ISTE Standards: For Coaches

(These standards are used for Physical Education and Coaching only)

4.1 Change Agent

Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning.

4.1.a Create a Shared Vision

Coaches create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.

4.1.b Use of Digital Tools & Content

Coaches facilitate equitable use of digital learning tools and content that meet the needs of each learner.

4.1.c Cultivate a Supportive Coaching Culture

Coaches cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and meet individual goals.

4.1.d Recognize High-Impact Teaching

Coaches recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.

4.1.e Maximize Potential of Technology

Coaches connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.

4.2 Connected Learner

Coaches model the ISTE Standards for Students and the ISTE Standards for Educators, and identify ways to improve their coaching practice.

4.2.a Deepen Expertise Through Professional Learning

Coaches pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.

4.2.b Participate in PLNs

Coaches actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.

4.2.c Commit to Continuous Improvement

Coaches establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.

4.3 Collaborator

Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.

4.3.a Cultivate Coaching Relationships

Coaches establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.

4.3.b Identify Relevant Learning Content With Educators

Coaches partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and considers student interests and aspirations.

4.3.c Evaluate Effectiveness of Tools for Learning

Coaches partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.

4.3.d Personalize Support for Educators

Coaches personalize support for educators by planning and modeling the effective use of technology to improve student learning.

4.4 Learning Designer

Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students.

4.4.a Collaborate on Learning Design

Coaches collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.

4.4.b Support Effective Assessments

Coaches help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.

4.4.c Collaborate to Accommodate Learner Needs

Coaches collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.

4.4.d Model Instructional Design Principles

Coaches model the use of instructional design principles with educators to create effective digital learning environments.

4.5 Professional Learning Facilitator

Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use of technology to advance teaching and learning.

4.5.a Design Quality Professional Learning

Coaches design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.

4.5.b Build Capacity

Coaches build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.

4.5.c Evaluate PD Impact

Coaches evaluate the impact of professional learning and continually make improvements to meet the schoolwide vision for using technology for high-impact teaching and learning.

4.6 Data-Driven Decision-Maker

Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.

4.6.a Facilitate Data Collection and Analysis

Coaches model best practices for educators and leaders for securely collecting, protecting and analyzing student data.

4.6.b Help Educators Interpret Data

Coaches support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.

4.6.c Support Student Data Use

Coaches partner with educators to empower students to use learning data to set their own goals and measure their progress.

4.7 Digital Citizen Advocate

Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in living in a digital world.

4.7.a Encourage Civic Engagement

Coaches and educators create pathways for students to use technology to address community challenges and gain real-world experience.

4.7.b Foster Inclusive, Balanced Use

Coaches collaborate with educators, leaders and students to foster inclusive online spaces and healthy balance in their use of technology.

4.7.c Evaluate Online Content

Coaches support educators and students to critically examine the sources and accuracy of online content and evaluate underlying assumptions, biases, and perspectives.

4.7.d Support Others in Protecting Personal Data

Coaches empower educators, leaders and students to make informed decisions to protect their personal data and curate the digital profile they intend to reflect.

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