

EFFECTIVE DIGITAL LEARNING ENVIRONMENTS

Your Guide to the ISTE Standards
FOR COACHES

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Introduction

This book is designed to introduce you to the International Society for Technology in Education (ISTE) Standards for Technology Coaches (ISTE Standards•C) and to help you use them to advance the effective use of technology in your organization.

ISTE strategically chose the term “technology coach” to highlight the individualized, job-embedded professional learning teachers need to adopt and use technology in schools. Technology coaching is responsive, supportive, and differentiated, accommodating teachers’ unique learning needs, styles, and preferences. Excellent technology coaches take responsibility for developing productive relationships with learners, ensuring that all types of educators experience success.

This Introduction will answer the following critical questions:

- Who are technology coaches?
- What are the ISTE Standards•C?
- How do the ISTE Standards•C relate to other ISTE standards for students, teachers, and administrators, including technology directors?
- How do the ISTE Standards•C relate to ISTE Essential Conditions?
- Why are the ISTE Standards•C important?
- Who should know about the ISTE Standards•C?
- How can I learn more about the ISTE Standards•C?

If you are exploring this book, you are probably interested in advancing technology use in schools. This makes you a practicing or aspiring technology coach!

Technology coaches are broadly defined as *educators who help others use technology effectively to improve teaching and learning*. These individuals and their activities, often unseen and underestimated, are key agents of positive change. Technology coaches guide colleagues through the transformation of traditional schools into digital age learning environments.

Some educators have full-time or part-time paid positions dedicated to technology coaching. Various school districts assign these employees a wide variety of titles, including technology coaches, technology integration specialists, technology facilitators, technology lead teachers, instructional designers, technology coordinators, or information and communication technology (ICT) integrators. School library media specialists most often serve as technology coaches, too.

In other cases, technology coaches may not have “technology” in their title. They may not even have technology coaching in their job descriptions. Yet, these educators find ways to integrate aspects of technology coaching into their daily routines or beyond-school activities. For example, teachers who experiment with technology in their own classrooms frequently help their colleagues incorporate tech into their teaching styles and clerical routines. Content area coordinators, literacy coaches, and instructional lead teachers frequently engage in technology coaching as part of their work. Principals and district technology directors often find themselves serving as technology coaches in addition to performing their administrative duties.

Most technology coaches are employed by school districts, but some technology coaches are self-employed or employed by for-profit companies, not-for-profit organizations, state departments of education, regional consortia, and university outreach programs. These coaches serve as external consultants to schools and districts on an as-needed basis.

To help you better understand the scope of technology coaching, this book contains 17 real-life case studies of coaches from across the United States and around the world. The coaches highlighted in the cases studies assume varied roles in their organizations; their stories illustrate many different ways of fulfilling the ISTE Standards•C.

What Are the ISTE Standards for Technology Coaches (ISTE Standards•C)?

Published by The International Society for Technology in Education (ISTE), the ISTE Standards•C describe what exemplary technology coaches should know and be able to do to help transform traditional, teacher-centered schools into effective digital age learning environments.

The ISTE Standards•C comprise six overarching standards and 28 elements. A full implementation of these standards and performance indicators is critical to supporting technology implementation in schools. How many standards individual coaches can address depends on how much time they can dedicate to helping others and the size of the population being served. Some coaches may find themselves working mainly within the areas described by one or two standards, while other coaches may find that they regularly need to implement all six standards.

The ISTE Standards•C are accompanied by the ISTE Technology Coaching Rubric (containing six categories) that describes performances at the *approaches*, *meets*, and *exceeds* levels. Of course, technology coaches should aspire to engage all the people they mentor at the highest levels possible, but various individuals' performances will depend on many factors, including knowledge, skills, experience, and system support for coaching activities.

This book will help you as a technology coach to understand the standards and adapt them to your school's or organization's unique setting. One chapter is dedicated to each of the six standards. These chapters also include in-depth examinations of the supporting elements, the ISTE Standards•C rubric, and other learning resources related to each standard.

ISTE Standards for Coaches (Standards•C)

1. VISIONARY LEADERSHIP

Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

- a. **Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students.**
- b. **Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at the district and school levels.**
- c. **Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.**
- d. **Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.**

2. TEACHING, LEARNING AND ASSESSMENTS

Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction and providing rigorous, relevant and engaging learning experiences for all students.

- a. **Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.**
- b. **Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.**
- c. **Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others and produce**

products that are meaningful and useful to a wide audience.

- d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes and mental habits of mind (e.g., critical thinking, meta-cognition and self-regulation).**
- e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based upon student readiness levels, learning styles, interests and personal goals.**
- f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.**
- g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.**
- h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results and communicate findings to improve instructional practice and maximize student learning.**

3. DIGITAL AGE LEARNING ENVIRONMENTS

Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

- a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.**
- b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.**
- c. Coach teachers in and model use of online and blended learning, digital content and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.**
- d. Select, evaluate and facilitate the use of adaptive and assistive technologies to support student learning.**
- e. Troubleshoot basic software, hardware and connectivity problems common in digital learning environments.**
- f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.**
- g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers and the larger community.**

4. PROFESSIONAL DEVELOPMENT AND PROGRAM EVALUATION

Technology coaches conduct needs assessments, develop technology-related professional learning programs and evaluate the impact on instructional practice and student learning.

- a. **Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.**
- b. **Design, develop and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning and assessment.**
- c. **Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.**

5. DIGITAL CITIZENSHIP

Technology coaches model and promote digital citizenship.

- a. **Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.**
- b. **Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.**
- c. **Model and promote diversity, cultural understanding and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents and the larger community.**

6. CONTENT KNOWLEDGE AND PROFESSIONAL GROWTH

Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

- a. **Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the ISTE Standards•S and ISTE Standards•T.**
- b. **Engage in continuous learning to deepen professional knowledge, skills and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.**
- c. **Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.**

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