



DIGITAL CONTENT EVALUATION PROCESS

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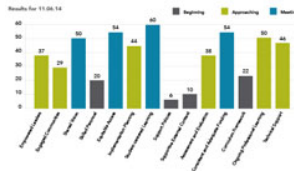
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MEETINGS TO DETERMINE DIGITAL CONTENT BEFORE THIS PROCESS

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FUTURE READY SCHOOLS
PREPARING STUDENTS FOR SUCCESS

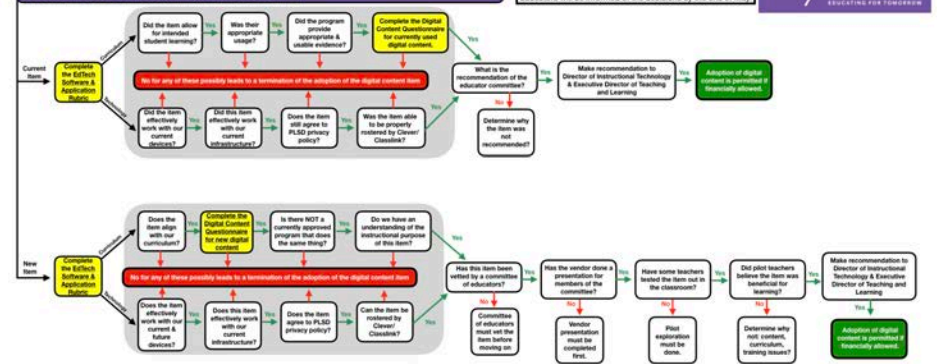
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Processes for Evaluating Digital Content

START HERE FOR NEW DIGITAL CONTENT: Completion of Digital Program Request Form - <https://msad.com/3/forms>. Form will be sent to Teaching and Learning and Instructional Technology for evaluation process.

START HERE FOR CURRENTLY USED DIGITAL CONTENT: Digital Content Evaluation Committee begins here: Is this a new item of digital content or an currently used item of digital content?

Note: This process will be followed for all paid digital content for Pickerington Schools. The process will be led by the Coordinators from Teaching & Learning and Instructional Technology. The process will begin in February and end in early May. Educators will be informed of the decisions by the end of May.



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C

Data Encryption

Components

Data Encryption

- Enter URL into www.ssllabs.com to view security "grade"

1	2	3
Data is not safe in transit (received grade of D or F) --STOP--	Data is protected, but the key exchange is weak (grade of C)	Data is completely Encrypted in transit (grade of A or B)

www.ssllabs.com

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D

Student Data Rostering

Components

Student Data Rostering

- Does the app require student data?
- Does the app support auto-rostering from SSO or SIS?

1	2	3
App does not support any type of auto-rostering --STOP--	App supports auto-rostering but process is complicated.	App does not require student data or fully supports auto-rostering

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E

Cost

Components

Cost

- Is the cost of the app in align with the budget
- Does the app contain in-App purchases.

1	2	3
App is costly and contains in-app purchases --STOP--	App is free or aligns to budget but contains in-app purchases	App is free or aligns to budget, no in-app purchases.

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F

Social Appropriateness
and/or
Educational Relevance

Components

Social Appropriateness and/or Educational Relevance

- Content is of high educational quality
- App aligns with classroom instruction, standards, framework

1	2	3
Content is inappropriate for students of this grade level --STOP--	Content is questionable for students of this grade level	Content is appropriate for students of this grade level.

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G

User Generated
Content

Components		
<p>User Generated Content</p> <ul style="list-style-type: none"> Content contains appropriate information (images, text, URLs) Can individuals comment on others work? Can the comments or chat be monitored? 		
1	2	3
App contains inappropriate info and lacks teacher controls --STOP--	App contains inappropriate info or lacks teacher controls	App contains appropriate info and provides teacher controls.

13

H

Feedback

Components		
<p>Feedback</p> <ul style="list-style-type: none"> App provides students with feedback or encouragement? Feedback is appropriate for students Can teachers provide feedback? 		
1	2	3
App does not provide feedback	App provides minimal feedback	App provides feedback at a variety of levels.

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I

Engagement
&
Interaction

Components		
<p>Engagement/Interaction</p> <ul style="list-style-type: none"> Would students like using the App? Would students understand the tools? 		
1	2	3
Users are not actively engaged with content	Users have minimal engagement with content	Users are fully engaged with content

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J

Leveled
Customization

Components		
<p>Leveled Customization</p> <ul style="list-style-type: none"> Can teachers adjust the settings for individual students? (i.e. Kristy works on pennies and George works on quarters) Is the app adaptable based assessment or student previous work? 		
1	2	3
Settings are not customizable, all students get the same work.	Settings have minimal customization, but is not adaptable	Settings are fully customizable and program is adaptable.

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K

Usability of Interface

Components

Usability of Interface

- Will the teacher have to spend time teaching the students how to use the App or is it easy to learn?

1	2	3
Users need assistance navigating the app	Users are able to navigate the app with minimal assistance	Users are able to navigate the app without assistance

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L

Communication Features

Components

Communication Features

- Does the App have a built-in chat feature?
- Can the chat/discussion posts be monitored/approved by the teacher?
- Is it visible by Go Guardian or Apple Classroom?

1	2	3
Anonymous capability, chat is available and unmonitored, not visible with GG/AC	Chat is monitored but not archived	Chat is monitored regularly and archived, visible with GG/AC

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M

Accessibility Features for Special Needs

Components

Accessibility Features for Special Needs

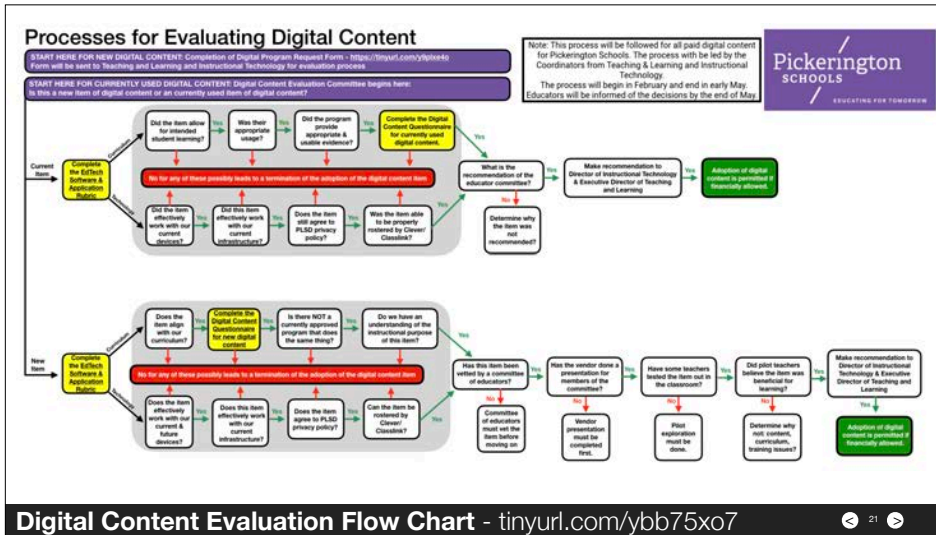
- Are there settings that support students with visual limitations?
- Are there settings that allow users to zoom or adjust text?
- Are there settings that allow users to have text read to them?

1	2	3
App offers no accessibility features	All offers some accessibility features	App offers multiple accessibility features

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What is the “**Magic**” number

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02

Questionnaire - New Content

1. What does this digital content allow our students to learn?
2. How will this meet the needs of our students better than what we were using?
3. What research is available to show this will improve student learning?
4. How will this help increase student engagement?
5. How will this differentiated and allow for personalized learning?
6. How will this align with our current curriculum frameworks, maps, pacing guides, assessments, etc?
7. Is the digital content adaptive or same content for all students?
8. What are the flaws of the new digital content?
9. What data will this digital content provide, is the data usable, is the data exportable (to be used in different data programs), are there reports showing student progress?
10. Does this program align properly with curriculum and district goals...or is this just the next shiny thing?
11. Does this foster dialogue and empowerment among our students...or more compliance?
12. How will leaders provide the essential resources and training to make sure the initiative works?
13. Is the digital content easy to use (intuitive) or will it take time to train?
14. How are we sure that this will not be one of those programs that we will need to get rid of next year?
15. How does this program support the Pickerington Schools 21st Century Skills?
16. Does this program still support one of the main areas of the PLSD Plan 4 Progress?
(Personalized Learning, Whole Child and Relationships, Authentic Experiences and Professional Learning)

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02

Questionnaire - Vendor Questions

Additional Questions for the Vendor:

1. Where have you seen this digital content used so that it produces effective results?
2. Where have you trained teachers so they can uniformly perform within the guidelines of this digital content product?
3. Where is the data that show you have achieved performance that is superior to that achieved by other programs?
4. Where have you seen historically successful teachers (those whose students outperform demographic predictions) using this program?
5. Explain your customer support process if we have a problem with your product.
6. Explain your pricing structure?
 1. District License? Building License?
 2. Per student or Per teacher
 3. Obtain a quote for what you will be recommending.

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03

Questionnaire - Current Content

1. What was the goal of using this program? (What was the program suppose to teach students?)
2. What evidence do we have that this program supported the goal (from #1)?
3. Was their appropriate usage of the program across the grade band, subject or building(s)?
4. Is the program still aligned with our curriculum, pacing guides, frameworks, maps, etc?
5. Did this program provide actionable data that was useful for educators?
6. Does this program still support one of the main areas of the PLSD Plan 4 Progress?
(Personalized Learning, Whole Child and Relationships, Authentic Experiences and Professional Learning)
7. Does this program still support the PLSD 21st Century skills?
8. Are there any major changes to the program since it was last evaluated?
9. Are they any flaws that are preventing the effective use of the program?
10. Do the students like the program?
11. Has the training been appropriate for the educators?
12. Is there anything we need from the vendor before we renew a contract for another year?
13. Obtain a quote for what you will be recommending.

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Websites to Evaluate Effectiveness of Digital Content



EdShelf
edshelf.com



EdSurge
EdSurge Product Index
www.edsurge.com/product-reviews



ISTE EdTech Advisor
id.iste.org/membership/edtechadvisor



ProcureK12
www.procurek12.com



Achieve EQuIP
www.achieve.org/our-initiatives/equip/equip



What Works Clearinghouse
ies.ed.gov/ncee/wwc/



A resource review service by and for educators

The Learning List
www.learninglist.com



Edcredible
www.edcredible.com

04

Resources



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ARE YOU A:



Digital Content Guide

sites.google.com/plsd.us/plsd-digital-content-guide/home

05

Final Product



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Pickerington Schools Technology Plan Evaluation Metrics:

- ISTE Lead & Transform Diagnostic Tool** - Increase in all 14 areas into the "meeting" category.
 - This survey was given in the spring of 2015 and the spring of 2018.
- Future Ready Digital Learning Tool** - Increase in all nine areas into the staging category and a score of eight or above in all sub-score categories.
 - This survey was given in the spring of 2015 and the spring of 2018.
- Apple's Educator Profile** - Steady increase in the SAMR analysis into the augmentation, modification, and redefinition areas. Additionally professional development areas and technology integration categories increasing the technology usage and skill into the integration and support categories.
 - This survey was given in the spring of 2015 and the spring of 2018.
- Student Perception Survey** - Questions on the survey are based on the ISTE Student Standards, which have been deconstructed and rewritten into student-friendly language. This survey, and the ISTE standards, will measure the students perception on how technology is improving their learning through six different areas:
 - Creativity and Innovation
 - Communication and Collaboration
 - Research and Information Fluency
 - Critical Thinking, Problem Solving and Decision Making
 - Digital Citizenship
 - Technology Operations and Concepts

PLSD EXECUTIVE EVALUATION 2018 - TINYURL.COM/PLSDEVALUATION2018



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06

ISTE



ISTE Lead and Transform Tool - FREE!

Shared Vision

Practicing leadership develops a shared vision for educational technology among all education stakeholders, including teachers and support staff, school and district administrators, teacher educators, students, parents and the community.

Empowered Leaders

Current standards and related digital curriculum resources align with and support digital age learning and work.

Implementation Planning

All stakeholders follow a systematic plan aligned with a shared vision for school effectiveness and student learning through the infusion of information and communication technology (ICT) and digital learning resources.

Consistent and Adequate Funding

Ongoing funding supports technology infrastructure, personnel, digital resources and staff development.

Equitable Access

All students, teachers, staff and school leaders have robust and reliable connectivity and access to current and emerging technologies and digital resources.

Skilled Personnel

Educators, support staff and other leaders are skilled in the selection and effective use of appropriate ICT resources.

Ongoing Professional Learning

Educators have ongoing access to technology-related professional learning plans and opportunities as well as dedicated time to practice and share ideas.

Technical Support

Educators and students have access to reliable assistance for maintaining, renewing and using ICT and digital learning resources.

Curriculum Framework

Current standards and related digital curriculum resources align with and support digital age learning and work.

Student-Centered Learning

Planning, teaching and assessment all center on the needs and abilities of the students.

Assessment and Evaluation

Teaching, learning, leadership and the use of ICT and digital resources are continually assessed and evaluated.

Engaged Communities

Leaders and educators develop and maintain partnerships and collaboration within the community to support and fund the use of ICT and digital learning resources.

Support Policies

Policies, financial plans, accountability measures and incentive structures support the use of ICT and other digital resources for both learning and district/school operations.

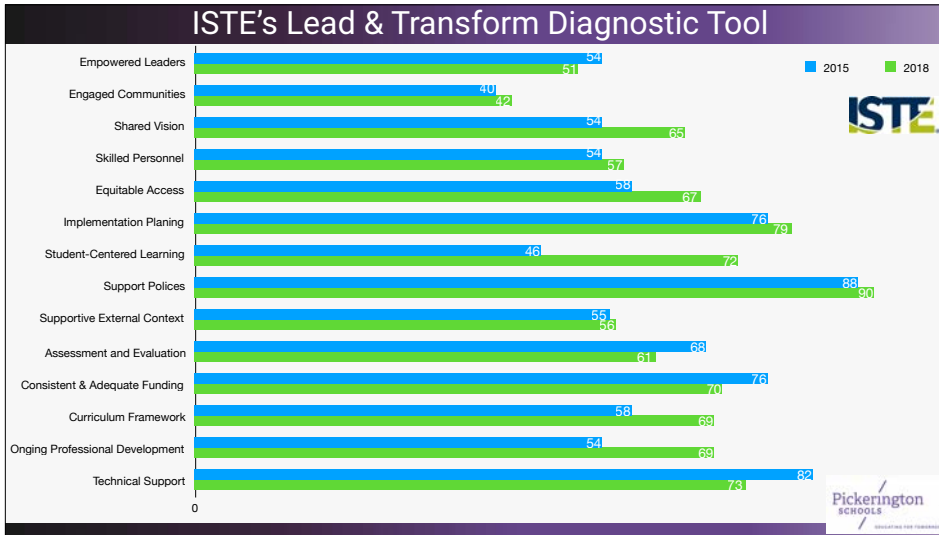
Supportive External Context

Policies and initiatives at the national, regional and local levels support schools and teacher preparation programs in the effective implementation of technology for achieving curriculum and learning technology (ICT) standards.

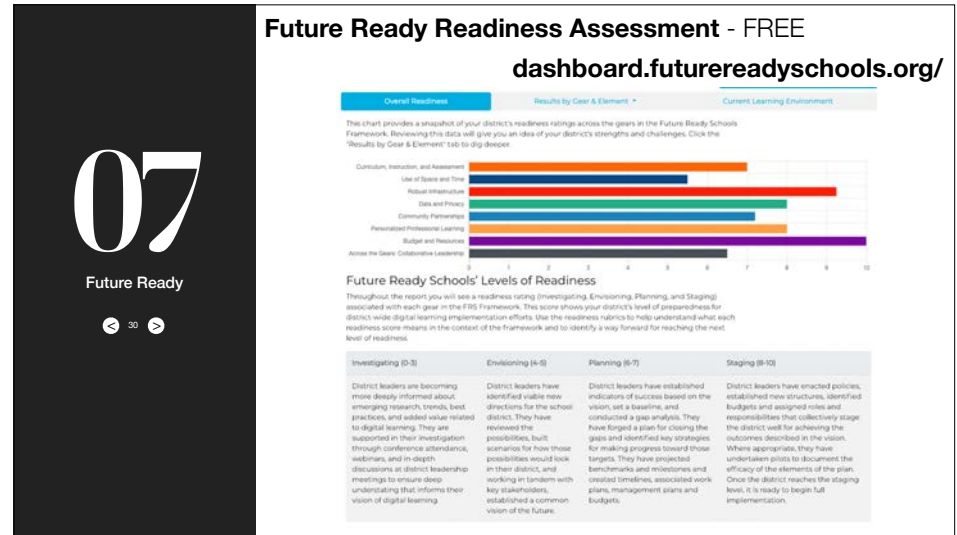
www.iste.org/standards/lead-transform/diagnostic-tool

Student Survey Based on ISTE Student Standards - sites.google.com/plsd.us/plsd-digital-content-guide/resources

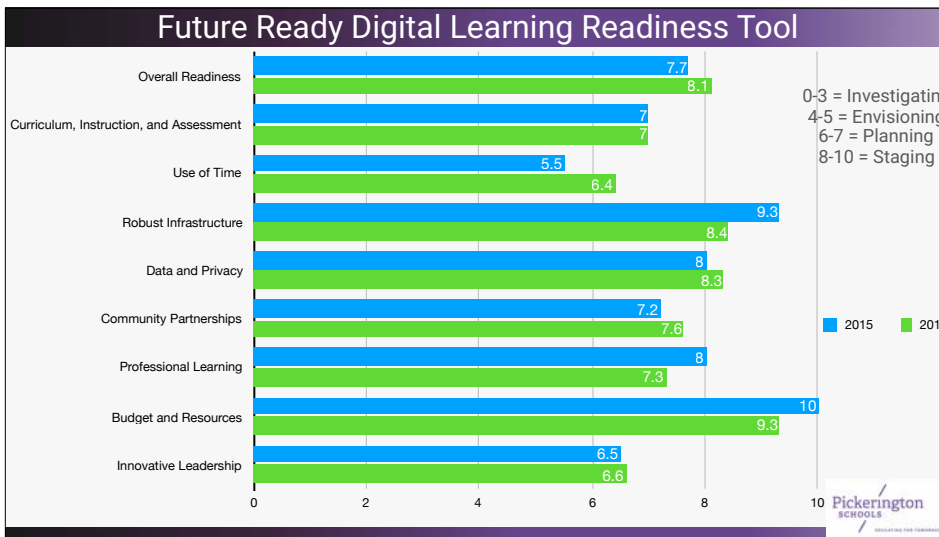
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DIGITAL CONTENT PROCESS RESOURCES

- Digital Content Request Form** - tinyurl.com/y9plxe4o
- Digital Content Evaluation Flow Chart** - tinyurl.com/ybb75xo7
- PLSD Questionnaire for New Digital Content** - tinyurl.com/ycy83pvh
- PLSD Questionnaire for Current Digital Content** - tinyurl.com/y8pwn6y2
- Pickerington Schools Data NDA** - tinyurl.com/yazgzdyl
- Pickerington Schools SOIPA** - tinyurl.com/yaxsazp6
- Pickerington School Digital Content Guide** - tinyurl.com/yat4xtg9
- Pickerington School Executive Evaluation** - tinyurl.com/PLSDevaluation2018

PICKERINGTON LOCAL SCHOOL DISTRICT - WWW.PICKERINGTON.K12.OH.US

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