International Society for Technology in Education

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Teq Online Professional Development—selected courses

SEPT 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 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 TEQ ONLINE PROFESSIONAL DEVELOPMENT?

Teq's online professional development platform offers more than 500 professional development courses for teachers and administrators focused on the integration of technology into the classroom.

The courses are organized into a number of categories based on role (e.g. Administrator), software or tool type (e.g. Chromebooks), pedagogy (e.g. Blended Learning), vendor (e.g. Microsoft), subject area (e.g. Social Studies) and other (e.g. Strategies for Reducing Test Anxiety). Courses can also be accessed by Type (e.g. Free, On Demand and Certification Tracks).

The courses consist of around thirty minutes of facilitator-led video presentation with a brief online quiz at the end.

Administrative functions are available, enabling schools and districts to organize and deliver the courses in a variety of ways customized to their needs. Other features include reporting, usage analytics, customized playlists to facilitate PD paths, and deployment support.

ISTE SEAL OF ALIGNMENT REVIEW

Product: Select Courses from Teq Online Professional Development
Company: Teq, Inc.
Date of Award: Sept 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.

The alignment reported here is based on a review of 55 of the courses from the Teq OPD library and were selected as having the most technology components aligned with the ISTE Standards for Educators.

The Teq Online Professional Development selection of courses was reviewed for alignment against the ISTE Standards for Educators, at the Readiness level. A Seal of Alignment at the Readiness level looks for evidence of experiences that build a foundation for participants to successfully acquire the knowledge and skills reflected in the ISTE Standards for Educators.

During the review process for the Teq Online Professional Development selection of courses, reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Educators.
- 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

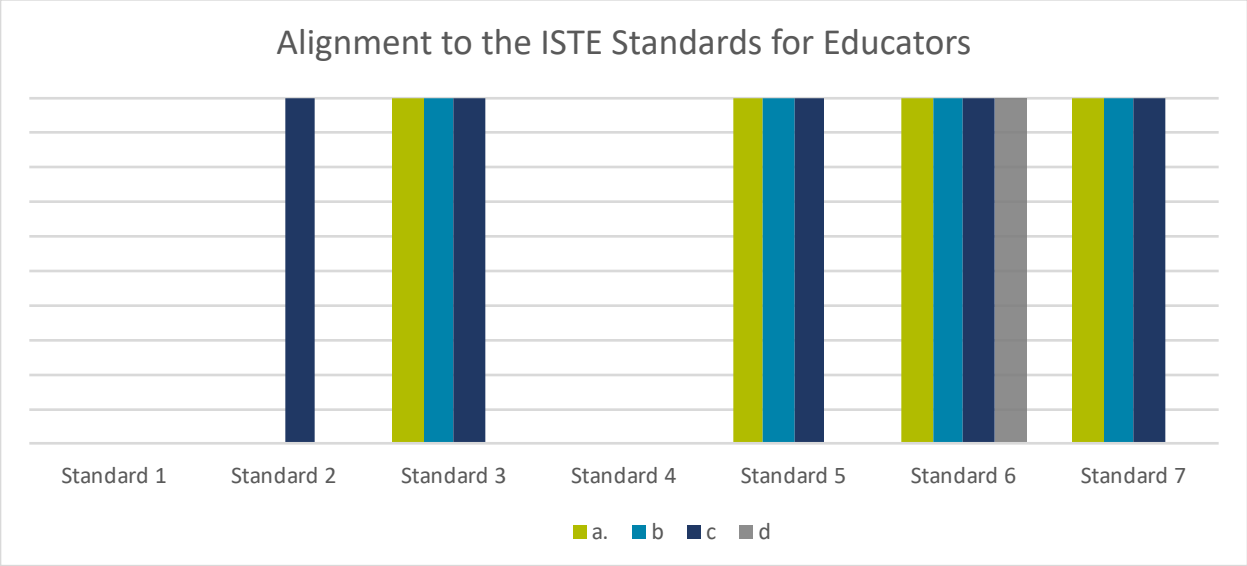
The following 55 Teq OPD courses were reviewed in consideration for a Seal of Alignment:

- 3D Printing: Modeling Geometric Shapes in Tinkercad
- Administering Chrome Devices
- Apple iPad apps: Science
- Apps to Support the Special Education Teacher (A.S.S.E.T.)
- Brain Breaks for Movement and Alertness
- Building a Digital Portfolio for a Future in Computer Science
- Clerical Applications: Excel
- Demonstrating Understanding with Infographics
- Digital Citation Tools
- Engaging Kinesthetic Learners with SparkFun Picoboards
- Evaluating Effective Classroom Technology Usage
- Evaluating Web Resources
- Game-Based Learning
- Gamification
- Going Further with Scratch
- Google Forms
- Google Forms: Quizzes
- Google Slides and Q&A/Laser
- Google Tools to Support English Language Learners
- Identifying Effective Classroom Technology Usage
- IEP/504 Accommodations
- Intro to Design Challenges
- Intro to Google Classroom
- Intro to Scratch
- Introduction to SMART Learning Suite Online
- Lesson Planning for ENLs
- Low-Tech Design Challenges
- Making Your Token Economy Digital
- Math Notebooks in the Digital Age
- Mindfulness Activities
- OneNote Class Notebook
- PBL for ELA
- PBL for ENL/ELL
- PBL with Google
- Persuasive Writing: Thanksgiving Edition!
- Project Based Learning with the iPad
- Redefining Creative Writing Prompts: Story Dice
- SAMR and TPACK
- Social Emotional Learning with Storyboards
- Social Media in the Classroom
- St. Patrick's Day Probability
- Strength Based Social Emotional Learning
- Teaching with Tinkercad
- Technology to Support the Danielson Framework - Domain 1
- Technology to Support the Danielson Framework - Domain 2
- Technology to Support the Danielson Framework - Domain 3
- Technology to Support the Danielson Framework - Domain 4
- Teq Hearts Social Studies
- Using Role Playing Games For Social/Emotional Development
- Using the Google Cultural Institute for a Unique Learning Opportunity

- Web Safety for Students
- Close Reading in the Elementary ELA Classroom
- Introduction to Circuits Using Breadboards
- pi-top and a Byte of Raspberry Pi
- SMART Board Basics: 6000 series
- Using QR Codes and Augmented Reality Technology to Support English Language Learners

REVIEW FINDINGS

The Teq Online Professional Development selected courses were found to address the following indicators of the ISTE Standards for Educators:



The Teq Online Professional Development selected courses address the ISTE Standards for Educators at the readiness level in the following ways:

ISTE Standard	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.	
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.	

2.b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.	
2.c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.	Teachers are introduced to a process for evaluating effective technology integration and provided with a number of different frameworks, including SAMR and TPAK, that can be used for observation, self-evaluation and lesson planning.
3. Citizen	
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	Teachers learn strategies for creating a classroom learning environment that promotes positive social skills and empathy/community in the classroom which is a foundation for these behaviors online. Online role-playing games also address cyber bullying and other online ethical issues.
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	PBL is presented as a vehicle for promoting student curiosity and sustained inquiry in multiple courses. Courses focused on digital literacy present in depth strategies for evaluating online resources including thinking aloud to demonstrate critical thinking.
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	Courses focused on digital literacy and web safety present specific strategies to use with students to protect their online data, understand and avoid plagiarism and deal with cyber bullying.
3.d. Model and promote management of personal data and digital identity and protect student 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.	
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students,	

locally and globally.	
4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.	
5. Designer	
5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	The reviewed courses demonstrate a step-by-step process for developing lessons, including problem based learning experiences, using technology to differentiate instruction using a variety of hardware and software to create learning aids such as reflective journals and portfolios to 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.	Teachers are introduced to several frameworks for understanding and implementing deep learning strategies, including SAMR and TPAK. Learning tools such as math notebooks and digital portfolios are explored as technology-based aids for promoting active learning.
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	Instructional Design principles are evident in the reviewed courses on designing PBL experiences where the learning activities introduce students to scaffolding concepts and tools to support both individual and group exploration of inquiry topics.
6. Facilitator	
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings	Problem Based Learning in multiple courses is used to demonstrate a student driven process. A number of design-oriented courses provide learning frameworks that engage students in ownership of goals and outcomes.
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	In multiple courses, teachers are introduced to management concepts as well as organizational and tracking tools for managing laptops, tablets and other digital tools for classroom use. Administrative processes are supplemented by evaluation strategies as well.

6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	Teachers learn the fundamentals of coding and Computational Thinking with bloc- based programming and data acquisition tools such as sensor boards. Courses describe how to use the Engineering Design Process to create design challenges for students and employ creative writing, games and low tech models as preparation for the challenges.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Teachers learn to use infographics and math notebooks to model and nurture creative expression with their students. Throughout the courses focusing on Problem Based Learning, creativity is emphasized in student communication of their findings.
7. Analyst	
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	In multiple courses on Problem Based Learning, the projects offer alternative ways to demonstrate competency including written and visual strategies using a variety of digital tools. Courses on portfolios and digital notebooks provide opportunities for student reflection on their learning.
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.	Teachers learn to use a variety of hardware and software tools to develop assessments which can provide rapid student feedback and display results in multiple formats and even real time to inform instruction. Strategies and tools are also introduced for students to select and design their own assessments and demonstrate their accomplishments through portfolios and blogs.
7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self- direction.	Participants learn to use digital tools such as tablet-based apps for real time continual online assessments. In the PBL courses, students are encouraged to assess and revise their work as much as they desire based on formative feedback from peer reviews and teacher.

CONCLUSION

The Teq OPD site has a clean, visually appealing and easy-to-navigate interface that allows fairly quick access to the large variety of courses. Given the enormous amount of material available, it remains quite inviting rather than seeming overwhelming.

The Teq OPD video-based courses that were part of this review were found to be practical and easy to follow. They are presented as real-time classes in which participants can interact with the facilitators by asking real-time questions. Some districts use the courses in this format, while others use them for self-guided learning, in which case there is a button (the "nOw" button) that will give individual students access to answers from Professional Development Specialists at Teq.

This selection of video-based courses is polished, professional, practical, and easy to follow with an effective balance of theory and practice-oriented information. If the courses are used for self-guided learning, the "nOw" button that gives individuals access to personalized answers from Professional Development Specialists at Teq make these particularly user friendly. The video presentations are exceptionally well organized to cover topics both clearly and efficiently. Presenters are well versed in the topics they teach and create an inviting and collegial atmosphere.

The sheer extent and variety of quality professional development courses and their broad alignment with the ISTE Standards for Educators makes these selected courses an impressive addition the resources available to the field.