**Standards Identified for BCE 516**

**ISTE Standards and Components**

The International Society for Technology in Education (ISTE) Standards for Educators are the road map to helping students become empowered learners. The standards are designed to help deepen the educational practice of the educator, promote collaboration with peers, challenge educators to rethink traditional approaches and prepare students to drive their own learning. (Adapted from <https://www.iste.org/standards/for-educators>)

1. **Empowered Professional - Leader**. Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.
2. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.

**4) Learning Catalyst - Collaborator.** Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.

1. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
2. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
3. **Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.
4. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
5. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
6. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

**7) Learning Catalyst - Analyst.** Educators understand and use data to drive their instruction and support students in achieving their learning goals.

1. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
2. 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.
3. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.