

SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT

Date of Report: 11/10/2016

## Digital Learning Readiness Score: **5.8** (of 10)

Technology now allows for personalized digital learning for every student in the nation. The Future Ready Schools District Pledge, according to the U.S. Department of Education, is designed to set out a roadmap to achieve that success and to commit districts to move as quickly as possible towards a shared vision of preparing students for success in college, careers and citizenship. This roadmap can only be accomplished through a systemic approach to change, as outlined in the graphic below.



With student learning at the center, a district must align each of the seven (7) key categories, or gears, in order to advance toward successful digital learning:

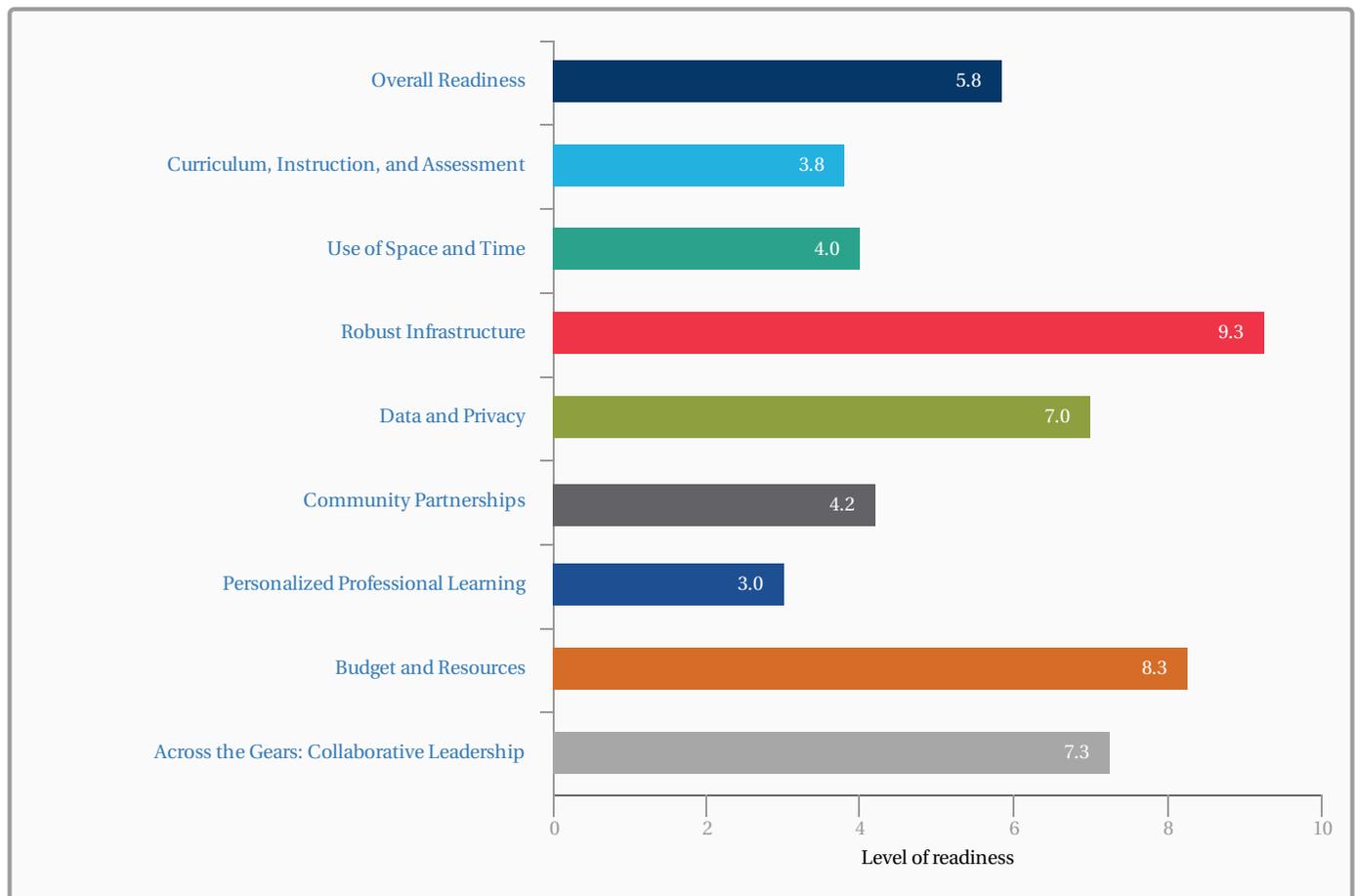
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

The outside rings in the figure emphasize the importance of empowered leadership and the cycle of transformation where districts vision, plan, implement and assess continually. Once a district is strategically staged in each gear, district leaders can be confident that they are ready for a highly successful implementation phase that leads to innovation through digital learning.

This confidential report indicates your district's readiness to implement digital learning. The chart below provides a snapshot of your district's progress to date across the seven gears in the Future Ready Schools framework.

### Digital Learning Readiness per Gear

This chart provides a snapshot of your district's Readiness Ratings across the seven gears in the Future Ready framework. After your district works on its gaps, your team may want to take the self-assessment again and see trends over time.



## Digital Learning

Digital learning is defined as the strengthening, broadening and/or deepening of students' learning through the effective use of technology. It individualizes and personalizes learning to ensure all students reach their full potential to succeed in college and a career.

*Digital learning is the strengthening, broadening, and/or deepening of students' learning through the effective use of technology.*

Digital learning can be enabled through a range of instructional practices. Much more than "online learning," digital learning encompasses a wide spectrum of tools and practices. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment and opportunities for learning anytime and anywhere.

Staging your district to implement digital learning successfully is a complex process. It will include (1) investigating and researching new designs for learning; (2) envisioning a range of possibilities and formally adopting a new vision; (3) collaboratively developing plans to enable that vision; and (4) staging the implementation for success by enacting policies and capacity building measures. The following provides important information about the foundation your district is establishing in support of digital learning.

### Your District's Vision for Digital Learning

District Vision
We will create socially-conscious citizens that are college and career ready by establishing a culture of collaboration, creativity, critical thinking, and authentic learning where students feel valued and empowered to contribute in a global community.

Vision for Students	Included in Your District's Vision	
	No	Yes
Personalization of learning		X
Student-centered learning		X
21st Century Skills/deeper learning		X
College and career readiness		X
Digital citizenship		X
Technology skills		X
Anywhere, anytime learning		X

### Your District's Uses of Technology for Learning

This table reports the status of your district's uses of educational technology:	Available in Your District	In Your District's Plans	Not Yet a Priority
Online coursework			X
Intelligent adaptive learning		X	
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	X		
Assessment data (formative and summative)		X	
Social Media		X	
Blended learning		X	
Digital tools for problem solving (visualization, simulation, modeling, charting, etc.)		X	
eCommunication sites for student discussions	X		
eCommunication sites for teacher discussions	X		
Real-world connections for student projects		X	
Tools for students to develop products that demonstrate their learning		X	
Digital student portfolios		X	
Online research	X		

## Your District's Digital Learning Environment

The following table presents the status of various elements of your district's digital learning environment:

Elements in a Digital Learning Environment	Available in Your District	In Your District's Plans	Not Yet a Priority
Presentation tools	X		
Multimedia production		X	
Social Media	X		
Productivity tools	X		
Document management	X		
Learning management system	X		
eCommunication tools - Asynchronous Tools	X		
eCommunication tools - Synchronous Tools	X		
Library of curated digital content		X	
Collaborative workspace		X	
Visualization tools		X	

### Strategic Use of This Report

The purpose of this assessment is to provide your district's "readiness to implement" scores in the context of the seven gears in the Future Ready Schools framework, as well as provide your district with a "way forward" in closing gaps. To do so, the Alliance for Excellent Education, in partnership with the Metiri Group, is providing rubrics for each element of the gears. To find your district's way forward, simply note your district's stage of readiness as reported on the following pages, and map that back to the associated rubric. Target next steps by looking at the table cell that represents the next level to the right. A score at the "staging" level indicates that your district is ready for implementation.

The rubrics have been developed based on the following levels of readiness:

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are becoming more deeply informed about emerging research, trends, best practices, and added value related to digital learning. They are supported in their investigation through conference attendance, webinars, and in-depth discussions at district leadership meetings to ensure deep understanding that informs their vision of digital learning.	District leaders have identified viable new directions for the school district. They have reviewed the possibilities, built scenarios for how those possibilities would look in their district, and working in tandem with key stakeholders, established a common vision of the future.	District leaders have established indicators of success based on the vision, set a baseline, and conducted a gap analysis. They have forged a plan for closing the gaps and identified key strategies for making progress toward those targets. They have projected benchmarks and milestones and created timelines, associated work plans, management plans and budgets.	District leaders have enacted policies, established new structures, identified budgets and assigned roles and responsibilities that collectively stage the district well for achieving the outcomes described in the vision. Where appropriate, they have undertaken pilots to document the efficacy of the elements of the plan. Once the district reaches the staging level, it is ready to begin full implementation.



# Gear 1: Curriculum, Instruction, and Assessment

Through a more flexible, consistent, and personalized approach to academic content design, instruction, and assessment, teachers will have robust and adaptive tools to customize the instruction for groups of students or on a student-to-student basis to ensure relevance and deep understanding of complex issues and topics. Providing multiple sources of high quality academic content offers students much greater opportunities to personalize learning and reflect on their own work, think critically, and engage frequently to enable deeper understanding of complex topics. Data are the building blocks of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success.

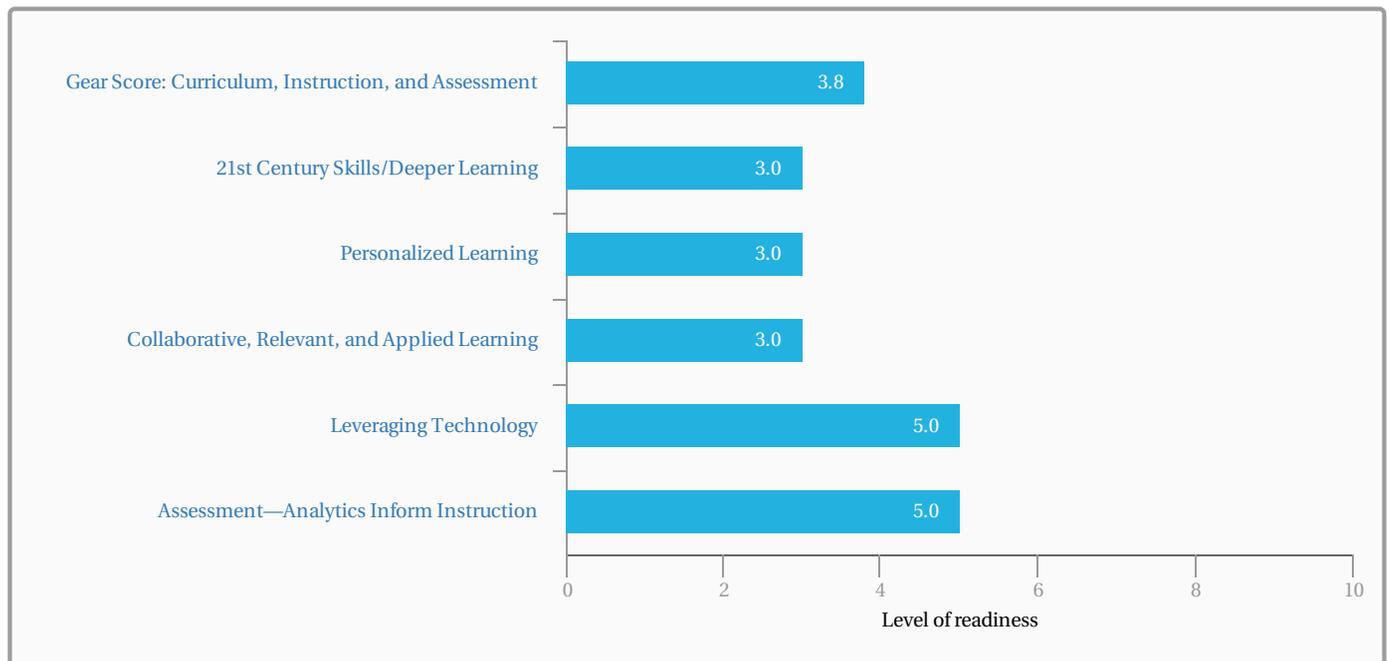
## Elements of this Gear:

- 21st Century Skills/Deeper Learning
- Personalized Learning
- Collaborative, Relevant, and Applied Learning
- Leveraging Technology
- Assessment—Analytics Inform Instruction

## Your District provided the following Curriculum, Instruction, and Assessment vision:

We are committed to moving ahead on all these items, but are still in process of strategizing how to accomplish them at scale.

## Your District's Stage of Readiness for Curriculum, Instruction, and Assessment



## Depth of Your District's Knowledge Base: Curriculum, Instruction, and Assessment

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Curriculum, Instruction, and Assessment	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss strategies for building college and career readiness through digital learning.		X	
Discuss leveraging diverse resources accessible through technology to personalize learning for all students.		X	
Discuss providing students with the opportunity and specific skills to collaborate within and outside of the school, in the context of rich, authentic learning.		X	
Discuss instituting research-based practices for the use of technology in support of learning.		X	
Discuss transitioning to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support continuous feedback loops improvement informed by data.		X	

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Integrate strategies to promote 21st Century skills/deeper learning outcomes into curriculum and instruction for all students.		X			
Design curriculum and instruction that leverage technology and diverse learning resources to enable all students to personalize their learning with choices and control.		X			
Develop curriculum and instruction that provide each student the opportunity to solve real-world problems and encourage collaboration with students, educators and others outside of the school environment.		X			
Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning for all students.			X		
Provide opportunities for all schools to use digital and online assessment systems that provide all students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision ma			X		

## Rubrics for Curriculum, Instruction, and Assessment

### 21st Century Skills/Deeper Learning: Readiness Score of 3

Curriculum, instruction, and assessment are based on clear expectations that all students will leave the education system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today's digital society.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders familiarize themselves and staff with new state learning standards and with research-based principles and strategies for 21st Century skills/deeper learning. Attention is given to the assessment of these skills as well.	21st Century skills/ deeper learning outcomes are explicitly referenced and defined in the district's vision of the college and career ready student. Guidance documents and templates for curricula based on these standards are developed.	Instructional leaders formally integrate 21st Century skills/deeper learning into all curriculum documents. District leaders develop explicit plans for building the capacity of the system to develop 21st Century skills/deeper learning skills in students. In addition, they develop plans for assessing these skills/ outcomes on an equal footing with content skills.	District leaders communicate new expectations for college and career readiness that incorporate 21st Century skills/deeper learning. They begin awareness trainings to orient educators to new curricular scope and sequences, guides to 21st Century skills/deeper learning, and upcoming series of associated professional development. They pilot programs that incorporate the new vision for learning.



### Gaps & Strategies for 21st Century Skills/Deeper Learning

#### Gap 1.1

The district has not yet reviewed 21st Century Skills/Deeper learning competencies, selected a set of skills that resonate with all stakeholders, and integrated those skills into all curricula. Support materials, information resources, professional development, and pilot programs have not been developed.

#### Strategies to Close Gap 1.1

<p><b>Diving into 21st Century Skills/Deeper Learning</b></p> <p>Research the skills and competencies with the goal of selecting the set that is the best fit for the district. There are several sources for solid information related to the science of both 21st Century Skills/Deeper Learning, as well as the pedagogical implications of that science. Examples include: • The P21 Partnership for 21st Century Learning, for example, has a variety of resources on each of the skills in their framework. The Partnership's framework is available on their website, <a href="http://www.p21.org/">http://www.p21.org/</a>. • The enGauge 21st Century Skills framework is still available online at <a href="http://eric.ed.gov/?id=ED463753">http://eric.ed.gov/?id=ED463753</a>. • The Hewlett Foundation provides information and resources related to Deeper Learning on their website at <a href="http://www.hewlett.org/programs/education/deeper-learning">http://www.hewlett.org/programs/education/deeper-learning</a>. Many of the individual skill areas are the focus of centers or professional organizations that provide skill-specific information, research, and resources. • The Center for Critical Thinking (<a href="http://www.criticalthinking.org/">http://www.criticalthinking.org/</a>) at Sonoma State University has been developing training and materials on that key skill for decades. • Another important skill, global awareness, is the core concern of several online resource centers that are easily located through an Internet query.</p>
<p><b>Guiding Practice</b></p> <p>Leverage listed materials to select a framework for 21st Century Skills as a guide. Once a set of skills is selected, use the online resources to gather research-based strategies for building the skills. Some of these strategies can be quite simple and may just need to be communicated to staff. Others require purposeful integration into the curriculum.</p>
<p><b>Think Student Voice and Choice</b></p> <p>Investigate the research on how children learn. Align the research findings with the skills and strategies identified in the 21st Century Skills/Deeper learning literature review.</p>

#### Gap 1.2

The district does not assess and report student attainment of 21st Century skills.

#### Strategies to Close Gap 1.2

<p><b>Narrow it Down</b></p> <p>The entire list of 21st Century Skills may seem overwhelming at first. The district leadership team should identify four or five key 21st Century Skills for focus and measurement. The team should consider which skills are critical to student success in school and in life, and focus on a smaller set skills that the district believes are especially important for its students.</p>
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### Do Your Research

Convene a cross-functional district team to research the ways in which 21st Century Skills are assessed. The team should include representatives from curriculum, instruction, assessment, and information/educational technology, plus other key stakeholders. Team members need the appropriate leadership aptitude for successful shared leadership such as creativity, tact, and courage. The team will likely need to meet monthly for a minimum of 6 months. A first step should be the documentation of 21st Century Skills' assessments the district and its schools are currently using, as well as those used by other districts or recommended by national organizations. Consider a variety of assessment practices, including assessments embedded in summative content area assessments; assessments embedded in summative content area assessments and reported as subscales; and stand-alone assessments (e.g., an assessment of critical thinking and problem solving). Create a list of assessments by type, paying special attention to any repetition or omissions in the district's existing assessment practices.

## Personalized Learning: Readiness Score of 3

Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders research personalized learning and document the characteristics of personalized learning environments and the requirements for building these characteristics.	A common vision for personalized learning is written and communicated, and includes rich scenarios of practice in multiple grade levels and content areas.	District leaders develop plans for promoting and/or expanding opportunities for personalized learning. Policies and access to technology are supportive of these plans.	District leaders prepare a plan for implementing personalized learning at all levels. This plan includes organizational tools, professional development, and examples of practice aimed at multiple levels and content areas.



## Gaps & Strategies for Personalized Learning

### Gap 2.1

There may not be a deep understanding of personalized learning for students or the research on this topic. The possibilities that technologies and social media bring to advance such learning with students may not be understood.

#### Strategies to Close Gap 2.1

##### Be Informed

Convene a cross-functional, shared leadership team to investigate and study personalized learning from multiple perspectives. Explore information including research from peer-reviewed journals, magazine articles, and online publications from educators to explore many points of view. Seek out other districts at the local, state, and national level that support personalized learning. Identify concrete examples of how they are utilizing new technologies and social media to advance opportunities for personalized learning. Synthesize the findings from all of the sources to prepare briefing papers for various audiences (i.e., teachers, parents, students, administrators, community groups) to build awareness and increase the knowledge base in the district.

##### Experience Personalized Learning

Deeply explore and experience the concept of personalized learning, 21st Century digital readiness of students, and the impact of these topics on schools and students through research completed by organizations such as iNacol, CoSN, the Alliance for Excellent Education, and the USDOE (e.g., the National Educational Technology Plan). If possible, participate in a personalized learning experience through a university or professional development provider to learn about this type of learning firsthand.

### Gap 2.2

District leaders may not have yet recognized the key role that technology and social media will play in empowering students to personalize their own learning.

#### Strategies to Close Gap 2.2

##### Define Personalized Learning from the District Perspective

Develop an organizational definition of Personalized Learning and share that with faculty, staff, parents and community. Answer critical question, such as "what does this mean for my child?" Begin meeting with teachers and students about their needs to commit to personalized learning, being attentive to sharing opportunities and gauging interest in participating in personalized learning opportunities overall.

**Gap 2.3**

Current policies instructional guidance/resources, and/or professional learning opportunities may not be supportive of or may serve as barriers to personalized learning.

**Strategies to Close Gap 2.3**

<p><b>Learn From Others' Policy Reviews</b></p> <p>Assemble multiple, concrete examples of policies that other districts have in place. Consider policies related to curriculum and instruction, access to or credit awarded for professional learning opportunities for staff, grading, and course credit for students. Identify the impact that each of those policies have on equitable and sustained opportunities for personalized learning.</p>
<p><b>Review Data on Online Learning in Your District</b></p> <p>Identify possible data sources to inform your understanding of current access to online and personalized learning for students. Research districts with effective personalized learning programs to determine the level of access that may be necessary to support such an initiative.</p>

**Collaborative, Relevant, and Applied Learning: Readiness Score of 3**

In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge products, (2) foster deep learning, and (3) have value beyond the classroom walls.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders review the research related to rich, authentic learning, including variants, such as project- and problem-based learning. Teams have also gathered research and best practices on promoting and leveraging collaboration.	The concept of student work as collaborative and authentic is noted as central to the district's vision. District leaders gather examples of teaching and learning, meeting these criteria through research and piloting. A framework for collaborative, relevant and applied learning is created and communicated to all stakeholders.	Instructional leaders review all curricula for opportunities for rich, authentic, and collaborative learning and document these opportunities. Initial plans for the adoption and implementation of these curricula are made that include necessary staff training and support.	Instructional leaders finalize a plan and assign responsibilities for implementing rich, collaborative authentic work that includes unit designs and templates, professional development, and support for teachers as they scale up new instructional practices.



**Gaps & Strategies for Collaborative, Relevant, and Applied Learning**

**Gap 3.1**

The district has not yet researched, documented, and communicated the value of authentic learning in K-12 education. A framework for rich, authentic work has not yet been developed.

**Strategies to Close Gap 3.1**

<p><b>Look into the Literature on Authentic Learning</b></p> <p>Conduct a literature review of authentic learning (including variants, such as project-based and problem-based learning) and collaboration. Look for examples or models of authentic learning that may be applicable in your district. Identify potential benefits and challenges for your district overall, and for students, teachers, parents, and other stakeholders.</p>
<p><b>Get Specific: Use Experts to Inform Your Work</b></p> <p>Identify local teachers and districts that are having success engaging students in work similar to professionals in the field, and collaborating with others. Look for descriptions of their work in local news sources, school or district newsletters, social media, or other publications. For more detailed information, conduct observations and write up descriptions of how the practices may apply in your district.</p>

**Gap 3.2**

The district has not yet revised curriculum, instruction, and assessments that align to and support collaborative and authentic learning.

**Strategies to Close Gap 3.2**

<p><b>Define Authentic Learning</b></p> <p>Identify key components of what is meant by authentic, collaborative work in other districts and in relevant literature. Review current research and best practice related to collaborative teaching methods and identify trends that are consistent with local priorities. Work towards the development of a local definition. For example, in several of his writings on the topic, author Fred Newman identified three criteria essential in an authentic learning environment: • meaning and knowledge are created and produced by students • students use inquiry in the learning process • students’ work has relevancy beyond the classroom walls.</p>
<p><b>Authenticity through the Business Community</b></p> <p>Explore expectations for collaboration in the workplace by visiting professional business leaders in the community or by studying business leaders that have demonstrated success in this area. Seek out examples of collaborative structures and how they function in work settings. Utilize local resources (e.g., Chamber of Commerce) to identify business leaders who are innovating through changing processes and the type of work with which their employees engage. Look for patterns between collaborative teaching methods and collaborative structures in the workplace that may inform the district’s efforts.</p>
<p><b>Examine the Change Process Pioneering Districts Used</b></p> <p>Examine the work of districts/organizations that have made project-based learning a priority. Study research, materials, and instructional resources in order to identify the components that are relevant and important to your district. Focus on the instructional design process as a foundation for analyzing stakeholders’ needs, developing a plan, designing the instruction, and assessing the outcomes.</p>

**Leveraging Technology: Readiness Score of 5**

Educators in digital learning environments integrate learning-enabling technology seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District technology and curriculum staff members collaborate with other key stakeholders in an investigation of the latest research and best practices related to technology-enabled learning.	District leaders and key stakeholders establish a common vision for building and sustaining a digital learning environment that clearly defines the role technology plays in supporting these new learning environments.	Instructional leaders review all curricula for opportunities to apply current technologies to improve teaching and learning in ways that align with research and best practices. They then align and integrate these technologies into all curriculum documents.	Instructional leaders prepare a plan for proactively integrating technology into teaching and learning practices throughout the district. This includes professional learning plans and communities of practice. They pilot robust and effective integration of learning technologies within the curriculum.



**Gaps & Strategies for Leveraging Technology**

**Gap 4.1**

District leaders may not yet have established a culture of digital innovation that promotes pedagogy-driven, digital transformations in curriculum, instruction, and assessment.

**Strategies to Close Gap 4.1**

<p><b>Narrow it Down</b></p> <p>Analyze the research and best practice models to build scenarios for integrating learning-enabling technology into curriculum and instruction in order to systemically support a high performance digital learning environment based on the findings from the research review in the Investigating stage. Compare and contrast the created scenarios, revising and deleting as needed to result in a set that is consistent with the team’s expectations for technology integration. Based on this process, create a list of criteria that the team will use to assess the quality of technology integration models and ideas to guide discussions throughout the envisioning, planning and staging phases.</p>
<p><b>Picture It</b></p> <p>Build a common vision for the use of technology and digital resources to redefine teaching and learning that is fully aligned with and supports the district’s strategic plan using the scenarios and list of criteria as a guide.</p>

### Show Them How It's Done

Establish plans for the cross-functional team members to demonstrate the level of risk-taking and technology integration that will be required of all stakeholders. Include expectations for each team member, describe supports that will be provided (e.g., professional development, coaching from other leaders), build in opportunities for staff to provide feedback on team members' efforts, and provide time for team members to reflect on their efforts.

### Gap 4.2

District leaders may not have worked in tandem with key stakeholders to plan, build, and sustain a digital learning environment where technology and digital resources are seamlessly aligned with curriculum, instruction, and assessment as integral to the learning process.

#### Strategies to Close Gap 4.2

##### Bring them on Board

Begin meeting with key stakeholders, including teachers, students, and board members, to develop an organizational definition of curriculum integration of technology-enabled learning and 21st Century Skills. Provide strategic plans from other districts that have clear and explicit vision for aligning learning-enabling technology and digital resources seamlessly with curriculum and the learning process as examples of potential definitions and models for your district.

##### Paint the Picture

Develop a vision that clearly describes how your district will look as an educational environment where learning-enabling technology and digital resources seamlessly align with curriculum and the learning process. Solicit feedback from all stakeholders on the vision, and revise as needed.

### Gap 4.3

The district may not yet have established expectations and supports for building technological competence and digital citizenship required of students if they are to leverage technology to deepen their learning.

#### Strategies to Close Gap 4.3

##### Don't be Afraid of Commitment

Identify specific commitments required to integrate technology and curriculum in the district (e.g., policy, infrastructure, curriculum, professional development, etc.). Discuss the ability and interest of the district in addressing gaps. Develop an organizational definition of technology-enabled learning and curriculum integration. Use best practice models to illustrate that definition. Identify funding needed to systemically support commitments required to integrate technology and curriculum in the district. Establish a common vision for developing and implementing a digital learning environment that uses multiple mechanisms to inform the budgetary process to assure consistent funding.

## Assessment—Analytics Inform Instruction: Readiness Score of 5

The district and its schools use technology as a vehicle for diagnostic, formative, and summative assessment. The school system has mechanisms (i.e., processes and digital environments) for using data to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are becoming more deeply informed about the type of assessments they will need to evaluate student progress in content and process standards as well as 21st Century competencies. They continue to investigate and confirm findings.	District leaders have identified the type of assessments that will be required to track progress over time, but have yet to establish a common vision around specific indicators, metrics, or instruments.	District leaders have established an initial plan using data to guide choices related to curriculum, content, and instructional strategies. They have identified indicators, metrics, and/or instruments for use in determining student progress over time. They have identified diagnostic assessments, formative, and summative assessments. Policies, budgets, and access to necessary technologies necessary to support these assessments have been identified.	With policies, budgets, and access to necessary technologies necessary to support these assessments in place district leaders have established a series of diagnostic, formative, and summative assessments. They have established analytics and mapped reports to expected learning outcomes. Education professionals are prepared to use the data generated by these assessments to track student progress over time, identify gaps, and make changes to improve results.



### Gap 5.1

District leaders have not yet established a data culture where everyone is expected to use research, data, and evidence-based reasoning. Teachers are not yet using data to guide their instructional and content-related choices.

#### Strategies to Close Gap 5.1

##### Locate the High-Achievers

Get recommendations from district-staff, building administrators, and other professional staff to locate pockets of success in the district where schools or teachers are gathering data and using it to inform instruction. While these assessments may or may not be digital, it is important to identify existing efforts so they can be built-upon and leveraged in subsequent efforts.

##### Assess the Vision

Use the results from your research and information gathering to begin developing a clear vision for digital assessment to drive planning. Be sure that this vision describes clearly what digital assessment would look like in your district, and how that would expand or replicate current practice. Engage in thoughtful conversations with other leaders and stakeholders, including parents, about what data are necessary so that any visions do not fall into the practice of “assessing because we can” and remain focused on purposeful data-gathering to inform instruction. Share the developing vision and encourage feedback, modeling the process of using a variety of types of data to inform practice.

### Gap 5.2

District leaders have not established protocols for using technology to collect, analyzing, access, secure, and analyze diagnostic, formative, and summative data to guide teaching and learning.

#### Strategies to Close Gap 5.2

##### See the Vision

Identify all of the protocols that need to be in place to facilitate the vision. Determine which of these are already in place and aligned with the vision, which existing protocols may need to be adapted, and what new protocols will need to be established in order for the vision to become reality.

##### Identify Barriers, Encourage Potential

Working with a cross-disciplinary team, begin to look for natural opportunities in current practice to leverage digital assessments that inform learning. Identify current protocols, procedures, or practices that may need to be changed in order for the district to move forward with digital assessments. Look for places where current practices can easily be expanded, and begin with these areas to develop early wins. Including the input from parents/families, explore how digital assessments could be more accessible out of school and how understandable assessment results are now and how they could be improved.

### Gap 5.3

How are students actively involved in using data to self-assess?

#### Strategies to Close Gap 5.3

##### How Will Students Obtain and Use Data?

Review the materials that were collected during the investigation stage and identify new ideas, lessons learned, and questions that still need to be addressed with a diverse group of stakeholders working as a shared leadership team. Start with the end in mind by creating a vision that supports what the district would like to see happening with data at the classroom level. Back-map your goals so that there is a clear vision for collecting, analyzing, accessing, securing, and using data to guide teaching and learning. Vet your vision with key stakeholders (teachers, parents/families, and even students) to be sure that you have identified appropriate, feasible, and locally relevant strategies for collecting and using data.



## Gear 2: Use of Space and Time

Student-centric learning requires changes in the way instructional time is used. There are new opportunities for utilizing in-school and out-of-school time, and leveraging approaches such as competency-based learning to make learning more personalized and learning opportunities more accessible. These new opportunities leverage technology to meet the needs, pace, interests, and preferences of the learner. This transition is made possible through innovative uses of technology for assessing student learning, managing learning, engaging students in learning, disseminating content, and providing the infrastructure necessary to encourage flexible, anytime, anywhere learning opportunities.

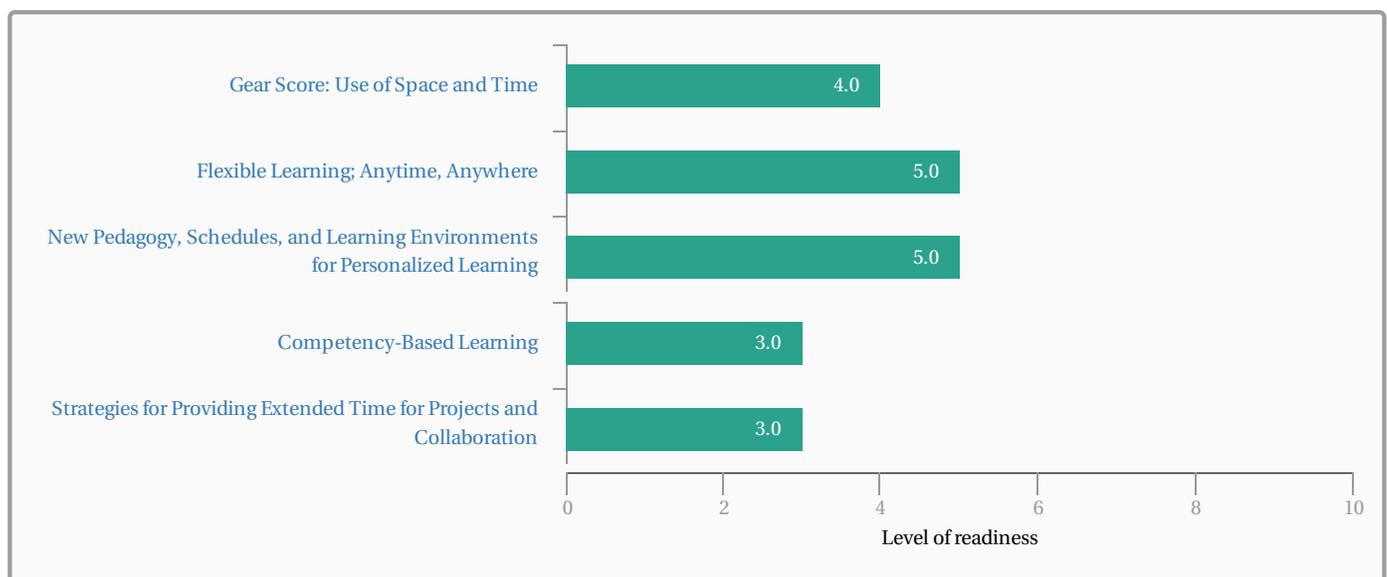
### Elements of this Gear:

- Flexible Learning: Anytime, Anywhere
- New Pedagogy, Schedules, and Learning Environments for Personalized Learning
- Competency-Based Learning
- Strategies for Providing Extended Time for Projects and Collaboration

### Your District provided the following Use of Space and Time vision:

We continue to struggle with flexibility of thinking around making full use of these options. Contractual obligations and state regulations still constrain much of our work.

### Your District's Stage of Readiness for Use of Space and Time



## Depth of Your District's Knowledge Base: Use of Space and Time

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Use of Space and Time	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss options for providing students with online and digital learning options for anywhere, anytime learning.		X	
Rethink the use of instructional time and school schedules to provide students with extended time for projects and collaboration, and to provide the flexibility required for personalized, student-centric learning.		X	
Discuss the merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).		X	

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
By leveraging technology and media resources, students have options to learn any time of day, from home, school and/or community.			X		
Teachers are transitioning to more student-centric environments, leveraging flexible uses of time to enable personalized learning for their students.			X		
Student progress is measured by performance and mastery, rather than attendance/seat time (competency-based learning).		X			
The district has moved away from rigid schedules and short class periods, toward instructional time allocations that are flexible, enabling extended work time for complex projects.		X			

## Rubrics for Use of Space and Time

### Flexible Learning; Anytime, Anywhere: Readiness Score of 5

By leveraging technology and media resources, digital learning options are available for students at any time of day, from home, at school, and in the community. The value of anytime, anywhere learning is dependent on access and capacity for use; ubiquitous, robust internet access and the capacity to use digital learning tools and resources effectively.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders utilize existing research and trends to inform their thinking about flexible, anytime, anywhere learning. They do so by attending conferences, visiting other districts to observe models, leveraging internal and external expertise, and discussing options with colleagues, families, and other stakeholders. District leaders have sought out different perspectives and assembled concrete ideas for providing access to models of online and blended learning, while attending to the questions of equity around 24/7 access to device and high-speed Internet. They have investigated accessibility policies, including acceptable and responsible use.	District leaders use research, and existing practice to build out scenarios for supporting and accessing flexible, anytime, anywhere learning in their schools. They have explored various strategies for access, including one-to-one and bring your own device (BYOD) programs, community-wide Internet access, flexible licensing agreements, and partnerships with community stakeholders. They have established a common vision that leverages technology to empower anytime, anywhere learning through 24-7 access to devices, high-speed Internet access, and digital learning content.	District leaders have collaboratively developed a plan for flexible, anytime, anywhere learning in their district. That plan leverages technology and is attentive to issues related to 24/7 access of device, high-speed Internet, and digital content. They have identified key strategies, policies, timelines, necessary budgets, licensing agreements, and community engagement during staging and implementation. District leaders have also identified gaps in teacher and student readiness for anytime, anywhere learning and created initial plans for integrating models of online and blended learning into their school day, and beyond.	District leaders have policies and budgets in place to enact their plan for anytime, anywhere learning. They have identified plans for addressing issues of access for device, high-speed Internet, and digital content for every student. District leaders have staged a digital learning or content management environment that allows classroom teachers to begin to work towards models or online and blended learning, and have continual review processes in place for licensing agreements. They have measures in place to evaluate their plans, and a continual feedback system to monitor roll out of any devices, access issues, or blended learning opportunities. They are staged to provide professional development to teachers, and additional training to students that will enable flexible, anytime, anywhere learning.



### Gaps & Strategies for Flexible Learning; Anytime, Anywhere

#### Gap 1.2

Teachers and students who will be engaging with flexible, anytime, anywhere learning opportunities are not yet fully prepared to successfully participate.

#### Strategies to Close Gap 1.2

##### Address the Needs

Identify the skills and knowledge teachers and students will need in order to successfully engage in the new teaching and learning activities. Conduct assessments of staff and students to identify any gaps in skills or knowledge that may negatively impact participation. Develop a plan for addressing these gaps, which may include professional development, courses for students, tutorials, templates, and examples of teaching and learning resources. As you address the gaps, simultaneously begin to work with staff on identifying ways that their knowledge, skills, and developing strategies can support the district's vision with their current, possible, and new strategies. Engage professional staff in identifying areas of alignment between their skills and knowledge and the ultimate continuous goals of the district.

Begin to work with teachers on developing a vision for how they can support the vision with their current, possible, and new strategies.

#### Gap 1.1

The district does not have the policies, infrastructure, and the digital learning tools and resources in place to fully embrace flexible, anytime, anywhere learning.

#### Strategies to Close Gap 1.1

##### Have a Dream

Create a district model for flexible, anytime anywhere learning as a first step in a shared visioning process. Imagine learners taking advantage of rich resources and tapping into their unique interests and learning styles to make their products of learning more meaningful and authentic. Now imagine that they are doing so in the classroom, in study hall, during lunch break, at home, in the public library, and on the school bus. Commit to a visioning process that calls for intensive conversation and continuous dialogue to build consensus around the model itself, and gain a commitment from all stakeholders for transitioning to the new learning model for students and professional staff.

### Mean What You Say

Use your model as a foundation to build a district-wide definition of flexible, anytime, anywhere learning. Expanding the definition of equitable and accessible learning opportunities for all learners transforms your educational landscape and, therefore, requires consensus and planning. Set expectations for flexible, personalized, collaborative learning for all students and education professionals in the district. Use specific, authentic examples to define district goals and outcomes for both implementation and student outcomes and share these examples to build and keep stakeholder support. Publish your plan widely and communicate the plan consistently and often with staff, students, and the community.

## New Pedagogy, Schedules, and Learning Environments for Personalized Learning: Readiness Score of 5

To facilitate more personalized learning, educators work together to identify and validate new designs for personalized learning where the use of time is adaptable and flexible. Associated resources are made available to all students both synchronously and asynchronously to promote flexibility.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate new designs for personalized learning wherein time is both adaptable and flexible. The district is identifying both synchronous and asynchronous learning opportunities by accessing existing research and reaching out to other districts that are using time differently to promote personalization. The district deepens their understanding of the infrastructure necessary to encourage personalized learning through new pedagogies, schedules, and learning environments.	District leaders have collaboratively developed a vision for personalized learning that leverages new pedagogies, schedules, and learning environments. They use both research and existing practice to review new possibilities for their district and have identified which of those would work locally.	A plan for utilizing new pedagogies, schedules, and learning environments to promote access and participation with personalized learning opportunities is constructed. This plan leverages resources that can be made available to students both synchronously and asynchronously, and accounts for policies, necessary budgets, and licensing agreements that will empower education professionals and students to use time differently to engage students. Necessary training for teachers is identified and any gaps that exist in student readiness are addressed. Those gaps include issues related to equitable access for all students.	District leaders have staged education professionals and students for personalized learning opportunities through the use of new pedagogies, schedules, and learning environments. Policies, funding, and metrics to measure effectiveness are in place, and the infrastructure is ready to provide synchronous and asynchronous learning opportunities to all students.



## Gaps & Strategies for New Pedagogy, Schedules, and Learning Environments for Personalized Learning

### Gap 2.1

The district has not yet defined and adopted a pedagogical shift to personalized learning, anytime and anywhere.

#### Strategies to Close Gap 2.1

##### Take a Better Look

Use available expertise to build a decision matrix to illustrate viable shifts in learning design cross-matched to factors that impact elements of the design. There will be a number of models (e.g., project based learning, authentic learning, active learning, personalized learning, blended learning) for instructional methods that address the individual needs of learners, and many different factors (e.g., assessment, seat time, curriculum, instructional resources, instructional support, accountability) to take into account. Identify current and potential barriers for each, prioritizing the viable shifts based on viability, barriers, and alignment to the district's vision.

##### Synthesizing Information

Synthesize the information gathered from reviewing the literature and the vision for unbound learning to provide research-based guidelines for developing the district instructional plan. Define and share with all stakeholders the district's vision for tailoring research-based pedagogy to support personalized, anytime, anywhere learning. Set a positive example by using the same tools learners would use to collaborate, reflect and converse (i.e., social media, websites, wikis, email, and blogs) to communicate with stakeholders.

### Gap 2.2

The district has not yet implemented an effective, personalized learning environment. One where learning is connected to an individual learner's interests and experiences, and where learners have more control over the when, where, what and how they are learning.

#### Strategies to Close Gap 2.2

### Build a Clear Vision

Work with learners, community partners, and district leaders to develop a vision for personalized learning that clearly defines the environment within the organization that will foster and strengthen student-centered learning. Make this vision a visible and driving force for strategic planning and implementation. Paint a picture of the vision with specific examples that can illustrate what personalized learning through online (synchronous and asynchronous) and blended learning opportunities should look like in your district. Focus on clarity and keeping lines of communication open. Make sure all stakeholders know that there will be changes to when, where and how learning will take place.

Identify specific examples that can illustrate what personalized learning through online (synchronous and asynchronous) and blended learning opportunities should look like in your district. Avoiding the use of educational jargon. Describe the district' vision for how staffing and scheduling can be modified to maximize time, talent and funding yet facilitate personalized, online and blended learning for all students in the district. Don't be vague and keep communication lines open. Make sure all stakeholders know that there may be changes to when, where and how learning will take place. Avoid a "need to know" mindset.

## Competency-Based Learning: Readiness Score of 3

One facet of personalized learning, Competency-Based Learning (CBL), integrates student voice and choice, flexible paced learning with timely support, and demonstration of academic proficiency. Pace of learning is flexible based on the needs of individual students and the challenges of complex, often project-based work. Timely support is provided to accommodate learning needs and guarantee access to content and resources. Upon mastery of explicit, measurable and transferable outcomes that demonstrate the application and creation of knowledge, learners move on to a new, targeted standard or course.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are accessing current research, investigating current trends, and identifying best practices with competency-based learning. They are utilizing extant resources to develop a deep understanding of competency-based learning as it relates to digital learning.	District leaders have a vision for competency-based learning that is grounded in research and best practice. That vision leverages technology, and supports the districts vision for personalized learning. With a common vision in place, key stakeholders have been able to assist the district in building out scenarios that create the best opportunities for the district.	District leaders have developed a plan to transition to competency-based learning. This plan includes provisions for providing the district with necessary data to train teachers, inform stakeholders, redesign curriculum, and envision new ways of facilitating instruction and assessment. A gap or needs analysis has identified the infrastructure that will be necessary to support competency-based learning. As a part of the overall plan they have identified policies, budgets, and issues of equity in accessibility of devices and high-speed Internet to allow for the full opportunities of this transition to be realized.	District leaders have enacted their plan, with new policies that establish competency-based learning in place. With the necessary infrastructure, policies, and budgets in place issues related to equity and access have been addressed. Teachers and students are prepared for the transition to competency-based learning, and the district is staged with redesigned curriculum, instruction and assessment practices.



## Gaps & Strategies for Competency-Based Learning

### Gap 3.1

The District has not yet integrated Competency Based Learning (CBL) into its policy and practice. It has not created designs that provide flexible, paced learning with robust, timely support, learner voice and choice, and measures to evaluate learner proficiency that align to self-paced learning.

### Strategies to Close Gap 3.1

#### What Works and Why

Enlist a diverse team of staff and community members to research successful policies and practices for Competency Based Learning (CBL). Look to national clearing-houses and organizations that support competency-based learning, such as Competency Works and Digital Learning Now. Contact experts in the field, such as university researchers and leaders of professional organizations. Compare and contrast research examples with current district policy and practice. Have team members complete site visitations and interviews to gain a better understanding of how CBL works and why. Collect exemplars of how learner proficiency is demonstrated and/or assessed. Define potential CBL designs for your district based on the 3 core elements of CBL (flexible pace with timely support, learner choice and voice, and evaluation of learner proficiency) or another framework identified in the literature.

#### Identify Hurdles

Investigate the current state and federal regulations as well as district policy that may impact a transition to competency-based matriculation for students (e.g., seat-time requirements to earn credit, funding sources for dual enrollment, programs of study, teacher certification requirements for dual enrollment, higher education institution admission requirements). Identify potential problems and solutions based on these regulations.

**Pros and Cons**

Create a list of key factors related to the potential CBL models (e.g., course credit system, capacity for learner support, infrastructure and Internet access, adequate digital learning devices, policy, measuring proficiency, student schedules, staff schedules) that would contribute to the success or create challenges of the potential CBL models. Also consider how district or state policies and regulations may create barriers for specific models and create decision matrices and illustrations of your CBL plan to use in discussions with key stakeholders.

**Strategies for Providing Extended Time for Projects and Collaboration: Readiness Score of 3**

Districts are re-imagining the school day and school year by re-designing and extending learning time, providing greater access to integrated enrichment and quality instruction. Rather than rigid schedules and short class periods, time allocations are flexible, allowing for extended schedules and work time for complex projects. Digital learning enables students to productively use time during and beyond the school day, often redefining homework time.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders utilize existing research and trends to inform their thinking about extending student use of time. By attending conferences and visiting other districts, district leaders have identified successful models at each level (elementary, middle, and high). They have investigated long-standing practices to identify schedule changes that may provide students with extended time for projects and collaboration.	District leaders use research, and existing practice to build out scenarios that would allow students extended time for complex projects. They have explored various strategies for utilizing time differently during and beyond the school day, and identified examples of how authentic learning opportunities could be enhanced by new learning structures and schedules. They have established a common vision with the input of education professionals and other stakeholders. Included in this vision is attention to the necessary infrastructure (including equitable access to devices, high-speed Internet, and learning materials outside of school) to make full use of extended time.	District leaders have collaboratively developed a plan that integrates strategies for extended student work time. They have identified gaps in teacher and student readiness and created initial plans for integrating different scheduling models during and beyond the school day at all levels. The plan is attentive to transition needs and timelines (including policies and budgets), to ensure that curriculum provides enhanced opportunities for students to engage in authentic work. District leaders have been attentive to issues related to access of devices, high-speed Internet, and learning materials throughout the plan.	District leaders have the curriculum, policies, and budgets in place to enact their plans for extending time during and beyond the school day. Teachers and students are prepared for this transition and are staged to leverage new authentic learning opportunities that necessitate more time for collaboration and projects. Education professionals and other stakeholders (including families) understand the scheduling changes that are occurring and the ways that those changes will be continuously evaluated. District leaders have identified plans for addressing issues of access for devices, high-speed Internet, and learning materials for every student.



**Gaps & Strategies for Strategies for Providing Extended Time for Projects and Collaboration**

**Gap 4.1**

The district has not yet instituted flexible time allocations or curricula that support extended work time for students during and beyond the school day, nor re-designed the use of learning time to provide greater access to integrated enrichment and quality instruction.

**Strategies to Close Gap 4.1**

**It's About Time**

Research how school time is allocated. One helpful representation of school time (cited in the Chalkboard Project's A Review of Research on Extended Time in K-12 Schools) breaks it down as total allocated time, instructional time, engaged time, and academic time; the last being where the learning environment, learner, and readiness align so that learning occurs. Document examples of instructional time, engaged time, and academic time in preparation for a closer analysis of use of time in your district. In addition, investigate how other districts in your area are using instructional, engaged, and academic time.

**A Closer Look**

Work with district staff, students, and parents to identify activities in the school day and school year allocated to learning (structured and unstructured), and time allocated to non-learning related activities (e.g., attendance, announcements, transitions, homeroom, breakfast or lunch). Look closely at the amount of time allocated to specific activities versus the amount of time the activities actually take, paying special attention to inefficiencies that may be eating into the instructional day. Determine how much access to learning is made available beyond normal school hours. Armed with this information, calculate how much time might be captured and re-allocated to learning in the course of a day, week, month, and year.

**Quality vs. Quantity**

In the end, the quality of the use of time allocated for learning is most important. Research best practice examples of the use of learning time. Create a clear definition of quality use of time for your district, collaborating with educators, parents, and other key stakeholders to come to consensus. Identify practices that optimize opportunities for reaching the learning sweet spot; where skill mastery and deep learning occurs (e.g., self-paced learning, frequent feedback loops, a culture of high expectations, personalized learning, project-based learning, opportunities for collaboration). Define how implementing these practices can impact allocated learning time (e.g., an authentic learning project can be a year-long activity, collaboration and feedback may take place online after school hours).

**Gap 4.2**

The district has addressed technology requirements necessary to support extended learning time through digital learning. This includes, equitable access to digital learning environments, devices, high-speed Internet, digital content, and learning materials during and beyond the school day for all students.

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**Strategies to Close Gap 4.2****Get Help from Your Friends**

Seek out other districts at the local, state, and national level that have infrastructure, policies, and agreements in place to support flexible, anytime, anywhere learning. Gather information related to the policies, processes, and funding sources that have made them successful. Attend local, state, or national conferences focused on e-learning, one-to-one initiatives, and mobile or wireless learning. Assemble multiple, concrete examples of policies that would support digital learning during and beyond school hours. Gather information and contacts that may provide information and support as your district moves forward.



## Gear 3: Robust Infrastructure

When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency. Such environments enable anytime, anywhere learning based on competency and mastery with empowered caring adults who are guiding the way for each student to succeed. High quality, high speed technology and infrastructure systems within a school district are essential to the advancing of digital learning.

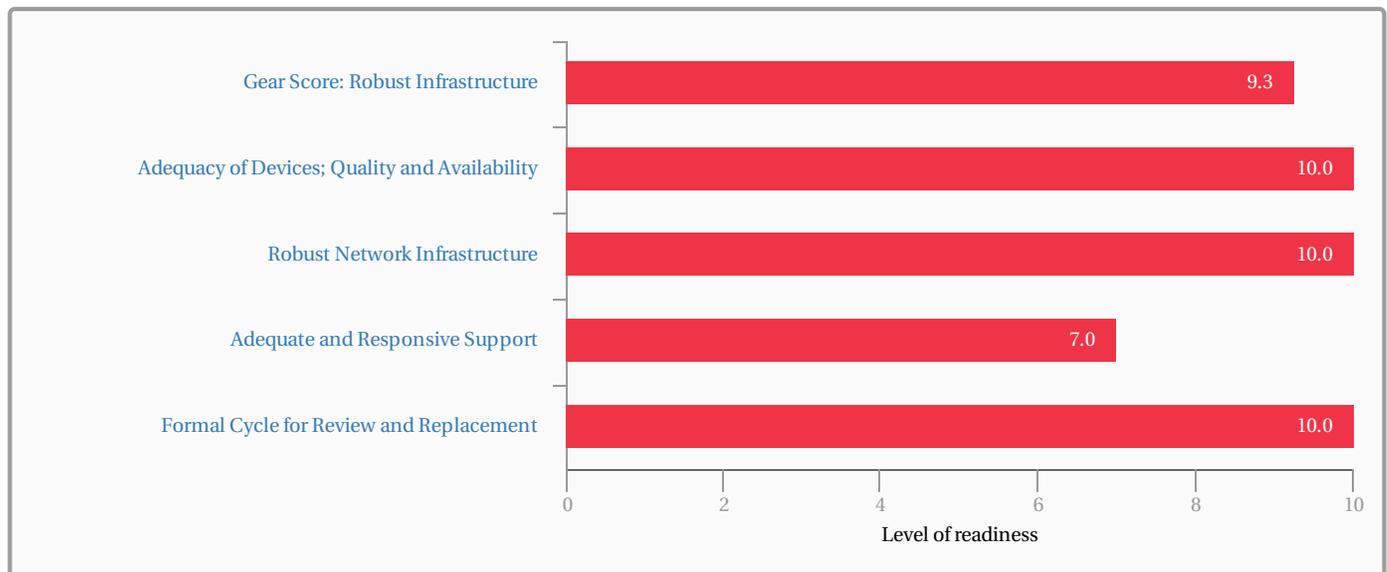
### Elements of this Gear:

- Adequacy of Devices; Quality and Availability
- Robust Network Infrastructure
- Adequate and Responsive Support
- Formal Cycle for Review and Replacement

### Your District provided the following Robust Infrastructure vision:

We are committed to investing in and supporting a stable, robust network that allows for the proliferation of technology both now and in the future.

### Your District's Stage of Readiness for Robust Infrastructure



## Depth of Your District's Knowledge Base: Robust Infrastructure

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Robust Infrastructure	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss a variety of options available to districts to ensure that appropriate Internet-ready technology devices are available to support teaching and learning.			X
Discuss the elements and implementation of a robust, responsive and safe network infrastructure.			X
Discuss the elements of a positive, effective, service-oriented technology support system.			X
Discuss a comprehensive, environmentally sound cycle for review and replacement of technology software, hardware and infrastructure.			X

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Designing and implementing diverse and creative options to ensure that appropriate Internet-ready technology devices are available to students to support learning at any time.					X
Designing and implementing a network with adequate bandwidth and a supportive infrastructure to ensure ready and consistent access to online resources for teaching and learning.					X
Creating and implementing a support system that is characterized by a positive service orientation, is proactive, and provides resources, coaching and just-in-time instruction to prepare teachers and students for the use of new technologies.				X	
Formalizing the review and replacement of all technologies in a cycle that is timely, proactive, and environmentally responsible.					X

## Rubrics for Robust Infrastructure

### Adequacy of Devices; Quality and Availability: Readiness Score of 10

The school has considered a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
As part of a needs assessment for learning technologies, district leaders evaluate proposed and anticipated uses and the technology devices that best accommodate those applications. Special attention is given to strategies that will allow for equitable access to devices for all in the school community.	District leaders establish criteria for technology devices based on future applications and identify types and numbers of devices that will support those applications. Criteria include specific mention of any subpopulation of staff or students for whom access may be an issue and criteria for providing equitable access to all.	District leaders develop a specific plan for procuring and placing devices to meet the needs of provide equitable access in support of teaching and learning.	The district is well staged to deploy identified technologies, with plans for budgeting and purchasing, placement/distribution, and training and support.



### Gaps & Strategies for Adequacy of Devices; Quality and Availability

#### Gap 1.1

A future-oriented needs assessment has been conducted to determine technology hardware needs. This assessment has contributed to a comprehensive device procurement component to the overall district plan. This procurement plan is sustainable and includes specific elements ensuring that all staff and students will have equitable access to devices.

#### Strategies to Close Gap 1.1

<p><b>Community Outreach</b></p> <p>Communicate with parents/guardians and the community to ensure systemic support. Discussions in public forums (school board meetings, town halls) contribute to wide spread understanding of what the district is trying to accomplish through its technology investments. Such transparency greatly contributes to strong community support.</p>
<p><b>Metrics for Success</b></p> <p>Establish a scorecard for successful investment in devices and other technologies prior to implementation. Identify the expected learning outcomes and the metrics by which data on the results will be collected, analyzed, and reported.</p>

### Robust Network Infrastructure: Readiness Score of 10

Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching and learning. Teams monitor usage and identify possible bottlenecks prior to them affecting teaching and learning. Privacy, safety and security are primary concerns as well. The school community collaboratively designs responsible use policies, and confirm that the network design is supportive of these policies.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Technology leaders assess current network capabilities and future network needs, both at school and in the communities that they serve. Privacy, safety and security are primary concerns for this review along with Digital Age functionalities. They collaborate with parents, students, and staff members to research elements of a responsible use policy.	Technology leaders ensure their vision includes an element of robust, safe and equitable network access at school and in the home. They integrate a plan for responsible use into that vision.	Technology leaders develop plans for a network infrastructure that is robust, safe and extensible. Plans include district facilities and a comprehensive set of options for home access as well. The entire school community collaboratively develops a formal responsible use policy.	Technology leaders are staged to roll out a robust network infrastructure that anticipates learning needs and facilitates access anytime and anywhere. This infrastructure meets or exceeds all standards for safety, privacy and security. A responsible use policy is completed and accepted by the entire school community.



### Gaps & Strategies for Robust Network Infrastructure

**Gap 2.1**

The district has not yet designed and/or deployed an updated infrastructure that is robust, addresses digital learning, administrative, and business operations requirements and security.

**Strategies to Close Gap 2.1**

<p><b>Infrastructure</b></p> <p>Position the networking infrastructure as a utility – treated just as the district would heating, water, and electric bills. The cost of maintaining and upgrading the network is a reoccurring budget item.</p>
<p><b>The Lesson</b></p> <p>Accept that every initiative may not go as planned. Learn along the way, putting forth a tireless effort to make sure technology initiatives moving along in beta are not disrupting the classroom. When districts are pioneering technology initiatives, it’s essential to treat setbacks as a learning moment and not a failure. Ultimately, make sure the technology team and district leaders have an open line of communication along with a vision that is focused and flexible.</p>

**Gap 1.2**

The district has not yet created an updated plan to ensure the privacy, safety, and security of the network, including a responsible use policy collaboratively created and accepted by all members of the school community in support of that design, and responsibilities for monitoring strict implementation.

**Strategies to Close Gap 1.2**

<p><b>The Living AUP or RUP</b></p> <p>Make the Acceptable or Responsible Use Policy a living document – it’ll never be 100% comprehensive. Get input from stakeholders, while keeping it true to the district’s goals for learning and access. RUPs allow a district to have a more open network, access, tools, which create a more open, safe place for learning while holding users to the policies in place. The district can’t teach them to not ride their bike in a busy street by keeping the bike chained to a telephone pole. The RUP should encourage users to DO this or that. Limit the “DO NOT” language except where necessary. Keep it simple yet clear. Share it regularly and remind users of it often. Look to other districts – borrow language, ideas, and implementation. Don’t start from scratch.</p>
<p><b>Engage All Stakeholders in Cyber Security</b></p> <p>Engage students, staff, and parents/guardians in learning about, why, and how to take ownership for cyber security. While often cyber security is thought of as the domain of the Information Technology team, in reality, it requires effort on the part of all users to stay safe and secure.</p>
<p><b>Be Vigilant About Student Privacy</b></p> <p>Constantly look at ways to ensure student privacy. This begins with vetting vendors who collect student data and ensuring that they do not use it beyond the collection process and to make their product better.</p>
<p><b>Putting Policies into Practice</b></p> <p>Establish the practices necessary to fully implement the intent of the policy. That translates into a digital citizenship program, where every student learns to: 1) stay safe and secure online, 2) learns and practices good citizenship in terms of cyber interactions, 3) develops strategies for dealing with cyber bullying.</p>

**Adequate and Responsive Support: Readiness Score of 7**

Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders examine desirable levels and methods for providing technology support, including needs assessment activities.	District leaders establish a vision and criteria for comprehensive, user-oriented support services that prioritize support for research-based teaching and learning practices.	District leaders develop a comprehensive plan for support that is user-focused and driven by the teaching and learning goals of the district.	District leaders are staged for a program of comprehensive, learning-centered, and proactive support.



**Gaps & Strategies for Adequate and Responsive Support**

**Gap 3.1**

The district has not yet created and implemented a plan for next-generation support that is comprehensive, user-focused and well-matched to the vision for digital learning.

**Strategies to Close Gap 3.1**

**Seamless Instructional, Technical, and Productivity Support**

Insure the Information Technology and the Instructional Technology groups work closely with the curriculum group, the staff development group, and the group responsible for digital content, in order to ensure a seamless approach to instructional and technical assistance. Instructional, technical, and productivity support systems are essential components of every learning technology plan. Effective uses of technology and the integration of 21st Century skills into the curriculum often means significant shifts in pedagogy for teachers and other curricular, assessment, and instructional leaders. To facilitate the collaboration, the plan should include:

- Communication strategies to stay current across groups (e.g., share twitter feeds, meet regularly with the intent of discussing current issues from all perspectives, etc.).
- Commitment to review cycles of new initiatives in one and all groups that provide opportunities for feedback.
- A model that visually shows various services to the end user. Use the model to analyze overlap and redundancies.
- A collaboratively created single web presence for user support (instructional, technical, and productivity) that integrates services for the user across groups. Just as educators think STUDENT-Centered, support systems need to think USER-Centered.
- Mapped “glide paths” that educators might travel as they get more technology savvy, as they integrate technology and 21st Century skills into their curriculum, as they develop their own PLNs, etc.
- Analysis of those “glide paths” and anticipate the support these educators will need as they “go digital.” For example, perhaps a goal is full integration of technology across the curriculum, supported through 1 to 1. A “glide path” could be anticipated that paces such implementation. Perhaps that starts by forming shared leadership teams across schools in the district based on content focus. These core teams could be just the people to also train technical basics, and productivity basics. After a time, use these cadres as mentors to others.

**Formal Cycle for Review and Replacement: Readiness Score of 10**

Teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunseting/eliminations in a timely, environmentally responsible, and proactive manner.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
Technology leaders investigate and model review and replacement policies. They conduct a comprehensive internal inventory and review disposal policies.	Technology leaders commit to a review and replacement policy that is both economically efficient and environmentally responsible. This policy is formally documented and integrated with district teaching and learning priorities.	Technology leaders build a plan for reviewing and replacing all technology devices and infrastructure. They build this into annual maintenance and operations budgets.	Technology leaders prepare a comprehensive plan that documents and updates policies, current inventories; defines upgrade and replacement schedules; identifies annual budgets; and outlines an environmentally responsible disposal policy.



**Gaps & Strategies for Formal Cycle for Review and Replacement**

**Gap 4.1**

District leaders have not yet established "upgrade and replacement" cycles for hardware, software, and infrastructure, ensuring that such processes are environmentally responsible and economically efficient.

**Strategies to Close Gap 4.1**

**Push the Envelope: Keep an Eye on the Future**

Evaluate needs, effectiveness, and expandability. Be willing to change plans along the way. Revisit the “industry standards” periodically; note what is actually feasible for a district. The rate of change in technology is fast-paced, so, to keep up, a district must establish a vision that is flexible and revisited regularly.



## Gear 4: Data and Privacy

Data and privacy are foundational elements of digital learning. A personalized, learner-centered environment uses technology to collect, analyze, and organize data to improve the effectiveness and efficiency of learning. Data is the building block of diagnostic, formative, and summative assessments—all of which are key elements in a system where learning is personalized, individualized, and differentiated to ensure learner success. The district ensures that sound data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels.

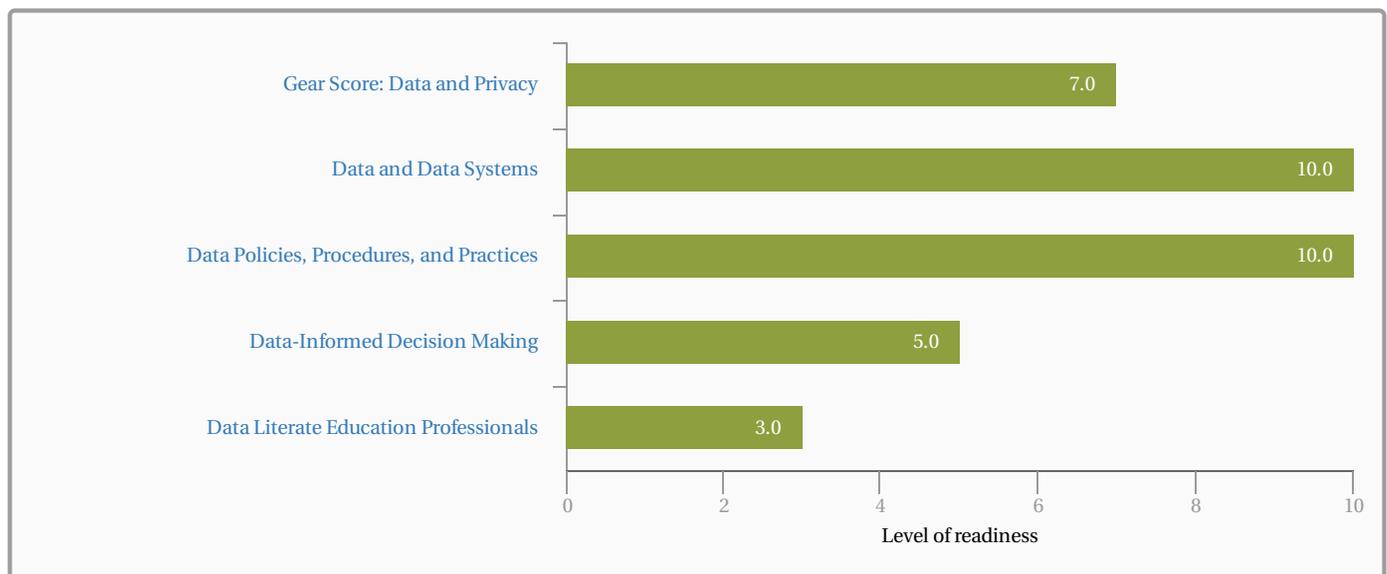
### Elements of this Gear:

- Data and Data Systems
- Data Policies, Procedures, and Practices
- Data-Informed Decision Making
- Data Literate Education Professionals

### Your District provided the following Data and Privacy vision:

Our systems and policies are solid. Our practical use of data to drive instructional improvement is lacking due to lack of training/vision/time/human capacity.

### Your District's Stage of Readiness for Data and Privacy



## Depth of Your District's Knowledge Base: Data and Privacy

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Data and Privacy	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss data governance policies and procedures that ensure privacy, safety, and security in data collection, analysis, storage, retrieval, exchanges, and archiving, to meet standards and legal requirements (i.e., FERPA and CIPA).			X
Discuss the data systems, security procedures, and support systems required to ensure that a range of accurate, reliable data sets and associated reports are available, on demand, to authorized users.			X
Discuss the challenges and opportunities in transitioning to a culture of evidence-based reasoning (a data culture) using accurate, reliable, and accessible data.		X	

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has up-to-date policies, procedures, and practices that address the privacy and security of data, and the use of data, technologies, and the Internet that meet or exceed legal requirements and federal guidelines.					X
The district is operating digital data systems that enable secure data collection, analysis, reporting, storage, exchanges, and archiving for authorized users.					X
Evidence-based reasoning and data-driven decision making are part of the school and district culture for staff, students, and parents.			X		
All staff are knowledgeable and skilled in using data, technology, and data analytics to inform instruction, curriculum, assessment, and their own professional practices.		X			

## Rubrics for Data and Privacy

### Data and Data Systems: Readiness Score of 10

To facilitate data-driven decision making, appropriate data (i.e., data dashboards and data analytics) are readily available, easily comprehensible, and useful for supporting the decision making processes. The data are available at any time, on any desktop, and from any location, made available through real-time access to data dashboards, data analytics, and data warehouses.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate new models for storing and accessing data, including systems for learning management, online assessment, student information, and longitudinal data.	District leaders envision how online assessments and data systems will operate in the context of other district reforms. They are working to ensure data are readily available, secure, easily comprehensible, and useful for supporting the decision making process.	District leaders write technical specifications for the data systems required to attain the vision for learning, teaching, and management (e.g., infrastructure, data systems, student information systems, longitudinal data systems, learning management systems, support, etc.). They develop a plan for acquiring, deploying, operating, securing, maintaining, supporting, and upgrading the system over time.	District leaders establish data systems and online assessments (e.g., release of RFP, hiring of contractors, etc.). They hire and/or train the information technology staff members required to deploy and maintain such a system. The system includes real-time access to data dashboards, data analytics, and data warehouses for authorized users.



### Gaps & Strategies for Data and Data Systems

#### Gap 1.1

The district has not yet established an integrated system of data structures (e.g., data warehouses, data dashboards, data analytics, on-demand reports, etc.) that is readily available, easily comprehensible, and useful for decision making throughout the district.

#### Strategies to Close Gap 1.1

<p><b>Plan to Take Action</b></p> <p>Develop a strategic, long-term data plan, which is informed by the guiding questions, needs assessment, and the feasibility study. The process should be led by the Chief Privacy Officer and be completed by a multi-functional team of stakeholders from the district, schools, and community. The plan should address topics such as an integrated system of data structures to provide a wide variety of data to stakeholders (e.g., student information systems with basic student data, data warehouses with current and historic data, curriculum management systems for instructional supports, assessment systems for district-specific assessment data), privacy and security, data governance, training for staff and parents, and authorized user accessibility. The document should be a living document that is updated on a regular schedule to reflect progress and changing priorities. It should include long-term goals and shorter-term actions, with assigned responsibilities supported through allocated budgets.</p>
<p><b>Reach Out to Other School Districts</b></p> <p>Coordinate with other districts to combine resources and offer joint professional development, training, and other supports. Reach out to organizations with initiatives specializing in providing trainings and systemic supports related to data systems and use (e.g., TERC's Using Data Initiative and Harvard's Strategic Data Project).</p>
<p><b>Value Added</b></p> <p>Plan a "marketing campaign" that communicates the value of the updated data system regarding the users' respective roles and responsibilities to end users. In addition, a series of orientation sessions should be planned (in-person and archived), with opportunities for more in-depth sessions, as users become oriented to the district's data systems and the potential value for the end user.</p>

#### Gap 1.2

The district has not developed a support system for system wide data-informed decision making through: clarity of data definitions, access to data applications, easy access and reporting, necessary training and professional development, and procedures for privacy and security.

#### Strategies to Close Gap 1.2

<p><b>Implement a Marketing Campaign</b></p> <p>Implement a "marketing campaign" that communicates to end users the value of using data for informed decision-making in terms of student achievement outcomes. In addition, a series of orientation sessions should be made available, live and archived with opportunities for more in-depth sessions, as users become oriented to the district's data systems and the potential value for the end user.</p>
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**Practice What you Preach**

Set a good example by modeling data-informed decision-making. Begin by posing questions and modeling the process of collecting, analyzing, and interpreting data from multiple sources prior to taking action. District leaders should have open conversations about data with administrators and educators, honestly sharing what the data say about students, teachers, and instruction in the district as a whole. Provide instructional resources aligned to district-wide weaknesses identified in the data. Emphasize providing adequate time for educators to look at data and use it to make informed decisions.

**Feedback Loops**

Tap key users across the district to provide feedback to the district data committee during the design, implementation, and continued development and rollout of data systems. Establish a formal communication feedback loop to ensure that users understand how to communicate with district leadership about data needs and concerns, as well as input about the availability and adequacy of existing resources.

**Data Policies, Procedures, and Practices: Readiness Score of 10**

Using the Family Educational Rights and Privacy Act (FERPA) as the basis, the district has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Such policies, procedures and practices address the collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate federal, state, and local laws on privacy and security of data in education systems. They also review policies and procedures on safety, security, and privacy in other districts.	District leaders conduct in-district discussions with policymakers related to the legal, ethical, and safety issues related to privacy and security of data in schools. They secure common understanding among district leaders on the topic.	District leaders draft data governance policies and procedures related to data usage, privacy, and security for review and commentary.	District leaders adopt formal governance structures (policies and procedures) related to data usage, privacy, and security. They then develop a communication, implementation, oversight, and evaluation plan to ensure comprehensive application.



**Gaps & Strategies for Data Policies, Procedures, and Practices**

**Gap 2.1**

Data governance policies and procedures related to data usage, privacy, and security have not yet been adopted, communicated to stakeholders, and implemented.

**Strategies to Close Gap 2.1**

**Communicate, Communicate, Communicate**

Launch a communication plan once you have a data policy, and the communiqués and guidelines for various groups. Regular communication with all stakeholders is essential to ensuring that the policies and guidelines are implemented as intended. This responsibility should fall to the district staff member responsible for student privacy. Personalize the communications for each group, emphasizing the components of the policies that are most relevant to them in their role. Provide them with the context, training, information, and opportunities to practice following the new policies. Since old habits die hard, it is imperative to keep lines of communication open to ensure that new practices become habit.

**Be an Informed Consumer**

Review all contracts and agreements carefully if your district is using outside vendors for data or learning management systems. The vendor’s standard contract may or may not be consistent with the district’s data privacy and security expectations or state laws. It is important that the district’s contract with these vendors is consistent with the district’s privacy and security policies. Have an expert review all contracts, and insist on modifications as necessary. In all contracts with vendors, districts should maintain exclusive control and ownership of the data to ensure that district policies are followed at all times. This is especially important as the use of third-party apps in classrooms increases and student data are stored in the cloud by vendors.

## Data-Informed Decision Making: Readiness Score of 5

The use of formative and summative assessment data is part of the school culture, with administrators, teachers, and, perhaps most importantly, students actively using this data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the district that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate what it means for decision making to be data-informed. In doing so, they document various models of evidence-based reasoning and data-driven decision making as well as learning management systems that support those processes. District leaders listen to other district leaders report on their work in building towards data cultures and identify models where students are engaged in a culture of evidence-based reasoning.	District leaders re-envision the district as a strong data culture. Scenarios within that vision incorporate all aspects of the process, including typical days in the lives of students, staff members, and parents operating in such a culture.	District leaders embark on a community-based planning process designed to transition the district into a culture of evidence-based reasoning and data-informed decision making. The plan includes a timeline, budget, and defined path toward the vision.	District leaders set formal expectations for data-driven decision making and evidence-based reasoning at the district and school levels. They integrate these concepts into school improvement plans, staff development offerings, decision-making processes, and investment set-asides. Curricular materials are purchased; teaching training sessions are offered, and evidence-based reasoning is integrated into student learning standards.



## Gaps & Strategies for Data-Informed Decision Making

### Gap 3.1

District leaders have not yet set formal expectations for data-driven decision-making and evidence-based reasoning at the district and school levels. These concepts are not yet integrated into school improvement plans, staff development offerings, decision-making processes, and budgets at all levels.

### Strategies to Close Gap 3.1

#### A Data Culture

Review existing school improvement plans and identify places where increased use of data can help support existing goals and continuous improvement. Imagine a school and district culture, where key decisions are research and data informed – where it is the norm for students and staff to expect that data, research, and information will be used to inform and, in some cases, drive all decisions. That is data-informed decision making. Meet with administrators and teachers to discuss where they wish they had better access to data, more useful/usable data, or more data knowledge. While collecting data from educators, explain how these data will be used to inform the district’s efforts, thus modeling data-informed decision making. Using existing school improvement plans, create model activities to demonstrate how data-driven decision making could be integrated into the plan or used to attain the plan’s goals. Create a coherent plan for continuous improvement activities, professional development offerings, and the use of district resources to align to these priorities. Think big.

## Data Literate Education Professionals: Readiness Score of 3

Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate evidence-based reasoning and data-driven decision making, focusing on the types of training and professional development all staff members will need to use sophisticated data systems effectively.	District leaders create a new vision for a data-based environment that includes scenarios defining an informed, well-trained, knowledgeable staff and data-savvy students.	District leaders embark on a community-based planning process designed to transition the district into a culture of evidence-based reasoning and data-informed decision making. The plan includes a timeline, budget, and defined path toward the vision.	District leaders set formal expectations for data-driven decision making and evidence-based reasoning at the district and school levels. They integrate these concepts into school improvement plans, staff development offerings, decision-making processes, and investment set-asides. Curricular materials are purchased; teaching training sessions are offered, and evidence-based reasoning is integrated into student learning standards.



## Gaps & Strategies for Data Literate Education Professionals

### Gap 4.1

The district has not yet set expectations for data literacy for staff and students. Such expectations are neither a formal part of the district vision nor are they integrated into school improvement processes, professional evaluation or student learning standards. Appropriate definitions, guidelines, teacher training and support materials, and assessments are lacking.

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#### Strategies to Close Gap 4.1

##### Get the Big Picture

Review data policies and procedures, clearly document the roles and responsibilities of individuals related to data, data systems, data security, data privacy, data storage, data stewardship, and for the responsible and effective uses of data in the school district. If the district has data policies and procedures, data governance structures, that is a good place to start. The investigation should include determining:

- What questions are to be asked and answered through data?
- What data sets are available and how do they map to the questions?
- What roles do persons in various job responsibilities have for the data collection, data organization, data analysis, data reporting, and data security and accessibility?

This review will help determine what skills staff and students need based on their roles and responsibilities. Once the mapping is complete, an overarching vision for data literacy should be developed for the district. This vision will inform more specific expectations for individual staff members.



# Gear 5: Community Partnerships

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school's learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

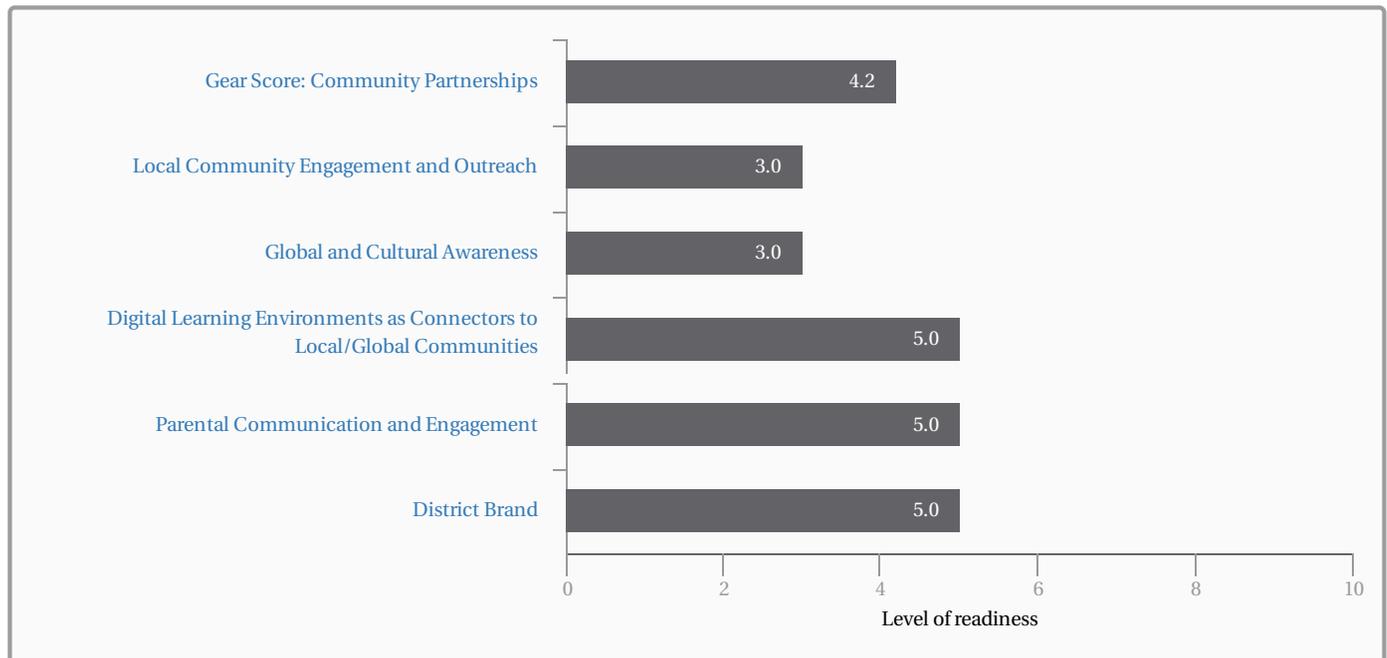
## Elements of this Gear:

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

## Your District provided the following Community Partnerships vision:

The district's vision is to use technology to open the lines of communication between the schools and the home. We strive to expand opportunities for students through new capacities that increase the potential for global interaction.

## Your District's Stage of Readiness for Community Partnerships



## Depth of Your District’s Knowledge Base: Community Partnerships

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district’s leadership team’s knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Community Partnerships	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss how teaching and learning can be enriched through local community partnerships (i.e., increased access, relevance, opportunities for public exhibitions of student work, etc.).		X	
Discuss community partnerships that can build global and cultural awareness in students.		X	
Strategies for ensuring that digital/online learning environments serve as vehicles to enable local and global community partnerships.		X	
Discuss home-school communication that are enhanced and enriched through technology.			X
Discuss district creation of a “brand,” that positions the district as a positive, 21st Century force in the lives of students and the community.			X

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The school serves as a hub of the community and actively involves the community in achieving its learning goals.		X			
Students’ global and cultural awareness is deepened through face-to-face and online community partnerships.		X			
The school district has deployed a digital learning environment with education programs that facilitate safe online peer-to-peer, student-teacher, and student-expert interactions.			X		
The district has designed and deployed a robust digital communication system that is responsive to individual families as staff use it to draw parents into frequent interactions about their child’s education.			X		
The district has built a brand that conveys preferred messaging with students’ families, the community, and beyond.			X		

## Rubrics for Community Partnerships

### Local Community Engagement and Outreach: Readiness Score of 3

The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, businesses, higher education institutions, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate after school programs, including collaboration with the school and students' teachers. Community Engagement and Outreach.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders annually survey the community for opportunities for partnerships and cooperative relationships. Their communication outreach and public forums provide community members a voice in school decisions and activities.	District leaders are continuously seeking community partnerships (e.g., extending learning into community centers, libraries, museums, community-based exhibitions, coordinated afterschool programs).	District leaders establish a formal plan or plans to engage the community in viable partnerships and coordinated activities (e.g., extending learning into community centers, libraries, museums, community-based exhibitions, coordinated after school programs).	District leaders establish school-community partnerships as a strategic goal, with clear parameters for such partnerships, including processes for considering, vetting, and engaging in such partnerships. Partnerships include: 1) the extension of learning into the community, connections related to exhibitions and reviews of student work, and 2) coordination of after school programs.



### Gaps & Strategies for Local Community Engagement and Outreach

#### Gap 1.1

The district does not serve as the hub of the community, where community members, groups, and businesses are actively engaged in activities that expand opportunities for students, while serving mutually beneficial goals for the community.

#### Strategies to Close Gap 1.1

<p><b>Meet With Local Community Groups</b></p> <p>Meet with community groups (i.e., clergy groups, community centers, YWCA/YMCA, etc.) to gain an understanding of the needs of the community. In these meetings, focus on listening in order to gather informal information to determine what the community's priorities are, what resources exist, and who the key leaders are.</p>
<p><b>Brainstorm Together</b></p> <p>Once partnerships are formed, regular meetings should be scheduled where updates can be exchanged, and ideas shared for specific events and projects.</p>

#### Gap 1.2

The district has not yet committed to the concept of local and global community engagement and outreach beyond connections with parents.

#### Strategies to Close Gap 1.2

<p><b>Knowing the People in the Neighborhood</b></p> <p>Research the history and culture of the local community to spark ideas for partnerships, for example, celebrating community successes, honoring past accomplishments, and connecting with experts to serve as resources for student projects, etc. Identify staff members who can provide information to their colleagues regarding the local community and can serve as liaisons between school district staff and community members.</p>
<p><b>Meet with Clergy</b></p> <p>Meeting with clergy groups is a powerful way to gain understanding of the needs of the community. A school district may even consider setting up Clergy Advising Council. Individual clergy members should be encouraged to start an outreach program with their neighboring school(s), which could focus on supporting student mentorship, food banks, school supplies for needy students and/or multiple other opportunities for partnership.</p>
<p><b>Conduct a District Partnerships Needs Assessment</b></p> <p>A needs assessment and focus groups with school staff and parents should be conducted to determine what the district's needs are that could be addressed through community partnerships. A needs assessment involves documenting both the current state and desired state of community-based services or programs for students, identifying any discrepancies between the two, and creating a plan to bridge the gap.</p>

## Global and Cultural Awareness: Readiness Score of 3

The community partnerships extend and deepen students' knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders conduct a review of effective models of school-community partnerships that build global and cultural awareness. Representatives attend conference sessions, talk with district leaders who are implementing such programs, and identify key characteristics of effective learner-centered practices.	District leaders conduct public and internal sessions on school-community partnerships locally and globally. Educators across the district envision such environments at all levels. District leaders include global and cultural awareness in their district and school visions.	District leaders establish a formal planning process to develop an implementation plan that supports/establishes local and global community partnerships at all levels. That plan includes a glide path, budget, and pathway for schools to make this transition.	District leaders establish and communicate clear expectations that schools/classrooms will include opportunities for local and global community partnerships. All capacity-building elements are in place or carefully readied for implementation (e.g., associated series of professional development and training, models, curricular materials, and instructional coaches).



## Gaps & Strategies for Global and Cultural Awareness

### Gap 2.1

The district may have committed to the value that local and global partnerships bring to learning, but it does not formally communicate expectations internally to district and school administrators and other education professionals, nor does it establish structures that serve as a bridge to such partnerships, while building capacity to leverage such partnerships in the service of learning.

#### Strategies to Close Gap 2.1

<p><b>Set the Standard</b></p> <p>Incorporate linkages to the community in the district mission statement, include blog posts about community activities and events on the district website, and highlight community outreach activities in district newsletters. Districts can begin by emphasizing the importance of community partnerships in all of their communications.</p>
<p><b>Be a Copycat</b></p> <p>Work with local county offices of education or regional service centers to learn how other districts are leveraging local and global partnerships. District staff might visit other school districts when they have events targeted to building local and global partnerships. Build on these ideas by exploring similar options and opportunities with the district's local community or across communities.</p>

### Gap 2.2

While individual classroom teachers may be providing global and cultural experiences, the district does not systematically encourage, support, and monitor such experiences.

#### Strategies to Close Gap 2.2

<p><b>Local Cultures</b></p> <p>A district team should collaborate with school teams and community leaders to assemble a history of the community focusing on local cultures. That information should be shared across the district and community through the district website, social media, and through cooperative releases with community agencies (e.g., historical society, religious organizations).</p>
<p><b>Learning from the Neighbors</b></p> <p>Assemble or utilize a community resource guide for the district to identify local experts and cultural resources that are available to school staff, students, and parents. Provide opportunities for district and school leaders to attend presentations by local leaders or visit local cultural organizations. Provide the community resource guide in a searchable, online format that allows for individuals to search by keywords and include vetted comments regarding their experiences. The comments can be used to refine the guide by expanding upon descriptions or removing entries.</p>

## Digital Learning Environments as Connectors to Local/Global Communities: Readiness Score of 5

The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that to ensure online safety and security.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders review information on the critical elements of an online learning environment (e.g., access, eCommunication, resource libraries, file exchanges, and Web tools) that facilitate interactions among peers and between teachers, parents, and students in school and beyond.	District leaders map the elements of a digital learning environment to its vision of personalization of learning, student-centered learning, deeper learning, and global and cultural awareness. In doing so, they envision student work, interactions, exchanges, and contributions at all levels, within the school and beyond, with local and global communities. Pilots of various aspects of the environment have been authorized and are underway.	With stakeholder input and collaboration, district leaders build a plan that outlines the steps and milestones to establishing a digital learning environment, with outreach into local and global communities. They align the elements of that environment to its vision. The school reviews the results from various authorized pilots that test the elements of the environment to inform final decisions.	District leaders finalize the technical specifications for a digital learning environment with outreach into local and global communities. They build and deploy the environment or authorize and fund a group to do so. They offer training and professional development to ensure effective use. Support structures are in place.



## Gaps & Strategies for Digital Learning Environments as Connectors to Local/Global Communities

### Gap 3.1

The district has not yet established a digital learning environment that offers a broad spectrum of the features to enable interactive communication with local and global partners.

#### Strategies to Close Gap 3.1

##### Needs Assessment

Conduct a needs assessment to review the various communications tools used by the district, the schools, and its partners. In addition, the compile a list of digital communications tools that are aligned with curriculum goals and essential to fostering effective online communications between classrooms and experts, resources, partners, and other classrooms. That list should include measures to ensure privacy, safety, and security. The discrepancy between the existing tools and the essential tools represents potential needs that will need to be prioritized. The results of this needs assessment can become the beginning of a district digital communications plan.

##### Work with Local Media and Press

Form a close working relationship with the local media and press that serve the school district's community. Invite members of the local media and press to multiple school functions and honor their work and support- when appropriate – at school board meetings and/or other school district functions.

### Gap 3.2

The district does not have a program in place to ensure that all students build digital citizenship competencies, including online safety and security, prior to their online interactions in local and global partnerships.

#### Strategies to Close Gap 3.2

##### Promoting the Standards

Emphasize the importance of digital citizenship competencies, including online safety and security, with all instructional staff. Provide consistent definitions for all staff, as well as documentation of the alignment of digital citizenship competencies with existing standards. Provide resources for teachers to use in teaching digital citizenship to their students, as well as assessments for both students and educators.

### Gap 3.3

District policies related to online learning, teleconferencing, cell phones, filtering and other aspects of technology policy limit educator professionals and students access to digital networks.

#### Strategies to Close Gap 3.3

### Learn from Big Wigs

Review state policies from nearby states to compare these policies with district policies. State policies are available on the State Education Policy Center from State Education Technology Directors' Association website (<http://sepc.setda.org>). Also review articles related to developing technology policies, such as Participatory Learning: Leadership and Policy, a paper published by the Consortium for School Networking. Consider alternative policies and their impact on student access, safety, privacy, and security. Develop a preferred option that aligns the district's, schools', and community's priorities and culture.

## Parental Communication and Engagement: Readiness Score of 5

School leaders engage parents and students in home-to-school communications through a variety of venues. While this may include internet-based solutions, it also includes options that do not depend on connectivity in the home.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders research options for parental communications and engagement. They survey connectivity needs among parents before designing communication systems.	District leaders include specific language and requirements for parental communications and engagement in all district plans, instructional and technological. They envision a communication system designed for parents that is flexible and adaptable to meet the families' needs.	District leaders develop a comprehensive plan for parental communication and engagement that includes both connected and traditional communications media.	District leaders design, produce, and deploy a robust communication system that is responsive to the needs of individual families. The system is flexible and adaptable at the school level. It includes specific strategies for drawing parents into frequent dialogue with staff members regarding the needs and accomplishments of their children.



## Gaps & Strategies for Parental Communication and Engagement

### Gap 4.1

The district does not systematically ensure that school's digital learning environments used by students and teachers on a daily basis are parent-friendly and accessible, (i.e., parents have secure access to many of the features their students are engaged in online), nor does the district ensure that parents have opportunities to contribute while in that environment.

#### Strategies to Close Gap 4.1

##### Align the Vision

The district should provide clear and consistent expectations with respect to the type of access must be provided to various stakeholders to student files and digital learning environments. One of the criteria for selection of components of a digital learning environment should be the type, flexibility, and ease of use for parents and other key stakeholders. The current digital learning systems in use throughout the district should be reviewed for alignment with the district's vision for teacher, students, and parental access.

### Gap 4.2

The district has not yet established policies on parental outreach that ensure that parents who do not have Internet access have alternative avenues for communication.

#### Strategies to Close Gap 4.2

##### Multiple Options

Embrace multiple options for communication that are consistent with the needs of the parents and broader community armed with information related to the tools available to parents for accessing school-related information. These may include a district mobile app; district, school and teacher websites; social media sites; and options for parents without Internet access.

## District Brand: Readiness Score of 5

Branding is defined as the marketing practice of creating a name, symbol, or design that identifies and differentiates a product from other products. It's critical that our schools develop a brand as well, and that the brand represents visionary thinking and 21st Century learning. The brand should be transparent to all members within the organization—they must all be telling the same story, one that they believe in and stand behind.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders research models for establishing a brand. They survey the community to gather information on current perceptions of the district.	District leaders conduct focus groups and interviews related to the story that various constituents want the brand to convey.	District leaders develop a comprehensive plan to define the brand and use the Internet and interactive multimedia to develop the brand.	District leaders develop the web structure for the branding and the initial content for the brand. Their model includes opportunities to refresh continuously the stories that represent the brand.



## Gaps & Strategies for District Brand

### Gap 5.1

The district has not yet established a brand for 21st Century, digital learning that drives all policies and practices.

### Strategies to Close Gap 5.1

#### Scenario Building/Commitment to an Effective Brand for 21st Century Digital Learning

Organize a team of stakeholders that includes teachers, administrators, staff members, students, parents, and community members. The team should display the necessary leadership aptitude traits such as “thinking outside the box,” courage, confidence, tact, and diversity of thought and opinion. As a group, brainstorm scenarios of what effective 21st Century digital learning looks like at various age levels and within various content areas. Extend that work to describing what the district’s brand would look like if it were an effective 21st Century Learning environment. Create a list of essential components of the district’s brand.



# Gear 6: Personalized Professional Learning

Technology and digital learning can increase professional learning opportunities by expanding access to high-quality, ongoing, job-embedded opportunities for professional growth for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age. Digital Professional learning communities, peer-to-peer lesson sharing, and better use of data and formative assessment, combined with less emphasis on "sit and get" professional development sessions eliminate the confines of geography and time. These ever-increasing resources offer teachers and administrators vast new opportunities to collaborate, learn, share, and produce best practices with colleagues in school buildings across the country. Digital leaders establish this type of collaborative culture. They model and are transparent with their own learning. In addition, educators must be engaged in more collaborative, goal-oriented approaches to the evaluation of their own teaching to serve as a personal model for the experiences that they might bring to students.

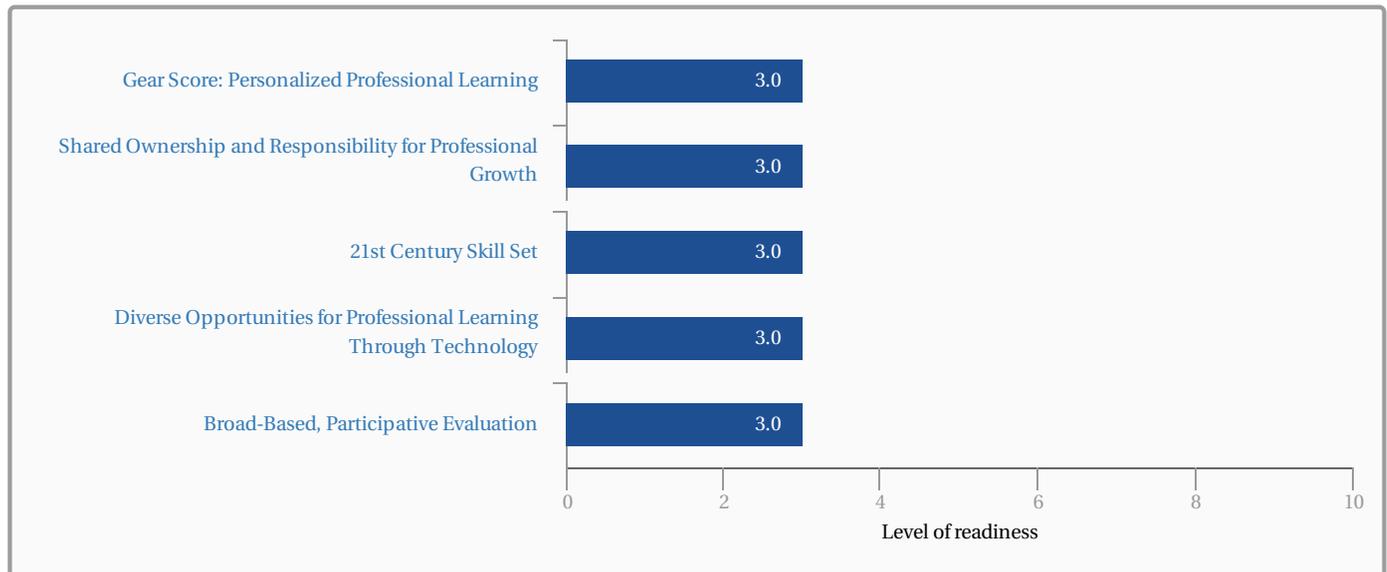
### Elements of this Gear:

- Shared Ownership and Responsibility for Professional Growth
- 21st Century Skill Set
- Diverse Opportunities for Professional Learning Through Technology
- Broad-Based, Participative Evaluation

### Your District provided the following Personalized Professional Learning vision:

Our vision is to move toward a pure model of clinical supervision that supports formative and summative supervision of instruction including implementation of instructional technologies.

### Your District's Stage of Readiness for Personalized Professional Learning



## Depth of Your District's Knowledge Base: Personalized Professional Learning

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Personalized Professional Learning	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss models of shared ownership of professional development, where district policy encourages and supports teachers and administrators in self-directed uses of online, social media for professional growth.		X	
Discuss the pedagogical shifts and associated professional development required to ready staff for 21st Century digital learning.		X	
Discuss the models and merits of staff evaluation models that are goal-oriented, participatory, and focused on metrics directly related to 21st Century digital learning.	X		

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Shared ownership and shared responsibility for professional growth of education professionals.		X			
New instructional practices and professional competencies necessary to support 21st Century Skills/deeper learning.		X			
Alternative, personalized models of professional development are enabled through technology and social media (i.e., EdCamps, Twitter Chats, etc.), and encouraged and supported through coherent district policies.		X			
New models for evaluation that involve education professionals in self-assessment, goal setting and professional collaboration in support of those goals.		X			

## Rubrics for Personalized Professional Learning

### Shared Ownership and Responsibility for Professional Growth: Readiness Score of 3

Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate the use of technology, the Internet and social media in self-directed professional learning of teachers, administrators, and other education professionals. They review the research on adult learning related to personalized, self-directed learning, and to outside of education to identify models in other sectors.	District leaders build on key research studies and the opportunities that digital and social media present to today's education professionals as they conceptualize shared ownership and responsibility for professional learning. They build scenarios for a preferred future, identifying the policy, practice, and cultural shifts their district will need to implement personalized learning successfully for all education professionals.	District leaders formulate a plan for shared ownership and responsibility of professional growth based on their investigations, research, and their preferred future scenarios. They pilot the new approach within a limited number of current programs, evaluate, and adjust the plan through lessons learned.	District leaders model the innovative use of technology, eLearning, and social media in the professional learning offered through the district. They do the same as they take ownership of their own professional growth, in part by engaging in self-directed professional learning networks on a daily basis. They formally adopt policies and procedures and set expectations for shared ownership and responsibility of professional learning among all education professionals in the district and build the capacity of all leaders in the district to implement the plan using established policies and procedures.



### Gaps & Strategies for Shared Ownership and Responsibility for Professional Growth

#### Gap 1.1: Personalized Learning Not Supported by the District

District policies, practices, and culture do not encourage or support personalized professional learning among staff. As a result, administrators, teachers, and other education professionals are not taking ownership for their own professional learning. Embedded daily use of technology, PLNs, and social media is the exception rather than the rule. Professional growth toward the targets set by the district, team, and individual is limited.

#### Strategies to Close Gap 1.1: Personalized Learning Not Supported by the District

<p><b>Create a Representative PD Task Force</b></p> <p>Form a Future Ready Schools (FRS) Professional Development task force to examine current professional development practices in the district. Involve stakeholders from instruction, assessment, leadership and technology to investigate options. Insure that the team follows a model of shared leadership and members have the appropriate leadership aptitude characteristics such as diversity of thought, the ability to think outside the box, tact, and resolve.</p>
<p><b>Research Options for Professional Learning</b></p> <p>Review current models of practice from innovative districts. Ask questions to guide next steps such as: • What gaps in professional learning exist that cannot be closed by in-house resources? • What are district expectations of teachers regarding professional learning such as time outside the school day or job embedded? • What percentage of a teacher's professional learning should be district provided versus teacher selected? • Are district taking ownership for their own professional learning? Consider how access to on-demand, social professional development (e.g., Twitter, Classroom 2.0, and edWeb.net) could provide learning opportunities to fill these gaps.</p>
<p><b>Research Innovative Approaches</b></p> <p>Identify the research base for personalized, professional learning that is job embedded and outcomes-based. Use traditional research methods and social media to conduct a search to identify meaningful, new approaches to professional learning from resources such as LearningForward, New Teacher Center, National Commission on Teaching and America's Future (NCTAF), National Education Association (NEA), American Federation of Teachers (AFT), Twitter feeds, EdCamp, follow bloggers, edWeb, Connected Educators, etc. These approaches would provide options for meeting the individual needs of education professionals. Check the correlation between the desired outcomes and the new models to establish a relevant body of research to inform your decision making.</p>

### Assess Needs Regarding Staff Capacity to Implement New Approaches

Conduct a comprehensive survey of all staff, seeking specific feedback on what is already known regarding the goals of the comprehensive teaching and learning plan, the skills to be developed, strengths they already possess, and the areas in which they are willing to lead colleagues in learning. In identifying needs, the survey should focus on addressing the professional learning needs of staff given the district's current learning priorities and strategic plans, as well as the priorities of the teacher for his/her classroom. This type of assessment should be conducted annually. From an analysis of the results, identify local policies, practice and internal expectations that may hinder teachers' pursuit of more personalized professional development opportunities. Determine if those policies should be altered to provide incentives for education professionals to engage deeply in personalized learning progressions.

### Reach Out to Colleagues Inside and Outside the District

Conduct interviews or focus groups with administrators, teachers, and other education professionals inside the district who are already actively using digital learning and social media for their own professional growth. Analyze the benefits of their experiences as a way to inform the potential new directions for the district. Highlight and celebrate the teachers who are currently "the exception rather than the rule", when it comes to their own personalized professional learning. Visit a school district that has successfully accomplished personalized professional learning. Ask questions such as: • How does your district credit or recognize education professionals with what they learn independently through technology? • How does the district provide the time and resources to personalize and differentiate professional learning? • From which data are the goals for the professional learning developed?

### Review Other Districts' Plans for Personalizing Professional Learning

Review sample district plans that address personalized professional learning. Consider how personalized learning plans from other districts may inform your district's approach in providing educators with this new level of support. Identify strategies or tactics such as peer observation and collaboration, timelines, budgets, and staging that could be implemented in your district.

## Gap 1.2: Seat Time Remains the Principal Measure of Professional Learning

The accountability/assessment for professional learning has not yet shifted away from seat time measures to alternatives such as performance-based, competency-based achievement of professional learning targets.

### Strategies to Close Gap 1.2: Seat Time Remains the Principal Measure of Professional Learning

#### Explore the Personalized Learning Landscape

Identify definitions of emerging trends and innovation labels such as deeper learning, blended learning, connected learning, online learning, and personalized learning. Conduct a research review on the basic components of personalized learning, noting the opportunities and challenges with implementing systems that support competency-based learning, authentic learning, technology-enabled instruction, portfolio assessments, and the use of data to improve learning outcomes. Include deeper learning which requires students to think, question, pursue, and create—to take agency and ownership of their learning. Investigate to determine: • Are these approaches all the same, different, or related? • How do these models inform the vision for professional learning in your district? • How will these strategies inform district expectations of teachers, or shift the role of the teacher in the classroom?

#### Discuss the Benefits and Challenges

Identify the challenges associated with Personalized learning Approaches. Make sure to include student and teacher accountability, personalized professional learning, changing classroom instructional models, as well as tackling potential strategies for supporting teachers, parents and students in the shift to personalized learning environments. Work with the Future Ready Schools team to develop a list of pros and cons to be addressed.

#### Analyze Options, Strategies and Tools

Investigate accountability strategies for professional learning associated with professional learning networks (PLNs), professional learning communities (PLCs), online learning, and social media. Consider accountability systems for professional learning beyond seat time that might include a system of badges for tracking mastery, or micro-credentials that recognize proficiency, observations of application to practice, presentations to colleagues, and other related strategies.

#### Findings and Viability in Context

Develop a set of findings within your district's context at the conclusion of the research analysis, landscape scan, and tool review. Schedule a meeting that includes guiding questions to facilitate a meaningful conversation with the FRS leadership team for a strategic discussion about personalized learning strategies. Consider capturing the next steps that emerge regarding your district's vision for professional learning, relating to your overall FRS implementation plan.

## Gap 1.3: Personalized, Professional Learning Not in District Plan

The district is not yet providing the digital structures that encourage and empower educators to personalize their professional learning. As a result, they have not yet built the capacity of district leaders to personalize their own professional learning, in part through modeling the use of a range of technology tools.

### Strategies to Close Gap 1.3: Personalized, Professional Learning Not in District Plan

### Check Out the Technology Toolshed

Investigate a range of options that technology and social media bring to professional learning. Review current models of personalized professional learning. Consider how access to on-demand, robust digital resources, apps and technologies, collaborative tools, online communities of practice, and social media (e.g., Twitter, Classroom 2.0, edWeb.net) opens new opportunities for learning and sharing among educators. Conduct a needs assessment as to what technologies, tools, and social media educators in the district are already using, and what they would like to learn more about. Analyze results, document strengths and gaps for future action.

### Using Technology to Assist with Reflection

Investigate technology solutions that can track teacher attainment of professional development goals as opposed to tracking hours. Preview at professional digital portfolios where teachers can reflect on their learning and how it will improve their instruction. The digital portfolio would have the capability to be shared with peers or supervisors as needed.

## Gaps in Shared Ownership and Responsibility for Professional Growth

Your data indicate that your district is fairly well-staged for ensuring that educators working in your district share ownership and responsibility for their own professional growth. The strategies provided below might be helpful in expanding and fine-tuning your readiness in the area.

### Strategies to Close Gaps in Shared Ownership and Responsibility for Professional Growth

#### Check Out the Technology Toolshed

Investigate a range of options that technology and social media bring to professional learning. Review current models of personalized professional learning. Consider how access to on-demand, robust digital resources, apps and technologies, collaborative tools, online communities of practice, and social media (e.g., Twitter, Classroom 2.0, edWeb.net) opens new opportunities for learning and sharing among educators. Conduct a needs assessment as to what technologies, tools, and social media educators in the district are already using, and what they would like to learn more about. Analyze results, document strengths and gaps for future action.

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## 21st Century Skill Set: Readiness Score of 3

Educators have the opportunity to expand their knowledge and skills to address a 21st Century focus (e.g., critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information literacy, etc.). Professional learning includes immersion in the learning sciences research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning/21st Century skills in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond. In doing so they broaden their own 21st Century skill set.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
The investigative focus is on the learning sciences research related to 21st Century learning and technology-enabled learning.	District leaders build on key research studies and associated effective practices related to 21st Century skills to inform scenario building and visioning. They envision student learning environments and their individual and team professional practices, which incorporate 21st Century skills, technology/media-enabled learning, and technical skill development.	District leaders develop a professional learning plan that addresses 21st Century skills. It includes staying current with research and trends on 21st Century skills, plus policies and funding for professional learning that, when implemented will result in increased capacity by teachers, administrators, and other education professionals to integrate proven 21st Century skill sets into classroom practices and professional learning.	District leaders assign roles and responsibilities for the implementation of the plan. They formally adopt expectations for education professionals to acquire such competencies within a specified timeframe, offering diverse pathways for staff to acquire such competencies. They establish sets of metrics to gauge progress. Plans include competency-based skill assessment for 21st Century learning and technology-enabled learning in professional learning that are designed to lead to integration in classroom practices and professional practices.



## Gaps & Strategies for 21st Century Skill Set

### Gap 2.1

The district has not yet fully developed a culture that encourages innovation in the use of 21st Century skills. Part of the issue is a lack of communication and emphasis on the research as to why 21st Century Skills are important and how they advance learning.

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## Strategies to Close Gap 2.1

### Explore the Landscape

Investigate and explore the cultures that embody the terms “21st Century Skills,” digital citizenship, and deeper learning competencies. This literature scan should include technology literacy, but should also tackle ways in which educators interact and collaborate in their everyday activities as well as their instructional practice. This research will most likely reveal the importance of self-direction, demonstration of mastery, creativity, critical thinking, innovation, communication, citizenship, and collaboration in thriving personalized professional learning environments. Upon review of the resources including definitions, frameworks, briefing papers, cognitive science research on how these skills increase professional learning, the FRS team will discuss their approach to improving these skills among their teachers and administrators.

### Opportunities for the Investigative Teams

Provide a range of opportunities for administrators and other leaders to gain knowledge and understanding of 21st Century Skills. Examples of potential opportunities may include: • establishing the time and process for a series of book studies for administrators focused on 21st Century Skills and Learning • visits to schools where 21st Century Skills are being effectively incorporated into everyday learning and teaching • having district leaders enroll in courses from CoSN, ISTE, EdLeader 21, Project 24, MOOCs (i.e., The Friday Institute) • hiring a reputable, qualified consultant to do an administrator workshop on visioning and leading the transformation to 21st Century Learning • having administrators participate in a social media forum focused on 21st century learning and teaching, such as a Twitter Chat, Google Hangout, etc.

### Summarize Findings

Summarize task force or district wide committee findings and make recommendations as to the opportunities to consider and the key approaches to consider in personalizing professional learning.

## Gap 2.2

The district has not communicated the reasons why 21st Century skills are important to its graduates and its staff, nor have they emphasized the research that shows how these skills increase the relevancy, engagement, and deep learning by students.

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## Strategies to Close Gap 2.2

### Establish a Task Force to Investigate 21st Century Learning and Teaching

Establish a task force charged with the responsibility of investigating 21st Century learning and teaching. In that investigation, distinguish between assessing technical competency (e.g., using spreadsheets accurately and appropriately, digital literacy, etc.), and measuring the capacity to implement digital learning that advance academic and 21st Century/deeper learning skills (e.g., importance of self-direction, creativity, critical thinking, innovation, communication, etc.). Insure that the task force follows a model of shared leadership and members have the appropriate leadership aptitude characteristics such as creativity and determination.

### Assess Readiness

Assess the readiness of educators for 21st Century learning and teaching, clearly differentiating between technical competency, and capacity to use technology effectively in student-centered learning, to meet the needs of all students. This could be accomplished using various models/assessments of readiness for digital learning (e.g., Future Ready [www.dashboard.futurereadyschools.org](http://www.dashboard.futurereadyschools.org), the Technology Integration Matrix <http://fcit.usf.edu/matrix>, LoTI <http://www.loticonnection.com/>, TRAx Digital Learning, <http://metiri.com>.) and determine where teachers and school systems are in their technology use.

### Provide Access to Vetted Resources

Confirm that the task force (as well as district administrators and teachers) has continuous and ready access to rich repositories of information, resources, and research related to 21st Century learning and teaching. The District enables such access by creating or identifying (and making available) repositories of resources related to 21st Century skills (e.g., definitions, frameworks, instructional models, briefing papers, cognitive science research on how 21st Century skills increase learning, model units of practice with 21st Century skills across the curriculum, videos of such models in action, etc.).

## Gap 2.3

The district hasn't explicitly set clear, high expectations that all staff will become knowledgeable and competent with 21st Century skills and that all staff will use such skills in their work in the district.

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## Strategies to Close Gap 2.3

### Investigate Pedagogical Approaches

Investigate research-based, innovative pedagogies and curricula for digital learning. Note results as potential content for professional learning. Review effectiveness research and innovative practices and models for digital learning in the classroom. Note the technologies required for effective use: e.g., social media, conferencing or collaboration software, online professional learning communities, digital content resources, interactive simulations, social networking, cloud-based digital libraries and expert directories, online “collaboratories,” probe-ware, mobile learning devices, survey/polling applications and response systems, etc. Note results as potential content for professional learning.

**Visit Other Schools with Purpose**

Organize teams of district educators to visit schools in neighboring districts who have demonstrated excellence in this area of professional learning to prepare for effective, 21st Century classrooms. Have team members document what they observe and learn and share within their schools, teams, grade levels, and academic departments. Use a predetermined template to identify all aspects of the observed models including: curriculum, instruction, assessment, classroom management, computer to student ratios, type of devices used, classroom configurations, etc. Inquire about funding sources.

**Diverse Opportunities for Professional Learning Through Technology: Readiness Score of 3**

Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and often supported by the latest technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders collect research on the effectiveness of a broad spectrum of professional learning options and recent cognitive science research on the importance of choice and participant engagement in adult learning.	District leaders consider their research findings as they strategize on the benefits and pitfalls to new, alternative forms of professional learning now possible through technology and social media. They have made efforts to understand current professional learning practices (both formal and informal) of education professionals, and have started to expand their own use of technology mediated professional learning.	District leaders have collected data on current practice, skills, and available technologies. They have used that data to develop a plan for professional learning that includes a broad spectrum of opportunities from face-to-face, through new technology-mediated options. The plan addresses elements essential to the success of these new options including the assurance that education professionals have required technologies and associated skills, and that policies related to professional learning support such options.	District leaders have shared their plan for professional learning, being transparent about the link between the professional learning in the district and recent research. They encourage, model, and provide opportunities for a broad spectrum of professional learning. That spectrum ranges from series of face-to-face professional learning, to professional learning through social media. There is access to required technologies, and opportunities to develop the skills that enable the use of those technologies. Education professionals are expected to choose options that meet their needs and to participate fully in the professional learning District policies are revised to ensure coherence.



**Gaps & Strategies for Diverse Opportunities for Professional Learning Through Technology**

**Gap 3.1**

The district has not fully researched, developed, and offered a broad range of professional learning options that use technology and social media that provide authentic, personalized professional learning.

**Strategies to Close Gap 3.1**

<p><b>Involve Teachers in Researching the Topic</b></p> <p>Set up a professional learning group of teachers to research effective adult learning strategies. Provide these teachers with time in the day, or a stipend for after-hours work. Create multiple opportunities for the teacher research cohort to report their findings to the school’s administrators, teachers &amp; staff, both in face-to-face meetings and through the use of blogs, webinars, etc. During the reporting of the research have the teachers who are participating as learners in this process offer their own perspectives on how effective they think individual learning strategies would be for them. This might be through a simple 1 to 5 star rating system – with comments, or in a more extensive blog, etc.</p>
<p><b>Review the Knowledge Base and Synthesize Findings</b></p> <p>Identify critical questions about effective professional learning, adult learning, and emergent, technology rich forms of professional learning. Identify and collect research connected to critical questions facing your districts. Review current literature (ISTE, ASCD, other professional organizations) to determine how educators are utilizing professional development opportunities outside of traditional means. For alternative models of professional learning check the level of access to required technologies. Synthesize research findings into a clear and compelling document on the effectiveness of various professional learning models, approaches, and methods.</p>
<p><b>Learn from Neighboring Districts</b></p> <p>Consult with neighboring districts that allow for non-traditional means of professional development to determine what practices could be put into place.</p>

**Gap 3.2**

The district has not yet ensured that all staff have 24/7 access to up-to-date devices, and high-speed broadband, nor access to collaborative online tools and communities of practice.

**Strategies to Close Gap 3.2****Investigate Professional Learning Options**

Investigate a broad spectrum of professional learning made possible through technology and social media. Identify how others are evaluating the quality of professional learning through technology, especially social media Investigate options such as: Twitter Chat (perhaps district hashtag), Google Hangout or other social media facilitated groups, on-demand, digitally based professional development opportunities, MOOCs, Edweb.net webinars, Skype, professional learning networks (PLNs), gamifying, the use of tools such as: Socrative, Edmodo, Kahoot, Facebook, Instagram, Twitter, Voxer, etc. that teachers can use to grow professionally and/or incorporate into their instruction to help students improve their own learning. Look into performance assessment to document “off-the-clock” learning (e.g., digital badges, presentations to colleagues, mentoring and coaching others, changes in classroom practices, etc.). Identify the benefits and pitfalls of new forms of professional learning (especially those that are technology mediated or take place via social media), as well as current practices in more traditional professional learning options. Identify ways that school and/or district personnel currently participate in professional learning through technology, especially social media.

**Instructional Practices Audit**

Identify current participation across the district in alternative, technology-rich forms of professional learning. Gather evidence of current practices (both formal and informal) in professional learning. Consider ways to identify current forms of professional learning education professionals in your district are participating in. Conduct a comprehensive audit of current instructional practices to include data collected from classroom walkthroughs, Instructional Rounds, teacher/student/parent surveys, etc. to determine the current status in terms of instructional approaches in place across district classrooms. Analyze themes that emerge, including what are the most prevalent instructional practices, what approaches would teachers like to try more, what tools/resources they will need in order to explore new approaches, and any conflicting perspectives between/among teacher-administrator-parent-student responses.

**Use National Standards for Technology to Determine Needs**

Conduct a School Technology Needs Assessment (e.g. STNA from the Friday Institute: <https://www.fi.ncsu.edu/wp-content/uploads/2013/05/School-Technology-Needs-Assesment-STNA.pdf>) to determine a current snap shot of school technology needs, professional development needs and attitudes towards both. Form a representative team of district stakeholders and review the ISTE Standards for Teachers, Students, Administrators, Coaches and Technology Staff. Determine what areas of strength and weakness there are. Consider using the ISTE Diagnostic Tool (<http://www.iste.org/lead/lead-transform/diagnostic-tool>).

**Technology Infrastructure Audit**

Conduct a comprehensive technology infrastructure study, determining current technology capacity (e.g., number of devices, wireless access points, broadband speed, etc.) to support 21st Century teaching and learning practices. Based on the results of this study, create a one-, three-, and five-year plan for moving forward/next steps in building the infrastructure necessary to achieve staff and student learning goals. Identify any barriers to providing systematic access to professional learning through technology.

**Comprehensive Time Audit: Professional Learning**

Conduct a comprehensive time audit to determine how much time (both formal, district mandated and/or contractual, as well as informal) the district dedicates to professional learning). Examine the total allotment of current hours set aside for such purposes and develop a collaborative plan for determining whether the amount is sufficient and whether the current hours should be re-purposed to achieve personalized professional learning goals for all staff.

**Comprehensive Time Audit: Classroom Instruction**

Conduct a comprehensive time audit to determine how classroom instructional time is used (e.g., how much time is devoted to lecture? Student-centered versus teacher-centered delivery of instruction, beginning and end of class activities? Non-instructional tasks? Loss of instructional time due to school events, such as assemblies, safety drills, etc.?). Find ways to ensure that all available instructional time is maximized and if there are better ways to ensure that all lessons are effective, efficient, and relevant. Describe ways to improve and technology tools, which could support such improvements.

## Broad-Based, Participative Evaluation: Readiness Score of 3

In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders explore and document new models for participative evaluation, but they do not yet define specific new directions. All stakeholders have representation in this exploration and communication of progress and findings are provided to all.	District leaders describe and select new research-based models of evaluation that are supportive of digital learning goals. In these models, teachers play more active roles in the evaluative process and data sources enable teachers to establish goals and independently track their progress toward goals. District leaders use data sources beyond standardized assessments.	District and school leaders plan the transition to a system where evaluation is a collaborative process. Multiple data sources are identified that will allow educators to discover areas of need and collaboratively plan to meet those needs. Digital tools are identified that allow educators to access data, communicate, and collaborate in the service of professional development for digital learning.	District and school leaders make initial changes that will lead to a more collaborative evaluation process. Multiple and diverse sources of data related to student learning and twenty-first-century skill development are made priorities in plans and budgets.



## Gaps & Strategies for Broad-Based, Participative Evaluation

### Gap 4.1

The district has not yet fully researched and developed, and instituted a system for evaluating staff that is participative, using a broad range of criteria and data sources.

#### Strategies to Close Gap 4.1

<p><b>Comprehensive Literature Review</b></p> <p>Undertake a comprehensive review of evaluation processes aligned with state policy. Marzano points out that teacher evaluation has two purposes; measuring a teacher's performance and professional learning. Charlotte Danielson is even more supportive of the latter goal, "...the procedures that you use [to evaluate teachers] must be ones that do what we know can produce teacher learning." In order to accomplish the latter, it is critical that the process be participatory. There are many evaluation models that focus on involving teachers in participatory evaluation that results in professional learning. A team is created to review these models and identify those, or the individual components of a model, that best align with the district mission and vision and have evidence of promoting teacher professional growth. Review current literature (e.g., ASCD, ISTE, other professional organizations) to gather research on alternate means of evaluations. Form a committee to investigate how these alternate means could be used.</p>
<p><b>Seek Out and Evaluation Various Exemplary Models</b></p> <p>Gather and examine a variety of exemplary evaluation models from school districts across the country that serve as models for collaborative, participative, growth-based educator evaluation. Share key features of these with all district staff as discussions begin about creating a new vision for teacher evaluation in the district.</p>
<p><b>Examine the District's Current Teacher Evaluation Model</b></p> <p>Identify which of these models, or which set of individual components of a model, best align with the district mission and vision and have evidence of promoting teacher professional growth. The result of this review is widely distributed among key stakeholders and feedback from these stakeholders' guides, revisions of the selected model.</p>
<p><b>Review Policies for Coherence</b></p> <p>Review current policies and regulations, particularly state and federal requirements, related to the evaluation of teacher practices. Identify and document those policies or regulations that could serve as barriers to the new preferred teacher evaluation system. Review how current decisions are made regarding district goals and needed professional development. Ask questions such as, do we have all voices (teachers, students, other staff) represented in this decision making process? Or how can we more compressively align evaluations of current practices to district goals? Summarize findings and disseminate.</p>

### Gap 4.2

The district has not yet ensured a broad base of criteria and associated evidence for educator's evaluation. Nor has the district aligned such criteria with the district vision for digital learning?

#### Strategies to Close Gap 4.2

**Review and Rate Various Models for Participatory Teacher Evaluation**

Convene a district task force to review the range of participatory teacher evaluation models. Develop the set of criteria for which they are seeking in teacher knowledge and practices. Rate the models accordingly, taking into account the shift to digital learning, and the new set of instructional expertise, data-informed decision making, and other characteristics.

**Gap 4.3**

Programs and policies to support participative evaluation practices that include opportunities for collaborative goal setting and professional improvement are currently not in place.

**Strategies to Close Gap 4.3**

**Review Policies and Regulations**

Review current policies and regulations related to the evaluation of teacher practices. Identify and document those policies or regulations that could serve as barriers to the new preferred teacher evaluation system. Review how current decisions are made regarding district goals and needed professional development. Ask questions such as, do we have all voices (teachers, students, other staff) represented in this decision making process? Or how can we more compressively align evaluations of current practices to district goals? Summarize findings and disseminate.

**Seek Out Exemplary Models**

Gather and examine a variety of exemplary evaluation models from school districts across the country that serve as models for collaborative, participative, growth-based educator evaluation. Share key features of these with all district staff as discussions begin about creating a new vision for teacher evaluation in the district. Examine technology solutions that enhance collaborative goal setting and self-monitoring.



## Gear 7: Budget and Resources

An effective budget development and review process is guided by a deep understanding of school finance at the District, State and Federal levels. Funding a digital learning environment requires strategic, short-term and long-term budgeting that leverages the use of learning-enabling technology and resources to optimize student learning. All budgets at the district and the school level are aligned in order to prioritize student learning and cost-efficiency, with consistent funding streams for both recurring and non-recurring costs. The District's financial model includes the metrics and processes to determine Total Cost of Ownership (TCO) for developing and sustaining the digital learning environment and to ensure accountability for determining learning Return On Investment (ROI).

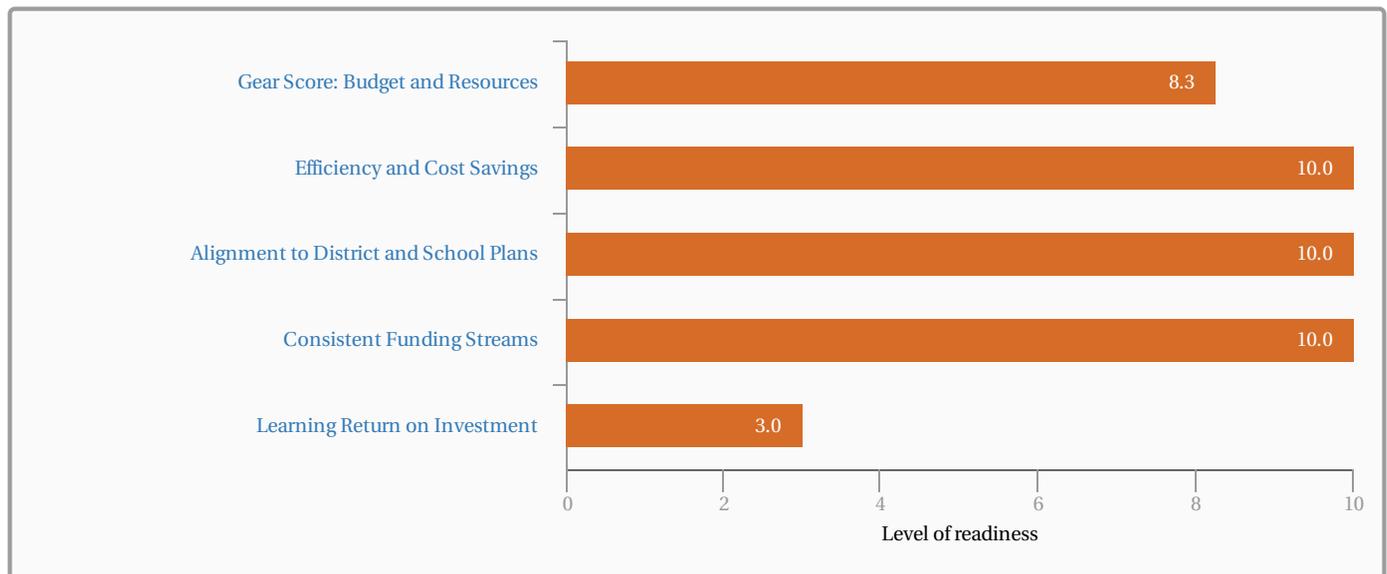
### Elements of this Gear:

- Efficiency and Cost Savings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

### Your District provided the following Budget and Resources vision:

Our strategic plan should drive the priorities of our spending we need to assure closed feedback loops to assure our investments are netting the desired results.

### Your District's Stage of Readiness for Budget and Resources



## Depth of Your District's Knowledge Base: Budget and Resources

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district's leadership team's knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Budget and Resources	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss ways to support students with tools and resources for digital learning that offer efficiencies and cost savings (e.g., BYOD, Web 2.0 tools, free apps, etc.).			X
Discuss strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., online courses or blended learning, cloud computing solutions, digital resources to replace textbooks, "going green", etc.).			X
Discuss use of non-recurring funding for short-term digital learning initiatives (e.g., for innovative pilot programs) by leveraging business partnering, community donations and special grants.		X	

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
Policies, procedures and timelines for transitioning to cost-saving strategies that leverage digital systems, tools and resources.					X
District and school level plans for digital learning justified and linked with consistent annual funding streams.					X
Funding identified for digital learning programs in the district's annual maintenance and operation budgets. Non-recurring funding allocated for short-term initiatives or pilots.					X
Metrics and methodology for monitoring the relationship between budget priorities and student learning goals.		X			

## Rubrics for Budget and Resources

### Efficiency and Cost Savings: Readiness Score of 10

Innovative funding for digital learning leverages technologies to improve teaching and learning as well as to increase efficiency and cost savings. A cross-functional District budget development team is formed that is composed of District leaders, key stakeholders, and subject matter experts who collectively represent the District's interests. This team employs strategies for calculating the total cost of ownership (TCO) for all technology resources; focusing on learning-enabling technology, digital resources and instructional practice.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
A cross-functional District leadership and budget development team does a high-level review of current District, State, and Federal financial processes. They identify current barriers to budgeting for digital learning and collect strategies and best practice examples of innovative funding structures and scenarios that effectively determine Total Cost of Ownership (TCO). The team identifies innovative solutions to funding the transition to digital learning.	Innovative, proven practice examples, funding structures and budget scenarios inform District leadership and budget development efforts. The District's creates a vision for transformational and sustainable funding for a high performing and effective digital learning environment.	District leaders and budget development teams define their strategies, processes and metrics for determining Total Cost of Ownership (TCO). The district develops sound policies and procedures for the ongoing review and analysis of cost variables for equitable funding of digital learning. The District designs a communication plan that illustrates cost/benefit opportunities associated with digital learning.	District leaders and budget development teams conduct timely reviews of the analysis of efficiencies, effectiveness, and costs of implementing and sustaining a digital learning environment The cross-functional District leadership team develops implementation strategies and viable timelines to activate procedures and practices needed to maximize educational investment. The District communicates actual costs, efficiencies, and effectiveness of implementing and sustaining a digital learning environment.



### Gaps & Strategies for Efficiency and Cost Savings

#### Gap 1.1

Cost effectiveness and efficiencies in the budget for digital learning have not yet been achieved.

#### Strategies to Close Gap 1.1

<p><b>Is It In The Plan?</b></p> <p>Before making expenditures ask, "Is it identified or supported in the budgetary plan?" All digital learning expenditures should be vetted according to policies, implementation strategies, accountability metrics and timelines. Leaders and staff should be able to clearly establish how expenditures are determined and approved.</p>
<p><b>Putting Your Best Foot Forward</b></p> <p>Select the correct district leader, who has the appropriate leadership aptitude to proactively communicate the budgetary process and funding decisions to all stakeholders. Who is best able to communicate and defend actual the costs, efficiencies, and effectiveness of expenditures needed to implement and sustain the district's digital learning environment?</p>
<p><b>Making It Student-Centered</b></p> <p>Have students demonstrate examples of technology-enabled learning and 21st Century skills made possible through the district's investment in digital learning as part of budget communication meetings. Examples of such personal learning include: virtual music lessons, a webinar with an expert on water quality, virtual tutors, or a collaborative research project with other districts. Use data from review metrics such as TCO to illustrate budgetary decisions that made the student learning possible.</p>
<p><b>Activating Policy</b></p> <p>Evaluate specific digital learning expenditure or programmatic requests through multiple lenses during budget development. Review each request with the following criteria questions: • Does the technology-enabled learning resource, tool, or practice fit within budget constraints when TCO is applied? • Can the digital learning innovation eliminate the need for an existing expenditure that fails to produce needed results? • Can the potential benefit of the expenditure be absorbed across multiple programs? • Can it bring value to all students? • Does the initiative prioritize both student achievement and cost-efficiency?</p>
<p><b>Illustrating Desired Outcomes</b></p> <p>Implement the budget communications plan according to plan's timeline. Monitor and address stakeholder responses in order to build and maintain strong systemic support. Use data from review metrics such as TCO illustrate decisions.</p>

#### Gap 1.2

To date, the district has not achieved any real cost savings through the use of technology, nor has the district been very proactive in seeking out and implementing cost saving measures that leverage technology.

**Strategies to Close Gap 1.2**

<p><b>Pilot New Ideas for Cost Savings to be Achieved Through Technology</b></p> <p>Identify cost savings area that are viable for your district and pilot them after investigating how other districts are using technology to achieve such savings. Document the cost savings in the pilot over time. Analyze the results and scale what works to other sites or programs.</p>
<p><b>Use the TCO Model To Track Cost Savings</b></p> <p>Ensure that all staff in the district involved in budgeting and reporting of expenditures use the same codes or chart of accounts. Consistent budget coding enables your district to analyze TCO over time to check for cost savings.</p>
<p><b>Impacting Change</b></p> <p>Identify the shared leadership team who can best communicate and defend actual costs, efficiencies, and effectiveness of implementing and sustaining a digital learning environment. The team will need to portray leadership aptitude characteristics such as thinking outside the box, seeking diverse opinions, having confidence and displaying tact. Have students demonstrate examples of technology-enabled learning and 21st Century skills made possible through the district’s investment in digital learning as part of budget communication meetings.</p>

**Alignment to District and School Plans: Readiness Score of 10**

Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to continuous improvement goals. All expenditures must be justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the district’s vision and mission.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders ensure that annual academic planning processes inform and guide technology budget development activities. A cross-functional budget team identifies best practice examples of district- and building-level strategic and tactical plans that map funding structures to technology-enabled learning tools and resources, and 21st Century skill development.	District leaders and budget development teams analyze best practice funding structures and scenarios to help define the District’s vision for a sustainable digital learning environment. They explicitly link funding requirements to strategic and tactical plans. The District shares its vision for sustaining a digital learning environment with stakeholders. They communicate logic and best practice examples in order to broaden support.	As District leaders and key stakeholders build district- and building-level strategic and tactical plans they explicitly map curriculum integration to digital learning expenditures to viable funding streams, timelines, and accountability measures. The planning process identifies and prioritizes multiple funding and accountability scenarios.	District leaders build a broad base of stakeholders to support their strategic and tactical plans. The District illustrates the alignment of curriculum, instruction, and technology-enabled resources. District leaders and key stakeholders are prepared to communicate strategic and tactical plans. They can justify budgets and identify cost-saving strategies that leverage technology and the academic return of investment.



**Gaps & Strategies for Alignment to District and School Plans**

**Gap 2.1**

The District’s annual academic planning process is not used to inform and guide the budgetary process. The curriculum and instruction plans are not aligned or mapped to digital learning resources, outcomes and expenditures.

**Strategies to Close Gap 2.1**

<p><b>Engaging Others in the Support of Change</b></p> <p>Engage your digital learning pioneers. These district leaders, instructional staff, and student experts can become your change agents. They can demonstrate and communicate the process, especially if they have been involved in the research and planning stages. They can assist in the development of a student-centered digital learning budget to all stakeholders throughout the budget development and approval process. When districts investigate public/private partnerships (i.e., community development or education foundations, businesses who support STEM career development, etc.) they are usually looking for new funds. Don’t forget that these partners may also be champions of change, providing access to expertise, opportunities for shared leadership, collaboration, professional level tools, authentic learning interns or internships, etc.</p>
<p><b>Illustrate and Justify</b></p> <p>A thorough investigation of options and best practices will prepare the district to “Illustrate and justify,” a powerful mantra to guide the annual budget development, review and approval process. Use graphic organizers to illustrate how funding for digital learning maps to curriculum and instruction. Create decision matrices to make connections to strategic decisions and help justify budgets and identify cost-saving strategies. Most importantly, be proactive. Have students do demonstrations throughout the school year to illustrate how digital learning technology and resources support their learning goals and systemically support 21st Century skills.</p>

## Consistent Funding Streams: Readiness Score of 10

The District has consistent and flexible funding that enables equitable access to optimal learning environments. Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans. Funding sources are identified in the District’s annual maintenance and operation budgets with minimal reliance on grants or other temporary sources. Funding for digital learning is integrated across multiple budget areas where appropriate.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate and analyze innovative and best practice methods for consistent and sustainable funding of digital learning environments and technology-enabled learning initiatives as part of annual maintenance and operation budgets. District leaders and budget development teams also investigate alternative funding sources (i.e., public/private partnerships, community donations, foundation awards, etc.) that can assist the district initiate or maintain consistent funding.	District leaders analyze current budgeting strategies relevant to technology-enabled learning tools, resources and instructional practice. This would include budgeting for broadband, network infrastructure, hardware, technical support, instructional content, and professional learning. A cross-functional budget team uses the analyses of innovative and best practice examples and practices to envision and propose potential transformational funding strategies and scenarios.	Based on District vision and priorities for supporting digital learning, district leaders develop a viable plan that identifies funding priorities, propose viable funding streams and timelines, and define accountability measures.	District leaders have identified viable funding sources for short and long-term funding. The District is committed to consistent and sustainable expenditures with explicit intent to support digital learning over time.



## Gaps & Strategies for Consistent Funding Streams

### Gap 3.1

The district does not have a clear strategy for using recurring and non-recurring budgets to ensure a consistent funding stream to support digital learning, or if the strategy is clear, the district is not fully implementing this strategy. The District is not prepared to illustrate or defend potential budgetary scenarios and potential funding streams in order to justify adequate and consistent funding of technology-enabled teaching and learning.

#### Strategies to Close Gap 3.1

##### Communicate and Illustrate

Share the fiscal plan with a broad stakeholder base once the district has multi-year strategies to address redistribution of funding that systemically support digital learning at the district, building or student level. By using both traditional and digital media, the district can promote the benefits of consistent funding by showcasing high performance digital learning practices that are successfully funded. They can use student artifacts and do demonstrations to illustrate how the fiscal plan will systemically support digital learning.

## Learning Return on Investment: Readiness Score of 3

All metrics for review of budget priorities and cost-efficiency are based on their demonstrated relationship to student learning goals. District leaders have strategies and tools for measuring Return On Investment (ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders investigate return-on-investment models and metrics that can be used to relate budget priorities for digital learning to student learning goals.	District leaders propose metrics and a methodology that demonstrate budget priorities for digital learning that relate to student learning goals.	District leaders have a plan and tools for monitoring the relationship between budget for digital learning and student learning goals.	District leaders build the financial model with metrics and a methodology for monitoring budget priorities for digital learning, based on student learning goals.



## Gaps & Strategies for Learning Return on Investment

### Gap 4.1

The District may not yet be able to track and/or demonstrate the academic return on investment for expenditures for digital learning.

#### Strategies to Close Gap 4.1

**L-ROI: What is It?**

Learning Return on Investment (L-ROI) is the amount of academic outcome achieved for a given amount of investment made. Determining L-ROI requires a comprehensive investigation of methods of evaluation that measure effectiveness and efficiencies inherent to the learning environment. (i.e., student learning, teacher effectiveness, scheduling of students and professional staff, Total Cost of Ownership of digital learning technology and resources, etc.)

**Where to begin?**

Gather expertise and examples. Form an L-ROI sub-committee of subject matter experts (curriculum specialists, technology integration specialists, digital learning coaches, effective instructors, etc.) to research and collect examples from successful digital learning programs that clearly illustrate how technology enables personalized learning and the development of 21st Century skills. Research methods used to measure Return on Investment (ROI) in other industries (i.e., higher education, workforce training programs, etc.) to determine how they can be applied to K12 education.

**Don't Reinvent the Wheel**

Collaborate and collect! Collect case studies and sample metrics on Learning Return on Investment (L-ROI) specific to digital learning and 21st Century skill development. Meet with budget development teams from other districts who have successfully embedded L-ROI metrics into their continuous improvement planning and budget review process. Attend conferences where experts on L-ROI are presenting case studies or doing training. Compile examples of evaluation measures used to illustrate that students are meeting their learning goals.

**Indicators of Student Learning**

Do a comprehensive analysis to link data to technology-enabled learning resources and instructional practice that supports 21st Century skill development. District leaders and subject matter experts begin with identifying where they will find indicators of student learning. A first step is to review the district's curriculum and instruction to identify indicators of student learning (i.e., access to quality content and resources, types of assignments and student products, methods of evaluation, formative and summative assessments, observations, surveys, etc.)



# Gear 8: Across the Gears: Collaborative Leadership

The Future Ready framework is a systemic planning framework around the effective use of technology and digital learning to achieve the goal of "career and college readiness" for all students. While the seven interdependent Gears provide a roadmap toward digital learning, success within a district is dependent on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to think and act innovatively; they must believe in the district's shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies. Critical to their success will be a culture of innovation that builds the capacity of students, teachers, administrators, parents, and community to work collaboratively toward that preferred future. The policy foundation that results must be coherent with that vision. Unleashed in a culture of vision and empowerment, leaders will have the flexibility and adaptability they require to prepare their students to thrive in the 21st Century.

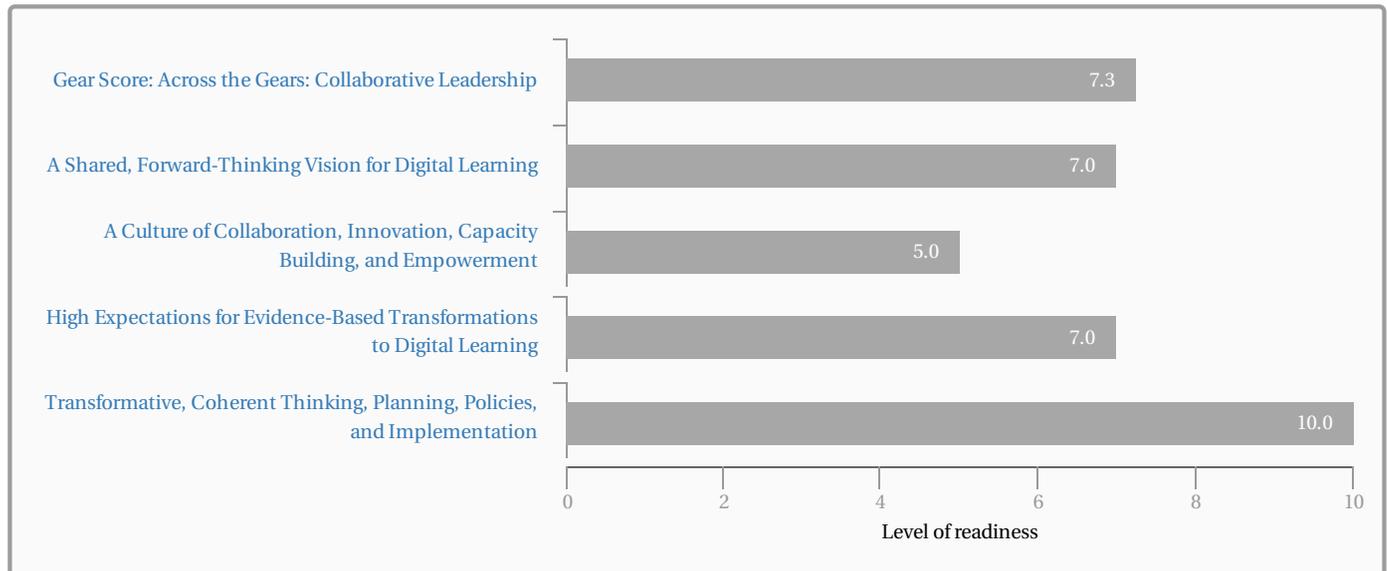
## Elements of this Gear:

- A Shared, Forward-Thinking Vision for Digital Learning
- A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
- High Expectations for Evidence-Based Transformations to Digital Learning
- Transformative, Coherent Thinking, Planning, Policies, and Implementation

## Your District provided the following Across the Gears: Collaborative Leadership vision:

We want to create a culture of collaborative, innovative leadership that capitalizes on the strengths of all professionals to assist the organization in moving forward. Communication would be transparent, growth focused, and focused on student learning.

## Your District's Stage of Readiness for Across the Gears: Collaborative Leadership



## Depth of Your District’s Knowledge Base: Across the Gears: Collaborative Leadership

Investigating, researching, and professional discussions are critical at all levels. The chart below reports the depth of your district’s leadership team’s knowledge base.

Confidence of Your Leadership Team in Discussing Topics Related to Across the Gears: Collaborative Leadership	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss the district’s strategy for developing, communicating, implementing, and evaluating a shared, forward-thinking vision for digital learning.			X
Discuss strategies to establish a culture of collaborative innovation, where leaders at all levels are informed, trusted, empowered, and ready to lead.		X	
Discuss the high expectations that will be required of all students, education professionals, and family/community if the district is to realize continuous, sustainable progress toward the vision.		X	
Discuss the coherent strategic, tactical, and budgetary policies and planning required to achieve the vision.			X

## Status

The status that your district leadership team reported for each question is displayed below.

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The district has involved the community in establishing a shared, forward-thinking vision for personalized, digital learning.				X	
The district and schools have established a culture where leaders are informed, collaborative, and empowered to innovate.			X		
The district leadership team has established high expectations for transformation at all levels.				X	
District leaders have coherent policies, plans, and budgets for achieving the vision.					X

## Rubrics for Across the Gears: Collaborative Leadership

### A Shared, Forward-Thinking Vision for Digital Learning: Readiness Score of 7

The district recognizes that, to prepare their students to thrive in today's connected, fast-paced society will require an education that engages students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The district has engaged students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes learning for all students through the effective uses of technology.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
A cross-functional team participates in conferences and discusses strategies with other districts and experts on a vision for digital learning. The team explores the economic, social, educational, and ethical underpinnings for such a vision.	The district uses the research and investigations to conceptualize the essential elements of their vision for digital learning. They develop scenarios as to how those elements would be actualized in their district, noting the benefits and consequences.	District leaders establish strategic and tactical plans for: a) developing a shared vision for digital learning, b) formally adopting that vision as a component of the district's overall goals, c) aligning all programs to the vision, and d) establishing metrics to assess progress toward the vision.	District leaders have engaged students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that provides personalized, deeper learning through the effective uses of technology. The vision has been formally adopted, communicated internally and externally.



### Gaps & Strategies for A Shared, Forward-Thinking Vision for Digital Learning

#### Gap 1.1

District leaders do not yet have a formal, approved, forward-thinking vision for digital learning—one that addresses what students need to thrive in the 21st Century, based on current research and societal trends. And, if a vision has been developed, it may not be included as a key component of the district's strategic plan.

#### Strategies to Close Gap 1.1

<p><b>Develop a Shared Leadership Vision</b></p> <p>A District Vision Statement for Digital Learning describes collective values and beliefs for the future of the organization and its stakeholders. Meant to inspire, the vision statement motivates stakeholders by providing a vivid portrayal of the desired future. Its aspirations should be realistic and clear, linking the present to the future. When creating your vision statement, it is helpful to begin with your responses to the question: "What do we want for our future?" "For all students to..."</p>
<p><b>Articulate Collective Values and Beliefs</b></p> <p>Shared values are the collective values and beliefs of your stakeholders that drive your organization's culture and commitment. A shared values statement addresses the question "Who are we?" by examining what you believe. When creating your Shared Values statement, it is helpful to begin with your responses to the question: "What do we believe?" "That all students can..."</p>
<p><b>Formally Adopt Vision Statement</b></p> <p>The vision statement and shared values are determined through consensus of the team comprising all critical stakeholders. Consensus is a group decision-making process that seeks the consent of all participants. Consensus may be defined professionally as an acceptable resolution, one for which each member expresses support, even if not the "favorite" of each individual. It is important to recognize that consensus is achieved when no members have strong disagreements. Total agreement of all members is not necessary, and is potentially not possible. It is critical that the team writes down the consensus vision statement and presents their adopted vision to the school board, or other school governing body, early in the process to seek agreement and approval. A formal presentation at a public meeting by team members (particularly parent, teacher, and community representatives) should be made, with periodic updates and approvals as needed. A team working to change teaching and learning practices with substantial associated costs needs board support early and consistently throughout the process.</p>
<p><b>Align All Programs to the Vision</b></p> <p>Identify strategies and actions that are consistent with the district's vision, areas of need, and desired results. Use the vision as the basis for all district planning, including the strategic plan. Using a template as a roadmap for planning will help in assessment and evaluation later. Use the vision to drive the technology investments and the changes to pedagogy and classroom practices.</p>
<p><b>Establish Evaluation Systems to Measure Progress</b></p> <p>School districts have access to numerous sources of student and teacher data. "Beginning with the end in mind," the data that are initially evidence of the need, can later be used as a measure of progress and success. However, it is important to use multiple measures to ensure all outcomes are adequately assessed. Do not forget to use qualitative information such as student, teacher, and parent satisfaction surveys or interviews with stakeholders, particularly when measuring processes and progress. Presentation of "case studies" or narratives from students and teachers provide compelling evidence of progress, success, and areas for improvement.</p>

**Gap 1.2**

A district’s vision for digital learning has not been broadly and effectively communicated internally with staff and/or externally with parents/community stakeholders.

**Strategies to Close Gap 1.2**

**Customize the Technology Communications Plan**

After determining goals, objectives, stakeholder groups, and actions for the communications plan (see Envisioning strategy for description), the committee should determine the needed budget, timeline for implementation, and persons responsible for the execution of each of the action items. Sub-committees can be established to work with a communications officer where available, and representatives from the stakeholder groups should be engaged to provide feedback on specific communication strategies. Identify measures for assessing the success of each action, as well as for evaluating the meeting of goals and objectives.

**A Culture of Collaboration, Innovation, Capacity Building, and Empowerment: Readiness Score of 5**

The District leadership team has established a collaborative culture of innovation in which leaders at all levels are empowered to innovate. The capacity of leaders to innovate is maximized through a culture of trust and respect, providing leaders with the flexibility and adaptability they require to lead. This culture leads to sustainable change, informed by research and facilitated by digital leaders.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders are becoming more deeply informed about creative, innovative, empowered leadership. They have established a research base that identifies the potential outcomes for a culture of collaboration, innovation, capacity building, and empowerment in leadership.	Based on their research, district leaders have identified the type of leadership that has the greatest potential for transforming the district. The leadership they identified as optimal is collaborative, where leaders at all levels are empowered to act innovatively and creatively, provided such actions have high potential for advancing the district vision.	District leaders have established a plan for transitioning to a collaborative culture of change, where empowered leaders have the flexibility, adaptability, responsibility, and authority to act, provided such actions have high potential to advance the vision.	The capacity of leaders to innovate is maximized through capacity building within a culture of trust and respect. This culture provides leaders with the flexibility and adaptability to innovate, which in turn leads to sustainable change, informed by research and driven by the district vision for digital learning.



**Gaps & Strategies for A Culture of Collaboration, Innovation, Capacity Building, and Empowerment**

**Gap 2.1**

District leaders have not fully established the type of flexible, adaptable, collaborative culture of innovation in which educators at all levels are trusted, respected and empowered to innovate. As a result, the capacity of leaders and other education professionals to achieve the district’s vision may be minimized.

**Strategies to Close Gap 2.1**

**Learn Lessons from Success**

Form a “book study” professional development activity for the leaders in your district using books related to collaborative and shared leadership. Mark Edwards, superintendent of the much lauded Mooresville Graded School District in North Carolina, notes the impact school leaders have had on the culture of success with digital learning. In *Thank You for Your Leadership: The Power of Distributed Leadership in a Digital Conversion Model* (Pearson, 2015), Edwards discusses the cultural conditions for shared leadership, everyday pathways to leadership, and leading with formative power in what he calls “second-order leadership.”

**Create a District Vision of Collaborative Innovation**

Gather ideas for flattening your district’s organizational decision-making and providing transparency for those decisions. An exercise that can be used to further envision what a collaborative culture of innovation would look like at either the district or building level would be creating a “What You Will See, What You Will Not See” chart. Based on reviews of research and other resources, as well as information from exemplary districts’ practices (see Investigating strategy for description), use a team meeting to create a chart that completes this thought: In a collaborative culture of innovation in which educators at all levels are trusted, respected, and empowered to innovate to achieve the district’s vision... We would see... We would not see...

**Review the Leadership Standards**

Team members should measure their team leadership aptitude. Learning Forward (formerly the National Staff Development Council) is an outstanding source for resources on leadership. The Standards Assessment Inventory 2 supports the Leadership Standard for school community members. It consists of numerous articles on the topic, but also a self-assessment. Encourage team members to take the assessment and use the results for further professional development, team building, individual goal setting, or complimentary leadership activities. The standards and inventory can be found at [www.LearningForward.org](http://www.LearningForward.org).

**Gap 2.2**

District leaders have not identified the change processes required in their context, which is limiting the district’s ability to initiate and/or sustain the necessary to changes to achieve the district vision.

**Strategies to Close Gap 2.2**

**Select a Model to Facilitate Change**

Research and select or adapt a model that will guide the change that needs to take place in your district. Choose a model based on context and needs as determined by a needs assessment (see Investigating strategy for description). There are many research-based models, including Kotter’s 8-Step Change Model, the Concerns-Based Adoption Model (CBAM), Rogers’ Diffusion of Innovations, and Ely’s Conditions for Change. Resources for becoming familiar with different models for facilitating change are available online and in print, like James Ellsworth’s *Surviving Change: A Survey of Educational Change Models*, which provides an overview of a variety of models designed for different purposes.

**High Expectations for Evidence-Based Transformations to Digital Learning: Readiness Score of 7**

Across the district, teachers, administrators, and students are expected to show progress toward the district vision. The district has established metrics for gauging such progress and is working across the district to monitor progress and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders analyze research studies on the potential impact of digital learning on student attainment of the learning goals, thus forming a knowledge base on digital learning. They also document various models of evidence-based reasoning and models of change management.	District leaders carefully review the knowledge base on digital learning resulting from their investigations. Based on that evidence, they envision a time when instructional decisions are informed by this knowledge base.	District leaders develop plans for building the capacity of education professionals to use the knowledge base to inform decisions. They pilot projects where teachers collaborate to identify and close gaps in student learning through digital learning.	District leaders set high expectations for the district, schools, and classrooms to adopt the types of digital learning shown to be effective in meeting the learning needs of all students to achieve academic and 21st Century learning goals. To ensure success, the district provides the conditions essential for local, evidence-based decision making related to digital learning.



**Gaps & Strategies for High Expectations for Evidence-Based Transformations to Digital Learning**

**Gap 3.1**

District leaders have not set explicit expectations with timelines as to the progress they expect district/school-based staff and students to make toward the district vision for digital learning.

**Strategies to Close Gap 3.1**

**Plan for Professional Development**

Using the research-base and district needs assessments, develop a plan for ongoing professional development for all current and new employees so that the digital vision is highlighted and sustained. Consider alternative models, such as offering “credit” for professional learning community study groups. The “credit” can be actual in-service credit, time, or even payment.

**Assessing Progress**

Develop a logic model that identifies the long-term, intermediate, and short-term outcomes the district expects to attain through digital learning. Develop the metrics for assessing these outcomes and then fund and implement a system for measuring the progress of all outcomes as well as indicators of success.

**Gap 3.2**

The district has not yet established a complete set of metrics for collecting and analyzing indicators of progress toward the district vision for digital learning, including analyses as to how technology is being used in learning, teaching, leading, and assessment, with standards set based on sound educational research.

**Strategies to Close Gap 3.2**

### Analyze Pilot Results

Assessment informs instruction. In this case, assessment data from pilot projects guides the timeline for full scale implementation. Interview data provide context for the timeline with realistic deadlines and expectations, as well as helping to learn about potential roadblocks or problems. Review data and findings to inform revisions to your vision and plan.

## Transformative, Coherent Thinking, Planning, Policies, and Implementation: Readiness Score of 10

The district's forward-thinking vision is advanced through leaders' transformative thinking. Leaders have ensured that the district's policies are coherent with the philosophy underpinning the vision (e. g., personalizing professional learning for education professionals, just as they personalize learning for students). They have developed strategic plans that map potential pathways to the district's preferred future, and have created the tactical and financial plans and dedicated budget necessary for implementation. As they implement they monitor, adjust, build capacity, and incrementally improve.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District leaders study the processes by which other districts successfully transformed their school system to deepen and extend learning through technology.	District leaders identify the changes that will be required in their schools in order to attain the vision they have set for digital, 21st Century learning.	District leaders develop a strategic plan to advance digital learning. The plan uses the Future Ready framework to ensure coherent thinking across the system's policies, procedures, cultures, practices, and investments.	District leaders work with policymakers to adopt the strategic plan as a way forward to attaining the vision. While working toward coherence across the district, the plan is implemented in ways that empower district and school leaders and teams with the flexibility to think and innovate as they make decisions that meet the needs of learners.



## Gaps & Strategies for Transformative, Coherent Thinking, Planning, Policies, and Implementation

### Gap 4.1

Leaders have not yet ensured that the district's policies are aligned and coherent with the philosophy underpinning the vision for digital learning (e. g., student-centered pedagogy; focus on authentic, 21st Century, deeper learning; personalized learning for students and education professionals; flexibility in the use of time to ensure learning needs of all students are met).

#### Strategies to Close Gap 4.1

##### Develop a Strategic Learning Plan

Align goals to characteristics of high performing school districts, your vision, and the information and data you have about your District. High performing districts share common characteristics, even when they have varied demographics. These nine characteristics are strongly correlated to consistently high performance. Some are not specific to digital learning, but are necessary to systemically support digital leadership. Research has shown that there is no magic formula – no one strategy that districts can do to ensure high student performance. Rather, high performing education systems tend to show evidence of the following nine characteristics: Clear and Shared Focus; High Standards and Expectations; Effective District Leadership; High Levels of Collaboration and Communication; Curriculum, Instruction, and Assessment Aligned with Standards; Frequent Monitoring of Teaching and Learning; Focused Professional Development; Supportive Learning Environment; and High Levels of Community and Parent Involvement. As the district works to adopt a strategic plan for digital learning, use these characteristics as a framework for discussion.

##### Plan for Action

A District Level Strategic Plan is the collection of Action Plans to implement Strategies for accomplishing Goals. Repeat the following process for each of the district's goals: Identify Indicators of Effectiveness; Identify Strategies; Identify Action Steps; Determine Applicable Professional Development.

### Gap 4.2

District leaders have not dedicated appropriate resources to the data analysis, interpretation, and capacity building necessary for informing instruction and improvement.

#### Strategies to Close Gap 4.2

##### Incorporate the Data Practices Plan into the Strategic Plan

Create a plan for addressing your district's data needs that aligns with your district's vision. The data plan should ideally be a component of the district's strategic plan. The Massachusetts Department of Elementary and Secondary Education recommends that the data plan include the following components: Statement of Needs/Problem Statement; Proposed Solutions and Strategies; Resources Available and Needed; Measures of Implementation and Outcomes; Goals and Desired Impacts; and Action Plan, including action steps, person responsible, and timelines.

### Gap 4.3

District leaders do not have a management plan and process in place that maps potential pathways to the implementation of the district's preferred future; nor is the district fully supporting the work with capacity building, dedicated time for collaborations and committee work, and necessary resources/funding streams.

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#### Strategies to Close Gap 4.3

##### **Get Started!**

With a well thought out plan in place, get the necessary approvals and begin! Unfortunately, there is never a fail-safe time or place when conditions are perfect to start. Look for short term strategies to systemically support change management that will have a high probability of success. Build on and replicate these throughout the district. Learn to adapt to change and challenges armed with a plan that has been well-conceived and collaboratively developed. Highlight and share ongoing work via social media to keep stakeholders informed of progress and make the implemented changes become part of the district culture. Congratulations on starting this important journey!

# SEWANHAKA CENTRAL HIGH SCHOOL DISTRICT: Vision for Digital Learning

A summary of your district's vision statements from your district's self-assessment:

## Curriculum, Instruction, and Assessment (Gear 1):



We are committed to moving ahead on all these items, but are still in process of strategizing how to accomplish them at scale.

## Use of Space and Time (Gear 2):



We continue to struggle with flexibility of thinking around making full use of these options. Contractual obligations and state regulations still constrain much of our work.

## Robust Infrastructure (Gear 3):



We are committed to investing in and supporting a stable, robust network that allows for the proliferation of technology both now and in the future.

## Data and Privacy (Gear 4):



Our systems and policies are solid. Our practical use of data to drive instructional improvement is lacking due to lack of training/vision/time/human capacity.

## Community Partnerships (Gear 5):



The district's vision is to use technology to open the lines of communication between the schools and the home. We strive to expand opportunities for students through new capacities that increase the potential for global interaction.

## Personalized Professional Learning (Gear 6):



Our vision is to move toward a pure model of clinical supervision that supports formative and summative supervision of instruction including implementation of instructional technologies.

## Budget and Resources (Gear 7):



Our strategic plan should drive the priorities of our spending we need to assure closed feedback loops to assure our investments are netting the desired results.

## Across the Gears: Collaborative Leadership (Gear 8):



We want to create a culture of collaborative, innovative leadership that capitalizes on the strengths of all professionals to assist the organization in moving forward. Communication would be transparent, growth focused, and focused on student learning.

# Glossary

**21st Century Skills:** 21st Century Skills are essential skills that children need to succeed as citizens and workers in the 21st century. They include core subjects, 21st century content, learning and thinking skills, ICT literacy, and life skills.

**Adaptive learning:** An approach that uses technology to engage students in interactive learning activities, which are customized to meet each individual's learning needs, based on continuous feedback and data analytics.

**Authentic learning:** A general model for designing learning activities that are rigorous, in-depth and have value beyond the classroom. The work assigned in authentic learning environments often mirrors the type of work done in the real world.

**Blended learning:** Blended learning describes models of learning where a student learns at least in part at a supervised brick-and-mortar location away from home and at least in part through online delivery with some element of student control over time, place, path, and/or pace; often synonymous with hybrid learning. (Horn and Staker, 2011)

**Collaborative Workspaces:** Any tool that allows for collaboration or access to shared documents such as Google Docs or TeamBox.

**Competency-based:** A type of learning where the student advances in mastery of a set of competencies at a pace, and often in an order, determined by the student.

**Data culture:** An educational environment characterized by the effective use of data and evidence-based reasoning.

**Deeper learning:** Deeper learning prepares students to know and master core academic content, think critically and solve complex problems, work collaboratively, communicate effectively, and be self-directed and able to incorporate feedback. It enables graduating high school students to be college and career ready and to make maximum use of their knowledge in life and work.

**Digital Citizenship:** Understanding the safety concerns, rights and responsibilities necessary to access and participate in online communications or communities.

**Document Management:** Tools for storing, sharing and organizing documents such as drop boxes, file storage and organization tools, shared public spaces, etc.

**Performance-based:** Learning activities that require complex performances as demonstrations of knowledge.

**Personalized learning:** An approach to learning that is student-centric, where students have a significant degree of control and choice in what, when, and how they learn.

**Privacy:** The balance between collection and dissemination of data, technology, and individuals' right to have their personal information kept private. (Source: Data Quality Campaign.)

**Project-based learning:** Inquiry-based learning where learning takes place in response to a complex question or challenge.

**Security:** The policies and practices implemented at the state, district, and school levels to ensure that data are kept safe from corruption and that access is limited and appropriate. Data security helps ensure privacy and protects personally identifiable information. (Source: Data Quality Campaign.)

**Synchronous Tools:** Communication tools that support real-time communication such as webinars, Skype or chat rooms.

**Visualization Tools:** Tools that support the visual representation of thinking and ideas such as charting, graphing, or concept mapping tools.