

Use of Time



Welcome to the Future Ready Gear Assessment for Use of Time.

This assessment was designed to be taken by multiple persons in your district. All responses will be consolidated into a single report, representing perspectives from all survey respondents who complete and submit their surveys. In order to provide your district with an accurate assessment, please answer each question honestly, according to your unique perspective. Your district representatives can create consolidated reports of all responses from within the Future Ready dashboard on-demand.

IMPORTANT: You can start and stop taking the assessment, picking up from where you left off, but ONLY if you COPY and SAVE (and use later) the link provided.

To get started, click the NEXT button below.

Element 1: Learning is Flexible; Anytime, Anywhere

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Within our district's culture of learning, the needs of individual students drive decisions about the use of instructional time.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Flexibility and adaptability in scheduling and use of instructional time is key to meeting the diverse needs of students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology will play a significant role in ensuring that students are able to learn anytime and anywhere.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies and procedures in my district remain significant barriers to achieving flexible, anytime, anywhere learning in the schools.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following currently serve as barriers to high quality anywhere, anytime learning for students in your district? Check all that apply.

- Seat Time Policies.** Current policies require that students earn credits through seat time measures only.

- Student Access to Devices in School.** Sufficient up-to-date devices in school to meet learning demands of students.
- Student Access to Devices 24/7.** Most of our students population do not have access to up-to-date devices outside of school.
- Student Access to the Internet in School.** Insufficient Internet bandwidth in schools to meet learning demands of students.
- Student Access to the Internet 24/7.** Most of our students population do not have access to the Internet outside of school.
- Type of School Schedules.** Most of our schools still operate on rigid bell schedules, with little flexibility.
- Role of Students in Learning.** Students do not have much of a voice in their own learning. We have not shifted to personalized learning.

Which of the following currently serve as barriers to high quality virtual learning for students in your district? Check all that apply.

- Quality Assurance of Virtual Learning Providers.** The district lacks procedures to assess the quality of the online courses provided by vendors, including quality of content, instruction, support, communication, and grades.
- Assessing Readiness of Students for Online Learning.** The district lacks procedures for assessing students' readiness for online learning (e.g., digital citizenship, self-efficacy, self-direction, perseverance, and time management).
- Building Readiness of Students for Online Learning.** The district lacks procedures for building students' readiness for online courses.
- Monitoring of Student Progress in Online Courses.** The district lacks procedures for continually monitoring the progress of students taking online courses throughout the semester, with the intent of stepping in to provide support.
- Local Support System for Online Students.** The district lacks procedures for ensuring that students enrolled in online courses have the support and scaffolding they need to succeed. No interactions between the online instructor and local educators exist.
- Going Digital.** Our district has not yet shifted from print to digital content and digital resources.

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
As of 2015, the research on virtual schools is clear that, on average, students who learn in virtual schools perform the same as do students in regular, brick and mortar classrooms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district is transitioning from print to digital content and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Does your district allow students the option of taking courses online?

- Yes
- No

Does your district allow students the option of taking courses online?

- Our district contracts with one or more outside virtual learning providers whose courses are made available to our students.

- Our district offers online courses to students through our own virtual school.
- Our district tracks the completion rates of courses our students take online.
- Students enrolled in virtual courses through our high schools can take those classes from anywhere, at anytime.
- Students enrolled in virtual courses through our high schools must take those classes from a supervised classroom in their home school.
- For high school students enrolled in virtual courses, we assign a local teacher or education professional to guide and support that student in their online experience.
- Our district requires high school students to take a minimum number of online courses prior to graduation.

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The district is building teachers' capacity to teach effectively using a digital learning environment/platform.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district is building teachers' capacity to teach effectively in schools with flexible scheduling.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district is building teachers' capacity to teach effectively in schools with project based learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In my school or district all education professionals are explicitly building students' 21st Century competencies (i.e., creativity, collaboration, critical thinking, self-direction, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 2: New Pedagogy, Schedules; Learning Environment for Personalized Learning

How are learners in your district expected to reconcile the time allowed for learning on a topic versus the time the need to learn that concept at the different levels? Select the approach that best fits each level in your district.

	Our teachers differentiate instruction to adjust the depth or breadth of learning for those who are faster or slower learners.	If students need more time to understand a concept addressed in school, they dedicate more time out of class to studying, seeking additional help from the teacher, and/or doing homework.	Our students' learning is personalized. They have individual learning plans where student learn at their own pace, taking the time they need to learn until they reach mastery.
Elementary School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle School	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

various types of digital content, etc.).						
Students have some options as to what they study and learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district is ready to implement new pedagogies to personalize learning (i.e. collaborative problem based learning, online adaptive learning, coaching and mentoring, Socratic discussions, student projects, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle and high school students have a say in the decision as to whether they take a course online or in a regular classroom.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Middle and high school students are able to use a technology device whenever they think it will help them learn.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 3: Competency-Based Learning

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
While competency-based learning (where students stay with a concept until mastery) is critical to personalized, student-centered learning, it is not currently in place in the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The traditional secondary schools with fixed schedules and Carnegie units are failing large percentages of students – and need to change.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency based learning will require increased use of performance assessments and student portfolios.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has discussed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

competency-based learning with our community.					
Our district has reorganized grade books, assessments, content management systems, schedules, staffing, etc. to accommodate competency based learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our community is generally supportive of competency based learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 4: Strategies for Providing Extended Time for Projects and Collaboration

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district and schools are currently ready to flex schedules and provide extended learning both within the school day and beyond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students working on projects should be provided extra time, beyond deadlines, to refine and perfect their work.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district strongly supports extended work time for student projects within the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our district, school and/or community centers are open beyond school hours to provide extended work time for student projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Which of the following is currently supported in the district's schools? Extended learning time through:

- Block Scheduling
- Flexible scheduling with open time slots for students to work collaboratively on projects
- After school programs
- Offering school facilities for students to work on projects before or after school
- Summer school sessions
- Lengthening of school day
- Lengthening of school week
- Lengthening of school year

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

Our district's digital learning networks are accessible to students 24/7. This empowers students to continue their work on projects beyond the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Due to after school activities, parental work schedules, and bus schedules, the extension of time beyond the school day will be dependent on innovative and effective uses of technology.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's digital learning environments and digital content are accessible to authorized students 24/7. This empowers students to continue their work on projects beyond the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district provides devices that students can use 24/7.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Indicate your status for each of the following strategies for Gear 2, Use of Time.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
By leveraging technology and media resources, students have options to learn any time of day, from home, school and/or community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are transitioning to more student-centric environments, leveraging flexible uses of time to enable personalized learning for their students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student progress is measured by performance and mastery, rather than attendance/seat time (competency-based learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has moved away from rigid schedules and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

short class periods,
toward instructional
time allocations that
are flexible, enabling
extended work
time for complex
projects.