

From1to1 Planning Template

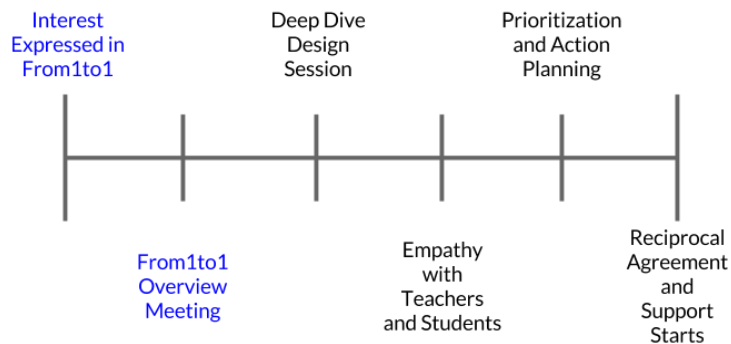
Purpose: This document is meant to support a school leadership team, including all stakeholders in planning for a From1To1 implementation, in which blended and personalized learning are leveraged to accelerate student outcomes and achieve the vision and identity of a school.

Non-Purpose: This document will not supplant the UIP ([link here](#)) or other planning/vision documents for a school ([link here](#)). Rather, it is meant to further notice and name the specific ways in which blended and personalized learning fit into those overall plans, as they are not typically called out in other ways.

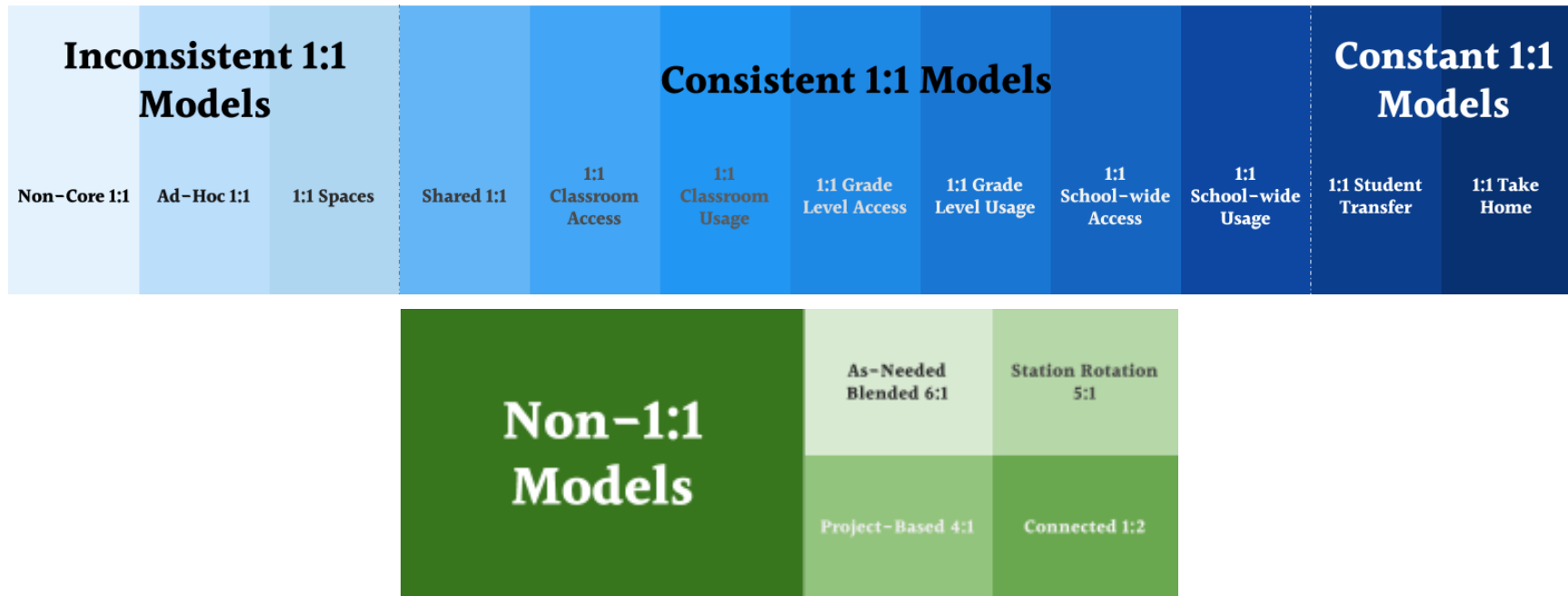
From1To1 is defined as: Moving *from* a **ratio** between a student and device *to* a **relationship** between a learner and her (blended) learning.

The vision of a From1to1 School can be represented with these icons:

Timeline:



Narrative Template: Connected learners are always at the center, accessing content and resources from a device they can personalize for their needs. They learn in spaces with physical learning resources intentionally structured for creation and collaboration, empowering peer-to-peer learning from teachers and fellow students, leveraging data to inform their learning decisions in the process. They continually share digital products of their learning and earn credentials that provide opportunity, all within a system that “moves the boxes” to create equitable outcomes for kids.



All From1To1 Schools need to determine their own narrative and vision for how this model can further support and accelerate their goals. Each of these “icons” will help you to further plan for this. Please take the time you need to fully consider each of these as you build out a plan to fully realize your vision.

	We have established a set of “shades” for student access and usage of technology (see above). Which “shade” is your next step in achieving achieving the vision for your school? (Find out more about the above models here: http://bit.ly/theshadesof1. What other models/resources do you need to make your next step?) What needs are your trying to solve for by expanding access to technology for your learners? (Consider Instructional, Physical, and Social-Emotional Needs. Also, what needs are most acute within UIP and other plans?)
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How do your students currently access digital learning resources (Devices, Software, Curriculum) and why have you made those choices?

(Do you use a learning management system (like, Google Classroom) and/or leverage teacher websites?)

How might your learners expand access to these digital learning resources?

(What do you want your students to know and be able to do with their devices?)

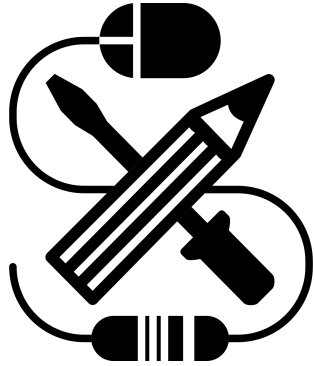


What are the physical structures that support (or detract from) your learners accessing digital learning resources (Labs, Carts, Classroom Spaces)?

(How might these structures change as you pursue next steps?)

How might expanding access and usage of digital tools impact your need for physical resources?

(What is the budget impact of moving to more digital resources (i.e., fewer needs for printing, consumables, etc.)?)

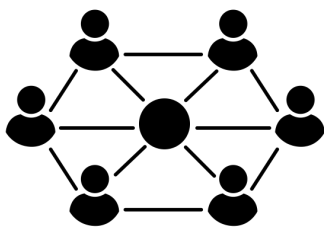


What are your learners creating that matters to them, and how might expanding access to digital resources impact that?

(What inquiry projects or investigations will they do that they couldn't do before?)

How might connected learning spaces support the types of collaboration and creation your learners are already engaged in?

(Will you make use of Google Drive/Docs or blogging and social learning tools to track and support collaboration?)

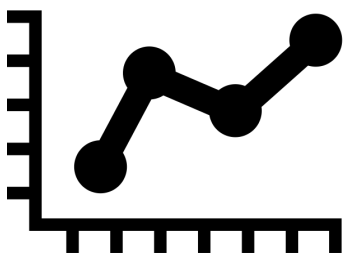


How do learners currently make their learning and thinking visible, and how will expanding access to digital tools encourage visible learning?

(What structures might allow for both peer and teacher feedback on this visible learning?)

What types of connections to outside experts (from industry, from other schools, etc.) might further foster inquiry, citizenship, and equity opportunities for your learners?

(How might you leverage virtual field trips, video conferencing, or social networks?)

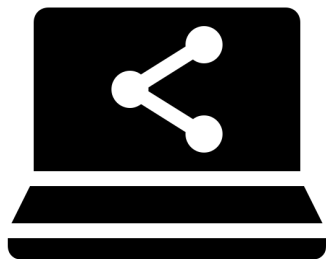


How do your learners know what they need to work on next to make progress on their goals?

(How will your learners better access their data and reflect upon it to ensure growth?)

As students create digital projects and visible learning artifacts, how might educators use them to further support instructional decisions?

(How might teachers look at student work differently when it is digital?)



Who are the audiences for student work right now, and how might those audiences change if more of the learning experiences are supported by devices?

(What role does/should a portfolio play in helping learners to share the best experiences and outcomes?)

How do learners receive feedback upon their work currently, and how might feedback shift when it can be seen from anywhere (or by anyone)?

(How might student privacy be protected, while sharing is encouraged?)

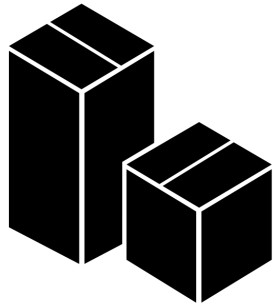


Which skills do your learners need in order to be successful with expanded access to and usage of technology in the classroom, and how will you best credential those skills?

(How do your current credentials represent these skills? How is digital citizenship?)

What kind of learning and leadership experiences might your learners have access to once they earn credentials that demonstrate these skills?

(How might your learners earn autonomy, gain leadership roles, or continue to expand access to technology?)



Imagine that each device and digital tool that a learner has access to is a single box...

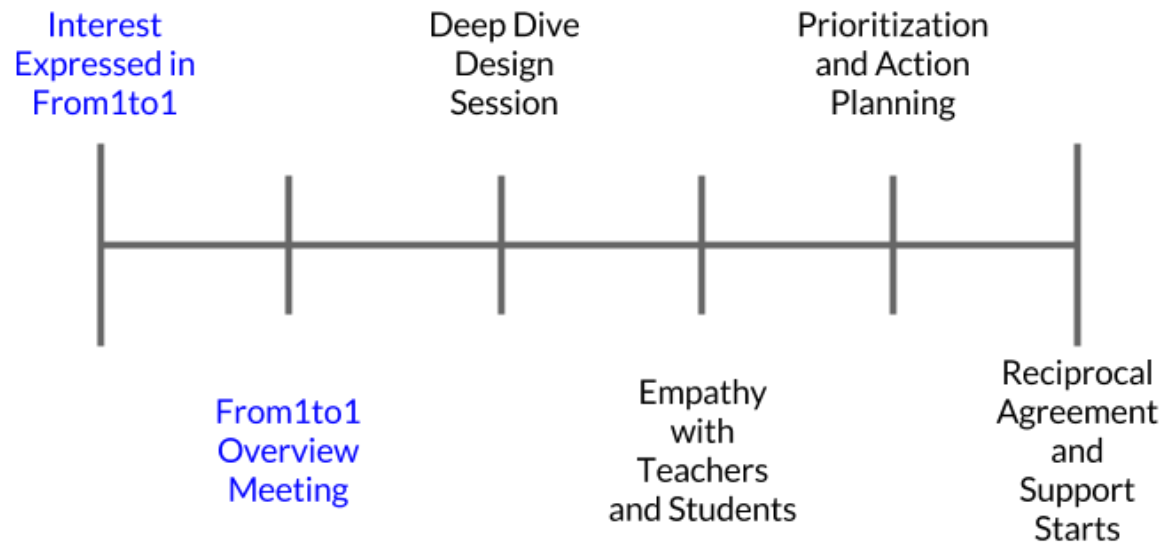
How have you (or, might you in the future) “move the boxes” to further support equity toward the vision for your school?

(How have the CRE themes informed your decisions for “who has which boxes”?)

What types of access do your learners have outside the classroom, and how might you best support learners in expanding their access and empowering their learning away from school?

(Will learners need different devices or take home internet access?)

Timeline:



Interest Expressed in From1To1:

- Via EdTech Coach

Initial Meeting:

- School leadership notes, ideas and feedback
- Overview of From1to1 and Level Setting with School Leadership

Deep Dive Design:

- Initial brainstorming for each From1to1 Element
- Development of From1to1 School Narrative

Empathy with Teachers and Students:

- Readiness Assessment and Feedback on School Narrative/From1to1 Elements (with teachers, leaders, students, etc.)

Prioritization and Action Planning

- Prioritize From1to1 Elements
- RA: Determine PD/Coaching Needs (Technological and Pedagogical)
- RA: Student Tech Skills Support Needs
- RA: Device Purchasing/Guidance Needs
- RA: Logistical/Structural Support Needs (Process and Procedures)
- RA: Conduct Infrastructure Audit
- RA: Sharing Practices/Progress Approach

Reciprocal Agreement and Support Starts

