Indicators of Digital Readiness

Indicator	Professional Learning Plan
Theme	Education and Classroom Practice
Priority Level	P2
Organizational Level	School

Description of the Indicator

Professional learning for technology should be a integral part of the school's comprehensive Professional Learning Plan. Schools must ensure that all educators, including administrators, develop a personalized professional development plan (PDP) to ensure the acquisition of skills and knowledge necessary to effectively integrate technology both as a professional tool and one to support student achievement to meet the challenges of a digital age.

Why is this indicator important?

Personalized professional learning plans, which could include micro-credentialing for faculty and staff, are essential for a Digital School. Having a plan will help ensure that the challenges, skills, and knowledge necessary to propel both the educator and student forward, in our digital age and global society are being met and continue to evolve, as the digital education trends evolve.

A Digital School needs to be on the forefront of sharing the responsibility for the professional growth needs of faculty and staff thereby providing flexible opportunities that are designed for professional growth and to gain expertise for the position one is employed. Customized, self-paced, job-embedded, relevant, professional learning opportunities including attendance at live training events, professional online learning, live and archived webinars, collaboration with experts within and outside of the district using a range of tools, technology, and social media.

Indicator Rubric

Insufficient Evidence of Implementation (0 Points)	- The school has a professional development plan, but it does not have any technology-infused professional learning goals, or there is no plan - No schoolwide teacher self-assessment created or used

Foundational Stage of Implementation (2 Points)	● The school has a professional development plan with technology-infused professional learning goals ● No evidence of faculty, staff & administration having a detailed personalized technology-infused plan used to guide them throughout a school year ● Teachers set individual goals based on summative evaluation, district goals, or other sources feedback
Achieving Success in Implementation (4 Points)	● The school has a professional development plan with technology-infused professional learning goals ● Most of the faculty, staff & administration have a detailed, technology-infused PDP used to guide them throughout a school year ● Teachers set individual goals based on schoolwide self-assessment (completed beginning and end-of-year) and develop an action plan to achieve that goal
Exemplary Success in Implementation (6 Points)	● The school has a professional development plan with technology-infused professional learning goals ● All faculty, staff & administration have a detailed, technology-infused PDP used to guide them throughout a school year ● District/School Professional Learning goals are created with input from all stakeholders from the school community ● Teachers set individual goals based on schoolwide self-assessment (completed beginning and end-of-year), develop an action plan to achieve that goal and meet regularly with administration/supervisors to track progress toward goal achievement

Who in the school/district should lead and be involved with this indicator?

Superintendent, Principals, Supervisor(s), District Instructional Technology Team, Teacher leaders, Classroom Teachers, Parents, Board Members, Child Study Team, Speech/OT/PT, and Paraprofessional Aides, Community Members, et. al.

How to execute the indicator

- Write the plan so that it includes professional learning opportunities with technology or include professional learning opportunities with technology into the comprehensive Professional Learning Plan.
- Include customized, self-paced, relevant, professional learning opportunities
  - attendance or hosting a live training event, edCamp, unconference or conference
  - professional online learning,
  - live and archived webinars,
  - collaboration with experts within and outside of the district,
  - micro-credentialing opportunities
- Provide access to educational technology leader(s) as guests, consultants and/or keynote speakers to expand professional learning opportunities and collaborations.
- Encourage school members to share successes with technology with peers and/or turn-key or model lessons and/or tools.

Recommended evidence to submit for successful execution of this action

- Copy of school's Professional Learning Plan
- School/District-wide technology self-assessment
  - Teachers set individual goals based on school-wide self-assessment
  - Develop an action plan to achieve that goal and track progress towards meeting goals
- Percentage of school faculty, staff, and administration that have a personalized learning plan that includes technology.
- Examples of personalized learning plan or portfolio for 8 to 10 school representatives (building administration, teachers, and paraprofessionals from different grade level).

Resources schools can use to complete this action successfully

- NJ Technology Plan
- Professional development in NJ
- ISTE standards (teachers, students, coaches) & resources
- Learning Forward Standards for Professional Learning
- Learning Forward Academy
- Formal & informal learning opportunities (ETTC, CMSCE, BER, Morris-Union Jointure Commission, New Jersey Educational Commuting Cooperative (NJECC), live/archived webinars (ex. edWeb)
- Micro-credentials (ex. Google Certified, Apple Distinguished Educator, Schoology Ambassador, Certified BrainPop Educator)

- ○ Acree, L. (2016). Seven Lesson Learned From Implementing Micro-credentials. Raleigh, NC. Friday Institute for Educational Innovation at the NC State University College of Education.
- Experts in the field
- Adult Learning Theories (Andragogy, Active Learning, Multiple Intelligences, Experiential Learning Theory, Jarvis's Learning Process & Adult Learning Theory, etc.)

Certified Schools Exemplars: See links for school evidence

1. **Nellie K. Parker Elementary School, Hackensack Public Schools, 2018 Bronze Certified**

   Our staff is constantly reevaluating best practices to evolve and change with the needs of our students in mind. Staff meetings are held in Edcamp style allowing flexible learning and choice in what professional learning opportunities are available. Our school is fortunate to have a Certified Google Trainer and a Microsoft Innovative Educator on staff that keep staff up-to-date with current educational technology.

2. **East Brunswick Campus, Middlesex County Vocational and Technical Schools , 2018 Bronze Certified**

   Our campus has multiple Google Certified Educators that provide professional development to staff. We also have a District Technology Plan that promotes the use and integration of technology in the classroom. The district utilize McREL evaluation tool and follow the parameters set in AchieveNJ. We also use SafeSchools which is an online PD platform. Genesis webinars are available for staff.