best practices in alignment with federal, state, and local mandates
HRD3: Apply and assess best practices supportive of optimal professional performance, professional staff interactions and ongoing staff development and engagement
HRD4: Implement and evaluate best practices and provide reflective supervision that enhances professional staff interactions and promotes individualized staff development and collaboration within the context of unique roles
PPS3: Implement reflective and intentional administrative practices

II. Assessment Task Description/ Directions

Overview: In this assessment, you will develop a technological literacy portfolio which will include a statement on your ethical and appropriate technology use as an early childhood/ school-age professional, as well as create/ provide six artifacts demonstrating your technological literacy skills. Your portfolio will also include an electronic-based training module to support teachers in the appropriate use

of technology to improve children's learning in the classroom/ program, as well as technology policies and procedures for an early childhood/ school-age program/ center/ school, specifically:

Option 1 (for those wanting to become leaders in the field)	Option 2 (for those who are already leaders in the field at a licensed site)
● **Part 1:** Write a statement on your appropriate and ethical use of technology as an early childhood/ school-age professional working within a hypothetical program/ center/ school ● **Part 2:** Develop at least one artifact demonstrating your technological literacy skills from the outlined categories in this assessment ● **Part 3:** Create an electronic-based training for early childhood/ school-age professionals on best practices in using technology in the classroom/ program as a tool for the enhancement of learning ● **Part 4**: Develop policies and procedures which outline appropriate and ethical use of technology in a variety of contexts such as: employee use, use of software and social media for communication purposes, and protection of electronic data storage	● **Part 1:** Write or provide a statement on your appropriate and ethical use of technology as an early childhood/ school-age professional working within your program/ center/ school ● **Part 2:** Develop/ provide evidence of at least one artifact demonstrating your technological literacy skills from the outlined categories in this assessment ● **Part 3:** Revise or create an electronic based training for early childhood/ school-age professionals on best practices in using technology in the classroom/ program as a tool for the enhancement of learning ● **Part 4:** Either revise current policies and procedures or create new policies and procedures which outline appropriate and ethical use of technology in a variety of contexts such as: employee use, use of software and social media for communication purposes, and protection of electronic data storage

Specific Steps for Option 1

This task consists of four main components, including:

1. **Statement on Ethical and Appropriate use of Technology as an Early Childhood/ School-Age Professional**
   o You will write a statement demonstrating how you utilize appropriate and ethical use of technology in the following areas:
     ▪ Maintaining confidentiality
     ▪ Differentiating personal and professional use of technology in the workplace

▪ Following copyright laws

2. **Technological Literacy Skills Artifact Collection**
   o You are required to develop one artifact from each category below that demonstrates <u>your</u> technological fluency, i.e., your knowledge and skills with using technology professionally:
      ▪ Using technology tools to *access* information (e.g., resource guide with web links)
      ▪ Using technology tools to *manage* information (e.g., staffing plans, meals, enrollment numbers, etc.)
      ▪ Using technology tools to *integrate* information (e.g., spreadsheet software, use of devices like smartphones, tablets, smartboards, digital cameras, etc., in the classroom and in the management of the program)
      ▪ Using technology tools to *evaluate* information (e.g., digital child assessment programs, needs assessments surveys, electronic teacher/admin professional goal tracking, electronic attendance tracking)
      ▪ Using technology tools to *create* information (e.g., presentation software, website creation/ updating, digital apps, communication artifacts, etc.)
      ▪ Using technology tools to *communicate* information (e.g. email, presentation software, websites, digital information sharing apps/ programs, social media, etc.)

3. **Part 3: Technology use with Young Children Staff Training and Resources**
   o In this phase of the assessment, you will create an *electronic-based* training for early childhood/ school-age professionals outlining *research-based practices* in utilizing technology with young children for the enhancement of learning. This can take many technological formats including a module, website, video series, etc. Additionally, your training module should include a minimum of five linked resources (separate from citations) that will further help staff in the use of technology. Specific expectations related to the training include that it should:
      ● Be interactive and utilize participation or response from the target audience
      ● Be designed for training an individual or group
      ● Be a half hour to an hour in length
      ● Include citations for your sources at the end of your training
      ● In addition to providing this training, you must also include a minimum of five linked resources (separate from your citations) that can further help guide teachers in the use of this technology.

4. **Part 4: Center/ School/ Program Technology Policies and Procedures**
   o In this phase of the assessment, you will develop technology policies and procedures for your hypothetical early childhood/ school-age program/ center/ school. For this task, you will develop (at a minimum) policies and procedures which outline ethical and appropriate use of technology for your center/organization including:
      ▪ Use of business and design software (e.g., Microsoft Word or Apple Keynote) and social media tools to communicate and establish presence

- Use of business and administrative software to manage administrative functions (e.g. billing, admission, enrollment, financial aid, parent communication, documentation, scheduling, accounting, etc.)
- Protection of electronic data including storage, use, and transmission
- Family use of technology and access to electronic information, communications and resources
- Staff use of technology and access to electronic information, communications and resources
- A procedure for hardware and software refreshing & updating
- Technology training & professional development expectations/processes
- Technology expectations in the classroom for instruction and assessment
- Family training & support

Specific Steps for Option 2

This task consists of four main components, including:

1. **Statement on Ethical and Appropriate use of Technology as an Early Childhood/ School-Age Professional**
   - You will write or provide a statement demonstrating how you utilize appropriate and ethical use of technology in the following areas:
     - Maintaining confidentiality
     - Differentiating personal and professional use of technology in the workplace
     - Following copyright laws

2. **Technological Literacy Skills Artifact Collection**
   - You are required to develop or provide evidence from your professional setting of one artifact from each category below that demonstrates your technological fluency, i.e., your knowledge and skills with using technology professionally:
     - Using technology tools to *access* information (e.g., resource guide with web links)
     - Using technology tools to *manage* information (e.g., staffing plans, meals, enrollment numbers, etc.)
     - Using technology tools to *integrate* information (e.g., spreadsheet software, use of devices like smartphones, tablets, smartboards, digital cameras, etc., in the classroom and in the management of the program)
     - Using technology tools to *evaluate* information (e.g., digital child assessment programs, needs assessments surveys, electronic teacher/admin professional goal tracking, electronic attendance tracking)
     - Using technology tools to *create* information (e.g., presentation software, website creation/ updating, digital apps, communication artifacts, etc.)
     - Using technology tools to *communicate* information (e.g. email, presentation software, websites, digital information sharing apps/ programs, social media, etc.)

Technology Option:
Embedded
- Website options

3. **Part 3: Technology use with Young Children Staff Training and Resources**
    o In this phase of the assessment, you will revise or create an ***electronic-based*** training for early childhood/ school-age professionals outlining ***research-based practices*** in utilizing technology with young children for the enhancement of learning. This can take many technological formats including a module, website, video series, etc. Additionally, your training module should include a minimum of five linked resources (separate from citations) that will further help staff in the use of technology. Specific expectations related to the training include that it should:
        ● Be interactive and utilize participation or response from the target audience
        ● Be designed for training an individual or group
        ● Be a half hour to an hour in length
        ● Include citations for your sources at the end of your training
        ● In addition to providing this training, you must also include a minimum of five linked resources (separate from your citations) that can further help guide teachers in the use of this technology.

4. **Part 4: Center/ School/ Program Technology Policies and Procedures**
    o In this phase of the assessment, you will revise or develop technology policies and procedures for your early childhood/ school-age program/ center/ school. For this task, you will revise or develop (at a minimum) policies and procedures which outline ethical and appropriate use of technology for your center/organization including:
        ▪ Use of business and design software (e.g., Microsoft Word or Apple Keynote) and social media tools to communicate and establish presence
        ▪ Use of business and administrative software to manage administrative functions (e.g. billing, admission, enrollment, financial aid, parent communication, documentation, scheduling, accounting, etc.)
        ▪ Protection of electronic data including storage, use, and transmission
        ▪ Family use of technology and access to electronic information, communications and resources
        ▪ Staff use of technology and access to electronic information, communications and resources
        ▪ A procedure for hardware and software refreshing & updating
        ▪ Technology training & professional development expectations/processes
        ▪ Technology expectations in the classroom/ program for instruction and assessment
        ▪ Family training & support

III. Assessment Rubric

	IDC Technology Master Rubric	

Competency	Competent	Unable to Assess
	Checklist Criteria	
TEC1: Demonstrate technological literacy **Possible Codes:** I = identifies, D = demonstrates	uses technology tools to access information (e.g., search engines or resource guides)	
	uses technology tools to manage information (e.g., staffing plans, meals, enrollment, etc.)	
	uses technology tools to integrate information (e.g., spreadsheet software, use of devices like smartphones, tablets, smartboards, digital cameras, etc., in the classroom and in the management of the program)	
	uses technology tools to evaluate information (e.g., digital child assessment programs, needs assessments surveys, electronic teacher/admin professional goal tracking, electronic attendance tracking)	
	uses technology tools to create information (e.g., presentation software, website creation/ updating, digital apps, communication artifacts, etc.)	
	uses technology tools to communicate information (e.g. email, presentation software, websites, digital information sharing apps/ programs, social media, etc.)	
	employs appropriate and ethical use of technology	

Competency	Distinguished	Competent	Developing	Unacceptable	Unable to Assess
TEC2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.	Creates replicable technology models and disseminates through training and resources to support other ECE professionals in the appropriate use of technology to improve children's learning in the classroom	Creates and disseminates training and resources to support other ECE professionals in the appropriate use of technology to improve children's learning in the classroom	Assists in training other ECE professionals in the appropriate use of technology	Is unable or unwilling to share resources and expertise through training and support in the appropriate use of technology to improve children's learning in the classroom	

Competency	Competent		Unable to Assess
	Checklist Criteria		
TEC3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions **Possible Codes:** D = develops, I = implements		appropriate and ethical use of technology	
		appropriate use of business and design software (e.g. Microsoft Word or Apple Keynote) and social media tools to communicate and establish presence	
		appropriate use of business and administrative software to manage administrative functions (e.g. billing, admission, enrollment, financial aid, parent communication, documentation, scheduling, accounting, etc.)	
		protection of electronic data including storage, use, and transmission	
		policies and procedures for family use and access to electronic information, communications and resources	
		policies and procedures for staff use and access to electronic information, communications and resources	
		hardware refreshing & updating related to managing administrative functions	
		software refreshing & updating related to managing administrative functions	
		technology training & professional development expectations/ processes	
		technology expectations in the classroom for instruction and assessment	
		family training & support	

Level I—Beige   Level II—Blue

IV. Data Collection & Analysis Tool

Competencies	Cumulative Assessment Data				
Competency	Distinguished	Proficient	Needs Improvement	Unsatisfactory	Unable to Assess
TEC1: Demonstrate technological literacy					

TEC2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.					
TEC3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions					