

Digital Literacy Competencies for Adult Educators

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Introduction

The shift to increased distance learning and the need to teach digital literacy skills that has come with it have yielded both opportunities and challenges for adult educators in Pennsylvania. A wider variety of class formats and more opportunities for technology-enhanced instruction provide additional ways for students to connect to the classroom, but they and their instructors may lack the digital skills to make the most of these opportunities.

In 2021, the Digital Literacy and Distance Education technical assistance project (DLDE) surveyed practitioners across Pennsylvania Department of Education-funded adult education programs to determine what challenges they faced regarding their digital literacy. In the survey responses, the areas of highest need included creating asynchronous materials to support students, assessing students' digital literacy skills, and teaching digital literacy skills (DLDE, 2021). These challenges showed the potential difficulties distance learning poses as adult educators work to build the digital literacy skills needed to help their students meet educational and workplace goals. It is crucial to identify the digital skills that will allow educators to support their students' progress toward their goals.

To develop these competencies, the DLDE team first reviewed digital and blended instructor standards, including examples from state and national K-12 institutions and businesses. Additionally, they relied on the American Institutes for Research's Adult Educator Teacher Competencies, the Pennsylvania Digital Literacy Standards for Adult Learners, and their knowledge and experience as practitioners in the field.

Organization

The *Digital Literacy Competencies for Adult Educators* are organized into three competencies that are further detailed by performance indicators. Each performance indicator includes sample skills that educators should be able to perform once they have fully developed their competency and a sample illustration of how each competency might present in the adult education setting. Neither the sample skills nor the illustrations are meant to be an exhaustive list of what each performance indicator looks like in practice, but instead to serve as concrete examples of how the competencies and skills may be applied. In addition to the three main competencies, the appendix contains a list of technology fundamentals, which include sample skills drawn from the adult education context. They can be used as a guide for any educator who would like to increase their foundational technology skills in support of the three main competencies.

Each of the competencies is divided into three levels of proficiency. The levels are scaffolded to encourage educators to increase their comfort with familiar digital tools and contexts at the first level, transfer their knowledge to new tools and contexts at the second level, and assess and adjust use of many tools and contexts, in addition to offering support to peers, at the third level. Educators may find that they are at different levels in different competencies, and we encourage them to use the competencies as a target for professional growth.

Level 1
Acknowledges the need for digital literacy and distance education and identifies situations in which they are useful or necessary; names and defines common terms related to digital devices and applications; follows step-by-step instructions to complete routine technology tasks; gets assistance when learning to use new technology tools; and assesses and teaches basic digital literacy to students.
Level 2
Navigates known technology independently; uses technical skills to engage in commonly completed teaching tasks with fluency; implements new technology in the classroom; shares resources with peers; participates in agency meetings to strengthen digital literacy and distance education skills; and applies known technical skills to new technology, seeking assistance where needed.
Level 3
Evaluates the use of technology in classrooms, makes needed adjustments, and effectively transfers skills and knowledge to unknown technology; provides leadership in settings where the goal is to strengthen digital literacy and distance education in others. To maintain Level 3 skills, educators research scholarly articles to stay aware of the latest technology trends in education.

1. Instructor Competency

The educator uses digital tools to enhance andragogical practices. Using a student-centered approach, they design learning opportunities, facilitate independent and group work, and assess learner progress. Educators focus on information related to the classroom, with competencies focused on designing technology-enriched learning experiences, facilitating student-centered learning, and assessing student performance.

Performance Indicator 1.1. Designer: The educator designs technology-enriched learning experiences that recognize and accommodate learner variability.

Level	Example Skills	Sample Illustrations
Level 1: The educator designs learning activities using digital tools and resources to maximize active, deep learning and accommodates learner differences, seeking assistance as needed.	<ul style="list-style-type: none">• Creates an interactive presentation to teach a new concept.• Uses familiar technology to create assignments, quizzes, and tests online.• Uploads assignments to a learning management system (LMS).	A High School Equivalency (HSE) instructor has some students coming to class in person, while others are participating online. The instructor copies a paper assignment to the agency's LMS and sets it up so that students will be able to submit their answers electronically. This allows the online students to have access to the same materials as those coming to class, and the students in class can decide whether to complete the paper or online assignment.
Level 2: The educator designs authentic learning activities using digital tools and resources to maximize active, deep learning that also accommodates learner differences, and applies known skills to similar technology, seeking assistance as needed.	<ul style="list-style-type: none">• Tries a new program to survey students and collects feedback on a lesson.• Uses an unfamiliar program to create an interactive asynchronous assignment with the help of an experienced peer.• Develops a lesson using an online platform that adjusts questions based on student performance.	A math instructor notices that one or two students typically answer all of the in-class questions and wants to increase overall student engagement. The instructor finds an online gaming platform and uses it to create and assign a quiz in the form of a game that students will complete simultaneously after learning a new concept. When playing the game together, all students are given a chance to provide answers and results and answers are presented before moving on to the next question, giving the instructor a chance to provide additional instruction whenever it is necessary.

<p>Level 3: The educator evaluates the use of technology and designs/redesigns authentic learning activities, potentially using unfamiliar digital tools and resources, to maximize active, deep learning and accommodate learner differences.</p>	<ul style="list-style-type: none"> • Researches and implements an appropriate digital collaboration tool to aid students during a group project. • Uses an unfamiliar program to create an interactive asynchronous assignment without assistance. • Creates assignments that require students to post to a discussion board after discovering the need for additional interaction between online and in-person learners. 	<p>An English Language Arts (ELA) instructor observes that some students are struggling with writing the extended response for the GED® test. The instructor finds and selects a free program for creating and editing interactive videos and uses it to demonstrate the steps for effectively writing an essay for the GED® test. The instructor embeds assignments into the videos so that students can practice the steps as they learn them. After testing the lesson as a learner, the instructor submits it to the Supplemental Distance Learning (DL) Lesson Bank so that the program can count instructional time when students complete the assignments.</p>
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1.2. Facilitator: The educator facilitates student-centered learning by providing learners with the required digital tools and knowledge needed to work independently and in groups to solve problems or answer questions.

Level	Example Skills	Illustrations
<p>Level 1: The educator uses familiar digital tools and the help of peers to create opportunities for students to work independently or in groups to solve problems or answer questions.</p>	<ul style="list-style-type: none"> • Helps students digitalize hard copies of course work to create a personalized digital learning portfolio. • Creates digital folders or makes space in an LMS where students can upload independent work as part of a group project. • Asks students to complete an online orientation for an instructional program that they will be using for supplemental distance learning. 	<p>A math instructor realizes that many students are struggling with a particular problem in one of their online assignments. The instructor takes a screenshot of the problem and pastes it into an online word processing program that is familiar to both the instructor and students and that allows both online and in person learners to collaborate. The students use the program's real-time chat feature to work together to solve the problem during class, while the instructor observes and guides the students as needed.</p>

<p>Level 2: The educator integrates new technology learned independently or in a professional setting to expand their students' opportunities to work independently or in groups to solve problems or answer questions.</p>	<ul style="list-style-type: none"> • Researches and implements an appropriate digital collaboration tool to aid students during a group project. • Learns about a free approved online program that another instructor mentioned in a professional learning community and uses it to provide individualized review and extension lessons to math students. • Uses a peer-created lesson from the Supplemental DL Lesson Bank to provide students with additional practice on a relevant topic. 	<p>An Adult Basic Education (ABE) instructor has a large class that meets once per week in person and twice per week online. The students are working in small groups to complete a project, and they need to use some of their online class time to finish. To make this possible, the instructor decides to try using breakout rooms for the first time. First, the instructor watches tutorials and practices when students are not logged into class. During their next online class, the instructor successfully puts the students into breakout rooms and enters each room to assist the groups with their projects.</p>
<p>Level 3: The educator evaluates and improves upon their own and peers' practice in enabling students to work independently or in groups to solve problems or answer questions in a technology-rich environment.</p>	<ul style="list-style-type: none"> • Evaluates the tech skills a student will need to engage with a relevant digital tool and creates instructional materials to address gaps in student knowledge. • Gains ideas for independent or group projects from professional development or conferences and adapts the ideas for appropriate use in one's own classroom. 	<p>An ELA instructor demonstrates how to use a program to create and edit videos to help students complete their latest assignment. After the instructor reviews the students' work, it is clear that many of them skipped a few of the important steps necessary to make and submit their videos. As a result, the instructor creates an asynchronous lesson to reinforce the digital skills students need and uploads it to the agency's LMS. Students can access the new lesson inside or outside of class and watch it as many times as they need to complete their assignment.</p>

1.3. Assessor: The educator makes use of digital tools to implement formative and summative assessments and uses the results to guide instruction at the individual, group, and class level.

Level	Example Skills	Illustrations
<p>Level 1: The educator uses digital tools to deliver formative and summative assessments and access reports with the goal of adjusting instruction based on student performance.</p>	<ul style="list-style-type: none"> • Delivers pre-made assessments in a digital format. • Develops comfort with one digital formative assessment tool (e.g., learn and regularly use an online quiz application in class). • Uses digital instructional tools that automatically provide differentiated instruction based on formative assessments. 	<p>An HSE instructor asks a group of new students to complete the math pretest on an approved distance learning platform. Afterward, the instructor examines the students' results to identify skills to teach to the class as a whole and those that individual students need to learn or review.</p>

<p>Level 2: The educator chooses and modifies existing digital assessments to meet student needs and goals, delivers standardized tests digitally or online, and runs and creates reports as needed.</p>	<ul style="list-style-type: none"> ● Delivers standardized assessments digitally in person or online and assists students with adjusting the tests in ways that do not require formal accommodation. ● Refines digital assessment reports (e.g., by using filters or by showing/hiding information) to show the most relevant data or to make them student friendly. ● Uses digital formative assessment tools to identify common student mistakes or understandings. 	<p>An English as a Second Language (ESL) instructor uses an online quiz-creation platform to create two digital versions of an existing vocabulary quiz: a regular version and a “challenge” version. Students complete the regular quiz in class partway through the unit. If students do well, the instructor offers them the chance to take the “challenge” quiz. Students are given a chance to retake the regular or challenge quizzes at the end of the unit so that the instructor can gauge their progress.</p>
<p>Level 3: The educator strategically uses a variety of digital formative assessments to meet student needs and goals, creating and adapting reports as needed, and is a program expert on administering one or more standardized tests digitally in person or online.</p>	<ul style="list-style-type: none"> ● Coaches another instructor giving an online or computer-based in-person standardized assessment. ● Knows when and how to seek/implement formal test accommodations for students (e.g., extra test time). ● Chooses from a range of digital tools to create formative assessments tailored to specific lessons, units, and/or objectives. ● Provides students with multiple means for demonstrating mastery of objectives using different digital tools and applications. 	<p>An instructor sets up an ABE class in the LMS to include one formative assessment for every class day of the session, using one of two familiar online tools. For each assessment, the instructor generates a report that includes the class-wide data and individual reports for each student. The instructor uses these reports to adjust the amount of review at the beginning of the following class and to follow up with individual students. In addition, each quiz generates automatic feedback for the students with suggestions for one or two activities to complete in the program’s approved supplemental distance learning curriculum.</p>

2. Digital Citizen Competency

The educator models good digital citizenship in the classroom by using digital tools inclusively and safeguarding students' personal information. They advocate for students to ensure they have access to the digital tools and materials that will help them meet their goals. Interactions with the students move outside the classroom, focusing on responsible use and sharing of student information, in addition to creating equitable learning experiences and increased student access.

2.1. Responsible information use and sharing: The educator follows guidelines for safe, ethical, and legal use and sharing of information and models good digital citizenship when planning and sharing lessons and activities.

Level	Example Skills	Illustrations
Level 1: The educator protects student privacy, obeys copyright law, and follows program, grant, and legal guidelines for responsible digital information storage and sharing.	<ul style="list-style-type: none">Abides by copyright law when sharing lesson materials with students or colleagues.Uses email to document that a student has given permission to share test results with their tutor.Seeks permission to share a student's success story on the agency's social media accounts.	An instructor brings a staff laptop into a classroom to set up before class begins. The instructor is called out into the hall for a moment, but first logs out of the open staff account so that a password will be required to access any student information on the device.
Level 2: The educator makes use of open and/or sharable digital resources and materials when planning lessons and models responsible sharing online.	<ul style="list-style-type: none">Seeks out digital materials that explicitly permit reproduction, sharing, and/or alteration by instructors.Joins in professional online conversations without revealing personal student information (e.g., uses pseudonyms for students when posting in a forum about a successful lesson, redacts names from student work shared in an online professional development (PD) course).Reviews their own digital practices on a regular basis to ensure that student information is managed responsibly.	An ESL instructor finds an online article on a topic of interest to a group of students, but the reading level is slightly higher than the class is used to working with, and the publisher does not permit alteration. The instructor decides to have students access the original article online and focuses the lesson on the skills needed to understand a short section that is especially relevant to the students' goals.

<p>Level 3: The educator shares lessons and teaching ideas digitally with other instructors.</p>	<ul style="list-style-type: none"> • Uploads lessons and activities in digital spaces where other instructors can make use of them, explicitly naming any limitations on use (e.g., posts a lesson to the state lesson bank, shares an activity in an online forum with a request for attribution). • Keeps a work-related website that responsibly protects student and program information. 	<p>A volunteer tutor starts a blog about teaching a beginning reader. In the blog, the tutor shares strategies that work for the student and thoughts about what worked well and what to try in the future. The volunteer makes sure not to name the student or include identifying information about their location or program, and the tutor, student, and tutor coordinator talk regularly about the posts.</p>
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2.2. Student Access: The educator recognizes and works to mitigate barriers that students may face when attempting to access and use learning materials and uses digital tools to increase students' access to class content.

Level	Example Skills	Illustrations
<p>Level 1: The educator uses digital tools to deliver or supplement instruction in compliance with program and grant guidelines and can identify students who struggle to access or use these digital learning materials and refer them to appropriate staff for assistance.</p>	<ul style="list-style-type: none"> • Identifies when students may benefit from adaptive technology or modifications to digital learning materials and reaches out to appropriate staff for assistance. • Teaches classes using video conferencing tools when in-person instruction is not safe or practical. • Uses an approved supplemental distance learning resource to allow students to access instruction outside of regular class times. • Communicates digitally with students when appropriate (e.g., via email, text message app, LMS). 	<p>An HSE instructor begins each managed enrollment session with information about the state-approved supplemental distance learning program that is available to students. If students join the program, the instructor recommends a list of activities that align to the classwork. The instructor also refers students to the staff member who runs the agency's device lending program if they express interest in the program but lack the device needed to participate.</p>

<p>Level 2: The educator uses digital tools and resources to improve the effectiveness of their instruction, including to increase intensity and differentiation, and to maximize students' access to class content and activities.</p>	<ul style="list-style-type: none"> ● Chooses class modality (in-person, online, hybrid) based on expressed student need and collected data and ensures that students attending class in different modalities have access to the same resources (including instructor attention). ● Builds approved supplemental distance learning resources into each course to increase instructional time and modalities available to students and supports students in using them effectively. ● Includes digital tools and resources in all classes to provide a variety of ways for students to engage, choose, or customize a learning path and demonstrate learning. 	<p>An ABE instructor uses multiple formats to share a collection of articles about different occupations that are of interest to students. In small groups, students read the article of their choice and fill out the appropriate sections of a shared document that they will use in the next class, when they compare the occupations.</p>
<p>Level 3: The educator evaluates existing courses and lessons with the goal of using digital tools to increase intensity of instruction, offer more options for differentiation, and increase student access to content and activities.</p>	<ul style="list-style-type: none"> ● Analyzes data to determine whether specific digital tools and resources are improving students' learning and/or access to instruction and redesigns courses or lessons based on the findings. ● Researches and tests digital tools, including adaptive technology or modifications to digital learning materials, and makes strategic decisions about when and how to adopt them. ● Initiates and participates in discussions on effective use of digital tools and resources, including accessibility best practices in the professional learning community, program improvement team, and other meetings and trainings. 	<p>In the agency professional learning community, several instructors share ideas for improving the accessibility of class materials for online students. Two instructors volunteer to test different strategies for sharing materials with their classes and report back on how their students reacted and whether they met the learning goals.</p>

3. Lifelong Learner Competency

The educator acknowledges the ever-changing nature of technology and continually improves their teaching practices by participating in digital literacy and/or distance education professional development and evaluating learned practices to improve student outcomes. They also collaborate not only with colleagues that share common program goals, but also with external partners who provide additional insight into digital literacy tools and their applications, and they recognize that educators are learners too, which is acknowledged through a single competency as well as competencies that outline how adult educators can engage in professional development related to digital literacy and distance education.

3.1. Lifelong learner: The educator sets goals to improve digital literacy and distance education skills, participates in professional development to build on them, learns from other educators, applies andragogical approaches made possible by technology, and reflects on their effectiveness.

Level	Example Skills	Illustrations
Level 1: The educator identifies areas where their own digital literacy and/or distance education skills need to be strengthened, sets goals accordingly, and seeks professional development to build digital literacy and/or distance education skills as part of a professional development plan with assistance from their supervisor or in-house professional development specialist.	<ul style="list-style-type: none">• Completes a digital literacy assessment using a prescribed tool.• Observes another instructor’s class to get ideas for using digital tools with students.• Participates in professional learning community meetings to generate ideas for integrating digital literacy into instruction.• Writes a PD plan that includes improving digital literacy/distance education skills.• Attends a webinar to learn more about using digital tools to foster collaboration in an online classroom.	A classroom aide would like to do more to support the remote students attending a hyflex class. The aide, instructor, and tutor coordinator develop a plan to help the aide become more familiar with the online tools used in the class so that the aide can more effectively support the remote students.

<p>Level 2: The educator continuously pursues knowledge and skills related to online learning and andragogy via PD and local and global networks that strengthen digital literacy and distance education skills and implements the learned technologies while teaching and assessing students.</p>	<ul style="list-style-type: none"> ● Registers for a course in the PD Portal to improve distance learning instructional skills. ● Applies new technology skills to instructional practices and assesses effectiveness via colleague/student feedback and learner outcomes. ● Shares effective teaching methods using digital tools in a community of practice focused on improving digital literacy and distance education instruction. ● Suggests changes to program use of digital tools based on the findings from collaboration with workplace and community organizations. 	<p>A family literacy instructor learns that most of the adult students attending class use a specific communication application, so the instructor decides to learn more about the application using online videos made by other instructors. After some trial and error, the students and instructor begin to use the application regularly to communicate between classes.</p>
<p>Level 3: The educator actively researches knowledge and skills related to online learning and andragogy, reflects on the effectiveness of implementing new technologies from PD, makes appropriate changes to their practices, shares their experiences with colleagues, and takes on leadership roles to help other educators find, complete, and integrate technology-related PD into teaching practices.</p>	<ul style="list-style-type: none"> ● Refines individual teaching based on continuous reflection of current digital tools available, new technology learned, and best educational practices. ● Mentors other instructors to encourage use of new digital tools/technology or to improve the effectiveness of classroom instruction. ● Assumes a leadership role (e.g., professional learning community, community of practice, program improvement team, etc.) and facilitates collaborative problem solving with the express purpose of improving digital literacy and distance education skills of self and other staff members. ● Investigates potential use of new online educational resources and digital tools and shares evaluation with colleagues. 	<p>An HSE instructor and an ESL instructor work together to research several different learning management systems and select one that will work well for all the instructors and students in the program based on criteria developed during a professional learning community meeting. They then assist the other instructors in learning the skills they will need to set up and manage their classes using the LMS.</p>

Appendix: Technology Fundamentals Competency

The educator uses basic computer, mobile and internet skills to instruct and support students. They also have effective strategies for transferring their skills and knowledge among various devices, applications, and browsers.

1. Operating Systems: The educator teaches students to effectively use an operating system and optimize its functionality, and they can transfer knowledge and skills to new devices.

Level	Example Skills
Level 1: The educator explains how to use an operating system and its parts, describe common security threats, and explain how to adjust privacy settings.	<ul style="list-style-type: none"> Helps students locate parts of the interface (e.g., desktop, taskbar). Shows students how to locate and manage files, folders, programs, and apps. Password-protects personal profile. Locks screen when not actively using the device.
Level 2: The educator teaches students to effectively manage an operating system and troubleshoot basic issues. They can apply known skills to a different operating system, seeking assistance when needed.	<ul style="list-style-type: none"> Asks students to add an app to their device to complete an assignment. Demonstrates how to use the control panel to optimize ease of access (e.g., making the cursor speed slower, increasing font size, or using text-to-speech software). Instructs students to organize and submit files into a folder for a small group project. Shows students how to use the help menu to troubleshoot a problem.
Level 3: The educator teaches students to optimize Operating System (OS) functionality, uses effective strategies for transferring skills and knowledge to new devices, and troubleshoots OS problems.	<ul style="list-style-type: none"> Helps a student remove unused programs on a mobile device to make more RAM available. Teaches students to utilize Ctrl+Alt+Del to close an unresponsive application. Identifies and removes malware from a PC in the computer lab.

2. Hardware: The educator distinguishes and explains the physical components of various devices, and they effectively teach others to use and optimize hardware (e.g., monitor, touchscreen, printer, keyboard, mouse, ports, etc.) and troubleshoot problems.

Level	Example Skills
Level 1: The educator distinguishes between several types of devices, explains how to use them, and demonstrates common controls.	<ul style="list-style-type: none"> Asks students to describe how to use hardware found in the computer lab (e.g., system unit, monitor, keyboard, touchpad, ports, etc.) Sets classroom rules for properly shutting down computers. Demonstrates how to use a keyboard and mouse. Explains mechanisms for storing files (e.g., flash drives, hard drives, cloud-based storage).

Level 2: The educator effectively uses and teaches others to manage hardware.	<ul style="list-style-type: none"> • Uses ports to project a computer display. • Helps a student set up a wireless connection on a new printer. • Teaches students to back up work on the cloud and/or a flash drive.
Level 3: The educator develops strategies for optimizing hardware functionality and for transferring skills and knowledge to new devices and teaches others to troubleshoot problems.	<ul style="list-style-type: none"> • Shows a student how to customize the touchpad on their tablet for left-hand use. • Tells a student with poor vision how to change monitor settings to make it easier to see. • Helps a student fix an error on their personal printer.

3. Software: The educator teaches students to effectively use, navigate, and optimize software and how to troubleshoot problems.

Level	Example Skills
Level 1: The educator distinguishes between several types of software and demonstrates common functions.	<ul style="list-style-type: none"> • Asks students to explain the difference between presentation and word-processing software. • Selects appropriate software to present a new concept to students. • Creates a basic lesson using presentation software (e.g., uses template, minimal graphics, images, etc.) • Demonstrates how to open and save documents in a class folder using a word-processing program. • Shows students how to use the copy, cut, and paste features in a word-processing program.
Level 2: The educator effectively uses and teaches others to manage software.	<ul style="list-style-type: none"> • Uses presentation software to create lessons that engage students in a hybrid classroom environment. • Teaches students how to format the text of a cover letter using a word-processing program. • Shows students how to use spell-check in a program for creating presentations. • Asks students to upgrade to the latest version of a program on their devices.
Level 3: The educator evaluates software to select appropriate programs based on learners' needs, develops strategies for transferring skills and knowledge to new programs, and teaches others to troubleshoot problems.	<ul style="list-style-type: none"> • Customizes a toolbar in a word-processing program on a student's device. • Helps a student recover an unsaved document. • Uses the catalog on the Pennsylvania Adult Basic Education Resources website to evaluate and select an approved instructional program that meets a specific student need.

4. Mobile-Friendly Instructional Strategies: The educator recognizes situations in which mobile devices are useful, applies mobile devices while accomplishing workplace and instructional goals, and supports learners who are mobile-dependent.

Level	Example Skills
<p>Level 1: The educator understands the differences in function and use between mobile devices and other devices, recognizes the importance of mobile-friendly instructional strategies, and utilizes a mobile device's basic functions, seeking assistance as needed.</p>	<ul style="list-style-type: none"> • Effectively uses various basic functions (e.g., turn device on/off, adjust volume, and use touchscreen to zoom in and out). • Selects and downloads apps relevant to workplace or instructional goals. • Helps mobile-dependent students log into the supplemental distance learning curriculum. • Differentiates between data use and Wi-Fi.
<p>Level 2: The educator independently navigates and utilizes common functions of known mobile devices, electing to use them as the workplace or instructional task dictates, and supports learners in using their own devices to achieve classroom goals.</p>	<ul style="list-style-type: none"> • Uses a chat-based application to respond quickly to student questions. • Models how to use a common classroom application using a mobile device. • Transfers knowledge of a known mobile device to assist a student using a different device.
<p>Level 3: The educator effectively uses a variety of mobile devices and troubleshoots problems, assisting peers and students with their devices, and uses their knowledge to ensure equitable learning experiences for students who are mobile-dependent.</p>	<ul style="list-style-type: none"> • Assists students with limited Internet connection in downloading resources for offline use. • Helps a peer select an app relevant to their workplace goal. • Identifies challenges mobile-dependent students may have with an online learning curriculum and develop resources to support them with the challenges. • Evaluates an online instructional program to see if it is mobile-friendly.

5. Internet: The educator safely connects to and navigates the Internet as they use it to achieve workplace and instructional goals.

Level	Example Skills
<p>Level 1: The educator identifies secure ways to connect to the internet, uses the common navigational features of the web browser installed on their device, and demonstrates and teaches basic internet safety.</p>	<ul style="list-style-type: none"> • Recognizes and avoids spam, insecure websites, and pop-ups. • Teaches students how to navigate a website using a familiar web browser. • Identifies and connects to secure networks. • Teaches students how to block third-party cookies. • Explains spyware and ways to avoid it.
<p>Level 2: The educator uses a variety of web browsers and navigates the internet with fluidity, creates and manages log-in credentials for various sites relevant to their workplace and classroom goals, and assists students in accomplishing the same tasks.</p>	<ul style="list-style-type: none"> • Recognizes the type, purpose, layout, and access level of various sites and pages. • Teaches students how to download and use an unfamiliar web browser. • Instructs students on creating secure passwords. • Guides students in assessing the purpose and utility of a website.

Level 3: The educator critically reflects on their own use of the internet to achieve workplace and classroom goals, confidently assists both students and peers in their use of the internet and demonstrates exceptional understanding of internet safety.

- Reviews classroom homepages and/or learning management systems, removing and replacing outdated information and broken links.
- Assists peers in finding and selecting internet-based resources relevant to their classroom goals.
- Understands and applies best practices and employer guidelines for internet safety.
- Recognizes and prevents malware, phishing, and other external attacks.
- Maintains password security by using different passwords for different sites and by updating them frequently.

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