

The page is decorated with several thick, curved lines in shades of blue and green. These lines are arranged in a way that they appear to flow from the top right towards the bottom left, creating a sense of movement and modernity. The lines vary in thickness and color, with some being a darker blue and others a lighter green.

ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

eMINTS Digital Age Educator Program

DECEMBER 2017

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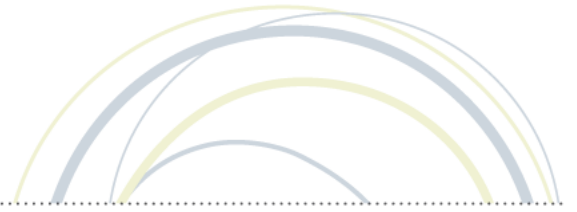
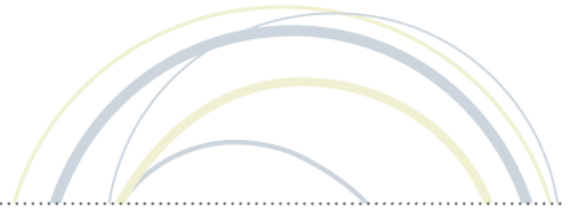


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ABOUT

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.

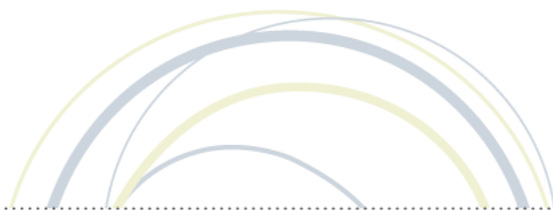
ISTE SEAL OF ALIGNMENT

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



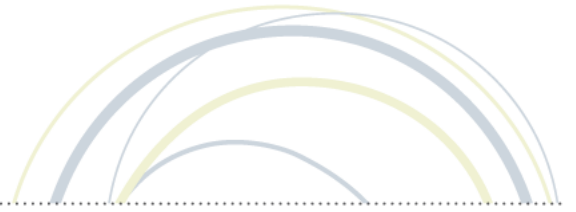
RESOURCE DESCRIPTION

WHAT IS EMINTS DIGITAL AGE EDUCATOR PROGRAM?

eMINTS Digital Age Educator Program is an online, facilitated professional development program designed for teachers to become familiar with and design unit plans aligned to the ISTE Standards for Educators.

The eMINTS Digital Age Educator program consists of eight 7-week courses:

1. **Empowering Learners with PBL** - Teachers connect project-based learning (PBL) to content area standards, to begin developing a meaningful PBL experience for their students and to foster a classroom culture that empowers students to take risks and to take an active role in learning.
2. **Fostering Creativity and Innovation in the K-12 Classroom with Design Thinking** - Teachers support their students in using the Design Thinking process to identify problems, research, analyze, prototype, and test their ideas to create solutions to relevant issues.
3. **Introduction to Computational Thinking in the K-12 Classroom** - Teachers explore computational thinking, its components, and how these skills can be developed in classrooms both with and without the use of technology.
4. **Digital Citizenship** - Teachers examine topics such as digital footprints, evaluating websites, teaching students to avoid copyright issues, the Open Ed movement, and automated personalization.
5. **Innovative Teacher Leaders in the Digital Age** - Teachers are given guidance on becoming a digital leader in their school and in the educational community at large.
6. **Online Tools for Digital Age Learning** - Teachers are provided with experience using online tools for collaboration, visual thinking, multimedia production, productivity, and assessment at the higher levels of Substitution, Augmentation, Modification and Redefinition (SAMR).
7. **Digital Age Learning with iPads** - Teachers are given tangible methods for managing the iPad classroom, promoting digital citizenship and safety, communicating with parents, and using the iPad to enhance collaboration, communication, critical thinking, creativity and assessment of learning.
8. **Chromebooks in the Classroom** - Teachers are equipped with a detailed handbook that can be used to help roll out Chromebooks in their classroom.

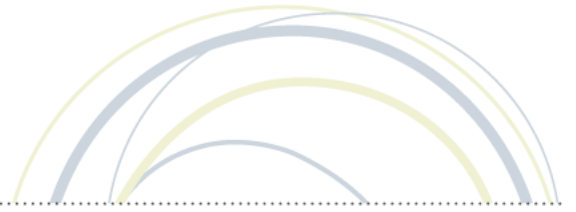


HOW IS THE EMINTS DIGITAL AGE EDUCATOR PROGRAM IMPLEMENTED?

Teachers earn badges for each course completed and with a completion of five courses (three core courses and two elective options) participants earn a program completion certificate. Courses cost \$99 each, with an additional fee for optional graduate credit. Each course session includes content, resources, questions to be discussed in an online forum, and an assignment. Some courses are broad and intended to equip teachers with generalized preparation for leveraging technology to support student learning. Others are more focused and give participants the opportunity to drill down into a topic and develop a deeper, more thorough understanding, along with a plan to put that understanding to use.

HOW DOES THE EMINTS DIGITAL AGE EDUCATOR PROGRAM IMPACT CLASSROOM TEACHING?

The program is particularly robust in laying a strong pedagogical foundation on the content surrounding each course topic area. Each course gives participants the opportunity to adapt what they have learned for application in their individual classrooms, and provides an array of resources to support that adaptation. Courses are well-developed, timely, and rich in material that are appropriate for educators throughout the K-12 spectrum. Assignment outcomes are focused, practical, and ready for implementation in the real world.



ISTE SEAL OF ALIGNMENT REVIEW

Product: eMINTS Digital Age Educator

Company: eMINTS eLearning for Educators

Date of Award: December 2017

REVIEW METHODOLOGY

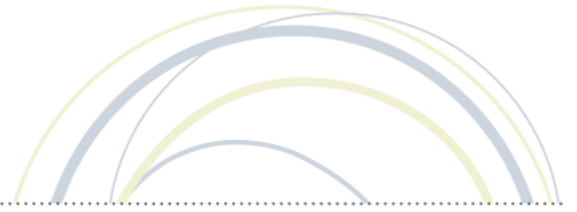
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used 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 eMINTS Digital Age Educator resource was reviewed for alignment against the 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

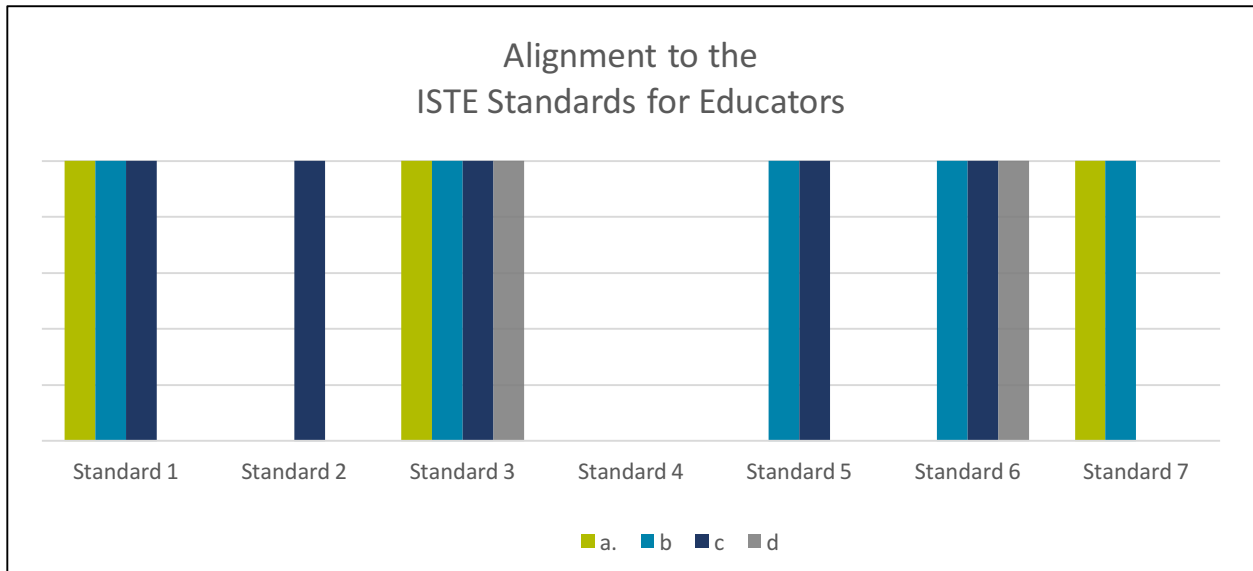
During the review process for the eMints Digital Age Educator program, reviewers:

- 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.



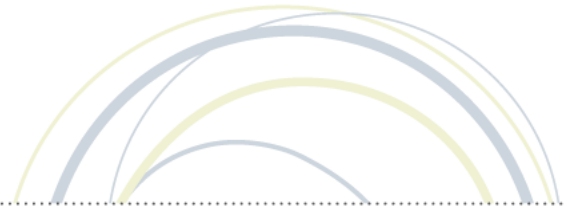
REVIEW FINDINGS

The eMINTS Digital Age Educator resource aligns to the following indicators of the 2017 ISTE Standards for Educators:

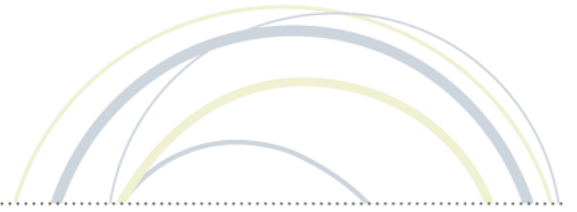


The eMINTS Digital Age Educator resource aligns to the ISTE Standards for Educators in the following ways:

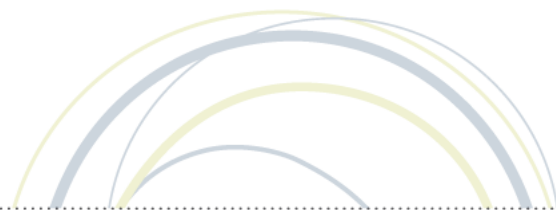
ISTE Standard	Finding Statement
1. Learner	
1.a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.	Participants set individual goals within each course. Regular reflection on the fit of what they have learned and what they have developed with their classrooms helps further connect goal setting and intentional expansion of their professional knowledge base and repertoire.
1.b. Pursue professional interests by creating and actively participating in local and global learning networks.	Teachers regularly interact with, give feedback to, and seek feedback from other participants in this online course. They also intentionally develop and participate in a PLN throughout the Leadership Course.
1.c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.	Practical, timely, and at times, cutting edge readings are part of each course, with additional resources and articles recommended within most course sessions.
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 engage in frequent sharing, recommending, and explaining their own plans for resources through each course’s discussion forum. There is also opportunity and encouragement to begin curating digital content with online tools.
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 develop specific plans for advancing target behaviors among students in their classrooms. They also share their plans and reflect on their own plans and those of other teachers.
3.b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.	Teachers develop plans for implementing and maintaining the target culture in their own classrooms. There is also continual critical examination of useful online resources.
3.c. Mentor students in safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.	Teachers develop acceptable use policies for their classrooms along with detailed plans for modeling safe, legal and ethical practices and guiding students in implementing these practices.
3.d. Model and promote management of personal data and digital identity and protect student data privacy.	The Digital Citizenship plans that participants develop for their classrooms include practices for managing students’ digital footprints and exercising vigilance in protecting personal data.
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	



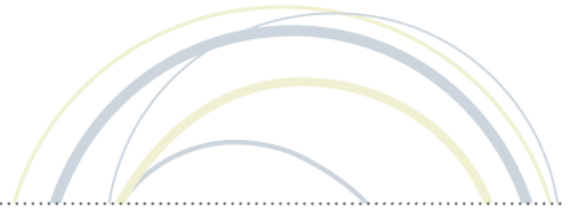
technology issues.	
4.c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.	
4.d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with 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.	
5.b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.	The curriculum consistently directs teachers to plan instruction to meet academic standards, incorporating a variety of recommended digital tools, in the context of innovative and successful practices for supporting and increasing learning.
5.c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.	There is consistent application of a variety of instructional design principles and practices within a digital learning context that is appropriate and engaging for target students and supportive of student learning.
6. Facilitator	
6.a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings	
6.b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.	Participants learn a variety of strategies and explore various tools for managing student use of technology, both online and in the classroom.



6.c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.	A design process is explored and employed in plans that teachers develop in the Computational Thinking and Design Thinking courses, and, to a lesser degree in other courses.
6.d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.	Teachers develop effective visuals such as posters and presentations, and also identify and incorporate creativity-fostering tools such as graphic organizers and brainstorming tools in their implementation plans.
7. Analyst	
7.a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.	Participant implementation plans include allowing students to determine how they will demonstrate their learning in certain projects, as well as helping develop the rubrics through which their work will be evaluated.
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.	Participants learn about and make implementation plans that include gathering data through a variety of tools including online surveys, forms and rubric generators for use in both formative and summative evaluations.
7.c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self- direction.	

Notes on indicators for which alignment was not found:

- 2.a.** While there were many instances where teachers interact with other teachers in online discussions and in their PLN development, minimal evidence was found to support that teachers were participating in shaping, developing or implementing a shared vision.
 - 2.b.** Within the curriculum, there is considerable attention paid to helping participants recognize and exercise the influence they can have on other teachers by modeling, sharing experiences and insights, and recommending various strategies and tools; however, it was not readily apparent how teachers would be advocating for equitable access for meeting the needs of all students.
- Standard 4** Within the curriculum, there is acknowledgement of the value of collaboration, however, plans for building collaboration into their implementation plans are limited to group work, and not enhanced by taking advantage of digital tools or capabilities. More groundwork for digital collaboration could have been laid in engaging course participants in collaborating digitally with each other, in addition to sharing information in discussion forums.
- 5.a.** There is some evidence of individualization in allowing students a certain degree of freedom in completing projects, however, no strong evidence was found to support efforts to sensitize teachers to



the varieties of learning styles and needs of students in their classrooms, or in planning accommodations for various styles within instruction or assignments.

- 6.a. There were some allowances made for students to participate in selecting project topics and in developing rubrics through which their own work will be evaluated. However, this indicator targets the fostering and developing of more self-directed learning for students to become more competent in managing their own learning.
- 7.c. While assessment data is gathered, there is no particular guidance in using or analyzing that data or in communicating it to others.

CONCLUSION

The eMINTS Digital Age Educator Program is a collection of high-quality professional development courses. Courses available through this program are well-developed, focused on important facets of leveraging technology to increase student learning, and genuinely useful for virtually any teacher who enrolls, regardless of grade level or subject matter. Course design includes specific efforts to address skills, strategies, and dispositions targeted in the ISTE Standards for Educators. The result is a curriculum that could be highly valuable in helping equip teachers take advantage of technology in their classrooms, and in enabling them to make significant and substantive progress in meeting the ISTE Standards for Educators.