DIGITAL LEARNING READINESS REPORT

VOORHEES TOWNSHIP BOARD OF EDUCATION

Date of Report: 01/25/2017

Digital Learning Readiness Score: *9.6* *(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:

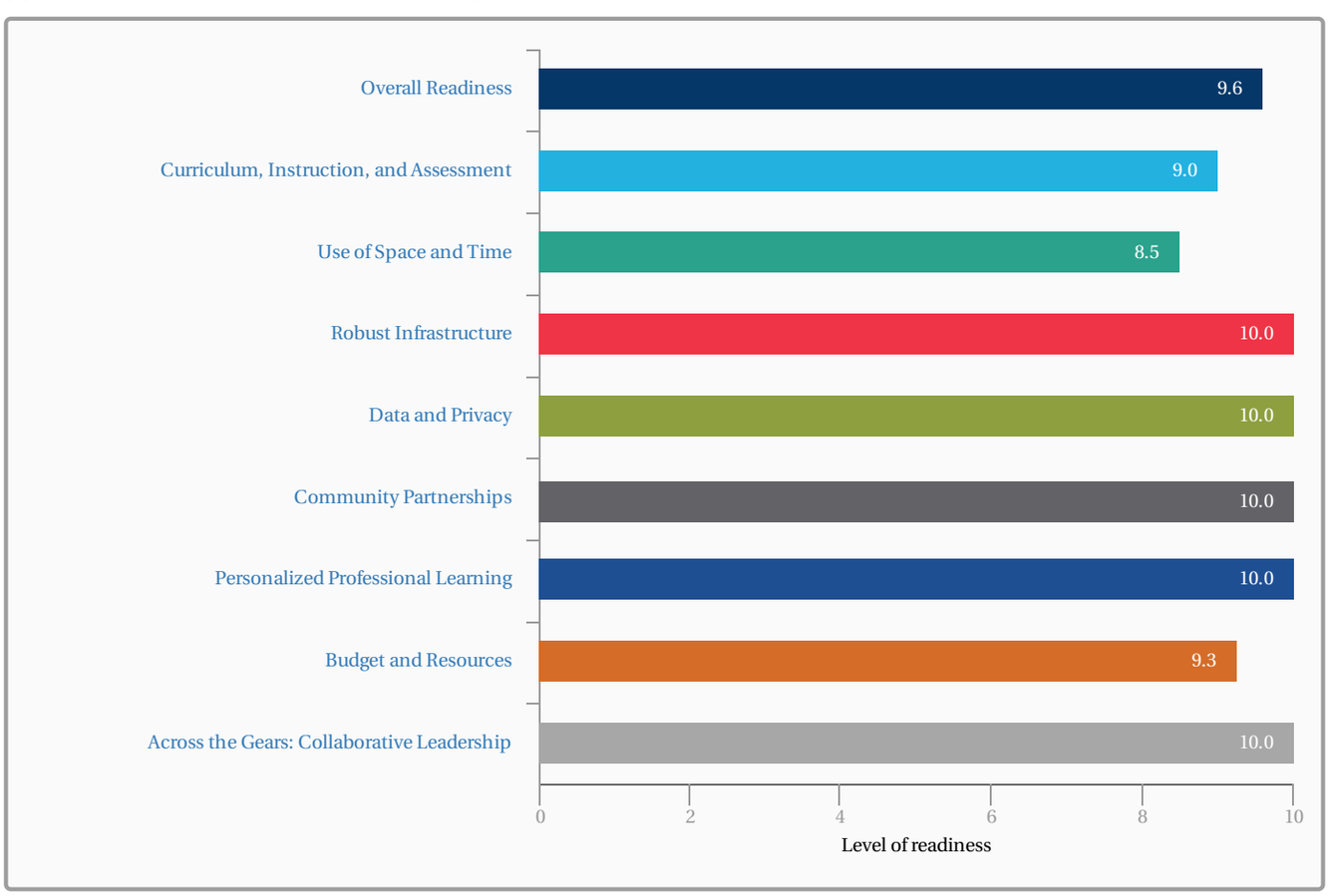
1. Curriculum, Instruction, and Assessment
2. Use of Time
3. Technology, Networks, and Hardware
4. Data and Privacy
5. Community Partnerships
6. Professional Learning
7. Budget and Resources

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 progress. 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
Blending of content knowledge, specific skills, expertise and literacies shape the overall educational environment. Personalized digital learning approaches are needed to ensure that all students have the opportunity to achieve master of the skills and knowledge that will prepare them for college and careers. These include thinking critically, using knowledge and information to solve complex problems, communicating effectively, learning how to learn, and developing academic mindsets.

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 distict'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 understating 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.

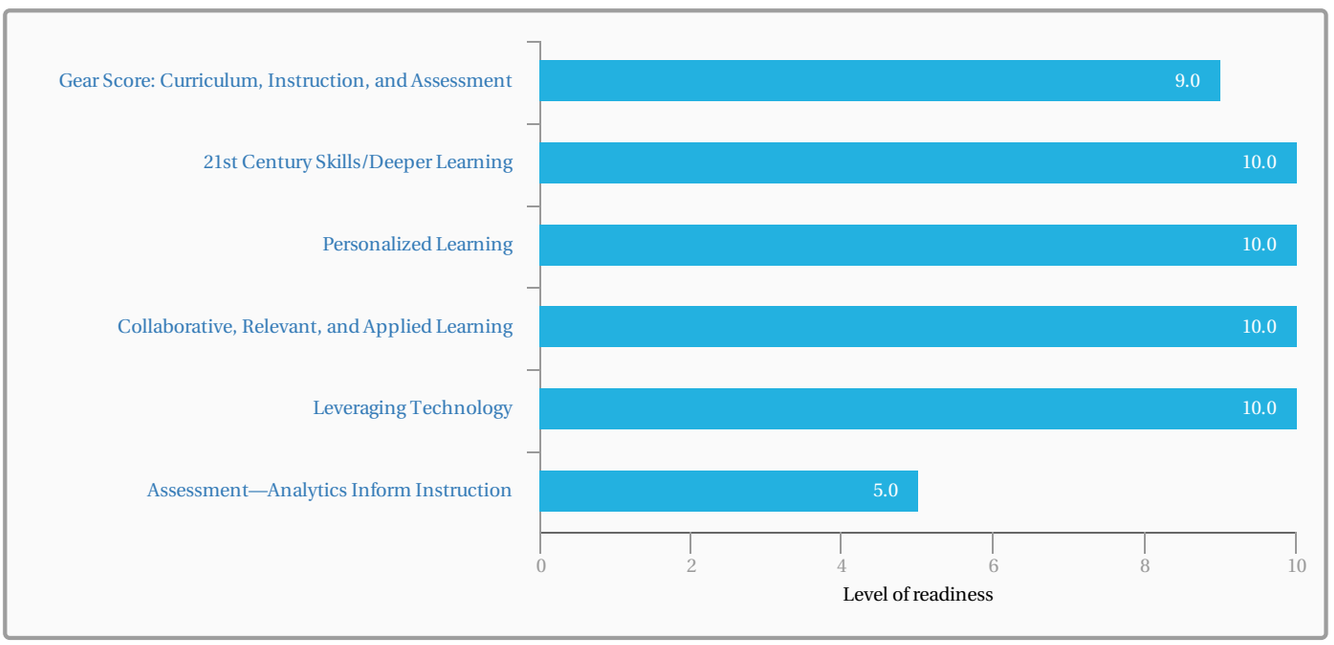
Elements of this Gear:

- 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:

Engage students with digital learning projects that promote 21st century skills, standards-based content knowledge and elements of deeper learning (e.g., critical thinking and decision-making, creativity and innovation, research and information literacy, and self-direction), and share strategies for heightening expectations, personalizing learning experiences, leveraging technology, and making good use of assessment data in pursuit of better preparing students for college and career readiness.

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 10

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

An Online Library

Have information available for new or reassigned staff who might need updating on the strategies used in units in that new position. Districts engaged in successful 21st Century Skills/Deeper Learning initiatives know that to sustain the initiative through time and staffing changes, it is necessary to provide refreshers for staff to maintain momentum. While online libraries of resources related to these skills are available, a customized set of resources, online communities, and links organized around the district's own framework for each skill can be a great resource for all staff and ensure that a consistent message is delivered.

Comprehensive Professional Development

Insure all staff have the opportunity to learn both the science behind critical skills as well as the instructional practices that support the skills. Districts that have been successful in implementing 21st Century Skills/Deeper Learning initiatives have sophisticated professional learning models that emphasize these skills on an equal footing with academic content. Professional development that includes modeling is particularly useful where teachers have the opportunity to observe and be observed by a teacher with a high level of knowledge and instructional expertise. For example, many teachers know that self-directed behavior is critical for students, but may lack strategies for seriously promoting that behavior. Much of the research and recommendations emanating from this research has been done in the past two decades. Some teachers may have misconceptions from past practice that need to be challenged before new practices can be successfully implemented. Well-designed professional learning that aligns with the district's vision is critical to addressing these misconceptions and changing practice.

Gap 1.2

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

Strategies to Close Gap 1.2

Outreach with Purpose

Develop a compelling brochure, guide, or website informing the public about district integration of 21st Century skills. Explain what they are, why they are important, what it will look like when students are building the skills, when to expect the transition to 21st Century learning, and what assessments will be used to measure progress over time. Distribute the information to key stakeholders, including staff, parents, and community members.

Create a Series of Professional Learning Opportunities

Administer skills assessments to staff members at professional development sessions, reflect on the results, and use the experience as an opportunity to emphasize the importance of both the skills and the assessment of the skills. To empower teachers to see the value in 21st Century Skills and to begin lesson design, they must have opportunities to enhance their own learning about the skills. A key element in such professional learning is this assessment of the skills. The district should then create multiple "glide paths" for how teachers can improve their knowledge of the skills and build the skills themselves, offering opportunities to personalize their learning while simultaneously creating lessons that incorporate 21st Century Skills into their teaching practice.

Assess, Watch, Learn, and Celebrate

Track the pioneers in your district who are empowering their students to think critically, are collaborating effectively, solving problems, and learning to be self-directed in their own learning. Highlight their experiences (successes and failures), learning from the latter, and celebrating successes. In the implementation plan and budget, build in ways to incentivize their use of the identified assessments to track their students' progress and encourage them to share their practices and findings with others.

Assessment Metrics

Develop the metrics your district will use to track the progress and measure the success of 21st Century Skills/Deeper Learning efforts of students, teachers, schools, and the district overall. It is important to measure success at all levels, as well as setting short-term and long-term goals to track progress and celebrate success.

Personalized Learning: Readiness Score of 10

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

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

Gaps & Strategies for Personalized Learning

Gap 2.1

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

Develop Benchmarks of Success

Begin to develop a clear plan that attends to policies, timelines, and budgets with a clear vision in place. Plans should be tied to your local definition of personalized learning and include key benchmarks that would establish a trajectory for ongoing engagement with personalized learning for students.

Continuous Adjustments Based on Data

Build clear opportunities to review your plan into your timelines and refine your approach to supporting personalized learning as benchmarks are achieved. Determine the appropriate metrics for measuring your progress, and establish processes for reviewing and using these data to inform the district's efforts.

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

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

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

Establish Metrics and Monitor Progress Articulate how you will evaluate your district on its continual progress towards putting in place the policies, providing adequate professional guidance/resources, and professional learning necessary for achieving its vision for personalized learning. Be sure to include the specifics of what measures and tools you will use to identify if you are progressing towards that vision and uncover any barriers that may impede progress.
Integrate Personalized Learning into Curricular Frameworks Identify curricula that supports personalized learning based on the review of pedagogy and resources. Explore other districts' curriculum and resources, comparing them to those in your district to determine what additions or changes may need to be made. Engage a team of stakeholders to provide feedback and pilot new ideas.
Build the Capacity of Staff Align professional development offerings with your vision for personalized learning. Consider professional development that assists teachers in transforming current lessons into lessons that offer opportunities for personalization. Offer all professional learning in a personalized format to model strategies and provide practice for educators.
Pilot Required Systems Prepare and pilot data, assessment, and content management systems that will be required to fully support personalized learning. Gather data on the pilot implementation through focus groups with participants and metrics provided through technological tools. Use the data to make inform decisions related to the final systems.
Adopt and Update Policies Review and revise current policies to ensure that access to personalized learning is supported by teacher, student, and systems readiness.

Collaborative, Relevant, and Applied Learning: Readiness Score of 10

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

Communicate with Families

Develop a communication plan to help parents/guardians and families understand the vision for integrating rich, collaborative learning experiences. Vet the communication plan with a diverse group of stakeholders to ensure that questions are being answered and communication will reach all families. The plan should provide for a variety of communication medium, but a consistent message. This message should include the framework, be tied to research, provide examples of what authentic learning will look like in practice, and articulate anticipated outcomes for students.

Empower Students through New Scope and Sequence

Collect initial plans for integrating deeper learning experiences, including collaboration with real-world experts and pilot tested some instructional resources (see Planning strategies). The work of this team is focused on making sure that there are meaningful, purposeful learning experiences for students that are staged and ready to be utilized during implementation. This team should create a scope and sequence may have been created to organize learning opportunities and development of discrete collaboration skills over time. The pilot lessons should be revised based on the feedback from teachers, and additional lessons created to demonstrate how the scope and sequence translates into instruction. A repository can be created for collecting additional lesson and unit plans that are vetted by the team members.

Continuously Evaluate, Continuously Share Success Stories

Revisit the research you conducted during the evaluation stage looking for examples and ideas for evaluating your efforts. Identify how your plans will be continuously evaluated, specifying which measures will be used and your benchmark for success. Be sure to indicate how you will use your data to improve your plan. Continue to share success stories and areas for improvement. Create and share case studies that highlight the envisioned student learning with stakeholders.

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

Focus on Metrics

Identify how you will evaluate your district on its continual progress towards achieving its vision for learning with a plan in place. Be sure to include the specifics of what measures and tools you will use to track the district's progress toward that vision and identify any barriers that arise. Include plans for how the information gained through the evaluation will inform the overall plan.

Emphasize Personalized Professional Learning

Create a complete professional development plan that is focused on transitioning the district's vision into practice. Consider professional development that helps teachers understand how to transform current lessons into lessons that offer opportunities for collaboration, and rich authentic work. Ensure that teachers and other education professionals have opportunities to practice lesson and unit design. Provide professional development in a variety of formats, including in authentic, collaborative settings that are consistent with the district's vision of what this type of learning looks like in classrooms.

Think Outside of the District Box

Explore opportunities for teachers to earn and practice collaboration with community partners to gain first-hand knowledge of the skills students will need in the workplace. Explore summer learning opportunities that position teachers in local businesses to understand current models of collaboration and application of content knowledge in real-world settings.

Leveraging Technology: Readiness Score of 10

Educators in digital learning environments integrate learning-enabling technology seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.

Investigating (0-3)	Envisioning (4-5)	Planning (6-7)	Staging (8-10)
District technology and curriculum staff members collaborate with other key stakeholders in an investigation of the latest research and best practices related to technology-enabled learning.	District leaders and key stakeholders establish a common vision for building and sustaining a digital learning environment that clearly defines the role technology plays in supporting these new learning environments.	Instructional leaders review all curricula for opportunities to apply current technologies to improve teaching and learning in ways that align with research and best practices. They then align and integrate these technologies into all curriculum documents.	Instructional leaders prepare a plan for proactively integrating technology into teaching and learning practices throughout the district. This includes professional learning plans and communities of practice. They pilot robust and effective integration of learning technologies within the curriculum.

Gaps & Strategies for Leveraging Technology

Gap 4.1

District leaders may not yet have established a culture of digital innovation that promotes pedagogy-driven, digital transformations in curriculum, instruction, and assessment.

Strategies to Close Gap 4.1

Adopt One (or more) of the Models

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

Back Them Up

Create multiple opportunities for professional staff to receive necessary training, reflect on their practice, and collaborate to identify and implement needed changes (e.g., digital community of practice discussion forums, weekly updates with technology integration coaches or curriculum specialists, digital collection of successful lessons, methods of evaluation and student artifacts). Provide professional development on the research that supports the selected technology integration model and the implementation plan for the model. Establish support structures, such as professional learning communities, where professional staff can set goals, practice new techniques, share ideas, receive feedback, and reflect on their practice.

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

Communicate—Before, During, Often

Implement the communication plan to ensure all stakeholders are informed and have input in the process. Recruit key leaders at all levels of the organization to communicate with staff members and bring input and feedback to district leaders.

Crunch the Numbers

Implement data collection plans to gather information needed prior to implementation. Have the cross-functional team review the data and revise plans based on the information. Share data collected with stakeholders on a regular basis to provide a transparent implementation process and updates on progress.

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

How Are We Doing?

Use multiple methods to monitor the progress of transition to a fully integrated digital learning environment. Include opportunities for reflection, and correction and modification of the integration plan. Develop and use digital technology to develop communities of practice that build and support a culture of continuous improvement and collaboration. Use student work to illustrate how technology enables learning and helps develop 21st Century Skills via demonstrations at school board meetings, postings on the district web page, developing a student community of practice, social media, etc.

Assessment—Analytics Inform Instruction: Readiness Score of 5

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

Locate the High-Achievers

Get recommendations from district-staff, building administrators, and other professional staff to locate pockets of success in the district where schools or teachers are gathering data and using it to inform instruction. While these assessments may or may not be digital, it is important to identify existing efforts so they can be built-upon and leveraged in subsequent efforts.

Assess the Vision

Use the results from your research and information gathering to begin developing a clear vision for digital assessment to drive planning. Be sure that this vision describes clearly what digital assessment would look like in your district, and how that would expand or replicate current practice. Engage in thoughtful conversations with other leaders and stakeholders, including parents, about what data are necessary so that any visions do not fall into the practice of "assessing because we can" and remain focused on purposeful data-gathering to inform instruction. Share the developing vision and encourage feedback, modeling the process of using a variety of types of data to inform practice.

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

See the Vision

Identify all of the protocols that need to be in place to facilitate the vision. Determine which of these are already in place and aligned with the vision, which existing protocols may need to be adapted, and what new protocols will need to be established in order for the vision to become reality.

Identify Barriers, Encourage Potential

Working with a cross-disciplinary team, begin to look for natural opportunities in current practice to leverage digital assessments that inform learning. Identify current protocols, procedures, or practices that may need to be changed in order for the district to move forward with digital assessments. Look for places where current practices can easily be expanded, and begin with these areas to develop early wins. Including the input from parents/families, explore how digital assessments could be more accessible out of school and how understandable assessment results are now and how they could be improved.

Gap 5.3

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

Strategies to Close Gap 5.3

How Will Students Obtain and Use Data?

Review the materials that were collected during the investigation stage and identify new ideas, lessons learned, and questions that still need to be addressed with a diverse group of stakeholders working as a shared leadership team. Start with the end in mind by creating a vision that supports what the district would like to see happening with data at the classroom level. Back-map your goals so that there is a clear vision for collecting, analyzing, accessing, securing, and using data to guide teaching and learning. Vet your vision with key stakeholders (teachers, parents/families, and even students) to be sure that you have identified appropriate, feasible, and locally relevant strategies for collecting and using data.

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.

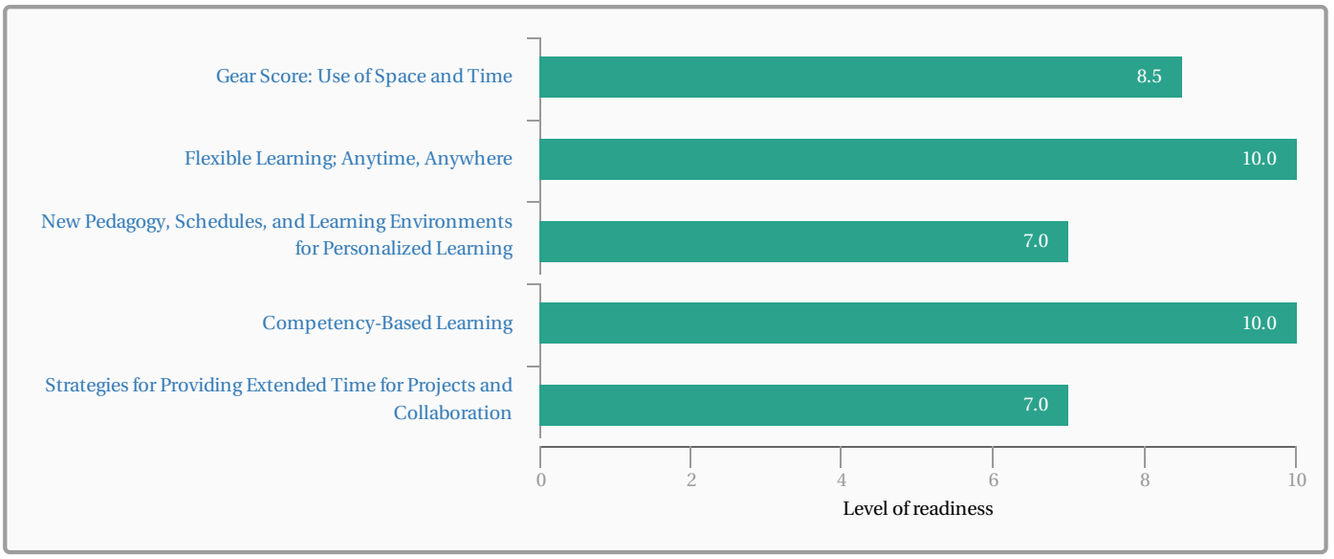
Elements of this Gear:

- 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:

Devices used to connect us to resources exist in our schools, in our homes, in our pockets or backpacks - we are no longer limited to the confines of the four walls of a classroom or a “one-size-fits-all” methodology. We must provide the learner with the ability to assimilate learning anywhere and at any time using mobile technologies. Because of these tools, new learning environments can be: “24/7/365”, “just-in-time”, “personalized”, “blended/online”, “flipped”, “learner-driven”, “on-demand”.

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 10

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

Do a Dry Run

Conduct a pilot test of digital learning or content management environments with groups of educators (subject areas, grade levels) and students. Include testing of tools in controlled environments to gain feedback on basic operations and features, and conduct focus groups with staff and students to identify additional barriers to implementation. Use information from the pilot tests to make changes to environments and design initial training for students and staff.

Build Your Capacity

Develop a comprehensive plan for training that begins with current knowledge and skills of professional staff and students and continues to develop over time. Include goals and objectives, and detailed plans for achieving each. Identify professional development providers, share your visions and plan, and select providers whose services are well aligned. Consider professional development from a variety of sources, including the digital learning or content management vendor, regional or state departments of education, and internal resources. Evaluate each provider based on your vision, ability to provide a wide range of services over time, acceptance of your flexible learning model, and ability to contribute to the work of your district as it develops.

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

Be Transparent

Ensure that a shared leadership team for flexible learning is in place with the ongoing responsibility to keep the implementation of anytime, anywhere learning aligned with the overall district vision and strategic plan for teaching and learning. Team members must have the appropriate leadership aptitude for innovation, flexibility, tact, and diversity of thought. Share how policy is aligned to the anytime, anywhere learning environment. Gather data related to Total Cost of Ownership, Return on Investment, usage of digital tools by staff and students, and anticipated student outcomes to communicate how well this flexible learning environment is working. Use this data to make revisions as necessary to improve progress towards achieving your articulated outcomes.

Be Accountable

Design a system for providing consistent oversight of implementation strategies that includes timelines and quality control of online content (e.g., quality and reliability of access to the Internet, delivery of content and functionality of software systems, access to instructional and technology support, and percentage and quality of use). Use teacher supervision data, walk-through data, or artifact portfolios to monitor implementation. Report progress by reviewing articulated goals or outcomes, illustrating how barriers were addressed, and documenting changes in teaching and learning. For example, use decision matrices to define barriers, prepare before and after comparisons of student learning and instructional practices, and use student artifacts to illustrate changes in teaching and learning.

Making It Work

Prepare for success by continually monitoring progress and allocating appropriate resources. Throughout all phases of implementation, assess capacity of students and staff to use technology and resources effectively and provide multiple and diverse training opportunities. Continue to focus on modeling and encouraging attitudes and beliefs about learning that are consistent with your model for flexible learning. Set a positive example by developing flexible anytime, anywhere learning opportunities for staff, students, and the community. Update the flexible learning plan annually to reflect progress made, changes in the context, and attainment or modifications to goals.

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

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

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

Gaps & Strategies for New Pedagogy, Schedules, and Learning 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

Constant Updating of Competence

Provide leadership and resources, such as instructional coaches, professional development, curriculum guidance and resources, and data related to student outcomes to support educators as they make the necessary pedagogical shifts to embrace personalized learning. Guiding student-centered, personalized learning requires ongoing capacity to use technology to elicit and make use of extensive input from students, subject matter experts, and other stakeholders, as well as facilitating student inquiry, discussion, and collaboration. Building capacity and competence to use technology and resources while tailoring instructional practice to meet the needs of the learner requires ongoing support (e.g., authentic training on tools and practices that fit, flexible time, 24/7 access to learning-enabling technology and connectivity).

Redesign

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

Gap 2.2

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

Strategies to Close Gap 2.2

Constant Updating of Competence

Provide leadership and resources, such as instructional coaches, professional development, curriculum guidance and resources, and data related to student outcomes to support educators as they make the necessary pedagogical shifts to embrace personalized learning. Guiding student-centered, personalized learning requires ongoing capacity to use technology to elicit and make use of extensive input from students, subject matter experts, and other stakeholders, as well as facilitating student inquiry, discussion, and collaboration. Building capacity and competence to use technology and resources while tailoring instructional practice to meet the needs of the learner requires ongoing support (e.g., authentic training on tools and practices that fit, flexible time, 24/7 access to learning-enabling technology and connectivity).

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Competency-Based Learning: Readiness Score of 10

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

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

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

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

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

Gap 4.1

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

Strategies to Close Gap 4.1

Task at Hand

Create a prioritized list of solutions that will help your district utilize the strategies to move toward your definition of effective use of time based on the detailed analysis of your district's use of time and the strategies used by other districts to optimize existing learning time (see Investigating and Envisioning strategies for descriptions). Create a project plan for each solution that includes an explicit timeline and identifies required resources (e.g., staff, learning-enabling technology, content, digital learning devices, connectivity) and funding requirements.

Be Proactive

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

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

Begin with the End in Mind

In the Seven Habits of Highly Effective People, Steven Covey emphasizes having a picture of the end goal prior to attempting to create the tangible version. With a clear vision of what digital learning accessible during and beyond school hours will look like in your district, have the leadership team back-map what infrastructure, policies, and community agreements need to be in place in order to make that vision possible.

Data, Data Everywhere

Work with an internal and external team of education professionals and stakeholders to identify data points that can inform your planning specific to providing 24/7 device and high-speed wireless Internet access for all students. Leverage data sets held by libraries, churches, local Internet service providers, community government, and other organizations. Utilize these data to identify the needs that must be addressed prior to planning for beyond-school-hours initiatives.

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.

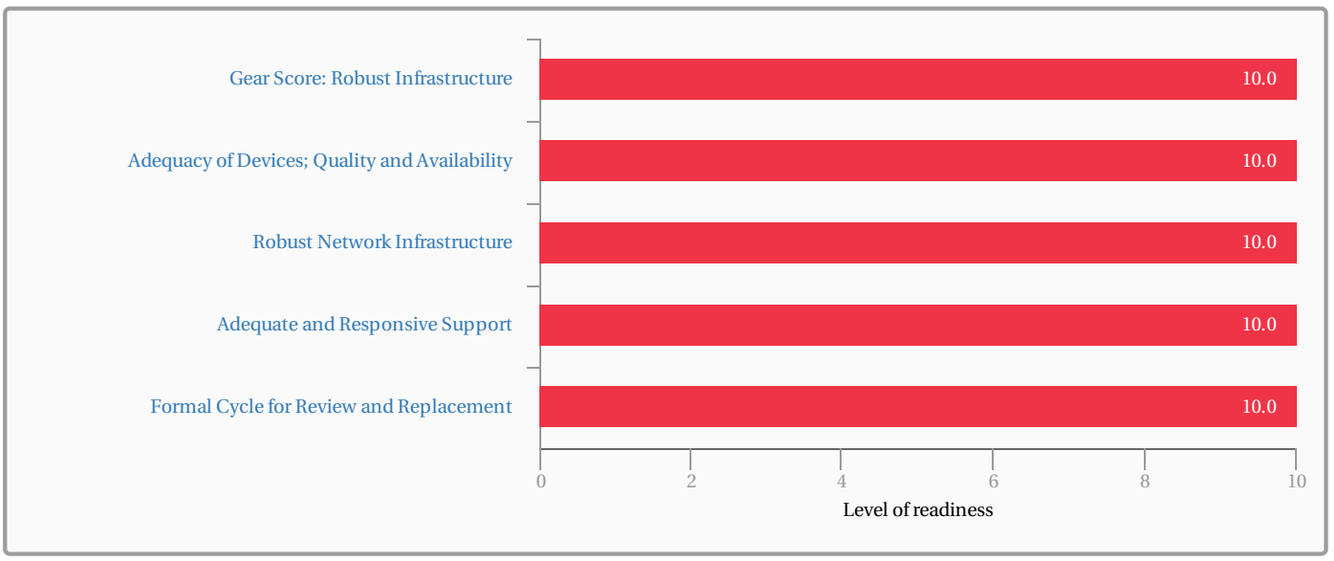
Elements of this Gear:

- 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:

Evolving technology resources (on-premises, cloud-based or personally-owned) place high emphasis on media convergence and interoperability, requiring increasingly faster data throughput, greater compute and storage capacity, and guaranteed quality of service on the network. Our goal is to achieve a balance between adding new and refreshing old resources, protecting/recovering resources from disaster and intrusion, while sustaining acceptable levels of maintenance and available technical support.

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

Community Outreach

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.

Metrics for Success

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.

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

Infrastructure

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.

The Lesson

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.

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

The Living AUP or RUP

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.

Engage All Stakeholders in Cyber Security

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.

Be Vigilant About Student Privacy

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.

Putting Policies into Practice

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.

Adequate and Responsive Support: Readiness Score of 10

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

Exploration Time

Consider the capacity building needed to get teachers and other staff ready to use technology effectively. Do it early and often. For example, one district created a model for summer professional development called "EdCamp Tuesdays" over the summer before a 1 to 1 deployment scheduled for the fall. These days were optional for teachers in the district, and for teachers in neighboring districts. In short, they simply wanted to bring educators together to share ideas and findings around the device. While the sessions were not packed or overflowing, they were well attended by teachers in the district and teachers outside of the district who were curious to see where the device in education was going. For everyone involved it was a tremendous learning experience and a successful way to provide support and optional PD throughout the summer months.

Pace the Implementation

Approach technology integration at a healthy, reasonable pace. The key is trust and transparency. It is also essential to provide time for teachers to acclimate to the devices and applications they will be using in the classroom. Some schools integrate pilot devices for trials and feedback, providing teachers with devices over the summer to use and adapt to, and developed optional professional development drop-in sessions over the summer.

On-Demand Support Structures

Create structures that enable educators (and students) to access support on-demand. For example, a website with commonly used digital tools and applications along with videos, scripts, and FAQs for quick access. In short, a district's own version of Khan Academy for EdTech. Such resources are convenient ways for teachers, and really anyone in the world, to learn about new and emerging digital tools.

Authentic Learning: A Student Run Help Desk

Develop a student tech team. A student manned help desk often includes high school students who want to take an elective that would also serve as a support system for EdTech in the schools. For efficiency, the IT department would want to staff the help desk with students throughout the day, offering services to both teachers and students for instant support. The help desk could also create online resources for students, teachers, and the world. Those who have instituted this approach consider it one of the greatest benefits of our tech initiatives. A careful balance needs to be struck to ensure that the learning and capacity building of these students comes first. Typically a school will find that the students are very inventive in providing support structures to streamline the system.

Student and Parental Device "Drivers" Ed

Consider holding summer sessions that could be considered "Device Driver's Ed" sessions for students and their parents. In a high school that used this approach, the sessions were mandatory for all students who were receiving their devices during year one of the launch and for incoming freshmen. In short, the IT department briefed parents/guardians and students on the school's policies surrounding the new technology, provided information on insurance for the device, and shared applications that students should become familiar with before school started. Typically these sessions were offered during the day, and in the evening at the beginning of August. A scheduling system was used to give parents/guardians an opportunity to schedule and sign up for a date and time for the device Driver's Ed. Using this system allowed the school to cap sessions at 50 students as to not get overwhelmed with questions. The evening sessions served to accommodate parents' schedules. In addition, a school might want to hold community tech nights where the community could drop in to hear about various initiatives and attend a range of specific workshops each month. Such events generally last 90 minutes and include a brief presentation followed by a hands-on learning exercise.

Establish Support Metrics and Track Progress over Time

Develop an assessment tool to evaluate the technology integration and associated support systems. These data are key for they help provide evidence for future technology initiatives. The data collected also help with planning the following year's budget for systemic support.

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, sunsetting/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.

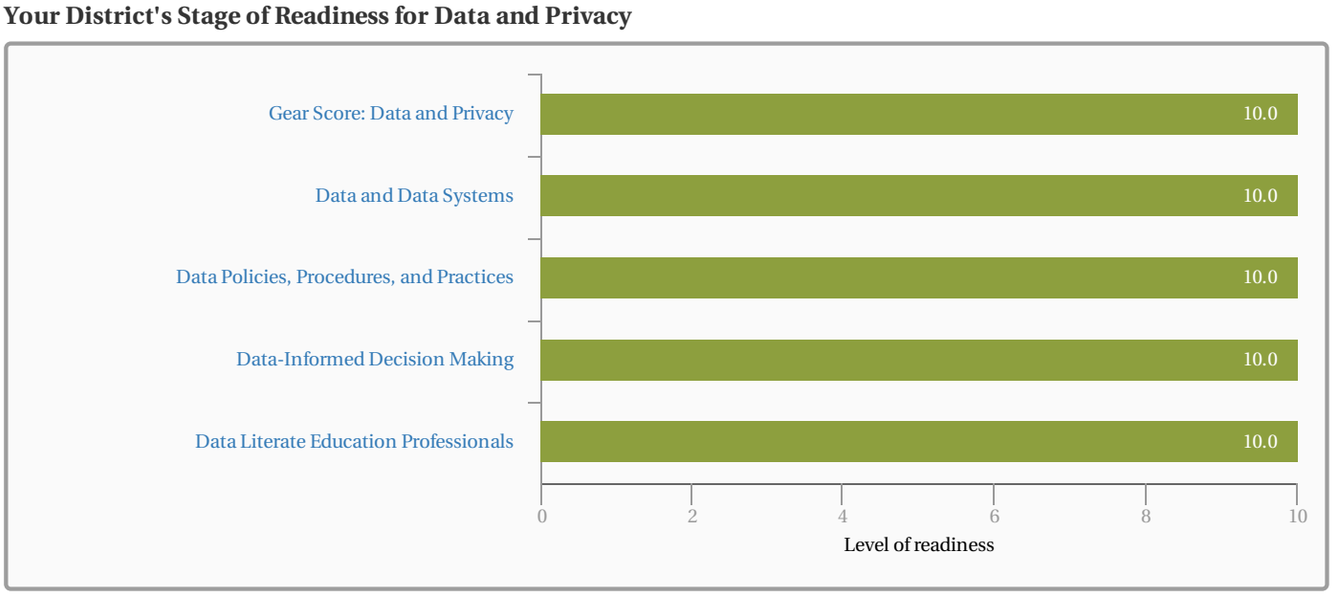
Elements of this Gear:

- 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 practices focus on promoting data management standardization, data threat/risk management, digital records and communications retention, and state data reporting, and they combine to provide the foundation for a more comprehensive system. The methods chosen facilitate data collection, warehousing, analysis and reporting. They are important for regulatory compliance, as well as for the protection of the information and our ability to share it between dissimilar systems and authorized users.

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

Plan to Take Action

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.

Reach Out to Other School Districts

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).

Value Added

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.

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

Implement a Marketing Campaign

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.

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.

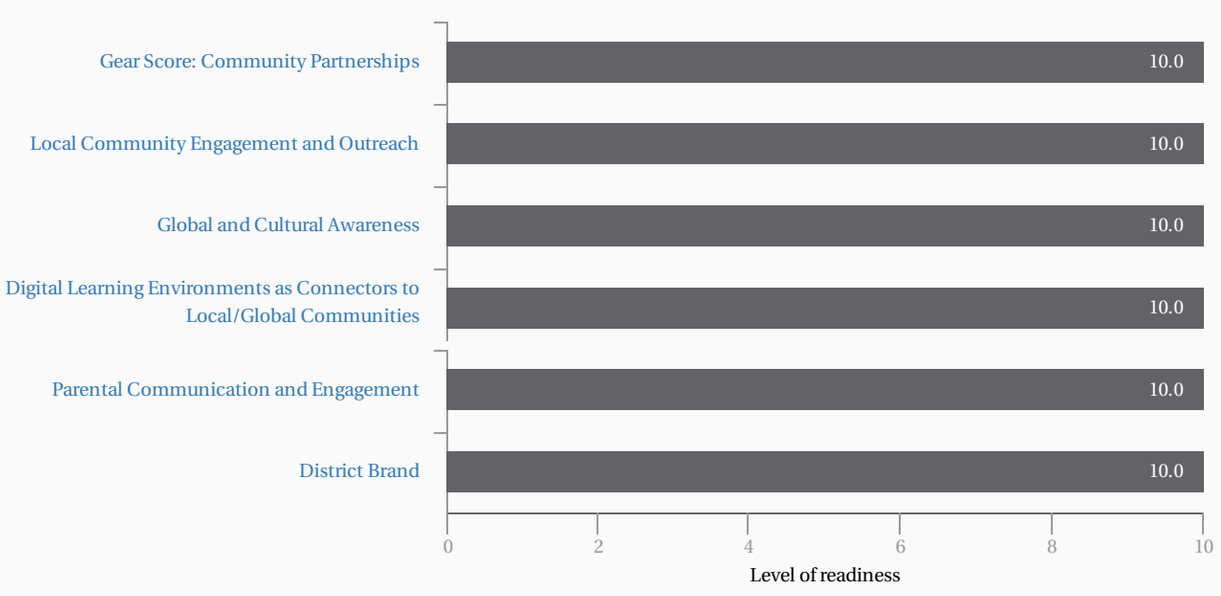
Elements of this Gear:

- 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:

We deliver services fostering home-school communications, resource training and support, and information sharing on curriculum and operations topics. We create partnerships that bring relevance to curricula using community-based experts and resources, implement community-based exhibitions of student work, and coordinate afterschool programs. "Inspire, Engage, Innovate," communicates a "brand" for the district's instructional culture - it appears on all correspondence used by the district.

Your District's Stage of Readiness for Community Partnerships



Depth of Your District's Knowledge Base: Community Partnerships

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

Confidence of Your Leadership Team in Discussing Topics Related to Community Partnerships	Not Yet Prepared to Discuss	Could Discuss After Additional Research	Could Discuss with Confidence Now
Discuss how teaching and learning can be enriched through local community partnerships (i.e., increased access, relevance, opportunities for public exhibitions of student work, etc.).			X
Discuss community partnerships that can build global and cultural awareness in students.			X
Strategies for ensuring that digital/online learning environments serve as vehicles to enable local and global community partnerships.		X	
Discuss home-school communication that are enhanced and enriched through technology.			X
Discuss district creation of a "brand," that positions the district as a positive, 21st Century force in the lives of students and the community.			X

Status

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

	Not currently a priority	Actively researching	Formalizing our commitment	Developing district plans to implement	District policies, expectations and plans are in place
The school serves as a hub of the community and actively involves the community in achieving its learning goals.					X
Students' global and cultural awareness is deepened through face-to-face and online community partnerships.					X
The school district has deployed a digital learning environment with education programs that facilitate safe online peer-to-peer, student-teacher, and student-expert interactions.					X
The district has designed and deployed a robust digital communication system that is responsive to individual families as staff use it to draw parents into frequent interactions about their child's education.					X
The district has built a brand that conveys preferred messaging with students' families, the community, and beyond.					X

Rubrics for Community Partnerships

Local Community Engagement and Outreach: Readiness Score of 10

The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, 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

Formal Needs Assessment

Conduct a formal needs assessment and focus groups with community members and parents to tailor services and outreach to the specific community and its members. A needs assessment involves documenting both the current state and desired state of the community partnerships and collaborations, identifying any discrepancies between the two, and creating a plan to bridge the gap.

Memoranda of Agreement

Create MOUs with partners. For provision of specific services, like after-school tutoring or internships for example, district leaders will want to have a standard partnership agreement, with Addendum for various special projects. For other activities, such as meetings or community training sessions held on school property, less formal agreements between the parties will likely suffice.

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

Crunch the Data

The district should gather data on community partnerships and use these data to monitor and adjust the district's goals, specific partnerships, partnership members, and activities. Gather data both on implementation (i.e., number of activities, content of events, attendance) and outcomes (i.e., decreased drop-out rates, increased attendance).

Outreach/District Education Foundation

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

Global and Cultural Awareness: Readiness Score of 10

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

Monthly Networking/Honoring Achievements

The school district/superintendent should host a monthly or bi-monthly event (e.g., breakfast, luncheon, after-school snack) in the community where each principal attends, along with a key staff member who organizes community-outreach and partnerships, and 2 to 3 school volunteers or active community members. District staff, including those who have been identified as key community liaisons, should attend. These events should spotlight a particular school district initiative and recognize a community entity for their support of the school district.

Internal Exchanges of Community Partnership Ideas

Institute a rotation process established where at each meeting (preferably monthly or quarterly) a principal shares the work he/she is doing in collaboration with a community partner. The district's community relations/PR department should provide updates on a regular basis (preferably monthly) on progress toward obtaining the goals stated in the district partnership plan, and highlighting district-wide, school-wide, and individual efforts to collaborate with local and global partners to meet the district's and school's collaboration goals.

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

Community Council Focused on Understanding Cultures

Establish a community council with the goal of understanding the multiple cultures that make up the community the district serves. For example, a "Unity Council" may be comprised of school leaders, parents, and representatives from community organizations. Through quarterly meetings, the council works to promote safe, inclusive environments, foster open dialogue among community members, and promote cultural awareness and acceptance.

Measure and Report Progress

Set goals for the district in terms of providing global and cultural experiences for students and the broader community. Identify ways to measure progress, gather data, and report continuous improvement regularly. Update the goals annually to ensure the district's goals keep pace with progress toward meeting the goals and other district and school initiatives.

Digital Learning Environments as Connectors to Local/Global Communities: Readiness Score of 10

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

Monitor Progress

Once a community digital communications plan is in place, constant attention must be paid to maintaining the momentum despite competing priorities. Assign a district staff member to be responsible for measuring progress on the plan, continuing to meet with stakeholders to update the plan, and assessing attainment of the plan's key goals and desired outcomes.

Build on Public Relations Expertise

Maximize efficiency of the district's efforts by seeking professional development from national and local public relations groups that specialize in working with schools and school districts, such as The National School Public Relations Association (http://www.nspra.org/). Find a local chapter of NSPRA (http://www.nspra.org/nspra-chapters) and utilize the full spectrum of services they provide.

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

Communicate Expectations

Develop a plan with stakeholders that includes a clear definition of digital citizenship, along with a vertical alignment for teaching digital citizenship and information literacy across all grade levels. Provide resources and professional development for educators in using the resources for teaching digital citizenship at each grade level. Use community resources, such as consulting librarians at public or university libraries for their expertise on teaching digital citizenship and information literacy to all students or employees at private technology companies or government agencies who may have expertise in this area. Development and broad use of an Acceptable Use Procedure (AUP) or a Responsible Use Procedure (RUP) document to be signed by each student and their parent or guardian at the beginning of each school year.

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

Monitor Student Online Safety

Addressing the balance between online student safety versus assuring that all students have the access and gain the skills required to be competent in a digital information age is an ongoing challenge that needs to be reviewed and addressed regularly (at least annually) by school district leaders and teachers, community members, and parents. Gather data related to online safety related incidents throughout the school year such that policies can be considered and revised based on real concerns encountered by educators, students, and parents. A school district shared leadership committee, made up of district instructional personnel, principals, teachers, parents, students, and community members should review the district's AUP/RUP and other policies related to digital access at least once a semester. Research should be conducted to ensure policies are consistent with current trends in the field. Changes in policy and practice as advised by this committee should be made annually.

Parent Education

Parent education is a key component in arriving at a school district policy that allows teachers and students to leverage the digital resources that are currently available to enable teachers to personalize learning and access tools to assure academic success for all students. Schools and school districts should provide parents with multiple resources to learn about digital literacy and the skill sets needed for their students. Parents also need to know how best to protect and encourage their children's use of the Internet for learning. This is an ever-changing balancing act that cannot be covered in one meeting or communication, but rather through regular in-person communications and up-to-date resources provided in print, on school and district websites, and through social media.

Parental Communication and Engagement: Readiness Score of 10

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

Plan Ahead, then Plan Again

Educators must be thoroughly oriented and trained prior to providing parental access to any online system. Standards should be established for posting of information, including content and regularity of posting. Parental access is essential, but expectations must be shared across the system. Parental access should be built into any Learning Management System (LMS), Student Information System (SIS), or digital learning environment. Once established, it must undergo a rigorous quality assurance process where usage is tracked and data are used to inform changes to the system itself and the policies and procedures related to the system for continuous improvement. Accommodations for parents without Internet access should be established, such as providing access in public spaces or community buildings. Like all components of the plan, these accommodations must be reviewed regularly to ensure they are adequate to ensure access for all parents.

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

Engaging the Community

Conduct outreach into the community to establish a clear plan for providing Internet access for parents in central locations where community members congregate, as well as training for parents who may need assistance. Wherever possible, centers for providing Internet access to parents who do not have their own access to the Internet should be provided. This could include special kiosks for parent access in a designated location at each school, extended library hours for parent access, access in apartment or housing complexes, kiosks in shopping centers or grocery stores, or even access in public parks or community centers. On-site systemic support should be provided at these locations by district staff, staff at the location, volunteers, or even students. Schedules for staffing these locations, and hours that support is provided, should be communicated through a variety of means throughout the community.

District Brand: Readiness Score of 10

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

Subcommittee Charged with Developing a Brand and Logo

A subcommittee from the school district's strategic planning committee should be convened after the strategic plan has been approved. This subcommittee should be charged with developing a brand and logo for all district communications that aligns with the goals and objectives of the school district's strategic plan for continuous improvement. At least some members of this committee should have marketing and graphics expertise. If the culture of the school district systemically supports it, the district might consider having a contest for students, teachers, and community members to submit suggestions for a district logo and brand, based on the district's strategic plan.

Expectation for Conveying the Brand

The school district should establish the process and expectation that every school in the district carries the district brand and logo for 21st century digital learning - in addition to any local school insignias - on all internal and external communications.

Brand, Brand Everywhere!

Establish the process and expectation that every school in the district carries the district brand and logo for 21st Century digital learning - in addition to any local school insignias - on all internal and external communications. The brand and logo should appear on every district publication and communication including all district and school documents and professional email messages. All school websites should have a common look and organization, tied to the district's brand and logo – with room for individual school mascots, mission statements, and other school-specific information. Professional development on effective communication strategies should be provided to all professional educators within a school district system to assure that all have both the commitment to carrying out the school district vision through its logo and brand, but also the ability to effectively communicate the district's message as it relates to their school or classroom.

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.

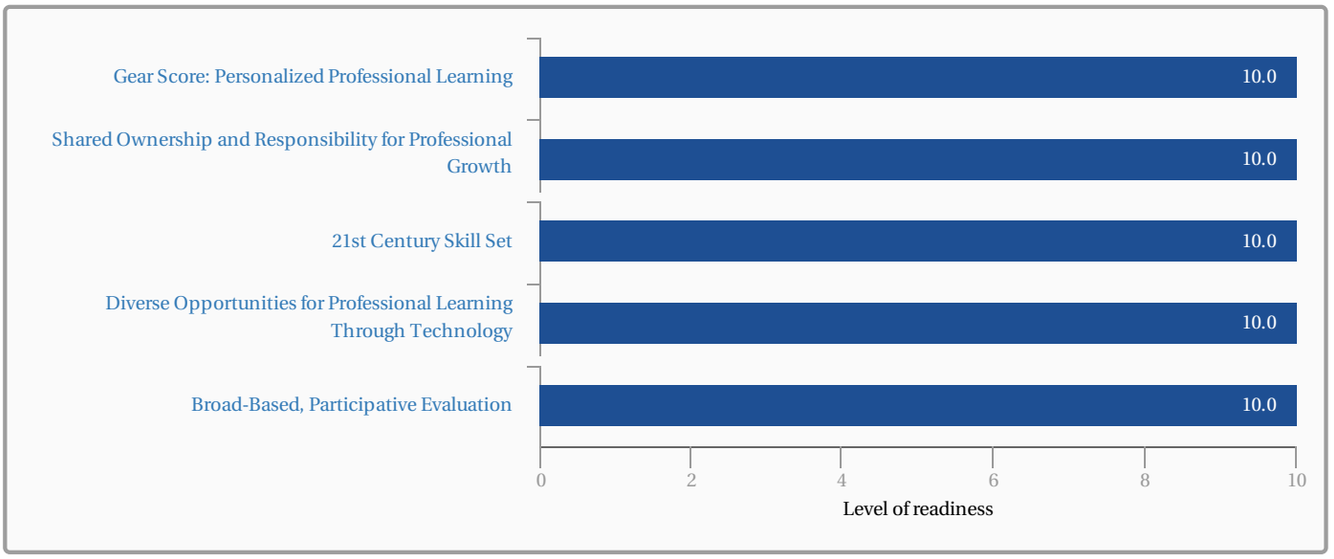
Elements of this Gear:

- 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:

Systemic PD in digital learning is our goal. Flexibility for choice, structure and variety in activities/compensation for participants is key, along with shared ownership and goal setting. Traditional and alternative formats may include graduate and in-service courses, workshops, and self-study experiences, blended learning, synch/asynch distance learning, EdCamps, social media offerings, and sessions hosted via corporate partnerships and professional learning communities.

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

Clarify and Align Expectations and Definitions

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.

Enable Culture Shifts

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.

Prepare to Implement the Professional Learning Plan

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.

Identify and Build a Cadre of Mentors

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.

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).

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.

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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.

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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 10

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

Clear Roles and Responsibilities

Clearly communicate the importance of 21st Century skills in today's society and provides research on how these skills serve as a foundation for authentic, real world learning for adults and students. The roles and responsibilities for shifting the culture to one that embodies 21st Century learning and teaching are assigned and transparent. Timely progress reviews are required, results are accessible for reflection. The district establishes pilots that exemplify a 21st Century culture, one that promotes 21st Century skills such as self-direction, personalized learning, and collaboration among educators, students, parents, and community. The district builds the capacity of administrators and other leaders to serve as role models and guide other educators in their building of 21st Century skills and competencies.

Clear Expectations and Timelines

Establish clear timelines and pathways for administrators, teachers, and other education professionals to achieve 21st Century skill competencies aligned to District targets. For example, "back map" the key 21st Century skills into a guide as to what depth of proficiency/mastery must be achieved by job classification in the district. Similarly, take the district's list of 21st Century skills that each student should acquire by the time they exit the district. Then, "back map" these skills, outlining what depth of proficiency/mastery must be achieved at each grade level in the district and what instructional strategies, tools, resources, activities can be used at each grade level to ensure that students reach the described levels of proficiency. Create series of professional learning pathways for educators to acquire these skills and associated knowledge and proficiency in use of such skills.

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

Align Expectations and Timelines

Establish timelines and the pathways for administrators, teachers, and other education professionals to fully implement 21st Century learning, teaching, leading, and assessment. For example, create a list of 21st Century skills that each student should acquire by the time they exit the district (i.e., a graduate profile). Then, "back map" these skills into a definitive plan, outlining what depth of proficiency/mastery must be achieved at each grade level in the district and what instructional strategies, tools, resources, activities can be used at each grade level to ensure that students reach the described levels of proficiency.

Build Structures

Develop structures that enable staff to become 21st Century educators. For example, create a district rubric with four levels of proficiency describing varying stages of expertise aligned to 21st Century teaching and learning competencies. Consider creating a course which all educators would take over time to learn more about 21st Century Skills and learning sciences. This course could be offered as an online module or face-to-face and should focus on investigating four critical questions: • How do people learn? • What do we want our students and our staff to know and be able to do? • How can we design learning environments that will help all students maximize their learning potential? • How can we monitor what they are learning? Have all district educators self-assess where they currently are upon the rubric. Working collaboratively with their evaluator or other school leader/colleague, create a personalized learning plan for moving from their current level of proficiency to the subsequent level of proficiency. Establish a "4 C" team of in-house trainers who can deliver training in one of the "4 C" areas. Each team member should be assigned one of the "C's" in which to become an expert so that they can train, support, lead others in the district in improving their capability in their "C" area. 4 C team members create podcasts, videos, online tutorials, classes, blogs, wikispaces, Twitter Chats, screencasts, and other tools to inform colleagues across the district about 21st Century competencies.

Assign Responsibility for Implementation

Assign each district administrator a role in carrying out the plan for building the knowledge and capacity of professional educators in terms of 21st century Teaching and Learning.

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

Staging Implementation

Create a district timeline specifying what all educators must learn, when each target will be met, who will be responsible for each target, and how progress toward each learning progress will be monitored and assessed.

Incentivize and Encourage Change

Outline the various changes that will occur to accomplish the adoption of digital learning. The transformation to 21st Century digital learning will require shifts in teachers' visions, curricula, pedagogy, assessment, classroom practices, types of content (i.e., digital), etc. This will also require significant professional growth in teachers and administrators. Structures to support their "glide path" to digital learning will be needed. For example: • award digital badges to educators as they reach each milestone laid out in the district timeline • establish criteria for becoming a district-certified master teacher in each area who will then earn additional badges, credits, etc. and will be qualified to serve as mentor teachers to other colleagues in the district • implement an "Instructional Rounds" approach to structured, collaborative, district wide classroom walk-throughs looking for examples of instructional techniques being used that are aligned to 21st century learning targets • share examples found in individual classrooms with others in the school • create "demonstration classrooms" in which teachers volunteer to invite observers into their classrooms to see identified instructional tools, techniques, resources being implemented to advance student learning • produce and share documents relating to all aspects of this element and share in easily accessible district platforms. Documents should include a glossary of terms relating to 21st century learning and technology integration, a list of all district personnel who are willing to serve as resources in specific components of the plan, a list of technology tools with short descriptions of the purpose/use as well as links to learning about the tools and whom to contact for support in using, etc. • identify coaches and subject matter experts to support learners. • provide diverse opportunities to access both technical and instructional support.

Define and Support

Provide support for those in the transition leadership positions. Roles and responsibilities for change management and implementation of the plan are assigned and transparent.

Update Processes and Tools

Align current processes such as administrative walk-throughs of schools, teacher evaluations, school improvement plans, scheduling, etc. to include the critical elements of the plan for professional learning.

What gets Measured, Gets Done

Document professional growth and mastery of technology-enabled learning practice through a variety of metrics, including observations, artifact reviews, changes in classroom practices, collegial presentations based on professional learning experiences, etc.

Diverse Opportunities for Professional Learning Through Technology: Readiness Score of 10

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

Check Policies for Coherence

Ensure policies clearly support diverse, customizable professional learning options that can take place at a variety of times and multiple formats. Make necessary adjustment or agreement.

Clear District Expectations

Clarify pathways for school and/or district personnel to participate in professional learning through technology, especially social media, and the skills as well as technology access necessary for that participation to be achieved. Develop a guide that clearly states professional learning expectations for educators, and the pathways available to them for meeting such expectations. Have the superintendent or other district leader create a video series of short tutorials explaining the new Personalized Professional Learning plan for all teachers to access 24/7.

Professional Learning Plans for All

Ensure that all district leaders create and share their own personalized professional learning plan. Next, have all building-based administrators do the same. Ask all administrators to share their personalized professional learning plans with each other, with their site-based staff/colleagues, and through blogging.

Modeling with Social Media

Administrator create a weekly personalized professional learning communication to be shared with all district staff. This can be shared through any/all of the following with district staff: podcast, blog, screencast, or simple email. The communication should include information about the district Personalized Professional Learning plan, a research highlight, a current best practice in place in one of the district's schools/classrooms, a best practice from another district, a tech tip of the week, etc.

"Off-the-Clock" Professional Learning

Encourage teachers to engage in "off-the-clock" professional learning by allowing/awarding credit, stipends, badges, release time, step increases, etc. for those who attend outside professional learning events (e.g., Twitter Chats, EdCamps, visits to other schools, etc.) and subsequently share their learning with team members.

20% Self-Directed Study

Consider including a "20% time" approach within the district Personalized Professional Learning plan, allowing 20% of the teacher's professional learning to be completely self-directed study of a specific topic they wish to explore further relating to their role in the district.

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

Develop Supportive Policies

Develop policies that systemically support access to technologies, especially social media for professional learning. For example, do policies provide the flexibility and adaptability for educators to learn at their own pace, in their own time frame, doing things that are relevant to them? Are there alternatives for documenting professional growth beyond seat time? Do the policies require personal learning plans?

Articulate Expectations; Create Pathways

Articulate expectations for quality professional learning opportunities. Create pathways for school and/or district personnel to participate in professional learning through technology, especially social media. Model pathways for school and/or district personnel to participate in professional learning through technology, especially social media, and the skills as well as access necessary for that participation to be achieved. Use these pathways to develop a template for personal planning for professional learning.

Continually Offer Compelling, Practical Offerings

Continue to host a variety of face-to-face meetings geared for professional learning. Consider invitational, as well as mandatory sessions (e.g., "Lunch and Learns" in which teachers attend a lunch session led by a colleague in the district who offers to teach them about new teaching strategy/tools, faculty meetings led not by the principal, but by groups of teachers who share new instructional strategies with their colleagues, etc.).

Create a District University

Create an informal district wide professional learning "college" or "university" whereby teachers and administrators from across the district serve on the "faculty" and offer voluntary after school and/or before school professional learning sessions on a variety of teaching and learning topics.

Archive Online Professional Learning to Create a Library of Options

Create videos of all face to face invitational learning opportunities so that staff members who cannot attend in person can access the learning on their own time when desired. Work to change a "one-size-fits-all" model of professional learning offerings. Establish a menu of offerings and allow staff to choose from among the menu items based of role, experience, interest, skill set, etc.

Create a Menu of Options

Tap into online professional learning programs that include assigning, tracking and reporting features (e.g., Atomic Learning, Lynda.com, etc.). Work with teaching staff to set goals, target dates, etc. After the first month do a survey with the participant teachers to get their feedback on the process. Adjust the overall plan if needed.

Clarify Pathways, Share Examples

Clarify pathways for school and/or district personnel to participate in professional learning through technology, especially social media. Share examples of professional learning opportunities that clearly model current research on effectiveness. Include examples that leverage technologies and social media.

Start Small then Grow

Start with small groups of teachers – no more than 4 or 5 in a group. Have them set up a Twitter Chat, Google Hangout or other social media facilitated group. Have each group do a weekly online event. After one month combine groups to form larger groups and grow the process outward. At the appropriate point invite other professional educators from outside the school or district to join.

Develop an On-Demand, Digital Series

Work with the Instructional Technology Team to develop a series of on-demand, digitally based professional development opportunities for teachers and other staff.

Collaborative with Neighboring Districts

Work with neighboring districts to development digitally based professional development opportunities for all teachers and staff (e.g., a multi-district continuum that offers online courses to teachers, EdCamps, shared professional development days.)

Model Technology and Social Media

Begin modeling the use of tech-based and social media tools in all professional learning settings. Share tools and resources that can support teachers and students in the classroom. Begin creating a tech toolbox, which staff are invited to add to over time, of tech tools (e.g., 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. As an example, create an environment for "gamifying" teacher learning by sharing how some schools are using gamifying in their classrooms to enhance student learning.

Innovatively Incentivize

Incentivize teachers to participate in alternate means of digitally based professional learning. (e.g. MOOCs, Twitter Chats, edWeb.net webinars, professional learning networks.) Create a digital badge system for professional learning, setting periodic targets for staff members to reach, earning digital badges for mastering certain skills at specific stages of learning. Have teachers post their badges on their email signature, on their Edmodo page, webpage, classroom walls, etc.

Establish District Norms in Social Media

Create a district hash tag on Twitter; district leaders should send several Tweets each day, including the district hash tag within each Tweet, sharing events that are occurring in schools and classrooms across the district, resources for teachers, information for parents, etc. Encourage all district staff to become active in Twitter and contribute ideas, questions, resources, and events to the district hashtag.

Meet Virtually: Model Effective Uses of Technology

Use Google Hangout and Skype to meet virtually across the district with staff members as a way to both meet efficiently and also as a way to model the use of these virtual meeting tools. Show how these simple tools can be used to connect with people outside the district to enhance learning such as Skyping with an author or conducting "Mystery Skype" sessions.

Speed Dating: Technology

Consider a "speed dating" format to a school or district professional learning block of time to expose staff to tech/social media tools in which teachers who volunteer to teach colleagues about a tech teaching tool each man a station. Staff members then rotate form station to station for a short amount of time at each station, learning (for example) about ten different tools for five minutes each.

Broad-Based, Participative Evaluation: Readiness Score of 10

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

Annual Professional Learning Goals

Teacher and administrator goals for professional learning should be identified in each year's individual evaluation instrument. The goals should be reviewed at the beginning of the school year, at the mid-point (with permissions for revisions of some goals or targets) and at the end of the year summative evaluation review.

Shift Policies and Practices

Identify any policy or programmatic changes required to implement a new system of participatory evaluation. Anticipate any resources necessary to implement identified changes. Specific arrangements are made for the deployment of a more diverse set of outcome measures to provide professionals with data to guide continuous improvement.

Ground Teacher Evaluation in Research-Based Practice

Ensure that the plan provides clear descriptions of professional excellence so everyone understands what great teaching means and looks like. Base evaluations on standards of effective practice, with evaluators trained and pre-qualified to conduct observations, collect evidence, and provide helpful, timely feedback.

Collaborate with Unions to Define the Indicators of Student Growth

Work collaboratively with the Teacher Evaluation Team to ensure that professional learning expectations are clearly addressed within the plan and that professional learning goals include the active participation of the teacher being evaluated, so that teacher voice and choice is a significant part of the process. Based on student need, teachers should be afforded the opportunity to determine to a significant extent what goals they wish to achieve, what support they will need to achieve them, what types of professional learning experiences will best suit them in achieving them, and how this learning will align with their job responsibilities. Work toward creating a collaborative, balanced performance evaluation system designed to systemically support students, teachers, and administrators in continuous growth.

Culture of Collaboration

Strive to create a culture of collaboration, rather than isolation, in which teachers support each other's goals and even create common goals as well as action plans for meeting them. Encourage teachers to conduct peer observations, offering to invite a colleague into each other's' classrooms to both learn what is working and provide feedback in areas of expressed need.

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

License or Develop an Instrument to Measure Student Engagement

Knowing that student engagement is at the core of student learning, create student engagement surveys—including versions for teachers, students, and parents—to determine the level to which students are engaged (and perceived to be engaged) in their own learning. Create or license a student engagement classroom observation form and conduct regular student engagement measurements, with both teachers and administrators completing the observations and engagement forms. Train observers to understand the difference between students being engaged and being on-task. After a baseline for levels of student engagement are set, teachers will set annual goals for increasing the level of student engagement and investment in their own learning, as a component of their improvement plans.

Templates, Tools, and Processes

Create district documents, tools, surveys, etc. that all schools use to gauge and report data relating to student growth, achievement, and engagement as well as a schedule for administering these measurements. Use technology to enhance the supervision process for collaboration and transparency. Technology will also help to organize multiple sources of data such as student results, learning objectives, building scores, etc.

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

Create a Collaborative Evaluation Environment

Create a collaborative evaluation environment with specific programs and policies for educators to have a strong voice in their own evaluation and for educators to align their evaluation to student growth goals as well as collaborative team, not just individual teacher, goals. Allow opportunities for teachers to set PLC-created evaluation goals, action steps, and desired outcomes as part of the evaluation process. Utilize technology tools to assist in meeting goals for supervision and professional learning.

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).

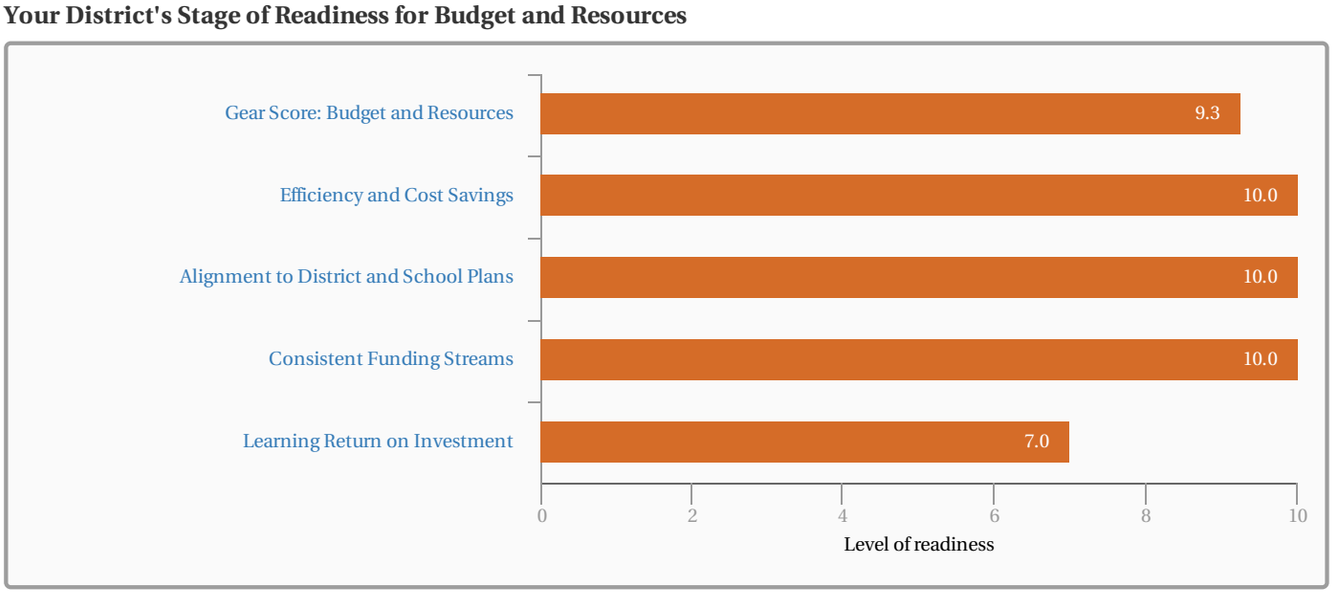
Elements of this Gear:

- 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:

Costs to maintain/refresh our technology resources requires creative financial solutions, combining annual budgeting with the aggressive pursuit of alternative sources of both financial and human resources. Departmental coordination and pooling of funds is vital, reducing TCO. Federal, state and local funding are the primary sources, while e-rate discounts, grants, lease-purchase financing, trade-in credit, donations, fundraising, profit sharing, volunteerism and use of BYOD all contribute.

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 10

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

Is It In The Plan?

Before making expenditures ask, "Is it identified or supported in the budgetary plan?" All digital learning expenditures should be vetted according to policies, implementation strategies, accountability metrics and timelines. Leaders and staff should be able to clearly establish how expenditures are determined and approved.

Putting Your Best Foot Forward

Select the correct district leader, who has the appropriate leadership aptitude to proactively communicate the budgetary process and funding decisions to all stakeholders. Who is best able to communicate and defend actual the costs, efficiencies, and effectiveness of expenditures needed to implement and sustain the district's digital learning environment?

Making It Student-Centered

Have students demonstrate examples of technology-enabled learning and 21st Century skills made possible through the district's investment in digital learning as part of budget communication meetings. Examples of such personal learning include: virtual music lessons, a webinar with an expert on water quality, virtual tutors, or a collaborative research project with other districts. Use data from review metrics such as TCO to illustrate budgetary decisions that made the student learning possible.

Activating Policy

Evaluate specific digital learning expenditure or programmatic requests through multiple lenses during budget development. Review each request with the following criteria questions: • Does the technology-enabled learning resource, tool, or practice fit within budget constraints when TCO is applied? • Can the digital learning innovation eliminate the need for an existing expenditure that fails to produce needed results? • Can the potential benefit of the expenditure be absorbed across multiple programs? • Can it bring value to all students? • Does the initiative prioritize both student achievement and cost-efficiency?

Illustrating Desired Outcomes

Implement the budget communications plan according to plan's timeline. Monitor and address stakeholder responses in order to build and maintain strong systemic support. Use data from review metrics such as TCO illustrate decisions.

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

Pilot New Ideas for Cost Savings to be Achieved Through Technology

Identify cost savings area that are viable for your district and pilot them after investigating how other districts are using technology to achieve such savings. Document the cost savings in the pilot over time. Analyze the results and scale what works to other sites or programs.

Use the TCO Model To Track Cost Savings

Ensure that all staff in the district involved in budgeting and reporting of expenditures use the same codes or chart of accounts. Consistent budget coding enables your district to analyze TCO over time to check for cost savings.

Impacting Change

Identify the shared leadership team who can best communicate and defend actual costs, efficiencies, and effectiveness of implementing and sustaining a digital learning environment. The team will need to portray leadership aptitude characteristics such as thinking outside the box, seeking diverse opinions, having confidence and displaying tact. Have students demonstrate examples of technology-enabled learning and 21st Century skills made possible through the district's investment in digital learning as part of budget communication meetings.

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 7

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

Be Prepared to Explain L-ROI

Have subject matter experts design multiple ways to present evidence of student learning that illustrates the relationship between student learning objectives and technology-enabled learning. Too often the first reductions in the operating budget target technology resources because they are perceived as add-ons with no direct link to student achievement. You can combat this perception at every opportunity!

Embed L-ROI into Budget Development

Build understanding. Apply the L-ROI metric to previous budgets to create authentic examples of the process and document. Use these authentic examples to illustrate the potential benefits of using the data to guide budget development and describe your strategy for integrating the use of an L-ROI metric into the District's budgetary practice. Describe how this process will be implemented in the district.

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.

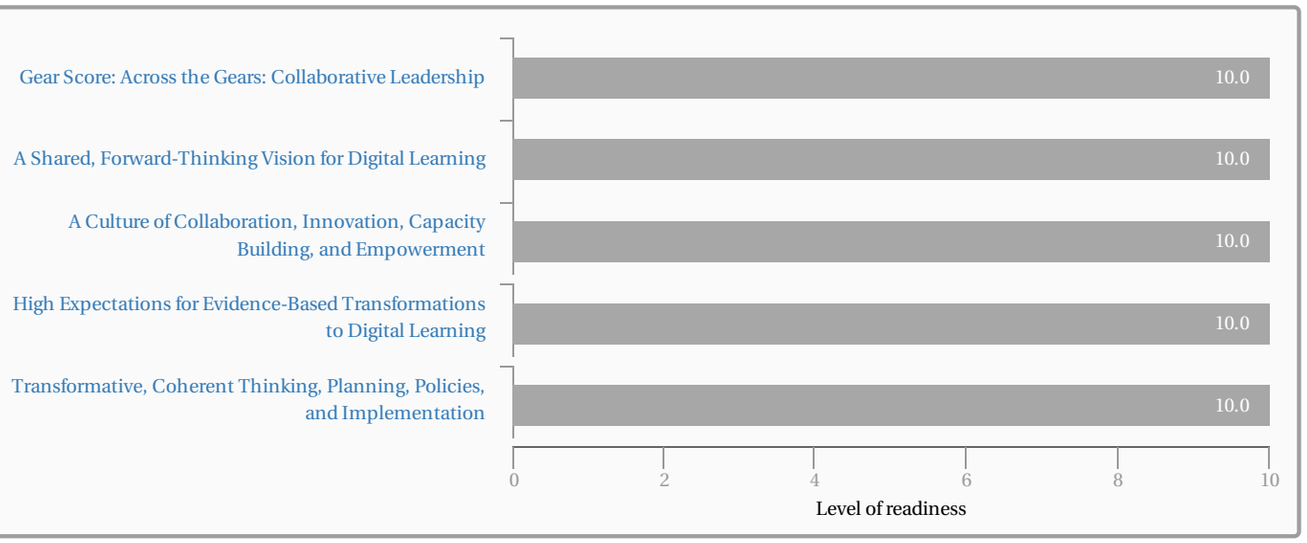
Elements of this Gear:

- 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:

Ongoing strategic planning focuses on our instructional program, philosophy, DL initiatives and goals for the future. We pursue instructional models that allow us to move towards reinvention of current processes, explore devices/applications that offer great opportunities for teaching and learning in a personalized setting, budget for those resources, model effective use, compare the adoption rates for different users and leverage that dynamic in professional development planning and support.

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 10

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

Take the District Leadership Team Assessment

The Consortium for School Networking (CoSN) is uniquely qualified to provide a comprehensive view of district technology leadership aptitude and valuable tools to help you achieve your vision of education in the digital age. The Empowered Superintendent is a toolkit designed by CoSN in partnership with AASA, The School Superintendent's Association. Their indicators are intended to depict whether the district leaders and district-wide team of stakeholders are ready to implement strategies to achieve their vision of digital learning. The toolkit can be accessed at http://cosn.org/superintendents. The information from the assessment can also be used as a readiness scale or skills inventory to determine areas which need additional development.

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

Update the Communication Plan Regularly

Include "communications" surrounding the implementation as part of every team agenda and all public discussion. Communicating information regarding the planning and implementation of digital learning experiences for students is an ongoing process. The upfront plan and timeline will keep the team focused on the importance of communicating. Opportunities for feedback and formal evaluation, as outlined in the communications plan, must occur. These feedback opportunities include: social media monitoring, "myth buster" forums or webpages, face to face discussions, presentations with opportunities for opinion, etc. Threats to digital learning implementation come from miscommunications or misunderstanding. When misinformation is allowed to go unchallenged, the implementation process could become derailed. Take measured steps to ensure that the communications process remains relevant and effective. Some districts have found it beneficial to develop an infographic communiqué that includes the vision, definitions, and aspirational scenarios of changes in learning. Such a document provides common language and vision in a foundational document.

A Culture of Collaboration, Innovation, Capacity Building, and Empowerment: Readiness Score of 10

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

Have Leaders be Observers

In an environment where leadership is collaborative and distributed, team members are empowered to be leaders. Provide opportunities whenever possible to place team members, teachers, or students in leadership roles, such as in delivering presentations, authoring communications, providing demonstrations, leading meetings, and facilitating work sessions. The leader becomes a participant and observer and can use this opportunity for reflection, evaluation of the progress of the work, and to plan for future activities. In this way, the leader provides a vision and sets the direction while empowering others, demonstrating confidence and trust, encouraging ownership, and emphasizing teamwork and community.

Create a Culture of Learning and Innovation

Provide additional opportunities for team members or teachers to be innovative without fear of negative consequences. Professional development time can be used for peer training sessions by in-house experts, visiting the classrooms of other educators, exploring and sharing resources through social media, or for educators to pursue their own interests using alternative professional development models. For example, in the EdCamp model, educators determine a theme for their learning, and then meet on a predetermined day to brainstorm specific topics, assign presenters, and attend sessions. As a result of the spontaneous organization, the event is meaningful and relevant to those who attend. This personalized learning can only occur when group members feel safe acknowledging their areas for growth, and are trusted to not only work toward their own goals but assist others in attaining theirs. In Leading Professional Learning, Thomas Murray and Jeffrey Zoul provide numerous examples and strategies for teachers to personalize through collaboration as connected educators.

Hold Leaders and Participants Accountable

Include goals for capacity as an expectation as part of the supervisory process. When transitioning to a culture of trust and respect that provides flexibility, there can be challenges during the transition. While this may seem contrary to the "culture of trust and respect," it serves more as a reminder for behavioral expectations rather than a rating on a rubric. In a collaborative supervision model, it serves as a deliberate point of conversation and discussion. It can also assist in goal setting as part of continuous improvement for all.

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

Establish a Plan for Change

Consider a "plan" for change. While change is necessary for continuous improvement, leading change is a complicated process that requires substantial attention and planning. The research on planned change (Ely, 1990; Fullan, 2005; Kotter, 2007) suggests that the following conditions must exist for change to occur: • a perceived need to change • clearly defined roles for leaders, teams, and individuals • a clear and well-communicated vision • necessary knowledge, skills, and resources • strong commitment by all stakeholders • short-term success are built-in and rewarded • new approaches are clearly connected to success. Create a plan for change the addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success.

Publish and Publicize the Plan for Change

Take the time to "teach" both the board and community about the concept of collaborative leadership and its relationship to the change process and leadership aptitude. When changes to the school culture occur, questions and concerns arise related to expectations and people's roles in the process. To some educational community members, change is disconcerting, and the concept of distributed, collaborative leadership may be a dramatic departure from how traditionalists view leadership. The practice of shared leadership can promote change and can exist in harmony with authority when it is determined where the lines exist and do not exist. Provide public presentations and publish guidelines as part of the plan. Use these opportunities to enlist and maintain buy-in from key change agents in the organization.

High Expectations for Evidence-Based Transformations to Digital Learning: Readiness Score of 10

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 leaning 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

Select Digital Strategies

In setting the stage for implementation, once again use a "Planning for Results" type of template that will match student needs to suitable technology strategies, based on the research. Determine the high-leverage digital strategies that are aligned with your vision and desired results, the actions that the district will take toward implementing these strategies, and how you will evaluate your process, progress, and achievement of desired outcomes.

Implement a Pilot Project

Think about taking small steps before giant leaps. It is hard to curb the enthusiasm to dive into large scale change. When schools are at the point of readiness for implementation, consider using pilot groups or even controlled study groups. Considering the financial and human resource investments, a pilot can catch issues early before total commitment. Additionally, if the pilot projects are a success, there are no better cheerleaders for total adoption than those in the pilot.

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

Develop a Digital Learning Implementation Plan

Plan for change by being flexible. At this point, opportunities for sufficient data gathering have occurred and the district should be poised for creating a timeline for comprehensive implementation. Keep in mind, however, that no implementation plan is set in stone. The potential and curse of digital learning is that keeping current is a moving target. The plan should include feedback systems to monitor and adjust based on input from students, teachers, school staff, and community members. Tom Murray, State and district Digital Learning Director the Alliance for Excellent Education, asks district leaders to keep in mind that "the technology that students are using today is the worst technology they will use in their lifetime." The timeline needs to have built-in checkpoints for investigating new and emerging technology and practice, and strategies for revising the plan accordingly.

Transformative, Coherent Thinking, Planning, Policies, and Implementation: Readiness Score of 10

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

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

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

Gap 4.1

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

Strategies to Close Gap 4.1

Develop a Strategic Learning Plan

Align goals to characteristics of high performing school districts, your vision, and the information and data you have about your District. High performing districts share common characteristics, even when they have varied demographics. These nine characteristics are strongly correlated to consistently high performance. Some are not specific to digital learning, but are necessary to systemically support digital leadership. Research has shown that there is no magic formula – no one strategy that districts can do to ensure high student performance. Rather, high performing education systems tend to show evidence of the following nine characteristics: Clear and Shared Focus; High Standards and Expectations; Effective District Leadership; High Levels of Collaboration and Communication; Curriculum, Instruction, and Assessment Aligned with Standards; Frequent Monitoring of Teaching and Learning; Focused Professional Development; Supportive Learning Environment; and High Levels of Community and Parent Involvement. As the district works to adopt a strategic plan for digital learning, use these characteristics as a framework for discussion.

Plan for Action

A District Level Strategic Plan is the collection of Action Plans to implement Strategies for accomplishing Goals. Repeat the following process for each of the district's goals: Identify Indicators of Effectiveness; Identify Strategies; Identify Action Steps; Determine Applicable Professional Development.

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

Incorporate the Data Practices Plan into the Strategic Plan

Create a plan for addressing your district's data needs that aligns with your district's vision. The data plan should ideally be a component of the district's strategic plan. The Massachusetts Department of Elementary and Secondary Education recommends that the data plan include the following components: Statement of Needs/Problem Statement; Proposed Solutions and Strategies; Resources Available and Needed; Measures of Implementation and Outcomes; Goals and Desired Impacts; and Action Plan, including action steps, person responsible, and timelines.

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

Get Started!

With a well thought out plan in place, get the necessary approvals and begin! Unfortunately, there is never a fail-safe time or place when conditions are perfect to start. Look for short term strategies to systemically support change management that will have a high probability of success. Build on and replicate these throughout the district. Learn to adapt to change and challenges armed with a plan that has been well-conceived and collaboratively developed. Highlight and share ongoing work via social media to keep stakeholders informed of progress and make the implemented changes become part of the district culture. Congratulations on starting this important journey!

VOORHEES TOWNSHIP BOARD OF EDUCATION: Vision for Digital Learning

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

Curriculum, Instruction, and Assessment (Gear 1):

Engage students with digital learning projects that promote 21st century skills, standards-based content knowledge and elements of deeper learning (e.g., critical thinking and decision-making, creativity and innovation, research and information literacy, and self-direction), and share strategies for heightening expectations, personalizing learning experiences, leveraging technology, and making good use of assessment data in pursuit of better preparing students for college and career readiness.

Use of Space and Time (Gear 2):

Devices used to connect us to resources exist in our schools, in our homes, in our pockets or backpacks - we are no longer limited to the confines of the four walls of a classroom or a "one-size-fits-all" methodology. We must provide the learner with the ability to assimilate learning anywhere and at any time using mobile technologies. Because of these tools, new learning environments can be: "24/7/365", "just-in-time", "personalized", "blended/online", "flipped", "learner-driven", "on-demand".

Robust Infrastructure (Gear 3):

Evolving technology resources (on-premises, cloud-based or personally-owned) place high emphasis on media convergence and interoperability, requiring increasingly faster data throughput, greater compute and storage capacity, and guaranteed quality of service on the network. Our goal is to achieve a balance between adding new and refreshing old resources, protecting/recovering resources from disaster and intrusion, while sustaining acceptable levels of maintenance and available technical support.

Data and Privacy (Gear 4):

Our practices focus on promoting data management standardization, data threat/risk management, digital records and communications retention, and state data reporting, and they combine to provide the foundation for a more comprehensive system. The methods chosen facilitate data collection, warehousing, analysis and reporting. They are important for regulatory compliance, as well as for the protection of the information and our ability to share it between dissimilar systems and authorized users.

Community Partnerships (Gear 5):

We deliver services fostering home-school communications, resource training and support, and information sharing on curriculum and operations topics. We create partnerships that bring relevance to curricula using community-based experts and resources, implement community-based exhibitions of student work, and coordinate afterschool programs. "Inspire, Engage, Innovate," communicates a "brand" for the district's instructional culture - it appears on all correspondence used by the district.

Personalized Professional Learning (Gear 6):

Systemic PD in digital learning is our goal. Flexibility for choice, structure and variety in activities/compensation for participants is key, along with shared ownership and goal setting. Traditional and alternative formats may include graduate and in-service courses, workshops, and self-study experiences, blended learning, synch/asynch distance learning, EdCamps, social media offerings, and sessions hosted via corporate partnerships and professional learning communities.

Budget and Resources (Gear 7):

Costs to maintain/refresh our technology resources requires creative financial solutions, combining annual budgeting with the aggressive pursuit of alternative sources of both financial and human resources. Departmental coordination and pooling of funds is vital, reducing TCO. Federal, state and local funding are the primary sources, while e-rate discounts, grants, lease-purchase financing, trade-in credit, donations, fundraising, profit sharing, volunteerism and use of BYOD all contribute.

Across the Gears: Collaborative Leadership (Gear 8):

Ongoing strategic planning focuses on our instructional program, philosophy, DL initiatives and goals for the future. We pursue instructional models that allow us to move towards reinvention of current processes, explore devices/applications that offer great opportunities for teaching and learning in a personalized setting, budget for those resources, model effective use, compare the adoption rates for different users and leverage that dynamic in professional development planning and support.

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.