California Subject Examinations for Teachers®

TEST GUIDE

PRELIMINARY EDUCATIONAL TECHNOLOGY

General Examination Information

CS-TG-PETXGI-02

Test Structure for CSET: Preliminary Educational Technology

CSET: Preliminary Educational Technology consists of two separate subtests, each composed of both multiple-choice and constructed-response questions. Each subtest is scored separately.

The structure of the examination is shown in the table below.

Educational technology requirement. CSET: Preliminary Educational Technology is the current approved examination that is taken only by out-of-state credential candidates to fulfill the basic educational technology requirements for a Multiple or Single Subject Teaching Credential or an Education Specialist Instruction Credential.

CSET: Preliminary Educational Technology			
Subtest	**Domains**	**Number of Multiple-Choice Questions**	**Number of Constructed-Response Questions**
I	Basic Operations, Concepts, and Issues of Computer-Based Technology	40	none
	Productivity Applications of Computer-Based Technology	30	2 short (focused)
	Subtest Total	70	2 short (focused)
II	Teaching and Learning Applications of Computer-Based Technology	40	2 short (focused) 1 extended
	Subtest Total	40	2 short (focused) 1 extended

Annotated List of Resources for CSET: Preliminary Educational Technology

This list identifies some resources that may help candidates prepare to take CSET: Preliminary Educational Technology. While not a substitute for coursework or other types of teacher preparation, these resources may enhance a candidate's knowledge of the content covered on the examination. The references listed are not intended to represent a comprehensive listing of all potential resources. Candidates are not expected to read all of the materials listed below, and passage of the examination will not require familiarity with these specific resources. A brief summary is provided for each reference cited. Resources are organized alphabetically and by content domain in subtest order.

Basic Operations, Concepts, and Issues of Computer-Based Technology

NETS Project. (2000). *National Educational Technology Standards for Students—Connecting Curriculum and Technology*. International Society for Technology in Education.

> This text demonstrates how technology standards can be implemented in classrooms in conjunction with national subject area standards.

November, Alan C. (2001). *Empowering Students with Technology.* Arlington Heights, IL: Skylight.

> This book aims to help teachers create active learners by preparing students to use technological resources. Practical lesson ideas and useful Web resources are included.

Pusins, Dolores Wells, and Ambrose, Ann Peele. (2001). *Computer Concepts.* Cambridge, MA: Thomas Learning.

> This basic introduction text places a strong focus on vocabulary, including terms, and the various ethical issues surrounding today's technology.

Productivity Applications of Computer-Based Technology

Morrison, Connie. (2002). *Microsoft Office XP BASICS.* Cambridge, MA: Thomas Learning.

> This computer instructional text covers MS Office applications and Internet Explorer with a focus on real-world, cross-curricular tasks.

NETS Project. (2000). *National Educational Technology Standards for Students—Connecting Curriculum and Technology*. International Society for Technology in Education.

> This text demonstrates how technology standards can be implemented in classrooms in conjunction with national subject area standards.

Teaching and Learning Applications of Computer-Based Technology

Eisenberg, Michael, and Berkowitz, Robert. (2000). *Teaching Information and Technology Skills.* Worthington, OH: Linworth Publishing.

This text aims to help teachers guide students through information literacy processes and teach skills for solving information problems in meaningful contexts.Farmer, Lesley S. J. (2001). *Teaming with Opportunity: Media Programs, Community Constituencies, and Technology.* Englewood, CO: Libraries Unlimited.

Farmer provides practical and theoretical foundations for collaboration and effective technology practices. Her text builds technology skills for lifelong learning.

Hannah, Larry (Ed.). (2003). *NET•S Curriculum Series—Multidisciplinary Units for Grades K–2.* International Society for Technology in Education.

This focused and practical book is part of a new series of grade-level and content-specific guides to technology integration in the classroom.

Hannah, Larry (Ed.). (2002). *NET•S Curriculum Series—Multidisciplinary Units for Grades 3–5.* International Society for Technology in Education.

This focused and practical book is part of a new series of grade-level and content-specific guides to technology integration in the classroom.

Morrison, Gary L., and Lowther, Deborah L. (2001). *Integrating Computer Technology into the Classroom*. Upper Saddle Rive, NJ: Merrill Prentice Hall.

Provides research-based models for technology integration.

NETS Project. (2000). *National Educational Technology Standards for Students—Connecting Curriculum and Technology*. International Society for Technology in Education.

This text demonstrates how technology standards can be implemented in classrooms in conjunction with national subject area standards.

Norton, Priscilla, and Wiburg, Karin M. (2002). *Teaching with Technology: Designing Opportunities to Learn* (2nd edition). Belmont, CA: Thompson-Wadsworth.

The text provides a guide for the use of technology in K–12 schools with examples of software applications.

November, Alan C. (2001). *Empowering Students with Technology.* Arlington Heights, IL: Skylight.

This book aims to help teachers create active learners by preparing students to use technological resources. Practical lesson ideas and useful Web resources are included.

Serim, Ferdi. (2003). *Information Technology for Learning: No School Left Behind.* Worthington, OH: Linworth Publishing.

Ferdi demonstrates how to form information and technology teams to support lessons with research-based practice to develop information literacy skills.