



# MAHWAH TOWNSHIP PUBLIC SCHOOLS



# FUTURE READY LEARNING

EDUCATION TECHNOLOGY PLAN 2023-2025  
MAHWAH TOWNSHIP PUBLIC SCHOOL DISTRICT  
[www.mahwah.k12.nj.us](http://www.mahwah.k12.nj.us)



Mahwah Future Ready Education Technology Plan Development

**Special thanks to the following who supported the creation of this plan.**

**Gear 2 - Use of Space & Time**

Dr. Dennis M. Fare, Assistant Superintendent  
Elizabeth Lefford, Teacher of English  
Amy Matulevich, Library Media Specialist  
Kimberly Lorusso, Grade 5 Teacher  
Kristin Pacelli, Grade 3 Teacher  
Billyee Bryan, Library Media Specialist  
Michelle Oates, Library Media Specialist  
Christy Hartigan-Miller, Library Media Specialist  
Kaelah Steenstra, Library Media Specialist

**Gear 3 - Robust Infrastructure**

Carlos Rosa, Director of Technology  
Robert Kalman, Supervisor of Technology Integration  
Dennis M. Fare, Assistant Superintendent  
Linda Bovino-Romeo, Director of Curriculum and Instruction  
Kyle Bleeker, Business Administrator

**Gear 6 - Personalized Professional Learning**

Dr. Linda Bovino-Romeo, Director of Curriculum and Instruction  
Robert Kalman, Supervisor of Technology Integration  
Beth Ruggiero, Special Education Teacher  
Lauren Saviet, Teacher of Social Studies  
Danielle Poleway, Supervisor of Mathematics  
Brian Cory, Principal  
Jennifer Glebocki, Principal  
Eric Pragdat, Grade 2 Teacher

**Additional Support**

Support for the creation of this document was also provided by [The Alliance for Excellence in Education](#) through their [Future Ready Schools Planning Dashboard](#), and guidance from regional Future Ready Summits.

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## Mahwah Township Public Schools Contact Information

Name	Position	Email
Michael DeTuro, Ed.D.	Superintendent	<a href="mailto:mdeturo@mahwah.k12.nj.us">mdeturo@mahwah.k12.nj.us</a>
Dennis M. Fare, Ed.D.	Assistant Superintendent	<a href="mailto:dfare@mahwah.k12.nj.us">dfare@mahwah.k12.nj.us</a>
Linda Bovino-Romeo, Ph.D	Director of Curriculum and Instruction	<a href="mailto:lbovino@mahwah.k12.nj.us">lbovino@mahwah.k12.nj.us</a>
Robert Kalman	Supervisor of Technology Integration	<a href="mailto:rkalman@mahwah.k12.nj.us">rkalman@mahwah.k12.nj.us</a>



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To develop a rich and diverse standards-based curriculum that challenges and inspires our children through the use of essential 21st-century learning opportunities, for an ever-changing society. To further build the learners' capacity for success in the areas of collaboration, critical and creative thinking, respectfully nurturing their future pathway choices and introducing new possibilities that allow for our students' learning and ideas to far outstretch our classroom walls.

## **STATEMENT OF LEADERSHIP**

The Future Ready process is an important part of our district's trajectory forward, where our mission is to utilize technology in order to enhance the environments and opportunities for our students in all their learning throughout the school district. We look to achieve accessibility and differentiated methods for learning, through efficient systems, diverse learning platforms, and providing unique opportunities for students and staff members to learn, grow, and meet their full, unique potential. In conjunction with our district's strategic plan, our aim is for all students to see themselves introspectively as a contributor to the greater Mahwah community and beyond.

- The district, community members, staff members, and families, came together to create a five-year strategic plan that guides our district's trajectory based on our collective vision. Through this process, we have created an understanding of how our district must move forward in order to support our learners and better prepare them for the future. While we look to the future of our district, we will utilize the Future Ready Schools process to help guide our momentum and actively engage all stakeholders in the process.
- Using our collective efforts, Mahwah Township Public Schools will work to create more opportunities to not only prepare our students for college and career, but to provide students with ample avenues to compete in their future workforce. Updating our curricular and technological efforts, as well as reviewing closely varied learning experiences for students, even those that expand beyond our classroom walls, can be layered in to enhance those experiences for our students. In review of the Future Ready Schools gears, we are able to create a more robust career exploration program for all students in our K-12 program, as well as a deeper career mentoring, internship, and externship program for our secondary students.
- Our strategic plan has become our district's North Star, allowing for clear and collective guidance towards identified learning and programmatic goals. This action plan will allow for a more refined path as we work to move forward in heightening opportunities for access and learnings for all of our students.

Generally, when we are working forward with district-wide initiatives, we approach this work in garnering input from our community and working collectively with our leadership team. For our Future Ready Schools efforts, we have specifically gathered information and insight from the variety of stakeholders that make up this group of professionals, inclusive of our library media specialists, teachers from different grade levels, school principals and assistant principals, our district business office staff as well as our instructional technology experts. This insight has allowed for our district to self-assess our efforts in an authentic and honest manner.

From this assessment, we then work to tackle identified areas for growth holistically. Using in-house professional development opportunities, we will take dedicated professional development time to have our instructional team, both administrators and teachers, to share information amongst our staff through formal professional development, as well as through department and grade-level team meetings, and through our professional learning communities. This professional learning will translate into our daily instruction, assisting to inform lessons and learning targets to transform curriculum and the delivery of instruction accordingly.

Based on the Future Ready District Leadership Assessment, there are clear areas of focus for our school district. Through our gear committees, each group has developed a plan for moving their specific gear forward. In conjunction with our Strategic Plan, we will look to specifically increase our abilities in the following gears: **Use of Space and Time** as well as **Robust Infrastructure**. A high-level priority area that we will focus on, although we are considered higher than the national average, is **Personalized Professional Learning**.

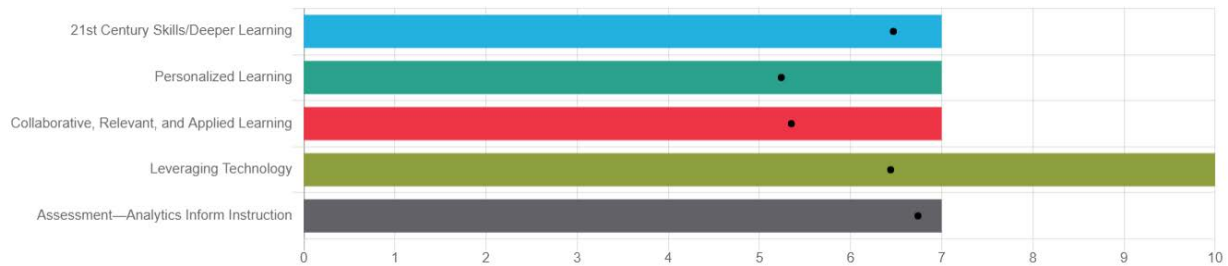
Future Ready Schools is a Project of the Alliance for Excellent Education, working in partnership with the US Department of Education and a vast coalition of over 50 national and regional partners. Future Ready provides district leaders, like us, tools to work collaboratively to make personalized, student-centered learning a reality in all schools. At the heart of Future Ready is the Future Ready Framework, a robust structure for digital learning visioning, planning, and implementation focused on Personalized Student Learning. The research-based Framework emphasizes collaborative leadership and creating an innovative school culture. All content focuses on seven key areas (called gears), plus leadership, each of which are addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making.

# FUTURE READY FRAMEWORK

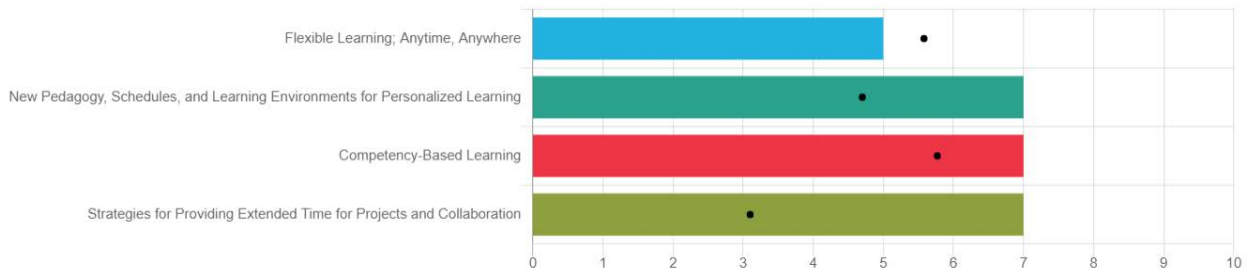
## DISTRICT SELF-ASSESSMENT



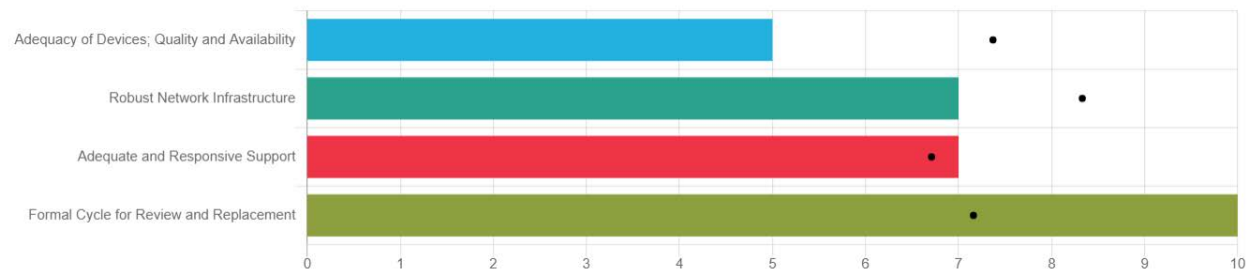
### Gear 1: Curriculum, Instruction, and Assessment



### Gear 2: Use of Space and Time

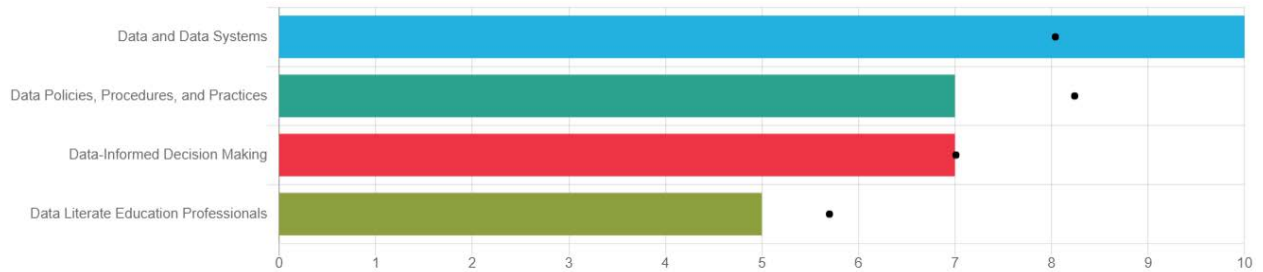


### Gear 3: Robust Infrastructure

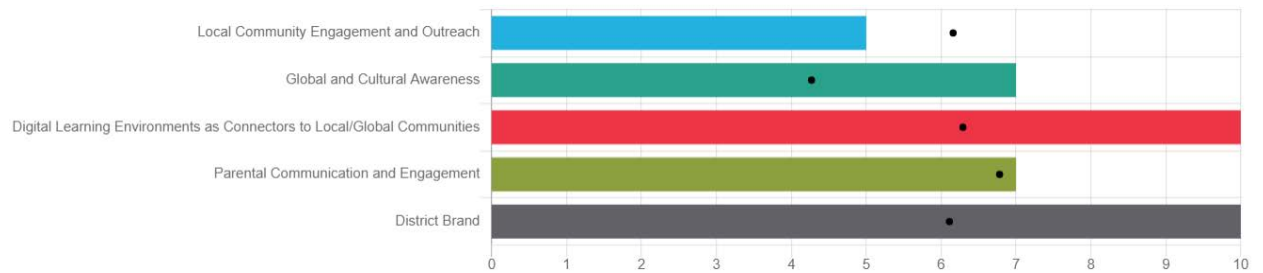




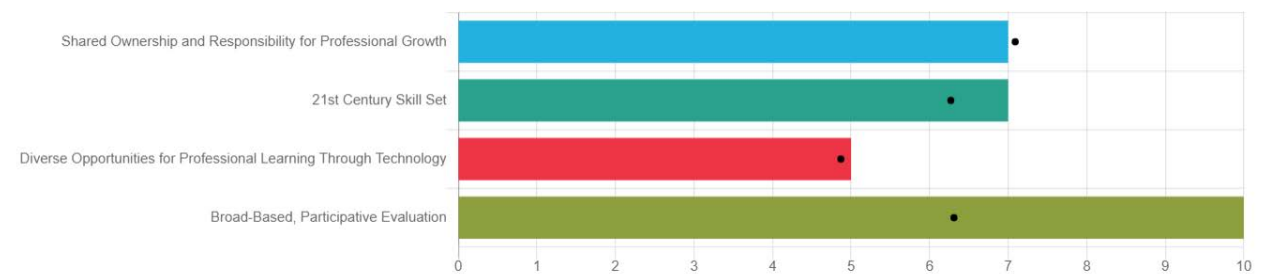
## Gear 4: Data and Privacy



## Gear 5: Community Partnerships

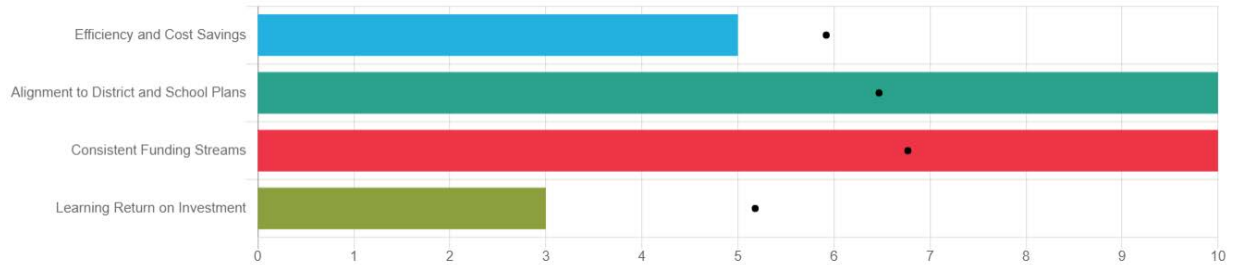


## Gear 6: Personalized Professional Learning





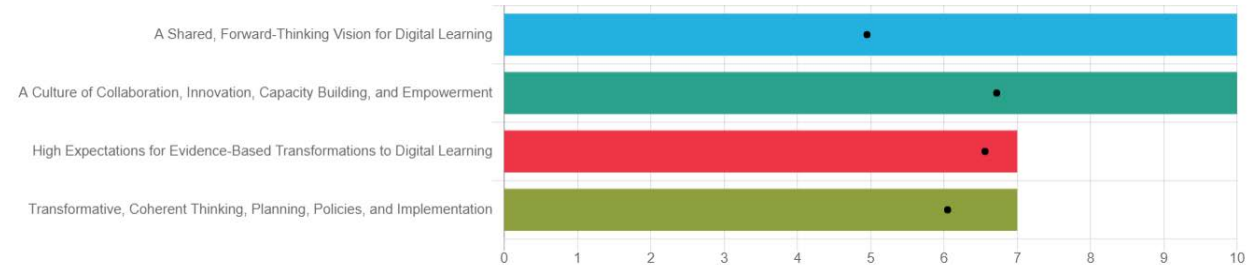
## Gear 7: Budget and Resources



## Gear 8: Collaborative Leadership

### Person Responsible for Gear

Name	Email	Title
Michael DeTuro	<a href="mailto:mdeturo@mahwah.k12.nj.us">mdeturo@mahwah.k12.nj.us</a>	Superintendent of Schools



# ACTION PLAN

## IDENTIFIED AREAS FOR GROWTH

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## Gear 2: Use of Space and Time

**Goal: To integrate innovative opportunities for teachers to creatively delivery instruction with a close look at students' access to learning. By increasing staff evaluation and self-reflection of teaching practices and student progress, learning opportunities, along with unique learning options for students will be offered, expanded, and enhanced by June 2024.**

To address this portion of Use of Space and Time gear, teachers will reflect upon ways in which innovation and access can be integrated into their teaching practices and delivery of instruction. Through grade-level teams, professional learning communities, peer observations, and professional development opportunities, staff members will have dedicated time to thoughtfully review practices.

### STRATEGIES

#### **Do What's Best for Students**

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.

#### **Through the Looking Glass**

Become informed. What does flexible, anytime, anywhere learning look like and what does it take to make it happen? Have a cross-functional team of district stakeholders (e.g., district administrators, principals, curriculum specialists, technology directors, teacher leaders, parents, community partners) collect examples of how 24/7 learning takes place in school settings and in the workplace. Build a collection of successful solutions and models ranging from exploratory pilots to full implementation of flexible, anytime, anywhere learning systems.

#### **Leverage your Human Capital**

Find your expert, early adopters among administrators, students, and staff. Recruit subject matter experts from local and regional businesses, universities, and the community. Use the expertise from these champions of anytime, anywhere learning

to identify examples of key factors for successful implementation (e.g., ubiquitous access to digital technology and content, affordable and reliable Internet access, connections to subject matter experts and systemic technical support, opportunities for collaborative skill development and problem solving, competency-based progression) that will illustrate potential barriers and potential solutions for your district.

## TASKS

### TASK:

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.

**Status:** In Progress



## Gear 3: Robust Infrastructure

**Goal: To improve and solidify a system of oversight of device availability, functionality, and program application in response to student, staff, and curricular needs.**

Our technology team, comprised of technology professionals and educators, will determine a system of criteria. This host of criteria will be rooted in student, staff, and instructional program need. This criteria for selection, upgrade, and adjustments for technology will streamline use-cases of applications and technologies, and will be updated, as necessary. Learner profiles will be connected to this criteria, aligning each device and its use to those priorities connected to our students. Purchasing, device selection, and roll-out of technology integration, along with designated timelines for each, will ultimately be standardized and optimized by June 2024.

## STRATEGIES

### There Is No Perfect Device: Prioritize

List the criteria by which the district will select the devices once a district's educational priorities are set and the approach (i.e., 1:1, BYOD, sharing via carts, or hybrid – see Investigating Level Strategies for more information on models) is established. As Doug Johnson says in his article, Power Up/Choosing the Right Device, “No device does everything well... and every device can... do most of what is needed.” Include

criteria for high-speed, efficient access for all schools' current uses and resources, as well as those in schools' future plans. Those might include collaboration tools, communication tools, productivity tools, educational gaming, content management systems, learning management systems, web browsers, and assessment systems. List specialty uses separately, with the acknowledgement that these might require devices with more capacity and features (e.g., video/image production/rendering, CAD/CAM, music synthesizers). Also consider the specific needs of special populations of students, including assistive devices for students with special needs. Lastly, include criteria such as requirements related to maintenance, support, configuration, and processes for updating. Device criteria may vary across grade levels and schools depending on anticipated short-term and long-term visions as well as current educational priorities.

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### **Sample Learning Criteria for Device Criteria**

Criteria considerations should drive device selection. As an example, consider a middle school (grades 6-8) that decides to integrate the district vision for equitable, 1:1 computing for communication, productivity, critical and creative thinking, and collaboration, with a key educational priority: the need to increase students' mathematics achievement levels. Staff will want to identify the current and future access required for communication (email, content management system (CMS)), productivity (word processing programs, spreadsheets, presentation programs, calendars, and graphics programs), critical and creative thinking (visualization tools, robotics, and 3-D printing), collaboration tools (cloud access, conferencing tools), as well as math-specific tools such as virtual manipulatives; external probes, skill and knowledge-building software, tools, or apps; 3-D visualization tools, online courses/units, robotics, adaptive software, computer coding, and gaming. In some cases, software or apps are unique to a specific type of device such as tablets or computers with certain operating systems or plug-ins; however, comprehensive investigations may lead to the identification of comparable apps/software for other devices. Again, most devices will be able to meet most criteria.

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## **TASKS**

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**Status:** In Progress



## Gear 6: Personalized Professional Learning

**Goal: To Increase diverse opportunities for professional learning through technology by creation of a professional development portal and having 100% of the teachers and staff having access by September 2024.**

To address personalized professional learning and, specifically, the subsection, Diverse Opportunities for Professional Learning through Technology, the district will build an online portal for staff to provide professional development utilizing technology. We will make a concerted effort to hear from stakeholders, prior to developing an action plan, which will outline resources, methods, and procedures to optimize the development of our staff. We are dedicated to providing our staff with the opportunities for self-paced choice learning experiences.

### STRATEGIES

Write a plan that will bring that vision into action. Determine goals, action steps, implementation plan, and timelines once a district wide professional learning team establishes a new vision for professional learning. Include compelling, innovative approaches such as:

- introductions to the vision (video segments by superintendent)
- personalized learning plan (e.g., exchange ideas, share, model)
- Personalized Learning Networks (PLNs)
- incentivized “off-the-clock” professional learning (Twitter Chats, EdCamps, etc.),
- “20% time” within learning plan for exploration and innovative.

### Assess Needs, Analyze, then Summarize Results

Gather information about currently available technologies and technology skill levels of education professionals. Identify ways that school and/or district personnel currently participate in professional learning through technology, especially social media, also identify ways that they could participate in the future. Identify necessary technologies that will promote access to quality technology-based professional learning.

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**Status:** In Progress

## **EVALUATION AND COMMUNICATION**

### **Continuous Improvement**

Regularly, our district technology committee will review the district's action plan. Particularly, this in this continuous review process, we will collectively talk about our district's efforts forward, but we will also separate and focus our reflections into the three separate gears from which our vision is centered - Use of Space and Time, Robust Infrastructure, and Personalized Professional Learning. A large overlay for this work will be connected to Collaborative Leadership - across the gears and across our school district. As a collective group, we will take a closer look at the district's progress, define metrics that will ultimately measure if, when, and how we attain progress, and make adjustments to our action plan along the way, based on these reflections.

Also, the school district will review those gear-specific resources available through the Future Ready Schools website to assist with implementation accordingly.

### **Communication and Outreach**

Throughout the duration of the district's work in achieving the goals set forth in our action plan, we will regularly report to our community through e-mail communications, as well as Board meeting presentations. Through both venues, our progress will be informed by collective reflections in our ongoing technology committee meetings. As we work to make this progress, we will share our growth amongst all stakeholders, and reach out to all stakeholders to garner additional supports and resources, as necessitated by our articulated action plan.

In doing so, our district will work to develop a strategy and guidelines for district communication, along with coordinating digital and social media presences. The district will guide schools to improve our overarching home-to-school communications through a variety of venues, employing the continuous improvement cycle to assess and expand our digital learning.

## **CONCLUSION**

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 continuously engages students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes and enhances learning for all students through the effective uses of technology.

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). District leaders, shared amongst a series of stakeholders, 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 in this delineated action plan. As we implement, we will simultaneously work to monitor, adjust, build capacity, and incrementally improve.

# APPENDIX

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## FUTURE READY GLOSSARY OF TERMS

**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.

**Alliance for Excellence in School Budgeting.** A small group of school districts from across the country who will work together as a cohort to implement the Best Practices in School District Budgeting.

The focus is on strengthening the alignment of academic and financial planning to support school improvement.

**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)

**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.

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

**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.

**Digital Learning.** 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 encompassing a wide spectrum of modern tools and strategies. It emphasizes high-quality instruction and provides access to challenging content, feedback through formative assessment and opportunities for learning anytime and anywhere.

**Digital Learning Team (DLT).** A diverse cohort of teachers in each school to implement effective models of personalized learning as a resource to scale up learning for all staff through the utilization of effective personalized learning models.

**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.** Personalized learning tailors the instructional approach, path, and pace to the needs and interests of students, empowering them to regulate and take ownership of their learning.

**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 problem.

**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.)

**SMARTER Goals.** Specific - precise outcome or result, Measurable - verifiable, ideally quantifiable, Achievable - grounded in reality, Relevant - focused on student achievement, Time-bound - short and long-term objectives, Engaging - stakeholders in improvement, Resourced - aligning finances with goals.

**Stakeholders.** Members of our school community such as students, teachers, families, administrators, and local businesses and organizations.

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

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

## DEEPER LEARNING SKILLS DEFINED

**Mastery of Core Academic Content:** Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks.

**Critical Thinking and Problem Solving:** Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems.

**Collaboration:** Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal.

**Effective Communication:** Students communicate effectively in writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences.

**Self-directed Learning:** Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers.

**An “Academic Mindset”:** Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success.



## FUTURE READY GEAR DESCRIPTIONS

Descriptions adapted from the [Future Ready Framework](#) developed by the Alliance for Excellence in Education.



### **Gear 1: Curriculum, Instruction, and Assessment**

Future ready curriculum, instruction, and assessment begins with involved and innovative leaders who support educators and learners in using data to create a learner-centered environment. Educators ensure equity in opportunity, and design academic content and instruction by leveraging adaptive technologies, tools, pedagogies, and resources to ensure relevance and deep understanding of complex topics. Access to multimodal, multiformat, and multi-sourced high-quality academic content greatly improves learner experience and promotes equitable academic opportunities. Educators apply innovative approaches to content design to accommodate for learner variability. Learner-centered, culturally relevant instruction creates opportunities to provide multiple perspectives on and around content, engage locally and globally with peers and experts, personalize learning for students, and encourage learner reflection on their own work and that of others. Educators assess competencies more fully as learners leverage technology to offer multiple pathways to demonstrate and deliver learning outcomes. Intentional collection of learners' understanding and progress is central to a responsive learner-centered environment. Learner data provides countless avenues of insight, serving as building blocks of assessment (diagnostic, formative, and summative); indicators of interest; and metrics of progress. Future ready educators rely upon data to inform instruction and improve the efficacy, expediency, and efficiency of learning. Similarly, future ready students develop data familiarity and fluency as well as the skills to better self-assess content mastery progress.

#### **FUTURE READY SKILLS FOR DEEPER LEARNING**

Future ready curriculum, instruction, and assessment are based on clear expectations that all students will leave the K–12 education system sufficiently and successfully prepared for college acceptance, career pathways, and workplace readiness. These expectations not only mandate solid grounding in standards-based content but also require intentional integration and support of future ready skills like critical thinking, problem solving, creativity, innovation, and self-direction. Instructional leaders emphasize a comprehensive and inclusive K–12 digital citizenship curriculum designed to introduce and support the complexities of media literacy. A robust digital citizenship curriculum addresses three comprehensive themes: (1) respect, (2) educate, and (3) protect.

Respect includes the following topics:

- digital access—advocating for learners' rights and access;
- digital etiquette—practicing appropriate online conduct; and
- digital law—understanding legalities of digital work, identity, and/or property.

Educate includes the following topics:

- digital communication—developing awareness and fluency of multiple digital communication media and making appropriate decisions for use;
- digital literacy—learning in a digital society; and
- digital commerce—becoming informed and effective consumers.

Protect includes the following topics:

- digital rights and responsibilities—informing and protecting basic digital rights (e.g., privacy, freedom of speech);
- digital safety and security—understanding how best to protect information housed online and/or in digital media; and
- digital health and wellness—understanding the health and wellness implications (e.g., physical, mental, emotional) of technology.

Future ready classrooms embed culturally relevant literacy into course content and provide opportunities for authentic learning in the context of today’s diverse, globally and digitally connected society.

### **PERSONALIZED LEARNING**

Personalization involves tailoring content, pacing, and feedback to the academic, social, and emotional needs of each learner. This includes developing multiple pathways through which learners are empowered to design, approach, and solve complex issues. Educators feature anti-racist, diverse and inclusive learning resources and materials, leverage technologies, and employ data collection and analyses to personalize learning experiences for each student. In doing so, conditions are created for learner autonomy, increased engagement, and individual goal setting.

### **COLLABORATIVE, RELEVANT, AND APPLIED LEARNING**

In future ready learning environments, curricula and content are embedded authentically within global and problem-based challenges, similar to the work of professionals in the larger society. Students collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge-related products, (2) foster deep learning, and (3) have value beyond the classroom walls. Technology is used as a tool to enhance learning, such as when students connect with a school across the country on a community issue to identify and create solutions collaboratively.

### **LEVERAGING TECHNOLOGY**

Future ready educators support and challenge student learning by integrating adaptive and emerging technologies appropriately and seamlessly into teaching and learning cycles and processes. Educators skillfully evaluate, adopt, and integrate multiple highly effective learning technologies to support a diverse range of learners, and ensure equity in access in the process. As content structures and needs fluctuate, educators respond with agility, fluency, and confidence assuring chosen pedagogical practices, instructional resources, and tools best reflect intended learning goals.

### **ASSESSMENT—ANALYTICS INFORM INSTRUCTION**

Districts and schools use technology where appropriate to diagnose students’ learning differences. Through authentic formative and summative assessment, educators use performance data to change the pace and breadth of content to meet students’ needs. School systems have mechanisms such as team data meetings that result in clear next steps after analyzing data (i.e., processes and digital environments) that help educators use data to improve, enrich, and guide the learning process for all students. Educators actively use data to guide decisions that impact all students to improve learning most effectively. Similarly, students use data as confident self-directed learners, analyzing and assessing metrics to inform next tasks, resource acquisition, and content engagement strategies to meet personalized learning goals.



## **Gear 2: Use of Space and Time**

Student-centric learning requires changes in the way instructional time is used and the environments in which learning occurs. Opportunities to better utilize in-school and out-of-school time and space to align with individual learner needs, pace, interests, and preferences intersect with pedagogical and instructional approaches (e.g., competency-based learning, blended learning) to make learning more personalized and learning opportunities more accessible. This transition is possible through innovative uses of technology for facilitating instruction; assessing student learning; engaging students in experiences; disseminating information and resources; providing timely and coherent student feedback; partnering with families and stakeholders; providing the necessary infrastructure to foster collaboration; and encouraging flexible, anytime, anywhere learning opportunities. In future ready schools, every space is seen as a possible learning space, and these areas are designed with intention and learning science research in mind.

### **FLEXIBLE LEARNING, ANYTIME, ANYWHERE**

By leveraging technology, curricula, and media resources, 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 depends on access and capacity—ubiquitous, robust internet access and the capacity to use digital learning tools and resources creatively and effectively.

### **NEW PEDAGOGY, SCHEDULES, AND LEARNING ENVIRONMENTS FOR PERSONALIZED LEARNING**

To facilitate learner-centered personalized learning, educators collaboratively identify and validate innovative scheduling configurations and explore and examine various designs that allow for the flexible use of time and space. Associated resources are diverse in level, language, interest, and media and available to all students both synchronously and asynchronously to promote flexibility and diverse needs of the growing mosaic of learners.

### **COMPETENCY-BASED LEARNING**

A facet of personalized learning known as competency-based learning (CBL) integrates student voice and choice with flexibly-paced learning, timely and adequate support, and varied demonstration methods of academic proficiency. The learning pace is flexible; based on the needs of individual students; and focused on complex, often project-based, learning tasks that foster interest, agency, and authenticity. Students receive timely support to accommodate learning needs and guarantee access to appropriate content and resources. Learners must demonstrate competency through explicit, measurable, and transferable outcomes that require the application and creation of knowledge before they move on to a new, targeted standard or course.

### **STRATEGIES FOR PROVIDING EXTENDED TIME FOR PROJECTS AND COLLABORATION**

Districts are reimagining the school day and school year by redesigning and extending learning time, providing greater access to integrated enrichment and quality instruction, and adjusting teacher course loads to offer “office hours” that allow for targeted direct support and collaboration. When possible, campus schedules and class time allocations should be flexible, allowing for extended periods and work time for complex projects. Technology and innovative instructional strategies enable students to use time productively during and beyond the school day, often redefining the role, scope, function, and schedule of homework. Access to the school library, databases, and network outside school hours are critical to support student-led exploration and provide equitable access to resources.

### **INTENTIONAL AND INCLUSIVE LEARNING SPACE DESIGN**

Designing learning spaces is about how design impacts the brain and learning, not about being pretty for Pinterest. Future ready educators understand that every child needs and deserves to know that they belong, both as a part of the class community and in the learning space itself. As such, schools are leveraging a research-based approach, that takes into consideration: (1) naturalness: considered the effects of lighting, temperature, and air quality, (2) individualization: considered the ownership and flexibility of the space, and (3) stimulation (appropriate level of): considered the complexity and color of the space. These inclusive spaces are culturally responsive and gender neutral.

### **FLEXIBLE SPACES FOR RESPONSIVE INSTRUCTIONAL PEDAGOGY**

Future ready educators understand that the learning experience should drive the design of the space, not vice versa. Flexible spaces amplify a place for learners to explore, design, and create, as opposed to teacher-centric environments designed for consumption and regurgitation. Future ready spaces are designed to empower agency and active learning, not demand compliance or passive experiences. Flexible spaces often include various “zones”, are mobile and fluid, allow for aspects of personalization, contain easily moveable furniture, and have seamless connectivity.

### **LEARNING BEYOND THE CLASSROOM**

Future ready schools recognize the value of learning that occurs, both formally and informally, outside of the school walls. Whether through virtual courses, remote learning at home, or through live event opportunities such as field trips, learning that occurs in non-traditional spaces are recognized as a valued part of a learner’s overall experience. Future ready schools prioritize equity in both opportunity and access to ensure dynamic experiences for every child, particularly those from traditionally marginalized groups.



## **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 both teaching and learning opportunities, while ensuring equity in access and opportunity for each student. In addition to promoting efficiency, learning environments with sound infrastructure are designed to support anytime, anywhere learning based on competency and content mastery. Learning environments provide flexibility for individual or collaborative work supported by caring adults who are guiding the way for each student to succeed. High-quality, high-speed technology and infrastructure systems within and outside of a school district are essential to supporting anytime, anywhere learning and to advancing comprehensive digital learning. Future ready schools and districts continuously leverage partnerships with community groups (e.g., public libraries, community centers, municipalities, and internet service providers) to help learners pursue their learning beyond the school day.

### **ADEQUACY OF DEVICES: QUALITY AND AVAILABILITY**

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, in and out of the school network. To ensure equitable access to digital learning opportunities, future ready schools and districts implement plans specifically focused on providing devices to all students (e.g., providing district-owned devices to each learner, leveraging bring your own device (BYOD) programs, loaner/rental programs, etc.) and partnerships to support adequate out-of-school broadband access.

### **ROBUST NETWORK INFRASTRUCTURE**

Adequate bandwidth and a supportive infrastructure are in place to ensure ready and consistent access to online resources for teaching, assessing (including formatively and summatively), and learning. Network performance monitoring identifies possible bottlenecks and prevents and/or mitigates adverse impact to teaching and learning. Privacy, safety, and security are primary concerns as well. The school community collaboratively designs responsible use policies and confirms that the network design supports these policies. All users are provided in-depth and ongoing digital literacy and cybersecurity training.

### **ADEQUATE AND RESPONSIVE SUPPORT**

Sufficient technical and instructional support is available in every school. This support is proactive and provides resources, coaching, and just-in-time instruction to prepare teachers and students to leverage technology for learning, thereby reducing the need for interventions during the learning process. In addition, teachers and staff are trained to identify inequities that hinder learners' digital learning such as limited access to tools and resources outside of school, digital literacy skills, and/or family support. Future ready schools and districts secure a leadership position designed to make decisions to improve teaching and learning through technology integration. This role outlines the district's vision for technology, implements digital learning strategies, and ensures that technology resources align with students' learning needs.

### **FORMAL CYCLE FOR REVIEW AND REPLACEMENT**

Future ready school and district 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. Where possible, teams make concerted efforts to automate systems.



## **Gear 4: Data and Privacy**

Emerging technologies provide districts with robust and responsive infrastructures from which they can extract data to inform instruction and efficiency of learning. This data serves as the building block for assessment (diagnostic, formative, and summative); an indicator of interest; and metric of progress. Future ready educators rely upon data to inform instruction while future ready students develop data familiarity and fluency to better self-assess and improve content mastery.

Thus, data, personalization, and future ready learning are intrinsically linked. Ensuring data privacy, protection, and security is paramount in a system where learning is targeted and individualized to ensure learner growth and success.

A personalized, learner-centered environment uses technology to securely protect, collect, analyze, and organize data. This practice increases differentiation opportunities and outcomes to better meet students where they are, spurring authentic content acquisition and growth. The district ensures data privacy and security policies, procedures, and practices are in place at the district, school, classroom, and student levels. Educators serve as role models for students and stakeholders by demonstrating ethical, legal, responsible, and informed data practices. They model effective data and privacy by sharing data as appropriate and invoking privacy considerations as a component of decision-making.

### **DATA AND DATA SYSTEMS**

To facilitate data-driven decision-making, data should be comprehensive and readily available for appropriate users. Responsive, consumable, and malleable data is available on demand,

regardless of time, location, or device via secure data dashboards, analytics, and warehouses. Systems (i.e., data dashboards and reporting analytics) are in place to aggregate and organize data. In addition, the district takes appropriate steps to ensure contracted vendors and service providers have current policies, procedures, and practices in place to ensure the privacy, security, and protection of student data, guaranteeing its use as purely educational.

### **DATA POLICIES, PROCEDURES, AND PRACTICES**

Using the Family Educational Rights and Privacy Act (FERPA), the Protection of Pupil Rights Amendment (PPRA), and relevant state laws as frameworks, the district maintains current policies, procedures, and practices that address legal, ethical, and safety issues related to device and data use as well as web access. Such policies, procedures, and practices guide the collection, retention, transmission, access, analysis, and archiving of data. To prevent unintended misuse or breach of large data sets, future ready districts conduct comprehensive audits and/or inventories of data, create a retention policy and deletion schedule for data, and use best practices when deleting student data. Similarly, district-created protocols, responsible use agreements, and on-going digital citizenship programming, outline appropriate data, web, and device usage for students, staff, and stakeholders.

### **DATA-INFORMED DECISION-MAKING**

Frequent and consistent use of formative and summative assessment data is an established and celebrated tenet of school culture with each stakeholder actively leveraging data to improve learning. Leaders mindfully emphasize planning and model applicable and appropriate processes. In this way, the practice of data-informed teaching is reframed to support assessment data collections as informative rather than punitive. This is modeled at all levels of the school system, from administrators to the students themselves. The purpose, planning, and steps to perform the assessment should be well-defined beyond the words used in the model. Assessment must translate into objective elements that inform learning advances useful for students, parents, and other stakeholders.

### **DATA-LITERATE EDUCATION PROFESSIONALS**

Educators in the system are data literate. This means they are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange, 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 utilize best practices in collecting, analyzing, and using data to inform instructional and administrative decision-making. Concerted efforts are in place to ensure that educators at all levels are knowledgeable and fluent in appropriate data collection and analysis techniques. Data literacy extends to students as well such that they also apply appropriate safety precautions when accessing and reviewing personal data.

Curricula are reviewed and updated to make effective use of evidence and data a priority for all.



## **Gear 5: Community Partnerships**

Future ready community partnerships include formal, informal, local, and global collaborative relationships that advance school to community networks and student learning goals. Face-to-face networking, communications through traditional and online communities, social media, and learning environments often serve as conduits for creating and sustaining community partnerships. Community partnerships extend students' opportunities for learning far beyond the school walls and the limits of the school day by creating connections between the school, local businesses, organizations, caregivers and

families, faith based institutions, and all education stakeholders. These partnerships also help to integrate other important components of students lived experiences into their learning process.

### **LOCAL AND GLOBAL COMMUNITY ENGAGEMENT AND OUTREACH**

Future Ready Schools® serve as hubs in their communities. Through collaborative partnerships, the term “lifelong learner” propels community and education entities to connect and (1) address digital equity by extending learning into community centers, libraries, businesses, institutions of higher education, museums, and other public spaces; (2) bring relevance to curricula through diverse learning opportunities like apprenticeships, mentoring, community service, and the use of community-based experts and resources; (3) implement community-based and virtual exhibitions, reviews, critiques, and celebrations of student, faculty, and stakeholder work; and (4) coordinate programs that encourage collaborations across campus, community, age, curricula, and cultures.

### **LOCAL, GLOBAL, CULTURAL DIVERSITY**

Community partnerships provide integrated services that enhance student learning and decrease academic gaps between high-performing and low-performing students. School leaders leverage global partnerships to extend students knowledge, understanding, and appreciation of diverse cultures and communities, to support inclusivity. Local partnerships offer both face-to-face and virtual learning opportunities that further develop the capacity of faculty, students, and stakeholders to expand the learning experience and create relevant content. Furthermore, community partnerships engage external stakeholders in the learning process to create an environment that embraces diversity and enables more respectful, participative, and robust school-to-community relationships.

### **LEARNER-CENTERED ENVIRONMENTS AS CONNECTORS TO LOCAL AND GLOBAL COMMUNITIES**

Future Ready Schools® create technology-enabled environments through which all students have reliable access to devices, virtual communication, resource libraries, and other tools necessary for a collaborative learning experience. These tools support agile learning and appropriately facilitate local and global interactions such as those among peers, educators, caregivers, families, students, and stakeholders. Future ready leaders construct environments that value literacy, safety, and security through ongoing digital citizenship curricula.

### **COLLEGE AND CAREER READINESS**

Through community partnerships, future ready leaders create networks that expose students to hands-on learning opportunities enabling them to apply classroom content to authentic contexts and various career fields. In developing relationships with industry experts and other community members, future ready leaders create learning experiences that engage outside audiences in the effort to motivate, challenge, and prepare students to pursue career paths piqued by their unique passions, talents, and interests.

### **HOME AND COMMUNITY COMMUNICATION AND ENGAGEMENT**

Future ready leaders engage and encourage frequent and open school-to-home and community-to-home communication with families, caregivers, students, and stakeholders through a variety of channels. As active and invested community members, it is imperative that future ready leaders leverage avenues of communication appropriate to their respective communities. These may or may not include traditional communication methods such as newsletters and town hall meetings as well as internet-based solutions that require connectivity.

## **DISTRICT AND SCHOOL BRAND**

Branding is defined as the marketing practice of creating a name, symbol, or design that identifies and differentiates one product from others. In a school context, it is critical that Future Ready Schools® develop a brand: one that represents visionary thinking and learner-centered approaches. The brand should be transparent to all members within the organization, who all tell the same story, one in which they believe and support. The brand is shared consistently and widely, is evident in all school communications, activities and events, and is easily understood and recognized by community members.



## **Gear 6: Personalized Professional Learning**

Forward-thinking, personalized professional learning is thoughtfully and intentionally designed to inspire leadership competencies, encourage effective instructional practice, and support fluency with strategies for learner success. Technology both enhances and improves professional learning experiences when it is used to expand access to high-quality, enduring, job-embedded opportunities for professional growth among educators. Such opportunities lead to improved academic success and increase literacy and fluency, deepening knowledge and application of skills universally necessary in a digital world. Future ready leaders remove the barriers of geography and time for professional learning and provide educators with increased opportunities to (1) engage both in person and/or digitally in professional learning communities, (2) participate in peer-to-peer lesson design and sharing, (3) benefit from peer-to-peer coaching, and (4) better analyze, purpose, and leverage data and assessment for individual learning outcomes. Technology resources offer educators vast opportunities to collaborate, learn, innovate, share, design, and cultivate effective practices with colleagues across the country. Future ready leaders establish and sustain this type of collaborative culture by highlighting the need for iteration and personalized supports to meet the needs of all educators and learners. With a systemic focus, future ready leaders ensure all professional learning instances exemplify learner-centered instruction with paralleled emphasis on reflection and growth as end goals of learning. In this way, future ready personalized professional learning successfully supports authentic implementation and impact on learning outcomes.

### **SHARED OWNERSHIP AND RESPONSIBILITY FOR PROFESSIONAL GROWTH**

Future ready educators actively reinforce their own professional practices by using a variety of emerging technologies and resources, such as online learning, and social media to optimize teaching and learning. Proactive and self-directed, future ready educators take responsibility for their own professional growth through local and online professional learning networks (PLNs), communities of practice, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators access collaborative tools and digital environments that break down classroom, school, and district walls. Professional learning encourages, facilitates, and often requires educators whether individually or collaboratively to seek out professional networks both within and outside their district. The district commits to expanding its policies and practices to provide teachers, administrators, and other education professionals experience and equitable growth opportunities that encourage, incentivize, and value personalization of professional learning.

### **PERSONALIZING PROFESSIONAL LEARNING PATHWAYS**

Future ready leaders develop a comprehensive K–12 professional learning vision and design implementation plans with a menu of offerings that support personalized pathways of learning. Efforts to provide voice, choice, and/or delivery style for required content are made to support fidelity, honor the commitment to personalization, and more fully engage involved

learners (e.g., campus, department, grade level). Future ready professional learning fosters capacity and empowers agency as educators identify and explore content specific to their needs, interests, and skills. It is designed to feature multiple learning environments, strategies, resources, and routines identified as research informed (quantitative and qualitative), inclusive, and culturally representative.

### **FUTURE READY SKILL SET**

Future ready educators have on-going and varied opportunities to expand their knowledge and skills to incorporate a focus on critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information, and media literacies. To ensure support for all learners, opportunities for culturally responsive instruction, anti-racism, and unconscious bias training occur regularly. Inspired by and rooted in learning science research, the delivery of future ready professional learning is interactive and demonstrative. Sessions and workshops feature experiential instructional practices, purposefully designed to promote future ready skills and deeper learning. Future ready educators master a variety of research-based instructional strategies to better engage and connect with students to prepare them for college and beyond; in doing so, they develop familiarity, fluency, and competency in their own future ready skill set.

### **DIVERSE OPPORTUNITIES FOR PROFESSIONAL LEARNING THROUGH TECHNOLOGY**

Future ready leaders model innovative approaches to personalized professional learning and ensure that educators have access to a strong foundation of digital skills necessary to leverage personalized opportunities that are diverse, customizable, and often supported by emerging technologies. Policies and practices consistently and coherently identify a variety of professional learning resources and opportunities that reinforce commitments to personalization, agency, and equity. Future ready districts accept and encourage nontraditional modalities of professional learning as qualified requirements for licensure renewal, such as social media engagement, blogging, and networking with PLNs. Needs assessments and points of reflection are gathered and utilized continuously by leaders at the school and district level to maintain a professional learning catalog of offerings that are current and personalized by need.

### **BROAD-BASED PARTICIPATIVE REFLECTION**

Collaborating with and seeking mentors with expertise in applicable experiences, future ready educators build, maintain, and grow active PLNs within their schools, districts, and online communities. To nurture participation and self-regulated professional behaviors, educators thoughtfully reflect and assess their current understanding to set appropriate goals accordingly. Future ready educators use these self-selected goals to drive instructional decisions and maintain portfolios of practice, curating exemplars of prototypes, iterating as needed, and reflecting measurements of progress and growth. Continual reflection and intentional iteration are supported and encouraged throughout the educator evaluation process, drawing from a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and overall learning experience.



## **Gear 7: Budget and Resources**

An effective process for reviewing and developing a budget is guided by a deep understanding of school finance at the district, state, and federal levels. Funding a learner-centered initiative requires strategic short-term and long-term budgeting that leverages the use of technology and other resources to optimize student learning outcomes, while ensuring the prioritization of marginalized groups (i.e., Black, Hispanic, under-resourced, and impoverished students). To be cost efficient, budgets at the district and school levels must

align and include consistent funding streams for both recurring and nonrecurring costs. The district's financial model should include metrics and processes that determine total cost of ownership (TCO) for developing and sustaining the innovative learning environment and to ensure accountability for determining the learning return on investment (ROI).

### **EFFICIENCY AND COST SAVINGS**

Funding for learner-centered initiatives leverages technology to improve teaching and learning and to increase efficiency and cost savings. A cross-functional budget development team composed of district leaders, key stakeholders, and subject-matter experts represents the district's interests. This team employs strategies for calculating the TCO for all resources, focusing on technology, tools, and instructional practices that enable learning.

### **ALIGNMENT TO DISTRICT AND SCHOOL PLANS**

Priorities for budget and resources align with district- and building-level strategic and tactical plans and continuous improvement goals. Budget proposals also provide justification for all expenditures included in these plans and align with a guaranteed and viable curriculum. Innovative programs are funded conditionally upon their alignment to the district's vision and mission.

### **CONSISTENT FUNDING STREAMS**

The district has consistent and flexible funding that enables equitable access to learning environments for all students. Budgets for 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 learner-centered initiatives is integrated across multiple budget areas where appropriate.

### **LEARNING RETURN ON INVESTMENT**

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 ROI in digital learning, focusing on technologies, resources, and instructional practices that support student learning.



## **Gear 8: Collaborative Leadership**

Collaborative leadership for future ready learning requires leaders at all levels apply equity-focused innovative approaches. Future ready leaders are empowered to think and act with innovation in mind, with the willingness to embrace curricular and instructional enhancements as learning needs evolve and culture demands. They must believe in the district's shared, forward-thinking vision for learner-centered instruction through effective and intentional uses of innovative learning practices, tools, technologies, and resources, while ensuring equity in access and opportunity for all students. Critical to success is active demonstration of a culture of innovation whereby trust fuels the capacity of students, teachers, administrators, caregivers, and community to work in collaborative support of that vision. The resulting foundational policies reflect the coherency, consistency, and accountability required to prepare learners to thrive in today's issue-driven, globally, and digitally connected workforce and society.

### **A SHARED, FORWARD-THINKING VISION FOR TEACHING AND LEARNING**

Recognizing that today's students communicate, create, and seek education through connected devices and technology-based programs, schools must be proactive, adaptive, and inclusive of technology where appropriate. A learning environment that engages students in evidence-based practices and pedagogies, alongside intentional use of interactive tools, is

essential to prepare students to thrive in today's fast-paced society. Additionally, districts must engage students, teachers, administrators, caregivers, stakeholders, and the community as trusted partners in the process of learning. From identifying goals and envisioning outcomes to implementing a district's future ready initiative, collaborative leaders personalize learning for all through the effective uses of technology, communicating how effective teaching and learning practices look and feel as learners acquire, practice, and master these essential skills.

### **A CULTURE OF COLLABORATION, INNOVATION, CAPACITY BUILDING, AND EMPOWERMENT**

Future ready leadership nurtures and cultivates a collaborative culture in which leaders at all levels along with stakeholders are empowered to innovate. Capacity is maximized when trust, transparency, risk-taking, and respect are consistently modeled. Future ready leaders hold themselves to high expectations, demonstrating the flexibility, agility, and adaptability necessary to support, inspire, and assure an inclusive and dynamic team. Future ready leaders recruit and garner stakeholder support, creating reciprocal and dynamic partnerships steeped in trust and value. Core to sustainability, an innovative and empowered culture is informed by research, measured by student outcome data, and facilitated by competent, compassionate, future ready leaders.

### **HIGH EXPECTATIONS FOR EVIDENCE-BASED TRANSFORMATIONS TO TEACHING AND LEARNING**

Regardless of role, teachers, administrators, and students are challenged to show progress toward the district vision. The district establishes metrics to gauge such progress, actively monitors efforts, and incorporates positive, yet critical, feedback throughout the process. Frequent cultivation and evaluation of multisourced evidence ensures that instructional resources and technologies are implemented in ways that advance the vision. Consistent and transparent communication with stakeholders demonstrates and solidifies trust and supports the adoption of innovative approaches.

### **TRANSFORMATIVE, COHERENT THINKING VIA THE FUTURE READY PROCESS**

A forward-thinking, future ready vision is advanced through leaders' transformative thinking and collaborative endeavors. Future ready leaders ensure that district policies are coherent and parallel the underpinning philosophy of the vision (e.g., personalizing professional learning for educators, just as they personalize learning for students). They work collaboratively to develop strategic plans with input from a variety of stakeholders, map potential pathways to the future, and create tactical and financial plans with an appropriate budget for implementation. As active participants and leaders of implementation, they monitor, adjust, build capacity, and iterate for continuous improvement.

**Mahwah Elementary Library/M...** @MahwahMedia... · Dec 9, 2022 ...

Second and third grade friends had fun @LMMahwah #collaborating on @codeorg during #HourofCode .They learned to use loops in their algorithms. #coding #MahwahConnects #CelebratingProgress #CompSciNJ


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🔄 Mahwah Public Schools Retweeted

**Robert Kalman** @robert\_kalman · Feb 1 ...

I had a blast on Monday in the JK STEAM Lab @JK45\_Library with our K-5 teachers exploring @canva for graphic & video design. Canva is such a valuable, FREE #edtech tool for teachers & students. #mahwahconnects #tbirdpld

**Robert Kalman** @robert\_kalman · Jan 28

 I need some help friends. I'm leading a PD session on Monday; what are your favorite features of @canva? I call it the #edtech tool with a #growthmindset. #edapp #edchat #canva #design #canvaedu

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