
Indicators of Digital Readiness

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| Indicator | Process for Effectively and Efficiently Vetting New Instructional Technology |
| Element | Technology Support and Services |
| Priority Level | P3 |
| Organizational Level | District |

Description of the Indicator

The utilization of instructional and learning technologies into teaching and learning must be planned for and have reason and purpose to achieve instructional goals and objectives. A process should be in place in order for staff to explore and implement resources that are best suited for the learning environment.

Why is this indicator important?

Resources and tools must be vetted through the appropriate process for establishing a Digital School. Stakeholders need to review and test resources and tools in order to make sure these resources will operate within the district's infrastructure to support teaching and learning and district operations.

Indicator Rubric

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| Insufficient Evidence of Implementation (0 Points) | <ul style="list-style-type: none">● The process for vetting digital resources does not follow the outline of execution stated below |
| Foundational Stage of Implementation (1 Points) | <ul style="list-style-type: none">● The district leaders have met to develop an outline of execution for vetting digital resources |
| Achieving Success in Implementation (2 Points) | Evidence is provided for all previous rubric levels, as well as: <ul style="list-style-type: none">● The district leaders have completed an outline of execution and have evidence of implementation at building level |
| Exemplary Success in Implementation (3 Points) | Evidence is provided for all previous rubric levels, as well as: <ul style="list-style-type: none">● The district leaders have completed an outline of execution and have evidence of implementation at the district level |

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

- Building Administration
- Technology Leader
- IT Personnel
- Operational Personnel
- Faculty
- Library Media Specialist
- Technology Integration Staff (coaches, specialists, etc...)
- Students

How to execute the indicator

To properly vet digital resources for an effective learning environment, a process must exist to assure the resource is meeting privacy, curricular and instructional needs, while assuring the resource will work in the existing technical infrastructure and be financially sustainable (if applicable). Below is an outline of execution

1. Identify the need a digital resource addresses
 - a. Communication between teachers and building/district level curriculum personnel
 - b. Assure other tools are not already fulfilling need - if so, is this more effective?
 - c. Determine ultimate scope of using digital resource (teacher, subject, building, district)
2. Determine technical viability in existing environment and financial sustainability
 - a. Communication between curriculum personnel and technology leader to understand how resource will be used
 - b. Technology leader determines technical viability with existing infrastructure
 - c. Curriculum personnel and technology leader determine costs, both one-time and potential ongoing renewals
 - d. Appropriate administration determines if financial obligations can be met
3. Review privacy policies and licenses of digital resources
 - a. Assure privacy policies adhere to district policies
 - b. Review licensing requirements and determine if a mechanism is in place to assure licensing compliance
4. Determine method for piloting resource before purchase or adoption
 - a. Establish clear goals in testing the product
 - b. Determine a method of monitoring during a specified pilot period.
 - c. Final meeting between teacher(s), curriculum personnel and technology leader to determine success of pilot

Evidence to submit for successful execution of this action

Please provide a detailed explanation the district's process for vetting digital resources, including all four steps outlined above. In addition, a narrative should be included taking the evaluator through a recent example of how your digital resource vetting process was followed successfully.

Resources schools can use to complete this action successfully

- [Critical Evaluation of Websites/Apps](#)
- [Ensuring the Quality of Digital Content for Learning - SETDA](#)

Certified Schools Exemplars

1. [Robertsville, Marlboro Township Public Schools, 2018 Bronze Certified](#)

MTPS has a thorough process for evaluating the current use of online programs and technologies. Through comprehensive data analytics (such as teacher/student usage and student performance) of each of our online programs (which is referenced regularly as our "district data dashboard"), MTPS administrators regularly evaluate and discuss our online programs. The supervisors of technology facilitate district-wide discussions, evaluation, and surveys of our digital learning environment. The supervisors of technology regularly run reports analyzing district usage and performance at a "global level" to ensure the district is receiving value from each online program.

2. [Ogdensburg Borough Public School, Ogdensburg Borough School District, 2018 Bronze Certified](#)

The Ogdensburg Borough School District's Superintendent's strong vision for a Digital Ready School included the creation

of the position of Director of Technology. The Director of Technology, IT Manager, and Technology Teacher organized and documented hardware, technology sites, infrastructure, repairs, and purchases which to that point had little to no collation. Identifying effective sites assisted the school with purchases and streamlined the budget process across the grade levels. The Digital School process inspired the team to survey staff and promote standards for apps and sites.

3. Memorial School, Old Bridge Township Public Schools, 2018 Bronze Certified

The district utilizes a diverse pool of data collected via district-specific assessments, state assessment data, and teacher-developed assessments in creating a unified vision for the use of technology in the classroom. The goal of this unified vision is to provide each student with a successful personalized learning environment.

PARCC assessment data provides students, teachers, administrators and the community with the tools needed to identify whether students are on track for post-secondary success, where gaps exist, and how they can be addressed long before students enter college or the workforce.

Several district committees, comprised of board members, teachers, administrators, and community members are involved in decision-making processes. As part of on-going committee work, the Board of Education, through Board-sanctioned committees, facilitates the review of district, department, and individual school goals. Professional development and mentoring plans, the Technology Plan, Curriculum Goals and Curriculum Guides, as well as course offerings are reviewed and updated/amended according to feedback received. The superintendent holds monthly Instructional Leadership Team meetings where administrators can voice concerns or make recommendations. In addition, the Leadership Council, comprised of the superintendent, assistant superintendent, board secretary/business administrator, and administrative directors, meet monthly to ascertain course of action prior to submission of any proposals to the Board for approval.

The district's Mission Statement, Vision Statement, District Goals are communicated regularly as part of Board of Education meeting agendas and minutes and are predominantly displayed on our district website, as well as in district publications.

As part of Instructional Team meetings and local staff meetings, new ideas and best practices are shared and serve as fruit for discussion of further purchases and/or implementations. Lastly, a rubric for evaluating instructional applications by Tony Vincent is available and shared for making recommendations to implement instructional technology.

Recommendations for new adoptions/implementations come through the various board-sanctioned committees and are vetted by Central Administrative staff and board of education committee members. This is especially transparent when investing in technology devices, textbook adoptions, etc., as many opportunities for feedback are provided via board of education committee meetings, Superintendent's Forums, and PTA and faculty meetings.

New adoptions/implementations are budgeted for and executed at the end of these processes as budgets allow. The ultimate goal of all new adoptions/implementation is the well-being, safety and success of our students. "