



Preliminary Technology Proficiency Profile



Presented by Pamela Redmond, Member of the CEAP and CTAP Writing Teams redmond@mac.com

Communication and Collaboration

Factors to Consider Each teacher should be able to:	Profile	Performance Indicators*
Uses computers to communicate through printed media. S2	<ul style="list-style-type: none"> Identifies, selects and uses appropriate publication tools to produce written reports Uses basic proofing tools Integrates graphics appropriately 	<ul style="list-style-type: none"> Edited newsletters incorporating graphics and charts, course descriptions, and student reports
Interacts with others using e-mail. S3	<ul style="list-style-type: none"> Uses email tools to communicate and foster relationships both personally and professionally Uses email as a tool to interact with and provide information to others 	<ul style="list-style-type: none"> Samples of electronic correspondence (i.e. colleagues, experts, or parents) Samples of electronic correspondence with attachments.
Is familiar with a variety of computer-based collaborative tools. S4	<ul style="list-style-type: none"> Selects from available collaboration tools for personal/professional development and to accomplish tasks 	<ul style="list-style-type: none"> Description/comparison of various collaborative tools including threaded discussion groups, newsgroups, listservs, online chat, and/or audio/video conferences
Demonstrates knowledge of privacy and safety issues S14	<ul style="list-style-type: none"> Implements procedures and management techniques concerning internet use and network access to data files. 	<ul style="list-style-type: none"> Evidence of appropriate use of chat rooms, confidentiality of records including graded student work, publishing names and pictures of minors, and/or Acceptable Use Policies.
Demonstrates knowledge of copyright issues. S13	<ul style="list-style-type: none"> Ensures that all communications include appropriate application of copyright law as it applies to research, product development and use of resources 	<ul style="list-style-type: none"> Judicious distribution of copyrighted materials and proper citing of sources Evidence of implementing established policies surrounding copyright and plagiarism

* Performance Indicators - clarifications and examples

G = General Knowledge and Skills (*Factors to Consider in CEAP Document*)

S = Specific Knowledge and Skills



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Preparation for Planning, Designing and Implementing Learning Experiences

Factors to Consider Each Teacher should be able to:	Profile	Performance Indicators*
Demonstrates knowledge of current basic computer hardware and software terminology. G1	<ul style="list-style-type: none"> Communicates about technology using accurate terminology Uses a variety of appropriate input devices Uses accurate vocabulary to set procedures and to describe problems to others 	<ul style="list-style-type: none"> Product demonstrating basic hardware and software use Product demonstrating use of a variety of peripherals to complete a task, e.g. CD ROM, storage media, scanners, digital camera, etc.
Demonstrates competency in the operation and care of computer related hardware G2	<ul style="list-style-type: none"> Performs regular maintenance to hardware and operating system Accesses and changes operating system software to control hardware functions Shares files and printers on a network 	<ul style="list-style-type: none"> Cleans input devices, avoids proximity to magnets, proper startup and shut down sequences, scans for viruses, and formats storage media Maintains desktop and file management.
Implements basic troubleshooting techniques for computer systems G3	<ul style="list-style-type: none"> Applies strategies for identifying and solving routine hardware and software problems during everyday use Judges appropriate level of support required to solve problem and then activates them accordingly Attempts to identify which component or software issue is causing the problem and articulates this information to support personnel 	<ul style="list-style-type: none"> Demonstrates problem solving by: checking the power connections, isolating the problem components, distinguishing among software and hardware problems and related peripheral devices before accessing the appropriate level of tech support. Description of basic troubleshooting process.
Demonstrates knowledge and understanding of the legal, ethical, and appropriate use of technology. G4	<ul style="list-style-type: none"> Identifies and explains important issues surrounding legal and ethical use of technology tools Establishes classroom policies to address those issues to elicit appropriate student use. 	<ul style="list-style-type: none"> Classroom rules or activities related to issues of: privacy, security, appropriate access and implementation of acceptable use policy.
Chooses software for its relevance, effectiveness, alignment with content standards, and value added to student learning. S6	<ul style="list-style-type: none"> Considers the content to be taught and the value of the activity for student learning and retention Examines software products for effective pedagogy, appropriate reinforcement of concepts and problem-solving strategies before implementing use 	<ul style="list-style-type: none"> Evidence of lesson activities that integrate currently available resources Description of rationale used for the selection of software and technology resources specially matched to students needs and content standards.

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Preparation for Planning, Designing and Implementing Learning Experiences

Factors to Consider Each Teacher should be able to:	Profile	Performance Indicators*
Demonstrates competence in the use of electronic research tools S7	<ul style="list-style-type: none"> Identifies and selects electronic research tools for appropriate match to student activity Identifies and selects between Internet search tools 	<ul style="list-style-type: none"> Evidence of appropriate selection of electronic resources appropriate to task (i.e. periodical indexes, electronic encyclopedias, and internet resources) Provides rationale for the selection and use of search tools appropriate to task. Provides evidence of appropriate search delimiters and Boolean logic to retrieve information
Identifies student learning styles and determines appropriate technological resources to improve learning. S9	<ul style="list-style-type: none"> Matches appropriate technology infused tasks to student learning style Develops a plan for utilizing available resources to meet the needs of students and curricular content Seeks out and identifies additional technology learning tools to support the specific learning needs of students 	<ul style="list-style-type: none"> Sample lessons that make purposeful use of technologies to meet the needs of all students Sample lessons that demonstrate inclusion of assistive technologies for use with special students Evidence of arranging equitable access to appropriate technology that enables students to engage successfully in learning activities across subject/content levels
Considers the content to be taught and selects the best technological resources to support and manage learning. S10	<ul style="list-style-type: none"> Uses technology tools and information resources to increase productivity, promote creativity and facilitate academic learning Seeks lessons which allow students to explore higher order thinking and problem solving 	<ul style="list-style-type: none"> Evidence of match between technology used and student learning of content material Sample lessons which require students to collect data, synthesize ideas and draw conclusions using technology
Demonstrates an ability to create and maintain effective learning environments using computer-based technology. S11	<ul style="list-style-type: none"> Orchestrates activities to maximize student learning by matching the most appropriate technology setting to instructional and learner needs Collects and analyzes data to ensure purposeful student engagement in learning for project management Identifies, manages and organizes resources based on the appropriateness to specific tasks and student needs 	<ul style="list-style-type: none"> Evidence of lessons that connect appropriate resources, curriculum content and assessments for specific student populations. Sample technology-based lessons in a variety of settings. (i.e. whole class, small group, individual, computer lab)

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Evaluation and Assessment

Factors to Consider Each Teacher should be able to::	Profile	Performance Indicators*
Uses computer applications to manage records S1	<ul style="list-style-type: none"> Utilizes a database to manage and record student and classroom information Creates relationships between two database files 	<ul style="list-style-type: none"> Evidence of use of ready-made teacher productivity tools (e.g. gradebook, attendance, and assessment records). Creates a simple database and merges it with word processing to produce student lists for field trips, labels, certificates, etc.
Examines a variety of current educational digital media and uses established selection criteria to evaluate materials S5	<ul style="list-style-type: none"> Examines State and local resource pools to discern appropriate resources for grade level/curriculum Selects and implements evaluation criteria to determine usefulness of media in the classroom. 	<ul style="list-style-type: none"> Description of rationale used for the selection and incorporation of resources available through the California Technology Assistance Project (CTAP), California Learn Resource Network (CLRN), and/or the International Society for Technology in Education (ISTE)
Demonstrates awareness of issues concerning authenticity, reliability, and bias of the data gathered. S8	<ul style="list-style-type: none"> Critically evaluates sources of information by examining source, publication date, author, and medium of publication 	<ul style="list-style-type: none"> Sample policy on plagiarism Evidence of lessons that include information literacy strategies.
Analyzes best practices and research findings on the use of technology and designs lessons accordingly S12	<ul style="list-style-type: none"> Designs and implements lessons that incorporate a variety of instructional technologies aligned with State Content Standards Considers the technology tools to be used, level of access, and learning processes involved and matches the type of student activity with them 	<ul style="list-style-type: none"> Portfolio of technology-based products from coursework including related assessment mechanisms

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