

AZ Educational Technology Standards

Write/Revision

October 26, 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



Confidentiality

To preserve the process of moving forward developing the Ed. Tech Standards, we requested that every member of the Work Group complete a Confidentiality agreement.

A decision one meeting could change the next.

If it is not posted on the web, keep it within the workgroup.



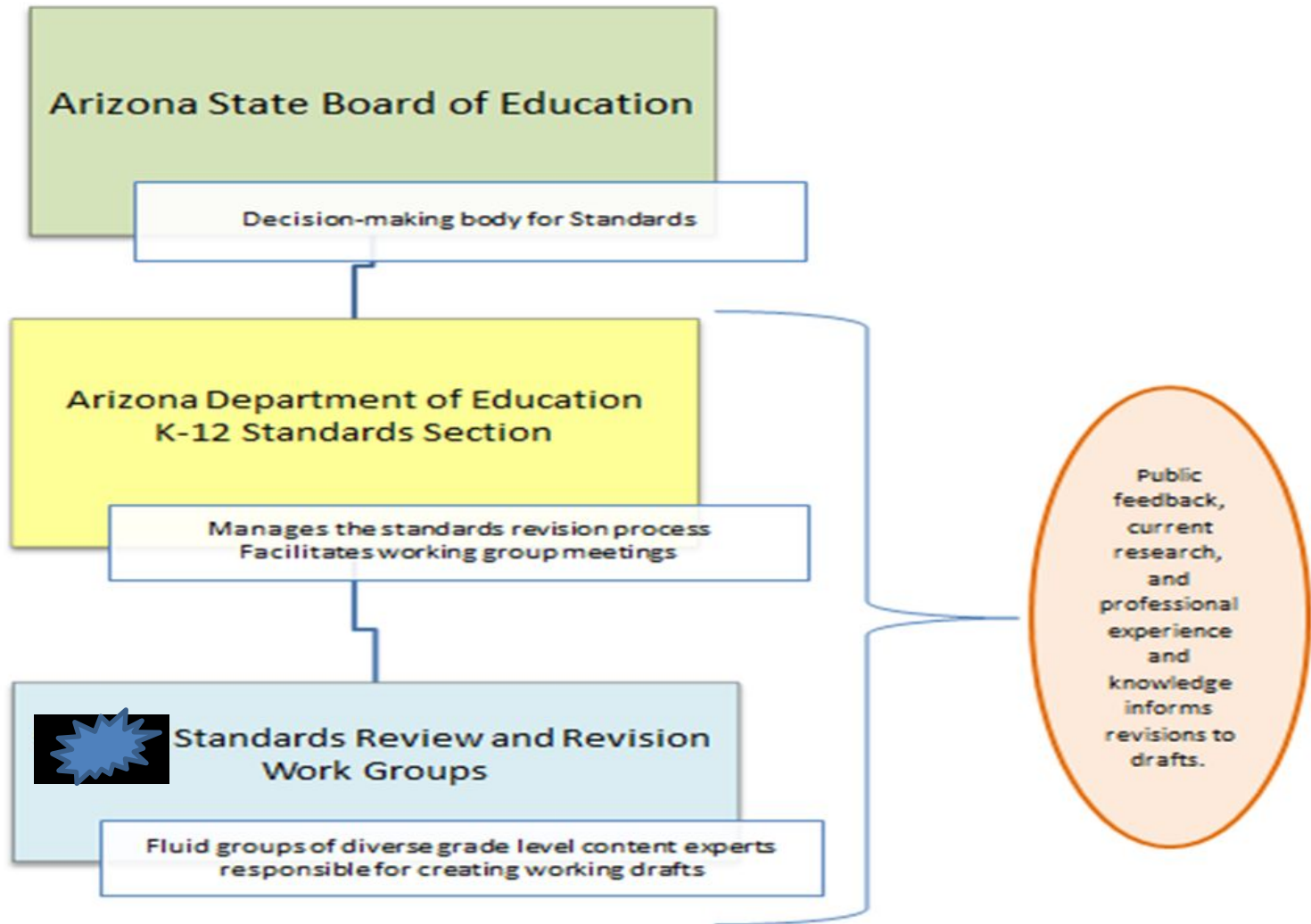
Confidentiality Agreement

Please click on the
Confidentiality
Agreement

Please complete the
form right now if you
didn't do so during
meeting #1



Standards Review- Structure



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 (Indicators)**
 - 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 complexity and demand 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.

HOW

Standards versus Performance Objectives

Content Standards

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

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.

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.

	Performance Indicators (By Grade Band)			
Learning Priority	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/1njiDQC9RwiuNTnilvEK1z89Fu-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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Questions



Vision

Vision is the ability to think about or plan the future with imagination or wisdom.

Imaginative - Creative - Innovative - Inspirational
Equitable - Accessible

One of the most important aspects of technology in education is its ability to level the field of opportunity for students.

—John King, Former U.S. Secretary of Education

This is where we preserve the silver linings from the spring



Vision Statement: Breakout Rooms

1. Review the sample vision statements
2. Build consensus on selection and needed changes
(10 Minutes)
3. Record your thoughts on your grade-level slide
4. Report out (2-3 Minutes per Group)
5. ADE will revise based on feedback and bring back to the group at the next meeting



Indicator Review Process: Group Model

Indicator Review Process Modeling

1. Model
 - a. Thought Process
 - b. Standards Review & Refinement Criteria Sheet
 - c. Recording Your Work



Grade-Band Work

1. Documents in the team folder
 - a. Grade-Band Working Draft
 - b. WA Vertical Progression Document
 - c. ISTE Standards for Students
 - d. Standards Review & Refinement Criteria Sheet
 - e. Steps for Reviewing Indicators (on next slide)



Next Steps

- **Next Meeting in mid-Nov**
 - Same attendees for Nov and Dec
- **Building the draft**
 - K-2, 3-5, and 6-8 build indicators
 - HS build “Classroom Application” for HS standards/indicators

