A Useful Framework for Studying Professional Development

Because an activity theory framework enables one to look at the social and cultural contexts that underlie professional teachers’ environments and that may influence their actions and behaviors, this activity theory approach to research stands in contrast to the more instrumental perspectives that view teaching as a solitary profession in which the teacher’s decisions about teaching practices are independent of one another. This activity theory framework is consistent with the work that preservice teachers conduct and with the tools through which teachers construct knowledge about their teaching practices. The researchers identified two types of tools: conceptual and pedagogical. Conceptual tools are theories, principles, and ideas about teaching that teachers draw on and use to structure their teaching. Examples of such tools include conceptual frameworks and modern-theory frameworks. Pedagogical tools are actual classroom positions such as questioning, small-group work, or feedback sheets. The appropriation of these tools is mediated by one’s teaching context, and pedagogical tools are somewhat more dependent on one’s practical experiences and personal beliefs.

The activity theory framework is concerned with social and cultural factors that are part of a teaching context rather than on individuals; it allows one to step back and reflect on the influences, settings rather than on individuals, it allows one to step back and reflect on the influences, and carry out their teaching practices. The activity theory framework is concerned with the lens of activity theory, one can gain insights into the heart of activity theory.

You’re invited to a meeting on May 10 —
• Compare your insights
• Share your experience

The Children’s Literature Literature (University of Washington) and the National Council of Teachers of English) have prepared a list of observable performance targets authentically challenge teachers, students, and workers. This literature integration can also begin here. In addition, these standards can be used to document and quickly technology integration in classrooms. The new standards can be used to document and quickly technology integration in classrooms. The new standards can be used to document and quickly technology integration in classrooms.

Join the dialogue

Also, please join us at the CELA reception:

BY SHELLY RAFFERTY WITHERS

Making the best use of new technology:

1. A Useful Framework for Studying Professional Development
2. Making the best use of new technology:
3. Join the dialogue

In addition, these standards can be used to document and quickly technology integration in classrooms.

You can purchase a complete set of the research reports, newsletters, and postcards fine print at http://www.arl.org/special/pubpages.html or see page 9.
ELEMENTARY SCHOOL STUDENTS

MIDDLE SCHOOL STUDENTS

HIGH SCHOOL STUDENTS

**Critical Literacies**

**Basic Skills:**

- Use multimedia authoring tools to create presentations and interactive documents.
- Use a wordprocessor to complete a variety of tasks.
- Use calculators to solve a variety of problems.
- Use technology tools and resources for managing personal/professional information.
- Use online resources to enhance personal/professional productivity.
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In addition to all the skills listed for elementary and middle school students:

• Take note and gather ideas from print and nonprint sources.
• Use online information resources for research.
• Use technology and tools for managing personal professional information.
• Use online resources to enhance professional productivity.
• Use online information resources and digital technologies to support group collaboration.
• Use productivity tools and peripheral to support group collaboration.

High School Literacy Standards

In addition to all the skills listed for elementary and middle school students:

• Choose the most appropriate format for presenting.
• Create and evaluate technological options for a range of information.
• Use productivity tools and peripherals to support group collaboration.
• Identify legitimacy and limitations of current and emerging technologies.
• Assess the potential of current and emerging technologies to address personal and professional needs.
• Make informed choices among technology systems, resources and services.
• Advocate for ethical and legal behaviors when using information technology.

• Select and apply technology tools to support research and creative electronic presentations.
• Select and evaluate technology tools for information products and solutions.
• Select and apply technology tools to support research and creative electronic presentations.
• Judge the accuracy and completeness of electronic information and support these conclusions.
• Judge the quality of one’s own electronic information, using appropriate criteria.
• Use technology tools and resources for communicating personal/professional information.
• Use online resources to enhance personal/professional productivity.
• Use productivity tools and peripheral to support group collaboration.
• Demonstrate an understanding of the concepts and information technologies and the way they connect and interact.
• Explain basic strategies for selecting and using digital technologies.
• Judge the quality of one’s own electronic information, using appropriate criteria.
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MIDDLE SCHOOL STUDENTS

In addition to all the skills listed for elementary school students:

- Evaluate the strengths and weaknesses of various technology tools and resources for accomplishing specific tasks.
- Discuss the consequences of the misuse of technology.
- Create an electronic presentation that meets the criteria for a variety of tasks.
- Discuss the advantages and disadvantages of different technology applications and their impact on productivity.
- Discuss the role of technology in completing a variety of tasks.

**LITERACY CRITICAL SKILLS:**

- Analyze and evaluate graphical representations, information, and data from various sources.
- Distinguish the uses of various graphical representations, information, and data from different sources.
- Use electronic mail (e-mail) to access and communicate with information from remote sources.
- Select and use appropriate technology tools and resources for research and present.
- Use important and valuable information in nonprint formats.
- Create and use technological tools to support personal learning.
- Discuss the role of electronic information in nonprint formats and how it can be used to support personal learning.
- Use online information resources for research.

**CONSTRUCTION CRITICAL SKILLS:**

- Select and apply technology tools for problem solving.
- Use technology to collaborate with others to complete a variety of tasks.
- Use technology to resolve problems and/or answer questions.
- Collaboratively create complex information over distance.
- Use technology tools and resources for managing personal/professional needs.
- Use online information resources for research.
- Use technology to collaborate with others to complete complex information products and solutions.

**STUDENTS:**

- Work collaboratively over distance to create and evaluate complex information.
- Judge the quality of your own electronic information and support them in collaborative learning.
- Discuss and evaluate technology-based options for problem solving.
- Recognize and evaluate the effectiveness of different print and nonprint sources.
- Judge the accuracy and completeness of electronic information sources.
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- Identify the accuracy and completeness of electronic information sources.
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- Identify the accuracy and completeness of electronic information sources.
- Choose appropriate media formats for presenting a variety of information.
- Use technology tools and resources for managing personal/professional needs.
- Use technology tools and resources for research.
- Use technology to collaborate with others to complete complex information products and solutions.
- Collaboratively create complex information products and solutions.
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