



# Appendix A

## National Educational Technology Standards for Teachers

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All classroom teachers should be prepared to meet the following standards and performance indicators.

## I. TECHNOLOGY OPERATIONS AND CONCEPTS

*Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:*

- A. demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Educational Technology Standards for Students).
- B. demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.

## II. PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES

*Teachers plan and design effective learning environments and experiences supported by technology. Teachers:*

- A. design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.
- B. apply current research on teaching and learning with technology when planning learning environments and experiences.
- C. identify and locate technology resources and evaluate them for accuracy and suitability.
- D. plan for the management of technology resources within the context of learning activities.
- E. plan strategies to manage student learning in a technology-enhanced environment.

## III. TEACHING, LEARNING, AND THE CURRICULUM

*Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:*

- A. facilitate technology-enhanced experiences that address content standards and student technology standards.
- B. use technology to support learner-centered strategies that address the diverse needs of students.
- C. apply technology to develop students' higher-order skills and creativity.
- D. manage student learning activities in a technology-enhanced environment.

## IV. ASSESSMENT AND EVALUATION

*Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:*

- A. apply technology in assessing student learning of subject matter using a variety of assessment techniques.
- B. use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
- C. apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.

## V. PRODUCTIVITY AND PROFESSIONAL PRACTICE

*Teachers use technology to enhance their productivity and professional practice. Teachers:*

- A. use technology resources to engage in ongoing professional development and lifelong learning.
- B. continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
- C. apply technology to increase productivity.
- D. use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.

## VI. SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES

*Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK–12 schools and apply that understanding in practice. Teachers:*

- A. model and teach legal and ethical practice related to technology use.
- B. apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.
- C. identify and use technology resources that affirm diversity.
- D. promote safe and healthy use of technology resources.
- E. facilitate equitable access to technology resources for all students.

**Note:** For profiles, see "Technology Performance Profiles for Teacher Preparation" in Section 1, "Establishing National Educational Technology Standards for Teachers."