Microsoft Certified Educator

CERTIPORT
A PEARSON VUE BUSINESS

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.

Microsoft

© 2024 Certiport, Inc. Certiport and the Certiport logo are registered trademarks of Certiport Inc. All other trademarks and registered trademarks are the property of their respective holders.

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.

© 2024 Certiport, Inc. Certiport and the Certiport logo are registered trademarks of Certiport Inc. All other trademarks and registered trademarks are the property of their respective holders.