

NORTH CAROLINA

# DIGITAL LEARNING PLAN

## Digital Learning Progress Rubric

Version 2

Prepared by the Friday Institute for Educational Innovation



## Introduction

The North Carolina Digital Learning Progress Rubric is a strategic planning tool, or “roadmap,” intended to support North Carolina’s educators and communities in the transition to digital-age teaching and learning. The rubric is designed to help school district teams reflect on the current stage of their transition, plan next steps, and track their progress moving forward.

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

## Guide for Use

Members of a district leadership team can work individually or together to rate their district’s progress on each of the 25 key elements. They may rate the progress as either “Early” (the least achieved ranking), “Developing,” “Advanced,” or “Target” (the most achieved ranking). A district may consider having different individuals or groups determine ratings separately, and then schedule a time for all parties to come together and form consensus for each key element score. The more data (quantitative or qualitative, formal or informal, etc.) that can be used to inform the ranking process, the more accurate and effective the strategic planning process will be. A glossary of terms used throughout the rubric may be found in Appendix A.

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

Once a self-assessment on the rubric has been completed, the user should reflect on the results and identify priority areas for improvement. The user might ask, “What are one to three action steps that can be taken to move closer to achieving the desired goals?” A guide for data interpretation and transition planning may be found in Appendix C.

**NOTE: Every school and district 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.**

LEADERSHIP				
	Early	Developing	Advanced	Target
L1 Shared Vision	<ul style="list-style-type: none"> <li><input type="checkbox"/> A district leadership team is being created for the purposes of planning and leading digital teaching and learning.</li> <li><input type="checkbox"/> A vision for digital teaching and learning has not yet been created.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> There is no consistent effort to have district and school leaders consistently communicate about digital teaching and learning practices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A district leadership team, consisting of a <b>few</b> individuals, collaboratively crafts <b>the vision</b> for digital teaching and learning.</li> <li><input type="checkbox"/> A <i>vision</i> for digital teaching and learning <i>guides district digital education activities</i>.</li> <li><input type="checkbox"/> District and school leadership <b>annually</b> promote the district vision for digital teaching and learning <b>to faculty and staff</b>.</li> <li><input type="checkbox"/> School leaders <i>communicate about digital teaching and learning practices but do not model effective use of digital resources</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A district leadership team, consisting of <b>many</b> individuals, collaboratively crafts <b>the vision, goals, and strategies</b> for digital teaching and learning.</li> <li><input type="checkbox"/> The <i>vision, goals, and strategies</i> for digital teaching and learning <i>exist as a self-contained initiative</i>.</li> <li><input type="checkbox"/> District and school leadership <b>occasionally</b> promote the district vision for digital teaching and learning <b>to all stakeholders, including faculty, staff, students, parents, and community members</b>.</li> <li><input type="checkbox"/> School leaders <i>serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A <b>diverse, representative</b> district leadership team, <b>consisting of district and school administrators, teachers, students, parents, and community members</b>, collaboratively crafts <b>the vision, goals, and strategies</b> for digital teaching and learning.</li> <li><input type="checkbox"/> The <i>vision, goals, and strategies</i> for digital teaching and learning <i>are integrated as core components of the district's strategic plans and other high-level guiding frameworks</i>.</li> <li><input type="checkbox"/> District and school leadership <b>consistently</b> promote the district vision for digital teaching and learning <b>to all stakeholders, including faculty, staff, students, parents, and community members</b>.</li> <li><input type="checkbox"/> <i>District and school leaders serve as lead learners for digital teaching and learning practices, modeling effective use of high quality digital resources</i>.</li> </ul>
L2 Personnel	<ul style="list-style-type: none"> <li><input type="checkbox"/> District schools require teacher leaders and other faculty to lead, learn, and share together about digital teaching and learning in meetings before or after school.</li> <li><input type="checkbox"/> Schools within the district do not yet make digital teaching and learning skills a requirement or priority for any teaching position.</li> <li><input type="checkbox"/> District schools do not yet identify teacher-leaders for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school within the district has <b>at least one part-time instructional coach</b> for technology or at least one full-time certified school library media coordinator.</li> <li><input type="checkbox"/> Schools within the district recruit, hire, and develop <b>a few</b> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li><input type="checkbox"/> Every district school has <b>informal pathways to identify current teacher-leaders</b> for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school within a district has <b>at least one full-time instructional coach</b> for technology and at least one full-time certified school library media coordinator.</li> <li><input type="checkbox"/> Schools within the district recruit, hire, and develop <b>many</b> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li><input type="checkbox"/> Every district school has <b>informal pathways to identify and develop current and future teacher-leaders</b> for digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Every school within the district has <b>at least one full-time instructional technology facilitator</b> and at least one full-time certified school library media coordinator.</li> <li><input type="checkbox"/> Schools within the district recruit, hire, and develop <b>all</b> teachers on their faculty to have high quality digital teaching and learning skills.</li> <li><input type="checkbox"/> Every district school has <b>formal pathways to identify and develop current and future teacher-leaders</b> for digital teaching and learning.</li> </ul>

LEADERSHIP				
	Early	Developing	Advanced	Target
L3 Communication & Collaboration	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital tools are <b>rarely</b> used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.</li> <li><input type="checkbox"/> School leaders <b>do not yet</b> maintain a <b>digital culture</b> within their schools, in which the collaborative, transparent, free-flow exchange of information takes place <b>among sub-groups</b> of school faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital tools are <b>occasionally</b> used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.</li> <li><input type="checkbox"/> <b>Few</b> school leaders maintain a <b>digital culture</b> within their school, in which the collaborative, transparent, free-flow exchange of information takes place <b>among sub-groups</b> of school faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital tools are <b>consistently</b> used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using two-way communication.</li> <li><input type="checkbox"/> <b>Many</b> school leaders maintain a <b>digital culture</b> within their school, in which the collaborative, transparent, free-flow exchange of information takes place <b>among sub-groups</b> of school faculty and staff.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital tools are <b>continuously</b> used to provide just-in-time information about important district activities and to connect parents, community members, and other stakeholders to the district using ongoing, two-way communication.</li> <li><input type="checkbox"/> <b>All</b> school leaders maintain a <b>collaborative, transparent digital culture</b> within their school, in which the free-flow exchange of school information takes place <b>among all</b> school faculty and staff.</li> </ul>
L4 Sustainability	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district has not yet considered a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts.</li> <li><input type="checkbox"/> The district has not yet developed a long-term funding plan for digital teaching and learning.</li> <li><input type="checkbox"/> The district leadership team <b>is not yet considering</b> options for supporting digital teaching and learning through managed services.</li> <li><input type="checkbox"/> The district <b>is not yet considering</b> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district <i>is considering developing</i> a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts, <i>but has not yet studied financial projections or budget items.</i></li> <li><input type="checkbox"/> The district has a long-term funding plan that <i>provides ongoing funding for digital teaching and learning with discretionary funds and accommodates for refresh cycles.</i></li> <li><input type="checkbox"/> The district leadership team <b>is exploring</b> options for supporting digital teaching and learning through managed services.</li> <li><input type="checkbox"/> The district <b>is building their capacity to evaluate</b> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district <i>has</i> a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts <i>that is updated with new financial projections, budget items, and priority areas every couple years.</i></li> <li><input type="checkbox"/> The district has a long-term funding plan that <i>includes: ongoing funding for digital teaching and learning as a core operating cost; leverage of at least one external funding source; and accommodations for refresh cycles.</i></li> <li><input type="checkbox"/> The district leadership <b>has identified</b> options for supporting digital teaching and learning through managed services.</li> <li><input type="checkbox"/> The district <b>occasionally evaluates</b> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district <i>has</i> a sustainability and scalability plan for maintaining and expanding digital services for more students in more contexts <i>that is continually updated with new financial projections, budget items, and priority areas and is aligned to the district improvement plan.</i></li> <li><input type="checkbox"/> The district has a comprehensive long-term funding plan that <i>includes: ongoing funding to fully fund digital teaching and learning; leverage of multiple external funding sources; and accommodations for refresh cycles, product upgrades, and expansion of services.</i></li> <li><input type="checkbox"/> The district <b>uses</b> options for supporting digital teaching and learning through managed services.</li> <li><input type="checkbox"/> The district <b>consistently evaluates</b> efficiency, effectiveness, or the total cost of ownership for services to be purchased.</li> </ul>

## LEADERSHIP

	Early	Developing	Advanced	Target
L5 Policy	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-specific Terms of Use agreements including policies for data privacy and confidentiality <i>are not yet in place</i>.</li> <li><input type="checkbox"/> District and 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><input type="checkbox"/> District leaders <b>have not yet considered</b> policies that enable and support: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li><input type="checkbox"/> School and district digital technology policies <b>are not yet aligned</b> to the district improvement plan and <b>do not mention</b> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li><input type="checkbox"/> <b>School and district policies do not yet mention</b> the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-specific Terms of Use agreements including policies for data privacy and confidentiality <i>have been discussed by leadership and are in the process of being created</i>.</li> <li><input type="checkbox"/> District and 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><input type="checkbox"/> District leaders <b>are considering</b> policies that enable and support: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li><input type="checkbox"/> School and district digital technology policies <b>are in the process of being aligned to</b> the district improvement plan and <b>do not mention</b> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li><input type="checkbox"/> <b>School and district leaders are discussing</b> the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-specific Terms of Use agreements include policies for data privacy and confidentiality <i>have been adopted by the district</i>.</li> <li><input type="checkbox"/> District and 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><input type="checkbox"/> District leaders <b>have adopted policies that enable or support at least one of the following</b>: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li><input type="checkbox"/> School and district digital technology policies <b>have been aligned to</b> the district improvement plan and <b>do not mention</b> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li><input type="checkbox"/> <b>School and district leaders have adopted policy regarding</b> the role of digital technology in a student-centered learning environment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-specific Terms of Use agreements include policies for data privacy and confidentiality <i>have been communicated (e.g. public forums, parent information nights, media sent home with students, faculty memos, etc.) with all stakeholder groups, and serve as a guide for purchasing and service agreements for new product acquisition</i>.</li> <li><input type="checkbox"/> District and 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><input type="checkbox"/> District leaders <b>have adopted and communicated policies to enable and support</b>: 24/7 access to devices and content, student-owned mobile devices in the school setting, flexible uses of time, and alternative assessments.</li> <li><input type="checkbox"/> School and district digital technology policies <b>have been aligned</b> to the district improvement plan and <b>explicitly delineate</b> the role of digital technology in furthering the district toward the goals outlined in the improvement plan.</li> <li><input type="checkbox"/> <b>School and district leaders have worked with a variety of stakeholder groups to create and adopt policy</b> 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>

LEADERSHIP				
	Early	Developing	Advanced	Target
L6 Continuous Improvement	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district <i>is not yet considering</i> continuous improvement plans for digital learning initiatives.</li> <li><input type="checkbox"/> Continuous improvement systems have not yet been identified or established.</li> <li><input type="checkbox"/> Data is not yet being used or collected related to digital learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District leaders <i>are considering</i> continuous improvement plans for digital learning initiatives.</li> <li><input type="checkbox"/> <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> <li><input type="checkbox"/> <b>Limited data</b> are being used to continuously improve the implementation of digital teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District leaders <i>have begun to develop</i> continuous improvement plans for digital learning initiatives.</li> <li><input type="checkbox"/> <i>Digital learning initiatives are improved 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> <li><input type="checkbox"/> <b>Mostly high-level data</b> (e.g. student grades and test scores) are being used to continuously improve the implementation of digital teaching, <i>but district leaders are beginning to develop plans for the collection of more nuanced, informative data.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <i>A team of stakeholders that includes district 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 aligned to the district improvement plan.</li> <li><input type="checkbox"/> <i>Digital learning initiatives are continuously improved based on results of the 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> <li><input type="checkbox"/> <b>Multiple and varied sources of data</b> (e.g., student performance data, classroom observation data, web analytics, participation tracking, survey data, etc.) are being used to continuously improve the implementation and impact of digital teaching and learning.</li> </ul>
L7 Procurement	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-procured digital content is purchased <b>as a package</b>.</li> <li><input type="checkbox"/> The accessibility and usability of digital content is not addressed.</li> <li><input type="checkbox"/> Procured licenses for each student and teacher and are not transferrable between individuals as needed.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-procured digital content is purchased <b>by course</b>.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> District-procured digital content is purchased <b>by unit</b>.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> 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><input type="checkbox"/> District-procured digital content is purchased <b>by topic</b>, <i>enabling teachers to customize content from multiple sources and create curriculum tailored to their standards.</i></li> <li><input type="checkbox"/> All digital content is accessible and useable by all students with disabilities or special needs.</li> <li><input type="checkbox"/> 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>



## TECHNOLOGY INFRASTRUCTURE & DEVICES

	Early	Developing	Advanced	Target
T1 School Networks	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network and Internet connection bandwidth are <i>not yet sufficient</i> to support average district access needs.</li> <li><input type="checkbox"/> Wireless access points <b>are not yet</b> managed by a central controller.</li> <li><input type="checkbox"/> Wireless network is <i>not yet available</i> in all classrooms, or is <i>not yet sufficient</i> to meet demand.</li> <li><input type="checkbox"/> Wireless connectivity is <i>not yet sufficient</i> to support one device per student with some performance degradation during average use.</li> <li><input type="checkbox"/> Network performance monitoring is <i>not yet in place</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network and Internet connection bandwidth are <i>sufficient to meet average</i> district access needs (though not peak demand).</li> <li><input type="checkbox"/> <b>Some</b> wireless access points are managed by a central controller.</li> <li><input type="checkbox"/> Wireless network access is <i>generally available</i> in computer labs and classrooms; wireless access is <i>available</i> in some common spaces.</li> <li><input type="checkbox"/> Wireless connectivity is <i>sufficient</i> to support one device per student with some performance degradation during average use.</li> <li><input type="checkbox"/> Network performance monitoring is <i>in place</i> at MDF and core switching equipment.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network and Internet connection bandwidth are <i>sufficient to support all</i> district access needs with some performance degradation at peak access times.</li> <li><input type="checkbox"/> <b>All</b> wireless access points are managed by a central controller.</li> <li><input type="checkbox"/> Wireless access is <i>available</i> in all instructional and indoor common areas.</li> <li><input type="checkbox"/> Wireless connectivity is <i>sufficient</i> to support one device per student without performance degradation during average use.</li> <li><input type="checkbox"/> Network performance monitoring is <i>in place</i> for the wired and wireless networks including individual access points.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Network and Internet connection bandwidth <i>support all</i> district access needs without performance degradation even during times of maximum use.</li> <li><input type="checkbox"/> <b>All</b> wireless access points are managed by a central controller <i>with redundancy</i> and traffic routing.</li> <li><input type="checkbox"/> Wireless access is <i>available and reliable</i> in all instructional spaces and indoor/outdoor common areas.</li> <li><input type="checkbox"/> Wireless connectivity is <i>sufficient</i> to support two or more devices per student without performance degradation during average use.</li> <li><input type="checkbox"/> Network performance monitoring is <i>in place</i> for the wired wireless network and can measure usage at the device level.</li> </ul>
T2 End-User Devices	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-owned devices are available <i>in a fixed location on a limited or scheduled</i> basis for teacher and learner use.</li> <li><input type="checkbox"/> District-owned devices are <i>not yet configured</i> for remote management or update.</li> <li><input type="checkbox"/> Standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications) <i>do not yet exist</i>.</li> <li><input type="checkbox"/> District does <i>not yet allow</i> students to bring their own devices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-owned devices are available <i>to entire classes on a rotating basis</i> in the classroom for teacher and learner use.</li> <li><input type="checkbox"/> <i>Some</i> district-owned devices are configured for remote management or update.</li> <li><input type="checkbox"/> <b>Some</b> district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</li> <li><input type="checkbox"/> District <i>allows</i> students to bring any devices.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-owned devices are available <i>to all students and teachers during the</i> school day.</li> <li><input type="checkbox"/> District-owned devices are <i>configured</i> for remote management or update at the school.</li> <li><input type="checkbox"/> <b>Most</b> district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</li> <li><input type="checkbox"/> District <i>provides support</i> for schools to implement a “Bring Your Own Device” (BYOD) program.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-owned devices are available <i>to all students and teachers 24/7</i>.</li> <li><input type="checkbox"/> District-owned devices are <i>configured</i> for remote management or update across the district.</li> <li><input type="checkbox"/> <b>All</b> district-owned devices meet standards for the alignment of district-owned devices to instructional programs (e.g. NC Test Specifications, modern LMS, instructional applications).</li> <li><input type="checkbox"/> District <i>requires BYOD, student-owned devices used on campus</i> to meet specifications that ensure they can be used for core learning applications.</li> </ul>

## TECHNOLOGY & INFRASTRUCTURE

	Early	Developing	Advanced	Target
T3 Learning Environments	<ul style="list-style-type: none"> <li><input type="checkbox"/> All instructional spaces <i>do not yet have a dedicated large display.</i></li> <li><input type="checkbox"/> Classrooms have <i>fewer than five power receptacles available for student use.</i></li> <li><input type="checkbox"/> Peripheral devices (e.g., document cameras, 3-D printers, assistive/adaptive devices, etc.) are not yet available in the classroom, or do not function.</li> <li><input type="checkbox"/> Learning spaces are <i>not yet</i> designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All instructional spaces <i>have a large display system that is hard-wired to a single device.</i></li> <li><input type="checkbox"/> Classrooms have <i>enough receptacles to allow students to rotate for access to power.</i></li> <li><input type="checkbox"/> Peripheral devices are available <i>for use in the classroom, are functional, but are only for teacher use.</i></li> <li><input type="checkbox"/> A <b>few</b> learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All instructional spaces <i>have a large fixed display system that is hard wired to a single device.</i></li> <li><input type="checkbox"/> Classrooms have <i>sufficient power receptacles available, but are not conveniently located for student use.</i></li> <li><input type="checkbox"/> Peripheral devices are available <i>in the classroom and can be used by students.</i></li> <li><input type="checkbox"/> <b>Many</b> learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> All instructional spaces <i>have a large display system with the ability to show teacher and student screens wirelessly.</i></li> <li><input type="checkbox"/> Classrooms have <i>sufficient power receptacles available, located in positions that allow students to charge devices.</i></li> <li><input type="checkbox"/> Peripheral devices are available <i>in the classroom and controlled by both teacher and student devices.</i></li> <li><input type="checkbox"/> <b>All</b> learning spaces are designed and furnished to provide flexibility for students to work individually and collaboratively.</li> </ul>
T4 Technical Support	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technical support <i>response time is a barrier to instructional delivery and normal business operations.</i></li> <li><input type="checkbox"/> Technical support <i>response time is typically more than four days.</i></li> <li><input type="checkbox"/> Technical support is <i>provided primarily by Instructional personnel</i> (e.g., instructional technology facilitators, coaches, or other instructional positions).</li> <li><input type="checkbox"/> <i>No defined technical support procedures exist yet.</i></li> <li><input type="checkbox"/> <i>Technical support requests are not yet tracked.</i></li> <li><input type="checkbox"/> <i>Inventory of digital technology assets (i.e. counts of devices) has been formalized.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technical support <i>responses are sometimes a barrier to instructional delivery and normal business operations.</i></li> <li><input type="checkbox"/> Technical support <i>is available within two to three business days, in most cases.</i></li> <li><input type="checkbox"/> Instructional <i>personnel provide "first level" technical support.</i></li> <li><input type="checkbox"/> A technical support procedure exists only at the individual school level.</li> <li><input type="checkbox"/> Technical support <i>requests are tracked, but are not reviewed for trends.</i></li> <li><input type="checkbox"/> <i>Inventory and tracking of portable digital technology assets is cataloged and linked to individuals.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technical support <i>responses are rarely a barrier to instructional delivery and normal business operations.</i></li> <li><input type="checkbox"/> Technical support <i>is available within 24 hours, in most cases.</i></li> <li><input type="checkbox"/> Instructional <i>personnel serve as back-up technical support.</i></li> <li><input type="checkbox"/> A well-defined technical <i>support procedure is in place, but is not consistently enforced.</i></li> <li><input type="checkbox"/> Technical support <i>requests are tracked and reviewed for trends periodically.</i></li> <li><input type="checkbox"/> <i>Inventory and tracking of portable and fixed digital technology assets is catalogued and linked to individuals and spaces.</i></li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Technical support <i>is available enough that instructional and business operations are minimally impacted.</i></li> <li><input type="checkbox"/> Technical support <i>is generally available within the same day.</i></li> <li><input type="checkbox"/> Technical support <i>does not rely primarily on instructional technology facilitators, coaches, or other instructional positions.</i></li> <li><input type="checkbox"/> A well-defined technical <i>support procedure is in place and consistently enforced.</i></li> <li><input type="checkbox"/> Technical support <i>requests are logged, tracked, and annotated.</i></li> <li><input type="checkbox"/> <i>Inventory and tracking of portable and fixed technology assets is catalogued and linked to individuals and spaces and incorporates repair history and refresh plans.</i></li> </ul>



TECHNOLOGY & INFRASTRUCTURE				
	Early	Developing	Advanced	Target
T5 Network Services	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is replaced <i>at the point of failure</i>.</li> <li><input type="checkbox"/> Single-sign-on <i>is not yet in use</i>.</li> <li><input type="checkbox"/> Content filtering <i>is not yet differentiated by user type</i>.</li> <li><input type="checkbox"/> Content filtering <b>exclusively restricts and often prevents</b> teachers and students from accessing instructional tools/resources.</li> <li><input type="checkbox"/> Guest devices <i>do not yet have wireless access</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Equipment is replaced <i>sporadically as funding is available</i>.</li> <li><input type="checkbox"/> Single-sign-on <i>is in use only for basic services (i.e., network logins, content filtering, and email systems)</i>.</li> <li><input type="checkbox"/> Content filtering <i>is differentiated by staff and students</i>.</li> <li><input type="checkbox"/> Content filtering <b>sometimes prevents</b> the use of some instructional websites.</li> <li><input type="checkbox"/> Upon request guest devices can be connected to the district wireless network.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A routine and comprehensive replacement cycle exists <i>for some</i> devices and digital technology infrastructure.</li> <li><input type="checkbox"/> Single-sign-on <i>is in use for basic services and some additional applications</i>.</li> <li><input type="checkbox"/> Content filtering <i>is differentiated by school level and user role</i>.</li> <li><input type="checkbox"/> Content filtering <b>seldom prevents</b> the use of instructional websites.</li> <li><input type="checkbox"/> Guest devices can connect to the district wireless network but no system is in place for access control.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> A routine and comprehensive replacement cycle exists <i>for all</i> devices and digital technology infrastructure.</li> <li><input type="checkbox"/> Single-sign-on <i>and identity management are integrated across all applications</i>.</li> <li><input type="checkbox"/> Content filtering <i>is in place at the school level, grade level, and by user role</i>.</li> <li><input type="checkbox"/> Content filtering <b>does not restrict</b> Internet usage beyond legal requirements and local responsible use policies.</li> <li><input type="checkbox"/> Guest devices connect to the district wireless network through a system with multiple and varied rates and that tracks users.</li> </ul>
T6 Outside of School	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Fewer than 50%</b> of teachers and students have Internet/broadband access outside the school day.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Commercial Internet/broadband providers <b>do not yet offer discounts</b> for rural or economically disadvantaged families.</li> <li><input type="checkbox"/> Student and teacher devices <i>are not yet filtered</i> off-premises.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>50%</b> of teachers and students have Internet/broadband access outside the school day <b>at least two days per week</b>.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Commercial Internet/broadband providers <b>offer modest discounts</b> for rural or economically disadvantaged families.</li> <li><input type="checkbox"/> <b>Limited</b> content filtering operates on student and teacher devices off-premises.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Most</b> teachers and students have Internet/broadband access outside the school day <b>3-5 days per week</b>.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Commercial Internet/broadband providers <b>offer substantial discounts</b> for rural or economically disadvantaged families.</li> <li><input type="checkbox"/> <b>Sufficient</b> content filtering operates on student devices when they are off-premises.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>All</b> teachers and students have Internet/broadband access outside the school day <b>6-7 days a week</b>.</li> <li><input type="checkbox"/> 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><input type="checkbox"/> Commercial Internet/broadband providers <b>offer free service</b> for rural or economically disadvantaged families.</li> <li><input type="checkbox"/> <b>Sufficient</b> content filtering operates on student and teacher devices when they are off-premises.</li> </ul>

PROFESSIONAL LEARNING				
	Early	Developing	Advanced	Target
P1 Professional Development Focus	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development focuses on <i>sharing information about digital technology tools and resources</i>.</li> <li><input type="checkbox"/> Professional development on pedagogy in a digital learning environment <i>has not yet been provided</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <b>has not yet been provided on content-specific strategies for integrating digital technology into the curriculum</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development focuses on <i>engaging with digital technology tools and resources</i>.</li> <li><input type="checkbox"/> Professional development on pedagogy in a digital learning environment <i>introduces digital learning frameworks (e.g., TPACK, SAMR, 4Cs, etc.)</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <b>has been provided on content-specific strategies for integrating digital technology into the curriculum for CCSS subjects (ELA, mathematics)</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development focuses on <i>curriculum planning integrated with digital technology tools and resources</i>.</li> <li><input type="checkbox"/> Professional development 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><input type="checkbox"/> Digital learning-focused professional development <b>has been provided on content-specific strategies for integrating digital technology into the curriculum for ELA, mathematics, social studies, and science</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development focuses on <i>curriculum planning and student-learning activities integrated with digital technology tools and resources</i>.</li> <li><input type="checkbox"/> During professional development 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><input type="checkbox"/> Digital learning-focused professional development <b>has been provided on content-specific strategies for integrating digital technology into the curriculum for all subject areas</b>.</li> </ul>

PROFESSIONAL LEARNING				
	Early	Developing	Advanced	Target
P2 Professional Development Format	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development is typically delivered <i>in a large-group via lecture</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is designed to address <i>large group needs as determined by district goals or initiatives</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <i>does not yet include ongoing support through coaching, mentoring, or learning communities</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is <i>rarely delivered in face-to-face or synchronous settings</i>.</li> <li><input type="checkbox"/> Teachers <i>do not have the opportunity to discuss digital learning in professional learning community meetings</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development is typically delivered <i>in small group settings via lecture</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is designed to address <i>large group needs identified through perceptions of district leaders</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <i>includes ongoing support through coaching, mentoring, and/or learning communities</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings</i>.</li> <li><input type="checkbox"/> Teachers <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><input type="checkbox"/> Digital learning-focused professional development is typically delivered <i>in small group settings using an appropriate pedagogical strategy (e.g., job-embedded, ongoing, relevant, or sustainable)</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is designed to address <i>large group needs identified through data (e.g., surveys, teacher evaluations)</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <i>includes ongoing support through coaching, mentoring, and professional learning communities</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings and informal opportunities are encouraged</i>.</li> <li><input type="checkbox"/> Teachers <i>frequently share lessons and activities about digital learning in their regular professional learning communities (e.g., weekly common planning periods)</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Digital learning-focused professional development is typically delivered <i>in small group settings using multiple pedagogical strategies (e.g., job-embedded, ongoing, relevant, and sustainable)</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <i>is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations)</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development <i>includes ongoing support through peer observation, assessment, coaching, professional learning communities, and mentoring</i>.</li> <li><input type="checkbox"/> Digital learning-focused professional development is <i>delivered in face-to-face or synchronous settings and includes intentional opportunities for informal and anytime, anywhere learning</i>.</li> <li><input type="checkbox"/> Teachers <i>frequently share lessons and activities about digital learning in their regular professional learning communities, guiding their work with research-based framework (e.g., Marzano, DuFour, Senge, Hord, etc.)</i>.</li> </ul>
P3 Professional Development Participation	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers are <i>responsible for pursuing digital learning-focused professional development independently</i>.</li> <li><input type="checkbox"/> District provides information to administrators about opportunities for teacher professional development on digital learning.</li> <li><input type="checkbox"/> The district <i>has no additional CEU requirements specific to digital learning</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District provides <i>some digital learning-focused professional development typically available after school or during planning time</i>.</li> <li><input type="checkbox"/> Administrators attend professional development on digital learning with their teachers.</li> <li><input type="checkbox"/> The district <i>encourages teachers to pursue professional development opportunities specific to digital learning</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District provides <i>multiple opportunities to meet the professional development needs of all teachers, including some release time to participate in professional learning opportunities</i>.</li> <li><input type="checkbox"/> Administrators participate in professional development on leading digital learning initiatives.</li> <li><input type="checkbox"/> The district <i>requires 1 CEU specific to digital learning during a renewal cycle</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District provides <i>multiple and varied opportunities to meet the individual professional development needs of all teachers, including some release time to participate in professional learning opportunities</i>.</li> <li><input type="checkbox"/> Administrators participate in professional development on leading digital learning initiatives, including evaluating authentic digital learning.</li> <li><input type="checkbox"/> The district <i>requires 2 or more CEUs specific to digital learning during a renewal cycle</i>.</li> </ul>

CONTENT & INSTRUCTION				
	Early	Developing	Advanced	Target
C1 Educator Role	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shifts in educator role in a digital learning environment, in which teachers do more facilitation, <i>are not yet being addressed</i>.</li> <li><input type="checkbox"/> <i>Teachers do not demonstrate proficiency</i> with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the teacher level and are not systemic</i>.</li> <li><input type="checkbox"/> <b>Few</b> teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the school-leader level and are not systemic</i>.</li> <li><input type="checkbox"/> <b>Many</b> teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Shifts in the educator role in a digital learning environment, in which teachers do more facilitation, <i>are driven at the district level and are systemic</i>.</li> <li><input type="checkbox"/> <b>All</b> teachers demonstrate proficiency with the “NC Digital Learning Competencies for Teachers” (focus areas include: Leadership in Digital Learning, Digital Citizenship, Digital Content and Instruction, Data and Assessment).</li> </ul>
C2 Student-Centered Learning	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>do not participate in</i> digital learning activities that develop critical thinking, communication, collaboration, and creativity skills.</li> <li><input type="checkbox"/> Students <i>do not have the ability to</i> use digital tools to select their own learning paths.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have a few opportunities to participate in</i> digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</li> <li><input type="checkbox"/> Students <i>have few opportunities to</i> use digital tools to select personalized learning paths based on their learning differences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have many opportunities to participate in</i> digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</li> <li><input type="checkbox"/> Students <i>have many opportunities to</i> use digital tools to select personalized learning paths based on their learning differences.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have consistent opportunities participate in</i> digital learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</li> <li><input type="checkbox"/> Students <i>have consistent opportunities to</i> use digital tools to select personalized learning paths based on their learning differences.</li> </ul>
C3 Access to Digital Content	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>do not have access to</i> digital content and resources.</li> <li><input type="checkbox"/> Teachers <i>do not have access to</i> digital content and resources <i>for instructional use in the classroom</i>.</li> <li><input type="checkbox"/> Parents <i>do not have access to</i> teacher-generated and curated digital content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have few opportunities to</i> access digital content and resources.</li> <li><input type="checkbox"/> Teachers <i>have few opportunities to</i> access digital content and resources <i>for instructional use in the classroom</i>.</li> <li><input type="checkbox"/> Parents <i>have few opportunities to</i> access teacher-generated and curated digital content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have many opportunities to</i> access digital content and resources.</li> <li><input type="checkbox"/> Teachers <i>have consistent opportunities to</i> access digital content and resources <i>for instructional use in the classroom</i>.</li> <li><input type="checkbox"/> Parents <i>have many opportunities to</i> access <i>all</i> teacher-generated and curated digital content.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Students <i>have anytime/anywhere access to</i> digital content and resources.</li> <li><input type="checkbox"/> Teachers <i>have anytime/anywhere access to</i> digital content and resources <i>for instructional use throughout the entire school</i>.</li> <li><input type="checkbox"/> Parents <i>have consistent access to all</i> teacher-generated and curated digital content <i>and the work submitted by their students</i>.</li> </ul>

CONTENT & INSTRUCTION				
	Early	Developing	Advanced	Target
C4 Learning Management System (LMS)	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district <i>does not</i> have a policy regarding a learning management system.</li> <li><input type="checkbox"/> A learning management system <i>is not</i> used by teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district provides <i>flexibility and support</i> to schools in choosing a learning management system.</li> <li><input type="checkbox"/> A learning management system is used by <b>some</b> teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district provides an <i>integrated learning management system(s)</i> but not all schools are using it.</li> <li><input type="checkbox"/> A learning management system is used by <b>most</b> teachers.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> The district provides <i>support in implementing a comprehensive, integrated learning management system(s)</i> to help teachers plan and organize curriculum, provide student activities, and track students' progress.</li> <li><input type="checkbox"/> A district-provided learning management system is used by <b>all</b> teachers.</li> </ul>
C5 Curation & Development	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-supported digital content and instructional resources are selected <i>without teacher input</i>.</li> <li><input type="checkbox"/> Teachers <i>do not</i> have access to a <i>searchable repository</i> to share their curated and/or developed digital content.</li> <li><input type="checkbox"/> Teachers are not yet able to customize digital content aligned to their standards from any sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-supported digital content and instructional resources are selected <i>with teacher input</i>.</li> <li><input type="checkbox"/> Teachers <i>have</i> access to a <b>searchable grade-level or subject-area</b> repository to share their curated and/or developed digital content.</li> <li><input type="checkbox"/> Teachers are able to customize digital content aligned to their standards from <b>a few</b> sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-supported digital content and instructional resources are selected <i>with input from teachers and content/pedagogy experts</i>.</li> <li><input type="checkbox"/> Teachers <i>have</i> access to a <b>searchable school-level</b> repository to share their curated and/or developed digital content.</li> <li><input type="checkbox"/> Teachers are able to customize digital content aligned to their standards from <b>many</b> sources.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> District-supported digital content and instructional resources are selected <i>through a vetting process with input from teachers and content/pedagogy experts</i>.</li> <li><input type="checkbox"/> Teachers <i>have</i> access to a <b>searchable district-level</b> repository to share their curated and/or developed digital content.</li> <li><input type="checkbox"/> Teachers are able to customize digital content aligned to their standards from <b>unlimited</b> sources.</li> </ul>
C6 Data-Informed Instruction	<ul style="list-style-type: none"> <li><input type="checkbox"/> Teachers <i>do not yet</i> use digital tools to access a variety of data to inform instruction.</li> <li><input type="checkbox"/> Teachers <i>do not yet</i> engage in data-driven re-teaching.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Few</b> teachers use digital tools to access a variety of data to inform instruction.</li> <li><input type="checkbox"/> Teachers engage in <i>large group</i> data-driven re-teaching on a few key standards with which <i>the majority of students</i> are struggling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Many</b> teachers use digital tools to access a variety of data to inform instruction.</li> <li><input type="checkbox"/> Teachers engage in <i>small group</i> data-driven re-teaching on a few key standards with which <i>particular groups of students</i> are struggling.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>All</b> teachers use digital tools to access a variety of data to inform instruction.</li> <li><input type="checkbox"/> Teachers engage in <i>personalized</i> data-driven re-teaching to <i>individual students</i> who are struggling.</li> </ul>

DATA & ASSESSMENT				
	Early	Developing	Advanced	Target
D1 Data Systems	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner data storage plan is <i>not yet developed</i>.</li> <li><input type="checkbox"/> A process for collecting, managing, and accessing learner data <i>in place</i>.</li> <li><input type="checkbox"/> Learning and content tools do <i>not yet share assessment, grading, or analytics data with a central repository</i> (e.g. a learning management system or student information system).</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner data is <i>stored by individual teachers</i> according to school/district policy or procedure.</li> <li><input type="checkbox"/> A process for collecting, managing, and accessing learner data <i>is used by some educators and administrators</i>.</li> <li><input type="checkbox"/> <b>Some</b> learning and content tools <i>share assessment data with a central repository</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner data is <i>housed in centralized applications</i> but is <i>not accessible through a single portal</i>.</li> <li><input type="checkbox"/> A process for collecting, managing, accessing, and analyzing learner data <i>is used by some educators and administrators in real time</i>.</li> <li><input type="checkbox"/> <b>Most</b> learning and content tools <i>share assessment data with a central repository</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learner data is <i>housed in centralized applications</i> and is <i>accessible through a single portal</i>.</li> <li><input type="checkbox"/> Educators, administrators, parents, and students <i>access individualized learner data in real-time</i>.</li> <li><input type="checkbox"/> <b>Most</b> learning and content tools <i>share assessment and analytics data with a central repository</i>.</li> </ul>
D2 Learner Profiles	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student-level learner <i>profiles are not available district wide</i>.</li> <li><input type="checkbox"/> Teachers make <i>limited use of student data from state level systems</i>.</li> <li><input type="checkbox"/> School Administrators <b>make limited use</b> of student data from state level systems.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student learner <i>profiles exist district wide and include historical student performance data</i>.</li> <li><input type="checkbox"/> Teachers <i>use learner profiles to plan instruction at the classroom level</i>.</li> <li><input type="checkbox"/> School Administrators <b>use</b> learner profiles to make general plans to support <b>schoolwide instructional goals</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student learner profiles <i>exist district wide and include historical student performance data and real-time formative assessment data</i>.</li> <li><input type="checkbox"/> Teachers and students <i>use learner profiles to make just in time adjustments for differentiated instruction</i>.</li> <li><input type="checkbox"/> School Administrators <b>use</b> learner profiles to support <b>schoolwide instructional goals at the grade/subject level</b>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student learner profiles <i>exist district wide and include historical student performance data, real-time formative assessment data, information on student learning differences and other contextual out of school factors</i>.</li> <li><input type="checkbox"/> Teachers and students <i>use learner profiles to personalize learning at the student level</i>.</li> <li><input type="checkbox"/> School Administrators <b>use</b> learner profiles to support <b>schoolwide instructional goals at the classroom level</b>.</li> </ul>



DATA & ASSESSMENT				
	Early	Developing	Advanced	Target
<b>D3 Multiple &amp; Varied Assessments</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple and varied assessments are <i>not yet in place</i>.</li> <li><input type="checkbox"/> <b>A few</b> teachers use multiple and varied assessments at the classroom level as indicators of student learning.</li> <li><input type="checkbox"/> Teachers <i>independently</i> create multiple and varied assessments.</li> <li><input type="checkbox"/> Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas <i>are not yet in place</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple and varied assessments <i>are used to identify grade- or subject-level needs and strengths for learning goals</i>.</li> <li><input type="checkbox"/> <b>Most</b> teachers use multiple and varied assessments at the classroom level as indicators of student learning.</li> <li><input type="checkbox"/> Teachers <i>collaborate informally</i> to create multiple and varied assessments.</li> <li><input type="checkbox"/> Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas <i>are in place in individual classrooms</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple and varied assessments are <i>embedded into instruction and are used to identify classroom-level needs and strengths for learning goals</i>.</li> <li><input type="checkbox"/> <b>Schools encourage and support</b> the use of multiple and varied assessments as indicators of student learning.</li> <li><input type="checkbox"/> Teachers <i>work across grade- or subject-level teams</i> to create multiple and varied assessments.</li> <li><input type="checkbox"/> Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas <i>are in use and are vertically-aligned at the school level</i>.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Multiple and varied assessments are <i>embedded into instruction and are used to identify individual student needs and strengths for learning goals</i>.</li> <li><input type="checkbox"/> <b>Districts encourage and support</b> the use of multiple and varied assessments as indicators of student learning.</li> <li><input type="checkbox"/> Teachers <i>work district wide in grade- or subject-level teams</i> to create multiple and varied assessments.</li> <li><input type="checkbox"/> Rubrics that measure critical thinking, communication, collaboration, and creativity across content areas <i>are in use and are vertically-aligned at the district level</i>.</li> </ul>

## Appendix A. 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 <i>(adapted from p21.org)</i>

Rubric Term	Definition
<b>Communication</b>	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 ( <i>adapted from p21.org</i> )
<b>Confidentiality policies</b>	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
<b>Creativity</b>	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 ( <i>adapted from p21.org</i> )
<b>Critical thinking</b>	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 ( <i>adapted from p21.org</i> )
<b>Data privacy</b>	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
<b>Digital competencies</b>	At of the publication of this document, the North Carolina Department of Public Instruction was in the process, but had not yet completed, two formal sets of “North Carolina Digital Learning Competencies” – a set for teachers and a set for administrators
<b>Digital learning</b>	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

Rubric Term	Definition
<b>Discretionary funds</b>	Monies specifically allocated to cover unforeseen costs as well as to fund those efforts and initiatives that may not require their own budget line
<b>FERPA</b>	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
<b>Formal pathways</b>	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
<b>Formative assessment</b>	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
<b>Informal pathways</b>	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
<b>Instructional technology facilitator</b>	An instructional coach who supports teachers with the selection, training, and implementation of digital tools into classroom instruction
<b>Job-embedded</b>	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 ( <i>adapted from Croft, et al., 2010</i> )
<b>Just-in-time learning</b>	The acquisition of knowledge or skills at the times they are needed rather than in advance or following
<b>Learner profiles</b>	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
<b>Learning management system (LMS)</b>	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

Rubric Term	Definition
<b>Learning modalities</b>	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
<b>Main distribution frame (MDF)</b>	The location and equipment for connecting external connections (internet/WAN connection) to the internal network
<b>Maker spaces</b>	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 ( <i>adapted from Educause Education Learning Initiative "7 Things About Makerspaces"</i> )
<b>Managed services</b>	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.
<b>Parent portal</b>	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.
<b>Performance degradation</b>	A deterioration in network reliability or speed caused by factors such as interference or heavy use
<b>Performance-based assessment</b>	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
<b>Professional learning</b>	<p>High quality professional learning, in most ideal form, is personalized, job-embedded, ongoing, and interactive; <i>Learning Forward (learningforward.org)</i>, national leader for educator professional development, has outlined 7 standards for professional learning that increases educator effectiveness and results for all students:</p> <ul style="list-style-type: none"> <li>- occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment;</li> <li>- requires skillful leaders who develop capacity, advocate, and create support systems for professional learning;</li> <li>- requires prioritizing, monitoring, and coordinating resources for educator learning;</li> <li>- uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning;</li> <li>- integrates theories, research, and models of human learning to achieve its intended outcomes;</li> <li>- applies research on change and sustains support for implementation of professional learning for long-term change; and</li> <li>- aligns its outcomes with educator performance and student curriculum standards</li> </ul>
<b>Project-based learning</b>	<p>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; <i>The Buck Institute (bie.org)</i>, national leader for project-based learning, outlines the following 7 Essential Project Design Elements for Gold Standard PBL:</p> <ul style="list-style-type: none"> <li>- challenging problem or question</li> <li>- sustained inquiry</li> <li>- authenticity</li> <li>- student voice and choice</li> <li>- reflection</li> <li>- critique and revision</li> <li>- public product</li> </ul> <p>The Buck Institute also outlines the following Teaching Practices for Gold Standard PBL:</p> <ul style="list-style-type: none"> <li>- design and plan</li> <li>- align to standards</li> <li>- build the culture</li> <li>- manage activities</li> <li>- scaffold student learning</li> <li>- assess student learning</li> <li>- engage and coach</li> </ul>
<b>Refresh cycles</b>	A regular, consistent schedule for replacing technology equipment



Rubric Term	Definition
<b>Responsible Use policies</b>	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
<b>SAMR</b>	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)
<b>Shared vision</b>	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
<b>Summative assessment</b>	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
<b>Synchronous</b>	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
<b>Terms of Use policies</b>	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
<b>Total cost of ownership</b>	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
<b>TPACK</b>	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

<b>Rubric Term</b>	<b>Definition</b>
<b>Two-way communication</b>	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
<b>Vertically-aligned</b>	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 B. Scoring Sheet

District Name: \_\_\_\_\_

Date Rubric Completed: \_\_\_\_\_

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

District administrators:

\_\_\_\_\_

School administrators:

\_\_\_\_\_

Teachers:

\_\_\_\_\_

Other:

\_\_\_\_\_

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	
L2 Personnel	
L3 Communication & Collaboration	
L4 Sustainability	
L5 Policy	
L6 Continuous Improvement	
L7 Procurement	
<b>Overall Leadership Score</b>	

Technology Infrastructure & Devices	Score
T1 School Networks	
T2 End-User Devices	
T3 Learning Environments	
T4 Technical Support	
T5 Network Services	
T6 Outside of Schools	
<b>Overall Tech Infrastructure &amp; Devices Score</b>	

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

Content & Instruction	Score
C1 Educator Role	
C2 Student Centered Learning	
C3 Access to Digital Content	
C4 Learning Management System (LMS)	
C5 Curation & Development	
C6 Data-Informed Instruction	
<b>Overall Content &amp; Instruction Score</b>	

Data & Assessment	Score
D1 Data Systems	
D2 Learner Profiles	
D3 Multiple & Varied Assessments	
<b>Overall Data &amp; Assessment Score</b>	

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

Digital Learning Progress	Score
Leadership	
Technology Infrastructure & Devices	
Professional Learning	
Curriculum & Instruction	
Data & Assessment	
<b>Overall DLP District Rubric Score</b>	

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

**EARLY** (0-25)

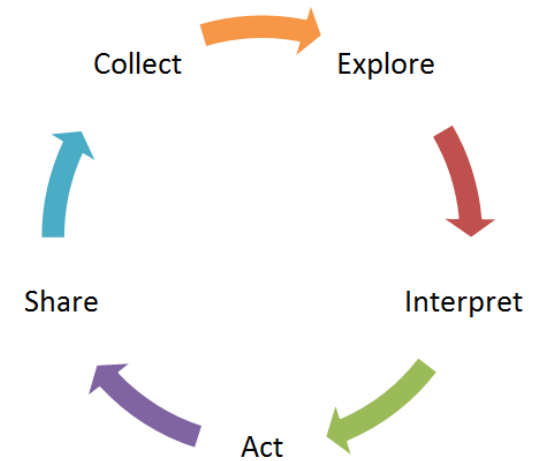
**DEVELOPING** (26-50)

**ADVANCED** (51-75)

**TARGET** (76-100)

## 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
<p><b>Explore</b></p>	<ul style="list-style-type: none"> <li>• <i>Do your rubric results resonate?</i></li> <li>• <i>Any surprises? Why?</i></li> <li>• <i>Any disappointments? Why?</i></li> <li>• <i>Do you see any correlation or inconsistencies between the rubric results and other data you have? Why do you think this is the case?</i></li> </ul>
	<p><i>Identify 3-4 questions that emerge as you review your data.</i></p>
<p><b>Interpret</b></p>	<ul style="list-style-type: none"> <li>• <i>What do the results mean? How would you summarize the data?</i></li> <li>• <i>What is working really well in your district? What is not?</i></li> <li>• <i>What are the critical points or trends you saw in the data?</i></li> <li>• <i>At your district, who needs to be involved in a discussion about this data? How can you engage teachers and other stakeholders?</i></li> </ul>



PHASE	GUIDING QUESTIONS
	<i>Document at least 3 takeaways from your review of your data.</i>
<b>Act</b>	<ul style="list-style-type: none"> <li>• <i>What does this rubric data tell you about efforts you should prioritize now? Next school year?</i></li> <li>• <i>What changes are you going to make based on this data?</i></li> <li>• <i>How do these data inform local policy?</i></li> </ul>
	<i>Identify two things you should do based on the data and who in your district should be involved in next steps.</i>
<b>Share</b>	<ul style="list-style-type: none"> <li>• <i>How should you share your interpretation of the data with staff? Parents? School board?</i></li> <li>• <i>Who should have this information?</i></li> <li>• <i>How can your data support current or ongoing initiatives in your district?</i></li> <li>• <i>What is your vision for getting additional input as you go through the planning process?</i></li> </ul>
	<i>Note how and with whom this data should be shared.</i>
<b>Collect</b>	<ul style="list-style-type: none"> <li>• <i>What local data do you already have available?</i></li> <li>• <i>What new data do you need to collect?</i></li> <li>• <i>What about qualitative data?</i></li> </ul>
	<i>List other data you already have available and additional data that you need.</i>

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