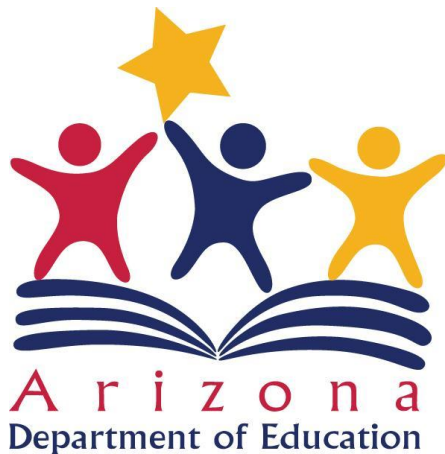# AZ Educational Technology Standards

Write/Revision

September 28, 2020

Virtual Meeting
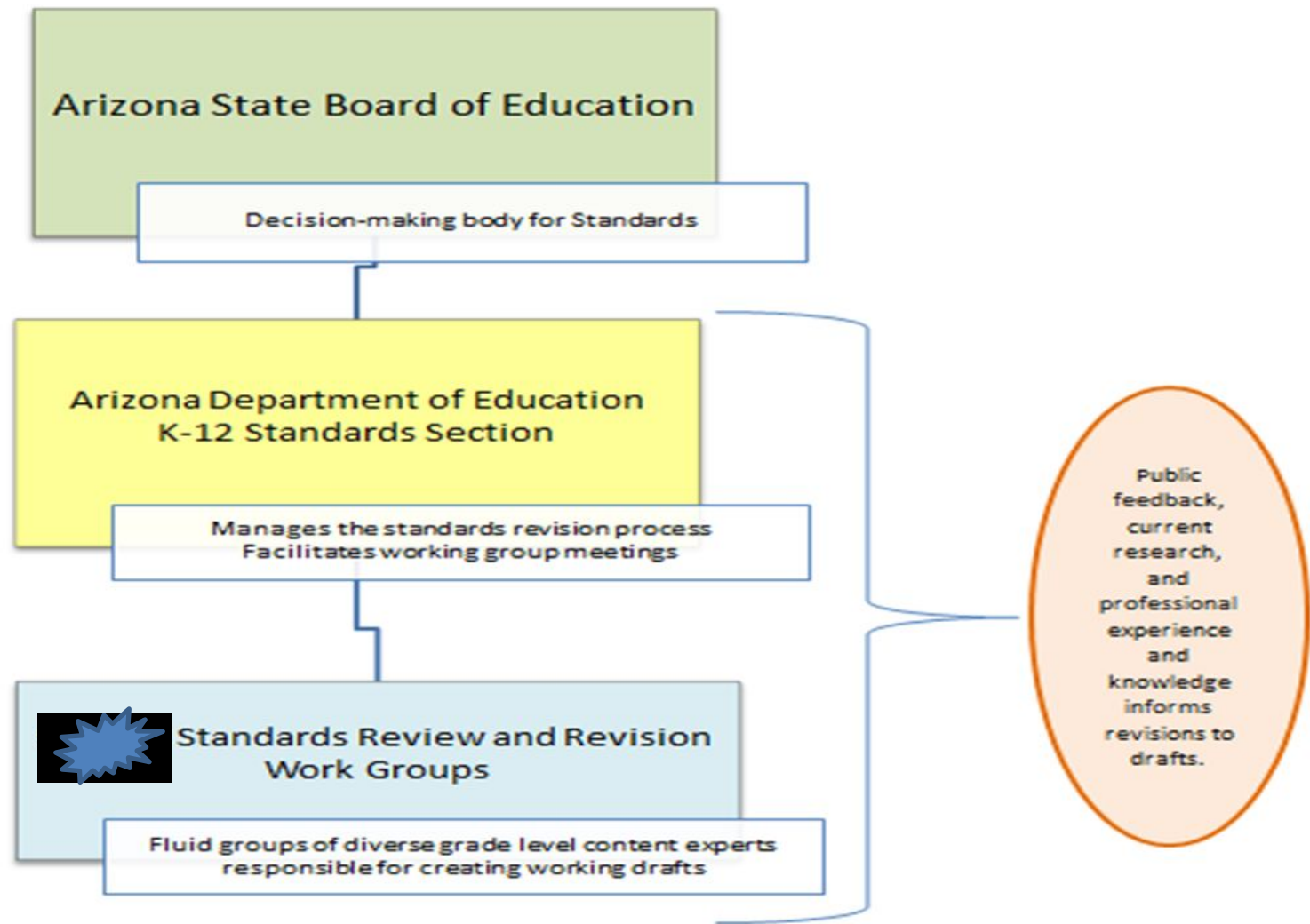
4pm – 6pm

Thank you!!!!

Introductions

Introduce yourself by telling everyone in the group:

1. Your name

2. Your school/district

3. Your current position

Standards Review- Structure

Arizona State Board of Education

Decision-making body for Standards

Arizona Department of Education K-12 Standards Section

Manages the standards revision process
Facilitates working group meetings

Standards Review and Revision Work Groups

Fluid groups of diverse grade level content experts responsible for creating working drafts

Public feedback, current research, and professional experience and knowledge informs revisions to drafts.

Roles/Responsibilities: ADE K-12 Standards Staff

ADE K-12 Standards Members

- Facilitate work group meetings

- Provide meeting goals, agendas, tasks, and instructions

- Provide needed materials

- Organize committee members into vertical, horizontal, and/or content groups, as appropriate.

Ed Tech Standards Development and Implementation Timeline

May - 2020
Development Process Opened by the State Board of Education
Work group members attend Meet and Greet

August 2020
Workgroup members complete AZ Procure & Review and discuss ISTE Standards

August 2020 – May 2021
ADE convenes working groups of educators, content experts, community members, and parents

Structure: Working Groups

Use a fluid membership model ("accordion model") to include multiple voices and perspectives throughout the process with a core team driving the work

Voices from previous meeting and new voices in each meeting

- K-12 teachers, coaches, curriculum directors, administrators

- Higher education: instructors, professors, and/or researchers

- Content experts from the community

- Parents, students, and stakeholders (Public feedback process)

Ed Tech Review: Scope of Work

1. **Review the work of other states and vote on structures for the ed tech standards**
2. **Write the Ed Tech Standards**
   - Make decisions about content and structure of standards
   - Apply content knowledge, grade-level expertise, research, and public feedback to inform all decisions
   - Collaborate with other grade bands to ensure progression within and across grade levels is solid
3. **Develop drafts of K-12 Ed Tech Standards, including an introduction and glossary**
4. **Present the draft standards to the State Board of Ed for adoption.**

Working Group Norms

- Actively engage in all discussions

- Be open-minded

- Have an attitude that fosters collaboration, agreement, and consensus

- Be mindful of timelines and scope of work

ADE Mission for Educational Technology Standards

- Arizona standards, written for Arizona teachers and students, by Arizona educators and content experts
- Write grade-band standards and not performance objectives

Standards, Curriculum & Instruction

Standards – What a student needs to know, understand, and be able to do by the end of each grade. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels. Standards are adopted at the state level by the State Board of Education.

Standards, Curriculum & Instruction

Curriculum – The resources used for teaching and learning the standards. Curricula are adopted at a local level by districts and schools.

Instruction – the methods used by teachers to teach their students. Instructional techniques are employed by individual teachers in response to the needs of the students in their classes to help them progress through the curriculum in order to master the standards.

Standards versus Performance Objectives

Content Standards	Performance Objectives
Standards are what students need to know, understand, and be able to do **by** the end of each grade level. Standards build across grade levels in a progression of increasing understanding and through a range of cognitive demand levels.	Performance Objectives are **incremental steps** toward mastery of individual content standards. Performance Objectives are knowledge and skills that a student must demonstrate at each grade level. Performance objectives do not imply a progression of learning and, because they are discrete skills, reach a limited level of cognitive demand.

Questions

Standards Structure Preview

We will present three differently structured sets of ed tech standards from other states and discuss which format and which elements we will use in Arizona.

ISTE Standards for Students

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.

b. build networks and customize their learning environments in ways that support the learning process.

c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.

d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

https://drive.google.com/drive/folders/140DDWWxoEzu7zFRNFmWszPG-8JLmHol6

Wisconsin Standards

Discipline: Information and Technology Literacy (ITL)

Content Area: Empowered Learner (EL)

Standard: EL1 - Students leverage digital tools and strategies to take an active role in choosing and achieving their learning goals.

Learning Priority	Performance Indicators (By Grade Band)			
	K-2 (e)	3-5 (i)	6-8 (m)	9-12 (h)
EL1.a: Set goals and reflect.	EL1.a.1.e: Identify the purpose of and set personal learning goals with educator guidance.	EL1.a.3.i: Create personal learning goals and select digital tools to achieve them.	EL1.a.5.m: Create personal learning goals and select and manage appropriate digital tools to achieve those goals.	EL1.a.7.h: Create and articulate personal learning goals and develop strategies leveraging the most effective digital tools to achieve those goals.
	EL1.a.2.e: Utilize appropriate digital tools to reflect on the learning process with guidance.	EL1.a.4.i: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals with educator support.	EL1.a.6.m: Utilize digital tools to reflect on and revise the learning process and make necessary revisions as needed to achieve goals.	EL1.a.8.h: Utilize digital tools to reflect on the learning process, including successes, areas of improvement, and then make necessary revisions and adjust goals for future learning.

https://docs.google.com/document/d/1njiDQC9RwiuNTniIvEK1z89F_u-YX0dM4ujn_nRmX_Q/edit

Washington Standards

Grades K-2 Standards for Technology Literate and Fluent Students

1. Empowered Learner - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. With guidance from an educator, students consider and set personal learning goals and utilize appropriate technologies that will demonstrate knowledge and reflection of the process.

Samples of student performance (by the end of grade 2):

- Students complete exit tickets (digitally utilizing electronic forms or feedback tools) for quick formative reflection (e.g., gathering exit task information).
- Students collect work samples within a digitized portfolio such as writing, fluency or mathematical computation, and conference with teacher to set a goal for improvement.

Connected Standards:

- With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. ELA W6 (K-2)

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Wyoming Standards

Wyoming Digital Learning Guidelines

■ I - Introducing ■ R - Reinforcing ■ M - Mastering*

1. EMPOWERED LEARNER
Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

1.a. Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Use tools and applications to set, track and complete learning goals.	I	I	I	I	R	R	R	R	M	M	M	M	M	M
Apply self-selected learning strategies using resources and tools that meet one's own learning needs to master curricular learning goals.		I	I	I	I	I	R	R	M	M	M	M	M	M
Reflect on learning experiences for the purpose of improving future performance.			I	I	I	R	R	R	M	M	M	M	M	M

Classroom Application
Students take an active role in choosing what and how they learn, activating prior knowledge, brainstorming authentic questions about a topic of study, or selecting a topic from a menu of options. They also reflect on their learning using tools such as digital exit tickets, journals, and video reflections.

Curriculum integration ideas:
- Primary: Digitally record a class brainstorm of questions related to a study of insects.
- Intermediate: Choose a "hero" to study and create a digital learning product; reflect on various learning strategies throughout the unit of study.
- Secondary: Identify an ethical technology dilemma to research, develop essential questions, and use multiple digital sources to investigate; reflect on new learning and develop a well-informed personal position on how the dilemma may be addressed.

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Key Questions

1. Which state structure best equips educators to navigate and understand the standards? Why?
2. Which state structure best presents the progression of skills needed for student mastery of the standards? Why?
3. Are there elements you would keep from specific standards? Why?

Sharing is Caring...Breakout Groups

Report Out

1. **Introduce Yourself**
2. **Summarize your group's discussion**

Voting for Consensus

Poll:

1. Do you agree to move forward with the structural decisions made in this meeting?