ISTE Educator Standards

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2.1 Set Goals, participate, and stay current. Have a goal to see what new pedagogical approaches tech enables, and be involved in learning networks (communities), and contribute to advancing digital learning outcomes.

2.2 Lead vision for tech learning by gathering input from stakeholders, ensure accessibility needs are met of students, be and example of a digital tool expander.

2.3 Be a citizen/exporter of positive online behavior, examine credibility, and mentor ethically on the use of digital tools, and digital piracy.

2.4 Collaborate with colleagues to leverage tech and with students on troubleshooting and using digital resources, engage in tools that expose students to real-world experiences, and be competent to engage across cultures.

2.5 Design with tech a personal learning that accommodates learner differences and associates the learner's academic world with personal goals, such as authentic learning activities to foster deep learning, innovate learning environments for tech use.

2.6 Facilitate student owned learning, balance of tech use in class, opportunities for students to think computationally, and creatively.

2.7 Analyze alternative methods students might prove competency with feedback from assessments that use tech, and data to communicate with stakeholders and students to build self-direction.

ISTE Student Standards:

1.1 Empowered with learning goals that they have a choice in and reflect on the learning outcomes. They can customize their learning environments, through different task choices. Feedback from tech is provided for improved practice. Have a capacity to use, understand, and fix tech that will transfer to emerging tech.

1.2 Bacome a healthy digital citizen by learning the permanence of the digital world, safe online behavior, the rights of intellectual property, and maintenance of privacy.

1.3 Students construct research strategies, evaluate the information such as credibility, curate the digital information into a object/form that builds real-world knowledge(facts) to help solve real issues.

1.4 Students deliberately use a design process for idea generation and solutions, consider constraints of the design, develop prototypes, and exhibit a capacity to work on open-ended problems.

1.5 Students think computationally, to form problems in a way that facilitates a solution that uses technology, analyzing data for decision making, and break the problem into parts for problem solving, and use automation or algorithmic thinking to test solutions.

1.6 Students communicate creatively by choosing the platform of their creation/communication to create original works/remixes with a variety of digital objects for presentation to intended audiences.

1.7 Students connect globally by using tools to connect with other backgrounds/cultures using collaborative tech, to contribute constructively toward a common goal, investigating solutions for local and global issues.

Educators: Learner, Leader, Citizen, Collaborator, Designer, Facilitator, Analyst

Students: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator, Global Collaborator

Noted similarities:

Educators and Student's both share the standards of Learner, Citizenship, Design, Collaboration.

I found it interesting that the Educators share the standard of Learner given the nature of their primary role. It makes sense to expect educators to set and meet personal educational goals and advance their pedagogical practices to improve their professional practices in addition their students.

Noted differences:

Educator: Leader, Facilitator, and Analyst

Students: Knowledge Constructor, Computational Thinker, Creative Communicator.