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ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Google Training Center
JANUARY 2018

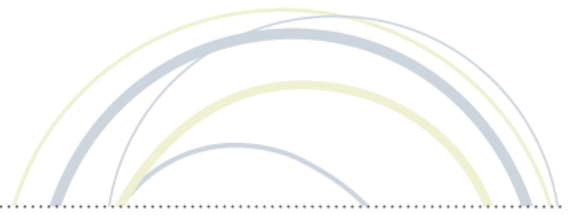
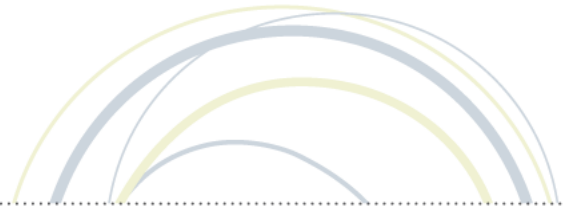


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ABOUT

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.

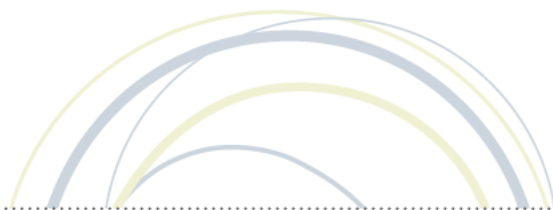
ISTE SEAL OF ALIGNMENT

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 GOOGLE TRAINING CENTER?

Google Training Center offers educators a self-directed training pathway to master the suite of Google Apps known as the G Suite. The Fundamentals Course, consisting of 13 units organized into three categories, prepares educators to take the Google Certified Educator Level 1 exam. The Advanced Course builds on the Fundamentals Course offering nine units in three categories and prepares learners for the Google Certified Level 2 exam.

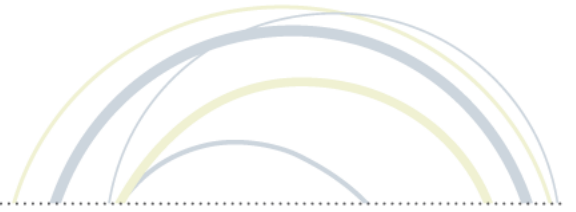
The units within the courses are organized into categories that reflect a focus on student learning, creativity, and collaboration. Units are presented as a series of strategies using multiple Google tools and apps to empower educators to transform their instructional practice. The strategies provide educators with the foundational skills they need to implement new strategies, with support, resources, and examples of best practices.

HOW IS GOOGLE TRAINING CENTER IMPLEMENTED?

Both the Fundamentals and Advanced courses are presented as pathways that learners can move through at their own pace, selecting the units that fit their needs. Units open with an introductory section outlining the objectives for the unit, the apps that will be covered, and a prewrite activity that asks the learner to think about how the unit's objectives might be implemented in their classroom. Excerpts from Google Educators, presented in both video and text snippets, answering the same prompts, give the learner authentic scenarios to set the context for the unit's activities.

Educators track their own progress throughout the courses. Knowledge Checks and Unit Reviews are presented after each activity and opportunities to revisit lessons and explore more deeply are easily accessible. The structure of the courses are set up for success and support educators throughout the process with multiple resources for help and opportunities to review topics.

Educators progressing through the courses will not only be prepared to pass the Google Educator Certification exams, Levels 1 and 2, but will also have practical strategies to implement the standards in their classrooms.

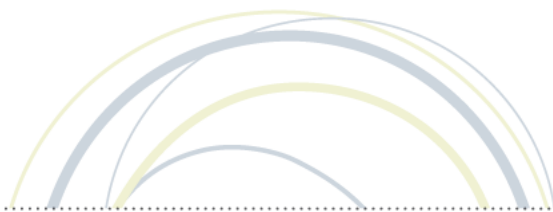


HOW DOES GOOGLE TRAINING CENTER IMPACT CLASSROOM TEACHING?

Every module in the Google Training Center program includes links to resources, Google communities, and submissions from educators in the field. Best practices are taken from professional learning communities that learners are encouraged to join or create.

A unique feature to the G Suite tools is that they are presented in a scenario-based context to facilitate a learning goal. Rather than mastering a tool in isolation, the user selects the appropriate tools, in combination, as part of an overall strategy to create an effective learning environment.

The scenarios presented in the courses challenge the learner to envision a classroom that reflects sound technologically-based pedagogical approaches. The learner is then connected with the tools and strategies that can be used to achieve that vision. The courses that make up the Google Training Center Program provide educators with the foundational skills and strategies for using the Google G Suite to implement the ISTE Standards in their classroom, thereby creating a learning environment that will empower students.



ISTE SEAL OF ALIGNMENT REVIEW

Product: Training Center

Company: Google

Date of Award: January 2018

REVIEW METHODOLOGY

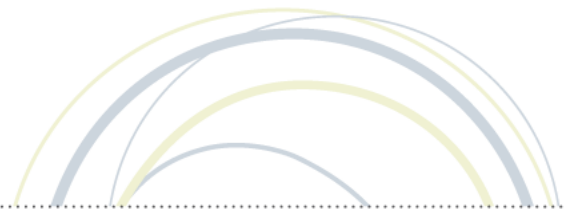
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used 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 Google Training Center resource was reviewed for alignment against the ISTE Standards for Educators, at the Readiness level. Readiness reviews look for evidence of experiences that build a foundation for successfully acquiring knowledge and skills of the ISTE Standards for Educators.

SCOPE OF REVIEW

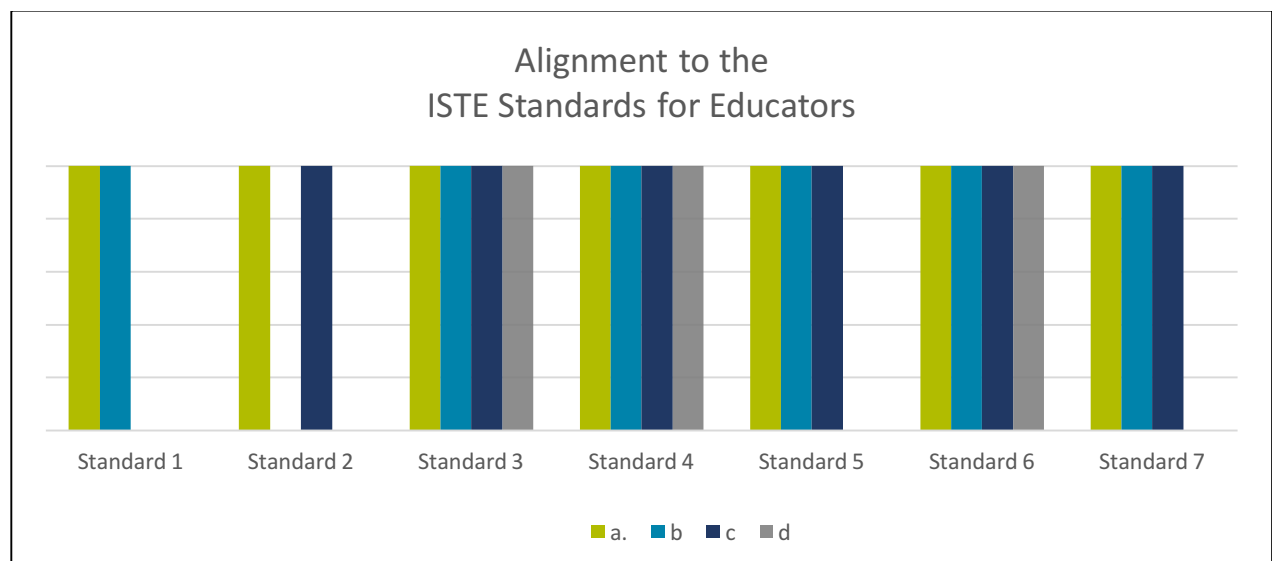
During the review process for the Google Training Center program, reviewers:

- 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.



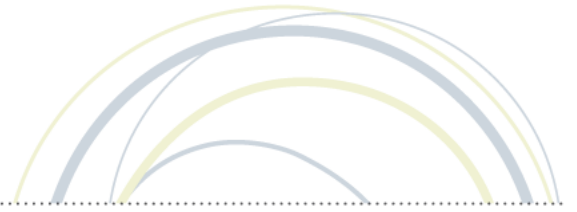
REVIEW FINDINGS

The Google Training Center resource supports the following indicators of the ISTE Standards for Educators:

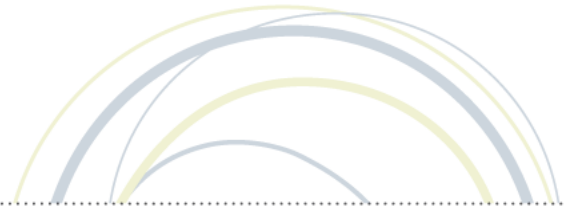


The Google Training Center resource aligns to the ISTE Standards for Educators in the following ways:

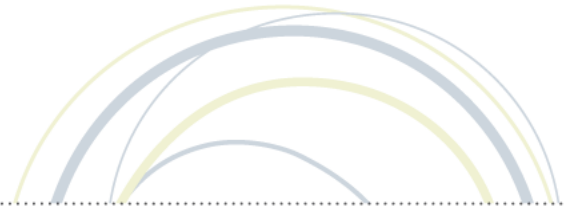
ISTE Standard	Finding Statement
1. Learner	
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	The approach throughout the platform allows the learner to customize their learning to fit their goals. Most modules include a section to set goals and/or reflect on learning.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.	All modules include references to further learning via google communities or other professional learning networks, in addition to having statements from teachers in the field.



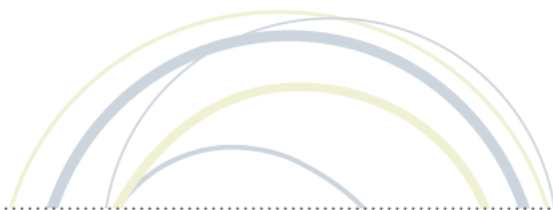
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	
2. Leader	
2.a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.	Google tools are presented as a means to build collaboration and engagement. Modules present strategies to engage all 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.	Learners are presented with multiple opportunities to practice curation of resources, evaluation strategies, and sharing results in the context of collaboration/leadership with other educators, and with students as well.
3. Citizen	
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	As a collaboration/publishing/content creation suite of tools, the exploration of apps is presented with a consistent inclusion of digital citizenship, whether as fair use/citation of media, or as online behavior. The modules are sensitive to the power of their reach, with the need to teach how to interact with others online.
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	The modules present multiple strategies to help students explore their interests while including the necessary media literacy/evaluation skills that are critical for success. Embedding the media/digital fluency skills within the activities models for the teacher how to focus on the learning objective and exploration first--having these skills as a component of the learning, rather than teaching the skills in isolation.



<p>3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.</p>	<p>Using a variety of strategies for students to demonstrate and share their content, digital citizenship concepts and skills are woven through the creation process, highlighting for the teacher how to embed this component as part of their teaching practice.</p>
<p>3.d. Model and promote management of personal data and digital identity and protect student data privacy.</p>	<p>Where appropriate, links to safety, privacy policies are included as an intentional point of learning. References to checking school policies is included as an important aspect of transforming classroom practice.</p>
<p>4. Collaborator</p>	
<p>4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.</p>	<p>Google tools are designed for collaboration. Modules include strategies on how to use tools to engage with colleagues, share resources, and learn from experts in the field.</p>
<p>4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.</p>	<p>Learners are presented with activities that can be used to empower students to explore, evaluate and select the appropriate tools/add-ons/extensions to meet their goals. The use of scripting as a way to have students create their own solutions is exemplary.</p>
<p>4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.</p>	<p>Project based learning, community engagement, hangouts and maps are all presented as a way to focus on local and authentic problem solving. Presentation tools and survey/polling tools are included as a way to integrate stakeholder voices in these types of activities.</p>
<p>4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.</p>	<p>Mail, Calendars, Blogs and other outreach tools intentionally include translation capabilities as a strategy to engage all stakeholders.</p>
<p>5. Designer</p>	
<p>5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner</p>	<p>Add-ons/extensions to shared Google apps, and the addition of teacher-facing tools such as Google Classroom, are explored with a focus on how to personalize instruction and meet the needs of diverse learners. The Advanced course goes deeper into modes of</p>



differences and needs.	communication, and creating activities with options for interactivity to meet the varying learning styles of students.
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	The Advanced course expands the use of google apps to include specific strategies for using these apps in content specific examples.
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	The Advanced course introduces the concepts of instructional design as it relates to using google apps in the lesson planning and creation process.
6. Facilitator	
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings	All of the modules focus on empowering students to take ownership of their learning. Self-directed learning is built into how the apps are presented as tools for learning.
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	The management of Google Suite at the school/district/enterprise level is included at multiple points throughout the modules. Attention is given to which apps/extensions may be deployed as part of the management of the suite, or as individual to users.
6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	Examples of problem based leaning and community engagement are modeled as ways the Google Suite is used in classrooms. Examples of students designing solutions, coding, scripting, and hackathons are included as part of the Advanced Course.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Community engagement is a common thread throughout the training center. Having students present to their stakeholder communities is addressed in the multiple tools available that can be used depending on the audience and context.
7. Analyst	



7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	Data tools, video, providing feedback are explored as a strategy for students to reflect on their own learning and demonstrate what they know.
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.	Add-ons/Extensions for multiple Google aps are explored as a way to analyze and respond to student data, provide feedback, and encourage reflection.
7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self- direction.	Combined with Google Classroom and data tools, scenarios are presented that model how to collect and then personalize instructional activities to meet the needs of students.

CONCLUSION

The reviewers found evidence of alignment to the ISTE Standards for Educators at the Readiness level. The versatility and flexibility of Google educational tools allows them to be applied in almost every educational context.

The Google Training Center prepares educators to become Google Certified in Levels 1 and 2, which demonstrate a comprehensive understanding of how Google tools may be maximized to support learning.

Explored through scenario based examples, educators practice how the suite of powerful and flexible tools, add-ons, and resources can be used to create an interactive, personalized learning experience. The Fundamentals and Advanced courses will not only prepare educators for certification, they will spark new ideas to try, as well as invite participants into a growing educational network of educators and learners.

