Welcome to today’s webinar, friends. In the chat, introduce yourself and share a favorite digital learning tool & activity.
WEBINAR:

MAKING DIGITAL LEARNING
A TEAM EFFORT—
FUTURE READY LIBRARIANS® AND
FUTURE READY INSTRUCTIONAL LEADERS™ ARE BETTER TOGETHER!

January 19, 2021
4:00 pm EST

#FutureReady

FUTURE READY SCHOOLS
Shannon McClintock Miller
District Teacher Librarian and Innovation Director at Van Meter Community School in Iowa
Future Ready Librarians Spokesperson, Author and Speaker
thelibraryvoice.com
@shannonmmiller
shannonmcclintockmiller@gmail.com
Brianna Henneke Hodges
Future Ready Instructional Leaders Spokesperson
Future Ready Schools National Faculty
briannahodges.com
@bhodgesEDU
bri@briannahodges.com
Future Ready Schools® Strand Program Alignment

The research-based FRS framework emphasizes collaborative leadership and creating an innovative school culture. All content focuses on seven key areas, known as gears, plus leadership, each of which are addressed during the comprehensive planning process. This framework keeps student learning at the heart of all decision-making.

Recently, the FRS advisory team created a simple, easy to use infographic to create a visual crosswalk between the FRS gears and the role of a district leader.

1. Curriculum, Instruction, and Assessment
2. Personalized Professional Learning
3. Robust Infrastructure
4. Budget and Resources
5. Community Partnerships
6. Data and Privacy
7. Use of Space and Time

The outside rings of the framework emphasize the need for collaborative leadership and the cycle of transformation where districts vision, plan, implement, and assess continually.

In addition to the FRS framework, FRS has developed program based frameworks to support Future Ready District Leaders™, Future Ready Principals™, Future Ready Instructional Coaches™, Future Ready Technology Leaders™ and Future Ready Librarians™. These frameworks provide schools and districts leaders with actions and strategies for their unique role in the implementation of student-centered learning in their school and district. In a Future

www.futureready.org | www.allied.org
Follow us on twitter @FutureReady and share your story #futureready
Curriculum, Instruction and Assessment

Ready district, curriculum, instruction, and assessment are tightly aligned engage students in personalized, technology-enabled, deeper learning. Curricula and instruction are standards-aligned, research-based, and enriched through authentic, real-world problem solving. Students and teachers have robust and adaptive tools to customize the learning, teaching, and assessment, ensuring that it is student-centered and emphasizing deep understanding of complex issues. Assessments are shifting to be online, embedded, and performance-based. Data and associated analysis serve as building blocks for learning that is personalized, individualized, and differentiated to ensure all learners succeed.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Strengthen Personalized Instructional Strategies</td>
<td>• Strengthen Personalized Learning</td>
<td>• Support a Rich Digital Learning Environment</td>
<td>• Strengthen Personalized Instructional Strategies</td>
<td>• Curates Digital Resources</td>
</tr>
<tr>
<td>• Builds Instructional Partnerships</td>
<td>• Empowers Students as Creators</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Personalized Professional Learning

In a Future Ready district, technology and digital learning expand access to high-quality, ongoing, job-embedded opportunities for professional learning for teachers, administrators, and other education professionals. Such opportunities ultimately lead to improvements in student success and create broader understanding of the skills that comprise success in a digital age.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Model and implement Responsive, Ongoing, and Job-Embedded Learning</td>
<td>• Model Effective Professional Learning</td>
<td>• Develop Opportunities for Personal Growth</td>
<td>• Cultivate a Culture of Continuous Learning</td>
<td>• Facilitates Personalized Professional Learning</td>
</tr>
<tr>
<td>• Create a districtwide culture of shared ownership for professional growth</td>
<td>• Expect educators to connect and collaborate within their school and with colleagues in their professional learning networks</td>
<td>• Build a culture of innovation grounded in trust and empowerment</td>
<td>• 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)</td>
<td></td>
</tr>
<tr>
<td>• Leverage talents of educators at all levels and empower them to lead while promoting participant voice, choice, and agency</td>
<td>• Create opportunities for collaboration with lesson plans, resources, assessments, and reflection for staff members</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Provide diverse, collaborative, ongoing opportunities for all educators to increase their skill</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
When employed as part of a comprehensive educational strategy, the effective use of technology provides tools, resources, data, and supportive systems that increase teaching opportunities and promote efficiency.

### Budget and Resources

The transition to digital learning will require strategic short-term and long-term budgeting and leveraging of resources. All budgets at the district and the school should be aligned to the new, personalized vision for learning, with consistent funding streams for both recurring and non-recurring costs to ensure sustainability. During the transition, district leaders should strive for cost-savings and efficiencies through effective uses of technology.

### District Leaders

- **Build for Innovation**
- **Ensure equity in access to high-quality devices and the bandwidth needed to support student learning at school and home.**
- **Develop a sustainable model for responsive technical assistance that maximizes teaching and learning opportunities across the district.**
- **Implement a formal cycle to review and replace hardware to focus on both short- and long-term sustainability.**

### Principal

- **Establish Equitable Access to Digital Tools and Resources**
- **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 can improve student learning outcomes.**

### Technology Leaders

- **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.**

### Instructional Coaches

- **Advocate for Equitable Digital Access**
- **Support teachers in closing the “digital divide” to ensure high-quality instructional use and, ultimately, equity in opportunity.**
- **Develop strategies that support equitable access to tools and resources for all learners inside and outside of the classroom.**

### Librarians

- **Ensure 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.**

### District Leaders

- **Analyze and Reallocate Resources to Advance Personalized Learning**
- **Seek opportunities to leverage efficiency and cost savings on an ongoing basis and provide consistent funding for sustainability.**
- **Align budgets with strategic and tactical plans while working to eliminate expenses that no longer support the district’s vision.**

### Principal

- **Plan for and Reallocate Funding**
- **Redistribute funds to adopt resources that align with the district’s vision for teaching and learning.**
- **Reexamine and allocate human and fiscal resources to rethink the vision for teaching and learning, including professional learning, infrastructure, curriculum and instruction, and data and assessment.**

### Technology Leaders

- **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.**

### Instructional Coaches

- **Work to simplify infrastructure while allocating sustainable resources that maximize high-quality digital learning.**
- **Reassess tools and resources on an ongoing basis to support decision-makers in the responsible use of funds.**

### Librarians

- **Invest 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

Community partnerships include the formal and informal local and global community connections, collaborative projects, and relationships that advance the school’s learning goals. Digital communications, online communities, social media, and digital learning environments often serve as connectors for these partnerships.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish and Foster Relationships to Support School Culture and Vision</td>
<td>Establish and Foster</td>
<td>Expand Learning Beyond the School Day</td>
<td>Develop, model, and amplify the district brand through existing and new communication channels</td>
<td></td>
</tr>
<tr>
<td>Collaborate and engage community members, including parents, businesses, organizations, and taxpayers without children in schools</td>
<td>Identify and create ways to support community needs and for the community to support the school</td>
<td>Seek new community partnerships and nurture existing relationships to support student learning opportunities and needs</td>
<td>Leverage student and community talents and resources to support the desired learning outcomes</td>
<td></td>
</tr>
<tr>
<td>Develop models and amplify the district brand through existing and new communication channels</td>
<td>Engage the community in developing and implementing a vision for personalized, digital learning and provide ongoing opportunities for input</td>
<td>Provide community and parent learning events to support out-of-school partnerships and increase learning opportunities for students</td>
<td>Promote engagement and a community of readers</td>
<td></td>
</tr>
<tr>
<td>Encourage Community Connections and Collaboration</td>
<td>Identify strategic goals and potential partners to support the school’s vision and unique ways that community partners can collaborate and support learning both inside and outside of school</td>
<td>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</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Data and Privacy

Data privacy and security are foundational elements of digital learning. The district ensures that sound data governance policies are enacted and enforced to ensure the privacy, safety, and security of confidential data sets. Such policies and procedures ensure that access to authorized persons is secure. Education professionals have a range of resources, trainings, and services available to build their awareness and capacity to implement such policies and procedures with precision.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use Data to Inform and Transform Instruction and Support Learner Agency</td>
<td>Use Data to Transform Learning</td>
<td>Ensure Data Safety, Security, and Privacy</td>
<td>Lead the Use of Data to Inform Personalized Learning</td>
<td></td>
</tr>
<tr>
<td>Implement and communicate clear policies, procedures, and practices on the use of student data that ensure high levels of data privacy and security and adhere to state and federal laws</td>
<td>Remain committed to the growth and development of the whole learner while leveraging data-informed practices</td>
<td>Create and enforce mechanisms that ensure student data privacy, while educating student, teachers, and staff members on the various laws, policies, and expectations around data privacy and security</td>
<td>Advocates for Student Privacy</td>
<td></td>
</tr>
<tr>
<td>Create a culture of data-informed decision making while focusing on the whole child</td>
<td>Model the effective use of data for reflection and instructional improvement and ensure teachers use data to personalize instruction for all students</td>
<td>Seek and implement next-generation safety, security, and tools</td>
<td>Teachers and promotes student data privacy and security through his or her instruction and role as an educational leader</td>
<td></td>
</tr>
<tr>
<td>Review and display data in meaningful and digestible formats</td>
<td>Provide data visualization and predictive analytics while promoting best practices in the use of data and community digital fluency.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

---

**Follow us on twitter @FutureReady and share your story #FutureReady**

---

**Follow us on twitter @FutureReady and share your story #FutureReady**
Use of Time and Space

Personalized learning requires changes in the way instructional time is used and the learning space is designed. Many schools are shifting away from Carnegie units to competency-based learning. This type of system adapts learning to meet the needs, pace, interests, and preferences of the learner. As the pedagogy shifts, so too must the learning space.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rethink, Redesign, and Transform Learning Spaces</td>
<td>Foster Innovative Use of Time and Space for Personalized Learning</td>
<td>Design and implement a flexible infrastructure that enables learning to occur regardless of time, place, or format.</td>
<td>Provide the needed access to tools and resources for all teachers and students.</td>
<td>Design Collaborative Spaces</td>
</tr>
<tr>
<td>Rethink and Redesign Space</td>
<td>Anytime Learning</td>
<td>Advocate for digital learning and the value of taking risks.</td>
<td>Support administrators and school staff in removing traditional pacing, path, and time restrictions.</td>
<td>Support teachers in creating flexible learning spaces that align with a personal and authentic student learning experience.</td>
</tr>
<tr>
<td>Remove barriers and cultivate conditions for collaboration.</td>
<td>Design and implement a flexible infrastructure that enables learning to occur regardless of time, place, or format.</td>
<td>Advocate for digital learning and the value of taking risks.</td>
<td>Support administrators and school staff in removing traditional pacing, path, and time restrictions.</td>
<td>Support teachers in creating flexible learning spaces that align with a personal and authentic student learning experience.</td>
</tr>
<tr>
<td>Rethink and design the master schedule to support the school’s vision for teaching and learning.</td>
<td>Support innovative spaces that mirror the desired pedagogical practices and respond to students’ needs.</td>
<td>Provide opportunities for students to access learning and the classroom in remote and face-to-face environments as needed.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Support innovative spaces that mirror the desired pedagogical practices and respond to students’ needs.</td>
<td>Promote the innovative use of time and space for personalized learning.</td>
<td>Support administrators and school staff in removing traditional pacing, path, and time restrictions.</td>
<td>Support teachers in creating flexible learning spaces that align with a personal and authentic student learning experience.</td>
<td></td>
</tr>
<tr>
<td>Promote the innovative use of time and space for personalized learning.</td>
<td>Support administrators and school staff in removing traditional pacing, path, and time restrictions.</td>
<td>Support teachers in creating flexible learning spaces that align with a personal and authentic student learning experience.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Designs Collaborative Spaces</td>
<td>Supports students and provide a shared vision for student learning.</td>
<td>Envision the Future</td>
<td>Lead and Foster a Culture of Collaboration</td>
<td>Leads Beyond the Library</td>
</tr>
</tbody>
</table>

Collaborative Leadership

The Future Ready framework provides a roadmap toward digital learning success within a district. It is dependent on innovative leadership at all levels. First and foremost, leaders within a district must be empowered to create cultures of innovation, must believe in the district’s shared, forward-thinking vision for deeper learning through effective uses of digital, 21st Century technologies.

<table>
<thead>
<tr>
<th>District Leaders</th>
<th>Principal</th>
<th>Technology Leaders</th>
<th>Instructional Coaches</th>
<th>Librarians</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultivate a Culture of Trust</td>
<td>Collaboratively develop, communicate, and maintain a shared vision for student learning that is personal and authentic.</td>
<td>Model the effective use of digital learning and the value of taking risks.</td>
<td>Envision the Future</td>
<td>Lead and Foster a Culture of Collaboration</td>
</tr>
<tr>
<td>Cultivate a Community of Learners with Distributed Leadership</td>
<td>Collaboratively develop, communicate, and maintain a shared vision for student learning that is personal and authentic.</td>
<td>Model the effective use of digital learning and the value of taking risks.</td>
<td>Envision the Future</td>
<td>Lead and Foster a Culture of Collaboration</td>
</tr>
<tr>
<td>Collaboratively develop, communicate, and maintain a shared vision for student learning that is personal and authentic.</td>
<td>Model the effective use of digital learning and the value of taking risks.</td>
<td>Envision the Future</td>
<td>Lead and Foster a Culture of Collaboration</td>
<td>Leads Beyond the Library</td>
</tr>
<tr>
<td>Envision the Future</td>
<td>Create a shared vision of teaching and learning that leverages technology as an accelerator.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Create a shared vision of teaching and learning that leverages technology as an accelerator.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Support district and school leadership in establishing an innovative culture of trust and safety.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
<tr>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
<td>Participates in setting the school district’s vision and strategic plan for digital learning and fosters a culture of collaboration and innovation to empower all learners.</td>
</tr>
</tbody>
</table>
In the chat, share a tip for working together.
Here is what collaboration looks like at Van Meter School.
Building a new online resource page for our @vanmeterschools #continuouslearning and library site. The time at home and new way of thinking through education has my mind changing a lot of things around. I can’t wait to share it soon. 😊

#vanmeter #futurereadylibs #tlchat #edtech #iaedchat #iowatl #edchat
FUTURE READY LIBRARIAN SUPPORT STUDIOENT-CENTERED LEARNING

LITERACY
Informed and supports the reading leve of both books and teachers
Informs and enables ready to knowledge and understands the teacher's role.

CURRICULUM, INSTRUCTION, AND ASSESSMENT
Concretizes digital resources
Informs, informs, integrates, organizes, and scores of digital resources and makes a meaningful understanding of information and data.

BUILDING STRATEGIC PARTNERSHIPS
Formers, builds, and uses strategic partnerships and aligns with stakeholder missions and objectives.

ENHANCES STUDENT ENGAGEMENT
Enhances student engagement by providing digital resources and making information and data accessible.

COMMUNITY PARTNERSHIPS
Enhances student engagement by providing digital resources and making information and data accessible.

FUNDAMENTAL PROFESSIONAL COMPETENCIES
Enhances professional learning by providing digital resources and making information and data accessible.

PROMOTES PROFESSIONAL GROWTH
Enhances professional learning by providing digital resources and making information and data accessible.

DATA AND PRIVACY
Enhances student engagement by providing digital resources and making information and data accessible.

COMMUNITY PARTNERSHIPS
Enhances student engagement by providing digital resources and making information and data accessible.

SUPPORT AND RESOURCES
Integrates strategic approaches in digital resources
Informs, informs, integrates, organizes, and scores of digital resources and makes a meaningful understanding of information and data.

COMMUNITY PARTNERSHIPS
Enhances student engagement by providing digital resources and making information and data accessible.

CONSIDERATION
Enhances student engagement by providing digital resources and making information and data accessible.

LEDGE AND STRATEGY
Advances the student experience
Informs, informs, integrates, and scores of digital resources and makes a meaningful understanding of information and data.

COLLABORATIVE LEADERSHIP
Informed and supports the reading leve of both books and teachers
Informs and enables ready to knowledge and understands the teacher's role.

USE OF TECHNOLOGY
Enhances student engagement by providing digital resources and making information and data accessible.
School librarians are expected to move collaboration beyond the student and into the ways education professionals work together (AASL, 2018).
### ISTE Standards for Coaches

**Change Agent**
Coaches inspire educators and leaders to use technology to create equitable and engaging access to high-quality learning.

**Connected Learner**
Coaches model the ISTE Standards for Students and the ISTE Standards for Educators, and identify ways to improve their coaching practice.

**Collaborator**
Coaches establish productive relationships with educators in order to improve instructional practice and learning outcomes.

**Learning Designer**
Coaches model and support educators to design learning experiences and environments to maximize the needs and interests of all students.

**Professional Learning Facilitator**
Coaches model and support meaningful professional learning for educators and leaders to use technology to advance teaching and learning.

**Data-Driven Decision-Maker**
Coaches model and support the use of qualitative and quantitative data to inform their own instruction and professional learning.

**Digital Citizen Advocate**
Coaches model digital citizenship and support educators and students in recognizing the responsibilities and opportunities inherent in being a digital world.

### ISTE Standards for Educators

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

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

### Future Ready Librarians Framework

**Collaborative Leadership - Leads Beyond the Library**
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.

**Curriculum, Instruction, and Assessment - 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.

**Curriculum, Instruction, and Assessment - Curates Digital Resources and Tools**
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.

**Community Partnerships - Cultivates 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.
### Kindergarten: Digital Citizenship
- States reasons why not to use first and last names when online
- Asks for help at home and at school
- Uses technology to explore personal interests
- Uses technology responsibly explaining the difference between appropriate and inappropriate actions when using the Internet and being online.

### Iowa Computer Science Standards Level 1A (Ages 5-7)

<table>
<thead>
<tr>
<th>Concept</th>
<th>Subconcept</th>
<th>Level 1A (Ages 5-7)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td>By the end of Grade 2, students will be able to:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Devices</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1A-CS-01 Select and operate appropriate software to perform a variety of tasks, and recognize that users have different needs and preferences for the technology they use. (P.1.1)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Hardware &amp; Software</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1A-CS-02 Use appropriate terminology in identifying and describing the function of common physical components of computing systems (hardware). (P.7.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Troubleshooting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1A-CS-03 Describe basic hardware and software problems using accurate terminology. (P.6.2, P.7.2)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Network Communication &amp; Organization</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1A-N0-04 Explain what passwords are and why we use them, and use strong passwords to protect devices and information from unauthorized access. (P.7.3)</td>
</tr>
</tbody>
</table>

### Technology Tools/Apps/Coding Used In Each Grade

- Devices
- Hardware & Software
- Troubleshooting
- Network Communication & Organization
- Cybersecurity
# Elementary Schedule & Collaboration, 2018-19

<table>
<thead>
<tr>
<th></th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Second Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Third Grade</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Elementary Curriculum & Collaboration Calendar 2019-20

When adding your information, please share what topics/themes, etc.. you will be covering each month too.

<table>
<thead>
<tr>
<th>First Semester</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Special Events Calendar</strong></td>
<td>Back-to-School</td>
<td>September 15th, Dot Day</td>
<td>Global Read Aloud starts (6 weeks)</td>
<td>Traveling Mural (related arts)</td>
<td>Hour of Code</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 19th, Talk Like A Pirate Day</td>
<td>Star Wars Read Day</td>
<td>Film Festival (Related Arts project)</td>
<td>December 21, First Day of Winter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>September 23rd, First Day of Fall</td>
<td>Safety Month</td>
<td>Traveling Mural (related arts)</td>
<td>Winter Break</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Red Ribbon Week</td>
<td>Film Festival (Related Arts project)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>October 29, Global Maker Day</td>
<td>Thanksgiving</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>October 31, Halloween</td>
<td>Traveling Mural (related arts)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Traveling Mural (related arts)</td>
<td>Film Festival (Related Arts project)</td>
<td></td>
</tr>
<tr>
<td>TK</td>
<td>Dani Cranston</td>
<td></td>
<td>Film Festival (Related Arts project)</td>
<td>Thanksgiving</td>
<td>Film Festival Day (VMEPC help?)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Kindergarten</th>
<th>Thanksgiving Then &amp; Now</th>
<th>TK</th>
<th>Film Festival Day (VMEPC help?)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Crutchley</td>
<td>ABC's Activities with their names Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fall Apples</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Learning to use the different apps on</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pumpkins Fire Safety</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Thanksgiving</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cultures</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# Elementary Schedule & Collaboration

When adding your information, please share what topics/themes, etc., you will be covering each month too.

<table>
<thead>
<tr>
<th>Semester</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten</td>
<td>ABC’s/Activities with their names Rules</td>
<td>Fall/Apples Learning to use the different apps on iPad Library</td>
<td>Pumpkins Fire Safety</td>
<td>Thanksgiving Then &amp; Now</td>
<td>Cultures</td>
</tr>
<tr>
<td>First Grade</td>
<td>Kayleen Bertman Danette Cox Mindy Doggett Kelly Hagan</td>
<td>Start prepping for our Safety PBL Research project that we start in October Library: Internet Safety/Digital Citizenship Using Staying Safe Online</td>
<td>Safety PBL (Bus, Bike, Fire, Weather, Stranger)</td>
<td>Learn different ways to present and share research using technology and apps. Typing skills.</td>
<td>Learn different ways to present and share research using technology and apps.</td>
</tr>
<tr>
<td>Second Grade</td>
<td>Staci Braun Tracy Ferguson Megan Warwick</td>
<td>Being a good Citizen Communities Growth Mindset Library Padlet of SEL/Growth Mindset book that might be helpful</td>
<td>Work of Water: Mystery Science</td>
<td>Global Citizenship Biographies</td>
<td>Material Magic</td>
</tr>
<tr>
<td>Third Grade</td>
<td>Amy Garrison Kate McCombs Ann Volk Amanda Wright</td>
<td>Immigration - Social Studies (Wright and Volk) Immigration Collection (Please START with this for the first rotation of every class. Would like you to cover before we get going...RESEARCH STRATEGIES Reliability of resources INTERNET SAFETY How to organize Google Drive/Docs) Plant Life Cycle and Heredity - science (McCombs and Garrison)</td>
<td>Immigration - Social Studies (Wright and Volk) (Would like you to cover before we get going...RESEARCH STRATEGIES Reliability of resources INTERNET SAFETY How to organize Google Drive/Docs) Plant Life Cycle and Heredity - science (McCombs and Garrison)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
# 2nd Grade Journeys Connections

<table>
<thead>
<tr>
<th>Lessons &amp; Skills</th>
<th>Topics</th>
<th>Picture/Nonfiction Books</th>
<th>Technology Resources</th>
<th>Curriculum Connections</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Lesson 1</strong></td>
<td>Animal Traits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Henry and Mudge F (Sequence of Events)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A Pet That Fits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bill, the Pet Bird</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lucy and Billy</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 2</strong></td>
<td>Family Time</td>
<td>A Different Pond</td>
<td>My Footprints</td>
<td>Community</td>
</tr>
<tr>
<td>My Family NF (Compare and Contrast)</td>
<td></td>
<td></td>
<td></td>
<td>(Sphero map)</td>
</tr>
<tr>
<td>Family Tree</td>
<td></td>
<td></td>
<td>Birthdays Around the World</td>
<td></td>
</tr>
<tr>
<td>Let’s Make Music</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Birthdays Around the World</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Lesson 3</strong></td>
<td>Animal Traits</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dogs NF (Author’s Purpose)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Animal Communication (Touch, Hear, See, and Smell)</td>
<td>Animal Sound Library from Sea World</td>
<td>Science: Animal Communication</td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------------</td>
<td>------------------------------------</td>
<td>-------------------------------</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Do Bears Buzz? A Book About Animal Sounds (My Capstone Library)</td>
<td>PebbleGo article on animal communication</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Music</td>
<td>Music Fun Symbaloo</td>
<td>Social Studies: Places and things to do in Iowa</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Cantata Learning stories and songs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Writing</td>
<td>Dr. Seuss Biography article in PebbleGo</td>
<td>Social Studies: Dr. Seuss Sculpture Garden</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Halloween Buncee Tie into writing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Feelings</td>
<td>Josh Funk’s Books</td>
<td>Social Studies: Official State Desserts</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Marine Habitats</td>
<td></td>
<td>Science: Animals that live in Iowa</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lesson 12</td>
<td>Jungle Animals</td>
<td></td>
<td>Science: Animals that have stripes or spots in Iowa</td>
<td></td>
</tr>
</tbody>
</table>
## Secondary Schedule & Collaboration

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
</tr>
</thead>
<tbody>
<tr>
<td>High School</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Here is an idea for using Flipgrid with Quick Writes, friends. :)
Today’s learners are empowered with more tools & opportunities than any previous generation.
EQUITY OF Experience & Opportunity
Boot Up the Brain
1. IDENTIFY Desired Result
2. DETERMINE Acceptable Evidence
3. CREATE Learning Experiences
FIRM GOALS
Flexible means
Katie Novak
enhance authentic engagement or relevancy of information

enhance demonstration of learning
Flexibility: Assume Positives
Collaboration: Create New
Communication: Connect Often
Feedback: Progress & Process
SEL: Vulnerable Checkins
Accessibility: Multi Means
Good instruction doesn’t have a location.
Tips, themes, and topics for creating, curating, and coaching digital learning lessons in all kinds of different technology topics
How do you learn about different technology? Where do you turn for support and help?
3Duxdesign
@3Duxdesign  Follows you
Our mission is to bring open-ended creativity to STEM education
📍 Bridgeport, CT  📧 3duxdesign.com  📆 Joined July 2018
1,273 Following  526 Followers

Followed by Jason Sholl, Jon Markowich #alllearners, and 159 others you follow

Unruly Studios
@unruly_studios  Follows you
THINK IT. CODE IT. DO IT! Unruly Studios empowers students to learn critical STEM skills through active, social recess-style play! #UnrulyEducators
📍 Boston, MA  📧 unrulyplats.com  📆 Joined May 2015
4,893 Following  2,487 Followers

Followed by Tu Anh!, Mr. Napier, and 306 others you follow
Monoprice, Inc. is a leading e-commerce retailer for low-priced, high-quality cables, electronics, and electronic accessories.

No problem at all, and yeah we have a dedicated 3D Printer line you can contact for questions and troubleshooting. I will leave the contact page below. You can call, chat, or E-mail.

monoprice.com/help?utm:contact
Dec 16, 2019, 10:04 AM

Thank you so much.
Dec 16, 2019, 12:26 PM

Quick question--With the file you sent me earlier it
opened up the FlashForge Dreamer which is a much
bigger printer. Ours is square. Can you point me in
the right direction.

Mine says Voxel at the bottom.
Dec 16, 2019, 12:51 PM

So the link will contain 3 units, the Voxel
(vector), Inventor I, and Inventor II. You will
be on the unit Voxel. Also make sure the
firmware you have in the printer also shows
Voxel as well, if not the unit may not connect
if you print over Wifi.

You should be able to select the machine
under printer type.
Dec 16, 2019, 3:11 PM

Dec 16, 2019, 3:21 PM
Future Ready Librarians

Group by Future Ready Schools

Private group · 26.1K members
What do you use to curate and organize digital tools and the ideas/projects around technology?

How do you use this in your collaboration?
<table>
<thead>
<tr>
<th>Sender</th>
<th>Subject</th>
<th>Message</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cindi Byrnes (Class.)</td>
<td>New material: &quot;Challenge - spelling&quot; - want to receive emails from Classroom, y...</td>
<td>9:51 AM</td>
</tr>
<tr>
<td>Cindi Byrnes (Class.)</td>
<td>New material: &quot;Spelling&quot; - want to receive emails from Classroom, you can uns...</td>
<td>9:46 AM</td>
</tr>
<tr>
<td>Jennifer Stephens (.</td>
<td>New announcement: &quot;Mars Patel Season 3 Episode 8&quot; - want to receive emails f...</td>
<td>9:20 AM</td>
</tr>
<tr>
<td>Amy Haverstick (Cla.</td>
<td>New assignment: &quot;Inaugural Choice Board&quot; - want to receive emails from Classr...</td>
<td>7:58 AM</td>
</tr>
<tr>
<td>Successful Teaching</td>
<td>Successful Teaching - to the classroom. As a teacher, I feel that many skills sho...</td>
<td>7:24 AM</td>
</tr>
<tr>
<td>Katie Flaws (Classr.</td>
<td>New assignment: &quot;Audio Book: The Other Side&quot; - want to receive emails from C...</td>
<td>12:01 AM</td>
</tr>
<tr>
<td>Google Classroom</td>
<td>Posted scheduled assignment: &quot;Audio Book: The Other Side&quot; - want to receive ...</td>
<td>12:01 AM</td>
</tr>
<tr>
<td>Abby Teigland (Cla.</td>
<td>New assignment: &quot;#71 - Summarizing &amp; Main Ideas - RI.4.2&quot; - want to receive e...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>me, Melanie</td>
<td>Inauguration Choice Boards for K-3 and 3-6 :) - in your classroom is someone's ...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>The Library Voice</td>
<td>The Library Voice - into any classroom and subject. All kids will love them! As E...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Ann Volk (Classroom)</td>
<td>New announcement: &quot;MLK day videos and books&quot; - want to receive emails from ...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Tracy Ferguson (Cla.</td>
<td>New material: &quot;Virtual Field Trips&quot; - want to receive emails from Classroom, you...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Ann Volk (Classroom)</td>
<td>New announcement: &quot;Use this GimKit to practice...&quot; - want to receive emails fro...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Ann Volk (Classroom)</td>
<td>New announcement: &quot;Use this GimKit to practice addition...&quot; - want to receive e...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Ann Volk (Classroom)</td>
<td>New announcement: &quot;Use this GimKit to practice time.&quot; - want to receive emails...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Katie Flaws (Classr.</td>
<td>New assignment: &quot;Small Group Zoom with Mrs. Flaws&quot; - want to receive emails...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Ann Volk (Classroom)</td>
<td>New announcement: &quot;Use this GimKit to practice time.&quot; - want to receive emails...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Jennifer Stephens (.</td>
<td>New announcement: &quot;words with final j and s sounds&quot; - want to receive emails ...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Amy Garrison (Class.</td>
<td>New announcement: &quot;Inauguration Choice Boards&quot; - want to receive emails from Classro...</td>
<td>Jan 18</td>
</tr>
<tr>
<td>Kayleen Bertman (Cl.</td>
<td>New assignment: &quot;Farm Choice Board&quot; - want to receive emails from Classroom,...</td>
<td>Jan 18</td>
</tr>
</tbody>
</table>
Let’s Celebrate the Inauguration on January 20 and learn about Joe Biden, Kamala Harris & the Presidency

Preschool to 3rd Grade Click Here

3rd to 6th Grade Click Here

Tour the White House

Click here for more awesome Inauguration Resources
Let’s Celebrate the Inauguration on January 20 and learn about Joe Biden, Kamala Harris & the Presidency

Inaugural Quiz!
According to the 20th Amendment, ratified in 1933, "The terms of the President and Vice-President shall begin at noon on the 20th day of January following their election or appointment."

Test your knowledge about past Presidential Inaugurations in this activity:
1. Who was the first President inaugurated for a term limited by the Constitution? Answer:
2. Who was the youngest President at the time of his inauguration? Answer:

U.S. Presidents Song for Kids - Washington to Biden
Learn the Presidents & Inauguration Year

What happens on Inauguration Day?

Go on a virtual tour of the White House
Our January Choice Board
Where reading, learning, making, coding, technology and singing can take you on adventures all month long!

Learn about special events in January

- Learn about New Year's with this choice board.
  - New Year's Choice Board

- Learn about the Lunar New Year with this choice board.
  - Lunar New Year Choice Board

We celebrate Martin Luther King Jr. Day on January 18th. Learn through this song, article, video, and more. You can even draw him too.
  - Let's Learn About Martin Luther King Jr.

Coding

- Let's give coding a try with Kodable and Code.org. Just click on one of the images above to start or check out the Coding Choice Board below.
  - Our Coding Choice Board TK-3

Making

- Here are two different ways you can make your very own snowmen.
  - Build a Snowman with Google Slides

- Make paper and digital snowflakes.
  - Make Paper Snowflakes

Read Alouds and Sing A longs

- What can you make and learn with the 12 Days of MAKING with Capstone?
  - 12 Days of Making With Capstone

Technology Fun

- Write wintertime magnetic poetry
  - Write Wintertime Magnetic Poetry

Build a snow fort, igloo, house or something cool from your imagination
  - Build a Snow Fort, Igloo, House or Something Cool from Your Imagination

Created by Shannon McClintock Miller
Hi,

After some brainstorming with a few teachers, I thought it would be helpful to create a monthly BreakoutEDU Choice Board for our kids to do at school and home.

Each month, I will pick 6 based on events, seasons or the featured monthly games from BreakoutEDU. I added the grade level in the right hand corner of each picture.

You will find the choice board here.
January Choice Board For Breakout EDU

Click on any of the images to play the BreakoutEDU games at school or at home.
Our Coding Choice Boards TK-12

Learn and create code through stories, music, games, videos and more.

Our Coding Choice Board TK-3
Learn and create code through stories, music, games, videos and more.

Our Coding Choice Board 3-6
Learn and create code through stories, music, games, videos and more!

Coding Choice Board 6-12
Learn and create code through stories, music, games, videos and more!
What would compel people to move to a new place?
On February 27, we will be celebrating Digital Learning Day at Van Meter School with our Technology Playground.

Come play with digital apps & tools, robotics & coding with Ozobots, 3D printing, drones, Makey Makey's, eBooks, PebbleGo, Flipgrid, Be Internet Awesome & so much more! And don't miss the Digital Learning Day photo booth!

Join us as we celebrate #DLDay
10 Digital Learning Day Stations For Our Technology Playground!
Station 1

Build a house on ABCya!

Build with virtual building blocks

Build in CODE.org and Minecraft

You can build with LEGO's and
Station 3

Code a route for your Ozobot through "Technology City" or...

...give OzoBlocky a try with your ChromeBook!
Station 4

Go to Buncee from the Symbaloo or scan the QR code to create your own robot Buncee.
Go to bit.ly/musicmakekey to create music with Makey Makey from the links on the Symbaloo.
Station 8

Digital Art

Go to bit.ly/vanmeterdlday or scan the QR code for digital art.

Create digital art with ABCya! Pixel Art and Color, Paint, Draw. You can also create digital art in The Art and Max Coloring Book.
Station 9
Digital Music

Go to bit.ly/vanmeterdllday or scan the QR code for digital music.

Create digital music with Chrome Music Lab, Incredibox and ABCya! Melody Maker!
Let’s Celebrate Digital Learning Day

On February 25, we celebrate **Digital Learning Day**. You can bring new digital learning experiences to your students face-to-face through stations or virtually using this choice board. We can’t wait to celebrate with everyone!

<table>
<thead>
<tr>
<th>Art</th>
<th>eBooks &amp; Resources about Technology</th>
<th>Building</th>
<th>Coding</th>
<th>Digital Citizenship</th>
<th>Digital Comic Creating</th>
<th>Digital Storytelling</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Art Icon" /></td>
<td><img src="image2" alt="EBooks &amp; Resources Icon" /></td>
<td><img src="image3" alt="Building Icon" /></td>
<td><img src="image4" alt="Coding Icon" /></td>
<td><img src="image5" alt="Digital Citizenship Icon" /></td>
<td><img src="image6" alt="Digital Comic Icon" /></td>
<td><img src="image7" alt="Digital Storytelling Icon" /></td>
</tr>
<tr>
<td><img src="image8" alt="Online Reading Icon" /></td>
<td><img src="image9" alt="Makey Makey Icon" /></td>
<td><img src="image10" alt="Music Icon" /></td>
<td><img src="image11" alt="Robotics Icon" /></td>
<td><img src="image12" alt="3D Printing Icon" /></td>
<td><img src="image13" alt="Virtual &amp; Augmented Reality Icon" /></td>
<td><img src="image14" alt="More fun Icon" /></td>
</tr>
</tbody>
</table>

More fun!
DO YOU HAVE A FAVORITE DIGITAL LEARNING RESOURCE?

Add your favorite instructional tool, lesson plans, or tips and tricks to our new digital learning resource notebook.

dlday.org/share
Digital Learning Resources

Check out the incredible digital learning lessons, activities, resources, and events happening in classrooms across the country.

State
Grade Level
Category
Type

ADD A DIGITAL LEARNING RESOURCE!

Activity
Event
Share your digital learning ideas!

Technology has become an essential school supply for every classroom and has shifted from simply enhancing learning to enabling learning. Recognizing this, educators nationwide are redesigning, reimagining, and reinventing how students experience school.

We know incredible work happens in every classroom. Don't keep these amazing lessons, activities, events, and resources a secret.
Here are a few important things to share!
Who We Are

Future Ready Schools® (FRS) helps innovative educators ensure that each student graduates from high school with the agency, passion, and skills to be a productive, successful, and responsible citizen.

Through FRS’s tools and resources, district and school leaders collaborate to advance evidence-based practices and create rigorous and engaging student-centered learning environments.

The FRS network emphasizes vision, culture, leadership, strong pedagogy, goal setting, and the critical role of “people” in personalized learning. Technology is a necessary tool that enables these new systems to perform efficiently with equity for every child.
Future Ready District Leaders™ invest in collaborative leadership, create a dynamic culture of innovation, lead the development and support of a vision for teaching and learning.

Future Ready Librarians® support schools in transitioning to student-centered learning and identify special ways librarians can become future ready.

Future Ready Technology™ Leaders support their school’s and/or district’s FRS goals through their professional practices, policies, and procedures.

Future Ready Principals™ bring together students, teachers, administrators, parents, and the community to share a vision for an improved learning experience.

Future Ready Instructional Coaches™ are essential to the continued growth and development of customized professional learning for their schools and districts.

Future Ready School Boards provide a vital pillar for transformation in collaboration with their superintendents and district leaders, and in support of the communities that they serve.
Future Ready Librarians® are building-level innovators who believe in

- Empowering learners with diverse skills and literacies
- Collaborating with peers and leaders to promote innovative practices
- Ensuring equitable learning opportunities for all students
Future Ready Instructional Coaches™

Coaching Through Covid

Our mission as Future Ready Instructional Leaders is to inspire, amplify, and engage to lead through innovative professional practice. Sometimes that means connecting with educators across the country to gather insight and practical tips. Other times, it means diving into the challenges that we’re facing. Often, it means celebrating the innovative and not-so-innovative solutions. Always, without hesitation, it means stepping forward when you hear “Hey Coach.”

It’s likely that many of us have never experienced shifts in teaching and learning quite like those happening now. Outside of the logistics, FRS instructional leaders, coaches, and teachers are navigating challenges that have, at best, been theoretical, juggling human needs and variabilities with content standards and policy mandates.

Amplifying efforts requires engagement. Drawing inspiration from...
Coaching Through Uncertainty

A Podcast by Future Ready Schools®

futureready.link/coachpodcast
Leading Through The Library

Previously on Season One of Leading from the Library

You can subscribe to Leading from the Library where you listen to your podcasts below.

Listen on Apple Podcasts

Spotify

STITCHER

The podcast series is supported by Follett.
Stop what you’re doing and enjoy today’s NEW episode of “Leading from the Library.” Our guest @shannonnmiller talks with @KirklandRobertson about supporting today’s students through news literacy, including the election. #FutureReady Subscribe on YouTube: youtu.be/VllSKxM0q2s

New episode of “Leading from the Library” today with @ShannonMiller. Len shares now @EPPLibraries stepped up to create, deliver and modify services and resources to best support their students, teachers and families. Watch: youtu.be/TVX7pWI7-qu

New episode of “Leading from the Library” today! @shannonnmiller talks with Librarian Extraordinaire @Bizmomreport about news & information literacy in this day & age of information-and disinformation-overload. Watch on our YouTube channel: youtu.be/RE7ta.3g4

It’s Tuesday & that means a new episode of “Leading from the Library!” @shannonnmiller & @KirklandRobertson will discuss the possibilities for virtual, blended, and in-person learning as new and emerging technologies transform the landscape of education: youtu.be/PqClmHqQgtW

New episode of "Leading from the Library" today! @britttenbullett of @Bblitilibrary & @ShannonMiller share insight into what librarians are doing to be innovative and creative, and how they are tackling the unique issues facing school libraries today. youtu.be/CMzW8kABoze

New today! Join @shannonnmiller & @ig_teachers for "Leading from the Library," as they talk about lessons learned in the library & the corner office. Also discussed, the #FutureReadyBeChallenge being kicked off this week! Watch on YouTube: youtu.be/i-lY9hs4YM

Librarians are poised to be the connection between technology and curriculum.

NONE OF THAT CHANGES BECAUSE THE TEACHING ENVIRONMENT HAS CHANGED.

Unprecedented times mean new opportunities.

This is a time we continue to hear the word, unprecedented, and these are truly unprecedented times for one of the things I learned working as a district leader is collaborative partnerships and
Coaching Through Uncertainty

We've never experienced shifts in teaching and learning quite like those happening now.

Finding ourselves without a playbook, Future Ready instructional leaders are adapting best practices, addressing digital inequities, adhering to rapidly evolving policy mandates while assuring wide-ranging variabilities in human needs, situations, and abilities each have equitable access to authentically discover, discuss, and demonstrate curriculum standards.

Hear from the nation's top instructional leaders as they share their expertise, advice, and experience reimagining teaching and learning to better suit today's learners with tomorrow's tools.

Amid the constant change and countless uncertainties, one strategy has shown universal success: suiting up to redefine learning as a team.

Let's team up to reimagine possibilities, renew communities, and respond with agility to our evolving uncertainties.

Together, we're better.

Together, we're Future Ready.
Future Ready Schools® Librarian Self-Reflection Tool

My Scores

<table>
<thead>
<tr>
<th>Category</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literacy</td>
<td>3.29</td>
</tr>
<tr>
<td>Curriculum and Instruction and Assessment</td>
<td>3.29</td>
</tr>
<tr>
<td>Personalized Professional Learning</td>
<td>2.50</td>
</tr>
<tr>
<td>Robust Infrastructure</td>
<td>2.50</td>
</tr>
<tr>
<td>Budget and Resources</td>
<td>2.50</td>
</tr>
<tr>
<td>Community Partnerships</td>
<td>3.00</td>
</tr>
<tr>
<td>Data and Privacy</td>
<td>2.00</td>
</tr>
<tr>
<td>Use of Space and Time</td>
<td>3.50</td>
</tr>
<tr>
<td>Collaborative Leadership</td>
<td>3.00</td>
</tr>
</tbody>
</table>

bit.ly/FRLSelfReflection
CONVERSATION STARTER

This step-by-step guide is designed to help librarians start and sustain strategic conversations with school and district leaders.

Future Ready Librarians® lead beyond the library, collaborating not only with teacher colleagues but also with building and district leaders to prepare future ready learners. Creating exciting and dynamic opportunities for future ready learners requires shared leadership among school leaders, including librarians, instructional coaches, principals, IT leaders, and district administration.

Whether you are just getting started or trying to take the next step in your strategic collaborations, this step-by-step guide provides simple processes and curated resources that can help you examine your current situation, inspire creative thinking, build new partnerships, and then collectively develop a collaborative plan for your students and teachers.

Let’s Get Started

Make a copy of our Reflection Guide to use throughout this experience to collect your responses to questions and great ideas.

Essential Questions and Conversations

1. What’s My Mindset?
2. Where Is My Future Readiness?
3. What More Do I Need to Know?
4. What Are the Missing Pieces?
5. Where Do the Dots Connect?
6. What Can We Do Together?
7. What Did I Learn?

The Current Conversation: Librarians As Leaders During the Pandemic

The sudden closure of schools and the transition to digital and remote learning have turned education upside down. While this guide was designed before the pandemic, the opportunity for librarians to strategically partner and collaborate with building and district leaders has never been more critical. Recognizing that new challenges, questions, and opportunities have emerged for librarians to lead, teach, and support schools, we have updated the resource and included these Conversation sidebars to help you find success in starting (or sustaining) conversations with building and district leaders.

futureready.org
Essential Questions and Conversations

Step 1: What's My Mindset?
Step 2: Where Is My Future Readiness?
Step 3: What More Do I Need to Know?
Step 4: What Are the Missing Pieces?
Step 5: Where Do the Dots Connect?
Step 6: What Can We Do Together?
Step 7: What Did I Learn?

futureready.org
Future Ready Librarians® Challenge Series

An ongoing series of bite-sized professional learning activities to help you learn new tools and strategies, focus your leadership, and connect with fellow librarians to share ideas and solutions.

LEARN MORE!

FutureReady.link/libschallenges  #FutureReadyLibs
Just Released! The #FutureReady planning guide for high-quality #remotelearning. Explore the guide for ideas, best practices, and practical considerations for addressing the unique challenges we currently face. futureready.org/remote
Future Ready Framework

This guide uses the Future Ready Framework to provide insight and considerations around some of the most important aspects of high-quality remote learning. The Future Ready Framework includes eight interconnected “gears” keeping the learner at the center. Each of the gears are foundational components of schools that are future ready. The framework creates the foundation for equity-focused, learner-centered experiences where each student graduates from high school with the agency, passion, and skills needed to be a productive, successful, and responsible community member.
Curriculum, instruction, and assessments support a personalized instructional model that ensures that learners are prepared for life after high school graduation. Future ready schools create and communicate a learner-centric vision that provides personal and authentic learning experiences that support social-emotional development for all students, while implementing the needed policies and procedures to realize that vision. Leveraging digital tools and resources for instruction and authentic assessments to improve student outcomes, and ensuring support for historically marginalized groups are vital components of high-quality remote learning. Additionally, access to searchable digital content repositories and collaboratively curated materials is essential for teachers during remote learning.
### Common Challenges for Remote Learning

- Limited academic support for students at home
- Inadequate access to high-speed internet and devices for students and teachers, which limits opportunities to engage in robust digital content and synchronous virtual meetings
- Minimal professional learning time for teachers for remote learning tools
- Difficulty conducting timely formative and summative assessments to make changes to the pace and breadth of content to meet students’ needs
- Limited time for remediation and enrichment
- Challenges providing intensive special education accommodations
- Inconsistent delivery and training of personnel contribute to inequities in some communities

### Ideas to Consider

- Consider a more competency-based approach that provides personal and authentic learning experiences and supports social-emotional development for all students.
- Provide asynchronous experiences so students’ learning time can be flexible.
- Modify curriculum to adjust to the unique challenges of remote learning to ensure students are prepared for the future.
- Provide guidance around the selection of effective materials, courses, curriculum, and tools to teachers.
- Provide transparency around revisions to assessment, grading, and homework policies.
- Communicate intentionally and clearly with parents about student expectations, including daily expectations in each subject.
- Provide structures where students can collaborate on assignments.
- Provide options for students to demonstrate learning in multiple ways.
- Conduct formative assessments regularly to evaluate student understanding.
- Check-in with students to monitor their social-emotional learning.
- Leverage asynchronous practices, yet include synchronous components when equity-related issues do not allow.
I'M IN THE
FUTURE READY SCHOOLS®
DIGITAL LEARNING DAY NETWORK
TOGETHER WE'RE BETTER
JOIN US
POWERED BY ALL4ED
Thank you, friends.

We will see you for our February and March webinars, and Future Ready Librarian Institutes being announced soon.