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	○	○	○	○

Communication	❍	❍	❍	❍
Self-direction	❍	❍	❍	❍
Visual learning	❍	❍	❍	❍
Information literacy	❍	❍	❍	❍
Global and cultural awareness	❍	❍	❍	❍

Indicate your level of agreement with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district has revised all curricula to align with the 21st Century skills.	❍	❍	❍	❍	❍
Our district has developed model lessons that demonstrate how the 21st Century skills should be integrated into each of the content areas.	❍	❍	❍	❍	❍
Our district has provided educators with access to digital content and resources that are aligned to the 21st Century skills.	❍	❍	❍	❍	❍
Our district has systems in place that support educators in their integration of 21st Century skills into the curriculum and into their instruction.	❍	❍	❍	❍	❍

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Teachers are provided time to work together to redesign lessons to integrate 21st Century skills.	❍	❍	❍	❍	❍
Our district has provided teachers with access to reliable, unbiased sources that accurately describe and rate digital resources for potential use in the classroom.	❍	❍	❍	❍	❍
Teachers are provided the resources and support needed to redesign classrooms into 21st Century learning environments.	❍	❍	❍	❍	❍

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district is assessing students on their attainment of 21st Century skills (i.e., critical thinking, problem solving, creativity and innovation, collaboration,	❍	❍	❍	❍	❍

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
communication, self-direction, visual learning, information literacy, and global and cultural awareness).					
Our district reports students' attainment of 21st Century skills separately from the students' achievement in the content areas.	○	○	○	○	○
The assessment of students' 21st Century skills is accomplished largely through teachers' use of performance assessments (e.g., rubrics and observations) within the classroom.	○	○	○	○	○
At this time the district does not assess students' 21st Century skills.	○	○	○	○	○

Element 2: Personalized Learning

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
If student learning is to become personalized, with students taking some degree of ownership in their own learning, the district will need to build the capacity of many students to become more self-directed. Otherwise, not all students will succeed.	○	○	○	○	○
After much investigation and research, this district has committed to personalized learning for students as a key goal in its plans for the future.	○	○	○	○	○

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
In our district, middle and high school students have a significant influence in determining key aspects of their learning. For example: what essential questions they investigate, how they use technology to learn, when they learn, with whom they learn, and when their projects are complete.	○	○	○	○	○
For decades educators have recognized the benefits of personalized, student-centered learning. Today's technologies enable educators to personalize learning for all students.	○	○	○	○	○
In our district, students are empowered to use social media in their learning (e.g.,	○	○	○	○	○

learn from twitter feeds, blogs, online interactions and collaborations via texts, tweets, or other social media).					
Students in our district are provided digital tools to manage their own learning (e.g., project and time management, calendars, scheduling, digital locker, ePortfolio).	❍	❍	❍	❍	❍

Indicate below the policy your district has set regarding student use (middle and high school) of the following uses of technology:

	District policies allow access or use by students without specific restrictions	District policies allow student use but only in prescribed ways	District policies prohibit student use in schools
Collaborative workspaces (e.g., Google docs, wikis)	❍	❍	❍
Creating and sharing digital content/media (images, slides, audio, video, music, etc.)	❍	❍	❍
Blogging	❍	❍	❍
Email	❍	❍	❍
Online simulations, modeling, and gaming	❍	❍	❍
Accessing video archives (e.g., YouTube, Gooru)	❍	❍	❍
Social networking (e.g., Twitter, Instagram, Pinterest)	❍	❍	❍
Chat rooms	❍	❍	❍
Online courses	❍	❍	❍

Indicate your district's status on each of the following strategies:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district has established flexible scheduling that enables adaptability as students personalize their own learning.	❍	❍	❍	❍	❍
Our district allows students alternative routes to earning credits beyond seat time (e.g., project or performance reviews based on established metrics/rubrics, badges earned in online environments).	❍	❍	❍	❍	❍
Our district is offering students options for online courses and online and blended learning that empower students' to personalize their own learning.	❍	❍	❍	❍	❍

Indicate your district's status on each of the following strategies:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Libraries of digital content are mapped to the curriculum to provide students with choice as to media, mode, and method of learning.	❍	❍	❍	❍	❍
Our district has established a model and guidelines for individualized learning plans and expects that all students will develop such plans.	❍	❍	❍	❍	❍
All teachers and administrators in our district are expected to use research-based techniques to build self-direction in students.	❍	❍	❍	❍	❍

Element 3: Collaborative, Relevant, and Applied Learning

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

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Technology is used in our district to provide students with the opportunity to engage in rich, authentic work within real-world contexts.	❍	❍	❍	❍	❍
Our district has developed curricula and support materials to guide educators in transitioning to more authentic, applied learning.	❍	❍	❍	❍	❍
An essential element of authentic learning in our district is students' development of products that are valued by persons outside the walls of the classroom.	❍	❍	❍	❍	❍
According to research, students working competitively typically outperform students working collaboratively.	❍	❍	❍	❍	❍

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

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Despite the positive research on collaborative learning, in most of our district's classrooms, it is more the exception than the rule.	❍	❍	❍	❍	❍
Our district has licensed or made available digital collaboration tools that enable students to work collaboratively	❍	❍	❍	❍	❍

(e.g., Google docs, social bookmarking).					
In our school or district students construct high-quality knowledge products that others value and use.	○	○	○	○	○

Element 4: Leveraging Technology

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district has established a culture of digital innovation, where educators are empowered to deepen and extend learning through the use of technology, digital content, and media.	○	○	○	○	○
Our district has piloted robust and effective integration of learning technologies across the curriculum. Based on those pilots, models for effective uses of technology have been made available district wide.	○	○	○	○	○
Calculated risk-taking is encouraged in educators as they explore innovative practices with digital learning.	○	○	○	○	○
Administrators in our district are expected to model the effective use of technology in their schools.	○	○	○	○	○

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Most of the schools in our district have digital learning environments where technology and digital resources seamlessly align with curriculum and, and thus, have become integral to the learning process.	○	○	○	○	○
Our district provides students and staff with access to digital content that is mapped to the curriculum.	○	○	○	○	○
Our district leverages technology for the collection, analysis, and reporting of assessment data.	○	○	○	○	○

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

	Available now	In your	Not	Not

		plans	a priority	allowed
Presentation tools	○	○	○	○
Productivity tools	○	○	○	○
Document management	○	○	○	○
Learning management system	○	○	○	○
eCommunication tools - Asynchronous Tools	○	○	○	○
eCommunication tools - Synchronous Tools	○	○	○	○
Library of curated digital content	○	○	○	○
Collaborative workspace	○	○	○	○
Visualization tools	○	○	○	○
Multimedia production	○	○	○	○
Social Media	○	○	○	○

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Students and education professionals have access to established libraries and playlists of digital content, multimodal media, digital tools, and other digital/online resources aligned to the curriculum and selected to meet the diverse needs and interests of the student population.	○	○	○	○	○

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district offers programs that prepare all students in digital citizenship, digital literacy, and digital responsibility.	○	○	○	○	○
Our district systematically ensures that staff in this district are prepared to leverage technology to achieve deeper learning.	○	○	○	○	○
Educators are using technology innovatively to advance the district vision.	○	○	○	○	○

Element 5: Assessment—Analytics Inform Instruction

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree

All education professionals in our district are expected to present evidence to inform curricular, instructional, and administrative decision, to justify resource selection, and to support instructional approaches.	❍	❍	❍	❍	❍
Learning environment data, such as that of student engagement, are tracked and analyzed to inform practice and school culture.	❍	❍	❍	❍	❍
In our district, all students use assessment data to track their own progress against the learning goals/standards.	❍	❍	❍	❍	❍

To what extent do you agree with the following statements:

	Strongly agree	Agree	Neither agree or disagree	Disagree	Strongly disagree
Our district leverages technology for the collection, analysis, and reporting of assessment data.	❍	❍	❍	❍	❍
Digital assessments (e.g., online tests, online polling, digital response systems, embedded assessments, ePortfolios, simulations, etc.) are being used formatively to improve, enrich, and guide the learning processes for all students.	❍	❍	❍	❍	❍
Technology systems that we have in place make it possible for approved users (i.e., students, teachers, administrators, and parents) to easily and systematically access and use data to inform decision making, practices, and policies.	❍	❍	❍	❍	❍
Our district uses established metrics to track, report, and use data in its transformation to digital learning.	❍	❍	❍	❍	❍

At what stage is your district on the following strategies:

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment to this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
Integrate strategies to promote 21st Century skills/deeper learning outcomes into curriculum and instruction.	❍	❍	❍	❍	❍
Design curriculum and	❍	❍	❍	❍	❍

instruction that leverage technology and diverse learning resources to enable students to personalize their learning with choices and control.					
Develop curriculum and instruction that provide each student the opportunity to solve real-world problems and encourage collaboration with students, educators and others outside of the school environment.	○	○	○	○	○
Integrate technology seamlessly in the teaching and learning process while assuring that the use of technology adds value to learning.	○	○	○	○	○
Provide opportunities for schools to use digital and online assessment systems that provide students and teachers with real-time feedback in ways that increase the rate and depth of learning, and that enable data-informed instructional decision making.	○	○	○	○	○