DIGITAL LEARNING ENVIRONMENT CLASSROOM REFLECTION GUIDE

	Entry	Developing	Approaching	Ideal
Accessibility	Digital resources are available however; access is limited and regulated for student use.	Instructor selected digital resources are available for student use, individual learning, and problem-solving[2].	Digital resources are accessible and utilized by students as needed to engage in individual and peer[1,3] learning and problem-solving[1].	Digital resources are readily accessible, intentionally selected[1] and utilized by students freely to engage with purpose in individual and peer[1,3] learning and problem-solving[1].
Use of digital tools to improve information and digital literacy	Students work independently with one tool at a time selected by the teacher to complete routine skills-based activities.	Students work with more than one digital tool as directed by the teacher. Activities may incorporate strategies to search for information based on teacher-direction.	Students select from a variety of tools and resources to accomplish a learning activity. Students seek[1] out information to construct[1] new knowledge[1,4] or to solve problems[1].	Students regularly select, analyze[1,3] and evaluate[1] the credibility of resources that best meet the learning requirement of an authentic classroom activity. Student use digital tools to demonstrate[2] mastery through project-based learning[1].
Collaboration and Interaction	Students work with digital resources independently with minimal opportunities for collaboration[1,4].	Students work on collaborative[1] editing or discussion board comments as directed by the teacher.	Students routinely interact[1] and collaborate[1] in discussions and projects[1] across a variety of platforms and formats.	Students, peer and instructors consistently plan[3] and communicate[1] with digital resources synchronously and asynchronously to construct[1] content knowledge and demonstrate[2] understanding[1].
Digital Citizenship[3]	Digital citizenship activities in the classroom are implemented as a reaction to inappropriate behavior.	Students participate in digital citizenship awareness programs[1] and discussions[1]. Students follow procedural instruction pertaining to their digital footprint and ethically and legally use information.	Students express[1] appropriate behavior in a digital environment. Students recognize the importance of a digital footprint and use information[1] ethically and legally.	Students clearly and effectively express and practice responsible[3] behavior in a digital environment. Student's independently[2] articulate the impact of a positive[3] digital footprint and consistently use information ethically and legally.
Students produce original works to demonstrate knowledge and understanding of content standards	Students independently use digital tools to demonstrate skills linked to content standards.	Students occasionally collaborate[1,4] with peers or instructors to develop[1] original works[4] using digital tools that demonstrate[2] understanding of content standards.	Students routinely collaborate[1,4] with peers and instructors to design[1] and create[1] original[1,4] works. Students use a variety of digital resources and tools that demonstrate[2] an understanding of content standards.	Students are engaged in authentic problem[3] that allow for collaboration[1]. Students use a variety of digital and media resources to construct[3] original[1,4] works that demonstrate[2] an understanding of content standard(s).

1=AdvancED ELEOT Digital Learning Environment, 2=College & Career Ready Standards, 3=ISTE NETS-S, 4 = SAMR Model