

ISTE Standards

Description

STUDENTS

1.1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

1.1.a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

1.1.b. build networks and customize their learning environments in ways that support the learning process.

1.1.c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

1.1.d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

1.2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

1.2.a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

1.2.b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

1.2.c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

1.2.d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

1.3.a. plan and employ effective research strategies to locate information and other resources for their intellectual or

creative pursuits.

1.3.b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

1.3.c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

1.3.d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solution

1.4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

1.4.a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

1.4.b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

1.4.c. develop, test and refine prototypes as part of a cyclical design process.

1.4.d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

1.5.a. formulate problem definitions suited for technologyassisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

1.5.b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

1.5.c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

1.5.d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1.6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

1.6.a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

1.6.b. create original works or responsibly repurpose or remix digital

resources into new creations.

1.6.c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

1.6.d. publish or present content that customizes the message and medium for their intended audiences.

1.7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

1.7.a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

1.7.b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

1.7.c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

1.7.d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

COACHES

4.1. Change Agent

Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:

4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.

4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.

4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.

4.1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.

4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.

4.2. Connected Learner

Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:

4.2.a. Pursue professional learning that deepens expertise in the

ISTE Standards in order to serve as a model for educators and leaders.

4.2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.

4.2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.

4.3. Collaborator

Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:

4.3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.

4.3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.

4.3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.

4.3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning

4.4. Learning Designer

Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:

4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.

4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.

4.4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.

4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.

4.5. Professional Learning Facilitator

Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning. Coaches:

4.5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.

4.5.b. Build the capacity of educators, leaders and instructional

teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.

4.5.c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.

4.6. Data-Driven Decision-Maker

Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.

Coaches:

4.6.a. Assist educators and leaders in securely collecting and analyzing student data.

4.6.b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.

4.6.c. Partner with educators to empower students to use learning data to set their own goals and measure their progress.

4.7. Digital Citizen Advocate

Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world. Coaches:

4.7.a. Inspire and encourage educators and students to use technology for civic engagement and to address challenges to improve their communities.

4.7.b. Partner with educators, leaders, students and families to foster a culture of respectful online interactions and a healthy balance in their use of technology.

4.7.c. Support educators and students to critically examine the sources of online media and identify underlying assumptions.

4.7.d. Empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.



Category

1. Resources for Educators

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