

**Digital Learning Readiness Score: 6.2 (of 10)**

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



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

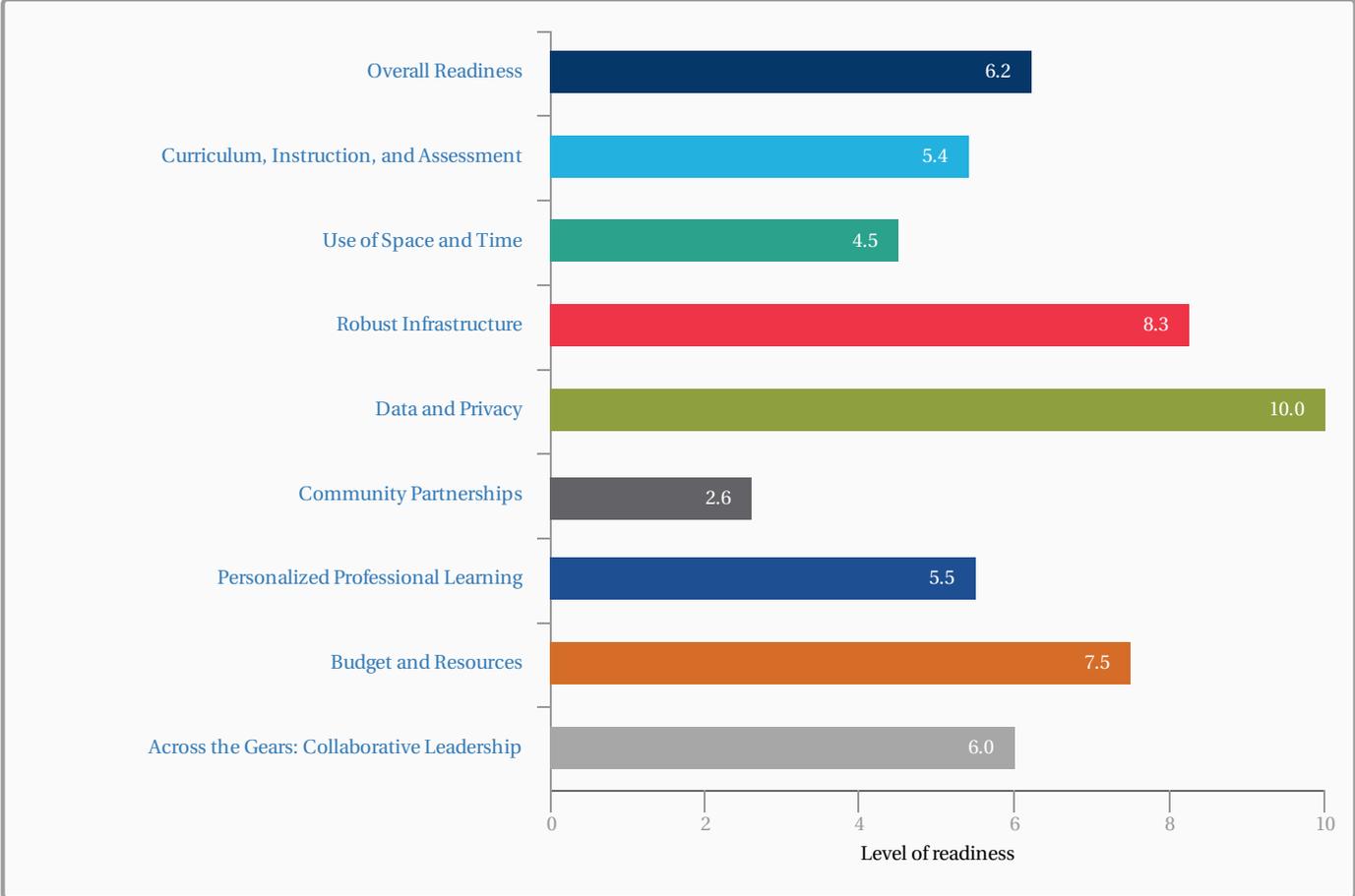
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

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

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

**Digital Learning Readiness per Gear**

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



## Digital Learning

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

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

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

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

### Your District's Vision for Digital Learning

District Vision
Digital learning is part of the curriculum and integrated seamlessly into daily lessons.

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

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

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

## Your District's Digital Learning Environment

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

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

### Strategic Use of This Report

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

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

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



# Gear 1: Curriculum, Instruction, and Assessment

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

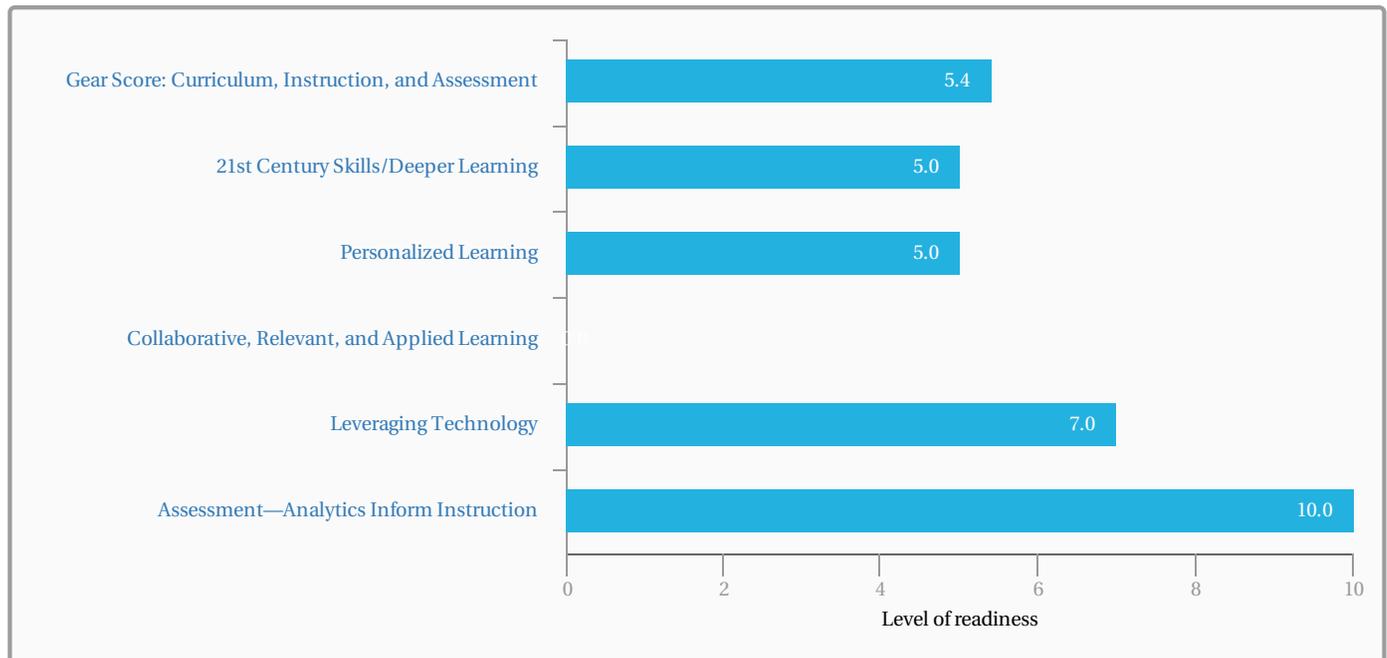
## Elements of this Gear:

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

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

Curriculum, instruction, and assessment practices will leverage the full range of technology and digital resources to ensure students are immersed in rich, authentic, relevant learning experiences that enable 21st Century Skills/deeper learning across the disciplines.

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

#### Strategies to Close Gap 1.1

<p><b>A Skill Selection Process</b></p> <p>Have a group of key stakeholders review the 21st Century Skills/Deeper Learning competencies that best align with your district’s goals 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 and/or competencies that align with your district’s strategic plan and mission as the top priorities. Create a framework that defines these skills/competencies and the instructional practices known to develop each skill. Based on the research done in the investigative stage, document the value of each selected skill to students in the school community.</p>
<p><b>Build a Case for Priority Skills, then Build Scenarios</b></p> <p>Convene a cross-functional district team to map the district’s set of 21st Century Skills/Deeper Learning competencies to align with curriculum, instruction, assessment, professional learning, resources, and budget priorities. First, build scenarios for how teachers will integrate 21st Century Skills/Deeper Learning into the classroom, connecting them with specific curriculum objectives and content-areas if appropriate. Each scenario should provide a clear picture of how the skill will be taught in concert with curriculum objectives. Once a few scenarios are built for each skill, content area, and grade level that describe the desired instructional results, use the back mapping process to determine which students, teachers, principals, parents, and other stakeholders will need for the vision described in the scenarios to become reality. Based on this work, make a recommendation to the superintendent of priority list of 21st Century Skills/Deeper Learning, including the justification from the literature, district-created documents, and district data as to why those skills are a priority for the district. Include the scenarios to communicate the feasibility of the recommendation.</p>

### Gap 1.2

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

#### Strategies to Close Gap 1.2

<p><b>Assessment for Everyone</b></p> <p>Charge the cross-functional district team, or create another team, to map the district’s set of 21st Century Skills assessments with curriculum and instruction. Using the list of assessments created in the investigative stage, envision how the assessment for the 21st Century Skills will look at all grade levels and content areas. In some cases, the optimal assessments will be rubrics the teacher and students use to assess performances in project-based learning. Others will require teacher observations of students during classroom interactions, particularly with very young students. Still others will require students to post evidence that they have accomplished a specific skill, together with the justifications as to how the evidence represents their growth. The team should also consider how the district’s formal assessments, including benchmark assessments or even statewide tests, can be used to assess the skills.</p>
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## Personalized Learning: Readiness Score of 5

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

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



## Gaps & Strategies for Personalized Learning

### Gap 2.1

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

#### Strategies to Close Gap 2.1

##### Bring the Vision to Life: Build Scenarios

Build scenarios or case studies that bring to life the concept of personalized learning and the new experiences it can provide to students at all levels based on the findings from the cross-functional team in the investigating stage. The scenarios should ground the findings in the context of your district to provide examples of what personalized learning will look like in your schools, for your teachers and students. Use the scenarios to create a shared vision of personalized learning for the district.

##### Map Your Vision to Research

Back map your vision for personalized learning to align with the district's needs, educators' current knowledge and skills, current research, and exemplary practice using the scenarios as a guide for the desired results. Ensure that there is transparency in how your vision is created and individuals' responsibilities in carrying out the vision.

### Gap 2.2

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

#### Strategies to Close Gap 2.2

##### Identify What It Takes

Conduct an analysis of what is needed to genuinely commit to personalized learning (e.g., policy, infrastructure, curriculum, professional development, etc.), identify which of those needs could be met with current practice and what would be needed. Vet the ability and interest of the district in addressing those need, identifying where gaps may demonstrate a lack of true commitment to personalized learning.

### Gap 2.3

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

#### Strategies to Close Gap 2.3

##### Identify Gaps in Student and Teacher Skills Necessary for Personalized Learning

Determine what skills both students and educators need to participate successfully in personalized learning. Consider student skills related to self-direction and learning strategies; and educator skills related to pedagogy and individualization of content. Gather information from other school districts, as well as regional and national organizations with expertise on the topic. Identify instruments that can be used to assess students' and educators' skills and identify gaps between current skills and the level of skill necessary to participate in flexible, personalized learning.

<p><b>Identify Pedagogical Gaps</b></p> <p>Research pedagogy for personalized learning to determine what types of instruction are most supportive. Identify district policies, initiatives, or resources (e.g., textbooks, lesson plan templates, curriculum guides, teacher evaluation materials) that align with or contradict these pedagogical approaches. Begin to identify gaps between the pedagogies that the district current supports and those that could be used to systemically support personalized learning.</p>
<p><b>Identify Potential Policy Barriers</b></p> <p>Identify what policies are currently in place that may serve as barriers to your vision of personalized learning. Compare the policies of districts with effective personalized learning initiatives (see Investigating strategies) to your district’s policies to identify differences that may impact personalized learning efforts. Relevant policies may be related to issues such as use of time, access, use of school-owned materials, Internet filtering, social media expectations, assessment, grading, and/or curriculum development.</p>

**Collaborative, Relevant, and Applied Learning: Readiness Score of 0**

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

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



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

**Gap 3.1**

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

**Strategies to Close Gap 3.1**

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

**Gap 3.2**

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

**Strategies to Close Gap 3.2**

### Define Authentic Learning

Identify key components of what is meant by authentic, collaborative work in other districts and in relevant literature. Review current research and best practice related to collaborative teaching methods and identify trends that are consistent with local priorities. Work towards the development of a local definition. For example, in several of his writings on the topic, author Fred Newman identified three criteria essential in an authentic learning environment: • meaning and knowledge are created and produced by students • students use inquiry in the learning process • students’ work has relevancy beyond the classroom walls.

### Authenticity through the Business Community

Explore expectations for collaboration in the workplace by visiting professional business leaders in the community or by studying business leaders that have demonstrated success in this area. Seek out examples of collaborative structures and how they function in work settings. Utilize local resources (e.g., Chamber of Commerce) to identify business leaders who are innovating through changing processes and the type of work with which their employees engage. Look for patterns between collaborative teaching methods and collaborative structures in the workplace that may inform the district’s efforts.

### Examine the Change Process Pioneering Districts Used

Examine the work of districts/organizations that have made project-based learning a priority. Study research, materials, and instructional resources in order to identify the components that are relevant and important to your district. Focus on the instructional design process as a foundation for analyzing stakeholders’ needs, developing a plan, designing the instruction, and assessing the outcomes.

## Leveraging Technology: Readiness Score of 7

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

#### Name Your Model

Identify one (or more) of the best practice technology integration models identified in the investigation process that will guide the development of a comprehensive plan to integrate learning-enabling technology into curriculum and classroom practice. The cross-functional team may choose to focus on one model, or combine models to best suit the district’s needs. Once a model has been agreed upon, create a plan for piloting the model with selected teachers in the district. Establish a feedback loop that will inform future versions of the model.

#### Put it in Writing

Develop a comprehensive plan for the integration of effective learning technologies to share with stakeholders (i.e., all professional staff, parents/families, local businesses, and local subject matter experts). Clearly define roles and responsibilities, the implementation timeline, and program evaluation methods for the integration plan. Build ample opportunities for stakeholders to provide feedback on the plan into the timeline. Where possible, map funding requirements for implementation to potential Learning Return on Investment (LROI) and Total Cost of Ownership (TCO).

**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**

<p><b>Let Data Drive the Vision</b></p> <p>Collect any available data on the current levels of readiness of leadership, professional staff, students, and the community to implement this vision of a digital learning environment. Identify necessary data that are not available and create a plan for collecting it.</p>
<p><b>Weave It In</b></p> <p>Review the district’s current strategic plan and embed the new vision for integration of digital learning and curriculum into the existing plan. Emphasize integrating the vision into the strategic plan, rather than simply adding it in, and obtaining input from stakeholders regularly throughout the process. Develop specific examples to illustrate the change in practice that would take place once implemented in a district classroom. Include a communication plan that will align any modifications to research and best practice in order to champion this change in practice.</p>

**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**

<p><b>Plan but Continually Adjust</b></p> <p>Review the district’s existing technology integration plan to assure that it is aligned to the new vision for digital learning. Make sure the plan identifies implementation roles and responsibilities as well as measurable goals and outcomes. Due to rapid changing technology developments and requirements, build in an annual reexamination of technology policies, practices and funding to maintain effectiveness and efficiency. The review process should include district leaders, teachers, students, and subject matter experts. Identify methods and timelines to evaluate the implementation of the integration plans. Develop a comprehensive communication plan.</p>

**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

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

#### Strategies to Close Gap 5.1

##### Use Your Research

Back-map your goals and plans for digital assessment to current research and 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. Consistently share your plans with stakeholders (including teachers, parents/families, school board, local businesses, assessment and privacy and security experts), placing an emphasis on the foundational research and current best-practices.

### Gap 5.2

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

#### Strategies to Close Gap 5.2

##### Evaluate Progress

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. Include an assessment of the plan itself by continuing to 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.

##### Align the Pieces

Ensure digital assessment tools are tied to specific goals, objectives, and standards that are locally relevant, and ensure the data maps are aligned. Be sure that digital assessments are robust enough to meet multiple expectations, yet timely enough to be used continuously at the classroom level without interference.

### Gap 5.3

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

#### Strategies to Close Gap 5.3

##### Safe and Secure

Conduct a full system security review to ensure any issues of access and securing of data meets industry standards. 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. Facilitate an internal audit of policies and funding to be sure that plans can be staged for a seamless implementation.

##### Using Data Daily

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 employ to help them”). Continue to train 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.

##### Assess with Purpose

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 Space and Time

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

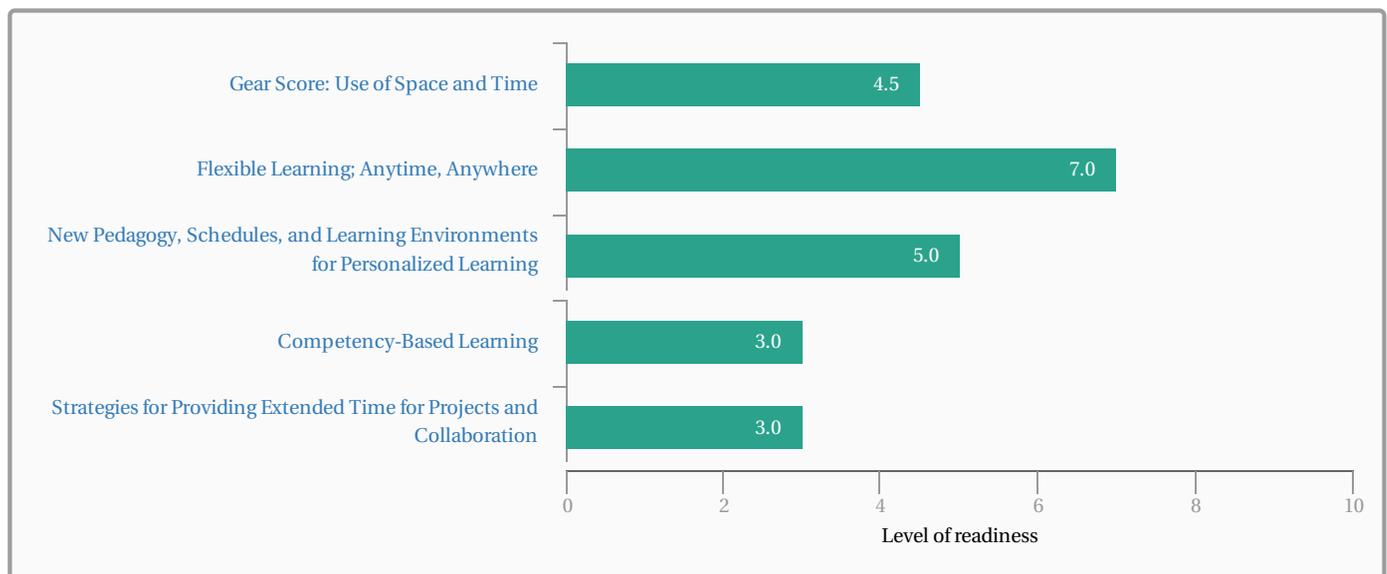
### Elements of this Gear:

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

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

Flexible schedules, personalized learning, and and competency-based education are all necessities for the success of digital learning.

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



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

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

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

## Status

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

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

## Rubrics for Use of Space and Time

### Flexible Learning; Anytime, Anywhere: Readiness Score of 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 or online and blended learning, and have continual review processes in place for licensing agreements. They have measures in place to evaluate their plans, and a continual feedback system to monitor roll out of any devices, access issues, or blended learning opportunities. They are staged to provide professional development to teachers, and additional training to students that will enable flexible, anytime, anywhere learning.



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

#### Gap 1.2

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

#### Strategies to Close Gap 1.2

<p><b>Focus on Instruction</b></p> <p>Begin working with cross-functional teams to identify curriculum or instructional issues that may be barriers to staff fully embracing flexible, anytime, anywhere learning. Build out a concrete plan that aligns curriculum and instruction with the district's vision for flexible learning.</p>
<p><b>Do What's Best for Students</b></p> <p>Begin working with cross-functional teams to identify student learning issues or other concerns that may be barriers to fully engaging in flexible, anytime, anywhere learning. Consider the needs of the student body as a whole, as well as needs that may be unique to specific subgroups (e.g., English language learners, students with special needs). Work with all teams to identify critical questions that need to be addressed prior to finalizing a plan.</p>

#### 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><b>Policy in Systemic Support of Practice</b></p> <p>Revise and expand existing policies to address practices of student and professional staff in online and blended learning environments. Anticipate potential issues related to 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, and instructional time/seat time, and adjust policies and practices to accommodate the new vision of flexible, anytime, anywhere learning.</p>
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### Align Tools with Vision

Seek out digital learning environments or content management systems 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 who 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.

### 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 that have been used by other communities similar to yours. These may include solutions such as subsidized student use of portable hotspots, community and business-provided high speed Wi-Fi access points, community funding campaigns for providing devices to schools or families, or scaled pricing from Internet service providers for school-age families.

### Think Outside of the Box

Consider how to optimize the learning environment both in and outside of schools. Technology enhanced, active learning can take place anytime and anywhere if the learner has access to appropriate resources and the skills and motivation necessary to succeed. Identify the tools and resources that will optimize 24/7 access to learning opportunities. Determine areas where the district has adequate tools and resources that can be leveraged, as well as areas where the district may need to allocate or pursue funding to provide additional tools and resources for all students. These may include: • a web-based tool for students to access assignments and learning resources at school and at home (e.g., a web-based classroom space or learning management system, a class website, shared cloud drive) • a method for students to submit digital work (e.g., shared network drive, online drop-box or locker) at school and remotely • adequate digital content (e.g., e-texts, instructional videos, teacher-made learning resources, open-educational resources) • synchronous and/or asynchronous solutions for student-to-student and teacher-to-student online collaboration (e.g., discussion threads, web conferencing, audio conferencing, wikis, blogs) • off-site or after-hours access to the Internet (e.g., mobile devices with education-oriented portable hot spots, after-hours access to district buildings, or free Wi-Fi access at public libraries and community centers).

### Ready, Willing, and Able

Create a culture that embraces meaningful change by embedding technical skill development into authentic, personalized learning. Prepare innovative teachers and student leaders to serve as peer coaches and mentors who model the use of technical and communication skills for authentic, personalized learning to other staff members and students. Establish teams of experts who can be available to provide support, and to train and model the effective use of a particular application or system. Establish expectations for professional development related to flexible, anytime, anywhere learning for all staff, focusing on changing attitudes or expectations about learning that may be barriers to implementation. Provide a good example by providing district-wide flexible learning opportunities for educators and the community.

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

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

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



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

### Gap 2.1

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

### Strategies to Close Gap 2.1

### Take a Better Look

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

### Synthesizing Information

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

### Gap 2.2

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

### Strategies to Close Gap 2.2

#### Build a Clear Vision

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

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

### Competency-Based Learning: Readiness Score of 3

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

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



### Gaps & Strategies for Competency-Based Learning

**Gap 3.1**

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

**Strategies to Close Gap 3.1**

<p><b>What Works and Why</b></p> <p>Enlist a diverse team of staff and community members to research successful policies and practices for Competency Based Learning (CBL). Look to national clearing-houses and organizations that support competency-based learning, such as Competency Works and Digital Learning Now. Contact experts in the field, such as university researchers and leaders of professional organizations. Compare and contrast research examples with current district policy and practice. Have team members complete site visitations and interviews to gain a better understanding of how CBL works and why. Collect exemplars of how learner proficiency is demonstrated and/or assessed. Define potential CBL designs for your district based on the 3 core elements of CBL (flexible pace with timely support, learner choice and voice, and evaluation of learner proficiency) or another framework identified in the literature.</p>
<p><b>Identify Hurdles</b></p> <p>Investigate the current state and federal regulations as well as district policy that may impact a transition to competency-based matriculation for students (e.g., seat-time requirements to earn credit, funding sources for dual enrollment, programs of study, teacher certification requirements for dual enrollment, higher education institution admission requirements). Identify potential problems and solutions based on these regulations.</p>
<p><b>Pros and Cons</b></p> <p>Create a list of key factors related to the potential CBL models (e.g., course credit system, capacity for learner support, infrastructure and Internet access, adequate digital learning devices, policy, measuring proficiency, student schedules, staff schedules) that would contribute to the success or create challenges of the potential CBL models. Also consider how district or state policies and regulations may create barriers for specific models and create decision matrices and illustrations of your CBL plan to use in discussions with key stakeholders.</p>

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

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

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



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

**Gap 4.1**

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

**Strategies to Close Gap 4.1**

### **It's About Time**

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

### **A Closer Look**

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

### **Quality vs. Quantity**

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

## **Gap 4.2**

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

### **Strategies to Close Gap 4.2**

#### **Get Help from Your Friends**

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



## Gear 3: Robust Infrastructure

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

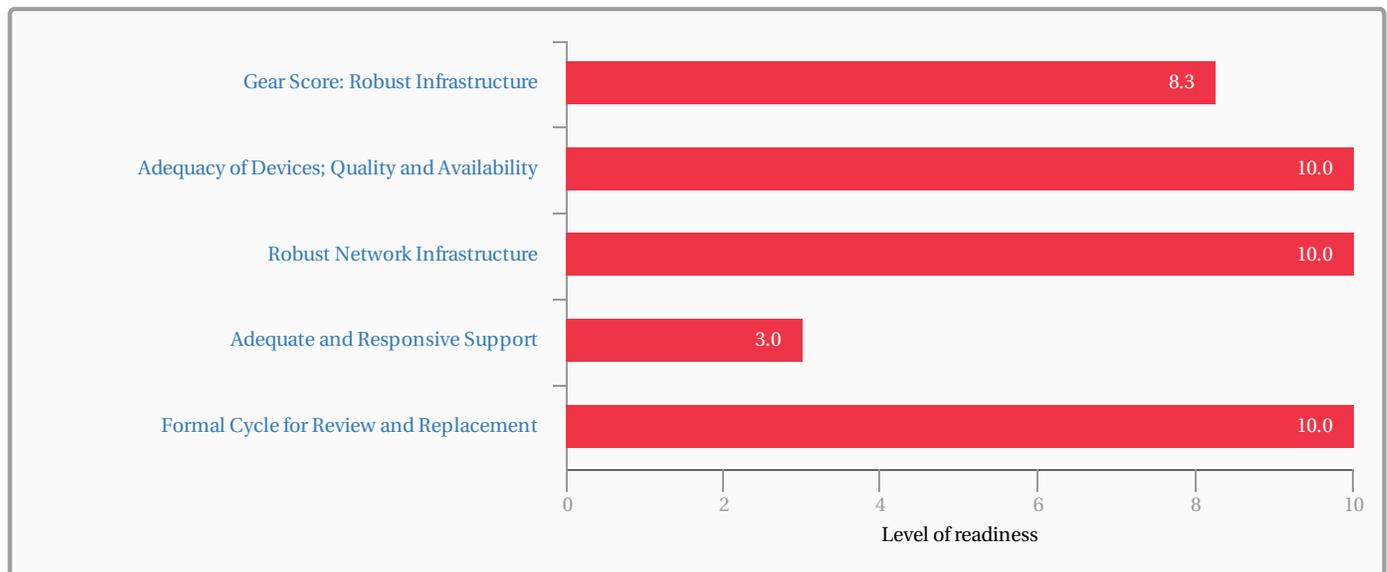
### Elements of this Gear:

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

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

A robust infrastructure is a necessity to support digital learning.

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



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

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

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

## Status

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

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

## Rubrics for Robust Infrastructure

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

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

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



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

#### Gap 1.1

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

#### Strategies to Close Gap 1.1

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

### Robust Network Infrastructure: Readiness Score of 10

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

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



### Gaps & Strategies for Robust Network Infrastructure

**Gap 2.1**

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

**Strategies to Close Gap 2.1**

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

**Gap 1.2**

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

**Strategies to Close Gap 1.2**

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

**Adequate and Responsive Support: Readiness Score of 3**

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**

**Range and Type of Support**

Identify the type and range of systemic support and capacity building needed by users (i.e., students, staff, parents) based on the district vision for digital learning. Consider the technical support, instructional support, and productivity support for users. The technical support is typically focused on ensuring that the technology devices, peripherals, and infrastructure are working for the user. This type of support system also includes a help desk and trouble ticket system, with on-the-ground technical support team (trained staff and students) who can respond quickly to problems. The load on this team is eased if the users have been trained to handle simple everyday issues (e.g., clearing printers, rebooting devices, etc.). The instructional support is focused on using technology to improve, increase, and deepen learning in ways never before possible. The instructional support system must work closely and collaboratively with all departments involved in curriculum, instruction, and assessment. While other departments provide the structures to succeed (digital content, integrated curriculum, online assessments, sample lessons, professional learning opportunities), the instructional support system is the day-to-day support that teachers depend on to use technology to teach, manage, facilitate, differentiate, individualize learning in real time. This support system typically includes a cadre of educational technology and 21st Century learning coaches and mentors. It is this group that projects the daily requirements of teachers and provides series of on-demand, just in time, personalized support that empowers teachers to use technology wisely and effectively. Productivity/Resource Support. The productivity support is focused on the software, apps, online services, and versions thereof that enable staff and students to be productive. Productivity support includes the licensing of software services, enabling sign on's, and version controls.

**Help is On the Way**

Conduct a needs assessment addressing the following areas: Technical support services: • Does staff feel supported by IT services? • Are questions answered and issues resolved in a reasonable amount of time? • Is service friendly and does it promote individual learning? Help Desk and Ticketing System: • Does the district have a help desk? • Is there a support ticketing system in place? Ticketing systems allow districts to track support services and helps identify what is most needed, which buildings experience the most issues, the time it takes for issues to be resolved, etc. Integrated technology professional development: • Has PD been sufficient? • Has PD been on going? • Has PD been relevant to individual professional responsibilities? • What PD is still needed? • What concerns remain? • Where does staff still feel unsupported?

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

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

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

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



## Gear 4: Data and Privacy

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

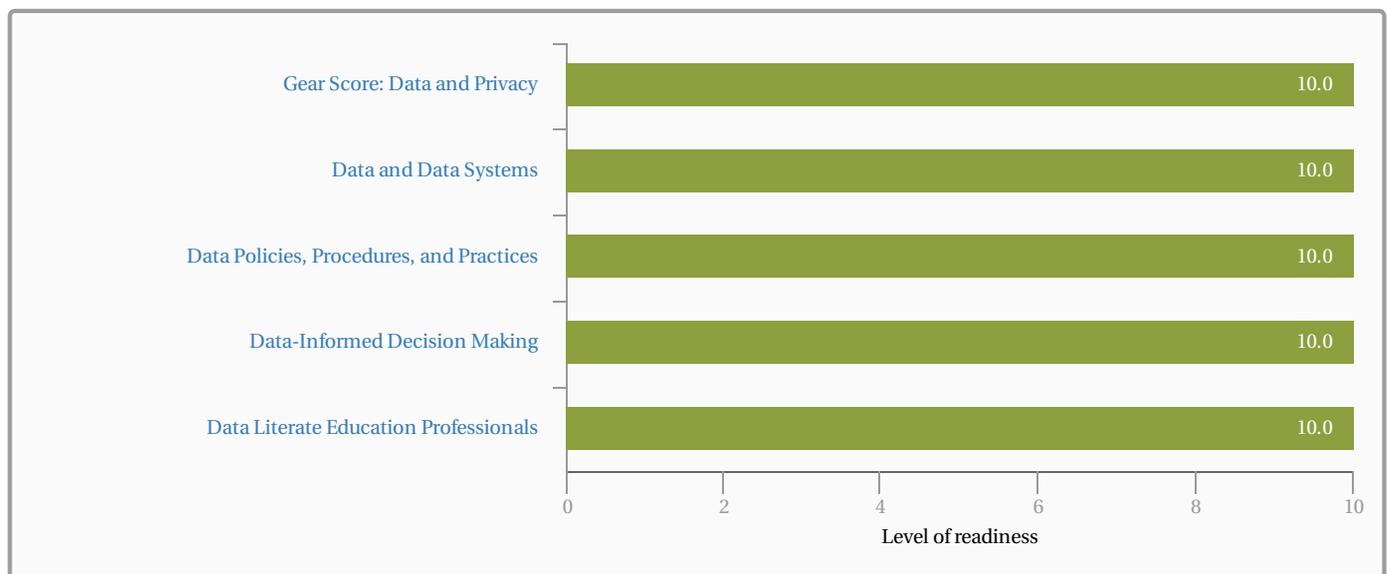
### Elements of this Gear:

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

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

Our district has policies and procedures in place to support digital learning.

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



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

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

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

## Status

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

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

## Rubrics for Data and Privacy

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

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

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



### Gaps & Strategies for Data and Data Systems

#### Gap 1.1

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

#### Strategies to Close Gap 1.1

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

#### Gap 1.2

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

#### Strategies to Close Gap 1.2

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

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

**Feedback Loops**

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

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

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

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



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

**Gap 2.1**

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

**Strategies to Close Gap 2.1**

**Communicate, Communicate, Communicate**

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

**Be an Informed Consumer**

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

## Data-Informed Decision Making: Readiness Score of 10

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

##### Model the Way to Data-Informed Decisions

Establish a district data team and adopt an established process to guide district data activities. Tackle a sticky problem by posing a key question, and modeling the four-step process: collect and organize data, analyze the data, interpret the data, and take action. Facilitate the group's data conversation by modeling and scaffolding their thinking using data. Take time out to "step out" of the process and reflect on what the group is asked to do and why, how the process is going, and what tools, resources, or approaches may be more effective for obtaining the desired goals. Document the process; celebrate the group failures, breakthroughs, and successes; and tell your story. Offer opportunities for cohorts of educators to join a shared leadership team for a 6-week process where they bring a sticky problem, and under great facilitation and guidance, use data to generate possible and optimal solutions. As you do so, integrate discussions related to data privacy and security.

##### Add the Topic of Data-Informed Decision Making to Professional Development Offerings

Offer cohorts of staff the opportunity to participate in initiatives (e.g., TERC's Using Data Initiative or Harvard's Strategic Data Project) specializing in providing trainings and systemic supports around using data and establish a process whereby they share the trainings and expertise with other educators in the district. Provide time for educators to discuss and use data in meaningful ways; provide instructional resources that educators can use to connect data with their practice. For example, make discussing data use and privacy part of monthly staff meetings. Provide data coaches who can collaborate with staff to help educators and teachers use data effectively and responsibly. These coaches could be part of a larger coaching project or could be a separate initiative.

## Data Literate Education Professionals: Readiness Score of 10

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

#### Engage Staff, Students, and Parents in Learning about Data Usage That is Relevant to Them

Develop and refine a series of professional development offerings (internal and external to the district) that enable educators to personalize their learning experiences, ensuring the learning is relevant and meaningful to the positions they hold in the district utilizing data. For example, the district may identify an overall weakness in instruction or resources based on state test data and develop training experiences to improve in this area. Assessments of educators' skills, both their perceptions and true assessments of abilities, should be conducted regularly to inform professional development offerings. Communicate clearly to educators that the professional development is informed by data, and be transparent about the process used to gather and interpret the relevant data for this purpose.

#### Weave Data Literacy into Systemic Support for District Operations

Integrate data literacy into various aspects of the district's operations such as: district's hiring practices, school board meetings, staff meetings and at parent and community events. Provide models of effective uses of data in decision making on a daily basis.



# 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.

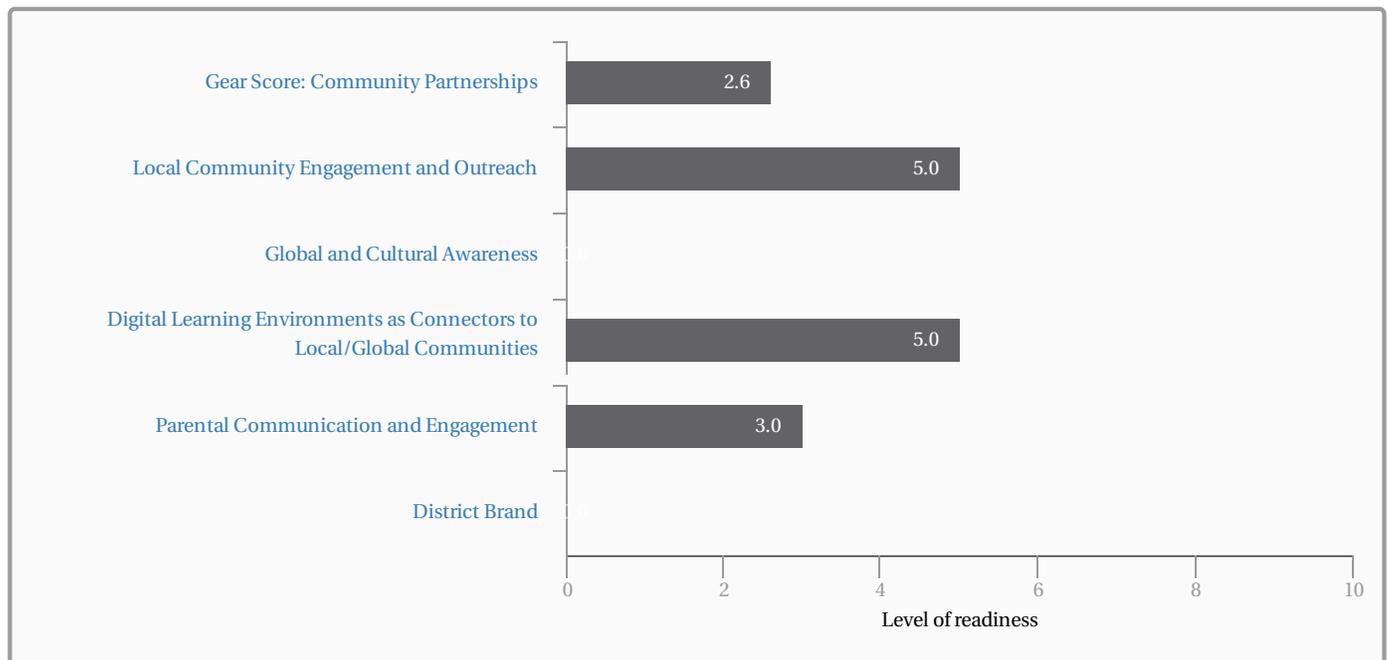
### Elements of this Gear:

- 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:

Our district needs to strengthen our community partnerships.

### 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 5

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

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



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

#### Gap 1.1

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

#### Strategies to Close Gap 1.1

##### Provide Partnership Training

Invest in community partnerships by providing regular training for school staff in developing, organizing, and participating in school-community partnerships. Training opportunities can be tailored to specific staff roles, such as school counselors, teachers, administrators, and support staff. All staff, including custodians, have a role in maintaining strong community partnerships.

#### 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

##### Create a Community Assets Map

Work with newly established community partners to identify where community resources and public meeting spaces are located and where pivotal community leaders operate. Create an interactive map that includes the community information along with locations of school buildings and resources. This map can be used in future planning activities, while versions of it can be provided online for district staff and community members to access.

##### Managing Partnerships

Establish a process that schools, teachers, and other education professionals within the school district should follow when they want to launch a partnership. Multiple processes may be in order for short-term and long-term partnerships. Guidelines and templates will be helpful for such cases. A district level "clearinghouse" of partners, activities, and volunteerism would assist in ensuring parity level opportunities.

##### Select Viable Partnerships

Once the school district has determined what existing needs can potentially be addressed through community partnerships, they should meet to establish specific goals for partnerships activities, prioritize the options to align with these goals, and make a decision as to which partnerships to pursue. All partnerships should be mutually beneficial.

## Global and Cultural Awareness: Readiness Score of 0

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

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



## Gaps & Strategies for Global and Cultural Awareness

### Gap 2.1

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

#### Strategies to Close Gap 2.1

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

### Gap 2.2

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

#### Strategies to Close Gap 2.2

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

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

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

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



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

### Gap 3.1

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

#### Strategies to Close Gap 3.1

##### Needs Assessment

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

##### Work with Local Media and Press

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

### Gap 3.2

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

#### Strategies to Close Gap 3.2

##### Promoting the Standards

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

### Gap 3.3

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

#### Strategies to Close Gap 3.3

### Learn from Big Wigs

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

## Parental Communication and Engagement: Readiness Score of 3

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

##### Ensure PAW (Parents Are Watching)

The school district leaders should explore how parent access to digital learning tools will be provided and administered prior to purchasing and/or implementing any student information system and/or learning management system. A plan for bringing parents into the system, assigning access that also assures data security and a process for educating parents must be a core part of any LMS and or SIS system.

##### Measure Parent Engagement

A review should be conducted at least annually to determine what digital learning environments are used by teachers and students in each school, and the current parental accessibility, including accommodations for parents without Internet access. Usage statistics should be tracked and used to inform the decision making process.

### 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

##### Are They Connected?

Survey students and parents to learn what tools they have for being informed about their own students' learning as well as school and district events. This survey should be conducted not only by school staff, but from community leaders as well, so that information is gathered from stakeholders who may be reluctant to communicate this information with school staff. Information should be collected regarding Internet accessibility, types of devices, and extent of access. This information should be reviewed annually.

## District Brand: Readiness Score of 0

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

##### What's the District's Brand?

Branding is grounded in a commitment to an important, urgent vision. A task force should be convened to investigate effective 21st Century, digital learning. Review websites and informational materials from neighboring school districts to determine how brands are being communicated. Contact districts with an effective brand to learn about the policies and practices that contributed to their brand. Consult local agencies that provide advertising or branding services for advice. Throughout the research process, create a list of the practices that lead to effective brands, and then analyze the district's status related to each practice. Create a list of items that the district brand should communicate or represent.



# Gear 6: Personalized Professional Learning

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

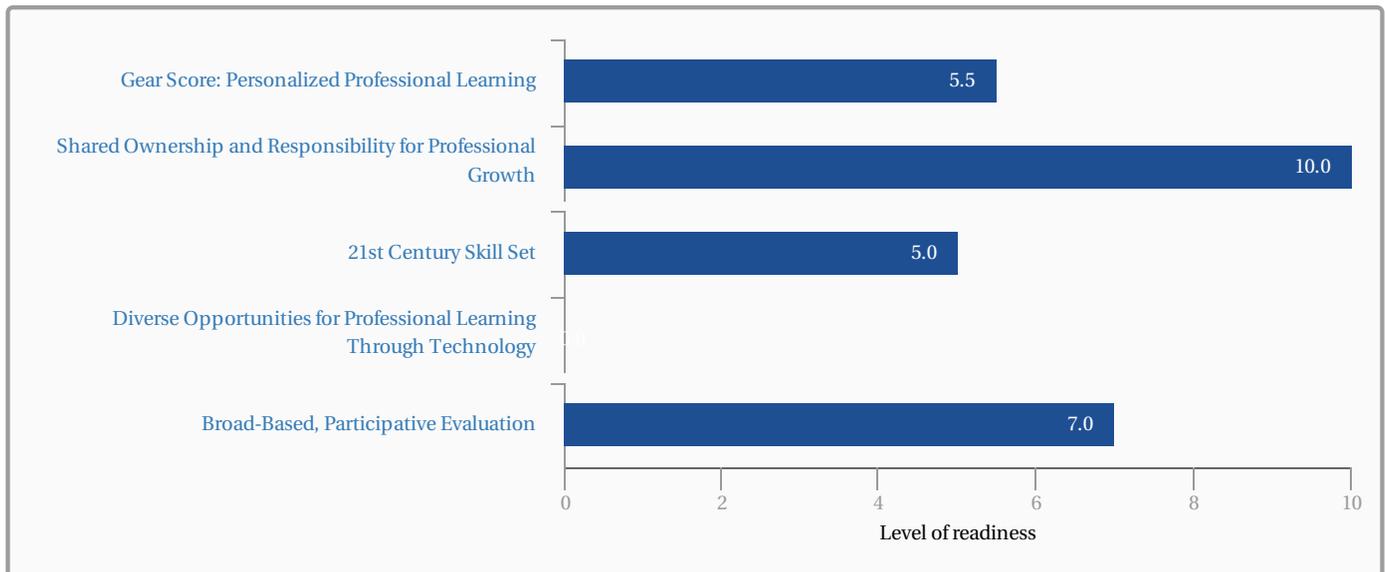
### Elements of this Gear:

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

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

Our district needs to expand and personalize our professional development offerings to support digital learning.

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



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

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

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

## Status

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

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

## Rubrics for Personalized Professional Learning

### Shared Ownership and Responsibility for Professional Growth: Readiness Score of 10

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

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



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

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

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

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

<p><b>Clarify and Align Expectations and Definitions</b></p> <p>Clearly define and set expectations for personalized, collaborative professional learning for all education professionals in the district. Establish associated funding structures to achieve the goals set, and the accountability system for demonstrating outcomes from the professional learning. For example, as an alternative to seat time accountability, the district might include: • Teacher exchanges of information gleaned from professional learning • Certificates, badges, or micro-credentials from online learning • Demonstrations of changes in classroom practices and lesson design in their set of expectations and definitions.</p>
<p><b>Enable Culture Shifts</b></p> <p>Shift the culture for professional learning by creating an open and encouraging climate of collaboration and sharing among education professionals. The culture of the district must embody innovation, calculated risk-taking, and evidence-based decision making. Educators must feel they are trusted and respected as they personalize their own professional learning to meet district, team, and individual goals.</p>
<p><b>Prepare to Implement the Professional Learning Plan</b></p> <p>Prepare engagement strategies for administrators and other key leaders in personalized professional learning. Establish a program with associated models, coaching, online discussion forums and the restructuring of time, with open discussions on alternate approaches to accountability other than seat time.</p>
<p><b>Identify and Build a Cadre of Mentors</b></p> <p>Create a cadre of personalized professional learning “mentors” at each campus, with the intent of each partnering with one or two “mentees” for a defined period of a semester or school year. Mentors and mentees collaboratively develop a personalized professional learning plan of action. Share the plan for the mentors to use with their mentees which is based on: • district or state teacher standards • The LearningForward Standards for Professional Learning • ISTE or state tech standards • standards from national or state level professional content area teaching organizations such as The National Council for Teachers of Mathematics (NCTM), the National Council for Teachers of English (CTE), National Science Teachers (NSTA), National Council for Teachers of Social Studies (NCSS), etc.</p>

### **Model Personalized Professional Learning**

Facilitate opportunities for leaders on your team to engage in ongoing exchanges of ideas and practices gained through daily use of technology in professional learning. In this way administrators can experience what personalized learning adds to their own professional growth and how they might document such personalized growth in teachers and other professional educators. It is imperative that district and school administration model the way new ways of learning and growing as professionals. Leaders must exhibit a willingness to be vulnerable, take risks, and share their stories with all members of the organization. As an example, district leaders may distribute a list of available Twitter chats relating to education, engage in a Twitter chat, and share any new learning with colleagues and/or faculty members.

### **Utilize and Leverage Professional Learning Communities (PLCs)**

Support and encourage ongoing engagement among teachers within your identified Professional Learning Communities (PLCs) across the district. Ensure that every professional staff member is on at least one job alike team that meets regularly to focus on student learning, as well as what learning they need as professionals in order to enhance student learning.

### **Align Policies for Coherence with Personalized Professional Learning Goals**

Based on a policy review, update current policies or conventional practices regarding professional learning to encourage educators to go deeper with their learning. Examples include: • Requiring a set number of hours to be completed through digital means • Require portfolios or other demonstrated means to showcase learning • Consider “bonuses” for leading innovators, • Remove inhibiting expectations such as seat time, shifting toward outcomes.

## **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**

#### **Refine and Revise Policies and Procedures**

Following policy and contractual review, policies and procedures are updated or enacted to ensure coherence and support for an accountability system for personalized professional learning that supports shared ownership and professional growth. To ensure successful implementation, the changes should be vetted fully among stakeholders to articulate clarity of vision and alignment to district student outcome goals.

#### **Use Time Differently**

Build time that is targeted for teacher and administrator professional learning into the master schedule. This is especially effective when teachers who teach the same grade levels or academic subjects have regularly scheduled planning and data analysis time together. When professional learning days are planned, teachers should be consulted to insure their voices inform the agenda for those days. The activities should be personalized, relevant and address job-embedded challenges.

#### **Clarity of Expectations for Teacher Accountability in a Personalize Professional Learning Environment**

The district will communicate, reinforce, and model the belief that seat time is irrelevant to effective teaching practice, and that learning outcomes and demonstrated professional growth are key. The district will articulate clear expectations that teachers are responsible for their own learning outcomes and must be able to communicate and demonstrate how professional development activities have improved their practice. This must be translated into the demonstration of improved academic experiences and more personalized approaches to instruction for all students.

#### **Design New System of Accountability**

The district will design and establish a professional learning system to honor the full range of activities, events, and growth experiences by educators. The district will consider approaches that include badges, educator portfolios, gamification to show results, classroom observations, PBL approaches, peer review of artifacts or presentations to colleagues, etc.

#### **Require Personalized Learning Plans Aligned to Desired Student Learning Outcomes**

The district will require that each educator create a personalized learning plan or roadmap for their own learning on an annual basis. Consider this plan may be created in collaboration with a district leader, PLC team member(s), principal, or combination of evaluators. The personalized pathway will meet each teacher where they currently are in their instructional practice, and follow a collaborative action plan for success as an individual learner. The plan will take into account that each staff member may not achieve mastery of the same learning goals at the same time. The plan articulates and tracks significant growth toward mastery and is aligned to the districts desired outcomes for student learning.

## **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**

**Establish Clear Expectations**

Ensure that each staff member annually creates a personal learning plan based on his or her needs, experiences, and interests. The plan must align to district student learning goals. Allow for and encourage non-traditional professional learning (e.g., giving “credit” for time attending an EdCamp on a Saturday or participating in a Twitter Chat in the evening).

**Implement Digital Structures That Empower**

Implement a prioritized list of the digital structures (e.g., online professional learning communities hosted by the district around topics of relevance to educators, EdCamps, Twitter feeds, support for bloggers in the district, online collaborative tools, etc.) that will empower educators to personalize their learning. Establish associated 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 digital structures.

**Walk the Talk**

Shift the focus of district-led professional learning over to personalized professional learning. Some examples include: • Facilitate all district staff in establishing Twitter accounts and become active users of Twitter as a professional learning vehicle. • Encourage staff to find 50 educators to follow (offering them a sample list), adding five new educators to follow each week, sending out five Tweets each day, finding five resources each week and share with others, and set goals to increase their own Twitter following over time as a way to grow their Personal Learning Network (PLN). • Hold a districtwide Twitter chat at a scheduled time during the week. Consider holding this weekly or monthly, perhaps during the lunch hour and/or after/before school around a topic of professional interest in the district. Encourage all staff to participate and offer ideas, questions, etc. • Encourage all staff to attend an EdCamp during the course of the year. Consider holding a districtwide EdCamp during a half-day professional learning day. • Share the power of blogging and offer a list of educational blogs to follow. Encourage all staff to follow at least one educational blog and share any learning that results. Also, encourage all staff to blog themselves and share these posts within the school district as well as with the entire world via the web.

**Monitor and Adjust**

Set a schedule – preferably monthly, but no less frequently than every six weeks - for regular review of each action step within each goal of the strategic plan and/or campus improvement plan. At each review session, note whether the action step is: Complete; In Progress; Not Started.

**Address Individual, Team/School, and District Goals**

Establish a template, preferably in a digital format, for each teacher’s personalized professional learning pathway. This template should be revisited continuously and have a mechanism to track progress over time. The district should consider aligning individual elements to specific and tailored goals in three areas: personal learning, school improvement, and district vision. This trio of focus will ensure that all teachers engage in professional learning that builds their capacity to attain district and school goals, while also addressing those areas of growth identified for the individual. Regardless of which goals are being addressed, the template and supporting tools should ensure that the teacher or administrator’s professional learning experience is relevant and personalized.

**Assessing Professional Learning as Part of Teacher Supervision**

Implement a technology solution that will monitor teacher attainment of professional development goals as opposed to tracking hours. Evidence collected using this technology becomes part of the teacher supervision process, particularly in measuring “professional learning” goals typically found in teaching rubrics. Use professional digital portfolios and have teachers reflect on their learning and how it has improved their instruction. The digital portfolio can be shared with peers for collaboration or supervisors as part of supervision and evaluation.

**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****Establish Clear Expectations**

Ensure that each staff member annually creates a personal learning plan based on his or her needs, experiences, and interests. The plan must align to district student learning goals. Allow for and encourage non-traditional professional learning (e.g., giving “credit” for time attending an EdCamp on a Saturday or participating in a Twitter Chat in the evening).

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Implement a prioritized list of the digital structures (e.g., online professional learning communities hosted by the district around topics of relevance to educators, EdCamps, Twitter feeds, support for bloggers in the district, online collaborative tools, etc.) that will empower educators to personalize their learning. Establish associated 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 digital structures.

### Walk the Talk

Shift the focus of district-led professional learning over to personalized professional learning. Some examples include: • Facilitate all district staff in establishing Twitter accounts and become active users of Twitter as a professional learning vehicle. • Encourage staff to find 50 educators to follow (offering them a sample list), adding five new educators to follow each week, sending out five Tweets each day, finding five resources each week and share with others, and set goals to increase their own Twitter following over time as a way to grow their Personal Learning Network (PLN). • Hold a districtwide Twitter chat at a scheduled time during the week. Consider holding this weekly or monthly, perhaps during the lunch hour and/or after/before school around a topic of professional interest in the district. Encourage all staff to participate and offer ideas, questions, etc. • Encourage all staff to attend an EdCamp during the course of the year. Consider holding a districtwide EdCamp during a half-day professional learning day. • Share the power of blogging and offer a list of educational blogs to follow. Encourage all staff to follow at least one educational blog and share any learning that results. Also, encourage all staff to blog themselves and share these posts within the school district as well as with the entire world via the web.

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Establish a template, preferably in a digital format, for each teacher’s personalized professional learning pathway. This template should be revisited continuously and have a mechanism to track progress over time. The district should consider aligning individual elements to specific and tailored goals in three areas: personal learning, school improvement, and district vision. This trio of focus will ensure that all teachers engage in professional learning that builds their capacity to attain district and school goals, while also addressing those areas of growth identified for the individual. Regardless of which goals are being addressed, the template and supporting tools should ensure that the teacher or administrator’s professional learning experience is relevant and personalized.

### Assessing Professional Learning as Part of Teacher Supervision

Implement a technology solution that will monitor teacher attainment of professional development goals as opposed to tracking hours. Evidence collected using this technology becomes part of the teacher supervision process, particularly in measuring “professional learning” goals typically found in teaching rubrics. Use professional digital portfolios and have teachers reflect on their learning and how it has improved their instruction. The digital portfolio can be shared with peers for collaboration or supervisors as part of supervision and evaluation.

## 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

Interview technology experts to consider transformational change models required for successful implementation of a 21st Century digital learning culture. 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

Review 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 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. 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

Develop a vision for 21st Century skills in personalized professional learning in collaboration with stakeholders. 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/Deeper 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

#### Tools as Targets

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,” probe-ware, mobile learning devices, survey/polling applications and response systems, etc.

#### Pedagogical Approaches that Connect

Investigate research-based, innovative pedagogies and curricula for digital learning as background for the professional learning required by teachers, administrators, and other education professionals. Those research-based approaches might focus on one or more of the following: project-based learning, authentic learning projects, personalized learning, blended learning, virtual learning, intelligent adaptive learning, continuous feedback, collaboration, etc.

#### Confidence in Competencies

Assess the educator competencies required to teach in a Digital, 21st Century Classroom/School The technology competencies of educators and the level of their 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 (a precursor to effective uses of technology), and measuring the capacity to embed technology into lessons that promote deep learning, self-direction in students, and cognitive and social-emotional engagement in learning.

**Share and Share**

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**

Consider the scope of the professional learning that will be required over the upcoming transition to digital learning. District leaders should document that scope and implications for time allocation and budget. Based on the investigations of the district committee and discussions related to how the research applies to this district, 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 0**

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**

**Involve Teachers in Researching the Topic**

Set up a professional learning group of teachers to research effective adult learning strategies. Provide these teachers with time in the day, or a stipend for after-hours work. Create multiple opportunities for the teacher research cohort to report their findings to the school’s administrators, teachers & staff, both in face-to-face meetings and through the use of blogs, webinars, etc. During the reporting of the research have the teachers who are participating as learners in this process offer their own perspectives on how effective they think individual learning strategies would be for them. This might be through a simple 1 to 5 star rating system – with comments, or in a more extensive blog, etc.

**Review the Knowledge Base and Synthesize Findings**

Identify critical questions about effective professional learning, adult learning, and emergent, technology rich forms of professional learning. Identify and collect research connected to critical questions facing your districts. Review current literature (ISTE, ASCD, other professional organizations) to determine how educators are utilizing professional development opportunities outside of traditional means. For alternative models of professional learning check the level of access to required technologies. Synthesize research findings into a clear and compelling document on the effectiveness of various professional learning models, approaches, and methods.

### Learn from Neighboring Districts

Consult with neighboring districts that allow for non-traditional means of professional development to determine what practices could be put into place.

### Gap 3.2

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

### Strategies to Close Gap 3.2

#### Investigate Professional Learning Options

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

#### Instructional Practices Audit

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

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

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

#### Technology Infrastructure Audit

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

#### Comprehensive Time Audit: Professional Learning

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

#### Comprehensive Time Audit: Classroom Instruction

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

## Broad-Based, Participative Evaluation: Readiness Score of 7

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

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



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

### Gap 4.1

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

#### Strategies to Close Gap 4.1

<p><b>Plan for Performance Evaluation System</b></p> <p>Formulates a general plan for the implementation once the participative model for evaluation has been identified or constructed. The team develops a plan for the implementation of a performance evaluation system that assesses teachers' and principals' professional skills as well as incorporating measures of student growth. To ensure clarity, the plan includes specific standards for each area to be evaluated and the criteria for success. In addition, the plan includes the provision of professional learning resources and strategies that will be available to assist professionals in actively developing skill in identified areas of need. Include timelines for implementation, communicating with all stakeholders throughout the process.</p>
<p><b>Key Issues</b></p> <p>Address the following issues in the plan: expectation for annual professional learning goal setting by all staff, clear descriptors of professional excellence as the basis for teacher evaluations, policy revisions necessary to ensure coherence with the new approach, standards of excellence, collaborations with key stakeholders such as teacher unions, state and federal requirements, and collaborations with teacher evaluation teams.</p>

### Gap 4.2

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

#### Strategies to Close Gap 4.2

<p><b>Develop an Action Plan</b></p> <p>Develop an action plan to implement the preferred teacher evaluation model. Include in the model: clear definitions of terms; factors to take into consideration that may be out of the control of the teacher, clear indicators of success (e.g., range of instructional expertise, classroom management, student engagement, student achievement, student attainment of 21st Century skills, etc.), with percentages of overall rating; measures and instruments for each indicator of success; timelines, methodology for data collection and analysis; process for data informed goal setting by educators, etc. As with any action plan, include goals, actions, responsibilities, timelines, and metrics for successful implementation.</p>
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### 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

**Needs Assessment**

Ask all teachers the following questions as the district begins transforming the teacher evaluation process: What should we keep doing? What should we stop doing? What should we start doing? Begin drafting policies and procedures that align with the answers to these questions as they relate to educator effectiveness and evaluation.

**Map Out a Strategy for Policy Review and Update**

Based on the review of policy coherence with the new approach to teacher evaluation, map out a strategy for changing those policies that may serve as barriers, update or add those needed to institute this new system.



## 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).

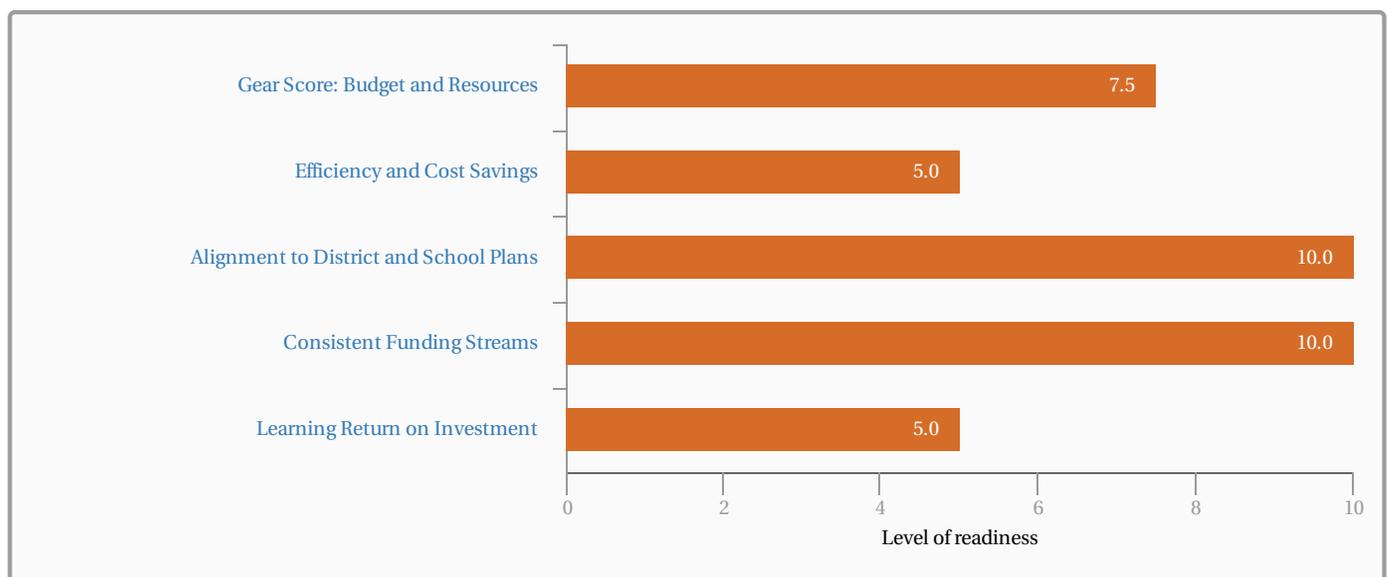
### Elements of this Gear:

- 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:

A funding structure will need to be developed to support digital learning.

### 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 5

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

##### Avoid Analysis Paralysis

Consider how a more informed student-centered budgetary process will impact the district's current business practices. The district's Budget Development Team should study the various measures the district will use to develop and evaluate budgets it is important to consider how a more informed student-centered budgetary process will impact the district's current business practices. It is difficult to make decisions confidently when there are multiple viable options and complex impacting factors. One effective way to consider alternatives is to build decision matrices that can be used to guide discussion and facilitate the visioning process.

##### A New Mindset

Establish a common vision for funding a digital learning environment that uses mechanisms like Total Cost of Ownership (TCO) to inform the budgetary process can be the first step to creating a "digital learning mindset." In a 2012 article from the National Association of School Principals titled Technology Integration for the New 21st Century Learner: Today's students need educators to re-envision the role of technology in the classroom, Principal Nancy Blair states "Developing a progressive technology-infused campus is not about money; it's about mindset."

#### 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

##### Building a Foundation for Consensus

Analyze multiple approaches to documenting cost savings such as using total cost of ownership or TCO tools in order to identify the process and strategies that will best serve the district's needs.

**Consider the Possibilities for Your District**

Consider the viability of suggested cost savings in your district once your team investigates ways in which they could occur. Engage a cross-functional team in the district and look at such options. A few suggested areas for costs saving the team may consider include: • Transitioning from print to more digital, online resources • Bring Your Own Device (BYOD) for savings in device purchasing • Capitalizing on available e-rate funding • Going digital in business operations with direct deposit, electronic transfers, pay stubs, etc. • Going digital in HR with personnel files, hiring, time clocks, or evaluation • Utilize video conferencing to saves travel time and reimbursements • Online professional learning for educators (e.g., less travel costs, reduced travel time) • Automated lighting and heat in all schools/district buildings • More efficient bus routes due to digital simulation • No snow day make-ups. Students attend from home through the network • Online courses offered for credit recovery and/or advancement • District-run cyber schools, which retains student funding in the district • Digital phone systems (reduce long distance costs, saves personnel costs-broadcasts messages, routing calls, etc.)

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

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

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



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

**Gap 2.1**

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

**Strategies to Close Gap 2.1**

**Engaging Others in the Support of Change**

Engage your digital learning pioneers. These district leaders, instructional staff, and student experts can become your change agents. They can demonstrate and communicate the process, especially if they have been involved in the research and planning stages. They can assist in the development of a student-centered digital learning budget to all stakeholders throughout the budget development and approval process. When districts investigate public/private partnerships (i.e., community development or education foundations, businesses who support STEM career development, etc.) they are usually looking for new funds. Don’t forget that these partners may also be champions of change, providing access to expertise, opportunities for shared leadership, collaboration, professional level tools, authentic learning interns or internships, etc.

**Illustrate and Justify**

A thorough investigation of options and best practices will prepare the district to “Illustrate and justify,” a powerful mantra to guide the annual budget development, review and approval process. Use graphic organizers to illustrate how funding for digital learning maps to curriculum and instruction. Create decision matrices to make connections to strategic decisions and help justify budgets and identify cost-saving strategies. Most importantly, be proactive. Have students do demonstrations throughout the school year to illustrate how digital learning technology and resources support their learning goals and systemically support 21st Century skills.

## Consistent Funding Streams: Readiness Score of 10

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

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



## Gaps & Strategies for Consistent Funding Streams

### Gap 3.1

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

### Strategies to Close Gap 3.1

#### Communicate and Illustrate

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

## Learning Return on Investment: Readiness Score of 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.

**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**

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



# Gear 8: Across the Gears: Collaborative Leadership

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

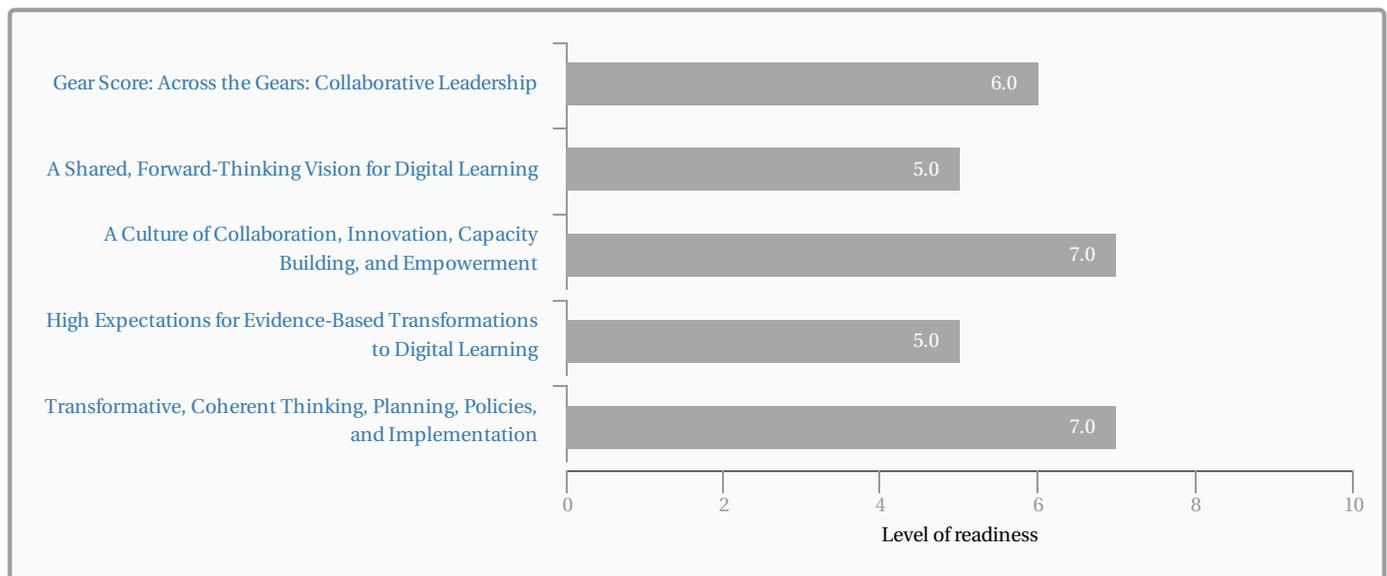
## Elements of this Gear:

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

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

Our district utilizes the distributive leadership model.

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



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

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

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

## Status

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

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

## Rubrics for Across the Gears: Collaborative Leadership

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

##### Consider the 21st Century Skills Required for College and Career Readiness

The team should identify the skills students will require for college and career readiness beyond student achievement, skills such as entrepreneurial skills, critical thinking and problem solving, e-communication, creativity and innovation, self-direction, and visual thinking and analyses. Once identified, defined, and agreed upon, these skills should be integrated into the district vision. Scenarios should be developed that bring these skills to life in the context of lessons and units across the curriculum at all grade levels. As with student achievement, the team will need to consider how and where technology can be leveraged to enable students to become proficient with these skills.

##### Create a "Planning for Results" Template

A "Planning for Results" template 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. 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 the Envisioning stage in determining a vision for digital learning. The next steps in the process...completion of Strategies, Actions, and Evaluation...occur during the Planning and Staging Phases.

#### 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 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. The plan would include the following strategies and actions: • develop key messages related to specific purposes and audiences • establish systems for sharing the vision with new staff as part of the onboarding process • incorporate the communication of the vision for into all district leadership goal setting sessions • identify technology tools (e.g., websites, social media, local television) • create appropriate messages for each medium • enlist the support of community leaders.

**A Culture of Collaboration, Innovation, Capacity Building, and Empowerment: Readiness Score of 7**

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**

**Customize the District Leader Supervision Process**

Encourage the leadership team to add a leadership aptitude component to their evaluation that addresses collaborative and distributed leadership. This example is from the Pennsylvania Department of Education’s Framework for Leadership, a rubric designed for use in evaluations of principals: 1c: Builds a Collaborative and Empowering Work Environment: The school leader develops a culture of collaboration, shared leadership, and continuous improvement conducive to student learning and professional growth. The school leader empowers staff in the development and successful implementation of initiatives that better serve students, staff, and the school.

**Utilize Collaborative Supervision in Support of Shared Leadership**

Encourage the leadership team to use a collaborative supervision model with teachers which focuses on formative assessment with the goal of every teacher attaining proficiency. Supervision is not evaluation. Supervision is ongoing and supportive in nature as opposed to being evaluative. In this type of supervision the principal is a partner providing instructional guidance, supports, and resources. This process begins with a goal collaboratively set between teacher and principal. Progress in working toward that goal is discussed periodically throughout the year, with adjustments made as needed. Progress is measured at the end of the year with this information used to design the following year’s goal. The climate of collaborative supervision allows for teachers to take risks, take advantage of a wide range of professional development opportunities, grow professionally, and contribute to school-wide goals.

**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**

**Recruit Agents for Change**

Identify who the agents of change are at the district and school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.

**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**

Compile a digital learning resource page for the education community the team is representing. After investigating exemplary districts and searching out effective models through literature reviews (see Investigating strategy for description), focus resources on the particular models (e.g., 1:1, BYOD, project-based learning, authentic learning, intelligent adaptive learning, apprenticeships, self-direction, range of technology use model) 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**

Prepare to use data from assessments for multiple purposes. The last thing any teacher or student needs 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 7

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

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



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

### Gap 4.1

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

#### Strategies to Close Gap 4.1

##### Identify Necessary Changes for Learning Environments

Develop a strategic learning plan in tandem with a digital resource plan (see Envisioning strategy for description). Classroom instruction will need to align with the vision for the digital learning environment. Author and Professor Andy Hargreaves defines the needed changes as being technical, actual actions or behavior changes, and adaptive, which involves changing hearts and minds. Chart both the technical and adaptive changes needed for student-centered pedagogy. Focus on authentic, 21st Century, deeper learning; personalized learning for students and education professionals; and flexibility in the use of time to ensure the learning needs of all students are met.

### 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

##### Investigate Exemplary Districts' Practices

Armed with information about your district's current level of operations, needs, and potential solutions, identify districts that have addressed similar needs or implemented similar solutions. Your state department of education may be able to assist you in locating appropriate models and resources. Collaborate with leaders in the exemplary districts to determine how they have implemented the solutions, and how similar strategies might be applicable in your context.

### 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

##### Solicit Feedback from Stakeholders

Solicit feedback from all interested parties, including leaders, teachers, staff, and community members, as the action plan takes shape. While the tendency may be to wait until all the pieces are determined and in order, there is no greater mistake than to have planning done in isolation. Publish the plan as you go, invite questions, and use technology to publish drafts and solicit feedback. Take the time to answer questions as they come up rather than after the plan is complete. This scrutiny provides the transparency needed to gain buy-in and inhibit detractors. Additionally, as more people become engaged, they are more likely to become "owners" and "champions" as they feel they had the opportunity to take part and be heard. This is time consuming but will be worth it in the end.

**Conduct a SWOT Analysis – Strengths Weaknesses Opportunities Threats**

Use SWOT as a useful technique for understanding the plan's Strengths and Weaknesses, and for identifying both the Opportunities and the Threats you face. A SWOT analysis includes four components: • Strengths: What do we do well? What unique resources can we draw on? • Weaknesses: What could we improve? What will others see as weaknesses? • Opportunities: How can we turn our strengths into opportunities? • Threats: What threats could harm this plan?

# NORRIDGE SD 80: Vision for Digital Learning

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

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



Curriculum, instruction, and assessment practices will leverage the full range of technology and digital resources to ensure students are immersed in rich, authentic, relevant learning experiences that enable 21st Century Skills/deeper learning across the disciplines.

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



Flexible schedules, personalized learning, and competency-based education are all necessities for the success of digital learning.

## Robust Infrastructure (Gear 3):



A robust infrastructure is a necessity to support digital learning.

## Data and Privacy (Gear 4):



Our district has policies and procedures in place to support digital learning.

## Community Partnerships (Gear 5):



Our district needs to strengthen our community partnerships.

## Personalized Professional Learning (Gear 6):



Our district needs to expand and personalize our professional development offerings to support digital learning.

## Budget and Resources (Gear 7):



A funding structure will need to be developed to support digital learning.

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



Our district utilizes the distributive leadership model.

# 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.