Meeting the NETS for Teachers Prerequisite Standards
NETS-T Pre-Admission Competencies Verification

Students will complete the pre-admission competency verification to identify your strengths or weaknesses based on national standards. This assessment will verify your technology competencies on the new NETS-T (National Educational Technology Standards for Teachers). The assessment includes artifacts and reflection that demonstrates your competency with the ISTE NETS-T standards as you prepare for the Technology Facilitation Endorsement and admission to the IT Master's Program. Students pursuing the eLearning certificate only are exempt from this assignment.

The NETS for Teachers were originally released in 2000, following the acclaimed NETS for Students (NETS-S) in 1998, which set the bar for integration of technology in education. The NETS-T 2000 defined the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings.

Rapid advances in technology are putting new demands on educators and students. ISTE launched a refresh of the NETS-T in 2007 and unveiled the new NETS-T in 2008. The refreshed ISTE NETS will provide a framework for educators to use as they transition schools from Industrial Age to Digital Age places of learning.

For each of the 5 standards, you will demonstrate your competency through an artifact that meets the standard as well as a reflection showing your understanding of how to apply the standards in your workplaces. Application of these standards is a core skill needed as facilitators in your districts.

Create your documentation using a web-based technology like a wiki or GoogleSites:
1. Reflection on each of the 5 standards with a supporting artifact showing your competency with the standard and indicator(s).
2. Your reflection should include a complete description of how the artifact supports the standard.

National Educational Technology Standards for Teachers
COMPETENCIES VERIFICATION
ISTE Technology Standards & Performance Indicators for Educators (NETS-T)

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Wiki Page for Artifacts: https://elizabethrinkes.wikispaces.com/

Directions: Read the main competency and the sub-competency. Think about your own skills and identify an artifact that shows your proficiency with the competency. Provide a description of the artifact here and comment on your strength or weakness in this area. Since this is an initial measure of your skills, do not worry if you do not have an artifact for each one. This exercise gets you thinking about these baseline standards. If you are not a teacher use the word "Learner" versus "Student", think about others you will be training or developing learning for. Decide if your competency with the standard approaches, meets or exceeds. Fill in the rubric score you think you should have. You will also document these artifacts on your wiki or a google site.

Artifacts

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:

	Provide a description of the artifact:	Comments on your strengths or weaknesses:
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.	Genius Hour	I think my strength in this area is the Genius Hour projects we complete in my class. The students are encouraged for one hour each week to use technology in order to pursue one topic that they want to learn more about, a problem they want to solve, or something they want to build. For example, last year students created videos of themselves progressing as they learned ballet, built an arcade (from cardboard boxes), or tried to create a more efficient football. They were expected to reflect each week on their progress of their project. **Your Score __2____** Approaches 1 Meets 2 Exceeds 3

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:

	Provide a description of the artifact:	Comments on your strengths or weaknesses:
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.	Google Classroom Google Forms for Assessments Google Docs for various activities in class	I use a multitude of technology in my classroom. We use Google Classroom as a way to share information to all students and for students to comment on the activities including questions they may have on the assignment. In addition, we take our assessments on Google Forms so the students begin experiencing online testing for the state tests. We also use Google Docs for various activities such as groupwork in the classroom or even assignments that they turn in for classwork grade. **Your Score __3____** Approaches 1 Meets 2 Exceeds 3

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:

	Provide a description of the artifact:	Comments on your strengths or weaknesses:
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.	Class Dojo Report Newsletter	My strength is certainly this category. I feel as though I am always trying to incorporate new technologies into my classroom and share with my peers. For example, I was the first in my school to try a SOLE lesson (solecle.com) and to incorporate online tests in my classroom. We also use Class Dojo in our school to report behaviors and communicate with parents. I have shared at various staff meetings to demonstrate to other teachers how to incorporate technology into their classroom. As for daily technologies, the parents can access my website to receive any updates or additional study materials, they can access ProgressBook (our online grade book), in addition to email or messaging through Class Dojo. We also send out digital weekly newsletters through Class Dojo. **Your Score __3____** Approaches 1 Meets 2 Exceeds 3

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:

	Provide a description of the artifact:	Comments on your strengths or weaknesses:
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.	Student Notes from Digital Safety Lecture	I believe this could be an improvement in my classroom. We typically discuss digital citizenship at the end of the year when the students are entering middle school with an officer to show the importance. However, I feel as though it should be introduced sooner. In addition, it should be discussed and reiterated throughout the year to remind the students of their responsibilities online. **Your Score __2____** Approaches 1 Meets 2 Exceeds 3

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:

	Provide a description of the artifact:	Comments on your strengths or weaknesses:
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	Notes from Google Training DLT Course Map	I participate in numerous professional development courses through my district. I typically have at least two courses each year that is strictly focusing on various ways to incorporate technology into the classroom. In addition, this year, I am part of a district level team of integrating technology called the Digital Leadership Team. We have been participating in additional trainings and will be presenting the new techniques to our buildings throughout the next five years. **Your Score __3____** Approaches 1 Meets 2

		Exceeds	3

NETS-T Review Process

My rubric total assessment of my skills   _13_# out of_/15
        Date September 4, 2017

Submit this document in to the Springboard Dropbox for your points. Assignment points are only based on completion of the activity 10/10. Then you will upload this same document to TK20.

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		Exceeds	3