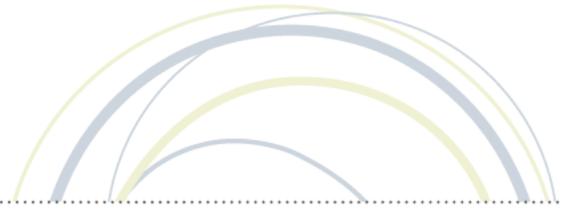




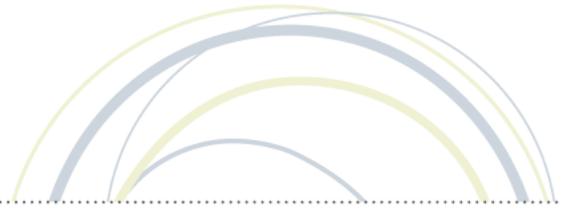
# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Capella University  
Professional Development for Educators  
SEPTEMBER 2016



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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.

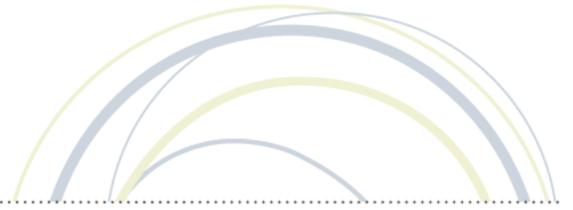
### **ISTE SEAL OF ALIGNMENT**

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

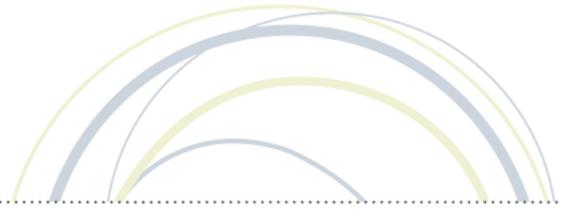


## RESOURCE DESCRIPTION

### **WHAT IS PROFESSIONAL DEVELOPMENT FOR EDUCATORS (PDE)?**

Capella University’s Professional Development for Educators (PDE) is a set of twenty-two online courses designed to enable teachers to effectively integrate technology into their instructional practices. Course titles range from those that are explicitly focused on technology (Digital Citizenship, Enhancing Instruction with Technology, and Classroom Device Management) to those that focus on general theory and practice of 21st century education (Collaborative Learning Environments, Understanding Competency Based Instruction, and Instructional Coaching).

Each course is presented in a common structure consisting of Units, Challenges, Milestones, and Touchstones. Courses consist of a varying number of units, and each unit is presented in three Challenges consisting of a series of questions the learner must answer. The knowledge required to answer the Challenge questions is acquired by watching video tutorials (narrated slide presentations). When all three Challenges have been completed, the learner moves on to the Milestone – a cumulative assessment for the Unit. The final component, Touchstones, is optional. Completing the Touchstones is only required of those desiring graduate credit for their work.



## ISTE SEAL OF ALIGNMENT REVIEW

**Institution:** Capella University

**Program:** Professional Development for Educators (PDE)

**Date of Award:** September 2016

### 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.

Capella University's PDE Program was reviewed for alignment against the ISTE Standards for Teachers, at the Readiness level. Readiness level reviews look for evidence of experiences that build a foundation for successfully acquiring knowledge and skills of the ISTE Standards for Teachers.

During the review process for Capella University's PDE Program, reviewers:

- collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Teachers.
- compiled findings to determine overall alignment across all ISTE Teacher standards and indicators.
- used aggregate findings to form the basis of the overall alignment results.



## SCOPE OF REVIEW

ISTE reviewers focused on the Challenges and the Tutorials sections but did not include the Milestones or Touchstones. The courses were reviewed for knowledge and skills that ISTE considers foundational to the ISTE Standards for Teachers. Because course content was primarily video-based, reviewers focused on identifying evidence of alignment distributed across the videos and the course units, and across the various courses. While the organization of the courses is appropriate to the competency-based and constructivist strategies, the review required very careful collection and comparison of evidence to ensure that reviewers accurately captured the cumulative effects of the many contributing parts.

## REVIEW FINDINGS

Given the scope and depth of the foundational knowledge and skills addressed in Capella University’s Professional Development for Educators courses, and the high quality of the instructional strategies, ISTE reviewers determined that the PDE courses support readiness for the following standards and indicators of the ISTE Standards for Teachers:

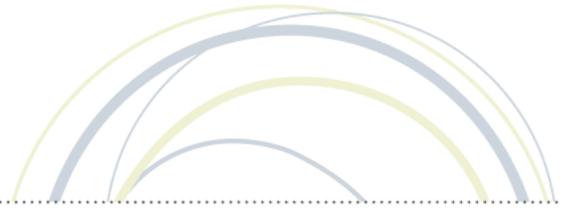
ISTE determined that this resource provides an effective foundation for successfully acquiring knowledge and skills foundational to the following ISTE Standards for Teachers:

- 1.b., 1.d., 2.a., 2.b., 2.c., 2.d., 3.a., 3.b., 3.c., 4.a., 4.b., 4.c., 5.a., 5.b., 5.c., 5.d.**

<b>ISTE Standard</b>
<b>1. Facilitate and inspire student learning and creativity</b>
b. Engage students in exploring real-world issues and solving authentic problems using digital tools and resources.
d. Model collaborative knowledge construction by engaging in learning with students, colleagues, and others in face-to-face and virtual environments.
<b>2. Design and develop digital age learning experiences and assessments</b>
a. Design or adapt relevant learning experiences that incorporate digital tools and resources to promote student learning and creativity.
b. Develop technology-enriched learning environments that enable all students to pursue their individual curiosities and become active participants in setting their own educational goals, managing their own learning, and assessing their own progress.
c. Customize and personalize learning activities to address students’ diverse learning styles, working strategies, and abilities using digital tools and resources.



d. Provide students with multiple and varied formative and summative assessments aligned with content and technology standards, and use resulting data to inform learning and teaching.
<b>3. Model digital age work and learning</b>
a. Demonstrate fluency in technology systems and the transfer of current knowledge to new technologies and situations.
b. Collaborate with students, peers, parents, and community members using digital tools and resources to support student success and innovation.
c. Communicate relevant information and ideas effectively to students, parents, and peers using a variety of digital age media and formats.
<b>4. Promote and model digital citizenship and responsibility</b>
a. Advocate, model, and teach safe, legal, and ethical use of digital information and technology, including respect for copyright, intellectual property, and the appropriate documentation of sources.
b. Address the diverse needs of all learners by using learner-centered strategies providing equitable access to appropriate digital tools and resources.
c. Promote and model digital etiquette and responsible social interactions related to the use of technology and information.
<b>5. Engage in professional growth and leadership</b>
a. Participate in local and global learning communities to explore creative applications of technology to improve student learning.
b. Exhibit leadership by demonstrating a vision of technology infusion, participating in shared decision making and community building, and developing the leadership and technology skills of others.
c. Evaluate and reflect on current research and professional practice on a regular basis to make effective use of existing and emerging digital tools and resources in support of student learning.
d. Contribute to the effectiveness, vitality, and self-renewal of the teaching profession and of their school and community.



## **CONCLUSION**

Reviewers found that the competency-based courses are structured to provide maximum flexibility for students, offering them multiple paths through the learning and assessment experiences and significant opportunities for personalization and customization. While most of the curriculum is knowledge based, there are some opportunities for skills development although opportunities for measuring and improving skills-based achievement is limited in the free courses.

Reviewers found the PDE interface to be clean, consistent and easy to navigate. Video tutorials are well structured and clear and have a “by teachers for teachers” feel. Students have the option of viewing instruction by more than one teacher and tutorials include links to additional resources in the event the learner wants more information on the topic.