So, we are a digital district, now what?
Our essential question:

With all the time, energy and thought that has gone into the development of district plans that effectively utilize available Digital Teaching and Learning funding, what should our next steps be, so we ensure we do what is best for students?
A Grassroots Approach
Outcomes of an Integrated Approach

- Increased capacity for ensuring high levels of learning for every student.
- Increased Efficiency
- Increased Equity
- Increased Effectiveness

- Professional Learning Communities
- Digital Teaching and Learning
- Learning Practices
- Learning Tools & Resources

Learning Structures

Educator Effectiveness

Professional Learning Communities
Areas for Integration

- CSIP’s
- School Roadmaps
- Digital Citizenship
- Core Competencies
- Core Resources

Systems of Support

- Collaborative Teams
- On-Site Coaches
- District Coaches
- Leader Training
- Digital RTI
Begin with Strengths

Admin & Teacher Teams

Joint Vision--Develop The “Why?”

Instruction, enrichment, coaching
Building Capacity and Culture

Sailboats
Tugboats
Anchors
Sailboats

Sailboat teachers are self-selected teachers who are future oriented and who are willing and eager to try new things. They embrace change and encourage other educators to also do so.
Tugboats

Are teachers who watch other teachers when new initiatives, directives, opportunities and technologies are introduced. They wait, watching to see if the sailboats find success and then methodically begin tugging along with the sailboats.
Anchors

Anchor teachers are often set in their practices and pedagogies. They find success in their current practices and so they hold to the status quo, resisting change. External stakeholders and survival instinct are the prime methods by which these teachers are motivated to make change. Once these teachers do embrace an idea, they are resolute and champion the cause for which they made the change.
Start with the “Why?”
Why?

**Key Word:** Wisdom

Why will this affect the learner in ways that lead to sound actions and meaningful contributions?

**Endurance:** Why does the learner need to know this now and for life?

**Blend:** PBL, Group & Authentic Learning
Student Responsibility for Learning

Students in Sailboat classrooms will be able to analyze their learning, develop clear learning goals and help develop personalized learning paths that meet their learning needs.

This outcome correlates with the "dispositions", the "why?" of learning.
<table>
<thead>
<tr>
<th>Task</th>
<th>Tools/Information</th>
<th>Description</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use ongoing, CFA and benchmark data to inform your instruction</td>
<td>Socrative&lt;br&gt;Exit Ticket to Gooru&lt;br&gt;Pickers</td>
<td>Unite your curriculum planning, digital planning and student learning</td>
<td>What is TPaCK</td>
</tr>
<tr>
<td>Select digital tools and resources that meet the needs of all learners, or find and share options</td>
<td>Universal Design for Learning - CAST</td>
<td>Identify content-specific digital learning strategies and artfully integrate them</td>
<td>An Introduction to Technology Integration&lt;br&gt;The Four Stages of EdTech Integration</td>
</tr>
<tr>
<td>Study personalized and blended learning, then implement with balance</td>
<td>Personalize Learning&lt;br&gt;Blended Learning - Christensen Institute</td>
<td>Consistently and methodically review what is and isn’t working and why</td>
<td>What do you want kids to do with technology?&lt;br&gt;Envisioning the Future of Education Technology</td>
</tr>
<tr>
<td>Restructure the management of your classroom based on the needs of your learners</td>
<td>Student-Centered Learning: It Starts With the Teacher</td>
<td>Collect, analyze and involve learners in analysis of data for ongoing improvement</td>
<td>Students Analyze Their Own Data&lt;br&gt;Students Partners in Data-Driven Approaches&lt;br&gt;Student Led Conferences&lt;br&gt;Student-Led Conferences</td>
</tr>
<tr>
<td>Actively seek embedded coaching and mentoring opportunities</td>
<td>Coaching Information</td>
<td>Know and be able to articulate the why and how of digital, student-centered learning</td>
<td>Student-Centered Learning Powered by Technology</td>
</tr>
</tbody>
</table>
Connect the “How?”
“Engagement can begin with creating projects and learning opportunities that mean something. "If you don’t get instructional design right, technology is just going to speed up the rate of failure. It’s about building a foundation.”
How?

**Key Word:** Understanding
How will the student comprehend and apply this learning?

**Leverage:** How does this learning connect to other learning?

**Blend:** Teacher Facilitated Cooperative Groups
21st Century Skills

Students in Sailboat classrooms will acquire and apply 21st century skills and dispositions that are critical for their success in college, career and life.

This outcome correlates with the “skills”, the “how?” of learning.

Soft Skills, Life Skills, Digital Citizenship
Things to Avoid

Lack of Clear Narrative and Compelling Rationale
It turns into educational jargon (e.g. 21st Century Skills)

Curricular and Instructional Misalignment
Not enough time spent during the initial stages to ensure alignment

Failure to Build Capacity at District and School Level
Plan fails to name the principal as the main driver of change in the building

Starting with the Wrong Schools
Some schools and grade levels aren’t quite ready to support personalized learning and/or a culture shift

Under-communication with Stakeholders
Strategic communication is needed to ensure all stakeholders are hearing the right message about personalization

Selecting the Wrong Devices
Specific process for device selection is missing; technical and financial support is missing

Information retrieved from Education Elements
Things to Do

▷ Build on existing structures and proven practices.
▷ Understand and incorporate instructional design
▷ Establish digital policies and procedures
Design Authentic Learning

Learning should mirror the current, daily, real-world of a learner’s life.
<table>
<thead>
<tr>
<th>Intro to Blended Learning</th>
<th><strong>What is Blended Learning (Learning Accelerator)?</strong></th>
<th>Cognitive Engagement/Rigor</th>
<th><strong>Edutopia 8 Principles Hewlett Foundation Deeper Learning</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Digital Tools to Support Learning (UDL)</td>
<td><strong>What is UDL? CAST - UDL</strong></td>
<td>SAMR</td>
<td><strong>SAMR Kathy Schrock - SAMR</strong></td>
</tr>
<tr>
<td>Choosing Blended Learning Models</td>
<td><strong>Christensen Institute Blended Learning Models</strong></td>
<td>Students who are responsible for their learning</td>
<td><strong>UTOT 4.0 Highly Effective Stages of Personalized Learning Continuum</strong></td>
</tr>
<tr>
<td>The role of content in the goal of “High levels of student learning”</td>
<td><strong>Simon Sinek - Inspiring Action</strong></td>
<td>Digital Citizenship</td>
<td><strong>ISTE Digital Citizenship</strong></td>
</tr>
</tbody>
</table>
Demonstrating the “What?”
“Technology is a tool—it’s not a learning outcome,” Sheninger said. “What do you want in your vision? What do you want your kids to be able to do with technology that will allow them to demonstrate conceptual mastery?”
What?

**Key Word:** Knowledge

What key concepts must the student learn?

**Readiness:** In what ways will this prepare the learner for new content/information?

**Blend:** Adaptive/Digital Learning Resources
Cognitive Engagement

Students will be able to engage in authentic learning experiences, create and publish content and demonstrate deep knowledge and applied understanding.

This outcome correlates with the “knowledge”, the “what?” of learning.
<table>
<thead>
<tr>
<th>Topic</th>
<th>Course/Link</th>
<th>Series/Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blended Learning Design and Collaboration</td>
<td>Digital Instructional Design</td>
<td>ETEP Cohort Series</td>
</tr>
<tr>
<td>Coaching Blended and Digital Learning</td>
<td>Blended Learning for Coaches</td>
<td>ETEP Summer Series Sampler</td>
</tr>
<tr>
<td>Coaching Forums</td>
<td>Learning Coach Forum 2017-2018</td>
<td>Leadership in Blended and Digital Learning</td>
</tr>
<tr>
<td>Content Links</td>
<td>Learning Links</td>
<td>Leadership Tech Plans</td>
</tr>
<tr>
<td>Digital Citizenship Project</td>
<td>Digital Citizenship Curriculum</td>
<td>Peer Coaching</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Future Ready Peer Coaching</td>
</tr>
</tbody>
</table>

Leadership in Blended and Digital Learning
- Coaches
- Principals
- Teacher Leaders

School Technology Planning for Leaders
Principal’s Technology Plan
Holistic Learning Outcomes
Holistic Outcomes

**Why:** Authentic and personal purpose for demonstrating learning.

**How:** Targeted and specific skills and dispositions applied to do something with the learning.

**What:** Learning experiences intentionally designed around relevant and meaningful interactions with content.
Intentional Process of Learning

- **Authentic “Why?”**
- **Cognitive Engagement “What?”**
- **21st Century Skills “How?”**
- **Student Responsibility for Learning “Why?”**

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- **Interest**
- **Investment**
- **Internalization**
Example Intentional Uses of Technology by Teams

COLLABORATIVE TEAMS
▶ Determine and review essential knowledge and skills
▶ Create common formative assessments, learning targets, etc.
▶ Creatively design and produce learning experiences that foster 21st century learning

ROLE OF TECHNOLOGY
▶ Offer individualization, personalization, and collaborative learning experiences
▶ Expedites the feedback process
▶ Provides multiple modes of assessment as learning and assessments of learning
▶ Promotes Professional Learning Communities
Thank You!
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