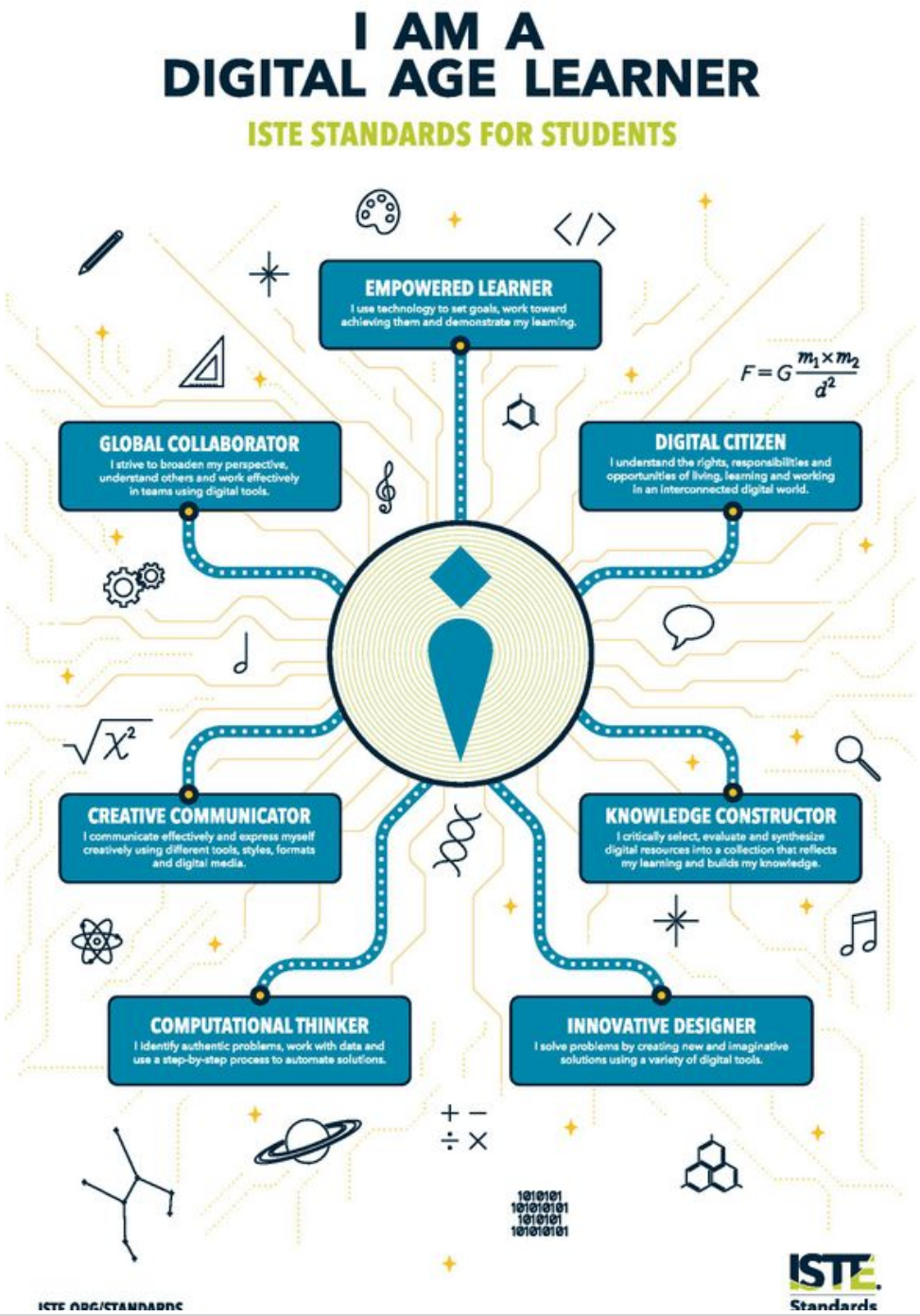
Item A:
Review the Educational Technology Future Ready Framework: 7 Gears

International Society for Technology in Education



2016

ISTE STANDARDS

FOR STUDENTS

1. Empowered Learner

Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:

a. articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.
b. build networks and customize their learning environments in ways that support the learning process.
c. use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.
d. understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.

2. Digital Citizen

Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:

a. cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.
b. engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.
c. demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.
d. manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.

3. Knowledge Constructor

Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:

a. plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.
b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.
c. curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.
d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.

4. Innovative Designer

Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:

a. know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.
b. select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.
c. develop, test and refine prototypes as part of a cyclical design process.
d. exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.

5. Computational Thinker

Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:

a. formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.
b. collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.
c. break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.
d. understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.

6. Creative Communicator

Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:

a. choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.
b. create original works or responsibly repurpose or remix digital resources into new creations.
c. communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
d. publish or present content that customizes the message and medium for their intended audiences.

7. Global Collaborator

Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:

a. use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.
b. use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.
c. contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.
d. explore local and global issues and use collaborative technologies to work with others to investigate solutions.

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ISTE STANDARDS
FOR EDUCATORS

Empowered Professional

1. Learner

Educators continually improve their practice by learning from and with others and exploring proven and promising practices that leverage technology to improve student learning. Educators:

a. Set professional learning goals to explore and apply pedagogical approaches made possible by technology and reflect on their effectiveness.
b. Pursue professional interests by creating and actively participating in local and global learning networks.
c. Stay current with research that supports improved student learning outcomes, including findings from the learning sciences.

2. Leader

Educators seek out opportunities for leadership to support student empowerment and success and to improve teaching and learning. Educators:

a. Shape, advance and accelerate a shared vision for empowered learning with technology by engaging with education stakeholders.
b. Advocate for equitable access to educational technology, digital content and learning opportunities to meet the diverse needs of all students.
c. Model for colleagues the identification, exploration, evaluation, curation and adoption of new digital resources and tools for learning.

3. Citizen

Educators inspire students to positively contribute to and responsibly participate in the digital world. Educators:

a. Create experiences for learners to make positive, socially responsible contributions and exhibit empathetic behavior online that build relationships and community.
b. Establish a learning culture that promotes curiosity and critical examination of online resources and fosters digital literacy and media fluency.
c. Mentor students in the safe, legal and ethical practices with digital tools and the protection of intellectual rights and property.
d. Model and promote management of personal data and digital identity and protect student data privacy.

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Learning Catalyst

4. Collaborator

Educators dedicate time to collaborate with both colleagues and students to improve practice, discover and share resources and ideas, and solve problems. Educators:

a. Dedicate planning time to collaborate with colleagues to create authentic learning experiences that leverage technology.
b. Collaborate and co-learn with students to discover and use new digital resources and diagnose and troubleshoot technology issues.
c. Use collaborative tools to expand students' authentic, real-world learning experiences by engaging virtually with experts, teams and students, locally and globally.
d. Demonstrate cultural competency when communicating with students, parents and colleagues and interact with them as co-collaborators in student learning.

5. Designer

Educators design authentic, learner-driven activities and environments that recognize and accommodate learner variability. Educators:

a. Use technology to create, adapt and personalize learning experiences that foster independent learning and accommodate learner differences and needs.
b. Design authentic learning activities that align with content area standards and use digital tools and resources to maximize active, deep learning.
c. Explore and apply instructional design principles to create innovative digital learning environments that engage and support learning.

6. Facilitator

Educators facilitate learning with technology to support student achievement of the 2016 ISTE Standards for Students. Educators:

a. Foster a culture where students take ownership of their learning goals and outcomes in both independent and group settings.
b. Manage the use of technology and student learning strategies in digital platforms, virtual environments, hands-on makerspaces or in the field.
c. Create learning opportunities that challenge students to use a design process and computational thinking to innovate and solve problems.
d. Model and nurture creativity and creative expression to communicate ideas, knowledge or connections.

7. Analyst

Educators understand and use data to drive their instruction and support students in achieving their learning goals. Educators:

a. Provide alternative ways for students to demonstrate competency and reflect on their learning using technology.
b. Use technology to design and implement a variety of formative and summative assessments that accommodate learner needs, provide timely feedback to students and inform instruction.
c. Use assessment data to guide progress and communicate with students, parents and education stakeholders to build student self-direction.

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ISTE STANDARDS
FOR EDUCATION LEADERS

1. Equity and Citizenship Advocate

Leaders use technology to increase equity, inclusion, and digital citizenship practices. Education leaders:

a. Ensure all students have skilled teachers who actively use technology to meet student learning needs.
b. Ensure all students have access to the technology and connectivity necessary to participate in authentic and engaging learning opportunities.
c. Model digital citizenship by critically evaluating online resources, engaging in civil discourse online and using digital tools to contribute to positive social change.
d. Cultivate responsible online behavior, including the safe, ethical and legal use of technology.

2. Visionary Planner

Leaders engage others in establishing a vision, strategic plan and ongoing evaluation cycle for transforming learning with technology. Education leaders:

a. Engage education stakeholders in developing and adopting a shared vision for using technology to improve student success, informed by the learning sciences.
b. Build on the shared vision by collaboratively creating a strategic plan that articulates how technology will be used to enhance learning.
c. Evaluate progress on the strategic plan, make course corrections, measure impact and scale effective approaches for using technology to transform learning.
d. Communicate effectively with stakeholders to gather input on the plan, celebrate successes and engage in a continuous improvement cycle.
e. Share lessons learned, best practices, challenges and the impact of learning with technology with other education leaders who want to learn from this work.

3. Empowering Leader

Leaders create a culture where teachers and learners are empowered to use technology in innovative ways to enrich teaching and learning. Education leaders:

a. Empower educators to exercise professional agency, build teacher leadership skills and pursue personalized professional learning.
b. Build the confidence and competency of educators to put the ISTE Standards for Students and Educators into practice.
c. Inspire a culture of innovation and collaboration that allows the time and space to explore and experiment with digital tools.
d. Support educators in using technology to advance learning that meets the diverse learning, cultural, and social-emotional needs of individual students.
e. Develop learning assessments that provide a personalized, actionable view of student progress in real time.

4. Systems Designer

Leaders build teams and systems to implement, sustain and continually improve the use of technology to support learning. Education leaders:

a. Lead teams to collaboratively establish robust infrastructure and systems needed to implement the strategic plan.
b. Ensure that resources for supporting the effective use of technology for learning are sufficient and scalable to meet future demand.
c. Protect privacy and security by ensuring that students and staff observe effective privacy and data management policies.
d. Establish partnerships that support the strategic vision, achieve learning priorities and improve operations.

5. Connected Learner

Leaders model and promote continuous professional learning for themselves and others. Education leaders:

a. Set goals to remain current on emerging technologies for learning, innovations in pedagogy and advancements in the learning sciences.
b. Participate regularly in online professional learning networks to collaboratively learn with and mentor other professionals.
c. Use technology to regularly engage in reflective practices that support personal and professional growth.
d. Develop the skills needed to lead and navigate change, advance systems and promote a mindset of continuous improvement for how technology can improve learning.

ISTE STANDARDS
FOR COACHES

1. Visionary Leadership

Technology coaches inspire and participate in the development and implementation of a shared vision for the comprehensive integration of technology to promote excellence and support transformational change throughout the instructional environment.

a. Contribute to the development, communication and implementation of a shared vision for the comprehensive use of technology to support a digital age education for all students.
b. Contribute to the planning, development, communication, implementation and evaluation of technology-infused strategic plans at the district and school levels.
c. Advocate for policies, procedures, programs and funding strategies to support implementation of the shared vision represented in the school and district technology plans and guidelines.
d. Implement strategies for initiating and sustaining technology innovations and manage the change process in schools and classrooms.

2. Teaching, Learning and Assessments

Technology coaches assist teachers in using technology effectively for assessing student learning, differentiating instruction, and providing rigorous, relevant and engaging learning experiences for all students.

a. Coach teachers in and model design and implementation of technology-enhanced learning experiences addressing content standards and student technology standards.
b. Coach teachers in and model design and implementation of technology-enhanced learning experiences using a variety of research-based, learner-centered instructional strategies and assessment tools to address the diverse needs and interests of all students.
c. Coach teachers in and model engagement of students in local and global interdisciplinary units in which technology helps students assume professional roles, research real-world problems, collaborate with others, and produce products that are meaningful and useful to a wide audience.
d. Coach teachers in and model design and implementation of technology-enhanced learning experiences emphasizing creativity, higher-order thinking skills and processes, and mental habits of mind (such as critical thinking, metacognition and self-regulation).
e. Coach teachers in and model design and implementation of technology-enhanced learning experiences using differentiation, including adjusting content, process, product and learning environment based on student readiness levels, learning styles, interests and personal goals.
f. Coach teachers in and model incorporation of research-based best practices in instructional design when planning technology-enhanced learning experiences.
g. Coach teachers in and model effective use of technology tools and resources to continuously assess student learning and technology literacy by applying a rich variety of formative and summative assessments aligned with content and student technology standards.
h. Coach teachers in and model effective use of technology tools and resources to systematically collect and analyze student achievement data, interpret results, and communicate findings to improve instructional practice and maximize student learning.

3. Digital Age Learning Environments

Technology coaches create and support effective digital age learning environments to maximize the learning of all students.

a. Model effective classroom management and collaborative learning strategies to maximize teacher and student use of digital tools and resources and access to technology-rich learning environments.
b. Maintain and manage a variety of digital tools and resources for teacher and student use in technology-rich learning environments.
c. Coach teachers in and model use of online and blended learning, digital content, and collaborative learning networks to support and extend student learning as well as expand opportunities and choices for online professional development for teachers and administrators.
d. Select, evaluate and facilitate the use of adaptive and assistive technologies to support student learning.
e. Troubleshoot basic software, hardware and connectivity problems common in digital learning environments.
f. Collaborate with teachers and administrators to select and evaluate digital tools and resources that enhance teaching and learning and are compatible with the school technology infrastructure.
g. Use digital communication and collaboration tools to communicate locally and globally with students, parents, peers and the larger community.

4. Professional Development and Program Evaluation

Technology coaches conduct needs assessments, develop technology-related professional learning programs, and evaluate the impact on instructional practice and student learning.

a. Conduct needs assessments to inform the content and delivery of technology-related professional learning programs that result in a positive impact on student learning.
b. Design, develop and implement technology-rich professional learning programs that model principles of adult learning and promote digital age best practices in teaching, learning and assessment.
c. Evaluate results of professional learning programs to determine the effectiveness on deepening teacher content knowledge, improving teacher pedagogical skills and/or increasing student learning.

5. Digital Citizenship

Technology coaches model and promote digital citizenship.

a. Model and promote strategies for achieving equitable access to digital tools and resources and technology-related best practices for all students and teachers.
b. Model and facilitate safe, healthy, legal and ethical uses of digital information and technologies.
c. Model and promote diversity, cultural understanding and global awareness by using digital age communication and collaboration tools to interact locally and globally with students, peers, parents and the larger community.

6. Content Knowledge and Professional Growth

Technology coaches demonstrate professional knowledge, skills and dispositions in content, pedagogical and technological areas as well as adult learning and leadership and are continuously deepening their knowledge and expertise.

a. Engage in continual learning to deepen content and pedagogical knowledge in technology integration and current and emerging technologies necessary to effectively implement the ISTE Standards•S and ISTE Standards•T.
b. Engage in continuous learning to deepen professional knowledge, skills, and dispositions in organizational change and leadership, project management and adult learning to improve professional practice.
c. Regularly evaluate and reflect on their professional practice and dispositions to improve and strengthen their ability to effectively model and facilitate technology-enhanced learning experiences.

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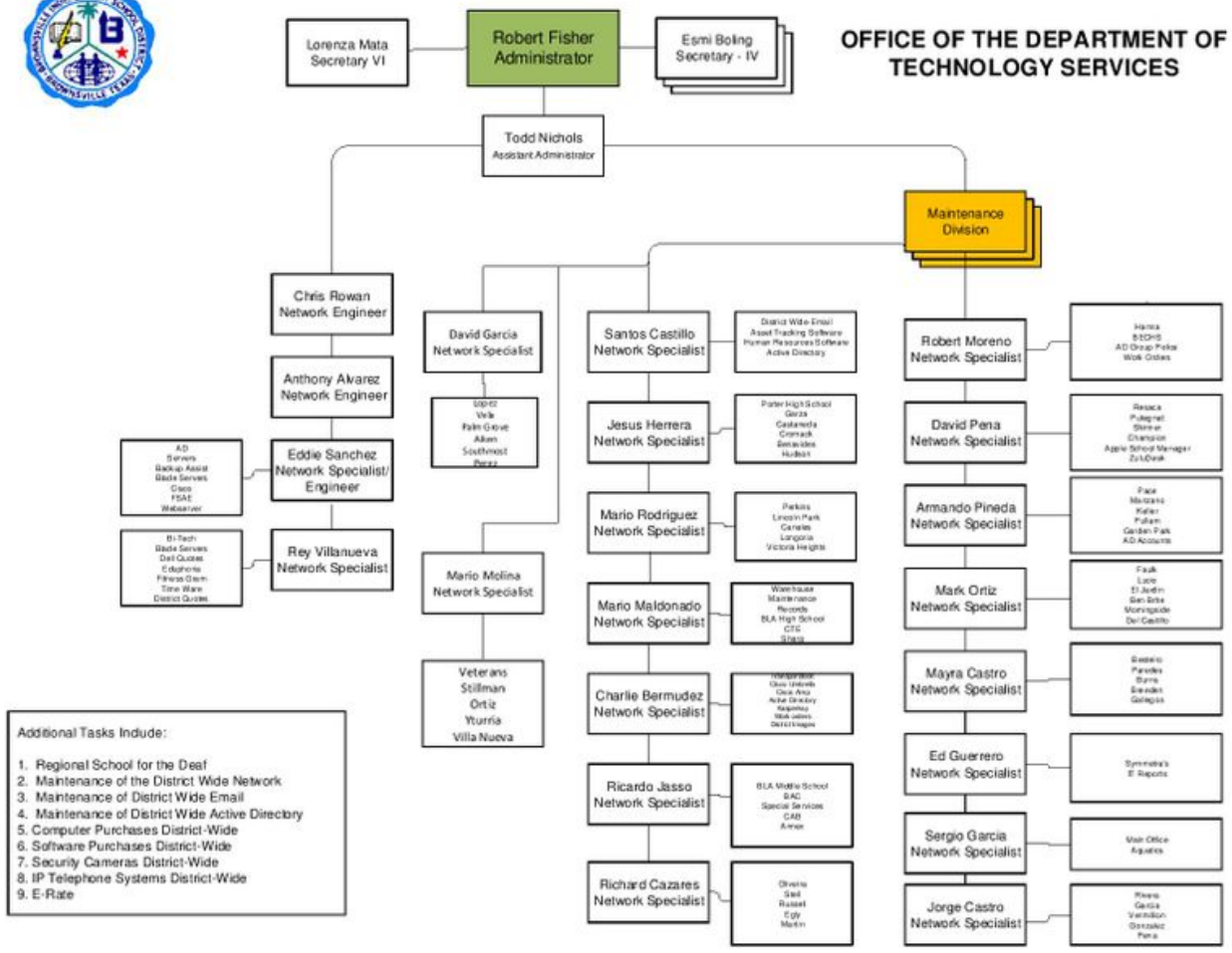
IT Department



Alma C. Rubio, AA for ISET

Michelle Seney, STEAM Specialist

David Mitchell, Lead Teacher

Lorena Martinez, Lead Teacher

Ed Tech Department

BISD District Wide Educational Technology Committee Members 2019-2025

LEVEL	Name	Role	Email	Gear Committee
District	Reynaldo Villanueva	IT	rvillanueva@bisd.us	Gear 7 - Budget and Resources
District	Kathleen Jimenez	Administrator for Fine Arts Dept.	krjimenez@bisd.us	Gear 7 - Budget and Resources
District	Carlos Olvera	Bilingual Ed. Administrator	mrolvera@bisd.us	Gear 7 - Budget and Resources
District	Mary Tolman	Special Programs	mtolman@bisd.us	Gear 7 - Budget and Resources
District	Julie Salinas	Dyslexia Administrator	jasalinas@bisd.us	Gear 7 - Budget and Resources
District	Dr. Dora Sauceda	Area Assistant Superintendent	drdesauceda@bisd.us	Gear 7 - Budget and Resources
District	Martin Luna	State Comp	maluna@bisd.us	Gear 7 - Budget and Resources
Campus	Aimee Garza-Limon	High School Principal	aigarza@bisd.us	Gear 7 - Budget and Resources
Campus	Lidia Rangel	Elementary School Teacher	llrangel@bisd.us	Gear 7 - Budget and Resources
Campus	Bertha Elizondo	Elementary School Teacher	bgelizondo@bisd.us	Gear 7 - Budget and Resources
Campus	Careli Garza	High School Asst. Principal	cagarza@bisd.us	Gear 7 - Budget and Resources
Campus	Javier Garza	Elementary School Principal	javiergarza@bisd.us	Gear 7 - Budget and Resources
District	Erasmo Castro	Technology Board Memberr	erasmocastro@bisd.us	Gear 5 - Community Partnerships
District	Rosalva Larrasquitu	Parental Involvement	rlarrasquitu@bisd.us	Gear 5 - Community Partnerships
District	Dr. Greg Garcia	Grants Specialist	greggarcia@bisd.us	Gear 5 - Community Partnerships
District	Jimmy Haynes	Area Assistant Superintendent	jhaynes@bisd.us	Gear 5 - Community Partnerships
District	JJ De Leon	State Comp	jjdeleon@bisd.us	Gear 5 - Community Partnerships
Campus	Dr. Linda Gallegos	High School Principal	nlgallegos@bisd.us	Gear 5 - Community Partnerships
Campus	Rick Longoria	High School Teacher	rjrlongoria@bisd.us	Gear 5 - Community Partnerships
Community	Mario A. Lozoya	Director of Greater Brownsville	mlozoya@greaterbrownsville.com	Gear 5 - Community Partnerships
Community	Noe Granado	Educational Technology Vendor	noegranado@gmail.com	Gear 5 - Community Partnerships
Community	Dr. Rene Corbeil	University Professor	rene.corbeil@utrgv.edu	Gear 5 - Community Partnerships
Community	Juan Guerra	City of Brownsville Library Director	juan@cob.us	Gear 5 - Community Partnerships
District	Dr. Timothy Cuff	Area Superintendent for C & I	tecuff@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
District	Michelle Seney	STEAM	maseney@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
District	Sandra Powers	Athletics Department	spowers@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
District	Katheryn Mikula-Allala	Curriculum Specialist	kallala-mikula@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Rafael Garcia	High School Asst. Principal	rafgarcia@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Robert Casas	High School Teacher	rcasa1@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Julio Ledezma	Middle School Teacher	jaledezma@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Alma Salazar	Middle School Teacher	amsalazar@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Holly Distefano	Middle School Teacher	hdistefano@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Yolanda Turbeville	Elementary School Principal	yturbeville@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
Campus	Dennis Gallegos	Elementary School Teacher	dgallegos@bisd.us	Gear 1 - Curriculum, Instruction, Assessment
District	Lorena Martinez	District TST	lomartinez@bisd.us	Gear 4 - Data and Privacy
District	Sandra Lopez	Area Assistant Superintendent	sandrall@bisd.us	Gear 4 - Data and Privacy
District	Joanna Villarreal	Assessment, Research, and Evaluation	joannav@bisd.us	Gear 4 - Data and Privacy
Campus	Refugio Contreras	High School Asst. Principal	recontreras@bisd.us	Gear 4 - Data and Privacy
Campus	Julio Martinez	Middle School Asst. Principal	jcmartinez@bisd.us	Gear 4 - Data and Privacy
Campus	Olga Renteria	Middle School Teacher	orenteria@bisd.us	Gear 4 - Data and Privacy
Campus	Elisa Ramirez	Elementary School Library Media Specialist	elisaramirez@bisd.us	Gear 4 - Data and Privacy
Campus	Jill Swanson	Elementary School Teacher	jaswanson@bisd.u	Gear 4 - Data and Privacy
Campus	Tomas Sierra	Elementary School Teacher	tsierra@bisd.us	Gear 4 - Data and Privacy
Campus	Joel Wood	Middle School Principal	jmwood@bisd.us	Gear 4 - Data and Privacy
Campus	Cynthia Castro	Middle School Principal	cscastro@bisd.us	Gear 4 - Data and Privacy
Campus	Marco Morales	High School Teacher	marco.morales@bisd.us	Gear 4 - Data and Privacy
District	Alma Cardenas Rubio	Assistant Superintendent for ISET	acrubio@bisd.us	Distirict Co Leader / Robust Infrastructure
District	Dr. Esperanza Zendejas	Superintendent of Schools	drezendejas@bisd.us	District Leader
District	Adriana Lippa	Assistant Admin. for Technology Services	alippa@bisd.us	Gear 6 - Personalized Professional Learning
District	Deyanira Garcia	Professional Staff Development	dmgarcia1@bisd.us	Gear 6 - Personalized Professional Learning
District	Elliott Quezada	Bilingual / ESL Specialist	equezada@bisd.us	Gear 6 - Personalized Professional Learning
District	Ana Garza	Bilingual / ESL Lead Teacher	angarza@bisd.us	Gear 6 - Personalized Professional Learning
District	Roman Gomez	C & I Science Specialist	regomez@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Brenda Jasso	Middle School Asst. Principal	bjasso@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Genevieve Chavez	Middle School Teacher	gzchavez@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Delfina Aldape	Elementary School Assistant Principal	dcaldape@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Alejandra Aldrete	Elementary School Assistant Principal	aaldrete@bisd.us	Gear 6 - Personalized Professional Learning
Campus	James Houghtaling	Elementary School Teacher	jejrhoughtaling@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Luis Segura	Middle School Interim Principal	lgsegura@bisd.us	Gear 6 - Personalized Professional Learning
Campus	Obed Leal	Middle School Principal	oleal@bisd.us	Gear 3 - Robust Infrastructure
District	Robert Fisher	Administrator for Comp. Services and Tech.	bass@bisd.us	Gear 3 - Robust Infrastructure
District	Todd Nichols	Asst. Admin. for Technology Services	todda@bisd.us	Gear 3 - Robust Infrastructure
District	Armando Pineda	Network Specialist	apineda@bisd.us	Gear 3 - Robust Infrastructure
District	Edwin Barrera	Grants Specialist	ebarrera@bisd.us	Gear 3 - Robust Infrastructure
Campus	Adam Shoupe	High School Teacher	apshoupe@bisd.us	Gear 3 - Robust Infrastructure
Campus	Angel Morales	High School Teacher	amorales@bisd.us	Gear 3 - Robust Infrastructure
Campus	Luis Troncoso	High School Teacher	ltroncoso@bisd.us	Gear 3 - Robust Infrastructure
Campus	Lupita Sanchez	High School Teacher	lupitasanchez@bisd.us	Gear 3 - Robust Infrastructure
Campus	Sandra Cortez	Elementary School Principal	skcortez@bisd.us	Gear 3 - Robust Infrastructure
Campus	Patricia Chacon	Elementary School Assistant Principal	pmchacon@bisd.us	Gear 3 - Robust Infrastructure
Campus	Peter Daza	Elementary School Teacher	pdaza@bisd.us	Gear 3 - Robust Infrastructure
District	Dr. Juan Chavez	CTE Administrator	jjrchavez@bisd.us	Gear 2 - Use of Space and Time
District	Rosie Ara	Library Media Director	mrara@bisd.us	Gear 2 - Use of Space and Time
District	Theresa Alarcon	Area Assistant Superintendent	taalarcon@bisd.us	Gear 2 - Use of Space and Time
District	David Mitchell	District TST	david@bisd.us	Gear 2 - Use of Space and Time
Campus	Donna Browne	High School Library Media Specialist	dgbrowne@bisd.us	Gear 2 - Use of Space and Time
Campus	Jose Luis Cavazos	High School Teacher	jcavazos@bisd.us	Gear 2 - Use of Space and Time
Campus	Miguel Molina	High School Teacher	mamolina@bisd.us	Gear 2 - Use of Space and Time
Campus	Blanca Pena	High School Teacher	blapena@bisd.us	Gear 2 - Use of Space and Time
Campus	Jason Galvan	Middle School Library Media Specialist	jgalvan@bisd.us	Gear 2 - Use of Space and Time
Campus	Simon Puente	Middle School Teacher	spuente@bisd.us	Gear 2 - Use of Space and Time
Campus	Jose Cedillo	Middle School Teacher	jcedillo@bisd.us	Gear 2 - Use of Space and Time
Campus	Mario Rojas	Middle School Teacher	mirojas@bisd.us	Gear 2 - Use of Space and Time
Campus	Mandy Delgado	Elementary School Principal	mandydelgado@bisd.us	Gear 2 - Use of Space and Time
Campus	Celia de Los Santos	Elementary School Principal	cdelossantos@bisd.us	Gear 2 - Use of Space and Time
Campus	Evangelina Trevino	Elementary School Teacher	evtrevino@bisd.us	Gear 2 - Use of Space and Time

Review of the Educational Technology Future Ready Framework

Future Ready Frameworks - 7 Gears

Curriculum, Instruction, and Assessment

Use of Space and Time

Robust Infrastructure

Data and Privacy

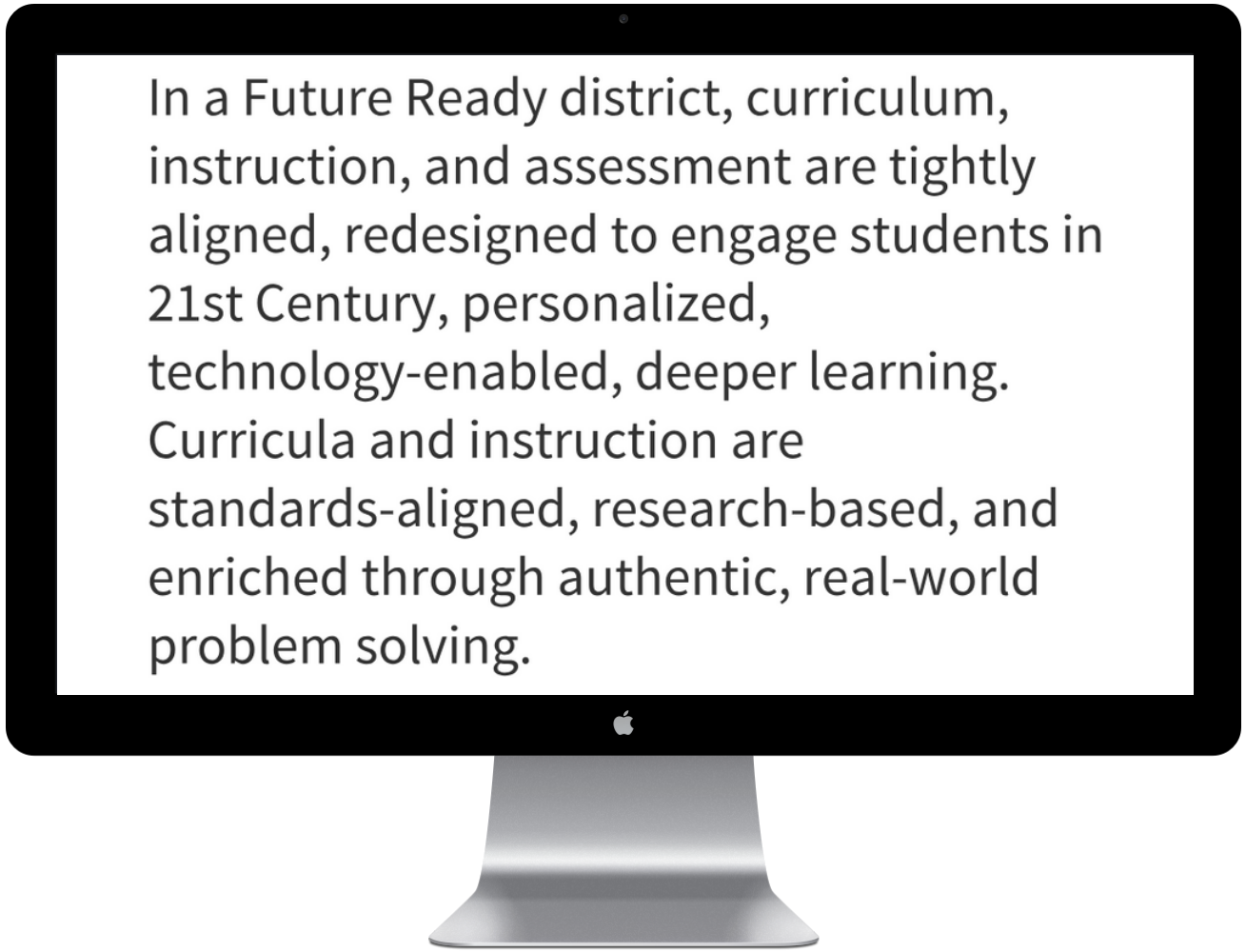
Community Partnerships

Personalized Professional Learning

Budget and Resources

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment



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

Technology Committee Questionnaire by Gears

Curriculum, Instruction, and Assessment

Welcome to the Future Ready Gear Assessment for Curriculum, Instruction, and Assessment.

This assessment was designed to be taken by multiple persons in your district. All responses will be consolidated into a single report, representing perspectives from all survey respondents who complete and submit their surveys. In order to provide your district with an accurate assessment, please answer each question honestly, according to your unique perspective. Your district representatives can create consolidated reports of all responses from within the Future Ready dashboard on-demand.

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

To get started, click the NEXT button below.

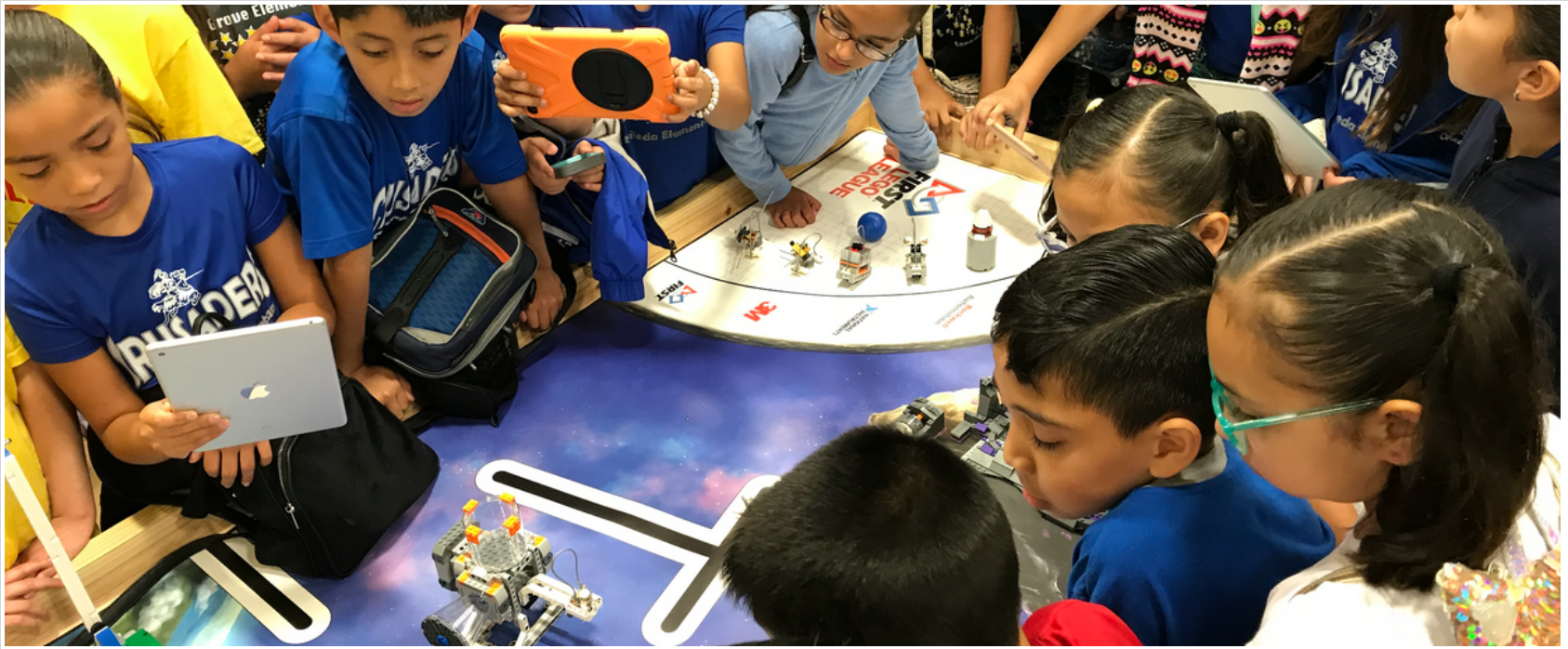
Element 1: 21st Century Skills/Deeper Learning

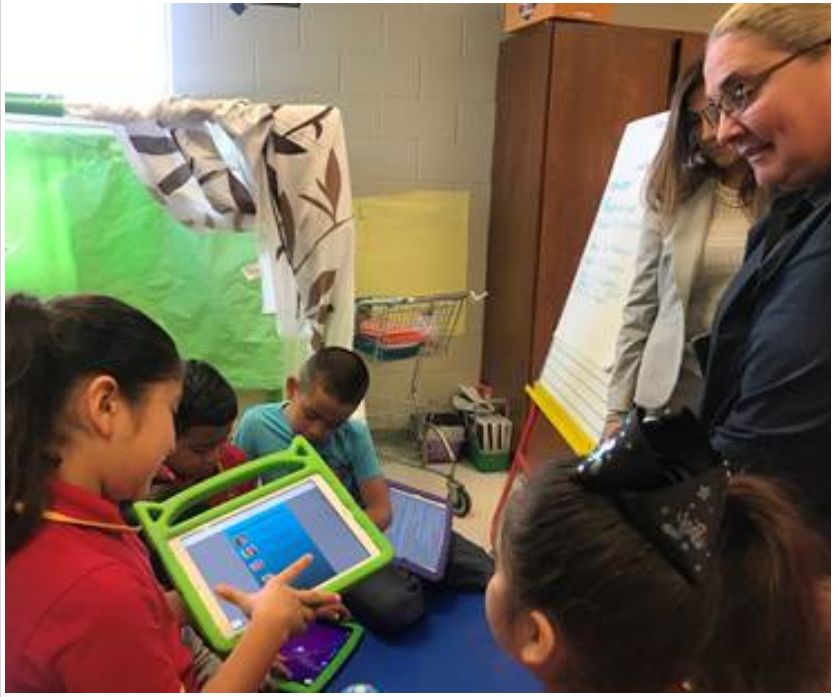
Indicate your level of agreement with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district has established 21st Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration, communication, self-direction, visual learning, information literacy, and global and cultural awareness) as learning standards for all students across all levels.	❍	❍	❍	❍	❍
Our district has clearly communicated to all stakeholders its expectations that schools will integrate 21st Century skills into the learning of all students.	❍	❍	❍	❍	❍

Indicate the level of emphasis your district places on each of the following 21st Century skills:

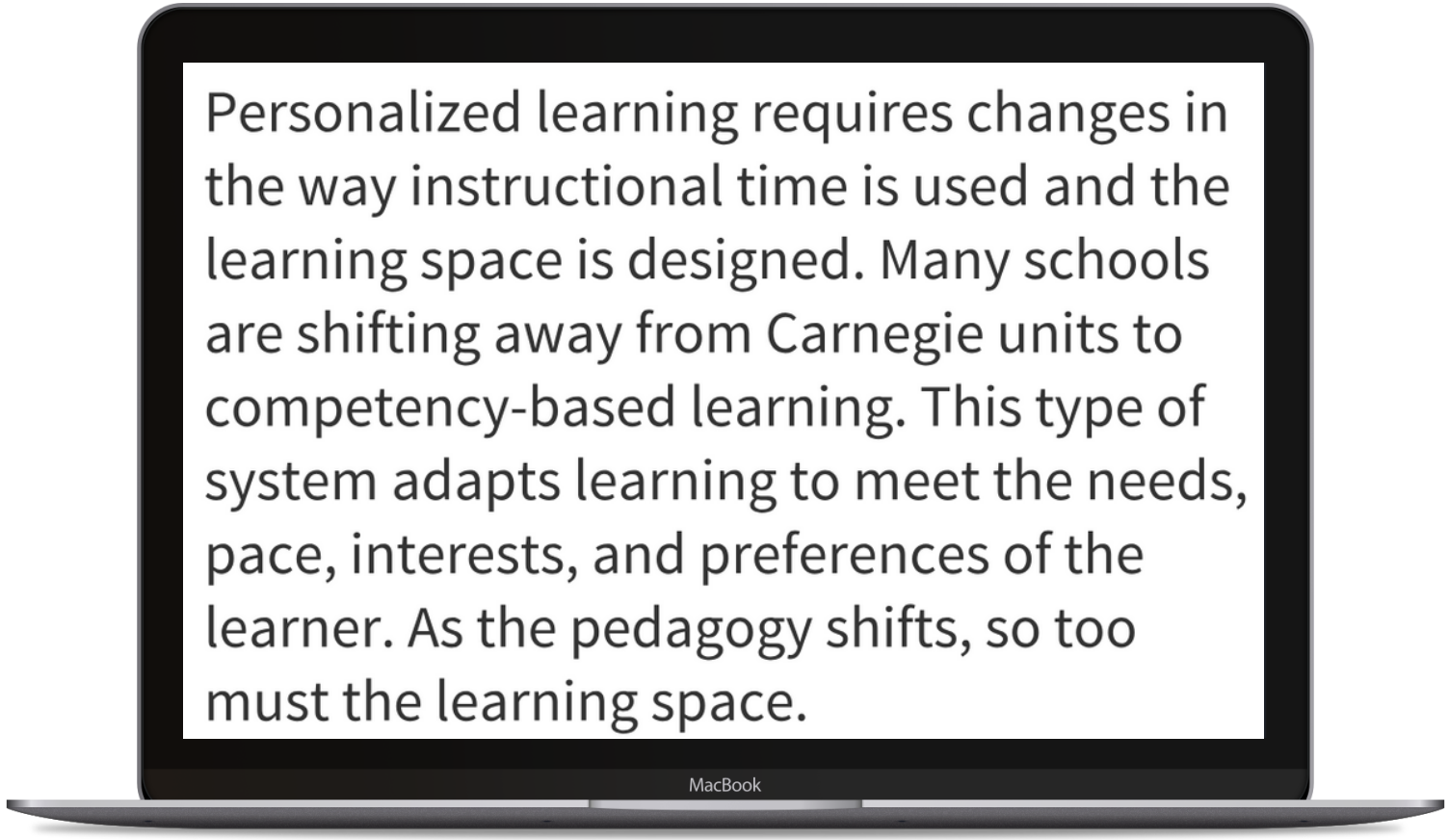
	Strong emphasis	Moderate emphasis	Little emphasis	No emphasis
Critical thinking and problem solving	❍	❍	❍	❍
Creativity and innovation	❍	❍	❍	❍
Collaboration	❍	❍	❍	❍


FIRST LEGO League



Use of Time and Space

Use of Time and Space



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

Technology Committee Questionnaire by Gears

Use of Time

Welcome to the Future Ready Gear Assessment for Use of Time.

This assessment was designed to be taken by multiple persons in your district. All responses will be consolidated into a single report, representing perspectives from all survey respondents who complete and submit their surveys. In order to provide your district with an accurate assessment, please answer each question honestly, according to your unique perspective. Your district representatives can create consolidated reports of all responses from within the Future Ready dashboard on-demand.

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To get started, click the NEXT button below.

Element 1: Learning is Flexible; Anytime, Anywhere

Indicate the extent to which you agree with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Within our district's culture of learning, the needs of individual students drive decisions about the use of instructional time.	❍	❍	❍	❍	❍
Flexibility and adaptability in scheduling and use of instructional time is key to meeting the diverse needs of students.	❍	❍	❍	❍	❍
Technology will play a significant role in ensuring that students are able to learn anytime and anywhere.	❍	❍	❍	❍	❍
Policies and procedures in my district remain significant barriers to achieving flexible, anytime, anywhere learning in the schools.	❍	❍	❍	❍	❍

Which of the following currently serve as barriers to high quality anywhere, anytime learning for students in your district? Check all that apply.

❑ **Seat Time Policies.** Current policies require that students earn credits through seat time measures only.

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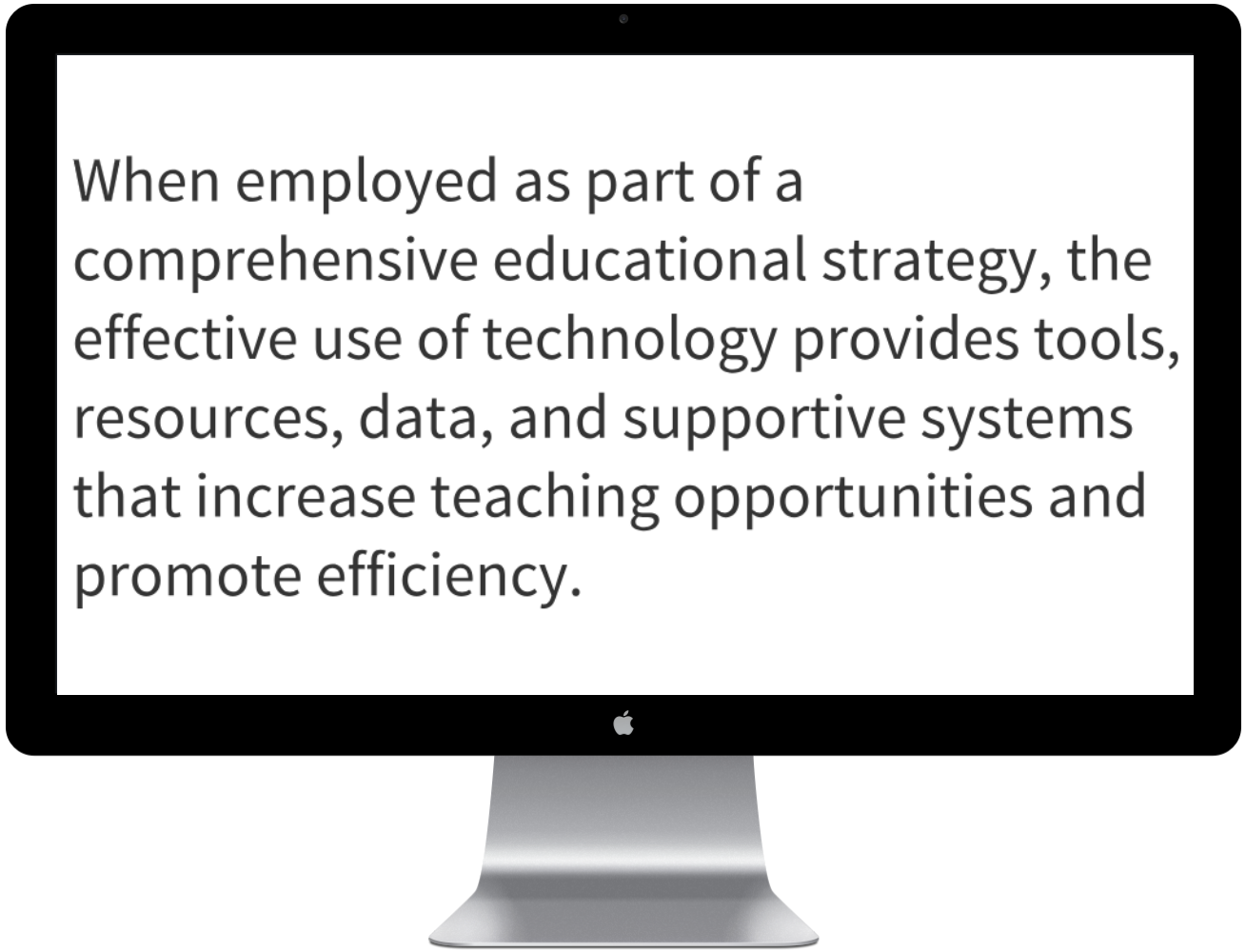
Robust Infrastructure

Robust Infrastructure



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

Technology Committee Questionnaire by Gears

Technology, Networks, and Hardware

Welcome to the Future Ready Gear Assessment for Technology, Networks, and Hardware.

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Element 1: Robust Network Infrastructure

To what extent do you agree with the following statements?

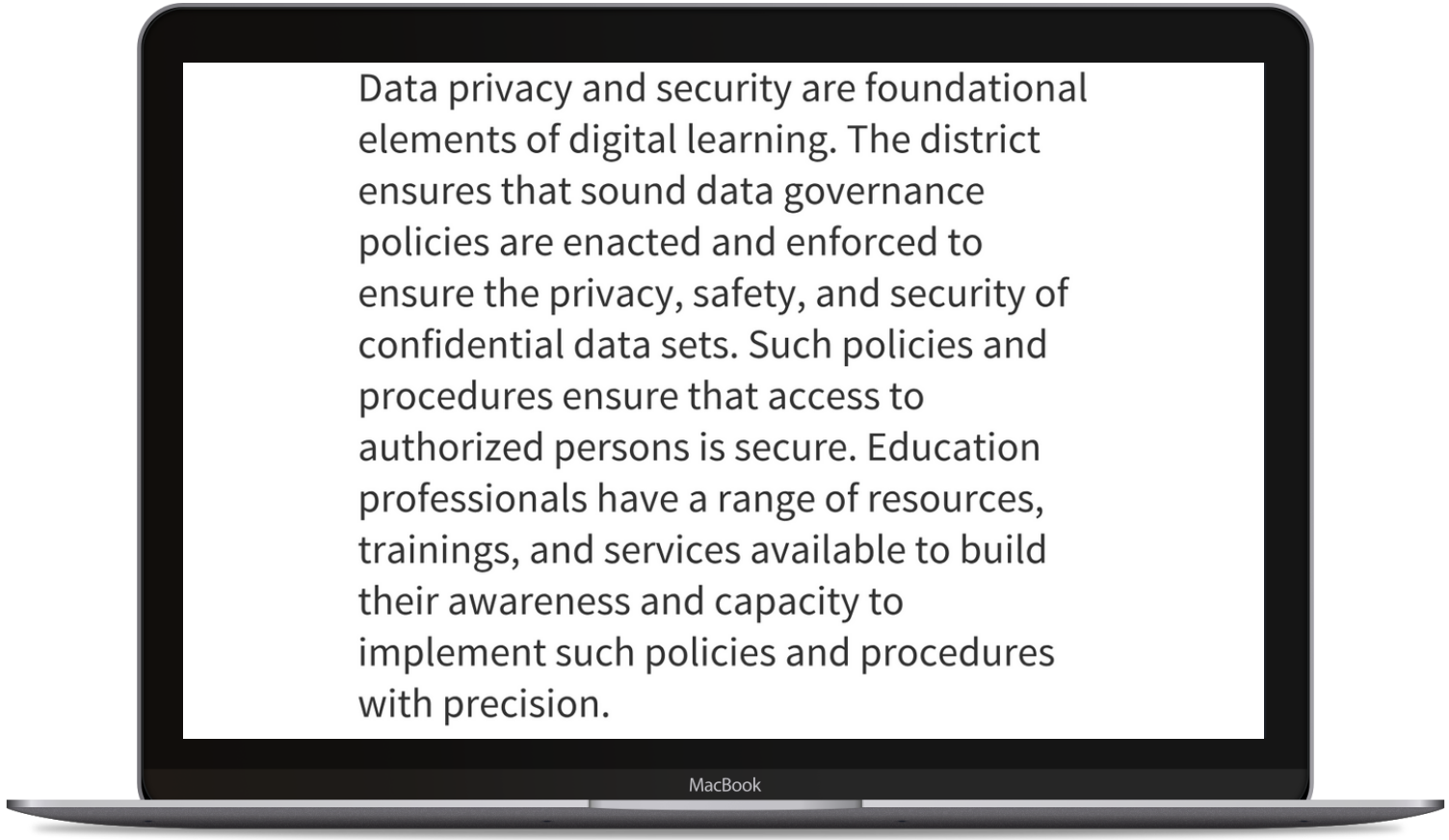
	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district's network and access to the Internet is consistently fast and reliable.	❍	❍	❍	❍	❍
Our district "leads with the why," i.e., acknowledging that instructional use is the primary driver in determining current and future requirements for bandwidth and technology infrastructure.	❍	❍	❍	❍	❍

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
As the number of instructional devices increases in our districts, some network functions have had to be restricted (e.g., downloading or streaming video, uploading video, emailing large attachments, etc.) due to insufficient bandwidth.	❍	❍	❍	❍	❍
Our district's future projections for Internet bandwidth are based not only on learning	❍	❍	❍	❍	❍

Data and Privacy

Data and Privacy



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

Technology Committee Questionnaire by Gears

Data and Privacy

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What is your role with the district?

- ❍ District Administrator/Specialist
- ❍ Information Technology Specialist
- ❍ Other

Element 1: Data and Data Systems

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
As a staff member in the district, my personnel records are online and accessible to me.	❍	❍	❍	❍	❍
In my district staff (teachers, administrators, and other education professionals) access to student data is on-demand, from the desktop.	❍	❍	❍	❍	❍
The teachers in my district have access to a digital environment that enables them to access, collect, analyze, manage, and integrate multiple data sets to inform learning and teaching decisions.	❍	❍	❍	❍	❍

Zuludesk for Teachers

Whitelisted apps

Only Whitelisted apps will be available on student iPads. All other apps and associated notifications will be temporarily hidden from view.

Restrictions

The Restrictions feature can prevent the access and use of designated device functionality.

Prepare Lessons

With the touch of a finger, ZuluDesk Teacher can enable the apps designated in a lesson profile and prevent the viewing of any other apps, reducing student distraction.

Easy on boarding of shared iPads

The IT department no longer needs to find the iPads for a specific classroom, instead a teacher simply scans a QR-code to assign the iPad to their classroom.

Device Information

Information can be made available for any selected student device upon request. For example, the battery percentage for a device can be easily determined.

Much more...

ZuluDesk Teacher has many other great features and more are to come... Get a fully functional free trial today and take your teaching to a new level!

Zuludesk for Parents

Restrict Games

Would you like to restrict the time spent on games? You can do this now with ZuluDesk Parent!

Restrict Communication

With a simple change in ZuluDesk Parent, you can restrict communications in a variety of programs, including iMessage, WhatsApp, and Messenger.

Restrict Social Media

Is social media a major distraction for your child? Just disable Instagram, Twitter, Facebook, etc. ZuluDesk Parent allows you to set up rules that restrict social media use to certain periods of time throughout the day.

Receive a Notification

Wouldn't it be great if you could receive a notification when your child arrives at school? Now you can! ZuluDesk Parent will give you peace of mind (available soon)!

Restrict in Traffic

Protect your child from distractions in traffic. Turn off apps and notifications whenever they are riding a bike or walking in traffic (available soon).

Custom Recipe

Want more freedom? Create your own custom rules with the simple step-by-step assistant.

Community Partnerships

Community Partnerships

- Local Community Engagement and Outreach
- Global and Cultural Awareness
- Digital Learning Environments as Connectors to Local/Global Communities
- Parental Communication and Engagement
- District Brand

Technology Committee Questionnaire by Gears

Community Partnerships

Welcome to the Future Ready Gear Assessment for Community Partnerships.

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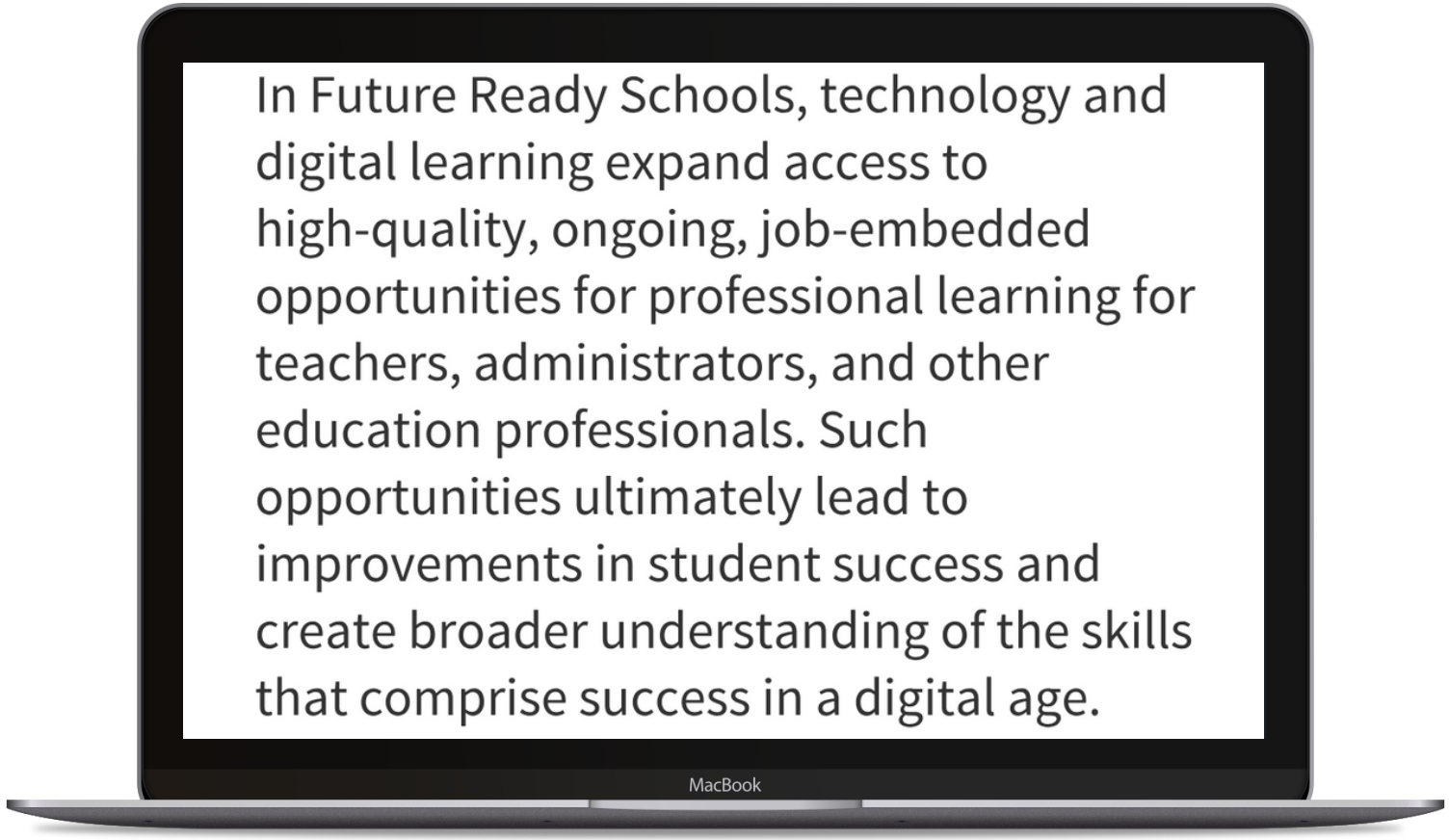
Element 1: Local Community Engagement and Outreach

To what extent do you agree with the following statements?

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district partners with community groups (i.e., community centers, museums, libraries, and other public entities) to ensure our students have access to technology beyond the school day.	❍	❍	❍	❍	❍
Our district partners with community groups and businesses to provide students with opportunities for apprenticeships and/or service learning.	❍	❍	❍	❍	❍
All secondary students in our district are afforded the opportunity to interact online with community-based experts in authentic learning situations.	❍	❍	❍	❍	❍
Current district technology policies inhibit student and staff capacity to form ongoing, online local and global relationships in support of real world authentic learning.	❍	❍	❍	❍	❍

Personalized Professional Learning

Personalized Professional Learning



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

Technology Committee Questionnaire by Gears

Professional Learning

Welcome to the Future Ready Gear Assessment for Professional Learning.

This assessment was designed to be taken by multiple persons in your district. All responses will be consolidated into a single report, representing perspectives from all survey respondents who complete and submit their surveys. In order to provide your district with an accurate assessment of the current state of professional learning, please answer each question honestly, according to your unique perspective. Your district representatives can create consolidated reports of all responses from within the Future Ready dashboard on-demand.

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To get started, click the NEXT button below.

Element 1: Shared Ownership and Responsibility for Professional Growth

Does the district sponsor professional learning opportunities on 21st Century skills?

- ❍ Yes
- ❍ No

This Page is Shown if: (1 = Yes)

To what extent do you agree with the following statements?

	Strongly agree	Agree	Disagree	Strongly disagree
The district-sponsored professional learning on 21st Century skills actively engages staff in relevant, authentic uses of 21st Century skills (e.g., working collaboratively in teams to solve relevant problems, self-assessments to measure staff members levels of self-direction, professional learning opportunities specific to individual staff competencies required in current positions, etc.)?	❍	❍	❍	❍
The district-sponsored professional learning on 21st Century skills provides educators with a research basis for integrating 21st Century skills into the curriculum, instruction, and assessment.	❍	❍	❍	❍

2018-2019- Special Assignments
Innovation, Strategy, and Educational Technology

Alma Cardenas Rubio
Assistant Superintendent
Innovation, Strategy, and Educational Technology

Elementary Schools	**STEAM /** *School of Choice	**Educational Tech**	**Instructional Tech**	**Area Superintendent**
*Aiken		D. Mitchell (Monday)	David Garcia	S. Lopez
Benavides		L. Martinez	Jesse Huerta	Dr. T. Cuff
Breeden		L. Martinez	Mayra Castro	Dr. T. Cuff
Brite	M. Seney	D. Mitchell	Mark Ortiz	A. Rubio
Burns		L. Martinez	Mayra Castro	Dr. T. Cuff
*Canales		L. Martinez (Tuesday)	Mario Rodriguez	J. Haynes
*Castaneda	M. Seney	L. Martinez (Monday)	Jesse Huerta	A. Rubio
*Champion		D. Mitchell (Friday)	David Pena	Dr. T. Cuff
*Cromack		L. Martinez (Tuesday)	Jesse Huerta	S. Lopez
*Del Castillo		L. Martinez (Monday)	Mark Ortiz	S. Lopez
*Egly	M. Seney	D. Mitchell (Tuesday)	Ricardo Casarez	A. Rubio
*El Jardin		D. Mitchell (Wednesday)	Mark Ortiz	J. Haynes
Gallegos		D. Mitchell	Mayra Castro	Dr. T. Cuff
Garden Park		D. Mitchell	Armando Pineda	Dr. T. Cuff
*Garza		D. Mitchell (Monday)	Jesse Huerta	S. Lopez
*Gonzalez		L. Martinez (Wednesday)	Jorge Castro	Dr. T. Cuff
Hudson		L. Maritnez	Jesse Huerta	Dr. T. Cuff
Keller		D. Mitchell	Armando Pineda	Dr. T. Cuff
Longoria		L. Martinez	Mario Rodriguez	Dr. T. Cuff
*Martin		D. Mitchell (Tuesday)	Ricardo Casarez	J. Haynes
*Morningside		L. Martinez (Monday)	Mark Ortiz	Dr. T. Cuff
Ortiz		D. Mitchell	Mario Molina	Dr. T. Cuff
*Palm Grove	*M. Seney	D. Mitchell (Wednesday)	David Garcia	A. Rubio
Paredes		D. Mitchell	Mayra Castro	Dr. T. Cuff
Pena	M. Seney	L. Martinez	Jorge Castro	A. Rubio

Multiple Technology Platforms

Region One ESC
Learning Resources Integration

MEGABYTE

Motivating Educator's Growth and Advancement

2018 – 2019 Services

www.esc1.net/megabyte

Instructional Technology Workshops

Onsite Training Sessions

Google Certifications

Using Technology to Make a Difference Conference

EdTech Trends

STEM Workshops

Webinars / Online Workshops

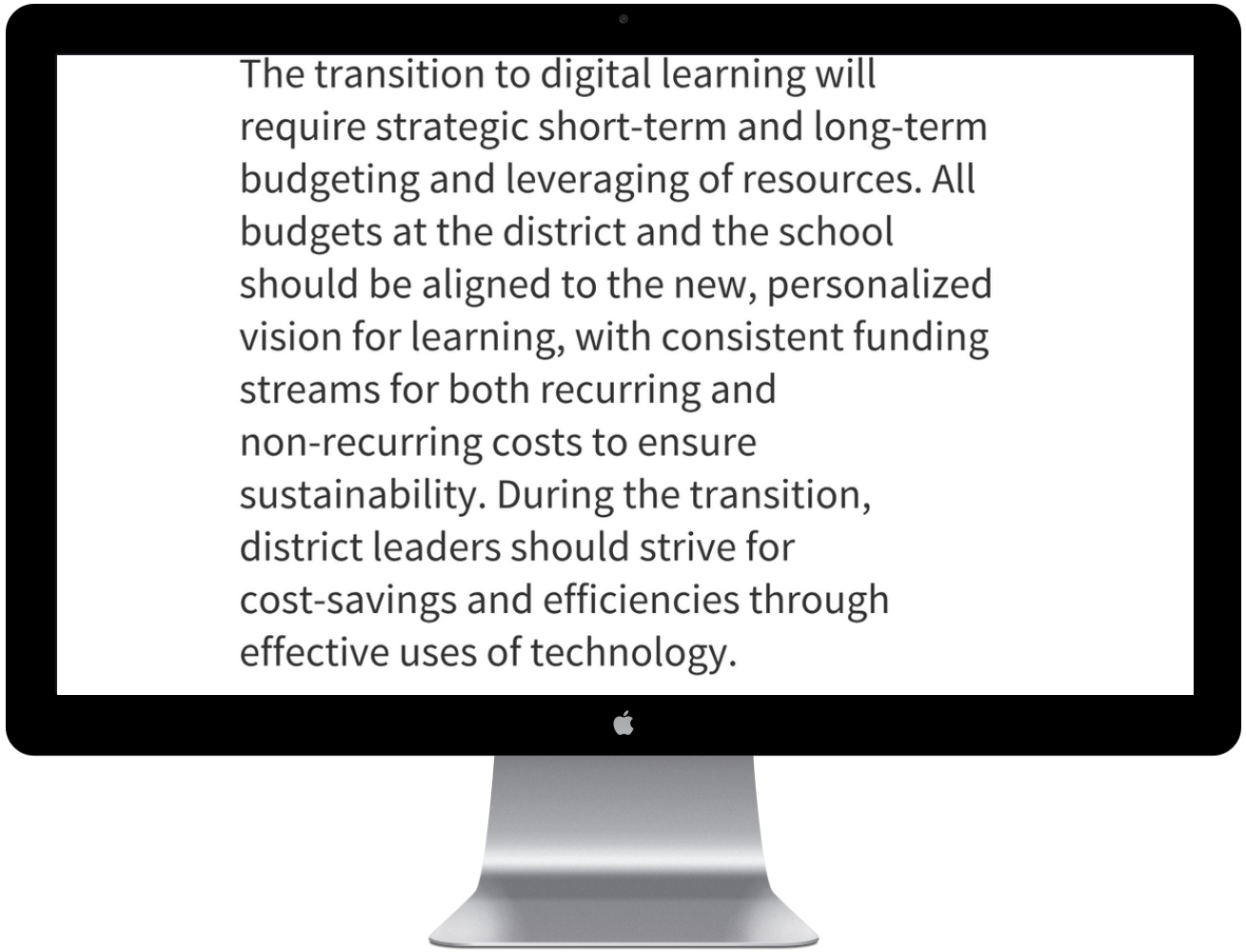
Student by Student Technology & Leadership Conference

INSTRUCTIONAL TECHNOLOGY WORKSHOPS @ Region One ESC, Edinburg		
October 4, 2018	98611	Digital Citizenship & Social Media in the Classroom
October 11, 2018	98810	STEM and Robotics for K-12
November 1, 2018	98767	Building the Online Modules for a Blended Learning Classroom
November 13, 2018	98601	EdTech Trends and Tools for the Digital Learning Classroom
November 28, 2018	98812	STEM and Coding for K-12
December 11, 2018	98808	Project-Based Learning Overview (PBL 101)
December 12, 2018	98613	Augmented & Virtual Reality in the Classroom
December 13, 2018	99641	Technology Integration in the Classroom
January 16, 2019	98615	Blended Learning for Differentiation
February 12, 2019	98616	Technology Tools for Project-Based Learning
February 28, 2019	98815	Gamifying the STEM Classroom with BreakoutEDU
March 6, 2019	98817	Design Thinking with STEM Tools
April 2, 2019	99645	Differentiation with TECH Tools
April 16, 2019	99338	Using Design Thinking in the Blended Learning Classroom
INSTRUCTIONAL TECHNOLOGY WORKSHOPS @ Brownsville		
October 17, 2018	98811	STEM and Robotics for K-12
November 1, 2018	98612	Digital Citizenship & Social Media in the Classroom
November 6, 2018	98773	Building the Online Modules for a Blended Learning Classroom
November 14, 2018	98610	EdTech Trends and Tools for the Digital Learning Classroom
November 29, 2018	98813	STEM and Coding for K-12
December 12, 2018	98809	Project-Based Learning Overview (PBL 101)
December 13, 2018	98614	Augmented & Virtual Reality in the Classroom
December 14, 2018	95918	Technology Resources for Developing Mathematics for Understanding Grades 3-8
December 17, 2018	95923	Technology Resources for Developing Whole Number Concepts Grades K-2
January 17, 2019	98617	Blended Learning for Differentiation
February 13, 2019	98618	Technology Tools for Project-Based Learning
March 5, 2019	98816	Gamifying the STEM Classroom with BreakoutEDU
March 7, 2019	98818	Design Thinking with STEM Tools
April 18, 2019	99342	Using Design Thinking in the Blended Learning Classroom
GOOGLE EDUCATOR CERTIFICATION		
October 30 - 31, 2018	98197	Google Educator Level 1 Certification – Fall 2018
Nov. 30 - Dec. 1, 2018	98426	Google Educator Level 2 Certification – Fall 2018
January 25 - 26, 2019	98500	Google Educator Level 1 Certification – Spring 2019
March 22 - 23, 2019	98507	Google Educator Level 2 Certification – Spring 2019
June 5 - 6, 2019	98502	Google Educator Level 1 Certification – Summer 2019
July 24 - 25, 2019	98495	Google Educator Level 2 Certification – Summer 2019
MICROSOFT INNOVATOR EDUCATOR (MIE) CERTIFICATION		
October 25, 2018	98525	Microsoft Innovator Educator Certification – Fall 2018
February 15, 2019	98527	Microsoft Innovator Educator Certification – Spring 2019
June 15, 2019	98533	Microsoft Innovator Educator Certification – Summer 2019
CONFERENCES		
November 8, 2018	83260	UTechMDC18 – FREE Registration for Megabyte Districts
February 21 - 22, 2019	86772	STEM Summit – 50% off Registration for Megabyte Districts
April 5, 2019	86249	SbySTech19 – 50% off Student Registration for Megabyte Districts
EDTECH TRENDS		
Project-Based Learning 101		
Blended Learning		
Design Thinking		
BLENDED LEARNING EDUCATOR CERTIFICATION		
Coming Soon!		
OFFERED ON SITE FOR MEGABYTE DISTRICT STAFF DEVELOPMENT DAYS / CONFERENCES		
Microsoft Innovator Educator		
#BreakoutEDU Room		
Makerspace Stations		
EVENTZEE Game		

Contact Us at 956-984-6152 or at LRI@esc1.net for more details!

Budget and Resources

Budget and Resources



- Efficiency and Cost Savings
- Alignment to District and School Plans
- Consistent Funding Streams
- Learning Return on Investment

Technology Committee Questionnaire by Gears

Budget and Resources

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Element 1: Efficiency and Cost Savings

Indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree
Our district's expenditures for digital learning are expected to increase substantially over the next three years.	❍	❍	❍	❍	❍
Our district has a process in place to identify and summarize all the direct costs associated with digital learning (i.e., acquisition and upgrades of technologies and networks, licenses, and bandwidth).	❍	❍	❍	❍	❍
Our district has a process in place to identify and summarize the indirect costs associated with the implementation of digital learning (i.e., costs of implementation, professional learning, technical support, and operations).	❍	❍	❍	❍	❍

Indicate your level of agreement with the following statements:

	Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly disagree

FUTURE READY LIBRARIANS

@FutureReady
#FutureReadyLibs

facebook.com/groups/
futurereadylibrarians/

EMPOWERING LEADERSHIP FOR SCHOOL LIBRARIANS THROUGH INNOVATIVE PROFESSIONAL PRACTICE

Through their professional practice, programs, and spaces, school librarians lead, teach, and support their school or district's Future Ready Schools® (FRS) goals. Derived from the FRS framework, the principles described in this document highlight how school librarians support schools in transitioning to student-centered learning and identify special ways librarians can become future ready. By aligning with strategic initiatives like FRS, librarians connect their practices, programs, and spaces to educational innovation in schools.

Leveraging actions from the Future Ready Librarians framework puts school librarians on the leading edge of the digital transformation of learning.

A PROJECT OF THE ALLIANCE FOR EXCELLENT EDUCATION

Generously supported by Follett

FUTURE READY SCHOOLS PREPARING STUDENTS FOR SUCCESS

FutureReady.org

HOW A FUTURE READY LIBRARIAN SUPPORTS STUDENT-CENTERED LEARNING

LITERACY

Inspires and supports the reading lives of both students and teachers
Creates inclusive collections that acknowledge and celebrate diverse experiences and provide instructional opportunities to empower learners as effective users and creators of information and ideas.

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Curates Digital Resources
Leads in the selection, integration, organization, and sharing of digital resources and tools to support transformational teaching and learning and develops the digital curation skills of others.

Builds Instructional Partnerships
Partners with educators to design and implement evidence-based curricula and assessments that integrate elements of deeper learning, critical thinking, information literacy, digital citizenship, creativity, innovation, and the active use of technology.

Empowers Students as Creators
Encourages and facilitates students to become increasingly self-directed as they create digital products of their learning that engage them in critical thinking, collaboration, and authentic real-world problem solving.

PERSONALIZED PROFESSIONAL LEARNING

Facilitates Personalized Professional Learning
Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology).

ROBUST INFRASTRUCTURE

Ensures Equitable Digital Access
Provides and advocates for equitable access to collection tools using digital resources, programming, and services in support of the school district's strategic vision.

BUDGET AND RESOURCES

Invests Strategically in Digital Resources
Leverages an understanding of school and community needs to identify and invest in digital resources such as books and ebooks to support student learning.

COMMUNITY PARTNERSHIPS

Cultivates Community Partnerships
Cultivates partnerships within the school and local community (including families and caregivers, nonprofit organizations, government agencies, public and higher education libraries, businesses) to promote engagement and a community of readers.

DATA AND PRIVACY

Advocates for Student Privacy
Teaches and promotes student data and privacy through his or her instruction and role as an educational leader.

COLLABORATIVE LEADERSHIP

Leads Beyond the Library
Participates in setting the school district's vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower teachers and learners.

USE OF SPACE AND TIME

Designs Collaborative Spaces
Provides flexible spaces that promote inquiry, creativity, collaboration, and community.

EMPOWERING LEADERSHIP FOR TECHNOLOGY LEADERS THROUGH INNOVATIVE PROFESSIONAL PRACTICE

As schools seek to become future ready, it is necessary to identify and cultivate leadership at all levels and across multiple roles. Technology leaders support their school and/or district's Future Ready Schools® (FRS) goals through their professional practice, programs, and spaces.

Derived from the FRS framework, the Future Ready Technology Leaders™ framework describes how technology leaders can support schools in their transition to digital learning and specific ways technology leaders can lead that transformation. By aligning their school and district strategic initiatives with the Future Ready Technology Leaders™ framework, these innovative educators connect their practices, programs, and spaces to the innovative practices happening in schools today.

The principles outlined in the Future Ready Technology Leaders™ framework acknowledge the various roles technology leaders serve within schools and districts and affirm a core belief that in a future ready school, all students deserve equitable access to qualified technology leaders, digital resources, and innovative learning environments.

HOW FUTURE READY TECHNOLOGY LEADERS™ SUPPORT STUDENT-CENTERED LEARNING

CURRICULUM, INSTRUCTION, AND ASSESSMENT

Support a Rich Digital Learning Environment

- ✓ Provide access to digital tools and resources when learners need them.
- ✓ Create the mechanisms (i.e., protocols, processes, procedures, opportunities) that facilitate the introduction and adoption of new teaching and learning practices and resources to drive innovation.

PERSONALIZED PROFESSIONAL LEARNING

Develop Opportunities for Personal Growth

- ✓ Build a culture of innovation grounded in trust and empowerment.
- ✓ Design and deliver training to meet the various needs of staff.
- ✓ Develop leadership and technical capacity to leverage the human capital inside the technology department and in partnership with other departments throughout the district.

ROBUST INFRASTRUCTURE

Build for Innovation

- ✓ Plan for future growth, innovation, and change in the educational and operational environment.
- ✓ Create and manage systems that democratize data for all stakeholders through interoperability.
- ✓ Ensure reliable access to needed resources and remove roadblocks to effective teaching and learning.

BUDGET AND RESOURCES

Create a Sustainable Digital Learning Environment

- ✓ Advocate for resources that meet the needs of every learner.
- ✓ Implement a formal cycle to review and replace hardware to ensure both short- and long-term sustainability.
- ✓ Work to simplify infrastructure while allocating sustainable resources that maximize high-quality digital learning.

COMMUNITY PARTNERSHIPS

Expand Learning Beyond the School Day

- ✓ Seek new community partnerships and nurture existing relationships to support student learning opportunities and needs.
- ✓ Leverage student and community talents and resources to support the desired learning outcomes.
- ✓ Provide community and parent learning events to support out-of-school partnerships and increase learning opportunities for students.

DATA AND PRIVACY

Ensure Data Safety, Security, and Privacy

- ✓ Create and enforce mechanisms that ensure student data privacy, while educating staff members on the various laws, policies, and expectations around data privacy and security.
- ✓ Seek and implement next-generation safety, security, and tools.
- ✓ Provide data visualization and predictive analytics while promoting best practices in the use of data and community digital fluency.

USE OF SPACE AND TIME

Foster Anywhere, Anytime Learning

- ✓ Design and implement a flexible infrastructure that enables learning to occur regardless of time, place, or format.
- ✓ Advocate and ensure the needed access to tools and resources for all teachers and students.
- ✓ Provide opportunities for students to access learning and the classroom in remote environments as needed.

COLLABORATIVE LEADERSHIP

Envision the Future

- ✓ Create a shared vision of teaching and learning that leverages technology as an accelerant.
- ✓ Support district and school leadership to establish an innovative culture of trust and safety.
- ✓ Empower district and school leaders to thoughtfully promote and adopt the needed digital resources.

Future Ready 7 Gears