



Leadership and school culture create the foundation of schools that are future ready. As such, district leadership provides a vital pillar for transformation. Future Ready Schools® (FRS) district leaders invest in collaborative leadership instead of autocratic structures, create a dynamic culture of innovation, lead the development and support of a vision for teaching and learning that is both personal and authentic, and work diligently to model desired outcomes.

FRS district leaders work diligently to remove unnecessary roadblocks while modeling a culture grounded in relationships and trust. They empower school-level leaders to implement their school's vision for teaching and learning while providing the opportunities, time, and needed resources for them to grow professionally.

FRS district leaders maintain a robust vision of teaching and learning, as well as model and implement personalized professional learning opportunities to get there. They ensure equitable access for all students while redesigning learning spaces to match the envisioned pedagogy. In addition, these leaders promote the effective and efficient use of data to support student learning while ensuring the highest levels of student privacy. FRS district leaders also collaborate with the community they serve and maintain a laser-like focus on long-term financial, pedagogical, and political sustainability. Ultimately, FRS district leaders systematically plan and work to enact policies that ensure instructional practices maximize student learning outcomes.

The district leaders' FRS framework is predicated on the belief that every student, regardless of the zip code they call home, should have the needed access and opportunities to maximize their gifts and abilities.



## Strengthen personalized instructional strategies



### Curriculum, Instruction, and Assessment

- Create and communicate a learner-centric vision that provides personal and authentic learning experiences for all students while implementing the needed policies and procedures to carry out the plan
- Establish a curriculum that ensures deeper learning outcomes connected to real-world applications, builds a twenty-first-century skill set, and maximizes student learning opportunities
- Maximize student agency by providing the needed tools and resources to master critical knowledge and skills while amplifying each student's interests, strengths, and passions
- Ensure that district assessments inform instructional practices while maintaining a comprehensive, whole-child view
- Leverage technology to provide interactive learning experiences where students explore, design, and create while developing appropriate digital citizenship skills



## Model and implement responsive, ongoing, and job-embedded learning



### Personalized Professional Learning

- Create a district-wide culture of shared ownership for professional growth
- Leverage talents of educators at all levels and empower them to lead while promoting participant voice and choice
- Provide diverse, on-going opportunities for educators at all levels to increase their needed skill set
- Provide opportunities for collaboration and networking while valuing non-traditional forms of professional growth across the district
- Model effective professional learning and expect the same from school-based leadership while continuously evaluating the impact of current practices and seeking new and better ways for growth



## Analyze and reallocate resources to further personalized learning



### Budget and Resources

- Seek opportunities to leverage efficiency and cost-savings on an ongoing basis
- Ensure alignment between district and school budgets with strategic and tactical plans
- Seek, secure, and provide consistent funding streams for sustainability
- Maximize a "return on investment" strategy that develops efficacy



## Rethink, redesign, and transform learning spaces



### Use of Space and Time

- Design research-based learning spaces that are sensitive to gender and culture, are responsive to student needs, and complement desired pedagogical practices
- Promote and support flexible, learner-centered spaces that amplify student voice, choice, and agency
- Provide and promote anytime, anywhere learning opportunities for all students, including those without home access
- Creatively construct non-traditional ways time can be used efficiently and effectively to maximize student learning outcomes



## Establish and foster relationships to support school culture and vision



### Community Partnerships

- Collaborate, support, and engage with the local community
- Maximize global and cultural awareness by providing authentic student learning experiences that value empathy, community, and culture
- Leverage digital environments and tools to connect classrooms to diverse communities, experts, and experiences
- Engage parents through communication channels to ensure consistent messaging and community collaboration
- Develop, model, and amplify the district brand throughout the district and school community



## Use data to inform and transform instruction and support learner agency



### Data and Privacy

- Implement and communicate clear policies, procedures, and practices on the use of student data
- Create a culture of data-informed decisionmaking while focusing on the whole child
- Develop and refine data literacy skills in educators throughout the district
- Implement policies and procedures that ensure high levels of student data privacy and security



## Cultivate a community of learners with distributed leadership



### Collaborative Leadership

- Collaboratively develop, communicate, and maintain a shared vision for student learning that is personal and authentic
- Create a culture of innovation that promotes risk-taking through collaboration and empowerment of both staff members and students while celebrating progress along the way
- Model and communicate clear expectations for the desired evidence-based practices that promote authentic student experiences
- Continuously plan, implement, measure, reflect, and refine to support high-quality teaching and learning for years to come



## Build for innovation



### Robust Infrastructure

- Ensure equity in access, from high-quality devices to the bandwidth needed to support the district's vision for teaching and learning, both in and outside of school
- Prioritize ubiquitous connectivity while implementing a plan to support those without home access
- Develop a sustainable model for responsive technical assistance so that teaching and learning opportunities can be maximized throughout the district
- Implement a formal cycle for review and replacement to focus on both short- and long-term sustainability





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The Future Ready Schools<sup>®</sup> (FRS) Instructional Coaches Framework supports educators that work in schools and districts across the country. These educational leaders include Instructional Technology Facilitators, Instructional Coaches, Teachers on Special Assignment (TOSA), Technology Coordinators, Lead Teachers, and other educators who offer professional learning within schools and/or districts. Educators in these positions play a vital role in their schools as change agents, helping teachers fulfill the vision. They are often the ones that bring new ideas into a school around digital tools and are well versed in both curriculum and pedagogy.

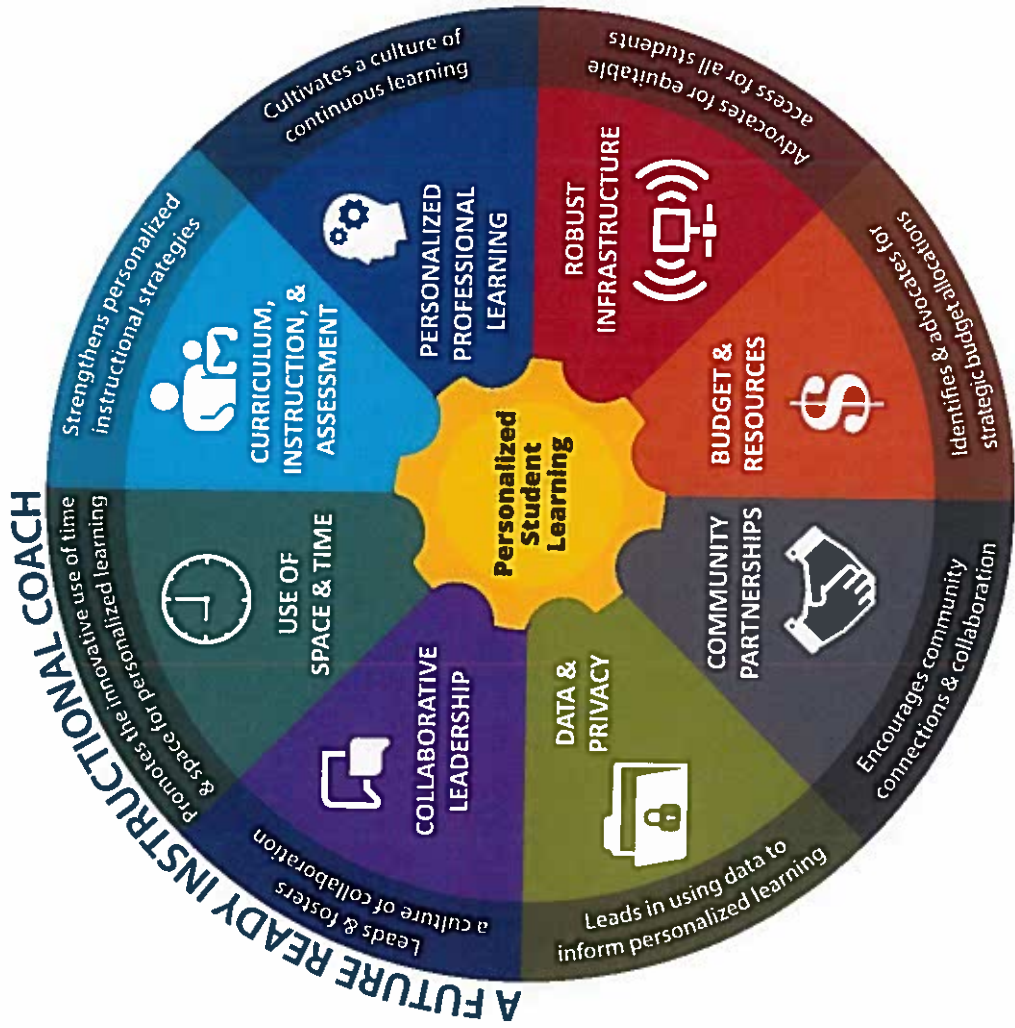
FRS coaches strengthen teacher instructional capacity by designing and modeling sound pedagogical practices. They create innovative, learner-driven experiences that meet teachers where they are and support them through their personalized learning pathway. In addition, instructional coaches advocate for infrastructure that ensures equitable access to connectivity, digital devices, information, resources, programming, and services for all students in support of the district's strategic vision.

FRS coaches advocate for financial prioritization of resources to meet the diverse needs of all members of the school community. They seek two-way partnerships that allow the school and community to support and benefit each other. Coaches model effective use of data for reflection and instructional improvement and promote digital fluency among teachers and students. They support a culture that fosters trust, collaboration, teamwork and a shared vision. Finally, instructional coaches work collaboratively with administration and teachers to assess, rethink and redesign traditional learning spaces that support personalized learning.

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### Promote the innovative use of time and space for personalized learning

#### Use of Space and Time

- Supports administration and staff to unbundle learning from traditional confines, and redefine it to fit individual learner needs in terms of pace, path and time.



### Strengthen personalized instructional strategies

#### Curriculum, Instruction, and Assessment

- Facilitate teaching and learning enhanced by digital resources when appropriate
- Model the use of differentiated instructional strategies to meet the needs of diverse learners
- Coach teachers in the development of lessons and modeling them when needed
- Design resources that support and encourage teachers to utilize sound pedagogical practices
- Identify an instructional framework with which to measure technology implementation



### Cultivate a Culture of Continuous Learning

#### Personalized Professional Learning

- Conduct needs assessments to design personalized professional learning pathways
- Utilize a variety of pedagogical strategies and digital tools during design and delivery of professional learning
- Rethink pedagogical strategies and evaluate digital tools to meet the needs of today's learners
- Provide opportunities for teachers to connect and collaborate beyond the school day



### Advocate for equitable access for all students

#### Technology & Infrastructure

- Identify and communicate infrastructure needs with the leadership team including principal and/or district technology department.
- Assist in the development of strategies that support equitable access for all learners in and out of the classroom



### Identify and advocate for strategic budget allocations

#### Budget and Resources

- Participate in the budgeting and planning process with administration
- Advocate for resources that meet the needs of diverse learners and strengthen instructional practices by aligning to the vision



### Encourage community connections and collaboration

#### Community Partnerships

- Identify strategic goals and potential partners to support the school vision.
- Understand and identify ways to support community needs
- Educate the community on instructional practices being used within the school day
- Identify unique ways that community partners can support learning outside of school



### Lead in using data to inform personalized learning

#### Data and Privacy

- Advocate and promote digital citizenship with both teachers and students.
- Model and communicate data privacy policies and expectations to all learners



### Lead and foster a culture of collaboration

#### Collaborative Leadership

- Support school leadership to establish a culture of trust
- Develop new teacher leaders
- Provide time and learning structures for coaches and teachers to work together individually or in teams
- Advocate for underrepresented groups and culturally responsive pedagogy/teaching





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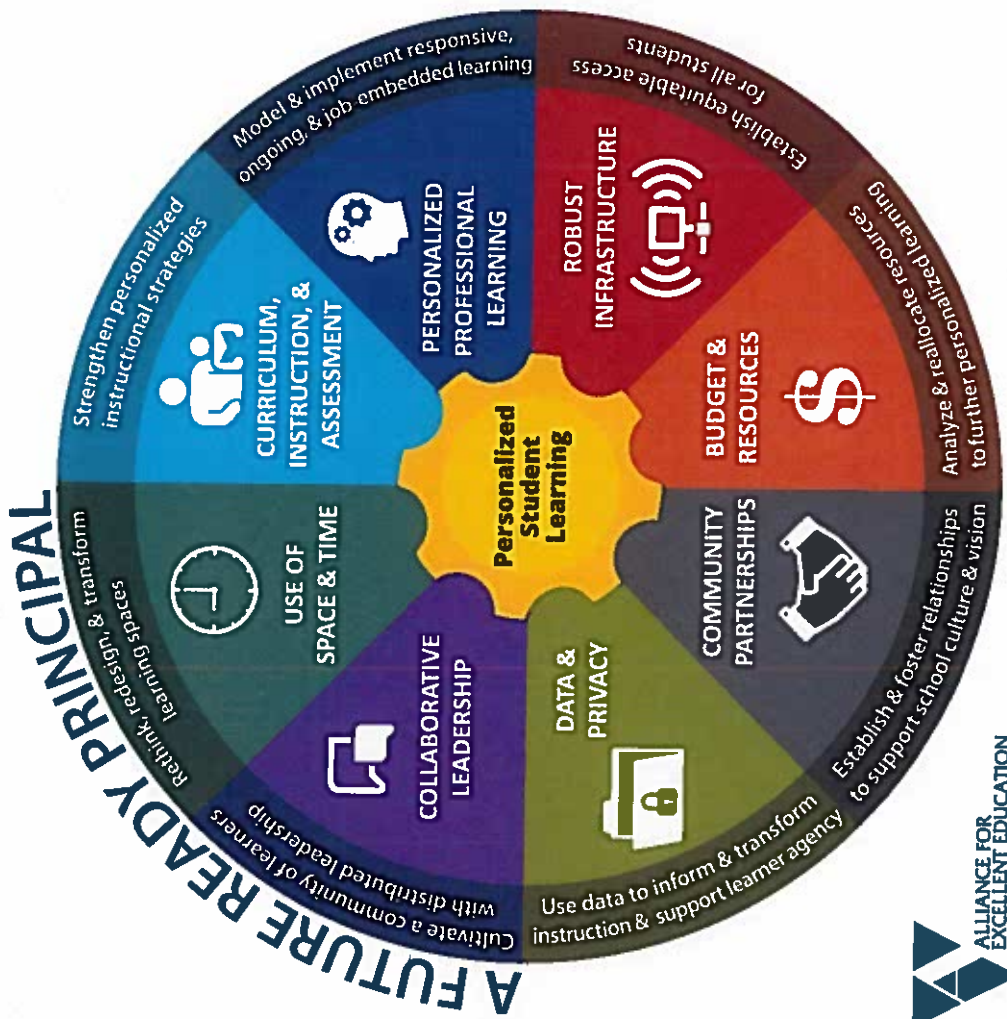
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**A**s schools seek to become future ready, it is necessary to identify and cultivate leadership at all levels and across multiple roles. FRS principals invest in distributed leadership instead of autocratic structures, providing hybrid roles and developing teacher and student leaders. They coach, model, and lead processes that directly address how to personalize instruction for digital-age students and teachers to own collaboratively.

FRS principals provide opportunities, time, and resources for personalized professional learning based upon teacher needs and the school's vision for teaching and learning.

FRS principals ensure each student has equitable access to broadband, devices, and curricular resources to fully engage in personalized learning at home and at school. They analyze, utilize data to inform, and potentially reallocate human and fiscal resources to align with the school vision and personalized learning. In addition, FRS principals build and leverage relationships with parents, students, business partners, the school district, and the community to support the school's vision.

FRS principals ensure data is available and used regularly. They encourage the redesign of learning spaces and schedules to support effective instruction, personalized learning, and professional learning.



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## Rethink, redesign, & transform learning spaces



### Use of Space and Time

- Remove barriers and cultivate conditions for collaboration.
- Rethink and design the master schedule to support the vision for teaching and learning.
- Create learning spaces responsive to student needs.



## Strengthen personalized instructional strategies



### Curriculum, Instruction, and Assessment

- Ensure teachers have access to resources, curriculum, assessments, and professional learning that support strong content knowledge and pedagogy.
- Establish common language and use an appropriate framework to align with the vision.
- Provide a means to feedback, sharing, and reflection to ensure alignment with the standards.
- Provide teachers with sufficient planning time.
- Adopt authentic, performance-based assessments that support personalized and digital learning.



## Model & implement responsive, ongoing, & job-embedded learning



### Personalized Professional Learning

- Address professional learning needs as part of the school schedule.
- Model effective professional learning when leading teachers.
- Expect educators to connect and collaborate within their school and with colleagues in their professional learning network.
- Create opportunities for collaboration with lesson plans, resources, assessments, and reflection for staff members.



## Establish equitable access for all Students



### Technology & Infrastructure

- Understand and address the infrastructure needs of staff and students.
- Champion the community's capacity to help students access resources beyond the school.
- Communicate regularly with the district technology team to advocate for the school's needs and identify strategies that lead to change.



## Analyze & reallocate resources to further personalized learning



### Budget and Resources

- Evaluate existing resources and determine if they support the needs of all learners.
- Redistribute funds to adopt resources that align with the standards.
- Re-examine and allocate resources (human and fiscal) to rethink the vision for teaching and learning, including professional learning, infrastructure, curriculum and instruction, and data and assessment.



## Establish & foster relationships to support school culture & vision



### Community Partnerships

- Engage stakeholders and partners in developing and implementing a vision for personalized, digital learning, including creating an understanding of the connection between the school and community.
- Invest time and sincere efforts to foster a culture of trust with the community.
- Provide ongoing opportunities, face-to-face and virtually, for dialogue and input with stakeholders.
- Identify and create ways to support community needs and for the community to support the school.



## Use data to inform & transform instruction & support learner agency



### Data and Privacy

- Model the effective use of data for reflection and instructional improvement and ensure teachers are using the data to personalize instruction for all students.
- Promote digital fluency among teachers and students.
- Review and display data in a meaningful way.
- Ensure data is available in a digestible format for teachers, parents, and students.



## Cultivate a community of learners with distributed leadership



### Collaborative Leadership

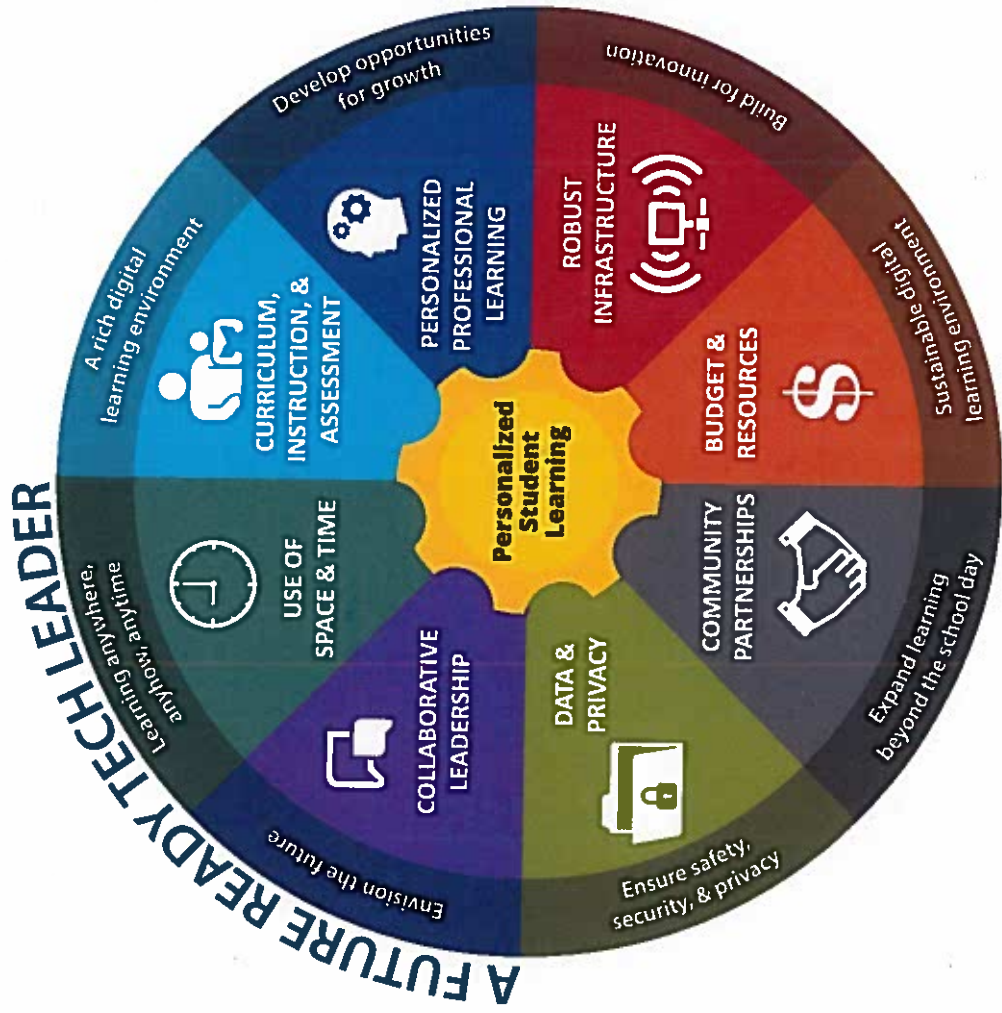
- Build a culture of trust that supports leadership among stakeholders.
- Model the effective use of digital learning and the value of taking risks to move toward the vision for teaching and learning.
- Allow collaboration to transcend time, space, and walls.
- Provide opportunities for teachers and students to lead professional learning and be involved in dialogue with the community and district leaders.





**A**s 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's and/or district's Future Ready Schools® (FRS) goals through their professional practice, policies and procedures. Derived from the FRS framework, the principles outlined below describe how technology leaders can support schools in their transition to digital learning and specific ways technology leaders can become more future ready. By aligning the school/district strategic initiatives with FRS, technology leaders can better connect their practices, policies and procedures to educational innovation in schools.

Acknowledging the various roles of technology leaders within schools and districts across the country, these principles are predicated on a core belief that in a FRS, all students have equitable access to qualified technology leaders, digital researchers and innovative learning environments. In support of these goals, FRS welcomes technology leaders at all levels to apply these principles in their work to ensure that all learners are equipped with the knowledge and resources they need.



## Learning anywhere, anyhow, anytime



### Use of Space and Time

- Design and implement a flexible infrastructure that enables learning anywhere, anyhow, and anytime.



## A rich digital learning environment



### Curriculum, Instruction, and Assessment

- Provide access to digital tools and resources when learners need them
- Create the mechanisms (i.e., protocols, process, procedures) to facilitate the introduction and adoption of new teaching and learning resources
- Advocate and ensure access for all students
- Create and manage systems that facilitate assessment and interoperability



## Develop opportunities for growth



### Personalized Professional Learning

- Design and deliver technical learning opportunities
- Model learner-driven non-traditional professional learning (e.g., Twitter, micro-credentials, etc.)
- Use effective methods to teach adults
- Model and encourage staff to connect and collaborate
- Develop departmental leadership and technical capacity



## Build for innovation



### Technology and Infrastructure

- Construct and foster a network that supports multiple devices
- Plan for future growth, innovation, and change
- Optimize network for learning



## Sustainable digital learning environment



### Budget and Resources

- Advocate for resources that meet the needs of every learner
- Allocate sustainable resources that support digital learning
- Create structured choices in digital resources



## Expand learning beyond the school day



### Community Partnerships

- Leverage community relationships to support the school
- Identify ways to support community needs
- Seek new and innovative community partnerships (e.g., commercial businesses, restaurants, places of worship, etc.)



## Ensure safety, security, and privacy



### Data and Privacy

- Create and enforce mechanisms that ensure student data privacy
- Promotes best practices in digital fluency amongst the community
- Educate and communicate laws, policies, and expectations around data privacy and security
- Practice effective use of data to inform technology selection and use



## Envision the future



### Collaborative Leadership

- Support district and school leadership to establish a culture of trust
- Empower district and school leaders to promote and adopt digital resources
- Create a shared vision for the future of education around technology





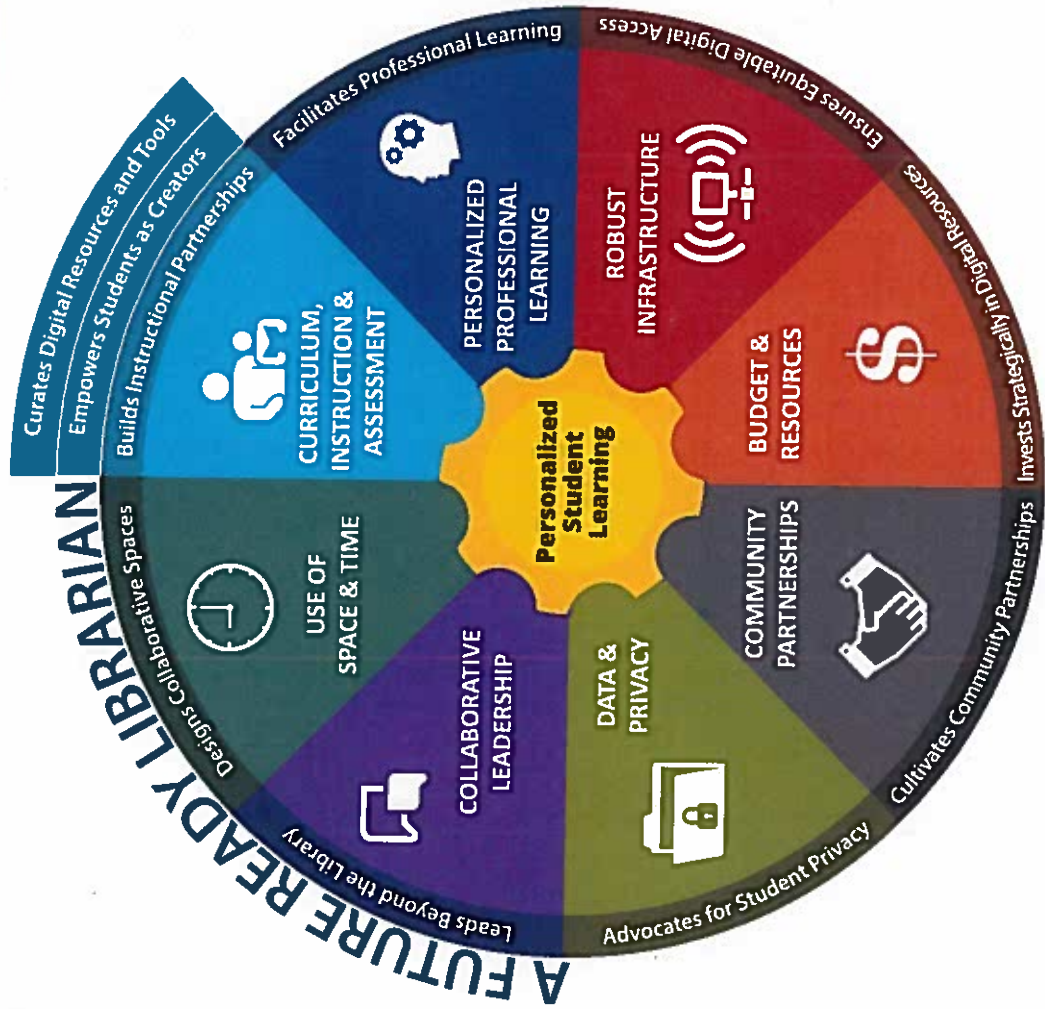
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**A**s schools seek to become Future Ready, it is necessary to identify and cultivate leadership beyond district and building leaders. School librarians lead, teach and support their schools and/or district's Future Ready Schools (FRS) goals through their professional practice, programs and spaces. Derived from the FRS framework, these principles both describe how librarians can support schools in this transition and identify specific ways in which librarians can themselves become more Future Ready. By aligning with strategic initiatives like FRS, librarians can better connect their practices, programs and spaces to educational innovation in schools. If properly prepared and supported, school librarians are well positioned to be at the leading edge of the digital transformation of learning.

Acknowledging that the current state of school libraries and librarians ranges widely from state to state and even from school to school, these principles are predicated on a core belief that in a Future Ready school, all students have equitable access to qualified librarians, digital tools, resources and books. In support of these goals, partnerships and support of public librarians and libraries are welcome and encouraged.



# FUTURE LIBRARIANS READY

## Designs Collaborative Spaces

*Use of Space and Time*



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

## Builds Instructional Partnerships

*Curriculum, Instruction and Assessment*



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

*Curriculum, Instruction and Assessment*



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.

## Curates Digital Resources and Tools

*Curriculum, Instruction and Assessment*



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

## Facilitates Professional Learning

*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 competencies, etc.)

## Ensures Equitable Digital Access

*Technology and Infrastructure*



Provides and advocates for equitable access to connectivity, digital devices, information, resources, programming, and services in support of the district's strategic vision.

## Invests Strategically in Digital Resources

*Budget and Resources*



Leverages an understanding of school and community needs to identify and invest in digital resources to support student learning.

## Cultivates Community Partnerships

*Community Partnerships*



Cultivates partnerships within the school and local community (families and caregivers, non-profit organizations, government agencies, public and higher education libraries, businesses, etc.) to promote engagement and a lifelong learning process.

## Advocates for Student Privacy

*Data and Privacy*



Teaches and promotes student data privacy through their instruction and role as educational leaders.

## Leads Beyond the Library

*Collaborative Leadership*



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