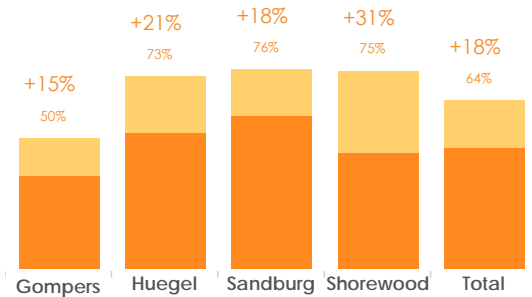




Finally, investing in family relationships can help instructional technology succeed. The efforts outlined earlier in this report led to higher than average increases in Family Engagement results on MMSD's Climate Survey for four of six G1 schools. In addition, parents at Shorewood increased their agreement that they were **comfortable helping their schools meet their children's learning needs** from 2014-15 to 2015-16 by 31%, Huegel 21%, Sandburg 18%, and Gompers 15%. We also learned that district-sponsored capacity-building around instructional technology for families was not particularly effective, as attendance was low (see appendix). School-based efforts, particularly those connected to other school events, had much greater success in reaching families.

G1 School Parent Confidence Helping School Meet Child's Learning Needs Change, 2014-15 to 2015-16



In short, we learned that investing in people, consistent planning and training, and investments in family relationships can lead to positive perceptions and experiences that research tells us help facilitate success.

The right resources matter

We cannot achieve the benefits of instructional technology without having the right resources in place to leverage its potential. This means that **reliable devices and other materials must be available when needed**. Availability plays out not just in terms of quantity, but functionality; if devices are available but do not work properly, and if our internet is not adequate for supporting digital learning, effective teaching and learning can grind to a halt. For example, Instructional Technology staff shared a story about a teacher whose classroom did not have adequate internet service and the significant challenges that ensued. Availability as needed of appropriate and reliable devices and other resources is a key condition for success.

Student Devices Per G1 School

Elementary: Dell Tablets		Middle: Lenovo Chromebooks	
School	Total	School	Total
Gompers	359	Sennett	687
Huegel	448	Whitehorse	470
Sandburg	469		
Shorewood	475		

Our early implementation experience has shown us the need for specific actions around resources, such as rigorous criteria for the selection of student devices; improved and more cost-efficient classroom designs; and better timing of purchasing decisions to take advantage of best pricing in the market. These actions will help us create a nimble and financially sustainable approach to providing instructional technology.

We learned that reliable, appropriate, and available devices and resources are a critical component to achieve the gains we know are possible.



What Will We Do Going Forward?

Our review of recent research and implementation data, as well as our reflections on G1, have led us to several major themes that will guide our work as we move forward with instructional technology in MMSD. These themes all follow from our research-based and implementation-based learning discussed throughout this document.

Strengthen focus on the “why” of instructional technology

Since 2014, we have learned even more about the importance of focusing on the “why” of instructional technology through both research and our implementation experience. This learning has encouraged us to **continue leading with instruction** and foreground student learning as the reason for our instructional technology investments. We know from recent research that without appropriate curriculum and pedagogy, we will not maximize the potential of instructional technology. Our commitment to the intentional integration of technology, curriculum, and instruction is evidenced by the location of our Instructional Technology staff within Curriculum & Instruction as opposed to Technical Services. Leading with the “why” of great teaching and learning informs many of our next steps. For example, we are branding the Information & Technology Plan as Ignite, which indicates our commitment to two ideas: first, that instructional technology is about student learning and not the technology itself, and second, that instructional technology is a spark that ignites great teaching and learning, rather than an endpoint. We also are aligning our future planning efforts around the Future Ready Framework, connecting our efforts to those occurring nationwide. Finally, we are integrating MMSD’s Graduate Vision with Ignite, as we recognize the potential of instructional technology to help us facilitate the qualities our community said they wanted to see from our graduates.

Continue supporting our staff

Intentional, careful, and concerted planning facilitates the success of instructional technology implementation, as noted in the research discussed earlier. So does a sustained focus on professional development for staff. As such, we plan to **continue aspects of our investment in staff** that both research and our early implementation lead us to believe are enhancing our success, including a full year of professional development for staff in a school before students receive devices, using instructional technology coaches to support school success, and encouraging principal and staff commitment to successful instructional technology implementation.

Continue investing in the right resources

We believe our early results, as well as recent research, validate that learning spaces and devices matter. Our **investment in instructional resources and devices is the right approach** and we have seen nothing so far that indicates it needs to change. Therefore, we will sustain our plans for 2:1 device ratios in grades K-1 and 1:1 ratios in other grades, and we also will sustain our planned investments in classroom resources and learning spaces.

Change to universal Chromebooks K-12

For future cohorts of schools, we plan to **use Chromebooks universally from K-12**, which is a shift from our previous practice of using different devices for different ages. There are several reasons for making this shift. First, we believe that the web-based applications available through Chromebooks – which have evolved since the plan’s adoption in early 2014 – now provide an adequate and appropriate ecosystem for learning. Second, research and our experience have told us that adequate infrastructure matters greatly for achieving results, and Chromebooks offer increased reliability and durability over some of our current devices, as well as allow for efficiencies in technical management and fit within a sustainable budget.



Change the selection process for implementation cohorts

School selection for G1 was based on an application process in which schools were invited to apply and then chosen by a district review committee. For future cohorts, we are **transitioning from an application-based process to an intentionally designed implementation map** created by our instructional technology team and approved by the Steering Committee, district leadership, and the Board of Education. Our implementation map is student-focused and equity-focused. We know that instructional technology can benefit students, and we see positive results already within MMSD. Our new implementation map is designed to help technology follow students in schools with early implementation through their feeder patterns so they do not lose access to resources we believe are beneficial when progressing to a new school. The implementation map also helps us provide resources and support to our intensive support schools as quickly as is feasible to help close the digital divide in these locations. Finally, this implementation map represents an approach that we believe we can implement within a sustainable and contained budget. We know resources are limited, so we want our investments to be as efficient and high-leverage as possible.

Finalize the Ignite plan

The Ignite plan, which is our new Information & Technology Plan, will be completed in the fall of 2016 and submitted for a Board of Education vote. Ignite draws on all of our lessons learned through research and practice and will build on the successes we already have achieved while making adjustments to enhance great teaching and learning for all of our students. This plan will propel us forward into the next phase of implementation. We will reflect on our progress as part of the summative evaluation of Ignite in 2018-19.



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