International Society for Technology in Education

# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Edge•U

FEBRUARY 2020

TABLE OF CONTENTS

# 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 EDGE•U?

Edge•U is a professional learning system for teachers, designed to provide professional development in the use of technology tools, web applications, and strategies for instructional leadership. The professional development is presented in the form of "badges" that teachers can earn, with each badge worth a specified number of points (e.g. one to five) depending upon the scope and/or difficulty of earning the badge.

The Edge•U badges vary in both size and scope, with badges that cover basic technology skills to those with broader scope and application (e.g., learning to conduct a technology presentation for other teachers in the district).

## HOW IS EDGE•U IMPLEMENTED?

On the Edge•U website, teachers have the option of selecting a specific badge to work on, exploring badges on a given topic, or following a "pathway." For each badge, online resources provide three phases of learning: (1) "Learn It" section provides a screencast video demonstrating how to use a specific technology tool or web application, often followed by links to external resources that support what was presented in the video. (2) "Use It" provides the participant with one or more tasks to complete that require using the tool, application, or skills just learned. Participants are required to submit artifacts from the task to the moderators of the program to verify they have completed the activity. Once their submission is reviewed, participants are given feedback and told whether or not they have earned the badge. (3) "Extend It" provides suggestions for things teachers can do to extend their learning and/or apply it in other situations. Participants are not required to complete Extend It activities in order to earn a Badge.

Badge completion leads to recognition levels such as "*Initiator*" or "*Trailblazer*" and there are options to earn university credit for completed Badges.

**Product**: Edge•U
**Organization:** Forward Edge
**Date of Award:** February 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 Edge•U, reviewers:

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

## SCOPE OF REVIEW

Edge•U was reviewed for alignment against the ISTE Standards for Educators. ISTE reviewers examined all the materials provided to teachers on the Edge•U website for the current library of 110 badges.

## REVIEW FINDINGS

Edge•U 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.

Edge•U badges were found to address the following standards and indicators of the ISTE Standards for Educators at the *Foundational* Level:

- 1.a.
- 1.b.
- 2.a.
- 2.c.
- 3.a.
- 3.b.
- 3.c.
- 3.d.
- 4.a.
- 4.b.
- 4.c.
- 5.a.
- 5.b.
- 6.a.
- 6.b.
- 6.c.
- 6.d.
- 7.a.
- 7.b.
- 7.c.

Edge•U badges were found to address the following standards and indicators of the ISTE Standards for Educators at the *Applied* Level:

- 2.c.
- 3.c.

| 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. | Participants learn useful frameworks for setting professional learning goals apply pedagogical approaches made possible by technology including SAMR, TIM, TPACK, and Triple E | |
| 1.b. Pursue professional interests by creating and actively participating in local and global learning networks. | Participants learn about participating in online learning groups and social media discussions. | |
| **2. Leader** | | |
| 2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders. | Participants are challenged to communicate their vision of learning with a global audience via podcast on how educators can advance in their profession | |
| 2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning. | Participants learn about curating collections of web resources for sharing with students or colleague, as well as how to find and leverage web mixes created by others. | Participants develop and present a technology professional development session for other teachers in the district, modeling use and adoption of new digital resource. |
| **3. Citizen** | | |
| 3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community. | | |
| 3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency. | Participants take the Google Digital Citizenship & Safety Course and select one lesson to teach from the | |

| | | |
|---|---|---|
| | "Be Internet Awesome" curriculum. | |
| 3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property. | Participants can take the Google Digital Citizenship and the Common Sense "Digital Citizenship Curriculum" to learn how to prepare students to learn safely in the digital world including cyberbullying, online privacy, hate speech, news literacy, etc. | Participants can take the Google Digital Citizenship and the Common Sense "Digital Citizenship Curriculum" and are provided with tools and resources to apply what they have learned with students and reflect on the experience. |
| 3.d. Model and promote management of personal data and digital identity and protect student data privacy. | Participants can take the Google Digital Citizenship and the Common Sense "Digital Citizenship Curriculum" | |
| **4. Collaborator** | | |
| 4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology. | Participants learn to use Google Groups for communicating with colleagues and collaborating on lessons that leverage technology. | |
| 4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues. | Participants learn a variety of tools that can be used for collaborating and co-learning with students in class including such a Padlet and Vocab Veteran. | |
| 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 learn about Edublogs as a platform for creating collaborative class blogs as a tool that can be used to give students opportunities to reflect on their learning, creatively express themselves, and connect with a worldwide audience. | |
| **5. Designer** | | |

| | | |
|---|---|---|
| 5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs. | Participants can learn about a variety of tools to help them create personalized learning experiences and accommodate learner needs including video, eBooks, Chrome extensions, presentation tools, interactive worksheets, augmented reality, and accessibility tools. | |
| 5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning. | Participants can learn about a variety of tools that can help them Design authentic learning activities and use digital tools and resources to maximize active, deep learning. | |
| **6. Facilitator** | | |
| 6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings | Participants learn how to use tools that can help students take ownership of their learning processes and digital learning environment including INFOhio's iWonder, and Read&Write. | |
| 6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field. | Participants learn how to use tools such as Nearpod and Schoology for making interactive lessons, monitoring students' performance, and managing student learning. | |
| 6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems. | Participants learn to use Scratch in order to share and support student use of the tool. | |
| 6.d. Model and nurture creativity and creative expression to | Participants learn how to use a variety of tools that would help them nurture | |

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|---|---|---|
| communicate ideas, knowledge or connections. | creativity and creative expression in their classroom including video creation tools, design tools, web design tools, and publishing tools. | |
| **7. Analyst** | | |
| 7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology. | Participants learn various tools to help them provide alternative ways for students to demonstrate competency including video discussions, publishing, and quizzes. | |
| 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. | Participants learn various tools to help them design and implement a variety of formative and summative assessments including rubrics, online forms, quizzes, and LMS features, | |
| 7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction. | Teachers learn to use Google Forms in both basic and advanced ways for assessment that allow teachers to collect and organize student performance information into spreadsheets analyze responses and copy data charts into presentations or other apps for communication & sharing. | |

## CONCLUSION

Edge•U is a professional development platform designed to guide educators in the use of technology tools and strategies for instructional leadership. Edge•U offers an array of learning opportunities in the form of Badges whereby participants browse or search to select the topic and development scope that is appropriate to their personal development goals. Educators can elect to focus on a particular proficiency by choosing from ten Pathways (ex. *The Core Four*, *Student-Lead Learning*, etc.). The Badges correspond to Edge•U's three-fold methodology: *Learn It*, *Use It*, and *Extend It* which leads participants through learning, practicing, applying the new skills. Completion of badges results in platform achievement levels (ex. *Initiator*, *Trailblazer*, etc) and even university credit. Since the platform experience is customizable to each participant, it is a promising way to engage educators of all skill levels in the development of education-technology skills and instructional leadership.