Equitable Access To High-Quality Instruction for All

Content provided by canvas
canvas
Who We Are

Brad Moser
Director of Blended Learning
Blue Valley School District #229
Overland Park, KS
@bmos @BVBlendED

Hilary Scharton
VP, K12 Product Strategy, Canvas
@hilaryscharton @CanvasLMS
Equitable Access to High-Quality Instruction for All
Everyone has a why, what is Blue Valley’s why?
Reimagining Learning - Changing the World

Blue Valley’s 5 Pillars

All Means All
Whole Child
Innovation
Academic Achievement
Action Orientation
In what ways does Blue Valley provide students with access to high quality instruction?
Bioscience, accelerator, engineering, medicine & healthcare, business technology media, human services

**Program goals:** The goal of immersion is language acquisition at a proficiency level equal to the native language, with content and culture as complementary components. Blue Valley's long-term goal is for students to graduate with distinctive bi-lingual skills in multiple language families that set them apart for academic and professional success, as well as provide lifelong personal reward and global intercultural connections.
Social & Emotional Learning (SEL) - The process through which children and adults acquire and effectively apply the knowledge, attitudes and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.
“Social and emotional learning (SEL) enhances students’ capacity to integrate skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges. Like many similar frameworks, CASEL’s integrated framework promotes intrapersonal, interpersonal, and cognitive competence. There are five core competencies that can be taught in many ways across many settings. Many educators and researchers are also exploring how best to assess these competencies.”

“Core SEL Competencies.” Casel, 2017. casel.org/core-competencies/.
The Definition

With an unwavering commitment to all students, Blue Valley Professional Learning advances educator effectiveness and is

⇒ relevant
⇒ collaborative
⇒ sustainable
⇒ results-oriented
Other Instructional Models

Stanford d.school Design Thinking Process

- **Empathize**
  - Interviews
  - Shadowing
  - Seek to understand
  - Non-judgmental

- **Define**
  - Personas
  - Role objectives
  - Decisions
  - Challenges
  - Pain Points

- **Ideate**
  - Share ideas
  - All ideas worthy
  - Diverge/Converge
  - "Yes and" thinking
  - Prioritize

- **Protoype**
  - Understand impediments
  - What works?
  - Role play
  - Iterate quickly

- **Test**
  - Mockups
  - Storyboards
  - Keep it simple
  - Fail fast
  - Iterate quickly

https://dschool.stanford.edu
District Focus:
- Blended Learning
- Online Safety & Digital Citizenship
- Increased technology access and mobility
Blended Learning in Blue Valley includes three components, all of which are supported by the district’s safe and secure technology infrastructure:

- **Teaching and Learning** - Blue Valley is committed to providing teachers the professional learning they need to effectively incorporate digital resources into instruction to best support student learning.

- **Environment** - Blue Valley supports an educational environment focused on student learning. The district’s Learning Management System (LMS), Canvas, provides the digital environment necessary for blended learning experiences.

- **Tools** - Blue Valley is committed to providing students access to the educational tools they need, including technology, to learn, grow and become future-ready for life in the 21st century.
How BV Use ISTE Standards

- All Curriculum
- Digital Citizenship
How do you ensure that each student has access to the right tools, at the right time?
IMPACT STUDY

Research Study
THREE QUESTIONS

Q1 Question #1
What are the instructional possibilities that different devices offer?

Q2 Question #2
Does our infrastructure support high levels of access and mobility?

Q3 Question #3
Are we able to keep students safe if devices were allowed to go home?
Q: What are the instructional possibilities different devices offer?

A: The data from our study shows that none of the three devices surpass another in its ability to offer better instructional possibilities. However, there is strong data to suggest that having any of the three devices has greatly impacted the learning and teaching experiences of teachers. Simply having the device as part of the everyday learning environment was the game-changer.
IMPACT STUDY Results

Q: Does our infrastructure support high levels of access and mobility?

A: Absolutely. We feel confident that the infrastructure will allow students, using our devices, to connect and access their school resources while being very mobile throughout the building.

**By the Numbers**

- **263** Number of Aubry Bend Middle Schools that the infrastructure can support based on average daily internet usage.
- **203,105** Number of 6-12th grade devices/students that the infrastructure can support based on average daily internet use.
- **26%** PRE $\rightarrow$ 0% POST Percent of respondents marking disagree or strongly disagree to the statement “Students can easily and quickly log in devices.”
- **439** Average number of devices connected per day during study.
- **15 mins** Average amount of time per class logged in on Chromebooks by students during the study.
Q: Are we able to keep students safe if devices go home?

A: Yes. Our filtering during the study was very successful. However, with the ever changing landscape our strategies to keep students safe must continually evolve.

**Impacts Study Results**

**BY THE NUMBERS**

- **57%**: Students indicate receiving lessons or information on digital citizenship this school year.
- **141**: Harmful extensions currently being blocked by ITS.
- **12,545**: Pages were blocked from Jan 29 - Mar 30th.
- **110+**: All student apps provided by a curated and vetted BV app store.

**Blocked Content**
- Drugs
- Gambling
- Network Misuse
- Other Adult
- Other Search
- Pornography
- Web Ads
How do these results influence your decision to move forward?
<table>
<thead>
<tr>
<th>Stage 1</th>
<th>Stage 2</th>
<th>Stage 3</th>
<th>Middle School</th>
<th>High School</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Summer 2018/Fall 2018</strong></td>
<td><strong>Winter 2018/Spring 2019</strong></td>
<td><strong>Fall 2019 and beyond</strong></td>
<td><strong>Google Chromebook</strong></td>
<td><strong>MacBook Air</strong></td>
</tr>
<tr>
<td>Devices: Order, receive and ready devices for deployment</td>
<td><strong>6-7 Grades</strong>: Receive district-issued Google Chromebook</td>
<td><strong>6 Grade</strong>: Receive district-issued Google Chromebook for all 3 years of middle school</td>
<td><strong>Portable</strong>: Compact size is portable for learning anytime, anywhere</td>
<td><strong>Robust memory and power</strong>: Accommodate high-level thinking and learning</td>
</tr>
<tr>
<td>Teachers: Provide extensive professional learning and training on device use and Blended Learning best practices</td>
<td><strong>9-11 Grades</strong>: Receive district-issued MacBook Air</td>
<td><strong>9 Grade</strong>: Receive district-issued MacBook Air for all 4 years of high school</td>
<td><strong>Versatile</strong>: Offers both touchscreen and keyboard capability</td>
<td><strong>Storage</strong>: Ability to store information locally on the hard drive, as well as in the cloud</td>
</tr>
<tr>
<td>Students/Families: Provide education on digital citizenship, appropriate device use, expectations and next steps</td>
<td><strong>NOTE</strong>: Devices will be deployed to all middle and high schools in phases over time. Specific dates will vary by school.</td>
<td><strong>New Middle/High School Student</strong>: Receive district-issued Chromebook or MacBook based on grade level</td>
<td><strong>Durable</strong>: Best suited for younger students as they learn about organization, self-management and how to responsibly care for their device</td>
<td><strong>Multimedia functionality</strong>: Supports creativity, innovation and design thinking that is required of high school level students</td>
</tr>
<tr>
<td>* 8th and 9th grade students will not receive a district-issued device in Stage 1 due to the short window that was replacement. 8th and 9th grade students will have priority access to all existing devices in their school until the full rollout in Fall 2019.</td>
<td></td>
<td></td>
<td><strong>Cloud-based</strong>: Easily access saved work both on and off the Blue Valley network</td>
<td><strong>Software</strong>: Apple software aligns well with current software at the high school level</td>
</tr>
</tbody>
</table>
Resources for PowerUp Teams were built in Canvas!
PowerUp Support for Students and Staff

**BV Support**
- Instructional Design Team
- Technology Integration Specialist

**External Support:**
- Apple Teacher
- EdTechTeam

**On-Demand Support**
- BlendED Learning Tools Warehouse
- PowerUp Middle School Students
- PowerUp Process
- PowerUP High School Students
- BlendED Teacher Help-U-Blend
Deployment Timeline and Important Dates

**Aug** - School PowerUp teams formed

**Oct** - All teacher received a student device

**Nov/Dec** - School PowerUp team trainings

**District PL on Jan. 3rd** - PowerUp teams lead district PL
PowerUp Prep Day & January PL Day

December PL Day

January PL Day
Deployment = SUCCESS!

“This is the nicest laptop I am ever going to own.”
Deployment = SUCCESS!

“We can learn in different ways!”
Now that students have a device, what about those who don’t have access to the internet at home. How do you ensure equitable access?
Internet Access Scholarship

The Internet Access Scholarship is a scholarship to help provide needed access to the internet when not at school. Our high school students are sponsored by the 1Million Project.
The impact study was geared toward your secondary, is there something for the elementary students and staff?
Elementary Impact Study

Goal: Goal: At the elementary level increase technology equity, access, and mobility.
- Determine the appropriate technology access and device ratio at each grade level
- Identify the efficient process for technology access at each grade level
- Identify health, age-appropriate technology guidelines

Driving Questions

1) What is the appropriate technology device ratio at each grade level?
2) What type of device at each grade level does our instruction demand to prepare students for the future?
3) How do we ensure students have efficient and reliable (infrastructure) access to the resources at each level?
4) What is healthy, age-appropriate technology use per grade level?
Why is access to high quality instruction important for all?
Reimagining Learning | Change the World
Thank you! Questions?

Brad Moser
Director of Blended Learning
Blue Valley School District #229
Overland Park, KS
@bmos @BVBlendED

Hilary Scharton
VP, K12 Product Strategy, Canvas
@hilaryscharton @CanvasLMS