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# Indicators of Digital Readiness

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<b>Indicator</b>	<b>Flexible Instruction Process</b>
<b>Theme</b>	<b>Education and Classroom Practice</b>
<b>Priority Level</b>	<b>P2</b>
<b>Organizational Level</b>	<b>School</b>

## **Description of the Indicator**

A Digital School is one in which time and space are effectively to meet the changing needs of teachers and students. Flexible learning space is equally as important as flexible learning time. The applicants must provide evidence that their district maximizes learning for all through the creative manipulations of master schedules and student contact time. Evidence must show strong alignment between the student voice, needs and the culture of learning that supports those needs. The applicants must provide evidence that the digital infrastructure can support the school's current and future flexible learning environments. Lastly, flexibility of time and space which allows for an anytime - anywhere learning environment, must scaffold support so all learners can thrive. As such, the applicant must provide evidence that such scaffolds will support the variety of learners as they are immersed in a learning environment that embraces anytime, anywhere learning.

## **Why is this indicator important?**

Anytime-anywhere learning will not happen, with optimal positive impact, without effective procedural interventions. Those interventions must be empathetic to the learner's entire network of supports - human, digital, and systemic. A Digital School has a strategic plan that articulates all three areas of those empathetic network supports.

## Indicator Rubric

<b>Insufficient Evidence of Implementation</b>  (0 Points)	<ul style="list-style-type: none"><li>● Insufficient evidence of how space and time is utilized to support flexible instructional practices</li><li>● At this time, sufficient evidence to support this indicator has not yet been provided</li></ul>
<b>Foundational Stage of Implementation</b>  (2 Points)	<ul style="list-style-type: none"><li>● Minimal evidence of how space and time is utilized to support flexible instructional practices</li><li>● District/school supports a policy to provide extended time for student work on projects beyond traditional deadlines for all students</li></ul>
<b>Achieving Success in Implementation</b>  (4 Points)	<ul style="list-style-type: none"><li>● Multiple evidences of how space and time is utilized to support flexible instructional practices</li><li>● Some staff provide opportunities for extended work time for some/specific student projects for all students</li></ul>
<b>Exemplary Success in Implementation</b>  (6 Points)	<ul style="list-style-type: none"><li>● Extensive evidence of how space and time is utilized to support flexible instructional practices</li><li>● Most staff support opportunities for extended work time for student projects at teacher/course discretion</li></ul>

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

- Building Administration
- IT Personnel
- Faculty
- Students
- Curriculum Leaders
- Instructional or Tech Coach

### How to execute the indicator

- Complete survey to gather baseline data on how time and space is utilized (survey respondents include teachers and students)
  - Create action plan on how to support flexible instructional practices
- Create/modify masters schedules to allow for flexible time for students
- Provide platforms for students to collaborate and share their voice

## Recommended evidence to submit for successful execution of this action

- A detailed explanation of the district/school's process for supporting opportunities for students to access school work outside of school hours
  - Homework is often collaborative in real time
  - 24/7 availability of internet access
  - shared network drive
  - online drop-box or locker
  - Learning Management System - Google Classroom, Moodle, Blackboard, Canvas, etc.
  - Social media / LMS allow for adult and child learners to engage with authentic learning processes
  - RTL Framework / Guidebook
  - Technology Implementation Plans
  - Scheduled intervention Time
  - Personnel assignments
  - Interactive Curriculum Guides
  
- Data on student achievement and growth through collaborative learning inside and outside the school day
  - Creation of "Digital Portfolio" where students highlight assignments/activities that were completed with a partner or in groups, and how working collaboratively improved the quality, understanding, and the overall learning experience.
  - In the "Digital Portfolio", students can explain/identify the percentage of collaborative learning that occurred inside and outside the school day.
  - Using Swivl/other recording technology to gather video evidence of student achievement through collaborative learning inside of school.
  - Using Swivl/other recording technology to gather video evidence of student achievement through collaborative learning inside of school (and outside of school at academic competitions, conferences, field trips, etc.).
  
- Testimonials from students and staff, Survey results that demonstrate a positive response from students, faculty, parents and administration regarding collaborative learning and access to student files outside of school hours.
  - Submission data on Moodle and Google Classroom activity, teachers identify group/individual assignments
  - Using Swivl/other recording technology to gather teacher debrief/reflection video evidence of lessons where student achievement was through collaborative learning outside of school.
  - Student reflections can be extracted from a digital or physical portfolios or Moodle forum/Google Questions after a collaborative learning assignment/project/activity.
  - Students could be required/asked as part of collaborative assignment, where work is completed outside of school, to record a brief video of them working in person or while collaborating on Google Docs, over video conferencing, etc.
  - Administrators and parents can share their impressions and reflections on the experiences of their children when working in collaborative settings while on a digital learning platforms and on field trips, academic competitions, etc.

## Resources schools can use to complete this action successfully

- [Moodle Classroom](#)
- [Google Classroom](#)
- [Google Apps for Education \(Drive, Docs, Slides, Sheets, etc.\)](#)
- [Swivl](#)
- iPads, Macbooks, Chromebooks, Surface Tablets, etc.
- [Genesis](#)

## Certified Schools Exemplars: See links for school evidence

### 1. [Black River Middle School, Chester School District, 2018 Bronze Certified](#)

All three schools in the Chester School District are proud of the flexible learning spaces and experiences that students take part in on a daily basis. Students are able to leverage the power of virtual reality to experiences such things as the Sydney Opera House, Lincoln's Assassination at Ford's Theatre and the culture of various Latin American countries to name a few. In art class students are able to showcase and have the art work assessed using the Seesaw platform as a digital portfolio. 2nd graders use Google Classroom and Google Drive to access and submit work. The district as a whole is 1:1 with Chromebooks in grades 2-8.

### 2. [West New York Middle School, West New York, 2018 Bronze Certified](#)

The West New York Middle School environment uses choice, creativity, and flexible learning to prioritize our personalized education. All stakeholders will increase or decrease active learning, modify instruction, and instructional materials to adjust content to meet individual needs. Time, content and resources are adjusted to assure that all students have a positive growth experience. Educators will use summative and formative assessments to proactively support learning opportunities.

Technology serves as a springboard to gather feedback and data, as well as allow students and teachers to reflect, problem-solve, and adjust instruction or timeframes. Teachers' webpages have homework posted, Google Classroom is encouraged, and interactive/extended educational websites are used to reinforce and expand learning moments. Educators continually bridge the gap and are reactive and observant of students' needs.

Strategies for teaching metacognition to improve students' learning in understanding their learning process will be a focus for personal professional learning in the 2018-2019 school year. Increase in setting goals, self monitor, self reflect, and focus on process, rather than final answers.

The Middle School's scheduling reflects increased time on tasks in all major disciplines. Every day students receive eighty-two minute blocks of time for Language Arts and Mathematics. All students also have a total of three forty-one minute periods of Science and Social Studies, along with an eighty-two minute lab weekly. Students have the flexibility to utilize computer labs during the day and in extended day learning to increase their usage of technology for project/problem/challenge based learning.