MAKING 1-TO-1 COMPUTING WORK

Sponsored by Amplify Tablet
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Making 1-to-1 Computing Work

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An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Making 1-to-1 Computing Work
HISD: Becoming #GreatAllOver

**At-a-Glance**

**LARGE AND DIVERSE DISTRICT**

**HISD** is the largest school district in Texas, spanning more than 330 square miles in a diverse city that’s home to world-class medical and research institutions, as well as a thriving energy industry.

**2013 BROAD PRIZE**

**BEST URBAN SCHOOL DISTRICT IN U.S.**
FIRST TWO-TIME WINNER | $550,000 IN COLLEGE SCHOLARSHIPS FOR GRADUATING SENIORS

**BY THE NUMBERS**

**HISD** is leading the pack in college readiness

- **SAT Participation**
  - Total # of Students
  - 2007: 4,703
  - 2012: 9,480
  - 102% increase

- **AP Exams Passed**
  - 3 or Above
  - 2007: 4,323
  - 2012: 7,106
  - 64% increase

**2013 RECOGNITIONS**

- **The Washington Post**
  - 33 SCHOOLS ON THE WASHINGTON POST HIGH SCHOOL CHALLENGE INDEX

- **AP**
  - AT LEAST 15 ADVANCED PLACEMENT COURSES ARE OFFERED AT EVERY HIGH SCHOOL

- **GREATER HOUSTON REGION ANNUAL SCHOOL RANKINGS LISTED**
  - 15 HISD SCHOOLS IN THE TOP 30

**SCHOOL CHOICE**

- **EARLY CHILDHOOD SCHOOLS**
- **MONTESORI SCHOOLS**
- **VANGUARD SCHOOLS**
- **INTERNATIONAL SCHOOLS**
- **CHARTER SCHOOLS**
- **MAGNET SCHOOLS**
- **DUAL LANGUAGE PROGRAMS**
- **INDUSTRY-FOCUSED SCHOOLS**
- **EARLY COLLEGE HIGH SCHOOLS**

**KEY FACTS**

- **EDUCATING 210,047 STUDENTS**
  - HISD IS THE LARGEST SCHOOL DISTRICT IN TEXAS AND THE 7TH LARGEST SCHOOL DISTRICT IN THE UNITED STATES

- **WITH 26,868 EMPLOYEES**
  - HISD IS THE LARGEST EMPLOYER IN HOUSTON

- **282 SCHOOLS**
  - SERVE OUR STUDENTS

- **$186 MILLION**
  - IN SCHOLARSHIPS WAS OFFERED TO SENIORS IN 2013

- **106 LANGUAGES ARE SPOKEN ACROSS THE DISTRICT**
Our Journey to 1-to-1

Cornerstones for Success

Leadership

– Define “WHY”
– Define “HOW”
– Entire organization
– Market the program
Our Journey to 1-to-1

Cornerstones for Success

Strategy

– District & community initiative

– Departments must understand their role

– Measurement criteria must be defined early
Our Journey to 1-to-1

Cornerstones for Success

Expectation Management

– Cultural change
– Pacing critical
– Embrace varying degrees of adoption
Leadership

“WHY”

– Digital Living
  • Personally
  • Professionally
– Personalized Learning
– Differentiated Learning
– Creativity
– Collaboration
– Engagement
Leadership

“How”

– Philosophically change instructional delivery model
  • Technology Solution vs. Classroom Experience

Understanding & Acceptance

– School Board
– Departments
– Principals
– Teachers
– Students
Leadership

Marketing

– Initiative must have identity
– Websites
– Brochures
– Banners
– Media Events
– Shirts
District & Community Initiative

District
- Curriculum
- Professional Development/Instructional Tech
- Technology
- Principals

Community
- Parents
- Business
- Police
- Faith-based Organizations
District Roles

Curriculum

– Understand what “change of instruction” looks like
– Digital Content
– Tools
  • Web 2.0
– 3rd Party support
  • Training
  • Digital Content
  • Conversion
District Roles
Professional Development/Instructional Tech

- Understand what “change of instruction” looks like
- Instructional Tools
  - Identification
- Training
- Modeling
- Support
  - 3rd Party providers
  - Dedicated instructional support
District Roles

Technology

- Infrastructure Readiness
  - Network
  - Wireless
  - Filtering

- Device
  - Lease vs. Buy
  - Insurance
  - Security
  - Distribution Logistics

- Support
  - Dedicated tech support room
  - Dedicated tech support
District Roles

Principal

– Responsible for campus adoption
– Responsible for community engagement
– Define campus implementation action plans
– Define metrics to be tracked
Community Roles

Parents
  – Parent night meetings

Business
  – Funding opportunities
  – Curriculum

Police
  – Task force awareness
  – Student safety

Faith-Based Organizations/Restaurants
  – Wireless opportunities
Expectation Management

Cultural Change
– Instructional delivery personal for teachers
– Adoption cannot be forced
– Support mechanisms must be in place early

Pacing
– Realistic
– Multiple years
– Vary depending on campus leadership
Expectation Management

Adoption Groups

– **Early Adopters**: Embrace instructional change immediately
– **Testers**: Willing to “try” but will use old instructional model as well
– **Resistors**: Have not embraced instructional change and don’t want to change

Early Adopters

– Where our focus will be Year One
– Most influential with peers
– Increase breadth & depth of adoption each year
Digital Citizenship

• Riskier way to teach our children
• More than just “How to use computer”
• Integrated into the curriculum
• Must include parents
• Must start at elementary level
PowerUp Implementation Plan

2013 -2014 School Year

– 11 High School Campuses
– Leadership training July
– Teachers received devices in August
– 1st Semester teacher training
  • Instructional Delivery
  • Tools
  • Early release days
  • Saturdays
  • Webinars
– Parent Meetings
  • November & December
– January 2014 students receive devices
– 2nd Semester teacher training
  • Modeling
  • Observation
  • 3rd Party assistance
Amplify Tablet
Making 1:1 Computing Work in the Clark County School District

Jhone Ebert
Chief Innovation and Productivity Officer
Clark County School District
Clark County School District

2012-2013 enrollment
311,429 students

357 schools
• 217 Elementary schools
• 59 Middle schools
• 49 High schools
• 24 Alternative schools
• 8 Special schools

The District employs 37,115 employees including full-time, part-time, substitute, and temporary employees

2012-2013 General fund operating budget $2.062 billion

CCSD is the 5th Largest School District in the Nation.

Student Population

- Hispanic/Latino: 44.00%
- Caucasian: 29.40%
- African American: 12.00%
- Asian: 6.60%
- Multiracial: 6.00%
- Native Hawaiian/Other Pacific Islander: 1.50%
- Native American: 0.50%
- Native Hawaiian/Other Pacific Islander: 1.50%
- Native American: 0.50%

Clark County School District
What Drives Us to 1:1?

• Preparing students to live and work in the 21\textsuperscript{st} century.
• Personalizing learning in the context of today’s environment.

“Imagine if students had to share pencils provided by their school or only had a couple of 40 minute periods per week where they were allowed to use pencils.”

Brian Kuhn, Director of Technology and Chief Information Officer, Vancouver School Board
http://www.shift2future.com/2013/01/why-byot.html
CCSD Ambitions

Focus for Action

• Harness breakthrough innovation and redefine how schooling is accomplished.
  • Fully tap the potential of a new model of schooling.
  • Align resources to our highest priorities and execute with precision.
  • Continue to do what works and stop doing what does not.
Landmark Decisions and Lessons Learned

1:1 vs. BYOD

• Budget/Funding

• Equity
1:1 (District Provided Devices)

**Phase I**
(2012 – 2013)
- 5 middle schools
- 7,000 iPads
- 350 teachers

**Phase II**
(2013 – 2014)
- 4 middle schools
- 5,000 iPads
- 250 teachers
Project Goals

• Core content proficiency
• Student engagement
• Parental involvement
• Classroom-integrated devices
• Framework for implementation
• Cost savings analysis
BYOD (Student Provided Devices)

- Leverage technology to increase student achievement – in a cost effective manner.
- Develop a purposeful BYOT plan.
- Create the opportunity for curriculum design using personally owned devices.
- Establish a direct tie to the academic purpose of the instructional program.
Landmark Decisions and Lessons Learned

Selection of Participants

- Administration, school, and community readiness
- Selection of schools
- Whole school vs. sub-population
Landmark Decisions and Lessons Learned

Requirements and Constraints

• Budget/Funding
• Purchasing Timelines (Avoid typhoons!)
• Equipment and accessory needs
• Insurance
• Mobile device management
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- Policy
- Legislation
- 21st Century Education
- Blended Learning
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- Teachers
  - Certification
  - Strategies for Use

- Administrators
  - Setting Reasonable Guidelines
  - Maintaining Safe Environments
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
  - Parent Engagement
  - Network Infrastructure
  - Devices
  - Content
  - Technical Support

- Safe and Responsible Use
- Effective Use
- Managing Their Own Education
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- Bringing learning into the home
- Communication
- Encouraging Safe and Responsible Use
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- WiFi
- Bandwidth
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- District-Owned or BYOD
- Security
- Management
- Deployment
- Demand on Infrastructure
Major Considerations

- Culture of Schooling
- Pedagogy
- Students
- Parent Engagement
- Network Infrastructure
- Devices
- Content
- Technical Support

- Authoring vs. Purchasing
- Cost vs. Alignment
Major Considerations

• Culture of Schooling
• Pedagogy
• Students
• Parent Engagement
• Network Infrastructure
• Devices
• Content
• Technical Support

• Volume
• Variety
• Cost
• Knowledge
Why It’s Worth It!

“Yesterday, he gave me a great big smile when the iPad was used!”

—the teacher of a homebound, severely disabled student
Successful 1:1 initiatives

✓ Focus first on shifts in teaching and learning
  • Personalized instruction
  • Active, engaged learning
  • 21st-century skills and literacies
  • Common Core alignment & online assessments

✓ Provide strong support for making the digital transition
  • Stakeholder engagement and expectation-setting
  • High-quality professional development
  • Technical training for district tech staff
  • Ongoing product support
Successful 1:1 initiatives (con’t)

✓ Get the technology right
  • Infrastructure readiness
  • Strong app and web filtering on student tablets
  • Integration with SIS & other existing systems
  • Open platform that supports district’s curriculum

✓ Allow school systems to easily manage a large fleet of devices
  • Manage and control thousands of devices remotely
  • Push out content to schools and classrooms over the air
# The Amplify Tablet Package

## What’s included

<table>
<thead>
<tr>
<th>Own</th>
<th>Description</th>
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<tbody>
<tr>
<td>📱</td>
<td>Amplify Tablet (4G/LTE optional)</td>
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<tr>
<td>📚</td>
<td>Exclusive education platform</td>
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<tr>
<td>📖</td>
<td>K-12 content starter kit</td>
</tr>
<tr>
<td>📹</td>
<td>Folio keyboard case</td>
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<tr>
<td>🔒</td>
<td>App and web filtering (on-site and off-site)</td>
</tr>
</tbody>
</table>

| Customer support |
| Integration with Student Information Systems (SIS) |
| Mobile Device Management (MDM) |
| Technical training |
| Professional development |
Thank you.

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Making 1-to-1 Computing Work

Required Reading from *Education Week*:

**Special Report: Managing the Digital District**
The complex challenges of running today’s technology-oriented school districts can be daunting. This special report, the latest installment in an *ongoing series on educational technology*, aims to provide guidance for school leaders looking for new ideas and approaches for managing the digital evolution of their districts.

**Spotlight on Building the Digital District**
In order to build the digital district, ed-tech leaders must ensure that back-end services run smoothly and securely. This Spotlight illustrates how districts can maintain reliable technology programs, like multidistrict online collaborations, effective data-security plans, cloud computing, and virtual-learning environments.