

Scoring Rubric



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Metric	Leading	Emerging	Developing	Initiating
<p>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</p> <ul style="list-style-type: none"> Is evidence-based Has specific, concrete goals for learning and the outcomes of schooling Uses technology as a strategic lever where digital access is not the end goal; learning is the goal and technology is a means used in some of the initiatives Has a clear vision for how learning defines how technology is integrated <p>Descriptors adapted from ETF</p>	<p>Has developed a vision design for holistic transformation that incorporates all four of the ETF criteria</p>	<p>Has begun the process of design for holistic transformation with some of the ETF criteria</p>	<p>Has created a vision/mission statement based on technology available in the school</p>	<p>Has not yet developed a long-term school vision/mission for digital transformation</p>
<p>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</p> <ul style="list-style-type: none"> Builds teacher effectiveness through meaningful professional learning Has an intensive focus on school-based professional development Establishes mentoring and collaborative working groups in the school Provides teachers practical experiences and an ability to innovate using a range of techniques to meet the needs of every student School leader continually practices distributed leadership – where several individuals share leadership responsibilities which can result in improved organizational performance <p>Descriptors adapted from ETF</p>	<p>Develops leader and educator capacity for transformation throughout the entire school</p> <p>Well established learning communities and support for staff is easily observed</p> <p>Embedded tools and learning resources are available and in use for teachers in their professional learning journey</p>	<p>Develops leader and educator capacity for transformation throughout selected areas of the school</p> <p>Learning communities and support for staff are established</p> <p>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</p>	<p>Develops leader and educator capacity for transformation with selected educators</p> <p>Learning communities and support for staff are identified and being developed</p> <p>Tools and learning resources are identified for teachers to use in their professional learning journey</p>	<p>No development of leader and educator capacity for transformation is observed</p> <p>Learning communities and support for staff have not been initiated</p> <p>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)</p>
<p>The school leader empowers educators and students to innovate and exercise a growth mindset</p> <ul style="list-style-type: none"> Training that enables teachers to help students personalize the technology they use Emphasizes personal learning through the use of digital learning devices and learning with current technology such as Office 365 for Education, Teams (Staff/Student), OneNote, Skype, and Minecraft Understanding how successful integration of students with learning disabilities happens when teachers understand how to adjust curriculum and create accessible materials <p>Descriptors adapted from ETF</p>	<p>Inclusive environments with equitable access and accessibility for all students can be observed throughout the school</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world throughout the curriculum</p> <p>Personalized learning strategies are regularly used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for most students can be observed throughout the school</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world throughout much of the curriculum</p> <p>Personalized learning strategies are periodically used to empower students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for some students can be observed in some classrooms</p> <p>Educators are provided with strategies to support curriculum and assessment for the real world through some of the curriculum</p> <p>Personalized learning strategies are used with few students to own their learning</p>	<p>Inclusive environments with equitable access and accessibility for students isn't readily observed in the school</p> <p>Educators are not provided with strategies to support curriculum and assessment for the real world</p> <p>Learning is not currently personalized to empower students to own their learning</p>
<p>The school demonstrates innovative use of technology, using Microsoft solutions, to drive positive impact and student success with 21st century skills</p> <p>Computational Thinking Thinking about problems strategically in all curricular areas to create solutions through abstraction, algorithms, decomposition, and pattern recognition</p> <p>Creativity and Innovation Using ingenuity and imagination, going outside conventional boundaries, when shaping ideas into a product</p> <p>Critical Thinking Integrating relevant and sufficient information to address an essential question, gathered from multiple and varied sources</p> <p>Collaboration Sharing responsibility to make substantive decisions together about the content, process, or product of the work</p> <p>Communication Producing extended or multi-modal communication</p> <p>Descriptors adapted from Jeannette Wing's work and 21CLD</p>	<p>Evidence that all students are demonstrating 21st century skills in their work on a regular basis</p>	<p>Evidence that some students are demonstrating 21st century skills in their work on a regular basis</p>	<p>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</p>	<p>Little evidence of teachers using 21st century skills with students</p>
<p>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</p>	<p>Presenting at regional and/or international conferences</p> <p>Hosts events</p> <p>Most teachers are a Microsoft Innovative Educator and/or Expert</p>	<p>Some teachers are a Microsoft Innovative Educator and/or Expert</p>	<p>Teachers are encouraged to apply for the Microsoft Innovative Educator and/or Expert programs</p>	<p>The school does not currently promote the Microsoft Innovative Educator and/or Expert programs</p>