



# Technology Integration: Leader

## Competency

Educator seeks out leadership opportunities to improve teaching and learning using technology.

## Key Method

The educator actively seeks leadership opportunities to support, model, and promote a shared vision of empowered learning through purposeful technology integration, digital equity, student learning, and engaging stakeholders.

## Method Components

### Developing a Shared Vision

Leaders facilitate discussions with stakeholders to identify what training, devices, skills, and strategies are needed to support purposeful use of digital tools to empower student learning. For example:

- Create and administer a needs assessment
- Analyze current state of digital tools and training needs
- Share results of needs assessment with school leadership and stakeholders
- Work with businesses to create funding partnerships

### Advocating for Equitable Access and Integration

Work with school and/or association leadership to identify committee participation opportunities for purposeful integration and equitable access to technology. For example:

- Technology committee
- Building leadership committee
- Professional learning communities/networks
- School board meetings



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- Seeks grants/donations for technology purchases

### Use of Digital Tools and Resources

Model for colleagues integration of digital tools and support curation of resources to develop educators' skills and strategies. For example:

- Develop resource website
- Asynchronous PD learning
- Blog/newsletter
- Classroom observations
- Conference presentations
- PLC demonstrations/notes

## Supporting Rationale and Research

Babette Moeller & Tim Reitzes (2011) Education Development Center, Inc. (EDC). Integrating Technology with Student-Centered Learning. Quincy, MA: Nellie Mae Education Foundation.

<https://www.nmefoundation.org/wp-content/uploads/2020/05/Integrating-Technology-with-Student-Centered-Learning.pdf>

OECD (2018), "What does innovation in pedagogy look like?", Teaching in Focus, No. 21, OECD Publishing, Paris, <https://doi.org/10.1787/cca19081-en>.

Teaching and Teacher Education. Volume 24, Issue 1, January 2008, Pages 80–91. A review of research on the impact of professional learning communities on teaching practice and student learning. <https://doi.org/10.1016/j.tate.2007.01.004>

## Resources

### Standards

[ISTE Standards: Educators](#)

[ISTE Standards: Students](#)

### Articles

[A 5-Step Process For Your Next Technology Needs Assessment](#)

[Educational Technology in and for Jewish Education](#)



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[Framework: ISTE Standards, a Roadmap | EdSurge News](#)

[Smart Tech Use for Equity | Learning for Justice](#)

[School Technology Needs Assessment](#)

[Technology Grants - GrantWatch](#)

[What Is Successful Technology Integration? | Edutopia](#)

## Video

▶ [Reimagining Classrooms: Teachers as Learners and Students as Leaders | Kayla Delzer ...](#)

Technology Integration Playlist

▶ [Practical Ways to Integrate Technology in the Classroom \(Without Being An Expert\)](#)

## Teaching Resources

[Digital Citizenship | Common Sense Education](#)

[Free Technology for Teachers](#)

[Google Teacher Center](#)

[Kathy Schrock's Guide to Everything](#)

# Submission Guidelines and Evaluation Criteria

*To earn the micro-credential, you must receive a passing score in Parts 1 and 3 and receive a proficient for all components in Part 2.*

## Part 1. Overview Questions (Provides Context)

(300–500 words)

Please answer the following contextual questions to help our assessor understand your current situation. Please do not include any information that will make you identifiable to your reviewers.

1. Describe your educational setting and context. Include demographics, position expectations, etc.



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2. Before beginning this micro-credential, where were you in your understanding of modeling technology integration and advocacy for equity of technology access for students and/or staff?
3. How do you think this micro-credential will develop you as a leader that promotes integration of technology and advocates for equitable use of technology?

**Passing:** Response answers all questions completely and provides specific information to support the choices the educator has made.

## Part 2. Work Examples/Artifacts/Evidence

To earn this micro-credential, please submit the following **three artifacts** as evidence of your learning. *Please do not include any information that will make you or your students identifiable to your reviewers.*

### **Artifact 1: Needs Assessment & Implementation Plan**

- Technology Needs Assessment
- Analysis of Needs Assessment results that identifies themes for needs and training
- Implementation Plan from Needs Assessment that includes a timeline and ideas for funding and distribution

### **Artifact 2: Committee Involvement Artifacts**

Submit 2 artifacts that show evidence of your involvement in a committee that advocates for digital equity and/or technology integration. Please combine both artifacts into one document for submission. Some examples of evidence are:

- Meeting agendas
- Meeting minutes
- Letters
- Emails
- Slide decks
- Collaborative planning documents

### **Artifact 3: Modeling Integration of Technology and Sharing Resources**

Submit 2 artifacts that show evidence of modeling technology integration and sharing resources digitally. Please combine both artifacts into one document for submission. For example:

- Screenshot of website
- Feedback from classroom observations
- Screenshot of blog postings
- Collaborative lesson plan (annotate to show how you were a leader in the collaboration of creating the lesson plan)



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## Part 2. Rubric

	<b>Proficient</b>	<b>Basic</b>	<b>Developing</b>
<b>Artifact 1: Needs Assessment &amp; Implementation Plan</b>	<p>Needs Assessment is created to identify technology/digital tool, user needs, and learning environment.</p> <p>Analysis identifies themes for needs, and training.</p> <p>Implementation plan includes timeline and ideas for funding and distribution.</p>	<p>Needs Assessment is created to identify technology/digital tool and user needs.</p> <p>Analysis identifies themes for needs and training and begins to address implementation.</p>	<p>Needs Assessment is created to identify technology/digital tool needs.</p> <p>Analysis identifies themes for need.</p>
<b>Artifact 2: Committee Involvement Artifacts</b>	<p>Artifacts show involvement in school- and district-level committee and document educator's involvement and advocacy.</p>	<p>Artifacts show involvement in a school-level committee and document educator's involvement in the committee.</p>	<p>Artifacts show involvement in a school-level committee.</p>
<b>Artifact 3: Modeling Integration of Technology and Sharing Resources</b>	<p>Artifacts document sharing of resources and integration ideas with colleagues within their school and PLN members outside of their school.</p>	<p>Artifacts document sharing of resources and integration ideas with colleagues within their school.</p>	<p>Artifacts document resource and technology integration.</p>



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## Part 3. Reflection

( 300-500 words)

Use the word count as a guide to write a personal reflection about your work on this micro-credential. For tips on writing a good reflection review the following resource:

[How Do I Write a Good Personal Reflection?](#)

*Please do not include any information that will make you identifiable to your reviewers.*

Respond to the following prompts:

1. Describe how your sharing resources and technology integration strategies with others positively impacted your instruction.
2. How did advocating for equitable technology use and access support your students' use of technology for learning?
3. How do you see yourself continuing to build your leadership practices in the future?

**Passing:** Reflection provides evidence that this activity has had a positive impact on both educator practice and student success. Specific examples are cited directly from personal or work-related experiences to support claims. Also included are specific actionable steps that demonstrate how new learning will be integrated into future practices.



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