

**Description:**

This instrument has been developed to provide a snapshot of progress of the *elements* that support system wide innovation and technology enabled pedagogical practice. The benchmarks provided have been adapted from the Ministry 21c Digital Learning Benchmarks and the ISTE Conditions. Data collected through the instrument is perceptual in nature and is intended to serve as the foundation of a conversation with system and school level leadership about opportunities for growth and exploration relating to the elements of leadership, pedagogy and the sustainability of professional practice that supports digital learning.

**Procedure:**

This tool is intended to be used as the foundation of a facilitated conversation amongst those in system and school level leadership positions. Guidelines for the conversation include:

- conducted in a 1:1 context
- would take between 20-30 minutes to complete
- involves a discussion of the elements and an assessment of current level of progress within each area.

It should be noted that this tool is **not** intended to serve as a summative assessment of progress, but rather, should provide a “snapshot” in time of development in these areas. Snapshots should be conducted on an interval basis, with a minimum of **two** snapshots being conducted throughout the course of the academic year.

**Analysis:**

Data collected through the instrument will be aggregated in order to capture a holistic representation of perspectives of those within a board context. As data is collected, a visualization will be provided that identifies the mean for perceived progress in each of the elements. Analysis of data should focus on tracking growth in each of the areas and identifying opportunities for development. To assist with this process, the instrument will provide **Insights** based on the current progress in each of the benchmarks that would support growth in that area.

**Instructions for Facilitation:**

The following is provided as guidelines for the facilitation of the benchmark review.

- Where appropriate, provide an introduction and overview of the instrument and its purpose.
- Identify the element and review the description provided
- Respondents should be encouraged to carefully consider all of the different examples within each benchmark and provide an honest reflection of the degree to which that each example has been developed.
- Record the “level” of progress indicated by the respondent

Upon completion of the discussion the facilitator should review the responses provided to ensure accuracy and submit the form.

## Digital Learning Benchmarks

Element	Description	Benchmark
<b>Leadership</b>		
<b>Shared Vision</b>	Leadership engages community stakeholders (teachers and support staff, school and district administrators, teacher educators, students, parents and the community) in the development of a system wide vision for creating a culture of innovation that leverages ICT in order to support the holistic development of the learner.	<ul style="list-style-type: none"> <li>• The leadership team collaborates to develop goals and strategies for an effective digital learning initiative.</li> <li>• Leadership is shared or distributed with different staff members taking on leadership roles with digital learning, professional learning, digital content, and/or instruction.</li> <li>• Digital learning approaches are aligned with district structures, goals, funding, educator roles, and student demographics.</li> <li>• Digital learning is a core component of district improvement plans and technology plans.</li> <li>• Leaders consistently model best practices in the use of digital resources.</li> </ul>
<b>Collaborative Leadership (Communication &amp; Collaboration)</b>	Stakeholders at all levels within the system (SO, Principals, Teachers, Students and Parents) are empowered to demonstrate leadership regarding the integration of educational technology.	<ul style="list-style-type: none"> <li>• There is a dynamic and on-going consensus building process for establishing and revising a proactive, plan for supporting technology in teaching and learning in the school community.</li> <li>• Multiple means of technology (e.g., telecommunications, social media, learning management systems, parent portals, the district website) are used to communicate, solicit feedback, interact, and collaborate with all stakeholders</li> <li>• Stakeholders and all levels are able to make critical decisions about their own learning and teaching, help each other solve problems, and enact change within and across their own spheres of influence.</li> </ul>
<b>Community Engagement</b>	The school and community are integral to the mission and vision of each other. An atmosphere reflecting reciprocity in teaching and learning – assisting and informing each other exists. Teachers are actively involved in community-based, technology-rich experiences in the process of learning content.	<ul style="list-style-type: none"> <li>• Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of ICT and digital learning resources.</li> <li>• Well designed strategies are used to engage the community at large, provide opportunities for community input, and seek volunteers to assist with promoting digital learning.</li> <li>• Strategic partnerships with the community are leveraged to support digital learning initiatives.</li> <li>• Parents/guardians have access to real time information about their children’s assignments, activities, and achievement to facilitate parent involvement and advocacy at school.</li> </ul>
<b>Support Policies</b>	Policies, accountability measures and incentive structures support the use of ICT and other digital resources for both learning and district/school operations. Policies and initiatives at the national, provincial and local levels support the effective implementation of technology for achieving curriculum standards.	<ul style="list-style-type: none"> <li>• Alignment with ministry policies relating to the integration of technology within the learning environment have been established and communicated.</li> <li>• District and school policies, including acceptable or responsible use, have been reviewed and revised as needed to support digital learning and mobile technologies.</li> <li>• Policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments are in place.</li> <li>• Communication around policies related to data privacy and digital learning exists in multiple formats and is designed for specific audiences of parents, teachers, and students.</li> </ul>
<b>Implementation</b>	All stakeholders follow a systematic plan aligned with a shared vision for supporting student learning through the infusion of information and communication technology (ICT) and digital learning resources.	<ul style="list-style-type: none"> <li>• All stakeholders share an understanding of, and commitment to the board’s vision for the infusion of educational technology and digital learning resources.</li> <li>• An implementation plan that addresses every aspect of the program, from infrastructure to professional development, has been developed with input from all stakeholders within the community</li> <li>• There is an ongoing process for measuring the effectiveness of the implementation, reporting back to the community and making necessary adjustments.</li> </ul>
<b>Measurement of Continuous Improvement</b>	There is a systematic and ongoing process for collecting, analyzing and visualizing data relating to instructional practice, professional learning, student learning and the use of digital resources.	<ul style="list-style-type: none"> <li>• A team of stakeholders (including district leaders) develop evaluation plans of digital learning initiatives.</li> <li>• Multiple sources of data are used to evaluate the implementation and impact of digital learning initiatives.</li> <li>• Digital learning initiatives are continuously improved based on results of the ongoing evaluation.</li> </ul>
<b>Pedagogy</b>		
<b>Ongoing Professional Development</b>	A plan for professional learning has been developed that provides educators with ongoing access to technology related professional learning that is relevant to the context in which they work.	<ul style="list-style-type: none"> <li>• Is personalized based on participants’ professional learning needs identified through data (e.g., surveys, teacher evaluations).</li> <li>• Educators participate in at least 50 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable.</li> <li>• A professional development plan has been developed and is financially supported by the educational agency with necessary resources provided.</li> <li>• Professional development opportunities are regularly evaluated and revised with innovative input from participants who are encouraged to design new opportunities.</li> </ul>
<b>Professional Learning Communities</b>	Educators regularly collaborate in professional learning communities and are given time to share, create, or vet instructional content, strategies, and assessments.	<ul style="list-style-type: none"> <li>• Participation in professional learning communities is ongoing and involves peer observation, assessment, coaching, and mentoring.</li> <li>• The professional learning plan provides varied opportunities for engagement in PLC’s in order to meet the individual professional development needs of all educators.</li> <li>• Engagement in PLC’s are planned, implemented, and evaluated to align to all digital competencies for educators.</li> <li>• The focus of district wide PLC’s is diverse and focus’ on leadership, pedagogy and the learning environment.</li> </ul>
<b>Student Centred Learning</b>	Teachers routinely adopt a student-centered approach to learning that follows a constructivist pedagogy and allows students to create/identify/construct their own learning journey.	<ul style="list-style-type: none"> <li>• Instructional strategies are guided by the standards of Universal Design for Learning and technology is used to support planning, instruction and assessment for/as/of learning.</li> <li>• Students frequently participate in learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</li> <li>• Students are able to select personalized learning paths based on their learning differences.</li> <li>• Student use of technology facilitates the exploration of problems or scenarios that are authentic and meaningful and enable innovative solutions to complex problems.</li> </ul>
<b>Pedagogical Framework (Educator Role)</b>	Educators demonstrate a deep understanding of pedagogy and have the skills, resources, and support necessary to select and apply technologies and digital content based on the needs of individual learners.	<ul style="list-style-type: none"> <li>• Educators are facilitators of learning rather than the sole providers of information and knowledge.</li> <li>• Educators utilize learner profiles and formative assessments to make realtime instructional decisions to meet the needs of each student.</li> <li>• Educators have skills to seamlessly integrate and support their use of digital content in curriculum design.</li> <li>• Shifts in the educator role in a digital learning environment are driven at the district level.</li> </ul>
<b>Learning Environments (Design and Sustainability)</b>		
<b>Skilled Personnel</b>	All educators, support staff and system leaders have access to reliable assistance for maintaining, renewing and using ICT and digital learning resources and have received appropriate training and skill development in the selection and effective use of appropriate ICT resources that support student learning.	<ul style="list-style-type: none"> <li>• Leaders reallocate human resources (e.g., teacher leaders, instructional coaches) to build capacity and support the shared digital learning vision.</li> <li>• Leadership sees digital competencies as essential in staff recruitment, hiring, evaluation, and retention practices.</li> <li>• Educators have “just in time” access to instructional support staff to help them fully utilize digital learning in their teaching.</li> <li>• Multiple pathways are in place for educators to demonstrate leadership for digital learning and hybrid roles are considered for educators demonstrating competencies in digital learning.</li> <li>• An engagement plan has been developed that supports the development of digital literacy skills for parents and other community members.</li> </ul>
<b>Financial Sustainability</b>	A sustainable commitment has been made to providing funds that are dedicated to the procurement of hardware and software that supports student learning, develops and maintains IT infrastructure, acquires and develops specialized personnel, develops digital resources, and provides opportunities for professional learning for stakeholders.	<ul style="list-style-type: none"> <li>• The board has a longterm funding plan that includes ongoing funding for digital learning as a core operating cost.</li> <li>• The board has a sustainability plan for digital learning, supported by all stakeholders, that identifies priorities and drives decisions to meet the goals and objectives defined by the district improvement plan.</li> <li>• The board uses managed services to support digital learning functions that are cost efficient and effective.</li> </ul>
<b>Digital Access</b>	All students, teachers, staff and school leaders share equitable access to robust and reliable connectivity as well as to emerging technologies and digital resources. The school district jointly supports on-demand-access to technology resources-hardware and software, telecommunications and other online resources for students and teachers including classroom, home, and community access.	<ul style="list-style-type: none"> <li>• Students have anytime/anywhere access to digital resources with a rich variety of media types (e.g., streaming video, podcasts, animation, etc.) for consumption and creation of information.</li> <li>• Educators have anytime/anywhere access to digital content and resources and seamlessly integrate selected resources appropriately.</li> <li>• The district has created a process for vetting digital content and instructional resources, seeking input from teachers, students, and parents.</li> <li>• Procured content has a flexible licensing model that allows for transferability between students and educators, or is based on the total enrolment of the school.</li> </ul>
<b>Digital Curriculum</b>	Content standards and related digital curriculum resources align with and support digital learning and the development of skills and knowledge appropriate for 21c learning.	<ul style="list-style-type: none"> <li>• All students have access to a variety of courses and course content that meets their learning needs, including online courses.</li> <li>• A comprehensive learning management system is in place to facilitate anywhere/anytime access to instructional materials and student/teacher communication.</li> <li>• Teacher created digital content is stored centrally and can be shared as appropriate.</li> <li>• Administrators and teachers regularly share innovative ideas for use of technology resources to support standards-based instruction.</li> </ul>

Response statement:

Please identify the stage of development that reflect current progress to date as it relates to \_\_\_\_\_.

### Digital Learning Benchmarks

Element	Stage 1: Define	Stage 2: Develop	Stage 3: Expand	Stage 4: Sustain
<b>Leadership</b>				
<b>Shared Vision</b>	<ul style="list-style-type: none"> <li>Leadership has the basic awareness of the potential of digital learning in education to lead to personalized learning for students.</li> <li>Staff and leadership are exploring different uses for and approaches to digital learning.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership has a relatively in depth understanding of digital learning, is developing a shared vision among educators, and is beginning to build buy in for digital learning to lead to personalized learning for students.</li> <li>A digital learning approach is being piloted based on district structure, funding, educator roles, and student demographics.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership has an in depth understanding of digital learning, communicates and implements a shared vision among educators and community stakeholders.</li> <li>Leadership obtains buy in for comprehensive use of digital learning to lead to personalized learning for students.</li> <li>The digital learning approach is appropriate to some aspects of district structure, funding, educator roles, and student demographics.</li> <li>The district has developed a technology plan independent of the district improvement plan.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership promotes a shared vision for innovation with digital, personalized learning among all educators and stakeholders.</li> <li>The leadership team collaborates to develop goals and strategies for an effective digital learning initiative.</li> <li>Leadership is shared or distributed with different staff members taking on leadership roles with digital learning, professional learning, digital content, and/or instruction. Digital learning approaches are aligned with district structures, goals, funding, educator roles, and student demographics.</li> <li>Digital learning is a core component of district improvement plans and technology plans.</li> <li>Leaders consistently model best practices in the use of digital resources.</li> </ul>
<b>Collaborative Leadership (Communication &amp; Collaboration)</b>	<ul style="list-style-type: none"> <li>School leaders use technology for limited written communication with educators and parents.</li> </ul>	<ul style="list-style-type: none"> <li>Some technology (e.g., email, the district website) is used for communication and collaboration among colleagues, staff, parents, students, and the community.</li> </ul>	<ul style="list-style-type: none"> <li>Technology is used to communicate, solicit feedback, and collaborate with stakeholders.</li> <li>Current tools and systems are used for communication, management of schedules and resources, performance assessments, and professional development.</li> </ul>	<ul style="list-style-type: none"> <li>There is a dynamic and on-going consensus building process for establishing and revising a proactive, plan for supporting technology in teaching and learning in the school community.</li> <li>Multiple means of technology (e.g., telecommunications, social media, learning management systems, parent portals, the district website) are used to communicate, solicit feedback, interact, and collaborate with all stakeholders.</li> <li>Stakeholders and all levels are able to make critical decisions about their own learning and teaching, help each other solve problems, and enact change within and across their own spheres of influence.</li> </ul>
<b>Community Engagement</b>	<ul style="list-style-type: none"> <li>Communication with the community at large is typically one direction and by one type of media from the district and rarely leads to collaboration or discourse.</li> <li>Parents/guardians receive information about their students on a quarterly basis through report cards.</li> </ul>	<ul style="list-style-type: none"> <li>Communication with the community at large is through multiple media and may involve sharing some information that is not yet final in an effort to seek feedback and discourse.</li> <li>Partnerships with the community are connected to specific events or initiatives.</li> <li>Parents/guardians have limited access to information about their students.</li> </ul>	<ul style="list-style-type: none"> <li>Communication with the community at large involves multiple media and is specifically designed to solicit feedback and engage community members in meaningful discussions about digital learning.</li> <li>Partnerships with the community are ongoing and with a small number of organizations or individuals.</li> <li>Parents/guardians have access to periodic information about their children's achievement to facilitate parent involvement and advocacy at school.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of ICT and digital learning resources.</li> <li>Well designed strategies are used to engage the community at large, provide opportunities for community input, and seek volunteers to assist with promoting digital learning.</li> <li>Strategic partnerships with the community are leveraged to support digital learning initiatives.</li> <li>Parents/guardians have access to real time information about their children's assignments, activities, and achievement to facilitate parent involvement and advocacy at school.</li> </ul>
<b>Support Policies</b>	<ul style="list-style-type: none"> <li>Data privacy and confidentiality policies are not yet in place.</li> <li>District and school policies, including acceptable or responsible use, have not been updated to address mobile technologies.</li> <li>District leaders have not yet considered policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments.</li> <li>Policies and filters prevent students and teachers from access to many educational resources.</li> </ul>	<ul style="list-style-type: none"> <li>Data privacy and confidentiality policies are in the process of being developed.</li> <li>Policies addressing federal and state requirements (e.g., FERPA, CIPA) for responsible use by students and staff have been developed, but not fully communicated and implemented for all students, parents, and staff.</li> <li>District and school policies, including acceptable or responsible use, have been reviewed, and revisions to address mobile technologies and other updates are being considered.</li> <li>District leaders are beginning to consider policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments.</li> <li>Policies and filters prevent students and teachers from access to some educational resources.</li> </ul>	<ul style="list-style-type: none"> <li>Data privacy and confidentiality policies are in place and are in the process of being communicated to all members of the school community.</li> <li>Policies addressing federal and state requirements (e.g., FERPA, CIPA) for responsible use by students and staff have been developed and communicated to all students, parents, and staff.</li> <li>District and school policies, including acceptable or responsible use, have been reviewed and revised to support digital learning and address mobile technologies.</li> <li>District leaders are beginning to review and explore policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments.</li> <li>Barriers to access by students and teachers to appropriate educational resources have been addressed.</li> </ul>	<ul style="list-style-type: none"> <li>Alignment with ministry policies relating to the integration of technology within the learning environment have been established and, communicated.</li> <li>District and school policies, including acceptable or responsible use, have been reviewed and revised as needed to support digital learning and mobile technologies.</li> <li>Policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments are in place.</li> <li>Communication around policies related to data privacy and digital learning exists in multiple formats and is designed for specific audiences of parents, teachers, and students.</li> </ul>
<b>Implementation</b>	<ul style="list-style-type: none"> <li>Individuals at the board level are engaging in discussions that would define and establish the board's vision for the infusion of educational technology and digital learning resources.</li> <li>An plan for engaging all stakeholders in the community in the development of an implementation plan has been articulated.</li> </ul>	<ul style="list-style-type: none"> <li>Board level leadership shares an understanding of, and commitment to the board's vision for the infusion of educational technology and digital learning resources.</li> <li>An implementation plan that addresses every aspect of the program, from infrastructure to professional development, has been developed with input from all stakeholders within the community</li> </ul>	<ul style="list-style-type: none"> <li>Board and School level leadership share an understanding of, and commitment to the board's vision for the infusion of educational technology and digital learning resources.</li> <li>An implementation plan that addresses every aspect of the program, from infrastructure to professional development, has been developed with input from all stakeholders within the community</li> <li>A team of stakeholders have been brought together to identify a measurement plan that assesses the progress of the boards vision.</li> </ul>	<ul style="list-style-type: none"> <li>All stakeholders share an understanding of, and commitment to the board's vision for the infusion of educational technology and digital learning resources.</li> <li>An implementation plan that addresses every aspect of the program, from infrastructure to professional development, has been developed with input from all stakeholders within the community</li> <li>There is an ongoing process for measuring the effectiveness of the implementation, reporting back to the community and making necessary adjustments.</li> </ul>
<b>Measurement of Continuous Improvement</b>	<ul style="list-style-type: none"> <li>The district is not yet considering evaluation plans of digital learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>District leaders are considering evaluation plans of digital learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>District leaders have begun to develop evaluation plans of digital learning initiatives.</li> <li>Limited sources of data are used to evaluate the implementation of digital learning initiatives.</li> <li>Digital learning initiatives are improved based upon summative results of the evaluation.</li> </ul>	<ul style="list-style-type: none"> <li>A team of stakeholders (including district leaders) develop evaluation plans of digital learning initiatives.</li> <li>Multiple sources of data are used to evaluate the implementation and impact of digital learning initiatives.</li> <li>Digital learning initiatives are continuously improved based on results of the ongoing evaluation.</li> </ul>
<b>Pedagogy</b>				
<b>Ongoing Professional Development</b>	<ul style="list-style-type: none"> <li>Professional development activities are planned and implemented to address digital learning in general, but do not specifically address the digital competencies for educators.</li> <li>Professional development resources lack specificity and focus on standardized, scripted teaching strategies.</li> <li>Is designed to address large group needs as determined by district goals or initiatives.</li> <li>Is delivered face to face or in a synchronous setting.</li> <li>Educators participate in at least 10 hours of professional development or in the equivalent of competency based professional learning opportunities per year, to meet their individual professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development activities are planned and implemented to align to at least one of the digital competencies for educators</li> <li>Professional development resources occasionally focus on digital learning strategies for specific types of student learners.</li> <li>Is designed to address large group needs identified through perceptions of district leaders.</li> <li>Is delivered face to face or in a synchronous setting.</li> <li>Educators participate in at least 20 hours of professional development or in the equivalent of competency based professional learning opportunities per year, to meet their individual professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Professional development activities are planned, implemented, and evaluated to align to at least two of the digital competencies for educators:</li> <li>Professional development resources frequently focus on digital learning strategies for specific types of student learners.</li> <li>Is designed to address large group needs identified through data (e.g., surveys, teacher evaluations).</li> <li>Is sometimes ongoing with coaching, professional learning communities, and mentoring.</li> <li>Is typically delivered face to face or in a synchronous setting, but informal opportunities are encouraged.</li> <li>Educators participate in at least 35 hours of professional development or in the equivalent of competency based professional learning opportunities per year, to meet their individual professional development needs.</li> </ul>	<ul style="list-style-type: none"> <li>Is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations).</li> <li>Educators participate in at least 50 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable.</li> <li>A professional development plan has been developed and is financially supported by the educational agency with necessary resources provided.</li> <li>Professional development opportunities are regularly evaluated and revised with innovative input from participants encouraged to design new opportunities.</li> </ul>
<b>Professional Learning Communities</b>	<ul style="list-style-type: none"> <li>Educators occasionally share lessons and activities through infrequent common planning and professional learning community meetings.</li> </ul>	<ul style="list-style-type: none"> <li>In their professional learning communities, educators occasionally share student-centered lessons and activities that promote higherlevel thinking.</li> </ul>	<ul style="list-style-type: none"> <li>In their professional learning communities, online and offline, educators frequently share new or improved student centered units, lessons, and/or activities that promote higherlevel thinking.</li> </ul>	<ul style="list-style-type: none"> <li>Participation in professional learning communities is ongoing through peer observation, assessment, coaching, professional learning communities, and mentoring.</li> <li>The professional learning plan provides multiple and varied opportunities for engagement in PLC's in order to meet the individual professional development needs of all educators.</li> <li>Engagement in PLC's are planned, implemented, and evaluated to align to all digital competencies for educators.</li> <li>The focus of district wide PLC's is diverse and focus' on leadership, pedagogy and the learning environment.</li> </ul>
<b>Student Centred Learning</b>	<ul style="list-style-type: none"> <li>Students participate in learning activities that generally require rote memorization or simple recall.</li> <li>Students have little flexibility to select their own learning paths.</li> </ul>	<ul style="list-style-type: none"> <li>Students infrequently or separately participate in learning activities that develop critical thinking, communication, collaboration, and creativity skills.</li> <li>Some students are able to select personalized learning paths based on their learning differences.</li> </ul>	<ul style="list-style-type: none"> <li>Students sometimes participate in learning activities that partially integrate critical thinking, communication, collaboration, and creativity skills.</li> <li>Many students are able to select personalized learning paths based on their learning differences.</li> </ul>	<ul style="list-style-type: none"> <li>Instructional strategies are guided by the standards of universal design for learning and technology is used to support planning, instruction and assessment for/as/of learning.</li> <li>Students frequently participate in learning activities that integrate critical thinking, communication, collaboration, and creativity skills.</li> <li>Students are able to select personalized learning paths based on their learning differences.</li> <li>Student use of technology facilitates the exploration of problems or scenarios that are authentic and meaningful and enable innovative solutions to complex problems.</li> </ul>
<b>Pedagogical Framework (Educator Role)</b>	<ul style="list-style-type: none"> <li>Educators select and apply technology and digital content based on their familiarity of the resources.</li> <li>Educators are considered the primary providers of information and knowledge in the classroom.</li> <li>Educators rarely integrate digital content into curriculum design.</li> </ul>	<ul style="list-style-type: none"> <li>Some educators select and apply technologies and digital content based on the overall needs of the classroom.</li> <li>Some educators are facilitators of learning rather than the sole providers of information and knowledge.</li> <li>Some educators utilize learner profiles and formative assessments to make realtime instructional decisions to meet the needs of each student.</li> <li>Some educators seamlessly integrate digital content into curriculum design.</li> <li>Shifts in the educator role in a digital learning environment are driven at the teacher level.</li> </ul>	<ul style="list-style-type: none"> <li>Educators have the skills, resources, and support to select and apply technologies and digital content based on the overall needs of the classroom.</li> <li>Most educators are facilitators of learning rather than the sole providers of information and knowledge.</li> <li>Most educators utilize learner profiles and formative assessments to make realtime instructional decisions to meet the needs of each student.</li> <li>Most educators have skills to seamlessly integrate and support their use of digital content in curriculum design.</li> <li>Shifts in the educator role in a digital learning environment are driven at the school leader level and are not systemic.</li> </ul>	<ul style="list-style-type: none"> <li>Educators are facilitators of learning rather than the sole providers of information and knowledge.</li> <li>Educators utilize learner profiles and formative assessments to make realtime instructional decisions to meet the needs of each student.</li> <li>Educators have skills to seamlessly integrate and support their use of digital content in curriculum design.</li> <li>Shifts in the educator role in a digital learning environment are driven at the district level.</li> </ul>
<b>Learning Environments (Design and Sustainability)</b>				
<b>Skilled Personnel</b>	<ul style="list-style-type: none"> <li>Leadership recognizes that some staff members utilize digital learning to change instruction and encourages these educators to continue to expand their knowledge and skills around digital learning.</li> <li>Educators do not have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modelling, lesson planning).</li> <li>Leadership considers digital competencies as optional in staff recruitment, hiring, evaluation, and retention practices.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership encourages teacher leaders in the use of digital learning to share with other staff members and to model or coach digital learning to meet the needs of individual students.</li> <li>Educators occasionally have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modelling, lesson planning).</li> <li>Leadership emphasizes digital competencies, but does not use it as a primary factor for staff recruitment, hiring, evaluation, and retention practices.</li> </ul>	<ul style="list-style-type: none"> <li>Leadership is beginning to create roles or emphasize the importance of roles for teacher leaders or instructional coaches to help build capacity among other staff members.</li> <li>Educators frequently have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modelling, lesson planning).</li> <li>Leadership sees digital competencies as strengths in staff recruitment, hiring, evaluation, and retention practices.</li> </ul>	<ul style="list-style-type: none"> <li>Leaders reallocate human resources (e.g., teacher leaders, instructional coaches) to build capacity and support the shared digital learning vision.</li> <li>Leadership sees digital competencies as essential in staff recruitment, hiring, evaluation, and retention practices.</li> <li>Educators have "just in time" access to instructional support staff to help them fully utilize digital learning in their teaching.</li> <li>Multiple pathways are in place for educators to demonstrate leadership for digital learning and hybrid roles are considered for educators demonstrating competencies in digital learning.</li> <li>An engagement plan has been developed that supports the development of digital literacy skills for parents and other community members.</li> </ul>
<b>Financial Sustainability</b>	<ul style="list-style-type: none"> <li>Limited funds available for implementation of digital learning initiatives to meet the goals and objectives outlined in the district improvement plan.</li> <li>Stakeholders are not engaged in discussions about longterm funding plans for digital learning.</li> <li>The district leadership team is not considering options for supporting digital learning through managed services options (bundled content, SIS, LMS, mobile device management, PD, network, etc.).</li> </ul>	<ul style="list-style-type: none"> <li>Discretionary funds and/or funds reallocated from other programs are used to advance implementation of some digital learning initiatives to meet the goals and objectives defined by the district improvement plan.</li> <li>A team of stakeholders has been identified to create longterm funding plans; team members could include district leaders, parents, business and foundation representatives, and others.</li> <li>The district leadership team is exploring options for supporting digital learning through managed services options.</li> </ul>	<ul style="list-style-type: none"> <li>Discretionary funds and/or funds are used to advance implementation of most of the digital learning initiatives to meet the goals and objectives defined by the district improvement plan.</li> <li>A team of stakeholders is assembled to create longterm funding plans; team members could include district leaders, parents, business and foundation representatives, and others.</li> <li>The district leadership team has identified managed services options to support some digital learning initiatives.</li> </ul>	<ul style="list-style-type: none"> <li>The board has a longterm funding plan that includes ongoing funding for digital learning as a core operating cost.</li> <li>The board has a sustainability plan for digital learning, supported by all stakeholders, that identifies priorities and drives decisions to meet the goals and objectives defined by the district improvement plan.</li> <li>The board uses managed services to support digital learning functions that are cost efficient and effective.</li> </ul>
<b>Digital Access</b>	<ul style="list-style-type: none"> <li>Students have no access or limited access to digital content with rich media such as streaming video, podcasts, animation, etc.</li> <li>Educators have occasional access to digital content for instruction.</li> <li>Digital content is selected without teacher input.</li> <li>Procured content needs to be purchased annually for each student and teacher and is not transferrable between students as needed.</li> <li>Parents have limited access to the digital content available to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Students have scheduled access to digital content with rich media such as streaming video, podcasts, animation, etc.</li> <li>Educators have regular access to digital content in the classroom for instruction.</li> <li>Digital content is selected with limited teacher input.</li> <li>Annually licensed digital content is purchased based on an enrolment count, and not licensed to students and teachers.</li> <li>Procured content which is not annually licensed is purchased one time on a nontransferrable license.</li> <li>Parents have access to view some of the digital content available to their students.</li> </ul>	<ul style="list-style-type: none"> <li>Students have anytime/anywhere access to digital content with rich media such as streaming video, podcasts, animation, etc.</li> <li>Educators have regular access to digital content in various instructional settings (e.g., school, home, community).</li> <li>Educators and students have input into the selection of digital content.</li> <li>Procured content has a flexible licensing model that is based on the number of concurrent users.</li> <li>Parents have access to view digital content with students.</li> </ul>	<ul style="list-style-type: none"> <li>Students have anytime/anywhere access to digital resources with a rich variety of media types (e.g., streaming video, podcasts, animation, etc.) for consumption and creation of information.</li> <li>Educators have anytime/anywhere access to digital content and resources and seamlessly integrate selected resources appropriately.</li> <li>The district has created a process for vetting digital content and instructional resources, seeking input from teachers, students, and parents.</li> <li>Procured content has a flexible licensing model that allows for transferability between students and educators, or is based on the total enrolment of the school.</li> </ul>
<b>Digital Curriculum</b>	<ul style="list-style-type: none"> <li>Students do not have readily available access to a variety of courses and course content that meets their learning needs.</li> <li>Students do not have access to online courses or are actively discouraged from taking them.</li> <li>Teachers do not use a learning management system.</li> </ul>	<ul style="list-style-type: none"> <li>Students have very limited access to a variety of courses and course content that meets their learning needs, including online courses.</li> <li>Some teachers use the learning management system of their choice.</li> </ul>	<ul style="list-style-type: none"> <li>Most students have access to a variety of courses and course content that meets their learning needs, including online courses.</li> <li>The district provides a suite of different applications to serve as a learning management system.</li> </ul>	<ul style="list-style-type: none"> <li>All students have access to a variety of courses and course content that meets their learning needs, including online courses.</li> <li>A comprehensive learning management system is in place to facilitate anytime/anywhere access to instructional materials and student/teacher communication.</li> <li>Teacher created digital content is stored centrally and can be shared as appropriate.</li> <li>Administrators and teachers regularly share innovative ideas for use of technology resources to support standards-based instruction.</li> </ul>

**Insight Description:**

The following insights have been generated dynamically based on aggregated responses to the system "snapshot". These insights are intended to reflect the perceived stage of development for each element and provide recommendations for actions that may help to support growth in the relevant area. It should be noted that the insights are not exhaustive in nature and only serve as a guideline for potential opportunities for improvement.

Insights				
Element	Stage 1: Define Insights	Stage 2: Develop Insights	Stage 3: Expand Insights	Stage 4: Sustain Insights
<b>Leadership</b>				
<b>Shared Vision</b>	<p>Participant responses indicate that there is an opportunity for growth to engage key stakeholders in the development of a vision that articulates the role that technology will play in creating a culture of innovation and learning. Growth in this area will be achieved through meaningful integration of ICT that fosters student engagement and supports student achievement.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>conducting a review of vision statements from other districts that have supported a culture of innovation.</li> <li>identifying core values that provide context on why it is important to create a culture of innovation in your district</li> <li>developing a steering committee that consists of stakeholders from the community that will identify a vision for digital learning that considers district structure, funding, educator roles, and student demographics</li> </ul>	<p>Participant responses indicate that there is an opportunity to reflect on the existing vision and engage other members of the community in order to deepen the understanding of how the ICT plan impacts all members within the community.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>creating a technology implementation plan that aligns directly with measurable goals from the board improvement plan.</li> <li>engage educators and community stakeholders in "open house" members of the community in order to ICT plays in supporting a culture of innovation.</li> </ul>	<p>Participant responses indicate that a shared vision has been defined and that there is an opportunity to expand in this area by reviewing the effectiveness of the vision.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>establishing an iterative process that engages the leadership team in discussions that articulates measurable goals and strategies for an effective digital learning initiative.</li> <li>creating a multi-media artifact that clearly and concisely communicates the core values inherent in the district's vision 21c learning plan</li> <li>engaging district leadership in professional learning experiences that supports technological fluency and a deep understanding of technology enhanced pedagogical frameworks</li> </ul>	<p>Participant responses indicate that a Shared Vision has been established through engagement with the community stakeholders.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>conducting a review of the vision for digital learning approaches to ensure that they are aligned with district structures, goals, funding, educator roles, and student demographics</li> <li>ask educators at all levels of the system to create an artifact that communicates their understanding of the shared vision</li> <li>sustaining the existing vision and articulating a plan for reviewing the overall success of the implementation with the various stakeholders.</li> </ul>
<b>Collaborative Leadership (Communication &amp; Collaboration)</b>	<p>Participant responses indicate that there is a significant opportunity for growth in the area of Collaborative Leadership as school leaders use technology for limited written communication with educators and parents. Growth in this area will enable the mobilization of the board vision to all stakeholders within the community.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>establishing a committee to review existing communication strategies, exploring specific data that assesses effectiveness of board level messaging</li> <li>exploring best practices from other contexts relating to how technology is used to facilitate communication between administrators, educators, parents and children.</li> <li>conducting an environmental scan of community stakeholders to identify effective communication channels</li> </ul>	<p>Participant responses indicate that some technology is used for communication and collaboration among colleagues, staff, parent, students, and the community, and that there is an opportunity to enable the mobilization of the board vision to all stakeholders within the community.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>engaging in discussions with community stakeholders about how technology could be used to support communication around scheduling, resource management, assessment and professional learning</li> <li>articulating a communication strategy that involves all stakeholders in the school community and emphasizes a common language and medium for communication</li> </ul>	<p>Participant responses indicate that technology is being used to communicate, solicit feedback, and collaborate with stakeholders and that there is an opportunity to expand this support Collaborative Leadership.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>identifying a strategy for increasing the diversity of communication mediums (including, social media, learning management systems, parent portals and the district website), in order to engage stakeholders at all levels in the decision making process about teaching and learning</li> <li>establishing horizontal and vertical channels of communication that provide the opportunity for stakeholders and all levels are able to make critical decisions about their content to be able to help, help each other solve problems, and enact change within and across their own spheres of influence.</li> </ul>	<p>Participant responses indicate that a culture of Collaborative Leadership has been established and there is a dynamic and on-going consensus building process for establishing and revising a proactive plan for supporting technology in teaching and learning.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating a plan for monitoring continued engagement in order to sustain the collaborative nature of the community</li> <li>conduct an environmental scan of all stakeholders in the community to assess the depth and breadth of understanding about the vision and implementation plan</li> </ul>
<b>Community Engagement</b>	<p>Participant responses indicate that communication with the community at large is typically one direction and rarely leads to collaborative discourse. This provides a significant opportunity to engage community stakeholders in discussions about students learning journey and bridge the gap between school and home.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring examples of districts that have been successful in the development of relationships between parents, community organizations and schools in order to support the various aspects of technology integration.</li> <li>conducting an environmental scan of key data that provides insight into the history and demographics of the local community</li> <li>collecting feedback from parents and other community members on the vision and implementation plan for 21c learning</li> </ul>	<p>Participant responses indicate that communication with the community at large is through multiple forms of media and may involve sharing some information in an attempt to seek feedback.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating a strategy for developing partnerships between parent and community organizations and schools in order to support the various aspects of technology integration</li> <li>providing parents with access to their students data and information in order to foster parent involvement and advocacy.</li> <li>fostering relationships with strategic partners who provides services that would support students in their learning journey, and bridge the gap between school and home.</li> </ul>	<p>Participant responses indicate that communication with the community involves multiple media and is specifically designed to solicit feedback and engage community members in meaningful discussions about digital learning.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>development of relationships with community partners who can support the implementation plan</li> <li>creation of "engagement events" that bring together a variety of stakeholders, including parents, administrators, students and community partners</li> <li>reviewing policies that identify terms of engagement with strategic partners and ensuring alignment with district priorities.</li> </ul>	<p>Participant responses indicate that engagement with surrounding community has been established and is supporting the sustainability of the culture of innovation.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing the community engagement plan to identify challenges or communication gaps that could be supported further</li> <li>Identify best practices that have led to meaningful community engagements and share these successes in with the community and in professional context.</li> </ul>
<b>Support Policies</b>	<p>Participant responses indicate that articulation of policies that would support digital learning are in the early stages of development and that there is a significant opportunity for growth that would help in the development of policies and governance structures that keep students safe and foster an understanding of digital citizenship.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring examples where stakeholders have been engaged in active discourse relating to key ethical issues that arise from the ubiquity of digital technology</li> <li>collecting data from community stakeholders on beliefs regarding digital citizenship</li> <li>engaging in a discussion within the system level leadership team that defines core values of the community</li> </ul>	<p>Participant responses indicate that support policies and governance structures are being developed and there is an opportunity for growth in this area that will help keep students safe and foster an understanding of digital citizenship.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing a strategy for engaging stakeholders in active discourse relating to key ethical issues that arise from the ubiquity of digital technology</li> <li>engaging in a consolidated review of existing policies and procedures.</li> <li>articulating an acceptable use and digital citizenship policy that reflects contributions made by community stakeholders</li> </ul>	<p>Participant responses indicate that support policies and governance structures have been established with the support of most of the stakeholders in the community.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>creating a knowledge mobilization plan that involves students, teachers, administrators, and parents and supports the distribution of core messaging regarding digital citizenship</li> <li>define an approach that enables and supports 24/7 access to devices and content, flexible uses of time, and alternative assessments.</li> <li>articulating a plan for evaluating the understanding of existing policies at various levels within the board.</li> </ul>	<p>Participant responses indicate that support policies have been developed with support from the community and are effective in fostering a culture of digital citizenship.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing existing support policies to ensure alignment with the district vision for 21c learning and the board improvement plan</li> <li>identifying opportunities to share successes in a broader professional context such as at professional conferences and/or publications</li> <li>defining a schedule for continuously collecting and reviewing feedback from the community and stakeholders on the overall awareness and effectiveness of the digital citizenship program</li> </ul>
<b>Implementation</b>	<p>Participant response indicates that some individuals at the board level are engaging in discussions and commitment to define and establish the board's vision for the infusion of educational technology and digital learning.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating an implementation plan that, with input from all stakeholders within the community, defines all aspects of the program, from infrastructure to professional learning, defining key roles and responsibilities that need to be fulfilled to ensure a strong foundation for technology deployment throughout the system</li> <li>developing an ongoing process for measuring the program's effectiveness and making necessary adjustments</li> </ul>	<p>Participant response indicates that Board level leadership shares an understanding of, and commitment to the board's vision for the infusion of educational technology and digital learning resources.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>defining the short term and long term goals that support Implementation Planning</li> <li>establishing a team of stakeholders that can review all aspects of the implementation</li> <li>identifying a plan for measuring the program's effectiveness and making necessary adjustments.</li> </ul>	<p>Participant responses indicate that most stakeholders share an understanding of and commitment to the board's vision and a team of stakeholders have been brought together to identify a measurement plan that assesses progress.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing data that measures the effectiveness of the implementation plan and identifies key areas that require further attention and support.</li> <li>defining an ongoing process for measuring the effectiveness of the implementation, reporting back to the community and making necessary adjustments.</li> <li>articulating a reporting process that shares progress on the implementation plan and key data collected to date</li> </ul>	<p>Participant responses indicate that all stakeholders share an understanding of, and commitment to the board's vision for the infusion of educational technology and digital learning resources and that the implementation plan has been successful in creating a culture of innovation that is supported by technology.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>finding opportunities to celebrate the stories within the system that demonstrate the values inherent in the vision.</li> <li>articulating a strategy for reviewing the implementation plan and revising to ensure continued growth in this area.</li> </ul>
<b>Measurement of Continuous Improvement</b>	<p>Participant responses indicate that district leaders have begun to consider developing evaluation plans of digital learning initiatives and that there is a significant opportunity for growth in the area of Measurement of Continuous Improvement.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring examples of measurement strategies that demonstrate how digital technologies and resources are applied in the classroom</li> <li>reviewing literature on assessment of ICT integration plans and determining key areas of focus for evaluation.</li> <li>identifying measurable outcomes that can help to make evidence based decisions relating to access, professional learning, student learning and achievement.</li> </ul>	<p>Participant responses indicate that district leaders have reviewed examples of measurement plans in other contexts and begun to articulate an evaluation plan of digital learning initiatives. There is an opportunity for growth in the area of Measurement of Continuous Improvement that will help to gauge the progress and success of technology integration within a system in order to make evidence based decisions relating to access, professional learning and student learning and achievement.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating a multi-year strategy for collecting data to evaluate the implementation of digital learning initiatives</li> <li>engaging in discussions with stakeholders about how data is mobilized within a system and shared amongst district, and school level, leadership.</li> <li>identifying instructional leaders who have a background in educational research who can support the collection and analysis of data</li> </ul>	<p>Participant responses indicate that a measurement plan has been articulated and is in the initial stages of execution. Continued exploration in this area will provide the opportunity to expand the collection of data that facilitates a deeper understanding of the impact of ICT integration at all levels of the system.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing the diversity of measures used to assess how effectively technology is applied at all levels</li> <li>identifying data gaps that can be filled using both quantitative and qualitative measures.</li> <li>establishing a communications strategy that helps to develop understanding of the nature and process of data collection amongst educators, parents, students and other relevant stakeholders</li> </ul>	<p>Participant responses indicate that a purposeful and consolidated measurement plan has been established and executed and is integral to the review of success of the implementation plan.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>engaging an iterative approach to data collection that necessitates continued collection and analysis of a diversity of measures that provide evidence that reflects the overall health of the implementation plan.</li> <li>exploring opportunities to share the success in this area in a professional context, including academic conferences and journal publications</li> <li>developing a knowledge mobilization strategy that reports key findings back to the community and helps to inform future decisions regarding implementation</li> </ul>
<b>Pedagogy</b>				
<b>Ongoing Professional Development</b>	<p>Participant responses indicate that educators participate in at least 10 hours of professional development and that resources may focus on standardized, scripted teaching strategies. There is a significant opportunity for growth in this area that will help to cultivate a culture of innovation amongst teachers and administrators that fosters a commitment to a sustained examination of the value of educational technology.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing a professional learning plan that allows for at least 50 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable.</li> <li>reviewing funds that are allocated to professional development and developing policies that offer regular access to diverse professional learning opportunities.</li> <li>identifying opportunities for professional development to be designed to address large group needs that are aligned with district priorities</li> </ul>	<p>Participant responses indicate that educators participate in at least 20 hours of professional development that occasionally focus' on digital learning strategies for specific types of student learners. There is an opportunity for growth in this area that will help to cultivate a culture of innovation amongst teachers and administrators that fosters a commitment to a sustained examination of the value of educational technology.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>ensuring that the professional learning plan that allows for at least 50 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable.</li> <li>conducting a needs assessment that identifies educator skills, experiences and perspectives on the nature and purpose of professional learning that would support the development of each educator and align with district priorities</li> <li>identifying instructional leaders within the district that would support the development of sustainable capacity for knowledge sharing</li> </ul>	<p>Participant responses indicate that educators participate in at least 30 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is designed to address large group needs identified through data (e.g., surveys, teacher evaluations).</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing a multi-year professional learning strategy that ensures that educators engage in at least 50 hours of professional development or in the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable</li> <li>providing educators with the opportunity to develop individual and group professional learning plans that foster opportunities for coaching and mentoring both inside, and outside of the board.</li> <li>encouraging and facilitating informal professional learning opportunities that are initiated by educators and encourages cross-district collaboration</li> </ul>	<p>Participant responses indicate that, as part of a multi-year strategy, educators participate in at least 50 hours of professional development or the equivalent of competency based professional learning opportunities per year that is job embedded, ongoing, relevant and sustainable. This has led to the cultivation of a culture of innovation where all teachers are engaged in professional learning that is meaningful and supports continued growth that benefits student learning.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing the multi-year professional learning plan be put in place in order to sustain momentum in this area.</li> <li>identifying key leaders within the system and facilitating opportunities for them to engage in professional learning outside of the context of their local district</li> <li>identifying opportunities to share the success in this area in a professional context, such as at professional conferences or in professional publications</li> </ul>
<b>Professional Learning Communities</b>	<p>Participant responses indicate that educators occasionally share lessons and activities through informal common planning time and professional learning community meetings. This provides a significant opportunity for growth in the development of professional learning communities that can facilitate the sharing of best practices across the district.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring existing examples and processes for supporting ongoing professional learning communities that provide autonomy for educators and encourage informal mentorship within the community.</li> <li>reviewing existing professional learning communities to assess their structure and impact on professional practice</li> <li>establishing a professional learning community strategy that ensures that engagement in PLC's are planned, implemented, and evaluated to align to all digital competencies for educators.</li> </ul>	<p>Participant responses indicate that in their professional learning communities, educators occasionally share student centered lessons and activities that promote higher level thinking. This provides an opportunity for growth in the development of professional learning communities that are meaningful and relevant to the context in which teachers work.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing an understanding of the formal and informal PLC's that educators participate in</li> <li>identifying a mechanism for collecting feedback from teachers on key areas of interest that would serve as a primary focus for PLC's</li> <li>creating professional learning communities that provide opportunity for both asynchronous and synchronous participation.</li> </ul>	<p>Participant responses indicate that educators in their professional learning communities, communication, collaboration, and creativity skills. There is an opportunity to explore the ways that technology can be leveraged to support a student directed approach in various contexts within the system.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>ensuring that PLC's focus on various streams, including leadership, pedagogy and the learning environment.</li> <li>creating a professional development structure that facilitates opportunities for coaching, mentoring and peer observation.</li> <li>identifying opportunities for cross district, national and international PLC's that would increase the diversity of contexts that educators are exposed to</li> </ul>	<p>Participant responses indicate that participation in professional learning communities is ongoing throughout the system. Instructional strategies are guided by the standards of universal design for learning and technology is used to support planning, instruction and assessment for/as/of learning.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>conducting an environmental scan that examines the scale, scope and effectiveness of professional learning communities</li> <li>identifying opportunities to share PLC successes in a professional context.</li> </ul>
<b>Student Centred Learning</b>	<p>Participant responses indicate that, broadly speaking, students participate in learning activities that are standardized and focused on traditional competencies. There is a significant opportunity for growth in this area that would facilitate a student centred approach that fosters learning experiences that are personal and guided by each individual learner's needs and abilities.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring the ways in which technology has been leveraged in other districts to support curriculum planning practices and assessment strategies that service each student learning journey</li> <li>identifying instructional leaders within the system that can share examples of student centred learning in a variety of contexts.</li> </ul>	<p>Participant responses indicate that students infrequently participate in learning activities that develop critical communication, collaboration and creativity skills. There is an opportunity for growth in this area that will facilitate a student centred approach that fosters learning experiences that are personal and guided by each individual learner's needs and abilities.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>defining the role that technology can play in mobile learning, curriculum planning practices and assessment methods</li> <li>establishing district wide messaging that communicates the importance of leveraging technology to support student engagement and achievement</li> <li>articulating policies that provide students with the opportunity to select personalized learning paths based on their learning differences.</li> </ul>	<p>Participant responses indicate that educators have the skills, resources, and support to select and apply technologies and digital content based on the overall needs of the classroom and that most educators are facilitators of learning rather than the sole providers of information and knowledge.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>providing district level professional learning programs that emphasize the role of the educator in a digital learning environments, particularly as it relates to the development of digital content.</li> <li>engaging in the exploration of how learner profiles and formative assessment can be used to inform instructional decisions.</li> <li>establishing system wide structures for collecting evidence that represents exemplary instructional practice that aligns with 21c priorities.</li> </ul>	<p>Participant responses indicate that the condition of student centred learning has been established throughout the system. Instructional strategies are guided by the standards of universal design for learning and technology is used to support planning, instruction and assessment for/as/of learning.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>creating a plan for reviewing curriculum planning instruction, and assessment practices</li> <li>identifying opportunities to share success stories regarding the impact of technology on student centred learning in a local and professional context</li> <li>curating a collection of "success stories" that represents the impact that the school environment has had on student learning and achievement</li> </ul>
<b>Pedagogical Framework (Educator Role)</b>	<p>Participant responses indicate that educators select and apply technology and digital content based on their familiarity of the resources and are considered to be the primary providers of information. There is a significant opportunity for growth in this area that will lead to a transformation in pedagogical approach the leverages ICT for supporting student engagement and achievement.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>having a team of instructional leaders define the "characteristics of 21c pedagogy"</li> <li>establishing consistent district-wide messaging around the role of the educator in supporting 21c learning and the value of constructivist frameworks.</li> <li>providing professional learning that defines and provides examples of Universal Design for Learning.</li> </ul>	<p>Participant responses indicate that some educators select and apply technology and digital content based on the overall needs of the classroom and are considered to be facilitators of learning rather than the sole providers of information and knowledge. There is an opportunity for growth in this area that will lead to a transformation in pedagogical approach the leverages ICT for supporting student engagement and achievement.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating a strategy for supporting school level leaders in their discussions with teachers around instructional strategies that utilize learner profiles and formative assessments to meet the needs of each individual student.</li> <li>facilitating opportunities for educators to share best practices as it relates to pedagogies for learning in a 21c context</li> <li>conducting an environmental scan that examines current understanding of the relationship between learner profiles, formative assessments and technology enhanced instruction</li> </ul>	<p>Participant responses indicate that a sustainable and effective pedagogical model has been established that supports most areas of the shared vision and implementation plan. Discretionary funds and/or funds from other programs are used to advance implementation of most of the digital learning initiatives.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring additional funds that would support specific projects that align the district vision for 21c learning</li> <li>engaging in a consolidated review of the district's discretionary funds and identifying portions of funds have been allocated to professional learning in order to support the implementation plan.</li> <li>establishing opportunities for leveraging managed services to support digital learning functions that are cost efficient and effective.</li> </ul>	<p>Participant responses indicate that a student centred approach to learning has been systematically adopted by all educators within the board and teachers understand, and practice, their roles as facilitators of learning rather than the sole providers of information and knowledge.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>identifying ways to celebrate stories that represent success at various stages of the instructional continuum</li> <li>establishing a communication platform that facilitates the sharing of success stories with stakeholders within the community.</li> <li>exploring opportunities to create partnerships with teacher education pre-service programs to foster the development of deep pedagogical understanding for teacher candidates</li> </ul>
<b>Learning Environments (Design and Sustainability)</b>				
<b>Skilled Personnel</b>	<p>Participant responses indicate that educators may not have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning) and that leadership considers digital competencies as optional in staff recruitment, hiring, evaluation, and retention practices.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>examining professional standards as it relates to best practice for ICT fluency that supports student learning</li> <li>providing avenues for teacher leaders to share with other staff members their experiences with digital learning for meeting student needs.</li> <li>establishing district level messaging that emphasizes the value of digital competencies for all staff within the system.</li> </ul>	<p>Participant responses indicate that educators have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning) and that leadership emphasizes digital competencies, but may not use it as a primary factor for staff recruitment, hiring, evaluation, and retention practices.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>defining a multi-year organizational structure that emphasizes digital competencies as strengths in staff recruitment, hiring, evaluation, and retention practices</li> <li>creating roles within the board that emphasizes the importance of instructional coaches who demonstrate deep pedagogical, technological and content knowledge</li> <li>providing access to instructional support staff through coaching, co-teaching and modelling.</li> </ul>	<p>Participant responses indicate that educators frequently have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning) and that leadership is beginning to create roles for teacher leaders or instructional coaches to help build capacity among other staff members.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reallocating human resources in order to integrate technological and pedagogical competencies in order build capacity and support for the shared digital learning vision.</li> <li>establishing multiple pathways for educators to demonstrate leadership in digital learning</li> <li>developing an engagement plan that supports digital literacy skills for parents and other community members.</li> </ul>	<p>Participant responses indicate that educators have "just in time" access to instructional support staff to help them fully utilize digital learning in their teaching and that leadership sees digital competencies as essential in staff recruitment, hiring, evaluation, and retention practices.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>building capacity of educators by providing opportunities for professional learning outside of the context of the district.</li> <li>Identifying ways in which parents and community members could share in the development of digital literacy for all members of the school community.</li> </ul>
<b>Financial Sustainability</b>	<p>Participant responses indicate that there is a significant opportunity for growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>engaging stakeholders in discussions about long term funding plans for digital learning and to consider options for supporting digital learning through managed services options (bundled content, SIS, LMS, mobile device management, PDI, network, etc.)</li> <li>creating a team of stakeholders who can review the existing allocation of resources and identify opportunities to align the values of the implementation plan with fiscal resources</li> <li>exploring funding models within other districts that are similar in context and identify strategies for prioritize resource allocation.</li> </ul>	<p>Participant responses indicate that a number of stakeholders have been identified to create long term funding plans for digital learning and that there is an opportunity for district leadership to explore options for supporting digital learning through managed services.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>defining a multi-year strategy that ensures the financial sustainability of the technology integration plan</li> <li>reallocating discretionary funds and/or funds from other programs, in order to advance implementation of some digital learning initiatives.</li> <li>reviewing resources that do not add value to the shared vision for digital learning.</li> </ul>	<p>Participant responses indicate that a sustainable and effective pedagogical model has been established that supports most areas of the shared vision and implementation plan. Discretionary funds and/or funds from other programs are used to advance implementation of most of the digital learning initiatives.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>exploring additional funds that would support specific projects that align the district vision for 21c learning</li> <li>engaging in a consolidated review of the district's discretionary funds and identifying portions of funds have been allocated to professional learning in order to support the implementation plan.</li> <li>establishing opportunities for leveraging managed services to support digital learning functions that are cost efficient and effective.</li> </ul>	<p>Participant responses indicate that a sustainable and effective pedagogical model has been established and will support the continued growth of the technology implementation plan.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>establishing an iterative process that assesses the feasibility of the funding model and identify new opportunities for innovation.</li> <li>engaging in the active review of "emerging technologies" to identify opportunities to invest in new technology that will support the values inherent in the district vision</li> </ul>
<b>Digital Access</b>	<p>Participant responses indicate that students do not have readily available access to a variety of courses and course content that meets their learning needs.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating district level messaging that encourages the use of an ecosystem that provides access to digital curriculum resources and supports student learning.</li> <li>use of a digital curriculum that aligns with district priorities and provides anytime/anywhere access to digital content.</li> <li>reviewing best practices relating to access to enhanced digital content that can support student learning.</li> <li>developing a steering committee that articulates a strategy for procurement, and development of digital content that would be made available to educators, students and families.</li> </ul>	<p>Participants responses indicate that students have very limited access to a variety of courses and course content that meets their learning needs, including online courses, including online courses.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing a strategy for leveraging a variety of digital tools to create content that is accessible and supports mobile learning for all students</li> <li>providing teachers with professional learning opportunities that supports fluency with digital content creation tools</li> <li>articulation of district wide messaging that encourages the adoption of a variety of tools that support digital instruction.</li> </ul>	<p>Participant responses indicate that most students have access to a variety of courses and course content that meets their learning needs, including online courses and that there is a variety of applications that support digital instruction.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>providing professional learning that provides opportunities for teachers, students and parents to become content creators</li> <li>engage in the exchange of information that supports a holistic understanding of role that digital content can play in supporting student achievement.</li> <li>creating a comprehensive system of interconnected digital resources that facilitates anytime/anytime access to instructional materials and student/teacher/parent communication.</li> </ul>	<p>Participant responses indicate that all students have mobile access to a variety of courses and course content that meets their learning needs, including online resource and that a comprehensive strategy is in place to facilitate anytime/anytime access to instructional materials and student/teacher communication.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing the investment of all stakeholders within the community to ensure that digital curriculum resources meet the needs of the local community</li> <li>developing a plan that helps to maintain the relevance, and refresh of curriculum resources.</li> <li>publishing content in a digital ecosystem that extends beyond the physical boundaries of the district and reaches a global audience</li> </ul>
<b>Digital Curriculum</b>	<p>Participant responses indicate that students do not have readily available access to a variety of courses and course content that meets their learning needs.</p> <p>In order to foster growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>articulating district level messaging that encourages the use of an ecosystem that provides access to digital curriculum resources and supports student learning.</li> <li>use of a digital curriculum that aligns with district priorities and provides anytime/anywhere access to digital content.</li> <li>identifying a group of stakeholders who would develop digital resources in key curricular areas.</li> </ul>	<p>Participant responses indicate that students have very limited access to a variety of courses and course content that meets their learning needs, including online courses.</p> <p>In order to facilitate growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>developing a strategy for leveraging a variety of digital tools to create content that is accessible and supports mobile learning for all students</li> <li>providing teachers with professional learning opportunities that supports fluency with digital content creation tools</li> <li>articulation of district wide messaging that encourages the adoption of a variety of tools that support digital instruction.</li> </ul>	<p>Participant responses indicate that most students have access to a variety of courses and course content that meets their learning needs, including online courses and that there is a variety of applications that support digital instruction.</p> <p>In order to expand growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>providing opportunities for teachers, students and parents to collaborate on the development of resources that facilitate anytime/anytime access to content that is locally developed and contextually relevant.</li> <li>developing strategies that provide opportunities to advance the opportunity to share innovative ideas for using digital tools to support instruction.</li> <li>creating a comprehensive system of interconnected digital resources that facilitates anytime/anytime access to instructional materials and student/teacher/parent communication.</li> </ul>	<p>Participant responses indicate that all students have mobile access to a variety of courses and course content that meets their learning needs, including online resource and that a comprehensive strategy is in place to facilitate anytime/anytime access to instructional materials and student/teacher communication.</p> <p>In order to sustain growth in this area consideration should be given to:</p> <ul style="list-style-type: none"> <li>reviewing the investment of all stakeholders within the community to ensure that digital curriculum resources meet the needs of the local community</li> <li>developing a plan that helps to maintain the relevance, and refresh of curriculum resources.</li> <li>publishing content in a digital ecosystem that extends beyond the physical boundaries of the district and reaches a global audience</li> </ul>