NORTH CAROLINA

# DIGITAL LEARNING PLAN

## Digital Learning Progress Rubric

For Charters

Prepared by the Friday Institute for Educational Innovation

THE WILLIAM & IDA FRIDAY INSTITUTE FOR EDUCATIONAL INNOVATION

Public Schools of North Carolina
State Board of Education | Department of Public Instruction

NC STATE UNIVERSITY College of Education

# INTRODUCTION

## Intended Purpose of this Rubric

The North Carolina Digital Learning Progress Rubric for Charter Schools is a strategic planning tool, or "roadmap," intended to support North Carolina's educators, charter schools, and communities in the transition to digital-age teaching and learning. The rubric describes a vision for a high quality, digital-age charter school, and is designed especially to help school teams **reflect on the current stage of their transition, create sustainable plans, experiment with innovations, determine next steps, and track their progress**. It is hoped that one day this rubric will no longer be needed – that **the strategic, careful use of digital tools to create deep learning opportunities for all students will be a normal part of the every-day work** in classrooms and charter schools across North Carolina.

In fact, at its core, **this rubric is intended to support the proliferation of high quality instruction,** with digital programs and materials functioning as one set of tools among many at the teachers' and learners' disposal. The infrastructure, human capital, and knowledge base to most effectively and efficiently use digital tools is currently being built by schools and the state. This rubric specifically operates within that construction and transition process.

This rubric is not a brand new instrument and planning tool, but is a continuation of many years of work initiated by the North Carolina Governor's Office, General Assembly, and State Board of Education, with support from Golden Leaf Foundation and SAS, and carried out by the North Carolina Department of Public Instruction, the Friday Institute for Educational Innovation, and countless educational leaders in classrooms, schools, districts, foundations, nonprofits, universities, and others across North Carolina. The effort began with The School Connectivity Initiative and has grown through programs like the North Carolina Learning Technology Initiative and the IMPACT Model Program. While North Carolina is nationally recognized as a leader in K-12 digital learning, much more work remains to be done. The development and implementation of the 2016 North Carolina Digital Learning Plan, which includes the creation of this charter school-level rubric, constitutes the current phase of the state's continuous, collective effort to provide high quality digital learning opportunities for all students from Murphy to Manteo.

## Guide for Use

Due to the complex, systemic nature of integrating digital teaching and learning into the daily work of a school, it is critical that this rubric be used not by an individual at a school, but by a representative school leadership team**. If it is used by one or two school staff to make isolated and insulated decisions, the final results will be smaller, weaker, and possibly shorter-lived than they could have been with a more challenging but ultimately more effective democratic decision-making process.** School leadership team representatives could include, for example: principal, bookkeeper, school library media coordinator, instructional technology facilitator, instructional coach(es), subject-area teacher representatives, grade-level teacher representatives, student representatives, and board members, among others.

This rubric contains five main areas: *Leadership; Technology Infrastructure and Devices; Professional Learning; Content and Instruction;* and *Data and Assessment*. Each main area is broken down into three to six key elements (e.g., "Shared Vision," "Professional Development Format," etc.).

Members of a school leadership team can work individually to rate their school, followed by a process of combining these individual scores or coming to consensus to create a single set of schoolwide ratings. Or the leadership team may meet several times to collectively rate their school's progress on each of the 21 key elements. The team may rate their school's progress as either "Early," "Developing," "Advanced," or "Target." **The more data (quantitative, qualitative, formal, informal, etc.) that is used to inform the ranking process, the more accurate and effective the strategic planning process will be**. These data can continue to be collected, perhaps annually, to compare changes over time.

To make the scoring system the most effective, the following rule should be used: all indicators (sub-bullets) within a particular cell should be able to be marked as "achieved" for a school to give itself the particular ranking assigned to that cell (Early, Developing, Advanced, or Target). For example, if the school has achieved two of three indicators listed in the Advanced cell, then the school should rank itself as Developing. The school can rank itself as Advanced once it has achieved all three indicators listed. To support this process, a scoring sheet is provided in Appendix A.

Throughout the rubric subjective words like "few," "many," "occasionally," or "frequently" are used. This document is intended to be used as a planning guide, not as an accountability tool. For this reason schools and districts may each decide what the most effective definition of those terms is for their own organizations. **To support the process of rubric interpretation, a glossary of over 50 terms is provided in Appendix B**.

Once an assessment of the school's progress has been completed, the leadership team should reflect on the results and identify priority areas for improvement and plans for sustainability. The team might ask, "What are our priority areas for right now? What are one to three action steps that can be taken to move closer to achieving our desired goals? What structures need to be put in place now so that this work can continue into the foreseeable future?" To support this process, a data interpretation guide is provided in Appendix C.

**NOTE: Every school in North Carolina must identify and comply with all relevant federal (e.g., FERPA, CIPA), state, and local laws related to digital teaching and learning.**

Recommended citation for this rubric: Friday Institute for Educational Innovation (2016). *North Carolina Digital Learning Progress Rubric for Charters*. Raleigh, NC: Author. For more information about the North Carolina Digital Learning Initiative, please visit https://ncdli.fi.ncsu.edu/index.html

| LEADERSHIP | | | | |
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| | **Early** | **Developing** | **Advanced** | **Target** |
| **L1 Shared Vision** | ☐ A school leadership team is being created for the purposes of planning and leading digital teaching and learning.<br>☐ A vision for digital teaching and learning has not yet been created.<br>☐ A planned effort to discuss the eventual vision for digital teaching and learning with faculty, staff, the board, and other stakeholders has not yet been put in place.<br>☐ There is no consistent effort to have school leaders consistently communicate about digital teaching and learning practices.<br>☐ *Administrators do not focus on achieving* the "NC Digital Learning Competencies for Administrators." | ☐ A school leadership team, consisting of a ***few*** individuals, collaboratively crafts *the vision* for digital teaching and learning.<br>☐ A vision for digital teaching and learning *guides school digital education activities*.<br>☐ School leadership ***annually*** promote the vision for digital teaching and learning *to faculty and staff.*<br>☐ School leaders *communicate about digital teaching and learning practices, but do not model effective use of digital resources*.<br>☐ ***Some*** *administrators demonstrate the* ***experienced*** *level of achievement regarding* the "NC Digital Learning Competencies for Administrators." | ☐ A school leadership team, consisting of ***many*** individuals, collaboratively crafts *the vision, goals, and strategies* for digital teaching and learning.<br>☐ The *vision, goals, and strategies* for digital teaching and learning *exist as a self-contained initiative*.<br>☐ School leadership ***occasionally*** promote the vision for digital teaching and learning *to all stakeholders, including faculty, staff, students, parents, board, and community members*.<br>☐ School leaders *serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources*.<br>☐ ***Most*** *administrators demonstrate the* ***experienced*** *level of achievement regarding* the "NC Digital Learning Competencies for Administrators." | ☐ A ***diverse, representative*** school leadership team, ***consisting of school administrators, teachers, students, parents, board members, and community members***, collaboratively crafts *the vision, goals, and strategies* for digital teaching and learning.<br>☐ The *vision, goals, and strategies* for digital teaching and learning *are integrated as core components of the school's strategic plan and other high-level guiding frameworks*.<br>☐ School leaders ***consistently*** promote the vision for digital teaching and learning *to all stakeholders, including faculty, staff, students, parents, board, and community members*.<br>☐ *School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources.*<br>☐ ***Most*** *administrators demonstrate* ***mastery*** with the "NC Digital Learning Competencies for Administrators." |
| **Evidence, Comments** | | | | |

| LEADERSHIP | | | | |
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| | **Early** | **Developing** | **Advanced** | **Target** |
| **L2 Personnel** | ☐ The school requires teacher leaders and other faculty to lead, learn, and share together about digital teaching and learning in meetings before or after school.<br>☐ The school does not yet make digital teaching and learning skills a requirement or priority for any teaching position.<br>☐ The school does not yet identify teacher-leaders for digital teaching and learning. | ☐ The school has *at least* ***one part-time instructional coach*** *for technology or at least one full-time certified school library media coordinator*.<br>☐ The school recruits, hires, and develops ***a few*** teachers on their faculty to have high quality digital teaching and learning skills.<br>☐ The school has ***informal pathways to identify current teacher-leaders*** for digital teaching and learning. | ☐ The school has *at least* ***one full-time instructional coach*** *for technology and at least one full-time certified school library media coordinator.*<br>☐ The school recruits, hires, and develops ***many*** teachers on their faculty to have high quality digital teaching and learning skills.<br>☐ The school has ***informal pathways to identify and develop current and future*** *teacher-leaders* for digital teaching and learning. | ☐ The school has *at least* ***one full-time instructional technology facilitator*** *and at least one full-time certified school library media coordinator.*<br>☐ The school recruits, hires, and develops ***all*** teachers on their faculty to have high quality digital teaching and learning skills.<br>☐ The school has ***formal pathways to identify and develop current and future teacher-leaders*** for digital teaching and learning. |
| **Evidence, Comments** | | | | |

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| **L3 Communication & Collaboration** | ☐ Digital tools are ***rarely*** used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.<br>☐ School leaders ***do not yet*** maintain a **digital culture** within their school in which the collaborative, transparent, free-flow exchange of information takes place ***among sub-groups*** *of faculty and staff*.<br>☐ Effective two-way communication ***does not yet*** take place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.<br>☐ *Communication* ***does not yet*** *take place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning. | ☐ Digital tools are ***occasionally*** used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.<br>☐ ***Few*** school leaders maintain a **digital culture** within their school in which the collaborative, transparent, free-flow exchange of information takes place ***among sub-groups*** *of faculty and staff*.<br>☐ Effective two-way communication ***rarely*** takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.<br>☐ *Communication* ***rarely*** *takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning. | ☐ Digital tools are ***consistently*** used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using two-way communication.<br>☐ ***Most*** school leaders maintain a **digital culture** within their school in which the collaborative, transparent, free-flow exchange of information takes place ***among sub-groups*** *of faculty and staff*.<br>☐ Effective two-way communication ***occasionally*** takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.<br>☐ ***Occasional, transparent*** *communication takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning. | ☐ Digital tools are ***continuously*** used to provide just-in-time information about important school activities and to connect parents, board, community members, and other stakeholders to the school using **ongoing**, two-way communication.<br>☐ ***All*** school leaders maintain a **collaborative, transparent digital culture** within their school in which the free-flow exchange of school information takes place ***among all*** *faculty and staff*.<br>☐ Effective two-way communication ***frequently and consistently*** takes place between school leadership and staff regarding the health of the school's wireless networks for supporting high-quality user access.<br>☐ ***Frequent, transparent*** *communication takes place* between school leaders and board members regarding funding and sustainability for maintaining and expanding digital teaching and learning. |
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| **L4 Policy** | ☐ School digital technology policies include language for an Acceptable Use Policy, but have not been updated within the past two years and do not yet have a systematic process for consistent policy updates.<br>☐ School digital technology policies ***are not yet aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan.<br>☐ ***School policies do not yet mention*** the role of digital technology in a student-centered learning environment. | ☐ School digital technology policies *include an Acceptable Use Policy, but do not have a systematic process for consistent or continual policy updates*.<br>☐ School digital technology policies ***are in the process of being aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan.<br>☐ ***School leaders are discussing*** the role of digital technology in a student-centered learning environment. | ☐ School digital technology policies *have shifted from an Acceptable Use Policy to Responsible Use guidelines, but do not have a systematic process for consistent or continual policy updates*.<br>☐ School digital technology policies ***have been aligned*** to the school's strategic plan and ***do not mention*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan.<br>☐ ***School leaders have adopted policy regarding*** the role of digital technology in a student-centered learning environment. | ☐ School digital technology policies *incorporate Responsible Use Guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates*.<br>☐ School digital technology policies ***have been aligned*** to the school's strategic plan and ***explicitly delineate*** the role of digital technology in furthering the school toward the goals outlined in the improvement plan.<br>☐ ***School leaders have worked with a variety of stakeholder groups to create and adopt policy regarding*** the role of digital technology in a student-centered learning environment *and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.* |
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| **L5 Continuous Improvement** | ☐ The school *is not yet considering* continuous improvement plans for digital learning initiatives.<br>☐ *Data are not yet being collected or used* related to digital learning initiatives.<br>☐ Continuous improvement systems have not yet been identified or established. | ☐ School leaders *are considering* continuous improvement plans for digital learning initiatives.<br>☐ ***Limited data** are being used* across the school to continuously improve the school's implementation of digital teaching and learning.<br>☐ *Digital learning initiatives are seen as separate from the rest of the teaching-and-learning process and little effort is given regarding overall evaluation*. | ☐ School leaders *have begun to develop* continuous improvement plans for digital learning initiatives.<br>☐ ***Mostly high-level data** (e.g., student grades and test scores) are being used* to continuously improve the school's implementation of digital teaching, *but school leaders are beginning to develop plans for the collection of more nuanced, informative data.*<br>☐ *Digital learning initiatives are adjusted every 1-2 years based upon summative results of continuous improvement data* (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.). | ☐ *A team of stakeholders that includes school leadership and representatives of some other groups such as, school administrators, teachers, parents, students, board, and/or community members have developed* continuous improvement plans for digital learning initiatives *aligned to the school's strategic plan*.<br>☐ ***Multiple and varied sources of data** (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) are being used* to continuously improve the school's implementation of digital teaching and learning.<br>☐ *Digital learning initiatives are continuously adjusted based on results of ongoing data collection* (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.). |
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| **L6 Procurement** | ☐ When the school procures their own products, teachers and technical support service staff *are **not yet included** in the procurement decision-making process*, which ***does not yet** include* a pilot period to test the product prior to full purchase.<br>☐ Digital content procured by the school is purchased ***as a package** (a large bundle of content, such as multiple courses).*<br>☐ The accessibility and usability of digital content is not addressed.<br>☐ Procured licenses for each student and teacher and are not transferrable between individuals as needed. | ☐ When the school procures their own products, teachers and technical support service staff ***are occasionally included in a single part** of the procurement decision-making process*, which ***rarely** includes* a pilot period to test the product prior to full purchase.<br>☐ Digital content procured by the school is purchased ***by course***.<br>☐ Accessibility and usability of digital content for all students with disabilities or special needs *is partially addressed by at least asking the vendor to provide assurances*.<br>☐ Procured licenses are *based on enrollment count, and are not licensed to individual students and teachers*. | ☐ When the school procures their own products, teachers and technical support service staff ***are included in multiple parts** of the procurement decision-making process*, which ***occasionally** includes* a pilot period to test the product prior to full purchase.<br>☐ Digital content procured by the school is purchased ***by unit** (a content subcomponent of a course that includes multiple, related topics)*.<br>☐ Accessibility and usability of digital content for all students with disabilities or special needs *is addressed by providing alternatives for inaccessible content*.<br>☐ Procured licenses are *based on a flexible licensing model on the number of concurrent users*. | ☐ When the school procures their own products, teachers and technical support service staff are ***full participants** in the entire procurement decision-making process*, which ***consistently includes*** a pilot period to test the product prior to full purchase.<br>☐ Digital content procured by the school is purchased ***by topic** (the smallest division of content, smaller than unit-level content), enabling teachers to customize content from multiple sources and create curriculum tailored to their standards*.<br>☐ *All digital content is accessible and useable by all students with disabilities or special needs.*<br>☐ Procured licenses are *based on a flexible licensing model that allows for transferability among users, or on the total enrollment of the school*. |
| **Evidence, Comments** | | | | |

| TECHNOLOGY INFRASTRUCTURE & DEVICES | | | | |
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| | **Early** | **Developing** | **Advanced** | **Target** |
| **T1 School Networks** | ☐ Network and Internet connection bandwidth are *not yet sufficient to support average school access needs*.<br>☐ Wireless access points ***are not yet*** managed by a central controller.<br>☐ Wireless network is *not yet available in all classrooms, or is not yet sufficient to meet demand.*<br>☐ Wireless connectivity is *not yet sufficient* to support one device per student with some performance degradation during average use.<br>☐ Network performance monitoring is *not yet in place.* | ☐ Network and Internet connection bandwidth are *sufficient to meet average school access needs (though not peak demand).*<br>☐ ***Some*** wireless access points are managed by a central controller.<br>☐ Wireless network access is *generally available in computer labs and classrooms; wireless access is available in some common spaces.*<br>☐ Wireless connectivity is *sufficient to support one device per student with some performance degradation during average use.*<br>☐ Network performance monitoring is *in place at MDF and core switching equipment.* | ☐ Network and Internet connection bandwidth are *sufficient to support all school access needs with some performance degradation at peak access times.*<br>☐ ***All*** wireless access points are managed by a central controller.<br>☐ Wireless access is *available in all instructional and indoor common areas.*<br>☐ Wireless connectivity is *sufficient to support one device per student without performance degradation during average use.*<br>☐ Network performance monitoring is *in place for the wired and wireless networks including individual access points.* | ☐ Network and Internet connection bandwidth *support all school access needs without performance degradation even during times of maximum use.*<br>☐ **All** wireless access points are managed by a central controller *with redundancy and traffic routing.*<br>☐ Wireless access is *available and reliable in all instructional spaces and indoor/outdoor common areas.*<br>☐ Wireless connectivity is *sufficient to support two or more devices per student without performance degradation during average use.*<br>☐ Network performance monitoring is *in place for the wired wireless network and can measure usage at the device level.* |
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| **T2 End-User Devices** | ☐ School-owned devices are available *in a fixed location on a limited or scheduled basis for teacher and learner use.*<br>☐ School-owned devices are *not yet configured for remote management or update.*<br>☐ Standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications) *do not yet exist.*<br>☐ School does *not yet allow students to bring their own devices.* | ☐ School-owned devices are available *to entire classes on a rotating basis in the classroom for teacher and learner use.*<br>☐ *Some* school-owned devices are *configured for remote management or update.*<br>☐ ***Some** school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).<br>☐ School *allows students to bring any devices.* | ☐ School-owned devices are available *to all students and teachers during the school day.*<br>☐ School-owned devices are *configured for remote management or update at the school.*<br>☐ ***Most** school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).<br>☐ School *provides support for schools to implement a "Bring Your Own Device" (BYOD) program.* | ☐ School-owned devices are available *to all students and teachers 24/7.*<br>☐ School-owned devices are *configured for remote management or update across the school.*<br>☐ ***All** school-owned devices* meet standards for the alignment of school-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).<br>☐ School *requires BYOD, student-owned devices used on campus to meet specifications that ensure they can be used for core learning applications.* |
| **Evidence, Comments** | | | | |

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| **T3 Learning Environments** | ☐ All instructional spaces *do not yet have a dedicated large display.*<br>☐ Classrooms have *fewer than five power receptacles available for student use*.<br>☐ Peripheral devices (e.g., document cameras, 3-D printers, assistive/adaptive devices, etc.) are not yet available in the classroom, or do not function.<br>☐ Learning spaces are *not yet* designed and furnished to provide flexibility for students to work individually and collaboratively. | ☐ All instructional spaces *have a large display system that is hard-wired to a single device*.<br>☐ Classrooms have *enough receptacles to allow students to rotate for access to power*.<br>☐ Peripheral devices are available *for use in the classroom, are functional, but are only for teacher use*.<br>☐ A ***few*** learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively. | ☐ All instructional spaces *have a large fixed display system that is hard wired to a single device*.<br>☐ Classrooms have *sufficient power receptacles available, but are not conveniently located for student use*.<br>☐ Peripheral devices are available *in the classroom and can be used by students*.<br>☐ ***Many*** learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively. | ☐ All instructional spaces *have a large display system with the ability to show teacher and student screens wirelessly*.<br>☐ Classrooms have *sufficient power receptacles available, located in positions that allow students to charge devices*.<br>☐ Peripheral devices are available *in the classroom and controlled by both teacher and student devices*.<br>☐ ***All*** learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively. |
| **Evidence, Comments** | | | | |

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| **T4 Technical Support** | ☐ Technical support *response time* ***is*** *a barrier to instructional delivery and normal business operations*.<br>☐ Technical support *response time is typically* ***more than four days***.<br>☐ Technical support is *provided primarily by Instructional personnel* (e.g., instructional technology facilitators, coaches, or other instructional positions).<br>☐ *No defined technical support procedures exist yet*.<br>☐ Technical *support requests are not yet tracked*.<br>☐ *Inventory* of digital technology assets (i.e. counts of devices) *has been formalized*. | ☐ Technical support *responses* ***are sometimes*** *a barrier to instructional delivery and normal business operations*.<br>☐ Technical support *is available within* ***two to three business days****, in most cases.*<br>☐ Instructional *personnel provide "first level" technical support*.<br>☐ A technical support procedure exists only at the individual school level.<br>☐ Technical support *requests are tracked, but are not reviewed for trends.*<br>☐ *Inventory and tracking* of portable digital technology *assets is cataloged and linked to individuals.* | ☐ Technical support *responses* ***are rarely*** *a barrier to instructional delivery and normal business operations*.<br>☐ Technical support is *available within* ***24 hours****, in most cases*.<br>☐ Instructional *personnel serve as back-up technical support*.<br>☐ A well-defined technical *support procedure is in place, but is not consistently enforced*.<br>☐ Technical support *requests are tracked and reviewed for trends periodically.*<br>☐ *Inventory and tracking of portable and fixed digital technology assets is catalogued and linked to individuals and spaces*. | ☐ Technical support **is *available*** *enough that instructional and business operations are minimally impacted.*<br>☐ Technical support is *generally available* ***within the same day***.<br>☐ Technical *support does not rely primarily on instructional technology facilitators, coaches, or other instructional positions*.<br>☐ *A well-defined technical support procedure is in place and consistently enforced*.<br>☐ Technical *support requests are logged, tracked, and annotated*.<br>☐ *Inventory and tracking of portable and fixed technology* assets is *catalogued and linked to individuals and spaces and incorporates repair history and refresh plans.* |
| **Evidence, Comments** | | | | |

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| **T5 Network Services** | ☐ Equipment is replaced *at the point of failure.*<br>☐ Single-sign-on *is not yet in use.*<br>☐ Content filtering *is not yet differentiated by user type*.<br>☐ Content filtering ***exclusively restricts and often prevents*** *teachers and students from accessing instructional tools/resources.*<br>☐ Guest devices *do not yet have wireless access*. | ☐ Equipment is replaced *sporadically as funding is available.*<br>☐ Single-sign-on *is in use only for basic services (i.e., network logins, content filtering, and email systems).*<br>☐ Content filtering *is differentiated by staff and students*.<br>☐ Content filtering ***sometimes prevents*** *the use of some instructional websites*.<br>☐ Upon request guest devices can be connected to the school wireless network. | ☐ A routine and comprehensive replacement cycle exists *for* ***some*** devices and digital technology infrastructure.<br>☐ Single-sign-on *is in use for basic services and some additional applications*.<br>☐ Content filtering *is differentiated by school level and user role*.<br>☐ Content filtering ***seldom prevents*** *the use of instructional websites*.<br>☐ Guest devices can connect to the school wireless network but no system is in place for access control. | ☐ A routine and comprehensive replacement cycle exists *for* ***all*** devices and digital technology infrastructure.<br>☐ Single-sign-on *and identity management are integrated across all applications.*<br>☐ Content filtering *is in place at the school level, grade level, and by user role.*<br>☐ Content filtering ***does not restrict*** *Internet usage beyond legal requirements and local responsible use policies*.<br>☐ Guest devices connect to the school wireless network through a system with multiple and varied rates and that tracks users. |
| **Evidence, Comments** | | | | |

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| **T6 Outside of School** | ☐ ***Fewer than 50%*** of teachers and students have Internet/broadband access outside the school day.<br>☐ Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are not yet established*.<br>☐ Commercial Internet/broadband providers ***do not yet offer discounts*** for rural or economically disadvantaged families.<br>☐ Student and teacher devices *are not yet filtered* off-premises. | ☐ ***50%*** *of* teachers and students have Internet/broadband access outside the school day ***at least two days per week***.<br>☐ Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are brief and rare*.<br>☐ Commercial Internet/broadband providers ***offer modest discounts*** for rural or economically disadvantaged families.<br>☐ ***Limited*** *content filtering* operates on student and teacher devices off-premises. | ☐ ***Most*** teachers and students have Internet/broadband access outside the school day ***3-5 days per week***.<br>☐ Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *exist with a small number of organizations or individuals*.<br>☐ Commercial Internet/broadband providers ***offer substantial discounts*** for rural or economically disadvantaged families.<br>☐ ***Sufficient*** *content filtering* operates on *student devices* when they are off-premises. | ☐ ***All*** teachers and students have Internet/broadband access outside the school day ***6-7 days a week***.<br>☐ Partnerships with the community groups (e.g. public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access *are continuous and leverage multiple types of organizations*.<br>☐ Commercial Internet/broadband providers ***offer free service*** for rural or economically disadvantaged families<br>☐ ***Sufficient*** *content filtering* operates on *student and teacher devices* when they are off-premises. |
| **Evidence, Comments** | | | | |

| PROFESSIONAL LEARNING | | | | |
|---|---|---|---|---|
| | **Early** | **Developing** | **Advanced** | **Target** |
| **P1 Professional Learning Focus** | ☐ Professional learning for digital teaching and learning focuses on ***sharing basic information about*** *digital technology tools and resources*.<br>☐ Professional learning on pedagogy in a digital learning environment *has not yet been provided.*<br>☐ Professional learning for digital teaching and learning ***has not yet been provided*** *on content-specific strategies for implementation into the curriculum.*<br>☐ Professional learning for digital teaching and learning *does not yet focus on blended learning.*<br>☐ Educators *are not given clear expectations for how and why technology will or should be used with students.*<br>☐ *Educators are not yet exploring different blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models). | ☐ Professional learning for digital teaching and learning focuses on ***engaging with*** *digital technology tools and resources*.<br>☐ Professional learning on pedagogy in a digital learning environment *introduces digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).*<br>☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies for implementation into the curriculum* ***for CCSS subjects*** *(ELA, mathematics).*<br>☐ Professional learning for digital teaching and learning focuses on *the use of digital learning tools, but not on changing instructional practices to support blended learning.*<br>☐ Educators *are aware of expectations for how and why technology will or should be used with students.*<br>☐ *Occasional access to instructional support to fully use blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) *in their teaching is provided*. | ☐ Professional learning for digital teaching and learning focuses on ***curriculum planning integrated with*** *digital technology tools and resources.*<br>☐ Professional learning on pedagogy in a digital learning environment *explores digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.) for the effective uses of digital technology to support instructional strategies*.<br>☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies implementation into the curriculum* ***for ELA, mathematics, social studies, and science***.<br>☐ Professional learning for digital teaching and learning focuses on *the use of digital learning tools and changing instructional practices to support blended learning.*<br>☐ Educators *are able to articulate expectations for how and why technology is used with students*.<br>☐ *Professional learning on blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) *have been offered and pilot classrooms are in use.* | ☐ Professional learning for digital teaching and learning focuses on ***curriculum planning and student-learning activities integrated with*** *digital technology tools and resources.*<br>☐ During professional learning on pedagogy in a digital learning environment, *teachers reflect on and revise their implementation of digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).*<br>☐ Professional learning for digital teaching and learning ***has been provided*** *on content-specific strategies for implementation into the curriculum* ***for ALL subject areas***.<br>☐ Professional learning for digital teaching and learning focuses on *changing instructional practices to support blended learning and using data to inform instruction.*<br>☐ Educators *demonstrate their understanding and ability to meet expectations to transform student-learning by skillfully applying strategic, advanced use of digital technology in their instruction*.<br>☐ *Educators are implementing different blended learning models* (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) *regularly*. |
| **Evidence, Comments** | | | | |

| | | | | |
|---|---|---|---|---|
| **P2 Professional Learning Format** | ☐ Professional learning for digital teaching and learning is typically delivered *in a large-group via lecture.*<br>☐ Professional learning for digital teaching and learning is designed to address *large group needs as determined by school goals or initiatives.*<br>☐ Professional learning for digital teaching and learning *does not yet include ongoing support through coaching, mentoring, or learning communities.*<br>☐ Professional learning for digital teaching and learning *is rarely delivered in face-to-face or synchronous settings.*<br>☐ Educators *do not yet have the opportunity to discuss digital learning in professional learning community meetings.* | ☐ Professional learning for digital teaching and learning is typically delivered *in small group settings via lecture.*<br>☐ Professional learning for digital teaching and learning is designed to address *large group needs identified through perceptions of school leaders.*<br>☐ Professional learning for digital teaching and learning *includes ongoing support through coaching, mentoring, and/or learning communities.*<br>☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings.*<br>☐ Educators *occasionally share lessons and activities about digital learning through infrequent professional learning community meetings (e.g., quarterly early release days).* | ☐ Professional learning for digital teaching and learning is typically delivered *in small group settings using an appropriate pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable).*<br>☐ Professional learning for digital teaching and learning is designed to address *large group needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs).*<br>☐ Professional learning for digital teaching and learning *includes ongoing support through coaching, mentoring, and professional learning communities.*<br>☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings and informal opportunities are encouraged.*<br>☐ Educators *frequently share lessons and activities about digital learning in their regular professional learning communities by connecting with and learning from educators, administrators, and industry experts locally (e.g., weekly common planning periods, content-specific PLCs, cross-team collaborations).* | ☐ Professional learning for digital teaching and learning is typically delivered *in small group settings using multiple pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable).*<br>☐ Professional learning for digital teaching and learning *is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs).*<br>☐ Professional learning for digital teaching and learning *includes ongoing support through peer observation, assessment, coaching, modeling, professional learning communities, and mentoring.*<br>☐ Professional learning for digital teaching and learning *is delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning.*<br>☐ Educators *share lessons and activities about digital learning in their regular professional learning communities by connecting with and learning from educators, administrators, and industry experts, locally, nationally, and globally (e.g. common planning periods, content-specific PLCs, cross-team collaborations, social media, etc.).* |
| **Evidence, Comments** | | | | |

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|---|---|---|---|---|
| **P3 Professional Learning Participation** | ☐ *Educators are responsible for pursuing* professional learning for digital teaching and learning *independently.*<br>☐ **Administrators *do not yet participate*** *in* professional learning on digital transitions (i.e. content, instruction, and assessment).<br>☐ *Educators* ***are not yet encouraged*** to pursue professional learning opportunities on blended learning *regarding specific digital implementations.* | ☐ School provides *some professional learning for digital teaching and learning typically available after school or during planning time*.<br>☐ ***Some administrators participate*** *in professional learning on digital transitions* (i.e. content, instruction, and assessment).<br>☐ *Educators* ***are encouraged*** to pursue professional learning opportunities on blended learning *regarding specific digital implementations.* | ☐ School provides *multiple opportunities to meet the professional learning needs of all educators, including some release time to participate in professional learning opportunities*.<br>☐ ***All administrators participate*** *in* professional *learning on leading digital transitions* (i.e. content, instruction, and assessment).<br>☐ *Educators* ***are expected*** to pursue professional learning opportunities on blended learning *specific to their role and/or content area.* | ☐ School provides *multiple and varied opportunities to meet the individual professional learning needs of all educators, including some release time to participate in professional learning opportunities.*<br>☐ ***All administrators participate*** *in professional learning on leading digital transitions* (i.e. content, instruction, assessment), *including evaluating authentic digital learning and teaching.*<br>☐ *Educators* ***are expected*** to pursue professional learning opportunities on blended learning *specific to their role and/or content area to support continuous growth, instructional gain, and communication with stakeholders.* |
| **Evidence, Comments** | | | | |

| CONTENT & INSTRUCTION | | | | |
|---|---|---|---|---|
| | **Early** | **Developing** | **Advanced** | **Target** |
| **C1 Educator Role** | ☐ Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are not yet being addressed.*<br>☐ *Teachers* ***do not focus on achieving skills*** in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B).<br>☐ Educators are not yet empowered to customize digital content from any sources.<br>☐ *Educators are the primary source of information; student learning and work is primarily an individual task*.<br>☐ *Educators* ***do not yet make*** *evidence based decisions* when and implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.<br>☐ Educators ***do not engage*** *in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods. | ☐ Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the teacher-level and are not systemic.*<br>☐ *Most teachers achieve the* ***"novice"*** *level* in the "NC Digital Learning Competencies for Teachers" (See Glossary in Appendix B).<br>☐ Educators are empowered to customize digital content *from a* ***few*** *sources*.<br>☐ *Educators are the primary source of information, however, students may contribute; some collaborative group work is used in the learning process*.<br>☐ *Educators* ***are encouraged to shift*** *to evidence based decision-making* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.<br>☐ Educators ***occasionally engage*** *in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), and recalibration of teaching methods. | ☐ Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the school-leader level and are not systemic.*<br>☐ *Most teachers achieve the* ***"experienced"*** *level* in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B).<br>☐ Educators are empowered to customize digital content *from* ***many*** *sources*.<br>☐ *Educators and, frequently, students, gather resources to support learning; collaborative groups are frequently employed for learning; collaborative digital tools such as chat rooms, wikis, blogs, etc., are frequently used as age appropriate*.<br>☐ *Educators* ***are beginning to apply*** *evidence based decision-making* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.<br>☐ Educators ***are at the beginning stages of engaging*** *in problem solving* through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods. | ☐ Shifts in educator role in a digital learning environment, in which educators do more facilitation, *are driven at the school level and are systemic.*<br>☐ *Most teachers achieve the* ***"mastery"*** *level* in the "NC Digital Learning Competencies for Teachers" (see Glossary in Appendix B).<br>☐ Educators are empowered to customize digital content *from* ***unlimited*** *sources*.<br>☐ *Students and educators are partners in learning; both students and educators discover and contribute resources to support learning in publically accessible venues; use of digital tools such as chat rooms, wikis, blogs, etc., is common as age appropriate; emphasis on connected, networked learning is ongoing*.<br>☐ *Educators* ***apply*** *the relevant evidence base* when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.<br>☐ Educators ***engage*** *in problem solving through continuous* planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods. |
| **Evidence, Comments** | | | | |

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|---|---|---|---|---|
| **C2 Student-Centered Learning** | ☐ Students do not participate in digital learning activities that develop critical thinking, communication, collaboration, and creativity skills.<br>☐ *Students do not have the ability* to use digital tools to select their own learning paths.<br>☐ ***Few*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. | ☐ Students *have **a few** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.<br>☐ *Students have **a few** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.<br>☐ ***Some*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. | ☐ Students *have **many** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.<br>☐ *Students have **many** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.<br>☐ ***Many*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. | ☐ All students *have **consistent** opportunities to identify, evaluate, and use* appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.<br>☐ *All students have **consistent** opportunities* to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.<br>☐ ***All*** students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress. |
| **Evidence, Comments** | | | | |

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| **C3 Data-Informed Instruction** | ☐ Educators ***do not use*** digitally-enhanced formative and summative assessments as a part of the teaching and learning process.<br>☐ Teachers make *limited use of student data from state level systems.*<br>☐ Educators ***do not yet*** *use* digital performance data and/or related digital tools *to assess student learning*.<br>☐ Educators *do not yet use* digital tools to analyze student data. | ☐ Educators ***use*** *some* digitally-enhanced formative and summative assessments as a part of the teaching and learning process.<br>☐ Teachers *use learner profiles to plan instruction at the classroom level*.<br>☐ Educators ***occasionally*** *use* digital performance data and/or related digital tools *to assess student learning*.<br>☐ Educators *occasionally use* digital tools to analyze student data. | ☐ Educators ***use multiple opportunities to integrate*** digitally-enhanced formative and summative assessments as a part of the teaching and learning process.<br>☐ Teachers and students *use learner profiles to make just in time adjustments for differentiated instruction.*<br>☐ Educators ***frequently*** *use* digital performance data and/or related digital tools *to empower students to self-assess, monitor their own learning, and engage in metacognition*.<br>☐ Educators ***occasionally*** *use* digital tools to analyze *both quantitative and qualitative student data and apply findings to the instructional process* (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice). | ☐ Educators ***seamlessly*** *integrate* digitally-enhanced formative and summative assessments as a part of the teaching and learning process.<br>☐ Teachers and students *use learner profiles to personalize learning at the student level.*<br>☐ Educators ***regularly*** *use* digital performance data and/or related digital tools *to empower students to self-assess, monitor their own learning, and engage in metacognition*.<br>☐ Educators ***frequently*** *use* digital tools to analyze *both quantitative and qualitative student data and apply findings to the instructional process* (e.g., create individual learner profiles of strengths, weaknesses, interests, skills, gaps, and preferences; inform, personalize, and calibrate individual learning experiences; identify specific plans of action related to weaknesses, gaps, and needed skills as identified in the learner profile; reflect and improve upon instructional practice). |
| **Evidence, Comments** | | | | |

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| **C4 Digital Citizenship** | ☐ Educators ***do not yet*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.<br>☐ Educators ***do not yet*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.<br>☐ Educators ***do not yet*** engage in responsible and professional digital social interaction.<br>☐ Educators ***do not yet*** teach and require students to apply digital citizenship best practices and responsible digital social interaction.<br>☐ Educators ***do not yet*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. | ☐ Educators ***occasionally*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.<br>☐ Educators ***occasionally*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.<br>☐ Educators ***occasionally*** engage in responsible and professional digital social interaction.<br>☐ Educators ***occasionally*** teach and require students to apply digital citizenship best practices and responsible digital social interaction.<br>☐ Educators ***rarely*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. | ☐ Educators ***frequently*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.<br>☐ Educators ***frequently*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.<br>☐ Educators ***frequently*** engage in responsible and professional digital social interaction.<br>☐ Educators ***frequently*** teach and require students to apply digital citizenship best practices and responsible digital social interaction.<br>☐ Educators ***occasionally*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. | ☐ Educators ***consistently*** demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.<br>☐ Educators ***consistently*** teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.<br>☐ Educators ***consistently*** engage in responsible and professional digital social interaction.<br>☐ Educators ***consistently*** teach and require students to apply digital citizenship best practices and responsible digital social interaction.<br>☐ Educators ***frequently*** demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools. |
| **Evidence, Comments** | | | | |

| DATA & ASSESSMENT | | | | |
|---|---|---|---|---|
| | **Early** | **Developing** | **Advanced** | **Target** |
| **D1 Learner Profiles** | ☐ *Digital student learner profiles are **not available**.*<br>☐ School administrators ***make limited use** of student data from state level systems.*<br>☐ Teachers ***do not yet*** facilitate student use of their own digital performance data. | ☐ *Digital student learner profiles **exist** and include historical student performance data;* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws.<br>☐ School administrators ***use** learner profiles to make general plans to support **schoolwide instructional goals**.*<br>☐ Teachers ***rarely*** facilitate student use of their own digital performance data, so the student may monitor their own learning progress. | ☐ *Digital student learner profiles **exist** and include historical student performance data **and real-time formative assessment** data;* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws.<br>☐ School administrators ***use** learner profiles to support **schoolwide instructional goals at the grade/subject level**.*<br>☐ Teachers ***occasionally*** facilitate student use of their own digital performance data, so that the student may monitor their own learning progress, reflect on their own learning, and engage in metacognition. | ☐ Digital student learner *profiles **exist** and include historical student performance data, real-time formative assessment data, **information on student learning differences, and other informal education information** (student interests, clubs, etc.);* the profiles respect student privacy and are compliant with all federal, state, and local data privacy laws.<br>☐ School administrators ***use** learner profiles to support **schoolwide instructional goals at the classroom level**.*<br>☐ Teachers ***frequently*** facilitate student use of their own digital performance data, so that the students may monitor their own learning progress, reflect on their own learning, and engage in metacognition. |
| **Evidence, Comments** | | | | |

| | | | | |
|---|---|---|---|---|
| **D2 Data Use Culture** | ☐ The faculty, administrators, students, board, and school stakeholders ***have not yet begun to build*** **a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results.<br>☐ The faculty, administrators, students, board, and school stakeholders ***have not yet begun to build*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.<br>☐ School administrators ***do not yet encourage or support*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.<br>☐ Teachers ***rarely*** use multiple and varied assessments to monitor student learning.<br>☐ Teachers and administrators ***are not yet provided with access*** to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting students learning data. | ☐ The faculty, administrators, students, board, and school stakeholders ***are just beginning to build*** **a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results.<br>☐ The faculty, administrators, students, board, and school stakeholders ***are just beginning to build*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.<br>☐ School administrators ***encourage*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.<br>☐ Teachers ***occasionally*** use multiple and varied assessments to monitor student learning.<br>☐ Some teachers and administrators ***are provided with occasional access*** to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are large group sessions*** *and are not available based upon the teachers' level of knowledge*. | ☐ The faculty, administrators, students, board, and school stakeholders **are *in the middle of building*** **a school culture** in which all understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results.<br>☐ The faculty, administrators, students, board, and school stakeholders ***are in the middle of building*** **a school culture** in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.<br>☐ School administrators ***encourage and support*** the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.<br>☐ Teachers ***frequently*** use multiple and varied assessments to monitor student learning.<br>☐ All teachers and administrators ***are provided with at least annual access*** to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are large group sessions*** *and are not available based upon the teachers' level of knowledge.* | ☐ ***A school culture exists*** *in which* faculty, administrators, students, board, and school stakeholders understand and agree that digital learner data are used to inform professional instructional decisions, not for automated instructional decisions based solely on quantitative results.<br>☐ ***A school culture exists*** *in which* faculty, administrators, students, board, and school stakeholders understand and agree that measures of student learning growth and valued, instead of measures of student achievement.<br>☐ School administrators ***encourage, support, and prioritize*** the use of effective teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.<br>☐ Teachers ***consistently*** use multiple and varied assessments to monitor student learning.<br>☐ All teachers and administrators ***are provided with at least annual access*** to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; *the* ***opportunities are available based upon the teachers' level of knowledge*** *(e.g. beginner, intermediate, or advanced).* |
| **Evidence, Comments** | | | | |

## Appendix A. Scoring Sheet

School Name: _____

Date Rubric Completed: _____

**Names and/or numbers of school staff completing the rubric:**

School administrators:

_____

School staff:

_____

Teachers:

_____

Other:

_____

Enter the identified ranking or "score" into the blank boxes beside each key element name, and calculate overall score (average).

**Early = 1** **Developing = 2** **Advanced = 3** **Target = 4**

| Leadership | Score |
|---|---|
| L1 Shared Vision | |
| L2 Personnel | |
| L3 Communication & Collaboration | |
| L4 Policy | |
| L5 Continuous Improvement | |
| L6 Procurement | |
| **OVERALL SCORE (average of L1-L6)** | |

| Technology Infrastructure & Devices | Score |
|---|---|
| T1 School Networks | |
| T2 End-User Devices | |
| T3 Learning Environments | |
| T4 Technical Support | |
| T5 Network Services | |
| T6 Outside of Schools | |
| **OVERALL SCORE (average of T1-T6)** | |

| Professional Learning | Score |
|---|---|
| P1 Professional Learning Focus | |
| P2 Professional Learning Format | |
| P3 Professional Learning Participation | |
| **OVERALL SCORE (average of P1-P3)** | |

| Content & Instruction | Score |
|---|---|
| C1 Educator Role | |
| C2 Student Centered Learning | |
| C3 Data-Informed Instruction | |
| C4 Digital Citizenship | |
| **OVERALL SCORE (average of C1-C4)** | |

| Data & Assessment | Score |
|---|---|
| D1 Learner Profiles | |
| D2 Data Use Culture | |
| **OVERALL SCORE (average of D1-D2)** | |

Below, enter each main area's overall score (e.g. Leadership = 1.9) and level (e.g. "developing"), and calculate your school's overall rubric score (average of the 5 main areas) and overall level.

**EARLY** (1.00-1.75) **DEVELOPING** (1.76-2.50) **ADVANCED** (2.51-3.25) **TARGET** (3.26-4.00)

| Digital Learning Progress | Overall Score | Level |
|---|---|---|
| Leadership | | |
| Technology Infrastructure & Devices | | |
| Professional Learning | | |
| Content & Instruction | | |
| Data & Assessment | | |
| **Overall DLP Charter School Rubric Score (average of 5 main areas)** | | |

For example:

| Digital Learning Progress | Overall Score | Level |
|---|---|---|
| Leadership | 1.9 | Developing |
| Technology Infrastructure & Devices | 2.5 | Advanced |
| Professional Learning | 2.2 | Developing |
| Content & Instruction | 2.6 | Advanced |
| Data & Assessment | 1.5 | Early |
| **Overall DLP Charter School Rubric Score (average of 5 main areas)** | **2.14** | **Developing** |

## Appendix B. Glossary

| Rubric Term | Definition |
|---|---|
| **24/7** | Available and accessible twenty-four hours per day, seven days per week |
| **24/7/365** | Available and accessible twenty-four hours per day, seven days per week, three hundred sixty-five days per year |
| **4 C's** | The 21st century skills considered the most important for K-12 education: critical thinking, communication, collaboration, and creativity |
| **Acceptable Use policies** | Traditionally, acceptable use policies were interchangeable with "terms of use," establishing baseline behavior for users of a given technology, product, or service; these policies are often written passively and in consideration of what the minimum acceptable behavior might be in a given scenario; there is little or no information offered that might aid users in determining responsible behaviors in a given scenario; these policies are often taken only at face value |
| **Benchmark assessment** | Short assessments administered throughout the school year that give teachers immediate feedback on the degree to which students are meeting academic standards; regular use of benchmark assessments is seen as a tool to measure student growth across cohorts and design curriculum to meet learning needs; benchmark assessments are typically standardized at the school or district level |
| **Bring Your Own Device (BYOD)** | Programs, policies, and procedures for students and employees to connect personally-owned computers, tablets, and cell phones to school networks for instructional and business purposes |
| **CIPA** | The Children's Internet Protection Act (CIPA) is federal law enacted in 2000 to address concerns about children's access to obscene or harmful content over the Internet; CIPA imposes certain requirements on schools or libraries that receive discounts for Internet access or internal connections through the federal E-rate program |
| **Classroom display systems** | Commonly referred to as CRS (classroom response systems), these interactive tools exist in many forms developed by a variety of vendors, but operate on the same fundamental concept: students use hand-held devices to respond to multiple choice or polling questions, then their responses are gathered by a central receiver, combined, and totals are immediately projected back for all to see |
| **Collaboration** | Students: demonstrate ability to work effectively and respectfully with diverse teams; exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; assume shared responsibility for collaborative work; and value the individual contributions made by each team member *(adapted from p21.org)* |
| **Communication** | Students: articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts; listen effectively to decipher meaning, including knowledge, values, attitudes and intentions; use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade); use multiple media and technologies, and know how to judge their effectiveness and assess their impact; and communicate effectively in diverse environments *(adapted from p21.org)* |

| Rubric Term | Definition |
|---|---|
| **Confidentiality policies** | Policies which ensure that information is accessible only to those with authorization and that the information is protected throughout its lifecycle; these policies imposes boundaries on the amount of personal information and data that can be disclosed without consent, and allow individuals to feel secure giving sensitive information and trust that their privacy is being protected |
| **Creativity** | Students: think creatively, using a wide range of idea creation techniques like brainstorming, creating new and worthwhile ideas, and elaborating, evaluating, and refining their ideas; work creatively with others by developing and communicating new ideas with others, being open to diverse perspectives, incorporating feedback, viewing failure as an opportunity to learn, understanding creativity as a cyclical process; and implement innovations by acting on creative ideas to make a tangible and useful contribution *(adapted from p21.org)* |
| **Critical thinking** | Students: use various types of reasoning, like inductive, deductive, etc., as appropriate to the situation; use systems thinking by analyzing how parts of a whole interact with each other to produce overall outcomes; make judgements and decisions by effectively analyzing and evaluating evidence, arguments, claims and beliefs, synthesizing and making connections between information and arguments, and reflecting critically on learning experiences; and solve different kinds of non-familiar problems in both conventional and innovative ways, asking significant questions that clarify various points of view and lead to better solutions *(adapted from p21.org)* |
| **Data privacy** | Information privacy, or data privacy or data protection, is the relationship between collection and dissemination of data, digital technology, the public expectation of privacy, and related laws; data privacy is undergirded by the understanding that an individual's data – particularly related to online activity and accounts and content creation – is to remain confidential and in compliance with federal (including CIPA and FERPA), state, and local laws |
| **Digital learning competencies** | The North Carolina Department of Public Instruction has created two formal sets of "North Carolina Digital Learning Competencies" – a set for teachers and a set for administrators |
| **Digital learning** | Any instructional practice that effectively uses digital technology to strengthen a student's learning experience; it includes a focus on the following instructional characteristics: personalized learning; advancement based on mastery of content and competency in application; anywhere and anytime learning; student-centered instruction; digital content; assessments that are integrated into learning activities; and project-based learning activities |
| **Discretionary funds** | Monies specifically allocated to cover unforeseen costs as well as to fund those efforts and initiatives that may not require their own budget line |
| **District Leaders** | May include but is not limited to: members of administration, e.g. superintendent, assistant superintendent; instructional technology staff; curriculum and instruction staff; career and technical education staff; finance officers; and representatives from school leadership. |
| **FERPA** | FERPA (Family Educational Rights and Privacy Act of 1974) is a federal law ensuring the rights and privacy of students and parents, particularly in relation to personally identifiable information (PII), learning progress, additional relevant student information, and educational determinations |

| Rubric Term | Definition |
|---|---|
| **Formal pathways** | Clear, well-developed set(s) of standards, actions, responsibilities, and performance indicators to identify, develop, and recruit teachers into roles and positions of leadership; teachers are aware of the specific tasks and steps outlined for them, particularly those desiring to assume additional responsibilities |
| **Formative assessment** | Formative assessment is a diagnostic process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students' achievement of intended instructional outcomes |
| **Global awareness** | Using 21st century skills to understand and address global issues; learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts; understanding other nations and cultures, including the use of non-English languages *(from Partnership for 21st Century Learning, more information at http://www.p21.org/about-us/p21-framework/256 )* |
| **Informal pathways** | Unspoken, undocumented, and typically subjective means by which teachers assume additional leadership opportunities and responsibilities; there are no clear standards or metrics for identifying or developing leadership potential |
| **Instructional Technology Facilitator** | An instructional coach who supports teachers with the selection, training, and implementation of digital tools into classroom instruction |
| **Job-embedded** | Job-embedded professional development refers to teacher learning that is grounded in day-to-day teaching practice and is designed to enhance teachers' content-specific instructional practices with the intent of improving student learning; it is primarily school or classroom based and is integrated into the workday, consisting of teachers assessing and finding solutions for authentic and immediate problems of practice as part of a cycle of continuous improvement *(adapted from Croft, et al., 2010)* |
| **Just-in-time learning** | The acquisition of knowledge or skills at the times they are needed rather than in advance or following |
| **Learner profiles** | Suite of information describing an individual student, including but not limited to: performance, learning styles, extracurricular interests, etc.; the profiles are consistent between grade levels, accounting for new knowledge, standards, and expectations at each grade level |
| **Learning management system (LMS)** | A tool or platform used to deliver, track, and manage the distribution of instructional content and used to manage learner interactions; learning management systems can perform tasks such as: distribution and allowance for online submission of student work; online assessment; presentation of instructional content; facilitation of teacher feedback on student work; and facilitation of teacher-student and student-student discussions |
| **Learning modalities** | Refer to how students use their senses in the learning process; four modalities are commonly considered: visual (seeing), auditory (hearing), kinesthetic (moving), and tactile (touching); the more modalities that are activated during a lesson, the more learning will take place |
| **Main distribution frame (MDF)** | The location and equipment for connecting external connections (internet/WAN connection) to the internal network |

| Rubric Term | Definition |
|---|---|
| **Makerspaces** | A makerspace is a place where students and all individuals present can gather to create, invent, tinker, explore and discover using a variety of tools and materials; they provide a physical laboratory for inquiry-based learning; makerspaces give room and materials for physical learning; these spaces can easily be cross-disciplinary and students can find their work enriched by contributions from others students; students often appreciate the hands-on use of emerging technologies and the opportunity to explore the kind of experimentation that leads to a completed project *(adapted from Educause Education Learning Initiative "7 Things About Makerspaces)* |
| **Managed services** | Outsourcing day-to-day management and maintenance responsibilities for network services and applications as a method for improving operations and reducing expenses; managed services are also often used for bundled content, student information systems, learning management systems, mobile device management, professional development, network management, etc. |
| **Multiple and varied assessments** | A collection of at least two or more assessments that collectively portray a more complete picture of students' true learning accomplishments and ability, addressing the problem that no one assessment can capture a students' learning or ability; the collection may include portfolios, performance-based assessments, assessments showing mastery, formative assessments, summative assessments, standardized test, etc. |
| **NC Digital Learning Competencies for Teachers** | Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/ |
| **NC Digital Learning Competencies for Administrators** | Created by the NC Department of Public Instruction and approved by the State Board of Education. The competencies can be found on the department's website: http://www.dpi.state.nc.us/ |
| **Parent portal** | A digital platform which allows parents to stay informed and engaged in their child's education; a parent portal gives parents and guardians real-time access to their child's most recent instructional activities, performance, teacher feedback, etc., as well as access to their child's grades, schedule, contact information, etc. |
| **Performance degradation** | A deterioration in network reliability or speed caused by factors such as interference or heavy use |
| **Performance-based assessment** | A type of assessment in which students demonstrate the knowledge and skills they have learned; often students are asked to create a product or a response or to perform a specific task or set of tasks; performance-based assessments measure how well students can apply or use what they know, typically in real-world or simulated situations |

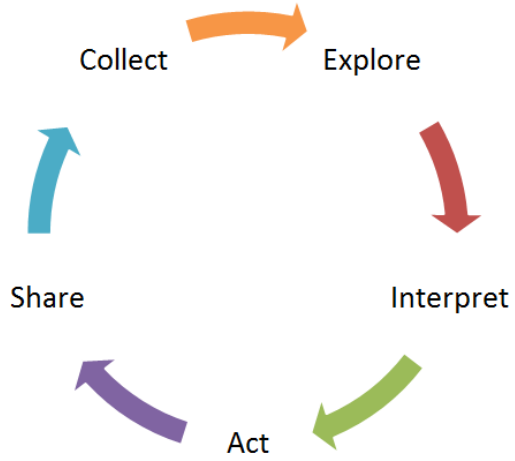
| Rubric Term | Definition |
|---|---|
| **Professional learning** | High quality professional learning, in most ideal form, is personalized, job-embedded, ongoing, and interactive; *Learning Forward (learningforward.org),* national leader for educator professional development, has outlined 7 standards for professional learning that increases educator effectiveness and results for all students:<br>- occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;<br>- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;<br>- requires prioritizing, monitoring, and coordinating resources for educator learning;<br>- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;<br>- integrates theories, research, and models of human learning to achieve its intended outcomes;<br>- applies research on change and sustains support for implementation of professional learning for long-term change; and<br>- aligns its outcomes with educator performance and student curriculum standards |
| **Professional Learning Community (PLC)** | The core principals of a high quality PLC are: (1) the PLC's work starts from the assumption that "the core mission of formal education is not simply to ensure that students are taught but to ensure that they learn;" (2) educators in a high quality PLC all "recognize that they must work together to achieve their collective purpose of learning for all, therefore, they create structures to promote a collaborative culture" in their PLC; (3) high quality PLCs "judge their effectiveness on the basis of results, so the focus of team goals shifts from, 'we will adopt the Junior Great Books program' or 'we will create three new labs for our science course,' to 'we will increase the percentage of students who meet the state standard in language arts from 83 percent to 90 percent' or 'we will reduce the failure rate in our course by 50 percent.'" See: DuFour, R. (2004). What is a Professional Learning Community? *Educational Leadership, 61* (8), 6-11. |

| Rubric Term | Definition |
|---|---|
| **Project-based learning** | A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to a complex question, problem, or challenge; *The Buck Institute (bie.org)*, national leader for project-based learning, outlines the following 7 Essential Project Design Elements for Gold Standard PBL:<br>- challenging problem or question<br>- sustained inquiry<br>- authenticity<br>- student voice and choice<br>- reflection<br>- critique and revision<br>- public product<br>The Buck Institute also outlines the following Teaching Practices for Gold Standard PBL:<br>- design and plan<br>- align to standards<br>- build the culture<br>- manage activities<br>- scaffold student learning<br>- assess student learning<br>- engage and coach |
| **Refresh cycles** | A regular, consistent schedule for replacing technology equipment |
| **Responsible Use policies** | Policies that outline clear, proactive standards that project higher expectations than traditional "acceptable use" policies; the primary difference from acceptable use policies is that a responsible use policy acts as a "floor" for technology use, encouraging users to think beyond the bare minimum behaviors stated in policies and to contemplate what true, responsible use of a given technology might entail; these policies are especially valuable when the terms of use or acceptable use policies are unclear or incomplete |
| **SAMR** | An observational taxonomy, developed by Dr. Ruben Puentedura, for classifying the role of technology within a learning activity from "substitution" (technology acting as a substitution for traditional tools) to "augmentation" to "modification" to "redefinition" (technology allowing instructional activities that would not otherwise be possible) |
| **School leaders** | May include but is not limited to: members of instructional support, e.g. instructional technology facilitator, school library media coordinator, instructional coach, etc.; lead teachers, administrators, School Improvement Team members, and department heads. |
| **Shared vision** | Educational leaders bring together stakeholders - faculty, staff, students, parents, community members, etc. – to form a collective, clear picture of what the school (or other organization) aspires to be or become in the future; the leaders also set in motion a process to assess progress toward achieving that vision; the vision will be shared and valued when a process of assessment is in place to provide feedback about the degree to which the vision is being achieved |

| Rubric Term | Definition |
|---|---|
| **Summative assessment** | Cumulative assessments used to measure student learning at the end of an instructional unit, often given at the end of a course to determine the degree to which long term learning goals have been met; summative information can shape how teachers organize their curricula or what courses schools offer their students; common examples include state-mandated tests, district benchmark assessments, end-of-unit tests, and end-of-term exams |
| **Synchronous** | Existing or occurring at the same time; with regard to digital learning environments, typically refers to online discussions or other learning events in which participants are having direct, immediate, real-time conversations with each other, as opposed to "asynchronous" discussions in which participants leave posts or other artifacts which other participants respond to at a later time |
| **Terms of Use policies** | Policies locally established that clarify the rights and responsibilities of all users (including but not limited to teachers, students, and staff members) in relation to the technology and its proper use; these policies should create clear definitions for the expected use of various technologies as well as what expectations are being placed upon the user in a mutually agreeable interaction; often used interchangeably with "acceptable use" and "responsible use" agreements, terms of use policies should focus on the role of technology, rather than the behavior of the user |
| **Total cost of ownership** | A comprehensive assessment of information technology or other costs across organizational boundaries over time; can include hardware and software acquisition, management and support, communications, end-user expenses, the opportunity cost of downtime, training, and other productivity losses |
| **TPACK** | A framework for understanding the kinds of technology, pedagogical, and content knowledge needed by educators in a digital learning environment; the framework was created by Punya Mishra and Matthew J. Koehler at Michigan State University, and was based on the Pedagogical Content Knowledge framework created by Lee Shulman |
| **Two-way communication** | A process in which two people or groups can communicate reciprocally and exchange ideas; digital platforms with two-way communication allow for both parties to express themselves and receive information from the other |
| **Vertically-aligned** | Educational frameworks (practices, content strands, etc.) that are consistently applied across grade-levels with modifications for the developmental level of the students at each grade-level |

## Appendix C. Data Interpretation Guide

Analysis for strategic planning is the process of breaking down and examining data to understand project implementation or impact. Before meaningful decisions can be made, it is necessary to understand what data show by manipulating them in thoughtful ways. Analysis bridges the gap between collecting data and interpreting those data for monitoring and adjusting a project. Interpretation, the next phase in strategic planning, is the process of determining "what the data mean"—an important activity between the analysis of data and the making of decisions for next steps.




| PHASE | GUIDING QUESTIONS |
|---|---|
| **Explore** | • Do your rubric results resonate?<br>• Any surprises? Why?<br>• Any disappointments? Why?<br>• Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case? |
| *Identify 3-4 questions that emerge as your review your data.* | |
| **Interpret** | • What do the results mean? How would you summarize the data?<br>• What is working really well in your school? What is not?<br>• What are the critical points or trends you saw in the data?<br>• At your school, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders? |

| PHASE | GUIDING QUESTIONS |
|---|---|
| *Document at least 3 takeaways from your review of your data.* | |
| **Act** | • What does this rubric data tell you about efforts you should prioritize now? Next school year?<br>• What changes are you going to make based on this data?<br>• How do these data inform local policy? |
| *Identify two things you should do based on the data and who in your school should be involved in next steps.* | |
| **Share** | • How should you share your interpretation of the data with staff? Parents? District? School board?<br>• Who should have this information?<br>• How can your data support current or ongoing initiatives in your school?<br>• What is your vision for getting additional input as you go through the planning process? |
| *Note how and with whom this data should be shared.* | |
| **Collect** | • What local data do you already have available?<br>• What new data do you need to collect?<br>• What about qualitative data? |
| *List other data you already have available and additional data that you need.* | |

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