

ISTE Coaches Alignment Chart

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IDT 5130 Interactive and Digital Tools for Instructional Design

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ISTE Standard for Coaches (Heading & Substandard Letter/Description)	Course Artifact	Alignment Rationale (Explanation of how the assignments address the standard)
<p><b>4.1. Change Agent</b> Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches: 4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process. 4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner. 4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals. 4.1.d. Recognize educators across the organization who use technology effectively to enable high impact teaching and learning.</p> <p><b>4.4 Learning Designer</b> Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches: 4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.</p>	<p><b>Gamification Plan</b></p>	<p>For this project on implementing gamification, I took on the role of a training manager within an imaginary school district. Then, I created a gamification framework aimed at improving engagement among new employees by introducing gamified elements into the onboarding procedure. This technology-based gamification plan taught new hires about the heritage, benefits, compensation, teaching best practices, and the teacher performance assessment instrument. The gamification approach offered new teachers the chance to experience continuous development throughout the training program and familiarized them with possibilities for ongoing professional advancement within the school district.</p>
<p><b>4.1. Change Agent</b> Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches: 4.1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process. 4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner. 4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals. 4.1.d. Recognize educators across the organization who use technology effectively to enable high impact teaching and learning. 4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.</p> <p><b>4.4 Learning Designer</b> Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:</p>	<p><b>Tell'em in 10 Active Learning Strategies PowerPoint &amp; Knovio Recording</b></p>	<p>The Tell 'em in 10 Active Learning Strategies PowerPoint integrated active learning techniques into a Microsoft PowerPoint (PPT) presentation to create a ten-slide tutorial on the integration of technology and training in software skills for this project. Within my presentation, there was a slide outlining the objectives, three distinct active learning approaches, and a transcript of the spoken content during the presentation. In the PowerPoint (PPT), I utilized creativity in my design by organizing text into well-structured sections that highlighted key themes, and I incorporated images that served both visual and instructional functions effectively.</p> <p>In this project, active learning techniques were integrated to involve students with the material individually, in pairs, and ultimately, as part of a larger group. Furthermore, these active learning methods assist students in structuring their existing knowledge and fostering brainstorming of inquiries. Active learning strategies help students condense their understanding of the material, apply it to unfamiliar scenarios, and relate new information with their existing</p>

<p>4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</p> <p>4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.</p> <p>4.4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.</p> <p>4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.</p>		<p>knowledge. Also, the active learning techniques employed in the PowerPoint presentation align with research-based best practices for effective lecturing. The active learning strategies used in the PPT are also a research-based best practice when lecturing. Finally, I captured the presentation using a software tool known as Knovio.</p>
<p><b>4.4 Learning Designer</b> Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students. Coaches:</p> <p>4.4.a. Collaborate with educators to develop authentic, active learning experiences that foster student agency, deepen content mastery and allow students to demonstrate their competency.</p> <p>4.4.b. Help educators use digital tools to create effective assessments that provide timely feedback and support personalized learning.</p> <p>4.4.d. Model the use of instructional design principles with educators to create effective digital learning environments.</p> <p><b>4.6. Data-Driven Decision-Maker</b> Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning. Coaches:</p> <p>4.6.b. Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.</p>	<p><b>3-Tiered Assessment Plan</b></p>	<p>In the context of the 3-Tiered Assessment Plan project, I demonstrated the proficient use of technology tools and educational resources for the ongoing evaluation of student progress. This assessment plan was achieved by developing a comprehensive three-tiered assessment strategy that described how my Rise course would meet the diverse needs of learners. I aligned a variety of formative, summative, and confirmative assessments to evaluate the achievement of the program's objectives and organizational needs.</p>
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<p>adults to support their cultural, social-emotional and learning needs.                  4.5.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.                  4.5.c. Evaluate impact of professional learning and continually make improvements in order to meet schoolwide vision for using technology for high-impact teaching and learning.</p>		
<p><b>4.1. Change Agent</b>                  Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning. Coaches:                  4.1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.                  4.1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.                  4.1.d. Recognize educators across the organization who use technology effectively to enable high impact teaching and learning.                  4.1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.</p> <p><b>4.2 Connected Learner</b>                  Coaches model the ISTE Standards for Students and the ISTE Standards for Educators and identify ways to improve their coaching practice. Coaches:                  4.2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.                  4.2.c. Establish shared goals with educators, reflect on successes and continually improve coaching and teaching practice.</p> <p><b>4.3 Collaborator</b>                  Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes. Coaches:                  4.3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.                  4.3.b. Partner with educators to identify digital learning content that is culturally relevant, developmentally appropriate and aligned to content standards.                  4.3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.</p>	<p><b>Articulate Rise 360 Course</b></p>	<p>For this project, I utilized Articulate 360 - Rise to create and construct an engaging online course that incorporates two different learning approaches and includes two segments dedicated to formative assessments. The initial module provided an overview of the requirements of learners in the 21st century and highlighted the advantages of mobile social learning. In the second module, instruction was provided on microlearning, mobile social learning solutions, and the recommended methods for acquiring software skills. Leveraging this technology-robust platform, I designed two modules that incorporated adult learning principles that aligned with digital best practices. Lastly, these modules offered numerous chances for student involvement, interaction, and evaluation, including features like flashcards, matching exercises, and quizzes.</p>

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References

*ISTE standards: Coaches*. ISTE. (2023). <https://www.iste.org/standards/iste-standards-for-coaches>