
Indicators of Digital Readiness

Indicator	Communicating and Celebrating 21st Century Learning
Theme	Education and Classroom Practice
Priority Level	P1
Organizational Level	School

Description of the Indicator

Applicants should have written plans in place that outline expectations for 21st century skill set development in teachers and administrators. In order to ensure equal access and opportunity to develop 21st century skill sets, a clear plan or policy should be accessible to articulate the procedures for maintaining the skill set for existing and new staff members. The district plan should outline timelines for professional development opportunities for staff and measures that identify expected professional growth within the skill set over time. For existing staff members, what are the district's expectations for providing evidence of working toward growth within the skill set? For new staff members, what is the trajectory for assessing and providing learning opportunities for staff to grow within the skills set? The plan should outline steps for accessing current information, communicating it district-wide, implementing the skills, and monitoring the effective use. Plans should also include reliable resources for keeping up to date with research, best practice, and professional development learning opportunities. When referring to the skill set, plans should seek to develop the following skills within stakeholders as professionals, and within stakeholders to implement for student learning:

- critical thinking
- creativity
- communication
- collaboration
- technology competency
- self-direction
- information literacy

Plans do not have to target all skills within a one-year time frame for all stakeholders, but rather, should show an increase in the skill set overtime and a spiral of the skills to continuously develop. Plans should not be a one size fits all, but should be general enough to uniquely fit the diverse needs of the individuals in the educational community.

Communication and celebration of learning by teachers and administrators in the classroom should occur after

implementation and measurement of 21st century expectations have been met. The goal is to acknowledge and empower stakeholders to explore new learning methods and tools that represent digital ready learning. Examples of this include acknowledgement of student and faculty work that embody 21st century skills in various ways. In the beginning, it may be acknowledgment on the district webpage, newsletter or in a display in the building. As the district's initiatives strengthen it would engage more with the community and businesses. Allowing the community to engage and support the growth of digital ready skills for students. Once the initiative has taken root, there should be not only opportunities for the community to get involved, but also the opportunities to give back to the community. Hosting events that allow students and faculty to give back and build up the surrounding community.

Why is this indicator important?

Clear communication and expectations are a key component to ensuring the implementation and practice of the 21st Century Skill Set. As districts are expected to develop clear outlines and plans, they will be more reflective of the efforts made to develop the skills in staff. As these plans are communicated to the community, it creates a high standard of expectations for all stakeholders.

Celebrating the 21st century skills being utilized in the classroom is an essential part of ensuring that our schools are digital ready. The ability to acknowledge and celebrate innovation at all levels within a school district is crucial to creating learning environments that prepare our students for their future. Utilizing social media to promote the innovative methods being utilized in the classroom allows the learning to be showcased to parents and the community. Furthermore, by hosting events within the district builds vital relationships within the community and offers students more authentic learning experiences.

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 plan and/or timeline for expected professional growth ● Schools do not engage with stakeholders nor celebrate their achievements or seek input for future growth
<p style="text-align: center;">Foundational Stage of Implementation</p> <p style="text-align: center;">(3 Points)</p>	<ul style="list-style-type: none"> ● A plan and timeline for expected professional growth within the skill set is in development or may lack specifics ● The plan includes some non-specific steps for accessing current information, communicating it district-wide, implementing the skills, and monitoring the effective use of technology ● Plans include a few reliable resources that empower stakeholders to explore new methods that impact student learning ● Schools engage with stakeholders in one-way communication as they share their plans and celebrate their achievements. There is limited opportunity for input
<p style="text-align: center;">Achieving Success in Implementation</p> <p style="text-align: center;">(6 Points)</p>	<ul style="list-style-type: none"> ● There is a clear plan and timeline for expected professional growth within the skill set ● The plan outlines steps for accessing current information, communicating it district-wide, implementing the skills, and monitoring the effective use of technology ● Plans include a number of reliable resources that empower stakeholders to explore new methods that impact student learning ● Schools engage with stakeholders in a variety of ways as they communicate their plans, celebrate their achievements and seek input for future growth
<p style="text-align: center;">Exemplary Success in Implementation</p> <p style="text-align: center;">(9 Points)</p>	<p>Evidence is provided for previous rubric level, as well as:</p> <ul style="list-style-type: none"> ● The district has fully implemented a plan that outlines steps for accessing current information, communicating it district-wide, implementing the skills, and monitoring the effective use of technology ● The District hosts events that allow the community to engage and support the growth of digital ready skills

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

District individuals who are involved in the creation, implementation, and progress monitoring of district professional development should be involved in the planning of this action. All stakeholders should be involved in executing the plan, such as teachers following the timeline and seeking to grow each year within their skill set. Administrators should also hold teachers accountable to the plan. All stakeholders, potentially in the form of a committee, should be responsible to revise and improve the plan in consecutive years based on the needs and progress of the district.

- Students
- Teachers and Faculty
- Administration
- Parent Organizations
- School Board
- Community Leaders

How to execute the indicator

1. Form a committee to develop a plan and oversee progress
2. Develop a tool to assess 21st Century Skill Sets within new and existing staff members
3. Use the tool to collect data and gather information about 21st Century Skill Sets
4. Create a timeline and checklist of expected skill development and progress
5. Create an accessible resource center for training tools and resources to support staff
6. Create a documentation process to track skill development
7. Communicate expectations for 21st Century Skill Set development
8. Maintain and monitor progress
9. Improve the plan (timelines, expectations, resources) as stakeholders evolve

By utilizing the rubric school districts can identify what they may already be doing that celebrates 21st century learning in their schools. In addition, the rubric offers examples of what methods to utilize to increase their digital ready levels. It is important that each district examine what examples they feel will best support their students and faculty and design a district and/or building plan of action. It is recommended that a timeline of implementation be built and shared with faculty and students to ensure fidelity.

Recommended evidence to submit for successful execution of this action

- Link to the plan as it is accessible to district stakeholders
- Contact information of individuals on the committee
- Links to tools created for progress monitoring and documentation
- Evidence provided by a variety of staff showing progress toward the goals.
- Multiple points of social media evidence that celebrate methods being utilized.
- One or more events are hosted within the district.
- Samples of student projects and when applicable their connection to the community.
- Timeline and project outlines of how districts and/or individual schools plan on increasing their communication and celebration of 21st century learning.

Resources schools can use to complete this action successfully

- [Educator Self Assessment](#)
- [Professional Development: A 21st Century Skills Implementation Guide](#)
- [Google Websites](#)
- [WordPress.com](#)
- [Weebly](#)
- [Smore Newsletters](#)
- [Twitter](#)
- [EdCamp Info](#) - for hosting larger events in your district
 - [Information on the EdCamp model](#)
 - [Benefits of EdCamp](#)
- [Students Podcasting on their projects and learning](#)
- [Facebook](#)

Certified Schools Exemplars: See links for school evidence

1. [Lincroft Elementary, Middletown Township Public Schools, 2018 Silver Certified](#)

Sharing and celebrating the learning at Lincroft School is essential to the culture of empowerment in our building and district. Lincroft is continuously sharing via social media and district events that communicate and support evidence of our district vision of personalized learning. In addition to school-based celebrations, district and school social media, we are an active part of the Digital Schools Community and share our journey to other districts in New Jersey.

2. [Delsea Middle School, Delsea Regional High School District, 2018 Bronze Certified](#)

For this indicator the Delsea Middle School provided a copy of the district technology plan, a variety of teacher and administrative professional learning plans, department goals, social media coverage, and student work samples. The student work samples showcased the genius hour projects which took on raising funds for medical supplies, cyber bullying, and helping the homeless in a nearby city. The results of the teacher technology survey were also included in helping the school complete this indicator. By providing broad examples, the school was able to showcase a comprehensive plan that supports 21st Century Learning.

3. [Beers Street School, Hazlet Township Public Schools, 2018 Bronze Certified](#)

In the exemplar Communicating and Celebrating 21st Century Learning we provided evidence of education and communication for 21st century skill set development in teachers and administrators. Our evidence included teacher's Twitter pages, Newsletters, and district Professional Development (PD) that occurred throughout the year. Our evidence also included any outside Professional Development stakeholders attended along with the turnkey PD that was given.

4. [Wedgwood School, Washington Township Public Schools, 2018 Bronze Certified](#)

Our school makes the communication and celebration of 21st Century Learning a critical component of our educational program. These 21st Century Learning opportunities are driven by our District Strategic Instructional Technology Plan, which is developed with input from a variety of stakeholder groups (i.e. board of education members, parents, administrators, and staff from each school in the district). Our school hosts a "Parents as Partners" night where parents are informed on various curricular and technological components in the classroom. Our annual Back To School Night features a Cyber Cafe where teachers and educators support parents by getting them connected to District Communication (Backpack & Remind), our PowerSchool SIS, and school based social media accounts (Twitter & Facebook). The building principal creates an online monthly Smore Wedgwood family newsletter, The Monthly Mustang, where district and school specific information is shared. Included are instructions on how to access building specific notifications and social media

accounts. The principal also creates a weekly staff Smore newsletter where staff members are celebrated and building and district information is disseminated to staff member.