





Santa Barbara County BTSA Induction Program 2008/2009 Level II BTSA/CTAP Technology Certification

BTSA Standard	Demonstration of Technology	Status	Support Provider Attestation
<p>Standard 5: Pedagogy:</p> <ul style="list-style-type: none"> • Teachers are fluent, critical users of technological resources and use available technology to assess, plan and deliver instruction. • Teachers enable students to use technology to advance their own learning. • Local district technology policies are followed to maximize student learning and awareness around privacy, security and safety 	<p>(1) Design, teach and submit a detailed plan using the BTSA Lesson Unit Plan form-- for a series of lessons or unit incorporating technology to teach state content standards. OR submit a copy of a plan from your adopted series incorporating technology resources.</p> <p>(2) As part of the unit, teach students about privacy, security, and safety when using technology. Include your <i>Student Acceptable Use Policy</i>.</p> <p>(3) Submit the performance-based rubric that will demonstrate student success</p> <p>DEMONSTRATION:</p> <p>1. Submit the lesson/unit plan and rubric using the BTSA Lesson Plan Template, including a reflection on the successes, challenges, and changes that you will make in the future. OR submit a copy from your adopted text and include notations on how you adapted it to meet your students' needs.</p> <p>2. Use the Lesson plan narrative template to answer the following:</p> <p>(a) • Explain how students used technology resources in the unit to meet content standards and to develop information literacy or problem solving skills.</p> <p>(b) • Describe how you addressed special learning needs, e.g., English Language learners, special education, GATE.</p> <p>(c) • Describe how you taught about privacy, security, and safety on the internet, and what issues are addressed by your student AUP.</p> <p>(d) • Describe how the rubric was used for assessing students' skills.</p> <p>(e) • Include 3 examples of relevant student work (exceeds, meets, and does not meet standard).</p>	<p>_____ Meets standard</p> <p>_____ Does not meet</p> <p>Artifacts: </p> <p>_____ Lesson plan with reflection & rubric</p> <p>Narrative with: </p> <p>_____ a. Use of tech resources</p> <p>_____ b. Addressing special learning needs</p> <p>_____ c. Teaching about privacy, security, safety and AUP</p> <p>_____ d. Description of rubric</p> <p>_____ e. 3 samples of student work</p>	<p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p>

Name _____ School _____ District _____

Approved by: _____
CTAP Level III Mentor
Date

BTSA Standard	Demonstration of Technology	Status	Support Provider Attestation
<p>Standard 5: Assessment</p> <p>Teachers use and interpret student assessment data from multiple measures for entry level, progress monitoring, and summative assessments of student academic performance to inform instruction.</p>	<p>Use multiple forms of assessment available through technology, e.g., (electronic gradebooks, district assessment systems, test generators, STAR reports, and/or CA Dept of Ed websites) to monitor progress and assess academic performance for your students.</p> <p>DEMONSTRATION:</p> <p>(1) Submit a narrative showing how you disaggregated data from multiple sources to compare or show student achievement among sub-groups in your classroom. Explain your analysis of that data and how you then planned for instruction based on that analysis.</p>	<p>_____ Meets standard</p> <p>_____ Does not meet</p> <p>Artifacts: </p> <p>Narrative with: _____ Analysis of data from multiple sources and how you planned for instruction.</p>	<p>_____ SP Initial</p> <p>_____ Date</p>
<p>Standard 6: Universal Access: Equity for all</p> <p>Teachers use a variety of resources (including technology-related tools, interpreters, etc.) to collaborate and communicate with students, colleagues, resource personnel and families to provide the full range of learners equitable access to state adopted academic content standards.</p>	<ul style="list-style-type: none"> ❑ Use technology tools (email, blog, interactive video, Moodle, web pages, etc.) to collaborate with colleagues resource personnel, or families to create projects that incorporate the appropriate use of technology ❑ Provide evidence of sustained communication (at least 2 weeks) with parents, and/or students (voice mail, homework hotline, email) ❑ Locate and describe at least 3 electronic resources that will support learning needs for all students in your classroom <p>DEMONSTRATION:</p> <ul style="list-style-type: none"> • Submit a written description of the collaborative technology tools that you used. Describe the collaboration with colleagues, resource personnel and/or families and how your collaboration supports technology-based curricula. • Demonstrate two examples of communications to parents and students, or include printed examples • Complete the Electronic Resources sheet with responses to questions. 	<p>_____ Meets standard</p> <p>_____ Does not meet</p> <p>Artifacts: </p> <p>_____ Description of collaboration</p> <p>_____ 3 examples of communication w/ parents and/ or students</p> <p>_____ Electronic Resources Sheet</p>	<p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p> <p>_____ SP Initial</p> <p>_____ Date</p>