

Five core competencies are identified within ISTE NETS for Teachers:

1. Facilitate and Inspire Student Learning and Creativity

Teachers use their knowledge of subject matter, teaching and learning, and technology to facilitate experiences that advance student learning, creativity, and innovation in both face-to-face and virtual environments.

2. Design and Develop Digital-Age Learning Experiences and Assessments

Teachers design, develop, and evaluate authentic learning experiences and assessment incorporating contemporary tools and resources to maximize content learning in context and to develop the knowledge, skills, and attitudes identified in the NETS•S.

3. Model Digital-Age Work and Learning

Teachers exhibit knowledge, skills, and work processes representative of an innovative professional in a global and digital society.

4. Promote and Model Digital Citizenship and Responsibility

Teachers understand local and global societal issues and responsibilities in an evolving digital culture and exhibit legal and ethical behavior in their professional practices.

5. Engage in Professional Growth and Leadership

Teachers continuously improve their professional practice, model lifelong learning, and exhibit leadership in their school and professional community by promoting and demonstrating the effective use of digital tools and resources.

A series of more specific teacher abilities are identified within each of these core competencies. These are fully defined on the ISTE website at: <http://www.iste.org/standards/standards/standards-for-teachers>

Teacher Abilities within the above Competencies

Several teacher abilities are identified for each ISTE standard competency. Within this course, the following competencies and teacher abilities will be addressed:

Facilitate and Inspire Student Learning and Creativity

- Model collaborative knowledge construction by engaging in learning with colleagues and others in face to face and virtual environments.

Model Digital-Age Work and Learning

- Collaborate using digital tools to support student success.
- Model effective use of current and emerging tools to locate, analyze, evaluate and use resources to support learning.

Engage in Professional Growth and Leadership

- Participate in local and global learning communities to explore creative applications of technology to improve student learning.
- Evaluate and reflect on current research and professional practice on a regular basis.

Promote and Model Digital Citizenship and Responsibility

- Model safe, legal and ethical use of digital information and technology.
- Promote and model digital etiquette and responsible social interactions related to use of technology and information.

Learning Focus

The primary focus for participants in this course is the exploration of teaching and learning, namely the field of education. The integration of technology into the curricula remains a critical and foundational element in this process – but the focus is teaching and learning not the technology per se. By building on the above competencies, and subsequent teacher abilities, the intent is to maintain this focus on teaching and learning.

Tentative Timeline

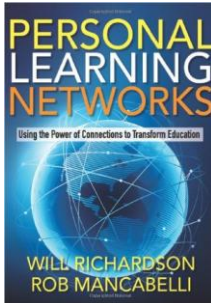
- DAY 1:** Opening Ceremonies
What is a Professional Learning Network? (PLN)
- DAY 2:** Twitter
- DAY 3:** Twitter Chats
- DAY 4:** Making Time to Build Your PLN
- DAY 5:** Using Blogs
- DAY 6:** Curation Tools
- DAY 7:** Using Diigo
- DAY 8:** Webinars
- DAY 9:** Other Tools
- DAY 10:** Maintaining and Growing your PLN
Evaluation
Closing Ceremonies

Learner Outcomes/Assignments

The specific learner outcomes for participants in the IT for Dominica Summer Institute's Professional Learning Networks include:

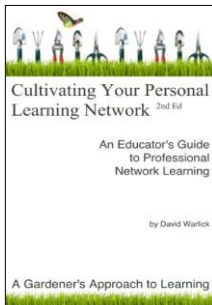
1. Participants will develop an increased level of confidence in their ability to:
 - use digital tools to find information and resources that will address personal professional development goals.
 - access research into current best practices in education
 - use technology to communicate, connect and collaborate with other educators to enhance professional practice.
 - engage online in ways that model responsible digital citizenship
2. Participants will develop their own professional learning network by:
 - creating and using a bookmarking tool to organize resources
 - personalizing an aggregator to curate content
 - joining at least one professional network
 - following and commenting on at least five educational blogs or wikis
 - creating an account and following at least five people on a social media networking service
 - collaborating to create content using at least one online tool

Resources/Research



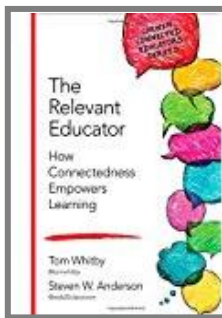
Personal Learning Networks: Using the Power of Connections to Transform Education

Will Richardson, Rob Mancabelli
(2011)



Cultivating Your Personal Learning Network: An Educators Guide To Professional Network Learning

David Warlick
(2012)



The Relevant Educator: How Connectedness Empowers Learning

Tom Whitby and Steven W. Anderson
(2014)

Krutka, D.G., Carpenter, J.P., & Trust, T. (2017). [Enriching professional learning networks: A framework for identification, reflection, and intention.](#) *TechTrends*.

Trust, T, Krutka, D.G., & Carpenter, J.P. (2016). ['Together we are better': Professional learning networks for teachers.](#) *Computers & Education*. 102, 15-34. doi: 10.1016/j.compedu.2016.06.007.

Grading

The course is offered on a pass/no pass basis. Evaluations are based upon the following criteria:

- 1) Daily attendance.
- 2) Completion of daily challenges and assignments.

10 Reasons Why Every Teacher Needs a P.L.N.

1 Find great resources, lesson plans & conferences

2 Share your resources & ideas

3 Follow amazing educators and their blogs

4 Get support when needed

5 Make international connections

6 Flatten your classroom walls

7 Collaborate globally on projects

8 Find round-the-clock inspiration

9 Learn the latest trends in education

10 Never run out of ideas for new things to try with your students

PERSONAL or PROFESSIONAL LEARNING NETWORK

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