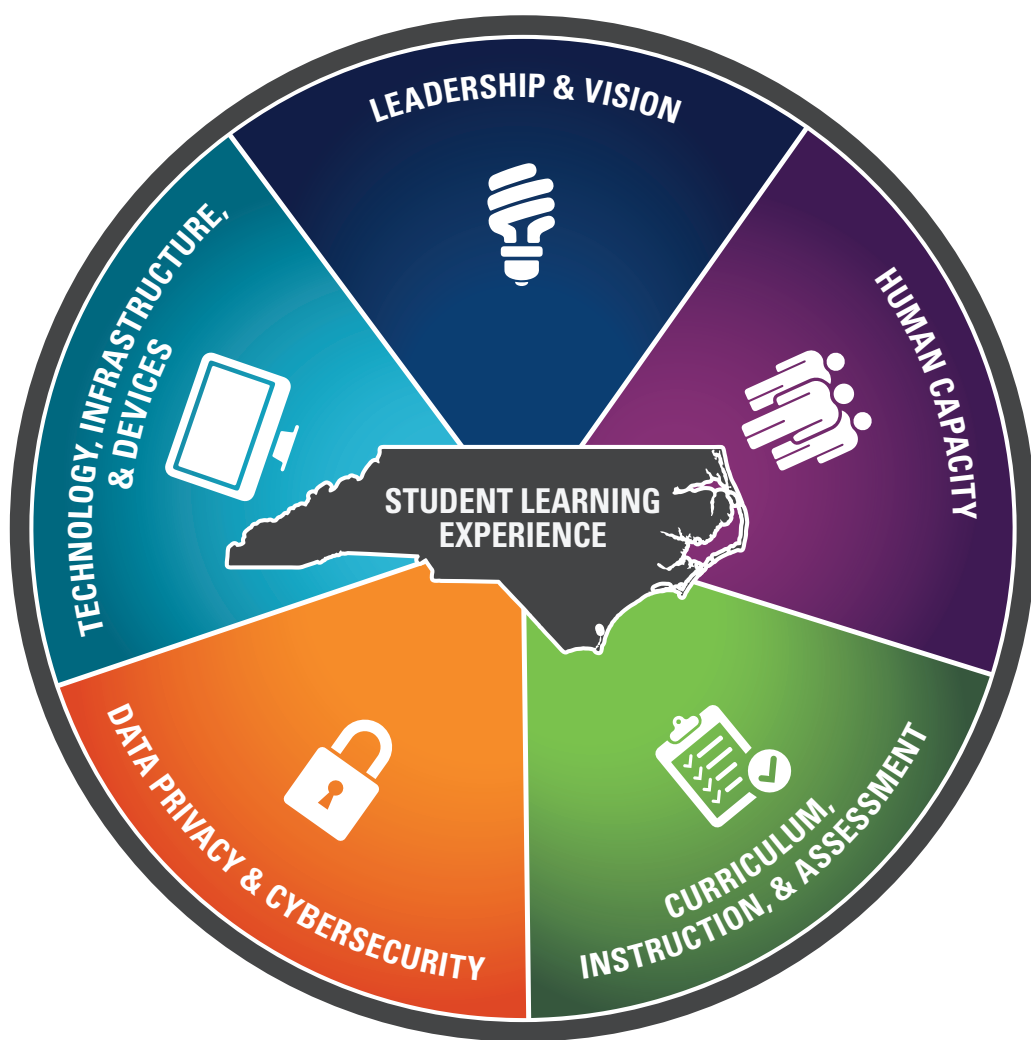


NORTH CAROLINA **DIGITAL** LEARNING PLAN

Detailed Plan
August 2022

Prepared by the Digital Teaching and Learning Division,
North Carolina Department of Public Instruction



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Background

In 2015, in response to North Carolina Session Law 2016-94, the original NC Digital Learning Plan (NC DLP) was developed. The plan included findings related to the current landscape of digital learning in North Carolina and outlined goals and recommendations for state-level leadership that supported growth and continuous improvement of digital-age learning in the state. The North Carolina Department of Public Instruction (NCDPI), in collaboration with the Friday Institute at North Carolina State University (FI), established focus area working groups aligned with the NC DLP goals. Over the following years, these working groups further defined strategies and action items of the NC DLP and focused efforts to implement what became known as the NC Digital-Age Learning Initiative (NC DLI).

Since 2015, the landscape of digital learning in North Carolina has evolved dramatically. Many of the goals included in the original NC Digital Learning Plan have been accomplished, have demonstrated progress, or have been refined as needed, informed by the ever-evolving nature of a digital world and the specific needs of our public school units (PSUs). Additionally, the pandemic accelerated the development of digital learning environments and amplified the need for a continued commitment to growth and improvement of digital-age learning in North Carolina.

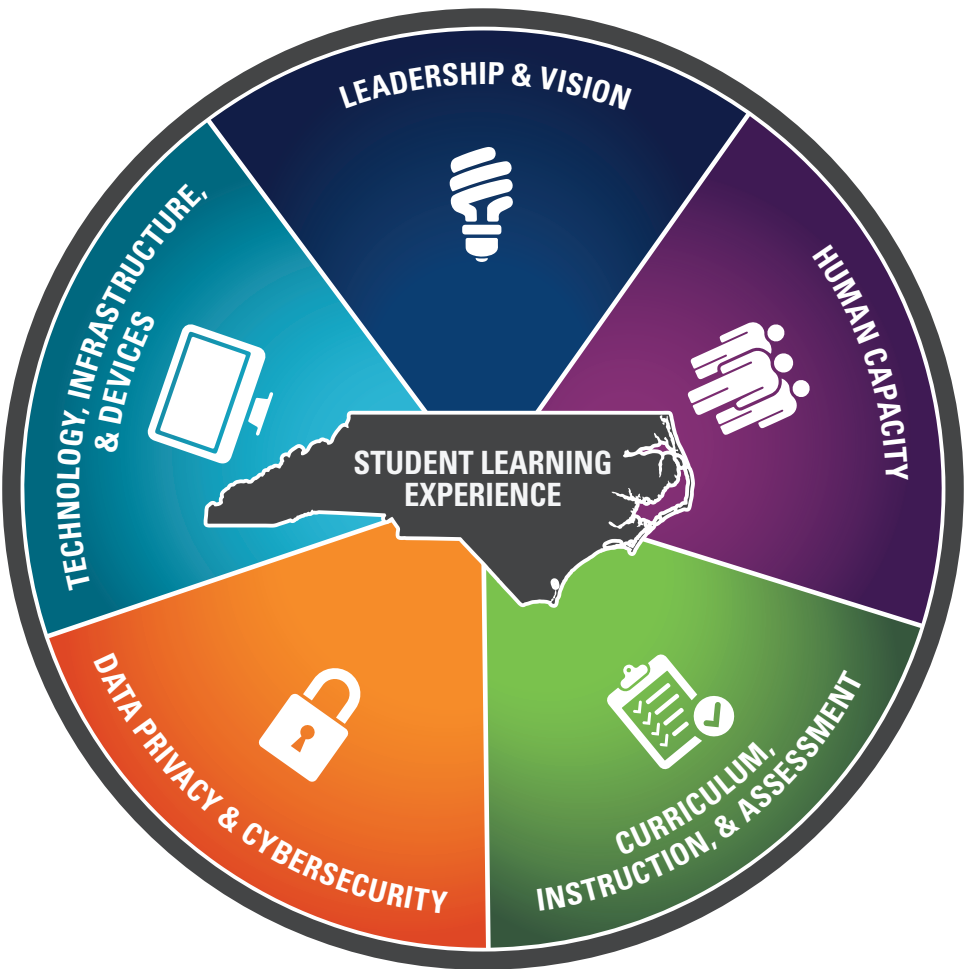
This iteration of the North Carolina Digital Learning Plan is designed to build upon the progress of the original NC DLP as well as strategically address the current landscape and needs of PSUs across the state. Requirements from NC Session Law 2016-94 are included within the plan, and feedback and recommendations from stakeholders and strategic partners have informed the development of state, PSU, and school-level objectives and strategies. Relevant data and research, evidence-based practices, related to legislation and policy, and alignment with North Carolina State Board of Education strategic goals and NCDPI initiatives have also informed the development of the NC DLP.

Purpose

The North Carolina Digital Learning Plan is designed to provide a framework for growth and continuous improvement in the area of Digital Teaching and Learning for the Department of Public Instruction (DPI), public school units (PSUs), and schools across the state. This plan and the materials provided with it are not intended to be evaluative in nature. It is intended to share researched best practices that impact student learning experiences and offer a common language to shape conversations. Opening these types of discussions around how to improve digital teaching and learning practices can support the creation of effective action plans. The heart of the NC DLP is to create transformative student learning experiences enhanced by digital teaching and learning. Growth through the implementation of this plan will create outcomes for students who will be successful in a digital world with the skills, knowledge, and dispositions needed to be knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators.

Digital Learning Plan Framework

The 2022 Digital Learning Plan includes a central focus on student learning experiences and is composed of five connected categories based on researched best practices in educational technology and the most recent frameworks for successful digital teaching and learning in the K-13 environment.



Central Focus of the Plan

The student learning experience is the central focus for the 2022 Digital Learning Plan. Each category, goal, objective, and action within this plan works toward creating the best possible learning experience for North Carolina scholars. Through the implementation of action steps written in alignment with this Digital Learning Plan, students will become knowledge constructors, innovative designers, computational thinkers, creative communicators, and global collaborators through student-centered learning.

Each of the 5 categories identified within the framework of this plan relate back to this central focus in the following ways:



Leadership and Vision

Leadership and vision provide the necessary ingredients to create productive learning environments that support student engagement.



Human Capacity

By providing appropriate support through human resources and professional learning, instructional staff is better equipped to create student-centered learning environments that allow flexibility and focus on the needs of individual learners.



Curriculum, Instruction, and Assessment

Student learning outcomes are improved greatly through the alignment of curriculum, instruction, and assessment.



Data Privacy and Cybersecurity

As students begin to use more digital resources, data privacy and cybersecurity are necessary to ensure that students have a positive learning experience while remaining safe and secure.



Technology, Infrastructure, and Devices

Technology, infrastructure, and devices provide all students an opportunity to learn with modern technology that is supported by high speed internet and equitable access.

Action Plans

To ensure that resources, projects, and programs established in alignment with the digital learning plan effectively meet the goals and objectives in a way that positively impacts the student learning experiences of North Carolina's K-13 scholars, action plans will be provided yearly to the State Board of Education. Yearly action plans enable the Department of Public Instruction to evaluate resources, projects, and programs on an ongoing basis and make adjustments according to the latest data available. These plans will include:

- 1. Data Analysis:** A data analysis of resources, projects, and programs that were implemented in alignment with the digital learning plan along with other annual data collected from PSUs
- 2. Current Year's Action Plan:** A comprehensive plan that includes, but is not limited to:
 - plans and timelines for resource creation, curation, or review
 - descriptions of projects and anticipated timelines
 - descriptions of programs, associated activities, and anticipated timelines
- 3. Upcoming Year's Anticipated Action Plan:** A summary of longer range plans that are intended to be implemented, but may be adjusted according to data from the current year's action plan data analysis.

By taking this yearly approach to action planning, the Department of Public Instruction can ensure that the resources, services, information, timeline, funding, and human capacity required are available for sound implementation. Additionally, if there are any major shifts or disruptions the action plan can be adjusted to meet the immediate needs of K-13 students, families, and staff.



Student Learning Experiences and Outcomes

By improving the learning experience, outcomes improve dramatically and equip students with the necessary skills, knowledge, and experiences to positively thrive in an ever changing world. The NC DLP will also provide direction for PSUs and schools to evaluate and modify current plans, practices, and procedures to ensure alignment by embedding digital teaching and learning experiences that improve the student learning experience.

LEADERSHIP & VISION



Leadership and vision are paramount to the success and continuous improvement of schools and students. Leadership involves effective planning and execution as well as communication and reflection, to ensure that the student learning experience is the focus of all instructional decisions. Vision governs actions that result in achieving goals and desired student outcomes.

Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.

Department of Public Instruction Objectives:

- A state-wide vision for digital teaching and learning is communicated with all stakeholders through various methods.
- NCDPI provides resources that align all state-level plans and priorities.
- Resources that align to state-level plans are refined on a specific and defined schedule to ensure digital teaching and learning goals and action steps are meeting state and PSU needs.
- Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities and personalized support are available to PSUs as they establish and refine their own vision and plans.

Public School Unit Objectives:

- A vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles throughout the PSU.
- A vision for digital teaching and learning is communicated with all stakeholders through various methods
- A vision for digital teaching and learning is an integral part of the PSU's strategic plan.

School Objectives:

- A school-wide vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles.
- The school's digital learning plan is an integral part of the school improvement plan.
- A school media and technology advisory committee is utilized to plan, implement, and assess the success of the school's digital learning plan.

Student Impact:

- Having an effective digital teaching and learning plan in place and supported by all stakeholders ensures that all students receive a transformative education enhanced by technology.

Goal 2 – Effectively plan and implement action steps to carry out the shared vision.

Department of Public Instruction Objectives:

- A plan of action has been created and presented to the State Board of Education to include all of the following: data analyzing the success of the prior year's action plan, the current action plan, and the anticipated action plan for the following year.
- A plan of action that addresses all goals and objectives of the Digital Learning Plan has been created and is being implemented.
- The plan of action was created after carefully evaluating all relevant metrics for each DLP goal and objective to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations.

Public School Unit Objectives:

- A plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year.
- The plan of action was created with a team of diverse stakeholders.
- The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources.

School Objectives:

- A school-wide plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year.
- The plan of action was created with a team of diverse stakeholders.
- The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.

Student Impact:

- Processes and procedures are created with appropriate resources and support allocated to maximize every student's ability to use technology effectively to improve learning outcomes.
- Through the collection and analysis of data, formation of effective partnerships with stakeholders, and outline measurable goals, each student has the opportunity to learn in a high quality digital teaching and learning environment.

HUMAN CAPACITY



Human Capacity is the keystone to ensure that the classrooms of North Carolina's public schools are places of opportunity, innovation, and academic achievement. Through building and expanding the skills, knowledge, and available resources, challenges can be overcome to maximize student success.

Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.

Department of Public Instruction Objectives:

- Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians.
- State-wide and regional data is assessed and used to design state-wide and regional job specific professional learning opportunities for digital teaching and learning.
- Resources for developing personalized professional learning and individualized support are available to PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers.
- Partnerships with organizations that support professional learning are established, resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared.

Public School Unit Objectives:

- Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians.
- Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice.
- Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.

School Objectives:

- Professional learning for digital teaching and learning is offered to school staff and includes all of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice.

Student Impact:

- Students benefit from having well trained classroom teachers and other educators who effectively use technology to create transformative learning experiences.
- By having educators who model growth and a willingness to continue to learn, students learn the value of productive failure and its importance to a growth mindset.

Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.

Department of Public Instruction Objectives:

- Research, resources, and personalized support is offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions.
- Professional learning and a strategic, data-driven, professional learning network is in place for Instructional Technology Facilitators.
- Professional learning and a strategic, data-driven, professional learning network is in place for School Library Media Coordinators.

<ul style="list-style-type: none"> • Reports are prepared for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • There is a minimum of 1 full-time Instructional Technology Facilitator at each school location. • There is at least 1 full-time School Library Media Coordinator at each school location on a fully flexible schedule.
<p>School Objectives:</p> <ul style="list-style-type: none"> • There is a full-time Instructional Technology Facilitator at the school who is on a fully flexible schedule. • There is a full-time School Library Media Coordinator at the school who is on a fully flexible schedule.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Through having experts trained in instructional technology, students maximize their ability to have access to and use technology for an enhanced learning experience. • The student learning experience is improved from having well trained teachers who have access to various expert personnel to support digital teaching and learning, trouble shoot, and serve as thought partners.
<p>Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.</p>
<p>Department of Public Instruction Objectives:</p> <ul style="list-style-type: none"> • Research, resources, and personalized support is offered to PSUs as they structure their technical staff positions. • Professional learning and a strategic, data-driven, professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 800 devices within the PSU. • There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.
<p>School Objectives:</p> <ul style="list-style-type: none"> • There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.
<p>Student Impact:</p> <ul style="list-style-type: none"> • In having well trained technicians who can quickly diagnose and respond to device issues, disruption to student learning is minimized.

CURRICULUM, INSTRUCTION, & ASSESSMENT



Curriculum, instruction, and assessment are necessary components to engage students and create transformative learning experiences enhanced by digital teaching and learning. Curriculum is the driving force for what students learn in the classroom while instruction describes the delivery methods that engage students in learning. Assessment allows for the determination of what students have learned.

Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.

Department of Public Instruction Objectives:

- Provide resources, professional learning, and personalized support to DPI divisions and PSUs on the topics of access and useability.
- Provide resources, professional learning, and personalized support to PSUs on Homebase products.
- Provide research, resources, and professional learning on healthy relationships with technology and digital content.
- Provide research, resources and personalized support for evaluating digital resources that assess content for alignment with curriculum standards.
- Research, resources, and professional learning offered are on a regular and documented refresh and review cycle.

Public School Unit Objectives:

- 100% of all digital resources meet accessibility needs of students.
- or*
There are equivalent resources that meet needs to supplant resources that do not meet accessibility needs.
- Interoperability standards are documented and 100% of the digital resources utilized in the PSU meet these standards.
 - All digital learning resources are a part of a fully funded sustainability plan.
 - Digital resources are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

School Objectives:

- School purchased digital content is on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
- All staff are aware of digital resources they have access to use with students, understand how to use the resources to improve student learning, are provided professional learning around using the resources effectively, and know where to direct questions about digital resources.

Student Impact:

- Digital resources that support students learning connected to curriculum standards ensures that students are learning what they should be learning while accessing the appropriate materials needed to show mastery of those standards.
- Resources are provided to support learning at various levels allowing for each student to receive a transformative learning experience enhanced by digital teaching and learning.
- Educators are well trained in the type of digital resources available and empowered to make the best possible choices to support students who learn at different levels and in different ways.

Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.

Department of Public Instruction Objectives:

- Research, resources, and personalized support is provided for physical library spaces.
- Resources, professional learning and personalized support is provided for digital library collections.
- Data around physical and digital library access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Public School Unit Objectives:

- The PSU has a documented library collection plan that is supported by sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups.
- Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.

School Objectives:

- The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, research, and interactive learning activities.
- Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.
- Supplemental learning materials are on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

Student Impact:

- Flexible learning environments allow for learning to occur in spaces that best support each student individually.
- A variety of resources are available to support the diverse learning needs of all students.

Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.

Department of Public Instruction Objectives:

- Resources, professional learning, and personalized support is provided to PSUs for blended learning.
- Resources, professional learning, and personalized support is provided to PSUs for personalized learning.
- A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for every grade-level and content area.

Public School Unit Objectives:

- The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources, professional learning, and coaching support as they implement this framework.
- Professional learning aligned with the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU.
- Resources that support personalized and blended learning are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

School Objectives:

- The majority of lesson plans meet all of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning elements.
- Student work products are readily available that reflect a minimum of 4 of the North Carolina Digital Learning Standards for Students.

Student Impact:

- Lesson plans and experiences aligned to the Digital Learning Standards and Digital Learning Competencies ensure that students have personalized learning experiences supported by digital teaching and learning.
- Students learn from educators who are well trained and supported in the use of the Digital Learning Standards and Digital Learning Competencies.

DATA PRIVACY & CYBERSECURITY



Data privacy and cybersecurity are fundamental for a positive student learning experience and communicate the importance of digital citizenship. As digital teaching and learning experiences become more integrated into instruction, these areas are critical for the access, safety, and success of students.

Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.

Department of Public Instruction Objectives:

- Resources and professional learning opportunities are personalized for PSUs to create and align data privacy policies and procedures to current best practices and federal and state laws.
- Resources and professional learning opportunities are personalized for PSUs to create and align cybersecurity policies and procedures to current best practices and federal and state laws.

Public School Unit Objectives:

- Data privacy and cybersecurity documentation is available and accessible to necessary personnel, aligns with relevant laws and current best practice, and is on a documented yearly refresh and review cycle.
- A PSU policy governing specific requirements in usage agreements and privacy policies is in place, is in alignment with current best practices, and is on a documented yearly refresh and review cycle.

School Objectives:

- School leadership, teachers, and students understand and practice data privacy and cybersecurity best practices.
- School leadership, teachers, staff, and students understand usage agreements and privacy policies.

Student Impact:

- Data privacy and cybersecurity practices ensure that students learn in a safe digital teaching and learning environment.

Goal 2 – Implement a process for continuous improvement of data protection and risk management.

Department of Public Instruction Objectives:

- Resources and professional learning support are personalized for PSUs to implement continuous improvement of data protection and risk management.

Public School Unit Objectives:

- All data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan.
- A data privacy and cybersecurity team is identified, meets regularly to assess risks, and runs mock security disaster drills.
- There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team.

School Objectives:

- The methods used to train school leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices.

<p>Student Impact:</p> <ul style="list-style-type: none"> • Staff model best digital citizenship practices for students to emulate.
<p>Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.</p>
<p>Department of Public Instruction Objectives:</p> <ul style="list-style-type: none"> • A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched, evaluated, and refined on a continuous, documented cycle.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
<p>School Objectives:</p> <ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students learn in a digital teaching and learning environment that is safe and healthy.

TECHNOLOGY, INFRASTRUCTURE, & DEVICES



Technology, infrastructure, and devices serve as necessary components in digital teaching and learning. By ensuring that all students have equitable access to updated devices with modern technology and internet access, student learning outcomes improve. Regular updates and maintenance of technology, infrastructure, and devices are necessary for continuous improvement.

Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.

Department of Public Instruction Objectives:

- Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional technology to facilitate student growth and learning.
- Data around hardware access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Public School Unit Objectives:

- The PSU has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student.
- The PSU has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member.
- All hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan.
- All software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan.

School Objectives:

- The school has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student.
- The school has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member.
- All hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan.

Student Impact:

- Students have access to devices and resources that support enhanced learning experiences.

Goal 2 – All schools have the infrastructure to support digital teaching and learning.

Department of Public Instruction Objectives:

- Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure to facilitate student growth and learning.
- Resources, professional learning, and personalized support are provided to PSUs for E-Rate.

Public School Unit Objectives:

- All infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan.
- There is a documented continuous improvement process in place for infrastructure needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team.

<p>School Objectives:</p> <ul style="list-style-type: none"> • School leadership, staff, and students have access to high speed internet and digital resources with less than 5% disruption of service.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students benefit from a robust infrastructure that creates transformative learning experiences enhanced by technology.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>
<p>Department of Public Instruction Objectives:</p> <ul style="list-style-type: none"> • Off campus internet access data for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
<p>Public School Unit Objectives:</p> <ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.
<p>School Objectives:</p> <ul style="list-style-type: none"> • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.
<p>Student Impact:</p> <ul style="list-style-type: none"> • Students have consistent access to high speed internet that enhances their learning and allows them to compete globally with others. • Students have access to resources to maximize their learning experience.

DIGITAL LEARNING PROGRESS RUBRICS

Detailed Plan
August 2022

Digital Learning Progress Rubrics

Digital Learning Progress Rubrics have been developed to provide growth metrics for the goals and objectives in the Digital Learning Plan. The rubrics are intended to support self-assessment and have been created for the Department of Public Instruction, PSUs, and Schools. The Digital Learning Progress Rubrics can be used to guide DPI, PSUs, and schools in developing action plans that effectively target areas for growth while providing direction in how to achieve the desired outcomes to create a transformative student experience through digital teaching and learning.

The DPI and PSU rubrics are required to be filled out for state reporting every two years, but it is recommended that they are reviewed annually and utilized in the creation of DPI, PSU, and school action plans.

Digital Learning Progress Rubric

Department of Public Instruction Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.	<ul style="list-style-type: none"> A state-wide vision for digital teaching and learning has not been created. NCDPI Provides resources that align to 25% or less of state-level plans and priorities. Resources that align to state-level plans not being refined or updated. Resources for developing a strategic vision for digital teaching and learning are not available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> A state-wide vision for digital teaching and learning is communicated internally to DPI staff. NCDPI Provides resources that align to 26%-50% of state-level plans and priorities. Resources that align to state-level plans are refined only as need is voiced from the field and are updated to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. Resources for developing a strategic vision for digital teaching and learning are available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> A state-wide vision for digital teaching and learning is communicated internally to DPI staff and to select stakeholders. NCDPI provides resources that align to 51%-75% of state-level plans and priorities. Resources that align to state-level plans are refined as plans change and are updated to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities are available to PSUs as they establish and refine their own vision and plans. 	<ul style="list-style-type: none"> A state-wide vision for digital teaching and learning is communicated with all stakeholders through various methods. NCDPI Provides resources that align all state-level plans and priorities. Resources that align to state-level plans are refined on a specific and defined schedule to ensure digital teaching and learning goals and action steps are meeting state and PSU needs. Resources for developing a strategic vision for digital teaching and learning along with professional learning opportunities and personalized support are available to PSUs as they establish and refine their own vision and plans.
Goal 2 – Effectively plan and implement action steps to carry out the shared Digital Teaching and Learning vision.	<ul style="list-style-type: none"> A plan of action has been drafted and has not been presented to the State Board of Education. A plan of action that addresses less than 50% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. 	<ul style="list-style-type: none"> A plan of action has been created and presented to the State Board of Education to include only one of the following: data analyzing the success of the prior year's action plan, the current action plan, and the anticipated action plan for the following year. 	<ul style="list-style-type: none"> A plan of action has been created and presented to the State Board of Education to include two of the following: data analyzing the success of the prior year's action plan, the current action plan, and the anticipated action plan for the following year. 	<ul style="list-style-type: none"> A plan of action has been created and presented to the State Board of Education to include all of the following: data analyzing the success of the prior year's action plan, the current action plan, and the anticipated action plan for the following year.

	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics for less than 50% of the goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses 50% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for 50% of the DLP goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses 75% of the goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for 75% of the DLP goals and objectives to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> A plan of action that addresses all goals and objectives of the Digital Learning Plan has been created and is being implemented. The plan of action was created after carefully evaluating all relevant metrics for each DLP goal and objective to include, but not limited to: the DLMI, data from project and program implementations, data provided through statewide program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 1 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Data is not assessed with designing professional learning opportunities. Resources for developing personalized professional learning are not yet available. Partnerships with organizations that support professional learning have not yet been established. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for no more than 3 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Only state-wide data is assessed and used to design professional learning opportunities for digital teaching and learning. Resources for developing personalized professional learning is available to PSUs as they create professional learning that supports their vision and meets the needs of their teachers. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for no more than 5 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. State-wide and regional data is assessed and used to design state-wide and regionally based professional learning opportunities for digital teaching and learning. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. State-wide and regional data is assessed and used to design state-wide and regional job specific professional learning opportunities for digital teaching and learning.

		<ul style="list-style-type: none"> Partnerships with organizations that support professional learning are established. 	<ul style="list-style-type: none"> Resources and broad learning opportunities about how to build personalized professional learning are available to support PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers. Partnerships with organizations that support professional learning are established and one of these statements are true: resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared. 	<ul style="list-style-type: none"> Resources for developing personalized professional learning and individualized support are available to PSUs as they create professional learning that aligns with their vision and meets the needs of their teachers. Partnerships with organizations that support professional learning are established, resources provided are aligned with the Digital Learning Plan, and impact and/or use data is assessed and shared.
<p>Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.</p>	<ul style="list-style-type: none"> Research and resources are not offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. There is no professional learning or professional learning network in place for Instructional Technology Facilitators. There is no professional learning or professional learning network in place for School Library Media Coordinators. Reports are not being prepared for the general assembly, state board of education, or the field for these roles. 	<ul style="list-style-type: none"> Research or resources are offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning or a professional learning network is in place for Instructional Technology Facilitators. Professional learning or a professional learning network is in place for School Library Media Coordinators. Reports are prepared for the general assembly, state board of education, and the field that captures one of the following: current data regarding these roles in North Carolina schools research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> Research and resources are offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning and a professional learning network is in place for Instructional Technology Facilitators. Professional learning and a professional learning network is in place for School Library Media Coordinators. Reports are prepared for the general assembly, state board of education, and the field that captures two of the following: current data regarding these roles in North Carolina schools research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> Research, resources, and personalized support is offered to PSUs as they utilize the Instructional Technology Facilitator and School Library Media Coordinator positions. Professional learning and a strategic, data-driven, professional learning network is in place for Instructional Technology Facilitators. Professional learning and a strategic, data-driven, professional learning network is in place for School Library Media Coordinators.

				<ul style="list-style-type: none"> • Reports are prepared for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.	<ul style="list-style-type: none"> • Research and resources are not offered to PSUs as they structure their technical staff positions. • Professional learning or a professional learning network is not in place for technical staff. • Reports are not being prepared for the general assembly, state board of education, or the field for these roles. 	<ul style="list-style-type: none"> • Research or resources are offered to PSUs as they structure their technical staff positions. • Professional learning or a professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures one of the following: current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> • Research and resources are offered to PSUs as they structure their technical staff positions. • Professional learning and a professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures two of the following: current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations. 	<ul style="list-style-type: none"> • Research, resources, and personalized support is offered to PSUs as they structure their technical staff positions. • Professional learning and a strategic, data-driven, professional learning network is designed for technical staff. • Prepare reports for the general assembly, state board of education, and the field that captures current data regarding these roles in North Carolina schools, research around best-practice for these roles, and action step recommendations.
Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.	<ul style="list-style-type: none"> • Resources and professional learning is not yet provided to DPI divisions and PSUs on the topics of access and useability. • Resources and professional learning is not yet provided to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources or professional learning, to DPI divisions and PSUs on the topics of access and useability. • Provide resources or professional learning, to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources and professional learning, to DPI divisions and PSUs on the topics of access and useability. • Provide resources and professional learning, to PSUs on Homebase products. 	<ul style="list-style-type: none"> • Provide resources, professional learning, and personalized support to DPI divisions and PSUs on the topics of access and useability. • Provide resources, professional learning, and personalized support to PSUs on Homebase products.

	<ul style="list-style-type: none"> • Research, resources, and professional learning are not yet provided on healthy relationships with technology and digital content. • Research and resources are not yet provided for evaluating digital resources that assess content for alignment with curriculum standards. • Research, resources, and professional learning offered are not yet on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide one of the following: research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research or resources for evaluating digital resources that assess content for alignment with curriculum standards. • One of the following: research, resources, and professional learning offered are on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide two of the following: research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research and resources for evaluating digital resources that assess content for alignment with curriculum standards. • Two of the following: research, resources, and professional learning offered are on a regular and documented refresh and review cycle. 	<ul style="list-style-type: none"> • Provide research, resources, and professional learning on healthy relationships with technology and digital content. • Provide research, resources and personalized support for evaluating digital resources that assess content for alignment with curriculum standards. • Research, resources, and professional learning offered are on a regular and documented refresh and review cycle.
Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.	<ul style="list-style-type: none"> • Research and resources are not provided for physical library spaces. • Resources and professional learning is not provided for digital library collections. • Data around physical and digital library access for students is collected and shared. 	<ul style="list-style-type: none"> • Research or resources are provided for physical library spaces. • Resources or professional learning is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed and shared. 	<ul style="list-style-type: none"> • Research and resources are provided for physical library spaces. • Resources and professional learning is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> • Research, resources, and personalized support is provided for physical library spaces. • Resources, professional learning and personalized support is provided for digital library collections. • Data around physical and digital library access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.	<ul style="list-style-type: none"> • Resources and professional learning are not provided to PSUs for blended learning. • Resources and professional learning are not provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources or professional learning is provided to PSUs for blended learning. • Resources or professional learning is provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources and professional learning are provided to PSUs for blended learning. • Resources and professional learning are provided to PSUs for personalized learning. 	<ul style="list-style-type: none"> • Resources, professional learning, and personalized support is provided to PSUs for blended learning. • Resources, professional learning, and personalized support is provided to PSUs for personalized learning.

	<ul style="list-style-type: none"> A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 50% or less of grade-levels and content areas. 	<ul style="list-style-type: none"> A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 50-75% of grade-levels and content areas. 	<ul style="list-style-type: none"> A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for 75-99% of grade-levels and content areas. 	<ul style="list-style-type: none"> A statewide bank of instructional resources is available to all educators in North Carolina and houses high-quality lesson plans that support blended and personalized learning for every grade-level and content area.
Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.	<ul style="list-style-type: none"> No resources or professional learning is offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. No resources or professional learning is offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> Resources or professional learning is offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. Resources or professional learning is offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> Resources and professional learning opportunities are offered to PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. Resources and professional learning are offered to PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws. 	<ul style="list-style-type: none"> Resources and professional learning opportunities are personalized for PSUs to create and align data privacy policies and procedures to current best practices and relevant laws. Resources and professional learning opportunities are personalized for PSUs to create and align cybersecurity policies and procedures to current best practices and relevant laws.
Goal 2 – Implement a process for continuous improvement of data protection and risk management.	<ul style="list-style-type: none"> No Resources or professional learning is provided to PSUs to implement continuous improvement of data protection and risk management 	<ul style="list-style-type: none"> Resources or professional learning are provided to PSUs to implement continuous improvement of data protection and risk management. 	<ul style="list-style-type: none"> Resources and professional learning are provided to PSUs to implement continuous improvement of data protection and risk management. 	<ul style="list-style-type: none"> Resources and professional learning support are personalized for PSUs to implement continuous improvement of data protection and risk management.
Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.	<ul style="list-style-type: none"> A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has not been launched. 	<ul style="list-style-type: none"> A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched. 	<ul style="list-style-type: none"> A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched and evaluated. 	<ul style="list-style-type: none"> A state-wide initiative to provide cybersecurity and data privacy education and resources to families and K-12 employees has been launched, evaluated, and refined on a continuous, documented cycle.

Technology, Infrastructure, and Devices				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.	<ul style="list-style-type: none"> Resources and professional learning are not provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected and shared. 	<ul style="list-style-type: none"> Resources or professional learning are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Resources and professional learning are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional technology. Data around hardware access for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.
Goal 2 – All schools have the infrastructure to support digital teaching and learning	<ul style="list-style-type: none"> Neither resources nor professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Neither resources nor professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Resources or professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Resources or professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Both resources and professional learning are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Both Resources and professional learning are provided to PSUs for E-Rate. 	<ul style="list-style-type: none"> Resources, professional learning and personalized support are provided to PSUs for equipping learning spaces with appropriate, functional network infrastructure. Resources, professional learning, and personalized support are provided to PSUs for E-Rate.
Goal 3 – Students and staff have appropriate access to the internet at school and their residence.	<ul style="list-style-type: none"> Off campus internet access data for students is collected and shared. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, shared, and informs the Digital Learning Action Plan for DPI. 	<ul style="list-style-type: none"> Off campus internet access data for students is collected, analyzed, shared, informs the Digital Learning Action Plan for DPI, and is disseminated in personalized reports for regions and PSUs.

Digital Learning Progress Rubric

Public School Unit Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.	<ul style="list-style-type: none"> • A vision for digital teaching and learning is not yet created. • A vision for digital teaching and learning is not yet communicated out to stakeholders. 	<ul style="list-style-type: none"> • A vision for digital teaching and learning is created by select centralized leaders. • A vision for digital teaching and learning is communicated internally to administrative level staff. • A vision for digital teaching and learning is not in alignment with the PSU's strategic plan. 	<ul style="list-style-type: none"> • A vision for digital teaching and learning is created by a select set of stakeholders. • A vision for digital teaching and learning is communicated only to staff. • A vision for digital teaching and learning is in alignment with the PSU's strategic plan. 	<ul style="list-style-type: none"> • A vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles throughout the PSU. • A vision for digital teaching and learning is communicated with all stakeholders through various methods • A vision for digital teaching and learning is an integral part of the PSU's strategic plan.
Goal 2 – Effectively plan and implement action steps to carry out the shared vision.	<ul style="list-style-type: none"> • A plan of action that aligns to the vision has not yet been created. 	<ul style="list-style-type: none"> • A plan of action that aligns to the vision has been created and includes one of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. • The plan of action was created by select PSU leaders. • The plan of action was created after with little or no data sources considered. 	<ul style="list-style-type: none"> • A plan of action that aligns to the vision has been created and includes at least two of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. • The plan of action was created with a select set of stakeholders. 	<ul style="list-style-type: none"> • A plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. • The plan of action was created with a team of diverse stakeholders.

			<ul style="list-style-type: none"> The plan of action was created after carefully evaluating most of the relevant metrics to include data from two or three sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 1 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Personalized Professional Learning is not available to staff. Data is not assessed with designing professional learning opportunities. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 2-3 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes at least 1 of the following: active learning, coaching, feedback and reflection, and choice. Data about local professional learning opportunities is assessed. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for 4-5 of the following: PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes at least 2 of the following: active learning, coaching, feedback and reflection, and choice. Data is assessed and used to design professional learning opportunities for digital teaching and learning. 	<ul style="list-style-type: none"> Professional learning opportunities for digital teaching and learning are available for all PSU leaders, school administrators, teachers, coaches, School Library Media Coordinators, and technicians. Professional learning is personalized to meet staff needs and includes all of the following: active learning, coaching, feedback and reflection, and choice. Data is assessed and used to design job specific professional learning opportunities for digital teaching and learning.

<p>Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.</p>	<ul style="list-style-type: none"> • There is not an Instructional Technology Facilitator in the PSU. <i>or</i> There is an Instructional Technology Facilitator at each school less than 25% of the time. (A ratio of 1 ITF for 5 or more schools). • There is not a School Library Media Coordinator at each school. <i>or</i> There is at least 1 School Library Media Coordinator at each school location on a fixed schedule more than 50% of the time (more than 50% of their time is part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 Instructional Technology Facilitator at each school at least 25% of the time. (A ratio of 1 ITF for 3-4 schools). • There is at least 1 School Library Media Coordinator at each school location on a 50% flexed schedule. (up to 50% of their time may be a part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 Instructional Technology Facilitator at each school at least 50% of the time. (A ratio of 1 ITF for 2 schools). • There is at least 1 School Library Media Coordinator at each school location on a 75% flexed schedule. (up to 25% of their time may be a part of a fixed schedule.) 	<ul style="list-style-type: none"> • There is a minimum of 1 full-time Instructional Technology Facilitator at each school location. • There is at least 1 full-time School Library Media Coordinator at each school location on a fully flexible schedule.
<p>Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.</p>	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member per number of devices within the PSU is greater than 1:1500. • Average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 1500 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 1000 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is 72 hours or less. 	<ul style="list-style-type: none"> • There is a ratio of 1 technical support staff member for every 800 devices within the PSU. • Average wait time for repair tickets to be assessed and serviced is 24 hours or less.

Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.	<ul style="list-style-type: none"> Less than 50% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant less than 50% of the resources that do not meet accessibility needs. Interoperability standards are documented and less than 50% of the digital resources utilized in the PSU meet these standards. Less than 50% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are not a part of a documented and continuous review process. 	<ul style="list-style-type: none"> 50-74% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant 50-74% of the resources that do not meet accessibility needs. Interoperability standards are documented and 50-74% of the digital resources utilized in the PSU meet these standards. 50-74% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are a part of a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> 75-99% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant 75-99% of the resources that do not meet accessibility needs. Interoperability standards are documented and 75-99% of the digital resources utilized in the PSU meet these standards 75-99% of digital learning resources are a part of a fully funded sustainability plan with the remaining funds currently relying on non recurring funding sources. Digital Resources are a part of a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> 100% of all digital resources meet accessibility needs of students. <i>or</i> There are equivalent resources that meet needs to supplant resources that do not meet accessibility needs. Interoperability standards are documented and 100% of the digital resources utilized in the PSU meet these standards. All digital learning resources are a part of a fully funded sustainability plan. Digital Resources are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.	<ul style="list-style-type: none"> The PSU does not have a documented library collection plan. Training is not provided on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that meets 1 of the following criteria: sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that meets 2 of the following criteria: sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups. 	<ul style="list-style-type: none"> The PSU has a documented library collection plan that is supported by sustainable funding, includes a data informed review process of materials, and gathers input from stakeholder groups.

		<ul style="list-style-type: none"> • Training is provided to all PSU employees on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> • Training is provided to all PSU employees and students on how to access and utilize digital and print resources available through the library collection. 	<ul style="list-style-type: none"> • Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection.
<p>Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.</p>	<ul style="list-style-type: none"> • The PSU has not created or adopted an instructional framework that supports blended and personalized learning. • Professional learning aligned with any following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is not available and used by staff within the PSU. • Resources that support personalized and blended learning are not a part of a documented and continuous review process. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources or professional learning as they implement this framework • Professional learning aligned with 2 of the following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources and professional learning as they implement this framework. • Professional learning aligned with 2 of the following: the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The PSU has created or adopted an instructional framework that supports blended and personalized learning and provides staff resources, professional learning, and coaching support as they implement this framework. • Professional learning aligned with the North Carolina Digital Learning Competencies for Administrators, the North Carolina Digital Learning Competencies for Teachers, and the North Carolina Digital Learning Standards for Students is available and used by staff within the PSU. • Resources that support personalized and blended learning are a part of a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.

Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is not available. There is no PSU policy governing specific requirements in usage agreements and privacy policies. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel. A PSU policy governing specific requirements in usage agreements and privacy policies is in place. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel, and aligns with relevant laws and current best practice. A PSU policy governing specific requirements in usage agreements and privacy policies is in place, and is in alignment with current best practices. 	<ul style="list-style-type: none"> Data privacy and cybersecurity documentation is available and accessible to necessary personnel, aligns with relevant laws and current best practice, and is on a documented yearly refresh and review cycle. A PSU policy governing specific requirements in usage agreements and privacy policies is in place, is in alignment with current best practices, and is on a documented yearly refresh and review cycle.
Goal 2 – Implement a process for continuous improvement of data protection and risk management.	<ul style="list-style-type: none"> Less than 50% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team has not been identified. There is not a documented continuous improvement process in place for data privacy and cybersecurity. 	<ul style="list-style-type: none"> 50-74% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least 1 of the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team. 	<ul style="list-style-type: none"> 75-99% of data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified, assesses risks, and runs mock security disaster drills on a sporadic schedule. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least 2 of the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team. 	<ul style="list-style-type: none"> All data privacy and cybersecurity resources (including human, software, and hardware) are a part of a fully funded sustainability plan. A data privacy and cybersecurity team is identified, meets regularly to assess risks, and runs mock security disaster drills. There is a documented continuous improvement process in place for data privacy and cybersecurity that includes at least the following: role based permissions, data privacy incident plans, and professional learning needs of the data privacy and cybersecurity team.

Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all PSU employees. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to and required for all PSU employees. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to and required for all PSU employees and students. 	<ul style="list-style-type: none"> • Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.
Technology, Infrastructure, and Devices				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.	<ul style="list-style-type: none"> • The PSU has the ability for 75% or less of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 75% or less of the staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 50% or less of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 50% or less of software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for 75-84% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 75-84% of staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 50-74% of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 50-74% software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for 85-99% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for 85-95% staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • 75-99% of hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • 75-99% software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> • The PSU has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. • The PSU has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member. • All hardware purchased for student and staff use in and out of the classroom is a part of a fully funded and sustainable refresh and review plan. • All software needed to manage and inventory PSU assets are a part of a fully funded and sustainable refresh and review plan.

<p>Goal 2 – All schools have the infrastructure to support digital teaching and learning.</p>	<ul style="list-style-type: none"> • Less than 50% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is not a documented continuous improvement process in place for infrastructure needs. 	<ul style="list-style-type: none"> • 50-74% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least 2 of the following: policies, procedures, inventory, and professional learning needs of the data privacy and technical team. 	<ul style="list-style-type: none"> • 75-99% of infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least 3 of the following: policies, procedures, inventory, and professional learning needs of the data privacy and technical team. 	<ul style="list-style-type: none"> • All infrastructure related resources (including human, software, and hardware) are a part of a fully funded sustainability plan. • There is a documented continuous improvement process in place for infrastructure needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team.
<p>Goal 3 – Students and staff have appropriate access to the internet at school and their residence.</p>	<ul style="list-style-type: none"> • There is not a documented continuous improvement process in place for network needs. • Data around internet access for students at home is collected and shared. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least 2 of the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, and shared. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least 3 of the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, and informs the PSU action plan. 	<ul style="list-style-type: none"> • There is a documented continuous improvement process in place for network needs that includes at least the following: policies, procedures, inventory, and professional learning needs of the technical team. • Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.

Digital Learning Progress Rubric

School Rubric

Leadership and Vision				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – A shared vision for digital teaching and learning is established and communicated with all stakeholders.	<ul style="list-style-type: none"> A school-wide vision for digital teaching and learning is not yet created. The school does not have a digital learning plan. A school media and technology advisory committee is not yet established. 	<ul style="list-style-type: none"> A school-wide vision for digital teaching and learning is created by select school leaders. The school's digital learning plan is not aligned with goals of the school improvement plan. A school media and technology advisory committee has been created. 	<ul style="list-style-type: none"> A school-wide vision for digital teaching and learning is created by a select set of stakeholders. The school's digital learning plan is aligned with goals of the school improvement plan. A school media and technology advisory committee is utilized to share input about the digital learning needs of the staff and students to report back to school decision makers. 	<ul style="list-style-type: none"> A school-wide vision for digital teaching and learning is created by a diverse group of stakeholders that represent various roles. The school's digital learning plan is an integral part of the school improvement plan. A school media and technology advisory committee is utilized to plan, implement, and assess the success of the school's digital learning plan.
Goal 2 – Effectively plan and implement action steps to carry out the shared vision.	<ul style="list-style-type: none"> A school-wide plan of action that aligns to the PSU plan and vision has not yet been created. 	<ul style="list-style-type: none"> A school-wide plan of action that aligns to the PSU plan and vision has been created and includes one of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. The plan of action was created by select school leaders. The plan of action was created after with little or no data sources considered. 	<ul style="list-style-type: none"> A school-wide plan of action that aligns to the vision has been created and includes at least two of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. The plan of action was created with a select set of stakeholders. 	<ul style="list-style-type: none"> A school-wide plan of action that aligns to the vision has been created and includes all of the following: data analyzing the success of the prior year's action plan, the current year's action plan, and the anticipated action plan for the following year. The plan of action was created with a team of diverse stakeholders.

			<ul style="list-style-type: none"> The plan of action was created after carefully evaluating relevant metrics to include data from a few sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations. 	<ul style="list-style-type: none"> The plan of action was created after carefully evaluating all relevant metrics to include data from multiple sources. These sources may include but are not limited to: the PSU's DLMI data, Digital Learning Progress Rubrics, data from project and program implementations, data provided through program analytics, and data provided through partnering organizations.
Human Capacity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have continuous access to quality professional learning that is utilized and accessed on a regular basis for continuous growth.	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is not offered to school staff. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff but does not include any of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff but only includes two of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice. 	<ul style="list-style-type: none"> Professional learning for digital teaching and learning is offered to school staff and includes all of the following: alignment with the Digital Learning Competencies, Digital Learning Standards for Students, coaching, feedback, reflection, and choice.
Goal 2 – There is consistent and equitable access to Instructional Technology Facilitators and School Library Media Coordinators to support the implementation of digital teaching and learning strategies.	<ul style="list-style-type: none"> There is not an Instructional Technology Facilitator at the school. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a less than 50% flexed schedule. 	<ul style="list-style-type: none"> There is an Instructional Technology Facilitator at the school less than 50% of the time. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a 50% flexed schedule. 	<ul style="list-style-type: none"> There is an Instructional Technology Facilitator at the school 50% of the time. <i>or</i> There is a full-time Instructional Technology Facilitator who is on a 75% flexed schedule. 	<ul style="list-style-type: none"> There is a full-time Instructional Technology Facilitator at the school who is on a fully flexible schedule.

	<ul style="list-style-type: none"> There is not a School Library Media Coordinator at the school. <i>or</i> There is a full-time School Library Media Coordinator who is on a less than 50% flexed schedule. 	<ul style="list-style-type: none"> There is a School Library Media Coordinator at the school less than 50% of the time. <i>or</i> There is a full-time School Library Media Coordinator who is on a 50% flexed schedule. 	<ul style="list-style-type: none"> There is a School Library Media Coordinator at the school 50% of the time. <i>or</i> There is a full-time School Library Media Coordinator who is on a 75% flexed schedule. 	<ul style="list-style-type: none"> There is a full-time School Library Media Coordinator at the school who is on a fully flexible schedule.
Goal 3 – Technical staff is available to effectively support all staff and students with minimal disruptions to teaching and learning.	<ul style="list-style-type: none"> There is not enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is under a week. 	<ul style="list-style-type: none"> There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 72 hours or less. 	<ul style="list-style-type: none"> There is enough technical support in place to ensure that an average wait time for repair tickets to be assessed and serviced is 24 hours or less.
Curriculum, Instruction, and Assessment				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – All staff have access to and use digital content that is continually vetted and aligns with curriculum and assessment expectations for student learning ability levels.	<ul style="list-style-type: none"> School purchased digital content is not on a documented and continuous review process. Not all staff are aware of the digital resources they have access to use with students. 	<ul style="list-style-type: none"> School purchased digital content is on a documented and continuous review process that includes 1 the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. All staff are aware of the digital resources they have access to use with students. 	<ul style="list-style-type: none"> School purchased digital content is on a documented and continuous review process that includes 2 the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. All staff are aware of the digital resources they have access to use with students, understand how to use the resources to improve student learning, and are provided professional learning for these resources. 	<ul style="list-style-type: none"> School purchased digital content is on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. All staff are aware of the digital resources they have access to use with students, understand how to use the resources to improve student learning, are provided professional learning around using the resources effectively, and know where to direct questions about digital resources.

<p>Goal 2 – Supplemental resources are available to staff and students through physical and digital collections.</p>	<ul style="list-style-type: none"> • The library is not utilized by staff or students. • Training is not provided on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are not on a documented and continuous review process. 	<ul style="list-style-type: none"> • The library is utilized by students for books, e-books, subscriptions, and research. • Training is provided to either staff or students on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes 1 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, and research. • Training is provided to staff and students on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes 2 of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources. 	<ul style="list-style-type: none"> • The library is utilized by staff and students for curricular aligned print books, e-books, subscriptions, research, and interactive learning activities. • Training is provided to all stakeholders on how to access and utilize digital and print resources available through the library collection. • Supplemental learning materials are on a documented and continuous review process that includes all of the following: data analysis of usage, analysis of impact, and documented action steps to keep, improve, or remove these resources.
<p>Goal 3 – All staff demonstrate mastery of the NC Digital Learning Competencies to create blended and personalized learning experiences to improve student outcomes.</p>	<ul style="list-style-type: none"> • The majority of lesson plans do not any contain of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 4 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet only one of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 5 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet two of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 6 of the North Carolina Digital Learning Standards for Students. 	<ul style="list-style-type: none"> • The majority of lesson plans meet all of the following: alignment with North Carolina Digital Learning Standards for Students, elements of blended learning, personalized learning and elements of. • Student work products are readily available that reflect a minimum of 7 of the North Carolina Digital Learning Standards for Students.

Data Privacy and Cybersecurity				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Align data privacy and cybersecurity policies and procedures with current best practice and federal and state laws.	<ul style="list-style-type: none"> School leadership, teachers, and students do not understand nor practice data privacy and cybersecurity best practices. School leadership, teachers, staff, and students do not understand usage agreements and privacy policies. 	<ul style="list-style-type: none"> School leadership but not teachers nor students understand and practice data privacy and cybersecurity best practices. School leadership, but not teachers, staff, and students, have understanding of usage agreements and privacy policies. 	<ul style="list-style-type: none"> School leadership and teachers but not students, understand and practice data privacy and cybersecurity best practices. School leadership, teachers, staff, but not students, understand usage agreements and privacy policies. 	<ul style="list-style-type: none"> School leadership, teachers, and students understand and practice data privacy and cybersecurity best practices. School leadership, teachers, staff, and students understand usage agreements and privacy policies.
Goal 2 – Implement a process for continuous improvement of data protection and risk management.	<ul style="list-style-type: none"> There are no methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies. 	<ul style="list-style-type: none"> The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies but are not on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices. 	<ul style="list-style-type: none"> The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle but not in alignment with PSU priorities, participant need, and best practices. 	<ul style="list-style-type: none"> The methods used to train School leadership, teachers, staff, and students to understand usage agreements, data privacy practices, and privacy policies is on a documented refresh and review cycle to ensure alignment with PSU priorities, participant need, and best practices.
Goal 3 – Provide and communicate professional learning around the importance of cybersecurity and data privacy for all stakeholders.	<ul style="list-style-type: none"> Training and awareness campaigns focused on data privacy and responsible use are not available to stakeholders, staff, or students. 	<ul style="list-style-type: none"> Training and awareness campaigns focused on data privacy and responsible use are available to only select stakeholders. 	<ul style="list-style-type: none"> Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders but not required for staff or students. 	<ul style="list-style-type: none"> Training and awareness campaigns focused on data privacy and responsible use are available to all stakeholders and required for staff and students.

Technology, Infrastructure, and Devices				
	Developing	Proficient	Accomplished	Distinguished
Goal 1 – Learning spaces are equipped with appropriate, functional technology to facilitate student growth and learning.	<ul style="list-style-type: none"> The school has the ability for 75% or less of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 75% or less of the staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 50% or less of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for 75-84% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 75-84% of staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 50-74% of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for 85-99% of the student population to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for 85-95% staff members to take home a device that meets the needs of their job at a ratio of 1 device per staff member. 75-99% of hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan. 	<ul style="list-style-type: none"> The school has the ability for every student to take home a digital learning device that meets their learning needs at a ratio of 1 device per student. The school has the ability for every staff member to take home a device that meets the needs of their job at a ratio of 1 device per staff member. All hardware purchased through school based funds is a part of a fully funded and sustainable refresh and review plan.
Goal 2 – All schools have the infrastructure to support digital teaching and learning.	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 20% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 15% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 10% disruption of service. 	<ul style="list-style-type: none"> School leadership, staff, and students have access to high speed internet and digital resources with less than 5% disruption of service.
Goal 3 – Students and staff have appropriate access to the internet at school and their residence.	<ul style="list-style-type: none"> Data around internet access for students at home is collected and shared. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, and shared. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, shared, and informs the PSU action plan. 	<ul style="list-style-type: none"> Data around internet access for students at home is collected, analyzed, shared, informs the PSU action plan, and is used to develop partnerships for connecting students.