
Indicators of Digital Readiness

Indicator	Personal Learning Network
Theme	Education Classroom and Practice
Priority Level	P2
Organizational Level	School

Description of the Indicator

A Digital Schools district fosters a culture and climate that supports and encourages faculty & staff to create and participate in personal learning network(s). These personal learning networks are inclusive of virtual and face-to-face opportunities for collaborative learning that supports professional growth. Virtual opportunities (i.e. social media tools, blogs) and face-to-face opportunities (i.e. CoffeeEdu, unconferences, edCamps, technology conferences) provide space and time for collaboration that is supportive of professional growth. Effective use of technology and digital collaboration is essential within schools, districts, states and globally. Participation in personal learning networks requires participants to be actively engaged in collaborating, communicating, creating and thinking critically about their own professional learning experiences. Finally, while participation is important, it is critical for participants to reflect and then transfer their learning into their current roles/positions to support district, school, and/or student growth.

Why is this indicator important?

To thrive in a constantly changing educational environment, it is essential that educators connect to the world outside of their own classroom to enhance perspectives and build best practice skill sets. A PLN (Personal Learning Network) allows educators to personalize their professional learning, training, and experiences. The PLN allows educators to not only absorb information, but also to share their knowledge within our global society. The network can include educational professionals and/or experts in other fields to build resources and opportunities for classroom application and beyond. It is vital that the school's leadership models and promotes such learning.

Indicator Rubric

<p style="text-align: center;">Insufficient Evidence of Implementation</p> <p style="text-align: center;">(0 Points)</p>	<ul style="list-style-type: none"> ● There is no importance placed on staff developing a personal learning network
<p style="text-align: center;">Foundational Stage of Implementation</p> <p style="text-align: center;">(2 Points)</p>	<ul style="list-style-type: none"> ● Staff is encouraged to connect with in-district members to build a hybrid (virtual & face to face) personal learning network
<p style="text-align: center;">Achieving Success in Implementation</p> <p style="text-align: center;">(4 Points)</p>	<ul style="list-style-type: none"> ● Staff is encouraged to connect and collaborate with in-district members AND members of other districts to build a hybrid (virtual & face to face) personal learning network ● Staff is supported in the development of the PLN through opportunities facilitated by the school
<p style="text-align: center;">Exemplary Success in Implementation</p> <p style="text-align: center;">(6 Points)</p>	<ul style="list-style-type: none"> ● Staff documents connection and collaboration with in-district members, members of other district(s), and experts from other fields to build a hybrid (virtual & face to face) personal learning network ● Staff is supported in the development of the PLN through opportunities facilitated by the school

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

All stakeholders, at various levels, are actively involved and participate in the planning and execution of their own Professional Learning Networks.

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

- Documentation of [NJ requirement of 20 hours professional development per year](#) that should include professional development opportunities outside of the school building.
- Personal Learning Network is incorporated into an individual's professional development plan (PDP).
- Opportunities for all staff to attend conferences and events to network outside of the school district.
- Training for staff on professional social media, webinars, blogs, etc. for networking purposes.
- Educators must log personal learning network participation, which could include an electronic portfolio/log,

- professional certificates and should include for state-mandated 20 hours of professional development hours.
- Stakeholder reflection indicating the use of something learned, applied, tried or contributed to their network.

Recommended evidence to submit for successful execution of this action

- PDP goals
- Evidence that faculty and staff have participated in a technology-related professional development.
 - Electronic portfolio of virtual collaboration showing contributions on social media (Twitter, Voxer, Pinterest, LinkedIn, Google +, etc.), subscriptions, websites and/or blogs, meeting minutes, webinars etc. for professional purposes and supports educational learning.
 - Certificates from technology professional learning conferences/workshops (Techspo, NJECC, edCamp, TeachMeet, NJASL, ISTE, Learning Forward, etc.) and reflect on the experience or list of turn-key presentations/trainings.
- Evidence of communication with field experts for professional learning and/or classroom interactions (i.e. authors, engineers, scientists, programmers, etc.).
- Meeting minutes/agendas

Resources schools can use to complete this action successfully

- Common Planning Time
- Department Meetings
- G Suite/OneNote/iCloud (cloud computing productivity tools)
- Social Media (Twitter, G+, Pinterest)
- Google Hangout/Skype/Facetime
- Emailing/Blogging
- [NJECC](#) - New Jersey Educational Computing Cooperative
- [Twitter Challenge](#)
- [Edcamp](#)
- [TeachMeet NJ](#)
- LMS Communities including: Schoology, Edmodo, and Google Classroom
- [ISTE Professional Learning](#)
- [Learning Forward Standards for Professional Learning](#)
- [NJASA](#) - Techspo
- [#EduCal](#)

Certified Schools Exemplars: See links for school evidence

1. [Morris Avenue School, Long Branch, 2018 Bronze Certified](#)

We described a 3rd grade collaboration project with a local farm, as well as a scarecrow contest with the same farm (including photos of scarecrows). We also described various fundraising and community service projects and included photos and screenshots related to these. A description of the Drug and Alcohol Resistance Education program and photos were included. There were also descriptions and photos included of events where community members volunteer to come to the classrooms and work with students. There was also information and photos included from the guidance counselor's

initiatives, including staff Autism Awareness shirts and Week of Respect.

2. **Orchard Valley Middle School, Washington Township School District, 2018 Bronze Certified**

Orchard Valley educators are connected through a wide variety of opportunities and platforms both during the school day and outside of the classroom. Our evidence shows how the school actively works to have teachers connect and discuss matters of interest, while encouraging teachers to find outside sources to help build pedagogy. Subject areas meet monthly to discuss issues of their particular department. Grade level subject areas are given common prep periods so they can meet on a more regular basis to discuss curriculum and best practice. Other committees such as literacy committees and book club also meet to discuss educational practice. In addition to these in-house opportunities, the District hosts an Edcamp that is well attended by school members, and teachers travel to other professional development opportunities throughout the district, state, and more. Social media PLCs are very common. Many of our teachers have a strong social media presence participating in Twitter chats, Skyping with other educators, and sharing on Pinterest boards. Our evidence gives many examples of this and shows that our educators never stop learning and growing.