**Transcript Review Worksheet**

**Educational Technology Specialist**

The holder is authorized to plan and implement instruction and evaluate student learning in the use and integration of educational technologies in grades PK-6; 7-12 or PreK-12*.*

**Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Educator ID#: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

[ ]  **Add Endorsement** [ ]  **Course Audit**

Please note that the transcript review worksheets indicate only the endorsement competencies that must be met. There may be additional jurisdictional requirements.

For a full list of requirements, please consult the [Rules Governing the Licensing of Educators](https://education.vermont.gov/documents/educator-quality-licensing-rules)

| **Content** **Topic** | **College/****University** | **Course****Number** | **# of Credits** |
| --- | --- | --- | --- |
| **1. Knowledge Standards:****1.1. Demonstrates knowledge of topics, concepts, and skills essential to the effective integration of technology in the teaching and learning process, as delineated in current national professional standards, including but not limited to the International Society for Technology in Education (ISTE) Standards for Coaches:** |  |  |  |
| 1.1.1. The history and cultural significance of educational technologies and the impact of educational technology on learning, today’s society, cultural diversity, and sustainability  |  |  |  |
| 1.1.2. Methods to address content standards and student technology standards through the integration of technology  |  |  |  |
| 1.1.3. Identifying strategies for initiating and sustaining technology innovations and managing the change process in schools and classrooms  |  |  |  |
| 1.1.4. Ways technology can be used to implement high-quality, standards-based curriculum, instruction, and assessment in all content areas, including instructional design principles that rely upon research-based learning theories to guide the use of computers and other technologies in education  |  |  |  |
| 1.1.5. Knowledge of current innovative, and effective educational technologies and pedagogies, including those that support online and blended learning, |  |  |  |
| 1.1.6. Strategies and theories for supporting all students in the integration of technology including Assistive Technology and Universal Design for Learning |  |  |  |
| **2. Performance Standards:** **2.1. Guides the effective integration of technology throughout all areas of the school’s curriculum as delineated in Vermont’s *Framework of Standards and Learning Opportunities*. Specifically, the educator:**  |  |  |  |
| 2.1.1. Visionary Leadership 2.1.1.1. Contributes to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students by advocating for policies, procedures, programs, and funding strategies to support implementation of the digital learning plan  |  |  |  |
| 2.1.1.1. Contributes to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students by advocating for policies, procedures, programs, and funding strategies to support implementation of the digital learning plan  |  |  |  |
| 2.1.2.1. Collaborate with teachers and model the design and implementation of technology-enhanced learning experiences using a variety of research based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students  |  |  |  |
| 2.1.2.2. Collaborate with teachers and model the effective use of technology tools and resources to continuously assess student learning and student ability to choose and use appropriate technology  |  |  |  |
| 2.1.2.3. Collaborate with teachers and model the effective use of technology tools and resources to collect and analyze student achievement data, interpret results, and communicate findings to inform instructional practice and maximize student learning  |  |  |  |
| 2.1.3.1. Collaborate with teachers and model the use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers, administrators, and staff  |  |  |  |
| 2.1.3.2. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure  |  |  |  |
| 2.1.3.3. Research and recommend the use of adaptive and assistive technologies to support student learning in coordination with a student support team  |  |  |  |
| 2.1.3.4. Troubleshoot basic technology problems common in digital learning environments  |  |  |  |
| 2.1.4.1. Design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning, and assessment  |  |  |  |
| 2.1.5.1. Model and promote strategies for achieving equitable access and ethical use of digital tools and resources and technology-related best practices for all students and teachers  |  |  |  |