International Society for Technology In Education (ISTE)
Technology Coach Program Standards & Rubrics 2012
Approved – October 2012

ISTE developed the Technology Coach standards using the NETS model. The correlation below shows how the standards correlate to the NCATE principles presented in section B.3 of the SASB Policies and Procedures Handbook, 2010.

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**Standard 1: Visionary Leadership**
Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment. Upon completion of the program:

**Element 1.1. Shared Vision**
Candidates contribute to the development, communication, and implementation of a shared vision for the comprehensive use of technology to support a digital-age education for all students.

**Element 1.2 Strategic Planning**
Candidates contribute to the planning, development, communication, implementation, and evaluation of technology-infused strategic plans at the district and school levels.

**Element 1.3. Advocacy**
Candidates advocate for policies, procedures, programs, and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.

**Element 1.4 Innovation and Change**
Candidates implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.
Standard 2: Teaching, Learning, & Assessments
Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant, and engaging learning experiences for all students. Upon completion of the program:

Element 2.1. Content Standards & Student Technology Standards
Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.

Element 2.2. Research-Based Learner-Centered Strategies
Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.

Element 2.3. Meaningful and Relevant Learning
Candidates coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.

Element 2.4. Creativity, Higher-Order Thinking, and Mental Habits of Mind
Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (e.g., critical thinking, metacognition, and self-regulation).

Element 2.5. Differentiation
Candidates coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product, and learning environment based upon student readiness levels, learning styles, interests, and personal goals.

Element 2.6. Instructional Design Principles
Candidates coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
Element 2.7. Assessment
Candidates coach teacher in and model effective use of technology tools and resources to continually assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.

Element 2.8. Data Analysis
Candidates coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

Standard 3: Digital-Age Learning Environments
Technology coaches create and support effective digital-age learning environments to maximize the learning of all students. Upon completion of the program:

Element 3.1. Classroom Management & Collaborative Learning
Candidates model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.

Element 3.2. Managing Digital Tools and Resources
Candidates maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.

Element 3.3. Online and Blended Learning
Candidates coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.

Element 3.4. Adaptive and Assistive Technology
Candidates select, evaluate, and facilitate the use of adaptive and assistive technologies to support student learning.

Element 3.5. Basic Troubleshooting
Candidates troubleshoot basic software, hardware, and connectivity problems common in digital learning environments.

Element 3.6. Selecting & Evaluating Digital Tools & Resources
Candidates collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.
Element 3.7. Communication and Collaboration
Candidates use digital communication and collaboration tools to communicate locally and globally with students, parents, peers, and the larger community.

Standard 4: Professional Development & Program Evaluation
Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.
Upon completion of the program:

Element 4.1. Needs Assessment
Candidates conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.

Element 4.2. Professional Learning
Candidates design, develop, and implement technology-rich professional learning programs that model principles of adult learning and promote digital-age best practices in teaching, learning, and assessment.

Element 4.3. Program Evaluation
Candidates evaluate results of professional learning programs to determine their effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills, and increasing student learning.

Standard 5: Digital Citizenship
Technology coaches model and promote digital citizenship. Upon completion of the program:

Element 5.1. Digital Equity
Candidates model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.

Element 5.2. Safe, Healthy, Legal and Ethical Use
Candidates model and facilitate safe, healthy, legal, and ethical uses of digital information and technologies.

Element 5.3. Diversity, Cultural Understanding, and Global Awareness
Candidates model and promote diversity, cultural understanding, and global awareness by using digital-age communication and collaboration tools to interact locally and globally with students, peers, parents, and the larger community.
Standard 6: Content Knowledge and Professional Growth
Technology coaches demonstrate professional knowledge, skills, and dispositions in content, pedagogical, and technological areas, as well as adult learning and leadership, and are continually deepening their knowledge and expertise. Upon completion of the program:

Element 6.1. Content, Pedagogical, and Technical Knowledge
Candidates engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the NETS•S and NETS•T.

Element 6.2. Professional Knowledge
Candidates engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management, and adult learning to improve professional practice.

Element 6.3. Reflection
Candidates regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.