

7. TECHNOLOGY OPERATIONS AND CONCEPTS

Use of technological tools, operations and concepts to enhance learning, personal/professional productivity, and communication, including the ability to:

Standard	Developing	Emerging	Applying	Integrating	Innovating
<p>a. Understand the equity, ethical, legal, social, physical, and psychological issues surrounding the use of technology in K-12 schools and apply those principles in practice;</p>	<p>Identifies equity, ethical, legal, social, physical, and psychological issues, including internet safety, surrounding the use of technology in K-12 schools.</p>	<p>With supervising teacher/mentor support, models legal and ethical practices for students. Demonstrates awareness of equity, ethical, legal, social, physical, and psychological issues, including internet safety, relative to teaching in a classroom environment.</p>	<p>Plans activities and assignments that consistently address the equity, ethical, legal, social, physical, and psychological issues, including internet safety, surrounding the use of technology.</p>	<p>Creates opportunities in instruction to regularly educate students concerning their equitable, ethical, legal, social, physical, and psychological uses of technology.</p>	<p>Creates an environment where students are engaged beyond the classroom in discussions of equity, ethical, legal, social, physical, and psychological issues involving the use of technology.</p>
<p>b. Successfully complete and reflect upon collaborative online learning experiences;</p>	<p>Is familiar with online professional development opportunities.</p>	<p>With supervising teacher/mentor support, successfully completes and reflects upon collaborative online learning experiences for improving personal skills and knowledge.</p>	<p>Participates in specialized learning communities in content areas, uses and evaluates professional development resources within and outside the district, and regularly seeks online opportunities for improvement.</p>	<p>Initiates and collaborates regularly in specialized learning communities, including online learning experiences for professional development.</p>	<p>Uses reflective learning to assist and support others in locating quality online learning experiences. Leads the discussion of learning communities, including online experiences for professional development.</p>

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<p>c. Demonstrate an understanding of and the ability to create an online learning experience, and demonstrate continued growth in knowledge of technology operations, resource evaluation for quality, objectivity, and reliability and concepts including strategies for teaching and learning in an online environment;</p>	<p>Identifies and evaluates existing online resources for teaching and learning.</p>	<p>With supervising teacher/mentor support, creates an effective classroom environment for using online resources.</p>	<p>Effectively creates and uses a variety of online resources to individualize instruction and enhance teaching and learning in the classroom.</p>	<p>Effectively fulfills curricular goals through the development and use of online learning experiences that result in increased student achievement.</p>	<p>Designs and implements multiple lessons and units in which online technology's unique capabilities are used to facilitate learning in ways which would not be possible without technology.</p>
<p>d. Plan, design, and evaluate effective technology-enhanced learning environments and experiences aligned with Michigan's Content Standards and Grade Level Content Expectations and Michigan Educational Technology Standards for each student;</p>	<p>Plans and designs a technology-enhanced learning environment that incorporates the use of a Course Management System.</p>	<p>With supervising teacher/mentor input, evaluates technology-enhanced learning environments and experiences that incorporate state standards.</p>	<p>Implements and evaluates the technology-enhanced learning environment to help all students meet curriculum expectations.</p>	<p>Manages and supports an effective technology-enhanced learning environment.</p>	<p>Creates, designs, and implements an effective technology-enhanced learning environment utilizing emerging technologies.</p>

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e. Implement curriculum plans that include effective technology-enhanced methods and strategies to maximize student learning;	In supervised setting, implements lesson plans that incorporate technology methods and strategies.	With supervising teacher/mentor support, evaluates and adapts technology-enhanced curriculum plans to differing levels of available technologies.	Implements and adapts technology-enhanced curriculum plans to differing learning needs.	Consistently integrates and adjusts technology-enhanced curriculum plans incorporating Universal Design for Learning principles.	Recognizes, evaluates, and incorporates emerging technologies to enhance teaching and learning for all students.
f. Apply technology to facilitate a variety of effective assessment and evaluation strategies; and	Identifies a variety of technologies used for effective assessment and evaluation.	With supervising teacher/mentor support and supervision, uses the enhanced capabilities of technology in assessing student learning and to encourage student self-assessment.	Uses assessment results to evaluate the effectiveness of instruction and to modify teaching strategies and plans accordingly.	Develops both formative and summative assessments using technology to assess student learning.	Consistently seeks and uses action research to evaluate new applications and tools that can be used in assessment of teaching and learning.
g. Use technology to engage in ongoing professional development, practice, productivity, communication, and life-long learning.	Uses productivity tools, the internet, digital media, and electronic communications for their own learning.	Participates in an online professional learning community for support and communication.	Includes in own IPDP, the use of technologies and online learning experiences. Applies learning to improve practice.	Reflects on own practice continually modifying own IPDP for life-long learning.	Uses technology to inspire and encourage other teachers through membership and participation in professional organizations. Uses technology to mentor others, encouraging their life-long learning.