

Navigating the Digital Shift 2019

Equitable Opportunities for All Learners



Whether you are custom designing your next vehicle, conducting video interviews with job candidates across the globe, managing a new project or reconnecting with old friends, online tools and resources enable us to navigate how we live and work in this digital age. In education, access and opportunities to utilize digital resources for learning provide students with the necessary skills and connections to be successful learners and contribute to their own futures.

With policies and practices, state leaders can demonstrate to districts and schools a commitment to the utilization of digital instructional materials and resources to support personalized learning where the student is the center of the learning experience. With mobile devices, collaborative digital tools, interactive virtual reality, and access to primary resources, today's students can experience learning that truly meets their individual needs and interests. And with this personalized approach, comes the important responsibility of ensuring that the tools and resources are high-quality, aligned to standards, address educational goals and are accessible for all students.

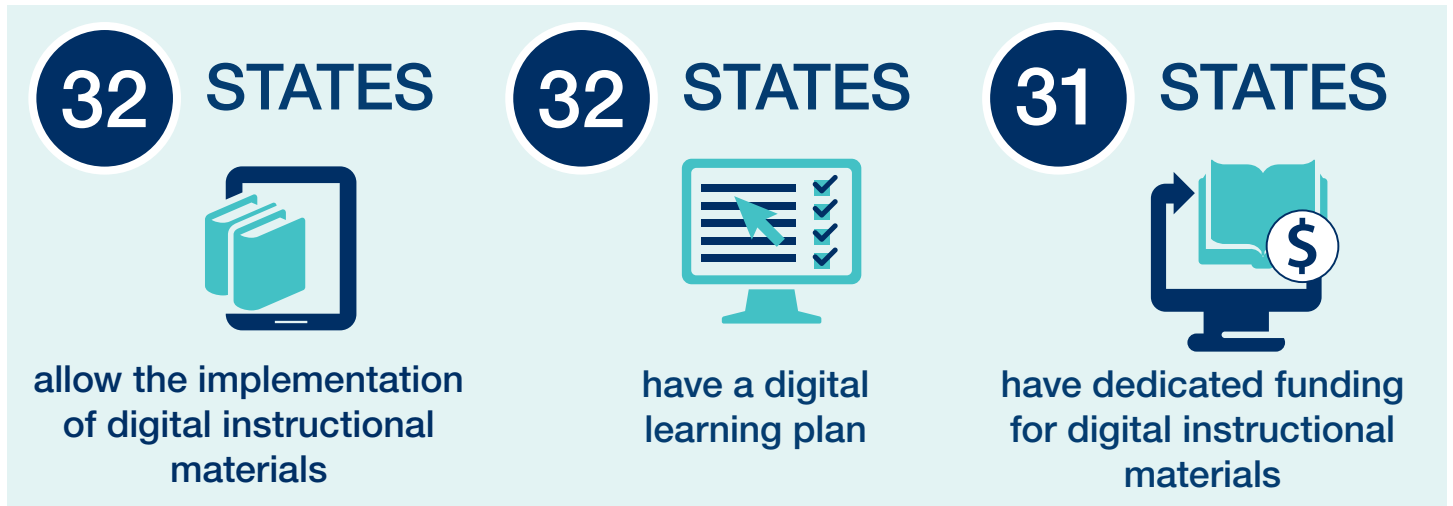
Support for this research was provided by

BILL & MELINDA
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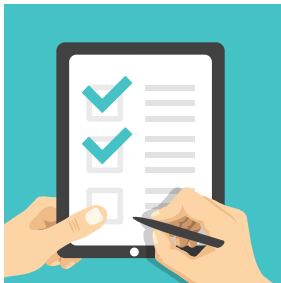
View Full Report: <https://tinyurl.com/navshift2019>

STATE LEADERSHIP

>> The number of states with definitions, guidance and policies supporting digital instructional materials and resources continues to increase annually, including the number of states with dedicated funding for digital instructional materials and devices. More than half of states currently have policies supporting digital learning.



REVIEW OF INSTRUCTIONAL MATERIALS



Nearly half of all states provide state level reviews and evaluation of instructional materials as a service to districts and schools. The comprehensive review of instructional materials can be extremely time intensive and costly for many districts. States allow districts the flexibility to choose alternate materials as long as the alternate materials meet the same standards and purpose and the district can provide a rational explanation for the alternative.

PROCUREMENT



Widespread access to digital instructional materials is often dependent on successful navigation of the purchasing process. In education, the buying and selling of merchandise and services, whether it is furniture, technology equipment, paper, broadband connectivity or instructional materials, typically requires following some level of state or local procurement laws. Some states have a procurement office specific to the department of education, whereas other states may use statewide central purchasing as a standard. At the district level, some districts utilize cooperative purchasing through regional consortia and other

districts may provide flexibility at the school level to make decisions regarding the acquisition of products and services.

PERSONALIZED LEARNING

» Personalized learning experiences enable students to collaborate with their teachers and take ownership of their learning opportunities through flexibility and choice. While digital instructional materials and resources can facilitate personalized learning options by offering a variety of choices and instructional methods that can be tailored to the individual needs of the student, it is important to recognize that with these instructional choices comes responsibility. Educators must ensure that digital tools and resources are of high-quality, aligned to standards, address educational goals and are accessible for all students, including those students with disabilities. Further, personalized learning can provide equitable access for students provided that those opportunities are available for all students and not just a select group of students.

Pace of learning and the instructional approach are optimized for the needs of each learner
—US Department of Education

Personalized Learning

Learner pathways
—Bill & Melinda Gates Foundation

Empower learners as individuals
—Digital Promise

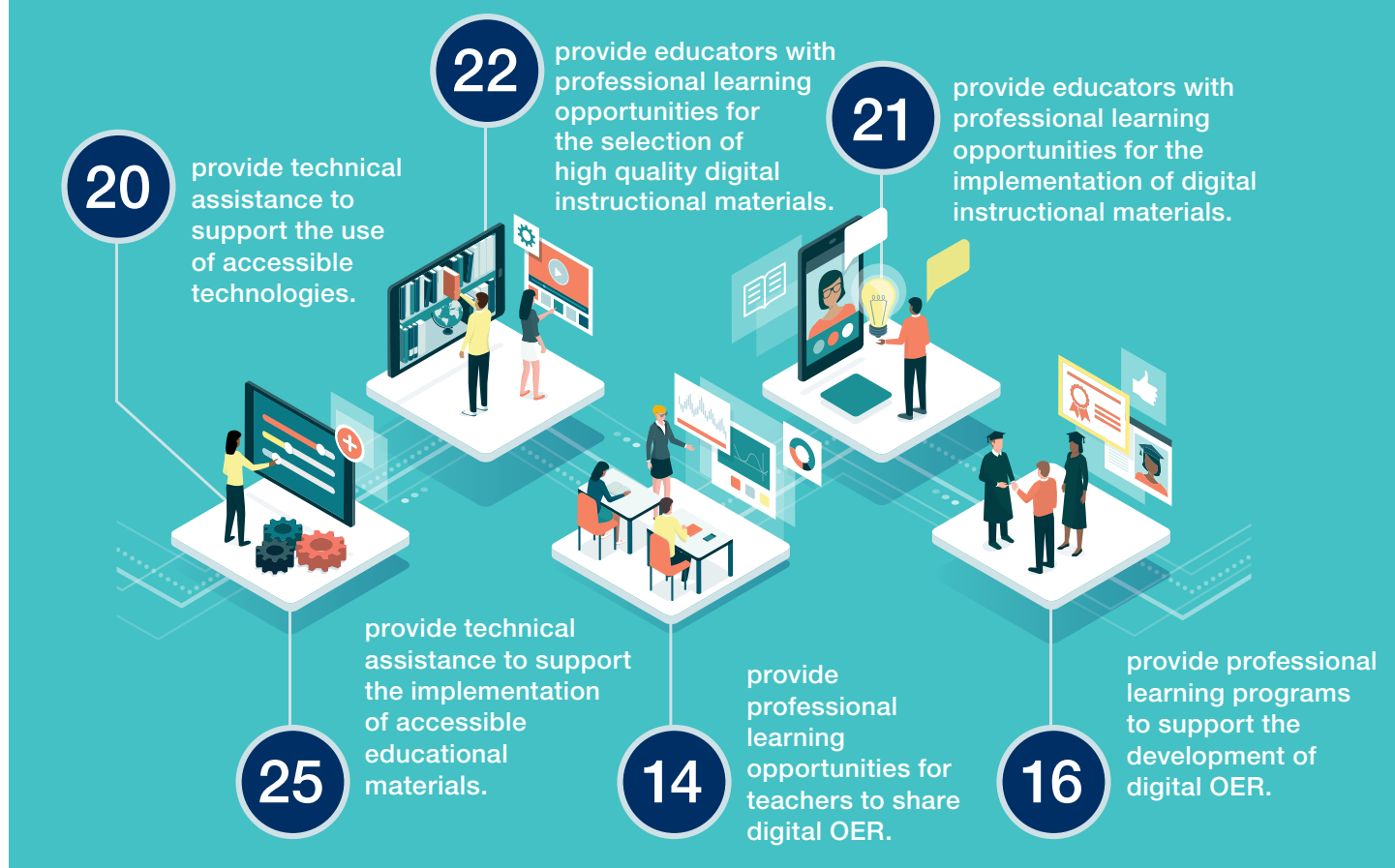
Allows all children to receive a customized learning experience
—National Center for Learning Disabilities

Learning that is tailored to the student
—ISTE & INACOL



PROFESSIONAL LEARNING

State Instructional Materials Professional Learning Opportunities



» Teaching in the digital age provides excellent opportunities while posing new challenges for educators around the selection and utilization of high-quality instructional materials. Educators need to understand not only how to use digital tools and resources, but they need professional learning opportunities on how to select and implement high-quality digital instructional materials. Whether teachers are selecting materials from state reviewed content, district provided content, via a resource repository or vendor's website, they need strategies to select and implement instructional materials that are aligned to standards, accessible for all learners, free from bias and that include pedagogical designs that support learning goals.

Districts, schools and teachers should consider digital tools and resources that focus on the active use of technology that enable learning through creation, production and problem solving. When accessing digital tools, teachers also need to internalize laws and best practices related to digital citizenship, accessibility, and student data privacy. There is an increasing need to foster conversations between teachers, students and parents about the responsibility and impact of utilizing digital tools and resources.

STATE HIGHLIGHTS



Louisiana: The state is committed to supporting teachers, principals and school system leaders, by providing high-quality, standards-aligned curriculum, assessments and professional development. Professional learning opportunities are provided through annual face to face collaboration meetings and the statewide summit. Louisiana also offers teacher leaders a blend of high-quality tools and resources. <https://tinyurl.com/y668fsqg>.



Montana: In addition to the various in-person professional development opportunities that are offered by the Montana Office of Public Instruction, the [Teacher Learning Hub \(HUB\)](#) provides the foundation for statewide professional development. The Hub offers quality online learning that is engaging, relevant, accessible and free. The Hub offers diverse course offerings and an expanded catalog of more than 100 courses. With users increasing to nearly 9,000 in 2017, the Hub added a second full-time specialist in January 2018 with support from the Montana Comprehensive Literacy Program Grant. <https://learninghub.mrooms.net>



Nebraska: The [Nebraska Instructional Materials Collaborative \(NIMC\)](#), the Nebraska Department of Education (NDE) and key partners are committed to providing statewide leadership that informs and supports the decisions made locally related to curriculum and instructional materials. The NIMC has developed a website highlighting high-quality, standards-aligned instructional materials and offers Nebraska-specific guidance documents to ensure materials meet the expectations of Nebraska's Content Area Standards. Along with the CCSSO Network Project and the guidance it provides, Nebraska is also providing training and development around OER. <https://nematerialsmatter.org/>



Ohio: Ohio's shared plan, [Each Child, Our Future](#), ensures that each student is challenged, prepared and empowered for his or her future through an excellent pre-kindergarten through grade 12 education. The plan's purpose includes promoting high-quality educational practices across the state and include providing leadership and support for professional learning opportunities for educators related to the creation, selection and/or implementation of quality digital instructional materials. <https://tinyurl.com/yxlhqmpq>



Pennsylvania: [Pennsylvania Intermediate Unit \(PAIU\)](#) Hub on OER Commons includes high-quality, standards-aligned, open educational instructional materials either created or curated by commonwealth educators. As part of this effort, the Pennsylvania Department of Education and PAIU are gathering teacher cadres for professional development to ensure the collections will be implemented with fidelity. <https://www.oercommons.org/hubs/PAIU>

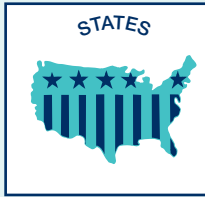


Simply searching online for a video or podcast may not result in a quality instructional material that is aligned to standards and supports differentiated learning. Idaho provides professional learning opportunities focused on the selection of high-quality instructional materials through face-to-face training and practice as well as webinars and online courses.

—Elizabeth James, Curricular Materials Coordinator, Idaho Department of Education



ESSENTIAL CONDITIONS



Policies and practices to support the implementation of digital instructional materials



Access to robust broadband both on and off campus



Provision of accessible materials and technologies

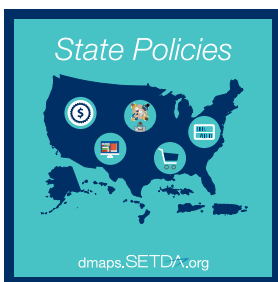


Development of interoperable solutions that support the best future state



The assurance of privacy and security of student data

RESOURCES



DMAPS, the online instructional materials database, highlights state policies and practices around instructional materials. Policy makers, administrators, educators,

publishers and technology developers can see national trends and individual state profiles. <https://dmaps.setda.org>.



[The State K12 Instructional Materials Leadership Trends Snapshot](#) summarizes current state policies and practices in the selection and implementation of digital instructional materials based

on the 2019 updates and expansion of [DMAPS](#). <https://tinyurl.com/snapshots2019>



[Guide to Quality Instructional Materials](#). State, district and school level leaders can use this guide to launch and maintain vetting processes for the selection of quality instructional materials aligned to standards. Key considerations, questions and helpful hints are included throughout the guide. <http://qualitycontent.setda.org/>

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