

The page is decorated with several thick, curved lines in shades of blue and green. These lines are arranged in a way that they appear to be part of a larger, abstract design, possibly representing a seal or a stylized letter. The lines are positioned in the top right, middle left, and bottom right areas of the page.

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Edified

August 2021

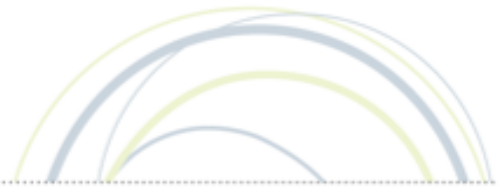
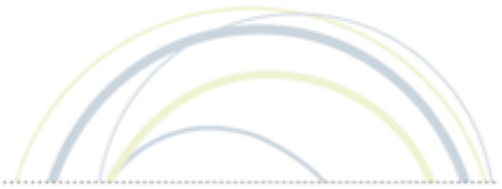


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ABOUT

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.

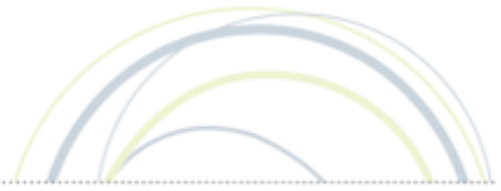
ISTE SEAL OF ALIGNMENT

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 EDIFIED?

Edified is a collection of online video-based “courses” designed to provide teachers with self-paced professional development on widely-used hardware and software technologies appropriate for K-12 classrooms and remote learning. A sophisticated navigational system supports both independent teacher-directed learning as well as district-recommended professional development with assigned classes and grades or badges.

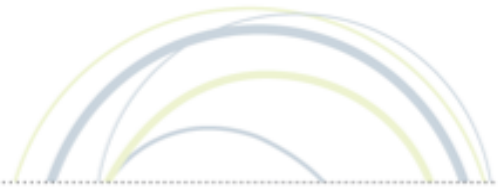
Most of the courses are organized by manufacturer/developer (e.g., SMART, Google, Zoom), allowing teachers to focus their training on the hardware and software resources actually used in their schools. The courses address knowledge and how-to skills useful to teachers if adopting the targeted hardware and software technologies, many of which align with ISTE Standards for Educators.

Edified organizes the video-based courses into two types of “catalogs”: Featured Catalogs and Other Catalogs. Most catalogs are correlated with a specific technology tool or resource and all have multiple courses. There are 54 courses in the Featured Catalogs section and 33 courses in the Other Catalogs section, for a total of 87 courses at the time of this review. The videos making up the courses are created by different individuals, many of them teachers.

HOW IS EDIFIED IMPLEMENTED?

Edified is designed to be used by teachers in one of two major ways: (a) as a professional development resource for teachers interested in self-directed exploration of diverse hardware and software technologies appropriate for their classrooms, and (b) as a district-led professional development program with assigned classes for which teachers can earn grades or badges.

Edified has an easy-to-use sophisticated navigational system that supports both approaches to implementation. Within each course there is a narrated video (or videos) and an assessment component, usually a very short quiz with a few true-false and/or multiple-choice questions. Teachers can self-check the accuracy of their responses, leading to feedback and referral to the course materials aligned with the quiz question. Teachers can take the quizzes multiple times.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Edified

Organization: Edified

Date of Award: August 2021

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.

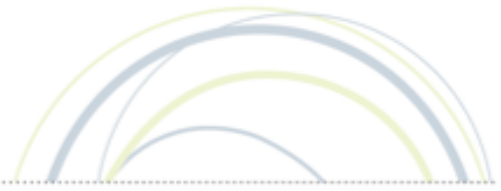
During the review process for *Edified*, reviewers:

- 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

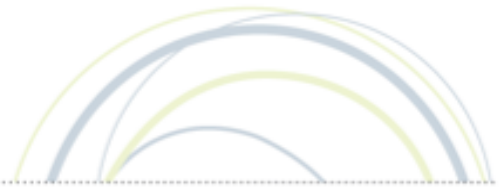
Edified was reviewed for alignment against the ISTE Standards for Educators. ISTE reviewers first got an overview of the materials by: (a) watching the three orientation videos provided by *Edified*; (b) sampling videos from multiple courses across the entire platform; and (c) exploring the navigational system provided for accessing and recording progress on the available courses.

To facilitate a more in-depth review, and look for alignment with ISTE Standards, the *Edified* courses were grouped into six categories based on the type of teacher skills the technologies are designed to support. The courses in each category were then examined for alignment with the ISTE Standards for Educators, by identifying the skills and knowledge teachers were expected to learn.



The six categories were:

1. Classroom presentation technologies (e.g., SMART board, Elmo)
2. Tools and techniques for remote learning (e.g., Zoom, Nearpod, Front Row, Google G Suite)
3. Resources for data storage, monitoring, & reporting (e.g., Illuminate, Seesaw)
4. Online learning platforms (e.g., Google classroom, Promethean Classflow)
5. Tools for creating interactive lessons & quizzes (e.g., Promethean Activinspire, Quizizz, CreationStation)
6. Tools and resources for collaboration and sharing (e.g., Padlet)



REVIEW FINDINGS

The ISTE Standards can be aligned at the following levels:

- 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.

Edified was found to align to the ISTE Standards for Educators in the following areas:

ISTE STANDARDS FOR EDUCATORS

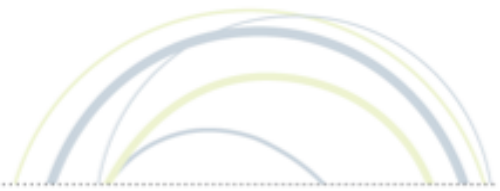
	Standard 1 Learner	Standard 2 Leader	Standard 3 Citizen	Standard 4 Collaborator	Standard 5 Designer	Standard 6 Facilitator	Standard 7 Analyst
Indicator A							
Indicator B							
Indicator C							
Indicator D							



Foundational resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.

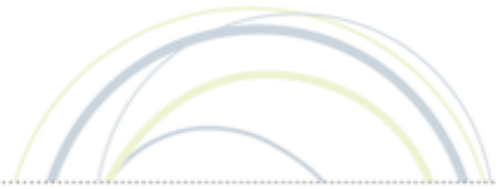


Applied resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

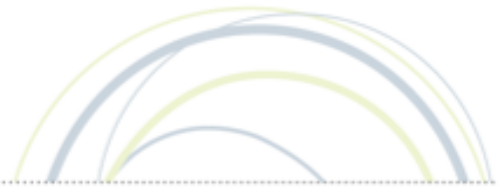


Edified was found to address the ISTE Standards for Educators in the following ways:

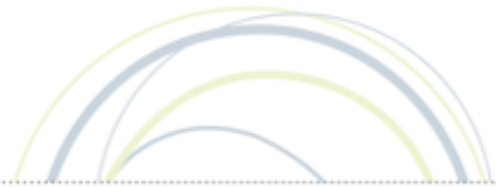
ISTE STANDARD	FOUNDATIONAL FINDING STATEMENT
1. Learner	
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	<i>Edified</i> is designed to promote and support teacher self-directed learning. Teachers set professional learning goals by selecting the courses to pursue, as well as working for certificates, badges, and/or grades. Accountability for learning course content is managed through short quizzes that provide feedback on accuracy and are linked back to course instruction if review is needed. There is no specific requirement that teachers reflect on their learning, but the quizzes (labeled “Let’s See What You’ve Learned”) provide teachers with information useful for reflecting on what they have learned.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.	
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	
2. Leader	
2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.	



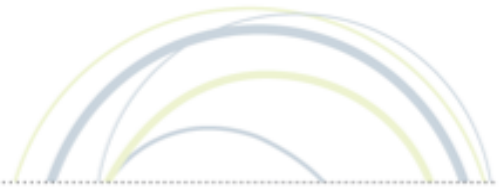
<p>2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.</p>	
<p>2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.</p>	
<p>3. Citizen</p>	
<p>3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.</p>	
<p>3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.</p>	
<p>3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.</p>	



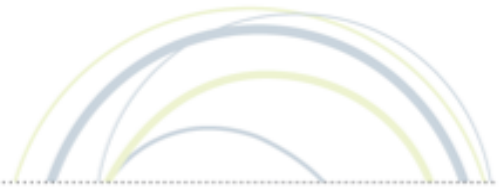
<p>3.d. Model and promote management of personal data and digital identity and protect student data privacy.</p>	
<p>4. Collaborator</p>	
<p>4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p>	
<p>4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.constraints and calculated risks.</p>	
<p>4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	<p>In the <i>Padlet</i> course, teachers are introduced to the features in <i>Padlet</i> that allow them to create, co-create, and share digital walls or message boards full of diverse media, links, and bookmarks, including images, maps, videos, publications, instructions, etc. An excellent tool for student collaboration on research projects, book reports, blogs, presentations, etc.</p>
<p>4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p>	
<p>5. Designer</p>	



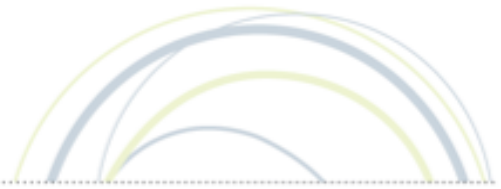
<p>5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.</p>	<p>The six courses on using <i>Promethean Activinspire</i> provide teachers with an introduction to the program’s features and how to use them to create and personalize media-based learning experiences. This includes learning how to edit, manipulate, and manage objects, text, annotations, and images.</p> <p>The course titled <i>Safari Montage</i> introduces teachers to tools within <i>Creation Station</i> that allow uploaded instructional resources to be modified in a variety of ways: segment into chapters, add descriptive info, add permissions, add supplemental documents such as teacher’s guide, create and add quiz questions, add links to state or national standards, publish and share the resulting modified resource.</p>
<p>5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.</p>	<p>In the course <i>Using Nearpod for Online Learning</i>, teachers are introduced to the features in <i>Nearpod</i> that enable both the selection and creation of interactive learning activities aligned with content-area standards. They learn how to use <i>Nearpod</i> to create both teacher-paced and student-paced learning activities, as well as use both formative and summative assessment tools to foster learning.</p>
<p>5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.</p>	
<p>6. Facilitator</p>	
<p>6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings</p>	
<p>6.b. Manage the use of technology and student learning strategies in digital platforms, virtual</p>	<p>In the <i>Promethean Classflow</i> course, teachers learn about the features of <i>Classflow</i>, a cloud-based course delivery platform that enables teachers to create and deliver interactive lessons and quizzes, tap into existing resource banks, and provide instruction either remotely or using a hybrid model.</p>



<p>environments, hands-on makerspaces or in the field.</p>	<p>In the two courses on <i>Google Classroom</i> teachers get an introduction on how to use the digital platform to set-up, organize, and manage their classrooms using digital resources and online communication tools. They also learn how to collect and use data from interactive assessments.</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>6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.</p>	<p>The two courses on <i>Google Slides</i> provide teachers with an introduction to using <i>Google Slides</i> for creating class presentations designed to communicate ideas and information to students. Teacher designed presentations model for students how to use presentation software for creating slides that express their own ideas or convey information.</p> <p>The course on using <i>Apple iMovie</i> (entitled <i>Creating How-to Videos with Students</i>) provides teachers with an introduction to iMovie as a tool for designing and editing videos for communicating content-area knowledge. The course guides teachers through a project in which students work in groups to create short videos in diverse subject areas such as Math, Language Arts, Social Studies, and Science.</p>
<p>7. Analyst</p>	
<p>7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.</p>	
<p>7.b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs,</p>	<p>In the course <i>Using Nearpod for Online Learning</i>, teachers learn about the features in <i>Nearpod</i> that enable them to select, create, and administer a variety of formative and summative assessments during or after both live and online learning. Teachers learn to use the report features to view and interpret</p>



<p>provide timely feedback to students and inform instruction.</p>	<p>diverse forms of assessment data gathered from students during and after a lesson, using the data to inform instruction.</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>In the <i>Intro to Illuminate</i> course, teachers learn about the features in <i>Illuminate</i>, a web-based data system for collecting, storing, monitoring, and reporting student data. They also learn how to use the resource to guide student progress and communicate with parents.</p> <p>In the course <i>Using Seesaw in the Classroom</i>, teachers are introduced to the features of <i>Seesaw</i> that enable setting up student accounts, assigning activities, facilitating collaboration among students, communicating with parents, creating a Seesaw blog, and assessing student work.</p>



CONCLUSION

The Edified materials provide easy access to clearly presented video instruction designed to prepare teachers for using diverse types of hardware and software resources in their classrooms. During this review, ISTE Reviewers found that the *Edified* video-based courses were aligned with at least one indicator for five of the seven ISTE Standards for Educators: Standard 1 (Learner), Standard 4 (Collaborator), Standard 5 (Designer), Standard 6 (Facilitator) and Standard 7 (Analyst).

In most cases there was more than one resource in the *Edified* catalog of courses that aligned with each standard. All alignment was found to be at the Foundational level, in that there are no application exercises and no hands-on evaluation activities. As a whole, the *Edified* courses lend themselves to supporting the ISTE Standards for Educators, with an emphasis on those standards compatible with interactive, online learning and assessment.