

NORTH CAROLINA

# DIGITAL LEARNING PLAN

## Digital Learning Progress Rubric

For Schools

Prepared by the Friday Institute for Educational Innovation



# LEADERSHIP

	Early	Developing	Advanced	Target
L1 Shared Vision	<ul style="list-style-type: none"> <li>✓ A school leadership team is being created for the purposes of planning and leading digital teaching and learning.</li> <li>✓ A vision for digital teaching and learning has not yet been created.</li> <li>✓ A planned effort to discuss the eventual vision for digital teaching and learning with faculty, staff, and other stakeholders has not yet been put in place.</li> <li>✓ There is no consistent effort to have school leaders consistently communicate about digital teaching and learning practices.</li> <li>✓ <i>Administrators do not focus on achieving the "NC Digital Learning Competencies for Administrators."</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ A school leadership team, consisting of a <i>few</i> individuals, collaboratively crafts <i>the vision</i> for digital teaching and learning.</li> <li>☐ A <i>vision</i> for digital teaching and learning <i>guides school digital education activities</i>.</li> <li>☐ School leadership <i>annually</i> promote the vision for digital teaching and learning <i>to faculty and staff</i>.</li> <li>✓ School leaders <i>communicate about digital teaching and learning practices, but do not model effective use of digital resources</i>.</li> <li>☐ <i>Some administrators demonstrate the experienced level of achievement regarding the "NC Digital Learning Competencies for Administrators."</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ A school leadership team, consisting of <i>many</i> individuals, collaboratively crafts <i>the vision, goals, and strategies</i> for digital teaching and learning.</li> <li>☐ <i>The vision, goals, and strategies</i> for digital teaching and learning <i>exist as a self-contained initiative</i>.</li> <li>☐ School leadership <i>occasionally</i> promote the vision for digital teaching and learning <i>to all stakeholders, including faculty, staff, students, parents, and community members</i>.</li> <li>✓ School leaders <i>serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources</i>.</li> <li>☐ <i>Most administrators demonstrate the experienced level of achievement regarding the "NC Digital Learning Competencies for Administrators."</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ A <i>diverse, representative</i> school leadership team, <i>consisting of school administrators, teachers, students, parents, and community members</i>, collaboratively crafts <i>the vision, goals, and strategies</i> for digital teaching and learning.</li> <li>☐ <i>The vision, goals, and strategies</i> for digital teaching and learning <i>are integrated as core components of the school's School Improvement Plan and other high-level guiding frameworks</i>.</li> <li>☐ School leaders <i>consistently</i> promote the vision for digital teaching and learning <i>to all stakeholders, including faculty, staff, students, parents, and community members</i>.</li> <li>✓ <i>School leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources</i>.</li> <li>☐ <i>Most administrators demonstrate mastery with the "NC Digital Learning Competencies for Administrators."</i></li> </ul>
Evidence, Comments	<p>The digital leaning team will be using this rubric along with other resources to craft a school vision for digital teaching and learning. Also, Administrators will be taking part in trainings throughout the year to learn more about the NC Digital Learning Competencies for Administrators. Members from the school have participated in the district's digital teaching initiative (EmpowerED) in partnership with The Friday Institute. We also have several teachers that led sessions at our district's annual professional development day (Sizzlin' Summer).</p>			

	Early	Developing	Advanced	Target
L2 Personnel	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ The school does not yet make digital teaching and learning skills a requirement or priority for any teaching position.</li> <li>✓ The school does not yet identify teacher-leaders for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The school has <i>at least one part-time instructional coach for technology or at least one full-time certified school library media coordinator.</i></li> <li>✓ The school recruits, hires, and develops <i>a few</i> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li>✓ The school has <i>informal pathways to identify current teacher-leaders</i> for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ The school has <i>at least one full-time instructional coach for technology and at least one full-time certified school library media coordinator.</i></li> <li>□ The school recruits, hires, and develops <i>many</i> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li>□ The school has <i>informal pathways to identify and develop current and future teacher-leaders</i> for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ The school has <i>at least one full-time instructional technology facilitator and at least one full-time certified school library media coordinator.</i></li> <li>□ The school recruits, hires, and develops <i>all</i> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li>□ The school has <i>formal pathways to identify and develop current and future teacher-leaders</i> for digital teaching and learning.</li> </ul>
Evidence, Comments	<p>The district has required that teachers include an aspect of digital teaching and learning in their PDPs. Also, teachers are required to use Canvas as a means of communication with parents and students. Based on position, prospective hires are asked questions about digital teaching and learning during the interview process. Teacher-leaders are identified by observation and discussions between administrators and support staff.</p>			

<p><b>L3 Communication &amp; Collaboration</b></p>	<ul style="list-style-type: none"> <li>✓ Digital tools are <i>rarely</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication.</li> <li>✓ School leaders <i>do not yet</i> maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among subgroups of faculty and staff</i>.</li> <li>✓ Effective two-way communication <i>does not yet</i> take place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access.</li> <li>✓ <i>Communication does not yet take place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Digital tools are <i>occasionally</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication.</li> <li>✓ <i>Few</i> school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among subgroups of faculty and staff</i>.</li> <li>✓ Effective two-way communication <i>rarely</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access.</li> <li>□ <i>Communication rarely takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Digital tools are <i>consistently</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using two-way communication.</li> <li>□ <i>Most</i> school leaders maintain a digital culture within their school in which the collaborative, transparent, free-flow exchange of information takes place <i>among sub-groups of faculty and staff</i>.</li> <li>✓ Effective two-way communication <i>occasionally</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting high-quality user access.</li> <li>□ <i>Occasional, transparent communication takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>□ Digital tools are <i>continuously</i> used to provide just-in-time information about important school activities and to connect parents, community members, and other stakeholders to the school using ongoing, two-way communication.</li> <li>□ <i>All</i> school leaders maintain a collaborative, transparent digital culture within their school in which the free-flow exchange of school information takes place <i>among all faculty and staff</i>.</li> <li>✓ Effective two-way communication <i>frequently and consistently</i> takes place between school leadership and district staff regarding the health of the school's wireless networks for supporting support high-quality user access.</li> <li>□ <i>Frequent, transparent communication takes place</i> between school leaders and district leaders regarding funding and sustainability for maintaining and expanding digital teaching and learning.</li> </ul>
<p><b>Evidence, Comments</b></p>	<p>The school uses Google Docs and Gmail as a way to communicate information to staff but not yet for other identified groups. With the addition of several new devices in the building, sustainability and maintenance will be part of the discussion moving forward. There are certain teachers throughout the building that utilize digital tools and resources to maintain collaboration as well as way to share information. Twitter was also discussed a tool used by certain teachers to aid in the process of communication. Administration and other school leaders frequently communicate any network or user issues with the instructional technology facilitator who then relays that information to the proper personnel.</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>L4 Policy</b></p>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>✓ School digital technology policies <i>are not yet aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan.</li> <li>✓ School policies do not yet mention the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ School digital technology policies <i>include an Acceptable Use Policy, but do not have a systematic process for consistent or continual policy updates.</i></li> <li>✓ School digital technology policies <i>are in the process of being aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan.</li> <li>✓ School leaders <i>are discussing</i> the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>✓ School digital technology policies <i>have shifted from an Acceptable Use Policy to Responsible Use guidelines, but do not have a systematic process for consistent or continual policy updates.</i></li> <li>☐ School digital technology policies <i>have been aligned</i> to the School Improvement Plan and <i>do not mention</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan.</li> <li>☐ School leaders <i>have adopted policy regarding</i> the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li>☐ School digital technology policies <i>incorporate Responsible Use Guidelines that encourage proactive, positive behavior with digital technologies and have a systematic process for consistent or continual policy updates.</i></li> <li>☐ School digital technology policies <i>have been aligned</i> to the School Improvement Plan and <i>explicitly delineate</i> the role of digital technology in furthering the school toward the goals outlined in the improvement plan.</li> <li>☐ School leaders <i>have worked with a variety of stakeholder groups to create and adopt policy</i> regarding the role of digital technology in a student-centered learning environment <i>and have a systematic process in place to continuously advocate for this policy with relevant stakeholder groups.</i></li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evidence, Comments</b></p>	<p>Teachers are expected to have a digital integration goal within their PDP.          The school improvement plan does not specifically address technology but does reference school data and the recently purchased devices will be utilized primarily by those teachers.          Some teachers discuss the role of digital technology in their classrooms within PLCs.          Teachers are expected to use Canvas to communicate with parents and students. Teachers with devices will be working to migrate their resources and assignments to Canvas in order to be provide a more student-centered and personalized approach to teaching.          The school follows the district's updated Responsible Use Policy that is discussed with students during the first days of school.</p>			

<b>L5 Continuous Improvement</b>	<ul style="list-style-type: none"> <li>✓ The school <i>is not yet considering</i> continuous improvement plans for digital learning initiatives.</li> <li>✓ <i>Data are not yet being collected or used</i> related to digital learning initiatives.</li> <li>✓ Continuous improvement systems have not yet been identified or established.</li> </ul>	<ul style="list-style-type: none"> <li>✓ School leaders <i>are considering</i> continuous improvement plans for digital learning initiatives.</li> <li>✓ <i>Limited data are being used</i> across the school to continuously improve the school's implementation of digital teaching and learning.</li> <li>□ <i>Digital learning initiatives are seen as separate from the rest of the teaching-and-learning process and little effort is given regarding overall evaluation.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ School leaders <i>have begun to develop</i> continuous improvement plans for digital learning initiatives.</li> <li>□ <i>Mostly high-level data (e.g., student grades and test scores) are being used</i> to continuously improve the school's implementation of digital teaching, <i>but school leaders are beginning to develop plans for the collection of more nuanced, informative data.</i></li> <li>□ <i>Digital learning initiatives are adjusted every 1-2 years based upon summative results of continuous improvement data</i> (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>A team of stakeholders that includes school leadership and representatives of some other groups such as, school administrators, teachers, parents, students, and/or community members have developed</i> continuous improvement plans for digital learning initiatives <i>aligned to the School Improvement Plan.</i></li> <li>□ <i>Multiple and varied sources of data (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) are being used</i> to continuously improve the school's implementation of digital teaching and learning.</li> <li>□ <i>Digital learning initiatives are continuously adjusted based on results of ongoing data collection</i> (e.g., based on findings: professional development is adjusted; schedules are changed; content access protocols are improved; policies are updated; etc.).</li> </ul>
<b>Evidence, Comments</b>	<p>The Digital Learning Team has been formed at BHS and will use the data from this rubric to help determine and drive digital learning initiatives. BHS will be using data collected from our first Digital Skills Assessment in order to provide professional development opportunities during "Tech Tuesdays" each month. These sessions will be led by the ITF and other teacher-leaders.</p>			
<b>L6 Procurement</b>	<ul style="list-style-type: none"> <li>✓ When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>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.</i></li> <li>✓ Digital content procured by the school is purchased as <i>a package (a large bundle of content, such as multiple courses).</i></li> <li>✓ The accessibility and usability of digital content is not addressed.</li> <li>✓ Procured licenses for each student and teacher and are not transferrable between individuals as needed.</li> </ul>	<ul style="list-style-type: none"> <li>□ When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>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.</i></li> <li>□ Digital content procured by the school is purchased <i>by course.</i></li> <li>□ Accessibility and usability of digital content for all students with disabilities or special needs <i>is partially addressed by at least asking the vendor to provide assurances.</i></li> <li>□ Procured licenses are <i>based on enrollment count, and are not licensed to individual students and teachers.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>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.</i></li> <li>□ Digital content procured by the school is purchased <i>by unit (a content subcomponent of a course that includes multiple, related topics).</i></li> <li>□ Accessibility and usability of digital content for all students with disabilities or special needs <i>is addressed by providing alternatives for inaccessible content.</i></li> <li>□ Procured licenses are <i>based on a flexible licensing model on the number of concurrent users.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ When the school procures their own products or collaborates with the district, teachers and technical support service staff <i>are full participants in the entire procurement decision-making process, which consistently includes a pilot period to test the product prior to full purchase.</i></li> <li>□ Digital content procured by the school is purchased <i>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.</i></li> <li>□ <i>All digital content is accessible and useable by all students with disabilities or special needs.</i></li> <li>□ Procured licenses are <i>based on a flexible licensing model that allows for transferability among users, or on the total enrollment of the school.</i></li> </ul>

<b>Evidence, Comments</b>	<p>Up until recently, teachers have had little to no input on district purchases. There was a form sent out to teachers asking about tools and/or programs that teachers use that they would recommend the district purchase.</p> <p>Most licenses that are purchased are not transferrable. There was a math product purchased last year and was only available to that class and would have to be purchased again for this year's class.</p>
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PROFESSIONAL LEARNING				
	Early	Developing	Advanced	Target
<b>P1 Professional Learning Focus</b>	<ul style="list-style-type: none"> <li>✓ Professional learning for digital teaching and learning focuses on <i>sharing basic information about digital technology tools and resources.</i></li> <li>✓ Professional learning on pedagogy in a digital learning environment <i>has not yet been provided.</i></li> <li>✓ Professional learning for digital teaching and learning <i>has not yet been provided on content specific strategies for implementation into the curriculum.</i></li> <li>✓ Professional learning for digital teaching and learning <i>does not yet focus on blended learning.</i></li> <li>✓ Educators <i>are not given clear expectations for how and why technology will or should be used with students.</i></li> <li>✓ Educators <i>are not yet exploring different blended learning models (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models).</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional learning for digital teaching and learning focuses on <i>engaging with digital technology tools and resources.</i></li> <li>□ Professional learning on pedagogy in a digital learning environment <i>introduces digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).</i></li> <li>✓ Professional learning for digital teaching and learning <i>has been provided on content-specific strategies for implementation into the curriculum for CCSS subjects (ELA, mathematics).</i></li> <li>✓ Professional learning for digital teaching and learning focuses on <i>the use of digital learning tools, but not on changing instructional practices to support blended learning.</i></li> <li>✓ Educators <i>are aware of expectations for how and why technology will or should be used with students.</i></li> <li>□ 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) <i>in their teaching is provided.</i></li> <li>□</li> </ul>	<ul style="list-style-type: none"> <li>□ Professional learning for digital teaching and learning focuses on <i>curriculum planning integrated with digital technology tools and resources.</i></li> <li>□ Professional learning on pedagogy in a digital learning environment <i>explores digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.) for the effective uses of digital technology to support instructional strategies.</i></li> <li>□ Professional learning for digital teaching and learning <i>has been provided on content specific strategies implementation into the curriculum for ELA, mathematics, social studies, and science.</i></li> <li>□ Professional learning for digital teaching and learning focuses on <i>the use of digital learning tools and changing instructional practices to support blended learning.</i></li> <li>□ Educators <i>are able to articulate expectations for how and why technology is used with students.</i></li> <li>□ Professional learning on blended learning models (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) <i>have been offered and pilot classrooms are in use.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ Professional learning for digital teaching and learning focuses on <i>curriculum planning and student-learning activities integrated with digital technology tools and resources.</i></li> <li>□ During professional learning on pedagogy in a digital learning environment, <i>teachers reflect on and revise their implementation of digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.).</i></li> <li>□ Professional learning for digital teaching and learning <i>has been provided on content-specific strategies for implementation into the curriculum for ALL subject areas.</i></li> <li>□ Professional learning for digital teaching and learning focuses on <i>changing instructional practices to support blended learning and using data to inform instruction.</i></li> <li>□ Educators <i>demonstrate their understanding and ability to meet expectations to transform student-learning by skillfully applying strategic, advanced use of digital technology in their instruction.</i></li> <li>□ Educators <i>are implementing different blended learning models (e.g., rotation, flex, self-blend, enriched virtual, their own model, or multiple models) regularly.</i></li> </ul>

Evidence, Comments	<p>Only those teachers that took part in our EmpowerED initiative have learned about TPACK and SAMR as well as the blended-learning models. We are planning on having those members provide training on that information with the rest of the staff.</p> <p>Professional Development opportunities for staff focuses on different tools that can be used but blended learning has not been the main focus.</p> <p>Some teachers provide PD during their PLCs, which are focused on their specific content areas.</p>
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P2 Professional Learning Format	<ul style="list-style-type: none"> <li>✓ Professional learning for digital teaching and learning is typically delivered <i>in a large group via lecture</i>.</li> <li>✓ Professional learning for digital teaching and learning is designed to address <i>large group needs as determined by school goals or initiatives</i>.</li> <li>✓ Professional learning for digital teaching and learning <i>does not yet include ongoing support through coaching, mentoring, or learning communities</i>.</li> <li>✓ Professional learning for digital teaching and learning <i>is rarely delivered in face-to-face or synchronous settings</i>.</li> <li>✓ Educators <i>do not yet have the opportunity to discuss digital learning in professional learning community meetings</i>.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Professional learning for digital teaching and learning is typically delivered <i>in small group settings via lecture</i>.</li> <li>✓ Professional learning for digital teaching and learning is designed to address <i>large group needs identified through perceptions of school leaders</i>.</li> <li>✓ Professional learning for digital teaching and learning <i>includes ongoing support through coaching, mentoring, and/or learning communities</i>.</li> <li>□ Professional learning for digital teaching and learning <i>is delivered in face-to-face or synchronous settings</i>.</li> <li>Educators <i>occasionally share lessons and activities about digital learning through infrequent professional learning community meetings (e.g., quarterly early release days)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>□ Professional learning for digital teaching and learning is typically delivered <i>in small group settings using an appropriate pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable)</i>.</li> <li>□ Professional learning for digital teaching and learning is designed to address <i>large group needs identified through data (e.g., surveys, teacher evaluations, classroom walkthroughs)</i>.</li> <li>□ Professional learning for digital teaching and learning <i>includes ongoing support through coaching, mentoring, and professional learning communities</i>.</li> <li>□ Professional learning for digital teaching and learning <i>is delivered in face-to-face or synchronous settings and informal opportunities are encouraged</i>.</li> <li>□ Educators <i>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)</i>.</li> </ul>	<ul style="list-style-type: none"> <li>□ Professional learning for digital teaching and learning is typically delivered <i>in small group settings using multiple pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable)</i>.</li> <li>□ Professional learning for digital teaching and learning <i>is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations, classroom walk-throughs)</i>.</li> <li>□ Professional learning for digital teaching and learning <i>includes ongoing support through peer observation, assessment, coaching, modeling, professional learning communities, and mentoring</i>.</li> <li>□ Professional learning for digital teaching and learning <i>is delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning</i>.</li> <li>□ Educators <i>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.)</i>.</li> </ul>
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Evidence, Comments	<p>Most PD opportunities at the school are delivered during teachers' common planning periods.</p> <p>The ITF at the school provides ongoing support for teachers on an as-needed basis.</p> <p>Teachers attend and present information based on digital learning activities and lessons at the district's annual PD day (Sizzlin' Summer).</p> <p>Teachers also participate in Learning Walks throughout the year where they observe and reflect on peers' lessons/classrooms/learning environment.</p>
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<p><b>P3 Professional Learning Participation</b></p>	<ul style="list-style-type: none"> <li>✓ <i>Educators are responsible for pursuing professional learning for digital teaching and learning independently.</i></li> <li>✓ <i>Administrators do not yet participate in professional learning on digital transitions (i.e. content, instruction, and assessment).</i></li> <li>✓ <i>Educators are not yet encouraged to pursue professional learning opportunities on blended learning regarding specific digital implementations.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ <i>School or district provides some professional learning for digital teaching and learning typically available after school or during planning time.</i></li> <li>□ <i>Some administrators participate in professional learning on digital transitions (i.e. content, instruction, and assessment) with their staff.</i></li> <li>□ <i>Educators are encouraged to pursue professional learning opportunities on blended learning regarding specific digital implementations.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>School or district provides multiple opportunities to meet the professional learning needs of all educators, including some release time to participate in professional learning opportunities.</i></li> <li>□ <i>All administrators participate in professional learning on leading digital transitions (i.e. content, instruction, and assessment).</i></li> <li>□ <i>Educators are expected to pursue professional learning opportunities on blended learning specific to their role and/or content area.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>School or district 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.</i></li> <li>□ <i>All administrators participate in professional learning on leading digital transitions (i.e. content, instruction, assessment), including evaluating authentic digital learning and teaching.</i></li> <li>□ <i>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.</i></li> </ul>
<p><b>Evidence, Comments</b></p>	<p>Administrators will be attending sessions throughout the upcoming school year on the Digital Learning Competencies. School PD opportunities are providing primarily during common planning periods with some opportunities available after school during faculty meetings.</p>			

**CONTENT & INSTRUCTION**

	Early	Developing	Advanced	Target
<b>C1 Educator Role</b>	<ul style="list-style-type: none"> <li>✓ Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are not yet being addressed.</i></li> <li>✓ <i>Teachers do not focus on achieving skills</i> in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A).</li> <li>✓ Educators are not yet empowered to customize digital content from any sources. <i>Educators are the primary source of information; student learning and work is primarily an individual task.</i></li> <li>✓ <i>Educators do not yet make evidence based decisions</i> when and implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.</li> <li>✓ <i>Educators do not engage in problem solving</i> through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the teacher-level and are not systemic.</i></li> <li>□ <i>Most teachers achieve the “novice” level</i> in the “NC Digital Learning Competencies for Teachers” (See Glossary in Appendix A).</li> <li>□ Educators are empowered to customize digital content <i>from a few sources.</i> <i>Educators are the primary source of information, however, students may contribute; some collaborative group work is used in the learning process.</i></li> <li>✓ <i>Educators are encouraged to shift to evidence based decision-making</i> when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.</li> <li>✓ <i>Educators occasionally engage in problem solving</i> through planning, designing, testing, objective reflection (both positive and negative results), and recalibration of teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>□ Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the school-leader level and are not systemic.</i></li> <li>□ <i>Most teachers achieve the “experienced” level</i> in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A).</li> <li>□ Educators are empowered to customize digital content <i>from many sources.</i></li> <li>□ <i>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.</i></li> <li>□ <i>Educators are beginning to apply evidence based decision-making</i> when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.</li> <li>□ <i>Educators are at the beginning stages of engaging in problem solving</i> through planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.</li> </ul>	<ul style="list-style-type: none"> <li>□ Shifts in educator role in a digital learning environment, in which educators do more facilitation, <i>are driven at the school level and are systemic.</i></li> <li>□ <i>Most teachers achieve the “mastery” level</i> in the “NC Digital Learning Competencies for Teachers” (see Glossary in Appendix A).</li> <li>□ Educators are empowered to customize digital content <i>from unlimited sources.</i></li> <li>□ <i>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.</i></li> <li>□ <i>Educators apply the relevant evidence base</i> when implementing their own blended learning practices, maximizing the potential for meeting individual needs through personalized learning dependent on real-time data.</li> <li>□ <i>Educators engage in problem solving through continuous</i> planning, designing, testing, objective reflection (both positive and negative results), evaluation, and recalibration of teaching methods.</li> </ul>
<b>Evidence, Comments</b>	<p>The district will be providing specific opportunities for teacher leaders throughout the district to be trained on the Digital Learning Competencies. These teacher-leaders will then redeliver that training to their schools.                      Most classrooms are still more teacher-centered with a few classrooms incorporating more opportunities for students to collaborate. During PLCs, teachers are expected to discuss and reflect on lessons in order to make adjustments to teaching methods.</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C2 Student-Centered Learning</b></p>	<ul style="list-style-type: none"> <li>✓ Students do not participate in digital learning activities that develop critical thinking, communication, collaboration, and creativity skills.</li> <li>✓ <i>Students do not have the ability</i> to use digital tools to select their own learning paths.</li> <li>✓ <i>Few</i> students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Students have a few opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.</li> <li>✓ <i>Students have a few opportunities</i> to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.</li> <li>Some students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>Students have many opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.</li> <li>□ <i>Students have many opportunities</i> to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.</li> <li>□ <i>Many</i> students are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.</li> </ul>	<ul style="list-style-type: none"> <li>□ <i>All students have consistent opportunities to identify, evaluate, and use</i> appropriate digital tools and resources to create, think critically, solve problems, explore relevant and authentic issues, establish reliability, communicate their ideas, and collaborate effectively.</li> <li>□ <i>All students have consistent opportunities</i> to use digital tools to select personalized learning paths based on their learning interests, preferences, and differences.</li> <li>□ <i>All students</i> are active participants in using digital tools to set educational goals, manage their learning, and assess their progress.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evidence, Comments</b></p>	<p>There are some opportunities for students to take online classes that are not offered through the school. This approach needs to be applied in most courses to provide more personalized learning opportunities.</p> <p>There are some classes that allow students to participate in digital learning activities but the students are not the ones identifying and evaluating the proper tool to use.</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C3</b> <b>Future Ready Learning Spaces</b></p>	<ul style="list-style-type: none"> <li>✓ Neither educators nor students use digital tools to connect with others beyond the classroom for learning.</li> <li>✓ The arrangement of the classroom is <i>rigid and designed for a one-to-many instructional format; there is little or no infrastructure</i> for the use of digital tools.</li> <li>✓ School library media center collections and services are concentrated primarily on print resources; they are introduced, circulated, and studied through a fixed schedule of student visits, with the school library media coordinator rarely, if ever, leaving the media center to assist/team teach in classrooms and throughout the building.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators and students <i>use digital tools to connect to other learners locally or regionally and connect to local industry experts once or twice yearly.</i></li> <li>✓ The arrangement of the classroom is <i>set up for grouping, but the arrangement is static/rigid, some infrastructure support</i> for the use of digital tools is present (e.g., charging station, area(s) for creating and displaying work).</li> <li>□ School library media center collections and services are both print and digital; they are introduced, flexibly circulated, and studied based on collaboration between the school library media coordinator and classroom teachers during mutually convenient times either in the media center, classroom, or throughout the building.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators and students <i>use digital tools to connect to learners in other cultures and countries once or twice yearly; educators and students rarely use digital tools to engage with thought leaders and/or experts in various fields from around the world.</i></li> <li>□ The arrangement of the classroom <i>supports grouping and changes occasionally to meet instructional needs; infrastructure support</i> for the use of digital tools is present (e.g., charging station, area(s) for creating and displaying work).</li> <li>□ The school library media center has a variety of print and digital collections and spaces that allow for exploration and use of a variety of resources, tools, and services to support and enhance classroom instruction; school library media coordinator and additional media personnel circulate throughout the media center and school building to support teachers and students as they learn together and independently.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators and students <i>frequently use digital tools to connect to learners in other cultures and countries to share projects, to learn from each other, and to work collaboratively; educators and students occasionally use digital tools to engage with thought leaders and/or experts in various fields from around the world.</i></li> <li>□ The arrangement of the classroom <i>supports grouping and changes regularly to meet instructional needs; infrastructure support</i> for the use of digital tools is present and high-functioning (e.g., charging station, area(s) for creating and displaying work); <i>educators are regularly modifying the form and function of the physical learning environment to create a conducive digital learning space.</i></li> <li>□ The school library media center has a variety of print and digital collections and spaces that allow for exploration, use, and exhibit a variety of resources, tools, and services to support and enhance classroom instruction and challenge each student's creativity and self-direction; media personnel circulate, advise, and consult with teachers, students, parents, and the community to provide support to all stakeholders as they live and learn both together and independently.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evidence, Comments</b></p>	<p>Most classrooms have typical desks, which are difficult to move together for group-work. There have been discussions regarding adding ebooks to the library collection. We are also in the process of transitioning the media center into a modern learning environment more inviting to students and teachers.</p>			

<p><b>C4 Technology Infrastructure &amp; Devices</b></p>	<ul style="list-style-type: none"> <li>✓ A learning management system <i>is not yet used by educators.</i></li> <li>✓ <i>The school rarely provides support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i></li> <li>✓ <i>Educators and students occasionally use district-owned digital resources while student owned resources are not yet used; BYOD is not supported.</i></li> </ul>	<ul style="list-style-type: none"> <li>✓ A learning management system is used <i>by some educators</i>, as age appropriate.</li> <li>✓ <i>The school provides occasional support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i></li> <li>✓ <i>Educators and students frequently use district-owned digital resources while student-owned resources are rarely used; BYOD is not supported.</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ A learning management system is used <i>by most educators</i>, as age appropriate.</li> <li>☐ <i>The school provides frequent support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i></li> <li>✓ <i>Educators and students frequently use district-owned digital resources while student-owned resources are occasionally used as appropriate; BYOD is supported.</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ A learning management system is <i>used by all educators</i>, as age appropriate.</li> <li>☐ <i>The school provides consistent, regular support to teachers in their use of the learning management system(s) to plan and organize curriculum, provide student activities, and track and communicate students' progress.</i></li> <li>☐ <i>Educators and students consistently use district and personal digital resources as appropriate, with educators modeling a "best tool for the job" mindset in a way that is aligned to district policies, procedures, and specifications; BYOD is supported.</i></li> </ul>
<p><b>Evidence, Comments</b></p>	<p>Our district has transitioned from Moodle to Canvas as our LMS. There are some teachers throughout the building that use it to disseminate information and assess students. Since we are not 1:1, training for Canvas is provided on an as-needed basis with some required trainings throughout the year. The school has several chromebooks within carts that are used by students through a sign-up process by the teachers. The school also has BYOD. Students complete the appropriate paperwork that includes the district policy and then their device information is put into the filtering system.</p>			
<p><b>C5 Outside of School</b></p>	<ul style="list-style-type: none"> <li>✓ Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are not yet established.</i></li> <li>✓ <i>Fewer than 50% of teachers and students have Internet/broadband access outside the school day.</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are brief and rare.</i></li> <li>✓ <i>50% of teachers and students have Internet/broadband access outside the school day at least two days per week.</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>exist with a small number of organizations or individuals.</i></li> <li>✓ <i>Most teachers and students have Internet/broadband access outside the school day 3-5 days per week.</i></li> </ul>	<ul style="list-style-type: none"> <li>☐ Partnerships with the community groups (e.g., public libraries, community centers, municipalities, downtown areas, and Internet providers) to support out-of-school Internet access <i>are continuous and leverage multiple types of organizations.</i></li> <li>☐ <i>All teachers and students have Internet/broadband access outside the school day 6-7 days a week.</i></li> </ul>
<p><b>Evidence, Comments</b></p>	<p>Based on discussions and teacher-observations, it was determined that most teachers and students have some type of internet access (phone service, ISP, etc.) outside of the school setting.</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C6 Data-Informed Instruction</b></p>	<ul style="list-style-type: none"> <li>✓ Educators <i>do not use</i> digitally enhanced formative and summative assessments as a part of the teaching and learning process.</li> <li>✓ Teachers make <i>limited use of student data from state level systems</i>.</li> <li>✓ Educators <i>do not yet use</i> digital performance data and/or related digital tools <i>to assess student learning</i>.</li> <li>✓ Educators <i>do not yet use</i> digital tools to analyze student data.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Educators <i>use some</i> digitally enhanced formative and summative assessments as a part of the teaching and learning process.</li> <li>☐ Teachers <i>use learner profiles to plan instruction at the classroom level</i>.</li> <li>✓ Educators <i>occasionally use</i> digital performance data and/or related digital tools <i>to assess student learning</i>.</li> <li>✓ Educators <i>occasionally use</i> digital tools to analyze student data.</li> </ul>	<ul style="list-style-type: none"> <li>✓ Educators <i>use multiple opportunities to integrate</i> digitally-enhanced formative and summative assessments as a part of the teaching and learning process.</li> <li>☐ Teachers and students <i>use learner profiles to make just in time adjustments for differentiated instruction</i>.</li> <li>☐ Educators <i>frequently use</i> digital performance data and/or related digital tools <i>to empower students to self-assess, monitor their own learning, and engage in metacognition</i>.</li> <li>☐ Educators <i>occasionally use</i> digital tools to analyze <i>both quantitative and qualitative student data and apply findings to the instructional process</i> (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).</li> </ul>	<ul style="list-style-type: none"> <li>☐ Educators <i>seamlessly integrate</i> digitally enhanced formative and summative assessments as a part of the teaching and learning process.</li> <li>☐ Teachers and students <i>use learner profiles to personalize learning at the student level</i>.</li> <li>☐ Educators <i>regularly use</i> digital performance data and/or related digital tools <i>to empower students to self-assess, monitor their own learning, and engage in metacognition</i>.</li> <li>☐ Educators <i>frequently use</i> digital tools to analyze <i>both quantitative and qualitative student data and apply findings to the instructional process</i> (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).</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evidence, Comments</b></p>	<p>Teachers throughout the building use Google Forms, Canvas quizzes, Kahoot, and other tools to collect formative and summative data.</p>			

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>C7 Digital Citizenship</b></p>	<ul style="list-style-type: none"> <li>✓ Educators <i>do not yet</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.</li> <li>✓ Educators <i>do not yet</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.</li> <li>✓ Educators <i>do not yet</i> engage in responsible and professional digital social interaction.</li> <li>✓ Educators <i>do not yet</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction.</li> <li>✓ Educators <i>do not yet</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators <i>occasionally</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.</li> <li>□ Educators <i>occasionally</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.</li> <li>✓ Educators <i>occasionally</i> engage in responsible and professional digital social interaction.</li> <li>□ Educators <i>occasionally</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction.</li> <li>□ Educators <i>rarely</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators <i>frequently</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.</li> <li>□ Educators <i>frequently</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.</li> <li>□ Educators <i>frequently</i> engage in responsible and professional digital social interaction.</li> <li>□ Educators <i>frequently</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction.</li> <li>□ Educators <i>occasionally</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.</li> </ul>	<ul style="list-style-type: none"> <li>□ Educators <i>consistently</i> demonstrate understanding of intellectual property rights while following copyright law and fair use guidelines.</li> <li>□ Educators <i>consistently</i> teach and require students to understand intellectual property rights and follow copyright law and fair use guidelines in their work.</li> <li>□ Educators <i>consistently</i> engage in responsible and professional digital social interaction.</li> <li>□ Educators <i>consistently</i> teach and require students to apply digital citizenship best practices and responsible digital social interaction.</li> <li>□ Educators <i>frequently</i> demonstrate global awareness through engaging with other cultures via advanced communication and collaboration tools.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Evidence, Comments</b></p>				

DATA & ASSESSMENT				
	Early	Developing	Advanced	Target
<b>D1 Learner Profiles</b>	<ul style="list-style-type: none"> <li>✓ <i>Digital student learner profiles are not available.</i></li> <li>✓ <i>School administrators make limited use of student data from state level systems.</i></li> <li>✓ <i>Teachers do not yet facilitate student use of their own digital performance data.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>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.</i></li> <li>□ <i>School administrators use learner profiles to make general plans to support school-wide instructional goals.</i></li> <li>□ <i>Teachers rarely facilitate student use of their own digital performance data, so the student may monitor their own learning progress.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>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.</i></li> <li>□ <i>School administrators use learner profiles to support school-wide instructional goals at the grade/subject level.</i></li> <li>□ <i>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.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>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.</i></li> <li>□ <i>School administrators use learner profiles to support school-wide instructional goals at the classroom level.</i></li> <li>□ <i>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.</i></li> </ul>
<b>Evidence, Comments</b>				

<b>D2 Data Use Culture</b>	<ul style="list-style-type: none"> <li>✓ The faculty, administrators, students, and school stakeholders <i>have not yet begun to build</i> 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.</li> <li>✓ The faculty, administrators, students, and school <i>stakeholders have not yet begun to build</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.</li> <li>✓ School administrators <i>do not yet encourage or support</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.</li> <li>✓ Teachers <i>rarely</i> use multiple and varied assessments to monitor student learning.</li> <li>✓ Teachers and administrators <i>are not yet provided with access</i> to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting students learning data.</li> </ul>	<ul style="list-style-type: none"> <li>□ The faculty, administrators, students, and school stakeholders <i>are just beginning to build</i> 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.</li> <li>□ The faculty, administrators, students, and school stakeholders <i>are just beginning to build</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.</li> <li>✓ School administrators <i>encourage</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.</li> <li>□ Teachers <i>occasionally</i> use multiple and varied assessments to monitor student learning.</li> <li>✓ Some teachers and administrators <i>are provided with occasional access</i> to professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are large group sessions and are not available based upon the teachers' level of knowledge.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ The faculty, administrators, students, and school stakeholders <i>are in the middle of building</i> 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.</li> <li>□ The faculty, administrators, students, and school stakeholders <i>are in the middle of building</i> a school culture in which all understand and agree that measures of student learning growth are valued, instead of measures of student achievement.</li> <li>✓ School administrators <i>support and encourage</i> the use of teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.</li> <li>□ Teachers <i>frequently</i> use multiple and varied assessments to monitor student learning.</li> <li>□ All teachers and administrators <i>are provided with at least annual access</i> to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are large group sessions and are not available based upon the teachers' level of knowledge.</i></li> </ul>	<ul style="list-style-type: none"> <li>□ <i>A school culture exists in which</i> faculty, administrators, students, 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.</li> <li>□ <i>A school culture exists in which</i> faculty, administrators, students, and school stakeholders understand and agree that measures of student learning growth and valued, instead of measures of student achievement.</li> <li>□ School administrators <i>prioritize, support, and encourage</i> the use of effective teacher-created assessments to measure student learning throughout the year, complimenting end-of-year statewide standardized tests.</li> <li>□ Teachers <i>consistently</i> use multiple and varied assessments to monitor student learning.</li> <li>□ All teachers and administrators <i>are provided with at least annual access</i> to high-quality professional learning opportunities to enhance their skills for collecting, analyzing, and interpreting student learning data; <i>the opportunities are available based upon the teachers' level of knowledge (e.g. beginner, intermediate, or advanced).</i></li> </ul>
<b>Evidence, Comments</b>				

## Appendix B. Scoring Sheet

School Name: Bunn High School

Date Rubric Completed: 8/30/2017

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

School administrators: Dr. Laverne Daniels (Principal), Tyler Morris (Assistant Principal Intern)

School staff: Caroline Tate (Media Coordinator), Charles Elliott (Instructional Technology Facilitator)

Teachers: Peter Ashford (CTE), Brandy Carter (English), John Dietz (Social Studies), Linda Stephens (Math)

Other: Wynn Smith

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

**Early = 1**

**Developing = 2**

**Advanced = 3**

**Target = 4**

Leadership	Score
L1 Shared Vision	1
L2 Personnel	2
L3 Communication & Collaboration	1
L4 Policy	2
L5 Continuous Improvement	1
L6 Procurement	1
<b>Overall Leadership Score</b>	<b>8</b>

<b>Professional Learning</b>	<b>Score</b>
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P1 Professional Learning Focus	1
P2 Professional Learning Format	1
P3 Professional Learning Participation	1
<b>Overall Professional Learning Score</b>	<b>3</b>

<b>Content &amp; Instruction</b>	<b>Score</b>
C1 Educator Role	1
C2 Student Centered Learning	1
C3 Future Ready Learning Spaces	1
C4 Technology Infrastructure & Devices	2
C5 Outside of School	1
C6 Data-Informed Instruction	1
C7 Digital Citizenship	1
<b>Overall Content &amp; Instruction Score</b>	<b>8</b>

<b>Data &amp; Assessment</b>	<b>Score</b>
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D1 Learner Profiles	1
D2 Data Use Culture	1
<b>Overall Data &amp; Assessment Score</b>	<b>2</b>

Below, enter each main area's overall score (e.g. Leadership = 15), and calculate your school's overall rubric score (sum).

Digital Learning Progress	Score
Leadership	8
Professional Learning	3
Curriculum & Instruction	8
Data & Assessment	2
<b>Overall DLP Rubric Score</b>	<b>21</b>

Our school's overall rank on the North Carolina Digital Learning Progress Rubric for Schools is: (Circle one.)

**EARLY** (0-18)

**DEVELOPING** (19-36)

**ADVANCED** (37-54)

**TARGET** (55-72)