

II. Performances

The professional education program provides evidence that competencies and exit criteria for Instructional Technology Specialist certification candidates are assessed in coursework, field experiences, portfolios from previous employment and an internship. The program also provides evidence that the candidates demonstrate their knowledge of and competence in the delivery of instructional technology services that enhance administrative and teaching capabilities and improve student learning during a minimum of 75 hours of participation in sequential field experiences, practica, and an internship at diverse educational levels including:

II.A. Managing instructional technology services including:

- creating an environment that fosters interest and growth in all aspects of technology,
- establishing and maintaining rapport with all staff and students,
- communicating high learning expectations,
- creating a safe physical environment that is conducive to learning

II.B. Planning, preparation and delivery of technology related in-service programs and instruction in collaboration with other professionals at a variety of instructional levels that utilizes technology in problem solving based upon:

- Pennsylvania Academic Standards,
- strengths and needs of learners at all levels of technological proficiency,
- established technology implementation plans

II.C. Selecting, implementing and adapting technology to teaching methodologies, curriculum resources and administrative functions in collaboration with other educators and integrating a variety of software, applications, and learning tools

II.D. Selecting, developing and administering assessments that utilize technological applications and involve multiple indicators of student progress and using technology to maintain records on student achievement

II.E. Developing leadership techniques for working with all levels of the educational community and to manage and administer instructional technology programs at the building and district levels including:

- developing plans to assess the technological needs and resources, and to evaluate technology implementation and outcomes,
- developing plans to configure computer/technology systems and related peripherals in laboratory, classroom clusters, and other instructional and administrative arrangements,
- developing systems for the secure maintenance of student records

III. Professionalism

The professional education program provides evidence that Instructional Technology Specialist certification candidates demonstrate knowledge and competencies that foster professionalism in school and community settings including:

III.A. Professional organizations, publications and resources

III.B. Integrity and ethical behavior, professional conduct as stated in Pennsylvania's Code of Professional Practice and Conduct for Educators; and local, state, and federal laws and regulations

III.C. Collaborating with school colleagues to enhance student, teacher and administrative capabilities and improve student learning

III.D. Communicating effectively with parents/guardians, other agencies and the community at large to support learning by all students