

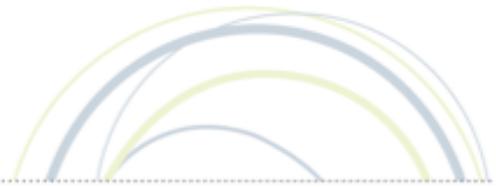
The cover is decorated with several thick, curved lines in shades of blue and green, sweeping across the top and bottom corners. The lines are layered, creating a sense of depth and movement.

# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Forward Edge

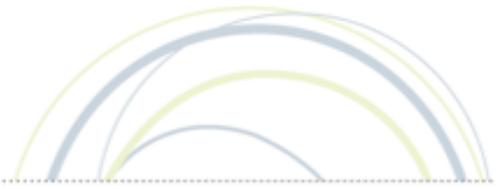
*Forward Edge Coach Mentorship Program*

May 2022



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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.

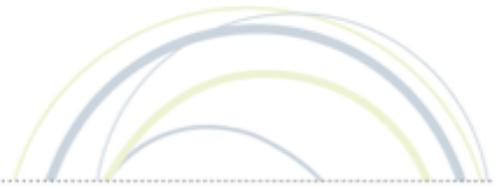
### ISTE SEAL OF ALIGNMENT

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 FORWARD EDGE COACH MENTORSHIP PROGRAM?**

The *Forward Edge Coach Mentorship Program* provides one year of training and support for coaches. The program has a focus on technology integration and is designed to build meaningful relationships, create sustainable change in teacher practice, and create district-wide shifts in culture. The Program empowers instructional coaches to drive impactful technology use in their schools – using their structured, year-long curriculum.

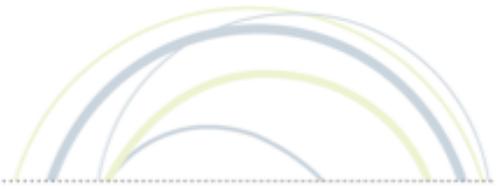
The program is research based using a 5-step coaching model and includes pre and post assessment and goal setting, a 2-day intensive camp, individual mentoring and support through bi-weekly or monthly meetings, access to monthly coach networking meetings, and access to webinars, podcasts and the Edge U Badges program. The Coaches Camp provides professional growth designed specifically for instructional coaches and the curriculum specifically targets the ISTE Standards for Coaches.

During the two-day camp, participants work with partners, teams, and individually to build knowledge and skills through reading, listening, discussing, and participating actively in scenarios. They make plans, reflect on their learning, and continue their learning by meeting regularly with a mentor who assists and supports them in applying the skills and assessing progress toward their individually developed goals aligned with the ISTE Standards for Coaches.

### **HOW IS FORWARD EDGE COACH MENTORSHIP PROGRAM IMPLEMENTED?**

There are 3 mentorship options in the Forward Edge program, providing either 25, 55 or 70 hours of PD over one year. The 55 and 70-hour options begin with attending the two-day face to face camp followed by virtual mentoring either bi-weekly or monthly, a site visit by the mentor is scheduled later in the year and access to the anytime anywhere PD tool and Edge U Badge program are provided in all options. The 3rd option provides bi-weekly mentor meetings and access to the same resources over the one year. There are also options for attending just the two-day coaching camp and/or participating in the project with an administrator.

The mentoring part of the program is provided through a Forward Edge Mentor who assists in identifying appropriate targets (goals) based on the pre assessment report, and facilitates ongoing discussions on challenges, measuring and documenting progress, and overall support over the year as participants apply and improve their coaching skills. The Edge U Badge program is a professional learning system for teachers, designed to provide access to ongoing professional development in the use of technology tools, web applications, and strategies for instructional leadership, and coaches are encouraged to utilize the program to continue to grow their technology skills and practice.



## ISTE SEAL OF ALIGNMENT REVIEW

**Product:** Forward Edge Coach Mentorship Program

**Organization:** Forward Edge

**Date of Award:** May 2022

### REVIEW METHODOLOGY

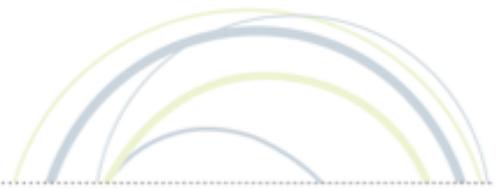
ISTE Seal of Alignment reviews are conducted by a panel of education and instructional experts. Reviewers use data collected both separately and collectively to determine how a solution addresses specific elements described in each of the indicators of the ISTE Standards. Special instruments are used 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.

During the review process for *Forward Edge Coach Mentorship Program*, reviewers:

- Collected data on when and how each activity addressed specific skills and knowledge described in the ISTE Standards for Educators at either a foundational or applied level
- 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 *Forward Edge Coach Mentorship Program* materials were reviewed for alignment against the ISTE Standards for Coaches. ISTE reviewers examined program materials including camp agendas, slide deck and Google Classroom for the two-day camp, the mentor program checklist and description, a recorded webinar and example webinar titles, Edge U Badges Website and the Forward Edge Website, self-assessment survey and report example and an overview video and slide deck.



## REVIEW FINDINGS

The ISTE Standards can be aligned at the following levels:

- **Foundational** - Resources and activities aligned at the *foundational* level primarily focus on skills and knowledge that facilitate skill acquisition to eventually meet ISTE Standard indicators.
- **Applied** – Resources and activities aligned at the *applied* level primarily focus on practical, real-world, and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

*Forward Edge Coach Mentorship Program* was found to align to the ISTE Standards for Coaches in the following areas:

### ISTE STANDARDS FOR COACHES

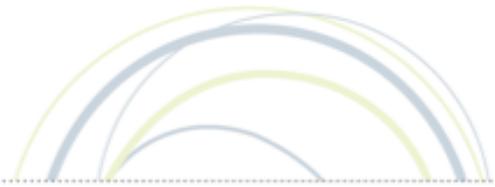
	Standard 1 Change Agent	Standard 2 Connected Learner	Standard 3 Collaborator	Standard 4 Learning Designer	Standard 5 Professional Learning Facilitator	Standard 6 Data-Driven Decision Maker	Standard 7 Digital Citizen Advocate
Indicator A							
Indicator B							
Indicator C							
Indicator D		—			—	—	
Indicator E		—	—	—	—	—	—



**Foundational** resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.

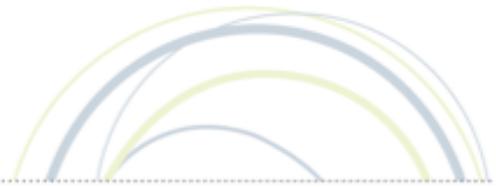


**Applied** resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.

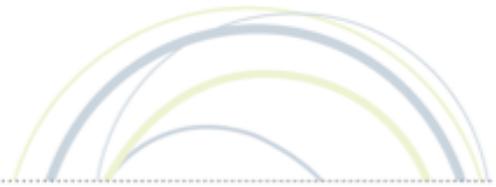


*Forward Edge Coach Mentorship Program* was found to address the ISTE Standards for Coaches in the following ways:

ISTE STANDARD	FOUNDATIONAL FINDING STATEMENT	APPLIED FINDING STATEMENT
<b>1. Change Agent - Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning.</b>		
<b>1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.</b>	During the Coaches Camp (CC), participants learn and discuss a shared vision for what coaching is and is not. They also learn about effective coaching elements focusing on technology. In the webinar for “Becoming a District Change Agent”, one area focuses on creating a shared vision. Participants are mentored in the coaching process throughout the year long program.	
<b>1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.</b>	The CC section on PD Goals has a focus on student learning that accommodates various types of learners in the same classroom, exploring differentiation strategies using digital tools such as flipped classroom, learning stations, grouping and choice boards.	
<b>1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals</b>	Throughout the CC, there is a focus on developing supportive relationships through the Big 4 (Empathy, Humility, Presence, Appreciation). The example webinar focuses on “Becoming a Change Agent” by aligning with district goals	

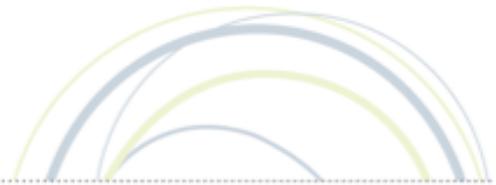


	<p>and focusing on supporting educators in reaching professional learning goals. Working with admin and district goals is encouraged throughout. Coaches set their own individual goals during yearlong mentoring based on a pre assessment survey.</p>	
<p><b>1.d. Recognize educators across the organization who use technology effectively to enable high-impact teaching and learning.</b></p>	<p>During CC, coaches are encouraged to recognize “Spotlight” teachers and encourage “Tech Savvy” educators to volunteer to be first. They learn about "Impactful" technology use and there is a link in the CC slides to a rubric called "Impactful Technology Use".</p>	
<p><b>1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.</b></p>	<p>CC encourages connecting with admin to create a shared vision for their coaching role. The webinar "Become a District Change Agent" has 3 takeaways including improving communication, "bringing administration into their work" and connecting all stakeholders as well as connecting with Tech, Literacy and math coaches. The 5 Step Coaching Cycle includes researching digital tools and selecting tools that align with instructional strategies and/or challenge.</p>	

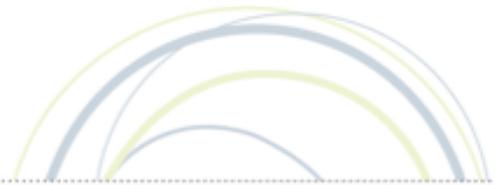


**2. Connected Learner - Coaches model the ISTE Standards for Students and ISTE Standards for Educators, and identify ways to improve their coaching practice.**

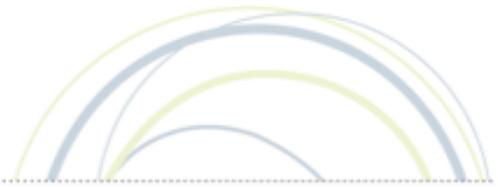
<p><b>2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.</b></p>		
<p><b>2.b. Actively participate in professional learning networks to enhance coaching practice and keep current with emerging technology and innovations in pedagogy and the learning sciences.</b></p>	<p>CC Mentorship program includes participation in two days of professional learning and monthly Coach Network meetings that provide an opportunity to build relationships with other coaches. Webinars and mentor meetings focus on enhancing coaching practice. Access to resources to learn about tech tools through Edge U Badges and working with admin and others across the district provides professional learning on emerging technology. Podcasts focus on innovations in pedagogy in teaching.</p>	<p>Following the CC completion, coaches choose how to apply their learning through their coaching role. They meet with a mentor as they work on their goal setting and progress toward their own individual goals throughout the year. They have access to monthly meetings with other coaches, podcasts and are encouraged to use the Edge U Badge resources where they choose how they want to continue their learning, development, and application of their coaching skills. Throughout the year they are applying their learning based on their own interests and needs.</p>



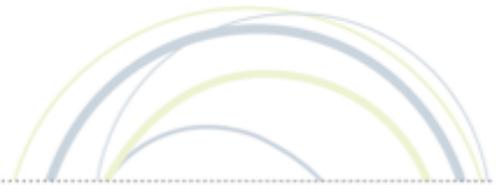
<p><b>2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.</b></p>	<p>During CC, one activity focuses on "Building Useful Goals". The Implement Phase of the 5 Step Coaching Cycle encourages 1 to 1 Goal Setting meetings with teachers. Reflection activities are included throughout the CC as well as goal setting, ways to be more effective, troubleshooting, and best practices for coaching. During yearlong meetings with their mentor, discussions focus on successes and challenges, as well as progress toward goals.</p>	
<p><b>3. Collaborator - Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.</b></p>		
<p><b>3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.</b></p>	<p>The CC focuses on developing supportive relationships through the Big 4: Empathy, Humility, Presence, Appreciation. The Implement Phase of the 5 Step Coaching Cycle begins with 1 to 1 teacher meetings. Coaches learn how to shift to non-direct conversations to support the teacher's own learning journey by encouraging them to find their own answers or strategies. Mentorship connects coaches with a mentor to set individual goals, meet with regularly and discuss their coaching, progress and challenges they face.</p>	



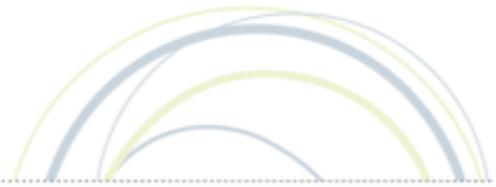
<p><b>3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.</b></p>	<p>One CC activity starts with a problem of practice (student engagement, authentic learning experiences, equity, feedback, ownership of learning, assessment to inform instruction, diversity in the classroom, SEL, etc.), then coaches frame their PD goal as a solution to that problem of practice. “By reading the goal, your participants should know exactly how mastering it will impact student learning in THEIR classroom.” Link to Shake Up Learning blog, Impactful Technology Rubric, and empowering students through the 4C’s support appropriate digital learning.</p>	
<p><b>3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.</b></p>	<p>The CC includes the Backward Thinking in EdTech activity with 3 steps: Identify challenges such as literacy gaps, student engagement or time constraints. Coaches consider various digital tools provide and pick an appropriate tool. There is a Lesson Template guiding through the 3 steps. In an activity called “Flip it!” they practice choosing a tool based on a problem of practice/impact on learning.</p>	
<p><b>3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.</b></p>	<p>During CC, participants are encouraged to personalize their coaching support to the needs and challenges faced by their teachers. They create personalized plans and evaluate their successes. The “How Might We” activity includes challenges for teachers related to student learning, critical thinking and assessment of growth. Coaches are encouraged to model lessons for teachers and/or team -teach based on a teacher’s needs. The CC Jamboard</p>	<p>The participants in the mentorship program learn coaching best practices over participation in the CC camp and then meet regularly with a mentor to create a personalized plan with targets aligned to the coaching standards. They apply their knowledge in their coaching role based on what they have learned. During the CC, they have made specific notes about what they plan to take back, but the actual implementation is</p>



	<p>is used to collect ideas for the 4Cs/ and collaborate to personalize learning.</p>	<p>all based on application of their learning and interests.</p>
<p><b>4. Learning Designer - Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students.</b></p>		
<p><b>4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</b></p>	<p>During the CC, activities include working with partners, teams and groups to explore, discuss and brainstorm solutions. Coaches set goals and learn how to coach teachers toward solutions that resolve challenges for their student’s learning. The 5 Step coaching model is presented and practiced: Identify, Investigate, Select, Implement, and Reflect. Scenarios provide practice with authentic issues. The “How Might We” activity focuses on student learning experiences, addressing differentiation, etc. The Choose your own adventure topics in CC address learning challenges on a variety of topics to enhance student learning... Archery (assessments), Arts and Crafts (tech tools), Kayaking (collaborative project planning for students).</p>	<p>After completion of the CC, participants apply their knowledge of the coaching standards based on what they have learned in their coaching role. During the CC, they have made specific notes about what they plan to take back, but the actual implementation is all their application of their learning. They discuss their applications with their mentor during bi-weekly or monthly meetings.</p>
<p><b>4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.</b></p>	<p>Webinars include several topics focused on assessments and data driven practices. The “Facilitate, Don't Frustrate” focuses on " ways to build in choice, create room for student driven exploration, and “promote personalized pacing that even the most traditional teacher can embrace.” Webinar: “Maximize Student Feedback” with Tech Tools focuses on learning how to leverage digital tools to provide targeted, on-time feedback in a variety of ways (text-based, video-based,</p>	<p>During the mentoring process that follows the CC, coaches are asked to set goals based on the pre-assessment report of their skills related to the ISTE Coaching standards. The mentor provides feedback and support with goal setting and tracking and encourages the mentee to collect data using ConnectHub, or using digital tools such as Google Surveys. The data is shared during mentor meetings.</p>

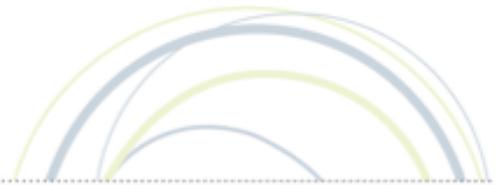


	<p>audio-based, etc.)" Use of the ConnectHub tool is encouraged during CC and during mentor meetings to collect and analyze data. Mentor meets with the coach to set goals and reflect on data during monthly or bi-weekly meetings, and reviews progress toward targeted growth areas.</p>	
<p><b>4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</b></p>	<p>During the CC activity called "How Might We" coaches select a topic from a menu that includes challenges related to student learning. The Jamboard activity is used for a PD Planning Document to plan PD that includes Deconstruction, Differentiation, and Formative Assessment. Foundation PD Goals focus on the Impact of student learning: collecting data accommodating various types of learning, focusing on student engagement, and increasing student ownership using Google forms. Flipgrid and other tools are modeled to facilitate discussions during remote learning activities.</p>	
<p><b>4.d. Model the use of instructional design principles with educators to create effective digital learning environments.</b></p>	<p>During CC participants use Google classroom for activities, posting and accessing resources. They learn about best practices for coaching including meeting the individual needs of a teacher by assisting in the planning of a lesson applying appropriate technology to meet a learning challenge and/or modeling or co-teaching the lesson. The 4 C's are introduced and an activity using a Jamboard for sharing ideas is modeled to empower students through the 4C's.</p>	

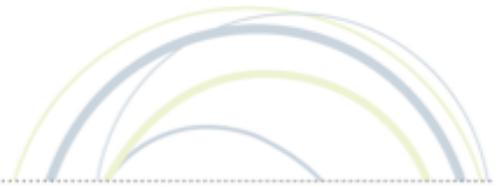


**5. Professional Learning Facilitator - Coaches plan, provide and evaluate the impact of professional learning for educators and leaders to use technology to advance teaching and learning.**

<p><b>5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural, social-emotional and learning needs.</b></p>	<p>During CC, several activities are focused on designing professional learning integrating technology. Participants are asked to "Design a professional development session that is effective, authentic, and memorable" focusing on the impact to student learning and also "collect baseline data/measure baseline readiness". The webinar "Become a District Change Agent" focuses on ways to design professional learning that "engages, creates movement and enhances based on audience participation." The mentoring program includes elements of effective adult learning such as developing goals based on personal choice from questionnaire, meeting with mentor to discuss progress and strategies toward meeting goals and providing opportunities for how mentee might measure progress to assess growth.</p>	
<p><b>5.b. Build the capacity of educators, leaders and instructional teams to put the ISTE Standards into practice by facilitating active learning and providing meaningful feedback.</b></p>	<p>The Mentorship Program has two options that involve a coach and administrator working together. These options include mentor support working with both. All Webinars are aligned with the ISTE Standards for Coaching. The pre assessment survey for coaches is aligned with the ISTE Standards for Coaching elements and the mentor meetings focus on setting goals based on the results of the pre assessment and monthly or bi-weekly meetings focus on progress of goals they set.</p>	



<p><b>5.c. Evaluate the impact of professional learning and continually make improvements in order to meet the schoolwide vision for using technology for high-impact teaching and learning.</b></p>	<p>During CC, participants are encouraged to connect with admin early to share their ideas and to create a shared vision for their role aligning with schoolwide programs. They are also encouraged to align their work with district programs and focus areas. The mentoring checklist guides mentor/coach collaboration to set goals and measure progress throughout the year. The webinar "Become a District Change Agent" has 3 "takeaways" including improving communication and "bringing administration into their work" and connecting to all stakeholders.</p>	
<p><b>6. Data-Driven Decision Maker - Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.</b></p>		
<p><b>6.a Assist educators and leaders in securely collecting and analyzing student data.</b></p>		
<p><b>6.b Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.</b></p>	<p>Several webinars focus on digital tools for collecting data. Master Data Driven tools with Real-Time Results focuses on formative data to gauge student understanding. Visualize and Interpret Student Data in Meaningful Ways focuses on informed decisions about instruction.</p>	
<p><b>6.c Partner with educators to empower students to use learning data to set their own goals and measure their progress.</b></p>		



## CONCLUSION

The *Forward Edge Coach Mentorship Program* provides a comprehensive foundation in learning, planning and implementing the ISTE Coaching Standards for a coaching role in a district.

The two-day Coaching Camp provides a well sequenced overview, foundation, and skills practice for coaching teachers. It provides coaches with the opportunity to create a vision for their coaching role in collaboration with others, and with guidance from mentors during the Coaching Camp (CC). Activities during the CC include many topics related to best practices and strategies for coaching teachers and supporting their use of digital tools to support student learning. During the CC, participants collaborate with other coaches, complete guided activities to reinforce their learning, and can plan documents and resources to take back to their site as they implement their learning. They reflect and share their ideas and strategies and learn with others who have similar interests. The CC is followed by yearlong virtual meetings with a mentor. In collaboration the mentee and mentor review a pre assessment survey report aligned with the ISTE Coaching Standards and the mentee sets individual goals and/or targeted areas. The collection of data to inform progress toward the targeted goals is encouraged and discussions during meetings guide progress. The mentor makes one site visit later in the year to further support the mentee.

The resources available to coaches in the mentorship program including webinars, podcasts, monthly coach network meetings and access to Edge U Badges provides the opportunity for ongoing PD to expand learning in specific areas of interest and/or need. The Mentorship program is aligned with the ISTE Standards for Coaching for the Pre-Assessment, the CC content, and the webinars.