ICT COMPETENCE

	Expert	Proficient	Basic	In Development
Selection of the appropriate **ICT tools** based on the educational goals, the context and the available resources.	The teacher combines the use of different digital technologies according to their potentiality, reflexively analysing the students' performance from their use. The teacher investigates teaching and learning situations based on the use of digital technologies and innovates from the obtained results.	The teacher combines the use of different digital technologies according to its potentialities, reflexively analysing the students' performance from their use.	The teacher selects and uses the resources and tools that are more adequate to different teaching and learning situations.	The teacher knows about the basic functioning of digital devices found in the classroom: digital whiteboard, mobile devices, etc.
Integration of information and communication technologies and of social networks in teaching and **learning activities**, both guided and autonomous, understanding	The teacher stimulates autonomous and / or collaborative learning through the transformation and creation of knowledge from competence rich activities (functional, transversal and oriented towards autonomy) that involve situations to solve using technological resources. The teacher proposes new innovative methodological strategies applying digital	The teacher proposes new innovative methodological strategies applying digital technologies. The teacher proposes activities with the students that imply: the analysis of a problem (autonomous and / or in a group), the proposal of alternative solutions, the negotiation of the results and their publication using digital	The teacher uses digital apps in the classroom to carry out teaching-learning activities. The teacher carries out activities with the students that imply the resolution of problems in an autonomous and / or collaborative way through the use of digital technological resources.	The teacher knows some digital applications for the realization of teaching-learning activities.

the characteristics and possibilities of their use	technologies.	technological resources. The teacher incorporates digital technologies into meaningful activities (functional, cross-curricular) that favour autonomy and the shared construction of knowledge.		
Management of digital technologies to promote, amongst students, the **acquisition of knowledge** through information and communication technologies (technology literacy).	The teacher teaches to transform information and to create new knowledge from the accumulated and recovered information, in a systematic and integrated way in the individual and collaborative daily work. The teacher promotes situations of knowledge acquisition in which the use of ICT is integrated as a part of the learning process which is done autonomously.	The teacher teaches to classify, put in order and select information from different sources applying quality, veracity and pertinence criteria. The teacher promotes the development of competences, scaffolding the learning processes, so that students can build knowledge from ICT.	The teacher teaches to use different types of information sources according to quality, veracity and pertinence criteria, and to use them to acquire knowledge.	The teacher is able to search information using all types of sources.
Use of information and communication technologies to	The teacher manages and uses digital resources (environments, digital portfolios...) to monitor the school performance and the	The teacher uses shared digital resources to carry out the assessment, tutoring and monitoring of the students, along with the other	The teacher uses digital resources to carry out the assessment, tutoring and monitoring of the students.	The teacher knows some digital resources for tutoring and monitoring students (meetings, assistance,

assess, tutor, monitor, communicate and share knowledge with **students, colleagues, families and administration staff.**	assessment of students at the school and educational administration level. The teacher uses shared digital resources to carry out the assessment and monitoring of the students, along with the other professionals of the school, families, colleagues and administration staff.	professionals of the school.		evaluation, file...).
Ethical and safe use of ICT and social networks	The teacher proposes guidelines on the responsible, ethical and safe use of digital technologies.	The teacher keeps in mind the ethical use of digital technologies in the development of activities with students. The use s/he makes is a model for students.	The teacher gives the students the basic guidelines of the rights of use and reproduction of digital content.	The teacher is aware of the importance of author's rights and uses personal digital technologies in responsible and safe way.