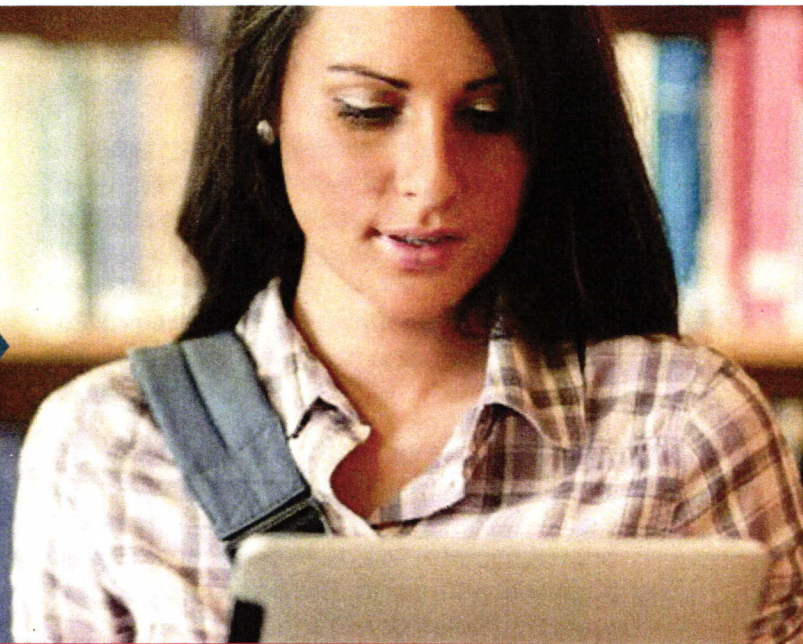


# FUTURE SCHOOLS READY

PREPARING STUDENTS FOR SUCCESS



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Future Ready Schools® (FRS) is a bold effort to maximize student-centered learning opportunities and help school districts (public, private, and charter) leverage technology to prepare students for success in college, a career, and citizenship. Beginning with a systemic planning process, FRS will help any school district develop the human and technological capacity needed to personalize student learning.

A PROJECT  
OF THE



ALLIANCE FOR  
EXCELLENT EDUCATION  
www.all4ed.org

FRS is a project of the [Alliance for Excellent Education \(All4Ed\)](#) alongside a vast coalition of national and regional organizations. Since FRS's inception in 2014, more than 3,200 district superintendents have shown their commitment to FRS by signing the [FRS District Pledge](#).

This is a critical time in education as school districts prepare for new guidance and plans under the Every Student Succeeds Act (ESSA). During this time, FRS will continue to provide innovative professional support to districts as they work to leveraging the power of digital tools to help teachers make learning personal for each student. FRS provides districts with resources and support to ensure that local technology and digital learning plans align with the best instructional practices, are implemented by highly trained teachers, and lead to personal and authentic learning experiences for all students, particularly those from historically underserved communities.

FRS helps to transform schools and districts into those with empowered teachers and leaders, students who take charge of their learning, and tools to support a more personalized approach to ensuring college and career readiness for all students. To date, FRS has hosted more than forty professional learning events, during which district and school leaders collaborated to leverage digital resources to improve and accelerate teaching and student learning outcomes.

At the heart of FRS is the [FRS framework](#), a research-based foundation for school and district transformation. Built upon collaborative leadership and dynamic school culture, the framework's seven "gears" (curriculum, instruction, and assessment; personalized professional learning; robust infrastructure; budget and resources; data and privacy; use of space and time; and community partnerships) help districts ground their transformation efforts in scalable, evidence-based practices.



In 2017, with the release of five new audience strands (Principals, Librarians, Tech (IT) Leaders, Instructional Coaches and District Leaders), the FRS framework was expanded to include specific guidance for school leaders in each of the strand areas. These new frameworks were created under the guidance of some of the nation's leading practitioners representing all levels of educational leadership. More than seventy-five prominent educator leaders across multiple roles make up the FRS advisory committee and serve as experts to consistently support FRS.

In an effort to support districts with their transformation, FRS continues to expand and refine its interactive online [dashboard](#), a free systemic planning tool for school leaders. Used by more than 18,000 educators who represent over 3,100 school district teams, the dashboard

provides robust assessments and planning tools for leaders to use in their comprehensive and strategic planning process. Districts that utilize the assessments receive customized reports to guide their development and action planning. In 2017, the U.S. Department of Education recommended the FRS dashboard as a go-to resource to support Title IV education funding.

FRS also recognizes the importance of on-going professional learning opportunities. As such, it provides access to the FRS Hub, which includes online resources crafted by local leaders and experts associated with more than fifty national partner organizations (listed below), webinars and social media chats (i.e., Twitter, Facebook, etc.), conference connections, information about district exemplars, and a myriad of other support opportunities.

## FUTURE READY SCHOOLS® NATIONAL PARTNERS

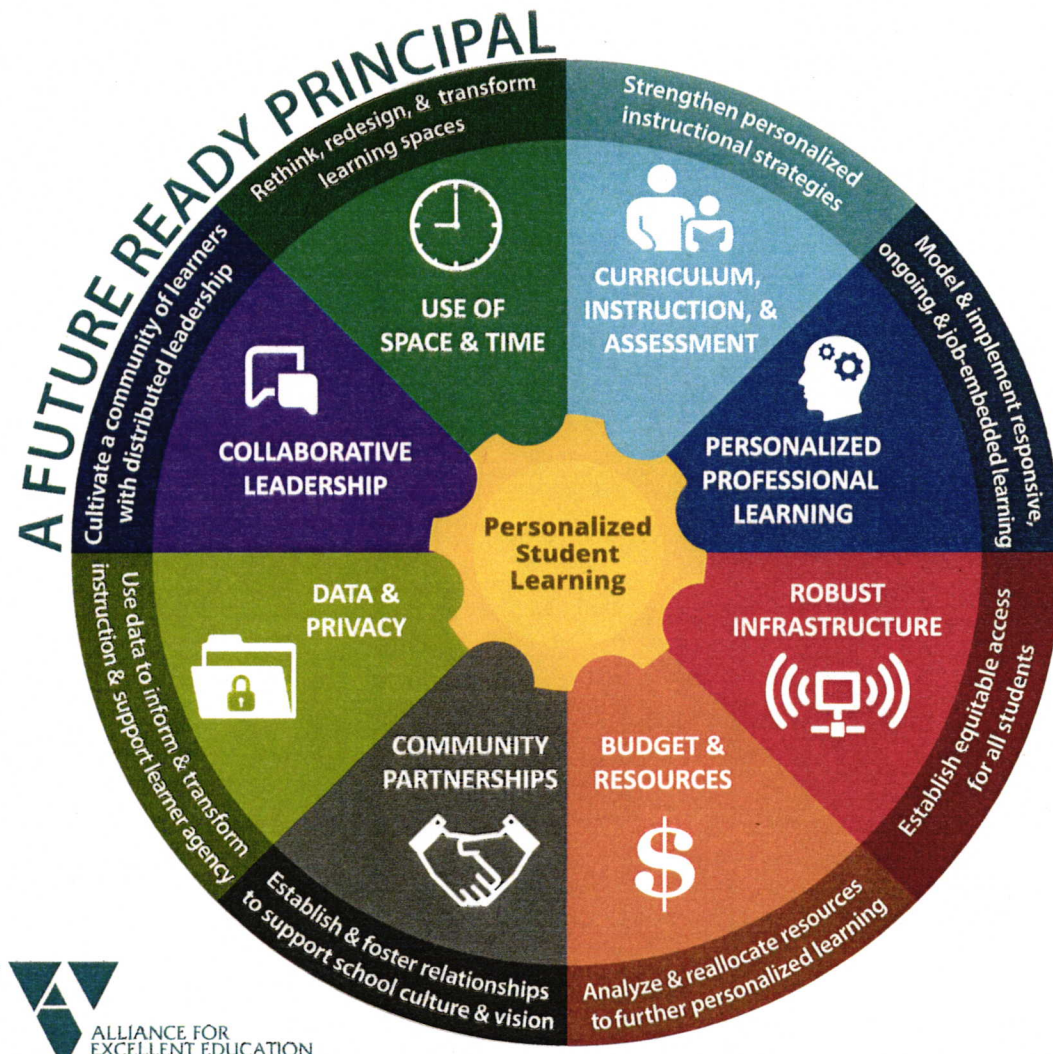
American Association of School Administrators (AASA)	EducationSuperHighway	National Association of State Boards of Education (NASBE)	Pell Abacus
American Association of School Librarians (AASL)	Educolor	National Board for Professional Teaching Standards (NBPTS)	Project Tomorrow
American Federation of Teachers (AFT)	Edutopia	National Center for Learning Disabilities (NCLD)	Software & Information Industry Association (SIIA)
Association for Middle Level Education (AMLE)	EveryoneOn	National Council on Teacher Quality (NCTQ)	State Educational Technology Directors Association (SETDA)
Center for Teaching Quality (CTQ)	Friday Institute	National Education Association (NEA)	Student Voice
Clayton Christensen Institute	International Association for K-12 Online Learning (iNACOL)	National PTA	Teach for America (TFA)
Code.org	Institute for the Study of Knowledge Management in Education (ISKME)	National Rural Education Association (NREA)	<i>Tech&amp;Learning</i>
Common Sense Media	International Center for Leadership in Education (ICLE)	National School Boards Association (NSBA)	Technology for Education Consortium (TEC)
Connected Educators Month	International Society for Technology in Education (ISTE)	National Writing Project (NWP)	Technology Information Center for Administrative Leadership (TICAL)
Consortium for School Networking (CoSN)	LEAD Commission	NewSchools Venture Fund	Urban Superintendents Association of America (USAA)
Council of Chief State School Officers (CCSSO)	Learning First Alliance	Open Educational Resources (OER) Commons	
Creative Commons CUE	National Association of Elementary School Principals (NAESP)	Partnership for 21st Century Learning (P21)	
Data Quality Campaign (DQC)	National Association of Secondary School Principals (NAASSP)		
Digital Learning Now			
Digital Promise			

As 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.




## 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.