

Curriculum Technologist

CRITERIA ↓	1 - Awareness and knowledge	2 - Process or product is described or discussed with someone else	3 - Demonstration of process or product. You use the information (usually with students).	4 - Integration of the product or process. Work with someone else who is using this with students and expand it.	5 -Transfer of development and application of process or product for continuous improvement in school
Technology Skills of Educator	Observe connection with and surfing of internet. Observe connection with and sending/receiving of email.	Obtain skills in: <ul style="list-style-type: none"> •connecting with internet •internet searches •bookmarks •bookmark folders •printing information from internet 	Demonstrate skills of <ul style="list-style-type: none"> •internet searches •bookmarks •bookmark folders •printing information from internet •group presentation with slide show, etc. 	Expand skills and share: <ul style="list-style-type: none"> •saving internet items to disk file •saving bookmark folders to disk •use of slide show or hyperstudio 	Apply and share skills: <ul style="list-style-type: none"> •thread email •present on your use of technology/curriculum for building or district staff
Curriculum Skills	Locate and read curriculum guidelines.	Obtain skills in researching for curriculum area	Demonstrate use of research in lesson plans.	<ul style="list-style-type: none"> •Develop and make a copy of a set of bookmarks for your curriculum area. •Share above set with colleagues/students working in that same curriculum area. 	<ul style="list-style-type: none"> •Collect student pre-assessment data for the curriculum area that will be addressed. •Collect student post-assessment data for the same curriculum area.
Student Involvement	Observe technology skills of students and their ability to provide leadership in technology skills to other students.	Discuss with students: <ul style="list-style-type: none"> •the techniques for narrowing topics for internet searches. •techniques to connect with internet policies for internet use. 	Students will: <ul style="list-style-type: none"> •surf the internet •develop and discuss a checklist for a good website. •evaluate websites according to checklist. 	Students will develop bookmark folders that support the assignment/project given in a curriculum area.	Students will use information from the internet as a resource to complete the assignment or project given in a curriculum area.
Leadership Skills of Educator	Locate Kansas State Board of Education "Certification & Teacher Education Home Page Guide" on the internet.	<ul style="list-style-type: none"> •Bring up and check your certificate. •Scan other home page links. •Communicate with staff members and/or feedback link about your findings. 	Use internet for professional assistance: <ul style="list-style-type: none"> •order application for renewal •contact university home pages for course schedules and internet courses. 	Communicate with other educators: <ul style="list-style-type: none"> •contact & contribute messages to a listserv group in your area of interest •post lesson plans on the LAN server 	<ul style="list-style-type: none"> •Contribute to a "Conference" in your area of interest through First Class. •Using the QPA Judgment Model support your pre & post data.

Step # 4 Learning and Technology

USD 417 is currently in columns 1 and 2 of the rubric for integrating curriculum, technology, and programs for instructional benefits. A few educators have progressed further in this rubric, but that is a strength of the plan. Educators and students can progress at different rates. Following are the main points of the curriculum technologist rubric:

- Provides a step-by-step guide for teachers and administrators to integrate curriculum and technology.
- Flexible enough to address different curriculum and program area concentrations for teachers and needs of administrators.
- Focuses the efforts on student achievement.
- Provides a win-win-win situation for students, teachers, and the district. Students and educators are taught in ways that address different learning styles, different abilities, and different interests. Teachers are given an avenue to integrate skills adding to their list of “new things” to do. Teachers can and are encouraged to develop professionally. The district without advances with teacher skills and student skills.
- Provides needed structure for an open-ended action plan.
- Students and teachers “are allowed to have” a large part of the responsibility for their own advancement.
- Inclusion teachers can modify and adapt curriculum as indicated for students with IEPs while giving students the skills they need in technology.
- Communication and interaction between and among people (students, teachers, administrators, state departments, universities) are developed.
- Will encourage professionalism among educators.
- Will support the efforts of school improvement plans for the district.
- Follows the steps for effective staff development.
- Will support accreditation procedures in the state of Kansas.
- Will develop skills for using equipment and software available in district.
- Provides a training process for educators in the use of rubrics that can be transferred to the use of rubrics with/by students.
- Will encourage lifelong learning in staff and students.
- Encourages the lifelong skill of self assessment.
- Will develop real life skills needed by staff and students.
- Develops higher level thinking skills.
- Allows for individual differences in time needed to complete the rubric; some staff members may complete the rubric in a few weeks while others may take a year...or two years.
- Will be encouraged by professional development council in district as results based action.
- Provides an opportunity for staff members who are risk-takers to take risks. (Also provides for the staff members who are not risk takers to move at different rates.)
- Will allow the “movers” in the district to move! (Will also allow for the staff members who are not “fast movers”.)
- Will give more validity and guidance to staff supervision.
- May make some staff members uncomfortable enough to risk using technology and integrating it with curriculum.
- Staff and student comments to patrons about technology and the use of technology will generate support for providing funds in the areas of technology and curriculum...which could lead to increased public support for an LOB which will probably be in future of the district.

- Teachers use technology to record grades, discipline referrals, and produce reports for students, parents, and the schools.