

7.3 Uses technology to communicate information and collaborate with others (CO: 1d, 7.3; NETS 3b,c, 5a,c)

	Basic (1.0 - 1.9)	Developing (2.0 - 2.9)	Proficient (3.0 - 3.9)	Advanced (4.0)
Uses Technology with Parents & the Larger Community. (CO 7.3.4)	No evidence OR May need assistance to use email to communicate and/or collaborate with others	Uses email and online tools such as Blackboard to communicate and collaborate with others	Uses webpages, as well as other online tools to communicate and collaborate with other classes, parents, and the larger educational community; ensures equity for parents with no access to technology	Utilizes a variety of the following sample tools to communicate and collaborate with parents, students, and the larger educational community: online newsletters, online gradebook, online student work, webpages, parent web pages, online meetings
Uses Technology to Promote Peer Support & Develop a Community of Learners	No evidence OR Requires assistance to complete coursework in an online environment (e.g., Blackboard)	Uses technology tools such as Blackboard to complete online activities in classes, such as online discussions; may require some support	Uses technology tools, such as Blackboard, with no support, to participate in cooperative group online activities, and to initiate discussions, ask questions, and/or promote peer support, demonstrating contributions to their educational community	Independently uses technology tools in addition to Blackboard to communicate with peers and other educators, (e.g., video conferencing, or listservs, or interactive distance classrooms)

Operationalization/Criteria:

Guidelines for Admission to Education:

1. The benchmark for admission is that the student S/he *uses email and online tools to communicate and manage information*.
2. To meet the benchmark, students should meet the criteria for "developing" in both dimensions.
3. For both dimensions, the quality of the student's writing or response to a question (discussion board) should not be considered; rather, consider the student's ability to use technology to communicate. Is the formatting of the response appropriate? Did the student do this with only limited assistance?

Evidence to be Evaluated:

Example of use of email/Blackboard to communicate information related to teaching and/or learning, example of use of email/Blackboard to complete online activities or assignments (e.g., discussion board)

Guidelines at Admission to Student Teaching:

1. The benchmark at admission is that the student *uses email and online tools to communicate and manage information*. This is the same benchmark as that for admission to education; however, students should provide more sophistication and variety in performance than at admission.
2. See directions for "admission to education" for approaches to evaluation.

Evidence to be Evaluated:

Example of use of email/Blackboard to communicate information related to teaching and/or learning, example of use of email/Blackboard to complete online activities or assignments (e.g., discussion board)

Guidelines for Program Completion/Student Teaching:

1. Required for program completion are ratings of "proficient" for both dimensions.
2. Observe portfolio contents for evidence of use of a variety of communication techniques using technology, as well as the sophistication of technology use (e.g., use of software in creating newsletters, nature of communication with parents) and whether the applications were created by the student.
3. Determine teacher's independence in using technology and how/whether s/he learned new applications and assisted others.

The narrative for the Inventory should specify an example of a skill/observation that led to the rating, e.g.: *He developed a website for parents and students that communicated class activities, homework and a blog for families.*

Examples of Evidence:

Sample communications with parents, with faculty, and others for educational purposes; newsletters and web-based applications; print-outs demonstrating use of school management/communication software, interviews with cooperating teacher (re: independent use of technology); some examples could be in TWS

Rationale:

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- Breuleux A., Laferrière, T., & Bracewell, R. J. (1998, March). *Networked learning communities in teacher education*. Paper presentation at SITE '98, Washington, DC. Available: http://www.coe.uh.edu/insite/elec_pub/HTML1998/ts_breu.htm
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- ISTE/NETS web site: http://www.iste.org/Content/NavigationMenu/NETS/ForTeachers/2008Standards/NETS_for_Teachers_2008.htm

Center for Applied Research in Educational Technology: <http://caret.iste.org>