



# Navigating the Digital Shift

## Empowering Digital Instructional Materials Implementation

Featuring Nevada and Florida Case Studies

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An eBook summary for the edWebinar presented live on March 8, 2018

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# Navigating the Digital Shift: Empowering Digital Instructional Materials Implementation

## About this edWebinar

**Hosted by:**

Christine Fox, Deputy Executive Director, SETDA

**Presented by:**

André E. DeLeón, Education Programs Professional,  
Nevada Department of Education



Alison Harte, Instructional Materials Specialist,  
Bureau of Standards and Instructional Support,  
Florida Department of Education

This edWebinar provides an updated and refreshed version of SETDA's Digital Instructional Materials Acquisition Policies for States ([DMAPS](#)), an online database providing details regarding each state's policies and practices related to the acquisition of digital instructional materials, was launched during this edWebinar. New features include the reorganization of state policies and practices, a new procurement-specific section, and additional details regarding the review and selection of digital materials and featured content regarding state accessibility requirements.

State leaders from Florida and Nevada shared state policies and practices that support digital instructional materials and powerful examples of implementation.

This edWebinar is of particular benefit to administrators, policy makers, curriculum directors, and IT staff.

**View the edWebinar**

<https://tinyurl.com/DigitalShift-edWebinar>

**Listen to the Podcast**

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**Join the Essential Elements for Digital Content community**

<https://www.edweb.net/digitalcontent>

# edWebinar Summary



Christine Fox,  
Deputy Executive  
Director, SETDA

In this edWebinar Christine Fox, deputy executive director of SETDA (the State Educational Technology Directors Association), toured the updated [DMAPS](#) (Digital Instructional Materials Acquisition Policies for States) site and discussed the importance of state leadership in transitioning to digital instructional materials. To refocus classrooms around up-and-coming digital materials, more is required than just adding a new tech-based product or two. Because many processes for reviewing and purchasing instructional materials are still built around print textbooks, though, schools and districts have been looking for guidance on how to update procurement while ensuring that they are focused on the realities of the 21st century classroom. As states go back to the basics and rethink how they review instructional materials and allocate funds, SETDA's tools, including DMAPS, have proved invaluable.

**SETDA**  
**Digital Instructional Materials**  
Acquisition Policies for States

STATE PROFILES EXEMPLARS RFPS BACKGROUND RESOURCES GLOSSARY

Show which states/territories:  
Select One Or More Topics

Refine view by

The Digital Instructional Materials Acquisition Policies for States (DMAPS) is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K12 education. This work supports state and district leaders' understanding of state policies related to procuring instructional materials to best meet the individual needs of students and can potentially impact policy changes. In addition, publishers of instructional materials, technology developers, and investors can learn more about the relative friendliness of states to encourage innovation with respect to digital instructional materials.

**Site Highlights**

- Overview of states policies/practices
- State trends via heat map
- Compare up to 5 states by topic
- [Individual state profiles](#)
- Print and download options
- District exemplars
- State educational technology background details

VT NH MA RI CT DE NJ MD DC

WA OR ID WY SD MN WI MI NY ME HI HI GU GU GU GU

DMAPS, an online database providing state and U.S. territory policies and priorities related to the acquisition of digital materials, highlights the importance of collaborative leadership from across the country in the technology revolution. In addition to state leaders responsible for procurement, digital learning experts, instructional materials contacts, accessibility experts, and private sector executives worked together to develop the database. Updated features include a snapshot overview of policies/practices of state procurement, instructional materials review processes for each state, accessibility policies, details regarding adoption and implementation

- + Definitions
- + Guidelines And Policies
- + State Review Process
- + Digital Learning Resources
- + Funding

requirements, and the ability to identify state trends and to compare states through individual state profiles. Another highlight is exemplars from several states showcasing pilot programs, district-specific technology requirements, and curricula that includes digital learning goals. Users can also compare up to five states against topics from the DMAPS database.



DMAPS makes it possible to compare digital materials acquisition policies by state.  
[dmaps.setda.org](http://dmaps.setda.org)

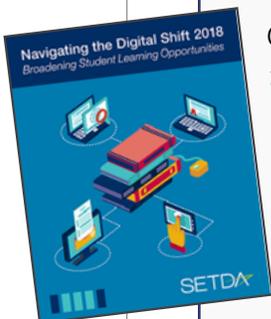
### Compare states [\(Download All ↗\)](#)

Select up to 5 states and compare them across our entire database of topics.

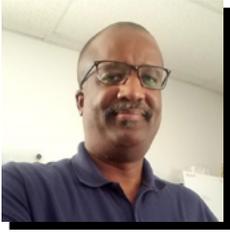
Florida  Nevada

DEFINITIONS <a href="#">(DOWNLOAD ↗)</a>		
Definition for Accessible Instructional/Educational Materials	✓	✓
Definition – Accessible Technologies	✓	–
Definition for Instructional Materials	✓	✓
Definition for Instructional Materials - Digital	✓	✓
Definition for Instructional Materials - OER	–	–
Definition for Open Educational Resources	–	–
GUIDELINES AND POLICIES <a href="#">(DOWNLOAD ↗)</a>		
Guidance Outside of School	–	–

SETDA constantly communicates with states and districts to update their standards and add new exemplars. (New examples can be submitted to [cfox@setda.org](mailto:cfox@setda.org) for consideration.) Overall, the goal is to support education leaders' understanding of state procurement policies and to highlight trends for and encourage innovation by educational publishers, technology developers, and investors with respect to digital instructional materials.



Complimenting DMAPS and this edWebinar was the release of *Navigating the Digital Shift 2018: Broadening Student Learning Opportunities* in June 2018. This publication uses the data sets from DMAPS to highlight how state policies and guidance are supporting the transformation to digital learning, specifically the policies and processes around the selection, curation, procurement and funding of digital instructional materials.



André E. DeLeón,  
Education Programs  
Professional,  
Nevada Department  
of Education

## Case Study

### Nevada switches from outdated to innovative method

André DeLeón, education programs professional at the Nevada Department of Education presented a case study on how Nevada is changing the conversation to be digital-first.

Currently, Nevada has an outdated method for reviewing materials. First, schools and districts review new products and invite public comment from required stakeholders. Then, they submit their findings to the state department of education for review, where the process starts again. In the meantime, school leaders must sit back and wait for a decision. Materials are approved on a case-by-case basis.

In the new procedure being developed, the process would be flipped. The review will start at the state level with school and district personnel participating and sharing their evaluations at the same time. Once final decisions are made, the list of approved materials will be published in one place on the state website.

The improved process not only increases transparency regarding state approval, but it also lets the Department of Education address problems with how the current regulations define instructional materials. “We saw that our code was only looking at the adoption of textbooks,” said DeLeón. “We weren’t really delving into the scope of what instructional materials are and what they could be. And we also were not looking at bringing in technology in any type of meaningful way.”

More importantly, the state-led procedure views the instructional materials as a system, rather than as individual parts. Evaluators have the time to stop and ask if a material is truly effective and how it fits with the other curricula and their digital platform.

In addition, they are focused on getting materials in all classrooms that help put students in charge of their own learning. Some districts were already using materials that endorsed student-led learning, but this new initiative, Nevada Ready 21, will promote the change statewide. Nevada Ready 21 “provides students with an equitable, technology-rich education that supports high standards, an engaging learning environment, and the development of the 21st century skills students will need to prosper while fueling the economic growth of the state.” Ultimately, the program will ensure 24-hour access to a laptop for middle and high school students; the first phase started in the middle schools. As important, Nevada Ready 21 will provide comprehensive training and support for teachers and administrators to ensure they are comfortable using the digital materials.

**NV** 

Nevada

[back to US map](#)

**18**  
LEAs

**681**  
schools

**437,647**  
students



Alison Harte, Instructional Materials Specialist, Bureau of Standards and Instructional Support, Florida Department of Education

## Case Study

### Florida districts at varying stages of digital transition

Alison Harte, Instructional Materials Specialist, Bureau of Standards and Instructional Support, Florida Department of Education presented a case study on how Florida is changing the conversation to be digital-first.

In Florida, only the Major Tool Materials — in other words, the core curricular products — are evaluated for adoption. While the tools may have print components, companies must submit them digitally, and only the digital materials are reviewed. Local districts do not have to buy the digital versions, but many districts do focus on tech in their purchasing decisions. In fact, Florida now provides “flexibility in the use of up to \$165 million of instructional materials funds for the purchase of electronic devices and technology equipment and infrastructure.”

**FL** 

Florida

[back to US map](#)

**75**  
LEAs

**4,102**  
schools

**2,816,824**  
students

Although the majority of Florida’s districts purchase materials from the adoption lists, they also have the 50-50 option. In this model, districts must spend 50 percent of their funding on materials from the adoption list, but then they can spend the other 50 percent on materials of their choice. The 50-50 option allows for local control across the state.

Due to the differences among Florida’s 60-plus school districts, the schools are at varying stages of the digital transition. Pinellas County, for example, has a blended model working toward a full one-to-one program. Select schools in Orange County, meanwhile, are part of LaunchED, an immersive, connected and collaborative learning experience providing students with access to digital tools and resources. Finally, Miami-Dade is implementing its Digital Convergence Plan, which aims to to increase student engagement and technology literacy by bringing together a variety of edtech resources from mobile devices to

digital content. The six components of the Digital Convergence Plan are classroom infrastructure, digital content, device deployment, school technology purchases, BYOD, and professional development.



#### View the edWebinar

<https://tinyurl.com/DigitalShift-edWebinar>



#### Listen to the Podcast

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#### Join the Essential Elements for Digital Content community

<https://www.edweb.net/digitalcontent>

## Resources for this edWebinar



### Navigating the Digital Shift: Empowering Digital Instructional Materials Implementation

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### SETDA

- Main website: <http://www.setda.org/>
- DMAPS website: <http://dmaps.setda.org/>
- Navigating the Digital Shift II: [http://www.setda.org/wp-content/uploads/2017/06/Navigating\\_the\\_shiftII\\_final\\_June242017.pdf](http://www.setda.org/wp-content/uploads/2017/06/Navigating_the_shiftII_final_June242017.pdf)

### Florida

- LaunchED: <https://www.ocps.net/cms/One.aspx?portalId=54703&pageId=88567>
- Florida Instructional Materials: <http://cdn.fldoe.org/academics/standards/instructional-materials>
- Flexibility in Use of Instructional Materials Funds: <https://info.fldoe.org/docushare/dsweb/Get/Document-8134/dps-2017-164.pdf>
- Miami-Dade Digital Convergence Plan: <http://digital.dadeschools.net/>
- Florida DMAPS Profile: <http://dmaps.setda.org/state/florida/>

### Nevada

- Ready 21: <http://www.doe.nv.gov/NevadaReady21/>
- Instructional Materials Resource Center: [http://www.doe.nv.gov/Standards\\_Instructional\\_Support/Materials\\_Resource\\_Center/](http://www.doe.nv.gov/Standards_Instructional_Support/Materials_Resource_Center/)
- Nevada content rubric: [http://www.doe.nv.gov/Standards\\_Instructional\\_Support/Textbook/](http://www.doe.nv.gov/Standards_Instructional_Support/Textbook/)
- Nevada DMAPS Profile: <http://dmaps.setda.org/state/nevada/>

# Join the SETDA community on edWeb

## Essential Elements for Digital Content

[www.edWeb.net/digitalcontent](http://www.edWeb.net/digitalcontent)



**Essential Elements for Digital Content** is a free professional learning community that provides policy makers, school administrators and educator leaders a better understanding of policies and practices related to digital instructional materials. This community provides members the opportunity to stay connected, share successes and lessons learned with peers, and get support on issues from a leader's perspective.

This community hosts free edWebinars and discussions on selecting quality instructional materials and specific topics:

- Project Management and Procurement
- Policies and Procedures
- Essential Elements for Implementation
- Implementation Practices
- Accessibility for All Students
- Open Educational Resources
- Evaluation
- Digital Content, Software, and Devices
- Infrastructure and Technical Support
- And more

You can post questions, start discussions, and get feedback from experts and peers on the issues and challenges you face every day. Become part of the conversation today!



Join the community to view archived recordings of more SETDA edWebinars on Navigating the Digital Shift:

- Digital Instructional Materials Acquisition
- Accessible Education Materials for All Students
- Policies and Practices to Support Digital Instructional Materials for Learning
- Implementing Digital Instructional Materials for Learning
- Empowering Digital Instructional Materials Implementation
- Quality Learning Connections in the Digital Age

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[www.edWeb.net/digitalcontent](http://www.edWeb.net/digitalcontent)

Earn a CE Certificate after you view the recordings by taking the CE quiz archived with the edWebinar recording.



# SETDA Resources

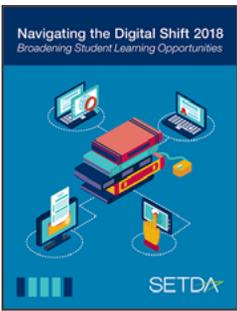


[dmaps.setda.org](http://dmaps.setda.org)

## Digital Instructional Materials Acquisition Policies for States (DMAPS)

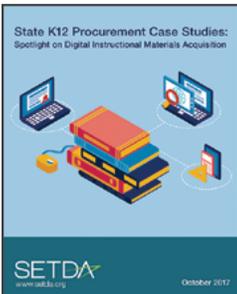
Updated and expanded in March 2018, the DMAPS website is an online database providing state and territory policies and practices related to the acquisition of digital instructional materials in K-12 education. This unique tool offers the opportunity to view details regarding individual states and national trends via an interactive map. The goal of this portal is to provide a clear picture of each state’s instructional materials policies and practices to help encourage increased implementation of digital instructional materials. [dmaps.setda.org](http://dmaps.setda.org)

## Publications



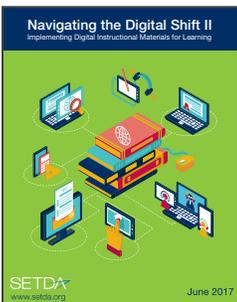
### Navigating the Digital Shift 2018: Broadening Student Learning Opportunities

This publication highlights how state policies and guidance are supporting the transformation to digital learning, specifically the policies and processes around the selection, curation, procurement and funding of digital instructional materials. Evidence of state leadership in these areas—equity of access; accessibility for all students; interoperability; and student data and privacy—is highlighted throughout this publication. <http://www.setda.org/priorities/digital-content/navigating-the-digital-shift2018/>



### State K12 Procurement Case Studies: Spotlight on Digital Materials Acquisition

This publication highlights state level procurement case studies that share how states have effectively established and implemented policies for the procurement of high quality instructional materials and devices. These in-depth studies of California, Indiana, Louisiana and Utah provide road maps for other states that are moving forward to implement digital learning materials policies and procedures. <http://www.setda.org/priorities/digital-content/procurement/>



### Navigating The Digital Shift II: Implementing Digital Instructional Materials for Learning

SETDA expands upon the 2015 Navigating the Digital Shift (<https://tinyurl.com/setdashift2015>) report with a focus on living and learning in the digital age. In this second publication, stakeholders will learn about states’ guidance and policies around the implementation of digital instructional materials as well as best practices. [http://www.setda.org/priorities/digital-content/navigating-the-digital-shiftii\\_2017/](http://www.setda.org/priorities/digital-content/navigating-the-digital-shiftii_2017/)



## 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. Additionally, the guide includes best practice examples from states and districts and national, state and local resources to consider when selecting quality instructional materials. <http://qualitycontent.setda.org/>



## Navigating the Digital Shift 2015 Paper

Navigating the Shift provides an analysis of state policy trends related to digital instructional materials, essential conditions for implementation, an update on the states' progress towards SETDA's Out of Print recommendations and highlights several next steps for consideration as leaders move to advance the learning experiences in the digital age. [http://www.setda.org/master/wp-content/uploads/2015/10/SETDA\\_Navigating-the-Digital-Shift\\_full\\_10.19.15.pdf](http://www.setda.org/master/wp-content/uploads/2015/10/SETDA_Navigating-the-Digital-Shift_full_10.19.15.pdf)

# About the Host and Presenters

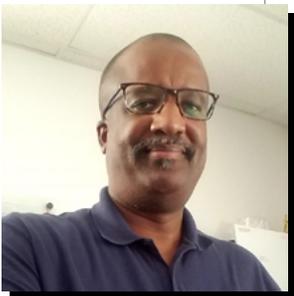
## Host



**Christine Fox**  
**Deputy Executive Director, SETDA**  
cfox@setda.org | @cafox | @SETDA

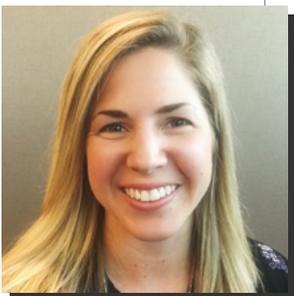
Christine Fox is the deputy executive director for SETDA. As Deputy Executive Director, she collaborates with the executive director in charting strategic direction, administration, planning and financial decisions involving SETDA. She also facilitates the members' professional learning opportunities including planning and implementing the content for SETDA's virtual and in-person events and newsletters. In addition, she manages many of SETDA's research and product development projects from conception to publication. The management of such projects includes coordinating data collection from all states, supervising consultants and staff, ensuring member input and supervising the publishing process. Recent publications and projects include *Navigating the Digital Shift*, *Digital Instructional Materials Acquisition Policies for States*, *OER Case Studies: Implementation in Action*, *The Broadband Imperative* and *From Data to Information*. Christine's background includes experience in education and consulting. She has worked as an educational consultant and curriculum developer for a national whole school reform model, ESOL coordinator and 3rd grade teacher. Christine has a Masters of Science in teaching English as a second language from Florida International University and received her bachelor's degree in English literature from Florida State University.

## Presenters



**André E. DeLeón**  
**Education Programs Professional, Nevada Department of Education**  
adeleon@doe.nv.gov

André DeLeón is an education programs professional for the Nevada Department of Education. As a member of the standards and instructional support (SIS) team, his responsibilities focus on K-12 science education and instructional materials for the state of Nevada. His professional experience includes over 25 years as a teacher, school administrator and school board member as well as work as a research sociologist and youth-at-risk counselor.



**Alison Harte**  
**Instructional Materials Specialist, Bureau of Standards and Instructional Support, Florida Department of Education**  
alison.harte@fldoe.org

Alison Harte is an instructional materials specialist in the Bureau of Standards and Instructional Support at the Florida Department of Education. In this role, she supports the policies and procedures specifications for Florida's instructional materials adoption. Prior to this position, Alison worked in Florida's Deputy Chancellor's office in the Division of Educator Quality. Alison is an experienced secondary school English teacher, a Florida native and a graduate of the Florida State University.



LEADERSHIP • TECHNOLOGY • INNOVATION • LEARNING

Founded in 2001, the State Educational Technology Directors Association (SETDA) is the principal non-profit membership association representing U.S. state and territorial educational technology leaders. Our mission is to build and increase the capacity of state and national leaders to improve education through technology policy and practice. For more information, please visit: [setda.org](http://setda.org).

SETDA members have a long and remarkable history of sharing best practices and collaborating across state lines to address both internal state priorities and national needs. While every state has a unique context, all states face similar policy and practice issues related to the use of technology in education. The SETDA strategic plan asserts that SETDA has a unique "...role in leading the transformation of education through a focus on the dynamic interrelationship of effective federal, state and local education and technology policies and practices." With the help of our strategic partners and other national experts, SETDA and our members conduct in-depth analyses into and make recommendations about how best states and districts can manage and accelerate public education's inexorable 'shift to digital' and in so doing improve educational outcomes for all students.

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Contact: [Mgreene@setda.org](mailto:Mgreene@setda.org)





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<https://home.edweb.net/professional-learning-communities-with-free-webinars/>

### Check out the calendar of upcoming edWebinars

<https://home.edweb.net/webinars/>

### Learn how educators use edWeb for PD

<https://home.edweb.net/pd/>

Join edWeb.net and create your own private community for your school or district. Your community is a collaboration space where your staff can share and reflect together on their professional learning.

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