

- A truly 'ready' teacher is an exemplary instructional leader, which should be demonstrated on their TKES evaluations and through their artifacts of effectiveness.
- A positive outlook and a service-minded culture within grade level and/or content groups leads teachers...and ultimately, students...to success.

Instructional Spaces

- All instructional spaces should allow for transformational learning experiences that incorporate digital tools and media.
- All spaces should provide for flexible configurations and promote maximum engagement.

Transformational Instruction

- Teachers encourage innovative uses of technology tools to personalize learning and provide students with opportunities to build and demonstrate knowledge in ways that may have been impossible to achieve without technology.
- The teacher seeks partnerships outside of the traditional setting to allow students access to experts and peers in other locations, and encourages students to extend the use of collaborative technology tools.
- Teacher provides opportunities and choice for students to create and produce digitally, and to take ownership of their own learning.

Strategic Initiative/Personalized Learning Alignment

There is a clearly defined vision for how mobile devices will be used to transform teaching, learning, and assessment practices.

- Curriculum area examples of the types of learning activities students will engage in:
- Align to the 4Cs of Digital Age Learning: Communication, Collaboration, Critical Thinking and Creativity
- Describe how access to technology will positively impact student achievement.
- Outline the process for building students' digital citizenship skills.

After schools and learning community support staff assess readiness, they will attach supporting documents and draft a school narrative. At that point, principals select a Group. Groups will operate under a cohort model, beginning at specific dates from Spring 2015 through 2017.

While Groups have a 'launch' date to begin their work towards transformation and personalization, their pace is self-guided. Within the Group, 3 phases outline the scope of work that lies in our 'We Are Ready' statement: Development, Deployment, and Transformation. An essential part of the work that happens during the Development phase will include drafting and executing a communication and professional development plan that is personalized to the culture and stakeholder skills at individual schools. Not until there is solid footing, and a clear focus on personalization does a school enter their Deployment phase, when mobile devices will enter the learning ecosystem of schools incrementally and thoughtfully. In alignment with our continuous improvement philosophy in Fulton County, the final phase of this initiative is one that is ongoing and adaptive. Schools will enter into their Transformation phase with an understanding of what teaching and learning must be for our students, and will continue to improve, and refine this practice.

To be sure, implementing a personalized learning initiative in a large district can feel a bit overwhelming. But, the ability for schools to draft their own approach, and make decisions that fit best for their school landscape is a great way to prepare for success. Fulton County Schools has an opportunity to craft a new narrative about the work of personalization. Our work is not focused on a 'device rollout', but rather work that is derived from and thrives on innovative practice and personalized opportunities for students to be successful. You can find more information about our work here: [FCS's Personalized Learning Initiative](http://www.fultonschools.org/en/divisions/acd/Pages/default.aspx) (<http://www.fultonschools.org/en/divisions/acd/Pages/default.aspx>).

For more on personalized learning, see:

- [10 Ways to Personalize Learning](http://wp.me/p3CVz5-cJI) (<http://wp.me/p3CVz5-cJI>)
- [Fueling a Personalized Learning Revolution in Secondary Education](http://gettingsmart.com/publication/fueling-personalized-learning-revolution-secondary-education/) (<http://gettingsmart.com/publication/fueling-personalized-learning-revolution-secondary-education/>)
- [The Future of Learning: Personalized, Adaptive, Competency-Based](http://gettingsmart.com/publication/future-learning-personalized-adaptive-competency-based/) (<http://gettingsmart.com/publication/future-learning-personalized-adaptive-competency-based/>)



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