Student Name: Holly Barber-Gatlin

Designate Horizon Report Reading(s): ALL Readings Unit One

ISTE Standards Evaluation Template

- International Society for Technology in Education (ISTE)
  http://www.iste.org/standards
- ISTE Standards Home Page
  http://www.iste.org/standards/iste-standards
  - ISTE Standards for Students
    http://www.iste.org/standards/standards/for-students
    http://www.iste.org/standards/standards/for-students#startstandards
  - ISTE Standards for Educators
    http://www.iste.org/standards/standards/for-educators
  - ISTE Standards for Coaches
    http://www.iste.org/standards/standards-for-coaches
  - ISTE Standards for Educational Leaders
    https://www.iste.org/standards/iste-standards-for-education-leaders

ISTE Standard(s) Addressed in Unit One:

Learning Catalyst: Facilitator (Standards for Educators)

ISTE Standards for Educators (2017)
https://iste.org/standards/educators

6. **Facilitator**
   Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Knowledge Constructor (Standards for Students)

ISTE Standards for Students
http://www.iste.org/standards/standards/for-students
http://www.iste.org/standards/standards/for-students#startstandards

3. **Knowledge Constructor**
   Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Computational Thinker (Standards for Students)

ISTE Standards for Students
http://www.iste.org/standards/standards/for-students
http://www.iste.org/standards/standards/for-students#startstandards

5. **Computational Thinker**
   Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.

Within each of the Standards, you will note the sub-standard designation. Please rate your own success towards meeting this standard within your Final Project as a ***Personal Rating*** using the following delineation:

Rating Scale

0	Absent-component is missing
1	Unsatisfactory-needs significant improvement
2	Somewhat satisfactory-needs targeted improvements
3	Satisfactory-discretionary improvement needed
4	Very satisfactory-no improvement needed

As well, please explain your Personal Rating designation and thoughts within the ***Personal Reflection*** area.

Learning Catalyst: Facilitator (Standards for Educators)

ISTE Standards for Educators (2017)

https://iste.org/standards/educators

6. **Facilitator**
   Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.

Sub-Standard	Personal Rating	Personal Reflection
a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.	4 - Very Satisfactory	At The LUX Schools, I prioritize creating a learning environment where students are active participants in setting and achieving their goals. By incorporating the Montessori philosophy, our children engage in activities that promote both independence and collaboration. For example, our teachers guide students in choosing their own learning materials and setting daily goals, which fosters accountability and pride in their accomplishments. Integrating age-appropriate digital tools, such as interactive apps, further supports this sense of ownership in both group and independent settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	3- Satisfactory	We have successfully integrated digital platforms and hands-on learning strategies across our campuses, but I recognize there is room for improvement in streamlining how we manage these tools. For instance, while our teachers effectively use digital tools for lesson planning and assessments, I want to ensure that all staff are equally confident and consistent in using these platforms. One of my goals is to provide ongoing professional development so that technology enhances our Montessori approach and supports seamless integration into the classroom.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	4 - Very Satisfactory	Encouraging innovation and problem-solving is central to our philosophy at The LUX Schools. Through STEM-based activities, such as our marble exploration project, children engage in design processes that require critical thinking and experimentation. I believe that incorporating computational thinking early—using tools like coding games or

		robotics—allows students to develop valuable problem-solving skills. These experiences are hands-on, creative, and aligned with our goal to prepare children for future academic and life challenges.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	4 - Very Satisfactory	Creativity is a cornerstone of The LUX Schools' philosophy, and I actively encourage this through our curriculum and teacher training. From storytelling activities using Stories to Go to art and music-based projects, we provide ample opportunities for children to express themselves. I also ensure that our teachers model creative thinking by integrating imaginative approaches to lessons and showcasing how creativity can solve real-world problems. This culture of creativity helps children communicate their ideas confidently and meaningfully.

Knowledge Constructor (Standards for Students)

ISTE Standards for Students

http://www.iste.org/standards/standards/for-students
http://www.iste.org/standards/standards/for-students#startstandards

3. **Knowledge Constructor**
   Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

Sub-Standard	Personal Rating	Personal Reflection
a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	3-Satisfactory	Our students are guided to explore and research topics they are curious about, using both hands-on materials and digital tools like tablets. While they engage in meaningful exploration, I see opportunities to enhance how we teach them to critically evaluate and organize their findings. One of my goals is to incorporate more structured guidance on how to research effectively, even at a young age, to foster lifelong inquiry skills.
b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	2-Somewhat Satisfactory	While we do expose students to various learning materials, I feel we can improve on teaching critical evaluation skills, particularly when it comes to digital media. As early childhood learners, they rely heavily on guidance from teachers to navigate information. I aim to provide more resources and training to educators to help students begin to develop a foundation for recognizing credible and relevant information, even in simple contexts.
c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	3-Satisfactory	Our classrooms encourage students to document their learning through physical artifacts and digital tools, such as photo journals or project displays. While this process is well established, I believe incorporating digital portfolios could further enhance their ability to curate and present their work in meaningful ways. This would allow for greater student reflection and parent engagement in their child's progress.

d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	4 - Very Satisfactory	Our project-based approach is deeply rooted in exploring real-world issues, from sustainability projects to STEM activities like marble experiments. These opportunities allow students to ask questions, test ideas, and draw conclusions based on their observations. I'm proud of how our curriculum supports inquiry-based learning, helping students make connections between their classroom experiences and the world around them.

Computational Thinker (Standards for Students)

ISTE Standards for Students

http://www.iste.org/standards/standards/for-students
http://www.iste.org/standards/standards/for-students#startstandards

5. **Computational Thinker**
   Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

Sub-Standard	Personal Rating	Personal Reflection
a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	3-Satisfactory	While we engage students in basic problem-solving activities, there's room to introduce more technology-assisted methods like coding games or interactive simulations. These tools can help students better understand abstract concepts and think algorithmically, even at a young age. Incorporating these tools into our STEM activities is a priority for future curriculum development.
b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	3-Satisfactory	In our current curriculum, students collect data through hands-on activities, such as counting or measuring during science experiments. I see an opportunity to integrate more digital tools, like age-appropriate graphing apps, to represent and analyze their findings. This would strengthen their ability to make connections and solve problems using real-world data.
c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	4 - Very Satisfactory	Problem-solving is a central focus of our classrooms. Activities such as building structures or testing the movement of marbles encourage children to deconstruct challenges and identify solutions. These practices help them develop the foundational skills needed to understand and solve more complex systems as they grow.
d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	2 -Somewhat Satisfactory	Automation and algorithmic thinking are areas where we can grow as a school. While these concepts are introduced through hands-on activities like sequencing or pattern recognition, there is a need to incorporate more

		technology-based tools, such as basic robotics or coding games, to help students develop these skills further. This is a priority for our future STEM initiatives.

Video Link:

https://us06web.zoom.us/rec/share/DHH1QkxOAMegZiqoHXePiJAxSRILMLjbn2yykRcw1afpaVl1r4qKpn6R1mNKAT7K.gNz7zVNa4O6S4Fjg
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Reflective Manuscript

The peer discussion and analysis of the Horizon Report readings, framed through my expertise in early childhood education and graduate studies, highlighted how emerging technologies and data-driven practices can reshape education. The EDUCAUSE Horizon Reports emphasize generative AI, data governance, and hybrid learning as transformative tools for personalized instruction, curriculum design, and accessibility, while raising critical concerns around data privacy and inclusivity. Integrating these insights with ISTE Standards for Educators and Students provides a structured lens to explore how technology facilitates equitable and innovative learning environments.

For example, as an educator and Facilitator, I aim to foster a culture where students take ownership of learning goals by utilizing digital platforms and hands-on experiences, aligning with the ISTE sub-standard on supporting student achievement. The use of generative AI aligns with the Computational Thinker standard, enabling the development of problem-solving strategies, data analysis, and algorithmic thinking to enhance decision-making in early childhood education. Moreover, the Knowledge Constructor standard is evident in critically curating digital resources to build meaningful learning experiences and real-world problem-solving opportunities, such as leveraging hybrid learning modalities to engage diverse families.

By combining these standards with ethical considerations for technology integration, I can model and nurture creativity and innovation while addressing challenges like equity and inclusivity in early childhood education.