

**APPENDIX J: Detailed Correlation of ISTE Educational Technology Standards for Teachers to Danielson’s Four Domains of Effective Teaching**

NETS-T	Danielson’s Four Domains of Effective Teaching			
	Domain 1: Planning and Preparation	Domain 2: Classroom Environment	Domain 3: Instruction	Domain 4: Professional Responsibilities
<p>1 TECHNOLOGY OPERATIONS AND CONCEPTS. <i>Teachers demonstrate a sound understanding of technology operations and concepts. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ demonstrate introductory knowledge, skills, and understanding of concepts related to technology (as described in the ISTE National Education Technology Standards for Students)</li> </ul>	<b>1</b>		<b>36</b>	
<ul style="list-style-type: none"> <li>➤ demonstrate continual growth in technology knowledge and skills to stay abreast of current and emerging technologies.</li> </ul>	<b>1, 12</b>			<b>62</b>
<p>2 PLANNING AND DESIGNING LEARNING ENVIRONMENTS AND EXPERIENCES. <i>Teachers plan and design effective learning environments and experiences supported by technology. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ design developmentally appropriate learning opportunities that apply technology-enhanced instructional strategies to support the diverse needs of learners.</li> </ul>	<b>5, 6, 10, 14</b>		<b>41, 42</b>	
<ul style="list-style-type: none"> <li>➤ apply current research on teaching and learning with technology when planning learning environments and experiences.</li> </ul>	<b>3, 14, 20</b>			<b>62</b>
<ul style="list-style-type: none"> <li>➤ identify and locate technology resources and evaluate them for accuracy and suitability.</li> </ul>	<b>12, 13, 15</b>		<b>44</b>	
<ul style="list-style-type: none"> <li>➤ plan for the management of technology resources within the context of learning activities.</li> </ul>	<b>16, 17</b>	<b>28, 35</b>		
<ul style="list-style-type: none"> <li>➤ plan strategies to manage student learning in a technology-enhanced environment.</li> </ul>	<b>14, 16, 17</b>	<b>27</b>		

<b>NETS-T</b>	<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>	<b>Domain 4: Professional Responsibilities</b>
<p>3 <b>TEACHING, LEARNING, AND THE CURRICULUM.</b> <i>Teachers implement curriculum plans that include methods and strategies for applying technology to maximize student learning. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ facilitate technology-enhanced experiences that address content standards and student technology standards.</li> </ul>	<b>1, 14</b>		<b>41, 42</b>	
<ul style="list-style-type: none"> <li>➤ use technology to support learner-centered strategies that address the diverse needs of students.</li> </ul>	<b>5</b>	<b>24</b>	<b>38, 39</b>	
<ul style="list-style-type: none"> <li>➤ apply technology to develop students' higher order skills and creativity.</li> </ul>	<b>15</b>		<b>45</b>	
<ul style="list-style-type: none"> <li>➤ manage student learning activities in a technology-enhanced environment.</li> </ul>	<b>17</b>	<b>26, 27</b>		
<p>4 <b>ASSESSMENT AND EVALUATION.</b> <i>Teachers apply technology to facilitate a variety of effective assessment and evaluation strategies. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ apply technology in assessing student learning of subject matter using a variety of assessment techniques.</li> </ul>	<b>18, 19, 20</b>			
<ul style="list-style-type: none"> <li>➤ use technology resources to collect and analyze data, interpret results, and communicate findings to improve instructional practice and maximize student learning.</li> </ul>	<b>20</b>		<b>46, 47</b>	
<ul style="list-style-type: none"> <li>➤ apply multiple methods of evaluation to determine students' appropriate use of technology resources for learning, communication, and productivity.</li> </ul>	<b>18</b>		<b>46, 47, 49</b>	

<b>NETS-T</b>	<b>Domain 1: Planning and Preparation</b>	<b>Domain 2: Classroom Environment</b>	<b>Domain 3: Instruction</b>	<b>Domain 4: Professional Responsibilities</b>
<p><b>5 PRODUCTIVITY AND PROFESSIONAL PRACTICE.</b> <i>Teachers use technology to enhance their productivity and professional practice. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ use technology resources to engage in ongoing professional development and lifelong learning.</li> </ul>	<b>1, 3, 12</b>			<b>59, 62</b>
<ul style="list-style-type: none"> <li>➤ continually evaluate and reflect on professional practice to make informed decisions regarding the use of technology in support of student learning.</li> </ul>	<b>12, 20</b>			<b>51, 52</b>
<ul style="list-style-type: none"> <li>➤ apply technology to increase productivity.</li> </ul>		<b>29</b>		<b>53, 54, 55</b>
<ul style="list-style-type: none"> <li>➤ use technology to communicate and collaborate with peers, parents, and the larger community in order to nurture student learning.</li> </ul>	<b>13</b>			<b>56, 57, 58</b>
<p><b>6 SOCIAL, ETHICAL, LEGAL, AND HUMAN ISSUES.</b> <i>Teachers understand the social, ethical, legal, and human issues surrounding the use of technology in PK-12 schools and apply those principles in practice. Teachers:</i></p> <ul style="list-style-type: none"> <li>➤ model and teach legal and ethical practice related to technology use.</li> </ul>		<b>31, 32</b>		<b>65</b>
<ul style="list-style-type: none"> <li>➤ apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</li> </ul>	<b>4, 7, 10</b>			
<ul style="list-style-type: none"> <li>➤ identify and use technology resources that affirm diversity.</li> </ul>	<b>7</b>			
<ul style="list-style-type: none"> <li>➤ promote safe and healthy use of technology resources.</li> </ul>		<b>31, 34</b>	<b>36</b>	
<ul style="list-style-type: none"> <li>➤ facilitate equitable access to technology resources for all students.</li> </ul>	<b>16</b>	<b>25, 26, 28, 35</b>		<b>65</b>