



ISTE Standards & the Exquisite Educator



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Time Frame 100-120 session(s)

Essential Question(s)

- How can ISTE standards enrich our teaching practice?

Summary

This two hour hybrid professional development focuses on increasing cohort teachers' knowledge of ISTE Educator and Student Standards. Participants will be able to explain the overall importance of the ISTE Standards, deconstruct and reflect upon each ISTE Standard, with the end goal of constructing a plan to incorporate the ISTE Standards into their teaching practice.

Learning Goals

- Explain the overall importance of the ISTE Standards
- Deconstruct each ISTE Standard
- Reflect on how the ISTE Standards can transform learning
- Construct a plan to incorporate the ISTE Standards into their teaching practice

Attachments

- [Exquisite Educator Student-ISTE Standards and the Exquisite Educator.pdf](#)
- [ISTE Educator Standards- ISTE Standards and the Exquisite Educator.pptx](#)
- [Presentation Slides-ISTE Standards and the Exquisite Educator.pptx](#)
- [Window-Notes-ISTE-Standards-and-the-Exquisite-Educator.docx](#)

Materials

- Exquisite Educator/Student Handout- ISTE Standards and the Exquisite Educator (attached; one per participant)
- ISTE Educator Standards- ISTE Standards and the Exquisite Educator (attached; one standard per participant)
- Presentation Slides-ISTE Standards and the Exquisite Educator (attached)
- Marker
- Laptop/tablet
- Window Notes Handout- ISTE Standards and the Exquisite Educator (attached; one per participant)
- Sticky notes

Engage

Presenter Note: Session Prep

Prepare all materials in advance. If you are implementing this virtually, you will want to make sure that all short urls and QR codes are going to the correct documents. If you are implementing this in a face-to-face meeting handouts will need to be printed and participants will need a pen, marker, and sticky notes.

Use the attached Presenter Slides to guide the activity, beginning with **slide 2** and welcome participants.

Transition to **slide 3**, displaying the GEAR UP grant goals and review them with the participants.

1. Increase cohort academic performance and preparation for postsecondary education (PSE)
2. Increase high school graduation and PSE participation
3. Increase student educational expectations and increase student and family knowledge of PSE options, preparation, and financing

Display **slide 4** and introduce the essential question for this session; How can ISTE standards enrich our teaching practice?

Share the learning objective located on **slide 5** and inform the participants that at the end of the presentation they will evaluate how well they were met.

1. Explain the overall importance of the ISTE Standards
2. Deconstruct each ISTE Standard
3. Reflect on how the ISTE Standards can transform learning
4. Construct a plan to incorporate the ISTE Standards into their teaching practice

Inquiry

Ask your participants to take a moment to reflect on each of the following questions; What does an exquisite educator look like? What traits come to mind? What does an exquisite student look like? What traits come to mind?

Presenter Note: Digital Or Paper

In this part of the Engage activity, you may provide either digital or paper, not both. If providing the [digital version](#), **slide 6** has the link for participants to access the activity. For a paper option, ensure that participants are provided the attached **Exquisite Educator Handout** and they fold it in quarters horizontally. For the digital version, allow individual participants or a small group to work on the whole page at one time.

Display **slide 7** and inform participants that they will be illustrating an Exquisite Educator and an Exquisite Student in a group of four (4). To do this they will use the left side of their person to add words, objects, shapes, etc. which represent an "exquisite" educator. On the right side of their paper, they will add images and words which represent an "exquisite" student. Instruct your participants to keep their paper folded into quarters. As they work through their drawing with their group and pass it around, they should be careful **not** to look at the previous section that was worked on.

As you continue to click through the presentation, **slide 8-11** will display the following instructions one at a time.

1. First, give each participant 45 seconds to add images and words to their paper in the "head" section; what do they think? (**slide 8**)
2. When the time is up they will pass their paper to the right and add images/words to the "heart" section; what do they feel? (**slide 9**)
3. When the time is up they will pass their paper to the right and add images/words to their "hands" section; what do they do? (**slide 10**)
4. When the time is up they will pass their paper to the right and add images/words to the "feet" section; where are they going? (**slide 11**)

Once your participants have completed their images they will share the final product with the table group. If you have time, you can allow the tables to share one of their "exquisite educator/student" products with the whole group.

Tech Note

If you are doing this digitally, have participants share to Twitter **#k20learn**. We have suggested the **#k20learn** hashtag on Twitter as a sharing space for many activities in this session. Please feel free to use this hashtag for any activities that you facilitate from the LEARN site.

Explore

Presenter Note: Digital Or Paper

This section participants may participate digitally or on paper. If participants are using paper, please make sure you have supplied copies of the ISTE Educator Standards and a marker.

Display **slide 12** and inform your participants that they will be participating in an instructional strategy called [Blackout Poetry](#). In order to participate in this strategy, ensure participants have either the digital version of the [ISTE Educator Standard](#) or handout one of the standards to each participant using the **ISTE Standards Handout**. Using their assigned standard, participants will create a poem by blacking out unimportant words and leaving words or phrases that are significant about their assigned ISTE Standard. Display **slide 13** to share a short video of how to complete the activity.

Embedded video

<https://www.youtube.com/watch?v=Maed55XObjU>

Once complete have participants share their work with a global, authentic audience through Twitter. Be sure to use the hashtags #k20learn. If participants are completing this on paper, consider having a paper Tweet Up where they can post their paper on a display board or wall.

Presenter Note: Break

This might be a good time for a break to allow participants to move and also walk by and review the blackout poetry of their peers on the wall or digitally on Twitter.

Explain

Display **slide 15** and inform your participants that they will create a public service announcement (PSA) for their ISTE Standards based on the Blackout Poetry activity. In order to do this they will first participate in a modified version of the instructional strategy, [Windows Notes](#). Participants will need the **PSA Window Notes Handout** in order to organize the information that should be included in their PSA. Display **slide 16** and share with the participants the notes they will need to take on the following:

1. **What** is the standard?
2. **Who** is impacted by the standard?
3. **Why** is the standard important?
4. **How** is this standard applied in the classroom of an exquisite educator?

Once you notice that your participants have begun to wrap up their notes, have them share and discuss what they included in their notes so far. Instruct the participants to look back on their Exquisite educator/student activity documents from the Engage part of this activity and have them compare the ideas they included on there with the ideas they now have in their window notes and reflect on what's the similar and what's different.

Extend

Display **slide 17** and inform participants that they will use their notes to script and create a PSA about their standard. Allow participants to record and share using tools of their choice (such as Adobe Spark or Anchor) or you can designate a thread for participants to post their PSAs. Any video platform will work and feel free to continue to use #k20learn on Twitter as a sharing space.

Facilitator's Note: Optional Modification

If recording is not practical in your face-to-face session, participants can deliver their PSAs verbally to the whole group or create a poster in it's place.

Provide time for participants to present or review each other's PSA and Blackout Poetry. Once they have had enough time to do so, display **slide 18** and have them revisit their Exquisite Educator from the Explore phase of the activity.

Inquiry

Take a moment and have your participants to reflect on the work they have done with their Exquisite Educator and the information they gleaned from their ISTE Standard. Ask them the following questions; what similarities do you see between the PSAs and your Exquisite Educator? What differences do you see? What modifications would you make to your original drawing?

Evaluate

Display **slide 19** and inform your participants that they are going to evaluate themselves on their next steps and plans moving forward by participating in an instructional strategy called, [3-2-1](#). On a sticky note, have them write down the following;

1. List **3** ISTE standards you feel confident you are already implementing.
2. List **2** ISTE standards you would like to address more frequently this year.
3. List **1** goal you have for your classroom this year which will help you improve in those areas.

Once you notice that the participants have started completing their reflection, have them share what they wrote with an elbow partner. After a few moments to process you may also open the floor for a few volunteers to share with the whole group.

Return to the objectives on **slide 20**, read aloud, or refer to them again and ask participants to evaluate the professional development on the rapid feedback form based upon these objectives.

Follow-up Activities

This activity is a great set up for a number of our digital resource-based professional learning activities. Others you may consider to follow this one are Unlocking Digital Citizenship; Solving Wicked Problems; I Love Hyperdocs; Interactive Classrooms for all Contents; and It's not the App, It's the Experience.

Research Rationale

ISTE Educator and Teacher Standards (2017) are designed to mirror the changes in the evolving technological landscape with a focus on using technology in the classroom to learn, collaborate, lead, and empower students. The President of ISTE, Torrey Trust (2018), posits that the ISTE Standards have the potential to shape teaching and learning throughout the next decade. The ISTE Standards encourage and support teachers in becoming advocates for the use of technology to bridge the digital divide as well as empower all students to become digital citizens who positively contribute to society. ISTE Standards promote the use of diverse emerging technology tools that support student learning. Through using emerging technology tools, students can showcase their knowledge and skills in a variety of ways. Additionally, emerging technology tools can be used by teachers to collect diagnostic, formative, and summative assessment data that can be used to inform teaching and learning (Trust, 2018). The ISTE Standards provide educators a road map to help students become empowered learners who are able to thrive in our constantly evolving technological landscape. Moreover, the ISTE Standards are designed to empower student voice and ensure that learning is a student-driven process (ISTE, 2017).

Resources

- K20 Center. (n.d.). 3-2-1. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/117>
- K20 Center. (n.d.). Blackout poetry. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/84>
- K20 Center. (n.d.). Window notes. Strategies. Retrieved from <https://learn.k20center.ou.edu/strategy/189>
- International Society for Technology in Education. (2017). National educational technology standards for students. Retrieved from <https://www.iste.org/standards/iste-standards-for-students>
- Trust, T. (2018). 2017 ISTE standards for educators: From teaching with technology to using technology to empower learners. *Journal of Digital Learning in Teacher Education*, 34(1), 1-3.
- How to Create Awesome Digital Blackout Poetry in Google Slides [Video file]. (2020, February 13). Retrieved August 6, 2020, from <https://www.youtube.com/watch?v=4ETZlfuoHtc&feature=youtu.be>
- How To: Blackout Poetry [Video file]. (2016, October 27). Retrieved August 6, 2020, from <https://www.youtube.com/watch?v=Maed55XObjU&feature=youtu.be>