



B-ESD Transformational Technology

Traditional Methods

Computer Focus

When digital tools are added to classrooms without considering needed changes to instructional practice and learning experiences, tools simply become a slightly more entertaining method of the same old practice and result in little to no impact on student engagement.

B-ESD Vision

Instructional Focus

By focusing first on Deeper Learning and creating authentic learning experiences, we can leverage digital tools in powerful ways to deepen the quality and value of instruction. We must always begin with the skills and knowledge goals first, such as: character, citizenship, collaboration, communication, creativity, and critical thinking and then select the appropriate digital support to prepare students to take on meaningful roles in our community and make a difference in the world around them.

One to One

When the focus is on the device and there is not a change in instruction, we just replace a teacher standing up front 'telling' students about learning with a computer 'telling' students. Telling is not teaching. We need to shift what students are doing...not just replace a teacher with a computer.

Collaborative Computing

In order to prepare for the world beyond school, students must be given opportunities to collaborate and cooperate as they develop great questions and work to solve challenging problems. This does not happen when students work in isolation in front of their own computer screen. Focus needs to be placed on the task first and students need to practice collaborating and selecting the correct tools together.

Substitution and Augmentation

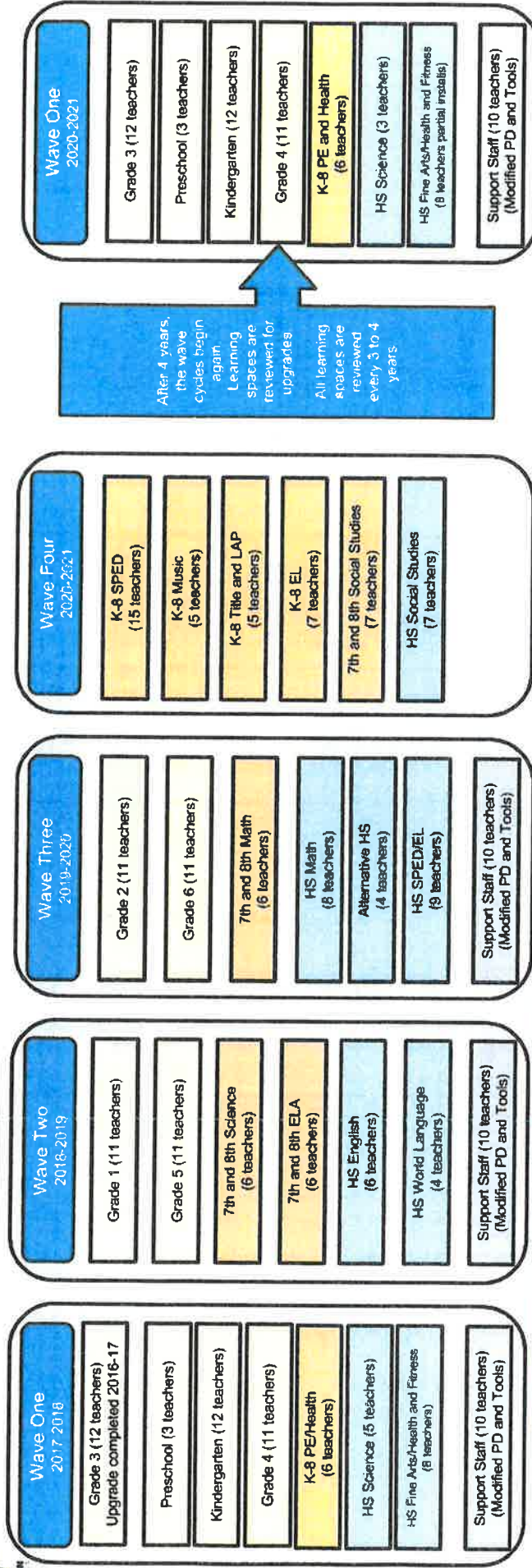
When digital tools are used to substitute or augment learning experiences, technology acts as direct substitution or limited enhancement and few if any functional changes to learning occur.

Modification and Redefinition

When digital tools are used to modify and redefine learning experiences, changes are transformational and tools allow for significant redesigns within the classroom. New learning experiences, previously inconceivable are able to take shape.



B-ESD Implementation and Upgrade Cycle



Learning Space Upgrades

- Presentation Tools (all learning spaces):**
60" to 70" flat screen display, presentation desktop computer, Apple TV, Chromecast, and long distance wireless keyboard and mouse
- Instructional Tools (all learning spaces):**
Teacher desktop, chromebook, and tablet
- Student Devices (primary classrooms):**
Charging solution, set of chromebooks, set of tablets, and other accessories to support access (while the number of tablets is often greater or equal to the number of chromebooks, total numbers vary depending on grade level)
- Student Devices (intermediate):**
Secure charging cart, set of chromebooks, set of tablets, and other accessories to support access (while the number of chromebooks is greater than the number of tablets, total numbers vary depending on grade level)
- Student Devices (middle grade classrooms):**
Secure charging cart, set of chromebooks, set of tablets, and other accessories to support access (while the number of chromebooks is greater than the number of tablets, total numbers vary depending on grade level as well as subject specific needs)
- Student Devices (high school classrooms):**
Secure charging cart, set of chromebooks, set of tablets, and other accessories to support access (while the number of chromebooks is greater than the number of tablets, total numbers vary depending on subject specific needs)

Details and Rationale

- Details:**
Thanks to support from our community, we now have a six year levy that has allowed us to develop long range plans of support for our students and staff. Our comprehensive plans will ensure that use of digital devices and educational technology training focus on our District Promise and Foundational Elements.
- Rationale:**
The wave format ensures that we have the capacity to support upgrades overtime as well as ensure that learning spaces are upgraded as rapidly as possible. The selection of grade levels and learning spaces was determined based on the idea that students would never move from an upgraded learning space to one without innovations included. While the plan shares a four year cycle, we are trying to accomplish projects within a three cycle and will continue to adjust as we continue.
- DRAFT**
- Please Note:**
This document is a draft and while it shares our best thinking at this time, we will be monitoring progress over time and making adjustments as needed. It is possible that grade levels and subjects might shift to new waves. We will continue to update this document as waves are completed.

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[Use this link to access our B-ESD Educational Technology Documents](#)



Ed-Tech Professional Learning

Professional Learning Year One: 5 Days

Teachers will receive 5 days of learning during their first year after classrooms are upgraded.

Details:

- Learning days will be spread out throughout the year and some days may occur during the summer.
- Teachers will experience learning days with their grade level/subject teams in an effort to support collaboration.
- Emphasis will be placed on supporting student learning and leveraging digital tools.
- Concept-based, inquiry models will be used throughout these learning days.
- Teachers will also receive in-class support with planning and instruction.

Professional Learning Year Two: 3 Days

Teachers will receive 3 days of learning during their second year after classrooms are upgraded.

Details:

- The ongoing support carried over to the second year will ensure that momentum is maintained and teachers have the opportunity to continue collaboration with their teams.
- Learning days will be spread out throughout the year and teachers will meet with their teams.
- Emphasis will be placed on supporting student learning and leveraging digital tools.
- Concept-based, inquiry models will be used throughout the learning days.
- Teachers will also receive in-class support with planning and instruction.

Professional Learning Year Three and Four 2 Days

Teachers will receive 2 days of learning during their third and fourth year.

Details:

- The ongoing support carried over to the third and fourth year will ensure that momentum is maintained and teachers have the opportunity to continue collaboration with their teams.
- Learning days will be spread out throughout the year and teachers will meet with their teams.
- Emphasis will be placed on supporting student learning and leveraging digital tools.
- Concept-based, inquiry models will be used throughout the learning days.
- Teacher will also receive in-class support with planning and instruction.

After 3 to 4 years, the wave cycles start over.

Teachers receive 5 days of training and then continue the cycle again with our ongoing support plans.

Professional Learning Year One: 5 Days

Every 3 to 4 years, the wave cycles start over and rooms are reviewed for new upgrades and teachers start the training cycle over as well with 5 days.

Details:

- On-going support starts over with 5 days. This ensures that staff are provided with necessary learning to support students and utilize new/upgraded tools for learning.
- Learning days will be spread out throughout the year and teachers will meet within their teams by grade level/subject.
- Emphasis will be placed on supporting student learning and leveraging digital tools.
- Concept-based, inquiry models will be used throughout the learning days.
- Teacher will continue to receive in-class support.

Details and Rationale

Details:

Learning days are created based on our inquiry learning design and ensure that teachers have learning experiences that model what we want for our students. Time will be spent working on the development of inquiry-based units that leverage technology to support learning.

Rationale:

On-going learning that provides time for collaboration and choice will ensure that teachers consistently have the opportunity to work together to reflect on practice and make improvements.