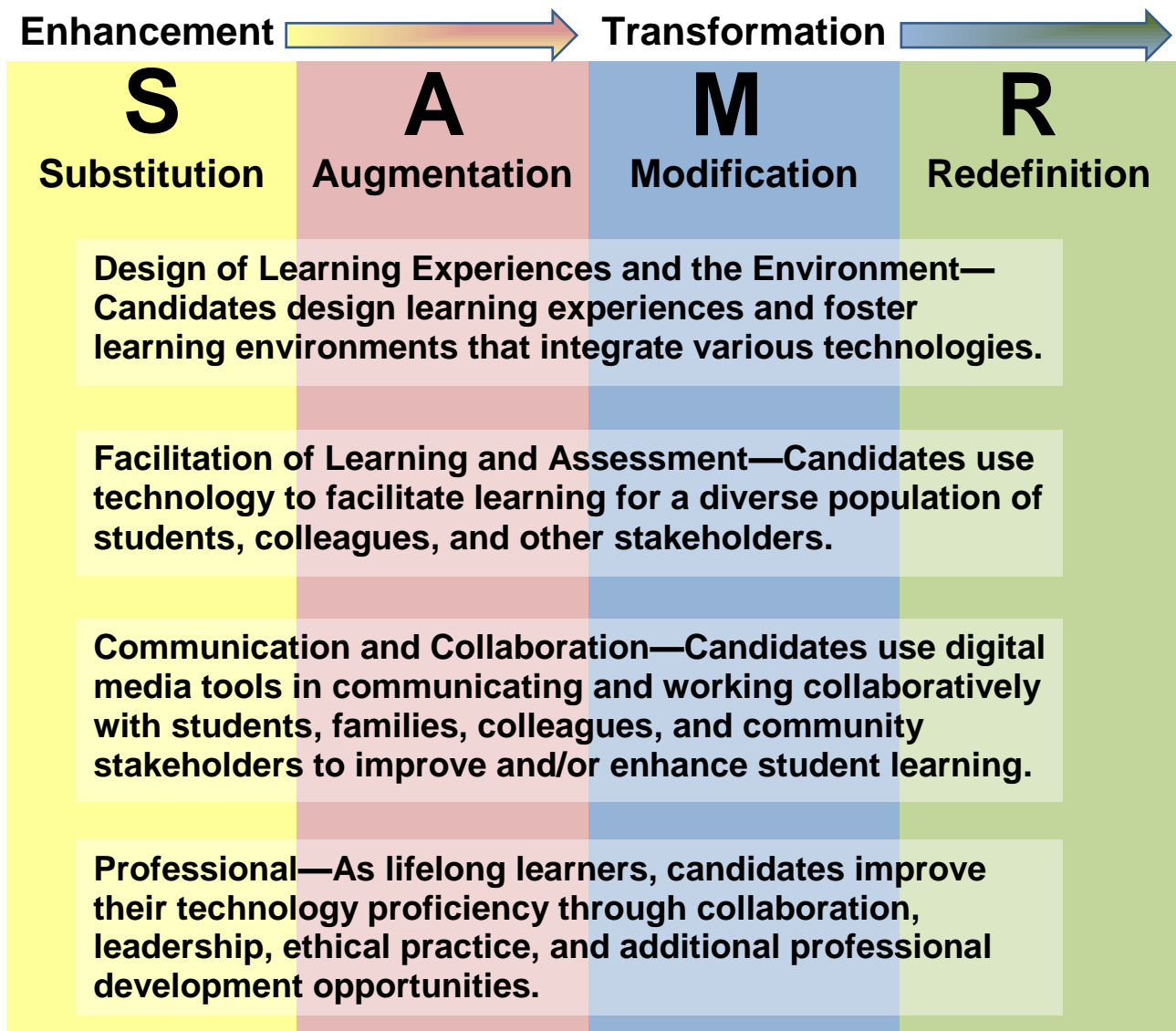


Technology Proficiencies

The technology proficiencies listed below describe the Riley College of Education and Leadership’s expectations for your knowledge, skills, and professional dispositions with respect to the use of digital tools and resources for facilitating learning and communication. The proficiencies are grounded in the SAMR (Substitution, Augmentation, Modification, Redefinition) Model. The SAMR Model provides a framework for integrating technology into the learning environment (refer to Common Sense Media’s [Introduction to the SAMR Model](#) web page for more information). You will have the opportunity to learn about and practice the different skills related to technology and will be assessed on the proficiencies as you advance through the program.



Technology Proficiencies and Indicators

1. **Design of Learning Experiences and the Environment—Candidates design learning experiences and foster learning environments that integrate various technologies.**

- a. The candidate demonstrates how to evaluate technology and media resources for quality, accuracy, and effectiveness to support the processes of content and skill development.
- b. The candidate demonstrates fluency using effective technologies to plan, coordinate, organize, manage, and/or supervise effective learning opportunities for all students.
- c. The candidate demonstrates use of online research databases and research-based practices in education to improve student learning, engagement, and outcomes.

2. Facilitation of Learning and Assessment—Candidates use technology to facilitate learning for a diverse population of students, colleagues, and other stakeholders.

- a. The candidate engages all students in exploring real-world issues and solving authentic problems using digital tools and resources to improve and/or enhance student learning.
- b. The candidate meets the diverse needs of all students by providing equitable access to digital tools and resources.
- c. The candidate uses appropriate technologies for assessment (administering assessments, monitoring student progress, presenting assessment results, and evaluating teachers and programs) to improve and/or enhance student learning.
- d. The candidate models and promotes diversity, cultural understanding, and global awareness by assisting students in the use of digital-age communication and collaboration tools.

3. Communication and Collaboration—Candidates use digital media tools in communicating and working collaboratively with students, families, colleagues, and community stakeholders to improve and/or enhance student learning.

- a. The candidate communicates relevant information and ideas effectively to students, parents, and colleagues using a variety of digital age media and formats to improve and/or enhance student learning.
- b. The candidate evaluates a variety of professional communication tools to improve collaboration with all stakeholders.

4. Professional—As lifelong learners, candidates improve their technology proficiency through collaboration, leadership, ethical practice, and additional professional development opportunities.

- a. The candidate takes a leadership role in developing a shared vision of technology infusion by collaborating with colleagues to promote effective educational practices.
- b. The candidate demonstrates a commitment to continuous professional development by reflecting on current professional research, legal issues, and ethical expectations to model effective technology decision making and to enhance student learning.

- c. The candidate advocates and practices safe, legal, and responsible use of technology and digital-age communication tools.