The background image shows a close-up of hands interacting with a laptop and documents. One hand is pointing at a document, while another is holding a pen. The laptop screen displays a colorful interface with charts and graphs. The overall scene suggests a collaborative learning or teaching environment.

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS OCTOBER 2017



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Instituto Nacional de Tecnologías
Educativas y de Formación
del Profesorado

This publication is the latest version of the Common Digital Competence Framework for Teachers published in January 2017 by The National Institute of Educational Technologies and Teacher Training (INTEF), institution belonging to the Ministry of Education, Culture and Sport (MECD) of the Spanish government. It aims to provide to the aforementioned framework the improvements suggested by all the experts who have participated in its validation process.

Acknowledgments

We are grateful to all members of the Teaching Digital Competence Conference as well as all members of the Learning Technologies workgroup (GTTA) for their participation and collaboration.

Besides, we would also like to thank those in charge of Digital Competence in JRC-Seville and the experts attending the Teaching Digital Competence conference on April 21, 2017 for their collaboration, feedback and good disposition.

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The Common Digital Competence Framework for Teachers (CDCFT)

The Common Digital Competence Framework for Teachers is a reference framework for the diagnosis and improvement of the digital competences for teachers. These competences are defined as those teachers need to develop in the 21st century to improve their teaching practice and for their continuous professional development. The Common Digital Competence Framework for Teachers is made up by 5 competence areas and their 21 competences defined in 6 proficiency levels.

Each competence provides a detailed description as well as the descriptors based in terms of knowledge, ability and attitude. This framework is the foundation for the Digital Competence Portfolio for Teachers, digital tool by INTEF to endorse the aforementioned competence.

CDCFT 10/2017

Common Digital Competence Framework for Teachers

October 2017

PREFACE

This document is the outcome of the co-work developed by the National Institute of Educational Technologies and Teacher Training on behalf of the Ministry of Education, Culture and Sport of the Spanish government together with stakeholders from the Autonomous Communities, experts, and teachers from all educational stages, independent consultancies and universities which have taken an active part in this process that began in 2012 with the 'Common Digital Competence Framework for Teachers' Project, aligned to 'The Digital Culture Plan in School'.

The Common Digital Competence Framework for Teachers, an adaptation from the European Digital Competence Framework for Citizens v.2.1 (DigComp) and the European Digital Competence Framework for Educators (DigCompEdu), has a high level of thoroughness and is divided into 5 competence areas in which the 21 competences are included. In each of these competences six proficiency levels specifying descriptors based on terms of knowledge, ability and attitude are defined, making it a key tool to detect teachers' training needs regarding their Digital Competence as well as to endorse this competence through the Digital Competence Portfolio for Teachers.

The road to the acknowledgement of the Digital Competence for Teachers has begun and is introduced as a pioneering proposal for the recognition of the continuous professional development for both in-service teachers and those who wish to be so.

National Institute of Educational Technologies and Teacher Training

Ministry of Education, Culture and Sport

October 2017

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INTRODUCTION

This document illustrates the latest version of the Common Digital Competence Framework for Teachers developed by The Ministry of Education, Culture and Sport, via The National Institute of Educational Technologies and Teacher Training (INTEF) and it is part of the work developed in the Conference for Teachers' Digital Competence.

The five areas that comprise the digital competence for teachers are set in this framework:

Area 1. Information and data literacy

Area 2. Communication and Collaboration

Area 3. Digital content creation

Area 4. Safety

Area 5. Problem Solving

The 21 competences that make the aforementioned areas are addressed in each of these.

Furthermore, six progressive proficiency levels are set.

A1 Foundation level

A2 Foundation level

B1 Intermediate level

B2 Intermediate level

C1 Advanced level

C2 Advanced level

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Common Digital Competence Framework for Teachers		
Competence areas	Competences	Proficiency levels
Area 1. Information and data literacy	<p>Competence 1.1. Browsing, searching and filtering data, information and digital content</p> <p>Competence 1.2. Evaluating data, information and digital content</p> <p>Competence 1.3. Managing and retrieval of data, information and digital content</p>	6 proficiency levels for each of the 21 competences
Area 2. Communication and Collaboration	<p>Competence 2.1. Interacting through digital technologies</p> <p>Competence 2.2. Sharing information and digital content</p> <p>Competence 2.3. Citizen participation online</p> <p>Competence 2.4. Collaborating through digital technologies</p> <p>Competence 2.5. Netiquette</p> <p>Competence 2.6. Managing digital identity</p>	
Area 3. Digital content creation	<p>Competence 3.1. Developing digital content</p> <p>Competence 3.2. Integrating and re-elaborating digital content</p> <p>Competence 3.3. Copyright and licenses</p> <p>Competence 3.4. Programming</p>	
Area 4. Safety	<p>Competence 4.1. Protecting devices</p> <p>Competence 4.2. Protecting personal data and privacy</p> <p>Competence 4.3. Protecting health</p> <p>Competence 4.4. Protecting the environment</p>	
Area 5. Problem Solving	<p>Competence 5.1. Solving technical problems</p> <p>Competence 5.2. Identifying technological needs and responses</p> <p>Competence 5.3. Innovation and use of digital technologies creatively</p> <p>Competence 5.4. Identifying gaps in digital competence</p>	

SIX PROFICIENCY LEVELS

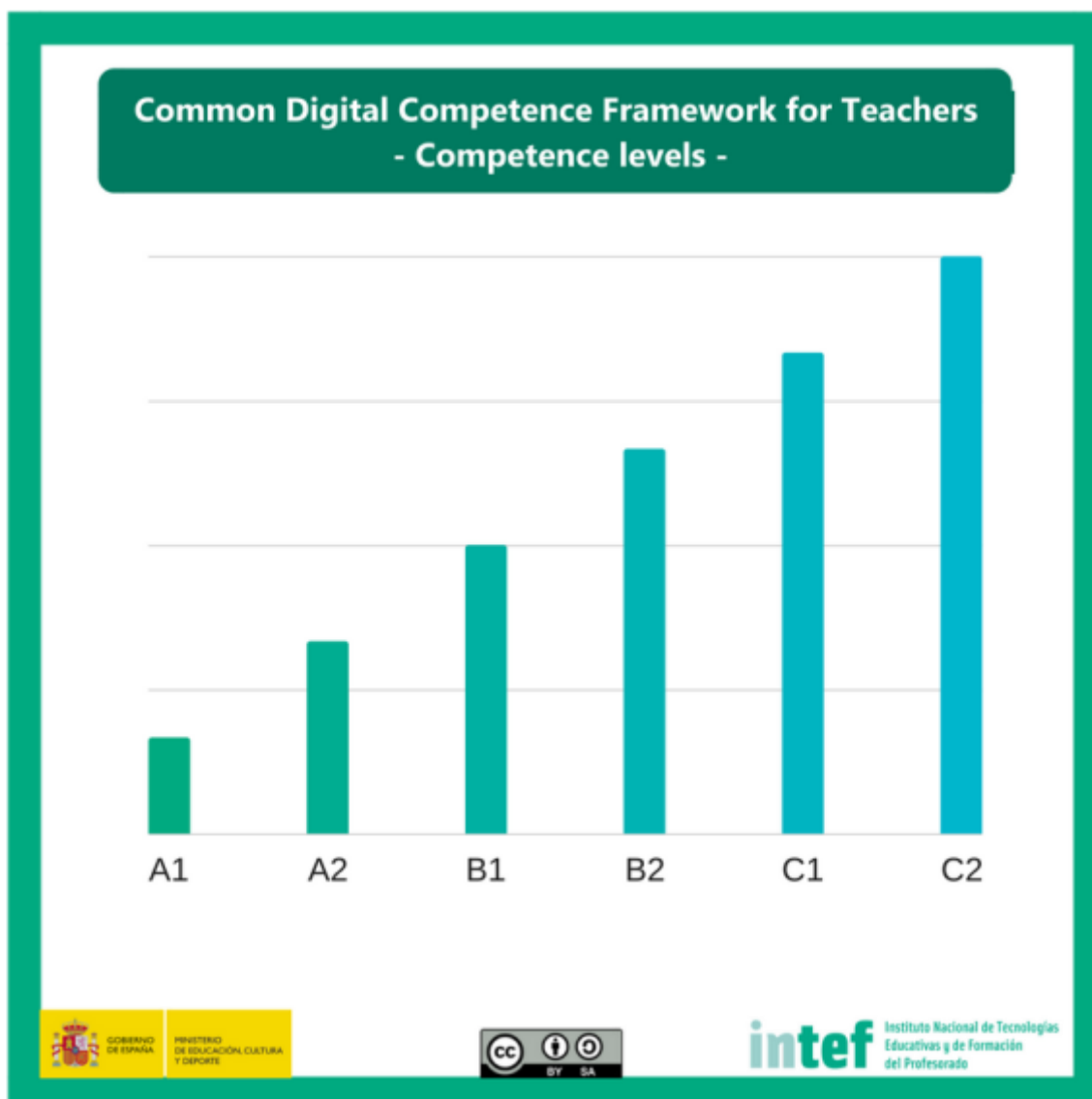


Figure 1 – Levels of competence of the Common Digital Framework for teachers

The Common Digital Framework for Teachers establishes three dimensions in each of the competences within the five areas it is made up with. The first being the foundation dimension in which levels A1 and A2 are included. The second is the intermediate dimension which is covered by B1 and B2 levels. Finally, the advanced dimension includes C1 and C2 levels.

This structure has been designed to identify a teacher's digital competence, and thus setting a progressive level of development and autonomy stemming from level A1 and continuing until the maximum level, i.e. C2.

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Proficiency levels of the Common Digital Competence Framework for Teachers

Foundation	A1	This person has a basic competence level and needs assistance to develop their digital competence.
	A2	This person has a basic competence level although with a certain degree of autonomy and appropriate assistance can develop their digital competence.
Intermediate	B1	This person has an intermediate competence level, so they can, by solving simple problems, develop their digital competence on their own.
	B2	This person has an intermediate competence level, so they can develop their digital competence independently to suit their needs and by solving well defined problems.
Advanced	C1	This person has an advanced level of competence so that they can lead other people to develop their digital competence.
	C2	This person has an advanced level of competence so that they can suit their needs and others' to develop their digital competence in complex settings.

BACKGROUND

Digital competence is one of the 8 key competences that every young person should have developed by the end of Compulsory Education to be able to face adult life in a satisfactory manner as well as to be able to develop permanent lifelong learning skills, according to European Parliament indications on key competences for lifelong learning (Recommendation 2006/962/EC of the European Parliament and of the Council of 18 December 2006 on key competences for lifelong learning, Official Journal L 394 of 30.12.2006). Digital competence does not only provide the ability to make use of the wealth of new possibilities associated with digital technologies and the challenges they imply, but it has also become increasingly necessary to participate meaningfully in the new knowledge society and economy of the twenty-first century.

The "Rethinking Education" strategy, which the European Commission presented in November 2012, highlights the importance of training in the competences needed in today's society of the twenty-first century and in future environments, the need for technology to be fully exploited and integrated effectively in training centres, as well as improving access to education through open educational resources and the unprecedented opportunities that new media offer for professional collaboration, problem-solving and the improvement of quality and equity in education. Digital competence is a prerequisite for students of all ages to fully benefit from the new possibilities offered by technology for more effective, motivating and inclusive learning (as described in "Education and Training Monitor 2013", pg. 19).

Educational standards should therefore include the kind of knowledge and skills that can help students to develop the new competences required in today's society, which are enhanced by technology, especially those related to knowledge management. In a number of respects, those who are responsible for teaching students of the new millennium have to be able to guide them in their educational journey through new media. Teachers need a clear political message in this regard: public recognition of what they are expected to do to develop these competences as a priority in their areas or fields. This public recognition will in turn require priority attention in teacher training systems and the recognition of teachers' professional development. The need to ensure high quality teaching has become one of the priorities of the "European Strategic Framework for Education and Training" (ET 2020).

Competence training is a curriculum imperative that, in the case of digital competence, has until now had an underdeveloped and diverse specification in its descriptors in the absence of a common reference framework. Developing digital competence in the education system requires a correct integration of ICT in the classroom and teachers that have the necessary training in that competence. The latter is probably the most important factor for the development of a digital culture in the classroom and to ensure that the education system is in tune with the new "network society". Connectivity and equipment will find its way to all the classrooms, but it will be much more difficult to find a sufficient widespread level of digital competence in education if there is no reference framework that allows its widespread accreditation (not as something optional or reserved for those interested in computer applications and devices). It also needs the development of a coherent training plan with a proposal for measurable indicators to strengthen one of the worst catered for areas of initial teacher training. It is something that has already been done in other countries, although with different nuances, orientations and levels of specification.

The 'Common Digital Framework For Teachers' Project was born in 2012 with the intention of offering a descriptive reference for training purposes and in evaluation and accreditation processes. It is part of both the 'Digital Culture Plan in School' and the 'Strategic Framework for

Professional Teacher Development', whose set of projects are the result of the shared reflection process that the Ministry opened with the active participation of the Autonomous Communities and the Conference for Teachers' Digital Competence which also included external experts and Heads of various Units in the Ministry itself. At the meetings of the Learning Technologies (former ICT Committee) and Teacher Training (former Technical Training Committee) Working Groups, with stakeholders from all the Autonomous Communities, the corresponding lines of action of the projects were presented. Development takes place in a space of collaboration, debate and joint decision-making, so that the resulting proposals had a nation-wide dimension as well as general approval and consensus. In 2013, draft version v1.0 was published with a proposal for descriptors of the Framework, which was revised in February 2014 during the 'Common Digital Competence Framework for Teachers' session organized in Valladolid in collaboration with the Department of Education from Castilla and Leon. From the conclusions drawn in this session, draft version v2.0 of this Framework was published in June 2014, being translated into English in October 2015.

In May 2016, the Conference for Teachers' Digital Competence was reactivated, taking that v2.0 as a starting point to work on the development of the descriptors of each competence of the framework areas. It also defined the six proficiency levels that were presented in the updated version called v2.1, dated November 2016, of the draft framework, laying the foundations for the technological development of the digital competence portfolio for teachers. This update was submitted for validation through an online survey to the stakeholders of the Autonomous Communities (AC), Universities, members of European Schoolnet and JRC-Seville, as well as other experts in the field of Digital Competence for Teachers between November 30 and December 15, 2016. After analysing the contributions of all of them, the Digital Competence Framework for Teachers is updated and January 2017 version is published and presented.

Along 2017, new feedback has been collected from members of the Conference, the GTTA, JRC - Seville as well as the experts who took part in the session celebrated at INTEF on April 21, 2017 on Digital Competence for Teachers, up to September 2017, when the Framework is updated. In this version, the descriptors have been modified so as to be even more aligned to their European homologues and providing the Framework with a more pedagogical character than its former version.

PROJECT OBJECTIVES AND LINES OF ACTION

The Conference for the 'Common Digital Competence Framework for Teachers' was constituted in the meeting of 3 December 2012, in which the following objectives were established:

- Enabling teachers to know, help develop and assess their students' digital competence.
- Providing teachers and trainers with a common reference of digital competence, including descriptors.
- Contributing to be more demanding as regards what digital competence is requested to teachers.
- Coming up with an overall list of minimum digital competences for teachers.
- Helping teachers have the necessary digital competence to use digital resources in their teaching profession.
- Promoting a methodological change in both the use of technological means and educational methods in general.

The members stated that the framework should bear in mind both Initial Teacher Training and Continuous Professional Development.

In the first meeting the following lines of action were established:

- Line 1: Proposal for a common reference framework.
- Line 2: Plan for evaluation and acknowledgement of the digital competence of Teachers and Schools.
- Line 3: Parallel promotion of teacher training in digital competence.

In subsequent meetings, the Conference members agreed to work on the following products in relation to the first line of action:

1. Report on the analysis and conclusions of existing frameworks (AC and international ones) for the digital competence of teachers (TDC).
 - 1.1. The preparation and distribution of surveys to AC for data collection.
 - 1.2. The preparation of a brief analysis of international frameworks on TDC.
 - 1.3. The conclusions about the analysis on international and AC descriptive frameworks of TDC.
2. A draft with the proposal of a common reference framework for the digital competence of teachers.

It was agreed to focus on the 5 areas of the digital competence within the DIGCOMP project implemented by the former IPTS, now known as JRC-Seville.

AREA 1. Information

AREA 2. Communication

AREA 3. Content creation

AREA 4. Safety

AREA 5. Problem solving

The proposed common framework had to achieve the widest possible consensus. In order to do this, it was proposed to be submitted for discussion during the session on Teachers' Digital Competence held in Valladolid in February 2014 with the participation of the AC, experts and researchers and other institutions and stakeholders who wished to make their contributions. Thus, it could overcome another possible limiting constraint to the smooth execution of the

project, namely that the proposal did not have enough recognition and dissemination to be used for training and evaluation.

The discussion and collection of contributions enabled the development of a proposed framework for digital competence of teachers, v2.0 translated from Spanish to English in 2015, which could be used to subsequently address the following lines of action in the project, related to evaluation, accreditation and training plans, which were retaken in 2016.

On May 23, 2016, the members of the Conference met again at INTEF to further advance the elaboration of the Framework and the creation of an instrument for the accreditation of the Digital Teachers' Competence. It is in this session that the writing of the levelled competence descriptors for each of the 21 competencies of the 5 areas of the digital competence is addressed and the development of the Digital Competence Portfolio for Teachers is proposed as an online service to endorse and certify the Digital Competence of Teachers.

At the following session on October 18, 2016, INTEF introduced a prototype of a Minimum Viable Product of the Digital Competence Portfolio for Teachers to the members of the Conference, in which 14 of the 17 CCAA are represented. This already included 6 levels of competence and the descriptors developed for the 21 competencies of each of the 5 areas of the digital competence framework for teachers. In the drafting of the descriptors, the methodology of version 2.0 of the Framework for Digital Competence for Citizens by JRC-Seville has been followed and the nomenclature of some of the areas has been updated, also following the European line of action.

The Portfolio is an interoperable and online service with the following characteristics:

1. Biography: This section includes the self-assessment tool of digital competence for teachers, which is the key part of the portfolio, and whose competence descriptors divided into 6 proficiency levels are those presented in this Framework.
2. Dossier: it is the teacher's dossier as regards their digital competence, in which the teacher evidences that the level reached when self-assessing themselves is real and verifiable.
3. Digital Competence Passport: the previous two sections result in this digital passport, printable, upgradeable and shareable, that the teacher could submit to any educational administration or entity for validation.

On the session held on February, 20 2017, the Conference agreed to start a piloting stage of the Digital Competence Portfolio for Teachers between March and April among teachers from all educational stages so as to get suggestions for its improvement as well as feedback for the Common Digital Competence Framework which have been included in this September 2017 version of the document.

The last session of the Conference was held at INTEF on May 24, 2017 when its members agreed to take their findings to the Learning Technology Workgroup (GTTA) together with a favourable report of the Digital Competence for Teachers acknowledgment and endorsement through the Digital Portfolio. The latter, gathered at INTEF on May 25, 2017, agreed 'To promote the establishment of the relevant regulations that will allow the acknowledgment and endorsement of the levels of digital competence proposed in the Common Digital Competence Framework for Teachers, as well as promoting the establishment

of digital systems of reference, with state recognition, to support the procedures of accreditation of the levels of the digital competence of teachers proposed in the Framework, through the Digital Competence Portfolio for Teachers', and take the proposal to the General Commission on Education.

The competences

DEFINITION OF DIGITAL COMPETENCE

The 2006 European recommendation outlined digital competence as a fundamental core competence, with the following definition:

"Digital competence involves the confident and critical use of Information Society Technologies (IST) for work, leisure and communication. It is underpinned by basic skills in ICT: the use of computers to retrieve, assess, store, produce, present and exchange information, and to communicate and participate in collaborative networks via the Internet "(European Parliament and the Council, 2006).

In this definition we find the main skills of digital competence. The definition and explanation of the components of competence provided in the recommendation offer an overview of digital competence, being evident that, when digital tools are used, the operational capacities are a small proportion of the necessary knowledge. Following the recommendation, information management, communication in social settings and the ability to use the internet for learning have become highly relevant fields, also for critical thinking, creativity and innovation. However, the access devices are increasingly diverse, and we do not only gain access from the computers that were mentioned in 2006.

As Ferrari (2012) indicates, discourses on literacy tend to focus on the decoding and encoding argument, i.e. reading and writing, but here we prefer to refer to digital competence as the collection of knowledge, skills and attitudes needed today to be functional in a digital environment. Therefore, in addition to the changes introduced by new technologies in reading and writing literacy, we can argue that digital competence requires a new set of skills, knowledge and attitudes. The acquisition of competence in the digital age requires an attitude that allows the user to adapt to the new requirements established by technologies, but also their appropriation and adaptation to one's own ends and to interact socially around them. Appropriation implies a specific way of acting and interacting with technology, understanding it and being able to use it for better professional practice.

In general, digital competence can also be defined as the creative, critical and confident use of information and communication technologies to achieve the objectives related to work, employability, learning, leisure, inclusion and participation in society.

THE COMPETENCES

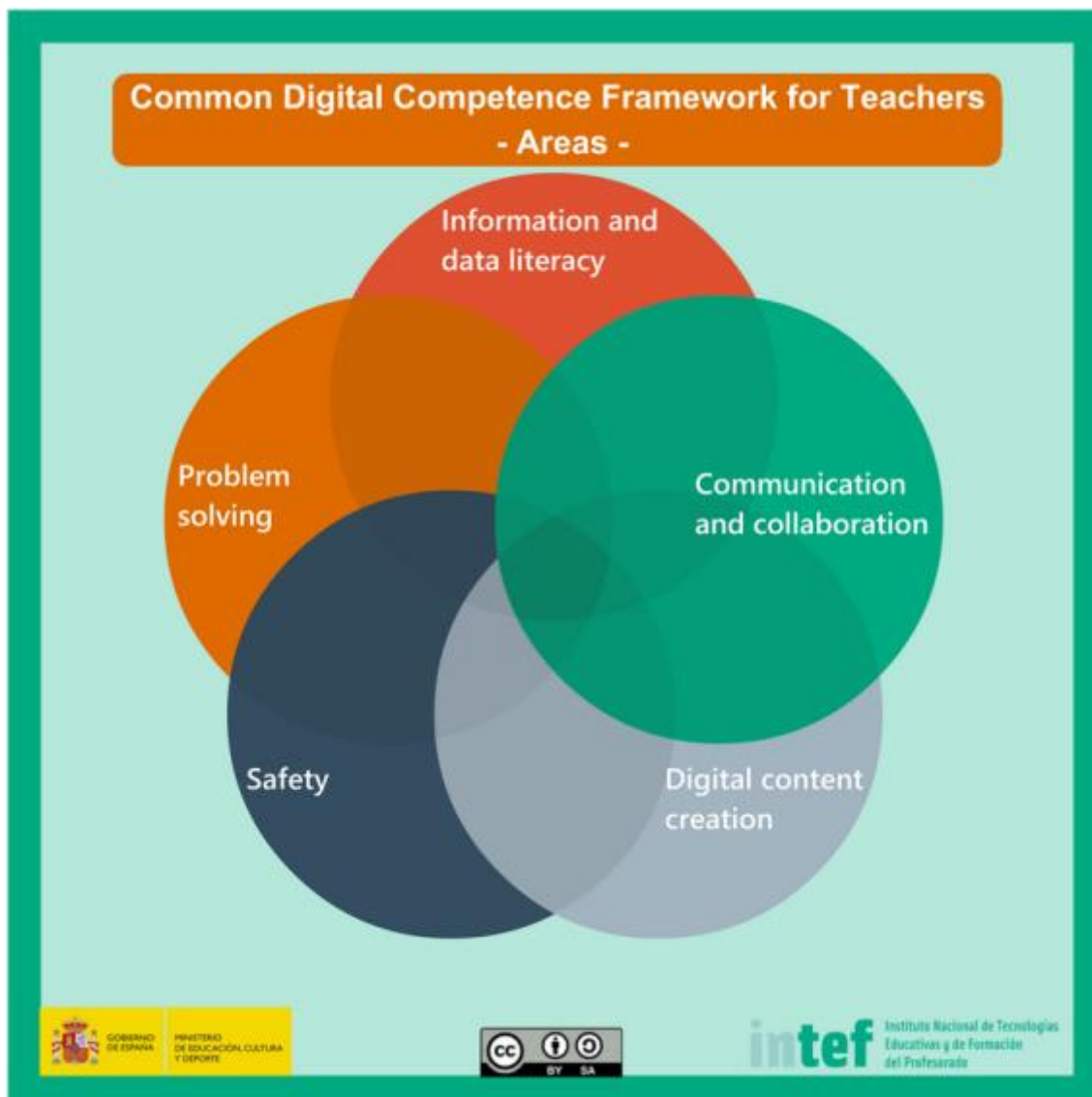


Figure 2- Areas of the Common Digital Competence Framework for Teachers

THE COMPETENCES

Area 1. Information and data literacy

- 1.1 Browsing, searching and filtering data, information and digital content
- 1.2 Evaluating data, information and digital content
- 1.3 Managing and retrieval of data, information and digital content

Area 2. Communication and collaboration

- 2.1. Interacting through digital technologies
- 2.2. Sharing information and digital content
- 2.3. Citizen participation online
- 2.4. Collaborating through digital technologies
- 2.5. Netiquette
- 2.6. Managing digital identity

Area 3. Digital content creation

- 3.1. Developing digital content
- 3.2. Integrating and re-elaborating digital content
- 3.3. Copyright and licenses
- 3.4. Programming

Area 4. Safety

- 4.1. Protecting devices
- 4.2. Protecting personal data and privacy
- 4.3. Protecting health
- 4.4. Protecting the environment

Area 5. Problem solving

- 5.1. Solving technical problems
- 5.2. Identifying technological needs and responses
- 5.3. Innovation and use of digital technologies creatively
- 5.4. Identifying gaps in digital competence

1. Area 1. Information and data literacy

Overview

Identify, locate, retrieve, store, organize and analyse digital information, assessing its relevance and purpose for teaching needs.

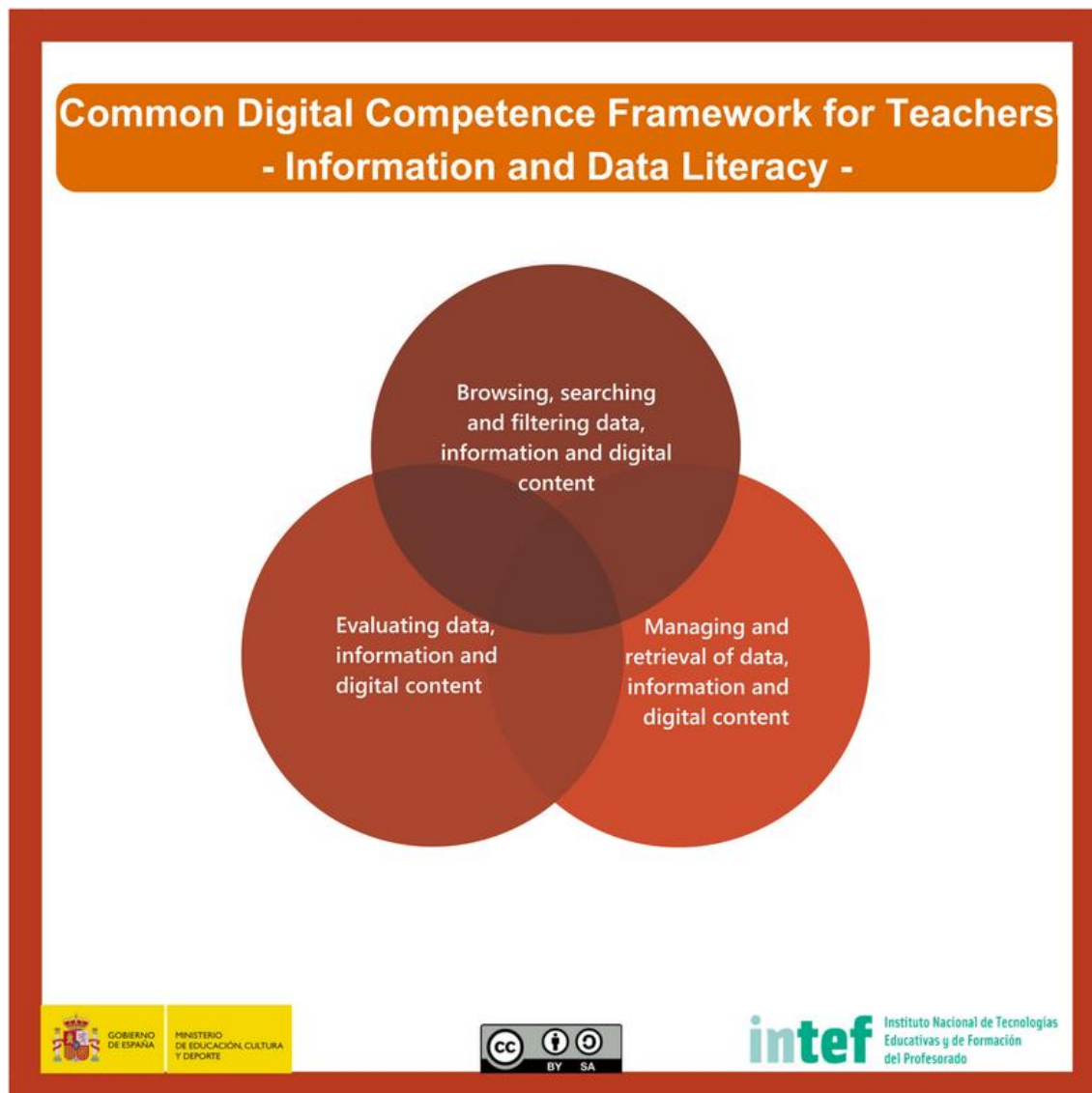


Figure 2 - Information and data literacy

Competences Area 1

1.1. Browsing, searching and filtering data, information and digital content

To access and search for online information, articulate information needs, find relevant information for teaching needs, select educational resources effectively, manage several sources of information, and create personal information strategies.

A - Foundation	B- Intermediate	C- Advanced
<p>I know that the net is a source of resources for teaching and I use it to find information, data and digital content.</p> <p>I know that the search results are different depending on the search engines.</p>	<p>I know how to browse the internet to locate information and digital educational resources in different formats and dynamic sources of information relevant to my teaching.</p> <p>I express my information needs in an organized manner and I know how to select the most appropriate information I found and resources adapted for educational use.</p>	<p>I know how to use advanced search tools and filters to find appropriate information and resources regarding my educational needs.</p> <p>I am able to design a customized strategy for searching and filtering information, data and digital resources for continuous updating of resources, best practices and educational trends.</p>

Competence 1.1.1. Browsing, searching and filtering data, information and digital content: to access and search for online information, articulate information needs, find relevant information for teaching needs, select educational resources effectively, manage several sources of information, and create personal information strategies.

	A1	A2	B1	B2	C1	C2
1	I understand that the internet is a good source of information and I resort to it to find educational resources.	I use the internet to find information, resources and tools for educational purposes.	I use tools for marking and labelling information relevant to my teaching.	I use filtering tools to select different types of resources and find information in different devices and digital media that I then adapt for my teaching practice.	I use advanced search tools and filters to find information and educational resources in various formats to implement in my teaching practice.	I know how to design and apply a customized search strategy and filter of information for updating resources, best practices and educational trends.
2	I know that there are different types of search engines and websites where I can find educational resources.	I check the bulletin board and news on my educational organisation's web or blog.	I know how to browse the internet to locate information and educational resources in different formats and from different sources of information.	I surf the internet and share educational resources as well as relevant information with other teachers.	I use tools in class to find and filter the flow of information on the internet.	I select and adapt different educational resources as well as information that I find to meet the needs of my students and of the curriculum.
3	I understand that on the internet lots of information and educational resources can be found to be used for my teaching practice and I access recommended web portals.	I surf the web by clicking from a link to another looking for educational resources of different types.	When I ask the students to seek information on the internet, I recommend them search sites (search engines, repositories, specialized websites, etc.).	I am able to modify the search for information based on the results, modifying the strategies and the search variables to get the results I need for my teaching practice.	I analyse the information and resources I find on the internet to filter them according to the source, origin, copyright licenses and purpose for my teaching practice.	I identify resources and best practices on the internet to incorporate them into my daily professional activity.
4	I use search engines available on the internet to get information related to my teaching practice.	I localise information and resources in educational search engines useful for my teaching practice.	I know some websites where I can find useful educational information and I seek and explore to find new collaborative platforms and official repositories.	I know how to use RSS feeds and subscriptions for easier access to information as well as manage these flows of information to update my teaching practice.	I identify online resources to incorporate them into my teaching practice, and I develop a personal PLE with the best sites I know to easily access the information that is valuable for my teaching practice.	I elaborate and participate in a network of contacts with other teachers to share resources and information helpful to my teaching practice.
5	I use simple strategies to identify and search for educational digital content on the internet for my teaching practice.	I use keywords on different search engines and portals to access educational information.	I search for educational information using keywords to limit the number of results, by using the appropriate criteria.	I introduce in different search tools specific vocabulary, sometimes in English, and the combination of vocabulary and symbols to find relevant educational information for my teaching practice.	I usually find the educational information I need through search engines, filters and participating in educational communities.	I search for and filter information, resources and educational experiences useful in the teaching communities in which I participate.

1.2. Evaluating data, information and digital content

To collect, process, understand and assess information, data and digital content critically.

A - Foundation	B- Intermediate	C- Advanced
I know that there is much information and educational resources on the internet, but also that everything is unreliable and can be reused.	I know the licenses which allow reuse or distribution of resources on the internet.	I am critical with sources of information, personal profiles that I follow and the communities to which I belong.
I can make a basic assessment of the websites or resources before using them in the classroom by analysing some data as the author, source or origin.	I assess the quality of educational resources on the internet in terms of accuracy and alignment with the curriculum.	I have a clear, effective and efficient procedure for evaluating information.

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		A1	A2	B1	B2	C1	C2
Competence 1.2. Evaluating data, information and digital content: to collect, process, understand and assess information, data and digital content critically.	1	I value the usefulness of the educational resources I find on the internet for my teaching practice.	I appreciate and assess the adequacy of the educational resources I find on the internet to the curriculum.	I am subscribed to the mailing lists of websites that send information and useful resources for my teaching practice regularly, I analyse and evaluate them.	I assess the quality of the educational resources found on the internet in terms of accuracy and alignment with the curriculum and I share them with other teachers to compare opinions and experiences.	I participate in teaching networks or websites that report on quality educational resources so as to assess them and use them in my teaching practice.	I develop training for other teachers about the evaluation criteria of the quality of educational resources on the internet.
	2	I know that there is a lot of information and teaching resources available through search engines on the internet.	I know some web portals where I can find resources and information and, on occasion, I have done a basic analysis before using them in the classroom.	I maintain a critical attitude towards the information and educational resources on the internet before putting them into practice.	I assess the quality of the educational resources that I find on the internet based on their accuracy and curriculum alignment, verifying their integrity and neutrality.	I participate in educational communities to access information previously filtered and assessed by their members, which I then analyse and assess in depth.	I often visit different social spaces where I follow and interact with experts and professionals I share interests with, which I assess critically.
	3	I understand that it is necessary to compare sources of information and educational resources found on the internet.	I often delegate the evaluation of information on experts that I follow on social networks, using the educational resources they share.	I am able to choose the most appropriate source for my teaching needs among various sources.	I analyse the origin, reliability and authorship as well as the licenses of the educational resources that I find on the internet before using them in my teaching practice.	I develop with my students the critical analysis of resources and information sources available on the internet.	I maintain a critical attitude to sources and personal profiles that I follow on social networks and educational communities, and I share this attitude with my students.
	4	When I search for online resources on the internet I take time to check their origin and authorship.	When I find educational resources on the internet, I assess their interest and I try to select the most appropriate depending on their origin, format and other criteria.	I assess the usefulness, accuracy and integrity of the information I look for my teaching practice.	I analyse and assess the experiences I find on the internet from other teachers and organisations to incorporate them into my teaching practice.	I assess the adequacy of the resources I find to the curriculum, sharing them with other teachers to compare opinions and experiences, taking into account a series of criteria such as authorship or place of publication.	I have a well-defined strategy which combines technological and non-technological resources to assess the educational information, optimising the time I spend on this activity.
	5	I perform searches of educational resources on specialized websites.	I perform searches of educational resources on the official websites of the Ministry of Education and the Regional Departments of Education.	I compare, contrast, and integrate information regularly from different sources as needed to use it in my teaching practice.	I know the licenses that allow for the reuse and dissemination of resources on the internet and try to use Open Educational Resources in my teaching practice.	I am fully aware of the importance of licenses when choosing educational content to use in my teaching practice.	When I create educational content I share online, I worry about choosing a license that fits the type of content and recipients to which it is addressed.
	6	I gather educational information on the internet, although I do not follow a pre-determined criterion.	I establish simple strategies for the compilation of information and resources relevant to my teaching practice.	I develop advanced search strategies to find information and resources relevant to my teaching practice.	I promote the use of digital technologies for the compilation of information by my students in the activities performed in my teaching practice.	I use different digital strategies for my students to know how to compare critically and combine in a meaningful way the information gathered from different sources.	I teach my students how to find information, evaluate its reliability, compare and combine it from different sources.

1.3. Managing and retrieval of data, information and digital content

To manage, store and organise information, data and digital content for easy retrieval.

A - Foundation	B- Intermediate	C- Advanced
<p>I have basic competences about storing digital information in my teaching.</p> <p>I am able to organize teaching resources, even though I am aware that I do not control all devices or possibilities for this.</p>	<p>I know how to save and tag files, content and information and have my own storage strategy.</p> <p>I know how to retrieve and manage information and content that I have saved.</p>	<p>I have a social strategy, connected to experts, colleagues and students through digital media, with appropriate methods to organize, store and retrieve information for educational use.</p> <p>I combine local storage with cloud storage, both to organize the digital information in the process of updating teaching, as in a classroom and at school level.</p>

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Competence 1.3. Managing and retrieval of data, information and digital content: to manage, store and organise information, data and digital content for easy retrieval.

	A1	A2	B1	B2	C1	C2
1	I know the existence of storage systems in all the devices that I use in my teaching practice.	I understand how information is stored on different devices and I use some of them for my learning needs.	Before storing interesting content for my teaching, I consider if I will store it publicly or privately.	I create a copy of the files I need before storing interesting content either publicly or privately.	I understand the benefits and risks of local and online storage, trying to share this information with the rest of my teaching staff and my students.	I have services to store the digital content that I create as a result of the learning process and share it with my students.
2	I know who to turn to if I am not able to retrieve information stored in a device, whether personal or property of the educational organization.	I know there are online tools to save and organise educational information in different formats.	I have a profile with available space in a storage system in the cloud, and I store some educational files there.	I try to store online those documents or educational resources that I have completed in order to use them in the future if needed.	I use applications and extensions installed on my browser to label and store educational resources in cloud services.	I have a strategy of use for both local and online storage that I share with my students and with other teachers.
3	I find and retrieve the educational content that I have stored.	I store and organise my educational resources for my teaching practice.	I update my educational resources, make backup copies and file away those I do not use.	I develop a strategy for the organization, update and storage of the educational resources that I use in my teaching practice.	I share my educational resources uploading them to the internet and creating links to share.	I create my own educational repositories for both students and other teachers.
4	I organise information into folders in my computer, but I know I could do it more efficiently so as to retrieve the information later.	I rarely transfer files between mobile devices, and if I do it, the only option I have is to send them by email.	I have and use mobile devices as well as portable external storage units that allow me to transfer files or educational resources from one device to another.	I store all the educational content I create or download onto my external storage unit.	I use cloud storage services to share educational files and resources with other teachers and my students.	I select the information that may be of interest to the educational community, store it in the cloud and share it using social services.
5	I have accidentally deleted an educational resource of my interest, but I have been able to restore it.	I am aware that I can create backup copies of my files to avoid losing them by mistake.	I receive compressed files and I have managed, with a few difficulties, to open them for my teaching practice.	I compress the educational files and resources that I use to optimise the available storage space.	I store in the cloud the educational material I create.	I combine various connectivity technologies to transfer educational files between devices.

2. Area 2. Communication and collaboration

Overview

To communicate in digital environments, share resources via online tools, connect and collaborate with others through digital tools, interact and participate in communities and networks; intercultural awareness.

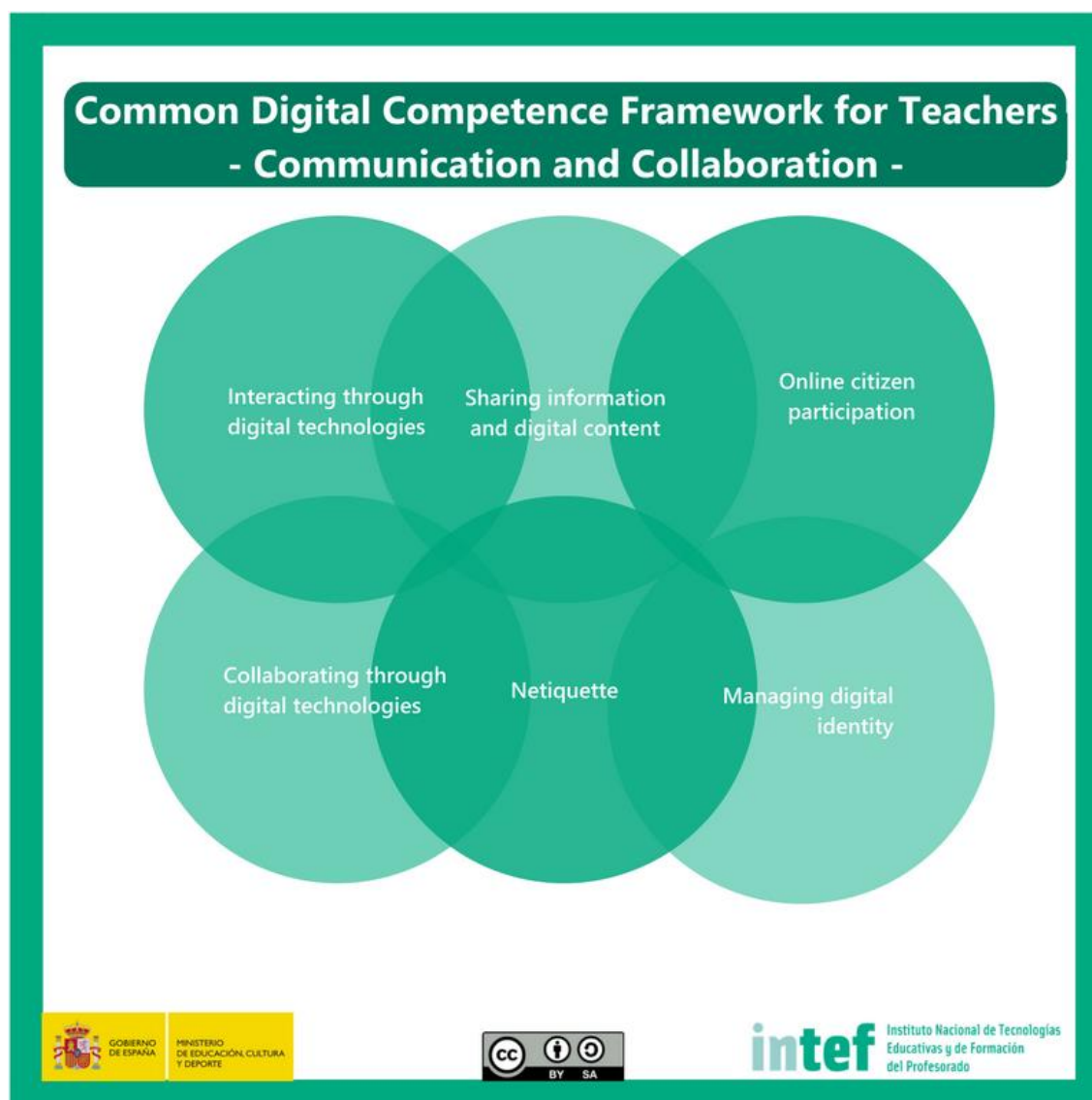


Figure 3 - Communication and collaboration

Competences Area 2

2.1. Interacting through digital technologies

To interact through various digital devices and applications, understand how digital communication is distributed, presented and managed, understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients.

A - Foundation	B- Intermediate	C- Advanced
I know that the net is a source of resources, applications and platforms for communication in general, and particularly with peers, students, families and educational administration.	I communicate and interact smoothly across various applications and digital communication services both synchronously or asynchronously.	I use a wide range of applications and services of interaction and digital communication, with varied typology, and have a combined selection strategy to use them, which changes depending on the nature of the interaction and digital communication needed each time or that my partners needed.
I Interact with others using the basic features of communication tools.	I choose the appropriate tool for digital interaction based on my interests and needs as a teacher, as well as recipients of communication.	

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Competence 2.1. Interacting through digital technologies: to interact through various digital devices and applications, understand how digital communication is distributed, presented and managed, understand the appropriate use of different forms of communication through digital media, see different communication formats, and adapt strategies and modes of communication to specific recipients.

	A1	A2	B1	B2	C1	C2
1	I value positively the potential of the internet as a communication tool.	I like being connected and exchange messages, information and files with my education community.	I am aware that what matters is the communication with my education community, not the tool or application used.	I am amazed by the amount and variety of tools and applications that exist for online communication and I use them according to my teaching objectives.	I search and test new applications and online communication tools with the aim and motivation of improving teaching-learning processes.	I keep myself up-to-date and encourage the development of intercultural values in my educational community through the use of services and applications of digital communication.
2	I have an email account that I check both for sending and receiving messages.	I use my email to send and receive messages in relation with my teaching practice.	I check professional information and occasionally post comments publicly on educational social networks.	I check professional information and often comment publicly on educational social networks.	I communicate with my students and my educational community via email or through an educational social network.	I interact socially with my students and my educational community through different online communication services where I exchange resources, knowledge and opinions on my teaching practice.
3	I check my accounts to send and receive messages from the educational community I belong to.	I share information and resources with my educational community by email which includes links or attached files in different formats.	I send and receive information and files from my educational community by email or any social network.	I send and download all kinds of files in different formats to be used in my teaching practice.	I create specific groups for my students in a social network for them to communicate with me and among themselves.	I create and manage communication networks between groups of teachers, adapting my communication strategies for professional development.
4	I use accounts in one or two social networks where I can find other teaching professionals.	I access social networks where I have an account and participate in a passive way.	I use specialized educational social networks, although my level of interaction is low.	I communicate with my students and the educational community through a social network.	I have created a specific group or community for my students in a social network and I promote learning activities that involve the use of forums and social networks.	I organise education projects, tasks and activities that involve the use of social networks for collaborative work among students, classrooms, organisations and educational communities.
5	I own and use instant messaging services.	I have an account on multiple instant messaging services that I use for private and professional purposes.	I know how to disseminate or forward information or messages received in an instant messaging service and in a social network, either public or private.	I select the communication tool or application most appropriate according to my recipients (be those students, teachers, families, administration, etc.).	I use an education communication strategy adapted to each audience both in real-time and non-real-time.	I design personalised communication strategies combining multiple applications and platforms, depending on the nature of the training activity developed.

2.2. Sharing information and digital content

To share the location of the information and the digital content found, be willing and able to share knowledge, content and resources, act as an intermediary, be proactive in the dissemination of news, content and resources, meet practices of citation and references and integrate new information into the body of the set of existing knowledge.

A - Foundation	B- Intermediate	C- Advanced
I share files and content through simple technological media.	I participate in social networks and online communities, where I transmit or share content, knowledge and information.	I actively share information, content and resources through online communities, networks and collaborative platforms.

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Competence 2.2. Sharing information and digital content: to share the location of the information and the digital content found, be willing and able to share knowledge, content and resources, act as an intermediary, be proactive in the dissemination of news, content and resources, meet practices of citation and references and integrate new information into the body of the set of existing knowledge.

	A1	A2	B1	B2	C1	C2
1	I use the internet to access information and educational resources that other teachers share with me.	I share links to documents or educational files in order to distribute them in online spaces.	I easily access files and educational documents that have been shared with me in a restricted online space.	I follow teachers and/or experts who frequently share information of educational interest on the internet and I disseminate it.	I encourage my fellow teachers and my students to assess, distribute and disseminate valuable educational information in digital media.	I critically analyse, assess and value the educational information I have access to through digital media and then redistribute and disseminate it among my followers and the people I follow.
2	I use applications that allow me to work collaboratively on the same file or document.	I use applications to work on the same file or document with other teachers.	I access my educational-related applications and share them with my colleagues.	I have a personal online space for publication dedicated to education in which I write.	I establish professional and friendship ties with members of my education community, with whom I interact almost daily through technology.	I make use of various services and spaces on the internet where, as a curator of content, I publish news and information about education.
3	I write and send educational information in digital communication environments.	I forward educational information received in digital environments to any member of my education community incorporating comments.	I use specific communication mechanisms in the social networks in which I participate in order to improve and share my teaching practice.	I am a user who redistributes educational information considered relevant in different social networks as a content curator.	I create files and documents online and share them through digital channels with my educational community assigning different user roles (edit, read, comment).	I regularly publish information with relevant educational content, as well as digital resources that I develop collaboratively on social networks and educational communities where I exchange ideas and experiences.
4	I establish communicative interactions on education in virtual spaces.	I share my educational knowledge in online spaces with a limited number of fellow teachers.	I distribute and forward messages, photos, videos, links and other educational information on the social networks in which I participate frequently.	I am aware of the cultural diversity that exists in online communication and I am respectful at the time of disseminating and sharing information of educational interest and digital contents.	I regularly forward and disseminate messages, news or links that I consider to have educational interest in the social networks in which I participate.	I keep a critical attitude with the sources and personal profiles I follow in social spaces or educational communities and contribute to the development of a strategy for the responsible and effective use of ICT.
5	I know how to share data, files or educational information online with a person or group.	I share information and educational resources with my colleagues via the internet.	I have some colleagues that sometimes redistribute my messages and/or educational files on the internet.	I assess the interest and relevance of an information or educational link before distributing it.	I regularly cooperate and share information and resources with my educational community via the internet.	I collaborate via the internet with a large number of colleagues, forming a personal learning network (PLN).
6	I use the internet to work collaboratively with other teachers.	I use online spaces for collaborative work with my fellow teachers.	I am a user who writes and posts educational content messages on social networks.	I regularly use online spaces to share educational resources and post messages of educational content on social networks.	I collaborate and share educational relevant content for my extensive educational community of followers.	I select, filter and share relevant educational content of relevance for my extensive educational community of followers, providing feedback and recommendations on the resources that I use.

2.3. Online citizen participation

To engage with society through online participation, search for technological opportunities for empowerment and self - development in terms of technology and digital environments, and be aware of the potential of technology for citizen participation.

A - Foundation	B - Intermediate	C - Advanced
I know that technology can be used to interact with different services and I make a passive use of some of them in the educational environment.	I actively use some intermediate aspects of online services for teaching (e.g. electronic offices, educational management systems, etc.).	<p>I am a regular and active user for online communication and participation in any type of social, political, cultural, or administrative action.</p> <p>I am a person who is involved and express my opinion in different educational virtual spaces (social networks, newspapers, discussion forums, etc.).</p> <p>I develop projects and activities to train students in digital citizenship.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 2.3. Online citizen participation: to engage with society through online participation, search for technological opportunities for empowerment and self - development in terms of technology and digital environments, and be aware of the potential of technology for citizen participation.

	A1	A2	B1	B2	C1	C2
1	I know websites that inform or offer recommendations on applications and educational resources.	I use websites that inform or offer recommendations on applications and educational resources.	I search and read documents, articles and reports about trends and educational uses of ICT to improve my teaching practice.	I participate in web spaces (newspapers, associations, thematic search engines, etc.) where, on occasion, I publish opinions about my teaching practice.	I develop educational activities to make my students aware of their rights and obligations as citizens of the digital society.	I develop and participate in educational projects with other professionals in my educational community with the aim of developing student's digital citizenship awareness and competence as well as intercultural values.
2	I am aware that the internet allows me to make arrangements with the educational administration.	I am in possession of my personal digital signature.	I make use of my digital signature to perform educational administrative procedures.	I usually engage for issues related to my teaching practice with the public services I need through the digital environments provided.	I perform activities in the classroom to work with my students the operation of the online economy, e-government and digital citizenship.	I organise educational projects and encourage my students to participate and express themselves properly as citizens in digital spaces.
3	I access some applications for educational administrative procedures.	I know existing applications or plug-ins to perform educational administrative procedures online with my digital devices.	I use digital devices to perform educational administrative procedures online.	I continually use my digital devices to perform educational administrative procedures online.	I suggest educational activities to promote the importance of my students in their own learning in relation to digital citizenship.	I am an active member of an association or online network of teachers, in which I actively participate and in which I disseminate educational projects related to digital citizenship.
4	I am registered to access my data online as a teacher at my school or educational administration.	I access my data online as a teacher at my school or educational administration.	I know and use the different online access systems to check my data as a teacher at my school and/or educational administration.	I make online arrangements of various kinds and services related to my teaching practice.	I participate actively in virtual spaces related to digital citizenship that are useful for my teaching practice and for the teaching-learning processes.	I cooperate actively with other teaching professionals in virtual spaces, related to digital citizenship and closely linked to the teaching profession as well as to the teaching-learning processes.

2.4. Collaborating through digital technologies

To use technologies and media for teamwork, collaborative processes and for creating and building common resources, knowledge and content.

A - Foundation	B- Intermediate	C- Advanced
I collaborate, in a very simple way, using digital resources and applications that enable teamwork with other teachers for exchanging files or creating shared documents.	I discuss and develop educational products in collaboration with other teachers and my students, using various tools and through not very complex digital channels.	<p>I am regular user of digital spaces for collaborative work with other teachers performing different functions: creation, management and / or participation.</p> <p>I confidently and proactively use various digital collaborative tools and media.</p> <p>I promote and facilitate the active participation of the educational community in digital collaborative spaces integrating them in my teaching.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 2.4. Collaborating through digital technologies: to use technologies and media for teamwork, collaborative processes and for creating and building common resources, knowledge and content.

	A1	A2	B1	B2	C1	C2
1	I am aware that via the internet educational group tasks can be developed for people who are physically or temporally away.	I have an account in various applications and online collaborative workspaces that I use in my teaching practice.	I access collaborative documents as well as online spaces and applications that I use in my teaching practice without difficulties.	I participate in online spaces or shared online documents to which I am invited to develop educational content.	I grant different roles (edit, read, comment) to members of my education community that I invite to online collaborative spaces.	I search, try and experiment new applications or collaborative work resources that have potential for my teaching or for the collaboration with other members of the education community.
2	I still feel some uncertainty about applications and online collaborative spaces I use in my teaching practice.	With the help of my fellow teachers I am starting to feel more secure with applications and online collaborative spaces for my teaching practice.	I feel increasingly confident and secure when I use applications and collaborative online workspaces for my teaching practice.	I feel secure and confident when using applications and collaborative online spaces for my teaching practice.	I really like online collaboration and I try to encourage and train my colleagues and students about it.	I love everything about online peer collaboration and I help both my colleagues and my students to feel safe when doing so.
3	I know that there are documents or shared spaces on education that I can be invited to by others to collaborate.	I am able to download and/or upload educational content files to online spaces (virtual hard drives, public file sharing systems and similar, etc.).	I access shared documents to add comments as part of my teaching practice.	I access shared documents to view and track the history of the different versions of the same document as part of my teaching practice.	I create and share educational content documents; I give read or edit permissions and help my colleagues to perform those actions.	I control, share and apply different educational content documents online to collaborate with my other colleagues.
4	I participate in an online space to which I received a link to enter and/or download an educational content file.	I can access documents or shared spaces on education to which I have been invited as part of my teaching practice.	I create educational related documents or files in an online space and I share them with my educational community.	I use shared web spaces both as a creator and/or editor to work with my educational community.	I promote educational projects and activities so that my students do collaborative work using online tools.	I participate with my students in educational projects involving mine and my students' online collaboration with other educational organisations.
5	I can send and receive attached files and folders through applications and services to exchange them with other teachers as part of my teaching practice.	I participate in online debates on education through applications or tools such as forums, chats or videoconferences.	I participate in the process of creating or reviewing documents and folders through online spaces for the development of collaborative educational projects.	I organise activities to promote my students' use of online resources for collaborative work.	I consider relevant to promote the development of intercultural awareness and values in students when working on shared digital spaces.	I plan and put into practice tasks and activities so that students learn and experience various tools for online collaborative work.

2.5. Netiquette

To be familiar with the standards of conduct in online or virtual interactions, be conscious in relation to cultural diversity, being able to protect myself and others from possible dangers online, and develop active strategies for identifying inappropriate behaviour.

A - Foundation	B - Intermediate	C - Advanced
<p>I know the basic rules of access and behaviour in social networks and communication channels in digital media.</p> <p>I am aware of the dangers and inadequate behaviour in which the internet can affect my students, and the need for preventive education.</p>	<p>I have the skills to communicate digitally following and respecting the rules of netiquette and I am aware and respectful of cultural diversity in the scope of digital communication.</p>	<p>I apply various aspects of netiquette to different spaces and contexts of digital communication.</p> <p>I have developed strategies to identify inappropriate behaviours online.</p>

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Competence 2.5. Netiquette: to be familiar with the standards of conduct in online or virtual interactions, be conscious in relation to cultural diversity, being able to protect myself and others from possible dangers online, and develop active strategies for identifying inappropriate behaviour.

	A1	A2	B1	B2	C1	C2
1	I know and use some written or iconic rules or conventions of communication between internet users that I apply in my teaching practice.	I am aware that there are rules or conventions in online writing and communication and I apply them in my teaching practice.	Before sending a digital message in my teaching practice, I re-read it and reflect on the convenience of sending it to my recipient.	I consciously and selectively use emoticons and symbols to symbolically reinforce the messages I sent in my teaching practice.	I collaborate with my students and my colleagues to graphically reinforce the messages sent in my teaching practice.	I consciously handle the different rules for writing and communication in online contexts and apply them to my teaching practice.
2	I try to write my messages respectfully without offending others in my teaching practice.	I write messages in a respectful, non-offensive manner, according to the codes of conduct applicable to online communication.	I create a set of rules for online communication to be used as a framework for action within my education community.	I raise class discussions about netiquette and do activities on that topic.	I apply different existing ways for correct online communication in my teaching practice.	I control and apply the correct protocols on netiquette and use policies, and collaborate with my colleagues to improve them.
3	I am aware that there are dangers derived from the internet use in my teaching practice.	I know the terms of spam, cyber bullying and others related to the use of technologies in the teaching practice but in a very general way.	I define and characterize the various misuses of the internet and their negative effects on children, youth and adults.	I read digital information on the issue of digital harassment and improper uses of the internet to be updated and detect problems that may arise in my teaching practice.	I have information on how to detect and act if a case of cyber bullying arises among my students.	I have organised in my education community a project aimed at training and alerting students about the abuses and misuses of the internet.
4	I know there are cases of harassment and abuse among young people on the internet that affect educational practices.	I know the problems about cyber bullying and I am being trained to address potential problems that may arise in my teaching practice.	I share and discuss with my students news on real cases of cyber bullying and online harassment as a preventive measure.	I select and share guides and documentation on the dangers and improper uses of the internet with my fellow teachers.	I have planned and developed training sessions with my students on netiquette, cyber bullying and other abuses on the internet.	I am able to identify and act upon any case of cyber bullying that may arise among my students.
5	I feel discomfort and rejection to any kind of discrimination, harassment or improper use of technology.	I know the basic rules of education when I communicate with my peers.	I avoid using words or images that could be offensive or misunderstood by the recipients of my messages.	I avoid using words, phrases, images or videos that could be sexist or racist in my teaching practice.	I am involved in the development of educational programs for the use of netiquette in children, youth and adults.	I organise educational activities and projects to develop intercultural awareness and respect among students.

2.6. Managing digital identity

To create, adapt and manage one or more digital identities, be able to protect my own digital reputation and manage data generated through various accounts and applications used.

A - Foundation	B - Intermediate	C - Advanced
I know the benefits and risks associated with digital identity.	I know how to create my own digital identity and track my own digital fingerprint. I manage data generated in several spaces with multiple accounts, and various digital channels.	I manage different digital identities depending on the context and purpose. I am able to monitor the information and data produced through my interaction online, and know how to protect myself and others' digital reputation

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 2.6. Managing digital identity: to create, adapt and manage one or more digital identities, be able to protect my own digital reputation and manage data generated through various accounts and applications used.		A1	A2	B1	B2	C1	C2
	1	I have created accounts on different services, platforms and internet applications safely and use them in my teaching practice.	I know and understand the concept of digital identity and I apply it when browsing the internet in my teaching practice.	I am aware that the image others have of me is shaped by what I write or publish on social networks and keep that in mind in my teaching practice.	I know and can define the concept of digital reputation in my teaching practice.	I value relevantly and care about the image or reputation that I show in the digital networks and online spaces in which I participate in my teaching practice.	I promote the concept of digital reputation and share it with my educational community.
	2	I have opened social media profiles and I know there are privacy options that I can configure.	I am respectful with the identity of my recipients protecting, when required, their anonymity and I apply it in my teaching practice.	I have turned on high security measures in the browsers I use in my teaching practice.	I often take care of the image I project online and I encourage my colleagues and my students to do the same.	I control my image online, being aware at all times of my self-image and others on the internet.	I avoid posting photos, videos or texts which may damage my personal reputation and that of others in the present and/or the future. I promote this attitude among my students and in my educational community.
	3	I am able to complete the profile data of my user account (photo, education, age, etc.) in digital spaces, tools and services that I use in my teaching practice.	I am aware of the dangers of others taking or manipulating my digital identity keys or my devices and keep them in mind in my teaching practice.	I provide personal data only in secure and trusted sites that I use in my teaching practice.	I easily identify deceptive mass messages, like scams, that ask for personal information and/or to open attachments and encourage my students to do the same.	When, in my teaching practice, I access an account or personal service from a device that is not mine I avoid saving the password and I close the applications after using them.	I use specific software to store and retrieve the safety keys for the accounts I use in my teaching practice.
	4	I have safe strategies to preserve safety in the various online services I use (e.g., I avoid matching the password and username) and have them into account in my teaching practice.	I generate keys or passwords that combine numbers, signs and letters for the accounts I use in my teaching practice.	I change user passwords in the different services or platforms that I use in my teaching practice on a regular basis.	I have and apply a personal strategy or safety protocol to generate (and remember) keys and passwords for the different accounts I use in my teaching practice.	I have installed security software, such as firewalls, antivirus, etc. in all my devices that protect them in my teaching practice.	I apply safety protocols in all the actions I perform on the internet and teach them to my educational community.
	5	I share information over the internet with other teachers and my educational community.	I worry about my privacy and that of my peers in my teaching practice.	I am worried and sensitized about the proper management of my digital identity and I take it into account in my teaching practice.	I avoid sharing by digital means my own or other people's sensitive data and I apply that in my teaching practice.	I search for information and constantly update myself on the field of online data management and digital identity to implement it in my teaching practice.	I develop training activities and/or educational projects in my teaching practice for students to know how to create and manage their personal accounts and their digital identity.
	6	I avoid sharing personal or sensitive information about my digital identity or that of others (e.g., my passwords to strangers) and apply them in my teaching practice.	I avoid using passwords that are easy to identify (numbers or consecutive letters, birth year, first or last name, etc.) in the services I use in my teaching practice.	I avoid repeating the same password on different services or online applications that I use in my teaching practice.	I access and manage my accounts, data and login information from any device at anytime and anywhere without difficulty.	I am aware of what cookies are and how to manage them. In addition, I encourage my students to manage them properly.	I avoid giving permission for some applications or online services to appropriate and manage my identity through user keys I own in other accounts. I teach my students to do the same.

3. Area 3. Digital content creation

Overview

To create and edit new digital content, integrate and rebuild prior knowledge and content, make artistic productions, multimedia content and computer programming, and know how to apply intellectual property rights and licenses.

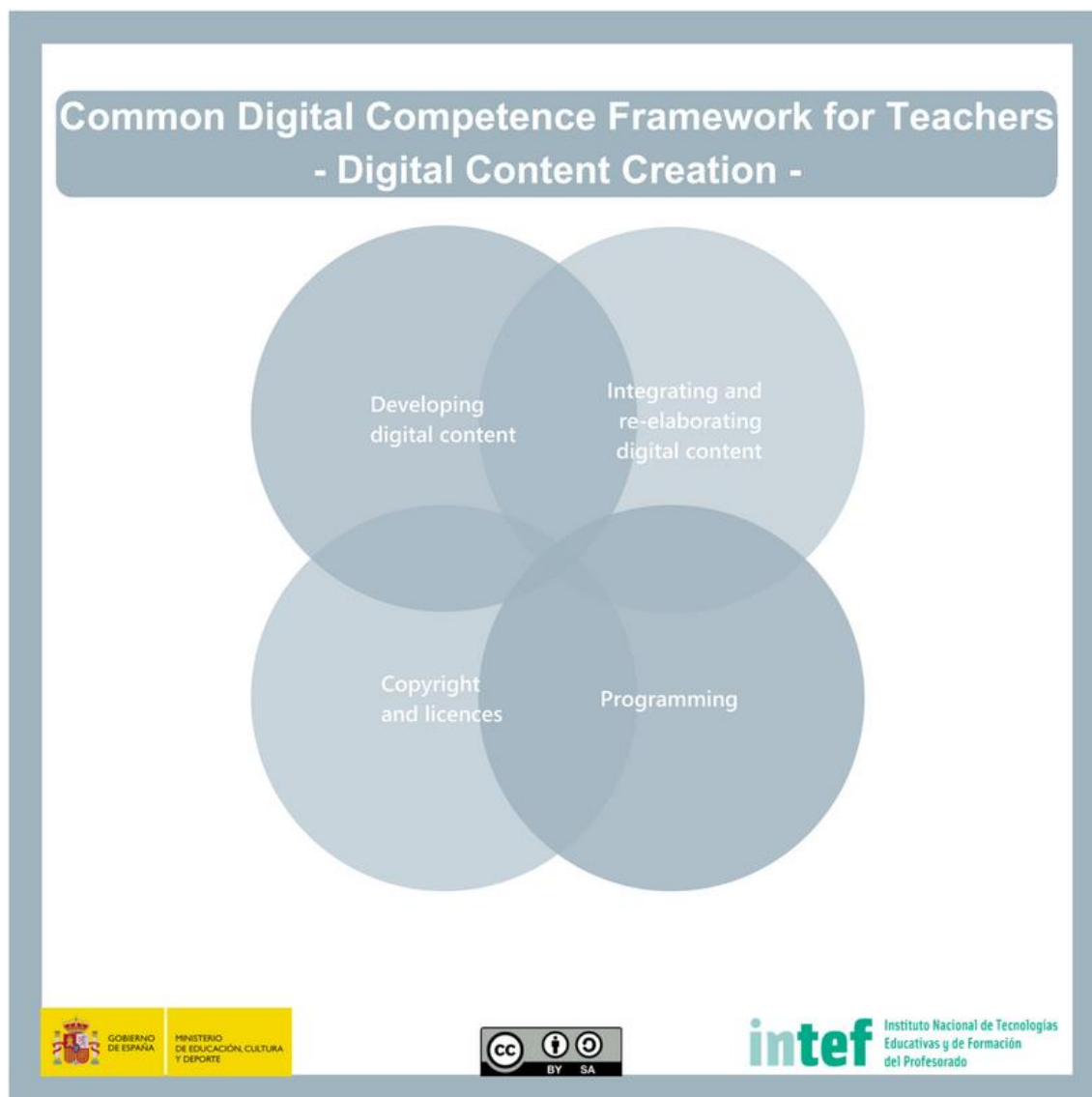


Figure 4 - Digital content creation

Competences Area 3

3.1. Developing digital content

To create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies.

A - Foundation	B - Intermediate	C - Advanced
I search, create, save and edit simple digital content.	<p>I produce digital content in different formats, such as text documents, multimedia presentations, images, video or audio recordings, and using online applications.</p> <p>I encourage this type of production among the student population.</p>	<p>I create online digital teaching materials in a wide range of formats and publish them in varied digital spaces (blog format, interactive activity, Web site, virtual classroom, etc.).</p> <p>I develop digital educational projects that involve the educational community to be the protagonists of the development of digital content in various formats and expressive languages.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

October 2017

Competence 3.1. Developing digital content: to create digital content in various formats, including multimedia content, edit and improve own content creation or others', and express themselves creatively through digital media and technologies.

	A1	A2	B1	B2	C1	C2
1	I search and find online tutorials on how to use applications for creating digital educational content.	I know the PLE concept (Personal Learning Environment) and I use it for learning when I edit digital content. I represent it explicitly in a detailed and organised way to be used in my teaching practice.	I promote my students to be involved in the creation of digital educational materials involving the design and editing of text, videos, presentations and audios, helping them to create their own PLE.	I have a channel or personal space in online applications or services where I publish, throughout the course, text files, video, presentation and recording audio and video programs in which my students have been involved.	I plan, develop and assess online teaching activities that will insist on using different content creation tools (texts, maps, tag cloud-based, hypertexts, videos, audio recordings, etc.). Also, I encourage the students to create their own e-portfolio.	I collaborate with other teachers to create open educational websites or platforms to share the digital content created, including game creation or educational apps.
2	I know and use text processing and/or presentation programs in my teaching practice.	I edit texts and presentations at advanced user level, bearing in mind that students should find them appealing.	I create, store and edit all kinds of text files and presentations in my teaching practice.	I use different programs and services for editing and creating texts and presentations for my teaching practice, on any device, both offline and in the cloud, and publish the products.	I encourage among my students and educational community to create digital presentations and texts that I assess and monitor.	I participate with other teachers in the shared document creation and online presentations in various educational communities.
3	I save and store in organized folders, documents and presentations created for my teaching practice on my devices.	I save, store and retrieve digital documents and presentations prepared by myself and others, both offline and in the cloud in my teaching practice.	I use programs and services for image, icon material, audio and video editing, both offline and in the cloud to adapt and reuse digital content in my teaching practice.	I design, create and edit images, iconic materials, videos and audios owned by me, both locally and in the cloud, and publish them as part of my teaching practice.	I design, use and share digital content using audiovisual formats and tools like, for example, infographics, concept maps, podcasts or videos.	I create, develop and maintain digital spaces in the cloud aimed at learning, as, blogs, sites, etc., where I publish and share educational projects that include digital content of different types and I promote the participation of students in them.

3.2. Integrating and re-elaborating digital content

To modify, refine, improve and combine existing resources to create digital content and new, original and relevant knowledge.

A - Foundation	B- Intermediate	C- Advanced
<p>I am aware that the internet is a huge library of resources that can be reused for educational purposes.</p> <p>I search and select online resources and digital objects for educational purposes; I organize them into a personal digital space and make simple modifications.</p>	<p>I know and use online resource repositories, libraries and material from both general and educational purposes.</p> <p>I modify and adapt my own resources or others' to adapt them to my students' learning needs.</p>	<p>I prepare activities, materials and educational resources from the juxtaposition or mixing of digital objects from different online spaces, both from myself and from other authors.</p> <p>I generate my own teaching-learning spaces in virtual environments and insert different digital objects.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 3.2. Integrating and re-elaborating digital content: to modify, refine, improve and combine existing resources to create digital content and new, original and relevant knowledge.

	A1	A2	B1	B2	C1	C2
1	I perform internet searches for reading or video resources for my teaching practice.	I search for and find online resources for my students, but I select only those that could be relevant for my teaching practice.	I search for and locate materials and educational resources on specialized websites and repositories that I then use in my teaching practice.	I know and use a program or application that allows me to modify any resource or educational material from the internet so as to be used in my teaching practice.	I use software or applications to create my own online interactive exercises or activities, by mixing other digital educational objects in my teaching practice.	I encourage mixing digital educational products by my students with my own digital products to involve the educational community.
2	I know and access some platform or media content site (for commercial use or open use) to find files or resources for my teaching practice.	I know and frequently access platforms or websites of educational content from which I download and store digital educational resources for my teaching practice.	I revise and update versions of downloaded and adapted educational materials used in my teaching practice and contextualize it to suit my students' context.	I select educational material for later adaptation and/or make sure it is the latest online version.	I participate, in the collaborative creation of digital educational resources with other teachers for the students.	I participate with teachers from other educational organisations in projects of collaborative creation of online learning resources and materials.
3	I consider that I should adapt the materials o digital learning resources that I find on the internet for my students.	I insert some images, videos or sounds files legally downloaded from the internet into a document or personal presentation for educational purposes.	I organise online learning activities for students to create a digital product or content from other digital objects on the Web.	I have my own storage space in the cloud with resources and digital learning materials where I organise what I select, adapt and plan from the materials found on the internet for its use in my teaching practice.	I have a space on the internet (blog, wiki, website, etc.) where I publish my educational digital content and where students can also publish theirs.	I encourage and collaborate with teachers in the creation of shared libraries or repositories of online educational resources that I organize and make suggestions as to which search strategy will be best for teachers.
4	I save and store resources or files that I have selected for my students in my digital devices.	I save/store in my devices and in the cloud, in an organised way, the resources or files that I have selected for my students.	I download digital content for my teaching practice and make some modification or adaptation to suit my teaching needs and my students' goals.	I search, select and download and store educational digital resources or content, based on the needs or adequacy to the learning tasks that I will perform in the classroom with the students.	I organize activities during my teaching practice that require students to create digital products based on the mix of digital objects (murals or posters, multimedia presentations, timelines, blogs, etc.).	I didactically plan a web space or virtual classroom for a course or online training project where I add and re-elaborate educational digital content.
5	I am able to introduce active links into texts or presentations that I create for my students.	I can modify a file or resource I have downloaded from the internet to suit my students' needs.	I plan classroom learning activities for my students based on the resources or content that I have selected from the internet.	I plan, design and create open educational digital artefacts from others' to be used in my teaching practice.	I encourage the design and development of open educational digital objects by my students.	I promote the collaborative creation of open educational digital resources among educational communities.

3.3. Copyright and licenses

To understand how copyright and licenses are applied to information and digital content.

A - Foundation	B- Intermediate	C- Advanced
I am aware that some content distributed on the internet is copyrighted.	I know the basic differences between open and privative licenses and how they affect to digital content.	I learn how different types of licenses are applied to information and resources that I create.
I respect copyright both to access and download files.	I develop classroom tasks and activities to train and educate my students regarding copyright of distributed content on the internet.	I develop educational projects for my students to publish their content with open access licenses.

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Competence 3.3. Copyright and licenses: to understand how copyright and licenses are applied to information and digital content.

	A1	A2	B1	B2	C1	C2
1	I am aware that the information, applications, audiovisuals or any other digital product that I use in my teaching practice must have copyright which I have to respect.	I have occasionally consulted a website that offers information and recommendations on copyright and its legislation which I have implemented in my teaching practice.	When I search for any image, sound, video, text or any other type of educational resource I worry about checking what type of license it has, because I distinguish between open and privative licenses.	Whenever I use some digital content of another author for my teaching practice, I respect its license and I cite its origin properly.	I know the differences between open and private licenses, as well as Creative Commons, copyright and copyleft licenses and I apply them in my teaching practice.	I publish the educational digital contents that I create with Creative Commons licenses for open access and reuse by the educational community.
2	I know there is public domain educational content that I can use in my teaching practice.	I take into account and try to respect the licenses of the digital content that I handle in my teaching practice.	I only reuse digital content that is licensed to do so in my teaching practice.	I organize and develop in my teaching practice, learning activities aimed to the knowledge of legal norms, reflection and analysis on the use of digital content and products, to raise awareness and reflect on its correct use.	I develop tasks and activities in my teaching practice aimed to let students know, respect and use different types of author licenses when creating or reusing digital content.	I plan and develop training projects of knowledge and shared use of copyright material on the internet, as well as on licenses, with my educational community as well as others.
3	I believe any type of plagiarism or illegal use of digital content to be reprehensible.	I support educational organisations to promote the legal use of digital content.	I search for information and I am up-to-date on the legal regulations for the proper citation and reuse of content with copyright in my teaching practice.	I use open educational resources developed by other teachers or institutions and I respect their copyrights.	I value positively that teachers publish on the internet under an open license, the educational materials and resources that they generate.	I encourage my students to publish their digital products on the internet by choosing the appropriate Creative Commons licenses.
4	I try to share copyright digital content on the web with its appropriate licenses.	I inform my fellow teachers and students about the necessity of respecting copyright in content downloaded from the internet.	I support that educational institutions promote sharing and facilitate open access to knowledge.	I promote in my educational community awareness campaigns about what content can be legally downloaded and used at home.	I plan, collaborate and develop training projects on the internet about copyright with fellow teachers and students, aimed at the whole educational community.	I participate as an expert in conferences, seminars or events of debate and reflection on the use of licenses and copyright in education.

3.4. Programming

To make modifications to software, applications, settings, programs, devices, understand the principles of programming, and understand what lies behind a program.

A - Foundation	B- Intermediate	C- Advanced
<p>I know the concepts and basics of computing and mobile technology in education.</p> <p>I modify some simple software functions and applications, in a basic configuration level.</p>	<p>I make several modifications to educational computer programming applications to suit the learning needs of my students with respect to computational thinking.</p>	<p>I modify open source software. I have advanced knowledge of the basics of programming and I write source code.</p> <p>I often plan and develop educational projects involving my students modifying and developing applications, generating games or creating standalone machines.</p>

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Competence 3.4. Programming: to make modifications to software, applications, settings, programs, devices, understand the principles of programming, and understand what lies behind a program.

	A1	A2	B1	B2	C1	C2
1	I know and understand the basics of electronic devices (PC, tablets, mobile) and the internet and I apply that knowledge in my teaching practice.	I understand concepts such as programming, computer architecture, and telecommunications and take them into account in my teaching practice.	I understand how the internet works, its standards and its technological components and apply that knowledge in my teaching practice.	I have experience using some software to program some digital application of augmented reality, robotics and / or video games applied to teaching practice.	I know and I understand the advanced basis of informatics, telecommunications and software engineering applied to educational applications.	I give some formative action on programming and / or educational robotics to other teachers.
2	I know that there are different computer programming languages than can be used in my teaching practice.	I am interested and I search for information to update my knowledge about computer skills and educational technology.	I know some applications for software development, websites, web tools, apps and educational video games and incorporate them to my teaching practice.	I am aware of the potential and possibilities of artificial intelligence in education.	I am a regular user of applications for the development of video games, robotics and / or augmented reality, and I promote its use in the classroom.	I plan, develop and assess online some educational project designed for students to create a robot, video game or application using a programming language.
3	When in doubt about how to use a digital technology, I ask a fellow teacher or an expert user.	I can make small modifications to a standard template to suit my teaching needs.	I create applications and I program simple educational video games, using online tools and / or software.	I know and manage processes of computational thinking in a general way and I put them into practice in my teaching activity.	I use, in my teaching practice, computational thinking processes that involve modelling and decomposing a problem, processing data, creating algorithms and generalizing them, and I encourage it among my students.	I have programmed and uploaded educational applications to be used by other teachers, and I have promoted computational thinking in my educational community.
4	I search for information on how to incorporate computer programming and computational thinking into the curriculum.	I discuss in my teaching practice about the need to acquire and develop programming knowledge and procedures with my students.	I know innovative educational experiences in programming and computational thinking and I have replicated them in the classroom as a simple activity.	I search for solutions about computer processes, programming, or educational technology on the internet (in forums or networks of experts or computer specialist users' network) in an autonomous way.	I am a member of a community of teachers who are experts in computer programming and computer thinking with whom I interact to consult or share computer solutions.	I actively promote and participate in an online community of teachers who are experts in computational programming and computational thinking, and I participate in open educational projects between centres.

4. Area 4. Safety

Overview

Protection of personal information and data, digital identity protection, digital content protection, security measures and responsible and safe use of technology.

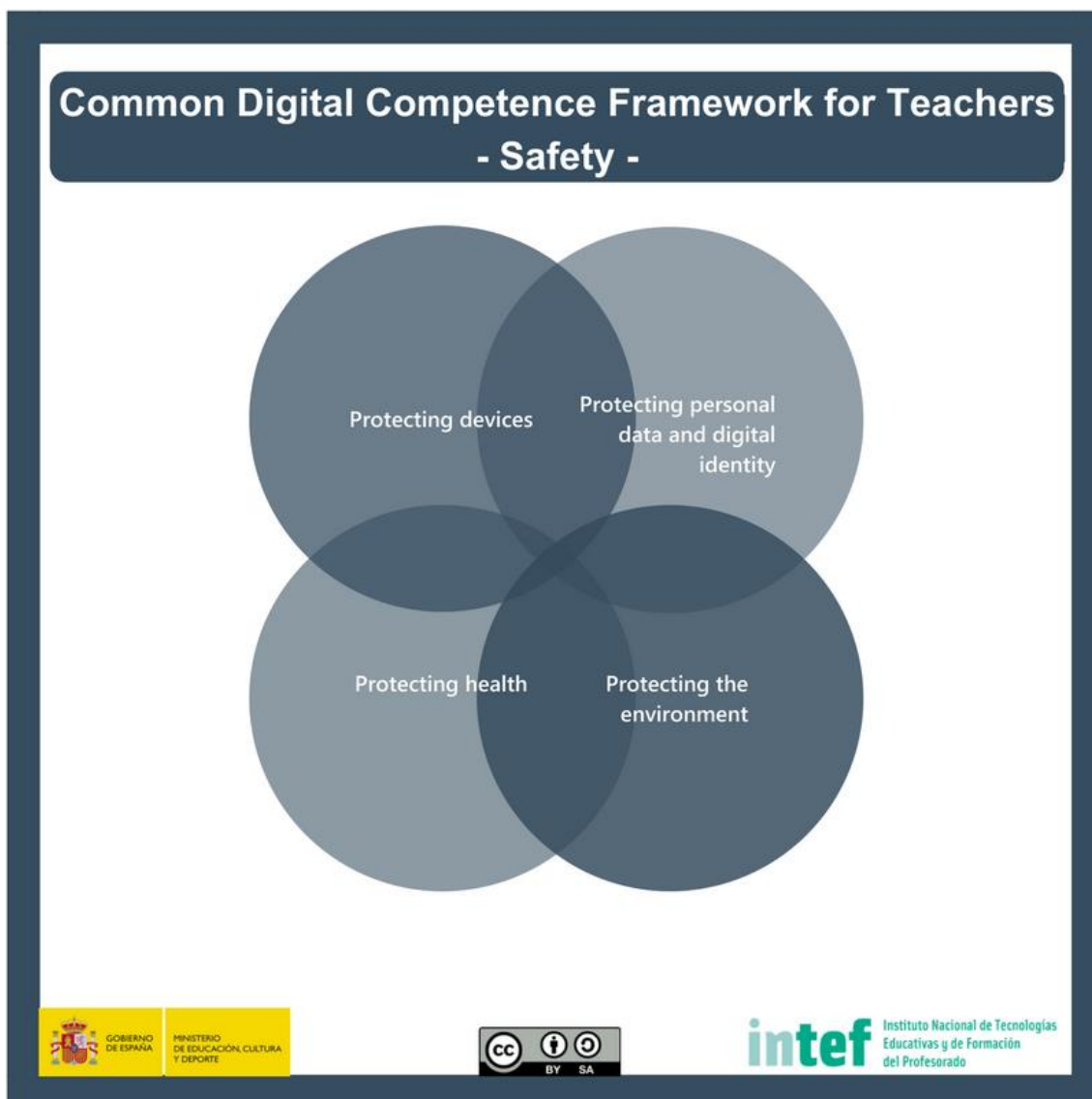


Figure 5 - Safety

Competences Area 4

4.1. Protecting devices

To protect personal devices and digital content, understand the risks and threats online and know safety measures.

A - Foundation	B - Intermediate	C - Advanced
<p>I perform basic actions (passwords, install antivirus software, battery charging, etc.) to protect various digital devices that I use.</p> <p>I set up safety measures on owned and saved content both in my devices and online.</p>	<p>I search for information and I update my knowledge about digital dangers in my devices.</p> <p>I properly manage the safety measures of the technology that I use for teaching and for the learning process of my students.</p>	<p>I check, test and update my digital devices to identify vulnerabilities or operating failures and seek appropriate solutions.</p> <p>I have strategies for action on device safety and protection with the educational community.</p>

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Competence 4.1. Protecting devices: to protect personal devices and digital content, understand the risks and threats online and know safety measures.

	A1	A2	B1	B2	C1	C2
1	I know the possible risks that my digital devices may have and I bear them in mind in my teaching practice.	I am up-to-date with the new risks that my digital devices may have and I use that information at a basic level to establish protection measures in them which I apply in my teaching practice.	I understand and search for additional information on the internet about the risks associated with the use of cloud-based services and the access to certain websites, and I try to prevent those risks using different strategies which I use in my teaching practice.	I consult experts or advanced users about the new risks that my digital devices, my students' and those in my educational community can have to apply new security measures to them.	I handle extensive information about the best strategies to avoid risks in my digital devices, my students' and the devices in my educational community and I elaborate information that may be useful to other users.	I manage and elaborate useful information about security measures for digital devices, and I share them as workshops or seminars with my students and fellow teachers. In addition, I spread them in online professional communities of teachers.
2	I understand the risks my digital devices are exposed to when using cloud-based tools and applications or when accessing certain websites, and bear them in mind in my teaching practice.	I understand the risks for my digital devices associated with using cloud-based tools and accessing certain websites and I try to prevent them by using different strategies that I use in my teaching practice.	I use passwords or unlock patterns on my digital devices and those of my students; I follow expert recommendations and change my cloud-based tools and web access passwords or patterns periodically.	I prevent risks associated with the use of tools in the cloud or the access to certain websites that my own devices and my students' devices may have.	I deeply know the risks associated with the use of online tools and the access to certain websites, I avoid them when using my devices. Furthermore, I publish online safety and protection advice, in addition to sharing them with my students and fellow teachers.	I design and carry out educational projects related to digital risks, the protection of digital devices in the cloud, and I assess them.
3	I have installed protection software (such as antivirus, malware detectors, antispam, etc.) on the digital devices I use in my teaching practice.	I frequently check and update the specific protection software on the digital devices I use in my teaching practice.	I know and frequently search for information on the internet about new risks that my digital devices may have and I carry out new security measures that I apply in my teaching practice.	I use and install specific software (such as antivirus, malware detectors, etc.), update it periodically to avoid new threats and use it in my teaching practice.	I use and manage different software (such as antivirus, malware detectors, etc.) in an advanced way, in my digital devices, in my educational community and/or my students and fellow teachers.	I improve the security of my digital devices, my students', my educational community and fellow teachers giving guidelines and advice to their users to prevent possible risks.

4.2. Protecting personal data and digital identity

To understand the usual terms of use of software and digital services, actively protect personal data, respect the privacy of others, and protect myself from threats, fraud and cyberbullying.

A - Foundation	B - Intermediate	C - Advanced
I am aware that in online environments I can share only certain types of information about myself and others.	<p>I know how to protect my own and others privacy online.</p> <p>I generally understand issues related to privacy and have a basic understanding of how the data is collected and used.</p> <p>I create digital educational activities on protection of personal data.</p>	<p>I often change the default privacy settings of online services to improve my privacy protection.</p> <p>I have extensive knowledge about privacy issues and know how to collect and use my data.</p> <p>I develop educational projects designed to train students in the habits of digital protection and the respect for the privacy of others.</p>

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Competence 4.2. Protecting personal data and digital identity: to understand the usual terms of use of software and digital services, actively protect personal data, respect the privacy of others, and protect myself from threats, fraud and cyber bullying.

	A1	A2	B1	B2	C1	C2
1	I am aware that using the internet may pose some risks towards my privacy and I apply that knowledge in my teaching practice.	I am aware that my personal data and the educational content I publish on the internet are stored by the company or institution providing the service.	I apply and update personal data protection strategies in the online services I'm registered in my devices (for example, I avoid using one password for different services) and apply that knowledge in my teaching practice.	I encourage personal data protection strategies and habits in my students for their devices and in the online services they use related to education.	I create useful pieces of information in my educational community about online security and digital protection of personal data.	I design and apply educational projects about online safety in my educational community as well as in others.
2	I store locally different access data to the accounts used in my teaching practice.	I safely store and retrieve different access data to my accounts, using secure tools and apps in my teaching practice.	I search for and find activities in my teaching practice that promote digital respect and personal data protection.	I design activities for my students to promote civic awareness and democratic values towards communal living and social interaction through the internet.	I create and share recommendations in my educational community on how to intervene in digital threat situations.	I publish and share projects focused on identifying and intervening in cases of digital fraud with teaching professional communities.
3	I understand the different privacy levels that can be found in my own digital devices and in cloud-based services some risks towards my privacy and I apply that knowledge in my teaching practice.	I use the adequate privacy settings according to my objectives, both in my devices and in the cloud-based services I use in my teaching practice.	I inform and occasionally suggest to my students some reflection activities upon the necessity of having strategies on personal data protection and on content publication on the internet.	I encourage in my teaching practice activities that include, in a practical way, personal data protection in devices and in the cloud.	I create the responsible use policy regarding the use of technology in my organisation, reaching an agreement with all the members of my educational community for its implementation.	I share guidelines for protecting personal privacy, both in my devices and in the cloud with other teaching professionals. I also publish and disseminate them.

4.3. Protecting health

To avoid health risks related to the use of technology in terms of threats to the physical safety and psychological well-being.

A - Foundation	B - Intermediate	C - Advanced
I know that technology can affect my health if misused.	<p>I know how to protect myself and others from cyber bullying.</p> <p>I understand the health risks associated with the use of technologies (from ergonomic aspects to addiction to technologies).</p>	<p>I am aware of the proper use of technologies to avoid health problems.</p> <p>I know how to find a good balance between the online world and the traditional world.</p>

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Competence 4.3. Protecting health: to avoid health risks related to the use of technology in terms of threats to the physical safety and psychological well-being.						
	A1	A2	B1	B2	C1	C2
1	I know the risks that may affect my physical and psychological health derived from the incorrect use of technology and avoid them in my teaching practice.	I know the risks that may affect my health derived from the incorrect use of technology, browse the internet about how to better use it and apply it in my teaching practice.	I know the risks, both physical and psychological, that may result from the inadequate use of technology and I apply prevention strategies when working with my digital devices and/or in the cloud taking them into account in my teaching practice.	I advise other members from the educational community on how to prevent harmful habits derived from the use of technology, both physically and psychologically.	I manage technology with a positive and close attitude, managing my emotions when certain problems arise, and I try to convey it in my educational community when I use digital devices, creating content with them in order to know how to proceed in each case.	I share healthy habits on using technology in educational communities, encourage and disseminate them on the internet.
2	I know the existence of intervention protocols to prevent health issues from an inadequate use of technology and I apply that knowledge in my teaching practice.	I learn about adequate intervention patterns to prevent myself and others from any health issue due to an inadequate use of technology and I apply that knowledge in my teaching practice.	I develop an intervention pattern of routinely execution in order to connect to the internet avoiding cyber bullying and protecting my identity and apply it in my teaching practice.	I explain intervention patterns on the internet to my students to avoid cyber bullying and to take care of their own identity.	I encourage intervention patterns in my educational community to be executed when connecting to the internet in order to avoid cyber bullying as well as to protect my students' identities.	I execute intervention patterns and guidance oriented to avoid cyber bullying and to reinforce safety in my educational community.
3	I know the correct postural habits, I know that an excessive use of technology may be addictive, and I apply that knowledge in my teaching practice.	I try to apply the knowledge about the correct postural habits in my daily teaching practice.	I take care of my habits regarding correct ergonomic postures with digital devices to avoid any physical harm and apply that knowledge in my teaching practice.	I create activities in my teaching practice to prevent bad postural habits and addictions among my students.	I am on the alert regarding postural habits and behaviours related to technology with my students with the purpose of correcting them, if necessary, as well as to avoid potential addictions.	I monitor the time spent working online with my devices and with those belonging to the educational community, creating a routine that includes breaks in small intervals as well as measures to prevent possible health issues.
4	I know the risks of addiction to technology, especially among the youngest users and take steps to avoid this problem in my teaching practice.	I inform my students about the risks of addiction to technology and I am aware of the cases that may arise.	I work with my students measures to avoid the addiction risks of technology.	I use a risk detection protocol for technology addiction with my students and try to correct the issue when I find a case.	I create detection and intervention protocols in case of addiction to technology that I apply in my teaching practice.	I coordinate with teams from other educational communities for the creation and execution of detection and intervention protocols in cases of addiction to technology.

4.4. Protecting the environment

To take into account the impact of technology on the environment.

A - Foundation	B - Intermediate	C - Advanced
I know how to reduce energy consumption in the use of digital devices and have available information about the environmental problems associated with their manufacture, use and disposal.	I have informed opinions about the positive and negative aspects of the use of technology on the environment and know how to optimize the use of the devices.	I organize strategies for efficient uses of digital devices and I make decisions about the purchase and proper disposal of such devices, according to educational activities carried out with them.

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		A1	A2	B1	B2	C1	C2
Competence 4.4. Protecting the environment: to take into account the impact of technology on the environment.	1	I know of the existence of good habits regarding ICT use that help me save energy when I use my devices in my teaching practice.	I know and occasionally apply some energy saving measures when I use my devices during teaching practice.	I possess up-to-date information about the side effects of technologies on the environment and I elaborate related educational content to be shared with my students.	I save energy by acquiring enough environmentally friendly equipment and services in my teaching practice.	I elaborate reports regarding environmental protection aspects when the educational community is about to acquire new digital devices.	I apply, along with other colleagues, energy saving measures at school and I design and suggest digital projects about environmental awareness in order to include them in the annual curriculum of my educational community.
	2	I try to save energy consumption in the use of digital devices in my teaching practice.	I try to save energy resources in my teaching practice by acquiring, if possible, more efficient and profitable digital devices compared to others, as well as discarding the former for recycling.	I apply recommendations that allow saving energy by optimizing the use of my digital devices and those of my students in my teaching practice.	I convey, share and promote the necessity of sustainable use of technology among the members of my educational community.	I apply educational suggestions with my students oriented to recycle and reuse disused equipment in my educational community in order to make them aware of the necessity of being respectful towards the environment.	I share with other educational communities, digital spaces, and networks good digital and internet habits that help lengthen the life of devices, appropriately acquire efficient digital devices, and adequately discard obsolete equipment used in my teaching practice.
	3	I know that an efficient use of supplies (hardware, ink, paper) may reduce the costs, consumption and emissions generated in my teaching practice.	I try to make the most efficient use of supplies (hardware, ink, paper) in my teaching practice in order to limit the impact of technologies on the environment.	I apply recommendations to reduce consumption of supplies in my teaching practice in order to limit the impact of technologies on the environment.	I express, share and promote recommendations among my students to reduce consumption of supplies.	I apply educational suggestions to make my students aware of the need of reducing consumption of supplies and of the environmental advantages of printing just what is necessary.	I share with other educational communities, digital spaces and networks good digital habits that help reducing consumption of supplies in order to lessen the carbon footprint of the educational community.

5. Area 5. Problem solving

Overview

Identify needs in the use of digital resources, make informed decisions about the most appropriate digital tool depending on the purpose or need, solve conceptual problems through digital media or digital tools, use technology creatively, solve technical problems, and upgrade my competence and of others.

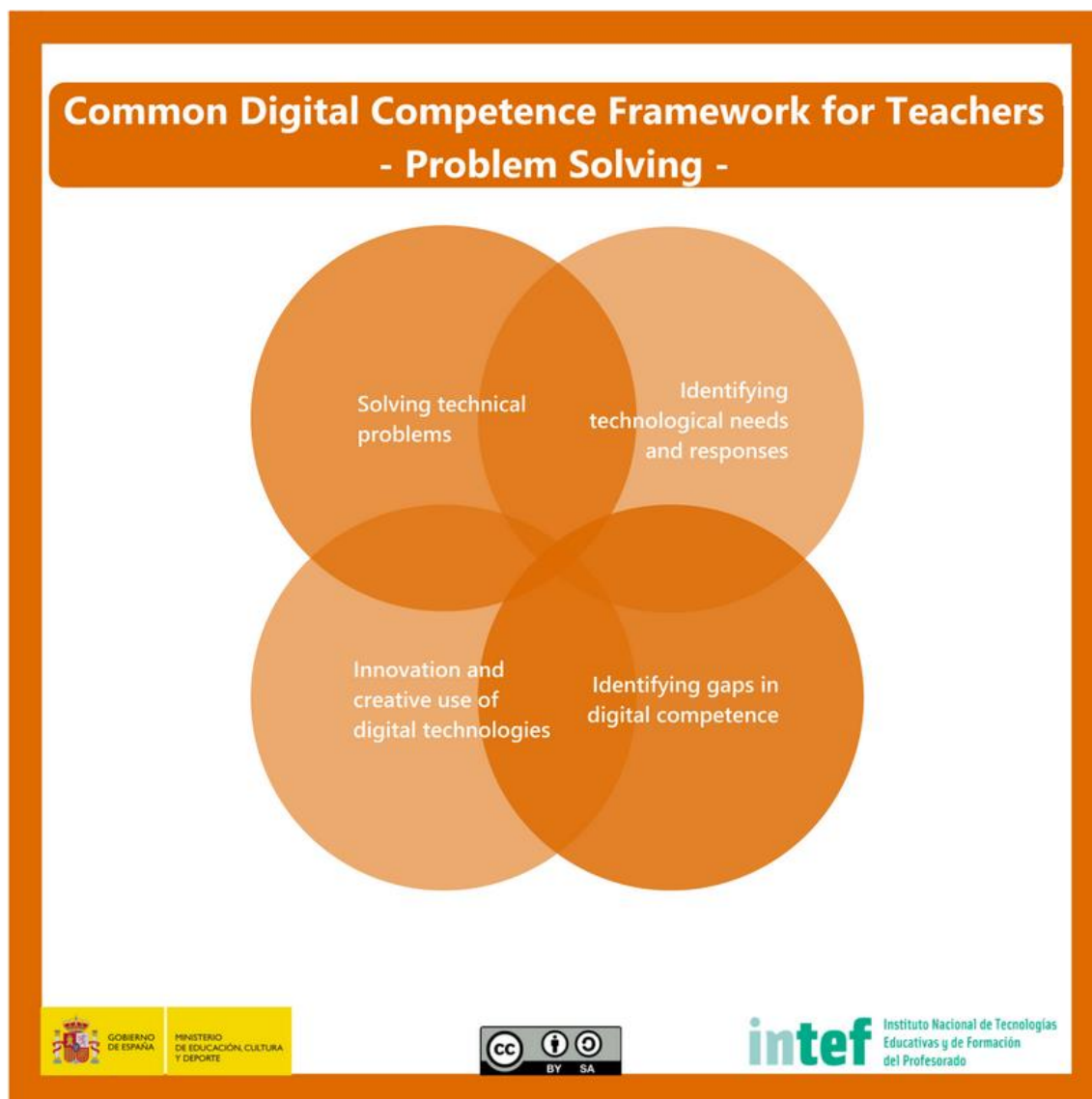


Figure 6 - Problem solving

Competences Area 5

5.1. Solving technical problems

To identify possible technical problems and solve them (from basic troubleshooting to solving more complex problems).

A - Foundation	B - Intermediate	C - Advanced
I know the features of the devices, tools, environments and digital services regularly used in my work as a teacher and I am able to identify a technical problem explaining clearly what the cause of the malfunction is.	I solve noncomplex technical problems related to common devices and digital environments in my professional tasks with the help of manuals or technical information available.	<p>I have a sufficiently advanced knowledge of the features of devices, digital tools and environments used and I can autonomously solve technical problems as they arise.</p> <p>I help other members of the educational community and collaborate with them to solve technical problems in the routine use of devices, tools and digital environments.</p> <p>I use collaborative learning spaces and participate in communities to find solutions to technical problems.</p>

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Competence 5.1. Solving technical problems: to identify possible technical problems and solve them (from basic troubleshooting to solving more complex							
	A1	A2	B1	B2	C1	C2	
	1	I know the basic technical specifications of the digital devices, tools or applications I work with in my teaching practice.	I know and manage the technical specifications of the digital devices, and online applications or software I work with in my teaching practice.	Before reporting to the ICT coordinator of my educational organisation about technical issues, I try to solve them individually, with the support of tutorials.	I search for solutions to technical issues in digital environments that help me solve those issues and I try to help my students in my teaching practice.	I solve complex technical issues in the classroom in an autonomous way or relying on tools found on the internet.	I have an online space where I regularly publish information about the troubleshooting of technical problems on the digital devices and educational software that I use in my teaching practice.
	2	I know that there is an ICT coordinator in my school and I communicate with him or her for technology related issues in my teaching practice.	I let the ICT coordinator of my educational organisation know about complex technical issues found in my teaching practice that I cannot solve, explaining the issue clearly.	I have sometimes reported and solved technical issues found in my teaching practice through online communication.	I frequently communicate and solve technical issues of varied sorts found in my teaching practice through online communication, from any place and at any time.	I collaborate with the ICT coordinators in school in the collaborative resolution of technical issues, not only in my classroom, but in the whole organisation.	I teach my educational community and others about different strategies to solve technical issues via the internet and by searching for shared solutions.
3	I can identify a technical problem on the digital devices, spaces, applications and environments I work with in my teaching practice.	I solve problems of low complexity that arise in my teaching practice so as they do not prevent me from following planned activities normally.	I solve common technical issues in my teaching practice with the help of colleagues and/or online or printed tutorials or manuals.	I solve less common technical issues related with digital devices and environments that I use in my teaching practice.	I help and train my students and other members of the educational community, both in a face-to-face way and virtually, in solving technical problems.	I actively participate in virtual professional communities with other colleagues looking for solutions in a collaborative way.	

5.2. Identifying technological needs and responses

To assess and identify own needs, to assess, select and use digital tools and give possible technological responses to solve them. To adjust and customise digital environments to personal needs.

A - Foundation	B- Intermediate	C- Advanced
<p>I use some digital tools and resources to meet learning needs and solve technological problems related to my usual teaching.</p> <p>I make decisions when choosing a digital tool for teaching as a routine activity.</p>	<p>I critically assess the different possible environments, tools and services offered to solve technological problems related to my teaching work and select the most appropriate solution to the needs in every moment.</p>	<p>I make informed decisions when choosing a tool, device, application, program or service for a task with which I am unfamiliar.</p> <p>I stay informed and updated about new technological developments.</p> <p>I understand how the new tools work and I am able to critically assess which tool fits best with my teaching and learning goals.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 5.2. Identifying technological needs and responses: to assess and identify own needs, to assess, select and use digital tools and give possible technological responses to solve them. To adjust and customise digital environments to personal needs.							
1	2	A1	A2	B1	B2	C1	C2
		I know some tasks that can be done by using technologies for the improvement of teaching and learning.	I use virtual environments to solve teaching problems and to identify learning needs.	I identify the needs of my students regarding the development of their digital competence and I do activities oriented to that development.	I diagnose the degree of development of the digital competence of my students and design tasks and activities accordingly, in order to improve it.	I create digital repositories in order to respond to the needs of improvement of my digital competence and that of my students.	I participate in online networks, design improvement strategies of the learning process and assess them with the intention of answering to the needs of the educational community regarding their digital competence.
		I know I can have access to online training and I have registered for a course.	I follow online tutoring courses whose instructional design is organized and which offer personal and continuous tutor assistance.	I participate in online virtual training spaces of different sorts.	I find the educational potential of the information technologies motivating so I regularly take professional teaching development courses, especially online.	I take online courses that promote autonomous learning, participation in professional teaching communities and peer collaboration.	I organize and develop teacher training for my peers to know how to select adequate resources for their learning needs, those of their students and of the rest of their educational community.
	3	I select digital applications to solve common problems or needs in my teaching practice.	I use digital tools and applications to regularly solve my problems and needs in my teaching practice.	I search, identify, filter, assess and select digital tools and resources to apply them afterwards in my teaching practice with the purpose of an efficient management of my teaching practice.	I search, identify, filter, assess, select and adapt digital tools and resources to answer to the learning needs of my students.	I critically assess the possible solutions to the needs of both my students and myself as a teacher, either individually or collaboratively via online networks.	I design tasks using technologies, share them with my colleagues and update them accordingly using their feedback.

5.3. Innovation and creative use of digital technologies

To innovate using digital technology, actively participate in collaborative digital multimedia productions, express themselves creatively through digital media and technologies, generate knowledge, and solve conceptual problems with the help of digital tools.

A - Foundation	B- Intermediate	C- Advanced
<p>I know I can use digital technologies in my usual professional work to seek alternative and innovative solutions that facilitate learning tasks.</p> <p>I sometimes use them creatively.</p>	<p>I use digital technologies to analyse needs in my daily work, managing innovative solutions, create products and participate in creative projects, adapting and complementing dynamically digital media offered by my organization to my teaching duties, but I do not take the initiative.</p>	<p>I know a wide range of creative and innovative ways to use digital technologies to apply them in teaching and I creatively update them according to the evolution of digital media and learning needs.</p> <p>I actively participate in professional communities of teaching practices that share creative and innovative educational initiatives in the use of digital media, and disseminate best practices and initiatives in the educational community.</p>

COMMON DIGITAL COMPETENCE FRAMEWORK FOR TEACHERS

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Competence 5.3. Innovation and creative use of digital technologies: to innovate using digital technology, actively participate in collaborative digital multimedia productions, express themselves creatively through digital media and technologies, generate knowledge, and solve conceptual problems with the help of digital tools.

	A1	A2	B1	B2	C1	C2
1	I know some of the most used digital means of expression inside educational settings.	I create some online spaces for my students as a means of digital expression.	I generate knowledge with digital media in the application of some in-classroom activities.	I use different digital expression means (blogs, posters, websites, etc.) to display my students' work.	I know the processes for creating digital contents in a collaborative way with my colleagues through virtual environments.	I create digital multimedia objects of expression and share them with the educational community for them to be reused by others.
2	I know of the existence of teaching related online events about digital educational innovation that can be helpful for my teaching practice.	I search innovative solutions for my teaching practice coming from experiences shown in teaching online events about digital educational innovation.	I attend, occasionally, online teaching events (webinars, conferences, seminars, etc.) about sharing innovative experiences on digital education.	I apply with my students innovative digital educational experiences that I have learned through the attendance to online teaching events.	I encourage the participation of my educational community in online teaching events about educational innovation that translate into relevant methodological changes in the school.	I regularly take part in online teaching events, courses, and professional conferences, where I share and teach others about the creative and innovative use of technology and about educational digital media.
3	I know about digital educational innovation projects developed inside educational communities.	I have used in-classroom digital activities in my teaching practice, coming from digital educative innovation projects that I have found on the internet.	I have participated in some collaborative digital projects along with colleagues in my educational organisation.	I participate in collaborative digital projects and inform the rest of my educational community about their innovative potential.	I encourage the participation of my educational community in digital collaborative projects and I launch one or more in my educational organisation every academic year, in which students are the protagonists.	I participate in virtual learning communities along with other colleagues and I encourage them to join and generate knowledge collaboratively through digital media.
4	I use digital media on a regular basis in my teaching practice.	I select and use digital and multimedia products inside the classroom that I consider valuable for my students.	I plan and develop digital activities to innovate with my teaching methodology.	I participate on virtual environments in the creation of digital educational content for my classroom and educational organisation.	I know and use different means of digital expression (blogs, digital magazines, websites, etc.), with students and colleagues, both from inside my educational organisation and others, in a creative way.	I actively participate in the online creation of innovative and creative digital educational materials.

5.4. Identifying gaps in digital competence

To understand the needs for improvement and updating of the own competence, support others in developing their own digital competence, and keep up-to-date with new developments.

A - Foundation	B- Intermediate	C- Advanced
I Identify the weaknesses of students in the use of digital media for learning as well as my own weaknesses concerning the use of technology.	I search, explore and experiment with emerging digital technologies that help me to stay updated and cover possible gaps in the digital competence needed for teaching and professional development.	I organize my own system of updating and learning, and I make changes and methodological adaptations for continuous improvement of the educational use of digital media, which I share with the educational community, supporting others in the development of their digital competence.

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Competence 5.4. Identifying gaps in digital competence: to understand the needs for improvement and updating of the own competence, support others in developing their own digital competence, and keep up-to-date with new developments.

	A1	A2	B1	B2	C1	C2
1	I know that I have to improve my digital competence but I do not know how or where to start.	I am aware of my limitations in my own digital competence and of my training needs in this area.	I search how to improve and update my teaching digital competence through experimentation and peer learning.	I evaluate, reflect and discuss with my colleagues on how to improve the digital competence for teachers.	I help my colleagues to develop their teaching digital competence.	I develop a strategy to improve the teaching digital competence of my educational organisation.
2	I learn through my colleagues about the latest improvements related to the digital competence to advance in my professional career.	I know the latest improvements related to digital competence, and I try to update them.	I use digital spaces in order to keep myself up-to-date, in an autonomous way, regarding the latest improvements of the digital competences, thus increasing my repertoire of digital practices.	I know and participate in virtual networks to stay informed about the latest improvements related to the digital competences, new resources and pedagogical methodologies and thus stay up-to-date.	I encourage, along with other colleagues, active participation in online professional networks, with the purpose of improving collaboratively our digital competence for teachers.	I collaborate, help and teach other teachers about the best way of improving their digital competence for teachers through in-person and virtual communities.
3	I rarely use the internet to update my digital competence.	I search strategies on the internet to improve my digital teaching competence.	I use the internet to identify training adequate to my needs in the area of digital teaching competence.	I use the internet to develop my digital teaching competence, either through online courses, webinars or watching video-tutorials.	I exchange experiences in online educational professional communities to improve my digital teaching competence.	I actively participate in training activities in the area of digital teaching competence and select those that better suit my development needs, my lifestyle and my schedule.
4	I identify gaps in the digital competence of my students.	I identify, analyse and search solutions online for the improvement of the gaps in the digital competence of my students.	I plan in-classroom activities taken from different websites that may improve the digital competence of my students.	I create and develop in-classroom and educational organisation activities that improve the digital competence of my students.	I promote educational projects in collaboration with my colleagues in order to improve the digital competence of my educational community.	I teach other members of the educational community how to update their digital competence as well as their digital methods and practices and I share solutions for the improvement online.
5	I apply information and communication technologies to improve my teaching methodology and the digital learning of my students.	I do some simple activities through information and communication technologies that modify in some ways my methodology and the way my students learn.	I apply educational uses of ICT in my teaching practice, establishing an active role to students, and I know some strategies to transfer the knowledge generated with my students.	I use the ICT in educational settings in order to emphasize learning of my own students and I maintain a digital environment in which I transfer student generated knowledge.	I organize and apply active methodologies based on the use of ICT, modifying the roles of the educational agents of the classroom and of the school, managing an educational digital space in collaboration with all the members of my educational community.	I promote methodological adaptations for the continuous improvement in the educational use of digital media in my educational organisation and those of others.

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