# ISTE SEAL OF ALIGNMENT REVIEW FINDINGS REPORT

Apple Learning Coach
*Apple Inc.*

FEBRUARY 2022
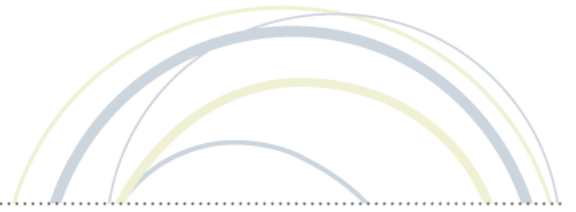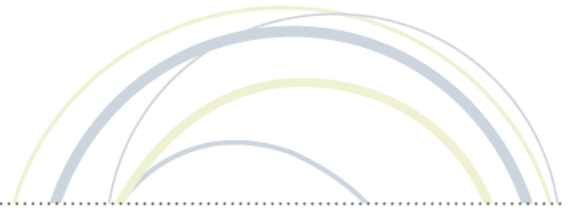
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# ABOUT

## 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 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
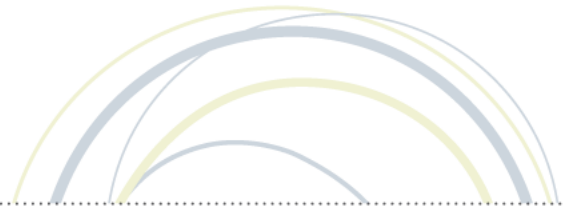
## ISTE SEAL OF ALIGNMENT

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 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 APPLE LEARNING COACH?

The Apple Learning Coach program is an online professional learning experience designed to develop coaching skills to empower educators to leverage a range of technologies to improve teaching and learning. The program consists of six online modules that include four asynchronous self-paced learning units and two synchronous facilitated online workshops. Completion requires approximately forty-four hours of participation time. Participants interact with other educators in their learning cohort and receive feedback from Apple Facilitators.

## HOW IS APPLE LEARNING COACH IMPLEMENTED?

The curriculum is built around Apple's coaching philosophy which advocates a "connected, collaborative, creative and personalized" approach. Hands-on projects that embody this philosophy are undertaken throughout, often based on Apple's Everyone Can Create set of resources. Participants create journal entries in each unit that are then used to assemble a Coaching Portfolio of products that coaches can use to create a community of practice at their schools. Continuing education credits are available for those who fulfill the requirements. The Apple Teacher program is a prerequisite for Apple Learning Coach.
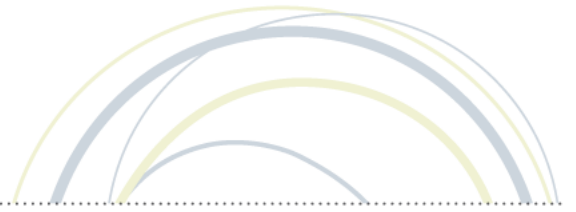
# ISTE SEAL OF ALIGNMENT REVIEW

**Product:** Apple Learning Coach
**Organization:** Apple Inc.
**Date of Award:** February 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.

Apple Learning Coach addresses the ISTE Standards for Coaches at the foundational and applied levels in various areas.

## SCOPE OF REVIEW

The review consisted of the six Units of course materials found on the Apple Teacher Learning Center as well as additional materials such as participant journal templates and Coaching Library documents provided by Apple. Also included were documents designed for Apple Facilitators of the courses, particularly the guides to the online workshops in Units 3 and 4.

Referenced in the review process were the Everyone Can Create guides, as they are part of what participants study and use in the course. Also referenced were several helpful descriptive program documents provided by Apple. Finally, the reviewers also completed the Apple Teacher certification needed to gain access to the Apple Teacher Learning Center although the Apple Teacher content was not included in the scope of review. Apple Teacher recognition is required to access Apple Learning Coach materials.
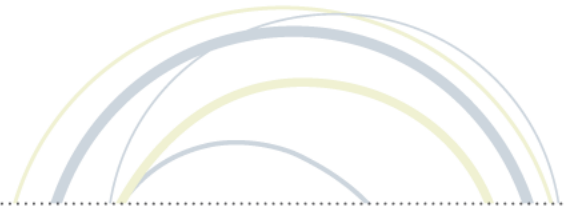
## REVIEW FINDINGS

Apple Learning Coach supports the following indicators of the ISTE Standards for Coaches:
*Note: Amount of indicators vary per Standard. See complete list of ISTE Standards for Coaches here.*
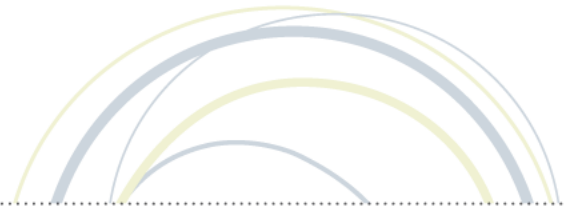
### ISTE STANDARDS FOR COACHES

| | 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** | Foundational/Applied | Foundational/Applied | Foundational/Applied | Foundational/Applied | Foundational | — | — |
| **Indicator B** | Foundational/Applied | Foundational/Applied | — | — | Foundational/Applied | Foundational/Applied | — |
| **Indicator C** | Foundational/Applied | Foundational/Applied | Foundational | Foundational/Applied | Foundational/Applied | — | — |
| **Indicator D** | — | — | Foundational/Applied | Foundational/Applied | — | — | — |
| **Indicator E** | Foundational/Applied | — | — | — | — | — | — |

**Foundational** resources and activities focus primarily on knowledge that facilitates skills acquisition to eventually meet ISTE Standards indicators.
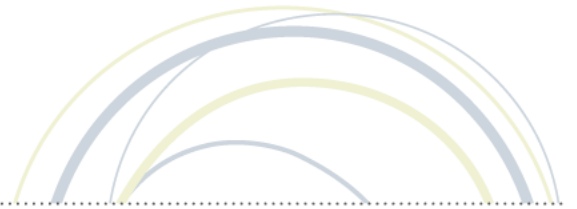
**Applied** resources and activities focus primarily on practical, real-world and/or relevant opportunities to practice the skills and knowledge learned in the curriculum.
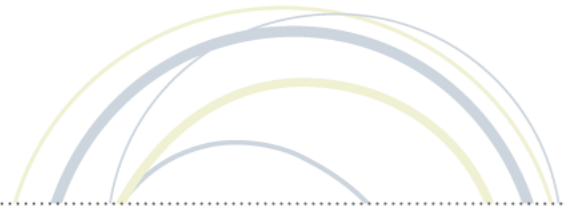
The Apple Learning Coach program aligns to the ISTE Standards for Coaches in the following ways:
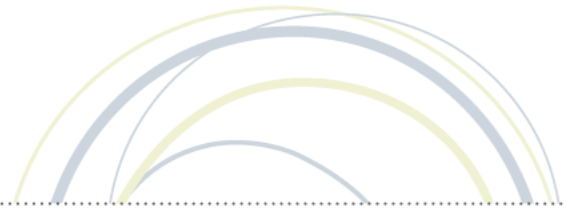
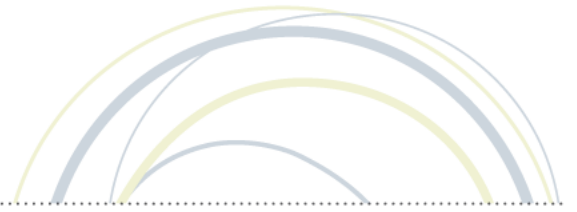| ISTE STANDARD | FOUNDATIONAL FINDING STATEMENT | APPLIED FINDING STATEMENT |
|---|---|---|
| **1. Change Agent - Coaches inspire educators and leaders to use technology to create equitable and ongoing access to high-quality learning.** | | |
| **1.a. Create a shared vision and culture for using technology to learn and accelerate transformation through the coaching process.** | Participants are guided through the process of identifying both individual and community values and culture. While the coaching strategies that participants learn are flexible enough to apply to a variety of individual situations, the coaching examples begin with a focus on shared goals and values as the basis for developing plans and strategies. | Successful completion of the Apple Learning Coach program requires participants to keep a journal of activities, products and reflections which is then used to create a portfolio of materials to guide their coaching activities. The templates provided and the action plans created consistently encourage thoughtful consideration of the values and culture of the learning community as an essential element. |
| **1.b. Facilitate equitable use of digital learning tools and content that meet the needs of each learner.** | The focus throughout the courses on the personalization of coaching strategies prepares coaches to meet the needs of a wide range of teachers. Materials such as Everyone Can Create provide ample opportunity to explore ways of creating learning experiences for a wide range of learners. | The reflection, planning and learning templates that guide journal entries provide many opportunities to share and receive feedback on strategies to promote and support equitable use of digital tools and content. |
| **1.c. Cultivate a supportive coaching culture that encourages educators and leaders to achieve a shared vision and individual goals.** | Scenario-based examples help teachers learn to identify individual teacher needs and provide ongoing support for their individual goals based on the shared values and goals of the school or district. The emphasis on personalized coaching strategies provides an opportunity for coaches to reflect on ways they can | Apple's Coaching Model is based on the principle that meaningful learning is "connected, collaborative, creative and personal." In the two days of online workshops coaches practice listening to teacher concerns and goals and then discuss ways to address them creatively. Participants capture these experiences in their |

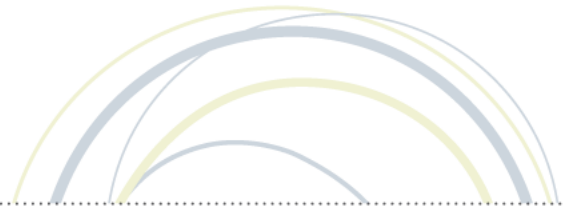| | connect and communicate with teachers to develop an ongoing supportive culture. | journals and use them to collaboratively create plans and activities that will help create a sustainable learning community. |
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| **1.e. Connect leaders, educators, instructional support, technical support, domain experts and solution providers to maximize the potential of technology for learning.** | In their journals, coaches are given the opportunity to reflect on their role as liaison among colleagues in a variety of roles in their learning community. They learn strategies based on both verbal and non-verbal communication and on active listening to facilitate collaboration to enhance learning with technology. | In the courses, educators learn to create coaching materials closely aligned with a number of ISTE Standards and have the opportunity to model them in coaching situations with other educators in both asynchronous and synchronous learning environments. |
| **2. Connected Learner - Coaches model the ISTE Standards for Students and ISTE Standards for Educators, and identify ways to improve their coaching practice.** | | |
| **2.a. Pursue professional learning that deepens expertise in the ISTE Standards in order to serve as a model for educators and leaders.** | Participation in these courses engage participants in professional learning experiences that include understanding and application of a number of the ISTE Standards. In both activities and journal entries participants reflect on the importance of modeling as an essential coaching skill. | In the courses, educators learn to create coaching materials closely aligned with a number of ISTE Standards and have the opportunity to model them in coaching situations with other educators in both asynchronous and synchronous learning environments. |
| **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.** | Participation in this program introduces participants to networking with other educators and they are encouraged to make connections for continued collaboration after the completion of the workshop. Participants learn strategies for applying Apple's wide-ranging set of educational technologies to innovative learning practices by using the Everyone Can Create materials to plan collaborative work. | In both the asynchronous and synchronous learning experiences participants work in groups, exchange ideas, and encourage each other by providing feedback. The group work and interaction provides an opportunity to practice working together and their Portfolio materials are designed to be shared with others to continue that practice. |
| **2.c. Establish shared goals with educators, reflect on successes and continually improve** | Apple's cyclical coaching model is based on the collaborative creation of goals. Coaching candidates learn from examples, observe others in the | In the synchronous online workshop units, participants have the opportunity to practice developing shared goals, reflect on the process |

| coaching and teaching practice. | program, practice the process and purposefully build their own goals and plans to improve their practice. Reflection on results is emphasized as a strategy for continual improvement. | and make changes based on ongoing peer and facilitator feedback to improve their practice. |
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| **3. Collaborator - Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.** | | |
| **3.a. Establish trusting and respectful coaching relationships that encourage educators to explore new instructional strategies.** | Participants self-assess their interactive skills and learn a number of strategies for building effective coaching relationships including verbal and non-verbal communication, active listening, building trust, and gradual release of responsibility. Understanding and adapting to the needs of a diverse learning community is emphasized throughout as essential to coaching success. | In the synchronous online workshops, participants have the opportunity to practice these skills through role play, taking turns as coach and colleague. Coaches are prompted to ask guiding questions and be active listeners to develop new instructional strategies with clearly defined purpose, parameters, and priorities. |
| **3.c. Partner with educators to evaluate the efficacy of digital learning content and tools to inform procurement decisions and adoption.** | Participants undertake projects designed to match digital tools and content to the specific needs of educators for integration into their planning and use in their classes. | |
| **3.d. Personalize support for educators by planning and modeling the effective use of technology to improve student learning.** | Personalizing coaching support is a fundamental element in Apple's coaching model. A scenario based approach is used to introduce educators to "personas" illustrating a range of individual needs. Participants learn strategies for developing personalized approaches to meeting those needs and create a podcast to share their thoughts with their colleagues for feedback. | The portfolio created from journal entries throughout the courses collects ideas, plans, timelines and other products that demonstrate how they will model the effective use of technology and personalize their work with other educators. |
| **4. Learning Designer - Coaches model and support educators to design learning experiences and environments to meet the needs and interests of all students.** | | |

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| **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.** | Participants learn to design and develop collaborative projects with educators using Apple's Everyone Can Create guides, a set of materials that help students engage in creative projects using video, drawing, music and photography tools. These guides can be adapted for use in almost any content area to build both technology and creativity skills and to enable students to demonstrate their learning in individual and innovative ways. | Participants design active learning experiences using ideas from Everyone Can Create and submit two Coaching Cycle frameworks demonstrating their ability to apply these skills. The planning guides for using the Everyone Can Create materials emphasize the active, engaged nature of the projects and the innovative ways they enable students to demonstrate their competency. |
| **4.c. Collaborate with educators to design accessible and active digital learning environments that accommodate learner variability.** | Many activities introduce participants to these coaching skills, particularly those that focus on incorporating learning experiences like those in the Everyone Can Create materials that offer active learning opportunities across a range of ages, interests and goals. | The guides to journal entries include templates for planning, implementing and measuring the success of diverse, active and engaged learning experiences throughout the coaching cycle. |
| **4.d. Model the use of instructional design principles with educators to create effective digital learning environments.** | Coaches learn the instructional design principles embodied in the Apple Learning Coach program including the well-known ADDIE model as well as the backward design process. In the iterative Coaching Cycle, Coaches have the opportunity to introduce teachers to these principles. | Modeling these design principles and practices across a number of educational activities can enable teachers to create effective digital learning environments. The program provides a number of guides, reflection forms and planning templates from the Coaching Library that support the transfer of these principles to teachers. |
| **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.** | | |
| **5.a. Design professional learning based on needs assessments and frameworks for working with adults to support their cultural,** | The Coaching Cycle that participants learn to use is based on a personalized approach involving understanding the needs of individual teachers and supporting the development of integration strategies most likely to support those needs. | |

| | | |
|---|---|---|
| social-emotional and learning needs. | | |
| **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.** | The coaching cycle built on Apple's coaching model is designed to promote and support the knowledge and skills needed to achieve a number of the ISTE Standards. The use of Apple's educational technology tools and particularly the Everyone Can Create project guides facilitate active learning. The coaching model is built around the principle of providing personalized guidance and meaningful feedback. | Journal entries in each unit and the products collected in the portfolio at the end of the course demonstrate concretely how participants plan and implement a step-by-step process to facilitate active learning incorporating a number of the ISTE standards. The iterative coaching cycle ensures that the process involves personalized, meaningful feedback for continual improvement. |
| **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.** | Helping colleagues reflect on their learning experiences, track progress toward their goals and determine next steps is an integral part of the coaching cycle. Planning and reporting templates are included to support the process. | Evidence of Success charts are developed and used to measure outcomes, demonstrate progress toward learning goals and share evidence of success with others. |
| **6. Data-Driven Decision Maker - Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.** | | |
| **6.b Support educators to interpret qualitative and quantitative data to inform their decisions and support individual student learning.** | During the coaching cycle, coaches take notes, ask questions, and provide feedback on their observations. Teachers are asked to reflect on the data and to use it to inform decisions about the next steps in the cycle. | Participants practice using a Reflection on Coaching Goals matrix designed to guide their colleagues through reflection on their instructional goals and whether they have successfully accomplished them. |

## CONCLUSION

A strength of the Apple Learning Coach program is the dual approach using both asynchronous self-guided learning opportunities and synchronous facilitated workshops. While the learning is very much hands-on and interactive throughout, the synchronous workshops give participants an opportunity to put their learning into practice and to receive both peer and facilitator feedback in real time.

An additional strength observed is the strategic use of Journals throughout to prompt reflection, consolidate learning, and progressively create materials for the capstone portfolio. The portfolio then provides educators with ready-to-use resources to begin building a learning community in their home school environment.

The learning experiences in the Apple Learning Coach program are also particularly effective at enabling educators in a variety of different roles, from classroom teacher to information specialist, to understand how their roles can contribute to a community of practice and to interact with each other collaboratively and creatively. The use of a wide range of Apple tools and the Everyone Can Create resources enable educators to learn and expand the skills they will be applying in their coaching practice.

Overall, the Apple Learning Coach program is well designed, highly professional in approach, easy to navigate, and uses multimedia resources creatively and effectively.