Digital Promise
Maker Learning Maturity Matrix

Building Support Systems

	Beginning	Exploring	Integrating	Embedded
Administration	No official support, but not actively blocking maker learning experiences from occurring	Curious about and pleased with maker learning engagement Discussions about maker learning are occurring	Supports integration with time, resources, and/or an official teacher champion Believes all students should have access	Serves as a champion of maker learning Dedicates significant resources Integration is expected
Faculty & Staff	One champion or a small group Aware of the broader maker learning conversation	Making or STEAM club offered as an extra-duty Pockets of in-class making occurring	Interest in making has spread beyond a small group Teacher champions are regularly integrating making	Making is ingrained in school culture Teachers use making across the curriculum
Community	Loose community partnerships exist Community may donate some resources (capital, physical, human)	Consistent communication with the community Community resources occasionally available	Formalized partnerships, including field trips and residencies Consistent availability of community resources	Strong partnerships Partnerships create opportunities for making to enact positive change in the school and broader community

Teaching & Learning

	Beginning	Exploring	Integrating	Embedded
Pedagogies & Practices	Awareness of maker-centered pedagogies Teacher champions occasionally integrating	Engagement in professional learning Teacher champions frequently integrating	Scaffolded professional learning supports for all teachers More teachers are frequently integrating	All staff have deep understanding of maker-centered pedagogies Widespread integration of maker learning
Curricular Integration	Separate maker or STEAM club Making in class is not tied to curriculum	Content knowledge is sometimes demonstrated through making Discussions about deeper integration	Teacher champion helping others with curricular integration Several teachers are deeply integrating	Making is deeply integrated throughout the school, with authentic cross-disciplinary projects
Assessments	Making takes place in a class with limited or no assessment requirements	Maker activities are informally assessed as a separate activity from typical instructional assessments	Making is an alternative assessment with a traditional rubric Teachers work to adapt rubrics to better assess maker learning	Maker learning is a formative and summative assessment tool, embedding student choice and reflection

Acquisition & Allocation

	Beginning	Exploring	Integrating	Embedded
Funding & Budgets	Small amounts of money available, usually leftover funds Teachers usually buy their own maker tools	Small part of technology budget is for making Primary funding from grants or fundraisers	Impactful level of recurring funds in the budget for tools, materials, and professional development	Significant funding is allocated on a yearly basis Thoughtful, long-range spending plan
Space	General use spaces are occasionally re-purposed Investigating a dedicated space or mobile solution	A dedicated or mobile solution is available Overseen by teacher champion Limited comfort and use	Solution is used and co-owned by many teachers Most students have a pathway to access	Solution is a hub for the school community All students have access
Tools	Typical classroom tools and materials are re-purposed for making Champion begins investigating new tools	Some access to maker tools Limited comfort with tools	Variety of low and high tech tools Many teachers are comfortable with tools and many students have access	Broad range of low and high tech tools All teachers are comfortable with tools and all students have access