Future Ready District Assessment

Welcome to the Future Ready District Assessment. This assessment will gauge your district's readiness to begin implementing digital learning. It includes a series of questions designed to help you frame a vision for digital learning, recognize the elements of the Future Ready Framework, specify how technology can help align these efforts to achieve higher college-and career-ready standards, and understand the type of digital leadership required to stage your district for success. The assessment includes an Introduction plus 8 sections, one for each gear in the Future Ready Framework, and one focused on leadership.

Before participating in this assessment, please ensure that you have reviewed the "getting ready" checklist on the Alliance for Excellent Education website http://dashboard.futurereadyschools.org/, together with your team members, and then complete this digital learning assessment. (Plan to spend 1.5 to 2.5 hours depending on the size of your team and the depth of your discussions.) Upon completion of the assessment, you will receive a report that analyzes your district's readiness for each element of the Future Ready Framework, with links to event, activities, and resources.

IMPORTANT: Your team can start and stop taking the assessment, picking up from where you left off, but ONLY if you select SAVE and copy (and use later) the link provided.

To get started, click the NEXT button below.

Is this assessment being entered on behalf of a leadership team?

○ Yes
○ No

Please enter your district, school, or organization's name exactly as you want it to appear on your report (e.g., Lincolnshire School District).

District or organization _____
State _____
Demographics _____

Demographic Types
City, Large: Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
City, Midsize: Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
City, Small: Territory inside an urbanized area and inside a principal city with population less than 100,000.
Suburb, Large: Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
Suburb, Midsize: Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
Suburb, Small: Territory outside a principal city and inside an urbanized area with population less than 100,000.
Town, Fringe: Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
Town, Distant: Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
Town, Remote: Territory inside an urban cluster that is more than 35 miles from an urbanized area.
Rural, Fringe: Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
Rural, Distant: Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
Rural, Remote: Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

Which of the following are explicitly included in your district vision for students? (Check all that apply.)

❑ Personalization of learning
❑ Student-centered learning
❑ 21st Century Skills/deeper learning
❑ College and career readiness
❑ Digital citizenship
❑ Technology skills
❑ Anywhere, anytime learning

Indicate which of the following <u>elements of a digital learning environment</u> are either available now in your district or are included in your district plan.

	Available now	In your plans	Not a priority
Presentation tools	❍	❍	❍
Productivity tools	❍	❍	❍
Document management	❍	❍	❍
Learning management system	❍	❍	❍
eCommunication tools - Asynchronous Tools	❍	❍	❍
eCommunication tools - Synchronous Tools	❍	❍	❍
Library of curated digital content	❍	❍	❍
Collaborative workspace	❍	❍	❍
Visualization tools	❍	❍	❍
Multimedia production	❍	❍	❍
Social Media	❍	❍	❍

Indicate which of the following <u>uses of technology</u> are either available in your district now or are included in your district strategic plan or technology plan.

	Available now	In your plans	Not a priority
Online coursework	❍	❍	❍
Blended learning	❍	❍	❍
Digital tools for problem solving (visualization, simulation, modeling, charting, etc.)	❍	❍	❍
eCommunication sites for student discussions	❍	❍	❍
eCommunication sites for teacher discussions	❍	❍	❍
Real-world connections for student projects	❍	❍	❍
Tools for students to develop products that demonstrate their learning	❍	❍	❍
Digital student portfolios	❍	❍	❍
Online research	❍	❍	❍
Intelligent adaptive learning	❍	❍	❍
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	❍	❍	❍
Assessment data (formative and summative)	❍	❍	❍
Social Media	❍	❍	❍

Please type your vision for students engaged in digital learning.

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Curriculum, Instruction, and Assessment (Gear 1 of 7)

The following set of questions will gauge your district's readiness to implement digital learning through innovations in curriculum, instruction, and assessment.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 1, Curriculum, Instruction, and Assessment.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
Discuss strategies for building college and career readiness through digital learning.	○	○	○
Discuss leveraging diverse resources accessible through technology to personalize learning for all students.	○	○	○
Discuss providing students with the opportunity and specific skills to collaborate within and outside of the school, in the context of rich, authentic learning.	○	○	○
Discuss instituting research-based practices for the use of technology in support of learning.	○	○	○
Discuss transitioning to a system of digital and online assessment (diagnostic, formative, adaptive, and summative) to support	○	○	○

	continuous feedback loops improvement informed by data.		

Indicate your status for each of the following strategies for Gear 1, Curriculum, Instruction, and Assessment.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
Integrate strategies to promote 21st Century skills/deeper learning outcomes into curriculum and instruction for all students.	○	○	○	○	○
Design curriculum and instruction that leverage technology and diverse learning resources to enable all students to personalize their learning with choices and control.	○	○	○	○	○
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.	○	○	○	○	○
Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning for all students.	○	○	○	○	○
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 making.					

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on curriculum, instruction, and assessment for digital learning.

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NOTE: This sample vision statement (for the Curriculum, Instruction, and Assessment Gear) is provided as a model:

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

Use of Time (Gear 2 or 7)

The following set of questions will gauge your district's readiness to advance digital learning through innovative uses of time.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 2, Use of Time.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss options for providing students with online and digital learning options for anywhere, anytime learning.	○	○	○
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.	○	○	○
Discuss the merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).	○	○	○

Indicate your status for each of the following strategies for Gear 2, Use of Time.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
By leveraging technology and media resources, students have options to learn any time of day, from home, school and/or community.	○	○	○	○	○
Teachers are transitioning to more student-centric environments, leveraging flexible uses of time to enable personalized learning for their students.	○	○	○	○	○
Student progress is measured by performance and mastery, rather than attendance/seat time (competency-based learning).	○	○	○	○	○
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.	○	○	○	○	○

Based on your discussion of the topics above, write a brief vision statement that describes your team's position on use of time to support digital learning.

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Technology, Networks, and Hardware (Gear 3 of 7)

The following set of questions will gauge your district's readiness to advance digital learning through new technologies, networks, and hardware.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 3, Technology, Networks, and Hardware.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss a variety of options available to districts to ensure that appropriate Internet-ready technology devices are available to support teaching and learning.	○	○	○
Discuss the elements and implementation of a robust, responsive and safe network infrastructure.	○	○	○
Discuss the elements of a positive, effective, service-oriented technology support system.	○	○	○
Discuss a comprehensive, environmentally sound cycle for review and replacement of technology software, hardware and infrastructure.	○	○	○

Indicate your status for each of the following strategies for Gear 3, Technology, Networks, and Hardware.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment for this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
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.	○	○	○	○	○
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.	○	○	○	○	○
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.	○	○	○	○	○
Formalizing the review and replacement of all technologies in a cycle that is timely, proactive, and	○	○	○	○	○

environmentally responsible.					

Based on your discussion of the strategies above, write a brief vision statement
that describes your team's position on technology, networks, and hardware to support digital
learning.

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Data and Privacy (Gear 4 of 7)

The following set of questions will gauge your district's readiness to advance digital learning through innovative data systems with assurances of privacy.

Indicate the confidence level of your leadership team in discussing the following topics for Gear 4, Data and Privacy.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
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).	○	○	○
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.	○	○	○
Discuss the challenges and opportunities in transitioning to a culture of evidence-based reasoning (a data culture) using accurate, reliable, and accessible data.	○	○	○

Indicate your status for each of the following strategies for Gear 4, Data and Privacy.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
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.	❍	❍	❍	❍	❍
The district is operating digital data systems that enable secure data collection, analysis, reporting, storage, exchanges, and archiving for authorized users.	❍	❍	❍	❍	❍
Evidence-based reasoning and data-driven decision making are part of the school and district culture for staff, students, and parents.	❍	❍	❍	❍	❍
All staff are knowledgeable and skilled in using data, technology, and data analytics to inform instruction, curriculum, assessment, and their own professional practices.	❍	❍	❍	❍	❍

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on data and privacy to support digital learning.

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Community Partnerships (Gear 5 of 7)

The following set of questions will gauge your district's readiness to advance digital learning through community partnerships.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 5, Community Partnerships.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
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.).	○	○	○
Discuss community partnerships that can build global and cultural awareness in students.	○	○	○
Strategies for ensuring that digital/online learning environments serve as vehicles to enable local and global community partnerships.	○	○	○
Discuss home-school communication that are enhanced and enriched through technology.	○	○	○
Discuss district creation of a "brand," that positions the	○	○	○

	district as a positive, 21st Century force in the lives of students and the community.			

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

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place.
The school serves as a hub of the community and actively involves the community in achieving its learning goals.	◌	◌	◌	◌	◌
Students' global and cultural awareness is deepened through face-to-face and online community partnerships.	◌	◌	◌	◌	◌
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.	◌	◌	◌	◌	◌
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.					
The district has built a brand that conveys preferred messaging with students' families, the community, and beyond.	○	○	○	○	○

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on community partnerships to advance digital learning.

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Professional Learning (Gear 6 of 7)

The following set of questions will gauge your district's readiness to advance digital learning through innovative models of professional learning.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 6, Professional Learning.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
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.	○	○	○
Discuss the pedagogical shifts and associated professional development required to ready staff for 21st Century digital learning.	○	○	○
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.	○	○	○

Indicate your status for each of the following strategies for Gear 6, Professional Learning.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place.
Shared ownership and shared responsibility for professional growth of education professionals.	○	○	○	○	○
New instructional practices and professional competencies necessary to support 21st Century Skills/deeper learning.	○	○	○	○	○
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.	○	○	○	○	○
New models for evaluation that involve education professionals in self-assessment, goal setting and professional collaboration in support of those goals.	○	○	○	○	○

Based on your discussion of the topics above, write a brief vision statement that describes your team's position on professional learning to support digital learning.

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Budget and Resources (Gear 7 of 7)

The following set of questions will gauge your district's readiness to advance digital learning with budget & resources.

Indicate the confidence level of your leadership team in discussing the following strategies for Gear 7, Budget and Resources.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and some additional research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
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.).	○	○	○
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.).	○	○	○
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.				

Indicate your status for each of the following strategies for Gear 7, Budget and Resources.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
Policies, procedures and timelines for transitioning to cost-saving strategies that leverage digital systems, tools and resources.	○	○	○	○	○
District and school level plans for digital learning justified and linked with consistent annual funding streams.	○	○	○	○	○
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.	○	○	○	○	○
Metrics and methodology for monitoring the relationship between budget priorities and student learning goals.	○	○	○	○	○

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on use of budget and resources to support digital learning.

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Empowered, Innovative Leadership (Across the Gears)

The following set of questions will gauge your district's readiness to advance digital learning through progressive, innovative leadership.

Indicate the confidence level of your leadership team in discussing the following strategies for Empowered, Innovative Leadership.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and some additional research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
Discuss the district's strategy for developing, communicating, implementing, and evaluating a shared, forward-thinking vision for digital learning.	○	○	○
Discuss strategies to establish a culture of collaborative innovation, where leaders at all levels are informed, trusted, empowered, and ready to lead.	○	○	○
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.	○	○	○
Discuss the coherent strategic, tactical, and budgetary policies and	○	○	○

	planning required to achieve the vision.			

Indicate your status for each of the following strategies for Empowered, Innovative Leadership.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
The district has involved the community in establishing a shared, forward-thinking vision for personalized, digital learning.	○	○	○	○	○
The district and schools have established a culture where leaders are informed, collaborative, and empowered to innovate.	○	○	○	○	○
The district leadership team has established high expectations for transformation at all levels.	○	○	○	○	○
District leaders have coherent policies, plans, and budgets for achieving the vision.	○	○	○	○	○

Based on your discussion of the strategies above, write a brief vision statement that describes your team's vision of leadership.

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Please enter the email address of the district point of contact. NOTE: The report generated from this assessment will be emailed to this address.

Email address _____

One last step:

Be sure to submit your assessment. That action generates the report. You should receive an email message shortly with a web address about where to download your report.

Thank you!

Should you have any questions please email Jennifer Davila at Metiri Group (jdavila@metiri.com).