

Scott County School District 2

Digital Learning Teacher Expectations Rubric

SCSD2 is forging a path to improve and update our educational program by embracing the potential of 21st century digital learning opportunities. To that end, the corporation has devoted considerable resources to training teachers to implement digital activities in the classroom and to provide mobile device access to student and staff learners.

The overall goal of the SCSD2 Digital Learning Initiative is to create the best **Blended Learning** environment possible. This blend incorporates 24/7 digital learning opportunities into the valuable face-to-face classroom interactions between students, peers, and teachers.

GOALS

The SCSD2 Digital Learning Initiative has five primary goals. We will keep these goals in the forefront of our implementation of the development plan. Our first four goals will get us to our ultimate target, #5, achievement.

1. Increase student engagement.
2. Increase individualized opportunities for students.
3. Increase 21st century skill development for students.
4. Decrease the digital divide that exists in our student body.
5. **Increase student achievement.**

SMS Teacher Expectations

To help clarify the expectations of teachers, a performance rubric has been created. The rubric addresses a variety of instructional categories and defines levels of performance as Below Basic, Basic, Proficient, or Advanced. The rubric also contains citations, as appropriate, to the SCSD2 RISE Rubric (R), the SCSD2 Classroom Teacher Job Description (JD) and the SCSD2 District Expectations of Teacher Performance (DETP).

SCSD2 teachers will be expected to perform at Basic or above in every category during the first year of 1:1 mobile device access. Teachers should set professional goals to progress to Proficient or Advanced levels of performance during the second year of implementation. Detailed, accessible, and ongoing professional development will be provided to support teachers during the transformation.

It is our expectation that all faculty members in each new digital cohort meet the ISTE.NETS.T standards for Advanced Digital Age Teaching listed here.

1. Facilitate and inspire student learning and creativity.
2. Design and develop digital-age learning experiences and assessments.
3. Model digital-age work and learning.
4. Promote and model digital citizenship and responsibility.
5. Engage in professional growth and leadership.

Teacher Effectiveness Rubric Components

The digital initiative is based on four main components: use of digital resources, use of digital tools, creation of a productive digital citizenry, and implementation of a digital content. These components represent the essence of a digital learning environment. They are further defined below.

Digital Resources A digital resource is something used by teachers or students to introduce, demonstrate, or reinforce concepts. Limitless digital resources are available for teachers. Examples include clips from youtube or teachertube, simulations, quiz programs, interactive worksheets, etc. Just because something is online, does not mean it is a digital resource. For example, a scanned copy of a traditional handout is not considered a digital resource. A handout recreated with embedded links would be considered a digital resource.

SCSD2 teachers will be expected to demonstrate the use of digital resources by posting assignments and supplemental links on My Big Campus, to incorporate resources into instruction, and to decrease paper/copy usage by handling a certain amount of documents electronically.

Digital Tools A digital tool is something used by students to demonstrate proficiency over subject matter. A tool should engage students in 21st century skills and in the higher levels of Bloom's taxonomy. Examples of online digital tools are Google Docs, neu.Annotate, ShowMe, and Evernote, and Apple productivity tools such as Keynote, Pages, and iMovie.

SCSD2 teachers will be expected to provide learners the opportunity to use digital tools in daily instruction and in special projects. It is expected that SCSD2 students will develop in all 21st century skill areas included in the ISTE-NETS-S standards for Advanced Learning (demonstrate creativity and innovation; communicate and collaborate; conduct research and use information; think critically, solve problems, and make decisions; and use technology effectively and productively.)

Digital Citizenship Another goal of the initiative is to create Digital Citizens that can function effectively in the greater digital society. This necessitates instruction in each of the nine elements of Digital Citizenship as identified by ISTE. Digital Citizenship that is solely represented by a list of Responsible Use Rules falls short of what students need today. The school administration and the eLearning Director will help faculty, students, and parents develop productive skills, attitudes, and values associated with these nine elements:

Digital Access	Digital Commerce	Digital Communication
Digital Literacy	Digital Etiquette	Digital Law
Digital Health/Wellness	Digital Security	Digital Rights/Responsibilities

SCSD2 teachers will be expected to address digital citizenship during their use of digital tools in classes.

Digital Content Digital content at SCSD2 is not a canned program nor a list of technology tools. Digital content in a quality curriculum is a *prevailing digital component woven through into all aspects of teaching a learning in the school* (E. Abbey, Heartland AEA). Digital content has these foundational principles:

- A philosophical belief that digital components are important to student learning.
- Implementation of an array of digital components in all important aspects of learning.
- Quality (depth) experiences embedded in the components.
- Proper disposition of technology to the overall purpose in education.
- Structures or other school conventions to maximize these components.

SCSD2 seeks to provide students access to digital content that is collaboratively designed and aligned with local, state, and Common Core standards. Quality digital content is accurate, relevant, and varied to include text, graphics, images, video, audio, and animation. Worldwide content sources, local sources, and those from pay and free sources can be curated to enhance student learning.

Quality digital content is evidenced when technology *is like oxygen. Ubiquitous, invisible, and necessary.* The use of digital content in a 21st century curriculum requires technology be used to the extent that kids do not exclaim "we used computers today." Use of mobile devices to access digital content should be expected and as commonplace as use of pencil and workbooks have been.

SCSD2 teachers are expected to work collaboratively to curate and manage content from a mix of open, proprietary, and local sources. They are expected to deliver their content through digital means at a rate commensurate with learner needs and device access.

	Below Basic	Basic	Proficient	Advanced	Support Citations
Use of Digital Resources					
My Big Campus	<i>Fails to post student agenda on MBC</i>	<i>Posts daily student agenda on MBC</i>	<i>Posts daily student agenda on MBC and posts supplemental links at least 4 x quarter</i>	<i>Posts daily student agenda on MBC and posts supplemental links weekly</i>	SCSD2 R: 2.1, 2.2, 2.3, SCSD2 JD: #6 SCSD2 DETP:
Web links, clips, subscription or free apps, etc.	Fails to utilize digital resources; relies solely on textbooks and existing handouts	Incorporates a digital resource into instruction at least 5 x quarter	Incorporates a digital resource into instruction on a weekly basis	Incorporates a variety of digital resources into instruction on a weekly basis	I. A. 1, 3, 4 I. B. 1 I. B. 12 I. E. 1 I. F. 3
Resource efficiency	<i>Uses paper copies for all assessments and handouts</i>	<i>Requires electronic submission of at least 25% of assignments and posts at least 25% of class documents</i>	<i>Requires electronic submission of at least 50% of assignments and posts at least 50% of class documents</i>	<i>Requires electronic submission of at least 90% of assignments and posts at least 90% of class documents</i>	
Use of Digital Tools					
Tool use in daily instruction	Fails to require students to use digital tools in class activities	Requires students to use a digital tool in class activities at least 5 x qtr.	Requires students to use a variety of digital tools at least weekly	Requires students to use a variety of digital tools on a daily basis	SCSD2 R: 2.3, 2.6, 2.8 SCSD2 JD: #6 SCSD2 DETP:
Tool use in projects	<i>Fails to require the use of a digital tool in a project during the quarter</i>	<i>Requires students to use a digital tool in a project once in a quarter</i>	<i>Requires students to use at least two digital tools in a project each quarter</i>	<i>Requires students to use digital tools in at least two projects per quarter; one being the student tool choice</i>	I. B. 12 I. C. 2 I. E. 1
Use of social engagement	<i>Fails to engage students in a digital social context</i>	<i>Engages students digitally in a social context at 2 x each quarter</i>	<i>Engages students digitally in a social context at 5x each quarter</i>	<i>Engages students in a variety of social contexts on a weekly basis</i>	

	Below Basic	Basic	Proficient	Advanced	Support Citations
Digital Citizenship	Fails to address appropriate digital citizenship concepts in relation to class activities	Addresses “rules” components of Digital Citizenship as they come into play	Leads conversation about Digital Citizenship and the student role in a global digital society on occasion	Requires students to incorporate Digital Citizenship into appropriate class assignments/ activities	SCSD2 R: 2.9 SCSD2 JD: #9 SCSD2 DETP: II. B. 2 II. B. 4 III. C. 3
Digital Content	Fails to use digital content during class instruction; relies solely on traditional texts, worksheets, etc.	Incorporates relevant and engaging digital content into lessons at least twice a week.	Incorporates digital content into instruction almost daily.	Incorporates multiple examples of quality, aligned digital content into lessons almost daily.	SCSD2 R: 2.2 SCSD2 JD: #4, #6 SCSD2 DETP: I. A. 1, 3, 4 B. 1 B. 12 I. E. 1 I. F. 3
SMS teachers should also observe the following expectations of performance in the 21st Century Digital Learning Initiative. These categories greatly impact the success of the program.					
Data Analysis	Fails to collect student performance data beyond assigning summative assessments and maintaining a gradebook	Incorporates formative assessments and pre/post testing at least once a quarter	Incorporates formative assessments and pre/post testing and adjusts instruction based on results at least 2 x qtr.	Incorporates formative assessments and pre/post testing with instructional adjustment with each new concept	SCSD2 R: 1.1, 1.5, 2.5 SCSD2 JD: #8 SCSD2 DETP: I. E. 1 I. E. 6 I. E. 7
Professional Development	Attends required professional development trainings	Attends required professional development trainings and participates in some additional optional learning events.	Attends PD trainings, completes online training assignments, and creates/ follows a Personal Learning Network (PLN) on Twitter or like network	Attends PD trainings, completes online training assignments, creates a PLN, and shares experiences with others via a blog or peer presentation at least 1 x qtr.	SCSD2 R: 3.1, 3.2, 3.3 SCSD2 JD: #15 SCSD2 DETP: IV. B. 1 IV. B. 2
Classroom Management	Fails to create clear boundaries between online and offline activities	Creates boundaries between online and off-line activities that are loosely monitored and enforced	Creates boundaries between online and off-line activities that are monitored and enforced	Navigates between online and off-line activities with full compliance with minimal disruption	SCSD2 JD: #9 SCSD2 DETP: II. A. 5 II. B. 3 II. B. 4