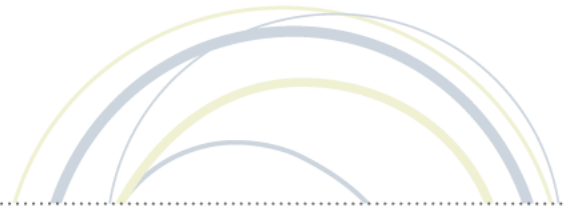




# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

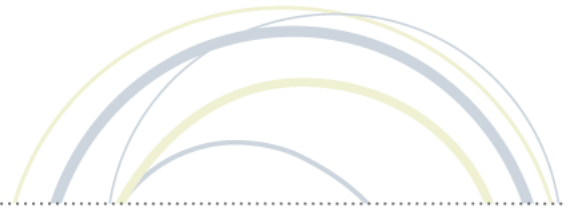
Participate

SEPTEMBER 2020



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## 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 flourish 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.

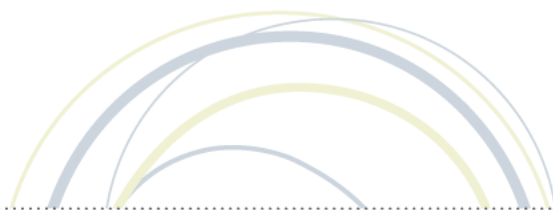
### **ISTE SEAL OF ALIGNMENT**

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 PARTICIPATE?

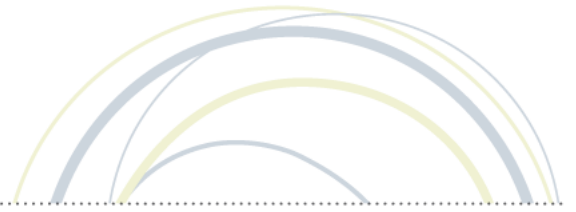
Participate is an online platform for professional development with an emphasis on providing teachers with “Communities of Practice”—collaborative, online learning communities built to support the professional growth of educators centered around authentic learning opportunities. These Communities of Practice are learner-driven with multiple paths through which educators can acquire knowledge, share what they are learning with peers and mentors, and ultimately take the new ideas back to their classrooms and their work with students. Upon joining a Community of Practice, educators have access to self-guided online courses, discussion groups, curated resource collections (including videos, websites, articles, etc.), mentors, and sometimes an online network of experts.

Participate offers two primary Communities of Practice for educators:

- Teach the Global Goals
  - The focus of this community is around equipping educators who are interested in teaching about the UN’s 17 Sustainable Development Goals (SDGs) and working with their students on projects designed to favorably impact achieving those goals. There are 27 courses along with an array of supplementary resources.
- Project-Based Learning
  - As the name suggests, this community is designed around project-based learning; it is comprised of 11 courses—some of which focus directly on project-based learning and some that focus on integrating technology into project-based learning—as well as several resources and discussion guides.

### HOW IS PARTICIPATE IMPLEMENTED?

Any educator with access to the Internet may join any of Participate’s Communities of Practice and access the self-paced courses, curated resources, discussion groups, facilitators, and mentors found within. The user opts to engage, or not, with any of the contents based on their individual needs and interests.



## ISTE SEAL OF ALIGNMENT REVIEW

**Product:** Participate

**Organization:** VIF International Education

**Date of Award:** September 2020

### REVIEW METHODOLOGY

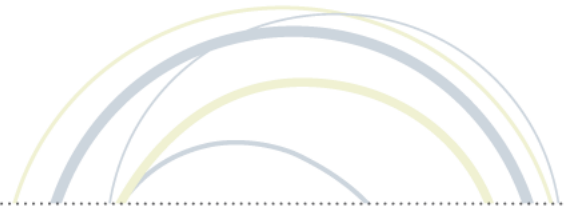
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used 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.

During the review process for Participate, reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Educators at either a foundational or applied level
- compiled findings to determine overall alignment across all ISTE Educator standards and indicators.
- used aggregate findings to form the basis of the overall alignment results.

### SCOPE OF REVIEW






































Participate was reviewed for alignment against the ISTE Standards for Educators. ISTE reviewers examined materials for representative courses within both Communities of Practice, sampled many of the discussion groups (reading participants comments and facilitator replies) and accessed many of the curated resources (videos, websites, guidelines, articles, etc.).

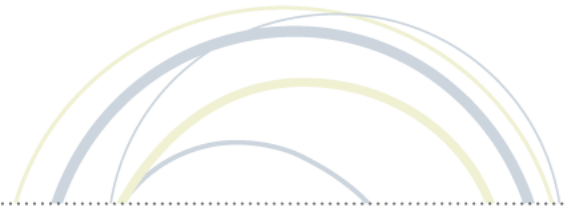


## REVIEW FINDINGS

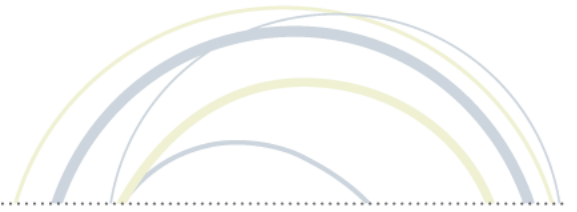
Participate was found to address the ISTE Standards for Educators in the following ways:

- Foundational – Resources and activities aligned at the *Foundational* level primarily focus on skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.
- Applied – Resources and activities aligned at the *Applied* level primarily focus on practical, real-world, and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

ISTE STANDARDS FOR EDUCATORS							
	Standard 1 Learner	Standard 2 Leader	Standard 3 Citizen	Standard 4 Collaborator	Standard 5 Designer	Standard 6 Facilitator	Standard 7 Analyst
Indicator A							
Indicator B							
Indicator C							
Indicator D							
Indicator E							
	<b>Foundational</b> resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.				<b>Applied</b> resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.		

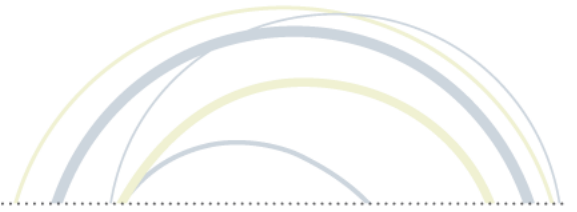


ISTE Standard	Foundational Finding Statement	Applied Finding Statement
<b>1. Learner: Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning.</b>		
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	The Participate Communities of Practice are designed for self-directed learning on the part of educators, enabling them to set their own learning goals. The users' learning is self-paced and focused on the content they see as relevant for taking back to their classrooms and using with students.	
<b>2. Leader: Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning.</b>		
<b>3. Citizen: Educators inspire students to positively contribute to and responsibly participate in the digital world.</b>		
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	The Global Goals Community of Practice contains 17 courses designed to support educators who want to implement instruction around the UN's Sustainable Development Goals (SDGs). Participants learn strategies for engaging students in real-world projects where they demonstrate awareness and empathy, as well as work toward solutions designed to have a positive impact.	
3.b. Establish a learning culture that promotes curiosity and critical examination of online	Embedded in the Global Goals Community of Practice are four courses focused on data literacy, a	

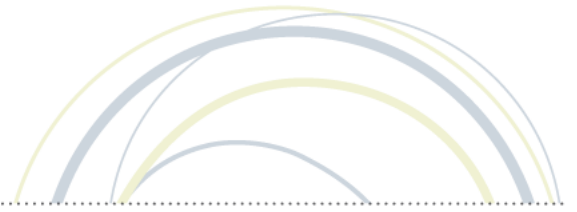


<p>resources and fosters digital literacy and media fluency.</p>	<p>subset of digital literacy. Participants explore strategies for integrating data literacy into their curriculum, helping students grow as global citizens by understanding global data, and promote the use of data to measure the impact of student efforts toward achieving global goals.</p>	
<p><b>4. Collaborator: Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems.</b></p>		
<p>4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p>	<p>Communities of Practice promote sharing and collaboration with colleagues. Participants dedicate time to communicating and collaborating (both synchronously and asynchronously) with peers and mentors to improve their knowledge and skills related to inquiry-based authentic learning experiences, formative assessment, and student-centered teaching strategies that leverage technology.</p>	
<p><b>5. Designer: Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability.</b></p>		
<p>5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p>	<p>The Project-Based Learning (PBL) Community of Practice prepares educators to plan and implement student-centered, project-based learning. Teachers learn about digital tools for formative assessment and</p>	

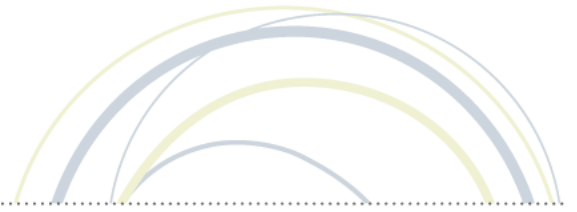




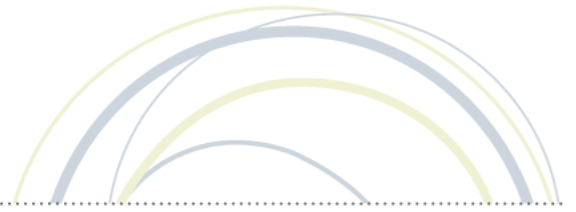
	the importance of providing students with choices for demonstrating their learning.	
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Both the Global Goals and the PBL Communities of Practice are designed to help teachers plan and implement authentic learning activities where students work toward outcomes that impact real-world problems. Both communities model the use of digital resources and digital tools to enhance deep learning and provide links to resources and tools that teachers can use with students. Educators demonstrate understanding through reflection exercises, lesson design, sharing with other members of the community.	
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	The PBL Community of Practice provides information on evidence-based design principles for integrating technology into curriculum. Participants have the opportunity to demonstrate knowledge through reflection exercises and application in lesson planning.	
<b>6. Facilitator: Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students.</b>		



<p>6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings</p>	<p>Within the PBL Community of Practice there is opportunity for participants to focus on the relationship between assessment and student agency, providing teachers with strategies and digital tools to enable student access to their assessment data so they can make decisions about their own learning.</p>	
<p>6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.</p>	<p>In the PBL Community of Practice, teachers learn to group technology tools by their purpose and to use technology to provide students with choices—e.g. how to interact with content, how to demonstrate learning, etc. Teachers also learn about technologies that facilitate creating a collection of digital tools. (Diigo, Symbaloo, Pearltrees, Pinterest, etc.).</p>	
<p>6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.</p>	<p>Some of the resources found within the Communities of Practice are game-based tools requiring students to use algorithmic thinking to create content. Other resources offer game creation tools, game design engines, principles of game design.</p>	
<p><b>7. Analyst: Educators understand and use data to drive their instruction and support students in achieving their learning goals.</b></p>		



<p>7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p>	<p>Teachers learn about diverse forms of formative assessment and technology tools that can be used to support formative assessment within project-based learning. Additionally, participants learn how technology can provide students with assessment data so they can make decisions regarding their own learning.</p>	
<p>7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.</p>	<p>Participants learn about and are provided access to technology tools useful for formative assessment during PBL (e.g., Flipgrid, Padlet, Plickers, Google Forms, &amp; Quizlet).</p>	
<p>7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.</p>	<p>One area of focus within the PBL Community of Practice is how to provide students with access to their assessment data and strategies for interpreting the data so they make decisions about their own learning. Similarly, within the Global Goals Community of Practice, there is an area of focus on ways to assess the impact of students' actions on the community and on the global goals, as well as ways communicate impact data to stakeholders.</p>	



## CONCLUSION

The Participate platform provides educators with a solid professional development framework and via an array of courses and supplementary resources. The interface is easy to use and the materials, including videos, are accessed quickly. The courses focus on essential information and are grounded in current research and accompanied by application opportunities within authentic, real-world learning situations. The Communities of Practice approach models for teachers the type of learner-centered and learner-directed experiences they advocate for students. Since the users' experience is customizable, it is a promising way to engage educators of all skill levels in the development of education-technology skills and professional growth.