



OFFICE OF  
Educational Technology

# OET Updates

## National Forum for Education Statistics

**Katrina Stevens, Deputy Director**

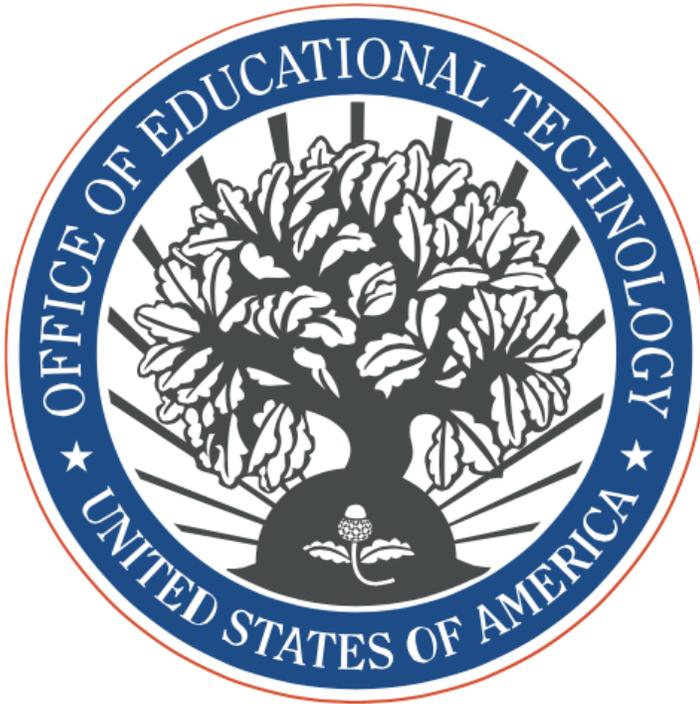
Office of Educational Technology • US Department of Education



@OfficeOfEdTech  
@katrinastevens1

# Office of Educational Technology

[tech.ed.gov](https://tech.ed.gov)



- Develops national educational technology policy
- Supports the President's and Secretary's priorities by promoting equity of access, ensuring connectivity, and leading cutting edge research
- Housed in the Office of the Deputy Secretary & works in collaboration with other ED offices, the White House, & other federal agencies on issues related to the effective use of technology to support learning.



What does it mean to be  
Future Ready?

Given:

Need for Technology to Support Learning

Given:

Need for High Speed

Wireless in Every Classroom

**Given:**

**Professional Development for Teachers is  
More Important than Buying Devices**

# Future Given #1:

District/School Leaders Responsible for  
Setting Vision for Technology

# Future Given #2:

Traditional Textbooks no Longer  
Meet Our Needs

Never completes writing assignments

Speaks spanish

Reads at a 6th grade level



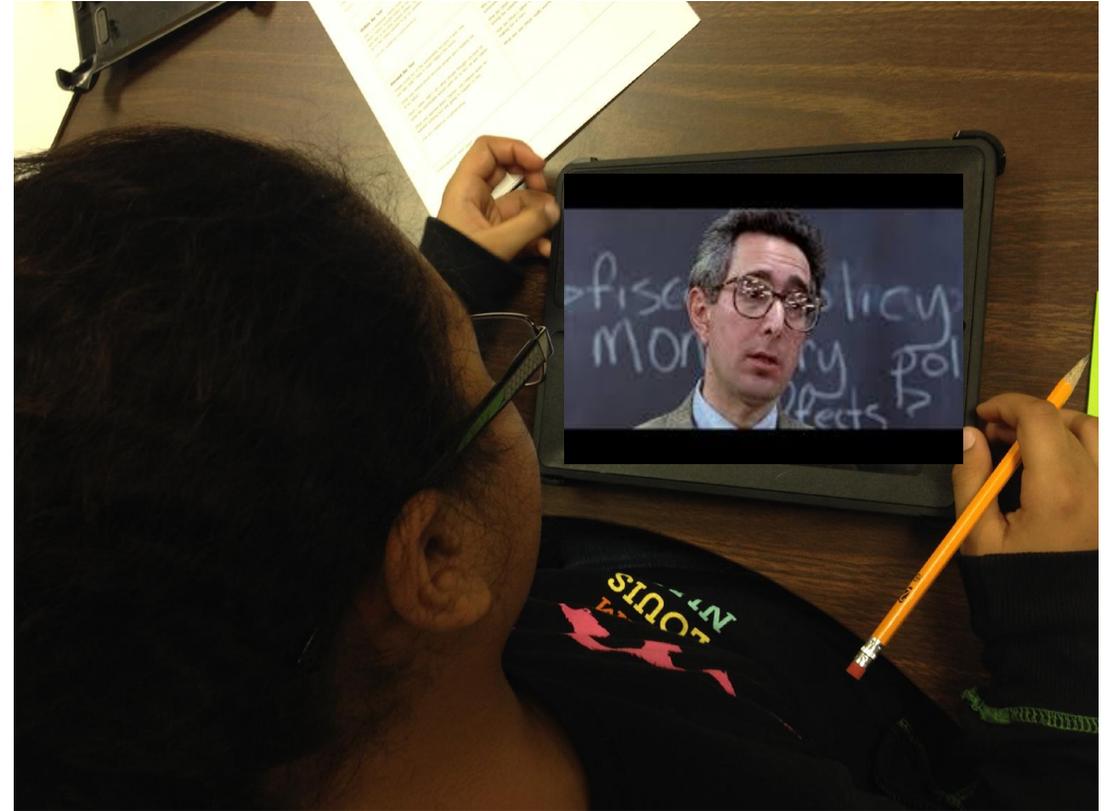
Loves baseball

Knows the name of every state capitol

Can't multiply 5s

Has dyslexia

# Don't Simply Digitize



# Future Given #3: Access at Home is Essential

# Future Given #4: Tech is a Tool for Equity

“If the technology revolution only happens for families that already have money and education, then it’s not really a revolution.”

- Arne Duncan

# All Means All





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# Legislative Updates



# President Obama Signs the Every Student Succeeds Act





# Title IVA

# Educational Technology



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# 2016 National Education Technology Plan (NETP16)

@OfficeOfEdTech



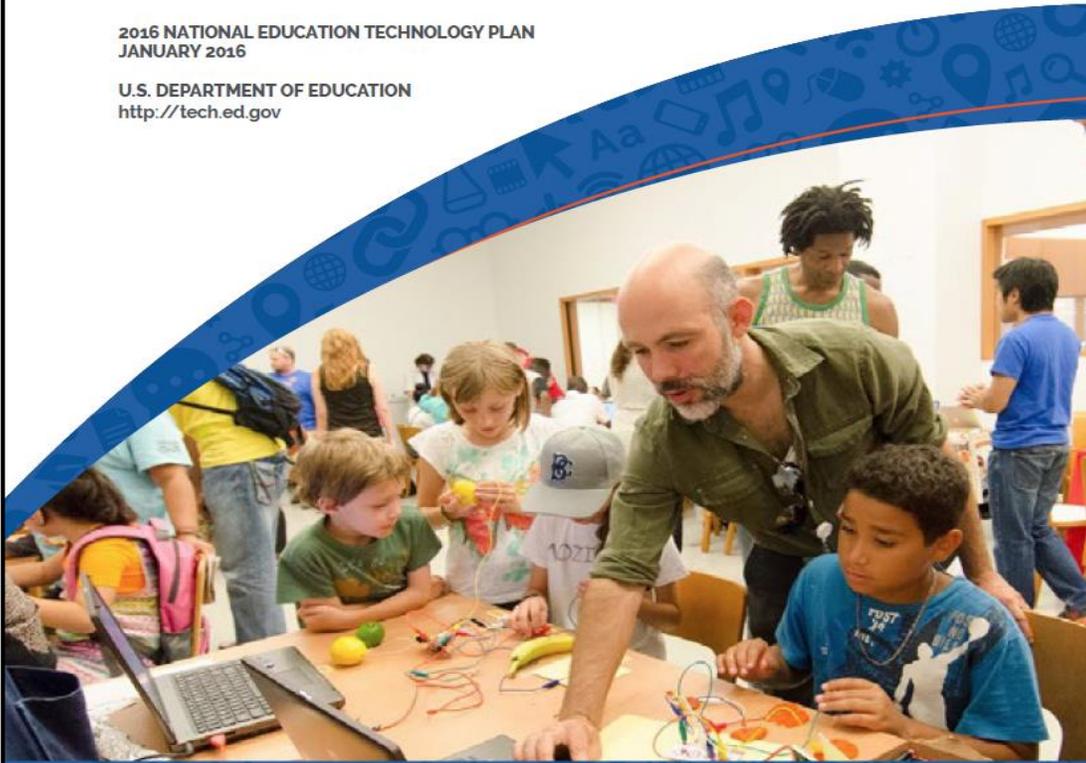
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# Future Ready Learning

Reimagining the Role of Technology in Education

2016 NATIONAL EDUCATION TECHNOLOGY PLAN  
JANUARY 2016

U.S. DEPARTMENT OF EDUCATION  
<http://tech.ed.gov>



[tech.ed.gov/netp](http://tech.ed.gov/netp)

# THE NETP IS...



a call  
to action

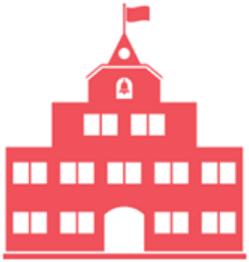


a vision for learning  
enabled through  
technology



a collection  
of recommendations  
& real-world examples

# WRITTEN FOR...



Teachers



Policymakers



Administrators



Teacher preparation  
professionals

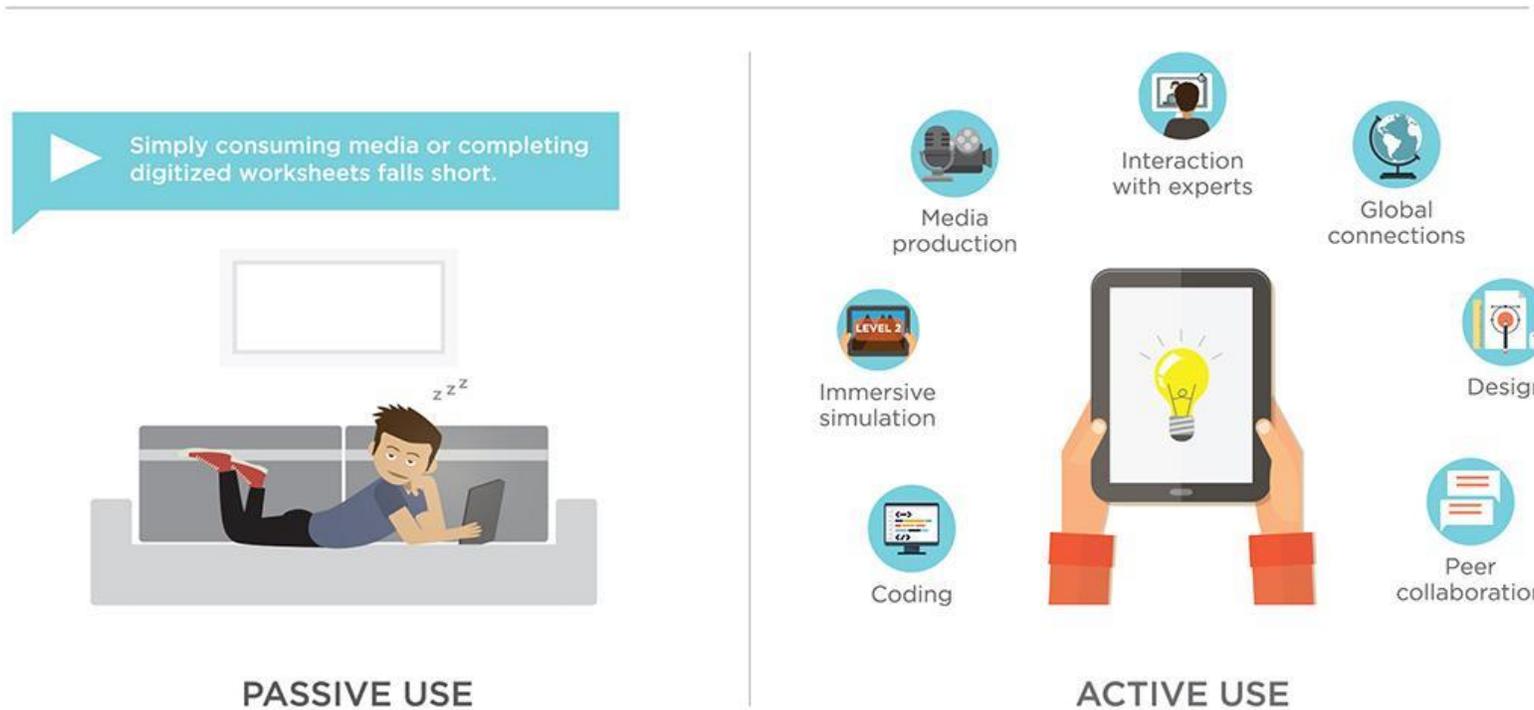
MAKING POSSIBLE ...

# EVERYWHERE, ALL-THE-TIME LEARNING



# DIGITAL USE DIVIDE

While essential, closing the digital divide alone will not transform learning. We must also close the digital **use** divide by ensuring all students understand how to use technology as a tool to engage in creative, productive, life-long learning rather than simply consuming passive content.



A lightbulb with three books stacked inside it, symbolizing education and ideas.

# Coming Soon Higher Education NETP



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# Future Ready: Framework for Transformation

**Takecia Saylor, Deputy Director**

Office of Educational Technology • US Department of  
Education



@OfficeOfEdTech  
@saytnj

# ConnectED

INITIATIVE



Connectivity

Professional Learning

High-Quality Devices & Software

High-Quality, Affordable Digital Resources

[www.whitehouse.gov/connectED](http://www.whitehouse.gov/connectED)

# Future Ready Pledge

[futurereadyschools.org/pledge](http://futurereadyschools.org/pledge)

#FutureReady

## Future Ready District Pledge



I, \_\_\_\_\_, Superintendent of \_\_\_\_\_ do hereby affirm the commitment of this district to work with students, educators, families, and members of our community to become Future Ready by engaging in a wide range of activities such as:

■ **Fostering and leading a culture of digital learning within our schools**

Future Ready district leadership teams work collaboratively to transform teaching and learning using the power of technology to help drive continuous improvement. We work together to protect student privacy and to teach students to become responsible, engaged, and contributing digital citizens.

■ **Helping schools and families transition to high-speed connectivity**

Future Ready districts conduct comprehensive diagnostic assessments of the district's technology infrastructure and develop a sustainable plan to ensure broadband classroom connectivity and wireless access. Future Ready districts work with community partners to leverage local, state, and federal resources to support home Internet access outside of traditional school hours.

■ **Empowering educators through professional learning opportunities**

Future Ready districts strive to provide everyone with access to personalized learning opportunities and instructional experts that give teachers and leaders the individual support they need, when they need it. Future Ready districts provide tools to help teachers effectively leverage learning data to make better instructional decisions.

■ **Accelerating progress toward universal access for all students to quality devices**

Future Ready districts work with necessary stakeholders to ensure that all students and educators across the district have regular access to devices for learning. Future Ready districts develop tools to support a robust infrastructure for managing and optimizing safe and effective use of technology, so students have opportunities to be active learners, creating and sharing content, not just consuming it.

■ **Providing access to quality digital content**

Future Ready districts align, curate, create, and consistently improve digital materials and apps used in the support of learning. Future Ready districts use carefully selected high quality digital content that is aligned to college and career ready standards as an essential part of daily teaching and learning. Teachers are able to share, discover, and adapt openly-licensed materials and teaching plans.

■ **Offering digital tools to help students and families Reach Higher**

Future Ready districts make digital resources available that help access expanded college, career, and citizenship opportunities. Future Ready districts promote ways to leverage technology to expand equity through digital activities such as completion of the FAFSA online, virtual counseling services, college scholarship search tools, and online advising access, all of which help to return America to the nation in the world with the highest college completion rate by 2020.



Connected  TO THE FUTURE

Connected  TO THE FUTURE

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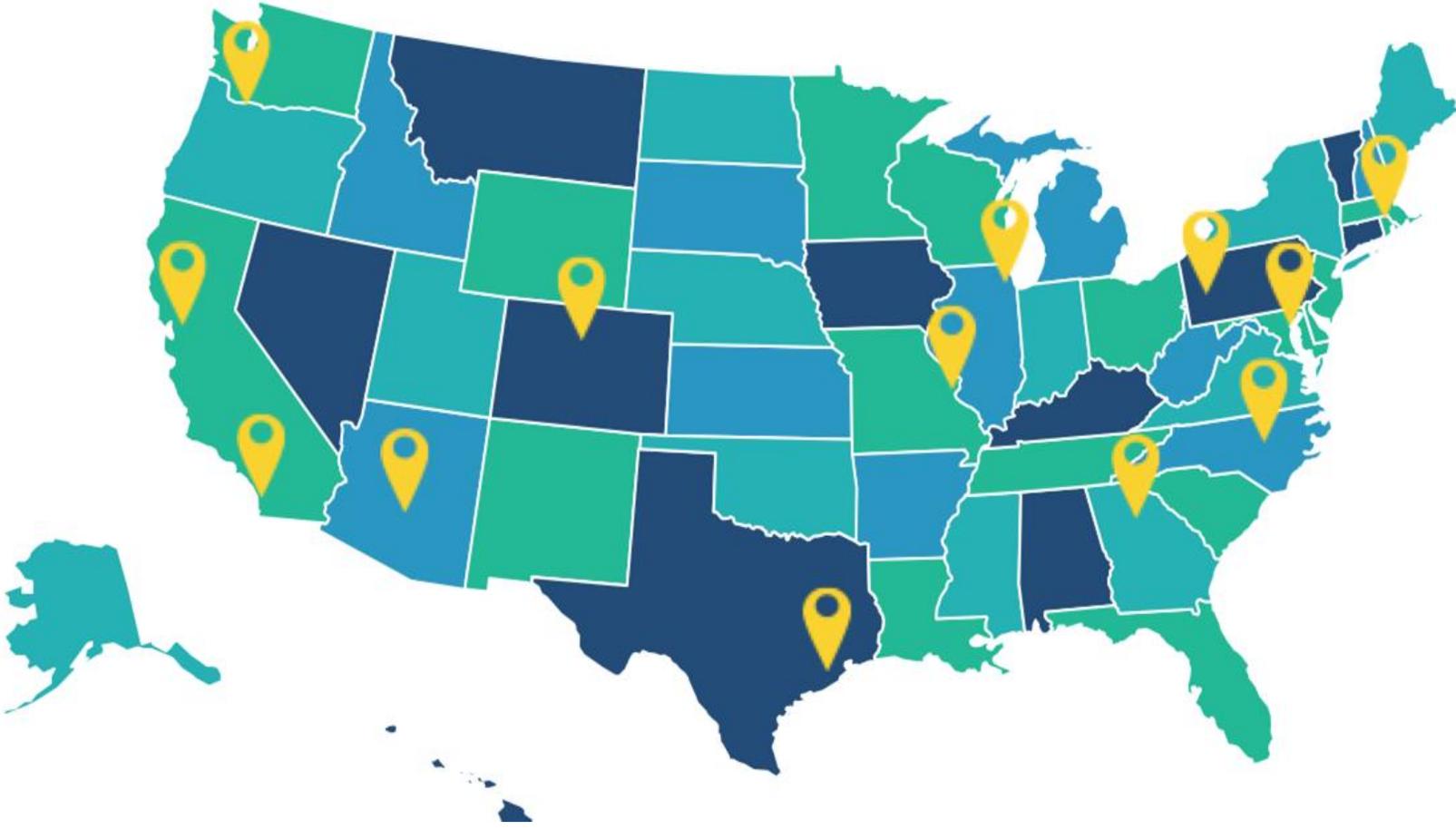
Connected  TO THE FUTURE

# Over 2200 Future Ready Pledge Signers



Impacts over 16.3 million Students

# 13 Future Ready Regional Summits



Raleigh, NCC	February 11-12
Vancouver, WA	February 17-18
Atlanta, GA	March 25-26
Phoenix, AZ	April 13-14
Providence, RI	April 21-22
St. Louis, MO	April 28-29
San Francisco, CA	May 4-5
Houston, TX	May 18-19
Baltimore, MD	June 8-9
Denver, CO	June 11-12
Chicago, IL	June 15-16
Pittsburgh, PA	June 22-23
Orange County, CA	August 4-5

# Future Ready Focus Areas



*Collaborative Leadership*



*Robust Infrastructure*



*Personalized Professional Learning*



*Personalized Student Learning*

- Collaborative Leadership
- Robust Infrastructure
- Personalized Professional Learning
- Personalized Student Learning



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2016 NATIONAL EDUCATION TECHNOLOGY PLAN  
JANUARY 2016

U.S. DEPARTMENT OF EDUCATION  
<http://tech.ed.gov>



ACCESS

# Connecting Schools a Top Priority



*“In a country where we expect free wi-fi with our coffee, we should definitely demand it in our schools”*

*~ President Obama*

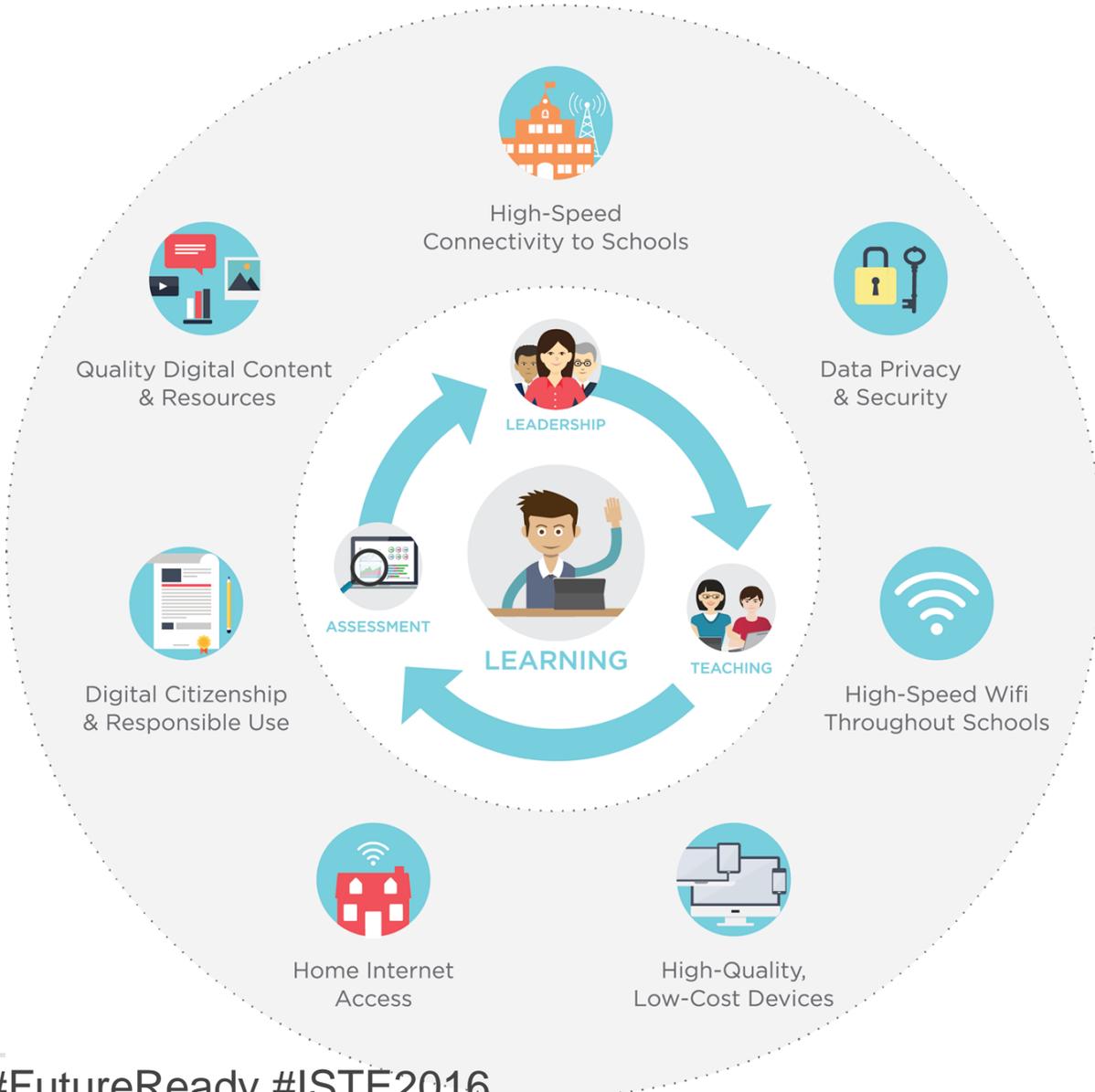
A classroom scene where several students are seated at desks, focused on their work. In the foreground, a student in a teal hoodie and glasses is using a tablet. Behind her, a student in a yellow hoodie and red glasses is typing on a laptop. Other students in the background are also working on laptops. The classroom is well-lit and organized.

# Robust Infrastructure

#FutureReady #ISTE2016

# INFRASTRUCTURE

To Support Everywhere, All the Time Learning



- High-Speed Connectivity to Schools
- Data Privacy and Security
- High-Speed Wifi Throughout Schools
- High-Quality Low-Cost Devices
- Home Internet Access
- Digital Citizenship & Responsible Use
- Quality Digital Content and Resources

A classroom scene where a teacher and several students are engaged in personalized learning. In the foreground, a teacher with glasses and a purple top is assisting a young boy with a laptop. Other students, some wearing headphones, are also working on laptops at their desks. The classroom is filled with educational materials, including a bookshelf, a blue rug with colorful patterns, and various posters on the walls. The overall atmosphere is one of active, individualized learning.

# Personalized Student Learning

#FutureReady #ISTE2016

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tech.ed.gov/FutureReady  
#FutureReady

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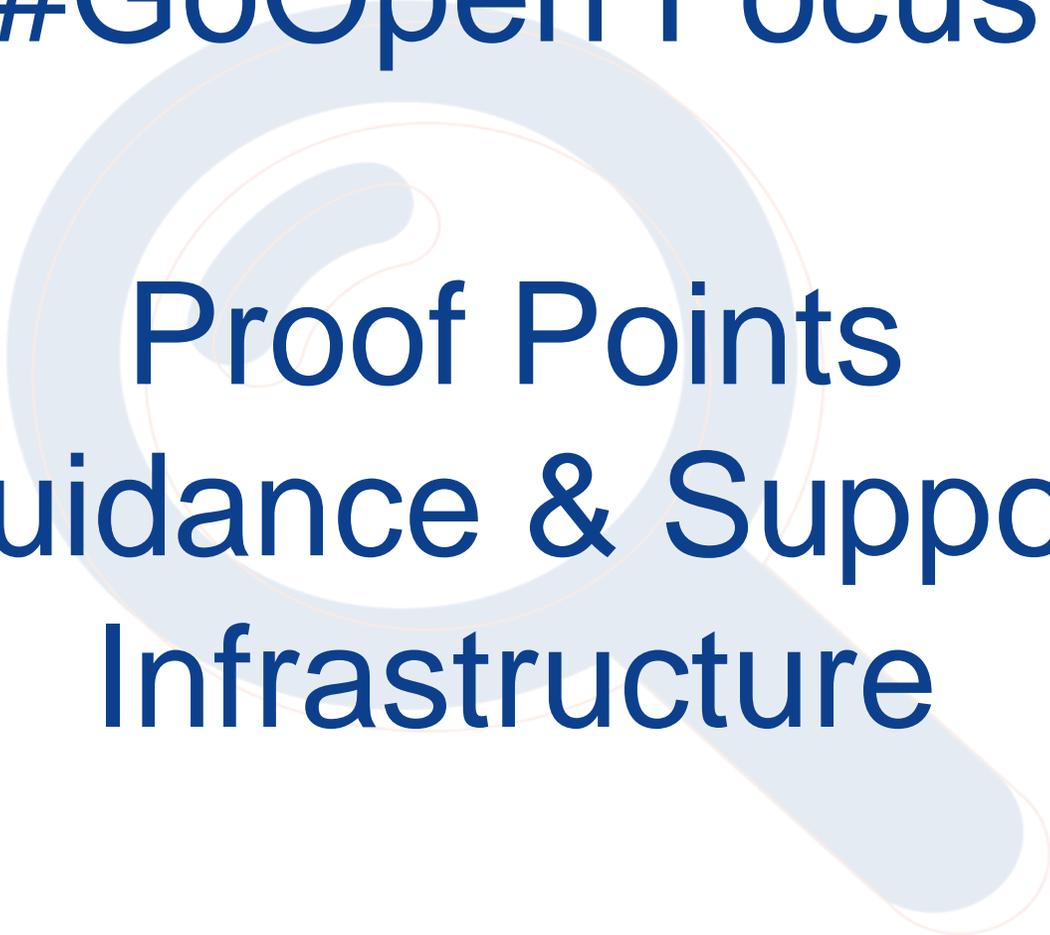
**Why #GoOpen?  
Why now?**



The goal is changing  
The approach is changing  
The infrastructure is changing

Our materials are not keeping pace.

# #GoOpen Focus



Proof Points  
Guidance & Support  
Infrastructure

# #GoOpen Proof Points

63 #GoOpen Districts

15 #GoOpen States

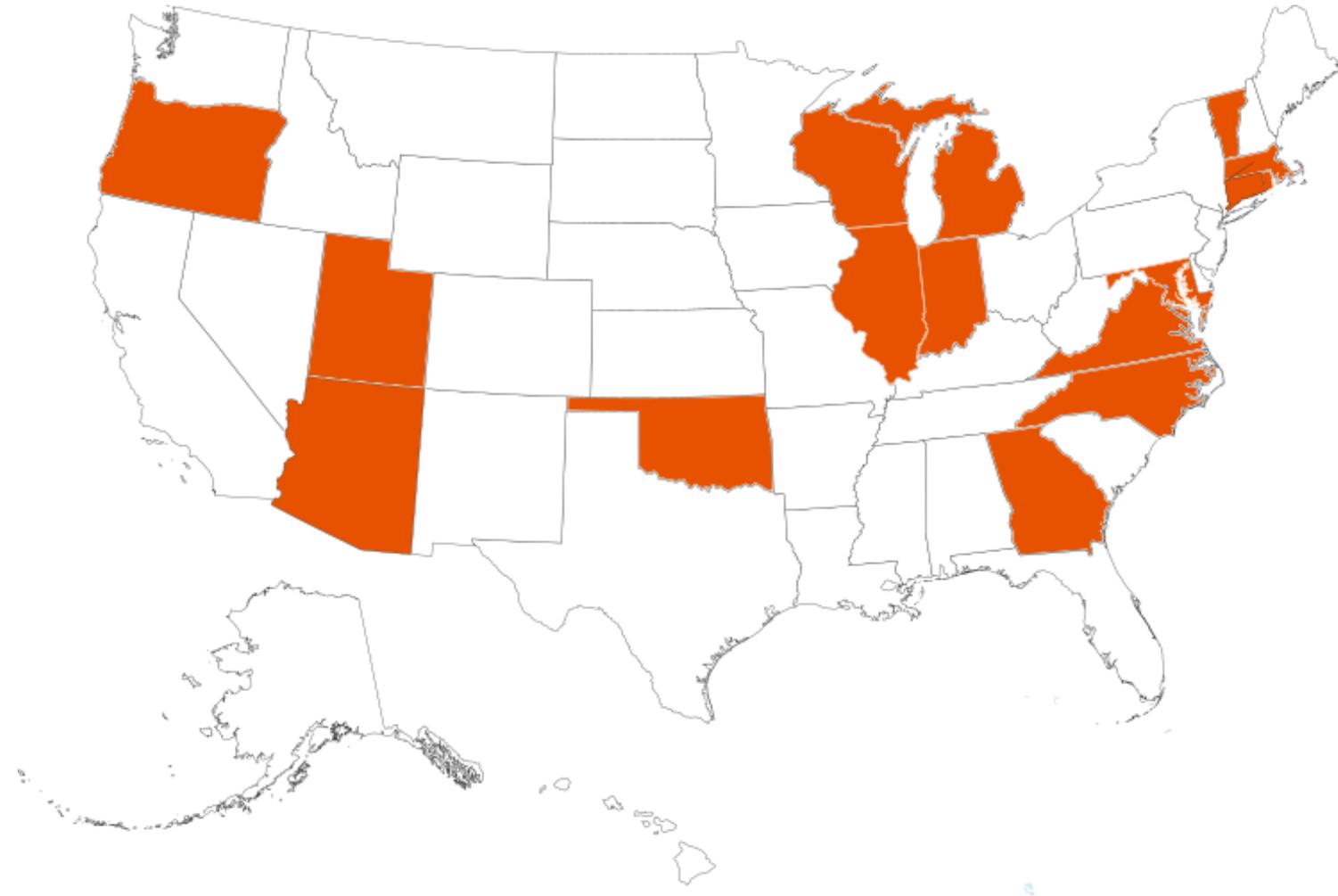
ASCD #GoOpen Case Studies

12 #GoOpen Stories @

[tech.ed.gov/stories](http://tech.ed.gov/stories)

# 15 #GoOpen States

- Arizona
- Georgia
- Illinois
- Indiana
- Maryland
- Massachusetts
- Michigan
- North Carolina
- Oklahoma
- Oregon
- Rhode Island
- Utah
- Vermont
- Virginia
- Wisconsin



# #GoOpen State Commitments

- Adopt/Implement a **statewide technology strategy that includes the use of openly licensed resources** as a central component
- Develop (if not already created) and maintain a **statewide repository solution for openly licensed resources.**
- Develop the technical capability to **publish OER to the Learning Registry**
- **Participate in a community of practice** with other #GoOpen states and districts to share learning resources and professional development resources
- Create a **section on your website** (e.g. [www.yourwebsite.gov/open](http://www.yourwebsite.gov/open) or similar) to share your commitment to #GoOpen and document your state's progress

# #GoOpen Guidance & Support

Creative Commons

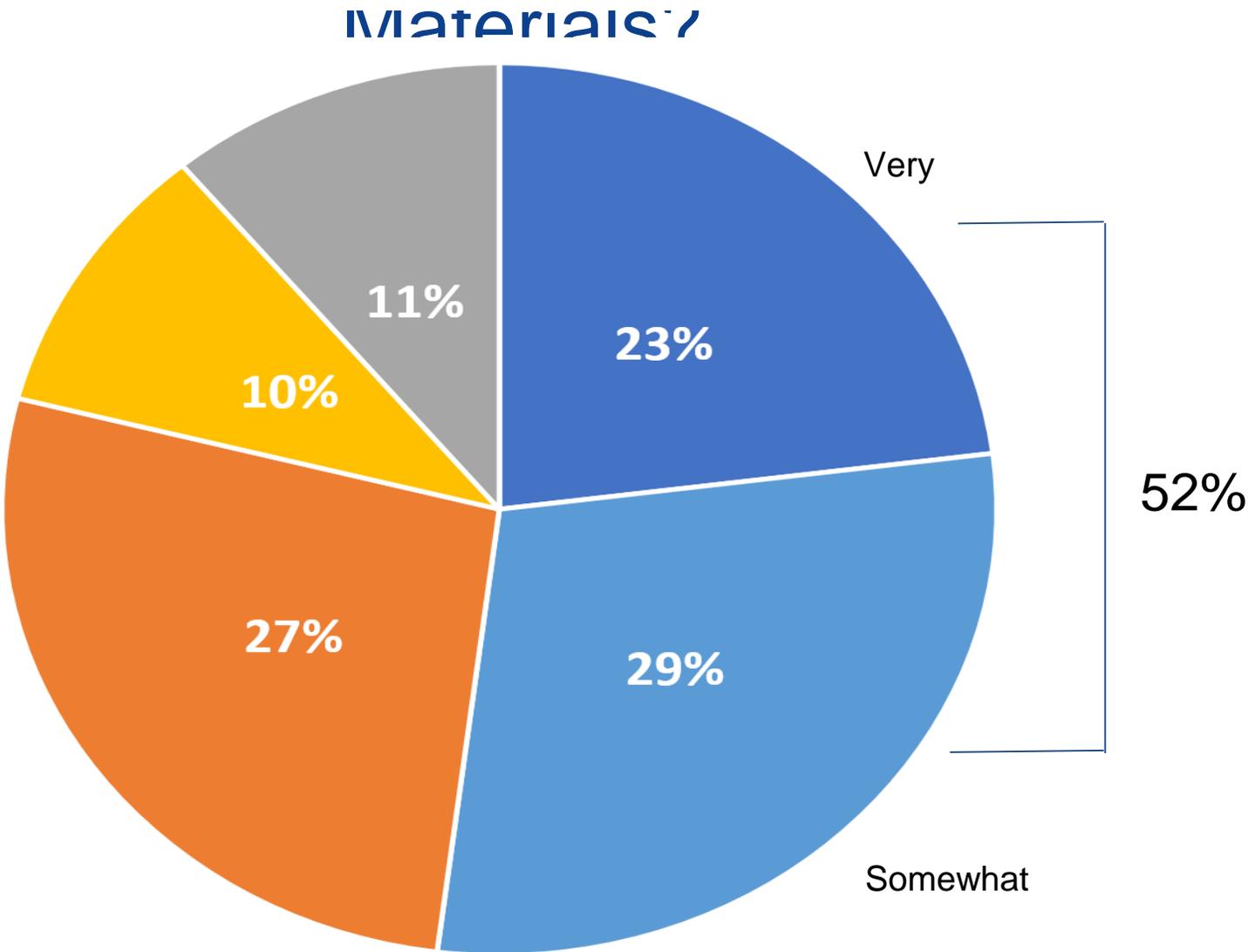
ASCD

CDE/ISTE

# ASCD Case Study: COW Project

“There isn’t any off-the-shelf content for what [we are] teaching. Everything had to be something [we] had built, adopted, or adapted.”

# ASCD Survey: How Prevalent Is the Use of Open Educational Materials?





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# #GoOpen District Launch Packet

U.S. DEPARTMENT OF EDUCATION  
<http://tech.ed.gov>



[tech.ed.gov/open](http://tech.ed.gov/open)

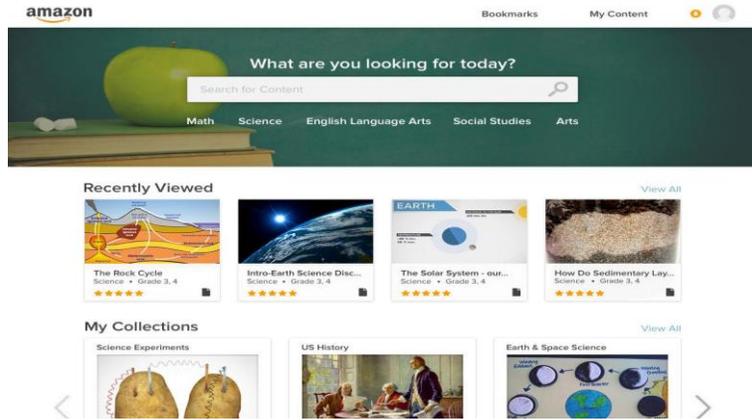
**#GoOpen Infrastructure**

**New Platforms**

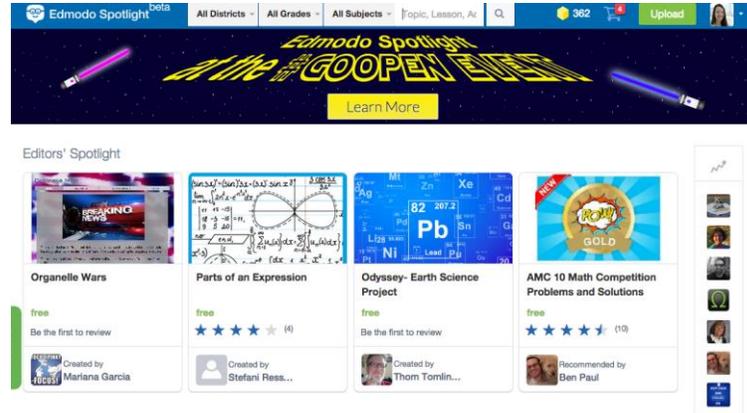
**New Capabilities**

**New Content Indexed in Learning  
Registry**

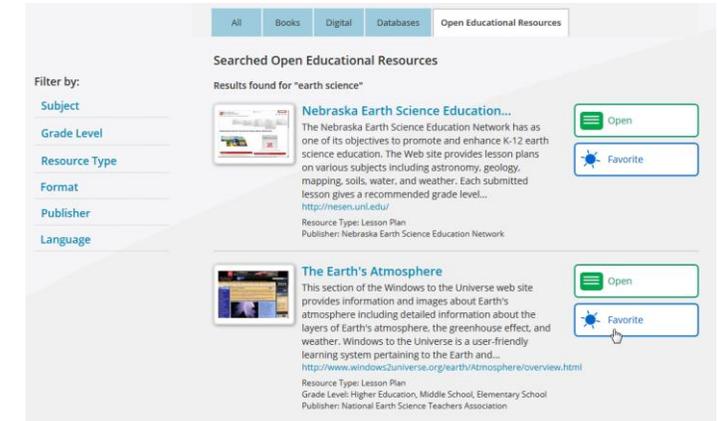
# #GoOpen Platforms



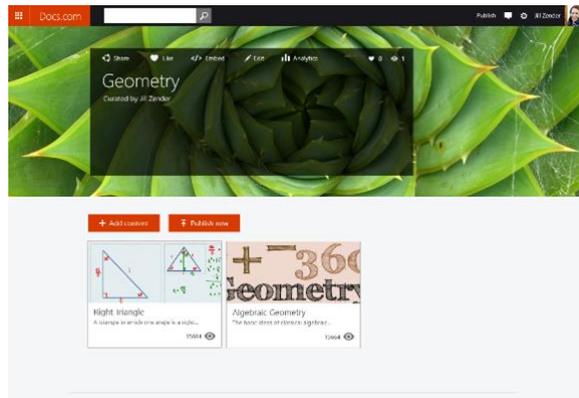
Amazon



Edmodo



Follett



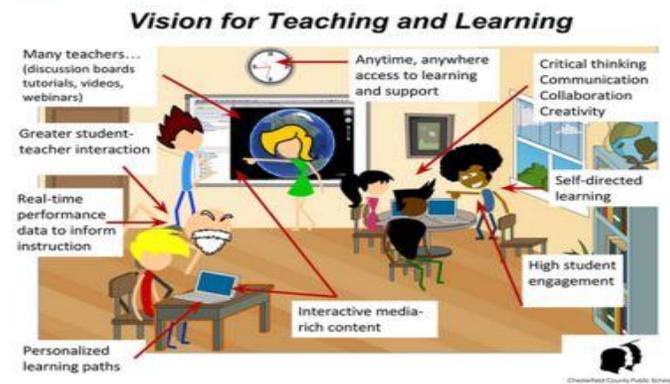
Microsoft



OER Commons



[Back to Stories](#)



Share this story



### Story Snapshot

**District :** Chesterfield County Public Schools

**State :** Virginia

**Grade :** Early Childhood Education, K-12

**Community Type :** Suburban

**Related Tags :** #GoOpen, Digital content, OER, Openly Licensed Educational Resources

## Chesterfield County Public Schools: Integrated OER for Instructional Achievement

The Chesterfield County Public Schools vision for the future is preparing every student to adapt and thrive in a rapidly changing world. The district sees committing to #GoOpen as a natural extension of the work underway in implementing its strategic plan, Design for Excellence 2020.

One of the pillars of this strategic plan is blended learning, defined as “combining the best of face-to-face instruction with online instruction to empower students to take a greater role in their own learning anytime, from anywhere.” Using openly licensed materials (OER) is changing instruction by increasing student engagement and promoting a more student-centered approach to teaching and learning. Students can engage in the content whenever they want and in any modality of their choosing. The combination of a 1:1 laptop-to-student ratio for 32,000 secondary students, and an abundance of free, media-rich, interactive digital content has extended learning beyond the bell schedule and four walls of the classroom.

Openly-licensed educational resources are crucial to the district’s three-pronged “build it, buy it, borrow it” approach to content curation. Curricular resources include carefully selected web-based subscriptions, OER and teacher-created content. The curriculum and technology teams work collaboratively to identify the best sources of OER, to integrate the content into “CNet”, the district’s digital curriculum management system, and to make it easily available through a district single sign-on dashboard. Content created by teachers using OER is shared both organically through district-provided social networking channels and more formally through a periodic review of teacher-submitted resources provided and posted in curriculum framework documents.

With a high degree of exposure to OER and access to ongoing training and support, Chesterfield students and teachers are experiencing transformational learning experiences. District leaders have deliberately incorporated open channels of communication so that when teachers identify challenges, whether related to curriculum or technology, they have a district focus on removing barriers in pursuit of vision.

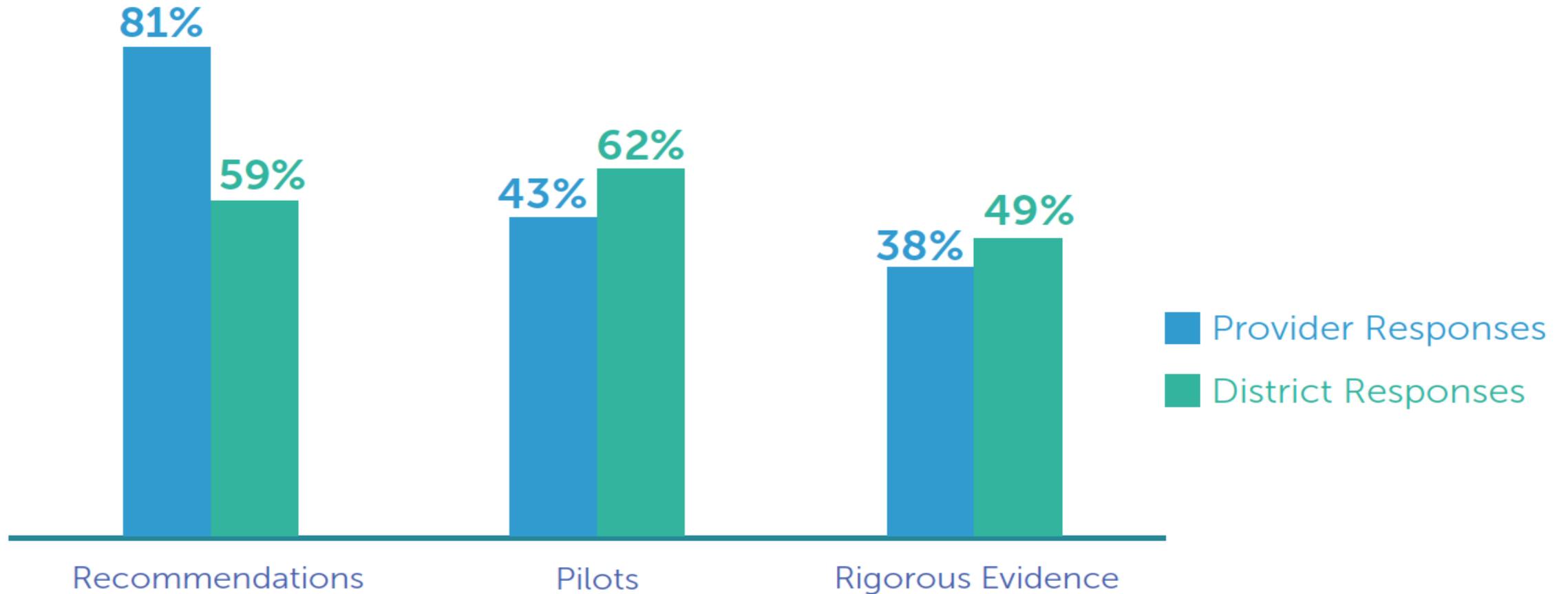
One challenge facing the district is varying degrees of teacher readiness. Many teachers have long been pedagogically ready to incorporate the best of freely available web-based content and are just waiting on the

# Rapid Cycle Evaluations for Ed Tech

[tech.ed.gov/rcte](https://tech.ed.gov/rcte)



# Districts Rely More on Peer Recommendations and Pilots than Rigorous Evidence



Take  
Too Long  
  
+  
  
Too  
Expensive



# Not Iterative



Iteration 1



Iteration 2



Iteration 3



Iteration 4

# Serve Different Purposes



traditional  
research  
=  
causal  
connections

Most Pilots







# Identifying partner districts and schools to pilot this fall

Additional Slides that could be moved up  
into the presentation

