

Southern Regional ETTC:

Alignment to Technology Proficiencies for Vineland Schools

Integration Proficiency Level

Category	Proficiency - Integration	Infusion/Integration	ETTC Workshops
Communication 1. E-mail 2. Voice mail 3. Web Pages 4. Publications (Newsletters)	1. Able to set up address books, distribution lists and organize folders. 2. Able to remotely retrieve messages and administer personal greetings. 3. Able to author a web page. 4. Able to use publishing software to create customized newsletter.	1. Uses e-mail for classroom activities. 2. Uses technology for communication with parents and students. 3. Creates and maintains a web site for curricular purposes. 4. Provides classroom opportunities for student-generated newsletters.	Advanced Web Design: · Macromedia Dreamweaver · Macromedia Flash · Macromedia Fireworks · Adobe Photoshop
Responsible Use/Ethics Acceptable Use Policy Copyright Laws Net Etiquette	1. Able to provide suggestions and feedback for modification of AUP 2. Knowledge of Copyright Laws enough to encourage other staff members to abide by them. 3. Knowledge of Net Etiquette enough to encourage other staff members to practice it.	1. Provides opportunity for students to discuss AUP. 2. Expects students to cite resources in all research assignments and respect all copyright laws. 3. Expects students to demonstrate Net Etiquette at all times.	
Knowledge of Hardware Computers Peripherals	1. Independently maintains and troubleshoots computer components and peripherals. 2. Independently	1. Explains to students how to maintain and troubleshoot computer components and peripherals.	· Personal Digital Assistants

<p>Other Productivity Software</p> <p>Curricular Software</p>		<p>address the diverse needs of students. (ISTE teacher standards)</p>	
<p>Internet Use- Search Engines - Vineland Intranet Use- Site Evaluation - Browser Use - Research</p>	<p>1. Consistently successful in the use of search engines.</p> <p>2. Effectively uses the Vineland Intranet.</p> <p>3. Consistently evaluates web site content for appropriate instructional use.</p> <p>4. Consistently uses the Internet for research applications, lesson plans, and educational projects.</p>	<p>1. Requires use of search engines by students.</p> <p>2. Expects students to research and evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information resources. (ISTE teacher standards)</p> <p>3. Guides collaborative learning activities in which students use technology resources to solve authentic problems in the subject areas. (ISTE teacher standards)</p> <p>4. Uses the Internet to support learner-centered strategies that address the diverse needs of students. (ISTE teacher standards)</p>	<p>· WebQuests</p>