Appendix E

Florida Educator Accomplished Practice #12:

Technology

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Competencies for Teachers of the Twenty-first Century
Revisions to Sample Key Indicators Approved September 5, 2003

(Aligned to the National Educational Technology Standards for Teachers)

	Pre-professional	Professional	Accomplished
	The pre-professional teacher uses technology as available at the school site and as appropriate for the learner. She/he provides students with opportunities to actively use technology and facilitates access to the use of electronic resources. The teacher also uses technology to manage, evaluate, and improve instruction.	The professional teacher uses technology (as appropriate) to establish an atmosphere of active learning with existing and emerging technologies available at the school site. She/he provides students with opportunities to use technology to gather and share information with others, and facilitates access to the use of electronic resources.	The accomplished teacher uses appropriate technology in teaching and learning process.
Alignment to NETS for Teachers	**Sample Key Indicators**		
1: A, B	Demonstrates technology literacy as defined by Document 1 (Florida Technology Literacy Profile). *(Document 1 follows this chart.)*	Routinely demonstrates a basic level of technology competency, and assures that students have opportunities to attain basic technology literacy skills.	Teaches technology literacy at appropriate skill levels.
2: C 3: A 6: B, C	Uses technology tools on a personal basis.	Uses technology tools that enhance learning opportunities that are aligned with the Sunshine State Standards.	Evaluates and implements technology tools that enhance learning opportunities that are aligned with Sunshine State Standards and meet the needs of all learners.
6: A, D	Demonstrates awareness of and models acceptable use policies and copyright issues.	Models legal and ethical uses of technology.	Teaches legal and ethical uses of technology. Teaches legal and ethical uses of technology.

	Pre-professional	**Professional**	**Accomplished**
2: C 3: C 4: C	Identifies and uses standard electronic media.	Identifies and uses standard electronic media to provide instruction at appropriate student skill level.	Evaluates and uses a wide range of instructional technologies (e.g., CD-ROM, interactive video, videotaping, and electronic libraries) to enhance the subject matter, assure it is comprehensible to all students, and develop higher order thinking skills.
2: B 4: A	Uses technology in lesson and material preparation.	Uses technology to construct teaching materials and learning activities.	Uses technology to construct a variety of teaching materials and assessment exercises and applies current research on integrating technology when planning for instruction.
2: D, E 3: D 4: B 5: B	Identifies technology productivity tools to assist with management of student learning.	Uses technology productivity tools to monitor and manage student learning.	Makes classroom management decisions based on data derived from the use of technology productivity tools and monitors student learning in a technology-enhanced environment.
2: E 3: D	Teaches students to use available computers and other forms of technology.	Teaches students to use available computers and other forms of technology as they relate to curricular activities.	Facilitates student learning of technology as it relates to curricular activities.
2: A, B 3: B, C 6: E	Creates authentic tasks using technology tools and recognizes the need for learner-centered environments.	Integrates authentic tasks and provides increased opportunities for independent learning for all students through the use of technology tools.	Facilitates and learns along with the students, empowering all students to become independent learners in a technology-rich, learner-centered environment.
2: C	Selects and utilizes educational software tools for instructional purposes based upon reviews and recommendations of other professionals.	Reviews, and recommends educational software tools for instruction.	Analyzes and evaluates the effectiveness of educational software tools on student learning.

	Pre-professional	Professional	Accomplished
5: D	Uses digital information obtained through intranets and/or the Internet (i.e., email, research).	Uses and disseminates digital information to stakeholders through intranets and/or the Internet.	Develops and publishes digital content and provides students with opportunities to gather and share digital information through intranets and/or the Internet.
5: D	Uses technology to collaborate with others.	Participates in collaboration within the school via technology to support learning.	Collaborates via technology beyond the boundaries of the school to support learning.
5: A, B	Develops professional goals relating to technology integration.	Includes technology integration goals in a professional development plan.	Incorporates technology integration goals in a professional development plan as addressed in the school improvement plan.
	The pre-professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.	The professional teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to access the information provided in the general education curriculum as available at each school site.	The accomplished teacher uses accessible and assistive technology to provide curriculum access to those students who need additional support to physically or cognitively access the information provided in the general education curriculum as available at each school site.

Document 1: Florida Technology Literacy Profile

Note: Document 1 provides a common definition of technology literacy as it is used in the sample key indicators of Educator Accomplished Practice #12.

Technology literacy is the ability to responsibly use appropriate technology to communicate; solve problems; and access, manage, integrate, evaluate, and create information to improve learning in all subject areas and to acquire lifelong knowledge and skills in the 21st century.

Framework for Technology Literacy	Performance Indicators	Profile of a Technology Literate Individual
1. Basic operations and concepts Individuals are able to access resources and utilize them in daily work.	Individuals demonstrate a sound understanding of the nature and operation of technology systems. Individuals are proficient in the use of technology.	The individual will apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.
2. Social, ethical, and human issues Responsibility and citizenship are an essential consideration as individuals learn with technology.	Individuals understand the ethical, cultural, and societal issues related to technology. Individuals practice responsible use of technology systems information, and software. Individuals develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.	The individual will demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. The individual will exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Technology productivity tools Technology plays a pervasive role in the knowledge construction of individual work.	Individuals use technology tools to enhance learning, increase productivity, and promote creativity. Individuals use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.	The individual will use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. The individual will apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.

4. Technology communication tools Effective communication is enriched through the use of technology.	Individuals use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences. Individuals use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	The individual will design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.
5. Technology research tools Individuals leverage learning opportunities by utilizing technology for research.	Individuals use technology to locate, evaluate, and collect information from a variety of sources. Individuals use technology tools to process data and report results. Individuals evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.	The individual will collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom. The individual will research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.
6. Technology problem-solving and decision-making tools Problem solving is a valued individual skill that can be amplified through the use of technology.	Individuals use technology resources for solving problems and making informed decisions. Individuals employ technology in the development of strategies for solving problems in the real world.	The individual will select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. The individual will demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving.

Sources for Document 1

Definition and chart: SETDA NLI Toolkit, April, 2003
Framework for Technology Literacy: NETS standards and description
Profile of a Technology Literate Individual: NETS 6–8 grade profile