AVID's Digital Learning Framework

AVID's Adopt, Adapt, Accelerate, Advocate™ (4 A's) framework provides educators with a pathway toward meaningfully integrating digital tools and WICOR instructional practices to differentiate instruction and increase student ownership and independence of their learning.

	Ownership of Learning	Conceptual Understanding	Tool Use	Instructional Focus
Adopt **An instructor who adopts understands the value of digital tools and begins to utilize them to enhance instruction and learning.**	Instructor heavily scaffolds the learning environment for students, selecting the tools, materials, and methods.	Instructor models procedures and guides the use of digital tools to enhance learning.	Instructor models and guides students to access and organize resources, search for information, and digitize work products.	Instructor serves as a facilitator and provides access to a variety of tools and options for students to research, create, and publish with.
Adapt **An instructor who adapts their practice modifies lessons to take advantage of digital tools and begins to change teaching practices to be more student-centered and collaborative.**	Instructor determines the problem to solve and the tools to use. Students work independently and in groups to complete the task using the given tools.	Students begin to use digital tools following a set procedure independently and in groups.	Students use digital tools to complete specific tasks independently and in groups.	Students seek out collaborative tools to work more efficiently and effectively with others on projects.
Accelerate **An instructor who accelerates promotes student ownership of learning to produce increased student engagement, authentic tasks, and advancement of teaching and learning practices.**	Instructor presents the problem or question for students to address, and students choose strategies to accomplish that task using a list of available tools to demonstrate their learning.	Students choose from a set of tools to demonstrate conceptual understanding of assigned tasks.	Students have a set of digital tools to use. Students decide which tool or combination of tools is most appropriate to complete a task.	Students consistently drive the learning in completing an assigned task, choosing from available tools to make that happen.
Advocate **An instructor who advocates supports and champions transformative teaching and learning practices to produce outcomes that could not be achieved without the use of technology.**	Students choose the problem or question to address and choose the strategies and tools to convey their solution. Instructor provides feedback and support throughout the process.	Students select digital tools and strategies that best fit their learning needs to facilitate conceptual understanding of their chosen task.	Students use digital tools to complete tasks that would otherwise be impossible. Students explore, implement, and create new tools based on learning needs.	Students routinely use technology for real-world applications and to publish content to global audiences.

Student Learning Outcomes
- Review the work of a peer and leave comments on the quality of the work and how it might be revised.
- Review feedback from an authentic audience (classmates, friends, family members, outside experts, etc.) and use it to make decisions about how to improve the work.
- Choose the best method for gathering feedback based on the nature of the work being reviewed and the type of feedback needed.
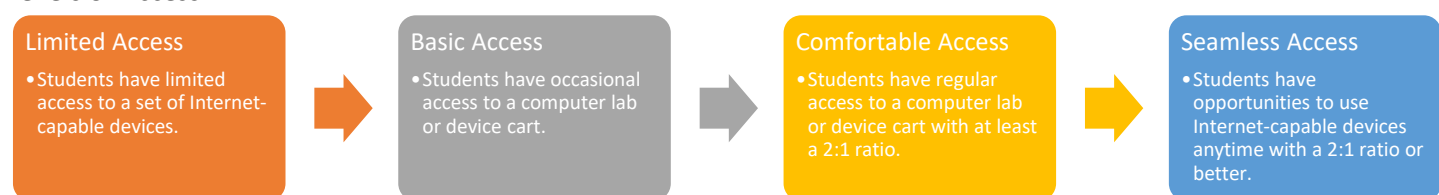
Levels of Technology Integration

Adopt	Adapt	Accelerate	Advocate
Instructor models the process of providing and responding to feedback using digital review tools, such as commenting in Microsoft Word or Google Docs, or even utilizing a document camera to show written feedback. Students receive digital feedback from the instructor and make changes based on it.	Instructor creates a digital space in which students share their work and respond to each other in assigned pairs or groups. Instructor determines the timeline, tools, and method (written, verbal, survey, etc.) for sharing feedback.	Students post work in a digital space that the instructor can access and moderate. Students have a choice of what tool to use to solicit feedback. This could include posting work digitally for specific people to review (e.g., sharing in Google Docs) or for a wider audience to review (e.g., sharing on RealtimeBoard or a class discussion forum).	Students post digital work to a platform that can be shared with a global audience and invite feedback from their peers, experts, and others outside of their classroom. Instructor facilitates feedback and encourages equal responses for all students in quality and quantity through coaching and modeling.

Digital Tools

Tool	Description	Platform
Google Docs	Google Docs is an online word processor that lets you create and format documents and work with other people.	Web-based

Levels of Access

Limited Access	Basic Access	Comfortable Access	Seamless Access
• Students have limited access to a set of Internet-capable devices.	• Students have occasional access to a computer lab or device cart.	• Students have regular access to a computer lab or device cart with at least a 2:1 ratio.	• Students have opportunities to use Internet-capable devices anytime with a 2:1 ratio or better.

Limited Access: Students receive written feedback on paper and archive their work (including feedback) using a cloud storage service, like Google Drive or Microsoft OneDrive.

Basic Access: Students take turns providing feedback digitally to a small number of their peers during access to the computer lab or device cart. Students are given time, either at school or at home, to review comments left on their work.

Comfortable Access: Students post work digitally and invite peers to review and provide feedback during access to the computer lab or device cart.

Seamless Access: Students post work digitally for others to review and provide feedback on, at the time and place of their choosing.