ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Participate

OCTOBER 2017

International Society for Technology in Education (ISTE)

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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 a solutions' 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 supports 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 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

ISTE Seal of Alignment Review Findings Report
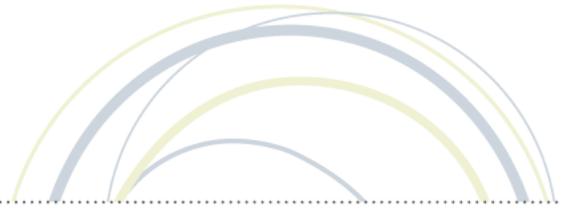
RESOURCE DESCRIPTION

WHAT IS PARTICIPATE?

The Participate website offers an online professional development portal for educators that provides access to collections of professional development courses, various materials, and an online professional learning network. The portal is designed specifically to connect educators from around the world, enabling them to learn, exchange ideas, and develop materials that can be used in their classrooms.
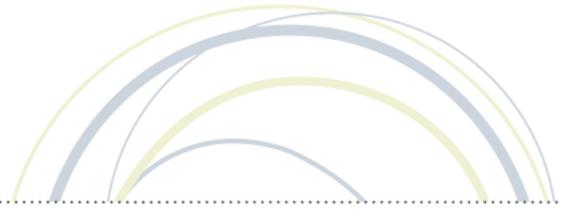
Participate offers 50+ professional development courses each intended to (1) provide a collaborative learning environment where teachers solve problems and develop new ideas together, and (2) model inquiry-based instructional practices in the context of a highly participatory learning environment. Courses address global and cultural issues, cultural competency, and strategies for engaging English Language Learners. Some courses are focused on more specific skills such as teaching conceptually through inquiry and visualizing with maps and infographics. While the courses are not specific to grade levels, each course provides links to resources that can be modified for different grade levels.

In each professional development course, there is the opportunity for learners to create artifacts as they progress through the lessons. By the end of the course, the learner has built their own resource collection around the topic. Upon satisfactory completion of the professional development courses, participants can earn badges and receive professional development credits. The Participate platform offers opportunities and tools for teachers to chat, participate in Twitter threads, and actively collaborate with other teachers and peer mentors.

HOW IS PARTICIPATE IMPLEMENTED?

The courses are built around a standard template based on an inquiry-based learning strategy that includes asking compelling questions, investigating/analyzing, synthesizing/creating, sharing and submitting/reflecting.

To complete a course for credit, teachers must create an electronic collection of teaching/learning materials, develop a lesson plan, use it in their classrooms and submit examples of student learning artifacts for peer review at the end of the course.

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ISTE SEAL OF ALIGNMENT REVIEW

Product: Participate Professional Development Courses
Company: Participate
Date of Award: October 2017

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 Participate resource was reviewed for alignment against the 2017 ISTE Standards for Educators, at the Proficiency level. Proficiency level reviews examine how a resource instructs and/or assesses students and their ability to apply technology for learning in ways that allow them to practice the skills and knowledge described in the ISTE Standards.

SCOPE OF REVIEW

The Participate resource has undergone significant revisions since it was initially reviewed two years ago and received a Seal of Alignment against the ISTE Standards for Teachers. For this Seal of Alignment renewal, we reviewed 50 revised and new courses against the 2017 ISTE Standards for Educators.

During the review process, 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.
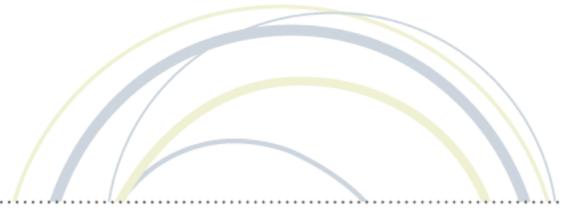- used aggregate findings to form the basis of the overall alignment results.

REVIEW FINDINGS

The Participate resource aligns to the following indicators of the 2017 ISTE Standards for Educators:

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Alignment to the
2017 ISTE Standards for Educators
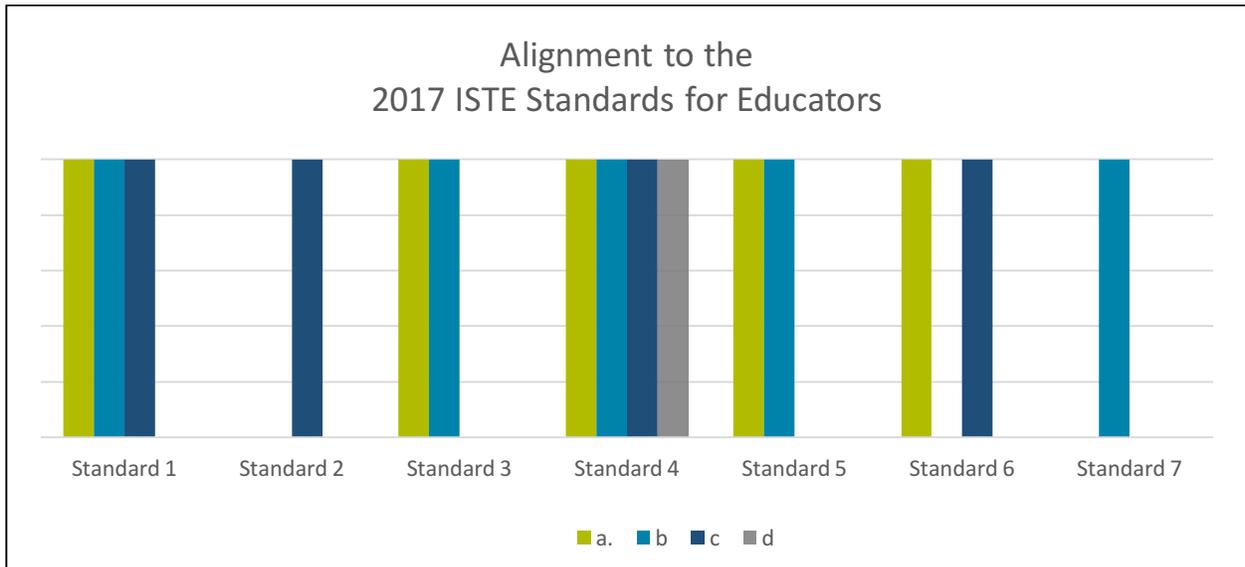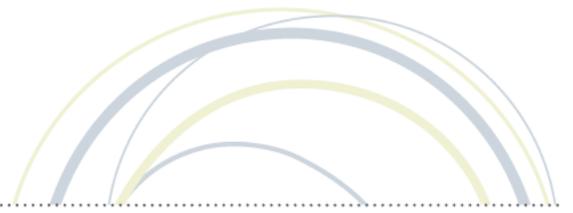
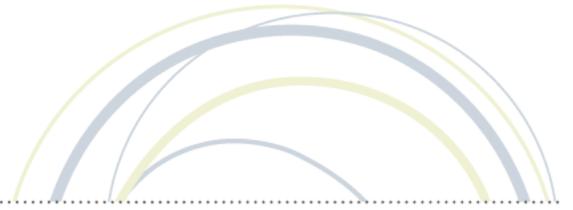The Participate resource aligns to the 2017 ISTE Standards for Educators in the following ways:

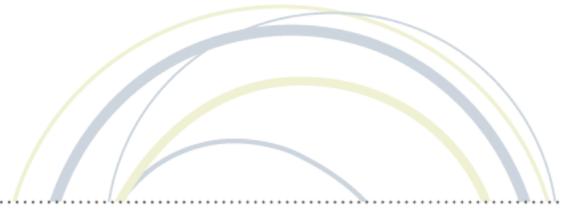| ISTE Standard	Finding Statement
1. Learner	
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	Educators are asked to apply what they have learned by creating a lesson plan, implementing it in their classroom and reflecting on its impact as a means of reaching a goal.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.	Educators engage with each other in the process of creating an electronic collection of teaching/learning materials and seeking input and feedback from others
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	A number of courses include a requirement to investigate best practices, conduct literature reviews, or undertake action research with a view to improving student learning that provides practice for staying abreast of current research.

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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.	Every course involves educators in the process of creating a Teacher Learning Collection that provides an opportunity for the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.
3. Citizen	
3.a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.	The Participate platform is designed specifically to connect educators from around the world, enabling them to exchange ideas and develop materials that can be used in their classrooms. Many of the courses focus specifically on the development of empathy and the building of 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.	The global outlook of these courses continually encourages curiosity. Several of the courses focus specifically on helping students develop digital literacy skills including critical evaluation of materials found online.
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	
3.d. Model and promote management of personal data and digital identity and protect student data privacy.	

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4. Collaborator	
4.a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.	Every course includes time for teachers to collaborate with their peers to create electronic collections of materials that are then used to support learning experiences for their students. Throughout these courses, there is an emphasis on authentic learning experiences, particularly those that are focused on language learning.
4.b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.	Many courses emphasize the importance of engaging with students in a student-centered learning process.
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	Teachers have the opportunity to incorporate the use of collaborative technologies to engage virtually with others, both 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.	Most courses include a focus on the importance of cultural competencies and instructional practices that promote understanding, empathy and community. Specific knowledge, skills and dispositions are incorporated in Objectives called "Key Global Competencies" and "Key Global Instructional Practices".
5. Designer	
5.a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.	Throughout these courses, attention is given to recognizing individual needs, adapting to cultural diversity, and accommodating learner differences Courses focused on language learning give special attention to these issues.
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	Every course includes an activity that guides teachers in the creation of a lesson plan aligned with content and other standards. And the general pedagogical approach throughout is one that focuses on enabling learning in active, personalized ways.

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5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	
6. Facilitator	
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.	Specific courses focus on how to create a student-centered learning environment. Many of the courses involve learning about teaching and learning strategies to support that environment. The strategies include project-based learning as well as culturally sensitive and personalized activities and assessment.
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	
6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	All the courses encourage teachers to learn to model a design process for their own learning and teaching through the design of the courses themselves. Several courses focus as well on design processes used in the real world of work to guide students in their understanding and use of an intentional design process.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	
7. Analyst	
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	

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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.	Nearly every course encourages strategies designed to accommodate differentiated learner needs and there are a number of courses specifically focused on the design and implementation of formative and summative assessments.
7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.	

CONCLUSION

The fifty courses reviewed covered a wide range of content including such topics as Teaching Conceptually, Digital Literacy, Visual Literacy, Collaborating Across Borders, Culturally Responsible Teaching and learning, Social Entrepreneurship and many modules focused on English Language Learners. The curriculum content and pedagogical strategies in these courses were consistently impressive. While the ISTE Standards for Students were referenced explicitly in the module on Digital Literacy, the ISTE Standards for Educators were addressed conceptually rather than explicitly across many others.

Overall, the Participate courses and associated resources are well organized, professional in appearance, easy to understand and navigate, and supportive of the constructivist approach that engages participants actively in the learning process. Across all Participate courses there is a strong emphasis on the constructivist approach which offers an engaging and effective experience. As a whole, Participate does an extraordinary job of addressing the difficult task of helping teachers understand and develop cultural literacy and competency throughout the curriculum.