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)

Candidate Name: Mark Vance ID # 2126815

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:*		
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.	Fourth and fifth grade students use an online website called Artsonia to create a virtual portfolio. On this site students comment on their artwork and on others. They create artists statements and family members can also comment on their work. I give them direct feedback as well.	**Strength:** I am able to use my knowledge of the site Artsonia to promote student's critical thinking skills by written critiques and discussions about their artwork. The students give each other good timely feedback that promotes confidence and concept understanding. **Weakness:** I need to find ways to engage my art students in real-world issues. I find it hard to work this into my curriculum. **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:*		
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.	Prior to my 5th grade lesson on graffiti I give the students a pre-assessment. This is designed to help me gather data on student understanding. I also pose the question: Is graffiti art or vandalism. This promotes higher-level critical thinking skills. I use this data to guide my lecture and instruction, which allows me to skip over areas of student understanding and focus on weak areas.	**Strength:** Customizing lesson that addresses the diverse learning styles of my students **Weakness:** Most of my lessons are teacher centered and I need to develop and customize some learning activities that better engage my students to be active learners through self-discovery. I also need to a incorporate technology standards into some of my art lessons. **Your Score ___1.5___** Approaches 1 Meets 2 Exceeds 3

Artifacts		

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:

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.	The school that I work at is very proactive is the use of technology for communication. I use Twitter, Facebook and Class Dojo to communicate activities in the art room as well as all school functions. Parents are kept up to date with their student's classroom behavior as well as how they are participating in school events. Parents get this info in real time feedback and have different avenues to communicate with teachers.	**Strength** Collaborating with the students and their family through different current real time digital tools. This also demonstrates a fluency in technology systems and how these systems can help create a positive community. **Weakness** Find new ways to use digital tools to analyze and evaluate student learning. **Your Score ___2.5___** 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:

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.	This standard is my weakest area. I address B. in a graffiti lesson with 5th grade. After the students finish my unit on graffiti they are required to go on a website and create a graffiti name design on the site. Students work on the design by themselves using their Chromebooks. I do have to cover some basic skills to ensure the students use the site appropriately.	**Strengths** None (yet) **Weaknesses** I do not cover digital citizenship and responsibility in my art room curriculum very much. The classroom teachers cover this standard. With the rigors of the art curriculum it is hard to find the time to work this into 40 minuet classes. With this being said I now have a much better understand of this standard and will find ways to incorporate it into some of my lessons. **Your Score _1___** 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:

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	The district that I work in has built into the teachers contract ways to fulfill the needs of this standard. Every year the art teachers of the district get together for a 6-hour meeting to design ways to grow professionally. We work together to help one another in all areas. This year we learned about flipping our classrooms and are working together to start the process. We help each other in project that promote the arts in the community. This past summer we participated in a traveling art show that included student and teacher works of art.	**Strengths** Every summer I am continually meeting with other art teachers and designing ways to improve my teaching strategies and finding ways to incorporate new technologies. I advocate for the arts in the community through art shows and social media. I am participating in a group that is spearheading a program to help the art teachers flip their classrooms. I am not an expert on this but I am always willing to try new strategies and open to new things. **Weaknesses:** I am weak in the area of using research to drive instruction and need to do a better job of staying up on new instructional strategies. **Your Score _2.5_____** Approaches 1 Meets 2 Exceeds 3

NETS-T Review Process

My rubric total assessment of my skills   9.5 out of /15
Date: 09/04/2017

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.