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# TESOL Technology Standards

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*Technology will not replace teachers,  
but teachers who use technology will  
replace those who do not (Ray Clifford)*

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# Outline

- Why have the Standards?
  - What is the format?
  - What are the basic ideas?
    - Standards for Language Teachers
    - Standards for Language Learners
  - Where can I get more information?
  - Your comments
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# Why have the standards?

- Prompt teachers to learn to use technology in their teaching
  - Articulate a clear set of stages for the development of teacher IT competence
  - Help administrators and policy makers
  - Help minimize the digital divide - between countries and within countries
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# What is the format?

- ❑ Technology Standards for Language Learners
  - ❑ Technology Standards for Language Teachers
  - ❑ Performance indicators
  - ❑ Vignettes (examples)
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# Performance indicators

- Examples – not brand names
  - Use of “available” technology
  - In Standards for Language Learners
    - Most for a range of settings
    - Some specific - young learners, fully online, etc.
  - In Standards for Language Teachers
    - Some indicators for “experienced” teachers with a high level of access
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# Vignettes –learner and teacher sections

- Young learners, teens, adults
  - EFL, ESL
  - Intensive English programs
  - Adult workplace English
  - English for specific purposes (academic and professional)
  - One-computer classroom, class-lab, fully online
  - Administrators and teacher educators
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# Standards for Students

- Three overarching goals
    - Each with two to five standards
    - 11 standards in all
    - Performance indicators
    - Vignettes as examples
  - Not part of today's discussion
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# Standards for Teachers

- Four overarching goals
    - Each with three to five standards
    - 15 standards in all
    - Performance indicators
    - Vignettes as examples
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# Teacher Standards: Goal 1

- Goal 1. Teachers acquire and maintain basic skills and knowledge in technology for professional purposes
    - Standard 1: Have basic knowledge and skills
    - Standard 2: Understand a range of technology options for language learning and teaching
    - Standard 3: Continue to learn throughout the career
    - Standard 4: Use technology in legal and ethical ways
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# Goal 1, Standard 1 Performance Indicators

- **Goal 1, Standard 1: Basic knowledge and skills**
    - Perform basic computing functions (e.g., using a mouse and keyboard; opening, closing and resizing software windows; saving, editing and organizing files and folders; copying, cutting and pasting elements within a document; launching and exiting software applications and similar universal tasks)
    - Prepare instructional materials for students using word processing software, presentation software or web-design software
    - Be careful when using online sources and in electronic communication
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# Goal 1, Standard 2 Performance Indicators

- Goal 1, Standard 2: Range of technology supports for learning
    - Identify appropriate technologies for your needs
    - Evaluate
    - Share information
    - Know how to use online resources
    - Be able to adapt digital resources
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# Goal 1 Standard 3 Performance Indicators

- Goal 1, Standard 3: Continuing learning
    - Use technology tools to expand upon a conventional activity
      - Know the possibilities
      - Computer and projector if available
      - Downloaded information – graphics, exercises
    - Keep up with information – alone and with others
      - Network of information sharing
    - Look critically at new technologies
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# Goal 1 Standard 4 Performance Indicators

- Goal 1, Standard 4: Legal and ethical
    - Protect students – privacy, cultural differences
    - Respect the law – access, copyright
    - Get help as needed to understand local legal and ethical requirements
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# Teacher Standards: Goal 2

- Teachers integrate pedagogical knowledge and skills with technology to enhance language teaching and learning
    - Standard 1: Identify and evaluate technology resources
    - Standard 2: Integrate technology into teaching
    - Standard 3: Use technology appropriately to meet curricular goals and objectives
    - Standard 4: Use relevant research when planning activities and tasks
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# Goal 2 Standard 1 Performance Indicators

- Goal 2, Standard 1: Identify, evaluate resources
    - Identify resources and limitations
    - Identify technology to meet specific learning/teaching goals
    - Evaluate according to the goals of the class
    - Evaluate according to the needs and abilities of the students
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# Goal 2 Standard 2 Performance Indicators

- Goal 2, Standard 2: Integrate into pedagogy
    - Understand your own teaching styles and how technology can help
    - **Embed technology into teaching** rather than making it an add-on
      - Can be material that you download
      - Create a good fit with classroom needs
      - Deeper understanding of possibilities
    - Evaluate your use of technology in teaching
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## Goal 2, Standard 2 (Integrate into pedagogy) Performance Indicators

- Experienced level of technology use
    - Can address the limitations in technology
    - Support peers in their professional development with technology
      - Informally may be unpaid
      - Formal expectations - help should be paid
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# Goal 2 Standard 3 Performance Indicators

- Goal 2, Standard 3: Meet curricular goals
    - Use technology that fits
      - The goals of the class
      - The needs and abilities of the students
    - Teach students to use the technology to meet instructional goals
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# Goal 2, Standard 3 (Curricular goals)

## Performance Indicators

- Experienced level of technology use
    - Adapt technology-based activities to meet the goals of the class and needs and abilities of the students
    - Create an appropriate technology environment to meet specific teaching/learning goals
    - Use a wide range of functions in technological resources
    - Identify more than one approach to achieve an objective
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# Goal 2 Standard 4 Performance Indicators

- Goal 2, Standard 4: Use research to inform planning
    - Be familiar with research and different sources of research about classroom practice
    - Think about the context and limitations of research
      - Older research may not apply to new technologies
    - Discern which findings are most appropriate for your situation
    - Share relevant research findings with others
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# Goal 2 Standard 4 (Use research)

## Performance Indicators

- Experienced level of technology use
    - Be well-versed in relevant research findings
    - Identify gaps in current research
    - Help others recognize the context and limitations of research
    - Produce and share research related to technology use
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# Reflect

- How do these two goals apply to what YOU do?
    - Understanding uses of technology in teaching
    - Planning to use technology
    - Choosing appropriate technology for a specific context (in general)
  - 3 minutes: Talk with a neighbor; share your ideas
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# Teacher Standards: Goal 3

- Teachers apply technology in record-keeping, feedback, and assessment
    - Standard 1: Use technology appropriately in learner assessment.
    - Standard 2: Collect and analyze information to enhance teaching and learning.
    - Standard 3: Evaluate the effectiveness of student uses of technology.
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# Goal 3 Standard 1 Performance Indicators

- Goal 3 Standard 1: Learner assessment.
    - Be familiar with different forms of assessment that use technology
    - Use appropriate record-keeping tools and techniques
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# Goal 3 Standard 1 (Learner assessment)

## Performance Indicators

- Experienced level of technology use
    - Use computer-based diagnostic, formative, and summative testing where feasible
    - Use technology to illustrate learner progress (e.g., graphic representations of scores over time, revision history)
    - Provide feedback by exchanging digital files, e.g.:
      - Track changes, Insert comments
      - Voice annotations
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# Goal 3 Standard 2 Performance Indicators

- Goal 3, Standard 2: Collect, analyze info
    - Use technology-enhanced assessment results to plan instruction, such as:
      - Needs assessment
      - Learning styles survey (downloaded from the web)
    - Interpret computer-based test scores for stakeholders
    - Elicit student feedback in order to improve teacher use of technology
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## Goal 3 Standard 2 (Collect, analyze information) Performance Indicators

- Experienced level of technology use
    - Apply research findings related to technology-enhanced assessment
    - Collect student output for analysis (e.g., concordancer to analyze lexical complexity, chat logs)
    - Use digital resources to document teaching for further analysis
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# Goal 3 Standard 3 Performance Indicators

- Goal 3, Standard 3: Evaluate effectiveness
    - Evaluate student use of technology
    - Ask for student feedback in order to improve student use of technology
    - Experienced level of technology use
      - Develop and share procedures for evaluating student use of technology
      - Examine student outcomes that result from use of technology
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# Reflect

- How would you evaluate student use of technology? What would you ask teachers to do?
  - 3 minutes: Discuss with a partner
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# Teacher Standards: Goal 4

- Teachers use technology to improve communication, collaboration, and efficiency
    - Standard 1: Use communication technologies effectively with peers, students, administration, and others.
    - Standard 2: Make informed decisions regarding the use of technology for language learning and communication.
    - Standard 3: Apply technology to be more efficient with class preparation, grading, and maintaining records.
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# Goal 4 Standard 1 Performance Indicators

- Goal 4, Standard 1: Communication with stakeholders
    - Use online resources (lesson plans & teaching ideas) from other language teachers
    - Belong to online communities of language teachers
    - Share your email address with students and peers
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# Goal 4 Standard 1 (Stakeholder communication) Performance Indicators

- Experienced level of technology use
    - Maintain an electronic forum (such as webpage or blog) to post information for students
    - View and comment on students' electronic work
    - Advise administration on the use of online technology to improve communication
    - Share instructional material digitally
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# Goal 4 Standard 2 Performance Indicators

- Goal 4, Standard 2: Reflect on tech developments
    - Take advantage of professional development related to technology integration
    - Select technology resources that promote appropriate language use
    - Think about different ways of using technology
    - Decide which findings are most appropriate for your situation
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# Goal 4 Standard 2 (Tech developments)

## Performance Indicators

- Experienced level of technology use
    - Stay informed about how to use new technologies
    - Integrate technology in innovative ways
    - Do research and share the results
    - Advise decision-makers about technology developments
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# Goal 4 Standard 3 Performance Indicators

- Goal 4, Standard 3: Class prep and records
    - Use electronic resources to find additional materials for lesson planning and classroom use
    - Understand various methods of providing electronic feedback on student work
    - **Have a system** to collect, organize, and retrieve material and student data
      - Possibilities: Social bookmarking, such as Diigo and Delicious
      - Possibilities: Private way to share files
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## Goal 4, Standard 3 (Class prep and records) Performance Indicators

- Experienced level of technology use
    - Maintain a resource that allows students to locate and retrieve material
    - Use electronic methods for formative and summative assessment
    - Encourage students to use electronic methods to document their own progress
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# Reflect

- How do you or could you use electronic tools to improve communication with teachers and among teachers?
  - How could YOU use the Standards?
  - What are the next steps to take?
  - 3 minutes: Talk with colleagues, then share with the group as a whole
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# Where can I get more information?

- Download the Standards online
  - <http://www.tesol.org/TechnologyStandards>



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# Final comments

Bad teaching will not disappear with the addition of technology, no matter how advanced the technology is.

Good teaching will benefit from appropriate use of technology to help learners achieve their goals.

Ultimate interpretation of the standards needs to be pedagogical, not technical.

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# TESOL Technology Standards Task Force

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