2015 EDITORIAL CALENDAR

eSCHOOL NEWS

ISSUE	FOCUS ON THOUGHT LEADERSHIP	FOCUS ON IT	FOCUS ON CURRICULUM & INSTRUCTION
January–February 2015 Space Reservation: **12/10/14** Materials Deadline: **12/17/14** Publish Date: **1/15/15**	Key Trends in K-12 Technology: Looking Forward, Looking Back	Tools That Facilitate Communication, Collaboration	Digital Textbooks: Who's There, Who Isn't, What's Needed?
March–April 2015 Space Reservation: **2/11/15** Materials Deadline: **2/18/15** Publish Date: **3/16/15**	Trends in Blended and Online Learning	Educational Social Media Network Security	STEM Education: Trends, Resources
May 2015 Space Reservation: **4/1/15** Materials Deadline: **4/8/15** Publish Date: **5/1/15**	Online Assessments: Readiness, Infrastructure, and more	Emerging Tech, Impact on Networks and Teaching	Project-Based Learning
June 2015 Space Reservation: **4/29/15** Materials Deadline: **5/6/15** Publish Date: **6/1/15**	Universal Design for Learning: From SPED to Personalized Learning	Mobile Device Management: The Realities of Supporting BYOD	All Students Should Learn to Code: Is It Really True This Time? (And If So, What Are the Best Practices)
August–September 2015 Space Reservation: **7/8/15** Materials Deadline: **7/15/15** Publish Date: **8/17/15**	Access and Equity: Home, the Final Frontier	Private Cloud Computing: Pros, Cons, and Challenges	Techniques and Technologies for Flipped Learning
October–November 2015 Space Reservation: **9/9/15** Materials Deadline: **9/16/15** Publish Date: **10/15/15**	Factors Leading to Graduation Success	Creating District Online Learning Programs	Digital Citizenship Across the Curriculum

Every month: **Profiles in Vision**. An in-depth look at visionary, risk-taking superintendents who are making a difference in the lives of their students and staff.

Editorial calendar topics and focus are subject to change.

2015 EDITORIAL FOCUS

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January–February 2015

Thought Leadership

Key K-12 trends: What tech trends had a major impact in education over the past year? What's coming down the pipeline? What do industry experts predict for the next year? What's realistic, what isn't?

IT

Tools that facilitate communication and collaboration: How are district IT leaders responding to increasingly collaborative technologies, both for administrators, teachers, and students? How do networks handle these demands, what security risks exist, and how are those risks mitigated?

Curriculum & Instruction

Digital textbooks: What districts are actually using them regularly (not just once a week in the library), and how likely are they to really move in on print books' position in schools? What's out there now, and what's an actual interactive digital textbook vs. a PDF version of a print textbook? What new challenges come with introducing digital textbooks?

March–April 2015

Thought Leadership

Blended and online learning: A look at the trends in blended learning and how they impact brick-and-mortar education. We'll look at where the movement seems to be strongest—adult learners, credit recovery, at-risk students, expanded access to specialized courses, rural students—and see how these efforts have spilled over into traditional K-12 instruction.

IT

Educational social media network security: How safe are these educational social media networks? Students are some of the best hackers, so do these social media networks have safeguards to protect school networks? How much monitoring is necessary? Are networks monitored for certain language or red flags from student users (i.e. suicide, bullying, etc.). What's the time commitment and stress on the network?

Curriculum & Instruction

STEM education: How is STEM growing? Where is STEM popping up (libraries, English classes) where it isn't typical or expected? What are STEM knowledge gaps now, and how can we create a STEM pipeline to engage students early on, keep that enthusiasm, and ensure they follow it through to high school and college?

May 2015

Thought Leadership

Online assessments: As the implementation window draws near, what is the state of school readiness? Education leaders have expressed concerns about having bandwidth capacity, manpower, devices, and time to devote to online assessments. A look at who piloted online assessments early and how online test delivery played out in practice vs. in theory. What states are doing it well and why?

IT

Emerging technologies: The Horizon Report comes out around this time. What are some of the technologies coming down the pipeline, and how long will it be until those technologies are implemented and reasonably accessible to educators and students? What impact might these forthcoming technologies have? How have they, and how might they, influence trends in teaching and learning?

Curriculum & Instruction

Project-based learning: PBL ties into students' desire for real-world learning experiences, and it also boosts "soft skills" such as critical thinking, collaboration, communication, etc. What are some of the best practices in PBL? Is K-12 PBL tied to higher-ed practices at all? How early can or does PBL start? What does it take to transition to this as a regular instructional approach? How is learning measured under this approach? What technologies support this approach?

June 2015

Thought Leadership

Universal Design for Learning: UDL started out as a special-needs accessibility issue that quickly morphed into the realization that accommodations for some learners actually had relevance to all learners. UDL is now showing its impact on personalized learning, with the potential to take it to a new level. Neuroscience and brain research, combined with research on flexible learning pathways, can help students learn in ways that are optimally suited to their needs — all the while aiming toward collective high standards.

IT

Mobile device management: Two of the big arguments for BYOD are that it's much more cost-effective for districts because they don't purchase devices, and that it also lightens the load on IT staff. But is that true in practice? How are districts handling network security in a BYOD environment? What about device maintenance and app management? Is there anything that IT can be doing to help teachers manage a classroom of diverse devices?

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Curriculum & Instruction

Computer science and coding: One of the oldest debates in ed tech is whether or not students need to learn to code. Perhaps when the programming language was COBALT or C++, the answer was: Probably not. But when increasingly more school work is done in a digital environment and when more and more "workers" are self-employed entrepreneurs, do we need to reconsider the question of how important coding skills are for the career and college readiness of all students? Is "coding for all" gaining steam in schools, and if so, how--as electives, as mandatory courses, as after-school clubs? Are there specific languages that dominate the curriculum or is the emphasis more on the concepts behind computer coding?

August–September 2015

Thought Leadership

Access and equity: Home, the Final Frontier: There are options for students who don't have at-home internet or device access to be connected. They can go to Starbucks or McDonald's or a public library. Schools can open libraries before/after hours or during lunch so that students can complete their work. Students without devices can rent or check-out devices from teachers or the library. Students with devices but no home internet access can use USB drives or DVRs to access content later. But these are options that reinforce, rather than close, the digital divide. What are innovative districts and communities doing to bring equity access to the home? We'll look at efforts by: ISPs that offer majorly discounted internet access: districts that equip student devices with mobile hotspots that link the device to the school district's network and accounts; coalitions like One Community in Ohio that bring broadband to the masses; district-university partnerships that provide broadband access to homes.

IT

Cloud computing: With all the controversy that surrounded the demise of InBloom, and with some state laws that strongly restrict where student data can be located, some districts are turning to the private cloud. What are the pros, cons, and challenges in DIY cloud storage for education?

Curriculum & Instruction

Flipped learning: What are best practices and how are some of the common challenges addressed? Where do teachers make mistakes? What are some of the top technologies, resources, and approaches for flipped learning? What does research say about this approach?

October–November 2015

Thought Leadership

Factors that lead to graduation success: How do analytics, curriculum, support services, parent communication, and more combine to support students so that they complete high school? What options are there to encourage them to finish high school and to support them with the knowledge and skills they need toward their next step in life, whether it's four-year college, community college, technical training, entrepreneurship, and more.

IT

Online learning platforms: What are the pros and cons of building your own online learning platform? Why do some districts opt to create their own programs, while others go with an online provider? What technical considerations go along with this?

Curriculum & Instruction

Digital citizenship in practice: This would be a best practice approach to digital citizenship. What schools are actively teaching digital citizenship across the curriculum? How they do it in terms of PD, teaching materials, integration, and time spent? What does a robust digital citizenship program look like, and how is it sustained?

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