OSSE Computer Science/Technology Standards

Introduction: This document enables educator preparation providers (EPPs) in the District of Columbia to provide information to the Office of the State Superintendent of Education (OSSE) regarding how the EPP aligns with the OSSE Computer Science/Technology standards adapted from the International Society for Technology in Education (ISTE, 2017).

As the state education agency for the District, OSSE has an interest in ensuring that every student has an effective teacher and that every school has effective leaders. OSSE values the dedication of District EPPs to ensure schools are staffed with effective leaders and teacher leaders and strives to ensure programmatic excellence and candidate success. Establishing that each approved DC EPP is held to a uniform set of standards will help OSSE ensure that these aims are realized.

EPP Submission: The EPP should submit this rubric with its evidence for the state computer science/technology subject area program review. In completing this form, the EPP should describe how its computer science/technology program provides candidates coursework (assignments and assessments) and/or clinical and field experiences that demonstrate competency in each of the OSSE computer science/technology program standards below.

EPP Information:

EPP name (in the box below)	EPP contact name, title and contact information (email and phone number in the box below)
Submission date (in the box below)	

EPP Notification: OSSE will notify the EPP of its state approval status within 60 calendar days of the subject area program review.

OSSE Standards Alignment: The EPP must complete the table below aligning evidence to be submitted to each OSSE computer science/technology standard.

OSSE Standard	Description of how program meets standard	Applicable Course Name(s)/ Number(s)	Credit Hours	Reviewer Rating
	EPP: Please provide a concise, yet specific description (no more than 200 words) of how the EPP subject area program meets each of the standards and components below. Please attach evidence (course syllabi, reading lists, assessment examples) to this demonstration document.			-Meets or exceeds the standard
	Reviewer: Please use the space highlighted in blue to document all notes regarding the EPP evidence provided for each standard component and overall standard and provide a rating in the last column for each standard component and an overall rating for each standard below.			-Partially meets the standard -Does not meet the standard
Standard 1: Empowered Professional: Learner - Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.				
Component 1.1 – Educators set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 1.2 - Educators pursue professional interests by creating and actively participating in local and global learning networks.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 1.3 – Educators stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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Overall reviewer notes for Standard 1					*Overall Reviewer Rating*
Standard 2: Empowered Professional: Leader - Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.					
Component 2.1 – Educators shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Component 2.2 – Educators advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	*EPP*				
	Reviewer Notes				*Reviewer Rating*

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Component 2.3 – Educators model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 2				*Overall Reviewer Rating*
Standard 3: Empowered Professional: Citizen - Educators inspire students to positively contribute to and responsibly participate in the digital world.				
Component 3.1 – Educators create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 3.2 – Educators establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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Component 3.3 – Educators mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 3.4 – Educators model and promote management of personal data and digital identity and protect student data privacy.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 3				*Overall Reviewer Rating*

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Standard 4: Learning Catalyst: Collaborator - Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.				
Component 4.1 – Educators dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 4.2 – Educators collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 4.3 – Educators use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	*EPP*			
	Reviewer Notes			*Reviewer Rating*

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Component 4.4 – Educators demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 4				*Overall Reviewer Rating*
Standard 5: Learning Catalyst: Designer - Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.				
Component 5.1 – Educators use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 5.2 – Educators design authentic learning activities that align with content area standards	*EPP*			

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and use digital tools and resources to maximize active, deep learning.	*Reviewer Notes*				*Reviewer Rating*
Component 5.3 – Educators explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	*EPP*				
	Reviewer Notes				*Reviewer Rating*
Overall reviewer notes for Standard 5					*Overall Reviewer Rating*
Standard 6: Learning Catalyst: Facilitator - Educators facilitate learning with technology to support student achievement of the [ISTE Standards for Students]().					
Component 6.1 – Educators foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.	*EPP*				
	Reviewer Notes				*Reviewer Rating*

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Component 6.2 – Educators manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 6.3 – Educators create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Component 6.4 – Educators model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	*EPP*			
	Reviewer Notes			*Reviewer Rating*
Overall reviewer notes for Standard 6				*Overall Reviewer Rating*

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Standard 7: Learning Catalyst: Analyst - Educators understand and use data to drive their instruction and support students in achieving their learning goals.				
Component 7.1 - Educators provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	*EPP*			■
	Reviewer Notes			*Reviewer Rating*
Component 7.2 – Educators 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.	*EPP*			■
	Reviewer Notes			*Reviewer Rating*
Component 7.3 – Educators use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	*EPP*			■
	Reviewer Notes			*Reviewer Rating*

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Overall reviewer notes for Standard 7				*Overall Reviewer Rating*
Overall OSSE Computer Science/Technology Standards Reviewer Notes				*Overall OSSE Computer Science/ Technology Standards Reviewer Rating*