



TSD High School Digital Learning Environment Pilot

“Leveraging digital is not about devices but about learning that can be amplified, accelerated, and facilitated by interaction with the digital world.” (Fullan & Quinn)

Are you interested in helping to shape the Troy School District vision as we consider moving to a 1:1 learning environment?

Do you wonder about the real impact of leveraging digital in the classroom?

Do you teach at least two sections of a 10th or 11th grade ELA, math, science, or social studies course?

If you answered yes to these questions, please consider applying to participate in our high school digital learning environment pilot for the 2018-19 school year!

[Click here to apply!](#)



“Effective use of digital facilitates deep learning partnerships with students, families, community members, and experts regardless of geographical location and supports student capacity to take control of their own learning both within and outside the classroom walls.” (Fullan, Quinn, & McEachen)

Purpose:

As we work to empower students to connect learning to their world, a digital learning environment has the potential to deepen learning by supporting innovative instructional practice. We are considering moving our high schools to a 1:1 digital learning environment for the 2019-20 school year, and we are hoping to enlist the help of a group of pilot teachers (and their students) in collecting valuable evidence that will let us know what tools will best support a learning environment that amplifies deep learning.

Pilot Process:

This digital learning environment pilot is an exciting venture into collaborative decision-making that is grounded in evidence. The idea is that 12 pilot teachers at Athens and Troy High will engage students in three different 1:1 learning environments (each teacher will explore two of the three environments) to explore the impact of each environment on student learning. Each teacher will work with a partner who teaches the same course. For each teacher, one section of the course will be a “pilot section” where students are provided with devices. Other sections that the teacher teaches will not be provided with devices.

Collaborative Inquiry:

As pilot teachers investigate these learning environments, they will engage in a collaborative inquiry project where they figure out how instruction in the learning environment meets (or doesn’t meet) a defined student need within their course. Teachers will work with their partner to design their own collaborative inquiry project. A collaborative inquiry project is simply a framework for identifying a student need, planning how to address it, collecting and analyzing evidence, and sharing the results. A collaborative inquiry project limits the scope of a pilot project to exploring the impact of innovative instruction in a digital learning environment to a single student need (possible ideas to explore: student self-assessment, peer collaboration, timely feedback to students, global connections, collecting position and time data for an object in motion, etc...).



Digital Learning Environments that will be explored during this pilot:		
Learning Environment A	Learning Environment B	Learning Environment C
iPad Each student is provided with a TSD iPad (keyboard included).	Windows Convertible Each student is provided with a TSD Windows convertible device.	Modified BYOD TSD purchases a laptop for students who want one. Other students use their own device (given specifications – NOT a phone). All students are required to bring their device to class every day.

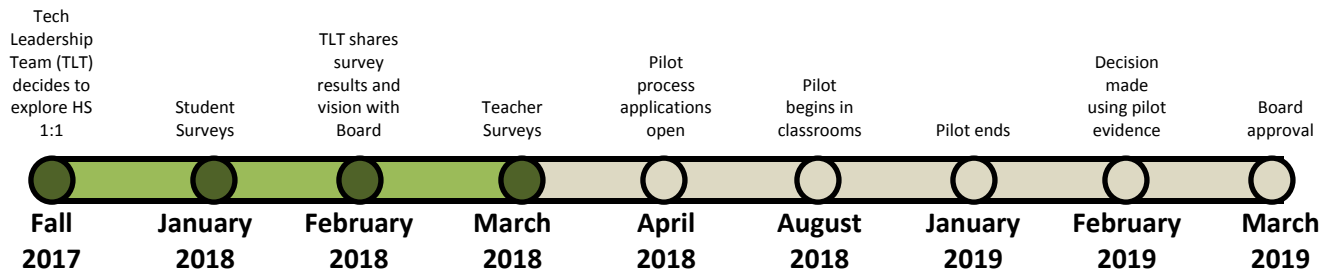
Example Learning Environment Rotation for Six Pilot Teachers at One High School:		
Teacher	1st Quarter	2nd Quarter
ELA Teacher 1	A	B
ELA Teacher 2	A	C
Science Teacher 1	B	A
Science Teacher 2	B	C
Social Studies Teacher 1	C	A
Social Studies Teacher 2	C	B

Timeline for Pilot Process	
April 2018	Grab a partner who teaches the same course and apply for the pilot program together (one application per pair) - Application deadline is May 1, 2018
May 2018	Selected teacher pairs are notified
June 2018	Teachers are given devices to use over the summer
August 2018	2 Days of professional learning (curriculum rate pay provided) <ul style="list-style-type: none"> Develop a vision for a 1:1 learning environment Learn about tech integration Design a collaborative inquiry project with your partner
September – November 2018	1 st Quarter: <ul style="list-style-type: none"> First day of school: students in your selected pilot section receive devices for your first learning environment (A, B, or C) As you teach your selected pilot section this quarter, carry out your collaborative inquiry project. Collect evidence to support your project.
November 2018	1 day of professional learning <ul style="list-style-type: none"> Share evidence collected so far Share instructional tips and strategies for the learning environment you explored during 1st quarter (A, B, or C)
November 2018 – January 2019	2 nd Quarter: <ul style="list-style-type: none"> First day of quarter: students turn in their devices and receive new ones for your second learning environment (A, B, or C) As you teach your selected pilot section this quarter, carry out your collaborative inquiry project. Collect evidence to support your project.
January 2019	1 day of professional learning <ul style="list-style-type: none"> Share evidence collected Analyze evidence Make a group recommendation for optimal learning environment (A, B, or C)

Timeline for Pilot Process	
February 2019	Tech Leadership Team and Teaching and Learning Cabinet will review recommendation and make a decision for the Board to approve
March 2019	Board presentation
May 2019	1 day of professional learning <ul style="list-style-type: none"> • Plan professional learning for all high school teachers for Summer/Fall 2019

Frequently Asked Questions:

- 1. I'd love to participate but I don't have a partner – can I do it anyway?**
Since the foundation of this pilot is a collaborative inquiry project, teachers have to have a partner.
- 2. I'd love to participate, but I don't teach 10th or 11th grade – can I do it anyway?**
*10th and 11th grade students were chosen because we want to see what happens with students who understand what it is like to **not** learn in a 1:1 digital learning environment (our 9th graders have been learning with iPads for several years), and we want to work with students who will still be TSD students during the 2019-20 school year.*
- 3. I'd love to participate, but I don't teach ELA, math, science, or social studies -can I do it anyway?**
Since all students are enrolled in core content classes, we want to ensure that the learning environment that is recommended is optimal for these classes. Therefore, we have limited this pilot to core courses.
- 4. I'd love to participate, but I'll be out of town for the two days of professional learning in August – is that a problem?**
The professional learning pieces of this process are essential for the success of the project.
- 5. What happens to all of the devices after 2nd quarter?**
Students will turn in their devices to TRC at the end of 2nd quarter. If a decision is made to adopt one of the three learning environments, each of the 12 pilot courses will be supplied with the devices for that learning environment for the rest of the school year.
- 6. What kind of evidence will I be expected to collect for this collaborative inquiry project?**
It depends. Pilot teacher pairs will design their own collaborative inquiry project – and determining what evidence will be needed is part of that process. Possibilities might include teacher and student surveys, student work, classroom video, common formative assessment results for pilot sections and non-pilot sections, etc.
- 7. Will I have to write a report?**
No. Pilot teachers will be expected to share the evidence that is collected so that a report can be written, but they will not have to write it.
- 8. What is expected of me during the 2019-20 school year?**
Our pilot teacher team will be instrumental in planning and facilitating professional learning for all high school teachers if we decide to move to a 1:1 digital learning environment.
- 9. How will the decision be made?**
Evidence from the collaborative inquiry projects as well as teacher and student survey data will inform the decision.
- 10. If I am selected as a pilot teacher, how will I know what to do with the technology in my classroom? What if I'm stuck?**
Pilot teachers will be supported throughout the pilot process by our Curriculum & Instruction Specialist Team (Ron, Kate, Evan, Jo), Building Tech Chairs, and Building Techs.
- 11. Can the students in the pilot classes use the devices in their other classes?**
Yes. Students will be able to use the devices throughout their day and they will be able to take them home at night.
- 12. Can students “opt in” or “opt out” of pilot classes?**
No. Students will be randomly scheduled into classes as usual. Instructional materials are not a reason to opt in or out of a class.



[Click here for Application](https://tinyurl.com/yco5tr6g) or go to <https://tinyurl.com/yco5tr6g>