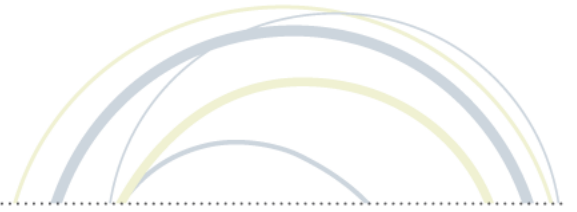




# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

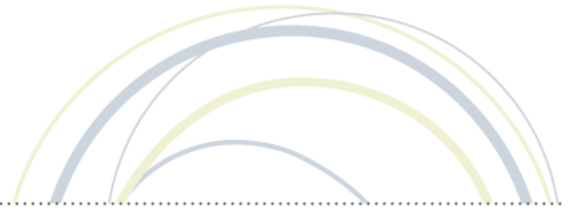
Learners Edge

DECEMBER 2019



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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.

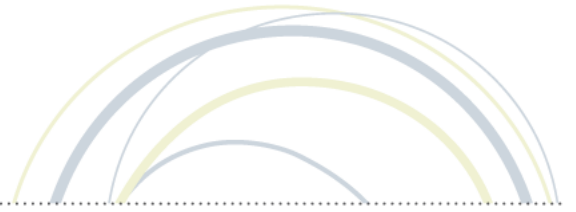
### **ISTE SEAL OF ALIGNMENT**

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 LEARNERS EDGE?

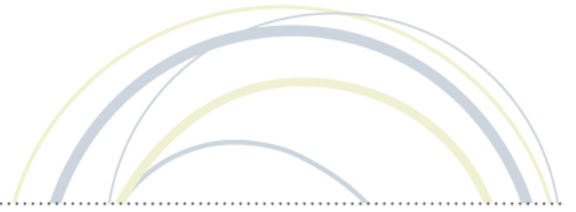
Learners Edge is an online resource providing approximately 100 professional development and Masters-level courses for Educators. Courses are all self-paced and completed independently. An 8-course subset of the Learners Edge offerings from the Technology content area was reviewed:

1. One Stop Shop: Online Docs, Spreadsheets, Slides and Forms for your Classroom
2. Digital Citizenship in The Classroom
3. Digital Tools in the Connected Classroom
4. Teaching with Video to Support Digital Classroom Success
5. Integrating Innovative Classroom Technology
6. Making the Shift to Blended Learning in Your Classroom
7. Docs, Slides, and Forms in the Classroom: Your Next Level Google Guide
8. Create and Captivate: Using Online Presentations to Teach

Material covered in the eight courses ranges from introductions to online resources and applications, to theoretical frameworks for supporting instruction with technology, to development of lesson plans intended for deployment in participants classrooms.

### HOW IS LEARNERS EDGE IMPLEMENTED?

Learners Edge courses follow a common design of individual modules that require about 15 hours each to complete. All courses reviewed consisted of either two or three modules. Module 1 typically consists of a set of readings and reflections. Module 2 generally focuses on application of knowledge, skills, and apps in a classroom environment. Module 3 requires participants to select, explore, and reflect upon the usefulness and application of various resources related to the theme of that course. There are no set timelines for assignment completion and no specific course milestones or deadlines, with two exceptions. There is (1) a fixed window during which a participant can enroll in the course and (2) a final date by which all assignments must be completed. All assignments are submitted to a course evaluator who grades participants' work according to a standard rubric. Submissions that fall below acceptable standards are returned to the participant for revision and resubmission.



## ISTE SEAL OF ALIGNMENT REVIEW

**Product:** Learners Edge (Technology content courses)

**Organization:** Learners Edge Inc.

**Date of Award:** December 2019

### REVIEW METHODOLOGY

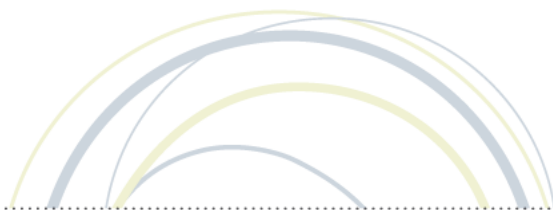
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used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

The ISTE review team carefully examined the online materials for all eight courses. These materials included course syllabi, reading lists, and course module content including background information, pedagogical frameworks presented, assignment descriptions, assignment options available to participants, and assessment rubrics. Some course components such as required readings and supplemental videos were sampled for content and quality but were not exhaustively examined.

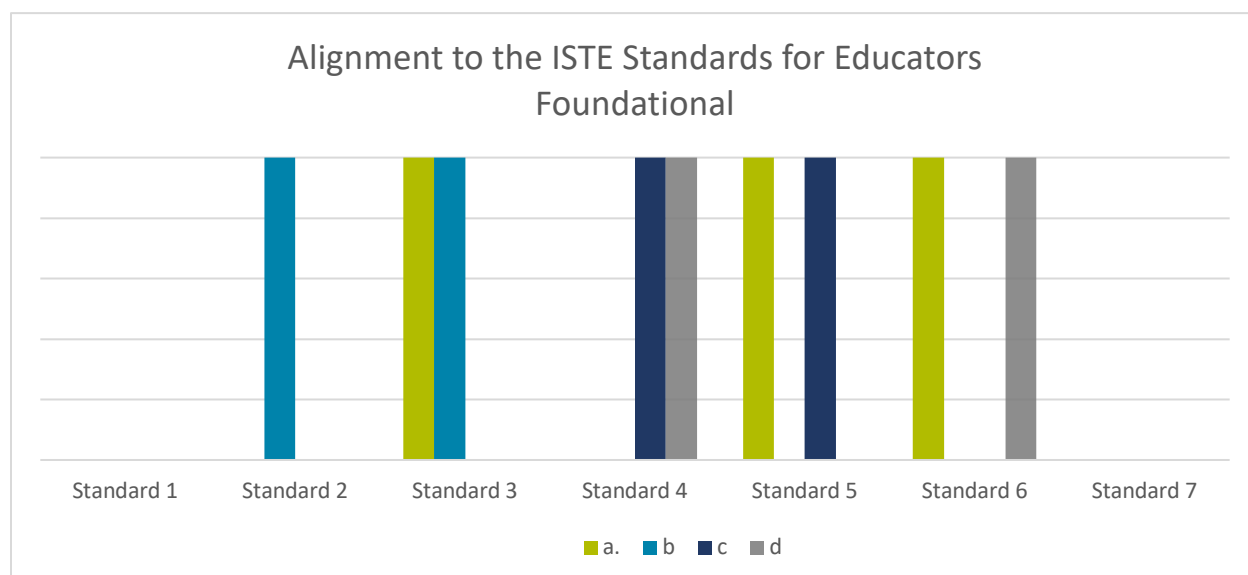


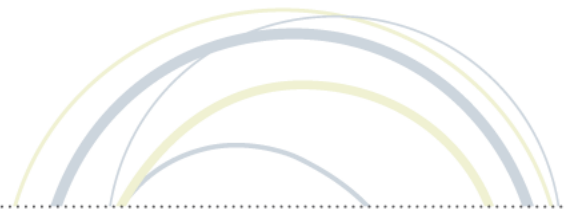
## REVIEW FINDINGS

Learners Edge addresses the ISTE Standards for Educators in the following ways:

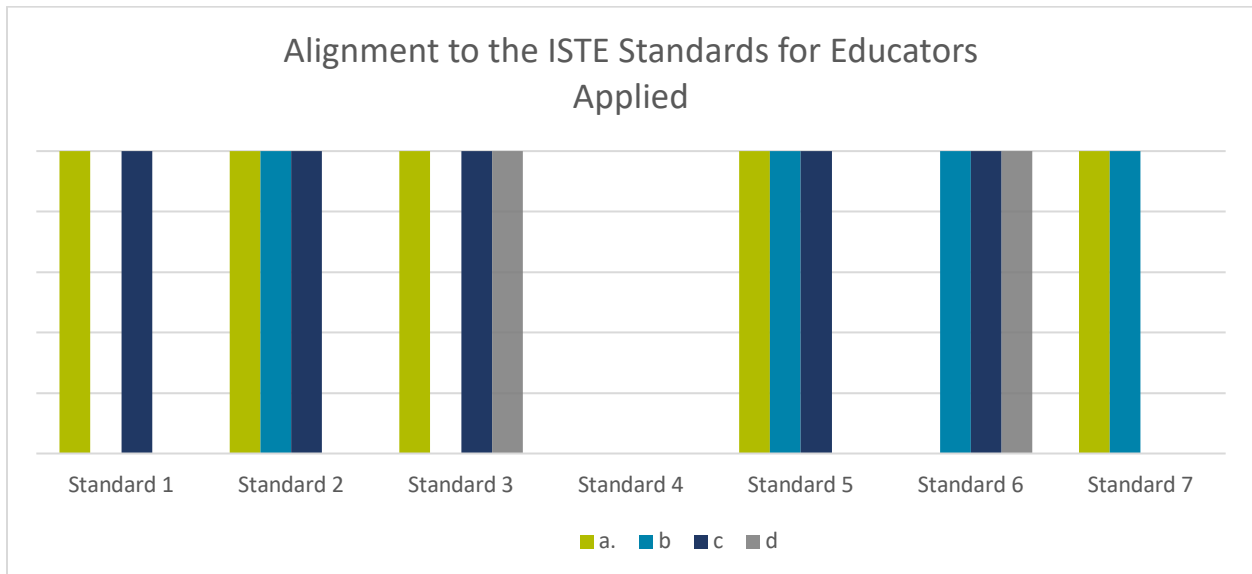
- Foundational - Resources and activities aligned at the *foundational* level primarily focus on introductory skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.
- Applied – Resources and activities aligned at the *applied* level primarily focus on practical,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

Learners Edge was found to address the following standards and indicators of the ISTE Standards for Educators at the Foundational level:

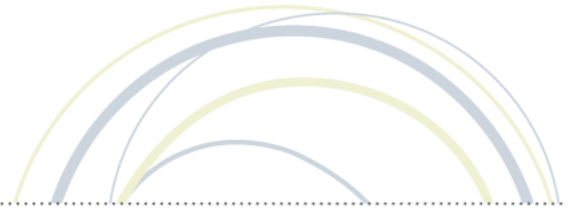




Learners Edge was found to address the following standards and indicators of the ISTE Standards for Educators at the Applied level:

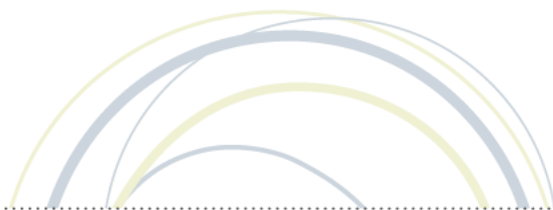


ISTE Standard	Foundational Finding Statement	Applied Finding Statement
<b>1. Learner</b>		
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.		The courses routinely require participants to set personal goals related to course content and related ISTE Standards and, at the end of each course, to reflect on what they’ve learned and how it relates to their professional practice and future goals.
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.		All courses include high-quality readings that ground the course content in cognitive research and learning sciences, as well as current best practices and pedagogical frameworks.

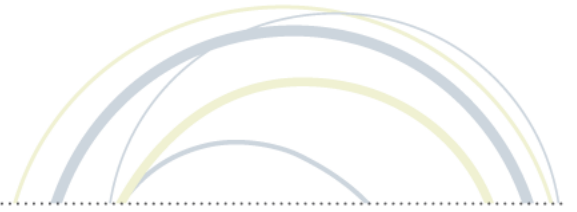


<b>2. Leader</b>		
2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.		Participants develop and flesh out a vision for using blended learning in their schools and are encouraged to include stakeholder input. School leaders develop a presentation of a vision for blended learning to be shared with their schools.
2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	Participants are introduced to issues related to equitable access through outside readings. They also learn about assistive technologies and some fundamentals of choosing and adaptive technologies to meet special needs.	Participants who opt for the “School Leader” option in select assignments develop plans for advocating for equitable access with stakeholders in their schools and districts.
2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.		In every course, participants identify, explore, and reflect on the value of a variety of digital resources and tools for personal use and to share with colleagues.
<b>3. Citizen</b>		
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	Participants read articles and watch videos about a wide range of issues related to digital citizenship.	Participants create materials and a lesson plan to introduce Digital Citizenship to their students and to promote safe online behavior. Topics include digital etiquette, cyberbullying, digital footprints, and online safety.
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	Participants engage in continual critical examination and adoption of online resources, with the expectation of both using worthwhile resources and sharing them with others.	

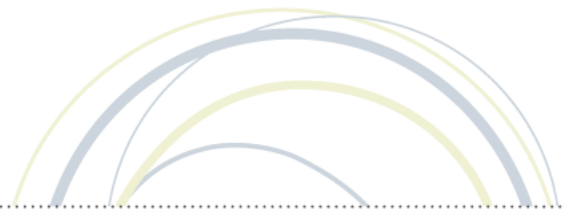




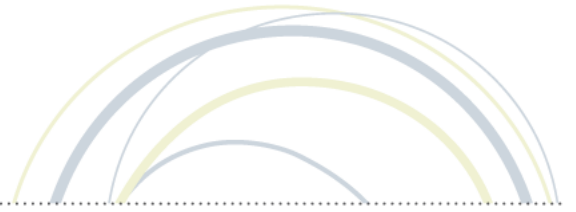
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.		Participants develop an action plan for teaching necessary digital citizenship and safety skills.
3.d. Model and promote management of personal data and digital identity and protect student data privacy.		Participants develop lessons to teach their students about the impact of our digital footprints and how to maintain a positive online reputation.
<b>4. Collaborator</b>		
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	Participants are introduced to collaborative software and ideas for leveraging collaboration in student projects. A simple lesson plan is developed that involves students using collaborative software.	
4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	Participants learn about adjusting presentation content and design to suit different audiences.	
<b>5. Designer</b>		
5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	Participants explore and reflect on a variety of software and instructional design strategies that increase engagement and allow for individualization of instructional activities.	Participants design a wide variety of lesson plans that incorporate what they are learning about personalized learning, student engagement, and individual needs.
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.		Throughout the courses, participants develop many lesson plans that leverage technology to increase student learning in alignment with content area standards.



5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Participants are introduced to and explore a variety of instructional design principles and strategies throughout the curriculum.	Participants develop numerous digital lesson plans that employ a variety of innovative instructional design principles and strategies.
<b>6. Facilitator</b>		
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings	Participants are introduced to the concept of individualization and increased student agency and explore what this might look like in practice.	
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.		The development of a comprehensive blended learning plan includes different strategies for stretching limited digital resources so that all students are able to engage in the designed digital learning experiences.
6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.		Participants create an assignment for students to follow a specified design process to create a final video project.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Participants learn about media production, digital video editing, and other outlets for creative expression and communication.	Participants learn about and practice effective presentation design, principles for effective visual communication, and creative ways to enrich presentations with media content and interactivity.
<b>7. Analyst</b>		
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.		Participants develop plans for alternative ways for students to demonstrate competency through vehicles such as digital portfolios and collaborative projects.



<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 explore a variety of online assessment tools and use them to develop assessments that efficiently yield useful assessment data for individual students and groups of students.</p>
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## CONCLUSION

Reviewers found the Learners Edge content to be sufficiently broad and deep to be interesting and valuable across a wide variety of settings, yet with enough course-to-course overlap to foster a sense of cohesiveness among the eight courses. The eight courses in the Learners Edge technology content strand cover a wide variety of topics that are current, relevant, and important for educators.

The course readings and other source materials are varied and well chosen, and participants have the opportunity to get up to speed quickly in areas that are central to leveraging technology to increase student learning.

Supporting videos are drawn from existing online resources and effectively introduce or elaborate on target skills and concepts. Assignments are specific, yet flexible enough to be adaptable to participants' particular educational settings. Course content is sufficiently broad and deep to be interesting and valuable across a wide variety of settings, yet with enough course-to-course overlap to foster a sense of cohesiveness among the eight courses.

As a result of completing these courses, participants have an excellent opportunity to improve technology integration in their own classrooms or to participate in changing the technology culture of a school for the better. This curriculum is of tremendous value to educators who are motivated to transform their own classrooms or become agents of change in their schools.