

How QTL™ Aligns with NETS Standards



National Educational Technology Standards (NETS) for Teachers	How QTL™ Builds Teacher Capacity to Meet the Standards
<p>❑ Technology Operations and Concepts Teachers demonstrate a sound understanding of technology operations and concepts.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students) B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies 	<p>QTL™ introduces technology operations and concepts within the context of learning activities related to the curriculum. Skills covered include: word processing, software to create graphic organizers, drawing tools, multimedia presentation software, graphing software, and Internet use to locate information. New hardware introduced and used includes: digital cameras, portable processors, document camera, scanner, GPS, and digital microscope.</p>
<p>❑ Planning and Designing Learning Environments and Experiences Teachers plan and design effective learning environments and experiences supported by technology.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners. B. apply current research on teaching and learning with technology when planning learning environments experiences. C. identify and locate technology resources and evaluate them for accuracy and suitability. D. plan for the management of technology resources within the context of learning activities. E. plan strategies to manage student learning in a technology-enhanced environment. 	<p>QTL™ models the use of effective, research-based, instructional practices in a technology enriched environment. Participants are actively engaged in all learning activities. Educational theories and practices covered during QTL™ include: brain-based learning theory, cooperative grouping, learning styles, differentiation, diversity, multiple intelligences, inquiry learning, project based learning, and constructivism. Appropriate management techniques are incorporated throughout the learning activities modeled during the program.</p>
<p>❑ Teaching, Learning, and the Curriculum Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. facilitate technology-enhanced experiences that address content standards and student technology standards. B. use technology to support learner-centered strategies that address the diverse needs of students. C. apply technology to develop students' higher order skills and creativity. D. manage student learning activities in a technology-enhanced environment. 	<p>Days 6 and 7 of QTL™ provide teachers with the opportunity to connect their learning to student learning through the creation and implementation of a collaborative project that incorporates the instructional theories, practices, and use of technology.</p>

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<p>□ Assessment and Evaluation Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. apply technology in assessing student learning of subject matter using a variety of assessment techniques. B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning. C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity. 	<p>The use of appropriate assessment is modeled throughout the first five days of QTL™. On Day 6 and 7, teachers use data to identify student learning needs and design a collaborative project to meet those needs. Teachers also design an appropriate assessment to be used for their project. The collaborative project and assessment creates a school-wide learning community as teachers work cooperatively to make informed decisions on practices and resources that incorporate the theories, instructional practices, management techniques, and technology tools previously learned in Days 1 through 5 of QTL.</p>
<p>□ Productivity and Professional Practice Teachers use technology to enhance their productivity <i>and</i> professional practice.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. use technology resources to engage in ongoing professional development and lifelong learning. B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning. C. apply technology to increase productivity. D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning. 	<p>QTL™ incorporates professional readings, journal entries, and seminar discussions to provide opportunities to reflect on professional practice. To encourage professional communication and the development of norms of collegiality, teams of 4 to 6 teachers and administrators from a school are required to attend.</p>
<p>□ 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.</p> <p>Teachers:</p> <ul style="list-style-type: none"> A. model and teach legal and ethical practice related to technology use. B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities. C. identify and use technology resources that affirm diversity D. promote safe and healthy use of technology resources. E. facilitate equitable access to technology resources for all students. 	<p>During the learning activities, QTL™ instructors model and teach legal and ethical practices related to technology. Through application of research-based educational theories and practices, QTL™ activities model the constructivist teaching practices that enable instructional differentiation to address the needs of diverse learners.</p>