Maryland Digital Learning Standards for Educators

Empowered Professional

1. LEARNER

Educators continually improve their practice by learning from and with others and exploring evidence-based practices that leverage technology to improve student learning. Educators:

a) set professional learning goals to explore and apply pedagogical approaches made possible by technology

- reflect on the effectiveness and implementation;

b) pursue professional interests by creating and actively participating in local and global learning communities; and

c) stay current with research that informs teaching that supports student achievement.

2. LEADER

Educators seek leadership opportunities to support student empowerment and success and to improve teaching and learning. Educators:

a) shape, advance, and accelerate a shared vision for empowered learning with technology by engaging with stakeholders;

b) advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students; and

c) model for stakeholders the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. CITIZEN

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a) create local and global experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that foster and maintain relationships and community;

b) establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency;

c) mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property; and

d) model and promote management of personal data and digital identity and protect student data privacy.

Learning Catalyst

4. COLLABORATOR/ COACH

Educators dedicate time to collaborate with stakeholders to improve practice, discover and share resources and ideas, and solve problems. Educators:

a) dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology;

b) participate in reflective coaching opportunities with colleagues to build capacity to leverage digital resources;

c) collaborate and co-learn with students to discover and to facilitate the use of new digital resources and diagnose and troubleshoot technology issues;

d) use collaborative tools to expand students' authentic learning experiences by engaging virtually with experts, teams and students, locally and globally; and

e) demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. DESIGNER

Educators design environments for learner-driven authentic experiences that recognize and accommodate individual student needs. Educators:

a) use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs;

b) design authentic learning experiences that align with content area standards and use digital tools and resources to maximize active, deep learning; and

c) explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. FACILITATOR

Educators facilitate learning with technology to support student achievement of the Maryland Digital Learning Standards for Students. Educators:

a) facilitate a culture where students take ownership of their learning goals and outcomes in both independent and group settings;

b) manage the use of technology and student learning strategies in digital platforms, virtual environments, hands- on makerspaces or in the field;

c) create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems; and

d) model and cultivate creative expressions to communicate ideas, knowledge or connections.

7. **ANALYST**

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a) provide alternative ways for students to demonstrate competency and reflect on their learning using technology;

b) use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction; and

c) use assessment data to guide progress and communicate with stakeholders to build student self-direction.

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