Common Core Teaching Standards
(Maine 2012)

Standard # 1 Learner Development
The teacher understands how students learn and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

Performance:
1(a) Regularly assesses individual and group performance in order to design and modify instruction to meet learners' needs in each area of development (cognitive, linguistic, social, emotional, and physical) and scaffolds the next level of development.

1(b) Creates developmentally appropriate instruction that takes into account individual learners' strengths, interests and needs and that enables each learner to advance and accelerate his/her learning.

1(c) Collaborates with families, communities, colleagues and other professionals to promote learner growth and development.

Essential Knowledge:
1(d) Understands how learning occurs – how learners construct knowledge, acquire skills, and develop disciplined thinking processes – and knows how to use instructional strategies that promote student learning.

1(e) Understands that each learner's cognitive, linguistic, social, emotional, and physical development influences learning and knows how to make instructional decisions that build on learners' strengths and needs.

1(f) Identifies readiness for learning, and understands how development in any one area may affect performance in others.

1(g) Understands the role of language and culture in learning and knows how to modify instruction to make language comprehensible and instruction relevant, accessible, and challenging.

Critical Dispositions:
1(h) Respects learner's differing strengths and needs and is committed to using this information to further each learner's development.

1(i) Is committed to using learners' strengths as a basis for growth, and their misconceptions as opportunities for learning.

1(j) Takes responsibility for promoting learner's growth and development.

1(k) Values the input and contribution of families, colleagues, and other professionals in understanding and supporting each learner's development.

Standard #2 Learning Differences
The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that allow each learner to reach his/her full potential.

Performance:
2(a) Designs, adapts, and delivers instruction to address each student's diverse learning strengths and needs and creates opportunities for students to demonstrate their learning in different ways.

2 (b) Makes appropriate and timely provisions (e.g. pacing for individual rates of growth, task demands, communication, assessment, and response modes) for individual students with particular learning differences or needs.

2 (c) Designs instruction to build on learners' prior knowledge and experiences, allowing learners to accelerate as they demonstrate their understandings.

2 (d) Brings multiple perspectives to the discussion of content, including attention to learners' personal, family, and community experiences and cultural norms.

2 (e) Incorporates tools of language development into planning and instruction, including strategies for making content accessible to English language learners and for evaluating and supporting their development of English proficiency.

2 (f) Accesses resources, supports, and specialized assistance and services to meet particular learning differences or needs.

Essential Knowledge:
2 (g) Understands and identifies differences in approaches to learning and performance and knows how to design instruction that uses each student's strengths to promote growth.

2 (h) Understands students' exceptional learning needs (both disabilities and giftedness) and knows how to use strategies and resources to serve these needs.

2 (i) Knows about second language acquisition processes and knows how to incorporate instructional strategies and resources to support language acquisition.

2 (j) Understands that learners bring assets for learning based on their individual experiences, abilities, talents, and prior learning, and peer and social group interactions, as well as language, culture, family, and community values.

2 (k) Knows how to access information about the values and norms of diverse cultures and communities and how to incorporate students' experiences, cultures, and community resources into instruction.

Critical Dispositions:
2 (l) Believes that all learners can achieve at high levels and persists in helping each learner reach his/her full potential.

2(m) Respects learners as individuals with differing personal and family backgrounds and various skills, abilities, perspectives, talents, and interests.

2 (n) Makes learners feel valued and helps them learn to value each other.

2 (o) Values diverse languages and dialects and seeks to integrate them into his/her instructional practice to engage students in learning.

Standard #3 Learning Environments
The teacher works with learners to create environments that support individual and collaborative learning, encouraging positive social interaction, active engagement in learning, and self motivation.

Performance:
3(a) Collaborates with learners, families, and colleagues to build a safe, positive learning climate of openness, mutual respect, support, and inquiry.

3 (b) Develops learning experiences that engage learners in collaborative and self-directed learning and that extend learner interaction with ideas and people locally and globally.

3 (c) Collaborates with learners and colleagues to develop shared values and expectations for respectful interactions, rigorous academic discussions, and individual and group responsibility for quality work.

3 (d) Manages the learning environment to actively and equitably engage learners by organizing, allocating, and coordinating the resources of time, space, and learners' attention.

3 (e) Uses a variety of methods to engage learners in evaluating the learning environment and collaborates with learners to make appropriate adjustments.

3 (f) Communicates verbally and nonverbally in ways that demonstrate respect for and responsiveness to the cultural backgrounds and differing perspectives learners bring to the learning environment.

3 (g) Promotes responsible learner use of interactive technologies to extend the possibilities for learning locally and globally.

3 (h) Intentionally builds learner capacity to collaborate in face-to-face and virtual environments through applying effective interpersonal communication skills.

Essential Knowledge:
3 (i) Understands the relationship between motivation and engagement and knows how to design learning experiences using strategies that build learner self direction and ownership of learning.

3 (j) Knows how to help learners work productively and cooperatively with each other to achieve learning goals.

3 (k) Knows how to collaborate with learners to establish and monitor elements of a safe and productive learning environment including norms, expectations, routines, and organizational structures.

3 (l) Understands how learner diversity can affect communication and knows how to communicate effectively in differing environments.

3 (m) Knows how to use technologies and how to guide learners to apply them in appropriate, safe, and effective ways.

Critical Dispositions:
3 (n) Is committed to working with learners, colleagues, families, and communities to establish positive and supportive learning environments.

3 (o) Values the role of learners in promoting each other's learning and recognizes the importance of peer relationships in establishing a climate of learning.

3 (p) Is committed to supporting learners as they participate in decision making, engage in exploration and invention, work collaboratively and independently, and engage in purposeful learning.

3 (q) Seeks to foster respectful communication among all members of the learning community.

3 (r) Is a thoughtful and responsive listener and observer.

Standard #4 Content Knowledge
The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners.

Performance:
4 (a) Effectively uses multiple representations and explanations that capture key ideas in the discipline, guide learners through learning progressions, and promote each learner's achievement of content standards.

4 (b) Engages students in learning experiences in the discipline(s) that encourage learners to understand, question, and analyze ideas from diverse perspectives so that they master the content.

4 (c) Engages students in applying methods of inquiry and standards of evidence used in the discipline.

4 (d) Stimulates student reflection on prior content knowledge, links new concepts to familiar concepts, and makes connections to learners' experiences.

4 (e) Recognizes learner misconceptions in a discipline that interfere with learning and, creates experiences to build accurate conceptual understanding.

4 (f) Evaluates and modifies instructional resources and curriculum materials for their comprehensiveness, accuracy for representing particular concepts in the discipline, and appropriateness for his/her learners.

4 (g) Uses supplementary resources and technologies effectively to ensure accessibility and relevance to all learners.

4 (h) Creates opportunities for students to learn, practice, and master academic language in their content.

4 (i) Accesses school and/or district-based resources to evaluate the learner's content knowledge in their primary language.

Essential Knowledge:
4 (j) Understands major concepts, assumptions, debates, processes of inquiry, and ways of knowing that are central to the discipline(s) s/he teaches.

4 (k) Understands common misconceptions in learning the discipline and how to guide learners to accurate conceptual understanding.

4 (l) Knows and uses the academic language of the discipline and knows how to make it accessible to learners.

4 (m) Knows how to integrate culturally relevant content to build on learners' background knowledge.

4 (n) Has a deep knowledge of student content standards and learning progressions in the discipline(s) s/he teaches.

Critical Dispositions:
4 (o) Realizes that content knowledge is not a fixed body of facts but is complex, culturally situated, and ever evolving. S/he keeps abreast of new ideas and understandings in the field.

4 (p) Appreciates multiple perspectives within the discipline and facilitates learners' critical analysis of these perspectives.

4 (q) Recognizes the potential bias in his/her representation of the discipline and seeks to appropriately address problems of bias

4 (r) Is committed to work toward each learner's mastery of disciplinary content and skills.

Standard #5 Innovative Applications of Content
The teacher understands how to connect concepts and use differing perspectives to engage learners in critical/creative thinking and collaborative problem solving related to authentic local and global issues.

Performance:
5 (a) Develops and implements projects that guide learners in analyzing the complexities of an issue or question using perspectives from varied disciplines and cross-disciplinary skills (e.g., a water quality study that draws upon biology and chemistry to look at factual information and social studies to examine policy implications).

5 (b) Engages learners in applying content knowledge to real world problems through the lens of interdisciplinary themes (e.g., financial literacy, environmental literacy).

5 (c) Facilitates learners' use of content tools and resources to maximize content learning in varied contexts.

5 (d) Engages learners in questioning and challenging assumptions and approaches in order to foster innovation and problem solving in local and global contexts.

5 (e) Develops learners' communication skills in disciplinary and interdisciplinary contexts by creating meaningful opportunities to employ a variety of forms of communication that address varied audiences and purposes.

5 (f) Engages learners in generating and evaluating new ideas and novel approaches,   seeking inventive solutions to problems, and developing original work.

5 (g) Facilitates learners' ability to develop diverse social and cultural perspectives that expand their understanding of local and global issues and create novel approaches to solving problems.

5 (h) Develops and implements supports for learner literacy development across content areas.

Essential Knowledge:
5 (i) Understands the ways of knowing in his/her discipline, how it relates to other disciplinary approaches to inquiry, and the strengths and limitations of each approach in addressing problems, issues and concerns.

5 (j) Understands how current interdisciplinary themes (e.g., civic literacy, health literacy, global awareness) connect to the core subjects and knows how to weave those themes into meaningful learning experiences.

5 (k) Understands the demands of accessing and managing information as well as how to evaluate issues of ethics and quality related to information and its use.

5 (l) Understands how to use digital and interactive technologies for efficiently and effectively achieving specific learning goals.

5 (m) Understands critical thinking processes and knows how to help learners develop high level questioning skills to promote their independent learning.

5 (n) Understands communication modes and skills as vehicles for learning (e.g., information gathering and processing) across disciplines as well as vehicles for expressing learning.

5 (o) Understands creative thinking processes and how to engage learners in producing original work.

5 (p) Knows where and how to access resources to build global awareness and understanding, and how to integrate them into the curriculum.

Critical Dispositions:
5 (q) Is constantly exploring how to use disciplinary knowledge as a lens to address local and global issues.

5 (r) Values knowledge outside his/her own content area and how such knowledge enhances student learning.

5 (s) Values flexible learning environments that encourage learner exploration, discovery and expression across content areas.

Standard #6 Assessment
The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to document learner progress, and to guide the teacher's on-going planning and instruction.

Performance:
6 (a) Balances the use of formative and summative assessment as appropriate to support, verify, and document learning.

6 (b) Designs assessments that match learning objectives with assessment methods and minimizes sources of bias that can distort assessment results.

6 (c) Works independently and collaboratively to examine test and other performance data to understand each learner's progress and to guide planning.

6 (d) Engages learners in understanding and identifying quality work and provides them with effective descriptive feedback to guide their progress toward that work.

6 (e) Engages learners in multiple ways of demonstrating knowledge and skill as part of the assessment process.

6 (f) Models and structures processes that guide learners in examining their own thinking and learning as well as the performance of others.

6 (g) Effectively uses multiple and appropriate types of assessment data to identify each student's learning needs and to develop differentiated learning experiences.

6 (h) Prepares all learners for the demands of particular assessment formats and makes appropriate accommodations in assessments or testing conditions, especially for learners with disabilities and language learning needs.

6 (i)   Continually seeks appropriate ways to employ technology to support assessment practice both to engage learners more fully and to assess and address learner needs.

Essential Knowledge:
6 (j) Understands the differences between formative and summative applications of assessment and knows how and when to use each.

6 (k) Understands the range of types and multiple purposes of assessment and how to design, adapt, or select appropriate assessments to address specific learning goals and individual differences, and to minimize sources of bias.

6 (l) Knows how to analyze assessment data to understand patterns and gaps in learning, to guide planning and instruction, and to provide meaningful feedback to all learners.

6 (m) Knows when and how to engage learners in analyzing their own assessment results and in helping to set goals for their own learning.

6 (n) Understands the positive impact of effective descriptive feedback for learners and knows a variety of strategies for communicating this feedback.

6 (o) Knows when and how to evaluate and report learner progress against standards.

6 (p) Understands how to prepare learners for assessments and how to make accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

Critical Dispositions:
6 (q) Is committed to engaging learners actively in assessment processes and to developing each learner's capacity to review and communicate about their own progress and learning.

6 (r) Takes responsibility for aligning instruction and assessment with learning goals.

6 (s) Is committed to providing timely and effective descriptive feedback to learners on their progress.

6 (t) Is committed to using multiple types of assessment processes to support, verify, and document learning.

6 (u) Is committed to making accommodations in assessments and testing conditions, especially for learners with disabilities and language learning needs.

6 (v) Is committed to the ethical use of various assessments and assessment data to identify learner strengths and needs to promote learner growth.

Standard #7 Planning for Instruction
The teacher draws upon knowledge of content areas, cross-disciplinary skills, learners, the community, and pedagogy to plan instruction that supports every student in meeting rigorous learning goals.

Performance:
7 (a) Individually and collaboratively selects and creates learning experiences that are appropriate for curriculum goals and content standards, and are relevant to learners.

7 (b) Plans how to achieve student learning goals, choosing appropriate strategies and accommodations, resources and materials to differentiate instruction for individuals and groups of learners.

7 (c) Develops appropriate sequencing of learning experiences and provides multiple ways to demonstrate knowledge and skill.

7 (d) Plans for instruction based on formative and summative assessment data, prior learner knowledge, and learner interest.

7 (e) Plans collaboratively with professionals who have specialized expertise (e.g., special educators, related service providers, language learning specialists, librarians, media specialists) to design and jointly deliver as appropriate learning experiences to meet unique learning needs.

7 (f) Evaluates plans in relation to short-and-long-range goals and systematically adjusts plans to meet each student's learning needs and enhance learning.

Essential Knowledge:
7 (g) Understands content and content standards and how these are organized in curriculum.

7 (h) Understands how integrating cross-disciplinary skills in instruction engage learners purposefully in applying content knowledge.

7 (i) Understands learning theory, human development, cultural diversity, and individual differences and how these impact on-going planning.

7 (j) Understands the strengths and needs of individual learners and how to plan instruction that is responsive to these strengths and needs.

7 (k) Knows a range of evidence-based instructional strategies, resources, and technological tools and how to use them effectively to plan instruction that meets diverse learning needs.

7 (l) Knows when and how to adjust plans based on assessment information and learner responses.

7 (m) Knows when and how to access resources and collaborate with others to support student learning (e.g., special educators, related service specialists, language learner specialists, media specialists, community organizations).

Critical Dispositions:
7 (n) Respects students' diverse strengths and needs and is committed to using this information to plan effective instruction.

7 (o) Values planning as a collegial activity that takes into consideration the input of learners, colleagues, families, and the larger community.

7 (p) Takes professional responsibility to use short-and-long-term planning as a means of assuring student learning.

7 (q) Believes that plans must always be open to adjustment and revision based on learner needs and changing circumstances.

Standard #8 Instructional Strategies
The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to access and appropriately apply information.

Performance:
8 (a) Uses appropriate strategies and resources to adapt instruction to the needs of individuals and groups of learners.

8 (b) Continuously monitors student learning, engages learners in assessing their progress, and adjusts instruction in response to student learning needs.

8 (c) Collaborates with learners to design and implement relevant learning experiences, identify their strengths, and access family and community resources to develop their areas of interest.

8 (d) Varies his or her role in the instructional process (e.g., instructor, facilitator, coach, audience) in relation to the content and purposes of instruction and the needs of learners.

8 (e) Provides multiple models and representations of concepts and skills with opportunities for learners to demonstrate their knowledge through a variety of products and performances.

8 (f) Engages all learners in developing higher order questioning skills and meta-cognitive processes.

8 (g) Engages students in using a range of learning skills and technology tools to access, interpret, evaluate, and apply information.

8 (h) Uses a variety of instructional strategies to support and expand learners' communication through speaking, listening, reading, writing, and other modes.

8 (i) Asks questions to stimulate discussion that serves different purposes, (e.g., probing for learner understanding, helping students articulate their ideas and thinking processes, promoting risk-taking and problem-solving, facilitating factual recall, stimulating curiosity, and helping learners to question).

Essential Knowledge:
8 (j) Understands the cognitive processes associated with various kinds of learning (e.g., critical and creative thinking, problem framing and problem solving, invention, memorization and recall) and how these processes can be stimulated.

8 (k) Knows how to apply a range of developmentally, culturally, and linguistically appropriate instructional strategies, to achieve learning goals.

8 (l) Knows when and how to use appropriate strategies to differentiate instruction and engage all learners in complex thinking and meaningful tasks.

8 (m) Understands how multiple forms of communication (oral, written, nonverbal, digital, visual) convey ideas, foster self expression, and build relationships.

8 (n) Knows how to use a wide variety of resources, including human and technological, to engage student learning.

8 (o) Understands how content and skill development can be supported by media and technology and knows how to evaluate these resources for quality, accuracy and effectiveness.

Critical Dispositions:
8 (p) Is committed to deepening awareness and understanding the strengths and needs of diverse learners when planning and adjusting instruction.

8 (q) Values the variety of ways that people communicate and encourages learners to develop and use multiple forms of communication.

8 (r) Is committed to exploring how the use of new and emerging technologies can support and promote student learning.

8 (s) Values flexibility and reciprocity in the teaching process as necessary for adapting instruction to student responses, ideas, and needs.

Standard #9
Reflection and Continuous Growth
The teacher is a reflective practitioner who uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (students, families, and other professionals in the learning community), and adapts practice to meet the needs of each learner.

Performance:
9 (a) Engages in ongoing learning opportunities to develop knowledge and skills in order to provide all learners with engaging curriculum and learning experiences based on local and state standards.

9 (b) Engages in meaningful and appropriate professional learning experiences aligned with his/her own needs and the needs of the learners, school, and system.

9 (c) Independently, and in collaboration with colleagues, the teacher uses a variety of data (e.g., systematic observation, information about learners, research) to evaluate the outcomes of teaching and learning and to adapt planning and practice.

9 (d) Actively seeks professional, community, and technological resources, within and outside the school, as supports for analysis, reflection, and problem-solving.

9 (e) Reflects on his/her personal biases and accesses resources to deepen his/her own understanding of cultural, ethnic, gender, and learning differences to build stronger relationships and create more relevant learning experiences.

9 (f) Advocates, models, and teaches safe, legal, and ethical use of information and technology including appropriate documentation of sources and respect for others in the use of social media.

Essential Knowledge:
9 (g) Understands and knows how to use a variety of self-assessment and problem-solving strategies to analyze and reflect on his/her

practice and to plan for adaptations/adjustments.

9 (h) Understands and knows how to use learner data to analyze practice and differentiate instruction accordingly.

9 (i) Understands how personal identity, worldview, and prior experience affect perception and expectations, and recognizes how they may bias behaviors and interactions with others.

9 (j) Understands laws related to learners' rights and teacher responsibilities (e.g., for educational equity, appropriate education for learners with disabilities, confidentiality, privacy, appropriate treatment of learners, reporting in situations related to possible child abuse).

9 (k) Knows how to build and implement a plan for professional growth directly aligned with his/her needs as a growing professional using feedback from teacher evaluations and observations, data on learner performance, and school- and system-wide priorities.

Critical Dispositions:
9 (l) Takes responsibility for student learning and uses ongoing analysis and reflection to improve planning and practice.

9 (m) Is committed to deepening understanding of his/her own frames of reference (e.g., culture, gender, language, abilities, ways of knowing), the potential biases in these frames, and their impact on expectations for relationships with learners and their families.

9 (n) Sees him/herself as a learner, continuously seeking opportunities to draw upon current education policy and research as sources of analysis and reflection to improve practice.

9 (o) Understands the expectations of the profession including codes of ethics, professional standards of practice, and relevant law and policy.

Standard #10 Collaboration
The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

Performance:
10 (a) Takes an active role on the instructional team, giving and receiving feedback on practice, examining learner work, analyzing data from multiple sources, and sharing responsibility for decision making and accountability for each student's learning.

10 (b) Works with other school professionals to plan and jointly facilitate learning on how to meet diverse needs of learners.

10 (c) Engages collaboratively in the school-wide effort to build a shared vision and supportive culture, identify common goals, and monitor and evaluate progress toward those goals.

10 (d) Works collaboratively with learners and their families to establish mutual expectations and ongoing communication to support learner development and achievement.

10 (e) Works with school colleagues to build ongoing connections with community resources to enhance student learning and well being.

10 (f) Engages in professional learning, contributes to the knowledge and skill of others, and works collaboratively to advance professional practice.

10 (g) Uses technological tools and a variety of communication strategies to build local and global learning communities that engage learners, families, and colleagues.

10 (h) Uses and generates meaningful research on education issues and policies.

10 (i,j) Seeks appropriate opportunities to model effective practice for colleagues, to lead professional learning activities, and to serve in other leadership roles.

10 (k) Takes on leadership roles at the school, district, state, and/or national level and advocates for learners, the school, the community, and the profession.

Essential Knowledge:
10 (l) Understands schools as organizations within a historical, cultural, political, and social context and knows how to work with others across the system to support learners.

10 (m) Understands that alignment of family, school, and community spheres of influence enhances student learning and that discontinuity in these spheres of influence interferes with learning.

10 (n) Knows how to work with other adults and has developed skills in collaborative interaction appropriate for both face-to-face and virtual contexts.

10 (o) Knows how to contribute to a common culture that supports high expectations for student learning.

Critical Dispositions:
10 (p) Actively shares responsibility for shaping and supporting the mission of his/her school as one of advocacy for learners and accountability for their success.

10 (q) Respects families' beliefs, norms, and expectations and seeks to work collaboratively with learners and families in setting and meeting challenging goals.

10 (r) Takes initiative to grow and develop with colleagues through interactions that enhance practice and support student learning.

10 (s) Takes responsibility for contributing to and advancing the profession.

10 (t) Embraces the challenge of continuous improvement and change.

Standard #11   Technology Standards for Teachers – (NETS-T*): Effective teachers model and apply the National Educational Technology Standards for Students (NETS-S**) as they design, implement, and assess learning experiences to engage students and improve learning; enrich professional practice; and provide positive models for students, colleagues, and the community.   All teachers will meet the following standards and performance indicators.
Now known as ISTE Standards for Educators
*Now known as ISTE Standards for Students

Standard #11 Technology Standards for Teachers
<u>EMPOWERED PROFESSIONAL</u>
11.1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:
11.1 (a) Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
11.1 (b) Pursue professional interests by creating and actively participating in local and global learning networks.
11.1 (c) Stay current with research that supports improved student learning outcomes, including findings from the learning Sciences.

11.2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:
11.2 (a) Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
11.2 (b) Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
11.2 (c) Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

11.3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:
11.3 (a) Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
11.3 (b) Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
11.3 (c) Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
11.3 (d) Model and promote management of personal data and digital identity and protect student data privacy.

<u>LEARNING CATALYST</u>
11.4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:
11.4 (a) Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
11.4 (b) Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.

11.4 (c) Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
11.4 (d) Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

11.5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:
11.5 (a) Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
11.5 (b) Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
11.5 (c) Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

11.6. Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:
11.6 (a) Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
11.6 (b) Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
11.6 (c) Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
11.6 (d) Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

11.7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:
11.7 (a) Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
11.7 (b) 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.
11.7 (c) Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

Taken from ISTE Standards for Educators