

Area	Category	PreSpark	Spark	Internalize	Generate
Learning	Student-Centered Learning	Teacher-led direct instruction is prominent mode of learning	Teachers provide differentiated instruction/coaching to small groups	Students have choice in their learning paths; learning paths are different	Students and teachers conference and plan together; high level of student agency
		Teachers' plan based on whole classroom coverage of curriculum material or concepts	Teachers' plan to cover material in a differentiated manner, but formative data and student-centered planning is still not observed	Teacher use student data to plan for mastery but teachers are still working on becoming proficient in using formative assessment to personalize instruction	Teachers use student data and input to plan in a personalized manner, collaborating with students on learning experiences based on deep knowledge of each individual student both academically and personally
	Personalization	Whole-group learning objectives and pacing are prevalent in lesson planning	Students use digital resources to practice skills on a differentiated level	Teachers consistently use formative assessments and data to make instructional decisions	Teachers consistently use data to track student progress on a personalized level with students
		Small group instruction, if evident, is not differentiated	Teachers take time to connect with students on a personal or small group level	Teachers give individual feedback to students throughout learning experience	Students maintain a personalized learning log or portfolio as central form or assessment
	Instructional Models	Digital learning is either not observed or at the substitution level of SAMR	Digital learning is at the Augmentation level of SAMR	Digital learning is at the Modification level of SAMR	Digital learning is at the Redefinition level of SAMR
		Teachers may be integrating technology but are not using blended models	Some teachers use blended models and others are interested.	Most teachers use one or more models of blended learning	All teachers use models of blended learning; some combine and iterate on the models
		Instruction is primarily whole-group	Students collaborate with peers to solve problems	Students use digital platforms for discussion and sharing	Students use digital resources to create, design, and solve higher-level problems
	Students mainly work independently	Students share ideas frequently and are accountable for discussion participation	Students use digital resources to collaborate within the class	Students use digital resources to collaborate and connect with learners & experts beyond the class	
Tech	Digital Toolbox	Teachers use digital tools for presentation	Teachers use digital presentation tools to drive assessment	Teachers use a combination of digital tools to facilitate learning	Teachers help students use digital tools to facilitate agency and connectivity
		Digital tools are not used by students regularly	Students use digital tools sometimes or more often passively	Students use digital tools regularly and actively	Students are primary users of digital tools in the class
		Teachers use only traditional tools to organize learning offline	Teachers use an LMS to organize online learning	Digital resources and tools are organized and accessible	Learning is organized primarily through digital tools and resources
<b>Priority Goals:</b>					
Which of the standards would you like to focus on?					
<b>Strategies:</b>					
What tools or strategies could you use to make progress?					