



ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Google for Education Certified Coach

JUNE 2020

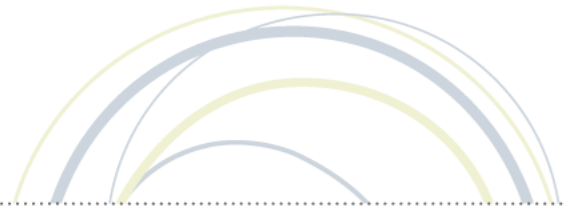
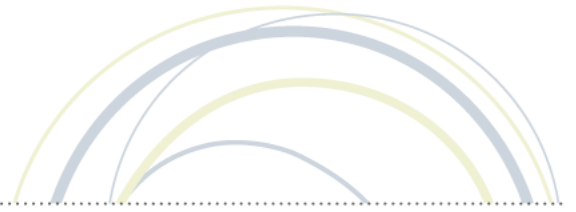


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ABOUT

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

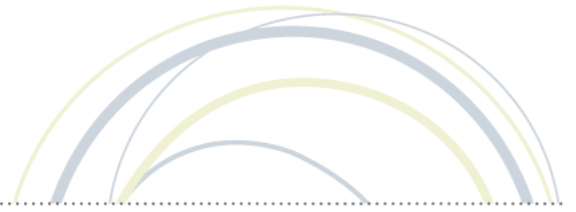
ISTE SEAL OF ALIGNMENT

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

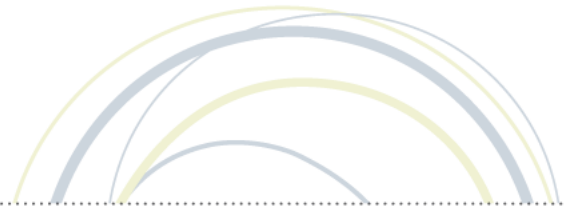
WHAT IS GOOGLE FOR EDUCATION CERTIFIED COACH?

Google for Education Certified Coach is a research backed transformation program which includes a free coaching model, free curriculum, tools, resources, and coach certification that is designed to “empower educators to leverage technology in transformative ways with their students in the classroom and beyond.”

The curriculum is built around Google’s Coach Success Standards and a set of six Indicators of Impactful Technology Use. These Indicators are accompanied by set of rubrics “designed to help teachers and coaches formatively assess ‘impactful technology use’ (ITU) by students on two dimensions: frequency and proficiency.

HOW IS GOOGLE FOR EDUCATION CERTIFIED COACH IMPLEMENTED?

The step-by-step learning modules included in the free curriculum are accompanied by a rich set of resources that aid understanding of the coaching model and skill sets and also provide support materials for implementation of the program as it is rolled out. The program dashboard contains a set of tools that support the coaching activities described in the curriculum. At the end of each section of the courses are brief assessments consisting of various question types: multiple choice, matching, open-ended reflection, and ranking items. Participants can receive immediate automated feedback on their answers. In some cases, there are additional open-ended reflection items.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Google for Education Certified Coach

Organization: Google

Date of Award: June 2020

REVIEW METHODOLOGY

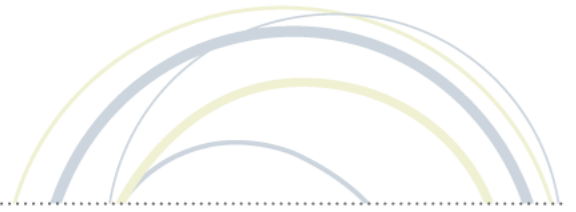
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used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

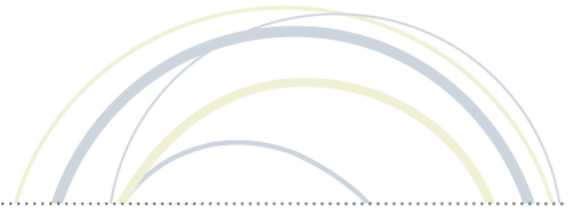
ISTE Reviewers examined two overlapping but separate courses included in the free online curriculum—one for instructional coaches (48 modules) and one for administrators (41 modules).



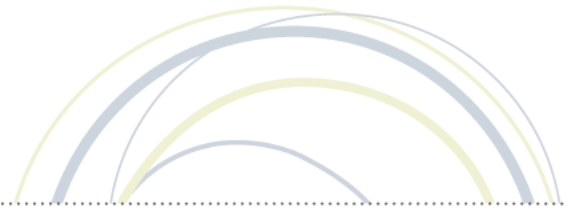
REVIEW FINDINGS

Google for Education Certified Coach addresses the ISTE Standards for Coaches at the foundational level. The resources and activities primarily focus on introductory skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.

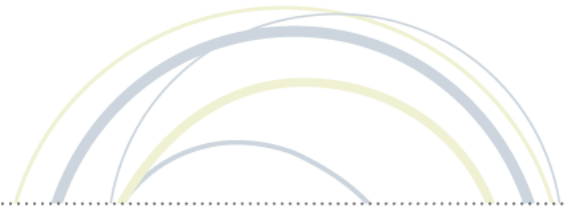
ISTE STANDARDS FOR COACHES							
	Standard 1 Change Agent	Standard 2 Connected Learner	Standard 3 Collaborator	Standard 4 Learning Designer	Standard 5 Professional Learning Facilitator	Standard 6 Data-Driven Decision Maker	Standard 7 Digital Citizen Advocate
Indicator A							
Indicator B							
Indicator C							
Indicator D							
Indicator E							
	Foundational resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.				Applied resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.		



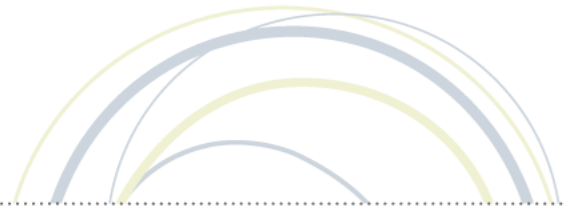
ISTE Standard	Foundational Finding Statement
1. Change Agent	
1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.	The coaching model used in this curriculum introduces participants to a cyclical, "challenge based" approach to changing their practice to enhance learning through the impactful use of technology. The importance of understanding school and district goals and strategies for working collaboratively to align them to their practice are built into the activities throughout.
1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.	Participants are introduced to a number of potential obstacles to equitable access including infrastructure, connectivity, technical support and student to device ratios. They then examine strategies for measuring access, sharing the results with key stakeholders and developing action steps to address the challenges.
1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.	Throughout the curriculum participants are introduced to supportive, non-evaluative approaches to coaching that include regular meetings, collaborative problem-solving, modeling and co-teaching. Strategies for relationship building including trust, confidentiality, availability and empathy are illustrated.
1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.	The curriculum uses well defined Indicators of the Impactful Use of Technology along with accompanying rubrics to measure student activities to gather information about high-impact learning and to celebrate and showcase success stories. Participants learn how the Dashboard Toolkit provides enabling technologies for these activities.
1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.	Participants learn how to develop agendas, conduct effective meetings with school and district administrators and share information from data gathering with stakeholders to provide feedback on program progress.
2. Connected Learner	
2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.	Participating in the online curriculum is itself a step toward pursuing personal learning to expand their knowledge about enhancing learning through technology. Participants are also encouraged to continue their professional learning through professional learning networks both online and in person. The course uses a set of Goals and Rubrics describing the Impactful Use of Technology that are closely aligned with the ISTE Standards for Students.
2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.	The curriculum takes a systematic approach to encouraging professional leaning beginning with ways to make time in a busy schedule, developing a professional learning network and participating in communities such as the ISTE Ed Tech Coaches Network.



<p>2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.</p>	<p>The cyclical, challenge-based model for coaching involves regular meetings between coaches and teachers to design learning experiences, test lessons, reflect on the results and capture data for future reference. Participants learn how these activities are supported by the dashboard set of software tools.</p>
<p>3. Collaborator</p>	
<p>3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.</p>	<p>The Coach Success Standards that guide the course activities include an emphasis on thoughtful discussion, reflection, and non-evaluative coaching that are essential to a relationship-focused approach to coaching. A number of models for examining and exploring transformational instructional strategies are examined including SAMR and the Impactful Use of Technology indicators.</p>
<p>3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.</p>	<p>The dashboard tools include a number of applications that facilitate needs assessment, scheduling, data gathering, data analysis and data sharing to inform procurement and other decision-making. Participants learn how tools like these can be used to support coaching activities.</p>
<p>3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.</p>	<p>The Coach Success Standards emphasize the value of supporting teachers through co-teaching and modeling by coaches. The cyclical approach to exploring and implementing new strategies offer ample opportunity for this kind of personalized support.</p>
<p>4. Learning Designer</p>	
<p>4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</p>	<p>The Impactful Technology Use indicators emphasize the value of authentic, active learning and the use of technology to development of student agency. The ITU rubrics provide concrete examples of active learning and ways of demonstrating competency.</p>
<p>4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</p>	<p>The curriculum introduces participants to a number of elements useful in the design of successful digital learning environments ranging from classroom management tools to multi-modal content delivery and motivational strategies such as gamification.</p>



<p>4.d. Model the use of instructional design principles with educators to create effective digital learning environments.</p>	<p>The curriculum includes a module dedicated to adult learning theory and practice as preparation for presenting effective PD for teachers. It includes Knowles' theory of "six assumptions about adult learners" and an additional set of experience-based strategies for presenting effective PD.</p>
<p>5. Professional Learning Facilitator</p>	
<p>5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.</p>	<p>In addition to the overview of strategies for working with adults that is included, the curriculum introduces a number of flexible strategies to support a variety of learning modes and needs. Participants are introduced to the dashboard set of tools which includes applications for gathering information and undertaking needs assessments.</p>
<p>5.b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.</p>	<p>The cyclical, challenge-based approach embedded in the coaching model of the curriculum is designed to engage teachers in authentic learning and design thinking and build their capacity to facilitate meaningful learning experiences for their students. In particular, the Impactful Use of Technology goals and rubrics incorporate objectives aligned with the ISTE Standards for Students.</p>
<p>5.c. Evaluate the impact of professional learning and continually make improvements in order to meet the schoolwide vision for using technology for high-impact teaching and learning.</p>	<p>Specific strategies for measuring impact with both quantitative and qualitative data are included. The dashboard of coaching tools provide examples of applications intended to make data gathering, evaluation and sharing activities easy and efficient so the data can be used to advance school and district goals.</p>
<p>6. Data-Driven Decision Maker</p>	
<p>6.a Assist educators and leaders in securely collecting and analyzing student data.</p>	<p>Coaches and teachers learn how the dashboard set of tools can be used to plan learning experiences and to capture and analyze student data as part of their collaborative planning and implementation of the challenge-based improvement model. Privacy and confidentiality are emphasized in the use of these tools.</p>
<p>6.b Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.</p>	<p>Participants are introduced to the use of charts, graphs and checklists for reflection and report writing on the impactful use of technology.</p>



CONCLUSION

One of the strengths of the Certified Coach program is that it provides both a comprehensive overview of the coaching process and a detailed, step-by-step program for integrating coaching into a school or district. The overview is based on the foundation of Google's Coach Success Standards and the student-oriented Impactful Use of Technology goals and rubrics. This underlying conceptual framework provides a compass that helps guide participants through the acquisition of the wide range of knowledge, skills and dispositions needed to become an effective coach. Including courses for both coaches and administrators in the curriculum enables educators in both roles to approach the learning from their natural perspective and also to explore how to work collaboratively toward their shared goals.

These courses are well-designed for the intended audiences and clearly organized for easy navigation. They make effective use of a variety of multi-media materials and learning strategies, include an introduction to the use of support tools, and are highly professional in presentation. The organization of the materials into brief, manageably sized modules make them particularly user-friendly for busy educators and administrators. Overall, the curriculum provides a very high quality, turn-key program for training coaches and for integrating coaching into a school or district.