5.9 Instructs students in basic technology skills. (CO: 7.5) NETS student standard 6 is related to this standard:

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations. Students:
- understand and use technology systems.
- select and use applications effectively and productively.
- troubleshoot systems and applications.
- transfer current knowledge to learning of new technologies.

<table>
<thead>
<tr>
<th>Basic (1.0 - 1.9)</th>
<th>Developing (2.0 - 2.9)</th>
<th>Proficient (3.0 - 3.9)</th>
<th>Advanced (4.0)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addresses Standards</td>
<td>No evidence of embedding teaching of technology skills within content lessons</td>
<td>Plans at least one lesson plan that embeds the NETS (2007) student standards within a lesson that explicitly addresses content standards; NETS standards must be identified in the plan (NOTE: the lesson need not address instruction in basic technology skills but requires monitoring and informal instruction in technology)</td>
<td>Plans a minimum of one lesson that instructs students in basic technology skill (see above NETS standard 6) in a lesson that addresses a content standard, teaches the lesson, and documents that students acquired technology skill (NOTE: using technology in a lesson does not meet this standard)</td>
</tr>
<tr>
<td>Assessment (NETS 2d)</td>
<td>No evidence of knowledge or skills at analyzing and assessing students' technology proficiency OR makes errors in matching assessment tools to purposes of assessment and/or in analyzing student performance and drawing conclusions</td>
<td>Appropriately plans at least one measure to analyze and assess students' technology proficiency</td>
<td>Uses more than one measure to analyze and assess students' technology proficiency AND uses resulting data to inform teaching</td>
</tr>
<tr>
<td></td>
<td>No evidence that s/he knows the technology skills of students</td>
<td>Describes prerequisite technology skills necessary for students in at least one lesson plan</td>
<td>Provides information that s/he gained information about students' actual technology skills before teaching a lesson aligned with technology standards</td>
</tr>
<tr>
<td>Tools Skills</td>
<td>Based on direct observation, s/he has only basic understanding and minimal ability to apply troubleshooting strategies for solving routine hardware and software problems that occur in the classroom</td>
<td>Based on direct observation, s/he is developing knowledge and skills in applying troubleshooting strategies for solving routine hardware and software problems that occur in the classroom but needs assistance at times</td>
<td>Based on direct observation, s/he applies troubleshooting strategies for solving routine hardware and software problems that occur in the classroom without assistance</td>
</tr>
</tbody>
</table>
Operationalization/Criteria:

Guidelines for Admission to Education: Not evaluated at admission

Guidelines for Admission to Student Teaching: Meets criteria for "developing" in all three dimensions
1. Benchmark at admission to student teaching is a rating of "developing" for all dimensions.
2. To evaluate, supervisors should review the material in the portfolio that is attached to the standard, as well as field experience evaluations.

Examples of Evidence:
Lesson plans, student assessment data, unit plans, videotape of teaching, evaluations of field experience teachers

Guidelines for Program Completion/Student Teaching:
1. Required for program completion is a rating of "proficient" for all dimensions
2. Observe for student expertise in using equipment; interview student teacher and others to validate observations.
3. Evaluate quality of student information used to plan technology lessons and activities; ask questions of teacher if unclear.
4. Evaluate quality of lesson and student learning.
3. A possible Inventory narrative should describe an example of student performance: e.g., He taught students to use Inspiration in different stages of creative writing.

Examples of Evidence:
Observation of teaching, lesson plan book, TWS, student data, interviews with teachers with whom student collaborated

Rationale:
NECC: http://center.uoregon.edu/ISTE/NECC2009/.