ISTE Standards for Students *(select all that apply)*

1.1 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.

1.2 Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. **Students**:

☐a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.

☐b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.

☐c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.

☐d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

1.3 Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. **Students**:

☐a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.

☐b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.

☐c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.

☐d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

1.4 Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. **Students**:

☐a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.

☐b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.

☐c. develop, test and refine prototypes as part of a cyclical design process.

☐d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

1.5 Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. **Students**:

☐a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.

☐b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.

☐c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.

☐d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

1.6 Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. **Students**:

☐a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.

☐b. create original works or responsibly repurpose or remix digital resources into new creations.

☐c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.

☐d. publish or present content that customizes the message and medium for their intended audiences.

1.7 Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. **Students**:

☐a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

☐b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.

☐c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.

☐d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

UDL Guidelines *(select all that apply)*

Provide multiple means of Engagement **Affective Networks** **The "WHY" of Learning**	**Provide multiple means of Representation** **Recognition Networks** **The "WHAT" of Learning**	**Provide multiple means of Action & Expression** **Strategic Networks** **The "HOW" of Learning**
Provide options for **Recruiting Interest (7)** ☐Optimize individual choice and autonomy (7.1) ☐Optimize relevance, value, and authenticity (7.2) ☐Minimize threats and distractions (7.3) Provide options for **Sustaining Effort & Persistence (8)** ☐Heighten salience of goals and objectives (8.1) ☒Vary demands and resources to optimize challenge (8.2) ☐Foster collaboration and community (8.3) ☒Increase mastery-oriented feedback (8.4) Provide options for **Self-Regulation (9)** ☐Promote expectations and beliefs that optimize motivation (9.1) ☐Facilitate personal coping skills and strategies (9.2) ☒Develop self-assessment and reflection (9.3)	Provide options for **Perception** (1) ☐Offer ways of customizing the display of information (1.1) ☐Offer alternatives for auditory information (1.2) ☐Offer alternatives for visual information (1.3) Provide options for **Language & Symbols** (2) ☐Clarify vocabulary and symbols (2.1) ☐Clarify syntax and structure (2.2) ☐Support decoding of text, mathematical notation, and symbols (2.3) ☐Promote understanding across languages (2.4) ☐Illustrate through multiple media (2.5) Provide options for **Comprehension** (3) ☐Activate or supply background knowledge (3.1) ☐Highlight patterns, critical features, big ideas, and relationships (3.2) ☐Guide information processing and visualization (3.3) ☐Maximize transfer and generalization (3.4)	Provide options for **Physical Action** (4) ☐Vary the methods for response and navigation (4.1) ☐Optimize access to tools and assistive technologies (4.2) Provide options for **Expression & Communication** (5) ☐Use multiple media for communication (5.1) ☐Use multiple tools for construction and composition (5.2) ☐Build fluencies with graduated levels of support for practice and performance (5.3) Provide options for **Executive Functions** (6) ☐Guide appropriate goal-setting (6.1) ☐Support planning and strategy development (6.2) ☐Facilitate managing information and resources (6.3) ☐Enhance capacity for monitoring progress (6.4)

Engagement in the learning	0=No	1=Somewhat	2=Yes
The technology allows students to focus on the assignment/activity/goals with less distraction (Time on Task).	☐	☐	☒
The technology motivates students to start the learning process.	☐	☒	☐
The technology causes a shift in the behavior of the students, where they move from passive to active social learners (through co-use or co-engagement).	☐	☒	☐
Enhancement of the learning goals	0=No	1=Somewhat	2=Yes
The technology tool allows students to develop or demonstrate a more sophisticated understanding of the learning goals or content (using higher-order thinking skills).	☒	☐	☐
The technology creates supports (scaffolds) to make it easier to understand concepts or ideas (e.g. differentiate, personalize or scaffold learning)	☐	☒	☐
The technology creates paths for students to demonstrate their understanding of the learning goals in a way that they could not do with traditional tools.	☐	☒	☐
Extending the learning goals	0=No	1=Somewhat	2=Yes
The technology creates opportunities for students to learn outside of their typical school day. (24/7 connection)	☐	☐	☒
The technology creates a bridge between students school learning and their everyday life experiences (connects learning goals with real life experiences).	☐	☐	☒
The technology allows students to build authentic life soft skills, which they can use in their everyday lives.	☒	☐	☐