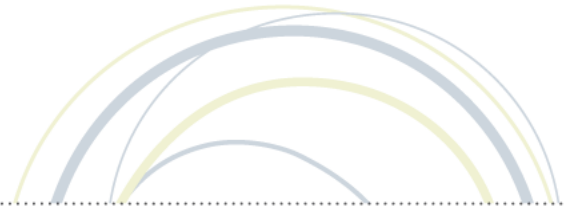# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT
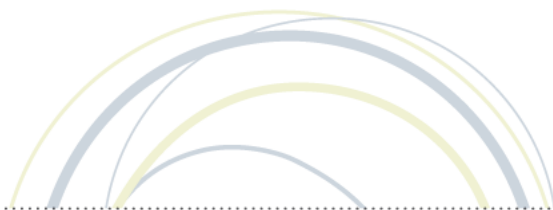
EasyTech Curriculum

FEBRUARY 2018

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ISTE Seal of Alignment Review Findings Report

ABOUT

ABOUT ISTE

The International Society for Technology in Education (ISTE) is the premier nonprofit membership organization serving educators and education leaders. ISTE is committed to empowering connected learners in a connected world and serves more than 100,000 education stakeholders throughout the world.

As the creator and steward of the definitive education technology standards, our mission is to empower learners to nourish in a connected world by cultivating a passionate professional learning community, linking educators and partners, leveraging knowledge and expertise, advocating for strategic policies, and continually improving learning and teaching

ISTE SEAL OF ALIGNMENT

Resources and products designed with the ISTE Standards in mind are choosing to demonstrate their commitment to support critical digital age learning skills and knowledge. Regardless of a solution's intended grade level, purpose or content area, by addressing the ISTE Standards and earning a Seal of Alignment, a solution is shown to consciously, purposefully and meaningfully support best practices for digital age teaching and learning.

ISTE considers a solution aligned to the ISTE Standards only after an extensive review conducted by trained ISTE Seal of Alignment reviewers, and it has been determined to meet all critical elements of a particular standard indicator in accordance with specific review criteria.

By earning a Seal of Alignment, ISTE verifies that this product:
- Promotes critical technology skills
- Supports the use of technology in appropriate ways
- Contributes to the pedagogically robust use of technology for teaching and learning
- Aligns to the ISTE Standards in specific ways as described in the review finding report
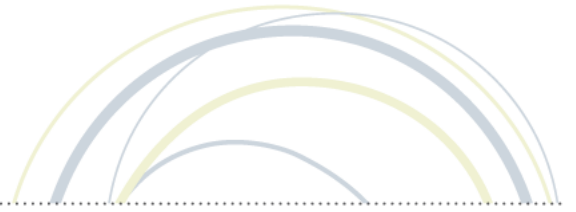
RESOURCE DESCRIPTION

WHAT IS THE EASYTECH CURRICULUM?

The EasyTech curriculum by Learning.com consists of a library of units grouped into categories of digital literacy skills and topics for grades K-8. Skills covered in this comprehensive curriculum include digital citizenship, online research skills, computational thinking and coding, as well as keyboarding and word processing. The units are designed to provide students with direct instruction on a specific application or process-related skill, that students can then can apply in an *Application Exercise*. Some units include a class discussion with suggested questions and focus ideas provided for the teacher.

HOW IS THE EASYTECH CURRICULUM IMPLEMENTED?

The interactive EasyTech curriculum offers a flexible implementation format and can be teacher-led or self-paced and implemented through a variety of models, including whole group, small group, work centers and individual instruction in a traditional, blended or flipped classroom setting. Each curriculum item includes a complete lesson plan and nine month pacing calendars are available for each grade level.

The EasyTech curriculum addresses all foundational areas related to digital literacy. Beginning in Kindergarten and moving through to 8th grade, the skills increase in complexity and the application exercises increase in rigor allowing students to transfer prior knowledge to new situations and challenge activities.

Students are given scaffolded application exercises as well as guided practice to deepen their understanding of numerous skills including word processing, spreadsheets, coding & computational thinking, internet safety, and design thinking.

The lessons also include interactive checks for understanding - called "do tasks" that support students along their learning path. The EasyTech platform builds capacity with technology tools in a series of activities that increase in complexity as students progress through the curriculum.
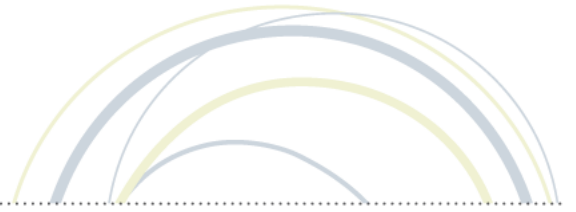
ISTE SEAL OF ALIGNMENT REVIEW

Product: EasyTech
Company: Learning.com
**Date of Award:** February 2018

REVIEW METHODOOGY

ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used by reviewers to collect data on potential alignment across all resource materials. Alignment is determined based on the extent to which all or some of specific elements are addressed within the materials. Reviewers conduct regular calibrations to assure the validity and reliability of the results and final review findings are combined for an overall score for alignment on each individual indicator.

The EasyTech curriculum was reviewed for alignment against the ISTE Standards for Students, at the Readiness level. Readiness level reviews examine how a resource instructs and/or assesses specific skills and knowledge that have been identified as foundational to the elements of the ISTE Standards.

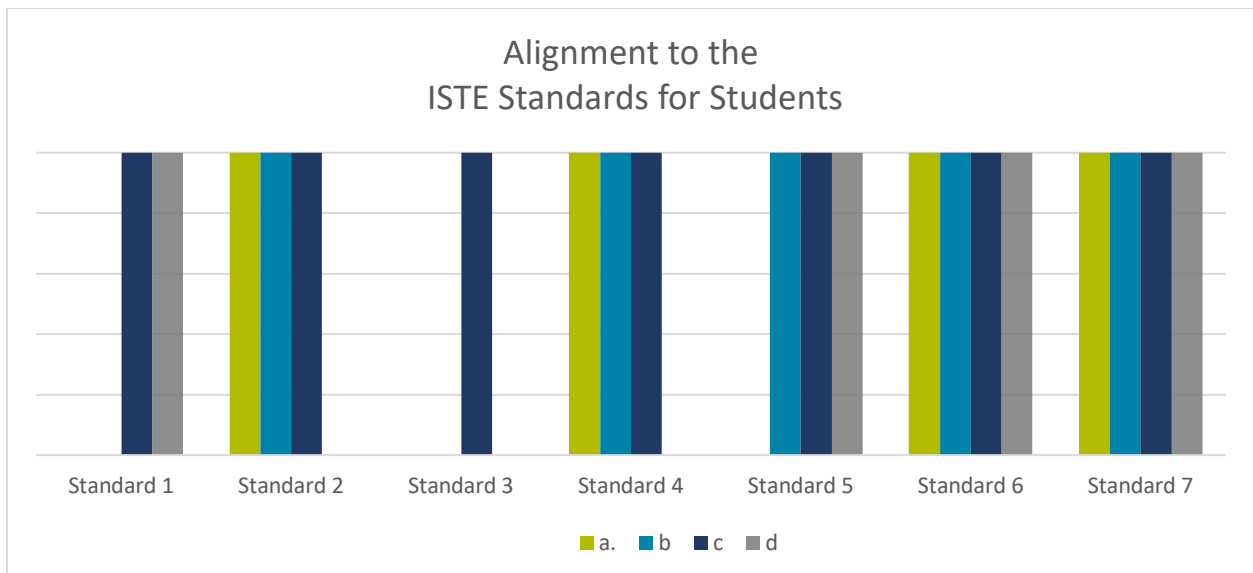## SCOPE OF REVIEW

During the review process for the EasyTech curriculum, reviewers:
- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Students.
- compiled findings to determine overall alignment across all ISTE Standards for Students and indicators.
- used aggregate findings to form the basis of the overall alignment results.
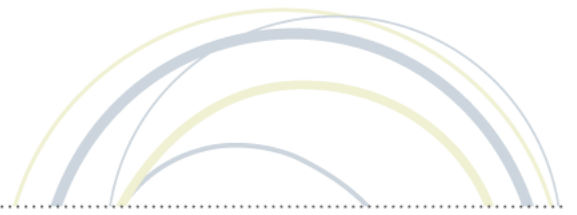
REVIEW FINDINGS

The EasyTech resource supports the following indicators of the ISTE Standards for Students:

Alignment to the
ISTE Standards for Students

Standard 1	Standard 2	Standard 3	Standard 4	Standard 5	Standard 6	Standard 7

a.   b   c   d
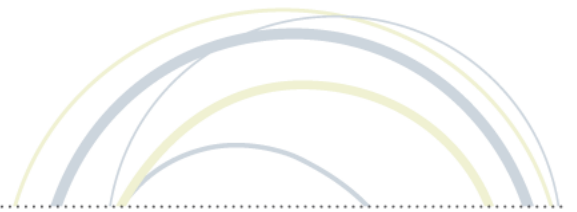
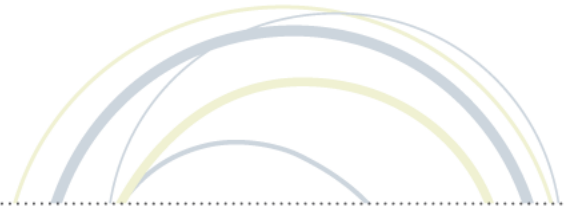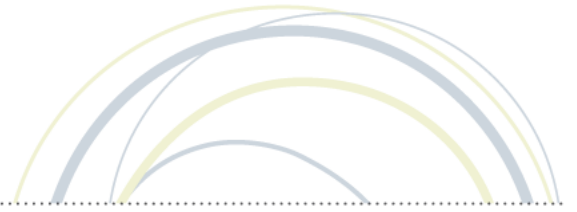The EasyTech resource supports the ISTE Standards for Students in the following ways:

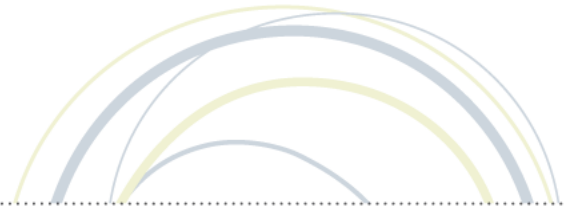| ISTE Standard	Finding Statement
1. Empowered Learner	
1.a. Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.	
1.b. Build networks and customize their learning environments in ways that support the learning process.	
1.c. Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.	Throughout many of the productivity units (eg. word processing, presentations, multimedia), tools for providing feedback and collaboration are introduced. The structured, directed activities allow for students to generate their own ideas, provide feedback and work with partners or small groups is a part of many experiences.
1.d. Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.	All activities are designed to feature either a specific type of program/tool or combination of tools to achieve a specific outcome. It is the overarching goal of the library of units.
2. Digital Citizen	
2.a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.	Decision making activities help students begin to understand the consequences and implications of interacting and posting online. Units for every grade band help students understand the concept of a digital identity and footprint while reinforcing good choices.
2.b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.	The Online Safety unit provides a comprehensive foundational understanding of digital citizenship. Concepts are also reinforced where appropriate in other units as well.

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2.c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.	The Online Safety unit introduces important key concepts of intellectual property. Word processing and presentation activities reinforce and include citation and attribution to connect these concepts to practical tasks.
2.d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.	
3. Knowledge Constructor	
3.a. Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.	
3.b. Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.	
3.c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.	While very structured and directed, students practice how to retrieve media of a variety of types. The focus is on how to manipulate and use the media rather than the strategies for finding information. Curation can be evidenced on helping students use the media once they find it.
3.d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.	
4. Innovative Designer	
4.a. Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.	Strategies and tools such as visual mapping and storyboarding are practiced to help students understand the design process.
4.b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.	Visual mapping is featured as a powerful tool for design. When exploring presentation tools and techniques, consideration of audience and design constraints are introduced.
4.c. Develop, test and refine prototypes as part of a cyclical design process.	The concepts of the design process are presented and there are embedded opportunities for student response.

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4.d. Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.	
5. Computational Thinker	
5.a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.	
5.b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.	Students practice entering, formatting, and presenting data in a variety of spreadsheet formats. Students are guided through some analysis of data and how the visual representation can influence our understanding of the results of their analysis.
5.c. Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.	The Coding units are structured to introduce the process of breaking a problem into a series of steps. The activities build on and are reinforced in a number of offline activities that give students opportunities to apply this concept in real-world tasks.
5.d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.	The Coding units introduce the concept of automation within the scripting environment. Students are introduced to the concepts of creating a program/algorithm, testing the result, and refining the code.
6. Creative Communicator	
6.a. Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.	Students are given the opportunity to explore and practice with a wide variety of tools, each presented as appropriate to a means of communication and/or audience. This exposure facilitates students being able to make appropriate choices later on.
6.b. Create original works or responsibly repurpose or remix digital resources into new creations.	While working with a number of productivity tools, students create new products to demonstrate their skill with the directed type of application. Formatting tools allow the students to customize and explore how formatting decisions can enhance the work.

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6.c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.	Students practice how design techniques can impact the communication of ideas and enhance a presentation message. The introduction and use of these higher-level design techniques would equip students with an expanded awareness of elements that might be used to communicate complex ideas.
6.d. Publish or present content that customizes the message and medium for their intended audiences.	Many of the Application exercises include a presentation of ideas through the use of various media. The type of media is identified in the activity along with the intended audience and, as student progress through the units, intentionally changes to expose students to a variety of contexts and situations for their final product.
7. Global Collaborator	
7.a. Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.	A wide variety of tools available are presented allowing students to envision the possibilities for connecting with learners outside their classroom.
7.b. Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.	Synchronous and asynchronous collaboration tools and examples are presented to students. Concepts of digital citizenship are reinforced when working online with community members and experts.
7.c. Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.	Collaborative projects for students to work in pairs or small groups are included in each grade band and in most units. The EasyTech platform helps students in assigning tasks and understanding roles.
7.d. Explore local and global issues and use collaborative technologies to work with others to investigate solutions.	Application exercises present students with an opportunity to apply new skills. These activities are often scenario based in real-world issues appropriate to the grade level.
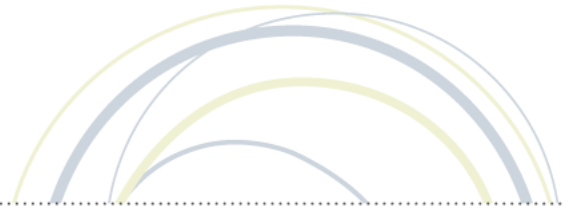
CONCLUSION

The EasyTech curriculum from Learning.com is a powerful platform to help students acquire the foundational digital skills they need to learn with the right tools and strategies to be lifelong learners and succeed in college and career. The EasyTech platform empowers students to learn key technology and digital skills with engaging activities designed for success. By using this resource, students can build foundational knowledge critical to becoming productive citizens.

In schools where dedicated instruction in the critical areas can be a challenge, the EasyTech platform provides a student-directed pathway to help students strengthen their digital skills. Management tools are available to the teacher to help ensure that students are practicing skills in their identified areas of need.

The transformation of our learning environments requires teachers and students be able to choose and use the tools appropriate for the task and produce products that demonstrate their learning. The EasyTech platform provides students with the foundational skills they need in the student-centered classroom defined by the ISTE Standards. Its comprehensive collection of units provides students with the skill-development to succeed and take ownership of their learning.