ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT
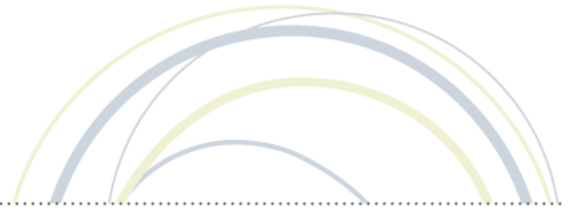
LincSPRING

SEPT 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 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
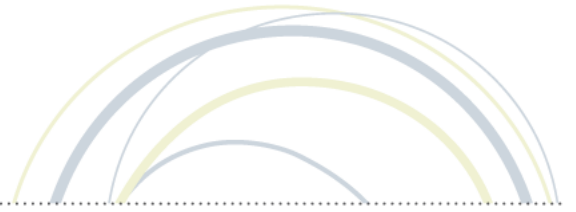
RESOURCE DESCRIPTION

WHAT IS LINCSPRING?

LincSPRING is a professional development learning solution that facilitates reflection and hands-on experiences through learning cycles. The learning cycles, focusing on key topics and concepts critical to changing teacher practice, follow a consistent model - Reflecting on current practice or revisiting an experience from personal learning, related to the new content presented; Planning a learning experience implementing the new strategy; Reflecting and reviewing the implementation. Background information and templates guide teachers through the learning process, modeling best practices and design thinking. Playlists allow educational communities to create a learning plan that meets the vision for the school/district and build capacity with individual practitioners. The content covers fundamental digital tools, combining the need for building capacity with the methodology and pedagogy to create a holistic, digital learning environment, facilitating teacher and student agency and ownership.

HOW IS LINCSPRING IMPLEMENTED?

LincSPRING offers 26 'cycles', organized into four categories: Capacity, Culture, Learning, Technology. Cycles provide teachers with a framework for exploring a topic in a consistent four-step process. First is the *Spark*, a short video that anchors the topic in practice. Next is *Reflect and Plan* guiding the educator through a self-assessment/goal setting in relation to the topic. The third step is *Lesson Plan* which is a focused guided implementation planning exercise. Finally, the educator puts their plan into action with *Try it and Reflect*, modeling the design process in looking back on the experience and making revisions. In addition to the personal individualized cycles, educators are given targeted resources, community collaboration tools, and access to coaches both online in real-time and through facilitated discussions.

LincSPRING is designed to be used by professional learning communities of any type -- district, school, content area, etc. Its customizable content is appropriate for any community of stakeholders who share a common vision. LincSPRING coaches work with site-based educator leaders who take on the role of facilitation which in turn builds leadership capacity to sustain the learning community well beyond LincSPRING.
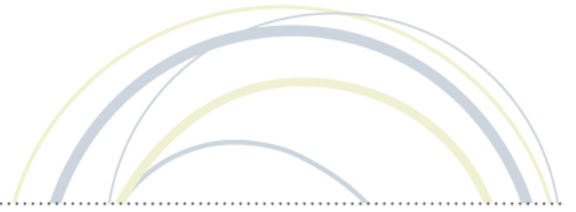
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Product: LincSPRING
Organization: Learning Innovation Catalyst (LINC)
**Date of Award:** Sept 2019

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 LincSPRING, 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 team reviewed LincSPRING's 26 learning cycles that consisted of videos, exercises, resources and tools for educators. Reviewers also examined LincSPRING's internal documents that included rubrics and roadmaps.
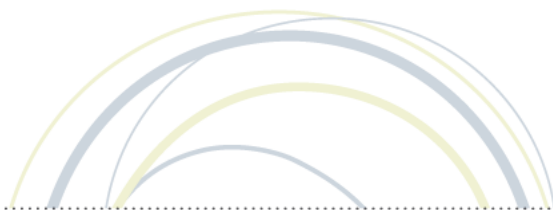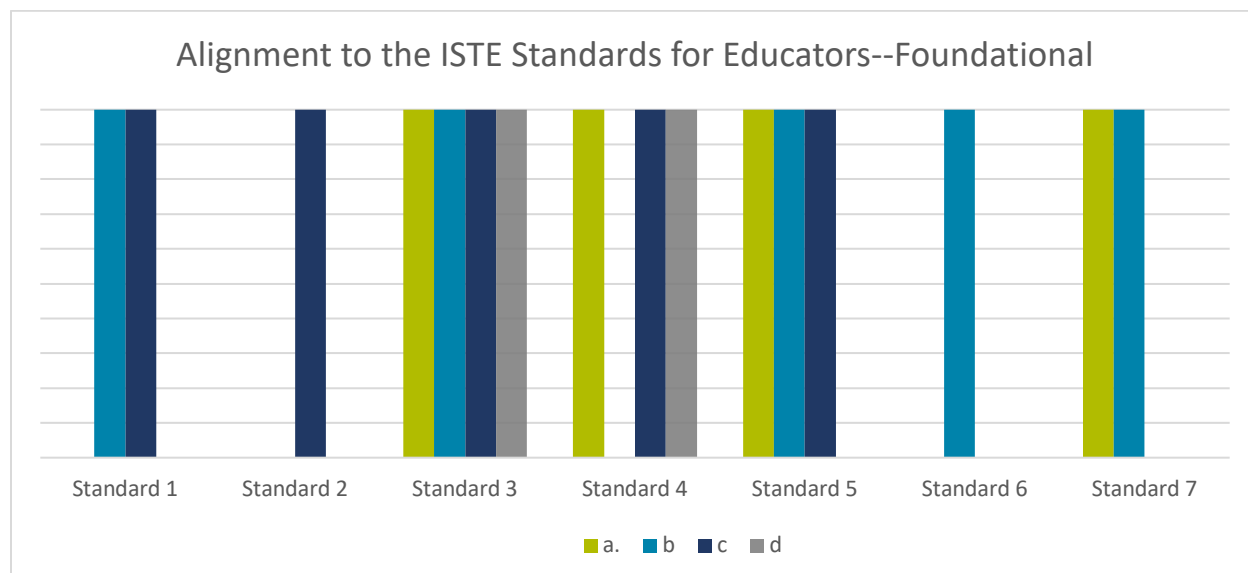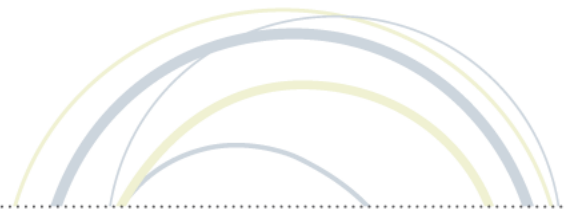
REVIEW FINDINGS

LincSPRING addresses 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

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

Alignment to the ISTE Standards for Educators--Foundational

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

■ a.   ■ b   ■ c   ■ d

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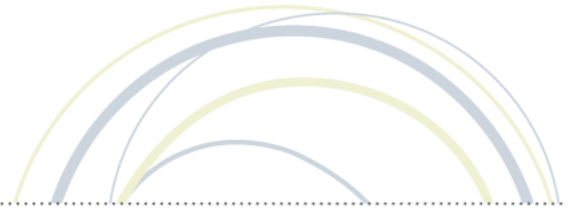

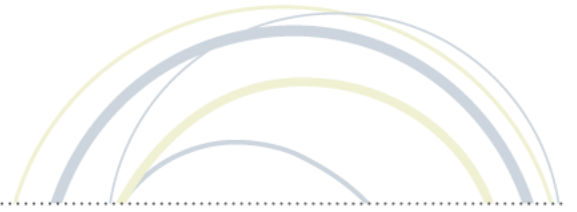Alignment to the ISTE Standards for Educators --Applied
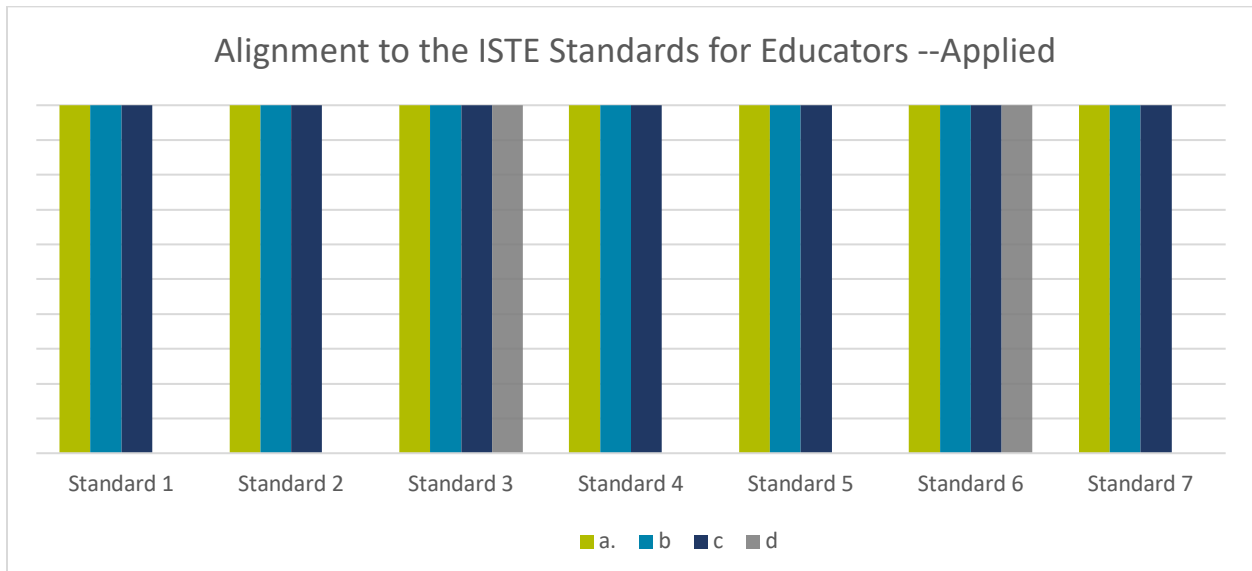
ISTE Standard	Foundational Finding Statement	Applied Finding Statement
1. Learner		
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.		The platform model is built on the reflect/set goals process and this process is part of every learning experience in LincSPRING.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.	Communication tools and opportunities are modeled throughout, giving educators a chance to explore.	Cycles are completed within an active collaborative learning community, both synchronous and asynchronous, virtual and real time.
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	Resources attached to each cycle are research-based.	Opportunities for deeper research are included in many of the cycles.
2. Leader		

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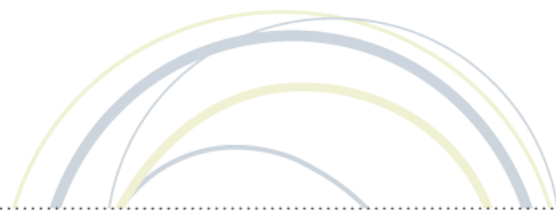
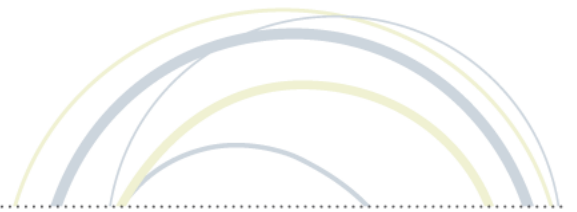|		
2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.		The playlists created for each learning community are built with input from stakeholders to reflect the vision for technology and learning.
2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.		Blended Learning, and its multiple approaches, serves as a model for a number of different strategies and delivery throughout multiple cycles.
2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	Each cycle models the curation of new digital resources.	The Station Rotation in Action cycle specifically models the curation of resources in guiding teachers how to identify quality content for this model of blended learning.
3. Citizen		
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	Learner experiences model empathy throughout in the language used in the SPARK element and in the presentation of tasks and resources.	The approach to professional development and building capacity is anchored in collaborative experience, shared expertise, and connecting with stakeholders.
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	Media literacy concepts are introduced as appropriate to each activity.	Media literacy is woven through the training for teachers and is supported throughout as an important aspect of this type of teaching.
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	The Class Contract cycle and related resources such as Common Sense support the importance of Digital Citizenship.	Teachers are provided with the tools to connect the concepts in real applications.
3.d. Model and promote management of personal data and	The important points for educators, and how they are applied in the learning	The approach is woven into the thread of building community, class

digital identity and protect student data privacy.	environment are present in the Class Contract cycle.	collaboration, and connectivity in addition to the focus of the Class Contract cycle.
4. Collaborator		
4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.	The platform's approach is a model of this indicator. All activities are built around the foundation of collaboration.	Every cycle includes opportunities for active collaboration.
4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.		A number of the cycles mention including students as experts. The message throughout is for student agency and ownership of learning, which can and will be applied to troubleshooting as well through digital badging in development.
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	The tools and examples presented would facilitate a teacher being able to select the right medium for the task at hand.	The learning cycles are all grounded in creating authentic learning experiences that include the use of digital collaboration tools for virtual experts and community connections.
4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	Numerous tools and strategies are provided for interacting with parents and colleagues.	
5. Designer		
5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	Blended learning strategies are presented through the lens of personalizing learning to meet the needs of students.	Additional learning cycles are presented with the same message of creating authentic, personalized learning experiences and is part of every task.

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5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Examples are provided in the resources for Station Rotation and Blended Learning to model how activities may be implemented in specific content areas.	Learning experiences are presented in a content-agnostic manner, the task for educators is to apply the learning strategies in their own classroom.
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Design thinking is explored using expert resources to guide the cycle.	Educators are tasked with applying design thinking to learning experiences that supports collaborative problem solving.
6. Facilitator		
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings		LincSPRING as a learning platform has at its foundation empowering educators to empower students. The LincSPRING platform fosters ownership in the educators participating in their learning model while building capacity for teachers to empower their students. There is evidence in every cycle to support this indicator.
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	Strategies and tools for managing learning activities within a blended learning, technology rich classroom are presented, as appropriate to the technology available.	PLCs undertaking this Professional development would be able to customize the playlists available to meet the technology infrastructure for their situation.
6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.		Student engagement in design thinking is explored in depth in a number of cycles. At the center of the Learning strand is problem-based learning supported by the research that confirms this learning framework as a

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		powerful strategy for engagement.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.		Student agency and ownership is a consistent thread throughout the cycles. Evidence of this is seen in the multiple tools that are presented to have students demonstrate their ideas.
7. Analyst		
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	Using a variety of assessment methods and tools are presented in a variety of situations. For example, the use of discussion threads as a means to assess student understanding.	Activities connected to Assessment Cycles task educators with creating appropriate assessments.
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.	Central to the presentation of blended learning is the exploration of assessment methods, both formative and summative.	Strategies to revise learning to accommodate student learning needs through the use of assessments is explored in multiple cycles.
7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.		Assessment as a tool for providing learning feedback and reflection is explored in a number of cycles -- both from the learner/educator standpoint and in the technology tools available.

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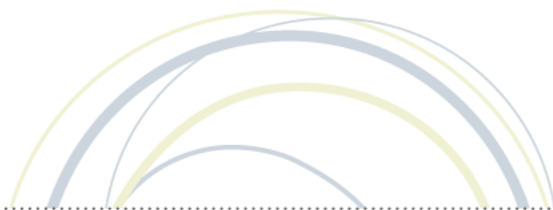
CONCLUSION

LincSPRING is an exemplary professional development platform for school communities looking to implement a blended learning environment and integrate 21st Century skills and strategies into classroom practice. The hybrid model of face-to-face, synchronous online support, asynchronous activities, combined with powerful collaboration tools facilitates not only the adoption of new teaching practice, but the creation of a sustainable professional learning community. The consistent organization of 'cycles' models best practices in professional development with content that is research-based presented in a supportive, inclusive, non-threatening structure that promotes the 'trying out' of new ideas.

The ISTE Standards for Educators and related indicators are both explicitly demonstrated in the activities and tasks, but also in the wording and presentation of content. There is a thread of the ISTE Standards for Educators woven throughout the platform, modeling the indicators while also providing practice in implementing the standards in the participants' classrooms.