

Illinois Quality Framework *crosswalk with* Future Ready Framework



Districts across Illinois, faced with the challenge of meeting the Quality Framework for Illinois School Districts are looking to resources from Future Ready to help achieve their objectives. The Future Ready Framework is designed to set out a roadmap to achieve that success and to commit districts to move as quickly toward a shared vision of preparing students for success in college, career, and citizenship. This roadmap is accomplished through a systemic approach with the vision of personalized student learning at the center, and supported by seven (7) key categories, called "Gears", in order to ensure a successful digital conversion. This document outlines the alignment of these gears to the Standards I-VII adopted 8/29/2016 by the Illinois State Board of Education.

The Illinois State Board of Education ILLINOIS QUALITY FRAMEWORK		FUTURE READY GEARS & ELEMENTS
STANDARD 1. CONTINUOUS IMPROVEMENT	<p>Indicator A – Focused and Coherent Direction The district leadership team establishes a coherent and collaborative approach for improving student performance based on the established vision/goals and implements a comprehensive district continuous improvement process.</p>	<p>COLLABORATIVE LEADERSHIP: A Shared, Forward-Thinking Vision for Digital Learning The district recognizes that, to prepare their students to thrive in today’s connected, fast-paced society will require an education that engages students in evidence-based, deeper learning through smart uses of technology and new pedagogies. The district has engaged students, teachers, administrators, parents, and the community in the envisioning of a transformed education system that personalizes learning for all students through the effective uses of technology.</p>
	<p>Indicator B – Processes and Structure The school(s) leadership team establishes a well-defined structure for building professional relationships and processes necessary to collaboratively engage all school-level stakeholders in actions to increase student learning through the implementation of a comprehensive school continuous improvement process.</p>	<p>COLLABORATIVE LEADERSHIP: Transformative, Coherent Thinking, Planning, Policies, and Implementation The district’s forward-thinking vision is advanced through leaders’ transformative thinking. Leaders have ensured that the district’s policies are coherent with the philosophy underpinning the vision (e. g., personalizing professional learning for education professionals, just as they personalize learning for students). They have developed strategic plans that map potential pathways to the district’s preferred future, and have created the tactical and financial plans and dedicated budget necessary for implementation. As they implement they monitor, adjust, build capacity, and incrementally improve.</p>
	<p>Indicator C – Monitoring for Results The district and school leadership teams collaboratively monitor changes in practice and implement adjustments, evaluate the results of student learning for all groups of students, and communicate the progress to all stakeholders. (Equity connects to Standard IV/Indicator C.)</p>	<p>COLLABORATIVE LEADERSHIP: High Expectations for Evidence-Based Transformations to Digital Learning Across the district, teachers, administrators, and students are expected to show progress toward the district vision. The district has established metrics for gauging such progress and is working across the district to monitor progress and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.</p>

Indicator A – Shared Vision and Goals
 The district and school(s) have aligned vision statements and goals that support a learning environment that is physically, socially, emotionally, and behaviorally safe and conducive to learning.

COLLABORATIVE LEADERSHIP: A Culture of Collaboration, Innovation, Capacity Building, and Empowerment
 The District leadership team has established a collaborative culture of innovation in which leaders at all levels are empowered to innovate. The capacity of leaders to innovate is maximized through a culture of trust and respect, providing leaders with the flexibility and adaptability they require to lead. This culture leads to sustainable change, informed by research and facilitated by digital leaders.

COMMUNITY PARTNERSHIPS: District Brand
 Branding is defined as the marketing practice of creating a name, symbol, or design that identifies and differentiates a product from other products. It’s critical that our schools develop a brand as well, and that the brand represents visionary thinking and 21st Century learning. The brand should be transparent to all members within the organization—they must all be telling the same story, one that they believe in and stand behind.

Indicator B – High Expectations for All
 The school culture supports educators in practicing effective and responsive instruction to meet the of the whole child and promotes the celebration of district, school, and student improvement.

COLLABORATIVE LEADERSHIP: High Expectations for Evidence-Based Transformations to Digital Learning
 Across the district, teachers, administrators, and students are expected to show progress toward the district vision. The district has established metrics for gauging such progress and is working across the district to monitor progress and to use evidence-based decision making to ensure that technologies are implemented in ways that advance the vision.

	<p>Indicator C – Safe and Engaging Learning Community The district and school climate supports the whole child and well-being of all students and personnel, contributing to an engaging and inclusive learning community.</p>	<p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Personalized Learning Educators leverage technology and diverse learning resources to personalize the learning experience for each student. Personalization involves tailoring content, pacing, and feedback to the needs of each student and empowering students to regulate and take ownership of some aspects of their learning.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: 21st Century Skills/Deeper Learning Curriculum, instruction, and assessment are based on clear expectations that all students will leave the education system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today’s digital society.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Collaborative, Relevant, and Applied Learning In digital learning environments, students do work similar to that of professionals in the larger society. They collaborate with educators, fellow students, and others outside of the school environment on projects that often (1) involve the creation of knowledge products, (2) foster deep learning, and (3) have value beyond the classroom walls.</p>
<p>STANDARD 3. SHARED LEADERSHIP</p>	<p>Indicator A – Administrative Leadership The administration actively models and fosters a positive learning environment in which all staff members feel valued and are challenged to be engaged and grow professionally.</p>	<p>PERSONALIZED PROFESSIONAL LEARNING: Shared Ownership and Responsibility for Professional Growth Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.</p>

	<p>Indicator B – District and School Level Teams The district and school level teams collaborate to continuously collect, analyze, and apply student learning data from a variety of sources, including comparison and trend data about student learning, instruction, program evaluation, organizational conditions, and fiscal resources that support student learning.</p>	<p>DATA AND PRIVACY: Data Literate Education Professionals Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.</p>
	<p>Indicator C – Teacher Leadership The teachers actively model and foster a positive school environment in which educators and all students feel valued and are challenged to be engaged and grow.</p>	<p>PERSONALIZED STUDENT LEARNING: Teachers develop caring and trusting relationships with their students, who, because of these relationships, are more engaged in their education and put more effort into their school work.</p>
	<p>Indicator D – Student Leadership The students actively participate in leadership opportunities that develop self-direction and a sense of responsibility for improving self, school, and community.</p>	<p>PERSONALIZED STUDENT LEARNING: Teachers provide students with tools to monitor their progress in mastering critical knowledge and skills, enabling them to take greater ownership (student agency) of their learning.</p>
<p>STANDARD 4: GOVERNANCE, MANAGEMENT, AND OPERATIONS</p>	<p>Indicator A – Students The district/school creates policies and procedures that school personnel implements and monitors to ensure an inclusive learning environment that decreases isolation, separation, and segregation for students that are diverse because of their race, culture, language, academic ability, physical ability, gender, socio-economic status, immigration status, social-emotional needs, sexual orientation, religious affiliation, etc.</p>	<p>COMMUNITY PARTNERSHIPS: Global and Cultural Awareness The community partnerships extend and deepen students’ knowledge, understanding, and appreciation of cultures and communities other than their own. Digital networks enable students and education professionals to connect, interact, and collaborate with other students, experts, and organizations from outside of their locale. The school builds the capacity of students to recognize and value diversity, enabling them to participate successfully in community partnerships online and face-to-face.</p>
	<p>Indicator B – Personnel The district has school board policies and administrative procedures that provide for a comprehensive approach to recruiting, evaluating, and sustaining highly qualified personnel.</p>	<p>ROBUST INFRASTRUCTURE: Adequate and Responsive Support Sufficient technical and instructional support, characterized by a positive service orientation, is available in every school. This support is proactive, providing resources, coaching, and just-in-time instruction to prepare teachers and students to use new technologies, thereby reducing the need for interventions during the learning process.</p>
	<p>Indicator C – Equitable Resource Distribution The school board and superintendent work collaboratively to identify and allocate/reallocate fiscal resources needed for effective implementation of a comprehensive system of continuous improvement; including qualified staff equitably and appropriately assigned; appropriate facilities and other environmental learning spaces; quality instructional technology and infrastructure; appropriate instructional materials and equipment, and all other instructional supports for learning that are also distributed in the manner required to allow all learners to achieve high academic expectations.</p>	<p>BUDGET AND RESOURCES: Consistent Funding Streams The District has consistent and flexible funding that enables equitable access to optimal learning environments. Budgets for technology-enabled learning tools and resources are addressed in short and long-term fiscal plans. Funding sources are identified in the District’s annual maintenance and operation budgets with minimal reliance on grants or other temporary sources. Funding for digital learning is integrated across multiple budget areas where appropriate.</p>

Indicator D – Data Collection and Technology Tools

The school board and superintendent work collaboratively to monitor and evaluate the implementation of the continuous improvement process through an ongoing data collection system supported by an effective technology infrastructure; that effectively measures academic achievement, physical, social emotional, behavioral and other student outcomes for all its diverse learners.

DATA AND PRIVACY: Data and Data Systems

To facilitate data-driven decision making, appropriate data (i. e., data dashboards and data analytics) are readily available, easily comprehensible, and useful for supporting the decision making processes. The data are available at any time, on any desktop, and from any location, made available through real-time access to data dashboards, data analytics, and data warehouses.

DATA AND PRIVACY: Data Literate Education Professionals

Educators in the system are data-literate. They are aware of the legal and ethical responsibility to ensure security, accuracy, and privacy in the collection, analysis, exchange of, and reporting of data. They understand the potential uses and misuses of data in the teaching and learning process and act accordingly. All education professionals in the district use data to inform instructional and administrative decision making. Data literacy extends to students as well as curricula are reviewed and updated to make effective use of evidence and data a priority for all.

DATA AND PRIVACY: Data Policies, Procedures, and Practices

Using the Family Educational Rights and Privacy Act (FERPA) as the basis, the district has up-to-date policies, procedures, and practices that address legal, ethical, and safety issues related to the privacy and security of data, and the usage of data, technology, and the Internet. Such policies, procedures and practices address the collection, storage, analysis, reporting, transmission, and archiving of data, as well as the usage of data, the Internet, and technology by students and education professionals in the course of teaching, learning, communications, and the management of school services.

Indicator B – Professional Collaboration

All educators collaborate on the improvement of the learning environment through the study of relevant data, problem analysis, and the implementation of strategies that improve delivery of services in all schools of the district.

PERSONALIZED PROFESSIONAL LEARNING: Shared Ownership and Responsibility for Professional Growth

Teachers, administrators, and other education professionals actively support their own professional practices by using technology, eLearning, and social media to optimize learning and teaching. They are actively taking responsibility for their own professional growth through professional learning networks (PLNs), online communities of practice, eLearning, and social media (e.g., Twitter feeds, EdCamps, blogging and following bloggers, on-demand videos, etc.). Educators have access to collaborative tools and digital environments that break down classroom, school, and district walls. Professional development encourages, facilitates, and often requires that they individually and collaboratively create, join, and sustain professional networks both within and outside of the district, frequently leveraging the latest in social media. The district has established flexible policies and practices that encourage and credit the personalization of professional learning for teachers, administrators and other education professionals.

DATA AND PRIVACY: Data-Informed Decision Making

The use of formative and summative assessment data is part of the school culture, with administrators, teachers, and, perhaps most importantly, students actively using this data to improve learning. Assessment is not viewed as punitive, but rather as part of the teaching and learning process. There is an expectation in the district that data will inform all teaching and learning practices and decisions. This is modeled at all levels of the school system, from administration to the students themselves.

	<p>Indicator C – Support Personnel Professional Development Support personnel engage in continuous learning opportunities for professional growth designed to improve professional performance.</p>	<p>PERSONALIZED PROFESSIONAL LEARNING: Diverse Opportunities for Professional Learning Through Technology Digital leaders model new types of professional learning and ensure that educators have access to (and the technology savvy necessary to leverage) professional development opportunities that are diverse, customizable and often supported by the latest technologies. Professional learning is available anytime in a variety of modes. Alternative models are supported through coherent policies and practices in the district.</p> <p>PERSONALIZED PROFESSIONAL LEARNING: 21st Century Skill Set Educators have the opportunity to expand their knowledge and skills to address a 21st Century focus (e.g., critical thinking, collaboration, creativity, communication, technology competencies, self-direction, information literacy, etc.). Professional learning includes immersion in the learning sciences research to provide support and insights into more student-centered instructional practices and for the purposeful promotion of deeper learning/21st Century skills in all students. Educators master a variety of new, research-based instructional strategies to better engage students and prepare them for college and beyond. In doing so they broaden their own 21st Century skill set.</p>
	<p>Indicator D – Evaluation, Feedback, and Support All personnel participate in a comprehensive evaluation process that utilizes multiple interactive communication tools to facilitate self-reflection and inform the process of professional growth.</p>	<p>PERSONALIZED PROFESSIONAL LEARNING: Broad-Based, Participative Evaluation In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.</p>
<p>STANDARD 6. FAMILY AND COMMUNITY ENGAGEMENT</p>	<p>Indicator A – School-to-Home Connections District/school personnel and primary caregivers engage in regular communication to provide mutual supports and guidance between home and school for all aspects of student learning.</p>	<p>COMMUNITY PARTNERSHIPS: Parental Communication and Engagement School leaders engage parents and students in home-to-school communications through a variety of venues. While this may include internet-based solutions, it also includes options that do not depend on connectivity in the home.</p>
	<p>Indicator B – Student Personal Development The district and school leverage existing resources to provide a coordinated system of support for the whole child.</p>	<p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: 21st Century Skills/Deeper Learning Curriculum, instruction, and assessment are based on clear expectations that all students will leave the education system well staged for college acceptance or for alternative paths to workplace readiness. These expectations mandate solid grounding in standards-based content, but also intentionally integrate elements of deeper learning, such as critical thinking, creativity and innovation, and self-direction; as well as providing opportunities for authentic learning in the context of today’s digital society.</p>

STANDARD 7. STUDENT AND LEARNING DEVELOPMENT	<p>Indicator C – Student Advocates Educators communicate regularly with primary caregivers and various community agencies and encourage them to participate as active partners in the development of the whole child.</p>	<p>COMMUNITY PARTNERSHIPS: Local Community Engagement and Outreach The school serves as a hub of the local community. As such, it actively involves the community in achieving its learning goals, reaching out to the community to (1) extend learning into community centers, libraries, businesses, higher education institutions, museums, and other public spaces; (2) bring relevance to curricula through partnerships that take the shape of apprenticeships, community service, and the use of community-based experts and resources; (3) implement community-based exhibitions, reviews, critiques, and celebrations of student work; and (4) coordinate after school programs, including collaboration with the school and students’ teachers.</p>
	<p>Indicator A – Instructional Planning and Preparation Instructional staff and district/school leadership ensure that instructional planning is based on the district’s curriculum as aligned with established learning standards and as supported by appropriate resources, funding sources, program collaboration and professional development.</p>	<p>BUDGET AND RESOURCES: Alignment to District and School Plans Priorities for budget and resources are clearly linked to district- and building-level strategic and tactical plans and to continuous improvement goals. All expenditures must be justified as supportive of these plans. Innovative programs are funded conditionally upon their alignment to the district’s vision and mission.</p> <p>BUDGET AND RESOURCES: Efficiency and Cost Savings Innovative funding for digital learning leverages technologies to improve teaching and learning as well as to increase efficiency and cost savings. A cross-functional District budget development team is formed that is composed of District leaders, key stakeholders, and subject matter experts who collectively represent the District’s interests. This team employs strategies for calculating the total cost of ownership (TCO) for all technology resources; focusing on learning-enabling technology, digital resources and instructional practice.</p> <p>BUDGET AND RESOURCES: Learning Return on Investment All metrics for review of budget priorities and cost-efficiency are based on their demonstrated relationship to student learning goals. District leaders have strategies and tools for measuring Return On Investment (ROI) in digital learning; focusing on learning-enabling technologies, resources, instructional practice and student learning.</p>
	<p>Indicator B – Classroom Environment Instructional staff and district/school leadership collaborate to provide an instructional environment that equitably engages all students regardless of characteristics, home language, and educational needs by using effective, varied, and research-based practices to meet the academic and social-emotional needs of the whole child and empower students to share responsibility for their learning.</p>	<p>COMMUNITY PARTNERSHIPS: Digital Learning Environments as Connectors to Local/Global Communities The school district has established a digital learning environment that offers students access, e-communication, resource libraries, file exchanges, and Web tools, which facilitate interactions among peers and between teachers, parents, and students in school and beyond. District leaders build digital citizenship in students and structure online communities that to ensure online safety and security.</p>

<p>Indicator C – Delivery of Instruction Instructional staff, supported by district/school leadership, utilize instruction, evaluation, and assessment strategies that are informed by research to continuously monitor instruction, adjusting to the needs of the whole child.</p>	<p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Leveraging Technology Educators in digital learning environments integrate learning-enabling technology seamlessly into the teaching and learning process. These educators have the skills to adopt multiple, highly effective learning technologies and adapt to diverse, evolving learning structures to assure that the use of technology adds value to the learning process.</p> <p>CURRICULUM, INSTRUCTION, AND ASSESSMENT: Analytics Inform Instruction The district and its schools use technology as a vehicle for diagnostic, formative, and summative assessment. The school system has mechanisms (i.e., processes and digital environments) for using data to improve, enrich, and guide the learning process. Educators actively use data to guide choices related to curriculum, content, and instructional strategies.</p>
<p>Indicator D – Professional Responsibilities Instructional staff and district/school leadership collaboratively monitor the teacher evaluation system to ensure consistent implementation that supports the work of the school/district to improve teaching and learning.</p>	<p>PERSONALIZED PROFESSIONAL LEARNING: Broad-Based, Participative Evaluation In order to promote goal-oriented, self-regulated professional behaviors, evaluation is participative (i.e., the educator who is the subject of evaluation is actively involved in goal-setting, collecting indicators of progress, and self-evaluative behaviors). Professional evaluation uses a broad set of indicators that includes student achievement, evidence of improved instructional practice, student engagement, and 21st Century skill attainment.</p> <p>ROBUST INFRASTRUCTURE: Adequacy of Devices; Quality and Availability The school has considered a host of creative options to ensure that diverse and appropriate technology devices are available to all students and staff to support powerful digital learning at any time, from any location.</p>

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The LTC Crosswalk Committee recognizes that sets of standards vary in their nature and level of specificity or generality. When cross-walking standards sets, it is prudent and necessary to leave some interpretation open to the professional educator.