Microsoft Certified Educator – Skills Measured

NOTE: The bullets that appear below each of the skills measured are intended to illustrate how we are assessing that skill. This list is not definitive or exhaustive.

NOTE: In most cases, exams do NOT cover preview features, and some features will only be added to an exam when they are GA (General Availability).

**Facilitate Student Collaboration**

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

- prepare activities 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.
- analyze, evaluate, design, and manage the learning environment to facilitate student collaboration, given a set of resources available in a classroom.
- virtual environment; physical environment; software tools available.

**Facilitate Skilled Communication**

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

- 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.

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

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

**Facilitate Knowledge Construction**

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

- prepare interdisciplinary activities that enable students to apply knowledge in a new context.
Transform a didactic learning situation into an activity that requires students to apply knowledge in a new context that facilitates interdisciplinary learning

- prepare activities that enable students to spend their time and effort developing knowledge that is new to them and participate in interdisciplinary learning activities.

**Facilitate Self-Regulation**

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

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

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

- 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**

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

- 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.

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

- develop learning objectives that involve real-world issues.

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

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

- prepare activities that enable students’ use of ICT to support knowledge construction; address the needs of diverse learners.

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

- identify the skills required to implement the resources.
Select the best ICT resource to help resolve or manage the logistical challenges of reaching the desired educational outcome

- Lab configuration issues; shared computers; BYOD.

Use ICT to be an Effective Educator

Determine which ICT resource supports a specified educational outcome

- evaluate a learning activity; rate the appropriateness of specific ICT resources; address the diverse needs of all learners.

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

- planned vs. unplanned situations; appropriate performances of understanding; different learning styles.

Select an appropriate ICT resource to reach a professional development goal

- improve productivity; time management skills.

Evaluate responses to a scenario involving Digital Citizenship

- internet safety; security issues; cyber-bullying; digital footprint; privacy issues; communication forums; acceptable use.