

# Do More, Do Better, Do New

**VATT:** A framework for maximizing  
the Value Add of Technology on  
Teaching



## The State of Educational Technology Use

While technology use in classrooms has been prevalent for decades, recent events, such as a global pandemic, have fueled investment and adoption in edtech to unprecedented levels. Educators have had to suddenly rethink the boundaries of the traditional classroom and lean on technology in brand new ways.

School systems invested heavily in technology, including but not limited to: personal devices, 1:1 initiatives, remote and asynchronous learning platforms, and more. LearnPlatform (2022) estimates that there are over **8000 verified tools** in the edtech marketplace, with school systems using over **1,400 tools per month**, and teachers and students using over **140 individual tools per year**.

Despite the unmatched levels of edtech use and the growing investment in the development of new tools, there is much more to understand about maximizing the impact that technology can have on teacher practice and student learning.

## Why We Developed VATT

In partnership with Google for Education, teachers, school and system leaders, researchers, and experts from around the globe, Leading Educators developed the Value Add of Technology on Teaching (VATT) Framework.

The VATT Framework is developed in order to support educators in evaluating the value a tool or platform provides them in the various areas of practice. The VATT outlines practices that educators can use to harness the power and promise of technology in four significant ways:



Underscore  
technology's unique  
impact on teaching



Help educators use  
technology  
purposefully



Connect to prevalent  
instructional  
frameworks



Inspire reflection and  
action, not evaluation

# About the Framework

The **Value Add of Technology on Teaching (VATT) Framework** is a research-and practitioner-informed tool that presents an exciting opportunity to advance field knowledge about and practice in leveraging technology for greater instructional impact.

The VATT highlights three **Technology Value Adds**, which represent research-backed ways that technology can have a positive impact on teacher practice. The Technology Value Adds are distinct, interrelated, and contextual based on school and classroom conditions, contexts, and educators themselves.

Technology Value Adds	Do More “Gain capacity”	Do Better “Increase effectiveness”	Do New “Expand possibilities”
Headline	<p>Increase access to necessary instructional and skill-building resources as well as time-saving practices</p>	<p>Strengthen impact on student thinking and engagement, quality of instructional strategies, and responsiveness to individual needs</p>	<p>Push the boundaries of the status quo and invite creativity and innovation into practice</p>
Why This Matters	<p>Teachers often cite a lack of time, capacity, and/or resources as a constraint to increasing effectiveness across multiple areas of practice. Technology tools and platforms provide an unparalleled level of efficiency to completing tasks, organizing and retrieving data, and sharing information.</p>	<p>Best practices in technology-enhanced teaching have the power to enable better learning outcomes for students as they are able to be comprehensively diagnostic, individually adaptable, and immediately responsive. In addition, teachers are able to access clearly defined learning analytics to support their own reflective practices.</p>	<p>Technology holds the key students need to be innovative and transformational in our current society. A teacher’s ability to harness the possibilities embedded in digital resources empowers students to exercise the fullness of their strengths as they demonstrate their learning.</p>

# How It's Organized

The VATT examines three **Technology Value Adds** in relation to three key **Areas of Impact**.



The Areas of Impact are broken down into additional *fields* and *practices* which organize value-add impact statements that describe skills and practices relevant to these areas.

These fields and practices offer users a way to “filter” through the impact statements to align to user’s closest needs.



## Reading the Framework

The VATT has three key components: the **Areas of Impact & Aligned Practices** for teachers and developmental **Impact Statements**.

### Areas of Impact

The rubric is divided into three “Areas of Impact” that reflect the primary responsibilities of educators across various contexts, including but not limited to content area, grade level, and geography.

The Areas of Impact are:

- **Teaching & Learning**
- **Classroom Community & Culture**
- **Practice & Growth**

The Areas of Impact align to common instructional and teacher evaluation frameworks as well as broad categories of education technology products and/or tech use cases within the marketplace.

### Aligned Fields and Practices

The “Aligned Fields and Practices” are categorized competencies commonly found in literature and frameworks that support instruction and pedagogy. These offer users a way to “filter” through the value-add impact statements to align to the user's closest needs.

### Impact Statements

The “Impact Statements” describe the ways in which technology can *increase impact* in clear and observable ways. The **Technology Value Adds** are explicitly addressed so educators see how to gain capacity, increase effectiveness, and expand possibilities in alignment with each practice.

## Area of Impact 1

# Teaching & Learning

The power that technology has to optimize teaching and learning opens up possibilities for new ways to engage with curriculum and content.

Technology expands and extends the ways teachers and students can engage in the process of learning and building knowledge. Technology can also provide students with new, different, and more complex and engaging ways to build, demonstrate, and create their understanding of their learning. Technology allows teachers to access data in new and more efficient ways, which in turn allows them to more effectively differentiate their instruction to meet students' needs. Technology has the power to provide students in-the-moment feedback which can disrupt and clarify misconceptions and lead to deeper learning.

## Aligned Fields

- Optimizing Teaching
- Engaging Learning
- Streamlining Assessments & Feedback

# Teaching and Learning

Aligned Fields and Practices		Impact Statements		
Optimizing Teaching	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by	
<p><b>Accessing and Developing Plans and Resources</b></p> <p>Tech tools designed to support the development of lesson plans and instructional resources</p>	<ul style="list-style-type: none"> <li>Minimizing re-creation of resources</li> <li>Automating repetitive systems or processes</li> <li>Making the recall of required resources simple and fast</li> <li>Providing direct and in depth access to instructional frameworks and connected best practices</li> <li>Synthesizing large volumes of content (articles, research, standards, etc) to isolate most impactful resources for teaching</li> </ul>	<ul style="list-style-type: none"> <li>Removing boundaries to access the latest tools and resources aligned to grade level, content, and standards</li> <li>Offering multiple ways to customize practices according to pedagogical preferences, student needs, and school or community access</li> <li>Succinctly maintaining records of all vital instructional information to support reflection and research</li> <li>Using multimedia tools to support comprehension and analysis of complex concepts</li> </ul>	<ul style="list-style-type: none"> <li>Customizing planning options based on typical search and use patterns</li> <li>Increasing shareability of planning resources with educators in other districts and states</li> <li>Incorporating interactive features (like hyperlinking, digital call-outs, media embedding, etc.) into the lesson plan building process</li> </ul>	
<p><b>Enhancing Curriculum Content</b></p> <p>Accessing and engaging with standards-based, culturally relevant curriculum content</p>	<ul style="list-style-type: none"> <li>Providing a diverse array of options to invite students into learning</li> <li>Making curriculum content easier to navigate and interact with</li> <li>Opening up access to local and global communities and expanding the students' and teachers' worldviews</li> <li>Expanding access to tools that support social-emotional and collaborative learning</li> </ul>	<ul style="list-style-type: none"> <li>Providing curated content that is high-quality and designed to engage learners</li> <li>Offering students multiple modes of engagement in curriculum learning while still achieving curriculum objectives</li> <li>Creating meaningful learning experiences connected to unique student interests</li> <li>Increasing representation of a diversity of perspectives, authors, and characters;</li> </ul>	<ul style="list-style-type: none"> <li>Providing multi-modal features that deepen students' knowledge and increase engagement with the concepts</li> <li>Encouraging the implementation of creative instructional practices that places the teacher in new roles as they facilitate student learning</li> </ul>	
<p><b>Meeting Individual Learning Needs</b></p> <p>Responding to identified learning needs for students related to style, interests, and diagnosed conditions</p>	<ul style="list-style-type: none"> <li>Reducing time spent finding and curating differentiated resources to meet students' individual needs</li> <li>Removing unnecessary practice of what students already know</li> <li>Supporting with the creation, monitoring, and adjustment of instructional plans and resources to meet the diverse needs of students</li> </ul>	<ul style="list-style-type: none"> <li>Providing real-time feedback to students on their learning</li> <li>Adapting learning resources to meet each learner's current knowledge and skills</li> <li>Using assistive technology and universal design principles to increase access to learning, particularly for students with disabilities</li> <li>Creating a classroom community where students are seen as unique learners with unique strengths</li> </ul>	<ul style="list-style-type: none"> <li>Building a holistic understanding of students as learners, including their assets and unique strengths</li> </ul>	

Engaging Learning	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by
<p><b>Fostering Collaboration</b></p> <p>Aids to foster interactive and meaningful collaboration amongst students with their peers.</p>	<ul style="list-style-type: none"> <li>Maximizing the possibilities for strategically building cooperative learning groups and diversifying the collaborative space</li> <li>Providing asynchronous working abilities for students who may miss class or work at a different pace</li> <li>Enhancing students' interpersonal abilities and digital citizenship skills</li> </ul>	<ul style="list-style-type: none"> <li>Incorporating tools that promote equitable access to shared learning and contribution of voice</li> <li>Harnessing students' social media skills like commenting and liking to support interactive discourse</li> <li>Deepening students' consideration of others' ideas or points of view and promoting discourse around these perspectives</li> <li>Offering interactivity options that reduce apprehension to participation</li> </ul>	<ul style="list-style-type: none"> <li>Empowering students to contribute their voice and strengths to a shared goal using a diversity of tools or features</li> <li>Removing the barrier of school or land borders for virtual visits and social experiences with new environments or cultures</li> <li>Redefining collaborative participation to include asynchronous contributions and various content medium</li> <li>Building opportunities for feedback from other learners within and across systems</li> </ul>
<p><b>Focusing Thinking</b></p> <p>Tools designed to engage students in complex thinking including problem-solving and reasoning</p>	<ul style="list-style-type: none"> <li>Moving the teacher's role from developer and leader to facilitator and learner</li> <li>Expanding the pool of topics students have available to choose from beyond the teacher's own awareness, allowing students to identify their own interests in problems they seek to solve</li> <li>Allowing students new and different ways to participate and share their thinking beyond just verbal discussion and questioning and answering.</li> </ul>	<ul style="list-style-type: none"> <li>Providing real-world applicability for students to exercise critical thinking and 21st century skills</li> <li>Engaging students in learning by offering flexible approaches to pursuing possible solutions to a presented problem</li> <li>Increasing the depth and breadth of curriculum-based connections available to students that are applicable to real-world experiences</li> </ul>	<ul style="list-style-type: none"> <li>Providing a diversity of learning activities to engage thinking around a single competency or topic</li> <li>Engaging students' previously developed design skills to create learning activities to demonstrate their conceptual knowledge</li> <li>Providing the structures needed for students to develop their own gaming platforms using key curriculum content</li> </ul>
Streamlining Assessments & Feedback	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by
<p><b>Developing Assessments</b></p> <p>Tools that support teachers in designing formative assessments.</p>	<ul style="list-style-type: none"> <li>Significantly increasing access to assessment items through the use of online item banks reducing the time required to develop assessment items</li> <li>Recording and saving all previously designed assessments for easy reuse in the future</li> <li>Containing design features that are easy to use and customizable for specific data needs</li> </ul>	<ul style="list-style-type: none"> <li>Integrating easily before, during, and after instruction</li> <li>Curating assessment items and activities to align to identified standards and curriculum</li> <li>Updating content continually for relevance to students' cultures and interests</li> <li>Incorporating features that keep students actively engaged in the assessment activity to yield more accurate learning results</li> </ul>	<ul style="list-style-type: none"> <li>Providing personalized, immediate and engaging assessment experiences</li> <li>Providing methods and modalities by which students can demonstrate learning</li> <li>Including features that allow students to describe their thinking or process for developing solutions and responses</li> </ul>
<p><b>Gathering Learning Data</b></p> <p>Collecting student performance data from assessments and providing feedback to support student growth</p>	<ul style="list-style-type: none"> <li>Providing quick, real-time data on student learning for student and teacher reflection</li> <li>Automatically aggregating and disaggregating data for easier organization</li> <li>Documenting learning progress toward goals more efficiently</li> <li>Providing teachers the ability to frequently remix student groups and use a combination of academically homogeneous with heterogeneous groupings</li> </ul>	<ul style="list-style-type: none"> <li>Providing structures which allow for more immediate and targeted feedback</li> <li>Allowing teachers to embed links, videos, or audio that further clarify learning objectives and criteria for success</li> <li>Strengthening peer assessment by empowering students as instructional resources to their peers</li> <li>Tracking trends in students' learning misconceptions that can be addressed in targeted groups or whole-class</li> </ul>	<ul style="list-style-type: none"> <li>Leveraging AI to personalize student learning supports</li> <li>Activating students as the owners of their own learning</li> <li>Aligning data trends across classrooms and teams of teachers</li> <li>Diversifying the types of feedback teachers are able to provide, including options for student interaction with feedback</li> </ul>

## Area of Impact 2

# Classroom Community & Culture

Technology can support creating safe, supportive learning communities where all students belong and thrive, including in a digital environment. The use of tech tools adds a dimension to the classroom environment which requires the same degree of intentional thought as the non-digital components of the classroom. Tech tools allow teachers to exercise the power and responsibility they have not just to promote equity but also to actively disrupt inequity in the decisions they make every day. Using these tools communicates to students that they are in a socially and emotionally safe atmosphere, both in the physical and digital environments.

Technology allows teachers to differentiate the place, path and pace of student learning and offers avenues to communicate with caregivers and their school administration. Teachers advance the classroom community, equity, and productivity by using technology to help students connect their learning to their interests, identities, and perspectives; to help students drive their own goal-setting and progress-monitoring; and to access their own data to reflect on their strengths and challenges.



### Aligned Fields

- Prioritizing Students
- Connecting Beyond the Classroom
- Optimizing Classroom Operations

# Classroom Community & Culture

Aligned Fields and Practices	Impact Statements		
Prioritizing Students	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by
<p><b>Promoting Student Belonging &amp; Identity</b></p> <p>Authentically incorporating student identities, cultures, and experiences as a part of the education experience</p>	<ul style="list-style-type: none"> <li>• Creating better connections between teachers and students that foster understanding and empathy</li> <li>• Offering tools and resources designed to develop teacher understanding of student cultures and identity markers</li> <li>• Streamlining the process by which students are able to share information with their teacher and peers about themselves</li> </ul>	<ul style="list-style-type: none"> <li>• Opening avenues for students to connect with their interests, identities, and perspectives</li> <li>• Expanding the quality and quantity of student interactions with their peers</li> <li>• Offering opportunities for students to connect their lived experiences to their learning</li> </ul>	<ul style="list-style-type: none"> <li>• Offering outlets for students to process their own thoughts and emotions or understand each other's viewpoints</li> <li>• Creating affinity spaces for students to connect with others who share a similar background</li> </ul>
<p><b>Developing Student Agency</b></p> <p>Empowering students with choice and voice in their education experience and appreciating their unique talents and strengths as part of the learning process</p>	<ul style="list-style-type: none"> <li>• Increasing the choice options student have over the content and format of their learning</li> <li>• Offering flexibility in assessment times, reducing the all-at-once grading load educators feel</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing students to access information and learn about topics that interest them, increasing their chances of performing well in that area</li> <li>• Enhancing students' abilities to set and monitor goals tied to their learning progress</li> </ul>	<ul style="list-style-type: none"> <li>• Using AI technologies to develop learning customizations based on students' strengths and interests</li> <li>• Giving students spaces to explore and create</li> <li>• Reimagining the role of educators to be facilitators of student learning</li> </ul>
<p><b>Connecting Beyond the Classroom</b></p>	<p><b>Do More</b> Gain capacity by</p>	<p><b>Do Better</b> Increase effectiveness by</p>	<p><b>Do New</b> Expand possibilities by</p>
<p><b>Connecting with Caregivers</b></p> <p>Providing families and guardians with important classroom information and data regarding student progress</p>	<ul style="list-style-type: none"> <li>• Centralizing communication with caregivers into an easy-to-access platform decreasing the time spent making phone calls</li> <li>• Providing features to allow information to be translated to/from students' home languages</li> </ul>	<ul style="list-style-type: none"> <li>• Communicating with caregivers (families and guardians) about student learning and progress</li> <li>• Providing just-in-time information about important school activities and to connect caregivers, community members, and other stakeholders to the school using ongoing, two-way communication</li> <li>• Creating school and caregiver partnerships to support students' learning and well-being</li> </ul>	<ul style="list-style-type: none"> <li>• Providing caregivers with the opportunity to use the technology students use in classrooms</li> <li>• Allowing caregivers to have deeper conversations with their students about their learning experiences</li> </ul>

Connecting Beyond the Classroom (Continued)	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by
<p><b>Connecting School Staff</b></p> <p>Providing school staff members with ongoing updates and information that support the overall health of the school community</p>	<ul style="list-style-type: none"> <li>• Avoiding duplicative communication across stakeholders</li> <li>• Clarifying a short list of tech tools to use for specific purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Establishing a technology team focused on understanding and improving school-wide use of technology</li> <li>• Streamlining communication about school-wide happenings</li> <li>• Sharing data and artifacts with administration and school leadership that reveals strengths and needs of teachers and their students</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing school staff to connect with and learn from each other</li> <li>• Using observations to understand trends in the school's current technology use</li> </ul>
Optimizing Classroom Operations	Do More Gain capacity by	Do Better Increase effectiveness by	Do New Expand possibilities by
<p><b>Digital Literacy and Citizenship</b></p> <p>Integrating digital literacy and citizenship skills into classroom projects or activities</p>	<ul style="list-style-type: none"> <li>• Equipping students with the skills to appropriately execute search engine searches during research</li> <li>• Sharpening students' skills in identifying reliable and questionable resources</li> <li>• Establishing a digital community where students feel safe to participate and contribute</li> <li>• Developing students' digital language and technical skills</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring students follow copyright law and fair use guidelines in their researched work</li> <li>• Contributing to students' sense of self-efficacy</li> <li>• Improving students' fact-checking and safe searching abilities</li> <li>• Strengthening students' interpersonal interactions in digital spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Equipping students with skills to responsibly engage in community action or contribute their voices to a platform</li> <li>• Providing skills and competencies that are transferable from one program or platform to another</li> </ul>
<p><b>Classroom Organization &amp; Routines</b></p> <p>Using technology to support with daily functions of a classroom</p>	<ul style="list-style-type: none"> <li>• Streamlining regular classroom protocols</li> <li>• Automating data collection and administrative tasks</li> <li>• Promoting student agency to operate independently in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>• Making activities like classroom transition, stations, and exit tickets more engaging and interactive</li> <li>• Allowing teachers to seamlessly incorporate SEL and equity initiatives into the classroom culture</li> <li>• Increasing teacher skills in classroom management</li> </ul>	<ul style="list-style-type: none"> <li>• Revisioning the classroom structure where students take on more leadership roles and teachers operate more as facilitators or managers</li> <li>• Creating space for more meaningful student-centered protocols that improve empathy and equity experiences</li> </ul>

### Area of Impact 3

## Practice & Growth

Teachers deserve to learn in ways that foster their own practice and growth as professionals. Technology has advanced teachers' access to their professional learning: the topics, the structure and style, the timing, and the facilitators and methods for how they engage.

Technology has also expanded global communities of practice and learning, giving teachers connection to other educators beyond their schools. Teachers can use technology to drive their own professional learning and develop a learning plan that meets their needs, create and monitor their own reflection and growth, and share their reflections and learning with others.

### Aligned Fields

- Practicing Pedagogy
- Developing Collaborative Communities

# Practice & Growth

## Aligned Fields and Practices

## Impact Statements

### Practicing Pedagogy

#### Do More Gain capacity by

#### Do Better Increase effectiveness by

#### Do New Expand possibilities by

#### Digital Content Libraries

Online databases of curriculum and pedagogical content to support instruction, research, and professional learning

- Providing teachers easy access to more high-quality sources of academic and pedagogical resources
- Allowing teachers to access professional development differentiated for their interests and needs.
- Giving teachers flexibility to self-pace through digital professional learning opportunities

- Providing access to professional development targeted to their areas of growth, thereby improving their practice.
- Increasing teachers' awareness of more diverse methodologies of practice
- Increasing teachers' abilities to use engaging content for student learning

- Improving job performance
- Supporting continual awareness and use of cutting edge research for instructional practice

#### Micro- and Module-based Learning

On-demand, small- to medium-sized digital content designed to support professional learning in more flexible time and spaces

- Relieving cognitive overload of longer-form learning experiences
- Being flexibly accessible and responsive to the tight time constraints often facing educators
- Keeping up with rapid changes in educational research and trends in practice

- Providing continual access to research and learnings necessary to reinforce professional competencies
- Reducing knowledge gaps and building educator confidence
- Easily differentiating based on teacher need and experience
- Increasing opportunities for active hands-on practice and collaboration

- Allowing teachers to become content creators and share high-yield practices
- Developing authentic use

#### Evaluation and Reflection

Reviewing effectiveness of instructional practices in achieving desired impact

- Finding new and different ways for teachers to "see" themselves teach with digital recording devices that give them a view of their teaching they may never have had.
- Using platforms to document their work and share it through digital portfolios

- By providing a more comprehensive and nuanced view of their practice, teacher's and their coaches can more accurately identify their areas of strength and areas of growth and then align professional development accordingly.
- By using digital portfolios, teachers can document and reflect on their progress

- Using recordings and documentation of practice through digital portfolios, schools can leverage best practices by allowing teachers to see examples within and potentially beyond their context

### Developing Collaborative Communities

#### Do More Gain capacity by

#### Do Better Increase effectiveness by

#### Do New Expand possibilities by

#### Professional Learning Communities

Collaborative interaction with other practitioners for support and professional learning

- Providing flexibility in the time and space so practitioners can share and exchange ideas and plans
- Fostering an environment where teachers can share resources and artifacts of teaching and learning to deepen their expertise and learn from colleagues.
- Extending the professional community across contexts and communities of practitioners, so teachers can learn from diverse practitioners.

- Promoting interactive skill-building amongst colleagues that is not limited by time and space allowing educators to sharpen their content knowledge and pedagogical skills
- Exposing educators to new, engaging ideas for practice
- Providing thought partnership and a framework for accountability

- Connecting with community educators in libraries, museums, and community organizations
- Blending synchronous and asynchronous learning opportunities to develop new skills and receive support
- Establishing a social network of collegiate peers for inspiration and support

# VATT Reflection Tool

The **VATT Reflection Tool** is designed to help practitioners evaluate the level of value a technology tool or platform provides them in the various areas of practice outlined in the VATT Framework.

Each **Technology Value Add** described in the framework is expanded along its own unique scale designed to inform users about the impact of a tool or platform on practice. Completing this reflection tool can help practitioners make more informed decisions about the types of edtech tools and programs that best fit the needs of their instruction, curriculum, and students.

Do More, Do Better, Do New



## Determining Whether to Adopt, Adapt, or Abandon Practice

The **VATT Reflection Tool** reflection scale is designed to help educators determine whether to adopt, adapt, or abandon a technology-enhanced practice. The degree to which the tech-enhanced practice has positively impacted learning, instruction, or professional development determines how integrated this practice may become in regular use. Ultimately, it is most desirable to maintain a cache of practices and strategies that yield significant positive impact. This positive impact is defined by how strongly goals connected to learning, practice, or growth are achieved.

The reflection scale provides language to support developing this decision data in order to best form this decision. For example, an educator who finds a practice to rate at a level 3 or 4 on both the Do More and Do Better scales may decide to adopt this practice because it has made a significantly positive impact on how efficiently and effectively this practice is able to be carried out when compared to previous execution. However, if that same practice requires additional iterations to most effectively meet the educator's needs, that may mean that it is best rated at a 2 or 3 and may need to be adapted before deciding to adopt it. Any practice that impedes or hinders progress to any degree is best left abandoned until it could be adapted for better use if desired.



### Adopt

Using this tech-enhanced practice achieves or exceeds the desired results.



### Adapt

Additional iterations are required to achieve desired results with this tech-enhanced practice.



### Abandon

The tools designed to support this practice impede or hinder desired results.

# Reflection Scale

The VATT Value Reflection Tool's scale contains a four-point reflection scale for each value-add category that evaluates the extent to which the use of a selected tool or platform improves the quality of the instructional practice.

## Do More

It offers the ability to regain or save time, make more efficient, and/or expand access to tools and resources.

- 4 - The use of this tool **optimizes** time and effort needed to efficiently execute actions related to this practice.
- 3 - The use of this tool **reduces** the time and effort required to execute actions related to this practice.
- 2 - The use of this tool **does not change** the time or effort required to execute actions related to this practice.
- 1 - The use of this tool **impedes** on practice efficiency by requiring a significant amount of time and effort to use.

## Do Better

It offers the ability to make meaningful and observable improvements across goals, activities, and other functional areas.

- 4 - The use of this tool **meets the needs** related to this practice to **yield positive impact with maximum effect**.
- 3 - The use of this tool **meets some needs** related to this practice to **yield positive impact**.
- 2 - The use of this tool **meets a few needs** related to this practice and **may or may not yield positive impact**.
- 1 - The use of this tool **does not meet the needs** related to this practice and **hinders positive impact**.

## Do New

It offers the ability to improve and fundamentally alter practices and activities in ways not possible without technology.

- 4 - The use of this tool **offers creative and/or transformative** solutions to **almost all aspects** of a practice's development, execution, experience, and/or reach.
- 3 - The use of this tool **offers creative and/or transformative** solutions to **a few aspects** of a practice's development, execution, experience, and/or reach.
- 2 - The use of this tool **offers creative and/or transformative** solutions to **a single aspect** of a practice's development, execution, experience, and/or reach.
- 1 - The use of this tool **maintains the status quo** of a practice's development, execution, experience, and/or reach.

Area of Impact: Teaching and Learning		Do More				Do Better				Do New			
Aligned Fields and Practices		Indicate rating in the columns below											
Optimizing Teaching	<b>Developing Plans and Resources</b> Tech tools designed to support developing plans and instructional resources.	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Enhancing Curriculum and Instruction</b> Developing Standards-based, culturally relevant curriculum content and implementing strong, engaging instructional strategies.	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Meeting Individual Learning Needs</b> Responding to identified learning needs for students related to style, interests, and diagnosed conditions	4	3	2	1	4	3	2	1	4	3	2	1
Engaging Learning	<b>Fostering Collaboration</b> Aids to foster interactive and meaningful collaboration amongst students with their peers.	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Focusing Thinking</b> Tools designed to engage students in complex thinking including problem-solving and reasoning.	4	3	2	1	4	3	2	1	4	3	2	1
Streamlining Assessments and Feedback	<b>Developing Assessments</b> Tools designed to support teachers in designing formative assessments for learning.	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Gathering Learner Data</b> Collecting student performance data from assessments and providing feedback to support student growth.	4	3	2	1	4	3	2	1	4	3	2	1

## Area of Impact: Classroom Community & Culture

Do More

Do Better

Do New

### Aligned Fields and Practices

Indicate rating in the columns below

Prioritizing Students	<b>Meeting Individual Learning Needs</b> Responding to identified learning needs for students related to style, interests, and diagnosed conditions	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Promoting Student Belonging &amp; Identity</b> Authentically incorporating student identities, cultures, and experiences as a part of the education experience	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Developing Student Agency</b> Empowering students with choice and voice in their education experience and appreciating their unique talents and strengths as part of the learning process	4	3	2	1	4	3	2	1	4	3	2	1
Connecting Beyond the Classroom	<b>Connecting with Caregivers</b> Providing families and guardians with important classroom information and data regarding student progress	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Connecting School Staff</b> Providing school staff members with ongoing updates and information that support the overall health of the school community	4	3	2	1	4	3	2	1	4	3	2	1
Optimizing Classroom Operations	<b>Digital Literacy and Citizenship</b> Integrating digital literacy and citizenship skills into classroom projects or activities	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Classroom Organization &amp; Routines</b> Using technology to support with daily functions of a classroom	4	3	2	1	4	3	2	1	4	3	2	1

## Area of Impact: Practice & Growth

Do More

Do Better

Do New

### Aligned Fields and Practices

Indicate rating in the columns below

Practicing Pedagogy	<b>Digital Content Libraries</b> Online databases of curriculum and pedagogical content to support instruction, research, and professional learning	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Micro- and Module-based Learning</b> On-demand, small- to medium-sized digital content designed to support professional learning in more flexible time spaces	4	3	2	1	4	3	2	1	4	3	2	1
	<b>Evaluation and Reflection</b> Reviewing effectiveness of instructional practices in achieving desired impact	4	3	2	1	4	3	2	1	4	3	2	1
Developing Collaborative Communities	<b>Professional Learning Communities</b> Collaborative interaction with other practitioners for support and professional learning	4	3	2	1	4	3	2	1	4	3	2	1

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