

Community Partnerships



Welcome to the Future Ready Gear Assessment for Community Partnerships.

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: Local Community Engagement and Outreach

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district partners with community groups (i.e., community centers, museums, libraries, and other public entities) to ensure our students have access to technology beyond the school day.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district partners with community groups and businesses to provide students with opportunities for apprenticeships and/or service learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All secondary students in our district are afforded the opportunity to interact online with community-based experts in authentic learning situations.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current district technology policies inhibit student and staff capacity to form ongoing, online local and global relationships in support of real world authentic learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
District leaders have established positive relationships with major community organizations (i.e., they attend meetings, provide school updates, and plan joint community events).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leaders have worked with all key community organizations to identify mutually beneficial goals and to partner on activities that advance those goals (e.g., mutual goal of entrepreneurship with business and industry results in business leaders serving as experts to collaborative student projects; mutual goal of privacy and security of data results in Information Technology internships from high school programming classes).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 2: Global and Cultural Awareness

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has established clear expectations that schools and classrooms will participate in partnerships that extend and enrich learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has a partnership liaison who is responsible for community outreach locally and globally. This work results in partnerships that engages students in relevant, authentic learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district provides professional learning opportunities for staff (administrators, teachers, and other education professionals) that empower them to leverage local and global partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district licenses memberships to approved global education networks where teachers can engage their students in projects with other schools locally and globally.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
All students in our district have opportunities to gain new appreciations, knowledge, understandings about cultures and communities other than their own through online communications and digital projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district prepares students to interact successfully online with persons from other cultures and other communities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district empowers students to interact with students from other countries.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students in our district have the opportunity to engage online with a diverse range of communities outside their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All students in our district have the opportunity to engage online with a diverse range of cultures outside their own.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Element 3: Digital Learning Environments as Connectors to Local/Global Communities

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our schools provide students with digital learning environments that connect them to students in other cultures.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our schools are building digital citizenship skills in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our schools extend online access to students beyond the school walls through community centers or partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Many digital tools facilitate communication beyond the classroom. Which of the following are currently part of your district's digital learning environments?

	Available now	In your plans	Not a priority
Presentation tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCommunication tools - Asynchronous Tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
eCommunication tools - Synchronous Tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop boxes (for file exchanges)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative workspace	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online coursework (in national or regional systems that facilitate peer-to-peer interaction outside of school)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Licenses to participate in global communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-world connections for student projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The district has developed a comprehensive digital citizenship program at all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students in our district must successfully complete our digital citizenship program prior to going online.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our digital citizenship program addresses students' online safety.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our digital citizenship program addresses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students' rights and responsibilities to privacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our digital citizenship program involves role-playing and scenarios that engage students in "what if" situations to generate relevancy and open discussions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

In your district, do the district policies on any of the following applications currently serve as barriers to student and staff interactions with local and global communities and cultures? Check all that apply.

- Filtering Systems
- Chat rooms
- Collaborative workspaces (e.g., Google docs and wikis)
- Creating and sharing digital content via drop boxes
- Blogging
- Email
- Online multi-user simulations
- Virtual courses/learning
- Social networking (i.e., Twitter, Pinterest, and Instagram)
- Other (Please specify) _____

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Some policies and procedures in my district remain significant barriers to student and staff connecting to local	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

and global communities and cultures.					
Our district has a policy for notification of any misuse or breach of information privacy or security and available remedies.	<input type="radio"/>				
Our district provides a designated office or contact where students and their families can go to learn of their rights and have their questions about student data collection, use, and security answered.	<input type="radio"/>				
An important component of building digital citizenship in students is a deep understanding of the content and importance of the district's acceptable use policy.	<input type="radio"/>				

In your professional opinion, which statement describes the effectiveness of your Internet filtering in your district?

- We have no filtering system in place on our network.
- Our filtering system is too strict. It often impedes instruction.
- Our filtering technology is virtually 100% effective.
- Our filtering technology is very effective, but things slip through.
- Our filtering technology is the best we can find, but students find ways around it fairly regularly.
- Our filtering technology is inadequate at this time.

In your district, if a site is blocked by your filtering system, describe what recourse a teacher has. Check the option that best describes your situation.

- Teachers can request exceptions, but it takes time (3 or more days)
- Teachers can request exceptions, and the response and resultant action is usually within 48 hours
- Teachers have no recourse
- Other (Please specify) _____

Element 4: Parental Communication and Engagement

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
The school welcomes parental/guardian involvement in their child's learning by providing secure online access to authorized student records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school welcomes parental/guardian involvement in their child's learning by providing secure online access to featured sections of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

the digital learning environment aligned to their child's online access.					
Parents/guardians and community members in our district have the opportunity to serve as expert resources and reviewers of student projects.	<input type="radio"/>				

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district offers a series of learning opportunities for parents/guardians on students' digital citizenship. This affords parents/guardians the opportunity to learn how to navigate the digital learning environment per their user permissions, to view their child's records, monitor his/her progress, communicate with teachers, and access content that will enable them to help their child learn).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In our district, the digital learning environment is parent-friendly, easily accessible, and transparent to navigate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has established a system where parents register on the district and school sites, and opt in or out to various push communications such as newsletters, reminders, updates on their child's progress, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Community centers offer parents without Internet access the opportunity to get online and access their child's records.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district has policies on parental access that govern push and pull communications.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's policies on parental communications provide options for parents to access information online as well as off line.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

A survey by the National School Public Relations Association (NSPRA) asked parents their preferred delivery method for school news. According to the NSPRA, "Internet communications clearly won." Indicate below which of the five top parent preferences your district provides parents:

- E-mail from the district/school
- Online parent portal
- District/school e-newsletters
- District/school website
- Telephone/voice messaging system

Element 5: District Brand

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has established a common vision for 21st Century, digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's strategic plan is tightly aligned to the district's vision for 21st Century, digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district updated all policies and practices to align with the district's vision for 21st Century digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has been highly strategic in its external branding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Our district's innovations in digital learning differentiate it from others in the region.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social media messaging about the district is overwhelmingly positive, often mitigating any negative issues that might arise.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The responsibility for the district's brand has been assigned to a specific staff member or office within the district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district has been highly strategic in engaging all schools and staff in messaging and branding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Our district has established processes through which compelling stories of student and staff successes that exemplify the district vision are celebrated and communicated.	<input type="radio"/>				
Each of the schools in the district has a formal responsibility for conveying the brand, communicating the district messaging, and contributing to the brand through story telling and community outreach.	<input type="radio"/>				
All staff are involved periodically in professional learning on how to communicate effectively, in order to contribute to the district brand.	<input type="radio"/>				

Indicate your status for each of the following strategies for Gear 5, Community Partnerships.

	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.
The school serves as a hub of the community and actively involves the community in achieving its learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' global and cultural awareness is deepened through face-to-face and online community partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has designed and	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.					
The district has built a brand that conveys preferred messaging with students' families, the community, and beyond.	<input type="radio"/>				