Illinois Director Credential (IDC) Technology Assessment (Levels I-II)
Center/ School Technology Project

IDC Competencies	T1: Demonstrate technological literacy.
	T2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.
	T3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions.

Assessment Guidelines

In this assessment, you will develop technology policies and procedures for an early childhood and/or school age program. Your policies and procedures are required to include the following components. Please note that your policies and procedures are required to demonstrate technological competency, including the use of an electronic platform inclusive links to resources, examples and forms needed.

Part 1: Technology Policies & Procedures

For this task, you will develop (at a minimum) policies and procedures for your center/organization which include:

- Employee appropriate and ethical use
- Protection of electronic data including storage, use, and transmission
- Policies and procedures for family use and access to electronic information, communications and resources
- Hardware refreshing & updating
- Software refreshing & updating
- Technology training & professional development expectations/processes
- Technology expectations in the classroom for instruction and assessment
- Family training & support

Part 2: Technology Training

Develop for your organization/center a professional development module, using the program(s) and platform(s) of your choice (tailored to content) to lead staff or parents through one of the topics provided above. Your training should fully utilize technology, be designed using quality principles for online training, be interactive, engaging and content-rich.

Assessment Rubric (pulled from IDC Master Rubrics)

IDC Technology Master Rubric					
Competency	**Distinguished**	**Proficient**	**Needs Improvement**	**Unsatisfactory**	**Unable to Assess**
T1: Demonstrate technological literacy.	Advocates effective and ethical use, adaptation, and evaluation of technology in support of early childhood/school-age program functioning.	Early childhood resources are accessed via the web. Technology is used to link to advocacy and professional development resources.	Developing proficiency in accessing early childhood resources via the web is demonstrated. Developing proficiency in using technology to link to advocacy and professional development resource is demonstrated.	A lack of proficiency in accessing early childhood resources via the web Is demonstrated. A lack of proficiency in using technology to link to advocacy and professional development resources is demonstrated.	
T2: Develop and/or implement training and resources to support teachers in the appropriate use of technology to improve children's learning in the classroom.	Creates replicable technology models and disseminates through training and resources to support other ECE professionals in the appropriate use of technology to improve children's learning in the classroom.	Training and resources developed support teachers in the appropriate use of technology to improve children's learning in the classroom.	Training and resources developed assist in supporting teachers in the appropriate use of technology to improve children's learning in the classroom.	Training and resources developed do not support teachers in the appropriate use of technology to improve children's learning in the classroom.	
T3: Develop and/or implement technology policies and appropriate technologies to manage administrative functions.	Critically chooses, employs, adapts and revises technology policies and appropriate technologies to meet specific administrative needs within the organizational context.	Technology used in communication, marketing, and program development is comprehensive and appropriate.	Technology used in communication, marketing, and program development is appropriate.	Technology used in communication, marketing, and program development lacks comprehensiveness and appropriateness.	

Level I—Beige   Level II—Blue