

INTASC
INTERSTATE NEW TEACHER ASSESSMENT
& SUPPORT CONSORTIUM – PRINCIPLES/STANDARDS

NETS
NATIONAL EDUCATIONAL
TECHNOLOGY STANDARDS

1: CONTENT PEDAGOGY
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

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

A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).

B. Demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

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

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.

NCTC
NORTH CAROLINA TECHNOLOGY
COMPETENCIES FOR EDUCATORS

- 1.0 Computer Operation Skills
- 2.0 Setup, Maintenance, and Troubleshooting
- 3.0 Word Processing/Intro to Desktop Publishing
- 4.0 Spreadsheet/Graphing
- 5.0 Database
- 6.0 Networking
- 7.0 Telecommunications
- 8.0 Media Communications
- 9.0 Multimedia Communications

- 10.1 use the Computer Skills Curriculum to identify what students should know and be able to do
- 10.4 goals of the NC Computer Skills Curriculum
- 10.5 the NC Computer Skills Assessment
- 11.1 use technology in the discipline/subject for learning and as a medium for communications
- 11.2 use media and technology to present the subject so that it is comprehensible to others
- 11.3 use technology-based tools that are specific to the discipline
- 11.4 use technology to facilitate teaching strategies specific to the discipline



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

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.

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

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.

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13.1 use media and technology to address differences in children's learning and performance
13.2 use media and technology to support learning for children with special needs
13.3 use media and technology to support learning for children whose primary language is not English

12.1 develop performance tasks that require students to (a) locate and analyze information as well as draw conclusions and (b) use a variety of media to communicate results clearly

12.4 physical settings that support active student involvement, inquiry, and collaboration
12.5 organizational and management strategies that support active student involvement, inquiry, and collaboration

12.2 use computers and other technologies effectively and appropriately to collect information on student learning using a variety of methods

No correlation



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2: STUDENT DEVELOPMENT
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

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

A. Design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.

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3: DIVERSE LEARNERS
 The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

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 Teachers plan and design effective learning environments and experiences supported by technology. Teachers:

- 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 and 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.

- 13.1 use media and technology to address differences in children's learning and performance
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13.4 use appropriate local, state, and national services or resources to meet diverse learning needs through technology

- 10.2 use school television resources that support the curriculum
- 10.3 access resources for planning instruction available via telecommunications (e.g., experts, lesson plans, authentic data, curriculum materials)
- 12.4 physical settings that support active student involvement, inquiry, and collaboration
- 12.6 resources available including satellite, cable, wireless, and ITFS (Instructional Television Fixed Service)

12.5 organizational and management strategies that support active student involvement, inquiry, and collaboration

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<p>III. TEACHING, LEARNING, AND THE CURRICULUM Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:</p> <p>A. Facilitate technology-enhanced experiences that address content standards and student technology standards.</p>	<p>10.1 use the Computer Skills Curriculum to identify what students should know and be able to do</p> <p>10.4 goals of the NC Computer Skills Curriculum</p> <p>10.5 The NC Computer Skills Assessment</p> <p>11.1 use technology in the discipline/subject for learning and as a medium for communications</p> <p>11.2 use media and technology to present the subject so that it is comprehensible to others</p> <p>11.3 use technology-based tools that are specific to the discipline</p> <p>11.4 use technology to facilitate teaching strategies specific to the discipline</p>
<p>B. Use technology to support learner-centered strategies that address the diverse needs of students.</p>	<p>13.1 use media and technology to address differences in children's learning and performance</p> <p>13.2 use media and technology to support learning for children with special needs</p> <p>13.3 use media and technology to support learning for children whose primary language is not English</p>
<p>C. Apply technology to develop students' higher order skills and creativity.</p>	<p>12.1 develop performance tasks that require students to (a) locate and analyze information as well as draw conclusions and (b) use a variety of media to communicate results clearly</p>
<p>D. Manage student learning activities in a technology-enhanced environment.</p>	<p>No Correlation</p>

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 Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in Pre-12 schools and apply that understanding in practice. Teachers:

- 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.

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- 14.1 establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection
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- 13.4 use appropriate local, state, and national services or resources to meet diverse learning needs through technology
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- 14.3 social, legal, and ethical issues related to technology use

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4: CRITICAL THINKING
 The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

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5: MOTIVATION AND MANAGEMENT
 The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction active engagement in learning, and self-motivation.

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

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.

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No Correlation

6: COMMUNICATION AND TECHNOLOGY

The teacher uses knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

12.3 use computers and other technologies effectively and appropriately to communicate information in a variety of formats on student learning to colleagues, parents, and others

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7: PLANNING
 The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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

8: ASSESSMENT
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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.

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12.2 use computers and other technologies effectively and appropriately to collect information on student learning using a variety of methods

No Correlation



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9: PROFESSIONAL DEVELOPMENT
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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- A. Demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
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Teachers use technology to enhance their productivity and professional practice. Teachers:

- 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.

No Correlation

12.3 use computers and other technologies effectively and appropriately to communicate information in a variety of formats on student learning to colleagues, parents, and others

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 Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in Pre-12 schools and apply that understanding in practice. Teachers:

- 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.
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- 14.1 establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection
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10: SCHOOL/COMMUNITY INVOLVEMENT
 The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.

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

D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

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12.3 use computers and other technologies effectively and appropriately to communicate information in a variety of formats on student learning to colleagues, parents, and others



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3: DIVERSE LEARNERS
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4: CRITICAL THINKING
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5: MOTIVATION AND MANAGEMENT
The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.

7: PLANNING
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5: MOTIVATION AND MANAGEMENT

7: PLANNING

B. Apply current research on teaching and learning with technology when planning learning environments and experiences.

13.4 use appropriate local, state, and national services or resources to meet diverse learning needs through technology



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3: DIVERSE LEARNERS
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4: CRITICAL THINKING
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5: MOTIVATION AND MANAGEMENT
The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction active engagement in learning, and self-motivation.

7: PLANNING
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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

C. Identify and locate technology resources and evaluate them for accuracy and suitability.

10.2 use school television resources that support the curriculum

10.3 access resources for planning instruction available via telecommunications (e.g., experts, lesson plans, authentic data, curriculum materials)

12.4 physical settings that support active student involvement, inquiry, and collaboration

12.6 resources available including satellite, cable, wireless, and ITFS (Instructional Television Fixed Service)

D. Plan for the management of technology resources within the context of learning activities.

12.5 organizational and management strategies that support active student involvement, inquiry, and collaboration

E. Plan strategies to manage student learning in a technology-enhanced environment.



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1: CONTENT PEDAGOGY
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

3: DIVERSE LEARNERS
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4: CRITICAL THINKING
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5: MOTIVATION AND MANAGEMENT
The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction active engagement in learning, and self-motivation.

7: PLANNING
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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

A. Facilitate technology-enhanced experiences that address context standards an student technology standards.

1: CONTENT PEDAGOGY

2: STUDENT DEVELOPMENT
The teacher understands how children learn and develop and can provide learning opportunities that support their intellectual, social, and personal development.

3: DIVERSE LEARNERS

4: CRITICAL THINKING

5: MOTIVATION AND MANAGEMENT

7: PLANNING

B. Use technology to support learner-centered strategies that address the diverse needs of students.

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10.1 use the Computer Skills Curriculum to identify what students should know and be able to do

10.4 goals of the NC Computer Skills Curriculum

10.5 The NC Computer Skills Assessment

11.1 use technology in the discipline/subject for learning and as a medium for communications

11.2 use media and technology to present the subject so that it is comprehensible to others

11.3 use technology-based tools that are specific to the discipline

11.4 use technology to facilitate teaching strategies specific to the discipline

13.1 use media and technology to address differences in children's learning and performance

13.2 use media and technology to support learning for children with special needs

13.3 use media and technology to support learning for children whose primary language is not English



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1: CONTENT PEDAGOGY
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

3: DIVERSE LEARNERS
The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

4: CRITICAL THINKING
The teacher understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

5: MOTIVATION AND MANAGEMENT
The teacher encourages an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction active engagement in learning, and self-motivation.

7: PLANNING
The teacher plans instruction based upon knowledge of subject matter, students, the community, and curriculum goals.

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

C. Apply technology to develop students' higher order skills and creativity.

D. Manage student learning activities in a technology-enhanced environment.

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12.1 develop performance tasks that require students to (a) locate and analyze information as well as draw conclusions and (b) use a variety of media to communicate results clearly

12.4 physical settings that support active student involvement, inquiry, and collaboration
12.5 organizational and management strategies that support active student involvement, inquiry, and collaboration



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COMPETENCIES FOR EDUCATORS

1: CONTENT PEDAGOGY
The teacher understands the central concepts, tools of inquiry, and structure of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students.

8: ASSESSMENT
The teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, and physical development of the learner.

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

A. Apply technology in assisting 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.

12.2 use computers and other technologies effectively and appropriately to collect information on student learning using a variety of methods

No Correlation



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6: COMMUNICATION AND TECHNOLOGY
The teacher uses knowledge of effective verbal, non-verbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

9: PROFESSIONAL DEVELOPMENT
The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

- V. PRODUCTIVITY AND PROFESSIONAL PRACTICE**
Teachers use technology to enhance their productivity and professional practice. Teachers:
- A. Use technology resources to engage in ongoing professional development and life-long 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.

No Correlation

12.3 use computers and other technologies effectively and appropriately to communicate information in a variety of formats on student learning to colleagues, parents, and others



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VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES
 Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in Pre-12 schools and apply that understanding in practice. Teachers:

A. Model and teach legal and ethical practice related to technology use.

3: DIVERSE LEARNERS

The teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.

9: PROFESSIONAL DEVELOPMENT

The teacher is a reflective practitioner who continually evaluates the effects of his/her choices and actions on others (students, parents, and other professionals in the learning community) and who actively seeks out opportunities to grow professionally.

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14.1 establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection

14.3 social, legal, and ethical issues related to technology use

13.4 use appropriate local, state, and national services or resources to meet diverse learning needs through technology

13.1 use media and technology to address differences in children’s learning and performance

13.2 use media and technology to support learning for children with special needs

13.3 use media and technology to support learning for children whose primary language is not English

13.4 use appropriate local, state, and national services or resources to meet diverse learning needs through technology

14.1 establish classroom policies and procedures that ensure compliance with copyright law, fair-use guidelines, security, and child protection

14.3 social, legal, and ethical issues related to technology use

14.2 ensuring equal access to media and technology resources for all students

14.3 social, legal, and ethical issues related to technology use

E. Facilitate equitable access to technology resources for all students.



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

	<p>NCTC NORTH CAROLINA TECHNOLOGY COMPETENCIES FOR EDUCATORS</p> <p>12.3 use computers and other technologies effectively and appropriately to communicate information in a variety of formats on student learning to colleagues, parents, and others</p>
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<p>10: SCHOOL/COMMUNITY INVOLVEMENT The teacher fosters relationships with school colleagues, parents, and agencies in the larger community to support students' learning and well-being.</p>	<p>D. Use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</p>
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