K-12 Educational Technology Standards Comparison Document

For the purposes of this comparison document, grade-level specificity has been left out. This document outlines the larger concepts that all students will learn by the end of 12th grade, for both the old and new standards, and is set-up in a format allowing comparison for concept similarities or differences.

Current Standards for K-12 Educational Technology	Proposed Standards for K-12 Educational Technology
These standards are arranged by Strand, Indicator, Grade-level standards and sometimes include examples. Again, grade-level specificity has been left out to direct the reader's focus towards the conceptual similarities and differences. 1. **Strands** are the broad conceptual content areas that define Educational Technology. They are: Nature, Concepts and Systems (systems thinking, interactions, and design), Social Interactions, Information and Communication Tools, Information and Communication Processes, and Information Literacy. 2. **Indicators** are the common threads of a strand that represent expected outcomes for all students preparing to graduate from South Dakota schools. 3. **Grade-level Standards** and supporting skills represent expected outcomes for students completing each grade level. 4. **Examples** represent some possible materials and/or activities classroom instructors could use in teaching the standards or supporting skills. Examples are not provided where the meaning of the standard should be evident to the reader. While the intention of providing examples is to clarify what is intended in terms of the complexity and level of challenge of the standard, these examples do not represent actual test items that will appear on the assessment.	These standards are arranged by Strand, Standards, and Grade-level outcomes. Again, grade-level specificity has been left out to direct the reader's focus towards the conceptual similarities and differences. 1. **Strands** are the broad conceptual content areas that define Educational Technology. They are: Research and Digital Literacy, Critical Thinking, Problem-Solving and Decision-Making, Digital Citizenship, Technology Operations and Concepts, Creativity and Innovation, and Communication and Collaboration. These strands are similar to the last set, but are further developed to reflect the needs of today's students. 2. **Standards** are the common threads of a strand that represent expected outcomes for all students preparing to graduate from South Dakota schools. These standards are consistent for all grade levels to ensure coherence and progression throughout the K-12 system. 3. **Grade-level outcomes** and supporting skills represent expected expectations for students completing each grade level. 4. **Examples** are not included in the proposed standards.

Current South Dakota K-12 Educational Technology Standards – Strands and Indicators	Proposed South Dakota K-12 Educational Technology Standards – Strands and Standards
Strand #1 - Nature, Concepts and Systems (systems thinking, interactions, and design) <u>Indicator 1:</u> Students understand the history and progression of technology in relation to the development and design of future technology. <u>Indicator 2:</u> Students analyze the parts of a technological system in terms of input, process, output, and feedback. <u>Indicator 3:</u> Students analyze the relationships and the connections between technologies in different fields of study and how they apply to communities. <u>Indicator 4:</u> Students understand the purpose and demonstrate the use of the design process in problem solving. **Strand #2 - Social Interactions in Information & Communication Technology** <u>Indicator 1:</u> Students understand the safe, ethical, legal, and societal issues related to technology. <u>Indicator 2:</u> Students investigate the advantages and disadvantages of technology. **Strand #3 - Information & Communication Technology Tools** <u>Indicator 1:</u> Students recognize and demonstrate skills in operating technological systems. <u>Indicator 2:</u> Students use technology to enhance learning, extend capability, and promote creativity. <u>Indicator 3:</u> Students evaluate and select information tools based on the appropriateness to specific tasks **Strand #4 - Information & Communication Technology Processes** <u>Indicator 1:</u> Students understand the purpose of information technologies to communicate with a variety of collaborators. <u>Indicator 2:</u> Students exchange information and ideas for an identified purpose through Information Technologies. **Strand #5 - Information Literacy** <u>Indicator 1:</u> Students use technology to locate/acquire information. <u>Indicator 2:</u> Students determine reliability and relevancy of Information.	**Strand 1: Research and Digital Literacy** <u>Standard 1:</u> Students use technology to locate, organize, evaluate and analyze information. <u>Standard 2:</u> Students determine the reliability and relevancy of information. **Strand 2: Critical Thinking, Problem-Solving and Decision-Making** <u>Standard 1:</u> Students analyze the relationship of technology in careers, communities, and society. <u>Standard 2:</u> Use a design process to solve problems. <u>Standard 3:</u> Students evaluate and select technology tools based on the specific tasks. **Strand 3: Digital Citizenship** <u>Standard 1:</u> Students interpret the history and progression of technology. **Strand 4: Technology Operations and Concepts** <u>Standard 1:</u> Students interpret the history and progression of technology. <u>Standard 2:</u> Students analyze the parts of a technological system. <u>Standard 3:</u> Students demonstrate skills in utilizing technological systems. **Strand 5: Creativity and Innovation** <u>Standard 1:</u> Students use technology to generate ideas and promote creativity. **Strand 6: Communication and Collaboration** <u>Standard 1:</u> Students use technology to communicate with others. <u>Standard 2:</u> Students use technology to collaborate for an identified purpose.