



**Strategic Investment: Redefining Learning**

<p><b>1. Description of Investment</b></p>	<p><b>Identify program and Strategic Plan Goals</b></p>
<p><u>Strategic Plan Strategy 1.2:</u> Instructional Technology Integration: Instruction within 1:1 technology classrooms will consistently employ transformational practices consistent with the district instructional framework and career and college readiness standards that emphasize student engagement in the 4 C’s (critical thinking, collaboration, communication, creativity).</p> <p><b>GOALS:</b></p> <ol style="list-style-type: none"> <li>1. Digital Accessibility</li> <li>2. Instructional Framework</li> <li>3. Student Achievement</li> <li>4. College &amp; Career Ready</li> </ol>	
<p><b>Overview</b></p>	<p><b>Provide a narrative that describes the information and/or evidence that supports the need for investment.</b></p>
<p>We must transform teaching to better serve a generation of learners who are part of today’s rapidly moving world where information is accessible in ways never experienced before. These are unprecedented times and we are poised to significantly impact the way our students enter the world beyond TTSD. To do this we must collectively commit to transforming our instructional practices by:</p> <ul style="list-style-type: none"> <li>- Embracing risk and the possibility of failure by emphasizing the process of learning rather than the product itself; (Inspire)</li> <li>- Transferring the ownership of knowledge by facilitating the creation of a product that reflects the learning objectives; (Prepare)</li> <li>- Transferring the ownership of learning by allowing students to drive the way they show us what they know; (Empower)</li> <li>- Determining how the skills we want students to learn apply to their real world in an authentic and relevant way. (Empower)</li> </ul> <p style="text-align: center;">=====</p> <p><b>Theory of Action:</b></p> <p>If ....</p> <ul style="list-style-type: none"> <li>● We develop and implement a foundation for personalized digital learning for every student...</li> </ul> <p>And...</p> <ul style="list-style-type: none"> <li>● 100% of students have access to a personal technology device [1:1]</li> <li>● Teaching &amp; Learning provides teachers with support to leverage technological tools for learning objectives</li> <li>● Administrators understand, encourage and champion transformative teaching</li> <li>● Teachers transform their instruction through the use of instructional coaches &amp; professional development</li> <li>● Students have the knowledge and skills to use the tool to access resources and content to improve &amp; demonstrate their learning</li> <li>● Devices are used on a daily basis to differentiate and transform instruction</li> </ul> <p>Then...</p> <ul style="list-style-type: none"> <li>● Teacher effectiveness increases in the use of instructional technology to integrate the 4 c’s– critical thinking, communication, collaboration and creativity into daily instruction.</li> <li>● Students graduate with 21st century skills that are college and career ready.</li> </ul>	

**\*This project, and its focus on hardware/devices, will be sunseting this year in favor of a new strategic initiative focused on instruction practices to begin next year.**

2. Investment Level	Specific Description for the Current Level of New Investments in 2021-22 (FTE, materials, PD, etc.)	Estimated Cost (funding source)
Basic	Chromebooks, iPads, Program Labs	\$2,600,000 (Local Bond)
	Classified .5 FTE	\$40,000
	Licensing for software (Canvas, Seesaw, Kami, Read & Write)	\$80,000

3. Implementation Timeline	In the table below, identify the level of investment in the current and prior years. Be specific.			
	2017-18 and Prior	2018-19	2019-20	2020-21
Basic	<ul style="list-style-type: none"> <li>3 Licensed FTE - ES &amp; MS Instructional Coaches \$330,000</li> </ul>	<ul style="list-style-type: none"> <li>2 Licensed FTE - 1 ES, 2 MS Instructional Coaches \$220,000</li> <li>1 Classified FTE - ES Tech Support \$80,000</li> </ul>	<ul style="list-style-type: none"> <li>1 Classified FTE - High School Tech Support, \$70,000</li> <li>1 Licensed FTE - ES Instructional Coach \$110,000</li> <li>\$20,000 in licensing for software, apps, extensions, management</li> <li>Sub time for teachers to work with instructional technology coach (2 day per building)</li> </ul>	<ul style="list-style-type: none"> <li>\$30,000 in licensing for software, apps, extensions, management</li> <li>Canvas, SeeSaw</li> <li>Student device purchase</li> <li>HotSpots for remote learning (\$100k)</li> </ul>
	<b>2017 - Equipment &amp; Software</b>	<b>2018 - Equipment &amp; Software</b>	<b>2019 - Equipment &amp; Software</b>	<b>2020 - Equipment &amp; Software</b>
	\$2,170,567	\$4,252,124	\$1,661,941	\$1,238,110

4. Outcomes	Identify the short and long term outcomes that will be achieved through this investment. Describe outcomes as specifically as possible. All outcomes should be directly linked to the district strategic plan priorities framework.
Short Term (1 year)	<ul style="list-style-type: none"> <li>Students will have more opportunities to reach a wider audience, have authentic learning opportunities and choice in demonstrating their knowledge of content standards.</li> <li>Digital accessibility (additional grades/students with 1:1 devices &amp; Digital Citizenship lessons being taught K-12 throughout the year)</li> <li>“Transformational Practice” &amp; “light switch technology” are phrases 100% of TTSD teachers know and understand. Each are challenged with <i>how</i> they will incorporate these into their classroom that will better engage and prepare students for the world in which they will live beyond K-12.</li> <li>All teaching staff will understand the Redefining Learning instructional goals to bring innovative lessons into each and every classroom at TTSD.</li> <li>Administrators will receive professional development around calibrating and evaluating 2.11 on the TTSD Professional Standards Rubric.</li> </ul>
Long Term (3 years)	<ul style="list-style-type: none"> <li>Students graduate with 21st century skills that are college and career ready. <i>ALL</i> students will have had multiple years of access to a world of information, will be better prepared to evaluate</li> </ul>

	<p>the validity of the content they find, will be able to communicate and collaborate with a variety of audiences and will be equipped with the skills to critically assess new situations to identify solutions.</p> <ul style="list-style-type: none"> <li>Teacher effectiveness increases in the use of instructional technology to integrate the 4 c's—critical thinking, communication, collaboration and creativity into daily instruction. Transformational Practices are witnessed in each classroom, to some degree, engaging students in their learning and empowering students to demonstrate in various ways their knowledge (both IN the classroom and to a broader audience OUTSIDE of the classroom)</li> </ul>
--	--

5. Measurement Points	Identify the specific measurement points (data) that will be collected to determine if short and long term outcomes are being achieved.
-----------------------	---

Short Term	<ul style="list-style-type: none"> <li>100% of students in 1:1 classrooms have engaged in at least one of the following in their classes: digital workflow, real-time digital feedback/guidance from their teacher during a project or assignment, an opportunity to be creative/have options when demonstrating their content knowledge, digitally collaborate with peers, and/or opportunities to demonstrate understanding of a topic with digital formative assessment tools.</li> </ul>				
		2017-18	2018-19	2019-20	2020-21
	80% of teachers at schools where instructional (technology) coaches exist will participate in 2 full cycles of coaching (HS, MS, CFT, TMP)	65.0%	77.0%	COVID 19 changed the process. Focus of devices to change to instruction in upcoming years.	
	% of teachers at schools where instructional coaches exist will participate in cycles at the "Instruction and Learning" focused level	38.0%	47.2%		
	Goal				
80% of students in 1:1 classrooms will engage in each of the following in their classes: digital workflow, real-time digital feedback/guidance from their teacher during a project or assignment, an opportunity to be creative/have options when demonstrating their content knowledge, digitally collaborate with peers, and/or opportunities to demonstrate understanding of a topic with digital formative assessment tools.	Data has never been able to be systematically collected for this goal up until 20-21SY with remote learning. As a result of CDL, 100% of students met this goal at a minimum once during the school year, although may not have been consistent.				

Long Term					
	<b>Student Survey Results</b>	2017-18	2018-19	2019-20	2020-21*
	Empowered Learner	3.64 out of 4	3.54 out of 5 (5032)	3.92 out of 5 ( 3703 )	3.48 out of 4 ( 1185 )
	Knowledge Constructor	3.58	3.67	3.78	3.42
	Computational Thinker	3.67	3.87	4.07	3.38
	Innovative Designer	3.48	3.56	3.63	3.46
	Global Collaborator	3.10	2.47	3.27	3.17
	Creative Communicator	3.84	3.18	3.79	3.50
<i>The () denotes the number of students who completed the survey.</i>					

*\*Due to COVID, 2020-21 had fewer participants. The scoring and questions were altered to address the different learning environment.*

	2015-16	2016-17	2017-18	2018-19	2019-20	2020-21
50% of Teachers are at <i>least</i> a MEETS on the following standard: TTSD Licensed Professional Standard 2.11: "Teacher maximizes student learning by facilitating the use of available technology tools and resources."	91.8%	91.3%	82.2%	89.7%	77.4%	N/A - not available due to situations of COVID

As mentioned elsewhere in this report, results are limited due to the Covid-19 Pandemic.

- Survey results show that students rated their understanding and use of technology on par with previous years. This may indicate that they were well prepared for comprehensive distance learning.
- Two big caveats for this conclusion that limit us from generalizing further are the participant size from year to year and a change in question format and scale from previous years

[Strategic Plan Data](#) - Page 6, 7