SustainED Self Assessment Rubrics for National and Cluster Goals

National Goal 1.	SustainED Cluster Goals	Success Indicators for National and SustainED Cluster Goals
GOAL 1. Implement the New Zealand Curriculum / Te Marautanga o Aotearoa through the use of e-learning;	Implement the principles of the New Zealand Curriculum/Te Marautanga o Aotearoa, through learning programmes that develop; an understanding of student learning outcomes through SOLO Taxonomy, and the effective integration of e-learning.	**Evidence will show that** • Schools have a planned programme of professional learning based around the effective integration of e-learning through planning learning experiences designed with the New Zealand Curriculum/Te Marautanga o Aotearoa Principles, SOLO Taxonomy, and the Key Competencies. • There is implementation of a model of learning (SOLO Taxonomy), the Key Competencies and e-learning in school designed learning programmes and learning environments. • Coherent planning units are based on the principles in the New Zealand Curriculum/Te Marautanga o Aotearoa, that integrate SOLO Taxonomy (model of learning outcomes) and incorporate e-learning for teaching and assessment to raise student achievement. • Schools are developing a school based curriculum that shows breadth and depth of e-learning based on the learning needs, interests and abilities of the students within the scope of the New Zealand Curriculum/Te Marautanga o Aotearoa.

GOAL 1: SOLO SELF ASSESSMENT RUBRIC	Prestructural Learning outcomes show unconnected information, no organisation. *E.g. "I need help or direction"*	Unistructural Learning outcomes show simple connections but importance not noted. *E.g. "I will have a tilt at it"*	Multistructural Learning outcomes show connections are made, but significance to overall meaning is missing. *E.g. I will use trial and error to find a solution"*	Relational Learning outcomes show full connections made, and synthesis of parts to the overall meaning *E.g. "I plan to do X because it will"*	Extended Abstract Learning outcomes go beyond subject and makes links to other concepts – generalises. *E.g. "I sense what to do to find the best solution …. "*
Implementation of NZC through e-Learning: PLANNING	I need help to plan e-learning experiences against learning outcomes of SOLO Taxonomy to implement the NZC	I can plan e-learning experiences against learning outcomes of SOLO Taxonomy to implement the NZC. However I am uncertain about the choices I make.	I can plan e-learning experiences against learning outcomes of SOLO Taxonomy to implement the NZC.	I can plan e-learning experiences against learning outcomes of SOLO Taxonomy to implement the NZC. I plan e-learning experiences for specific, proximal and hierarchical learning goals.	I can plan e-learning experiences against learning outcomes of SOLO Taxonomy to implement the NZC. I plan e-learning experiences for specific, proximal and hierarchical learning goals. I adjust my planning in response to student learning outcomes.
Implementation of NZC through e-Learning: TEACHING	I need help to teach using e-learning planned against learning outcomes of SOLO Taxonomy to implement the NZC	I can teach using e-learning planned against learning outcomes of SOLO Taxonomy to implement the NZC. However I am uncertain about how to troubleshoot when things go wrong.	I can teach using e-learning planned against learning outcomes of SOLO Taxonomy to implement the NZC.	I can teach using e-learning planned against learning outcomes of SOLO Taxonomy to implement the NZC. I can do this to meet specific, proximal and hierarchical learning goals.	I can teach using e-learning against learning outcomes of SOLO Taxonomy to implement the NZC. I can do this to meet specific, proximal and hierarchical learning goals. I adjust my teaching using e-learning in response to my students' learning outcomes.

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Implementation of NZC through e-Learning: STUDENT LEARNING OUTCOMES	My students have e-learning outcomes.	My students have e-learning outcomes that are aligned to the NZC.	My students have e-learning outcomes that are aligned to SOLO Taxonomy and the NZC.	My students have e-learning outcomes that are aligned to SOLO Taxonomy and the NZC. They can explain how their e-learning outcomes are aligned to meeting specific, proximal and hierarchical learning goals.	My students have e-learning outcomes that are aligned to SOLO Taxonomy and the NZC. They can explain how their e-learning outcomes are aligned to meeting specific, proximal and hierarchical learning goals.

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National Goal 2	SustainED Cluster Goals	Success Indicators for National and SustainED Cluster Goals			
GOAL 2. Increase capability of teachers and principals to improve students' learning and achievement through e-learning;	Increase teacher knowledge and expertise in raising student achievement through effective e-learning.	**Evidence will show that:** • Teachers are using a wide variety of ICT products and processes aligned to specific learning outcomes (SOLO Taxonomy) in their learning, planning, teaching and or assessment. • Teachers are displaying clear learning intentions and students able to articulate learning outcome goals and success criteria for their learning, (SOLO Taxonomy). • Students are using a wide variety of ICT products and processes aligned to specific learning outcomes in their learning (SOLO Taxonomy).			
GOAL 2: SOLO SELF ASSESSMENT RUBRIC	**Prestructural** Learning outcomes show unconnected information, no organisation. *E.g. "I need help or direction"*	**Unistructural** Learning outcomes show simple connections but importance not noted. *E.g. "I will have a tilt at it"*	**Multistructural** Learning outcomes show connections are made, but significance to overall meaning is missing. *E.g. I will use trial and error to find a solution"*	**Relational** Learning outcomes show full connections made, and synthesis of parts to the overall meaning *E.g. "I plan to do X because it will I know what to do and why"*	**Extended Abstract** Learning outcomes go beyond subject and makes links to other concepts – generalises. *E.g. "I sense what to do to find the best solution …. "*
Increased capability: ICT skills	I need help to use ICT.	I use ICTs to meet one purpose. E.g. to bring in information	I use ICTs to meet several different purposes. E.g. to bring in information, communicate, collaborate, aggregate and produce	I use ICTs to meet several different purposes and explain how I do this.	I use ICTs to meet several different purposes and explain how I do this. I monitor the effectiveness of my use of ICTs and make changes where necessary.
Increased capability: Learning outcomes (SOLO)	I need help to identify and share intended learning outcomes using SOLO.	I can identify and share intended learning outcomes at some levels of SOLO.	I can identify and share intended learning outcomes from across all levels using SOLO.	I can identify, and share, intended learning outcomes from across all levels using SOLO and explain why the learning outcomes are coded this way.	I can identify, and share, intended learning outcomes across all levels using SOLO and explain why the learning outcomes are coded this way. I can monitor the effectiveness of this for students and make changes where necessary.
Increased capability: e-learning - ICT skills linked to learning outcomes (SOLO)	I need help to align e-learning with intended learning outcomes using SOLO.	I can align e-learning with intended learning outcomes at some levels of SOLO.	I can align e-learning with intended learning outcomes across all levels of SOLO.	I can align e-learning with intended learning outcomes across all levels of SOLO and explain this alignment.	I can align e-learning with intended learning outcomes across all levels of SOLO and explain this alignment. I can monitor the effectiveness of this alignment for students and make changes where necessary.

Increased capability: Student use of e-learning - ICT skills linked to learning outcomes (SOLO)	Students need help to align their use of e-learning with SOLO coded intended learning outcomes.	Students can align their e-learning with intended learning outcomes at some levels of SOLO.	Students can align their e-learning with intended learning outcomes across all levels of SOLO.	Students can align their e-learning with intended learning outcomes across all levels of SOLO and explain this alignment.	Students can align their e-learning with intended learning outcomes across all levels of SOLO and explain this alignment. Students can monitor the effectiveness of their e-learning outcomes and suggest changes where necessary.

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National Goal 3.	SustainED Cluster Goals	Success Indicators for National and SustainED Cluster Goals			
GOAL 3. Strengthen professional learning communities and increased collaboration within and across schools;	Ensure a range of regular and open communication to build learning communities within and across cluster schools.	**Evidence will show that:** There is collaboration within and between cluster schools, focused on effective e learning. For example Teachers and principals are interacting and sharing ideas in face to face and online communities Principals are meeting to discuss progress towards goals and sharing successes and issues arising. New learning from conferences, workshops and other professional development shared and implemented in cluster schools teaching planning and practice Development of a shared cluster resource of expertise, experience and materials in effective e-learning There is collaboration with a wider cluster/national and international audience. For example Teachers are contributing to the wider education community through online resources and offering workshops at conferences			
GOAL 3: SOLO SELF ASSESSMENT RUBRIC	**Prestructural** Learning outcomes show unconnected information, no organisation. *E.g. "I need help or direction"*	**Unistructural** Learning outcomes show simple connections but importance not noted. *E.g. "I will have a tilt at it"*	**Multistructural** Learning outcomes show connections are made, but significance to overall meaning is missing. *E.g. I will use trial and error to find a solution"*	**Relational** Learning outcomes show full connections made, and synthesis of parts to the overall meaning *E.g. "I plan to do X because it will I know what to do and why"*	**Extended Abstract** Learning outcomes go beyond subject and makes links to other concepts – generalises. *E.g. "I sense what to do to find the best solution …. "*
Strengthening collaboration and community: ACROSS THE SCHOOL	Our school need help to clarify our e-learning needs. Sharing of e-learning practice is informal and oftentimes based on serendipity.	Our school uses data to determine our current e-learning practice and needs. Sharing of e-learning practice within the school is informal and based on identified needs.	Our school uses comprehensive data collection to determine our current e-learning practice and needs. Sharing of e-learning practice across the school is formalized and based on the needs identified from data collection and self reflection.	Our school uses ongoing comprehensive data collection to determine our current e-learning practice and needs. Sharing of e-learning practice across the school is formalized and based on the needs identified from data and self reflection. Sharing is routine and supports the annual performance management process.	Our school uses ongoing comprehensive data collection to determine our current e-learning practice and needs, and research based on new and emerging e-learning to predict future needs. Sharing of e-learning practice across the school is formalized and based on the needs identified from data and self reflection and support the annual performance management process. It includes needs identified from research into new and emerging e-learning technologies and practices.

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Strengthening collaboration and community: ACROSS THE CLUSTER	Our school needs to be encouraged to share our e-learning practice with our cluster schools.	Within cluster sharing of e-learning practice is serendipitous.	Within cluster sharing of e-learning practice is based upon identified needs.	Within cluster sharing of e-learning practice is based upon identified needs. It is formalized through scheduled face to face opportunities and online spaces (cluster blog and wiki) for cluster lead teachers, principals and teachers to collaborate and share e-learning resources.	Within cluster sharing of e-learning practice is based upon identified needs and new and emerging needs. It is formalized through scheduled face to face opportunities and online spaces (cluster blog and wiki) for cluster lead teachers, principals and teachers to collaborate and share e-learning resources AND it includes support for just in time unscheduled opportunities.
Strengthening collaboration and community: ACROSS THE WIDER ICT E LEARNING NETWORK	Cluster schools need support to contribute and collaborate with the wider ICTPD learning network	Cross cluster sharing of e-learning practice occurs through the contribution of online resources such as edu_blogs and wikis of individual teachers	Cross cluster sharing of e-learning practice occurs through the contribution of online resources **describing** effective e-learning pedagogies. E.g. cluster, school, classroom and individual edu_blogs, and wikis	Cross cluster sharing of e-learning practice occurs through the contribution of online resources **explaining** effective e-learning pedagogies. E.g. cluster, school, classroom and individual edu_blogs, and wikis and conference presentations	Cross cluster sharing of e-learning practice occurs through the contribution of online resources **evaluating** effective e-learning pedagogies. E.g. cluster, school, classroom and individual edu_blogs, and wikis and conference presentations
Strengthening collaboration and community: COMMUNICATION STRATEGIES	Our teachers need help to use ICTs to communicate within and outside the cluster	Our teachers use email to communicate and collaborate within and outside the cluster	Our teachers use email, blogs and wikis to communicate and collaborate within and outside the cluster	Our teachers use different communicative and collaborative ICTs depending on specific needs when communicating and collaborating within and outside the cluster	Our teachers and our students use different communicative and collaborative ICTs depending on specific needs when communicating and collaborating within and outside the cluster. They monitor the effectiveness of these strategies and suggest changes where necessary.

National Goal 4.	SustainED Cluster Goals	Success Indicators for National and SustainED Cluster Goals
GOAL 4. Increase e-learning leadership and ICT strategic planning capability of principals and teachers;	Strengthen leadership in the use of e-learning to enhance effective teaching and learning. Develop strategic e-learning leadership and ICT plans for each school.	**Evidence will show that:** • There is development and implementation of action plans/policy for e-learning 　For example 　Development and implementation of action / strategic plans addressing e-learning leadership within schools/across schools. 　Development and implementation of action plans addressing infrastructure, ICT maintenance, upgrades, purchases. • There is a creation of an e-learning lead team in each school that utilizes the strengths within the principals' group. • Consultation with BoT and communities has been part of the e-learning leadership development.

GOAL 4: SOLO SELF ASSESSMENT RUBRIC	**Prestructural** Learning outcomes show unconnected information, no organisation. *E.g. "I need help or direction"*	**Unistructural** Learning outcomes show simple connections but importance not noted. *E.g. "I will have a tilt at it"*	**Multistructural** Learning outcomes show connections are made, but significance to overall meaning is missing. *E.g. I will use trial and error to find a solution"*	**Relational** Learning outcomes show full connections made, and synthesis of parts to the overall meaning *E.g. "I plan to do X because it will I know what to do and why"*	**Extended Abstract** Learning outcomes go beyond subject and makes links to other concepts – generalises. *E.g. "I sense what to do to find the best solution …. "*
Increasing e-learning leadership capability	The principal and senior management need help to become e-learners and e-learning leaders	The principals and senior management model e-learning leadership	The principal and senior management model e-learning leadership and their individual e-learning progress	The principal and senior management model e-learning leadership and their individual e-learning progress. They encourage and support e-learning and e-learning leadership opportunities for others	The principal and senior management model e-learning leadership and their individual e-learning progress. They encourage and support e-learning and e-learning leadership opportunities for others
Increasing – ict strategic planning capability	There is no defined strategic leadership of e-learning; individuals act independently of each other. The school does not have a whole-school strategy for e-learning	The strategic leadership of e-learning has been left to individuals who may not be part of the SMT/leadership team There is some monitoring of the implementation of e-learning. This is usually the result of external processes or is a reaction to internal events.	The principal invests responsibility for the strategic leadership of e-learning to the senior management leadership team. Regular monitoring of the implementation of the e-learning strategy at all levels informs future planning. However, this is not always objective and it is rarely used to demonstrate accountability.	The principal provides clear and pro-active strategic leadership for e-learning along with members of the SMT leadership team There is regular, effective and evidence-based evaluation of progress. The school uses this to prioritise future e-learning planning and to demonstrate its accountability	Strategic leadership for e-learning includes the principal, senior management team, BOT, Heads of department, syndicate leaders etc Regular evaluation of processes and outcomes informs future e-learning planning and innovation. The school demonstrates its accountability both internally and externally to relevant partners. .

National Goal 5.	SustainED Cluster Goals	Success Indicators for National and SustainED Cluster Goals			
GOAL 5. Increase the school community's understanding of the educational contribution of e-learning.	Communicate changes in pedagogy and use of e-learning to the school community.	**Evidence will show that:** • The BoT and communities are informed and supportive of shifts in educational pedagogy and use of e-learning • Parents/caregivers are being informed of shifts in educational pedagogy and use of e-learning. • There is home school community communication using ICTS			
GOAL 5: SOLO SELF ASSESSMENT RUBRIC	**Prestructural** Learning outcomes show unconnected information, no organisation. E.g. "I need help or direction"	**Unistructural** Learning outcomes show simple connections but importance not noted. E.g. "I will have a tilt at it"	**Multistructural** Learning outcomes show connections are made, but significance to overall meaning is missing. E.g. I will use trial and error to find a solution"	**Relational** Learning outcomes show full connections made, and synthesis of parts to the overall meaning E.g. "I plan to do X because it will I know what to do and why"	**Extended Abstract** Learning outcomes go beyond subject and makes links to other concepts – generalises. E.g. "I sense what to do to find the best solution …. "
Increasing understanding about outcomes from e-learning: communication with school community	There are no coherent systems for making reliable assessments of e-learning outcomes Student e- learning outcomes are monitored and assessed only infrequently by teachers.	Some assessment and recording of students' e-learning capability occurs, but it is inconsistent, uncoordinated and rarely extends to students' application and learning outcomes in other areas. There is wide variation in practice.	Students' e-learning capability and outcomes are assessed and recorded, but there is some variation in practice	Students' e-learning capability and learning outcomes are reliably and consistently assessed and recorded and is supported by assessment in some other curriculum areas. The process of evaluation is inclusive of parents, students, and teachers. Some moderation occurs within school.	The assessment and recording of students' e-learning capability and learning outcome is reliable and consistent and routinely includes capability across the curriculum. The process of evaluation is inclusive of all stakeholders - parents, students, teachers and community members. Moderation occurs within, and between, schools.