

**The University of Maryland, College Park  
College of Education**

**How I (as a student) Meet Standards**

**Student Technology Profile for  
the MSDE Teacher Technology Standards (MTTS)  
and ISTE/NETS\*T Foundations for All Teachers  
and INTASC Principles  
and UMCP COE Conceptual Framework  
and NCATE Conceptual Framework**

**Course Title:**

Completion of any course does not certify competency in the identified area, however, it will contribute to development of the competency

Standard and Outcomes	Indicators	Addressed in this course	Examples
<b>I. Information Access, Evaluation, Processing and Application</b>  Access, evaluate, process and apply information efficiently and effectively. <b>ISTE NETS*T IA-IE, VC, VD</b> <b>INTASC Principles 1, 9</b> <b>UMCP Conceptual Framework 1,2,6,7</b> <b>NCATE Framework 1,2,5</b>	1. Identify, locate, retrieve and differentiate among a variety of electronic sources of information using technology. 2. Evaluate information critically and competently for a specific purpose. 3. Organize, categorize and store information for efficient retrieval. 4. Apply information accurately in order to solve a problem or answer a question.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>II. Communication</b>  <b>A. Use technology effectively and appropriately to interact electronically.</b> <b>ISTE NETS*T VC, VD</b> <b>INTASC Principles 6, 9, 10</b> <b>UMCP Conceptual Framework 4,3,6</b> <b>NCATE Framework 1,3</b>	1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>B. Use technology to communicate information in a variety of formats.</b> <b>ISTE NETS*T VC, VD</b> <b>INTASC Principles 6, 9</b> <b>UMCP Conceptual Framework 1,4,5,6</b> <b>NCATE Framework 1,3,6</b>	1. Select appropriate technologies for a particular communication goal. 2. Use productivity tools to publish information. 3. Use multiple digital sources to communicate information online.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>III. Legal, Social and Ethical Issues</b>  Demonstrate an understanding of the legal, social and ethical issues related to technology use. <b>ISTE NETS*T II, VI A-E</b> <b>INTASC Principles 3, 4, 5, 7, 9</b> <b>UMCP Conceptual Framework 2,3,4,5</b> <b>NCATE Framework 3,4</b>	1. Identify ethical and legal issues using technology. 2. Analyze issues related to the uses of technology in educational settings. 3. Establish classroom policies and procedures that ensure compliance with copyright law, Fair Use guidelines, security, privacy and student online protection. 4. Use classroom procedures to manage an equitable, safe and healthy environment for students.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Developed by:  
 Educational Technology Outreach, College of Education at the University of Maryland, College Park  
 For information contact Davina Pruitt-Mentle – (301) 405-8202 – [dp151@umail.umd.edu](mailto:dp151@umail.umd.edu)

MTTS developed from Maryland's *Preparing Tomorrow's Teachers to Use Technology (PT3)*, USDOE Catalyst Grant, May 2002.  
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 ISTE/NETS -Educational Technology Standards and Performance Indicators for All Teachers [http://cnets.iste.org/teachers/t\\_stands.html](http://cnets.iste.org/teachers/t_stands.html)  
 INTASC - <http://www.cesso.org/content/pdfs/corestrd.pdf>  
 NCATE - [http://www.ncate.org/standard/m\\_stds.htm](http://www.ncate.org/standard/m_stds.htm)  
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<p><b>IV. Assessment for Administration and Instruction</b></p> <p>Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.</p> <p><b>ISTE NETS*T IV A-C</b>  <b>INTASC Principles 1, 7</b>  <b>UMCP Conceptual Framework 3,4,6,7</b>  <b>NCATE Framework 2</b></p>	<ol style="list-style-type: none"> <li>1. Research and analyze data related to student and school performance.</li> <li>2. Apply findings and solutions to establish instructional and school improvement goals.</li> <li>3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.</li> </ol>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	
<p><b>V. Integrating Technology into the Curriculum and Instruction</b></p> <p>Design, implement and assess learning experiences that incorporate use of technology in a curriculum-related instructional activity to support understanding, inquiry, problem solving, communication and/or collaboration.</p> <p><b>ISTE NETS*T II, III A- III D</b>  <b>INTASC Principles 1, 2, 3, 4, 5, 7</b>  <b>UMCP Conceptual Framework 1,2,3,6,7</b>  <b>NCATE Framework 1,3</b></p>	<ol style="list-style-type: none"> <li>1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction.</li> <li>2. Evaluate technology materials and media to determine their most appropriate instructional use.</li> <li>3. Select and apply research-based practices for integrating technology into instruction.</li> <li>4. Use appropriate instructional strategies for integrating technology into instruction.</li> <li>5. Select and use appropriate technology to support content-specific student learning outcomes.</li> <li>6. Develop an appropriate assessment for measuring student outcomes through the use of technology.</li> <li>7. Manage a technology-enhanced environment to maximize student learning.</li> </ol>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	
<p><b>VI. Assistive Technology</b></p> <p>Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.</p> <p><b>ISTE NETS*T VI A-E</b>  <b>INTASC Principles 3, 9</b>  <b>UMCP Conceptual Framework 2,3,4,5</b>  <b>NCATE Framework 3,4</b></p>	<ol style="list-style-type: none"> <li>1. Identify and analyze assistive technology resources that accommodate individual student learning needs.</li> <li>2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.</li> </ol>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	
<p><b>VII. Professional Growth</b></p> <p>Develop professional practices that support continual learning and professional growth in technology.</p> <p><b>ISTE NETS*T IA, IB, VA</b>  <b>INTASC Principles 9</b>  <b>UMCP Conceptual Framework 1,2,3,7</b>  <b>NCATE Framework 1,5</b></p>	<ol style="list-style-type: none"> <li>1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.</li> <li>2. Use resources of professional organizations and groups that support the integration of technology into instruction.</li> <li>3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.</li> <li>4. Identify local, state and national standards and use them to improve teaching and learning.</li> </ol>	<input type="checkbox"/> <b>Yes</b> <input type="checkbox"/> <b>No</b>	

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INTASC - <http://www.cesso.org/content/pdfs/corestrd.pdf>  
NCATE - [http://www.ncate.org/standard/m\\_stds.htm](http://www.ncate.org/standard/m_stds.htm)  
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## Correlation of the MTTs NETS\*T & INTASC & UMCP & NCATE

MTTS Addressed							COE – UMCP Addressed							NCATE Addressed						INTASC Principles Addressed															
1	2	3	4	5	6	7	1	2	3	4	5	6	7	ISTE NETS-Teacher Standards						1	2	3	4	5	6	1	2	3	4	5	6	7	8	9	10
X						X	X	X					X	X	I. Technology Operations and Concepts. Teachers demonstrate a sound understanding of technology operation and concepts.	X	X				X		X										X		
		X		X			X		X	X	X	X			II. Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology.	X		X				X				X	X	X			X				
			X	X				X	X	X	X				III. Teaching, Learning, and the Curriculum. Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning.			X	X					X	X	X	X	X			X				
			X						X	X		X	X	IV. Assessment and Evaluation. Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.		X							X								X				
X	X					X	X	X	X				X	X	V. Productivity and Professional Practice. Teachers use technology to enhance their productivity and professional practice.			X	X											X		X	X		
		X			X		X	X	X					X	VI. Social, Ethical, Legal, and Human Issues. Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.	X					X					X						X			

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