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# Indicators of Digital Readiness

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<b>Indicator</b>	<b>Professional Learning to Support Integrated Instruction</b>
<b>Theme</b>	<b>Leadership</b>
<b>Priority Level</b>	<b>P2</b>
<b>Organizational Level</b>	<b>School</b>

## **Description of the Indicator**

The school has access to educational professional(s) and/or administrator(s) that are responsible for overseeing and promoting the integration of technology and personalized learning strategies across all curriculum areas. School assures that educators have access to professional learning opportunities that are diverse, customizable, and often supported by the latest technologies. These digital leaders investigate, pilot, and model new types of instructional technologies and personalized learning strategies gained through professional learning.

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

Educational professionals or administrators who support technology play a vital role in the leadership of instructional technology and related services. These individuals are in positions to frame out the vision and direction for technology integration that supports teaching and learning. The responsibilities of such positions include: develop a comprehensive K-12 instructional technology plan for the district; work with faculty and administration to integrate technology and personalized learning strategies into the curriculum; routinely evaluate the instructional technology program; develop the yearly technology budget (could be done in conjunction with IT department and instructional supervisor and/or technology coach); review, evaluate and purchase instructional technology resources; and work with central administration, principals, supervisors and faculty to effectively utilize all available resources that promote the seamless use of technology and personalized learning strategies.

## Indicator Rubric

<p><b>Insufficient Evidence of Implementation</b></p> <p><b>(0 Points)</b></p>	<ul style="list-style-type: none"> <li>● The school has limited or no access to educational professional(s) and/or administrator(s) who support professional learning as it pertains to technology integration and personalized learning strategies</li> <li>● No instructional technology integration facet is included in the district/school goals</li> <li>● No opportunities for staff to engage in professional learning opportunities to support integrated instructional technology and personalized learning strategies</li> </ul>
<p><b>Foundational Stage of Implementation</b></p> <p><b>(2 Points)</b></p>	<ul style="list-style-type: none"> <li>● The school has minimal access to educational professional(s) and/or administrator(s), who support professional learning as it pertains to technology integration and personalized learning strategies</li> <li>● An instructional technology integration facet is included in the district/school goals</li> <li>● Minimal opportunities for staff to engage in professional learning opportunities to support integrated instructional technology and personalized learning strategies</li> </ul>
<p><b>Achieving Success in Implementation</b></p> <p><b>(4 Points)</b></p>	<ul style="list-style-type: none"> <li>● The school has access to educational professional(s) and/or administrator(s), who lead and support professional learning as it pertains to technology and personalized learning strategies</li> <li>● An instructional technology integration facet is included in the district/school goals as it pertains to professional learning</li> <li>● Many opportunities for staff to engage in professional learning opportunities to support integrated instructional technology and personalized learning strategies</li> </ul>
<p><b>Exemplary Success in Implementation</b></p> <p><b>(6 Points)</b></p>	<ul style="list-style-type: none"> <li>● The school has direct access to educational professional(s) and/or administrator(s), that are instrumental in planning, creating, implementing, and assessing technology integration and personalized learning strategies</li> <li>● A clearly communicated instructional technology integration facet as it pertains to professional learning is included in the district/school goals.</li> <li>● Many opportunities for staff to engage in professional learning opportunities to support integrated instructional technology and personalized learning strategies, and staff lead or facilitate for one another</li> </ul>

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

- District stakeholders:

- Superintendent, principal, district technology leaders or team, supervisors, faculty, board members
- Educational technology personnel could include
  - Instructional/Educational Technology supervisor
  - Innovation Coordinator
  - Technology supervisor (IT/ITS)
  - Technology coaches/specialists
  - Computer teachers
  - Teacher on special assignment/lead teachers

### **How to execute the indicator**

- Survey staff on professional learning needs related to instructional technology and personalized learning strategies.
- Plan professional learning opportunities based on survey results.
- Personnel are identified/hired who will lead professional learning opportunities.
- Communicate and guide school towards district vision and initiatives
- Common tasks performed by the Instructional/Educational Technology team include the items listed below.
  - Collaborate with teachers to create rigorous, standards-based lessons based on school data
  - Design and lead professional learning that is relevant and hands-on
  - Co-teach to model transformational uses of technology
  - Seek ways to learn new educational ideas
  - Maintain high expectations for students and teachers
  - Provide support to students, parents, and teachers in use of various software programs and digital resources
  - Include district technology staff when planning school-based technology initiatives
  - Share school needs and obstacles
  - Convey reasoning behind district decisions to school leaders
  - Share school success via social media, at conferences, and other avenues
  - Train new teachers
  - Manage and promote school technology resources and inventory

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

- District Technology Plan or goals including professional development of teachers.
- Staff survey that assesses educators' professional learning needs related to instructional technology and personalized learning.
- A district list of instructional technology and ITS department members, including job titles and responsibilities
- Educational Technology certificates (including but not limited to Google Certified Educator Levels, Google Certified Trainer, Apple Educator, Microsoft Educator, etc.)
- Applicable job descriptions
- Hiring of staff (if needed)

## Resources schools can use to complete this action successfully

- [NJ Technology Plan](#)
- [2017 National Education Technology Plan](#)
- [ISTE Standards for Administrators](#)
- [ISTE Standards for Coaches](#)
- [ISTE Standards for Educators](#)
- [Learning Forward Standards for Professional Learning](#)
- [CoSN's Framework of the Essential Skills of the K-12 CTO](#)
- District Technology Plan
- Consult other school districts in the state for models and structure

## Certified Schools Exemplars: See links for school evidence

### 1. [Hazlet Middle School, Hazlet Township Public Schools, 2018 Bronze Certified](#)

The school plans, creates and implements professional development initiatives that clearly support technology integration. Evidenced by district PD schedules and offerings, as well as Hazlet Middle School's personalized professional development program, it's clear that there are many opportunities for growth in the areas of personalized learning, use of digital tools and assessments, Google Apps for Education, and self-selected development goals. Staff members are encouraged to propose topics for professional development and to design and lead sessions for their colleagues.

### 2. [Birches School, Washington Township Public Schools, 2018 Bronze Certified](#)

We included a copy of our district's technology plan (created by our instructional technology committee). We gave information about how our district provides 1:1 laptops in grades 3-12, with a link to the description of this laptop program on the district website. We provided information about the district's technology integration specialist role, including an infographic depicting the models of service we offer. These technology integration specialists are available by appointment through the YouCanBookMe software (screenshot included). A list of some of the technology PD opportunities available to teachers was included, along with a few screenshots related to the PD.