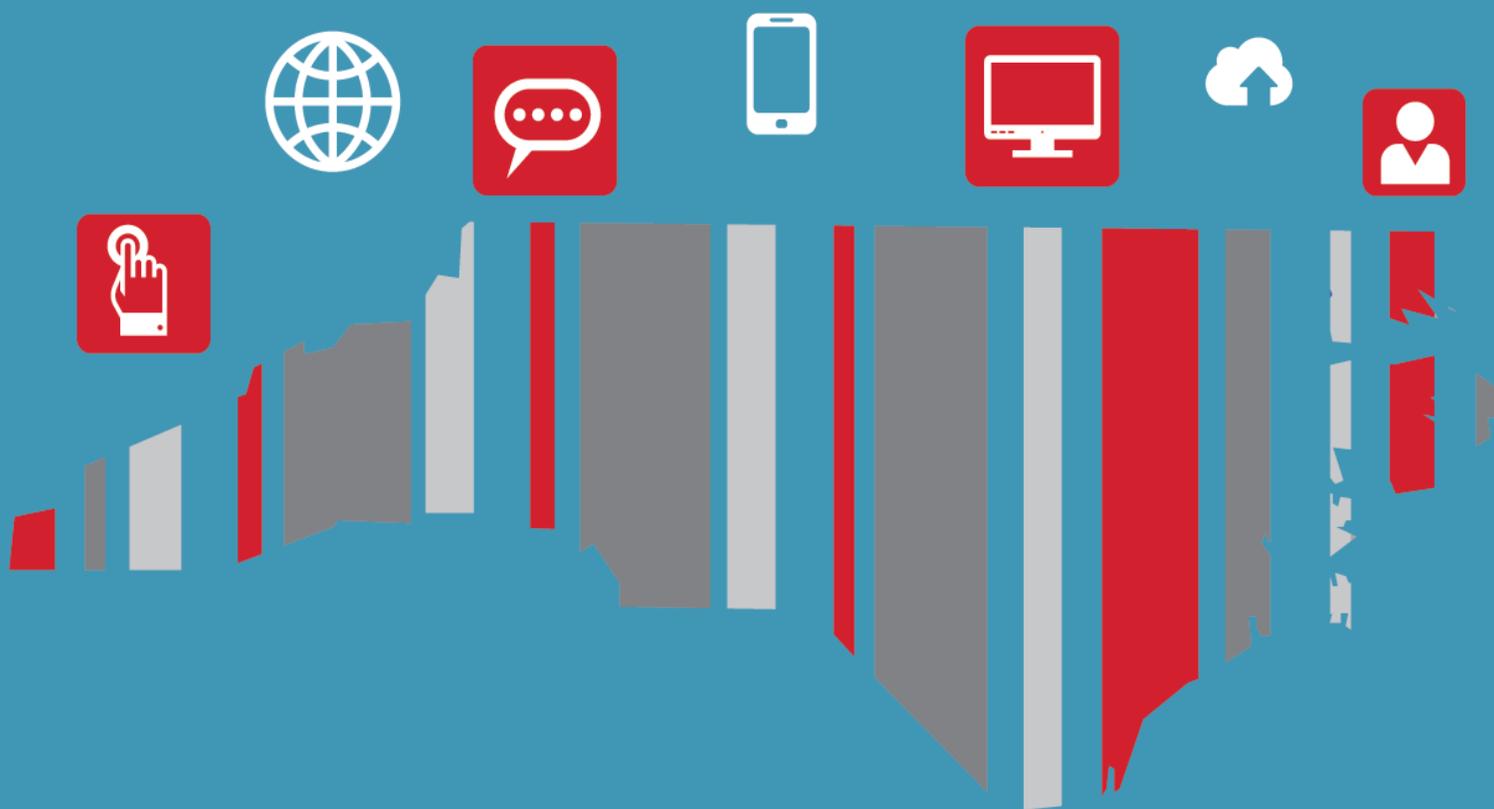# NORTH CAROLINA

DIGITAL
LEARNING PLAN

Digital Learning
Progress Rubric
For Districts and Charter Schools

Prepared for the North Carolina State Board of Education and the Department of Public Instruction

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Introduction

The Digital Learning Progress Rubric serves as a roadmap to support North Carolina's educators and communities in the transition to digital-age teaching and learning. It is designed to help district or charter teams reflect on their current stage of development in digital learning and track their progress moving forward.

Directions

This rubric contains five major areas: *Leadership*, *Professional Learning*, *Technology & Infrastructure*, *Content & Instruction*, and *Data & Assessment*. Within each area, there are four to seven specific indicators (e.g., Shared Vision, Personnel, Policy, etc.). Members of district or charter leadership teams can work individually or together to rate their district's or charter's progress on each on the indicators, using the information provided to place the district or charter in one of four stages of progress: Early, Developing, Advanced, or Target. You may want to have different groups do the ratings for each of the five areas. If team members do their initial ratings individually, they should schedule a time to discuss their ratings and come to a consensus for each indicator.

All bullets in each indicator rubric cell must be present to rate your district or charter in a category level. For example, if the district/charter only matches one of the two bullets listed in the Advanced category, then you should move your district/charter score to Developing. Use the scoring chart following the rubric to tally the rating for each indicator and summarize the overall rating for each of the five areas.

Leadership	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
L1 Shared Vision **Score: ____**	☐ Leadership has the basic awareness of the potential of digital learning in education to lead to personalized learning for students. ☐ Staff and leadership are exploring different uses for and approaches to digital learning.	☐ Leadership has a relatively in-depth understanding of digital learning, is developing a shared vision among educators, and is beginning to build buy-in for digital learning to lead to personalized learning for students. ☐ A digital learning approach is being piloted based on district/charter structure, funding, educator roles, and student demographics.	☐ Leadership has an in-depth understanding of digital learning, communicates and implements a shared vision among educators and community stakeholders. ☐ Leadership obtains buy-in for comprehensive use of digital learning to lead to personalized learning for students. ☐ The digital learning approach is appropriate to some aspects of district/charter structure, funding, educator roles, and student demographics. ☐ The district/charter has developed a technology plan independent of the district/charter improvement plan.	☐ Leadership promotes a shared vision for innovation with digital, personalized learning among all educators and stakeholders. ☐ The leadership team collaborates to develop goals and strategies for an effective digital learning initiative. ☐ Leadership is shared or distributed with different staff members taking on leadership roles with digital learning, professional learning, digital content, and/or instruction. ☐ Digital learning approaches are aligned with district/charter structures, goals, funding, educator roles, and student demographics. ☐ Digital learning is a core component of district/charter improvement plans and technology plans. ☐ Leaders consistently model best practices in the use of digital resources.
L2 Personnel **Score: ____**	☐ Leadership recognizes that some staff members utilize digital learning to change instruction and encourages these educators to continue to expand their knowledge and skills around digital learning. ☐ Educators do not have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning). ☐ Leadership considers digital competencies as optional in staff recruitment, hiring, evaluation, and retention practices.	☐ Leadership encourages teacher leaders in the use of digital learning to share with other staff members and to model or coach digital learning to meet the needs of individual students. ☐ Educators occasionally have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning). ☐ Leadership emphasizes digital competencies, but does not use it as a primary factor for staff recruitment, hiring, evaluation, and retention practices.	☐ Leadership is beginning to create roles or emphasize the importance of roles for teacher leaders or instructional coaches to help build capacity among other staff members. ☐ Educators frequently have access to instructional support staff to help fully utilize digital learning in their teaching (e.g., coaching, co-teaching, modeling, lesson planning). ☐ Leadership sees digital competencies as strengths in staff recruitment, hiring, evaluation, and retention practices.	☐ Leaders reallocate human resources (e.g., teacher leaders, instructional coaches) to build capacity and support the shared digital learning vision. ☐ Educators have "just-in-time" access to instructional support staff to help them fully utilize digital learning in their teaching. ☐ Leadership sees digital competencies as essential in staff recruitment, hiring, evaluation, and retention practices. ☐ Multiple pathways are in place for educators to demonstrate leadership for digital learning and hybrid roles are considered for educators demonstrating competencies in digital learning.
L3 Comm. & Collaboration **Score: ____**	☐ School leaders use technology for limited written communication with educators and parents.	☐ Some technology (e.g., email, the district/charter website) is used for communication and collaboration among colleagues, staff, parents, students, and the community.	☐ Technology is used to communicate, solicit feedback, and collaborate with stakeholders. ☐ Current tools and systems are used for communication, management of schedules and resources, performance assessments, and professional development.	☐ Multiple means of technology (e.g., telecommunications, social media, learning management systems, parent portals, the district/charter website) are used to communicate, solicit feedback, interact, and collaborate with all stakeholders. ☐ Current tools and systems are embedded in practice and used for communication, management of schedules and resources,

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Leadership	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
				☐ performance assessments, and professional development. ☐ A culture that supports ongoing and open communication among stakeholders exists.
L4 Community Engagement **Score: ____**	☐ Communication with the community at large is typically one-direction and by one type of media from the district/charter and rarely leads to collaboration or discourse. ☐ Parents/guardians receive information about their students on a quarterly basis through report cards.	☐ Communication with the community at large is through multiple media and may involve sharing some information that is not yet final in an effort to seek feedback and discourse. ☐ Partnerships with the community are connected to specific events or initiatives. ☐ Parents/guardians have limited access to information about their students.	☐ Communication with the community at large involves multiple media and is specifically designed to solicit feedback and engage community members in meaningful discussions about digital learning. ☐ Partnerships with the community are ongoing and with a small number of organizations or individuals. ☐ Parents/guardians have access to periodic information about their children's achievement to facilitate parent involvement and advocacy at school.	☐ Well-designed strategies are used to engage the community at large, provide opportunities for community input, and seek volunteers to assist with promoting digital learning. ☐ Strategic partnerships with the community are leveraged to support digital learning initiatives. ☐ Parents/guardians have access to real-time information about their children's assignments, activities, and achievement to facilitate parent involvement and advocacy at school.
L5 Sustainability **Score: ____**	☐ Limited funds available for implementation of digital learning initiatives to meet the goals and objectives outlined in the district/charter improvement plan. ☐ Stakeholders are not engaged in discussions about long-term funding plans for digital learning. ☐ The district/charter leadership team is not considering options for supporting digital learning through managed services options (bundled content, SIS, LMS, mobile device management, PD, network, etc.).	☐ Discretionary funds and/or funds re-allocated from other programs are used to advance implementation of some digital learning initiatives to meet the goals and objectives defined by the district/charter improvement plan. ☐ A team of stakeholders has been identified to create long-term funding plans; team members could include district/charter leaders, parents, business and foundation representatives, and others. ☐ The district/charter leadership team is exploring options for supporting digital learning through managed services options.	☐ Discretionary funds and/or funds re-allocated from other programs are used to advance implementation of most of the digital learning initiatives to meet the goals and objectives defined by the district/charter improvement plan. ☐ A team of stakeholders is assembled to create long-term funding plans; team members could include district/charter leaders, parents, business and foundation representatives, and others. ☐ The district/charter leadership team has identified managed services options to support some digital learning initiatives.	☐ The district/charter has a long-term funding plan that includes ongoing funding for digital learning as a core operating cost. ☐ The district/charter has a sustainability plan for digital learning, supported by all stakeholders, that identifies priorities and drives decisions to meet the goals and objectives defined by the district/charter improvement plan. ☐ The district/charter uses managed services to support digital learning functions when cost-efficient and effective.
L6 Policy **Score: ____**	☐ Data privacy and confidentiality policies are not yet in place. ☐ District and school policies, including acceptable or responsible use, have not been updated to address mobile technologies. ☐ District/charter leaders have not yet considered policies that enable and support 24/7 access	☐ Data privacy and confidentiality policies are in the process of being developed. ☐ Policies addressing federal and state requirements (e.g., FERPA, CIPA) for responsible use by students and staff have been developed, but not fully communicated and implemented for all students, parents, and	☐ Data privacy and confidentiality policies are in place and are in the process of being communicated to all members of the school community. ☐ Policies addressing federal and state requirements (e.g., FERPA, CIPA) for responsible use by students and staff have been developed and communicated to all students, parents, and staff.	☐ Data privacy and confidentiality policies and procedures are in place and have been communicated to all members of the school community. ☐ Policies addressing federal and state requirements (e.g., FERPA, CIPA) for responsible use by students and staff have been developed, communicated, and enforced. ☐ District and school policies, including

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Leadership	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
	☐ to devices and content, flexible uses of time, and alternative assessments. ☐ Policies and filters prevent students and teachers from access to many educational resources.	staff. ☐ District and school policies, including acceptable or responsible use, have been reviewed, and revisions to address mobile technologies and other updates are being considered. ☐ District/charter leaders are beginning to consider policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments. ☐ Policies and filters prevent students and teachers from access to some educational resources.	☐ District and school policies, including acceptable or responsible use, have been reviewed and revised to support digital learning and address mobile technologies. ☐ District/charter leaders are beginning to review and explore policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments. ☐ Barriers to access by students and teachers to appropriate educational resources have been addressed.	acceptable or responsible use, have been reviewed and revised as needed to support digital learning and mobile technologies. ☐ Policies that enable and support 24/7 access to devices and content, flexible uses of time, and alternative assessments are in place. ☐ Communication around policies related to data privacy and digital learning exists in multiple formats and is designed for specific audiences of parents, teachers, and students.
L7 Continuous Improvement **Score: ____**	☐ The district/charter is not yet considering evaluation plans of digital learning initiatives.	☐ District/charter leaders are considering evaluation plans of digital learning initiatives.	☐ District/charter leaders have begun to develop evaluation plans of digital learning initiatives. ☐ Limited sources of data are used to evaluate the implementation of digital learning initiatives. ☐ Digital learning initiatives are improved based upon summative results of the evaluation.	☐ A team of stakeholders (including district/charter leaders) develop evaluation plans of digital learning initiatives. ☐ Multiple sources of data are used to evaluate the implementation and impact of digital learning initiatives. ☐ Digital learning initiatives are continuously improved based on results of the ongoing evaluation.

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Professional Learning	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)

P1 Professional Development Focus
 	
Score: ___
	☐ Professional development activities are planned and implemented to address digital learning in general, but do not specifically address the digital competencies for educators.
	☐ Professional development resources lack specificity and focus on standardized, scripted teaching strategies.
		☐ Professional development activities are planned and implemented to align to at least one of the digital competencies for educators:
		  o Research-based methods for the effective uses of technology to support instructional strategies that enhance and extend learning for all students.
		  o Technology tools and resources to support personalized student learning.
		  o Content area-specific strategies for integrating digital learning into the curriculum, or leading a district/charter into a digitally-enabled learning environment.
		  o Additional professional learning for administrators to include evaluation of authentic digital learning, alternative assessments, and using data for continuous improvement.
		☐ Professional development resources occasionally focus on digital learning strategies for specific types of student learners.
			☐ Professional development activities are planned, implemented, and evaluated to align to at least two of the digital competencies for educators:
			  o Research-based methods for the effective uses of technology to support instructional strategies that enhance and extend learning for all students.
			  o Technology tools and resources to support personalized student learning.
			  o Content area-specific strategies for integrating digital learning into the curriculum, or leading a district/charter into a digitally-enabled learning environment.
			  o Additional professional learning for administrators to include evaluation of authentic digital learning, alternative assessments, and using data for continuous improvement.
			☐ Professional development resources frequently focus on digital learning strategies for specific types of student learners.
				☐ Professional development activities are planned, implemented, and evaluated to align to all digital competencies for educators:
				  o Research-based methods for the effective uses of technology to support instructional strategies that enhance and extend learning for all students.
				  o Technology tools and resources to support personalized student learning.
				  o Content area-specific strategies for integrating digital learning into the curriculum, or leading a district/charter into a digitally-enabled learning environment.
				  o Additional professional learning for administrators to include evaluation of authentic digital learning, alternative assessments, and using data for continuous improvement.
				☐ Professional development resources regularly focus on digital learning strategies for specific types of student learners to personalize learning for each student.

P2 Professional Development Format Score: ___	☐ Does not apply research-based principles of effective professional learning. ☐ Is designed to address large group needs as determined by district/charter goals or initiatives. ☐ Is delivered face-to-face or in a synchronous setting.	☐ Applies at least one of the research-based principles of effective professional learning, including opportunities that are job-embedded, ongoing, relevant, and sustainable. ☐ Is designed to address large group needs identified through perceptions of district/charter leaders. ☐ Is delivered face-to-face or in a synchronous setting.	☐ Applies some research-based principles of effective professional learning, including opportunities that are job-embedded, ongoing, relevant, and sustainable. ☐ Is designed to address large group needs identified through data (e.g., surveys, teacher evaluations). ☐ Is sometimes ongoing with coaching, professional learning communities, and mentoring. ☐ Is typically delivered face-to-face or in a synchronous setting, but informal opportunities are encouraged.	☐ Applies research-based principles of effective professional learning, including opportunities that are job-embedded, ongoing, relevant, and sustainable. ☐ Is personalized based on participants' professional learning needs identified through data (e.g., surveys, teacher evaluations). ☐ Is ongoing through peer observation, assessment, coaching, professional learning communities, and mentoring. ☐ Includes opportunities for informal and anytime, anywhere learning.

Professional Learning	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
P3 Professional Development Participation Score: ____	☐ District/charter provides at least one opportunity to meet the professional development needs of educators; these opportunities are typically available after school or during the summer. ☐ Educators participate in at least 10 hours of professional development or in the equivalent of competency-based professional learning opportunities per year, to meet their individual professional development needs.	☐ District/charter provides some opportunities to meet the professional development needs of educators; these opportunities are typically available after school or during the summer. ☐ Educators participate in at least 20 hours of professional development or in the equivalent of competency-based professional learning opportunities per year, to meet their individual professional development needs.	☐ District/charter provides multiple opportunities to meet the professional development needs of all educators, including some time to participate in professional learning opportunities. ☐ Educators participate in at least 35 hours of professional development or in the equivalent of competency-based professional learning opportunities per year, to meet their individual professional development needs.	☐ District/charter provides multiple and varied opportunities to meet the individual professional development needs of all educators, including time to participate in professional learning opportunities. ☐ Educators participate in at least 50 hours of professional development or in the equivalent of competency-based professional learning opportunities per year, to meet their individual professional development needs.
P4 Professional Learning Communities Score: ____	☐ Educators occasionally share lessons and activities through infrequent common planning and professional learning community meetings.	☐ In their professional learning communities, educators occasionally share student-centered lessons and activities that promote higher-level thinking.	☐ In their professional learning communities, online and offline, educators frequently share new or improved student-centered units, lessons, and/or activities that promote higher-level thinking.	☐ Educators regularly collaborate in their professional learning communities and are given time to share, create, or vet instructional content, strategies, and assessments.

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Content & Instruction	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
C1 Educator Role Score: ___	☐ Educators select and apply technology and digital content based on their familiarity of the resources. ☐ Educators are considered the primary providers of information and knowledge in the classroom. ☐ Educators rarely integrate digital content into curriculum design.	☐ Some educators select and apply technologies and digital content based on the overall needs of the classroom. ☐ Some educators are facilitators of learning rather than the sole providers of information and knowledge. ☐ Some educators utilize learner profiles and formative assessments to make real-time instructional decisions to meet the needs of each student. ☐ Some educators seamlessly integrate digital content into curriculum design. ☐ Shifts in the educator role in a digital learning environment are driven at the teacher level and are not systemic.	☐ Educators have the skills, resources, and support to select and apply technologies and digital content based on the overall needs of the classroom. ☐ Most educators are facilitators of learning rather than the sole providers of information and knowledge. ☐ Most educators utilize learner profiles and formative assessments to make real-time instructional decisions to meet the needs of each student. ☐ Most educators have skills to seamlessly integrate and support their use of digital content in curriculum design. ☐ Shifts in the educator role in a digital learning environment are driven at the school leader level and are not systemic.	☐ Educators have the skills, resources, and support to select and apply technologies and digital content based on the needs of individual learners. ☐ Educators are facilitators of learning rather than the sole providers of information and knowledge. ☐ Educators utilize learner profiles and formative assessments to make real-time instructional decisions to meet the needs of each student. ☐ Educators have skills to seamlessly integrate and support their use of digital content in curriculum design. ☐ Shifts in the educator role in a digital learning environment are driven at the district level.
C2 Student-Centered Learning Score: ___	☐ Students participate in learning activities that generally require rote memorization or simple recall. ☐ Students have little flexibility to select their own learning paths.	☐ Students infrequently or separately participate in learning activities that develop critical thinking, communication, collaboration, and creativity skills. ☐ Some students are able to select personalized learning paths based on their learning differences.	☐ Students sometimes participate in learning activities that partially integrate critical thinking, communication, collaboration, and creativity skills. ☐ Many students are able to select personalized learning paths based on their learning differences.	☐ Students frequently participate in learning activities that integrate critical thinking, communication, collaboration, and creativity skills. ☐ Students are able to select personalized learning paths based on their learning differences.
C3 Digital Content Score: ___	☐ Students have no access or limited access to digital content with rich media such as streaming video, podcasts, animation, etc. ☐ Educators have occasional access to digital content for instruction. ☐ Digital content is selected without teacher input. ☐ Procured content needs to be purchased annually for each student and teacher and is not transferrable between students as needed.	☐ Students have scheduled access to digital content with rich media such as streaming video, podcasts, animation, etc. ☐ Educators have regular access to digital content in the classroom for instruction. ☐ Digital content is selected with limited teacher input. ☐ Annually licensed digital content is purchased based on an enrollment count, and not licensed to students and teachers. ☐ Procured content which is not annually licensed is purchased one	☐ Students have anytime/anywhere access to digital content with rich media such as streaming video, podcasts, animation, etc. ☐ Educators have regular access to digital content in various instructional settings (e.g., school, home, community). ☐ Educators and students have input into the selection of digital content. ☐ Procured content has a flexible licensing model that is based on the number of concurrent users. ☐ Parents have access to view digital content with students.	☐ Students have anytime/anywhere access to digital resources with a rich variety of media types (e.g., streaming video, podcasts, animation, etc.) for consumption and creation of information. ☐ Educators have anytime/anywhere access to digital content and resources and seamlessly integrate selected resources appropriately. ☐ The district/charter has created a process for vetting digital content and instructional resources, seeking input from teachers, students, and parents. ☐ Teacher-created digital content is stored centrally and can be shared as appropriate.

Content & Instruction	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
	☐ Parents have limited access to the digital content available to their students.	time on a non-transferrable license. ☐ Parents have access to view some of the digital content available to their students.		☐ Procured content has a flexible licensing model that allows for transferability between students and educators, or is based on the total enrollment of the school.
C4 Online Learning Experiences **Score: ___**	☐ Students do not have readily available access to a variety of courses and course content that meets their learning needs. ☐ Students do not have access to online courses or are actively discouraged from taking them. ☐ Teachers do not use a learning management system.	☐ Students have very limited access to a variety of courses and course content that meets their learning needs, including online courses. ☐ Some teachers use the learning management system of their choice.	☐ Most students have access to a variety of courses and course content that meets their learning needs, including online courses. ☐ The district/charter provides a suite of different applications to serve as a learning management system.	☐ All students have access to a variety of courses and course content that meets their learning needs, including online courses. ☐ A comprehensive learning management system is in place to facilitate anywhere/anytime access to instructional materials and student/teacher communication.

Technology Infrastructure & Devices	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
T1 School Networks Score: ___	☐ Network and internet connection bandwidth are insufficient to support all district/charter access needs. ☐ Wireless network is built upon unmanaged network infrastructure. ☐ Wireless network is not available in all classrooms, or is insufficient to meet demand. ☐ Performance monitoring is not in place.	☐ Network and internet connection bandwidth are sufficient to meet average (though not peak demand) for district/charter access needs. ☐ Wireless network uses a combination of managed and unmanaged access points. ☐ Wireless network access is generally available in computer labs and classrooms; wireless access is available in some common spaces.	☐ Network and internet connection bandwidth are sufficient to support all district/charter access needs with some performance degradation at peak access times. ☐ Wireless network is built upon managed network infrastructure. ☐ Wireless access is available in all instructional and indoor common areas.	☐ Network and internet connection bandwidth are sufficient to support all district/charter access needs without performance degradation. ☐ Bandwidth in every school is sufficient to provide responsive network access to all users even during times of maximum use. ☐ Wired network access and a contemporary, managed wireless system provides reliable connectivity in all instructional spaces and indoor/outdoor common areas. ☐ Wireless connectivity is sufficient to support one to two devices per student or more without performance degradation.
T2 End-User Devices Score: ___	☐ Devices are available in a fixed location on a limited or scheduled basis for educator and learner use. ☐ Devices are not similarly configured for access using contemporary web browsers that support current standards. ☐ There is little or no alignment between the devices available and the instructional programs within the school(s). ☐ Devices do not have remote management capabilities. ☐ Guest devices have no wireless access.	☐ Devices are available to entire classes on a rotating basis in the classroom for educator and learner use. ☐ Devices available are not all configured the same and may not support current web standards. ☐ Upon request, guest devices can be connected to the district/charter wireless network.	☐ Devices are available to all students and teachers during the school day. ☐ Devices support the managed wireless infrastructure within the school buildings. ☐ Devices are all similarly configured for access using contemporary web browsers that support current standards. ☐ Devices have some limited remote management capabilities. ☐ Guest devices can connect to the district/charter wireless network but no system is in place for access control.	☐ All students and teachers have access to a device 24/7 during the school year. ☐ Student and teacher devices support the contemporary, managed wireless infrastructure within the school buildings. ☐ Devices can access the internet using contemporary web browsers that support current standards. ☐ The devices used support the instructional programs within the school(s). ☐ Devices have sufficient offline capabilities to meet the needs of the students and school instructional programs. ☐ Devices have remote management capabilities. ☐ Guest devices connect to the district/charter wireless network through a system that authenticates and tracks users.

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Technology Infrastructure & Devices	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
T3 Learning Environments Score: ____	☐ Classroom display systems are hard-wired to a single device, cannot be changed, and are too dim or not located in a place where they can be seen by the entire class. ☐ Fewer than five power receptacles are available for student use in classrooms. ☐ Peripheral devices (e.g., document cameras, etc.) are not present in the classroom, or do not function.	☐ Classroom display systems are hard-wired to a single device and cannot be changed, and can be seen from anywhere in the classroom. ☐ Classrooms have enough receptacles to allow students to rotate for access to power. ☐ Peripheral devices are present in the classroom, but are only for teacher use.	☐ Classroom display systems are available, but wired to show one device at a time. ☐ Classrooms have sufficient power receptacles available, but are not conveniently located for student use. ☐ Student devices are able to utilize some of the peripherals within classrooms.	☐ All learning environments have display systems with the ability to show combinations of teacher and student screens dynamically. ☐ Classrooms have sufficient power receptacles available, located in positions that allow students to charge devices. ☐ Student devices are able to utilize technology peripherals and display systems in the learning environment.
T4 Technical Support Score: ____	☐ Technical support requests are addressed in more than four days. ☐ Instructional positions provide the majority of technical support. ☐ No defined technical support procedures exist and technical support requests are not tracked. ☐ No monitoring systems are in place on the network. ☐ Technology assets which are checked out to teachers and students are cataloged in the library circulation system, but no additional inventory is tracked.	☐ Technical support is available within two to three business days, in most cases. ☐ Instructional positions provide "first level" technical support. ☐ A technical support procedure exists only at the individual school level; technical support requests are tracked, but are not reviewed for trends. ☐ Monitoring systems are in place for critical failure points only. ☐ Each school maintains an accurate inventory of technology purchases and assets within the school.	☐ Technical support is available the same day, in most cases. ☐ Instructional positions provide a back-up technical support role. ☐ A well-defined technical support procedure is in place, but is not consistently enforced. ☐ Technical support requests are tracked and reviewed for trends periodically. ☐ Some monitoring systems are in place in the event of equipment failure and procedures are in place for failures. ☐ The district/charter is building an inventory of technology purchases and assets.	☐ Technical support is available rapidly enough that instructional and business operations are minimally impacted by technology problems. ☐ Technical support does not rely primarily on instructional technology facilitators, coaches, or other instructional positions. ☐ A well-defined technical support procedure is in place and consistently enforced. ☐ Technical support requests are logged, tracked, and annotated. ☐ A comprehensive monitoring system is in place to monitor health, performance, and usage of each element in the network. ☐ Monitoring systems generate alerts in the event of failure or heavy utilization. ☐ Procedures for equipment failure and for utilization above the 60% threshold are in place. ☐ The district/charter maintains a complete and accurate inventory of technology purchases and assets.
T5 Supporting Services Score: ____	☐ Equipment is replaced at the point of failure. ☐ The district/charter neither provides nor requires the use of a learning management system. ☐ Single-sign-on is not available. ☐ Content filtering cannot be	☐ Equipment is replaced sporadically as funding is available. ☐ The district/charter provides some support for those teachers who use available learning management systems, but does not provide a system for all	☐ A routine and comprehensive replacement cycle exists for some technology infrastructure and devices. ☐ The district/charter requires teachers to use learning management tools provided by the district/charter. ☐ Single-sign-on is available across	☐ A routine and comprehensive replacement cycle exists for all devices and technology infrastructure. ☐ The district/charter provides access to a comprehensive student information system, learning management system, and learning objects repository.

Technology Infrastructure & Devices	Early (1 pt)	Developing (2 pts)	Advanced (3 pts)	Target (4 pts)
	differentiated by user type. ☐ The content filter is a barrier to use.	teachers and students. ☐ Single-sign-on is available across network logins, content filtering, and email systems only. ☐ Content filtering is differentiated by staff and students. ☐ The content filter prevents the use of some instructional websites and the filter introduces minor performance barriers on the network.	some applications. ☐ Content filtering is differentiated by school, grade level, and user role.	☐ Single-sign-on and identity management are integrated across all applications. ☐ Content filtering is in place and does not restrict internet usage beyond legal requirements and local responsible use policies, and does not create a network performance issue.
T6 Outside of School **Score: ____**	☐ More than 50% of teachers and students do not have broadband access outside of school. ☐ Public wireless access is not available or accessible. ☐ Student devices are not filtered off-premises.	☐ More than 50% of teachers and students have internet access outside of school at least two days per week. ☐ Public libraries offer free wi-fi access to all students outside of school. ☐ Limited content filtering operates on devices off-premises.	☐ More than 50% of teachers and students have internet access multiple days per week. ☐ A commercial internet provider in the area provides deep discounts to consumers with students in free or reduced lunch programs. ☐ Beyond public libraries, schools are open after-hours to allow internet access. ☐ Content filtering operates on student devices when they are off-premises.	☐ Teachers and students have broadband access outside of school seven days a week. ☐ A commercial internet provider in the area provides deep discounts to consumers with students in free or reduced lunch programs. ☐ School and library networks are available after-hours and public wi-fi access is available in public libraries, downtown areas, and community centers. ☐ Content filtering operates on student devices when they are off-premises.

Data & Assessment	Early	Developing	Advanced	Target
D1 Data Systems **Score: ____**	☐ Processes for collecting, managing, and accessing student data are in place. ☐ Learning objects are not shared. ☐ Limited learner data is available to educators, administrators, and parents.	☐ Learner data is stored by individual teachers according to a policy or procedure. ☐ Data systems for collecting, managing, and accessing meaningful student data are used by some educators. ☐ Learning objects are shared informally. ☐ Summative learner data (e.g., final grades, test scores) is available to educators, administrators, and parents.	☐ Learner data is housed across multiple locations. ☐ Data systems for collecting, managing, analyzing, and accessing meaningful student data (e.g., academic test data, ongoing, embedded performance data, and student learning styles, preferences and interests) are used in real time by some educators and administrators. ☐ Student-level reports are available for educators, administrators, and parents.	☐ A secure central repository houses all learner data. ☐ A comprehensive learning management system and learning objects repository are integrated with the learner data system. ☐ Grading and assessment systems are integrated with all learning tools. ☐ Individualized, real-time data dashboards and reports are provided for all educators, parents and learners.
D2 Learner Profiles **Score: ____**	☐ Student-level learner profiles are not available.	☐ Learner profiles are developed at the class, course, teacher, or grade-level and are used by administrators to make school-level decisions.	☐ Student-level learner profiles are developed from data from multiple sources and analyses of the larger student population are used by some educators and administrators to make classroom-level decisions.	☐ Personalized student learner profiles are developed from multiple data sources and analyses and are used by all educators and administrators to make instructional decisions. ☐ Student learner profiles include student performance data, real-time formative assessment data, and information on student learning differences.
D3 Authentic Assessments **Score: ____**	☐ Educators are only administering non-common interim summative assessments. ☐ Assessment data are used for the purposes of remediation.	☐ Educators are administering common interim summative and benchmark assessments. ☐ Assessment data are used for the purposes of remediation.	☐ Educators are using a combination of common and non-common formative, interim summative and benchmark assessments. ☐ Assessment data is used to change some instructional practices.	☐ Ongoing assessments are used dynamically to identify each student's needs and strengths relative to learning goals. ☐ District, school, and individual teachers use a range of assessments, including adaptive, time-flexible, performance-based, and project-based. ☐ Assessments are integrated into instructional content and practice.
D4 Collaborative Development of Assessments **Score: ____**	☐ Educators informally determine assessment strategies.	☐ At least once a year, the district or school facilitates the co-creation of assessments and the sharing of assessment strategies.	☐ Educators collaborate quarterly to discuss strategies for analyzing student performance and for using results to inform instruction, and to develop multiple assessment measures (e.g., formative, benchmark, summative, or performance-based assessments).	☐ Educators collaborate routinely to discuss strategies for analyzing student performance, using results to inform instruction, to develop multiple assessment measures, and to measure student success. ☐ Schools in the district use common metrics for assessment of student learning.

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North Carolina Digital Learning Progress Rubric

Directions: In order to reflect on your unique digital learning initiative, gather your district/charter leadership team and review this rubric. Rate each indicator and area (*Leadership, Professional Learning, Content & Instruction, Technology & Infrastructure,* and *Data & Assessment*) either individually or as a whole team. If you reflect on the rubric individually, gather back together to discuss each stem, the meaning of the descriptors, and how this may apply to your situation. Go through the rubric and decide where your transition to digital learning falls in each category. Your current digital readiness state must match all bullets to be awarded points for that category (that is, all bullets must be present within each category in order to be awarded full points for each separate indicator). For example, if your district/charter only matches one of the two bullets listed in the Advanced category, then you should grade your district/charter as Developing. Use the scoring chart provided below to total the classification for each individual indicator and area, and to summarize your district's/charter's digital learning implementation progress for each area. As a whole group, discuss the indicators on which you've based your points-decision for each category and start to discuss next steps (for example, what are one to three actions in each implementation area that your district or school can take next to move closer to achieving your goals?).

Number of District/Charter Staff Completing the Rubric:
_____Administrators
_____Central Office
_____Teachers
_____Other _____

Enter the corresponding value into the chart below using the following rubric comparison points:

Early = 1   **Developing = 2**   **Advanced = 3**   **Target = 4**

LEADERSHIP							Comments
L1 Shared Vision	L2 Personnel	L3 Communication & Collaboration	L4 Community Engagement	L5 Sustainability	L6 Policy	L7 Continuous Improvement	
Score:	**Score:**	**Score:**	**Score:**	**Score:**	**Score:**	**Score:**	**Overall Score:**

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PROFESSIONAL LEARNING				Comments
P1 Professional Development Focus	P2 Professional Development Format	P3 Professional Development Participation	P4 Professional Learning Communities	
Score:	Score:	Score:	Score:	Overall Score:

CONTENT & INSTRUCTION				Comments
C1 Educator Role	C2 Student-Centered Learning	C3 Digital Content	C4 Online Learning Experiences	
Score:	Score:	Score:	Score:	Overall Score:

TECHNOLOGY & INFRASTRUCTURE						Comments
T1 School Networks	T2 End-User Devices	T3 Learning Environments	T4 Technical Support	T5 Supporting Services	T6 Outside of School	
Score:	Score:	Score:	Score:	Score:	Score:	Overall Score:

DATA & ASSESSMENT				Comments
D1 Data Systems	D2 Learner Profiles	D3 Authentic Assessments	D4 Collaborative Development of Assessments	
Score:	Score:	Score:	Score:	Overall Score:

Overall Digital Learning Progress Rubric Score (*sum of overall scores for each area*):	

Final score classifications: **Early** = 0-49 points; **Developing** = 50-74 points; **Advanced** = 75-99 points; **Target** = 100 points

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