



ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Santa Clara County Office of Education
Professional Innovation Pathways

NOVEMBER 2018

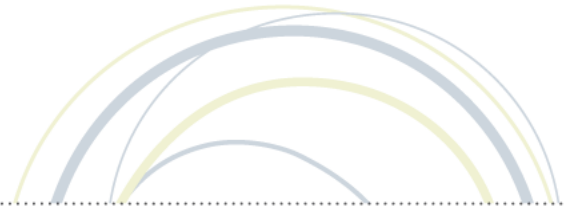
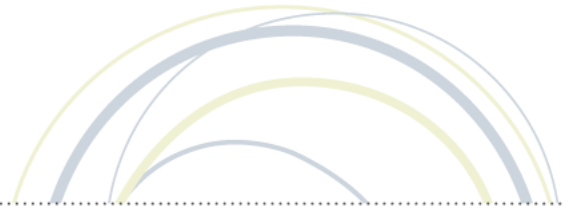


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ABOUT

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.

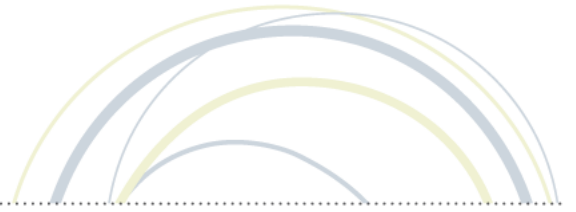
ISTE SEAL OF ALIGNMENT

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

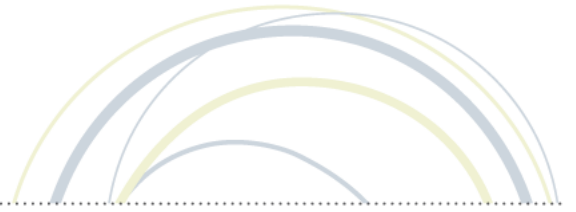
WHAT IS THE SANTA CLARA COUNTY OFFICE OF EDUCATION'S PROFESSIONAL INNOVATION PATHWAYS PROGRAM?

The Professional Innovation Pathways program offered by the Santa Clara County Office of Education, and developed by the Educational Technology Services team, is a program of study that provides educators with personalized, self-paced, competency-based online coursework.

The Professional Innovation Pathways program offers two different types of courses - Academy and Micro-courses., both of which are accessed through the Canvas learning management system. The program consists of seven Academy courses, each taking approximately 6-8 hours to complete, and nineteen Micro-courses, each of which require 1-2 hours to complete.

Both sets of courses follow a design structure of *Pedagogy, Prototype, Product* and *Plan*. *Pedagogy* is general content and the “why” behind the use of the technology or concept addressed in the course. *Prototype* provides opportunity for practice and to gain feedback. *Product* is a deliverable that is demonstrative of understanding regarding the technology or concept. *Plan* is the actual implementation of the technology or concept into a teaching and learning environment.

The Academy courses require educators to implement their newly learned strategies in their classroom. Instead of submitting lesson plans as evidence, teachers share student experiences, through interviews, videos or other formats. Participants can obtain university credit for satisfactory completion (pass) of Academy courses from the University of the Pacific and receive open digital badges for Micro courses.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Professional Innovation Pathways Program
Organization: Santa Clara County Office of Education
Date of Award: November 2018

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 the Professional Innovation Pathways, 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

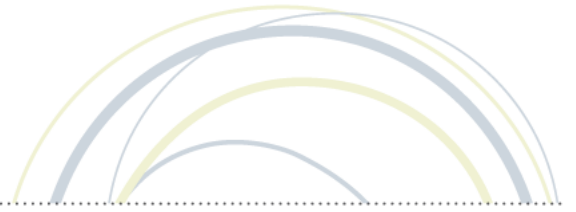
The Professional Innovation Pathways program was reviewed for alignment against the ISTE Standards for Educators using a multi-tier approach.

Academy courses reviewed include:

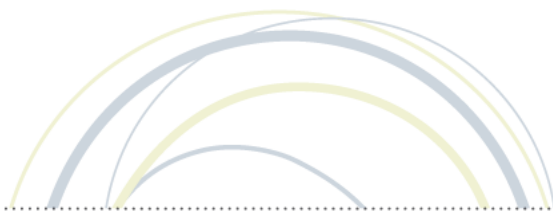
- Digital Citizenship and Literacy
- Simple Steps to Integrate Technology Today
- Digital Lesson Planning
- PLAY: Powerful Learning & You
- Growth Mindset & Technology Integration in Your Classroom
- Connecting our Classroom for Global Learning
- Design Thinking for Creativity and Innovation

Micro-courses reviewed include:

- Inspiring Classroom Design



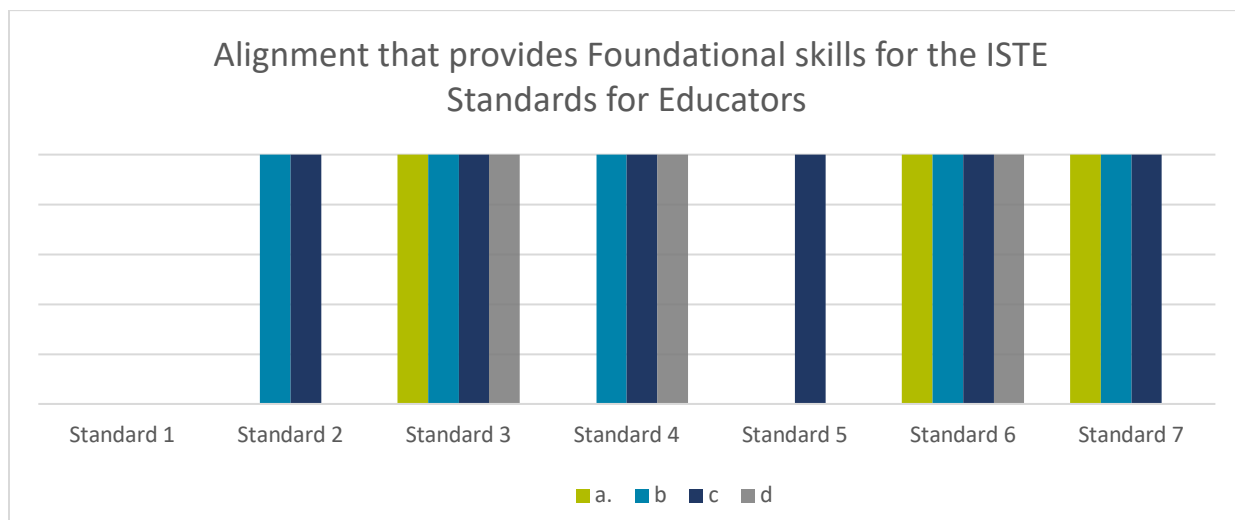
- Evaluating Online Information
- Google Drive
- Google Education Directory
- Google Tasks
- Google Classroom
- Google Mail
- Google Calendar
- Google Hangouts
- Google Groups
- YouTube
- Google Slides
- Google Sites
- Google Docs
- Google Forms
- Google Sheets
- Google Search
- Google Safety Center



REVIEW FINDINGS

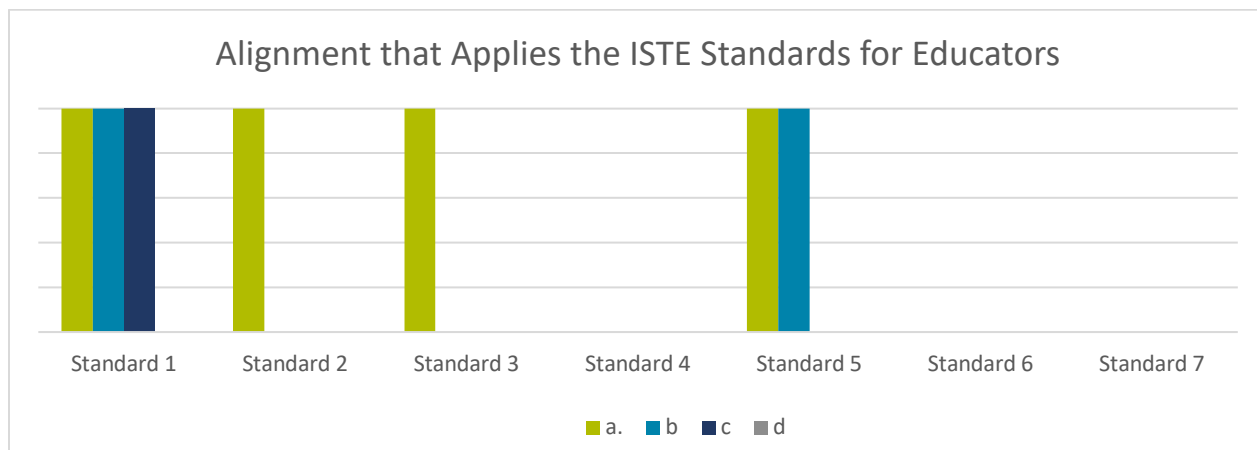
Resources and activities that are primarily focused on using tools to facilitate skill acquisition to eventually meet indicators are categorized as Foundational.

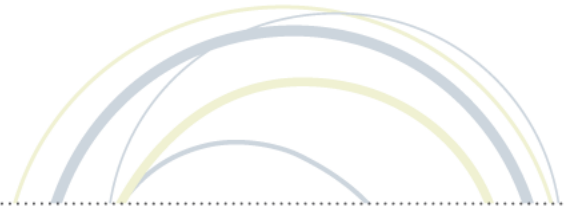
The Professional Innovation Pathways courses address the following indicators of the ISTE Standards for Educators, as a Foundational resource:



Resources and activities that provide substantive opportunity and experience to meet significant portions of indicators or standards are considered to be Applied.

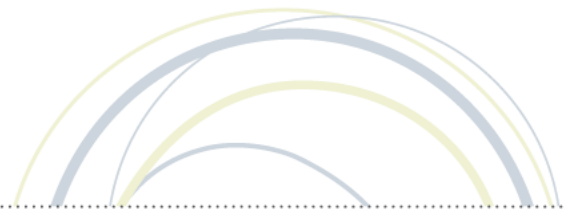
The Professional Innovation Pathways courses address the following indicators of the ISTE Standards for Educators, as an Applied resource:



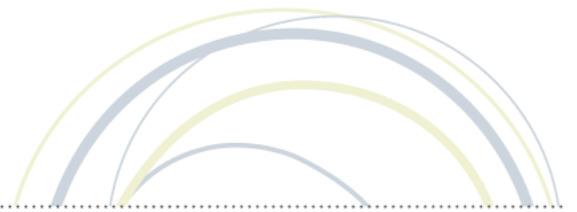


The Professional Innovation Pathways program aligns or addresses the ISTE Standards for Educators at the following categories:

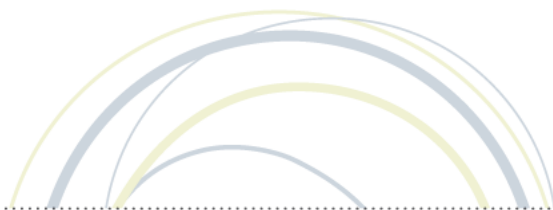
ISTE Standard	Foundational	Applied
1. Learner		
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.		The modules continually ask learners to reflect on how new skills and approaches impact the classroom.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.		When implemented at a district or school level, the growth of professional learning communities is the foundation of the program activities.
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.		Growth mindset and student ownership of learning is a common thread throughout the modules.
2. Leader		
2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.		The delivery models of schools and districts participating together facilitates participants engaging with colleagues, parents and students to create shared vision.
2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	As new tools and strategies are introduced and applied, attention is given to issues concerning access and use by learners from diverse learning groups.	
2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	The course modules model for learners the identification and curation of new digital resources to support learning in multiple contexts.	
3. Citizen		
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic	Many project challenge examples and design process explorations begin with the theme of empathy, and	The examples and explorations lead to a more open-ended experience.



behavior online that build relationships and community.	resources are available to help the novice explore concepts.	
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	Curated materials (from 3 rd party resources) for teaching digital literacy are provided to participants.	
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	Through the use of curated materials (from 3 rd party partners), participants are provided with excellent materials to engage students in learning safe, legal and ethical practice.	
3.d. Model and promote management of personal data and digital identity and protect student data privacy.	Building on the integration of 3 rd party resources, social media tools are examined through the lens of data privacy.	
4. Collaborator		
4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.		
4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.	Google Suite applications are introduced as tools for collaboration.	
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	Google Hangouts is used as a means to explore real-world experiences and virtual collaboration.	
4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	A number of tools and strategies for communication are modeled, and within each the strengths for outreach to specific stakeholder groups are highlighted.	
5. Designer		



5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.		Applying the Growth Mindset concepts, participants are guided to use tools that create educational experiences that foster independent and personalized learning.
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.		The design process is modeled and applied as teachers explore open-ended activities as a way to promote deep learning.
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Learning science and design principles research are included as teachers explore game-based learning and virtual environments.	
6. Facilitator		
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings	An essential outcome of the program is the engagement of students in taking ownership in their learning goals.	
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	Through the lens of digital literacy skills, management strategies in learning experiences in a variety of environments is explored.	
6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	The role of coding, makerspaces, media design, and robotics are a sample of the activity strategies that facilitate creative communication of knowledge.	
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	A number of new tools are modeled that facilitate the design process being used to demonstrate new knowledge, integrating creativity and innovation.	
7. Analyst		
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	Assessment strategies for students to demonstrate competency are presented that apply a growth mindset and utilize new technologies.	



<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 are introduced to tools that may be used to create formative and summative assessments.</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>Included in the Google Suite tutorials, the importance of using data, gathered through a variety of formats, is a guiding message combined with the importance of timely feedback to stakeholders.</p>	

CONCLUSION

The Professional Innovation Pathways program offers personalized, self-paced, competency-based online coursework through research-based pedagogies for technology integration. The self-paced structure of the program allows for more educator participation and professional collaboration while the personalized learning opportunities allow for greater educator agency. The competency component ensures educators transfer their learning directly to the classroom, and the badging and micro-credentialing system awards educators as they complete and build on their skills. Overall, this program is a well-rounded offering that addresses several of the ISTE Standards for Educators.