Monroe #1 BOCES
Technology Plan
2006-2009

Appendix C2

Educational Technology Standards and Performance Indicators for All Teachers
2005-2006

NETS for Teachers

Educational Technology Standards and Performance Indicators for All Teachers

Building on the NETS for Students, the ISTE NETS for Teachers (NETS•T), which focus on preservice teacher education, define the fundamental concepts, knowledge, skills, and attitudes for applying technology in educational settings. All candidates seeking certification or endorsements in teacher preparation should meet these educational technology standards. It is the responsibility of faculty across the university and at cooperating schools to provide opportunities for teacher candidates to meet these standards.

The six standards areas with performance indicators listed below are designed to be general enough to be customized to fit state, university, or district guidelines and yet specific enough to define the scope of the topic. Performance indicators for each standard provide specific outcomes to be measured when developing a set of assessment tools. The standards and the performance indicators also provide guidelines for teachers currently in the classroom.

1 TECHNOLOGY OPERATIONS AND CONCEPTS.
Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:

- demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)
- demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES.
Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- apply current research on teaching and learning with technology when planning learning environments and experiences.
- identify and locate technology resources and evaluate them for accuracy and suitability.
- plan for the management of technology resources within the context of learning activities.
- plan strategies to manage student learning in a technology-enhanced environment.

3 TEACHING, LEARNING, AND THE CURRICULUM.
Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:

- facilitate technology-enhanced experiences that address content standards and student technology standards.
- use technology to support learner-centered strategies that address the diverse needs of students.
- apply technology to develop students' higher order skills and creativity.
- manage student learning activities in a technology-enhanced environment.

4 ASSESSMENT AND EVALUATION.
Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:

- apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.
Teachers use technology to enhance their productivity and professional practice. Teachers:

- use technology resources to engage in ongoing professional development and lifelong learning.

- continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- apply technology to increase productivity.
- use technology to communicate and collaborate with peers, parents, and the larger community in *order to nurture student learning.*

6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.

Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:

- model and teach legal and ethical practice related to technology use.
- apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- identify and use technology resources that affirm diversity
- promote safe and healthy use of technology resources.
- facilitate equitable access to technology resources for all students.

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2006-2009

Appendix C3

Clerical Competencies for Technology
2006-2009

Special Department Software: Utilization of special department programs such as WinCap, BOCES/IEP Direct, Career Ed or Transfinder databases as well as other software used by their department.

5/9/05 Draft- Clerical Competencies for Technology

Many changes have occurred in the workplace that impact the skills necessary for clerical staff. Information processing is evolving and the use of technology is becoming a more important aspect of clerical skill sets. The work has become more complex and customization is requiring that workers handle more tasks using technology. The following list of competencies is representative of skills at basic, intermediate and advanced levels. Skill needs will be determined by the department administrator.

Computers: Skill in using personal computers, including hardware such as keyboards and software such as word processing and other programs; able to produce timely and accurate work products that fully satisfy the demands of the assignment.

Word Processing

Basic Word Processing: Skill in using word processing software, such as Microsoft Word, to create, format, edit, print and save documents.

Intermediate Word Processing: Skill in using word processing software, such as Microsoft Word or WordPerfect, to create documents using columns and tables, set multiple margins and tabs within the same document, and using functions such as mail merge to create form letters.

Spreadsheets

Basic Spreadsheets: Skill in using spreadsheet software, such as Microsoft Excel, to create basic spreadsheets, update or maintain records, and create tables and graphs from spreadsheet data.

Intermediate Spreadsheets: Skill in using spreadsheet software, such as Microsoft Excel, to create moderately complex spreadsheets, import data from other sources, use mathematical formulas to calculate data, and create tables and graphs from spreadsheet data.

Advanced Spreadsheets: Skill in using spreadsheet software, such as Microsoft Excel, to develop complex spreadsheets with macros, multiple math functions, and links to other sources of information.

Database Management

Basic Databases: Skill in using database software, such as Microsoft Access, Paradox, or FoxPro, to update/maintain records and retrieve information.

Intermediate Databases: Skill in using database software, such as Microsoft Access, to create tables, forms, and reports, write queries, and import data from other sources.

Advanced Databases: Skill in using database software, such as Microsoft Access, to develop complex databases with macros and modules.

Presentations

Presentation Software: Skill in using presentation software, such as PowerPoint, to format and integrate text with graphics, using slideshow features.

Internet Proficiency: Skill in using the Internet to research and download information.

Fiscal Recordkeeping: Ability to accurately post and total numbers or other data in columnar form using computers or paper records. Ability to calculate travel expenses, process payroll records or requisitions, order supplies, conduct inventory of supplies, review client or customer forms for completeness and accuracy.

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FedEx First Overnight

3 FedEx 2Day

20 FedEx Express Saver

4b Express Freight Service

Packages over 150 lbs.

7 FedEx 1Day Freight

5 FedEx 2Day Freight

30 FedEx Priority Overnight

5 Packaging

6 FedEx Envelope

2 FedEx Pak

3 FedEx Box

4 FedEx Tube

1 Other

6 Special Handling

Include FedEx service in Section 4

3 SATURDAY Delivery

Not available for FedEx Standard Overnight, FedEx 2Day Freight, FedEx 1Day Freight

HOLD Weekday at FedEx Location

29 HOLD Saturday at FedEx Location

Does this shipment contain dangerous goods?

One box must be checked.

No 4

Yes Recipient

Yes Shipper

6 Dry Ice

Dangerous goods including ORM-D cannot be shipped in FedEx packaging or left at FedEx locations.

7 Payment Bill to:

Enter FedEx Acct. No. or Credit Card No. below

Sender

2 Recipient

3 Third Party

4 Credit Card

5 Cash/Check

Total Packages

Total Weight

Total Charges

Date/Time

8 NEW Residential Delivery Signature Options

No Signature Required

10 Direct Signature

Someone at recipient address may sign for delivery. Fee applies.

30 Indirect Signature

If no one is available to sign at recipient address, someone at a nearby address may sign for delivery. Fee applies.

520

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