



## **ISTE UNVEILS THE NEXT GENERATION OF TECHNOLOGY STANDARDS FOR TEACHERS**

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The International Society for Technology in Education (ISTE®) launched the next generation of standards for teachers' use of technology at the 29th annual National Educational Computing Conference (NECC) on Monday, June 30.

The National Educational Teaching Standards for Teachers ([NETS·T](#)) were originally released in 2000, following the acclaimed NETS for Students (NETS·S) in 1998, which set the bar for integration of technology in education. The NETS·T 2000 defined the fundamental concepts, knowledge, skills and attitudes for applying technology in educational settings.

More than 2,500 educators from 50 states and 25 countries gave feedback on the refresh of NETS·T.

"Effective teachers of digital-age learners are being challenged to move away from models of teaching and learning as isolated endeavors," ISTE CEO Don Knezek said. "As they model work and learning, teachers must become comfortable as co-learners with their students and with colleagues around the world."

Rapid advances in technology have put new demands on educators and students. The refreshed ISTE NETS provides a framework for educators to use as they transition schools from Industrial Age to Digital Age places of learning.

The refreshed NETS·T guide teachers toward the following goals:

- **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.
- **Design and develop digital-age learning experiences and assessments**  
Teachers design, develop and evaluate authentic learning experiences and assessments incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills and attitudes identified in the NETS·S.
- **Model Digital-Age work and learning**  
Teachers exhibit knowledge, skills and work processes representative of an innovative professional in a global and digital society.
- **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.
- **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.

ISTE extends its thanks to the sponsors of the NETS·T refresh process, including Adobe, Apple, Intel Education, Pearson Education, Atomic Learning, Promethean and SMART Technologies.

A refresh of ISTE's NETS for Students (NETS·S) was released at last year's NECC, and NETS for Administrators (NETS·A) will be refreshed in the coming year and released at NECC 2009.

The International Society for Technology in Education (ISTE®) is the premier membership association for educators and education leaders engaged in improving teaching and learning by advancing the effective use of technology in PK–12 and teacher education.

## NETS FOR TEACHERS 2008

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### **1. 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. Teachers:

- a. promote, support, and model creative and innovative thinking and inventiveness.
- b. engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
- c. promote student reflection using collaborative tools to reveal and clarify students' conceptual understanding and thinking, planning, and creative processes.
- d. model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.

### **2. 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•S. Teachers:

- a. design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
- b. develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
- c. customize and personalize learning activities to address students' diverse learning styles, working strategies, and abilities using digital tools and resources.
- d. provide students with multiple and varied formative and summative assessments aligned with content and technology standards and use resulting data to inform learning and teaching.

### **3. Model Digital-Age Work and Learning**

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

- a. demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
- b. collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
- c. communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital-age media and formats.
- d. model and facilitate effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning.

**4. 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. Teachers:

- a. advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
- b. address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
- c. promote and model digital etiquette and responsible social interactions related to the use of technology and information.
- d. develop and model cultural understanding and global awareness by engaging with colleagues and students of other cultures using digital-age communication and collaboration tools.

**5. 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. Teachers:

- a. participate in local and global learning communities to explore creative applications of technology to improve student learning.
- b. exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
- c. evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
- d. contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.