The school demonstrates thought-leadership in building a school-wide vision as the starting place for a holistic digital transformation using Microsoft’s Education Transformation Framework

1. Leading
   - Has developed a vision design for holistic transformation that incorporates all four of the ETF criteria

2. Emerging
   - Has begun the process of design for holistic transformation with some of the ETF criteria

3. Developing
   - Has created a vision/mission statement based on technology available in the school

4. Initiating
   - Has not yet developed a long-term school vision/mision for digital transformation

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The school leader is an innovator, as evidenced through the actions and attitudes of a growth mindset and commitment to the K-12 Education Transformation Framework journey

5. Leading
   - Develops leader and educator capacity for transformation throughout the entire school
   - Well established learning communities and support for staff are easily observed
   - Embedded tools and learning resources are available and in use for teachers in their professional learning journey

6. Emerging
   - Develops leader and educator capacity for transformation throughout selected areas of the school
   - Learning communities and support for staff are established
   - Tools and learning resources are available for teachers to use in their professional learning journey, but not yet embedded in their regular work with students

7. Developing
   - Develops leader and educator capacity for transformation with selected educators
   - Learning communities and support for staff are identified and being developed
   - Tools and learning resources are identified for teachers to use in their professional learning journey

8. Initiating
   - No development of leader and educator capacity for transformation is observed
   - Learning communities and support for staff have not been initiated
   - Tools and learning resources are accessible to use in their professional learning journey, but are not implemented school wide (professional development is not yet strategically planned)

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The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with 21st century skills

- **Computational Thinking**
  - Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition
- **Creativity and Innovation**
  - Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product
- **Critical Thinking**
  - Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources
- **Collaboration**
  - Sharing responsibility to make substantive decisions together about the content, process, or product of the work
- **Communication**
  - Producing extended or multi-modal communication

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The school leader and educators are learning-leaders who drive efforts to connect with educators locally and globally and share best practices through the Microsoft Innovative Educator and/or Expert programs

9. Leading
   - Presenting at regional and/or international conferences
   - Has hosted events
   - Most teachers are a Microsoft Innovative Educator and/or Expert

10. Emerging
    - Some teachers are a Microsoft Innovative Educator and/or Expert

11. Developing
    - Teachers are encouraged to apply for the Microsoft Innovative Educator and/or Expert programs

12. Initiating
    - The school does not currently promote the Microsoft Innovative Educator and/or Expert programs

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Scoring Rubric

<table>
<thead>
<tr>
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</tr>
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<td>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with 21st century skills</td>
<td>Evidence that all students are demonstrating 21st century skills in their work on a regular basis</td>
<td>Evidence that some students are demonstrating 21st century skills in their work on a regular basis</td>
<td>Some evidence that teachers are modeling and guiding students on the use of 21st century skills with students, but students are not demonstrating these skills on their own</td>
<td>Little evidence of teachers using 21st century skills with students</td>
</tr>
<tr>
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<td>Presenting at regional and/or international conferences</td>
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