# Microsoft Certified Educator

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# Technology Literacy for Educators: 62-193

## OVERVIEW

The Microsoft Certified Educator (MCE) is a professional development program that bridges the gap between technology skills and innovative teaching. Educators holding a MCE certification can prove they have the skills needed to provide rich, customized learning experiences for their students that incorporate critical 21st century skills using Microsoft tools.

## AUDIENCE PROFILE

Candidates for this exam include individuals preparing to become classroom educators, current educators, faculty at teacher training or pre-service colleges, educational administrators, or other professionals looking to provide validation of competency. The MCE: Technology Literacy for Educators certification test is an intermediate-level examination intended to be a valid and reliable measure of competencies as measured by the 21st Century Learning Design (21CLD) framework.

# Objective Domains

## SKILLS MEASURED

### Facilitate Student Collaboration

**1.1** Determine the level to which a learning activity meets the rubric for collaboration.

- **1.1.1** Prepare activites that enable students to work together, have a shared responsibility for deliverables, make decisions that are substantive and crucial to learning activity success, and work interdependently.
- **1.1.2** Analyze, evaluate, design, and manage the learning environment to facilitate student collaboration, given a set of resources available in a classroom.
- **1.1.3** Virtual environment; physical environment; software tools available.

### Facilitate Skilled Communication

**2.1** Modify a learning activity to meet the rubric for the highest level of skilled communication.

- **2.1.1** Prepare activities that enable students to create product deliverables that convey a set of connected ideas, are multimodal, require supporting evidence, and are designed for a specific audience.

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**2.2** Evaluate student product examples to determine the level to which they meet the skilled communication rubric.

**2.2.1** Evaluate student product examples on the use of connected ideas, multimodal approach, supporting evidence, and design for a specific audience.

## Facilitate Knowledge Construction

**3.1** Determine the level to which a learning activity meets the knowledge construction rubric.

**3.1.1** Prepare interdisciplinary activities that enable students to apply knowledge in a new context.

**3.2** Transform a didactic learning situation into an activity that requires students to apply knowledge in a new context that facilitates interdisciplinary learning.

**3.2.1** Prepare activitities that enable students to spend their time and effort developing knowledge that is new to them and participate in interdisciplinary learning activities.

## Faclitate Self-Regulation

**4.1** Determine the level to which a learning activity meets the rubric for self-regulation.

**4.1.1** Prepare long-term activities that enable students to plan their own work and revise work based on feedback.

**4.2** Determine which opportunities facilitate an environment of self-regulation.

**4.2.1** Provide students with opportunities to set their learning goals, decide on the best strategies to achieve these goals, and monitor to see if these strategies are working.

## Facilitate Real World Problem Solving and Innovation

**5.1** Determine the level to which a learning activity meets the rubric for real world problem solving.

**5.1.1** Prepare activities that enable students to develop a solution to a problem that is new to them, complete a task that they have not been instructed how to do, or design a complex product that meets a set of requirements.

**5.2** Select a strategy to encourage students to problem-solve, innovate, and apply a solution that benefits others in the real world.

**5.2.1** Develop learning objectives that involve real-world issues.

## Facilitate Student use of Information and Communication Tools (ICT)

**6.1** Determine the level to which a learning activity meets the rubric for use of ICT learning.

**6.1.1** Prepare activities that enable students' use of ICT to support knowledge construction; address the needs of diverse learners.

**6.2** Fulfill student learning outcomes by using Microsoft technology tools.

**6.2.1** Identify the skills required to implement the resources.

**6.3** Select the best ICT resource to help resolve or manage the logistical challenges of reaching the desired educational outcome.

**6.3.1** Lab configuration issues; shared computers; BYOD.

## Use ICT to be an Effective Educator

**7.1** Determine which ICT resource supports a specified educational outcome.

**7.1.1** Evaluate a learning activity; rate the appropriateness of specific ICT resources; address the diverse needs of all learners.

**7.2** Determine the appropriate pedagogical approach to meet an educational outcome using ICT resources.

**7.2.1** Planned vs. unplanned situations; appropriate performances of understanding; different learning styles.

**7.3** Select an appropriate ICT resource to reach a professional development goal.

**7.3.1** Improve productivity; time management skills.

**7.4** Evaluate responses to a scenario involving Digital Citizenship.

**7.4.1** Internet safety; security issues; cyber-bullying; digital footprint; privacy issues; communication forums; acceptable use.