



# International School of Nanshan Shenzhen

## ISTE 2.1 Learner

Description	Substandard	Novice	Learner	Proficient
Educators continually improve their practice by learning from and with others, and exploring proven and promising practices that leverage technology to boost student learning.	<b>2.1.a Set Professional Goals</b> Educators set professional learning goals to <u>apply teaching practices made possible by technology</u> , <u>explore promising innovations</u> , and reflect on their effectiveness.	Does not set professional learning goals.	Sets some professional learning goals but lacks specific technology application.	Sets clear, actionable professional learning goals that leverage technology effectively.
	<b>2.1.b Participate in PLNs</b> Pursue professional interests by <u>creating and actively participating</u> in local and global learning networks.	Rarely participates in professional learning networks.	Participates in some local or global learning networks.	Actively engages and contributes to various professional learning networks.
	<b>2.1.c Keep Current on Research</b> <u>Stay current with research</u> that supports improved student learning outcomes, including findings from the <u>learning sciences</u> .	Shows limited awareness of current educational research.	Follows some relevant research findings.	Consistently stays current with research and integrates findings into practice.

## ISTE 2.2 Leader



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Description	Substandard	Novice	Learner	Proficient
Educators seek opportunities for leadership to support student empowerment and success and to improve teaching and learning.	<b>2.2.a Advance a Shared Vision</b> Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.	Does not contribute to a shared vision for technology use.	Participates in discussions about a shared vision.	Actively shapes and advances a shared vision for empowered learning with technology.
	<b>2.2.b Advocate for Equitable Access</b> Educators advocate for equitable access to technology, high-quality digital content, and learning opportunities to meet the diverse needs of all students.	Rarely advocates for equitable access to technology.	Occasionally discusses the need for equitable access.	Actively advocates for equitable access and supports initiatives to achieve it.
	<b>2.2.c Model Digital Tool Use</b> Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	Does not model effective use of digital tools.	Models some digital tool use but lacks depth.	Expertly models the identification and use of various digital resources.

## ISTE 2.3 Citizen



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Description	Substandard	Novice	Learner	Proficient
Educators inspire students to positively contribute to and responsibly participate in the digital world.	<b>2.3.a Create Positive Experiences</b> Educators create experiences for learners to make <u>positive, socially responsible contributions</u> and <u>build inclusive communities online</u> .	Does not create opportunities for positive online contributions.	Attempts to create positive online experiences but lacks consistency.	Consistently creates inclusive and positive online experiences.
	<b>2.3.b Evaluate Resources for Credibility</b> Educators foster <u>digital literacy</u> by encouraging curiosity, reflection, and the critical <u>evaluation</u> of digital resources.	Shows little ability to evaluate digital resources.	Evaluates some resources but lacks thoroughness.	Effectively fosters digital literacy through critical evaluation of resources.
	<b>2.3.c Model Safe, Legal, Ethical Practices</b> Educators <u>mentor</u> students in <u>safe, legal, and ethical practices</u> with digital tools and content.	Does not model safe practices for digital tool use.	Models some safe and legal practices.	Consistently mentors students on safe, legal, and ethical practices.
	<b>2.3.d Manage, Protect Data</b> Educators <u>model and promote management of personal data, digital identity, and protection of student data</u> .	Shows limited understanding of data management.	Recognizes the importance of data protection.	Actively models effective data management and protection.

## ISTE 2.4 Collaborator



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Description	Substandard	Novice	Learner	Proficient
Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.	<b>2.4.a Collaborate with Colleagues</b> Dedicate planning time to collaborate with colleagues to create <u>authentic learning experiences</u> that leverage technology.	Rarely collaborates with colleagues.	Collaborates occasionally but lacks structured planning.	Actively collaborates to create authentic learning experiences.
	<b>2.4.b Learn Alongside Students</b> Collaborate and <u>co-learn</u> with students to <u>discover and use new digital resources</u> , and <u>diagnose and troubleshoot technology issues</u> .	Does not engage in co-learning with students.	Occasionally learns alongside students.	Regularly collaborates and co-learns with students.
	<b>2.4.c Use Collaborative Tools</b> Use <u>collaborative tools</u> to expand students' authentic, <u>real-world learning experiences</u> by <u>engaging virtually with experts, teams and students</u> , locally and globally.	Uses few collaborative tools in practice.	Uses some collaborative tools but not effectively.	Effectively uses a variety of collaborative tools to enhance learning.
	<b>2.4.d Demonstrate Cultural Competency</b> Demonstrate <u>cultural competency</u> when communicating with students, parents and colleagues, and interact with them as co-collaborators in student learning.	Shows limited cultural awareness in communication.	Demonstrates some cultural competency.	Consistently interacts with cultural competency and inclusivity.

## ISTE 2.5 Designer



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Description	Substandard	Novice	Learner	Proficient
Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.	<b>2.5.a Accommodate Learner Differences</b> Use technology to create, adapt and <u>personalize learning experiences</u> that foster <u>independent learning</u> and accommodate <u>learner differences and needs</u> .	Does not accommodate learner variability.	Attempts to accommodate some learner differences.	Effectively personalizes learning experiences for diverse learners.
	<b>2.5.b Design Authentic Learning Activities</b> Educators design <u>authentic learning activities</u> that align with educational standards and use digital tools and resources to <u>maximize learning</u> .	Designs lessons with minimal authenticity.	Designs some authentic learning activities.	Consistently designs engaging, authentic learning activities.
	<b>2.5.c Innovative, Equitable Learning Environments</b> Educators apply evidence-based <u>instructional design principles</u> to create innovative and equitable digital learning environments that support learning.	Rarely applies innovative design principles.	Applies some principles but lacks consistency.	Expertly creates innovative and equitable learning environments.

## ISTE 2.6 Facilitator



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Description	Substandard	Novice	Learner	Proficient
Educators facilitate learning with technology to support student achievement of the ISTE Standards for Students.	<b>2.6.a Foster Student Ownership of Learning</b> Foster a culture where <u>students take ownership</u> of their learning goals and outcomes in both independent and group settings.	Does not promote student ownership.	Encourages some degree of student ownership.	Actively fosters a culture of student ownership.
	<b>2.6.b Foster Classroom Management of Tech</b> Manage the use of <u>technology</u> and student learning strategies in digital platforms, virtual environments, hands-on makerspaces and in the field.	Lacks effective technology management strategies.	Implements some management strategies.	Expertly manages technology use for optimal learning.
	<b>2.6.c Teach Computational and Design Thinking</b> Create <u>learning opportunities</u> that challenge students to use a <u>design process</u> and <u>computational thinking</u> to innovate and solve problems.	Rarely teaches design or computational thinking.	Introduces some concepts of design thinking.	Consistently teaches and integrates computational and design thinking.
	<b>2.6.d Model and Nurture Creativity</b> <u>Model</u> and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Does not encourage creativity in learning.	Models some creative practices.	Regularly nurtures and models creativity in student work.

## ISTE 2.7 Analyst



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Description	Substandard	Novice	Learner	Proficient
Educators understand and use data to drive their instruction and support students in achieving their learning goals.	<b>2.7.a Offer Alternative Assessments</b> Provide alternative ways for students to demonstrate competency and <u>reflect on their learning using technology.</u>	Uses traditional assessments exclusively.	Begins to offer some alternative assessment methods.	Provides a variety of alternative assessments effectively.
	<b>2.7.b Use Tech to Create Assessments</b> Use technology to design and implement a variety of formative and <u>summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</u>	Limited use of technology in assessments.	Uses technology for some assessments.	Effectively designs and implements assessments using technology.
	<b>2.7.c Use Data to Guide Progress</b> <u>Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction</u>	Rarely uses assessment data to inform instruction.	Uses data occasionally to guide progress.	Consistently analyzes and uses data to adjust instruction and support students.