



## **IMPLEMENTATION GUIDE**

**A Blueprint for Implementing, Monitoring and Sustaining  
the School2Home 10 Core Components**

**ABRIDGED VERSION FOR ONLINE USE**

## Introduction

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This School2Home Implementation Guide is designed to help schools integrate technology into teaching, learning, and parent engagement to improve student outcomes. The Guide provides a short description of each of the 10 Core Components of School2Home, recommended implementation steps, and customizable tools and templates to make the process easier.

School2Home strongly recommends implementing all of the research-based 10 Core Components to maximize success. However, some schools may be readier than others to achieve this as determined in the planning phase. Alternate scenarios are provided in the Leadership, Assessment and Planning Core Component. Education leaders need to develop their unique vision and plan for closing the Digital Divide and the Achievement Gap in their community.

School2Home provides an opportunity to improve student outcomes by combining the power of their parents and teachers working together as learning partners.



**School Leadership,  
Assessment and Planning**



**Technology Bundles for  
Teachers and Students**



**Teacher Professional  
Learning**



**Coaching and  
Mentoring**



**Parent Engagement  
and Education**



**Student Tech Expert  
Development**



**Online Resources**



**Learning Academies**



**Affordable Home  
Internet Access**



**Evaluation**



## SCHOOL LEADERSHIP, ASSESSMENT AND PLANNING

### **Leadership and a thoughtful planning process are essential for a successful School2Home**

**implementation.** Changing a school culture requires a strong leader who can establish a shared vision, align resources with learning priorities, and build relationships to support a school-wide agenda for improving student outcomes. A cross-departmental School Leadership Team composed of teachers and staff is necessary to ensure an efficient and effective implementation.

The School Leadership Team works together and with other stakeholders to develop a roadmap for implementing School2Home over several years and sustaining the culture into the future. This plan ensures that the School2Home implementation is smooth and that the right teams are in place to handle the many details associated with fully integrating technology into the school culture. The plan should also identify ways in which School2Home complements other school improvement initiatives, such as the Single Plan for School Improvement.

### **Implementation Process**

- **Assess Readiness.** Before undertaking School2Home, the school principal and a district representative should assess their readiness to do so. The [Principal Reflection Tool](#) helps principals assess school readiness regarding leadership, commitment, funding, and other required resources.
- **Identify the Leadership Team.** Next, the principal establishes a School Leadership Team of 3-5 members to guide School2Home planning and implementation. Because the School Leadership Team must meet regularly and take the lead on implementing 1 or more of the Core Components, School2Home recommends that team members receive a stipend and "time off." The suggested members of the School Leadership Team are listed below.
  - Minimally, the team should have a lead for Teacher Professional Learning, Parent Engagement and Education, and Technical Support. (Descriptions of the responsibilities of each Lead can be found in the tools below.)
  - **Administrative Lead:** Responsible for assessing resources, holding regular meetings, and monitoring implementation progress.
  - **Professional Learning Lead:** Responsible for ensuring the School2Home Professional Learning Modules are delivered and integrated with other teacher supports.
  - **Parent Engagement and Education Lead:** Responsible for overseeing the implementation of the School2Home activities for parents, which involves having teachers provide parent workshops and developing strategies to enhance the overall level of parent engagement.
  - **Technology Support Lead:** Responsible for helping with the acquisition, management and repair of digital devices for students to use at school and at home.
  - **Student Tech Expert Development Lead:** Responsible for establishing a "Student Tech Expert class" including curriculum development and student recruitment.

- **Low-Cost Home Internet Access Lead**: Responsible for ensuring parents obtain Internet access at home.
- **Find Potential Partners.** School2Home is a comprehensive and multi-year endeavor and partners can help lift the load. Potential partners could include the following:
  - **School district personnel** to help deliver the Professional Learning Modules, assist in purchasing and managing devices, and help with parent workshops.
  - **County Offices of Education**, many of which have dedicated personnel for assisting with technology management, parent engagement, and teacher professional learning.
  - **Community-based organizations**, especially those involved in digital literacy, digital inclusion, K-12 education, and family services.
  - **Local businesses** that could provide financial support or offer employees who might volunteer to help with implementation.
  - **Community foundations** that might provide financial support for the entire program, or fund a particular component or meet another need, such as insurance for devices
  - **Other technology programs** at the school, such as Digital Promise and Common Sense Media Certification, that could be aligned to support the School2Home implementation and reduce duplication of work needed by school staff.

If implementation partners are identified and agree to help, it is an excellent practice to develop a Partnership Framework that defines the roles and responsibilities. A sample is provided in the tools below.

- **Identify Goals.** Before detailing implementation activities, it is essential to develop a timeline and goals with metrics to measure progress. Smaller schools might implement all components with all grade levels in a year and focus on enrichment activities in subsequent years. Schools at the other end of readiness may want to focus on planning, professional learning, parent training, and deployment of **devices** and home Internet. Goals should relate to the School Single Plan for Student Achievement and incorporate metrics that are shown on the California Education Dashboard and school climate surveys.
- **Develop an Implementation Work Plan.** After establishing a vision and goals, it is time to develop a Work Plan that identifies activities for the first year, responsibilities, due dates, deliverables, and tracking progress methods. A template is provided in the tools below.
- **Coordinate Implementation Activities.** The Administrative Lead convenes the School Leadership Team monthly to review the Work Plan, reflect on their progress, and find ways to build on their strengths and collaboratively address weaknesses. Implementation timelines may be adjusted if necessary. Implementation metrics should help monitor progress and implementation fidelity.
- **Evaluate and Develop Implementation Work Plan for the Next Year.** Using the [Year-End Leadership Team Reflection Tool](#) and tools developed for the Evaluation Core Component, the School Leadership Team (or a designated specialist) should evaluate the first year and begin planning for the year to come.



## Implementation Tools and Resources

- [Principal Reflection Tool](#)
- [Partnership Agreement Template](#)
- Job Responsibilities of the School Leadership Team
  - [Administrative Lead](#)
  - [Professional Learning Lead](#)
  - [Parent Training Lead](#)
  - [Tech Support Lead](#)
  - [Student Tech Expert Development Lead](#)
  - [Low-Cost Home Internet Access Lead](#)
- [Work Plan Template](#)
- [Year-End Leadership Team Reflection Tool](#)



## TECHNOLOGY BUNDLES FOR STUDENTS AND TEACHERS

**The provision of a device for use at school and home is one of the distinguishing features of School2Home.** The importance of this Core Component was clear when schools closed in the spring of 2020 and learning shifted to home. As one principal put it: “You prepared us for this moment.” While many schools had purchased laptops or tablets for use during annual testing, they were not typically used to establish the technology-rich learning environments that advance student achievement and parent engagement. COVID-19 revealed the consequences of this more limited vision.

The provision of a computing device (device) for each student to use at school and home is central to School2Home:

- A device for every student to use at school is necessary for teachers to implement project-based learning activities that support Common Core concepts and student-centered learning strategies.
- A device for students to use at home extends their learning day, facilitates blended learning, and enables students to engage in collaborative experiences with their peers. Allowing students to take their school device home increases the likelihood that the online assessment results represent student knowledge rather than their familiarity with the equipment they are taking the test.
- The device also supports increased parent engagement and digital literacy. During the Parent Workshops, parents learn about and use their child’s device, including how to maintain it and use it to engage with teachers and the school Learning Management System.

Also note that home broadband access is critical to School2Home. A separate Core Component is devoted to helping participating parents secure low-cost Internet access at home.

### Implementation Process

- **Assess Existing Technology.** Thanks to federal and state investments in school technology, most schools have broadband throughout the school. However, before moving to the roll-out, it is important to confirm the broadband capabilities of supporting a one-to-one environment. A plan is also necessary to support distance learning: devices, home Internet access and technical support. It is also essential to inventory the entire technology landscape on campus including distance learning platforms and other signature applications employed throughout the school.
- **Collect District Technology Policies.** Districts typically have policies regarding the deployment of devices, student media releases, responsible or acceptable use policies, and digital citizenship. These policies should be reviewed and updated as needed. Parents should sign a form acknowledging their understanding of device plan and their responsibilities.

- **Develop Technology Policies and Procedures.** If not already in place, the Tech Support Lead should assemble essential school policies and practices to guide implementation. These include procurement and replacement policies, technical support provisioning, inventory systems, insurance coverage, and devices through the summer and holidays. The tech support process needs to be distributed to the entire school community, including teachers, parents, and students.
- **Prepare a Student and Family Handbook.** This handbook should be provided to all participating students and families. As shown in the Handbook Template tool below, this guide should cover responsible use, tech support services, and student expectations for using and caring for the device.
- **Implement the Device Deployment and Management Plan.** Part of the Work Plan, this Guide must address deployment, management and collection protocols. A crucial objective is to provide technical support efficiently to minimize time that students are without devices.

## Implementation Tools and Resources

- [Sample Table of Contents for a Student and Family Handbook](#)
- [Device Deployment, Management and Collection Procedures](#)
- [Tech Support Provision Template](#)



## TEACHER PROFESSIONAL LEARNING

**The School2Home Teacher Professional Learning Core Component centers on providing Professional Learning Modules (Modules) to participating teachers.** The Modules are constructed around learning objectives, targeted outcomes, and performance indicators. Each session is intended to last about 2 hours, with an additional hour of follow-on activities. The Modules focus on meaningful parent engagement, technology integration frameworks (SAMR, TPACK, etc.), digital citizenship, and personalized learning. Once teachers are introduced to the objectives covered in the modules, the Leadership Team will determine how these can be reinforced and embedded into other trainings taking place during the school year.

The Modules can be customized by a school to avoid duplication with other planned learning activities for teachers. It is up to the Leadership Team to weave the School2Home curriculum into a seamless and sustained professional learning program.

The 8 fundamental Modules of School2Home are listed in the tools below. A facilitator guide, additional background research, a slide presentation with a suggested script are provided for each. At the end of each learning session, the teachers are provided with resources, readings, and assignments to help extend the learning and a feedback form for the presenters. In the last Module, the facilitator and the participants review critical concepts and reflect on ways to continue their professional growth. Content from these Modules can be easily integrated into other Professional Learning opportunities provided by the school or district. Once teachers are introduced to the objectives covered in the modules, the Leadership Team will determine how these can be reinforced and embedded into other trainings taking place during the school year.

### Implementation Process

The School Leadership Team supports implementation of this Core Component. However, the Principal and the Professional Learning Lead manage a larger share of the work. In fact, the Professional Learning Modules are most successful when fully supported by school leaders and carefully integrated into a larger quilt of ongoing professional learning. Following are the recommended steps of the Professional Learning implementation process:

- **Select the Facilitator.** Typically, but not always, the Professional Learning Lead on the School Leadership Team serves as the facilitator of the Modules. Ideally, the Instructional Coach or another teacher is on hand to help. The facilitator plays a critical implementation role, responsible for customizing the content and providing feedback to participants. Note that it is recommended that the Principal welcome participants in Module 1 and present Module 2 in its entirety.
- **Administer the Teacher Readiness Assessment.** This online tool allows teachers to assess their current level of knowledge about the content in each Module as well as their use of the content in their practice. The School Leadership Team uses the assessment results to identify the content knowledge and skills the teachers wish to strengthen. Selected questions from this Assessment can be used in the final evaluation survey to measure progress.

- **Review School2Home Curriculum and Other School Initiatives.** The Leadership Team should use the Curriculum Assessment Tool to determine whether similar content has or will be provided by another partner. For example, teachers may have already completed the Common Sense Digital Media Certification program or a district offering.
- **Customize the School2Home Curriculum.** Using the results of the steps above, the Leadership Team adjusts the curriculum's overall emphasis if necessary. The Professional Learning Lead is responsible for customizing the content to meet identified needs.
- **Schedule the Professional Learning Sessions.** Many schools find that it works best to offer the Modules over several months, allowing teachers to absorb the materials, practice in their classrooms, and reflect on what works best for their unique situation.
- **Prepare to Deliver the Modules.** The facilitator needs to have sufficient time to study the materials and practice presenting the session. It is recommended that at least 2 hours of preparation is provided for each session.
- **Plan for the Future.** Learning is an ongoing process. The School2Home Professional Learning e provides a foundation on which to build ongoing opportunities for teachers to build their technology skills. The Leadership Team should determine how to reinforce and expand the foundational content so teachers continue their growth.

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## Implementation Tools and Resources

- [Teacher Self-Assessment Tool](#)
- [Curriculum Assessment Tool](#)
- Slide Presentations with Sample Script for the 8 Modules:
  - [Module 1- Overview of School2Home and Digital Learning:](#) This module is intended to introduce participants to School2Home and the importance of digital learning.
  - [Module 2- Parent Engagement and School Culture:](#) This Module is 1 of 2 that is focuses on parent engagement. This one focuses on the importance of parent and family engagement as related to positive school culture. Ideally, the principal serves as the facilitator to show support from the top.
  - [Module 3- Digital Citizenship:](#) This Module provides background and resources ono Digital Citizenship, most of which is adapted from the Common Sense Digital Media Curriculum
  - [Module 4- SAMR and Your Lesson Planning:](#) This Module introduces participants to the SAMR Model, a useful framework for teachers to reflect on ways use technology at higher-order levels.

- [\*\*Module 5- Planning with TPACK:\*\*](#) In this Module, teachers explore the TPACK framework, and work together to develop their own TPACK.
- [\*\*Module 6- Personalized Learning:\*\*](#) This module focuses on new approaches to instruction delivery, classroom management and learning environment design to support personalized learning.
- [\*\*Module 7- Role of Parents in Your Practice:\*\*](#) This is the second Module on parent engagement, which centers on ways that teachers can engage parents to support their child's learning.
- [\*\*Module 8- Review and Celebrate:\*\*](#) The purpose of Module 8 is to provide a brief review of the key concepts of School2Home. As well, time is provided for teachers to work on a project in which they incorporate some of the learnings



## COACHING AND MENTORING

**The Teacher Coaching and Mentoring Core Component ensures that teachers receive real-time, ongoing support and guidance throughout the year.** This support helps teachers incorporate the theory and knowledge they gained in the Learning Modules into their classroom practice. Schools that are serious about technology integration need to have an Instructional Technology Coach on board and ready to help teachers implement technology in their content areas.

Research has shown that effective coaching programs foster a culture of partnership among teachers and principals, facilitate voluntary and non-evaluative participation for teachers, and provide opportunities for teachers to engage in active learning relevant to their classroom needs. A coach can help teachers navigate the complexities of distance learning. Ideally, the Instructional Technology Coach is an experienced teacher with reduced classroom responsibilities.

### Implementation Process

The implementation process will vary depending on available resources. The following recommended implementation steps are guidelines based on best practices and the experience of School2Home.

- **Identify an Instructional Technology Coach.** The principal should develop and post a job description. The Technology Coach should have established relationships with the teaching staff, possess deep instructional technology experience, and have release time to work with teachers. If this position is not feasible, the principal can determine how the Technology Coach's responsibilities can be conducted by other support staff.
- **Identify Content Experts.** Coaching is more effective if the focus is on specific content areas and not only on technology. The Instructional Technology Coach should collaborate with other instructional coaches to ensure they are familiar with the material covered in the Professional Learning modules. If Instructional Technology Coaches are not available, the Leadership Team should identify tech-savvy teachers in the various content areas to model effective classroom strategies for others.
- **Review Teacher Readiness Assessment Results.** The Teacher Readiness Self-Assessment results can help the Instructional Technology Coach identify needs and establish a schedule of activities to support teachers in various settings.
- **Share Research and Resources.** There is significant research focused on effective Instructional Technology practices. The Instructional Technology Coach should devote time each week to review and share current research, teaching resources, and effective strategies.
- **Evaluate Year-End Results.** The Instructional Technology Coach plays a vital role at the end of the year when results are viewed with the established goals through surveys, reflection sessions, and other data sources. The Coach can help teachers develop new professional learning goals and a plan for achieving them.

## Implementation Tools and Resources

- [Responsibilities of an Instructional Technology Coach](#)
- [Instructional Coaching Holds Promise as a Method to Improve Teacher's Impact](#) Brookings Institute, Brown Center Chalkboard Blog January 2019
- [What Two National Studies Say About Successful Instructional Coaching, Digital Promise Blog](#), March 2020
- [Research Alert / Instructional Coaches Got Game](#) Blog from Educational Leadership November 2018
- [The Effect of Teacher Coaching on Instruction and Achievement: A Meta-Analysis of Causal Evidence](#) Brown University Abstract of Paper by Matthew A. Kraft
- [Why Schools Should Consider Online Coaching for Teachers, The Education Trust](#)



## PARENT ENGAGEMENT AND EDUCATION

**Decades of research have shown the critical role families play as supporters of learning, models of lifelong learning, and advocates for their child's right programming and placements.** Positive impacts have been found on multiple indicators of student achievement, including grades, achievement test scores, lower dropout rates, and an increased sense of self-confidence and views on the importance of education.

Unfortunately, the level of parent engagement in schools located in underserved communities is often low. Many parents work at jobs with little flexibility, have tight family budgets, and possess limited English proficiency and digital literacy skills. Also, teachers and administrators need time to discuss and reflect on developing a classroom and school environment that welcomes and engages parents in their children's education.

The Parent Engagement and Education Core Component seeks to overcome challenges that impede successful parent engagement. It centers on the provision of Parent Workshops designed to support a partnership where families and school staff see each other as equals in reaching shared goals. The workshops help build trusting relationships among families, teachers, and other school staff and equip parents with the digital skills they need to support their child's learning.

The Parent Workshops were initially designed to be provided on the school campus. However, this isn't always possible, so virtual sessions are also available. Whether in person or online, it is vital that schools weave the School2Home content into an ongoing program of meaningful family engagement.

A vital feature of the Parent Workshops is that they are facilitated by teachers and other staff from the school, which helps establish an immediate connection between parents and teachers. Teachers help parents understand and use the tools and technologies that their children will be using and the importance of digital literacy skills and deeper learning. Meaningful and authentic parent engagement is resource-intensive, but these investments produce strong returns for all involved.

### Implementation Process

The entire School Leadership Team and the whole school should be involved in implementing the parent activities to demonstrate the schoolwide commitment to establishing an environment where parents feel like partners. However, the "Parent Engagement and Education Lead" coordinates the entire effort. The following are the recommended implementation steps:

- **Identify Teachers and Staff to Serve as Workshop Facilitators.** Generally, the principal identifies teachers and other school staff to serve in this capacity or establishes a method whereby teachers can apply. Teachers selected to serve as parent trainers should have a demonstrated ability for working with technology and with parents. It is helpful if they are bilingual to accommodate the languages spoken by parents. Other factors to consider include:
  - **Stipends for the Workshop Facilitators.** Generally, the facilitators require between 3 to 4 hours to customize the workshop materials and 2 hours for presenting the sessions if in person and 1 hour if online.
  - **Number of Sessions to be Held.** This is determined during the planning phase and will depend on the number of parents to be trained, the number of facilitators available, and whether the workshops will be in-person or online.
  - **Online Workshops.** School2Home recommends that the number of participants in the workshops is limited to approximately 25. Larger groups can be handled by dividing the group into smaller “rooms” using the group functions available on most webinar platforms.
  - **Recorded Workshops for Future Use.** Some schools have found it useful to record a workshop so parents can engage with the workshop at home. If you do this, be sure to alter the “group activities” into an individual activity. Ideally, there will be an artifact from each activity, e.g., an email, a survey, etc. Several programs can be used for making a video, including Nearpod, Peardeck, Edpuzzle, and Google Forms. Some of these are free.
  - **Training the Trainers.** The Parent Lead provides training to the facilitators as they work through the curriculum customization process. The district may also have a training specialist who can be brought on board to provide additional facilitation tips and techniques
- **Promote School2Home.** Incorporate information about School2Home in existing parent communications and meetings and include the School2Home logo on posters, flyers, website, and invitations to ensure parents are informed on upcoming events. This information should also be regularly shared at staff meetings to ensure all teachers support the recruitment for upcoming events and trainings.
- **Administer Parent Readiness Self-Assessment.** Administer a Parent Readiness Self-Assessment to determine what parents know and to solicit their ideas on topics that interest them. Ideally, this survey is completed before the school year or at the orientation session. The results help facilitators finalize the content and schedule the workshops at convenient times for parents. The findings should be shared with staff so they can gain an understanding on the needs of parents.
- **Introduce School2Home at School Orientation.** The school orientation for students and parents provides an excellent opportunity to introduce School2Home and its goals. The orientation meeting is also an excellent time to introduce the school device, the school or district responsible use policy, and available low-cost Internet service opportunities. These topics will be addressed in future workshops for parents who need help.



- **Assess Other Parent Training Opportunities.** Use the curriculum assessment tool to review the School2Home Parent curriculum with the Leadership Team (as delineated in the Workshop Guides and Slides) to understand the curriculum and determine if similar content has or will be provided by another partner, such as the school district or a different organization.
- **Customize Curriculum and Develop Workshop Schedule.** Using results of the Assessments, the parent team customizes the content of the School2Home curriculum, which is contained in the Facilitator Guides and Slide Presentations in the tools below. The teaching staff should be asked to review the workshop content so they can provide input and support recruitment efforts.
- **Register Parents for Workshops.** Registering parents is one of the most challenging aspects of implementing this component. Follow-up promotion is necessary using a mix of methods, such as flyers, robocalls, personal calls, texting and message boards. Social media apps (such as Remind, or Classroom Mojo) are also effective. Personal calls are especially crucial in times of distance learning. School2Home highly recommends that all teachers assist in the recruitment process. Offering extra credit or other incentives to students whose parents participate has helped boost parent participation.
- **Develop Recruitment Strategies for Hard to Reach Parents.** Ideally, the parent training team will reach all parents in the first round of workshop scheduling. However, a percentage of the parent will require extra effort. The School Leadership Team needs to be innovative in developing strategies for reaching these parents. Home visits are one option, and partnering with community-based organizations is another.
- **Deliver the Workshops.** Provide a comfortable and welcoming environment and, if possible, provide refreshments. These workshops provide an excellent chance for parents and teachers to get to know each other. Raffles at the end of a workshop have also been effective in virtual sessions.
- **Debrief with School Leadership Team.** The Leadership Team should also establish methods for regularly measuring parent engagement throughout the year. The outcomes listed for each workshop are an excellent place to start.

## Implementation Tools and Resources

- Parent Readiness Assessment and Post Assessment Surveys
- [Train the Facilitators](#)
- [Curriculum Assessment Tool](#)
- Workshop Facilitator Slides and Suggested Script:

— **Introduction to School2Home:** This workshop provides a brief overview of the School2Home goals, core components, and methods. It can be offered with other school meetings.

- **Technology in Your School:** This workshop helps parents acquire basic digital literacy knowledge and skills. This includes discussing and using the digital device the school is providing (hardware), the applications students will use, and ways to obtain technical support. Parents will also learn about the Internet and how to conduct basic Internet searches.
- **Internet at Home:** This workshop helps parents understand the importance of broadband. Participants receive specific guidance on how to acquire a low-cost Internet connection to provide the best possible learning opportunity.
- **Email + More:** This workshop helps parents use email for communications. Parents not only receive help in setting up an account, but they also learn how to use some of the advanced tools of email programs, including ways to organize their emails, manage SPAM, set reminders on calendars, and other useful tips.
- **Digital Citizenship for Parents:** Schools are encouraged to use presentations from Common Sense Digital Media. A short presentation on privacy, Cyberbullying, and Social Media is available.
- **Tips and Tools for Supporting your Child while Learning from Home:** This workshop provides parents with information to support their child when learning at home. Topics covered include the importance of making a space for learning, setting routines, staying focused, and staying healthy. Parents also discuss strategies to help their child manage their digital lives and digital identities.
- **The School Learning Management System:** In this session, facilitators review the Learning Management System (LMS) that their school uses. Parents learn what an LMS is and how they can use this system to learn about their child's assignments, attendance, and grades. This workshop also helps parents with onboarding basics: registering, activating, signing on, and linking their students.



## STUDENT TECH EXPERT DEVELOPMENT

**The Student Tech Expert Development Core Component helps ensure students, teachers, and families have additional technical support.** Students participate in an elective class or after-school club to develop the tools, technical knowledge, and "soft skills" to serve as technology experts. Participating students strengthen their technical expertise, and they also help classmates and teachers become part of the "change management" effort at their school. The student experts are also available to collaborate with teachers to design project-based experiences based on real-world youth interest.

The benefits of having student tech experts are boundless. Students actively address a challenge for the school community, develop a vested interest in device care, and become knowledgeable about upkeep and digital applications. This, in turn, reduces breakage and repair costs and provides an additional level to both students and teachers in applying technology for learning. Regardless of the program is provided, it is most effective if the Student Tech Experts solve real problems or fill a need in the school.

### Implementation Process

The School Leadership Team needs to determine specific goals for the Student Tech Expert Core Component in the planning phase. The goals will drive the particular implementation activities, which generally include the following:

- **Determine Structure of the Offering.** The Student Tech Expert training can be presented in an elective course during the school day or extracurricular activity. Schools with a seven-period day or a regular focus time, such as "Genius Hour," could include an option for the Student Tech Expert Core Component. Other schools may opt for after-school clubs.
- **Secure Funding for Stipend, Curriculum, and Supplies.** In addition to securing a modest stipend for the Student Tech Expert Lead, schools should set aside funding for curriculum development and supplies.
- **Select Curriculum.** The Student Tech Expert curriculum should be one that evidence-based. Certified programs, such as Youth and Educators Succeeding (YES) or Mouse, provide course work, web resources, and student learning modules. Some schools have developed their curriculum to align the curriculum more closely to the technology goals and needs of the school.
- **Determine Process for Student Enrollment.** The recruitment process depends on how the class is structured. Often, teachers reach out to specific students they think would benefit from participating.

**Establish Tech Support Procedures.** Specific procedures should be established for the provision of technical support by the Student Tech Experts. Some schools have students set up regular "tech office hours."

- **Work in Collaboration with Tech Support Lead.** To ensure efficiency and best use of resources, the Student Tech Expert Lead collaborates with the Tech Support Lead when conducting student-led tech activities and completing computing device repair requests.
- **Schedule a Variety of Student-Led Technology Activities.** The most productive and enjoyable student-led technology activities conducted by schools include tech Tuesdays, tech clubs, e-sport teams and tech competitions.
  - **Evaluate and Adjust.** Student and teacher input should be collected throughout the school year to determine if technical support is adequate.

## Implementation Tools and Resources

- [Mouse Website](#)
- [Youth and Educators Succeeding](#) (formerly GenYes)



## ONLINE RESOURCES

**In addition to this Implementation Guide, the School2Home website offers additional resources for teachers, parents, and students.** School staff often appreciate seeing how other schools with similar demographics have customized their professional learning and parent training content. The School2Home website is regularly updated with resources other interested schools can use. In addition, the website contains webinars highlighting how schools have successfully navigated challenges implementing the Core Components and overcoming specific challenges. The Leadership Team should become familiar with these resources, use them, and share them with others. As well, the Leadership Team may wish to develop a place on their school website or Learning Management System where they can place their curated resources.

Below, you can find videos and projects from our partner schools and districts. You can also find School2Home webinars, recorded parent trainings, and tech resources.

### **Recorded Teacher Professional Learning Modules**

- [Edison Module 5 \(TPACK\) Presentation \(Nearpod\)](#)
- [SFiam Module 5 \(TPACK\) Presentation \(Nearpod\)](#)
- Romero Module 1 Asynchronous Nearpod: [Part 1](#) and [Part 2](#)

### **Training Videos on Technology Tools**

- Google Docs
- Gmail: [English](#)
- Specific LMS

### **District Provided Materials for Parents and Teachers**

Below are additional resources from the districts of School2Home Partner Schools. While the links below are focused on the parent or technology pages of the district websites, however, the district sites are filled with valuable information for parents, students, teachers and staff.

- [Riverside Unified School District Parent Resources](#)
- [Los Angeles Unified School District Resources for Families](#)
- [San Benadino Unified School District Resources for Parents](#)
- [Inglewood Unified School District Resources for Parents](#)
- [Long Beach Unified School District Parent University](#)
- [Franklin McKinley School District Parent Resources](#)
- [Alum Rock Union Elementary School District](#)



## LEARNING ACADEMIES

**The Learning Academies Core Component involves the provision of timely meetings of the partner School Leadership Teams.** These meetings, which are sponsored by CETF, enable participants to share best practices and learn from one another. They also encourage individuals to pursue personal learning, share their experiences, find new allies and resources, and build a network. This approach to ongoing leadership development allows principals, teachers, and support teams to master tools and implement strategies to bolster their transition to productive digital learning environments.

Annually, School2Home hosts three leaders from each school at the statewide Leadership Academy. Academy sessions highlight in-progress “successes” at a school, district, or region. It provides a structured environment where school participants can interact with each other, with School2Home staff, and with national and state education leaders. Time is provided for School Leadership Teams to review and refine their implementation plans and share their “Top 5 Action Items” with all participants.

In addition to the annual Leadership Academy, School2Home facilitates Regional Collaborative Meetings and provides structured and open collaboration opportunities. In this smaller setting, individuals can become better acquainted with colleagues who work in geographic proximity.

School2Home recommends that schools implementing School2Home without CETF support contact their district leaders or County Offices of Education to seek assistance in conducting similar convenings with schools in their area. The learning communities extend professional learning, facilitate cross-school collaboration, and provide valuable leadership training critical to sustaining School2Home and building future leaders.

### Implementation Process

- **Contact the School District and Office County of Education.** The District or County Office of Education can help identify other schools in the area implementing School2Home or another technology initiative.
- **Secure a Meeting Location.** Ideally, convenings occur outside the school setting to provide an environment conducive to a rich dialogue, learning, and collaboration without interruptions. Increasingly, however, meetings are being held online.
- **Identify and Invite Speakers or Presenters.** Instructional technology and education leaders can be valuable speakers to present needed topics using a creative and dynamic approach to integrate technology into teaching and learning. Convenings that include breakout sessions organized around a Core Component, e.g., Professional Learning, Parent Engagement, or around a content area, e.g., best practices in math, have been well-received.

- **Conduct the Meetings. Contact the School District and Office County of Education.** Sample agendas and materials from School2Home Academies provided below to stimulate ideas for your convenings.
- **Evaluate.** To continue meeting the needs of participants, it is smart practice to ask each of them to complete a short survey. The survey should enable participants to evaluate the session presentation and content and also allow them to provide suggestions for meetings including topics, speakers, and format.

## Implementation Tools and Resources

- [Registration Toolkit](#)
- [Sample Agreement for a Learning Community](#)
- [Sample Agenda](#) and [Post-Session Questions for Feedback and Evaluation](#)



## LOW-COST HOME INTERNET ACCESS

**School2Home works with schools located in neighborhoods and communities where Internet adoption rates are low.** When students lack digital devices and broadband access, their schools cannot leverage the benefits of technology for teaching and learning and the distant learning platforms that bring the school community together.

The Low-Cost Home Internet Access Core Component helps families obtain home Internet subscription. The Federal Government has developed an [Emergency Broadband Benefit \(EBB\)](#) program to help all families get connected. Also, CETF has worked with numerous Internet providers to negotiate low-cost offers that address these barriers. School2Home helps families find a home Internet plan that is right for them. This effort requires a multi-faceted "hands-on" approach.

### Implementation Process

The School Leadership Team is responsible for implementing this Core Component; however, the Parent Training Lead assumes the primary responsibility for ensuring that accurate information and robust technical support are provided to parents. Larger schools should identify an "Internet at Home Access Lead" to help with this resource-intensive endeavor.

- **Conduct Home Internet Adoption Assessment.** Administer an Internet adoption survey to all students at the beginning of the year. The assessment results help school and community partners understand the extent of the needed outreach and related resources.
- **Inventory Available Low-Cost Home Internet Offers.** The resources located on the School2Home website provide an excellent place to start. However, further outreach to providers may uncover additional offerings. At a minimum, it is important to document the cost, the speed and eligibility requirements.
- **Customize Materials on Low-Cost Internet Offers.** Develop customized handouts and materials for the school website that describe the offers. The brochures should be prepared in languages used by families in the school. It should note that if a family has a school-provided hotspot, they may still be eligible for a low-cost home Internet offer.
- **Offer Guidance on Subscribing to Low-Cost Internet.** Beyond the parent workshops, provide information on low-cost Internet offers at other school events including orientation sessions and family nights. As with the Parent Workshops, it can be useful to invite representatives from ISPs and local community-based organizations to help provide the hands-on assistance that is often required to help determine eligibility and manage the subscription process.
- **Monitor Progress.** Some parents may drop their Internet service for any number of reasons. Thus, it is a smart practice to periodically follow-up with families to ensure they stay connected. The school should keep track of the number of families that successfully subscribe to the Internet offers.

## Implementation Tools and Resources

- [Sample Questions for a Home Internet Adoption Survey](#)
- [Internet for All Now Website](#)
- [EveryoneOn](#)
- [Low-Cost Home Internet Access Sample Slide Presentation \(From Parent Workshop\)](#)
- [Low-Cost Home Internet Access Sample Flyers](#)
- [Emergency Broadband Benefit Webinar for Consumers and Outreach Partners](#)



## EVALUATION

**The Evaluation Core Component provides a window into whether, why, and how School2Home achieved the goals the School Leadership Team established.** Evaluation results also help ensure that limited resources are used efficiently to produce the highest possible impact. If done thoroughly, the evaluation process results provide useful qualitative and quantitative information that the School Leadership Team and partners can use to make decisions, clarify options, identify strengths and weaknesses, and enhance implementation fidelity to support continuous improvement. Additionally, the evaluation can provide useful information to district leaders as they continue to develop and refine their Local Control and Accountability Plans. And the results can be helpful to grant writing and other fund development efforts.

### Implementation Process

While all School Leadership Team members are involved, one individual should guide the evaluation process and put all the results together in a useful format. This individual, who should be skilled in data collection and analysis, could come from the school, the district, the County Office of Education, or through a contract with an independent contractor. The recommended steps are as follows:

- **Identify your Research Questions.** The first step in program evaluation is to define what it is you hope to learn. Some obvious questions relate to the implementation: Did we reach as many parents as we intended with our Parent Workshops? Did targeted teachers receive the Professional Learning Modules? Other questions may address qualitative and quantitative issues related to impact and outcome. Below is a variation of the Research Questions that School2Home has used in its evaluation, which might stimulate some ideas. Some sample questions are listed below:
  - To what extent and with what fidelity did our school implement the School2Home Core Components we set out to accomplish?
  - To what extent have we engaged students with technology, involved parents as learning partners, and shifted the school culture to an inclusive digital learning environment?
  - To what extent have parents increased their use of broadband technology at home to improve communication with the school and to support their child's learning?
  - Have we met the academic and non-academic goals we established in our plan?
  - Has there been a change in our school and district policy and practice to close the Achievement Gap and the Digital Divide? What changes should be made in the future.

- **Identify Data Sources.** Several tools have been developed to help with the evaluation process, as shown below. However, the school has other data to help assess School2Home, including usage of the Parent Portal, districtwide school climate surveys, and the results from the California School Dashboard.
- **Administer Pre-and Post-Surveys.** Assessments should be conducted early in the year. School Leadership Teams should strive to obtain a high response rate from students, parents, and teachers.
- **Conduct Leadership Team Reflection Session.** The Leadership Team should find time to reflect on the year to identify what worked well and what could be improved.
- **Prepare Final Report.** All of the data should be compiled into a Summary Evaluation Report at the end of the year. This Report could be organized around the research questions or around the specific goals that schools set for students, parents, and teachers. It is essential to focus on the most critical findings and incorporate findings into ongoing implementation efforts.
- **Use Data for Continuous Improvement.** The School Leadership Team should share the Summary Evaluation Report with the entire school staff and encourage them to provide their comments and feedback. The evaluation data can be part of the school continuous improvement process. To build ongoing support for School2Home, the principal might consider presenting the Evaluation Report to the school board and other education leaders and partners.

## Implementation Tools and Resources

- [Teacher Post Assessment Sample](#)
- [Sample Student Internet Access Survey](#)
- [Sample Parent Pre and Post Surveys](#)
- [Leadership Reflection Tool](#)
- [Implementation Metrics Template](#)