

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

Technology now allows for personalized digital learning for every student in the nation. The Future Ready 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:

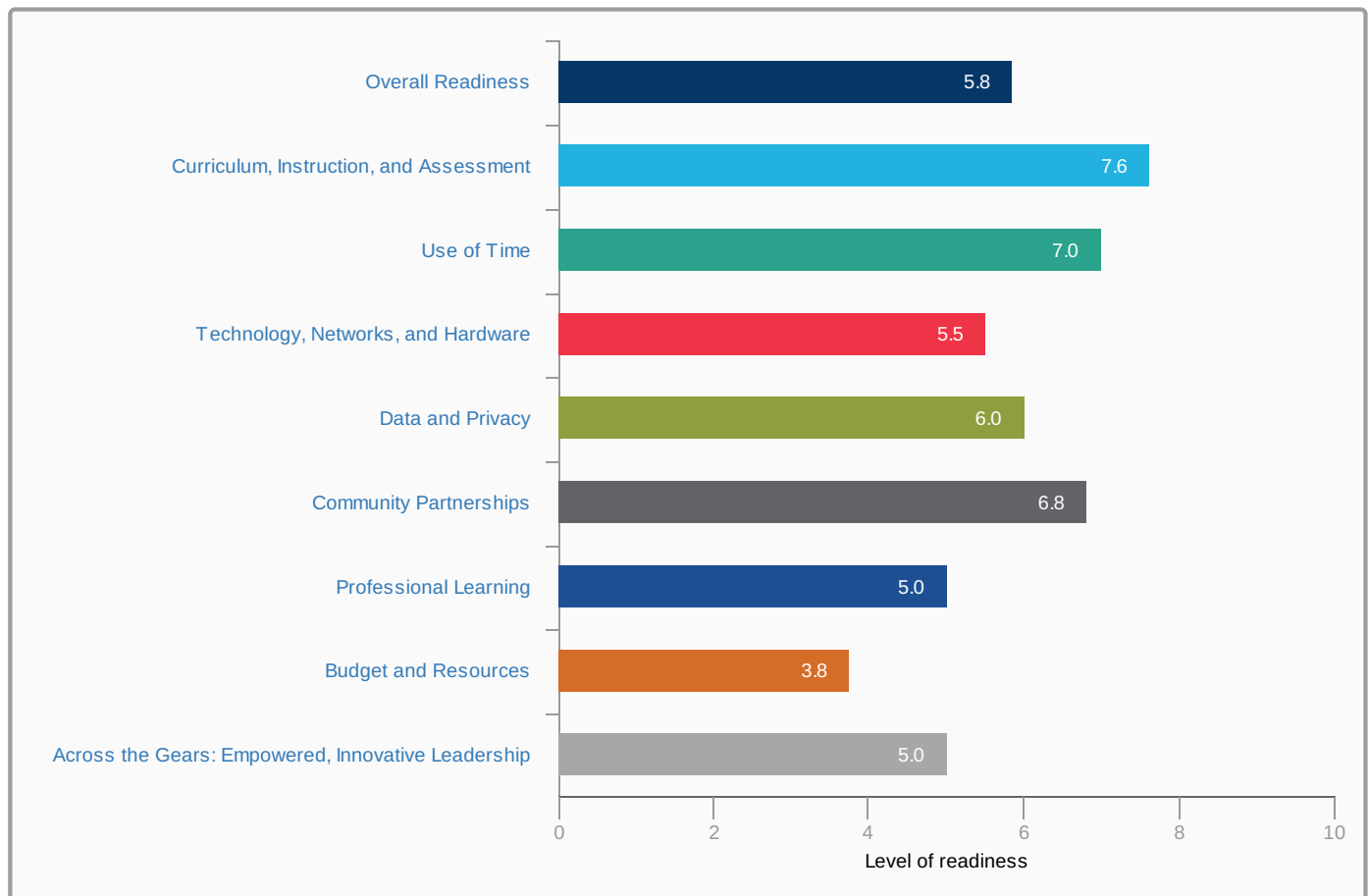
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

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 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
This is a test

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 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.

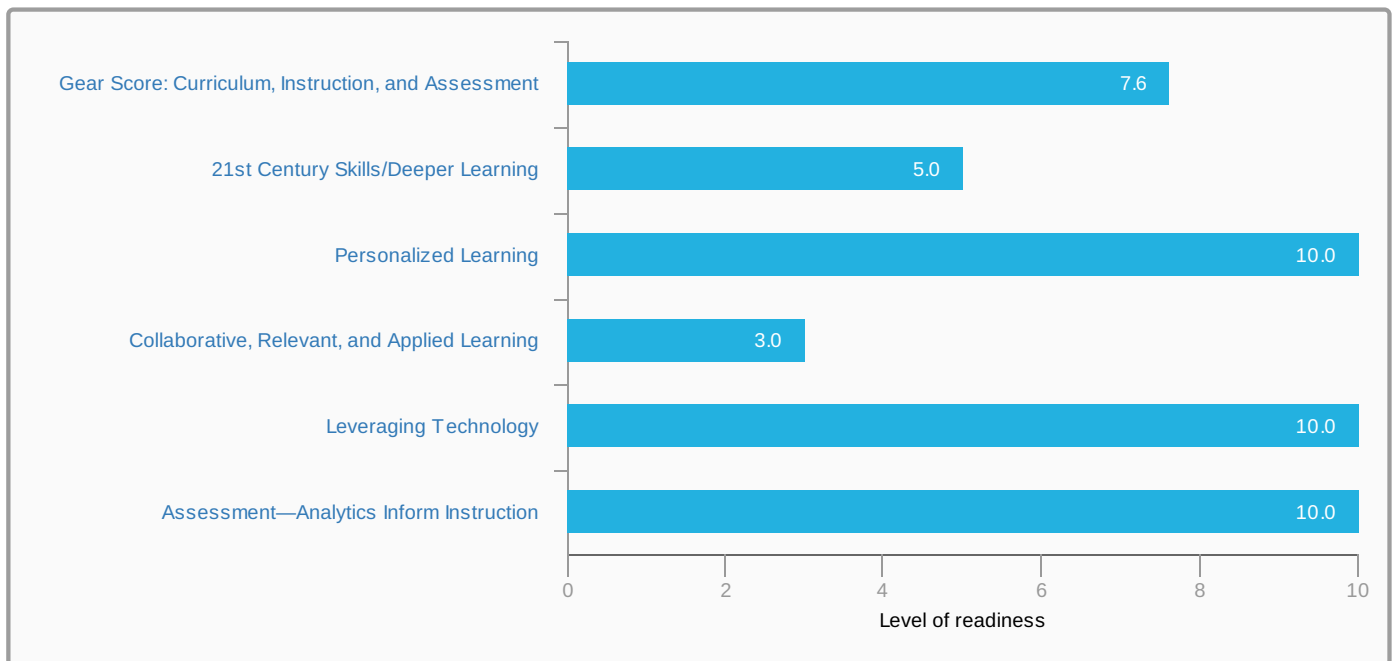
Elements of this Gear:

- 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:

Our institution recognizes that 21st Century Skills are critical. We plan on providing student with real world problems in the future.

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 5

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/Deeper Learning skills, selected a set of skills that resonate with all stakeholders and integrated those skills into all curricula. Support materials and information resources, professional development and pilot programs have not been developed.

Strategies to Close Gap 1.1

A Skill Selection Process

Have a group of key stakeholders review 21st Century/Deeper learning skills and identify those that are, or should be, top priorities in the district. In the enGauge model, for example, there are over 20 skills. This is far too many for a beginning initiative. Select five to seven skills that your community agrees should be the top priorities. Create a framework that defines these skills and the instructional practices known to develop each skill.

Build a Case for Priority Skills, then Build Scenarios

Convene a cross-functional district team to map the district's set of 21st Century skills onto curriculum, instruction, assessment, professional learning, technology, leadership, and budgeting. Based on the research done in the investigative stage, document the value of each skill to students. First, build scenarios for how teachers will integrate 21st Century skills into the classroom. Consider whether the skills are content specific. Once a couple scenarios are built for each content area and grade level, back map what students, teachers, principals, parents, and other stakeholders will need to be successfully in this venture. Based on this work, make a recommendation to the superintendent of priority list of 21st Century skills, including the justification from the literature as to why those skills are most important to the future of students. Include the scenarios to communicate the feasibility of the recommendation.

Gap 1.2

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

Strategies to Close Gap 1.2

Build Scenarios; Develop Ways to Assess

Convene a cross-functional district team to map the district's set of 21st Century skills onto curriculum, instruction, assessment, professional learning, technology, leadership, and budgeting. Based on the research done in the investigative stage, document the value of each skill to students. Then, build scenarios for how teachers will integrate 21st Century skills into the classroom. Consider whether the skills are content specific, and identify ways in which the skills will be assessed. Once a couple scenarios are built for each content area and grade level, discuss the optimal ways to assess students' achievement of the skills and how to use such assessments formatively to provide feedback to students, so they can make additional progress. In some cases, the optimal assessments will be rubrics the teacher and students use to assess performances in project-based learning. Other will require teacher observations of students as they interact in teams. Still others will require students' posting of evidence that they have accomplished a specific skill or sub skill, together with the students' reflections as to how the posting represents such growth. The team should also review the district's formal assessments. Consider at a minimum these types of 21st Century skill assessments: • Embedded in summative content area assessments • Embedded in summative content area assessments, and reported as subscales • As stand-alone assessments (not embedded in content assessments), e.g., an assessment of critical thinking and problem solving.

Personalized Learning: Readiness Score of 10

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 2.2

The district 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

Establish Metrics and Monitor Progress

With the policy, infrastructure, curriculum, and professional development needed to fully support personalized learning at the district level having been articulated, continue to monitor the progress on staging your district for readiness and commitment.

Establish the Support Structures Your Schools Will Need to Personalize Learning

As you move towards implementation, continue to seek out, discuss, and share the connections between personalized learning and the strategic plan of the district. Put the structures in place that your schools will need to personalize learning: flexible schedules, professional learning for teachers on personalized learning, pilots within the district to serve as models, high-speed access, performance assessments based on rubrics, etc.

Gap 2.3

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

Strategies to Close Gap 2.3

Establish Metrics and Monitor Progress

With a plan in place clearly identify how you will evaluate your district on its continual progress towards achieving its vision for personalized learning. Be sure to include the specifics of what measures and tools you will use to know if you are progressing towards that vision and identify any barriers to your evaluation plans.

Integrate Personalized Learning into Curricular Frameworks

Begin to identify curricula that supports personalized learning.

Build the Capacity of Staff

Conduct Professional Development that is focused on transitioning your vision for personalized learning into practice. Consider professional development that helps teachers understand how to transform current lessons into lessons that offer opportunities for personalization.

Pilot Required Structures

Prepare and pilot data, assessment, and content management systems that will be required to fully support personalized learning.

Adopt and Update Policies to Support Personalized Learning

Review current policies to ensure that access to personalized learning is supported by teacher, student, and systems readiness.

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>Look into the Literature on Authentic Learning</p> <p>Conduct a literature review of authentic learning (including variants, such as project- and problem-based learning) and collaboration.</p>
<p>Get Specific: Use Case Studies to Inform Your Work</p> <p>Identify example case studies or scenarios from local teachers and other districts that demonstrate how students are engaging in work similar to professionals in the field, and collaborating with others.</p>
<p>Identify Potential Barriers</p> <p>After reviewing research identify the benefits to multiple stakeholder groups (including teachers and students), also identify the barriers to success and how those barriers could necessitate different commitments from those groups.</p>
<p>Review Frameworks</p> <p>Review frameworks for learning and 21st Century skills that could lend themselves towards your work.</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>Check Out What the Research Says</p> <p>Review current research and best practice related to collaboration and identify trends that support local priorities.</p>
<p>Authenticity Through the Business Community</p> <p>Explore expectations for rich, authentic collaborative work 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 teams that may look different than expected in traditional 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.</p>
<p>Define Authentic Learning</p> <p>Identify key components of what is meant by rich, authentic collaborative work in other districts and in relevant literature. Work towards the development of a local definition. For example, Fred Newmann says authentic learning must have three components to be successful: Questions leading to meaning intellectual pursuit, relevancy beyond the classroom walls, and knowledge construction of products by students.</p>

Learn from Others

Investigate curriculum materials from other districts, professional conferences, professional organizations, and vendors that provide templates for designing units and processes for organizing and facilitating collaborative work by students.

Examine the Change Process Pioneering Districts Used

Examine the work of districts/organizations that have made problem-based learning a priority. Study other materials and units 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 the need, developing a plan, designing the instruction, and assessing the outcome.

Leveraging Technology: Readiness Score of 10

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

Adopt one (or more) of the models; providing professional development on the research that supports the model and the implementation plan for the model.

Adopt multiple methods to measure the change of practice (at the leadership, technical, and classroom level) necessary for successful integration of learning-enabling technology and support of 21st Century skills. (i.e., curriculum reviews, teacher self-assessment rubrics, student engagement and personalized learning surveys, whole school walk-through by subject matter experts and building leaders, peer observation rubrics).

Create multiple opportunities for professional staff to reflect on their practice and then collaborate to identify and implement needed changes (i.e., digital community of practice discussion forums, weekly updates with technology integration coaches or curriculum specialists, digital collection of successful lessons, methods of evaluation and student artifacts).

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

Before implementation, make sure that stakeholders have seen or experienced one of the models the District is adopting.

Once started, model the use of digital technology to demonstrate the development of 21st Century skills in teaching and learning.

Have District leaders, technology coaches, curriculum specialists, teachers and students proactively participate in communities of practice.

Fully implement the communication to illustrate the District's transition to digital learning.

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

Use multiple methods to monitor the progress of transition to a fully integrated digital learning environment. Include opportunities for reflection, and correction and modification of the integration plan.

Develop and use digital technology to develop communities of practice that build and support a culture of continuous improvement and collaboration.

Use student work to illustrate how technology enables learning and helps develop 21st Century skills via demonstrations at school board meetings, postings on the District web page, developing a student community of practice, social media, etc.

Assessment—Analytics Inform Instruction: Readiness Score of 10

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.



Gaps & Strategies for Assessment—Analytics Inform Instruction

Gap 5.1

To what extent have district leaders established a data culture, where everyone is expected to use research, data, and evidence-based reasoning? How are teachers using data to inform learning?

Strategies to Close Gap 5.1

Back-map your plan for digital assessment to current research, or exemplary practice. Ensure that there is transparency in how your plan is supported by the work of others and upholds expectations for privacy and security.

Continue to share your plans with stakeholders (including teachers, parents/families, local businesses, assessment and privacy and security experts), focus on sharing research and current best-practices.

Gap 5.2

To what extent have district leaders insured that digital assessments (diagnostic, formative, and summative) are used in monitoring, assessing, and informing learning? Are there 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

With a plan in place clearly identify how you will evaluate your district on its continual progress towards achieving its vision for digital assessment. Be sure to include the specifics of what measures and tools you will use to know if the infrastructure, policies, and classroom practices are moving you continually towards your goals.
Continually vet and improve the plan and vision with stakeholders, reshaping language as needed to be certain there is shared understanding for digital assessment that is continually evolving.
Begin backend construction, testing, and initial rollout of digital assessment tools. Begin initial training for teachers and students to identify any changes that need to be made prior to implementation.
Complete data maps to ensure they are ready for implementation phase.

Gap 5.3

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

Strategies to Close Gap 5.3

With plans for collecting, analyzing, accessing, securing, and using data to guide teaching and learning developed, continue to refine pathways for using that data to inform learning decisions.
Conduct a full system security review to ensure any issues of access and securing of data meets industry standards.
Facilitate an internal audit of policies and funding to be sure that plans can be staged for a seamless implementation.
Ensure that teachers and other education professionals have practice in accessing and analyzing data, explore opportunities for “data meetings” to become a part of the school day. Begin to develop data guides so that teachers can share knowledge about corrective interventions and instructional adjustments (i.e., If students struggle with goal 1.2.4, here are examples of lessons and strategies to employee to help them).
Begin initial training for teachers and students to identify any changes that need to be made prior to implementation. Stage any technical environments that need to be in place in order for assessments to be accessed.
Identify which assessments need to be collected on a schedule, and which assessments teachers can access “on the fly” for more formative data. Be sure that the assessments teachers have access to have purpose, and that terms of use are clear.



Gear 2: Use of 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.

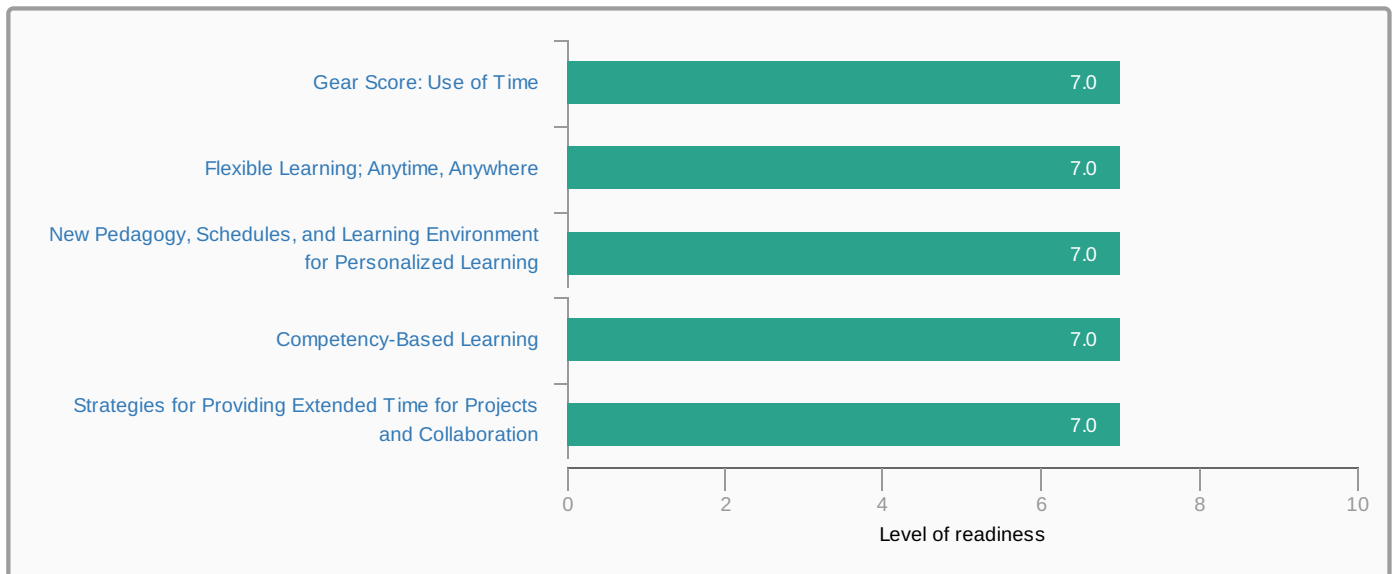
Elements of this Gear:

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

Your District provided the following Use of Time vision:

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Your District's Stage of Readiness for Use of Time



Depth of Your District’s Knowledge Base: Use of 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 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 Time

Flexible Learning; Anytime, Anywhere: Readiness Score of 7

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 of 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

Seek out the digital learning environment or content management system that could support your vision. Begin meeting with vendors and sharing your vision. Evaluate each vendor based on that vision, continually seeking out vendors and other stakeholders that can positively contribute to the work of your district over time. Be considerate of the possibility of providing an internal solution that could also meet your initial needs.
Begin working with cross-functional teams to identify student needs in understanding how to engage with flexible, anytime, anywhere learning. Build out a concrete plan that will empower all students equitably.
Begin working with cross-functional teams to identify teacher needs to fully support the vision. Work with this team to identify budget needs and critical questions that need to be addressed prior to finalizing a plan.

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

<p>Policy in Support of Practice</p> <p>Revise existing policies to address practices of student and professional staff in online and blended learning environments. (i.e., equitable access to the Internet, digital citizenship, student and faculty use of multi-media, student and faculty use of social media, student and faculty use of personal technology/devices, publication of student products and images in online environment, instructional time/seat time, etc.).</p>

Bridge the Digital Divide

Engage civic and community leaders in conversations around addressing student and family access to digital learning resources. Investigate alternative, innovative solutions for providing ubiquitous Internet access for all learners. (i.e., subsidizing student use of portable hotspots, providing community and business-provided high speed Wi-Fi access points, community campaigns for providing devices to schools or families, scaled pricing from Internet service providers for school-age families etc.).

Think Outside of the Box

Consider how to optimize the learning environment. Technology enhanced, active learning can take place anytime and anywhere if the learner has access to appropriate resources and expertise. Identify the tools and resources that will optimize 24/7 access to learning opportunities. These may include: o A web-based tool for students to access assignments and learning resources at school and at home (i.e., a web-based classroom space or learning management system, a class website) o A method for students to submit digital work (i.e., shared network drive, online drop-box or locker) at school and remotely. o Digital content (i.e., e-versions of texts, instructional videos, teacher-made digital content, open-educational resources – OER) o Synchronous and/or asynchronous solution(s) for student-to-student and teacher-to student online collaboration (e.g., discussion threads, web conferencing, audio conferencing, wikis, blogs) o Off site or after hours access to the Internet (i.e., mobile devices with education-oriented portable hot spots, free Wi-Fi access at public libraries and community centers, etc.)

Ready, Willing and Able

Create a culture that embraces meaningful change by embedding technical skill development into authentic learning. Prepare innovator teachers and student leaders to be peer coaches and mentors who model the use of technical and communication skills for personalized learning. Establish teams of expertise who can be available to provide support, and to train and model on the effective use of a particular application or system.

New Pedagogy, Schedules, and Learning Environment for Personalized Learning: Readiness Score of 7

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 Environment 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

Constant Updating of Competence

Guiding child-centered learning requires ongoing capacity to use technology to elicit and make use of extensive input from students, subject matter experts, and other sources of inquiry, discussion, collaboration and data. Building capacity and competence to use technology and resources while tailoring instructional practice to meet the needs of the learner requires ongoing support (i.e., authentic training on tools and practices that fit, flexible time, 24/7 access to learning-enabling technology and connectivity, etc.).

Redesign

Streamline and redesign instructional design, methods of interaction and product development, and accountability measures. Look to national clearinghouses, educational organizations and research institutions that have developed resources and tools for establishing standards and addressing professional learning needs around technology-enabled personalized learning (e.g., Digital Promise, ISTE, Friday Institute, Project Red, iNACOL, Christensen Institute).

Modeling

One method is to authentically align teacher and student fluency skills. A district can apply the same pedagogical model and tools to both student learning and professional learning (i.e., targeted personalized learning, anytime anywhere access to tools and resources, connectivity, and collaboration through communities of practice, etc.).

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

Constant Updating of Competence

Guiding child-centered learning requires ongoing capacity to use technology to elicit and make use of extensive input from students, subject matter experts, and other sources of inquiry, discussion, collaboration and data. Building capacity and competence to use technology and resources while tailoring instructional practice to meet the needs of the learner requires ongoing support (i.e., authentic training on tools and practices that fit, flexible time, 24/7 access to learning-enabling technology and connectivity, etc.).

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Modeling

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Competency-Based Learning: Readiness Score of 7

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

<p>The What</p> <p>Create multiple representations of what the Competency Based Learning (CBL) designs will look like in your district. Clearly identify strategies for flexible learning pace, student choice, and demonstration and assessment of proficiency in each design. Keep the designs current and share them with stakeholders throughout the planning process.</p>
<p>The Why and the How</p> <p>During planning clearly link the implementation strategies back to district goals and designs for CBL. Identify how each strategy functions to support flexible, paced learning and timely support, student voice and choice, and learner proficiency. Include plans for ongoing professional development, coaching and mentoring. Define roles, responsibilities for implementation and ongoing quality control.</p>
<p>The When</p> <p>Design an implementation timeline according to readiness of professional staff, capacity of infrastructure, and availability of digital learning tools and resources. Consider the advantage of beginning with a pilot program for the different CBL designs, or implementing one or all models in phases.</p>

Strategies for Providing Extended Time for Projects and Collaboration: Readiness Score of 7

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

Task at Hand

Based on the detailed analysis of your district's use of time and the strategies used to optimize existing learning time, create a prioritize list of solutions that meet district needs. Create a project plan for each solution that includes an explicit timeline and identifies required resources (i.e., staff, learning-enabling technology, content, digital learning devices, connectivity, etc.) and funding requirements.

Be Proactive

Use the project plan to identify risks to successful implementation (i.e., facility use policy, over extension of staff, professional and support staff contractual limitations, software and content licensing conflicts, need for more digital learning devices, need to provide Internet access for use at home, need for professional development, etc.). Create an execution strategy that will minimize risks and allow flexible implementation. Design a communication plan to share your strategies with stakeholders throughout implementation.

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.

Strategies to Close Gap 4.2

With a clear vision of what you would like digital learning that is accessible during and beyond school hours to look like in your district start to back-map what infrastructure, policies, and community agreements to be in place in order to make that vision possible.

Begin to work with an internal and external team of education professionals and local stakeholders to identify data points that can inform your planning specific to 24/7 device and high-speed wireless Internet access for all students. Leverage data sets held by libraries, churches, wireless data, and phone/cable/or fiber optic home Internet providers, and community development officers. Utilize data to identify the needs that must be addressed before beyond school hours can be supported.



Gear 3: Technology, Networks, and Hardware

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.

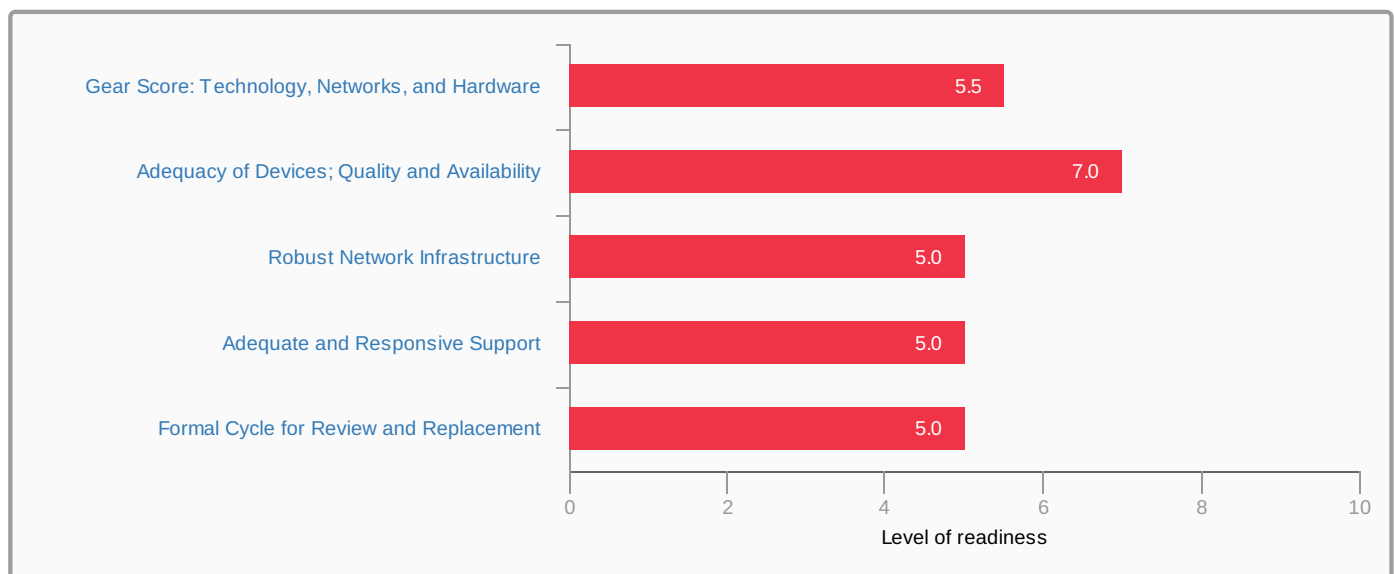
Elements of this Gear:

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

Your District provided the following Technology, Networks, and Hardware vision:

sdsa

Your District's Stage of Readiness for Technology, Networks, and Hardware



Depth of Your District’s Knowledge Base: Technology, Networks, and Hardware

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 Technology, Networks, and Hardware	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 Technology, Networks, and Hardware

Adequacy of Devices; Quality and Availability: Readiness Score of 7

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 2.1

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 2.1

<p>There Is No Perfect Device – Base the Selection on Educational Priorities</p> <p>Once your educational priorities are set, and the approach (i.e., 1:1, BYOD, sharing via carts, or hybrid) is established, list the criteria by which you will select the devices. As Doug Johnson says in his article, Power Up/Choosing the Right Device, “No device does everything well... and every device can... do most of what you need it to.” Include criteria for high-speed, efficient access for all schools’ current uses and resources, as well as those in schools’ future plans. Those might include collaboration tools, communication tools, productivity tools, educational gaming, content management systems, learning management systems, web browsers, and assessment systems. List specialty uses separately, with the acknowledgement that these might require devices with more capacity and features (e.g., video/image production/rendering, CAD/CAM, music synthesizers). Also consider the specific needs of special populations of students, including assistive devices for students with special needs. Lastly, include criteria such as requirements related to maintenance, support, configuration, and processes for updating. Device criteria may vary across grade levels and schools depending on anticipated short-term and long-term visions as well as current educational priorities.</p>
<p>Sample device criteria for use in online assessment and learning</p> <p>Most schools and districts are using online assessments to collect, analyze, and report on student achievement. Thus, your device selection criteria will need to meet the specifications of your assessment systems and learning systems. Top considerations include accessibility, consistency of experience (especially for testing), timeliness (short wait time for processing and loading), reliability, and recoverability (i.e., restart after failure). Requirements are often specified by vendors and include device type, specifications related to versions of operating systems, amount of available memory, central processor, screen resolution, display size, and possibly requirements for a physical keyboard and ear buds or ear phones. There are also important technical considerations such as durability of devices and associated peripherals, battery life, time for powering up, management options (i.e., mobile device management tools), and quality of options such as cameras and microphones.</p>
<p>Sample Learning Criteria for Device Criteria</p> <p>Consider a middle school (grades 6-8) that decides to integrate the district vision for equitable, 1:1 computing for communication, productivity, critical and creative thinking, and collaboration, with a key educational priority: the need to increase students’ mathematics achievement levels. Staff will want to identify the current and future access required for communication (email, content management system (CMS)), productivity (word processing programs, spreadsheets, presentation programs, calendars, and graphics programs), critical and creative thinking (visualization tools, robotics, and 3-D printing), collaboration tools (cloud access, conferencing tools), as well as math-specific tools such as virtual manipulatives; external probes, skill and knowledge-building software, tools, or apps; 3-D visualization tools, online courses/units, robotics, adaptive software, computer coding, and gaming). In some cases, software or apps are unique to a specific type of device such as tablets or computers with certain operating systems or plug-ins; however, comprehensive investigations may lead to the identification of comparable apps/software for other devices. Again, most devices will be able to meet most criteria.</p>
<p>Make It a Community Vision</p> <p>Continue the involvement of the representative, cross-function committee focused on a device strategy. Involve administrators, teachers, support staff, and community members (parents, students, government and business representatives) when possible. Allow all stakeholders opportunities to provide input and contribute to the vision during all phases of the process.</p>

Gap 2.2

The district is not fully staged for an efficient deployment of technology devices. Sustainable budgeting, multimodal training, and efficient technical support are not necessarily included in the plan.

Strategies to Close Gap 2.2

<p>The Device Deployment Plan</p> <p>The cross-functional district committee's work should culminate in an implementation plan for the device deployment that includes a short-term deployment strategy that aligns to the district's longer-term technology plan. A typical approach to deployment includes the following components: 1) Collaboration with the appropriate information technology (IT) staff to insure that the network and Internet infrastructure can support the scope of the planned device deployment; 2) Community outreach to build awareness and support for the initiative; 3) Collaboration with those responsible for professional development in the design and offering of personalized, multimodal training for students, parents, teachers, administrators, and other staff, plus professional learning opportunities and time for teachers to design lessons that leverage the use of the devices in learning; 4) Building of a technical support team (often involving students and teachers) and a help desk with the capacity to handle the added load of this device deployment; 5) Establishing and building the capacity of academic or instructional coaches and other educational technology (ET) staff to provide ongoing supports; 6) Establishment of professional learning networks that enable educators, IT staff, ET staff, and others to exchange ideas and share lessons learned; 7) Development of a 3-5 year budget that addresses the total cost of ownership of the devices across their anticipated life cycle (including replacement costs); 8) The presentation of the plan to the School Board (or appropriate subcommittees, with budget requests); 9) Updated responsible use policies and parent consent processes for the new device strategy; 10) Strategies for obtaining and funding insurance coverage for devices; 11) Development of a digital citizenship curriculum and plan for implantation of the curriculum with all students; 12) A deployment schedule that synchronizes all elements of the plan outlining the rollout; 13) A strategy for developing the necessary instructional resources to transition to an emphasis on multimedia, multimodal learning; and 14) Metrics that include the indicators and associated data collection for measuring progress, as well as a feedback loop for using these data to inform continuous improvement.</p>
<p>Training/Professional Learning Considerations</p> <p>Training for all staff should be intensive, ongoing, job-embedded, and connected to practice. Focus on student learning and address the teaching of specific curriculum content. Align with school improvement priorities and goals (vision). Build strong working relationships among students, teachers, and staff. Professional development should be offered to meet the schedules and needs of those who will be attending. Providing multiple formats (e.g., face-to-face, synchronous online, asynchronous online) will likely meet the needs of a larger number of educators.</p>
<p>Support Considerations</p> <p>Buildings should leverage teacher leaders to support on-site instructional coaching/mentoring program. Mentoring is proven to increase effective use and application of new resources and tools into classroom instruction. IT services staff should be familiar with the hardware, software, and online resources to ensure they can be used on the devices. All staff should be aware of and have immediate access to FAQs, tutorials, and troubleshooting resources. A helpdesk should be in place for in-depth issues. IT staff should understand their role in supporting learning, not just servicing computers, and have a plan in place for prioritizing issues based on instructional needs. Allow students to share their expertise. For example, provide a student "Genius Bar" where students offer troubleshooting support materials, or offer student-provided support services as part of IT services through internships programs.</p>

Robust Network Infrastructure: Readiness Score of 5

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 1.1

The district has not yet designed an updated infrastructure that is robust, addresses digital learning, administrative, and business operations requirements, anticipates future growth and integrates industry standard measures for privacy, safety, and security.

Strategies to Close Gap 1.1

Update and Sustain

In order to close this gap, district leaders along with district technology leaders and the business manager should all be discussing not only an initial plan to update infrastructure, but also a plan to sustain it. This begins with assessing the amount of devices that you plan on allowing on your network. Some questions that should be asked from this group: 1. What is our current bandwidth pipeline? And how can we increase this over time 2. How many devices will be on our network at a given time? What is the student policy for this vs. the staff policy? 3. What is our access point coverage? And, have we conducted a heat map of every building to look at the most saturated areas? Do our current buildings comply with appropriate wireless coverage? Are there areas that are blocking, or restraining wireless connectivity?

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

Consider a Responsible Use Policy VS an Acceptable Use Policy

Think empowerment. Consider the Use Policy for students and staff an opportunity to empower use, not restrict it. Write (or rewrite) your use policy with opportunity in mind, helping students and staff to use technology wisely and responsibly. The Acceptable Use Policy (AUP) is the next phase in this process. In my experience at Burlington and Groton-Dunstable, we reviewed and updated our Acceptable Use Policies to align with new technology standards, new devices, and new access for students. I recommend reviewing your Acceptable Use Policy once a year and bringing in technology leaders along with administration. Ultimately, the School Committee or Board will approve the final policy that ends up in your district's policy book. This policy should be very general and serve as an umbrella for building-based procedures that building principals will want to review with technology leaders.

Empowerment Through Your AUP

When districts look at their AUPs, they should be aware of providing students and teachers with liberal access to information needed for school while staying within the context of The Children's Internet Privacy Act (CIPA), The Children's Online Privacy Protection Act (COPPA), and The Family Educational Rights and Privacy Act (FERPA). Currently, there are some schools that employ a Responsible Use Policy. The simple change in semantics presents a positive connotation so that students feel more empowered to use technology responsibly, rather than simply what is accepted. Regardless of word choice, this document(s) is the founding piece to ensure your technology initiative is working under the proper, Federal guidelines. Below is a revised Acceptable Use Policy that I adapted from the Responsible Use Guidelines created by Forsyth County Schools. (Forsyth.k12.ga.us, 2013)

Adequate and Responsive Support: Readiness Score of 5

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

Consider the Digital Work Flow

Begin working on digital workflows. Consider the purposes of the technology and the associated technical and instructional capacity building and support staff, students, and parents will need to ensure a learning return on the investment. Map the rollout of all initiatives, considering such needs long before the devices are deployed, projecting several years after the first deployment, and everything in between. It is very strategic to get users as self-sufficient as possible, as soon as possible. Consider creating a short list of foundational apps for both students and teachers that they have access to, on-demand. As you design a rollout plan, insure that you can reach—and support—every student, parent, or guardian.

Formal Cycle for Review and Replacement: Readiness Score of 5

Teams continuously monitor technologies—software, hardware, and infrastructure—to ensure upgrades, additions, and, when called for, sunset/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

Envision the learning scenarios the standards would enable

Bring together a stakeholder group that envisions the culture of schools were the national standards for high speed bandwidth met (i.e., 100 Kbps per enrolled student for the 2015-16 school year, with it increasing to 1000 Kbps per enrolled student by the 2017-18 school year). Develop scenarios of how school changes as a result of high speed access in every corner of the school. Envisioning the possibilities and committing to the powerful learning that this would enable is critical for sustainability and growth.



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.

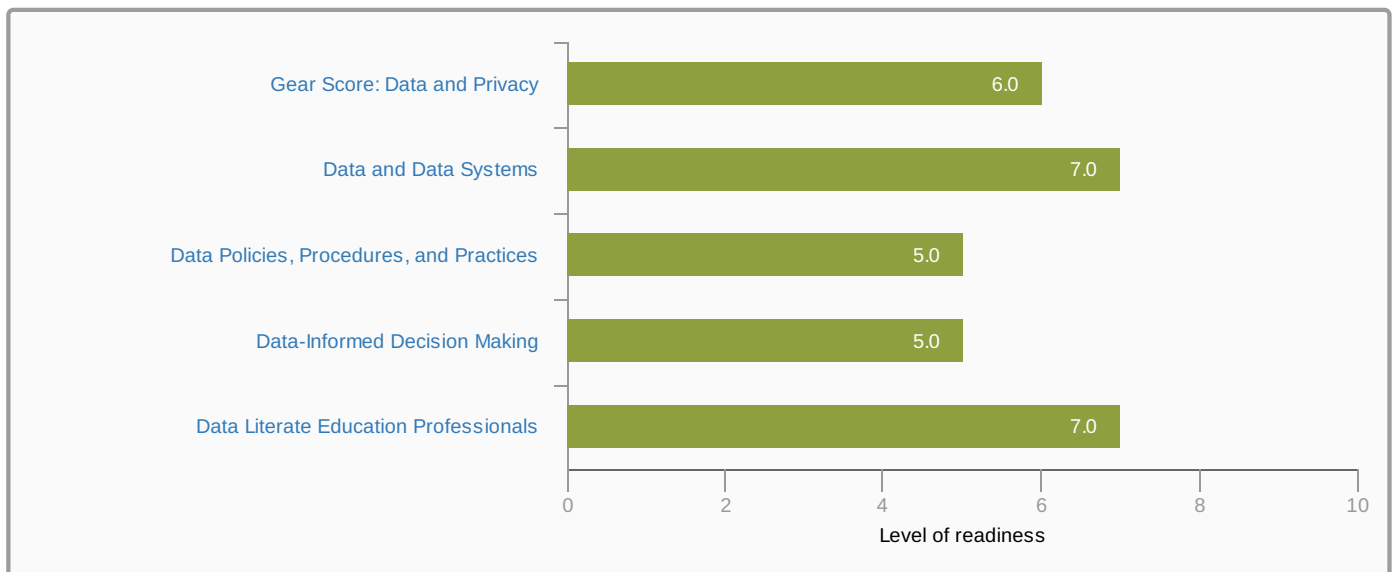
Elements of this Gear:

- 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:

sdfs

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 7

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>Map Current Data Sources to Guiding Questions: Document Gaps, Redundancies, and Misalignments</p> <p>Convene a district data committee to develop a comprehensive data, privacy, and security plan for the district. This process will probably take 6 months to a year and will require a staff member to serve as the project manager and writer. It should be integrated into the district's strategic plan, at least by reference. The process should begin by generating a list of questions that the district wants to answer through its data systems (e.g., Do our students need remediation in college? What types of graduates go on to college or certificate programs and how do they do? How is our new middle school math curriculum impacting math proficiency in high school?). Federal and state reporting requirements should inform this list of questions. Once the list of questions is finalized, the committee should identify the current data sources that inform the questions, identifying gaps. As the committee does so, it will want to document all data sources, the data steward for all sources, the frequency with which the data are collected, the data collection process, the location the data are stored, how the data are integrated or linked, the reporting mechanisms, the type and levels of access to the data, necessary privacy and security levels for the data, etc. Once the data sources are mapped to the guiding questions, gaps and redundancies should be documented, as well as data that are collected that do not inform any of the guiding questions.</p>
<p>Conduct a Needs Assessment</p> <p>Survey staff to identify current strengths and areas for growth related to data, (e.g., what, how, and when data are collected, data accessibility, data security, privacy, flexibility of reporting, and ease of use of the data systems.). Staff should also be asked about the data privacy and security issues they need guidance on (e.g., privacy policies related to apps or online web sites or services, etc.).</p>
<p>Conduct a Feasibility Study</p> <p>Based on the district committee's work in identifying current data sources, mapping them to key questions to be answered through data, and identifying redundancies, gaps, and misalignments, plus the needs assessment, a study should be conducted. The study should look across the data needs and requirements to generate recommendations for a more comprehensive, integrated data system that increases efficiencies, removes redundancies, provides data governance with clear levels of access for job classifications, improves access for authorized users, and achieves transparency, on-demand reporting, clarity in data stewardship, and usefulness for decision making.</p>
<p>Develop a Strategic Long-Term Data Plan, with Short-Term Actions</p> <p>A strategic, long-term data plan should then be developed by the District Data Committee, informed by the feasibility study. The plan should address: an integrated system of data structures, privacy and security, data governance, authorized user accessibility, etc. The document should be a living document that is periodically updated. It should include long-term goals and shorter term actions, with assigned responsibilities supported through allocated budgets.</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>Value Added</p> <p>The district data committee will want to plan a “marketing campaign” that communicates to end users the value of the updated data system regarding the users’ respective roles and responsibilities. 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>
<p>Build in a Feedback Loop from Users</p> <p>As new systems are introduced, a feedback loop from users should be built in to ensure ease of use, flexibility, and value added for the end-user.</p>

Data Policies, Procedures, and Practices: Readiness Score of 5

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

<p>Establish a review cycle to stay current with federal, state, and local laws</p> <p>Investigate the components of strong federal and state data policies and discuss how these provisions might be modified and adopted at the district level. Specifically, see Education Counsel’s Key Elements for Strengthening State Laws and Policies Pertaining to Student Data Use, Privacy, and Security: Guidance for State Policymakers. Priorities like transparency, leadership, and governance can be applied to the district’s policies and practices.</p>
<p>Student Data Principles</p> <p>The Data Quality Campaign and CoSN convened a diverse coalition to address pressing concerns about student data privacy. The 10 Student Data Principles were the outcome. Consider this list as you write your data policies. 1. Student data should be used to further and support student learning and success. 2. Student data are most powerful when used for continuous improvement and personalizing student learning. 3. Student data should be used as a tool for informing, engaging, and empowering students, families, teachers, and school system leaders. 4. Students, families, and educators should have timely access to information collected about the student. 5. Student data should be used to inform and not replace the professional judgment of educators. 6. Students’ personal information should only be shared, under terms or agreement, with service providers for legitimate educational purposes; otherwise the consent to share must be given by a parent, guardian, or a student, if that student is over 18. School systems should have policies for overseeing this process, which include support and guidance for teachers. 7. Educational institutions, and their contracted service providers with access to student data, including researchers, should have clear, publicly available rules and guidelines for how they collect, use, safeguard, and destroy those data. 8. Educators and their contracted service providers should only have access to the minimum student data required to support student success. 9. Everyone who has access to students’ personal information should be trained and know how to effectively and 10. Any educational institution with the authority to collect and maintain student personal information should: a. have a system of governance that designates rules, procedures, and the individual or group responsible for decision making regarding data collection, use, access, sharing, and security, and use of online educational programs; b. have a policy for notification of any misuse or breach of information and available remedies; c. maintain a security process that follows widely accepted industry best practices; d. provide a designated place or contact where students and families can go to learn of their rights and have their questions about student data collection, use, and security answered.</p>

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

Imagine a school and district culture, where all 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, where logic prevails. That is data-informed decision making. To get start thinking about how it might benefit your school, review your existing school improvement plans and identify places where increased use of data can help support existing goals. You will also get some great ideas by meeting with teachers to discuss where they wish they had better access to data, more useful/usable data, or more data knowledge. Plan improvement activities, PD offerings, and the use of district resources to align to these priorities. Think big.

Data Literate Education Professionals: Readiness Score of 7

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.

Strategies to Close Gap 4.1

Provide Opportunities for Staff, Students, and Parents to Learn to Use Data Wisely and Responsibly

Discuss the benefits of a data literate staff. Based on a clear understanding of the data sets available in the district, the questions asked and answered through data, data roles and responsibilities, and data uses in the district and definitions of data literacy, the staff development committee should plan to provide the professional learning and training required to ensure educators are prepared to meet and exceed job responsibilities related to data, and students and parents are equipped to use data effectively.



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.

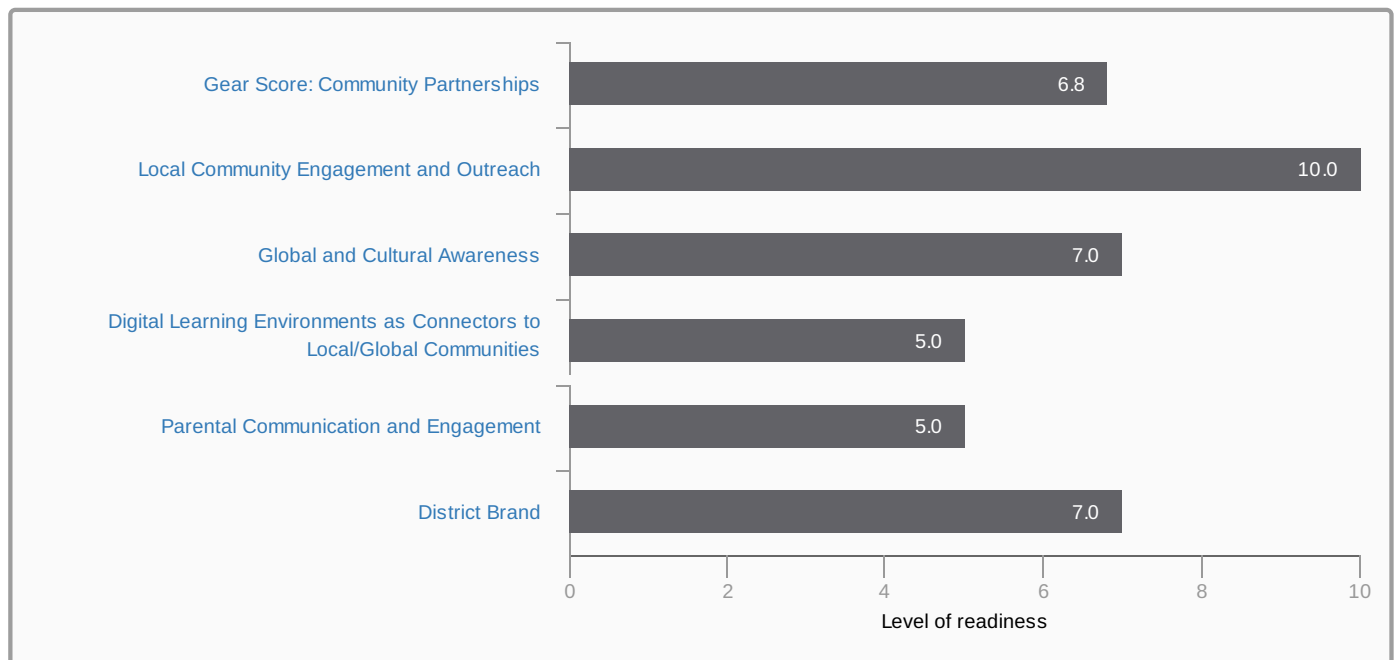
Elements of this Gear:

- 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:

asda

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 10

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, 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

Become Active Members of Community Groups

Join the local chamber of commerce and use that membership to network with local businesses. Both the chamber of commerce and individual local businesses should be recognized at school board meetings and other district events as appropriate. The school district should align itself with local civic organizations such as Rotary, Kiwanis, Shriners, etc.

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

Outreach/District Education Foundation

Tap into local industries and their expertise in global outreach. If the local industry is also a vendor for K-12 education resources, investigate the possibility of collaborating with other school districts that are served by that business. The school district should investigate establishing its own education foundation made up of leaders from the community the school serves. This foundation should have a major investment in the success of the school district and support teachers and students in achieving their learning goals. Fund raising and awarding funds to schools and teachers should be a major component of the purpose and structure of a school district's education foundation. The superintendent and school board should have active roles as members of the education foundation.

Global and Cultural Awareness: Readiness Score of 7

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>Partnership Plan</p> <p>The district should have a partnership plan with targeted outcomes. The plan should include short-term and long term outcomes for district level, school level, and classroom level partnerships. Each should have specific action plans for outreach, sustaining partnerships, and metrics for success. The plan should include periodic reviews and reporting mechanism to monitor the range and scope of partnerships across the district. Management should ensure there contact for each community group are planned, organized, and mutually beneficial.</p>
<p>Develop Partnership Guides</p> <p>Communicate expectations clearly to education professionals within the district about global and local partnerships by developing messaging and guides for various roles (e.g., teachers, school principals/school teams, social studies teachers, etc.). For example, a guide for global and cultural connections for teachers might include sites such as *EARN < http://www.iearn.org/> , Global School House < http://www.globalschoolnet.org/> , or Global SchoolNet.org http://www.globalschoolnet.org/, which are global meeting place for exchanges and partnerships online between and among classrooms across the country and around the world.</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>Partnership Plan</p> <p>The district should have a partnership plan with targeted outcomes for all levels, including classrooms. A key element at the classroom level will be considerations as to how curriculum, units, and lessons could be developed and shared that engage students in local culture. Opportunities should be communicated, with flexibility and adaptability for teachers to explore a wealth should have specific action plans for outreach, sustaining partnerships, and metrics for success. The plan should include periodic reviews and reporting mechanism to monitor the range and scope of partnerships across the district. Management should ensure there contact for each community group are planned, organized, and mutually beneficial.</p>
<p>Develop Partnership Guides</p> <p>Communicate expectations clearly to education professionals within the district about global and local partnerships by developing messaging and guides for various roles (e.g., teachers, school principals/school teams, social studies teachers, etc.). For example, a guide for global and cultural connections for teachers might include sites such as *EARN http://www.iearn.org/, Global School House http://www.globalschoolnet.org/, or Global SchoolNet.org http://www.globalschoolnet.org/, which are global meeting place for exchanges and partnerships online between and among classrooms across the country and around the world.</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

The district will want to conduct a needs assessment to review the various communications tools used by its partners. In addition, the district needs to compile a list of digital communications tools that are essential to effective online communications between classrooms and experts, resources, partners, and other classrooms. That list should include measures to ensure privacy, safety, and security.

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

Review the results of a study on district policy related to technology access. Consider alternative policies and their impact on student access, safety, privacy, and security. Develop a preferred option to fit your school culture and community.

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

<p>Vision</p> <p>The district should clarify expectations as to the type of parental access to student files and digital learning environments.</p>
<p>Selection</p> <p>One of the criteria for selection of components of a digital learning environment should be the type, flexibility, and ease of user for parental access.</p>
<p>Modification</p> <p>The current digital learning systems in use throughout the district should be reviewed for alignment with the district's vision for parental access.</p>

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

<p>Multiple Options</p> <p>Once there is a general consensus on the tools available to parents, the school district should embrace multiple options for communication including: a district mobile app; district, school and teacher websites; social media sites as appropriate, and options for parents without Internet access.</p>

District Brand: Readiness Score of 7

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

<p>Develop a Plan to Build a Brand for 21st Century, Digital Learning</p> <p>Build an action plan to establish an effective brand for 21st Century, digital learning. This plan starts with convening a district wide committee to study the topic and develop a common, forward-thinking vision. Once established, the committee should use sound practices to build the brand externally and internally (e.g., common logo, common messaging, common visual look to all communications, etc.)</p>
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Gear 6: 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.

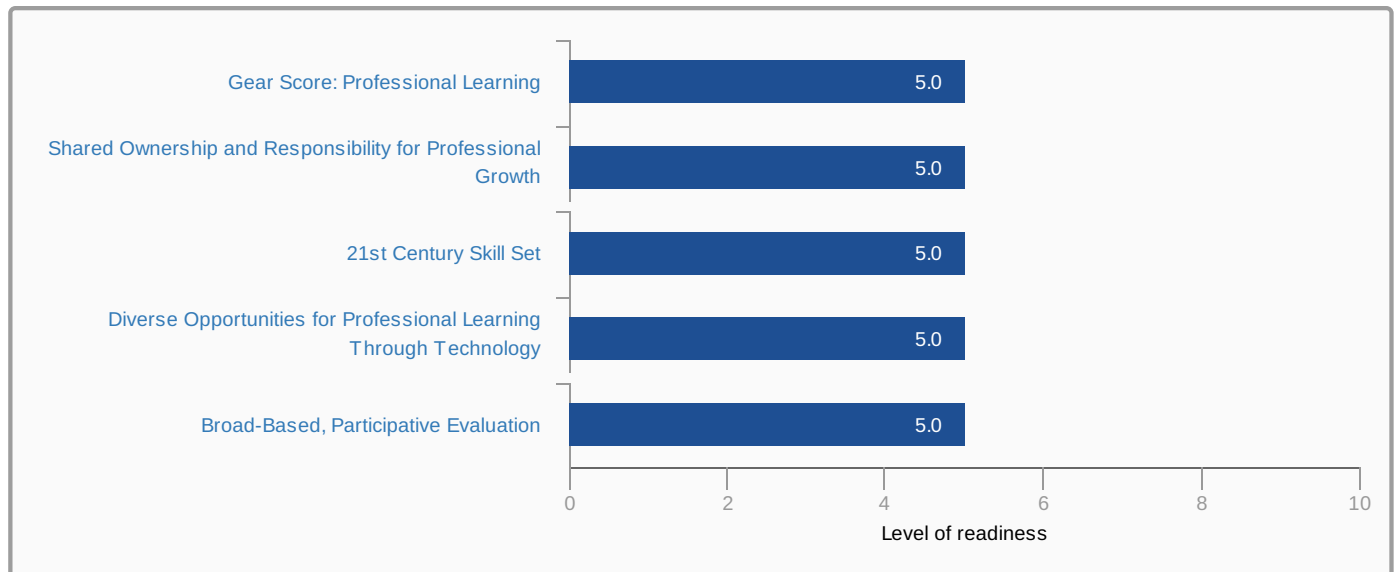
Elements of this Gear:

- 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 Professional Learning vision:

sada

Your District's Stage of Readiness for Professional Learning



Depth of Your District’s Knowledge Base: 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 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 Professional Learning

Shared Ownership and Responsibility for Professional Growth: Readiness Score of 5

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>Celebrate Work of Pioneers</p> <p>Have one or two teachers who are being successful with taking ownership of their own professional learning that includes the use of social media, PLNs, etc. present a report to the school board of trustees, with examples (live if possible) of social media professional learning.</p>
<p>Establish Task Force</p> <p>Form a task force to examine current professional learning practices in the district. Involve stakeholders from instruction, assessment, leadership and technology. Ask questions such as what gaps in professional learning exist that we don't have the in-house resources to close? Consider how access to on-demand, social professional development (e.g., Twitter, Classroom 2.0, edWeb.net) could provide to fill these gaps.</p>
<p>Envision Culture Shifts</p> <p>The culture of the district must be one of innovation, calculated risk-taking, and evidence-based decision making, open and encouraging of collaboration and sharing. Educators must feel they are trusted and respected as they personalize their own professional learning to meet district, team, and individual goals.</p>
<p>Envision Policy Shifts</p> <p>Consider the district structures that must be in place in order to facilitate personalized professional learning (e.g., education professionals familiar and knowledgeable about the ways that technology enables professional learning, flexibility in each staff members' professional learning, accountability measures for professional learning beyond seat time, honoring professional learning that takes place 24/7 at the staff members' discretion, etc.). For example, have each PLC investigate online resources, materials, tools, and methods for meeting collaboratively to address issues they are facing in their grade level/subject area.</p>

Culture of Innovation

Establish a culture of innovation where knowledge and expertise gained through personalized professional learning informs discussions and decision making, based on evidence-based reasoning.

Analyze Current Policies for Coherence

Examine current policies and regulations related to professional development. Consider how they do or do not foster a culture where social, professional personalized learning exists.

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**Examine Current System**

Examine current professional development requirements (e.g., number of hours, courses) and consider how performance-based strategies could be implemented instead of seat time.

Personalize for Individuals

Consider the unique interests, individual styles, and specific needs and areas of expertise of individual teachers when designing professional learning plans, experiences, and accountability systems. Allow for teacher voice and teacher choice in terms of pacing of learning and tools to use in accomplishing and demonstrating attainment of the learning goals.

Commitment to a Strategy

Following an investigative phase, a districtwide committee selects methods to achieve accountability in personalized professional learning, e.g., system of badges, educator portfolio of learnings, blogs of reflection, participation in online learning events such as EdCamps, classroom observations, PBL approach, review of artifacts (application to unit designs or lesson plans, gamification, presentations to colleagues, etc.).

Pilot

The system is piloted, with lessons learned used to finalize the new approach to tracking educators' professional growth over time.

Vision/Commitment

The committee writes a districtwide vision for shared ownership and responsibility for professional learning that articulates the new district direction. They work with the superintendent to submit their work for board approval.

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**Consider the Digital Structures That Empower Educators to Personalize Professional Learning**

Based on an analysis of how technologies, collaborative tools, and social media can empower educators to personalize their own learning, identify which approaches are supported through the district's digital infrastructure currently, and identify any gaps. Use the gaps to generate a prioritized list of the digital structures (e.g., online communities of practice hosted by the district around topics of relevance to educators, EdCamps, Twitter feeds, support for bloggers in the district, online collaborative tools, etc.) that the district will put into place, and the support structures (e.g., technical support, coaching, training, grants to support innovative cadres in developing personalized learning networks [PLNs], etc.) necessary to empower educators to use such structures.

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

Consider the Digital Structures That Empower Educators to Personalize Professional Learning

Based on an analysis of how technologies, collaborative tools, and social media can empower educators to personalize their own learning, identify which approaches are supported through the district's digital infrastructure currently, and identify any gaps. Use the gaps to generate a prioritized list of the digital structures (e.g., online communities of practice hosted by the district around topics of relevance to educators, EdCamps, Twitter feeds, support for bloggers in the district, online collaborative tools, etc.) that the district will put into place, and the support structures (e.g., technical support, coaching, training, grants to support innovative cadres in developing personalized learning networks [PLNs], etc.) necessary to empower educators to use such structures.

21st Century Skill Set: Readiness Score of 5

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.

Strategies to Close Gap 2.1

Envisioning Research-Based Solutions in Practice

A district committee reviews the findings and recommendations from the Task Force investigating 21st Century Skills. Based on that work, the committee identifies research-based solutions for building a district and school culture that embodies 21st Century skills/learning. For example, the new culture will require evidence-informed decision making, where educators are expected to think critically and make decisions using research and evidence; educators are given the autonomy and flexibility to be creative and innovative as they work toward achieving agreed upon standards; and educators are expected to make collaborative decisions, working as teams to meet the needs of all students in their district. They build scenarios such as a “day in the life of a teacher, principal, curriculum director” to describe the way in which personalized learning would add value to the school and district. This work informs the vision for digital learning developed for the district.

Change Management

The Districts interviews technology experts to consider transformational change models required for successful implementation of a 21st Century digital learning culture. Their conclusions are shared with stakeholders.

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.

Strategies to Close Gap 2.2

Envisioning Research-Based Solutions in Practice

A district committee reviews the findings and recommendations from the Task Force investigating 21st Century Skills. Based on that work, the committee identifies research-based solutions for building educators 21st Century skills (and technology skills) that will enable independence and self-directed in their own professional learning. In addition, the committee identifies strategies for building students' 21st Century skills and how that topic will be addressed through professional learning. They build scenarios such as a "day in the life of a teacher, principal, curriculum director" to describe the way in which personalized learning would add value to a teacher's professional practice. Based on these scenarios and their research, they identify the competencies teachers, administrators, and other education professionals will need for 21st Century learning and teaching.

Apply Investigative Findings to the District

Consider if any of the range of options for building the capacity of education professionals in using 21st Century skills in learning that were identified in the investigative phase, work for your district, e.g., consider how social professional learning (e.g. online courses, MOOCs, webinars) could be leveraged. In doing so, consider the shifts and changes in policy, culture, beliefs, practices, etc. that would be necessary, e.g., for the social professional learning example, how would policy need to change to document individual teachers uses outside of school when seat time monitoring is not an option?)

Vision Building

In collaboration with stakeholders, district leaders develop a vision for 21st Century skills in personalized professional learning. That vision should include the knowledge and skills the district will expect education in the district to acquire and apply to their professional practice and to their job responsibilities. Include a "Profile" for educators that identify the "21st century skills/learning" they will need to excel in their individual and collaborative professional learning, professional practice, and instructional practices. Once the district identifies the competencies that educators will need for 21st Century learning and teaching, district leaders commit to that vision, and the new professional learning focuses it will require.

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.

Strategies to Close Gap 2.3

Consider the Technologies Required for Classroom Digital Learning as Targets for Professional Learning

Review professional learning targets related to digital learning in the classroom: social media, conferencing or collaboration software, digital content resources, interactive simulations, social networking, cloud-based digital libraries and expert directories, online collaboratories, probeware, mobile learning devices, survey/polling applications and response systems, etc.)

Consider Pedagogical Approaches That Advance Digital Learning as Targets for Professional Learning

Investigate research-based, innovative pedagogies and curricula for digital learning as background for the professional learning required by teachers, administrators, and other education professionals.

Assess the Educator Competencies Required to Teach in a Digital, 21st Century Classroom/School

The technology competencies and incorporation of 21st Century skills in teaching and learning are assessed to determine professional learning needs. There is a clear differentiation between assessing technical competency, and measuring the capacity to model (and consistently embed) enabling technology into self-directed, engaged learning.

Share Results

Summarize and share research with stakeholders in order to create a common understanding of key technology-enabled learning needs and required proficiencies. FAQs are shared to clarify the difference between technical competency and mastery of technology-enabling instructional design and implementation. Best practice models are identified, analyzed and shared with stakeholders in preparation for planning. Recommendations from experts are used to build decision matrices. The District might work with stakeholders and subject matter experts to create a curated repository of technology-enabled learning tools and active learning methodologies for review and recommended use.

Funding Implications

The Districts considers the scope of the professional learning that will be required over the upcoming transition to digital learning. District leaders document that scope and implications for time allocation and budget.

Funding Implications

The Districts considers the scope of the professional learning that will be required over the upcoming transition to digital learning. District leaders document that scope and implications for time allocation and budget.

Vision Building

Based on the investigations of the district committee and discussions related to how the research applies to this district, they work with stakeholders to establish a vision for the professional learning required to be ready to implement digital learning.

Diverse Opportunities for Professional Learning Through Technology: Readiness Score of 5

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

Develop a Continuum of Professional Learning Models

Identify key research-based findings on effective professional learning and adult learning to guide your work. Map design of professional learning to research-based best practices. Design a continuum of professional learning from face-to-face opportunities through the most emergent types of professional learning that leverage existing technologies.

Write a Shared Vision Grounded in Research

Work with a district wide professional learning team to write a new vision, based on the team's findings for professional learning across the district. Determine goals, action steps, implementation plan, and timeline. Communicate expectations for professional learning.

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

Technology Skills Required to Engage in Personalized Professional Learning

Consider ways to gauge technology skills necessary to engage in alternative forms of professional learning.

Technologies Required for Personalized Professional Learning

Consider what types of technology and/or digital tools education professionals will need to access in order to participate in technology rich or social media based forms of professional learning.

Education Professionals' Current Access to Technology and Social Media

Collect and analyze data on the access and current use of technology by education professionals.

Review, Decide, Commit

Review results from various audits (e.g., Technology Use, Instructional Time, Professional Learning time audit, Instructional time audit, etc.), and consider changes that would advance personalized professional learning. Imagine the impact of those changes and describe the way forward, in anticipation of the planning process, and commit to a specific vision.

Broad-Based, Participative Evaluation: Readiness Score of 5

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

Executive Team and Board Involvement and Commitment

The Superintendent will want to meet with the school board in an extended meeting to discuss the new models for broad-based participative evaluation systems. The superintendent should then share the results with his executive team and seek input from members of that team and begin to write an executive summary of what the program would look like and craft the appropriate policies. Based on stakeholder input, plus this work of the board and the executive team, the district should select and commit to a model for a broad-based, participatory staff evaluation system.

Identify Policies That May Serve As Barriers

Based on a review of current policies and regulations related to the teacher practices, select those that may serve as barriers to implementation. Also identify gaps, where new policies may be needed. The superintendent and the members of the school board should have a private planning retreat to review the need for program and policy changes to support participative evaluation practices. Investigate the programs and policies in place in exemplar school districts (preferable those in close proximity) where collaborative goal setting and professional improvement are the norm.

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

Considerations in Teacher Evaluation Models

While student achievement is central to the education mission, education professionals should not be judged solely on test scores. Especially since they provide little specific guidance for professional growth. Districts should establish specific goals for instructional practices, student engagement and other professional skill areas and collect data in these domains as well. However, neither is content area instruction alone the sole source of student achievement. In fact, if achievement is judged by student success in future endeavors such as college attendance and completion, job satisfaction and future earnings, there are important cognitive and learning skills and dispositions that researchers are finding to be even more directly related to these outcomes such as self-regulated behavior, collaborative skills, etc. Researchers are also finding that these skills are malleable and can be taught, scaffolded, and assessed. Data related to these 21st Century Skills should be gathered and included in the evaluation process.

Clearly Identify the 21st Century Skills and Expertise Expected of Educators

Create a list of common values relating to 21st Century teaching skills deemed necessary for success in 21st Century classrooms. What must educators know and be able to do to ensure that the students they serve know and are able to do what is necessary to succeed in college and careers. Commit to all district staff reaching mastery in these non-negotiable areas, creating specific paths supporting all educators in reaching these destinations.

Select or Build a Preferred Model

Based on the review and rating of models of participatory teacher evaluation systems, one is identified as preferred, or a new model is designed as the preferred model.

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

Envision the Preferred Future

After meeting with the school board, the superintendent should meet with his executive team and share what was learned during the school board retreat. The superintendent should seek input from his executive team and begin to write an executive summary of what the program would look like and craft the appropriate policies.

Make a Commitment

A larger team that includes teachers, school administrators, district administrators and one or two members of the superintendent's executive team should work with the two documents that have been created and draft a final version to be returned to the superintendent's executive team. The executive team will include this item as a board agenda item to be voted on and approved by the board of trustees with implementation to begin with the start of the next school year.

Identify Policies That May Serve As Barriers

Based on a review of current policies and regulations related to the teacher practices, select those that may serve as barriers to implementation. Also identify gaps, where new policies may be needed. The superintendent and the members of the school board should have a private planning retreat to review the need for program and policy changes to support participative evaluation practices. Investigate the programs and policies in place in exemplar school districts (preferable those in close proximity) where collaborative goal setting and professional improvement are the norm.

Be Clear in District Expectations of Teachers

Create a list of common values relating to 21st Century teaching skills deemed necessary for success in 21st Century classrooms. What must educators know and be able to do to ensure that the students they serve know and are able to do what is necessary to succeed in college and careers. Commit to all district staff reaching mastery in these non-negotiable areas, creating specific paths supporting all educators in reaching these destinations.



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).

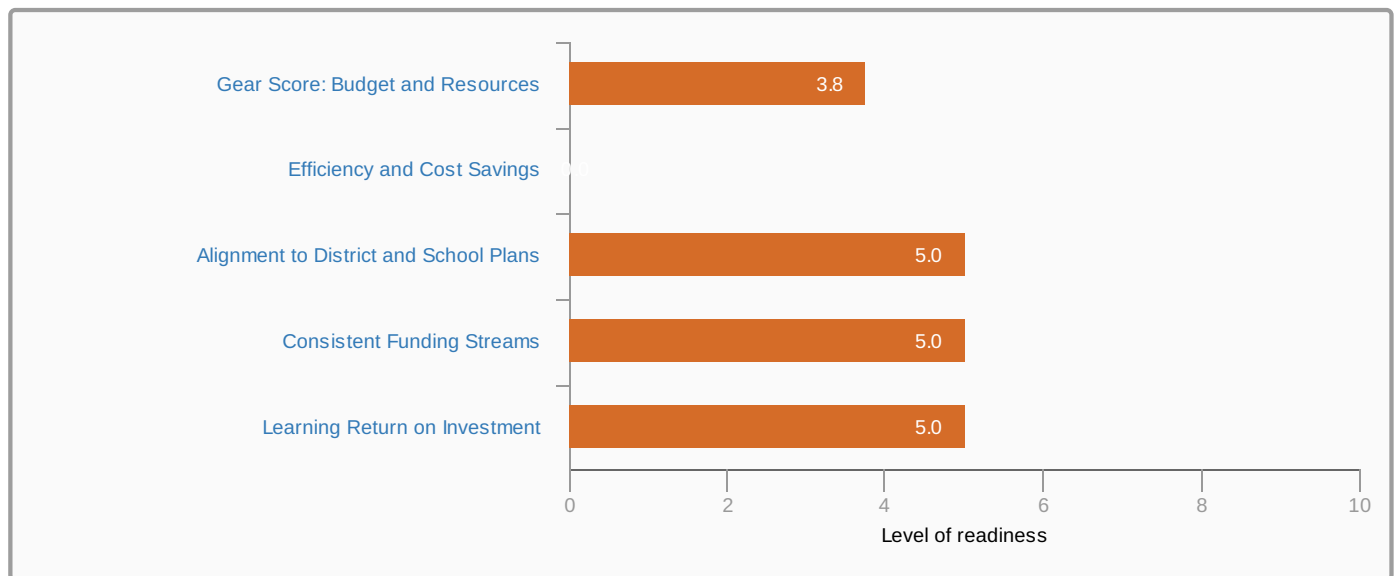
Elements of this Gear:

- 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:

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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 0

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>Accessing The Experts</p> <p>In preparation for designing a more student-centered budgetary process, it is critical to form a cross-functional District Budget Development Team that is composed of academic, technical and finance leaders, and other stakeholders who collectively represent the District's interests. The expertise of these colleagues, community members, and subject matter experts can be leveraged to better understand and communicate school system funding policies and procedures as they study how to apply innovative funding options within the constraints of current finance structures (i.e., weighted funding allocations according to student need, competency based models that are not restricted by seat time, etc).</p>
<p>No Stone Left Unturned</p> <p>Before making any informed decisions about funding digital learning, the District will need to understand true costs associated with digital learning. In order to move beyond typical, silo-styled budget development, the budget development teams should research and analyze multiple Total Cost of Ownership (TCO) tools and best practices to identify what will best serve the District's needs. The team will need to identify measures that may be used to inform the calculation of TCO (i.e., doing indirect labor surveys on professional staff training time and costs, or the amount of time lost as users deal with computer errors or access issues). The Consortium for School networking (CoSN) and Gartner released a free web-based TCO tool that can be used to identify the costs associated with the digital learning environment.</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>Know Your Baseline</p> <p>Document your current costs for digital learning. Use a budgeting approach that enables all expenditures to roll up into the categories you establish as a "chart of accounts."</p>
<p>Proactively Seek New Ways to Leverage Technology into Cost Savings</p> <p>Attend conferences and visit other districts that achieve cost savings through successful digital learning models. Look to them not only for how they achieved cost savings, but also, how they documented the cost savings (i.e., comparing total cost of ownership across time periods).</p>

Alignment to District and School Plans: Readiness Score of 5

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>Connecting the dots</p> <p>Armed with prioritized examples and vetted strategies, the District is able to map current funding structures to new and existing technology-enabled learning tools and resources, and 21st Century skill development. This process becomes the basis for a more informed and comprehensive discussion and review. For example, it becomes easier to identify the District's capacity to use funds across multiple disciplines and programs. The District can also create a graphic illustration that represents clear connections, inferred connections and gaps. Based on a review through multiple lenses, the District is ready to define its vision for a student-centered, digital learning budget process.</p>
<p>Share the vision</p> <p>Take advantage of the technology available to you. Use multiple communication resources (including social media) to share the District's vision for supporting digital learning and 21st Century skill development throughout the budget development and approval process. Add value to your effort by illustrating the purpose of adopting this vision (i.e. showcasing specific authentic learning examples, mapping expenditures to student learning goals, etc.). Using concrete examples will clearly connect new and existing funding to student-centered learning during the budgetary development and review process.</p>

Consistent Funding Streams: Readiness Score of 5

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

Use non-examples

Non-examples can be used to illustrate what practices to avoid and why. Identify scenarios where inconsistent funding is proven to have a negative effect on technology-enabled teaching and learning. Determine if those practices exist in your past or current strategies and recommend potential strategies for establishing more consistent funding.

Don't be short sighted

Envision how most programs or activities might benefit from learning-enabled technology and can contribute to the development of 21st century skills. Use this effort to define a how a sustainable digital learning environment can thrive within existing budgetary constraints.

Learning Return on Investment: Readiness Score of 5

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

Reflection

Review an array of evidence of direct and indirect student learning (i.e., benchmark assessments, student perception surveys, samplings of authentic learning assignments, evaluation rubrics, etc.) to determine if the District has sufficient evidence of student learning to use to illustrate technology-enabled personalized learning and the development of 21st Century skills. If not, the committee needs to identify additional sources or methodology.

Explicit connections

Define and discuss L-ROI from the perspective of digital learning and 21st Century skill development; selecting examples of L-ROI from case studies to use for deeper discussion and potential alignment to district needs. Use selected L-ROI metrics to envision how this type of accountability can be integrated into all aspects of strategic and fiscal planning.

Drawing conclusions

When the District is committed to the cost, time and effort it takes to calculate and budget according to L-ROI, document and share how this commitment could impact budgetary decisions, student learning and stakeholder perception.



Gear 8: Across the Gears: Empowered, Innovative 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.

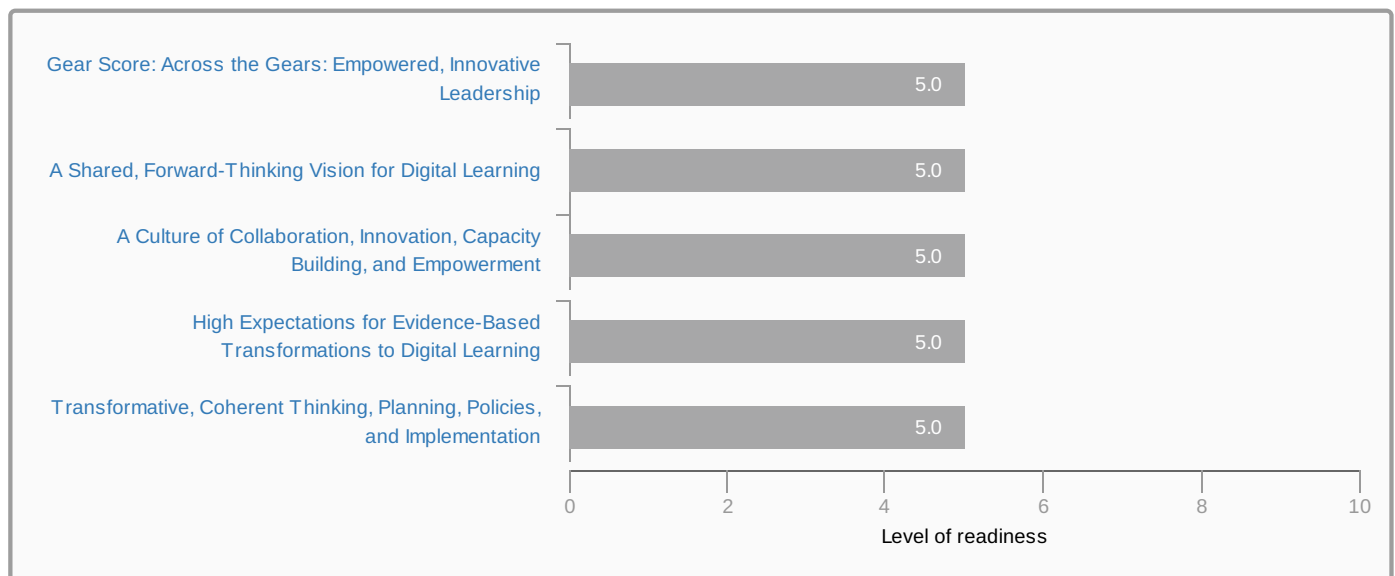
Elements of this Gear:

- 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: Empowered, Innovative Leadership vision:

bnvghty

Your District's Stage of Readiness for Across the Gears: Empowered, Innovative Leadership



Depth of Your District’s Knowledge Base: Across the Gears: Empowered, Innovative 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: Empowered, Innovative 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: Empowered, Innovative Leadership

A Shared, Forward-Thinking Vision for Digital Learning: Readiness Score of 5

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

Match Student Achievement Gaps with Technology Solutions

Not every student achievement gap requires a technology-based solution. The team should work closely with district leaders, such as the director of curriculum or assessment specialists, to look at student achievement data and determine which gaps require changes in teaching and learning strategies that are enhanced by the use of technology, which can be maintained or enhanced with technology, and those which require other solutions. Include a career-ready perspective by partnering with local business and community groups to gain a better understanding of their needs and the skills that future employees will need that can be enhanced by digital learning. Prepare a chart to graph issues with corresponding solutions.

Create a "Planning for Results" Table

A "Planning for Results" table or a similar tool can be used to help team members organize and articulate specific areas of need. Team members work collaboratively to identify the areas of need, the desired achievable results, current reality, and assumptions of why the currently reality exists as part of determining a vision for digital learning. Consider the needs of all stakeholders when identifying results and describing current reality, including students, educators, parents, and community members. The next step in the process, completion of Strategies and Actions, occurs during the Planning and Staging Phase.

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

Develop a Formal Communications Plan

Develop a communications plan, including actions as suggested by the National Schools Public Relations Association. The outline of a plan could include, but is not limited to, the following components: Statement of Overarching Strategic Digital Learning Vision, Suggested Communication Goal, and Objectives. After identifying all stakeholder groups, determine a communication strategy and associated actions for communicating with each group. Strategies and actions included in the plan might include developing key messages related to specific purposes and audiences; establishing systems for sharing the vision with new staff as part of the onboarding process; incorporating the communication of the vision for digital learning into all district leadership goal setting sessions; identifying technology tools (e.g., websites, social media, local television) and creating appropriate messages for each medium; and enlisting the support of community leaders.

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

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." Form a "book study" professional development activity for the leaders in your district using this book or others related to collaborative and shared leadership.

Create a District Vision of Collaborative Innovation

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), gather ideas for flattening your district's organizational decision-making and providing transparency for those decisions. 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

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.

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 5

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

Sort and Select

After investigating exemplary districts and searching out effective models through literature reviews (see Investigating strategy for description), the team should compile a digital learning resource page for the education community it is representing. Focus the resources on the particular models (e.g., 1:1, BYOD) that are most feasible in your context. Assume that the general public and most teachers will not read everything. Compile an executive summary of the pertinent findings and short descriptions of particularly relevant information.

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

Enhance District Assessments

The last thing any teacher or student needs today is another test. After planning for measuring success using current assessments, envision data that would enhance the digital transition reporting. Tell the "story" by using mini case studies of student work, survey findings of students and adults, data from interviews with participants, and other qualitative measures of progress.

Determine Measures of Instructional Technology Practice

Develop timelines and metrics to measure technology use in classrooms as evidence of progress toward achieving the digital learning vision. Utilize analytic data that is accessible from within systems such as online learning platforms: Google Apps, Office 365, Schoology and other such systems that might be currently utilized.

Transformative, Coherent Thinking, Planning, Policies, and Implementation: Readiness Score of 5

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 meet).

Strategies to Close Gap 4.1

Use a "What if?" Matrix

After review of possibilities, team members can align possibilities with identified needs with the goal of creating a district digital resource plan. This can be done as a team electronically using mind mapping or brainstorming tools. (Examples of free and low cost tools can be found at <http://mashable.com/2013/09/25/mind-mapping-tools/>. The matrix would have identified needs along one axis and possible solutions along the other. This initial exercise should not be limited by considerations of cost, time, or feasibility. The solutions will be narrowed in the next step.

Determine Realistic Solutions

A second matrix is now developed to bring the brainstorming closer to reality by examining actual feasibility and determining of actions needed to support the technology initiatives. In this matrix, the digital activities are listed along one axis and the needed processes and policies are listed on the other. Also consider how existing practices may or may not fit into your plan. Examples of these processes might include changes in pedagogy, allocation of time, adjustments to schedules, providing professional development, or allocation of funds.

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

Identify Needs and Strategies

Based on an inventory of the district's current capacity related to data collection and analysis, determine what needs should be addressed in order to attain the district vision. Create a chart which aligns identified needs to possible strategies and solutions. Consider needs of all types, including infrastructure, resources, staffing, levels of access, and professional development.

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.

Strategies to Close Gap 4.3

Use the Counter Measures to Envision Areas for Change

Use a Five Whys technique (see Investigating strategy for description) to investigate issues related to change management, pathways to the implementation, capacity building, dedicated time for collaborations and committee work, necessary resources, metrics for monitoring progress to enable data-informed continuous improvements, and established funding streams to support the work. Use the "Counter Measures" to envision the changes needed to make the transformation.

Sample 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):



Our institution recognizes that 21st Century Skills are critical. We plan on providing student with real world problems in the future.

Use of Time (Gear 2):



sads

Technology, Networks, and Hardware (Gear 3):



sdsa

Data and Privacy (Gear 4):



sdfs

Community Partnerships (Gear 5):



asda

Professional Learning (Gear 6):



sada

Budget and Resources (Gear 7):



hhh

Across the Gears: Empowered, Innovative Leadership (Gear 8):



bnvghty

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.