
Indicators of Digital Readiness

Indicator	Culture of Capacity Building
Theme	Leadership
Priority Level	P2
Organizational Level	School

Description of the Indicator

Capacity building in schools is fostering whatever is needed to bring a school to the next level of operational, programmatic, or institutional maturity, so it may more effectively and efficiently advance its mission into the future. Capacity building is not a one-time effort to improve short-term effectiveness, but a continuous improvement strategy toward the creation of a sustainable and effective organization. Capacity building should encompass both human and physical resources.

Why is this indicator important?

Creating a culture of capacity building facilitates the creation of a Digital School by empowering the stakeholders with a high-level structure and the resources necessary to achieve their long-term goals.

Indicator Rubric

<p>Insufficient Evidence of Implementation</p> <p>(0 Points)</p>	<ul style="list-style-type: none">● The district has not developed or is in the process of developing a measure to study the school culture● A baseline assessment for stakeholders has not been established or administered and an action plan has not been established
<p>Foundational Stage of Implementation</p> <p>(2 Points)</p>	<ul style="list-style-type: none">● A tool has been developed to measure and study the school culture● A comprehensive baseline assessment has been administered to establish an understanding of the current organizational culture.● The data from the baseline assessment has been reviewed and shared with all stakeholders● An action plan has been developed
<p>Achieving Success in Implementation</p> <p>(4 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none">● All stakeholders are cognizant of the strengths and needs of the school culture● Progress is observed on areas identified in the action plan
<p>Exemplary Success in Implementation</p> <p>(6 Points)</p>	<p>Evidence is provided for all previous rubric levels, as well as:</p> <ul style="list-style-type: none">● Routinely interpreting and using data to drive improvement● Building administrators' knowledge and skills through regular PLNs/PLCs● Alignment of district's curriculum and assessment● Targeting interventions on low-performing areas with cohesive and systemic plans in place

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

All stakeholders. Capacity building starts with the board of education working in tandem with the superintendent to achieve buy-in from the teachers, the parents, and the community at large. At the school level, the administration and teachers/specialists should act as mentors and coaches. Capacity building extends to developing potential integrated technology leadership among parents and students, as well as school staff, with the goal of the whole school community taking ownership for the change process.

How to execute the indicator

- Establish a mechanism to study the current school culture
- Conduct a comprehensive baseline assessment - including surveys, interviews, and related artifacts; use data to establish a narrative of the current organizational culture
- Formulate an action plan to be employed that will serve to foster a culture of empowerment to promote innovative professional practice and student learning. This will include expanding knowledge through training and peer-to-peer learning.
- Disseminate resulting data and related action items for review/feedback
- Obtain BOE support, as necessary
- Implement action items
- Conduct formative assessment/evaluation
- Engage community members in the capacity building process

Recommended evidence to submit for successful execution of this action

- Vision and mission statement (and related efforts to promote/make visible)
- Strategic plan
- School culture/climate survey
- Technology plan that promotes a culture of capacity building (at all levels)
- Professional Development Plans, Professional Learning Communities, Common Planning Time, and Faculty meetings that provide opportunities for professional collaboration, distributed leadership, creativity and innovation, taking ownership of aspects of professional learning, and the encouragement of experimentation that have high potential to advance the vision.
- Submission of a public presentation to the Board of Education.
- Tangible outcomes/products representative of capacity building efforts (i.e., professional development, educational initiatives for public such as parent universities)
- Collaboration between school district personnel and community members on current and future community development projects and plans
- Administrator PLN/PLC Activity logs (Social media usage, attendance at Edcamps, etc.)

Resources schools can use to complete this action successfully

- <http://dashboard.futurereadyschools.org/framework>
- <https://dashboard.futurereadyschools.org/5steps>

- <https://www.ccl.org/multimedia/podcast/build-culture-build-capacity/>
- <http://www.p21.org/>
- <https://www.roadmap21.org/>
- <http://innovateexchange.org/>

Certified Schools Exemplars: See links for school evidence

1. [Memorial School, Old Bridge Township Public Schools, 2018 Bronze Certified](#)

Our schools follow the district technology plan for digital learning. Our priority is to instruct our students on how to learn, live, and work in an ever-evolving world. Computing devices are implemented to increase our teaching methods. Students are prepared in a computer functionality, capability, and will be able to embrace technology and globally access and interact with the world at their fingertips. Teachers and administrators are guided and provided with professional learning opportunities to embrace and integrate technology into their instruction. The ultimate goal is to enhance the educational learning experience while, in turn, contributing to the overall achievement of our students and our staff.