

## 2014 Teacher Technology Standards

### Diocese of Richmond

#### Prerequisites:

- Teachers can assemble the component parts, cables and cords of a computer workstation to a functioning computer.
- Teachers can use word processing, spreadsheet, presentation and email software and Internet browser.
- Teacher can troubleshoot basic technology problems with all technology available in the classrooms. (Individual schools can include specifics of what they expect troubleshooting to include for their teachers.)
- Teachers demonstrate and show the value in independent trouble shooting to their students

To achieve *Beginner Status*, teacher chooses *1 item* from each standard. To achieve *Intermediate Status*, teacher chooses *2 items* from each standard. To achieve *Advanced Status*, teacher chooses *3 items* from each standard. Completing one standard per year, over 5 years is recommended. Technology Coordinators will verify completion of items with signature on separate form. Extenuating circumstances may be considered by Technology Coordinator. Those circumstances should be explained on signature form.

This document will be ever-changing. Each school year the content will be reviewed and updated to include current day technology.

One project cannot fulfill the requirement for more than one standard; however, a particular piece of software can be used to fulfill more than one activity. Ex. A blog that your students use to discuss a class topic cannot be used for Standard 1 and 2 even though there is a blogging choice in both of those standards. Teachers can use a class discussion blog for one standard and a blog with NASA for another standard.

#### 1. Facilitate and Inspire Student Learning and Creativity

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 please choose 1, 2, or 3 of the following opportunities to illustrate this skill.

- Have students present information to an audience via presentation software, ex. Prezi, Photostory, movie making
- Have students collaborate with peers ex. blogging, Edmodo, wikispaces, Skype, Facetime, Googledocs, twitter
- Have students collaborate with experts ex. blogging, Edmodo, wikispaces, Skype, Facetime, Googledocs, twitter
- Have students manipulate graphics for a purpose ex. Photoshop, Piknik
- Have student analyze the validity of information and synthesize information as they research multiple types of online sources. ex. When the question is asked, “Where do I find it?” Is the research I am doing accurate? Where do I find it?

## **2. Design and Develop Digital-Age Learning Experiences and Assessments**

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 please choose 1, 2, or 3 of the following opportunities to illustrate this skill.

- Have student perform detail oriented programming such as HTML coding, using QR codes or Scratch
- Have students collaborate with peers or experts via blogging, Edmodo, wikispaces, Skype, Facetime, Google docs, twitter
- Have students present their learning experiences using a digital interface or artifact that enhances the understanding of their work for themselves and their peers using animation, video, audio (AniMoto, YouTube, etc.)
- Have students design their own rubrics with attention to incorporating digital design as an assessment value
- Teachers use created or modified *interactive* software lesson (such as Smart Notebook software, webquests, powerpoint etc...) with students

## **3. Model Digital-Age Work and Learning**

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

Teachers please choose 1, 2 or 3 of the following opportunities to illustrate this skill.

- Use Skype, Facetime, Oovo, etc... to create a classroom experience with collaboration beyond the classroom walls
- Use a program, software, or medium such as [www.typewithme.com](http://www.typewithme.com), blogging, or google docs where collaboration results in a project with many editors
- Have students experience an interactive virtual environment ex. Tour Rome with Google Earth
- Teachers take an older lesson and inject it with a new technology
- Teachers create an online learning environment where documents are uploaded and discussion boards or forums are used to enhance the classroom learning

## **4. Promote and Model Digital Citizenship and Responsibility**

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 please choose 1, 2 or 3 of the following opportunities to illustrate this skill.

- Teachers explain copyright and using material found on the Internet that is owned by others
- Students learn proper digital etiquette through a collaborative digital environment, learning to represent themselves properly through grammar, tone and material
- Teachers promote digital responsibility through projects such as Skype, blogging, and social educational networks where students learn from each other in a positive way

- Teaching and discussing with students internet safety and all its components while using the internet
- Teaching, modeling and practicing the “Golden Rule” in a digital environment

## **5. Engage in Professional Growth and Leadership**

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 please choose 1, 2 or 3 of the following opportunities to illustrate this skill.

- Teachers participate in an academic webinar
- Teachers attend a school/Diocesean sponsored workshop where a technology skill or program is highlighted
- Teachers spend time one on one time with the Technology professional/Technology Mentor in their school to learn a specific technology skill (length of time is determined by Technology professional/Mentor)
- Teachers participate in a class, online or in person, where technological skills and implementing them in lessons, are the focus
- Teachers teach a workshop for their school or Dioceses

\*During the first year, 2012-2013, teachers will only need to complete 1, 2 or 3 items from 3 of the standards to achieve Beginner, Intermediate or Advanced levels.

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