

ITEC Portfolio Rubric (IPR) 2021 (Aligned to ISTE-E)

	L1 Does Not Meet	L2 Approaches	L3 Meets
<p>1.Reflection [e.g., document, infographic, screencast, podcast, or video]</p>	<p>Candidate did not reflect on their learning or changes to their practice.</p>	<p>Candidate’s reflection does NOT include one or more of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An introduction to who you are <input type="checkbox"/> A brief description of your role(s) and professional responsibilities, and if you serve in a role other than a teacher, a description of who your students are in the artifacts included in the portfolio. <input type="checkbox"/> A description of how you used ISTE-E standards to support your role in education <input type="checkbox"/> A description of how your practice changed because of using the ISTE-E standards <input type="checkbox"/> A description of what you are particularly proud of in your portfolio <input type="checkbox"/> A description of what your goals are for using digital tools as part of your educational practice going forward 	<p>Candidate’s reflection includes ALL of the following:</p> <ul style="list-style-type: none"> <input type="checkbox"/> An introduction of who you are <input type="checkbox"/> A brief description of your role(s) and professional responsibilities, and if you serve in a role other than a teacher, a description of who your students are in the artifacts included in the portfolio. <input type="checkbox"/> A description of how you used ISTE-E standards to support your role in education <input type="checkbox"/> A description of how your practice changed because of using the ISTE-E standards <input type="checkbox"/> A description of what you are particularly proud of in your portfolio <input type="checkbox"/> A description of what your goals are for using digital tools as part of your educational practice going forward
<p>2. ISTE-E 1a Goals & Reflection Candidates set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.</p>	<p>Candidate did not submit an artifact for ISTE-E 1a.</p>	<p>Candidate sets only one professional learning goal <u>OR</u> the candidate does NOT describe how they set the goal(s) <u>OR</u> the goal(s) do not explore and apply pedagogical approaches made possible by technology <u>OR</u> the candidate does NOT reflect on their effectiveness in meeting the goal(s).</p>	<p>Candidate only sets one professional learning goal(s) <u>AND</u> the candidate describes how they set the goal(s) <u>AND</u> the goal(s) explore and apply pedagogical approaches made possible with technology <u>AND</u> the candidate reflects on their effectiveness in meeting the goal(s).</p>

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<p>3. ISTE-E 1b Local & Global Learning Networks Candidates pursue professional interests by creating and actively participating in local and global learning networks.</p>	<p>Candidate did not submit an artifact for ISTE-E 1b.</p>	<p>Candidate does NOT actively participate in local <u>OR</u> global digital learning networks <u>OR</u> their participation is not over an extended period of time <u>OR</u> they do not support other educators by sharing information and resources with them <u>OR</u> they do not lead discussions in these networks.</p> <p>ISTE Examples: Active Participation - social media chats or groups, blogs that encourage discussion; virtual webinars; meet-ups, edcamps or unconferences; collaborative asynchronous writing or working teams.</p> <p>Global Learning networks - virtual and blended learning communities such as social media groups or chats, virtual PLNs, conferences, meet-ups edcamps and school-based professional learning communities)</p>	<p>Candidate actively participates in local <u>AND</u> global digital learning networks <u>AND</u> their participation is over an extended period of time <u>AND</u> candidate supports other educators by sharing information and resources with them <u>AND</u> leads discussions in these networks.</p> <p>ISTE Examples: Active Participation - social media chats or groups, blogs that encourage discussion; virtual webinars; meet-ups, edcamps or unconferences; collaborative asynchronous writing or working teams.</p> <p>Global Learning networks - virtual and blended learning communities such as social media groups or chats, virtual PLNs, conferences, meet-ups edcamps and school-based professional learning communities)</p>

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<p>4. ISTE-E 1c Research Candidates stay current with research that supports improved student learning outcomes, including findings from the learning sciences.</p>	<p>Candidate did not submit an artifact for ISTE-E 1c.</p>	<p>Candidate does NOT stay current with research on student learning outcomes <u>OR</u> research does not include any findings from the learning sciences, <u>OR</u> they do not report changes to teaching practice based on research-based best practices.</p> <p>Report Changes: I used to do _____, but then I read research studies about ..., so now I do _____.</p> <p>ISTE Examples: Staying current with research - setting search engine email alerts or specific topics, following thought leaders or key organizations on social media or RSS feeds, attending presentations or webinars, and subscribing to educational technology research journals or other media sources.</p> <p>ISTE Definition: Learning sciences - interdisciplinary field bringing together findings from research into cognitive, social and cultural psychology, neuroscience, and learning environments w/ the goal of implementing learning innovations and improving instructional practice.</p>	<p>Candidate stays current with research on student learning outcomes <u>AND</u> research includes findings from the learning sciences, <u>AND</u> they report changes to teaching practice based on research-based best practices.</p> <p>Report Changes: I used to do _____, but then I read research studies about ..., so now I do _____.</p> <p>ISTE Examples: Staying current with research - setting search engine email alerts or specific topics, following thought leaders or key organizations on social media or RSS feeds, attending presentations or webinars, and subscribing to educational technology research journals or other media sources.</p> <p>ISTE Definition: Learning sciences - interdisciplinary field bringing together findings from research into cognitive, social and cultural psychology, neuroscience, and learning environments w/ the goal of implementing learning innovations and improving instructional practice.</p>

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<p>5. ISTE-E 2a Shared Vision Candidates shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.</p>	<p>Candidate did not submit an artifact for ISTE-E 2a.</p>	<p>Candidate does NOT promote a shared vision of empowered learning with technology <u>OR</u> discuss the vision with education stakeholders.</p> <p>ISTE Definitions: Promote - efforts to influence change and decision-making such as participating on committees, leading by example, advocating for tech use with parents/guardians, administrators, and other educators, and by voicing thoughts on educational technology policy to national, state, district, school or city leaders.</p> <p>Empowered learning - learning where students are self-aware about their own learning preferences and needs and have significant voice and choice in setting learning goals. Empowered students leverage technology to determine how they will learn, demonstrate competency in meeting their goals and reflect on their learning process and outcomes.</p>	<p>Candidate promotes a shared vision of empowered learning with technology <u>AND</u> discusses the vision with education stakeholders.</p> <p>ISTE Definitions: Promote - efforts to influence change and decision-making such as participating on committees, leading by example, advocating for tech use with parents/guardians, administrators, and other educators, and by voicing thoughts on educational technology policy to national, state, district, school or city leaders.</p> <p>Empowered learning - learning where students are self-aware about their own learning preferences and needs and have significant voice and choice in setting learning goals. Empowered students leverage technology to determine how they will learn, demonstrate competency in meeting their goals and reflect on their learning process and outcomes.</p>
<p>6. ISTE-E 2b Equitable Access Candidates advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</p>	<p>Candidate did not submit an artifact for ISTE-E 2b.</p>	<p>Candidate does NOT advocate for equitable access to educational technology, digital content, and learning opportunities for a specific group of learners who has an unfair disadvantage in learning <u>OR</u> they do NOT advocate to educators, policy makers, or community members.</p> <p>ISTE Definition: Equitable access - when all students have access to technology needed for learning and to culturally relevant curriculum and resources regardless of race, ethnicity, socioeconomic status, gender identity, sexuality, ability, primary language or any other factor that might hinder or unfairly advantage one student over another.</p>	<p>Candidate advocates for equitable access to educational technology, digital content, and learning opportunities for a specific group of learners who has an unfair disadvantage in learning <u>AND</u> they advocate to educators, policy makers, or community members.</p> <p>ISTE Definition: Equitable access - when all students have access to technology needed for learning and to culturally relevant curriculum and resources regardless of race, ethnicity, socioeconomic status, gender identity, sexuality, ability, primary language or any other factor that might hinder or unfairly advantage one student over another.</p>

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<p>7. ISTE-E 2c Curating, Evaluating & Adopting Digital Resources Candidates model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.</p>	<p>Candidate did not submit an artifact for ISTE-E 2c.</p>	<p>Candidate does NOT model new digital tools and resources for colleagues <u>OR</u> does not share their criteria for evaluating new digital tools and resources <u>OR</u> they do not use these tools and resources with their students <u>OR</u> they do not share with colleagues the process they use to identify, explore, evaluate, curate, and adopt new digital tools and resources.</p> <p>ISTE Definitions: Identify - finding new tools or resources to enhance learning by asking or observing colleagues or students, reading related publications and following other educators or thought leaders.</p> <p>Explore - experimenting with new tools and resources for learning and being open to calculated risk-taking and productive failure for continuous learning.</p> <p>Evaluate - analyzing and reflecting on the value of a new tool or resource for learning and possible improvements for the next time it is used.</p> <p>Curate - thoughtfully organizing resources in a way that is useful and meaningful.</p> <p>Adopt - incorporating selected new resources and strategies into regular practice.</p> <p>Digital tools and resources - OERs, apps, websites and other software, hardware tools and devices, networked devices and the “Internet of Things,” and emerging pedagogies around digital tools and resources.</p>	<p>Candidate models new digital tools and resources for colleagues <u>AND</u> shares their criteria for evaluating new digital tools and resources <u>AND</u> they use these tools and resources with their students <u>AND</u> they share with colleagues the process they use to identify, explore, curate, and adopt new digital tools and resources.</p> <p>ISTE Definitions: Identify - finding new tools or resources to enhance learning by asking or observing colleagues or students, reading related publications and following other educators or thought leaders.</p> <p>Explore - experimenting with new tools and resources for learning and being open to calculated risk-taking and productive failure for continuous learning.</p> <p>Evaluate - analyzing and reflecting on the value of a new tool or resource for learning and possible improvements for the next time it is used.</p> <p>Curate - thoughtfully organizing resources in a way that is useful and meaningful.</p> <p>Adopt - incorporating selected new resources and strategies into regular practice.</p> <p>Digital tools and resources - OERs, apps, websites and other software, hardware tools and devices, networked devices and the “Internet of Things,” and emerging pedagogies around digital tools and resources.</p>

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<p>8. ISTE-E 3a Social Responsibility & Empathy Candidates create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.</p>	<p>Candidate did not submit an artifact for ISTE-E 3a.</p>	<p>Candidate does NOT implement learning experiences that guide learners to make positive, socially responsible contributions <u>OR</u> teach students to be empathetic in online environments that build relationships and community <u>OR</u> explain how the experiences facilitate social responsibility and empathy.</p> <p>ISTE Examples: Making positive, socially responsible contributions - engaging productively with others online, sharing creative or intellectual work that is original, protected and documented, being involved in virtual social actions such as crowdsourcing, crowd funding or mobilizing for a cause, and using digital tools for entrepreneurship and innovation.</p> <p>ISTE Definition: Build Relationships and Community – using digital tools to contribute to the common good and build interpersonal bonds.</p>	<p>Candidate implements learning experiences that guide learners to make positive, socially responsible contributions <u>AND</u> teach students to be empathetic in online environments that build relationships and community <u>AND</u> explains how the experiences facilitate social responsibility and empathy.</p> <p>ISTE Examples: Making positive, socially responsible contributions - engaging productively with others online, sharing creative or intellectual work that is original, protected and documented, being involved in virtual social actions such as crowdsourcing, crowd funding or mobilizing for a cause, and using digital tools for entrepreneurship and innovation.</p> <p>ISTE Definition: Build Relationships and Community – using digital tools to contribute to the common good and build interpersonal bonds.</p>

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<p>9. ISTE-E 3b Critical Examination of Online Resources Candidates establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p>	<p>Candidate did not submit an artifact for ISTE-E 3b.</p>	<p>Candidate does NOT establish a learning culture that promotes curiosity <u>OR</u> the critical examination of online resources <u>OR</u> foster digital literacy and media fluency.</p> <p>ISTE Definitions: Establish a learning culture – With students, create shared values, social norms and goals around the purpose and approach to learning in the digital world.</p> <p>Curiosity – Encourage and support students’ questioning of information and ideas put in front of them and pursuit of their own interests, ideas, and hunches.</p> <p>Critical examination of online resources – Assessing the credibility and usefulness of information found online and in the media. For example, evaluating accuracy of source data, bias and relevance to learning goals, learning to think about and check for personal biases and everyone’s tendency to confirmation bias, and varying search terms to find alternative perspectives.</p> <p>Digital literacy – being able to use technologies effectively and being able to discover, analyze, create and communicate information using digital tools and resources.</p> <p>Media fluency – ability to meaningfully interpret large amounts of complex information in multiple formats and communicate and share across various media formats.</p>	<p>Candidate establishes a learning culture that promotes curiosity <u>AND</u> the critical examination of online resources <u>AND</u> fosters digital literacy and media fluency.</p> <p>ISTE Definitions: Establish a learning culture – With students, create shared values, social norms and goals around the purpose and approach to learning in the digital world.</p> <p>Curiosity – Encourage and support students’ questioning of information and ideas put in front of them and pursuit of their own interests, ideas, and hunches.</p> <p>Critical examination of online resources – Assessing the credibility and usefulness of information found online and in the media. For example, evaluating accuracy of source data, bias and relevance to learning goals, learning to think about and check for personal biases and everyone’s tendency to confirmation bias, and varying search terms to find alternative perspectives.</p> <p>Digital literacy – being able to use technologies effectively and being able to discover, analyze, create and communicate information using digital tools and resources.</p> <p>Media fluency – ability to meaningfully interpret large amounts of complex information in multiple formats and communicate and share across various media formats.</p>

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<p>10. ISTE-E 3c Safe, Ethical & Legal Candidates mentor students in the safe, ethical and legal practice with digital tools and protection of intellectual rights and property.</p>	<p>Candidate did not submit an artifact for ISTE-E 3c.</p>	<p>Candidate does NOT model <u>OR</u> share or teach others <u>OR</u> provide ongoing, productive feedback and advice in the safe, ethical and legal uses of technology <u>OR</u> in the protection of intellectual rights and property.</p> <p>ISTE Definitions: Mentor – coaching or ongoing guidance that includes modeling of your own practice, sharing with and teaching others, and providing ongoing, productive feedback and advice.</p> <p>Safe – interactions that keep you out of harm’s way, for example, knowing the identity of who you are interacting with; how much and what kind of information you release online, and protecting oneself from scams, phishing schemes and poor purchasing practices (e-commerce theft).</p> <p>Legal – Interactions that are mindful of the law, for example, abiding by copyright and fair use, respecting network protections by not hacking them and not using another’s identity.</p> <p>Ethical – interactions that align with one’s moral code, for example, preventing or not engaging in cyberbullying, trolling or scamming, avoiding plagiarism, and supporting others’ positive digital identity.</p> <p>Protection of intellectual rights and property – mindful sharing of creative and intellectual work, knowing and using creative commons as well as innate copyright protections.</p>	<p>Candidate models <u>AND</u> shares <u>AND</u> teaches others <u>AND</u> provides ongoing, productive feedback and advice in the safe, ethical and legal uses of technology <u>AND</u> in the protection of intellectual rights and property.</p> <p>ISTE Definitions: Mentor – coaching or ongoing guidance that includes modeling of your own practice, sharing with and teaching others, and providing ongoing, productive feedback and advice.</p> <p>Safe – interactions that keep you out of harm’s way, for example, knowing the identity of who you are interacting with; how much and what kind of information you release online, and protecting oneself from scams, phishing schemes and poor purchasing practices (e-commerce theft).</p> <p>Legal – Interactions that are mindful of the law, for example, abiding by copyright and fair use, respecting network protections by not hacking them and not using another’s identity.</p> <p>Ethical – interactions that align with one’s moral code, for example, preventing or not engaging in cyberbullying, trolling or scamming, avoiding plagiarism, and supporting others’ positive digital identity.</p> <p>Protection of intellectual rights and property – mindful sharing of creative and intellectual work, knowing and using creative commons as well as innate copyright protections.</p>

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<p>11. ISTE-E 3d Digital Identity & Data Privacy Candidates model and promote management of personal data and digital identity and protect student data privacy.</p>	<p>Candidate did not submit an artifact for ISTE-E 3d.</p>	<p>Candidate does not model <u>OR</u> teach learners and other stakeholders management of personal data <u>OR</u> digital identity <u>OR</u> protection of student data privacy.</p> <p>ISTE Definitions: Model and promote – educators engage in these practices themselves, bring transparency to them with colleagues, parents, students and other stakeholders, and promote them among students, colleagues, and other stakeholders.</p> <p>Management of personal data – this includes creating effective passwords, authenticating sources before providing personal information, sharing personal data conscientiously, and not posting address or phone numbers publicly.</p> <p>Digital Identity – how an individual is represented online in the public domain based on activities, connections or tagging through social media posts, photos, public online comments or reviews, and awareness and monitoring of depictions by others.</p> <p>Protect student data privacy – actively protecting students’ personal or academic information through such precautions as not sharing student work, pictures or identifying information without permission from students and parents or guardians, being safe when working with student data in public or shared spaces, understanding companies’ privacy and data management policies, and avoiding or gaining permission to use those without strong management and privacy for student data.</p>	<p>Candidate models <u>AND</u> teaches learners and other stakeholders management of personal data <u>AND</u> digital identity <u>AND</u> protection of student data privacy.</p> <p>ISTE Definitions: Model and promote – educators engage in these practices themselves, bring transparency to them with colleagues, parents, students and other stakeholders, and promote them among students, colleagues, and other stakeholders.</p> <p>Management of personal data – this includes creating effective passwords, authenticating sources before providing personal information, sharing personal data conscientiously, and not posting address or phone numbers publicly.</p> <p>Digital Identity – how an individual is represented online in the public domain based on activities, connections or tagging through social media posts, photos, public online comments or reviews, and awareness and monitoring of depictions by others.</p> <p>Protect student data privacy – actively protecting students’ personal or academic information through such precautions as not sharing student work, pictures or identifying information without permission from students and parents or guardians, being safe when working with student data in public or shared spaces, understanding companies’ privacy and data management policies, and avoiding or gaining permission to use those without strong management and privacy for student data.</p>

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<p>12. ISTE-E 4a Collaborate w/ Colleagues Candidates dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p>	<p>Candidate did not submit an artifact for ISTE-E 4a.</p>	<p>Candidate does NOT collaborate with colleagues to create an authentic learning experience using technology <u>OR</u> does NOT articulate what each individual contributed during the collaboration.</p> <p>ISTE Definition: Authentic learning experiences – activities that are based on students’ real-world experiences or current issues, use real data or work to solve real-world problems.</p>	<p>Candidate collaborates with colleagues to create an authentic learning experience using technology <u>AND</u> articulates what each individual contributed during the collaboration.</p> <p>ISTE Definition: Authentic learning experiences – activities that are based on students’ real-world experiences or current issues, use real data or work to solve real-world problems.</p>
<p>13. ISTE-E 4b Co-Learn & Troubleshoot w/ Students Candidates collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.</p>	<p>Candidate did not submit an artifact for ISTE-E 4b.</p>	<p>Candidate does NOT collaborate and co-learn a new digital tool or resource with students <u>OR</u> does not diagnose and troubleshoot technology issues as they co-learn with students <u>OR</u> does not articulate what they learned, what students (or adult learners) learned from them, <u>OR</u> why it was an important learning experience for them.</p> <p>ISTE Definitions: Collaborate and co-learn - reconfigure the teacher-student relationship to encourage modeling and facilitating student learning through relationships built on collaborating and learning together.</p>	<p>Candidate does NOT collaborate and co-learn a new digital tool or resource with students <u>OR</u> does not diagnose and troubleshoot technology issues as they co-learn with students <u>OR</u> does not articulate what they learned, what students (or adult learners) learned from them, <u>OR</u> why it was an important learning experience for them.</p> <p>ISTE Definitions: Collaborate and co-learn - reconfigure the teacher-student relationship to encourage modeling and facilitating student learning through relationships built on collaborating and learning together.</p>

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<p>14. ISTE-E 4c Local & Global Collaboration Candidates use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	<p>Candidate did not submit an artifact for ISTE-E 4c.</p>	<p>Candidate does NOT use collaborative tools to expand students' authentic, real-world learning experiences <u>OR</u> engage students' virtually with experts or other students locally <u>OR</u> globally.</p> <p>ISTE Examples: Collaborative tools – cloud-based, shareable documents and calendars, social media, video and audio conferencing software, and email.</p> <p>Authentic, real-world learning experiences – solving real-world local or global problems, career/workforce related projects and skill-building, design projects and processes.</p>	<p>Candidate uses collaborative tools to expand students' authentic, real-world learning experiences <u>AND</u> engages students' virtually with experts or other students locally <u>AND</u> globally.</p> <p>I ISTE Examples: Collaborative tools – cloud-based, shareable documents and calendars, social media, video and audio conferencing software, and email.</p> <p>Authentic, real-world learning experiences – solving real-world local or global problems, career/workforce related projects and skill-building, design projects and processes.</p>
<p>15. ISTE-E 4d Cultural Competency Candidates demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p>	<p>Candidate did not submit an artifact for ISTE-E 4d.</p>	<p>Candidate does NOT demonstrate cultural competency when communicating with stakeholders <u>OR</u> when interacting with them as co-collaborators in student learning.</p> <p>ISTE Definitions: Cultural Competency – being able to interact appropriately and effectively with people from other cultures. Being mindful of others' experiences and aware of one's own identity and ideas about difference.</p> <p>Interact with them as co-collaborators in student learning – Thoughtfulness in designing learning experiences that consider cultural identities can enhance student learning and improve collaboration with parents or guardians and other stakeholders.</p>	<p>Candidate demonstrate cultural competency when communicating with stakeholders <u>AND</u> when interacting with them as co-collaborators in student learning.</p> <p>ISTE Definitions: Cultural Competency – being able to interact appropriately and effectively with people from other cultures. Being mindful of others' experiences and aware of one's own identity and ideas about difference.</p> <p>Interact with them as co-collaborators in student learning – Thoughtfulness in designing learning experiences that consider cultural identities can enhance student learning and improve collaboration with parents or guardians and other stakeholders.</p>

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<p>16. ISTE-E 5a Personalized Learning Candidates use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p>	<p>Candidate did not submit an artifact for ISTE-E 5a.</p>	<p>Candidate does NOT use technology to create, adapt, and personalize learning experiences that foster independent learning <u>OR</u> accommodate learner differences and needs by allow learners to interact with information in multiple ways.</p> <p>ISTE Definitions: Personalized Learning – capitalize on technology’s efficiencies and functionality to meet students’ individual learning needs. For example, scaled tests and quizzes, adaptability tools and features, software data that can capture where students are struggling or spending the bulk of their time, competency-based learning resources, tools that facilitate student reflection, project planning, organization and time management, communication collaborative work, individual research and curation and design and creativity.</p> <p>Independent Learning – student ownership over their learning goals, demonstration of competency and structuring of work.</p> <p>Learner Differences and Needs – systemic learner variability that, if planned for and supported, maximizes student learning and engagement. For examples, differentiation, assistive technologies and accommodations, building motivation to learn by stimulating interest, multimodal content delivery, fostering learning awareness of their work preferences and recognition of how academic wok aligns to personal goals.</p>	<p>Candidate uses technology to create, adapt, and personalize learning experiences that foster independent learning <u>AND</u> accommodate learner differences and needs by allowing learners to interact with information in multiple ways.</p> <p>ISTE Definitions: Personalized Learning – capitalize on technology’s efficiencies and functionality to meet students’ individual learning needs. For example, scaled tests and quizzes, adaptability tools and features, software data that can capture where students are struggling or spending the bulk of their time, competency-based learning resources, tools that facilitate student reflection, project planning, organization and time management, communication collaborative work, individual research and curation and design and creativity.</p> <p>Independent Learning – student ownership over their learning goals, demonstration of competency and structuring of work.</p> <p>Learner Differences and Needs – systemic learner variability that, if planned for and supported, maximizes student learning and engagement. For examples, differentiation, assistive technologies and accommodations, building motivation to learn by stimulating interest, multimodal content delivery, fostering learning awareness of their work preferences and recognition of how academic wok aligns to personal goals.</p>

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<p>17. ISTE-E 5b Authentic & Active Learning Candidates design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.</p>	<p>Candidate did not submit an artifact for ISTE-E 5b.</p>	<p>Candidate does NOT design a learning experience that is authentic <u>OR</u> aligns with content standards <u>OR</u> maximizes active and deep learning by using digital tools and resources.</p> <p>ISTE Definitions: Authentic Learning Experiences – learning experiences that have value or resonance beyond the classroom/academics. For example, solving real-world local or global problems, career/workforce-related projects and skill building, wrestling with significant philosophical or intellectual problems, and design projects and processes.</p> <p>Active, deep learning – leveraging digital tools and resources so students can gain mastery of content area knowledge while also gaining vital competencies, including problem-solving, critical thinking, effective communication, collaboration self-direction and belief in their ability to grow and improve with hard work and perseverance.</p>	<p>Candidate designs a learning experience that is authentic <u>AND</u> aligns with content standards <u>AND</u> maximizes active and deep learning by using digital tools and resources.</p> <p>ISTE Definitions: Authentic Learning Experiences – learning experiences that have value or resonance beyond the classroom/academics. For example, solving real-world local or global problems, career/workforce-related projects and skill building, wrestling with significant philosophical or intellectual problems, and design projects and processes.</p> <p>Active, deep learning – leveraging digital tools and resources so students can gain mastery of content area knowledge while also gaining vital competencies, including problem-solving, critical thinking, effective communication, collaboration self-direction and belief in their ability to grow and improve with hard work and perseverance.</p>

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<p>18. ISTE-E 5c Instructional Design Candidates explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.</p>	<p>Candidate did not submit an artifact for ISTE-E 5c.</p>	<p>Candidate does NOT design online or blended learning <u>OR</u> does not develop in a digital platform <u>OR</u> does not apply instructional design principles <u>OR</u> does not provide feedback to learners <u>OR</u> does not provide resources <u>OR</u> guidance to learners to create innovative digital learning environments.</p> <p>ISTE Definitions: Instructional Design Principles – established and evolving best practices and guidelines for designing learning experiences for targeted learners.</p> <p>Create innovative digital learning environments – maximize learning by designing effective instruction in a variety of learning environments and rethinking physical space to enhance new models of classroom learning such as blended learning, online learning and various device models such as 1:1 tablet or laptops, mobile devices and computer labs.</p>	<p>Candidate designs online or blended learning <u>AND</u> develops in a digital platform <u>AND</u> applies instructional design principles <u>AND</u> provides feedback <u>AND</u> resources <u>AND</u> guidance to learners to create innovative digital learning environments.</p> <p>ISTE Definitions: Instructional Design Principles – established and evolving best practices and guidelines for designing learning experiences for targeted learners.</p> <p>Create innovative digital learning environments – maximize learning by designing effective instruction in a variety of learning environments and rethinking physical space to enhance new models of classroom learning such as blended learning, online learning and various device models such as 1:1 tablet or laptops, mobile devices and computer labs.</p>

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<p>19. ISTE-E 6a Ownership of Learning Candidates foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.</p>	<p>Candidate did not submit an artifact for ISTE-E 6a.</p>	<p>Candidate does NOT foster a culture of ownership of learning in both independent and group settings by using technology to help learners set goals <u>OR</u> track goals <u>OR</u> develop strategies to achieve the goals <u>OR</u> reflect on their goals and learning progress.</p> <p>ISTE Definitions: Foster a Culture – creating shared values, social norms and goals around the purpose and approach to learning. For example, bringing students into the process of establishing and maintaining culture, setting up space and time for students to fail and try again, establishing space and time for student reflection and goal setting, allowing student voice and choice in demonstration and evaluation of competency.</p> <p>Independent and group settings – individual or collaborative group work, conducted online, face-to-face or hybrid.</p>	<p>Candidate fosters a culture of ownership of learning in both independent and group settings by using technology to help learners set goals <u>AND</u> track goals <u>AND</u> develop strategies to achieve the goals <u>AND</u> reflect on their goals and learning progress.</p> <p>ISTE Definitions: Foster a Culture – creating shared values, social norms and goals around the purpose and approach to learning. For example, bringing students into the process of establishing and maintaining culture, setting up space and time for students to fail and try again, establishing space and time for student reflection and goal setting, allowing student voice and choice in demonstration and evaluation of competency.</p> <p>Independent and group settings – individual or collaborative group work, conducted online, face-to-face or hybrid.</p>
<p>20. ISTE-E 6b Managing Technology & Learning Candidates manage the use of technology and student learning strategies in a variety of environments such as digital platforms, virtual environments, hands-on makerspaces, or in the field.</p>	<p>Candidate did not submit an artifact for ISTE-E 6b.</p>	<p>Candidate does NOT manage the use of technology <u>OR</u> use appropriate student learning strategies in nontraditional classroom environments, such as digital platforms, virtual environments, hands-on makerspaces, or in the field.</p> <p>ISTE Definitions: Use of technology and student learning strategies – keep students supported, on task and learning in a variety of face-to-face, digital or hybrid environments.</p>	<p>Candidate manages the use of technology <u>AND</u> uses appropriate student learning strategies in nontraditional classroom environments, such as digital platforms, virtual environments, hands-on makerspaces, or in the field.</p> <p>ISTE Definitions: Use of technology and student learning strategies – keep students supported, on task and learning in a variety of face-to-face, digital or hybrid environments.</p>

	L1 Does Not Meet	L2 Approaches	L3 Meets
<p>21. ISTE-E 6c Design & Computational Thinking Candidates create learning opportunities that challenge students to use a design process and/or computational thinking to innovate and solve problems.</p>	<p>Candidate did not submit an artifact for ISTE-E 6c.</p>	<p>Candidate does NOT create learning opportunities for students to use a design process to generate ideas, test theories, create new ideas, processes or artifacts <u>OR</u> use computational thinking to solve problems or innovate.</p> <p>ISTE Definitions: Design Process – a methodology for problem solving, a series of steps used to solve a problem and design a solution. For example, human-centered design process, engineering design processes and scientific method.</p> <p>Computational Thinking – a problem solving process that includes, but is not limited to, the following characteristics: formulating problems in a way that enables us to use a computer and other tools to solve them, logically organizing and analyzing data, representing data through abstractions such as models and simulations, automating solutions through algorithmic thinking (a series of ordered steps), identifying, analyzing and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources, and generalizing and transferring this problem-solving process to a wide variety of problems.</p>	<p>Candidate creates learning opportunities for students to use a design process to generate ideas, test theories, create new ideas, processes or artifacts <u>AND</u> use computational thinking to solve problems or innovate.</p> <p>ISTE Definitions: Design Process – a methodology for problem solving, a series of steps used to solve a problem and design a solution. For example, human-centered design process, engineering design processes and scientific method.</p> <p>Computational Thinking – a problem solving process that includes, but is not limited to, the following characteristics: formulating problems in a way that enables us to use a computer and other tools to solve them, logically organizing and analyzing data, representing data through abstractions such as models and simulations, automating solutions through algorithmic thinking (a series of ordered steps), identifying, analyzing and implementing possible solutions with the goal of achieving the most efficient and effective combination of steps and resources, and generalizing and transferring this problem-solving process to a wide variety of problems.</p>
<p>22. ISTE-E 6d Creativity Candidates model and nurture creativity and creative expression to communicate ideas, knowledge, or connections.</p>	<p>Candidate did not submit an artifact for ISTE-E 6d.</p>	<p>Candidate does NOT model using technology for creativity or creative problem solving for learners <u>OR</u> provide opportunities for students to leverage technology for creative expression to communicate ideas, knowledge, or connection <u>OR</u> showcase their creative work, and obtain peer feedback.</p>	<p>Candidate models using technology for creativity or creative problem solving for learners <u>AND</u> provides opportunities for students to leverage technology for creative expression to communicate ideas, knowledge, or connection <u>AND</u> showcase their creative work, and obtain peer feedback.</p>

	L1 Does Not Meet	L2 Approaches	L3 Meets
<p>23. ISTE-E 7a Alternative Assessment Candidates provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p>	<p>Candidate did not submit an artifact for ISTE-E 7a.</p>	<p>Candidate does NOT implement an alternative assessment using technology <u>OR</u> does not give students choices about how to demonstrate competency <u>OR</u> does not have students reflect on their learning using technology.</p> <p>ISTE Definitions: Alternative ways for students to demonstrate competency – alternatives for how students demonstrate knowledge, skills, and dispositions might include students exhibiting competency in a final project or presentation, using an e-portfolio system that manages student artifacts and reflections and allowing their pathway for learning and when they show competency rather than forcing all learners into the same pace or schedule.</p> <p>Reflect on their learning – use digital tools to reflect on the process of learning, successes and areas for improvement, and to set goals for future adjustments to improve learning focus process or approach.</p>	<p>Candidate implements an alternative assessment using technology <u>AND</u> gives students choices about how to demonstrate competency <u>AND</u> has students reflect on their learning using technology.</p> <p>ISTE Definitions: Alternative ways for students to demonstrate competency – alternatives for how students demonstrate knowledge, skills, and dispositions might include students exhibiting competency in a final project or presentation, using an e-portfolio system that manages student artifacts and reflections and allowing their pathway for learning and when they show competency rather than forcing all learners into the same pace or schedule.</p> <p>Reflect on their learning – use digital tools to reflect on the process of learning, successes and areas for improvement, and to set goals for future adjustments to improve learning focus process or approach.</p>

<p>24. ISTE-E 7b Formative & Summative Assessment Candidates use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p>	<p>Candidate did not submit an artifact for ISTE-E 7b.</p>	<p>Candidate does NOT use technology to design and implement assessments <u>OR</u> use assessment data to accommodate learner needs <u>OR</u> provide timely feedback to students <u>OR</u> use assessment data to inform instruction.</p> <p>ISTE Definitions: Formative – apps that take real-time measures of knowledge and understanding through surveys or embedded questions, recording software that allows student to reflect on or explain their thinking, sites and apps where students respond to discussion or reflection questions and backchannel chats or messaging systems that allow students to ask questions or clarify for each other.</p> <p>Summative – tests that allow for visual, interactive or other responses as an alternative to traditional testing questions, performance-based assessments that showcase knowledge, process and thinking, portfolios, videos or competency-based assessments that can be completed and evaluated when students feel ready, and tools that differentiate for students of differing abilities.</p> <p>Accommodate learner needs – account for and understand diverse student learning needs to support the success of all learners.</p> <p>Provide timely feedback – feedback that maximizes digital tools to provide students substantive feedback as quickly as possible. Examples include built-in data capturing of assessment systems and other digital tools, modeling how to understand and use tool-embedded feedback mechanisms such as “help” tips, error notifications and gamified success or failures, using commenting tools or audio and video tools to provide direct feedback on student work.</p> <p>Inform instruction – analyzing assessment data to adjust current instruction or iterate on future instruction. Applies to both class-wide and individual student instruction approaches.</p>	<p>Candidate uses technology to design and implement assessments <u>AND</u> use assessment data to accommodate learner needs <u>AND</u> provide timely feedback to students <u>AND</u> use assessment data to inform instruction.</p> <p>ISTE Definitions: Formative – apps that take real-time measures of knowledge and understanding through surveys or embedded questions, recording software that allows student to reflect on or explain their thinking, sites and apps where students respond to discussion or reflection questions and backchannel chats or messaging systems that allow students to ask questions or clarify for each other.</p> <p>Summative – tests that allow for visual, interactive or other responses as an alternative to traditional testing questions, performance-based assessments that showcase knowledge, process and thinking, portfolios, videos or competency-based assessments that can be completed and evaluated when students feel ready, and tools that differentiate for students of differing abilities.</p> <p>Accommodate learner needs – account for and understand diverse student learning needs to support the success of all learners.</p> <p>Provide timely feedback – feedback that maximizes digital tools to provide students substantive feedback as quickly as possible. Examples include built-in data capturing of assessment systems and other digital tools, modeling how to understand and use tool-embedded feedback mechanisms such as “help” tips, error notifications and gamified success or failures, using commenting tools or audio and video tools to provide direct feedback on student work.</p> <p>Inform instruction – analyzing assessment data to adjust current instruction or iterate on future instruction.</p>
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	L1 Does Not Meet	L2 Approaches	L3 Meets
<p>25. ISTE-E 7c Formative & Summative Assessment Candidates use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</p>	<p>Candidate did not submit an artifact for ISTE-E 7c.</p>	<p>Candidate does NOT build student self-direction by using a technology platform/process for students to review their data <u>OR</u> reflect on their data and learning <u>OR</u> determine what the student will do with the data (e.g., revise work, adjust their learning goals or set new goals or adapt their personal learning plan) <u>OR</u> share data with parents and education stakeholders and involve them in adapting learning plans.</p> <p>ISTE Definitions: Assessment data – information from both formative and summative assessments about student strengths, gaps, preferences and current achievement that can be used to adjust and enhance individual student learning.</p> <p>Student Self-direction – student ownership of learning goals, processes and demonstrations of competency that can be enhanced with transparency and knowledge of how to capitalize on assessment data from teachers, administrators, parents or guardians and students themselves.</p>	<p>Applies to both class-wide and individual student instruction approaches.</p> <p>Candidate builds student self-direction by using a technology platform/process for students to review their data <u>AND</u> reflect on their data and learning <u>AND</u> determine what the student will do with the data (e.g., revise work, adjust their learning goals or set new goals or adapt their personal learning plan) <u>AND</u> share data with parents and education stakeholders and involve them in adapting learning plans.</p> <p>ISTE Definitions: Assessment data – information from both formative and summative assessments about student strengths, gaps, preferences and current achievement that can be used to adjust and enhance individual student learning.</p> <p>Student Self-direction – student ownership of learning goals, processes and demonstrations of competency that can be enhanced with transparency and knowledge of how to capitalize on assessment data from teachers, administrators, parents or guardians and students themselves.</p>