

Survey - District Leadership Assessment

Welcome to the Future Ready Schools District Leadership Assessment. This assessment will gauge your district's readiness to implement robust student-centered learning. It includes a series of questions designed to help frame your district's vision for digital learning, broken down by the gears of the Future Ready Framework, specifically addressing how technology supports deeper learning outcomes and workforce readiness, recognizing the courageous and collaborative leadership required to stage your district for success. The assessment includes an introduction plus seven sections, one for each gear in the Future Ready Framework, plus collaborative leadership.



Be sure to review Step Two: Take the Future Ready District Leadership Self-Assessment prior to starting this assessment. We recommend sharing these questions with each individual of the team, prior to the assessment for each member to reflect upon.

Plan to spend 2.5 to 3 hours completing the survey depending on the size of your team and the depth of your discussions. Upon completion of the district self-assessment, you will receive a comprehensive report that reveals your district's readiness across each element of the Future Ready Framework. Resources to address your district gaps are available on the Future Ready Schools website. Future Ready Schools also offers in-person and virtual events or customized cohorts to support the specific needs of your team.

NOTE: Your team can start and stop taking the assessment, picking up from where you left off, as needed. The system will save your answers up until your most recent page, and will resume once you log back into the dashboard and click "Take the Leadership Assessment".

To get started, click the NEXT button below.

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FOCUS: STATUS

Which of the following are explicitly included in your district vision for students? (Check all that apply.)

☐ Personalization of learning / Student Centered Learning

☐ Social-emotional learning and/or competencies

☐ Applied (4C's, etc.) or non-cognitive, inter-disciplinary skills

☐ Workforce (career or college) readiness or pathways

☐ Digital citizenship or literacy

☐ Technology skills

☐ Anywhere, anytime learning

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FOCUS: STATUS

Indicate whether the following elements of a digital learning environment are either currently in use within your district or are included in your district plan.

	Currently in Use	In Your Plans	Not a priority
Cloud based infrastructure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Single sign-on login in process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communication tools for individual and multiple mass audiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diagnostic reporting to analyze student learning benchmarks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library of curated and culturally relevant digital content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Technology usage data to inform professional learning and/or budget decisions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presentation tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Content or learning management system(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Productivity tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Data visualization tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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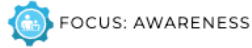
FOCUS: STATUS

Indicate which of the following uses of technology are either available in your district now or are included in your district strategic plan or technology plan.

	Available now	In your plans	Not a priority
Online coursework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adaptive learning tools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital content in a variety of formats and modes (i.e., visual, auditory, text)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assessment data (formative and summative)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social Media	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Blended, hybrid, or remote learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital tools for problem solving (graphics, visualization, simulation, modeling, charting, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative communication tools/areas for student voice and agency	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Collaborative communication tools/areas for teachers to share best practices	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Real-world connections for student projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tools for students to develop products that demonstrate their learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Digital student portfolios	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FOCUS: AWARENESS

Indicate the confidence level of your leadership team in discussing the following strategies for Curriculum, Instruction, and Assessment.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
Discuss strategies for building workforce (college and career) readiness among students through digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss how digital resources can be leveraged to offer additional opportunities for all students to pursue their unique passions and interests, while meeting their instructional needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss providing students with the opportunity and specific skills to collaborate within and outside of the school in the context of rich, authentic learning. (i.e. in traditional and remote learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss research-based practices and effective use for how technology can best support student learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss transitioning to online assessments (diagnostic, formative, adaptive, and summative) to support continuous feedback loops and data-informed instruction, where appropriate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Please type your team's "WHY" statement for this work.

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FOCUS: STATUS

Indicate your status for each of the following strategies for Curriculum, Instruction, and Assessment.

	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 innovative, inter-disciplinary "deeper learning" competencies and "soft skills" (ex. 4Cs) into curriculum, instruction, and assessment for all students in all grades.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Design curriculum, instruction, and assessments that leverage technology to enable all students to personalize their learning through choice, agency, and some control.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Promote growth mindsets and innovative thinking by providing curriculum, instruction, and assessments that offer each student the opportunity to solve real-world problems and collaborate with others outside of the school walls.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Deploy instructional technology that enhances learning outcomes equitably across the district using evidence-based practices and effectiveness frameworks (i.e. TPAK, SAMR, Rigor/Relevance, Depth of Knowledge (DOK), etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Implement online formative assessment systems that provide all students and teachers with real-time feedback to enable student-agency and data-informed instruction.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on Curriculum, Instruction, and Assessment for digital learning.

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FOCUS: AWARENESS

Indicate the confidence level of your leadership team in discussing the following strategies for Use of Space and Time.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss options for redesigning learning spaces. (i.e. research behind, flexible seating, impacts of the learning space).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rethink the use of instructional time and school schedules to provide students with extended time for projects and collaboration, and to provide the flexibility required for personalized, student-centered learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the merits of allowing students flexibility in the time it takes them to complete a course or attain a standard (competency-based learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FOCUS: STATUS

Indicate your status for each of the following strategies for Use of Space and Time.

	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.
By leveraging technology and access to courseware and information, students can learn anytime from home, school, and the community. (i.e. blended or remote learning)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teachers are transitioning to more learner-centered spaces, leveraging responsive and inclusive classroom design, based on instructional need.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student progress is measured by performance and mastery, rather than attendance and seat time (i.e. competency-based learning).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has moved away from rigid schedules and short class periods, toward instructional time allocations that are flexible, enabling extended work time for complex projects.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the topics above, write a brief vision statement that describes your team's position on the Use of Space and Time to support digital learning.

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Indicate the confidence level of your leadership team in discussing the following strategies for Robust Infrastructure.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss diverse and creative options to ensure that appropriate Internet-enabled devices are readily available to students for learning anytime, anywhere. (Both on campus and off.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the elements and implementation of a robust, responsive, and protected network infrastructure.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the elements of a positive, effective, service-oriented technology support system.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss a comprehensive cycle for replacement of technology software, hardware, and infrastructure that is financially sustainable and environmentally sound.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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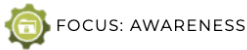
FOCUS: STATUS

Indicate your status for each of the following strategies for Robust Infrastructure.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment for this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
Designing and implementing diverse and creative options to ensure that appropriate Internet-enabled devices are readily available to students for learning anytime, anywhere. (Both on campus and off.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and implementing a reliable network with adequate bandwidth and technical infrastructure to ensure access to robust instructional resources (such as video streaming), both on and off campus.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Designing and implementing technical support services that are consistent, proactive, responsive, and instructional to prepare teachers and students for the use of new technologies.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Formalizing a sustainability plan that includes replacement of technologies in a cycle that is timely, proactive, and environmentally responsible.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on Robust Infrastructure to support digital learning.

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FOCUS: AWARENESS

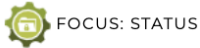
Indicate the confidence level of your leadership team in discussing the following topics for Data and Privacy

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss data governance policies and procedures that ensure privacy, safety, and security in data collection, analysis, storage, retrieval, exchanges, and archiving, to meet standards and legal requirements (i.e., FERPA and CIPA).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the data systems, security procedures, and support systems required to ensure that a range of accurate, reliable data sets and associated reports are available, on demand, to authorized users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the challenges and opportunities in transitioning to a culture of evidence-based reasoning (a data culture) using accurate, reliable, and accessible data to improve instructional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FOCUS: STATUS

Indicate your status for each of the following strategies for Data and Privacy.

	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.
The district has up-to-date policies, procedures, and practices that address the privacy and security of data and network infrastructure that meet or exceed legal requirements and federal guidelines.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has a robust data system that enables secure collection, analysis, reporting, storage, exchanges, and archives for authorized users.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district prioritizes evidence-based reasoning and data-driven decision making to inform instruction, improve practice, and maximize operational productivity.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
All staff are properly trained and skilled in using data, technology, and data analytics to inform instruction and improve professional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

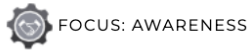
Based on your discussion of the strategies above, write a brief vision statement that describes your team's goal for Data and Privacy to support digital learning.

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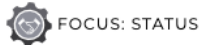
Indicate the confidence level of your leadership team in discussing the following strategies for Community Partnerships.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss how teaching and learning can be enriched through local community partnerships (i.e., increased access, relevance, opportunities for public exhibitions of student work, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brainstorm new community partnerships that can build global, cultural, and community awareness in students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Strategies to ensure that digital learning environments serve to enable local and global community partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss specific digital learning and educational technology ideas that could strengthen community partnerships in your district.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss ways to create a positive, transparent brand that positions your district as a driver of excellence and innovation in your community.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Indicate your status for each of the following strategies for Community Partnerships.

	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.
The school serves as a hub of the community and actively involves the community in achieving holistic student goals including citizenship, social emotional awareness, workforce readiness, and connections to supplemental services.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students' global, cultural, and community awareness is deepened through face-to-face and virtual community partnerships.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The school district has deployed education programs that foster student-expert interactions around innovation such as internships, job shadowing, presentations of student work, gallery walks, and/or workforce connections.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has designed and deployed a robust digital communication system that is responsive to individual families and empowers staff to use it for frequent interactions with parents and caregivers about their child's education.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district has built a proactive brand that advances transparent messaging to staff, families, the community, and beyond.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the strategies above, write a brief vision statement that describes your team's vision for Community Partnerships to advance digital learning.

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FOCUS: AWARENESS

Indicate the confidence level of your leadership team in discussing the following strategies for Personalized Professional Learning.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss models of shared ownership, where district policy and practices encourage and recognize self-directed professional learning through reflection tools, PLCs, social media, and/or other traditional networking practices to improve professional practices.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the significant pedagogical shifts and associated professional learning required to prepare staff for delivering high-quality digital and/or remote learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the models, merits, and challenges of staff evaluations that are goal-oriented, participatory, and focused on metrics directly related to implementing high-quality digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FOCUS: STATUS

Indicate your status for each of the following strategies for Personalized Professional Learning.

	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.
Shared ownership and shared responsibility for professional growth of education professionals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New instructional practices and professional competencies necessary for student-centric, technology-infused learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
New, personalized models of professional learning enabled through technology (i.e., virtual courses, micro-credentials, social media, EdCamps, Twitter chats, etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policies that support and encourage alternate, technology-enabled forms on professional learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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Indicate the confidence level of your leadership team in discussing the following strategies for Budget and Resources.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion on this topic at this time.
Discuss ways to support students with tools and resources for digital learning that offer efficiencies and cost savings (e.g., Open Education Resources, Resource hubs, BYOD, Web tools, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss strategies to support systemic digital learning that offer efficiencies and cost savings (e.g., robust online courses, cloud computing solutions, digital resources to replace textbooks, "going green", etc.).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Brainstorm creative funding solutions for short-term digital learning initiatives (e.g., for innovative pilot programs) by leveraging businesses, community donations, and grant opportunities.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the topics above, write a brief vision statement that describes your team's position on Personalized Professional Learning to support digital learning.

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Indicate your status for each of the following strategies for Budget and Resources.

	Not currently a priority for our district.	We are actively researching this strategy.	We are formalizing or have formalized our commitment for this strategy.	We are developing or have developed plans to implement.	District policies, expectations and plans are in place for this strategy.
Policies, procedures and timelines for transitioning to cost-saving strategies that leverage digital systems, tools and resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District and school-level plans for digital learning are justified and linked with ongoing, consistent, annual funding streams for long-term sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Funding identified for digital learning programs in the district's annual operation budget. Non-recurring funding allocated for short-term initiatives or pilots.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Metrics and methodology for monitoring the relationship between budget priorities, technology usage, and student learning goals.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the strategies above, write a brief vision statement that describes your team's position on use of Budget and Resources to support digital learning.

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Indicate the confidence level of your leadership team in discussing the following strategies for Collaborative Leadership.

	The team would not be prepared to discuss this strategy at this time and would need considerable preparation to do so.	With some additional minutes of time and research, the team could conduct a comprehensive discussion.	The team is confident that it could enter into a comprehensive discussion at this time.
Discuss the district's strategy for developing, communicating, implementing, and evaluating a shared, forward-thinking vision for digital learning.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss strategies to establish a culture of collaborative innovation, where leaders at all levels are informed, trusted, empowered, and ready to lead.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the high expectations that will be required of all students, education professionals, and family/community if the district is to realize continuous, sustainable progress toward the vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss the policies or standard practices that may require a change in order to achieve the vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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FOCUS: STATUS

Indicate your status for each of the following strategies for Collaborative Leadership.

	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.
The district has involved the community in establishing a shared, cohesive, forward-thinking vision for digital learning. (i.e. A collective "Why" statement)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district and schools have established a culture where educators are informed, trusted, collaborative, and empowered to innovate.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The district leadership team has established high expectations for student achievement at all levels.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
District leaders have coherent policies, plans, and budgets for achieving the vision.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Based on your discussion of the strategies above, write a brief vision statement that describes your team's vision of Collaborative Leadership.

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