Maryland Teacher Technology Standards

Maryland State Department of Education
Program Approval and Assessment Branch

SEVEN STANDARDS AND OUTCOMES INDICATORS

I. Information Access, Evaluation, Processing and Application

Access, evaluate, process and apply information efficiently and effectively.

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.

II. Communication

A. Use technology effectively and appropriately to interact electronically.

1. Use telecommunications to collaborate with peers, parents, colleagues, administrators and/or experts in the field.

B. Use technology to communicate information in a variety of formats.

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.

III. Legal, Social and Ethical Issues

Demonstrate an understanding of the legal, social and ethical issues related to technology use.

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.

IV. **Assessment for Administration and Instruction**

Use technology to analyze problems and develop data-driven solutions for instructional and school improvement.

1. Research and analyze data related to student and school performance.
2. Apply findings and solutions to establish instructional and school improvement goals.
3. Use appropriate technology to share results and solutions with others, such as parents and the larger community.

V. Integrating Technology into the Curriculum and Instruction

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.

1. Assess students' learning/ instructional needs to identify the appropriate technology for instruction.
2. Evaluate technology materials and media to determine their most appropriate instructional use.
3. Select and apply research-based practices for integrating technology into instruction.
4. Use appropriate instructional strategies for integrating technology into instruction.
5. Select and use appropriate technology to support content-specific student learning outcomes.
6. Develop an appropriate assessment for measuring student outcomes through the use of technology.
7. Manage a technology-enhanced environment to maximize student learning.

VI. Assistive Technology

Understand human, equity and developmental issues surrounding the use of assistive technology to enhance student learning performance and apply that understanding to practice.

1. Identify and analyze assistive technology resources that accommodate individual student learning needs.
2. Apply assistive technology to the instructional process and evaluate its impact on learners with diverse backgrounds, characteristics and abilities.

VII. Professional Growth

Develop professional practices that support continual learning and professional growth in technology.

1. Create a professional development plan that includes resources to support the use of technology in lifelong learning.
2. Use resources of professional organizations and groups that support the integration of technology into instruction.
3. Continually evaluate and reflect on professional practices and emerging technologies to support student learning.
4. Identify local, state and national standards and use them to improve teaching and learning

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