



ISTE Certification for Educators

Course Syllabus

APRIL 2021

READINESS FOR ISTE CERTIFICATION

ISTE Certification participants should be:

- ❑ Comfortable with using technology for learning.
- ❑ Possess a growth mindset.
- ❑ Be able to commit to at least 40 hours of online learning and an additional 40 hours to prepare a portfolio for submission and review.

Certification requirements

ISTE Certification for Educators is open to those who work with K-12 students or adult learners. It requires the following of participants:

- ❑ Commit at least 40 hours over a 14-week facilitated online course that includes:
 - ❑ Attending five synchronous meetings.
 - ❑ Completing online assignments.
- ❑ Over the next six months, commit an estimated 40 hours to:
 - ❑ Curate or design artifacts.
 - ❑ Submit a competency-based portfolio.
- ❑ Earn the distinction of becoming an ISTE Certified Educator by scoring 80% or better on final portfolio submission.

Certification benefits

- ❑ Online learning is facilitated by ISTE Certified Trainers who are vetted and trained by ISTE, are experts in their field, and demonstrate a deep understanding of the ISTE Standards in practice.
- ❑ Participants can apply for up to four graduate-level credits.
- ❑ ISTE Certification is valid for three years, with renewal based on a point system (see Phase 3 section below).
- ❑ Those who earn ISTE Certification have access to an international professional learning community of ISTE Certified Educators.



PHASE 1: ISTE Certification fully online coursework

ISTE estimates learners will need to devote at least 40 hours to complete the coursework, including five facilitated synchronous virtual sessions. Each section consists of a required two-hour virtual instruction followed by another 30 hours of coursework.

Pre-work learning objectives

Participants will:

- ❑ Become oriented to the overall learning experience and navigation of the course in Brightspace (ISTE's official Learning Management System).
- ❑ Understand the overall programmatic goals, including the portfolio process.
- ❑ Be introduced to ISTE's Educator Standards and begin to synthesize and internalize the meaning of the standards.
- ❑ Leverage their professional learning network as a resource for continued development.

Pre-work activities to complete:

- ❑ Course introduction and structure.
- ❑ Community-building activity.
- ❑ Educator Standards read-through.
- ❑ Assessing strengths and challenges.
- ❑ Importance of professional learning networks.

Empowered educator learning objective

Participants will:

- ❑ Understand the skills necessary to advocate for equitable access and create personalized/authentic learning experiences for all students.
- ❑ Establish professional learning goals for applying the ISTE Standards.
- ❑ Reflect on personal strengths and challenges related to using educational technology in practice.
- ❑ Explore strategies to personalize learning that fosters independence and accommodates learner needs. Learn how to develop and provide alternative assessments.

Activities/assignments:

- ❑ Attend synchronous session 1 (2 hours).
- ❑ Group standard presentations.
- ❑ Technology frameworks assignment.
- ❑ Universal Design for Learning (UDL) assignment.
- ❑ Understanding research activity.



- ❑ Standards in practice quiz.

Designing for diversity and accessibility learning objectives:

Participants will:

- ❑ Practice designing learning experiences that meet all learners' needs.
- ❑ Design learning activities that empower learners with digital citizenship skills.
- ❑ Reflect on current practice and brainstorm new strategies to deepen the application of the ISTE Standards in practice.
- ❑ Re-design a lesson using UDL principles.
- ❑ Curate and evaluate the efficacy of digital tools to meet learning objectives.

Activities/assignments:

- ❑ Attend synchronous session 2 (2 hours).
- ❑ Using assessments in instruction assignment.
- ❑ Designing for diversity and accessibility assignment.
- ❑ Curation and assessment of digital tools activity.
- ❑ Setting professional learning goals assignment.
- ❑ Standards in practice quiz.

Creating equity in digital learning environments learning objectives:

Participants will:

- ❑ Design authentic digital learning environments that accommodate learner variability.
- ❑ Explore digital learning environments such as online or blended learning models and identify best practices within each model.
- ❑ Identify a digital access issue within their school or district and leverage a computational thinking/design thinking process to help address this equitably.

Activities/assignments:

- ❑ Attend synchronous session 3 (2 hours).
- ❑ Understanding computational thinking and design thinking activity.
- ❑ Digital learning environments activity.
- ❑ Standards in practice quiz.
- ❑ Student and educator standards crosswalk assignment.
- ❑ Designing for diversity and accessibility assignment.

Redesigning learning and instruction learning objectives:

Participants will:



- ❑ Design an equitable access advocacy project.
- ❑ Explore their own practice to identify and curate artifacts that demonstrate the application of the ISTE Standards for Educators.

Activities/assignments:

- ❑ Attend synchronous session 4 (2 hours).
- ❑ Standards in practice quiz.
- ❑ Advocating for equitable access design challenge.
- ❑ The new digital citizenship assignment.

ISTE Standards for Educators in Practice learning objectives:

Participants will:

- ❑ Begin identifying and preparing artifacts for final course assignment with facilitator feedback for growth and improvement.
- ❑ Reflect on the practice of the ISTE Standards for Educators.
- ❑ Understand the portfolio submission process and expectations.

Activities/assignments:

- ❑ Attend synchronous session 5 (2 hours).
- ❑ Redesigning learning and instruction assignments.
- ❑ Final standards in practice quiz.

PHASE 2: CERTIFICATION AND EVALUATION

Portfolio preparation

ISTE estimates that it will take learners about 40 hours of independent work to curate professional artifacts for their portfolio submission. Learners have a six-month window to complete this work. To support this effort, learners will have access to the online learning modules, a guide for portfolio submissions with examples and artifact expectations, and discussion boards to ask questions and get feedback from peers. In addition, ISTE hosts office hours, twice a month, where learners can ask questions and share their draft artifacts.

Portfolios include evidence of their application of the ISTE Standards, with an explanation of the context and why it aligns with the standards, and a final reflection. ISTE accepts portfolio submissions on a monthly basis.



Evaluation

After a portfolio is submitted, extensively trained ISTE Certification Evaluators review the artifacts and provide feedback. It can take six to eight weeks to complete and publish results. Learners who score 80% or higher become ISTE Certified Educators. Participants will receive feedback on their submission to support resubmission if required.

PHASE 3: ISTE CERTIFIED EDUCATOR COMMUNITY

ISTE Certification is valid for three years, and ISTE has developed a renewal process that supports ongoing learning, sharing, and mentoring. ISTE Certified Educators select activities of interest-based on job-embedded priorities, areas for improvement, or collaboration with other educators. Activities will outline resources, materials, and feedback required to receive points. In three years, ISTE Certified Educators must earn 300 points to renew their certification.

For more information on the ISTE Certification for Educators

Visit iste.org/learn/iste-certification

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