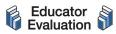Shaded grey area is from PDE.

Domain 1: Planning and Preparation

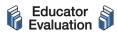| Component	Failing	Needs Improvement	Proficient	Distinguished
1a: Knowledge of Content and Pedagogy	The ITS plans and practice demonstrate little knowledge of andragogy, pedagogy and professional practice in relation to digital-age technologies.	The ITS plans and practice reflect some knowledge of educational andragogy, pedagogy and practice in relation to digital---age technologies.	The ITS plans and practice reflect substantial knowledge of andragogy, pedagogy and practice in relation to digital---age technologies.	The ITS plans and practice reflect comprehensive knowledge of educational andragogy, pedagogy and practice in relation to digital---age technologies
Evidence/ Examples This component speaks to the demonstration of awareness of adult learners in relation to learning new digital tools. Did the ITS assess prior knowledge? Is the ITS building on previous lessons from a knowledge/skill level to an application level? Is the ITS checking for understanding? Is the ITS relating the tool to a relevant instructional need?	The ITS demonstrates Google Slides by moving through the tools menu. The product being created has no connection to instruction. The ITS does not check for understanding, but moves through the tools at his/her own pace. The focus is on covering the tools, not on the application of the tool in an instructional context.	The ITS demonstrates Google Slides with some connection to classroom use as part of the demonstration. She/He does not assess the familiarity with Google prior to beginning. The sessions is a generic introduction to Slides. The learners are expected to mimic what the ITS is demonstrating. There is no 'You Do' The instructional context is referred to, but not used as the driving theme of the activity.	Google Slides is being used as part of a book report project. The teacher and the students have been introduced to the tool previously. The ITS does a brief review of the tool. The search for images using the Research tool is introduced but copyright/citation concepts are not mentioned. Students are given a template to complete their task, but have some choices to make regarding design. The ITS shows the students how to use the Share button but does not discuss Digital Citizenship.	As in Proficient with the addition of: A mini-lesson on citation/copyright/fair use; While the students are working, the ITS is checking in with the teacher to go over questions, connections, extensions. Google Classroom is being used to assist with Sharing management. The ITS provides a mini-lesson on Digital Citizenship when working/sharing in a digital environment and providing feedback.

Component	Failing	Needs Improvement	Proficient	Distinguished
1d: Demonstrating Knowledge of Resources	The ITS demonstrates little or no familiarity with resources to enhance content knowledge available through the district or school.	The ITS demonstrates some familiarity with resources available in the school and district. The ITS does not seek to extend their own knowledge beyond what is readily available.	The ITS is fully knowledgeable in locating resources available through the school, district, or community to enhance their own knowledge, to use in teaching and learning. The ITS expresses some familiarity with resources external to the school and on the Internet.	The ITS searches for resources beyond the school, district, to outside professional organizations, on the Internet, and in the community to enhance their own knowledge and utilize in teaching and learning.
Evidence /Examples This component speaks to background knowledge and skill base of the ITS. Does the ITS keep current on resources, tools, and procedures and integrates those resources while delivering services? Does the ITS present themselves as an expert in their field and works to maintain that level of knowledge?	ITS does not demonstrate increased knowledge or skill development but continues to rely on basic or beginner resources and strategies available. ITS does not incorporate new developments, resources, and strategies in service delivery. ITS does not take an active role in long term planning of projects or demonstrate adherence to Department/District procedures or available resources. ITS continues to focus on single areas of delivery (tech support, IWB, etc) without branching out to other priorities.	ITS is familiar with and keeps current with most new features, strategies, policies, but does not offer suggestions when developing new programs, or planning. ITS does not incorporate new tools, resources, strategies into service delivery, but demonstrates some understanding and awareness. Introduces Sharing in google docs without thinking through the implications.	ITS demonstrates familiarity with resources by incorporating tools/strategies into service delivery. ITS is skilled in the combining of tools/strategies to enhance service delivery through the use of technology. The ITS is skilled in supporting a BL classroom with regards to the rotation model. ITS uses google classroom to help a teacher manage the Docs collaboration process.	As in Proficient with the addition of: Being proactive in bringing new resources and strategies to the team; Being an active leader in solving problems and answering questions; Being active in the development and continued improvement of service delivery. The ITS is skilled in supporting a BL classroom with regards to the rotation model

Domain 2: The Environment

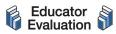| Component	Failing	Needs Improvement	Proficient	Distinguished
2a: Creating an Environment of Respect and Rapport	Interactions with educational community members are negative, inappropriate, or insensitive to learners and are characterized by disparaging remarks or conflict	Interactions with educational community members are free of conflict but may involve insensitivity and/or lack of responsiveness to differing skill levels among learners.	Interactions with educational community members demonstrate general caring and respect. Specialist is considered a resource for information concerning technology use in instruction. The ITS maintains a positive relationship with stakeholders and colleagues.	Interactions with the educational community and the wider community are highly respectful and demonstrate deep understanding of learner needs and levels of skill development. ITS takes care to respect professionalism of all levels of learners.
Evidence /Examples This component speaks to the establishment of the coaching relationship and the quality of interactions with learners. Does the ITS have positive productive relationships with their schools? Does the ITS demonstrate proactive outreach to teachers? Does the ITS respond appropriately to questions, problems, and requests?	The ITS does not communicate with teachers or when doing so is negative or lacks a positive message for inclusion. The ITS does not demonstrate efforts to engage reluctant learners, instead supporting only those who have adopted or have an interest in technology support. The ITS sends inappropriate communications to varying groups of stakeholders.	The ITS works with reluctant learners but speaks of them with critical or insulting remarks. The ITS attempts to engage reluctant learners, but sets a pace and expectations that are not reflective of what the learner needs. The ITS sends communications to stakeholders that lack clarity, include unrelated information, or are written with a lack of professionalism.	The ITS has positive relationships with teachers and administrators. They maintain regular contact with schools and have established a reputation of being responsive to emails and questions in a timely manner. Teachers and administrators, at all levels of skill and familiarity with technology, feel comfortable working with the ITS.	As in Proficient, with the addition of: The ITS is proactive in reaching out to schools and teachers with specific items of interest or importance to them. The ITS maintains contact with teachers in-between visits through strategies that support continuous improvement. The ITS is ready to assist and support the school administration in reaching their goals. The ITS has a system in place to engage participation in coaching/training/modeling.

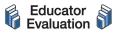| Component	Failing	Needs Improvement	Proficient	Distinguished
2b: Establishing a Culture for Learning	The ITS's negative attitude and demeanor for digital-age resources and content integration are barriers that prevent learners from seeking assistance and interaction.	The ITS conveys minimal enthusiasm for digital-age resources and content integration.	The ITS conveys a genuine enthusiasm for digital-age resources and content integration. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk-taking and problem solving.	The enthusiasm of the ITS for digital---age resources and content integration is infectious leading learners to hold themselves to high standards. Instructional outcomes, activities, assignments, and collaborative interactions convey high expectations for learners that promote risk---taking and problem solving
Evidence/ Examples This component speaks to the approach to the work and the role of the coach. Is the ITS open to new ideas and to trying out new things? Is the ITS continuing to move teachers to grow and apply their technology skills? Is the ITS working with school leaders to develop a plan to reach school goals for technology integration?	The ITS takes no initiative to introduce new tools and strategies to teachers. The ITS does not actively reach out to reluctant teachers. The ITS is not available to teachers looking for assistance. The lack of outreach from the ITS has led to the teachers not knowing who the ITS is or when they are in the school. The ITS introduces digital tools without connecting their use to curriculum	The ITS facilitates a group meeting to introduce Google Classroom to support student writing goals. The ITS talks for the duration of the workshop and does not allow time for learners to experiment or apply the tool. The ITS is prepared to assist and support teachers but waits for the teachers to come to them. The ITS has a few examples of technology tools to support instruction but is passive in sharing those ideas with teachers.	The ITS meets regularly with teachers to help them learn Google apps, digital adaptive programs, SMART notebook etc.. The ITS spends the meeting time demonstrating the use of the apps, while the learners follow along. There is some discussion of instructional or educational application. The ITS is informed of the instructional focus for a teacher or grade level. The ITS models a lesson that incorporates the instructional focus, but is not a lesson that the teacher identified or co-planned.	As in Proficient with the addition of: The ITS co-plans a lesson with the teacher or co-teaches with the teacher. ● The ITS creates folders and templates that support the teacher's lesson. ● The ITS leads the embedded technology component of the lesson The ITS plans ahead to locate resources and ideas to meet teachers at their skill level and/or content area. ■ Creating a Google Classroom to demonstrate/model tools; teacher is a co-teacher, ITS facilitates tasks, then is able to review Classroom features with the teacher.

Domain 3: Delivery of Service

Component	Failing	Needs Improvement	Proficient	Distinguished
3a: *Communicating with Students/Communicating with Clients*	Communications are inappropriate for learners' cultures and levels of development. Content connections and expectations are not consistent with learners' knowledge and experience	Communications are sometimes appropriate for learners' cultures and levels of development. Content connections and expectations are somewhat consistent with learners' knowledge and experience.	Communications are appropriate for learners' cultures and levels of development. Content connections and expectations are consistent with learners' knowledge and experience.	Communication includes real time differentiation and delivery based on the audience of learners. Content connections and expectations are differentiated to meet learners' knowledge and experience.
Evidence/Examples This component addresses the strategies for engaging teachers and staff. Does the ITS reach out regularly to all schools? Are communications appropriate and professional? Are strategies in place that effectively create a relationship of trust and professional growth between the ITS and the teachers/staff?	The ITS has not established an effective strategy to schedule time with teachers. Email communications are often unprofessional or reflect a rushed and informal tone filled with errors. The ITS does not reach out proactively to teachers with ideas to engage them at their experience level, but rather only responds to those who request assistance. The ITS is not aware of the instructional goals in classrooms visited, but rather contributes a strategy that interests them and may not have any relevance to the teacher. The ITS sends out communications with critical information, but does not follow up to check for understanding.	The ITS sends out a newsletter periodically with technology resources listed, but without examples of how to use the resource in the context of instruction. The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set to a "view-only.". The ITS responds to emails promptly but does not initiate communications or invite participation. The ITS has established a strategy to schedule meetings with teachers, but is not proactive in reaching out. Email communication is mostly professional, but reflects a generic tone, not personalized for the teachers to whom the communications are directed	The ITS regularly sends out technology ideas that are connected to the District's scope and sequence for the current quarter. The ITS is available to teachers who request to know more. The ITS creates a Google doc for brainstorming about resources to support math instruction. The Google doc is set up so staff members can view and edit content. The ITS shares via email a technology resource to support vocabulary instruction. The ITS follows up one-on-one with teachers who expressed interest in learning more about strengthening vocabulary with this new `tool. Email communication is regularly sent and is professional. The ITS has established a strategy to schedule meetings with teachers. The ITS demonstrates efforts to engage reluctant teachers.	The ITS demonstrates an awareness of teacher needs by pre-planning with resources and activities that align to the instructional needs of the teachers. Prior to a scheduled appointment, instructional goals are identified and the ITS is able to meet the teacher at an appropriate level with resources that fit the teacher's instructional goals. The ITS creates resources that are shared across a school, or across multiple schools. The ITS shares solutions to common questions/problems with other teachers. The ITS has established a strategy to schedule meetings with teachers. The ITS demonstrates efforts to engage reluctant teachers. The ITS visits one of the teachers who never responds to emails or asks questions.

Component	Failing	Needs Improvement	Proficient	Distinguished
3c: Engaging Students in Learning/Engaging Clients in Learning	Activities and assignments, materials, and groupings of learners are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement. The learning session has no structure or is poorly paced.	Activities and assignments, materials, and groupings of learners are partially appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement. The learning session as a recognizable structure, but that structure is not maintained.	Activities and assignments, materials, and groupings of learners are fully appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged in work of a high level of rigor. The lesson structure is coherent, with appropriate pace.	Throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure.
Evidence/Examples This component addresses the expertise in modeling and delivering professional development. Does the lesson effectively demonstrate a high level of engagement? Is the ITS aware of and in tune with the audience/learners engagement? Does the lesson model the best practices in the use of technology to increase rigor, engagement, and understanding?	Activities and assignments, materials, and groupings of learners are inappropriate for the instructional outcomes or the learner's current levels of understanding, resulting in little to no intellectual engagement. The learning session has no structure or is poorly paced. Learners/teachers do not feel comfortable asking questions and are not paying attention. The lesson reflects technology skills in isolation.	Activities and assignments, materials, and groupings of learners are partially appropriate to the instructional outcomes or the learner's current levels of understanding, resulting in moderate intellectual engagement. The learning session has a recognizable structure, but the structure is not maintained. The flow of the content gets confusing as questions arise and the learners derail the intended outcomes. The lesson is mostly reflective of the technology skills, with infrequent or anecdotal connections to instruction.	Activities and assignments, materials, and groupings of learners are fully appropriate to the instructional outcomes or the learner's current levels of understanding. All learners are engaged. The lesson structure is coherent, with appropriate pace. The ITS does connect the lesson to instruction, but the lesson is not delivered within that context. Rather, the lesson, while very good and well received, is left to the teacher to determine the connections to the curriculum or instructional goals.	Throughout the lesson, learners are highly intellectually engaged and make contributions to the activities, materials, and groupings of learners. The lesson is adapted as needed to the needs of individuals, and the structure and pacing allow for learner reflection and closure. The lesson has a direct connection to the instructional goals of the teacher. The teacher is engaged in how they will continue, adopt or adapt the lesson at a future time. The lesson is presented in a way as to be immediately useful and relevant to the participants.

Educator
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Component	Failing	Needs Improvement	Proficient	Distinguished
3e: Demonstrating Flexibility and Responsiveness	The ITS focuses on integrating a specific technology, with no alignment to learner needs or outcomes.	The ITS is minimally invested in the success of learners. Adjustments to instruction and plans are ineffective or seldom identified	The ITS promotes the successful progress of all learners, making adjustments as needed to instruction plans and accommodating learner questions, needs, and interests, and integrating digital tools whenever appropriate.	The ITS seizes an opportunity to enhance learning, building on a spontaneous event or learner interests. The ITS ensures the success of all learners, using an extensive repertoire of instructional strategies and digital tools.
Evidence/Examples This component addresses the willingness of the ITS to adapt and adjust according to the needs and/or requirements of the schools served. Does the ITS willingly adjust teacher meeting schedules if last-minute needs arise? Does the ITS work WITH school leadership to problem solve?	The ITS shows a tool, and mid-lesson, the technology malfunctions. The ITS has no plan B to move this lesson forward. The ITS and a classroom teacher are teaching students how to create digital presentations. When a student asks about an advanced function of the tool, the student is told, "We don't have time for that." The ITS reacts negatively when network or hardware issues arise, blaming others or criticizing colleagues. The ITS does not attempt to problem solve a situation or seek alternatives. The ITS reacts negatively when changes in schedules occur.	The ITS leads a collaborative activity using Google Docs. Mid-lesson, the technology malfunctions, and the ITS decides to demonstrate the activity on the IWB while the students watch. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS continues with the lesson, whole group, as planned even though many students are already familiar and are working off task. The ITS reacts quickly to network or hardware issues, but in haste may make inappropriate decisions or suggestions. The ITS is able to adapt to last minute changes in schedules.	The ITS leads a collaborative activity using Google Docs. Mid-lesson, the technology malfunctions. The ITS sets up a different activity on paper so the group can complete the task. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. The ITS continues with the whole class lesson, but invites students to help each other. The ITS responds to a network or hardware issue promptly and professionally. The ITS adapts easily to last minute schedule changes.	The ITS leads a collaborative activity using Google Docs. Mid-lesson, the technology malfunctions. The ITS models the offline mode. Learners are not able to explore some of the tools, but are able to continue with the activity. The ITS and a classroom teacher are teaching students how to create digital presentations. The ITS learns that multiple students in the class have previously used the digital presentation tool and do not need the basic introduction. They decide to allow the students to work independently. They engage the students in offering tips and tricks at the end of the session. The ITS responds to a network or hardware issue promptly and professionally. The ITS alerts any office leadership if the issue warrants—judging if there is a pattern or larger issue underlying. The ITS adapts easily to last minute schedule changes.

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Domain 4: Professional Development/IT Responsibilities

Component	Failing	Needs Improvement	Proficient	Distinguished
4b: Maintaining Accurate Records	The ITS does not have a method for maintaining instructional or non-instructional records or the records are disorderly, causing errors and confusion.	The ITS has a rudimentary or ineffective method for maintaining instructional and non-instructional records that is only partially effective.	The ITS has an effective system for maintaining instructional and non- instructional records.	The ITS has an effective system for maintaining instructional and non- instructional records that contain contributions from learners.
Evidence/Examples This component addresses the documentation and follow through on administrative matters. Does the TIS' calendar reflect the teacher, topic, time for scheduled appointments? Is the calendar up to date and complete for the coming week? Is the TIS activity log completed within 5 days of closing of a month? Is the log data in agreement with the calendar?	The calendar is not completed for the immediate week. Entries lack required data. Activity log is incomplete or has many errors of agreement with calendar (> 3)	The calendar is complete for the immediate week but has many open time periods (>2) where Teacher and/or Topic is not indicated. Activity log is complete or with few errors of agreement with calendar (< 3)	The calendar is complete for the immediate week. The entries reflect teacher, time, and topic. Open spaces are documented appropriately and are infrequent (< 2 per week) Activity log is complete and in agreement with calendar entries.	As described in proficient with the addition of scheduling for future appoints (Teacher, Time, Topic) is in place, demonstrating effective strategies for engagement. (School name only entries does not contribute to Distinguished) Activity Log is complete and in agreement with calendar entries.

Component	Failing	Needs Improvement	Proficient	Distinguished
4e: *Growing and Developing Professionally*	The ITS does not participate in professional development and does not share knowledge with colleagues.	The ITS participates in professional development activities that are convenient or required and makes limited contributions to the profession. The ITS grudgingly accepts feedback from supervisors and colleagues.	The ITS actively looks for professional development based on self---assessment and shares knowledge gained with others. The ITS welcomes feedback from supervisors and colleagues.	The ITS seeks out professional development opportunities and originates activities that contribute to the profession. The ITS asks for feedback from supervisors and colleagues to inform practice.
Evidence/Examples This indicator speaks to the effort put in to keep skills current and participate as a leader in professional communities. Does the ITS participate actively in department professional development? Does the ITS seek out opportunities to develop skills independently? Does the ITS take advantage of additional opportunities offered by the Department to learn and connect? Does the ITS demonstrate active learning by contributing new learning to the team?	The ITS attends but does not participate in department PD sessions. The ITS does not contribute new learning to the group. The ITS does not attend any professional development outside the regular department pd. The ITS does not respond to feedback or suggestions to enrich service delivery.	The ITS attends department PD and participates in a limited fashion. The ITS infrequently offers new learnings to the group and does not engage in any peer collaboration. The ITS receives feedback but does not engage in discussion about the feedback. The ITS does not participate in any additional PD opportunities unless directed by supervisors.	The ITS actively participates in department PD sessions. The ITS is current on professional topics as demonstrated by frequent contributions and problem solving ideas. The ITS does not participate in PD opportunities from outside the department unless directed by supervisors.	The ITS actively participates in department PD sessions, providing new information, learning, and input. The ITS asks questions and raises issues in an effort to find solutions. The ITS is actively involved in professional learning communities, both to grow skills but also to model the role of PLCs. The ITS actively seeks out professional development opportunities and shared new learnings with the team.

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Component	Failing	Needs Improvement	Proficient	Distinguished
4f: Showing Professionalism/Demonstrating Professionalism through Self- Awareness, Self-Monitoring, and Professional Accountability	The ITS does not demonstrate ethics and professionalism and contributes to practices that are self---serving or illegal. The ITS fails to comply with school and district regulations	The ITS is honest and well-intentioned in serving learners and contributing to decisions in the school, but the ITS's attempts to serve learners are limited. The ITS complies minimally with school and district regulations, requiring reminders.	The ITS displays a high level of ethics and professionalism related to education and technology in dealings with stakeholders and colleagues and complies fully and voluntarily with school and district regulations as well as the PA Code of Professional Practice and Conduct for Educators	The ITS is proactive and assumes a leadership role in demonstrating digital citizenship. The ITS demonstrates the highest standards of ethical conduct and models compliance with school, district, and other relevant regulations.
Evidence/Examples This component addresses the professional behavior of the ITS. Does the ITS follow department protocols and procedures? Does the ITS communicate effectively with clients in a manner that is professional and reflects leadership and expertise? Does the ITS engage in productive reflective practices, learning from feedback and implementing change? Does the ITS demonstrate an attitude that demonstrates integrity and acknowledges/accepts responsibility for missteps or areas that need improvement?	The ITS posts inappropriate or incorrect messages on the PTRN or other public listserves using district credentials. The ITS uses district resources for personal and/or commercial communication outside of district regulation. Spoken language is inappropriate and/or ungrammatical in professional settings. Written communications are grammatically incorrect and contain multiple misspellings. The ITS does not accept feedback or disputes feedback and does not engage in productive reflective conversation.	The ITS needs to be reminded of District and department policies and procedures The ITS occasionally sends emails to PTRN or other public lists with incorrect or inappropriate information. The ITS needs to be reminded regarding appropriate language in professional settings. Written communications occasionally need editing and correcting for clarity and appropriate written language. The ITS will engage in reflective conversation but often does not accept the feedback as indicative of needing some improvement.	The ITS adheres District and department policies and procedures. The ITS responds appropriately to PTRN and other District lists with accurate language. The ITS continually uses appropriate language in professional settings. Written communications are clear and concise. The ITS engages in productive reflective conversation and appreciates feedback and dialog on improving their practice.	As described in Proficient, with the addition of: The ITS is proactive in asking for feedback and engages in reflection regularly. The ITS requests to review a PD outline or plan or lesson before delivery for feedback. After delivery, the ITS seeks out discussion to debrief and reflect. The ITS proactively sends critical emails or documents for review by peers or supervisors.