

Worksheet M1.U1.4a

Examples of objectives for digital transformation

Increase ICT equipment and improve the school's infrastructure.

Support the teaching staff to use ICT in the teaching & learning process.

Support students to effectively use ICT tools in class and at home.

Improve the digital competence of school's administrative staff.

Increase technological or economical support from external stakeholders

Worksheet M1. U1.4b

Objective S	
Specific M	
Measureable A	
Action oriented R	
Realistic T	
Timed E	
Evaluated R	
Reviewed	

Needs Analysis Sheet M1.U1.6

Checklist (quantitative data):

Items	School leaders	Scale <i>Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)</i>
Digital strategy	In our school, we have a digital strategy.	1 2 3 4 5 N/A
Strategy development with teachers	We develop the digital strategy for our school together with the teachers.	1 2 3 4 5 N/A
New ways of teaching	We support teachers to try out new ways of teaching with digital technologies.	1 2 3 4 5 N/A
Time to explore digital teaching	In our school, teachers have time to explore how to improve their teaching with digital technologies.	1 2 3 4 5 N/A
Copyright and licensing rules	In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning.	1 2 3 4 5 N/A
Involving companies in strategy	In our school, companies we collaborate with are involved in the development of the school's digital strategy.	1 2 3 4 5 N/A
Progress review	In our school, we review our progress in teaching and learning with digital technologies.	1 2 3 4 5 N/A

Discussion on the use of technology	In our school, we discuss the advantages and disadvantages of teaching and learning with digital technologies	1 2 3 4 5 N/A
Partnerships	In our school, we use digital technologies in our partnerships with other organisations	1 2 3 4 5 N/A
Synergies for Blended Learning	In our school, we collaborate with other schools or organisations to support the use of digital technologies	1 2 3 4 5 N/A

Strategic partnerships for technology	The school maintains appropriate strategic partnerships with companies, R&D centres, Universities and others, that regularly up-date us and keep us informed about advanced technologies in education.	1 2 3 4 5 N/A
Overview of advanced hardware and software technology tools	The school regularly collects up-to-date information for mapping the advanced technologies in education.	1 2 3 4 5 N/A
Qualified experts	The school has access to qualified experts (companies, individuals) for relevant consultations, trainings and technical issues, concerning advanced technology solutions.	1 2 3 4 5 N/A
Investment opportunities - mapping	In our school we collect information and search actively for different possibilities for investing in new and advanced technologies: national and local programs for school equipment, company programs for investments in education, projects with strategic partners and others.	1 2 3 4 5 N/A

Investment opportunities - capacity	In our school we have the capacity to apply for investments in advanced technologies: national and local programs for school equipment, company programs for investments in education, projects with strategic partners and others.	1 2 3 4 5 N/A
Training of teachers	In our school we can easily find appropriate training programs for teachers, who can easily adopt and use advanced technologies in their teaching.	1 2 3 4 5 N/A
Alignment with the curriculum	In our school we can easily adopt advanced technologies in the curriculum.	1 2 3 4 5 N/A

Questions (qualitative data):

For internal use (teachers, teaching or support staff, administrative staff):

- Where do you think the school is now in relation to digital transformation (tools & practises, training & support, equipment & infrastructure, monitoring & evaluation)?
- Where do you see the school at the end of the planning cycle (goals)?
- How will the school achieve this (actions)?
- How will the school check if these goals & actions are achieved (practices of monitoring)?
- How will the school know that the goals & actions are successful (practices of evaluation)?

For external use (other principals, teacher unions, teacher training providers, NGOs, ICT experts)

- From your professional experience, do you have any suggestions to be included in the school strategy for objectives, actions, timelines and monitoring? Any good practices or ideas?
- What are the most important key driving factors for the achievement of a school's vision & objectives?
- What are some possible risks or challenges?

Monitoring & Evaluation Sheet M1.U1.7

For the monitoring and evaluation, you can use the same checklist you have used for the needs analysis (quantitative data)

Questions (qualitative data)

- Were the coordinating teams able to support the implementation of the digital transformation plan? What should be changed?
- Were the priorities and objectives set out in the plan sufficient to guide the implementation?
- Were the success criteria and the monitoring process of the plan sufficient to successfully implement the actions?
- Was it a collective process involving a significant number of teachers and stakeholders?
- Were teachers involved in an ongoing process of sharing knowledge, experience, and collaborative activities in relation to teaching with digital technologies?
- Was the necessary culture developed in the school for the use of innovative learning approaches supported by digital technologies?
- Was the school leadership proactive in the implementation process and especially in supporting teachers in integrating digital technologies into their teaching?
- Were teachers confident and skilled in the pedagogical use of digital technology to support teaching and learning?
- Did the school organise or facilitate teachers' professional development?
- Did the plan help teachers to integrate digital technologies into teaching, learning and student assessment?
- Do students feel that the implementation of the plan has changed the way they learn?
- Do teachers and/or parents feel that the school benefits from the implementation of the digital transformation plan?

Progress Monitoring Table

- Activity: _____
- Participants: _____
- Dimension (technological/pedagogical/organisational): _____

MONITORING CALENDAR	Appropriate timing for monitoring progress	<i>weekly, monthly, after completion of a specific activity or activities</i>
OBJECTIVES	Objectives to be achieved by carrying out the activity	<i>check those defined in the plan and adjust if necessary</i>
METHODS AND TOOLS FOR MONITORING AND DATA COLLECTION	Means to monitor progress (source/data)	<i>check those defined in the plan and adjust if necessary</i>
ASPECTS TO BE MONITORED	Levels of progress of the activity	<i>in approval, in preparation, in implementation, in reformulation, completed</i>
	Metrics	<i>check those defined in the plan</i>
	Indicators	<i>check those defined in the plan</i>
	Nº of teachers / students / classes / non-teaching staff / parents and guardians and/or others to be involved	<i># Teachers, # classes, # students, ...</i>
	Measurable results	<i>check those defined in the plan</i>
	Existing enablers and constraints	<i>technological infrastructure, frequency of meetings, digital skills of the participants, etc.</i>
	Reflection on the possible impact of the activity and next steps	<i>summary reactions and reflections from formal and informal meetings, focus groups, etc.</i>

Evaluation of the Implementation of the Digital Transformation Plan

EVALUATION TOOLS AND METHODS	Means for evaluating the activity/plan	<i>check those defined in the Plan and/or others (e.g. focus groups, informal meetings)</i>
EVALUATION SCHEDULE	Appropriate timeframe for assessing implementation	<i>immediately after completion of (all) activities, after 1 week, 2 weeks, etc.</i>
ASPECTS TO BE EVALUATED	Final level of involvement in the Plan (teachers / classes / students / ...)	<i># Teachers, # classes, # students, ...</i>
	Completion of the activities	<i>% of activities in approval, in preparation, in implementation, in reformulation, completed</i>
	Main results achieved	<i>how: - observed by the coordinating team - perceived by participants - measured (e.g. by participant evaluation)</i>
	Fulfilment of predefined objectives	<i>defined in the Plan, including measurable results according to the approach previously defined.</i>
	Main facilitators and obstacles to the implementation and completion of the plan	<i>frequent meetings, technological infrastructure, organisational factors, etc.</i>
	Final feedback from the actors involved	<i>in informal meetings, discussion groups, etc.</i>

Examples of monitoring and evaluation tables inspired by the [SHERPA project](#).

Worksheet M2.1

Table 1 Checklist for curriculum alignment

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
E1 Online educational resources	Our teachers search online for digital educational resources	I search online for digital educational resources	1 2 3 4 5 N/A
E2 Creating digital resources	Our teachers create digital resources to support their teaching	I create digital resources to support my teaching	1 2 3 4 5 N/A
E3 Using virtual learning environments	Our teachers use virtual learning environments with students	I use virtual learning environments with students	1 2 3 4 5 N/A
E4 Communicating with the school community	Our teachers use digital technologies for school-related communication	I use digital technologies for school-related communication	1 2 3 4 5

			N/A
E5 OP Open educational resources	Our teachers use open educational resources	I use open educational resource	1 2 3 4 5 N/A
Open Useful technology for teaching		Please give an example of a digital technology (equipment, software, platform, resource...) you find really useful for teaching	1 2 3 4 5 N/A

Table 2. Using technologies to engage students and to adapt technologies use to students' needs

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
F1 Tailoring to students' needs	Our teachers use digital technologies to tailor their teaching to students' individual needs	I use digital technologies to tailor my teaching to students' individual needs	1 2 3 4 5 N/A
F3 Fostering creativity	Our teachers use digital learning activities that foster students' creativity	I use digital technologies to foster students' creativity	1 2 3 4 5 N/A
F4 Engaging students	Our teachers set digital learning activities that engage students	I set digital learning activities that engage students	1 2 3 4 5 N/A
F5 Student collaboration	Our teachers use digital technologies to facilitate student collaboration	I use digital technologies to facilitate student collaboration	1 2 3 4 5 N/A

F6 Cross-curricular projects	Our teachers engage students in using digital technologies for cross-curricular projects	I engage students in using digital technologies in cross-curricular projects	1 2 3 4 5 N/A
F8 OP Career guidance	In our school, we use digital technologies for career guidance	In our school, we use digital technologies for career guidance	1 2 3 4 5 N/A

Table 3. How school leaders and teachers deal with digital divide and support students with special educational needs in blended learning forms.

Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)

	School leaders	Teachers	Assessment
C11 OP Digital divide: Measures to identify challenges	In our school we have measures in place to identify challenges that arise with Blended Learning, related to students learning needs and socio-economic background	In our school we have measures in place to identify challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	1 2 3 4 5 N/A
C12 OP Digital divide: Support to address challenges	In our school, we have a plan in place to help teachers deal with challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	In our school, we have a plan in place to help teachers deal with challenges that arise with Blended Learning, related to students' learning needs and socio-economic background	1 2 3 4 5 N/A

Worksheet M2.2

Goal/ Objective	Action
Align curriculum goals with personalised learning vision	A) Identification of the participants: <i>Who are your students, and which are their needs?</i>
	B) Definition of learning outcomes: <i>What do you want your students to learn and be able to do?</i>
Determine offline-online curriculum alignment and the role of digital tools	A) Identification of the learning environment: <i>Which mode of blended learning have you chosen?</i> <i>(e.g., Predominately face-to-face teaching, with some online learning, a mix of face-to-face and online learning, or predominately online learning)</i>
	B) Identification of the teaching and learning approach: <i>Which approach is better for you?</i> <i>(e.g., Competence-based learning, Learning experience design (LXD), Active learning approaches, Inquiry-based learning – IBL, Flipped classroom and or Game-based learning and gamification)</i>
	C) Development of learning activities: <i>What kind of activities will you include?</i> <i>(e.g., use an online quiz and/or provide students with further online recourses, upload lecture notes, presentations, and worksheets on their virtual learning environments (e.g., Drive), provide a video, and during viewing, ask questions and request opinions, and/or set up a Padlet or Mentimeter and allow students to work online collaboratively, discussing and sharing their ideas)</i>
Review, demo, and select digital tools	A) Documentation: <i>Which technologies work best for your tasks?</i>

Worksheet M2.U2.1

Items	School leaders	Scale <i>Answer options: five-point Likert scale (1 min. - 5 max.) and not applicable (N/A)</i>
Assessing skills	Our teachers use digital technologies to assess students' skills	1 2 3 4 5 N/A
Timely feedback	Our teachers use digital technologies to provide timely feedback to students	1 2 3 4 5 N/A
Self-reflection on learning	We support teachers to try out new ways of teaching with digital technologies.	1 2 3 4 5 N/A
Feedback to other students	Our teachers use digital technologies to enable students to reflect on their own learning	1 2 3 4 5 N/A

Digital assessment	In our school, we apply copyright and licensing rules when using digital technologies for teaching and learning.	1 2 3 4 5 N/A
Documenting learning	In our school, companies we collaborate with are involved in the development of the school's digital strategy.	1 2 3 4 5 N/A
Using data to improve learning	In our school, we review our progress in teaching and learning with digital technologies.	1 2 3 4 5 N/A
Valuing skills developed outside school	In our school, we discuss the advantages and disadvantages of teaching and learning with digital technologies	1 2 3 4 5 N/A
Co-design of assessment	In our school, we use digital technologies in our partnerships with other organisations	1 2 3 4 5 N/A

Worksheet M2.U2.2

Goal/ Objective	Action	Responsible staff	Time frame	Resources	KPIs/Validation

