

1500 Professional Standards Board (Licensure, Certification and Professional Development)

1599 Delaware Educational Technology Standards

Non-regulatory note: Approval of Teacher Education programs is governed by 14 **DE Admin. Code** 290 Approval of Educator Preparation Programs. Teacher evaluations are governed by 14 **DE Admin. Code** 106A Teacher Appraisal Process Delaware Performance Appraisal System (DPAS II) Revised.

1.0 Content

- 1.1 The International Society for Technology in Education (ISTE) developed The National Educational Technology Standards (NETS©) as standards for learning, teaching, and leading in the digital age.
- 1.2 In accordance with 14 **Del.C.** §1205(b), the NETS© are hereby incorporated by reference and adopted as Delaware's Educational Technology Standards. NETS© shall serve as the foundation for professional development, instructional practice or leadership, for all Delaware educators, and as indicators that guide the learning, teaching, and leading with technology in education. The standards make explicit the skills and knowledge needed in an increasingly connected global and digital society.
- 1.3 A summary of the standards is set forth within. In-depth descriptions, contextual explanations, examples and more specific criteria and guidance are provided in the complete set of standards as published in National Education Technology Standards© (iste.org/nets, 2012). Although the excerpts from the standards use the terms "Educational Administrators" and "Teachers" the standards are applicable to all educators including specialists and paraeducators as appropriate within the context of their specific assignments.

2.0 Delaware Educational Technology Standards for Leaders

- 2.1 The standards for evaluating the skills and knowledge school administrators and leaders need to support digital age learning, implement technology, and transform the instruction landscape.
- 2.2 Visionary Leadership
 - 2.2.1 Educational Administrators inspire and lead development and implementation of a shared vision for comprehensive integration of technology to promote excellence and support transformation throughout the organization in the following ways:
 - 2.2.1.1 Inspire and facilitate among all stakeholders a shared vision of purposeful change that maximizes use of digital-age resources to meet and exceed learning goals, support effective instructional practice, and maximize performance of district and school leaders;
 - 2.2.1.2 Engage in an ongoing process to develop, implement, and communicate technology-infused strategic plans aligned with a shared vision;
 - 2.2.1.3 Advocate on local, state and national levels for policies, programs, and funding to support implementation of a technology-infused vision and strategic plan.
- 2.3 Digital Age Learning Culture
Educational Administrators create, promote, and sustain a dynamic, digital-age learning culture that provides a rigorous, relevant, and engaging education for all students.
- 2.4 Excellence in Professional Practice
Educational Administrators promote an environment of professional learning and innovation that empowers educators to enhance student learning through the infusion of contemporary technologies and digital resources.
- 2.5 Systemic Improvement
Educational Administrators provide digital age leadership and management to continuously improve the organization through the effective use of information and technology resources.
- 2.6 Digital Citizenship
Educational Administrators model and facilitate understanding of social, ethical and legal issues and responsibilities related to an evolving digital culture.

3.0 Delaware Educational Technology Standards for Teachers

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- 3.1 The standards define the skills and knowledge educators need to teach, work, and learn in an increasingly connected global and digital society. Effective teachers model and apply the 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 should meet the following standards and performance indicators.
- 3.1.1 Facilitate and Inspire Student Learning and Creativity
- 3.1.1.1 Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.
- 3.1.2 Design and Develop Digital Age Learning Experiences and Assessments
- 3.1.2.1 Experiences and Assessments-Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS[©].
- 3.1.3 Model Digital Age Work and Learning
- 3.1.3.1 Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.
- 3.1.4 Promote and Model Digital Citizenship and Responsibility
- 3.1.4.1 Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.
- 3.1.5 Engage in Professional Growth and Leadership
- 3.1.5.1 Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

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