

1:1 Visioning

VISIONING

If our 1:1 initiative is wildly successful, what will we see?

Student Independence and Self-Direction

- Teachers and students have new information at their fingertips; they use their device to further their knowledge.
- Independence - Fosters students to work independently, teaches ownership and responsibility.
- Students doing "things" they couldn't do without computers - collaborating with people in remote geographies, creating digital products, using digital tools/forums, learn multimodal communication (color, sound, etc.).
- More self-directed, inquiry-based learning - students would be asking compelling, answerable questions; have skills to locate, evaluate, synthesize, and communicate.
- Students who are eager to learn and actively engaged in their learning. Students take initiative for acquiring new information. They are motivated to learn.
- Bridging in and out-of school learning - students learn skills they use in their daily lives (outside of school), e.g. teachers can leverage existing interests (for example, fan fiction), to build literacy skills.
- Students have more choice of which apps to use
- Learning and interaction can occur 24/7. Teacher and peers can be accessible outside the classroom.

Student Interaction and Collaboration

- Connecting with experts beyond the walls of the classroom authors, schools, experts, and professionals
- More collaboration - able to use tools to develop interest networks, working IRL in groups, but able to extend that into digital space and continue outside of class.
- Users contribute to world discussions rather than just consuming information.
- Collaboration in groups to create projects allowing more buy-in, motivation in learning. Collaboration could be between students in the same class, other classes, outside of the district, outside of the state, outside of the country.
- Students using devices outside of school to dig deeper and expand learning and then share with others.
- Interaction - Students can become a global citizen by sharing ideas with others around the world.
- Collaboration - Students can share documents, give and receive feedback, collaborate

with students from different classrooms throughout the district and state, etc.

- Collaborating with others, both in their class and beyond their walls.
- Communication - Email, blogging, game reflections, reading reflections
- Social Media - Connecting to the world, appropriately
- Openness

Learning Cultures and Processes

- Kids creating useful projects that can be shared with others to show learning or sharing knowledge. For example, book trailers, book talks, sharing weather data across the country, how-to videos.
- Fully integrated into teaching routine/culture - Student use technology on a near daily basis and skills learning compounds, so as teaching continues, learning gets faster. Teachers have a long-range plan to make sure students acquire the necessary skills along the way toward a larger effort/project.
- Users are creating real-world multimedia content. (Creating YouTube videos, not merely watching, writing music, podcasting, gaming, simulations, etc.)
- Teachers adequately using the devices to the get the most out of technology. For example, device is not just a word processor or worksheet generator, but instead a tool to create new higher level projects to be shared.
- Student Engagement - Technology is used as a motivational tool, differentiation for students' needs
- Feedback - Students can type and share their writing using Google Docs. Students can give and receive feedback and leave comments to help.
- "Going Public" With Inquiry Process - Blogging, Twitter, Animoto, Prezi
- Efficiency - Easy submission and feedback of assignments, storage is online so they can access their information from any device...anywhere, easy assessments -- ex. Google Form: their answers are in one place.
- Bloom's HOTS - fosters creativity and higher level thinking.
- Teachers and students work in an increasingly paperless environment.

Digital Citizenship and Information Literacy

- Students who are safe, responsible, and respectful with their device. They also use their device as a digital citizen.
- Students learn responsible digital citizenship
- Digital Citizenship - Safe, respectful and responsible, appropriate behavior
- Students contributing to an online community exhibiting digital citizenship. - Protecting privacy, constructive criticism, clean digital footprint, respecting people in the community.
- Using social media responsibly and as a learning community.
- Questioning information that they find - When coming across questionable content - Evaluating sources
- Students forming and supporting their own argument using credible digital sources.

Management and Support

- Students and teachers logging in successfully and securely (no passwords are stolen).
- A centralized system for tracking devices. This would be a quick and manageable process each fall when the devices are checked out (and in the spring when devices are checked in).
- Tech support readily available - Teachers and students would be able to submit a help ticket and get a response within 24 hours.
- A position within the district to manage and troubleshoot the devices so that it doesn't fall on a teacher in the building to manage everything (while also teaching classes). This person(s) would be available to call if a student gets locked out of a device, won't boot up, etc.

SUCCESS PLANNING AND FAILURE AVOIDANCE

What will we need to do to ensure success?

Why will our initiative fail?

Bolman & Deal's 4 Frames	Success Enablers (things we need to do)	Success Blockers (reasons we will fail)
Structural. A focus on structural elements within the organization as well as strategy, implementation, and adaptation. Works well when goals are clear, when cause-and-effect relationships are well understood, and when there is little conflict, uncertainty, or ambiguity.	• Hire tech staff - technicians (for tech support) and technology integrationists (how to integrate tech into education practices); ideally one per building • Quick tech support for teachers and students (ensure all devices are capable of carrying out any specified action) • Implement good wifi and related infrastructure • Plan/track for who (which teachers) are teaching which tech-related skills to	• Lack of funding - money ran out or district decided to move another direction before fulfilling promises; limited numbers of students receive a device • Infrastructure failure / poor WiFi - teachers and students couldn't rely on it • Purchase unreliable devices (fail too soon, outdated) Examples: battery life, easily broken, outdated quickly • Wrong device for the level ... e.g., tablet when laptop is

	which students- and how to track that (maybe a tech abilities pre-test) • Students in leadership roles and as tech support volunteers (community service?) • Increased emphasis on keyboarding skills beginning in Kindergarten and continuing through high school • Outlined plan for misuse of device and disciplinary actions • Insurance plan outlined • A web-portal for teachers and students that allows for easy, intuitive access, use, etc. • Data collection for feedback and improvement (what works, what doesn't, etc.)	needed • Slow response to technical support issues • Going gung-ho into pushing out devices with getting infrastructure and tools in place • Devices begin to age and break and no money to replace down the road • Personal information security breach • Device loss - by theft etc.
Human Resource. A focus on people. Emphasis on support, empowerment (perhaps through distributed leadership mechanisms), staff development, and responsiveness to employee needs. Works well when employee morale is a consideration and when there is relatively little conflict.	• Ongoing, differentiated, hands-on professional development for teachers (including unrestricted time to plan, collaborate with others, and prepare tasks; how to apply to teaching practices) • District approves building-level ability to distribute apps/software/etc.; localized control over UN/PW • Encouraging teachers	• Lack of teacher support; lack of people to help teachers move forward; technology integrationist is not readily available to staff in each building • Lack of PD for teachers to teach them how to more successfully use technology in classroom; teachers scared to use tech to its full potential; currently PD does not

	to be model learners and creators • Parent support, involvement, and education • Students connecting with the community • Collaborative conversations (student to student, teacher to teacher) via technology	integrate or model technology use throughout curriculum; currently PD does not allow time for teachers to explore and try new tools and apps; currently PD does not include time to think about and adjust curriculum to be enhanced by technology • Lack of knowledge: device capabilities, usage, resources, updating devices, different apps for different reasons • Collaboration time not given to teachers • Lack of education for parents
Political. A focus on the political realities that exist within and outside organizations. Emphasis on dealing with interest groups (and their varying agendas), building power bases, coalition-building, negotiating conflicts over limited resources, and creating compromises. Appropriate when resources are scarce or diminishing as well as when goals or values are in conflict.	• Open-mindedness and buy-in from staff and parents - must come from the top down in order to keep the burn-out from happening	• Teacher refusal to change instruction to fit the needs of our 21st century learners; no change in culture; not using tech in ways to transform education • No change in learning or engagement, proficiency, etc. • Teachers, parents, and students decide not to use the technology, have a fixed mindset, minimal/limited usage • Lack of excitement about tech in Ankeny schools among community • No buy-in from parents and teachers due to lack of

		communication or training • Change of administration and focus on technology • Change of political climate and more emphasis on lock-step learning
Symbolic. A focus on vision and inspiration. Recognition that people need to believe that their personal work, and the work of the organization, is important and meaningful. Traditions, ceremonies, and rituals are very important. Most appropriate when goals and/or cause-and-effect relationships are unclear.	• Baseline usage expectations for technology integration • Allow teachers tons of freedom to implement choices for their specific classes; less restrictions; no rules for how it has to be done • Allow students to have as much freedoms as possible (culture of trust) • Policies and procedures that support learning and a problem solving process that isn't overly reactive or restrictive • Recognizing and rewarding risk-taking teachers - monthly video promoting new ideas, use • Ongoing, two-way communication with community - e.g. technology night - students showcase (for community, parents, admins, board, etc.), student and parent feedback opportunities • Strong integrated	• Inequality between schools • Overbearing rules imposed on teachers and/or students; iron-fisted approach to use: can't use it in hall, can't take it with you, limited applications to learning • "Small" problems with student technology usage result in large reactive responses and removal of necessary freedoms • Taking away devices as punishment for behaviors that are unrelated to technology • Lack of open, timely communication among teachers and administration about issues - so they can be addressed • Students don't feel "ownership" of their devices; students don't feel engaged to use tech tools outside of class and that the tech is an essential tool for their learning • Fear of failure.

	digital citizenship curriculum; PBIS lesson - teach students how to be safe, responsible, and respectful with devices	Teachers afraid to fail in front of students; students afraid to try. Culture of building does not embrace experimentation. ● Purpose is not clearly defined during use of device
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