**Standards Identified for CSE 563**

**National Board for Professional Teaching Standards**

The ***National Board Five Core Propositions and Standards (NBPTS)*** describe what accomplished **teachers** should know and be able to do to have a positive impact on student learning.

1. Instructional Practice: Proposition 3: Teachers are responsible for managing and monitoring student learning.
2. Leadership and Collaboration: Proposition 5: Teachers are members of learning communities.

**CAEP Standards**

The *CAEP Standards for Accreditation at the Advanced-Level* reflect the voice of the education field – on what makes a quality educator. Advanced-level programs are designed to develop P-12 teachers who have already completed an initial preparation program, currently licensed administrators, other certificated (or similar state language) school professionals for employment in P-12 schools/districts. **CAEP Standards must be met by all advanced certification students.**

4. Instructional Practice: USE of RESEARCH and UNDERSTANDING of qualitative, quantitative, and/or mixed methods RESEARCH METHODOLOGIES.

6. Leadership and Collaboration: LEADING and/or PARTICIPATING in COLLABORATIVE ACTIVITIES with OTHERS such as peers, colleagues, teachers, administrators, community organizations, and parents.

**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>)

**3) Empowered Professional - Citizen.** Educators inspire students to positively contribute to and responsibly participate in the digital world.

a) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.

c) Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.

d) Model and promote management of personal data and digital identity and protect student data privacy.

**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.

a) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.

b) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

c) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.

**5) Learning Catalyst - Designer.** Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.

1. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
2. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.

**6) Learning Catalyst - Facilitator.** Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

a) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.

b) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.

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

1. 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.
2. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.