Developing Technology Excellence in Teachers Requires Lots of Practice
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PRACTICE TYPES IN TEACHER PREPARATION		
Practice Type	Outcome	Technology Example
Mechanical Practice: (Gladwell, 2000) Repetition that mimics the "correct way" of doing something in order **to effectively perform basic teaching techniques.**	*The teacher candidate integrates technology effectively.*	Through an iterative process guided by a teacher educator, a teacher candidate develops effective use of technology-enabled formative assessments in his or her teaching.
Goal-Oriented Practice (Ericsson, 2016) Setting goals and adjusting execution to get closer and closer to optimal performance in order **to attain overall minimal proficiency in integrating technology**.	*The teacher candidate is consistent with effectively integrating technology.*	With the goal of improving project-based learning techniques, a teacher candidate attempts practices throughout the semester such as developing technology-enabled formative assessments that are found to be noteworthy by some teachers in their personalized learning network.
Competency-Oriented Practice with Feedback (Goleman, 2013) Improving an aspect of teaching that has been identified by a mentor, supervisor or coach who also provides concentrated feedback in order **to hone specific teaching competencies.**	*The teacher candidate is consistent with effectively integrating technology in targeted, value-added ways.*	Over a period of time, a teacher candidate researches and experiments with using a variety of technologically enabled, formative assessments across a variety of teaching scenarios to become more competent with using assessment data to "monitor and adjust" their teaching.
Vision-Oriented Practice (Duckworth et al., 2007) Working toward a vision or an end state driven by grit, perseverance and passion to achieve long-term goals in order **to become self-efficacious in teaching techniques.**	*As a function of professional practice, the teacher candidate continually refines integrating technology in targeted, value-added ways.*	After a comprehensive review of several teaching observations conducted by the mentor teacher and field supervisor, a teacher candidate establishes several goals with action steps for improving how technology impacts his or her teaching including formative assessments, parent communication and working with peers.
Asset-Based Practice (Reisdorf & Rhinesmith, 2018) Critiquing current strategies and taking creative license to build a combination of human, social and physical capital in order **to leverage technology as a means for personal and collective empowerment.**	*Given the availability (potential ubiquity) of technology, the teacher candidate creates new and innovative approaches to effectively integrating technology in targeted, value-added ways that are responsive to the context and culture.*	Through a survey of the field experience school that includes available technology at school and home, a teacher candidate creates a technology plan to support seamless communication and empower collaboration during a group project (regardless of group members locale or the time of day), then facilitates a data-driven and reflection exercise with students to improve his or her plan.

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