

**DEPARTMENT OF EDUCATION
PROFESSIONAL STANDARDS BOARD**

Statutory Authority: 14 Delaware Code, Section 1205(b) (14 **Del.C.** §1205(b))

PROPOSED

Educational Impact Analysis Pursuant to 14 Del.C. Section 122(d)

1599 Delaware Educational Technology Standards

A. TYPE OF REGULATORY ACTION REQUESTED

New Regulation

B. SYNOPSIS OF SUBJECT MATTER OF REGULATION

The Professional Standards Board, acting in cooperation and collaboration with the Department of Education, seeks the consent of the State Board of Education to adopt regulation 14 **DE Admin. Code** 1599 Delaware Educational Technology Standards shall serve as the foundation for professional development, instructional practice or leadership for all Delaware Educators and as indicators that guide 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. The standards outline what educators should know and be able to do to ensure, establish and maintain an environment for learning, teaching, and leading in the digital age.

Persons wishing to present their views regarding this matter may do so in writing by the close of business on the 31st day of May, 2014 to Donna Lee Mitchell, Executive Director, Delaware Professional Standards Board, The Townsend Building, 401 Federal Street, Dover, Delaware 19901. Copies of this regulation are available from the above address or may be viewed at the Professional Standards Board Business Office.

C. IMPACT CRITERIA

1. Will the amended regulation help improve student achievement as measured against state achievement standards? The amended regulation addresses student achievement by establishing standards to ensure, establish and maintain an environment for learning, teaching, and leading in the digital age.

2. Will the amended regulation help ensure that all students receive an equitable education? The amended regulation helps to ensure that all teachers employed to teach students and all administrators hired to lead schools or districts, meet high standards for professional development, instructional practice or leadership for all Delaware Educators, and as indicators that guide learning, teaching and leading with technology in education.

3. Will the amended regulation help to ensure that all students' health and safety are adequately protected? The amended regulation addresses educator educational technology standards, which include skills and knowledge around digital citizenship and responsibility.

4. Will the amended regulation help to ensure that all students' legal rights are respected? The amended regulation addresses educator educational technology skills and knowledge, helping to ensure all students' legal rights are met.

5. Will the amended regulation preserve the necessary authority and flexibility of decision-makers at the local board and school level? The amended regulation will preserve the necessary authority and flexibility of decision makers at the local board and school level.

6. Will the amended regulation place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels? The amended regulation will not place unnecessary reporting or administrative requirements or mandates upon decision makers at the local board and school levels.

7. Will decision making authority and accountability for addressing the subject to be regulated be placed in the same entity? The decision-making authority and accountability for addressing the subject to be regulated, rests with the Professional Standards Board, in collaboration with the Department of Education, and with the consent of the State Board of Education.

8. Will the amended regulation be consistent with and not an impediment to the implementation of other state educational policies, in particular to state educational policies addressing achievement in the core academic subjects of mathematics, science, language arts and social studies? The amended regulation will be consistent with, and not an impediment to, the implementation of other state educational policies, in particular to state educational policies addressing high standards for educators.

9. Is there a less burdensome method for addressing the purpose of the new regulation 1599? 14 **Del.C.** §1201 requires that we promulgate rules and regulation to improve the quality of the Delaware educator workforce and to improve student performance.

10. What is the cost to the state and to the local school boards of compliance with the adopted regulation? There is no additional cost to local school boards for compliance with the regulation.

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).

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.
 - 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

- 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© 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.
- 3.2 Facilitate and Inspire Student Learning and Creativity

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.

3.3 Design and Develop Digital Age Learning

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©.

3.4 Model Digital Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

3.5 Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

3.6 Engage in Professional Growth and Leadership

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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