### COMPARISON OF NATIONAL AND STATE STANDARDS

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<thead>
<tr>
<th>ISTE NETS – Standards &amp; Performance Indicators</th>
<th>Connecticut Teacher Technology Competencies – Performance Indicators</th>
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- Teachers must demonstrate introductory technology literacy knowledge, skills, and concepts (described in the ISTE NETS Technology Foundation Standards for Students).  
- Teachers must demonstrate sustained growth in technology knowledge and skills to stay abreast of contemporary and emerging technologies. | 1. Educational Technology Concepts and Operations – Awareness and Use Competencies (initial, developing, and proficient)  
- Demonstrate an understanding of research and potential applications of educational technology as it impacts student learning and instruction.  
- Demonstrate an understanding of organizational issues related to the application of technology in education.  
- Apply problem solving strategies to issues involving teaching and learning with technology.  
- Demonstrate awareness of network capabilities and electronic communications.  
- Demonstrate awareness of emerging technologies. |
| 2. Planning and Designing Learning Environments and Experiences. Teachers plan and design effective learning environments and experiences supported by technology.  
- Teachers design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.  
- Teachers apply current research on teaching and learning with technology when planning learning environments and experiences.  
- Teachers identify and locate technology resources and evaluate them for accuracy and suitability.  
- Teachers plan for the management of technology resources within the context of learning activities.  
- Teachers plan strategies to manage student learning in a technology-enhanced environment. | 2. Creating Environments for Learning Competencies (initial, developing, and proficient)  
- Create learning experiences that align with state content standards, student information and technology standards and best practices.  
- Create new learning environments and develop new roles of teacher and learner.  
- Manage the use of technology in the classroom for learning.  
- Use technology resources to better assess and understand students’ needs and abilities in order to improve instructional practice and maximize student learning.  
- Use technologies to support student centered learning strategies for all students. |
### ISTE NETS – STANDARDS AND PERFORMANCE INDICATORS ONLY

3. **Teaching, Learning and the Curriculum.** Teachers implement curriculum plans, that include methods and strategies that apply technology to maximize student learning.
   - Teachers facilitate technology-enhanced experiences that address content standards and student technology standards.
   - Use technology to support learner-centered strategies that address the diverse needs of learners.
   - Apply technology to develop students’ higher order skills and creativity.
   - Manage student learning activities in a technology-enhanced environment.

4. **Assessment and Evaluation.** Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies.
   - Teachers apply technology in assessing student learning of subject matter knowledge and skills using a variety of assessment techniques.
   - Use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.
   - Apply multiple methods of evaluation to determine students’ appropriate use of technology resources for learning, communicating, and productivity.

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5. **Productivity and Professional Practice.** Teachers use technology to enhance their productivity and professional practice.
   - Teachers use technology resources to engage in on-going professional development and lifelong learning.
   - Continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.
   - Apply technology to increase productivity.
   - Use technology to communicate and collaborate with peers, parents, and the larger community to nurture student learning.

6. **Social, Ethical, Legal and Human Issues.** Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PreK-12 schools and apply those principles in practice.
   - Teachers model and teach legal and ethical practice related to technology use.
   - Apply technology resources to enable and empower

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<thead>
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<th>State Standards</th>
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<td>- Use educational technology to communicate/collaborate with students, parents, and teachers.</td>
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<td>- Use technology to collect and manage data related to teaching and learning.</td>
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4. **Social, Legal, Ethical and Human Issues.** Competencies (initial, developing, and proficient)
   - Understand, model and teach the legal and the ethical practices regarding information and educational technology.
   - Model and teach safe, healthy practices and technology use.
- Learners with diverse backgrounds, characteristics, and abilities.
  - Identify and use technology resources that affirm diversity.
  - Promote safe and healthy use of technology resources.
  - Facilitate equitable access to technology resources for all students.

| - Use technology to enable and empower learners with diverse cultures, characteristics, abilities and socio-economic backgrounds. |