Nevada Commission On Educational Technology

Digital Learning Day Award of Excellence

Request for Applications

Administered by the Nevada Department of Education

Nevada Commission on Educational Technology

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2014 Nevada Commission on Educational Technology Excellence Award

Application Instructions

The Nevada Commission on Educational Technology will recognize one teacher and one school administrator for their excellence in promoting instructional innovation, creativity, collaboration and critical thinking through the use of digital-age classroom technologies.

Eligibility

Any Nevada active duty teacher or school administrator may be nominated.

Award Material

Applications must be submitted online at the link below. Applicants may nominate themselves or someone else. Selection criteria are provided in the *Scoring Criteria* section of this RFA starting on page 5.

Applications must be submitted electronically at this site: https://www.surveymonkey.com/s/2014excellence .

Note: The award is not about how much technology the applicant has in his or her school, but how the technology that is available is effectively used.

Selection Process

A subcommittee of the Nevada Commission on Educational Technology will make the initial selections and submit three applications for final review to the Commission at the March Commission meeting.

Application Procedure

Applications must be submitted at this URL https://www.surveymonkey.com/s/2014excellence and must include the following:

- All contact information of the nominee, and if applicable, the nominator, must be filled in;
- A description of the nominee's excellence;

Deadline: Applications must be submitted by **5:00 p.m. February 28**. Late and incomplete applications will not be considered.

Recognition

Successful applicants will be honored at the Nevada Commission on Educational Technology meeting that takes place each October in conjunction with the Clark County School District Educational Technology Conference in Las Vegas, NV.

Additional Information

Inquiries about the application may be posted no later than **noon on February 24, 2014** to the forum listed below. Inquiries received via telephone, email, or any other method will not be accepted. All inquiries must be posted to the forum. Responses to inquiries will be posted within 3 business days.

Post inquiries here: http://tinyurl.com/ncetaward
Responses will be posted here: http://tinyurl.com/ncetawardresponse

Timeline

January 30, 2014	Request for Applications Released
February 24, 2014, noon	Deadline for inquiries about application to be posted to forum by applicants
February 28, 2014, 5:00 p.m.	Applications Due
March 10-14, 2014	Applications Reviewed by Subcommittee
March 14, 2014	First Round of Applicants Selected by Subcommittee
March, 2014	Commission Approves Selections
March, 2014	Awardees Notified
Summer Commission Meeting	Awardees Honored at Commission Meeting

Scoring Criteria

Scoring Criteria for Teacher Applications

Teacher applicants will be evaluated by criteria set forth in the International Society for Technology Education's (ISTE) National Educational Technology Standards for Teachers (NETS-T). Applicants will be scored on how well they demonstrate each of the indicators listed below. Total scores may range from 0 to 40 points.

1. Facilitate and Inspire Student Learning and Creativity *(maximum 8 points)*

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments. Teachers:

a. promote, support, and model creative and innovative thinking and inventiveness.

b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.

c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.

d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments *(maximum 8 points)*

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S. Teachers:

a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.

b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.

c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.

d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

3. Model Digital-Age Work and Learning *(maximum 8 points)*

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society. Teachers:

a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.

b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.

c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.

d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

4. Promote and Model Digital Citizenship and Responsibility *(maximum 8 points)*

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices. Teachers:

a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.

b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.

c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.

d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

5. Engage in Professional Growth and Leadership *(maximum 8 points)*

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources. Teachers:

a. participate in local and global learning communities to explore creative applications of technology to improve student learning.

b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.

c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.

d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.

Scoring Criteria for School Administrator Applications

School administrator applicants will be evaluated by criteria set forth in the International Society for Technology Education's (ISTE) National Educational Technology Standards for Administrators (NETS-A). Applicants will be scored on how well they demonstrate each of the indicators listed below. Total scores may range from 0 to 42 points.

1. Visionary Leadership *(maximum 6 points)*

Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization. Educational Administrators:

a. inspire and facilitate among all stakeholders a shared vision of purposeful change that optimizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders.

b. engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision.

c. advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.

2. Digital Age Learning Culture *(maximum 10 points)*

Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students. Educational Administrators:

a. ensure instructional innovation focused on continuous improvement of digital-age learning.

b. model and promote the frequent and effective use of technology for learning.

c. provide learner-centered environments equipped with technology and learning resources to meet the individual, diverse needs of all learners.

d. ensure effective practice in the study of technology and its infusion across the curriculum.

e. promote and participate in local, national, and global learning communities that stimulate innovation, creativity, and digital-age collaboration.

3. Excellence in Professional Practice *(maximum 8 points)*

Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources. Educational Administrators:

a. allocate time, resources, and access to ensure ongoing professional growth in technology fluency and integration.

b. facilitate and participate in learning communities that stimulate, nurture and support administrators, faculty, and staff in the study and use of technology.

c. promote and model effective communication and collaboration among stakeholders using digital-age tools.

d. stay abreast of educational research and emerging trends regarding effective use of technology and encourage evaluation of new technologies for their potential to improve student learning.

4. Systemic Improvement *(maximum 10 points)*

Educational Administrators provide digital-age leadership and management to continuously improve the organization through the effective use of information and technology resources. Educational Administrators:

a. lead purposeful change to maximize the achievement of learning goals through the appropriate use of technology and media-rich resources.

b. collaborate to establish metrics, collect and analyze data, interpret results, and share findings to improve staff performance and student learning.

c. recruit and retain highly competent personnel who use technology creatively and proficiently to advance academic and operational goals.

d. establish and leverage strategic partnerships to support systemic improvement.

e. establish and maintain a robust infrastructure for technology including integrated, interoperable technology systems to support management, operations, teaching, and learning.

5. Digital Citizenship *(maximum 8 points)*

Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture. Educational Administrators:

a. ensure equitable access to appropriate digital tools and resources to meet the needs of all learners.

b. promote, model and establish policies for safe, legal, and ethical use of digital information and technology.

c. promote and model responsible social interactions related to the use of technology and information.

d. model and facilitate the development of a shared cultural understanding and involvement in global issues through the use of contemporary communication and collaboration tools.