Competency One: Design or adapt learning experiences to promote and demonstrate student learning and creativity by

- engaging students in authentic learning, higher level thinking and creativity
- addressing students’ diverse learning styles, working strategies and abilities
- incorporating digital tools and resources

DPI 1902 Guidelines:
Planning instruction and differentiation
1.a: Develop instruction and programs that are responsive to diverse learning styles, cultural influences, and cognitive development of all learners.
1.b: Use a wide variety of instructional practices and diverse resources to foster information and technology literacy.
2.a: Understand, encourage & promote opportunities for a variety of different abilities and learning styles in the library program.
2c. Differentiate opportunities based on student needs, interests and goals.
3.f: Provide equitable access to appropriate and diverse tools and resources to extend learning locally and globally, throughout the day and beyond.
7.b: Partner with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation and the active use of technology.
7.e: Plan authentic instruction to support students to create knowledge by actively exploring real world issues and problems, producing creative artifacts, curating collections of artifacts and making meaningful learning experiences for themselves and others.
7.m: Model incorporation of research-based best practices in instructional design when planning inquiry and technology-enhanced learning experiences.

Use of technology
5.f: Facilitate use of current tools and resources to maximize content learning in varied contexts.
5.g: Integrate and apply the effective use of current and emerging digital tools to communicate learning in a variety of formats.
5.h: Serve as a catalyst for effective integration of information and technology skills into all curricular areas
10.e: Leverage an understanding of school and community needs to identify and invest in digital resources to support student learning.
10.f: Identify, evaluate, and employ current and emerging technologies with students, teachers, parents, and administrators to support success and innovation in student learning.

Problem solving, creativity and innovation
5.a: Model strategies for identifying authentic problems and using problem decomposition, logical reasoning and abstraction to solve problems and generate artifacts.
5.d: Develop and implement experiences that foster innovation and real world problem solving in local and global contexts.
5.e: Facilitate and model participation in online learning communities or networks to reach learning goals and in pursuit of lifelong learning.
5.k: Use strategies and digital tools to formulate ideas to solve problems, innovate designs, or create new concepts, process, or products.
8.f: Model strategies leveraging a variety of resources and tools within a design process to identify and solve
problems by creating new, useful or imaginative solutions.

Online learning / global connections
5.e: Facilitate and model participation in online learning communities or networks to reach learning goals and in pursuit of lifelong learning.
8.g: Facilitate and model participation in online learning communities or networks to reach learning goals and in pursuit of lifelong learning.
10.i: Lead teachers to develop and model cultural appreciation and global awareness using traditional resources as well as digital-age communication and collaboration tools.

Consideration:
- Make sure to determine prior knowledge and skills of students, as this will inform lesson
- Lesson or unit should include pertinent details including key concepts, objectives, and assessment
- Explicitly demonstrate your differentiation strategies to meet learners’ specific needs
- One example could be a Makerspace experience connected to the curriculum or through an online learning experience
- Authentic learning: meaningful learning, tied to real world, tangible in the student’s life
- Should you chose to include more than one example to cover student-driven problem solving and creativity as well as technology-rich learning experiences tied to classroom content, be explicit in identifying the aspect you intend to demonstrate a specific competency

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<th>Expected Evidence</th>
<th>Criteria</th>
<th>Comments</th>
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<tbody>
<tr>
<td>Lesson or unit using technology to promote student learning, higher level thinking, real-world problem solving and creativity. AND</td>
<td>Include:</td>
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<tr>
<td>Example of student product</td>
<td>- Learning goals</td>
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<td></td>
<td>- Approaches to meet specific learner needs, abilities, styles, and interests</td>
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<td>- Connection to authentic learning</td>
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<td></td>
<td>- Use of digital tools and information resources</td>
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<td></td>
<td>- Demonstrate student learning</td>
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<td></td>
<td>- Support of student choice, creativity, critical thinking and/or innovation</td>
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<td>- Strategies and tools used for formative and summative assessment</td>
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<td>- If applicable, share information about the individuals/groups with whom you</td>
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Competency Two: Create four (4) quality products using four (4) formats (print, digital/online, video, and screencast) demonstrating the ability to:

- Use the capabilities of various technologies for teaching and learning
- Organize, create, and communicate information
- Use media literacy, message and screen design principles
- Target a defined audience (students, teachers, or parents)
- Reflect upon the quality and potential impact of your communication

DPI 1902 Guidelines:
4.j: Create visualizations, models, and simulations to communicate complex ideas clearly and effectively.
4.k: Model, apply and teach responsible, safe, legal, and ethical use of information, technology, and resources.
4.m: Recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical.
5.k: Use strategies and digital tools to formulate ideas to solve problems, innovate designs, or create new concepts, process, or products.
8.a: Model the application of critical thinking skills (analysis, synthesis, evaluation, organization) to information and knowledge in order to construct new understandings, draw conclusions, and create new knowledge.
8.d: Use skills-based learning to support learners in demonstrating central concepts of information and technology literacy.
8.h: Use the writing process, media and visual literacy, and technology skills to create, repurpose, and/or remix digital assets to express ideas or generate new understanding.

Consideration:
- Must include all four (4) formats
- Products should be created by you, not your students
- Reflection should
  - explain the selection of format and targeted audience(s),
  - identify potential challenges of process/product
  - evaluate the effectiveness of the communication
  - define intended outcomes/purpose of each product
- A screencast is a digital recording of computer screen output, often containing audio narration
- An interactive digital Web 2.0 environment could include things like a blog used in teaching, a Nearpod or Peardeck presentation, a PlayPosit video with questions, a Google Classroom or other learning management unit, a Voicethread, etc.

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<tbody>
<tr>
<td>Print document that meets all criteria and demonstrates impact. AND Link to a digital environment (e.g., website, interactive web 2.0)</td>
<td>Products in all four formats: ● print ● video ● screencast ● digital (online / web-based)</td>
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application) that meets all criteria and demonstrates impact

AND

Video that includes images/video clips, and soundtrack that tell a story, meets all criteria and demonstrates impact.

AND

A screencast that details a process or procedure that meets all criteria and demonstrates impact.

AND

Reflection on items listed under “Consideration section.”

Audience of one of the artifacts must be parents or teachers.

Each of the products (print, video, digital, screencast) must demonstrate:

- Effective organization of information
- Use of message design principles
- Choice of format and style to meet goal
- Attention to graphic design principles
- Effective communication to a specific audience (language, information organization, choice of visuals)
- Quality of production

**Competency Three: Demonstrate the ability to address administrative and instructional issues of**

- **intellectual property rights and copyright**
- **privacy and security of students and resources**

DPI 1902 Guidelines:

4.k: Model, apply and teach responsible, safe, legal, and ethical use of information, technology, and resources.

4.m: Recognize the rights, responsibilities and opportunities of living, learning, and working in an interconnected digital world, and act and model in ways that are safe, legal, and ethical.

4.n: Demonstrate knowledge of student data privacy through their role as instructional leaders.

Consideration:

- If you are using a lesson plan from another source, explain how you use this/adapt this to your specific audience

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<tr>
<td>Describe the intellectual property rights, copyright, and privacy/security considerations that you anticipate will inform your professional librarian/technology integrator work (e.g.,</td>
<td>&quot;Artifact(s) must demonstrate understanding and appropriate application of:</td>
<td></td>
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<td></td>
<td>- Copyright, fair use, and what can be legally used in an</td>
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example of policies for appropriate permissions, licenses, or uses rights, filtering & access or narrative of those policies

**AND**

Lesson plans for or instructional media guiding students, teachers, or parents on student privacy/online safety

**AND**

Lesson plans for or instructional media informing on copyright and intellectual property

<table>
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<tr>
<th>educational setting</th>
<th>• Student privacy and online safety related to student information, digital footprint, passwords, access to applications by minors, sharing online, etc.</th>
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</table>

**Competency Four: Describe how you stay current with professional topics, including professional learning related to existing and emerging technologies and their application to teaching and learning.**

**DPI 1902 Guidelines:**

9.g: Participate and collaborate as members of a social and intellectual network of learners to share library, technology, and education best practices.

10.e: Leverage an understanding of school and community needs to identify and invest in digital resources to support student learning.

10.f: Identify, evaluate, and employ current and emerging technologies with students, teachers, parents, and administrators to support success and innovation in student learning.

**Considerations:**

- **Identify strategies, tools, resources, and connections to stay professionally informed**
- **Provide examples of implementing this learning about new technologies and learning in an professional or instructional setting**
- **An updated technology consists of a technology you knew but you learned more advanced or enhanced features (example: You have used Google Forms, but you learned the Google Form add-on feature such as Choice Eliminator Lite to schedule student conferences.)**

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<tr>
<td>Describe methods for keeping current and developing professional knowledge/networks with examples (screenshots or description of individuals or organizations followed on</td>
<td>Specific examples of methods used to keep current such as:</td>
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<td></td>
<td>• Information sources: online tools (e.g., blogs,</td>
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social media with impact, conferences attended, workshops, journals) and include why you have chosen to use these resources.

AND

Reflect on how your participation has informed the development of your professional practice.

AND

Include an example detailing a new or updated technology (see consideration above) used in a professional or instructional setting learned by you in the last twelve (12) months. Include a description of how you used (or will use) this technology in your setting.

Description of new technology or new features in existing technology and how it will support teaching or learning in a new way. Provide details on how it is or could be used by the librarian, teachers or students.

Competency Five: Identify and provide potential solutions to technology problems or challenges in your setting.

DPI 1902 Guidelines:

Considerations:
- Use real-life practical problems
- We know that you might not be a technology decision maker in your setting; these may pertain to your classroom, library, school, or district
- Attempt to focus on small and large technology issues. Examples can be hardware, software, policy, network or instructional support of students/teachers

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<tr>
<td>Describe two or three technology problems including steps or examples created taken to address the issue and potential solutions.</td>
<td>Artifacts demonstrate:</td>
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<td>seeking solutions</td>
<td>If applicable, share information about the individuals/groups collaborated with to resolve problems/challenges</td>
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