

After completing ISTE Certification, educators said they were better prepared to manage and effectively use edtech.

Rate your ability to manage the technology available within your school or district.

BEFORE CERTIFICATION  
**73%**  
Prepared or Very Prepared



AFTER CERTIFICATION  
**98%**  
Prepared or Very Prepared

Rate your ability to effectively use the technology at your school or district.



BEFORE  
**77%**  
Prepared or Very Prepared

AFTER  
**99%**  
Prepared or Very Prepared

Educators said completing ISTE Certification increased their confidence and opened up opportunities for new roles.



of district leaders received a promotion or title change.



More than **one-third** felt more confident in their role.

## DIGITAL CITIZENSHIP

**98%** said digital citizenship should be a priority in their school or district,



but only **36%** said it was a priority.

In districts with less than 5,000 students, ONLY



**28%**

thought digital citizenship was being prioritized.



**Two-thirds** said that embedding digital citizenship into existing lessons is the most effective way to teach it.



In districts of 25K+ less than

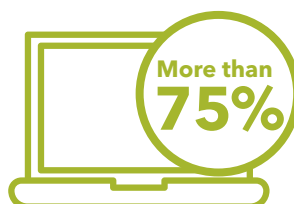
**50%**

felt that digital citizenship was being prioritized.

## PROFESSIONAL DEVELOPMENT



**Two-thirds** of respondents lead professional development for their peers.



say that teachers in their school or district are only somewhat prepared or not prepared to effectively use technology for learning.

Respondents said their **two top sources** for learning new teaching techniques were non-district-led PD and their peers.



When asked which type of professional development is the most impactful,



**40%** of respondents

identified professional learning communities (PLCs) and other peer groups.

**More than half** of school-level educators and 35% of district-level administrators said they need more time for PD.

