Focus Group Workshop
November 14th 3:30 - 4:45pm | 2022

Kristin Burt: Principal at LUCHA ES
Jennifer Doherty: Principal at Sheppard MS
Cristina Bustamante: Assistant Principal at Adelante II TK8
Jackie Montejano: Administrator in Academic Services,
Principal on Special Assignment (POSA), Ed Tech/Innovation

Technology and Active Learning

Alum Rock Union School District

LPA

Ed Specifications
& Standards

Next Steps:

Incorporate content from this interview into the Ed Specs design guidelines—then schedule round two video conference meetings with the same group to review the draft chapter for input in, March 2023.

Participants were oriented to understand what a Master Plan is and what Ed Specs are. Then highlights from the Ed Specs Visioning Workshop were shown, concluding with a list of learning shifts produced by Ed Specs Workshop participants as a vision for the future on the following page. After that, participants were asked a series of questions to confirm the program and vision for the future.

Learning Shifts Focus on Student Empowerment- DRAFT

ARUSD's learning environments will support students' development of ***mind, body and spirit.*** They will be empowered with the opportunity to try different ways of learning to discover how they learn best, ***find their spark*** and to ***keep the curiosity*** they were born with to become ***expert lifelong learners***. ARUSD will work to give students and families who need additional support to have an ***equal chance to thrive***, meeting all their needs.

EMPOWERING STUDENTS TO BECOME EXPERT LEARNERS

- Multi-sensory and multi-intelligences learning
- More control at the hands of the students
- Independent choice and/or collaborative elective periods
- Less teacher-directed time
- Students setting individual goals
- Student-driven activities
- Student-chosen schedules
- More independent work time
- Relaxation rooms
- No school uniforms

HIGHER COLLABORATION

- Team collaboration across studies, play, and extra-curricular activities
- Flexible and collaborative opportunities

EQUITY FOR STUDENTS AND THEIR FAMILIES

- Spaces to support personal and basic needs (i.e. laundry services)
- Full day kindergarten

MIND, BODY AND SPIRIT

- More outside and exploration time
- Play and naturalistic movement
- Bring community into the class
- Indoor and outdoor use spaces

Program Background:

- What does the current use and integrations of technology look like for ARUSD at the different grade levels? Do students have 1:1 devices?
- Are there technology coaches for teachers to learn how to use new technology?
- What is lacking in ARUSD's ability to provide curriculum and virtual learning experiences in both asynchronous and blended models (in case a pandemic happens again and there is a need for this)?
- Are there any future programs ARUSD is planning now that need fluid technology to succeed?

Participants were asked questions to confirm their programs.

Program Background:

There is currently a 1:1 technology-to-student ratio in place. Most TK/K and Middle School students use iPads provided through a partnership with Verizon, while Elementary School students use Chrome books **after their partnerships with Verizon eclipsed**. These devices are taken home by students, and it is their responsibility to charge them at home.

The previous Verizon partnership provided professional development coaching at each site to prepare faculty for use of new technology in the schools. Now that those programs are over, there is a desire to create embedded professional development programs for staff with a focus on using the technology to support teaching and not replace books or physical learning. A Technology Coach will be part of the staff in the future.

Participants were asked questions to confirm their programs.

Program Background:

The long term goal at the Middle School level is to go paperless by working towards true technology integration and streamlining systems whereby students access learning via their devices. Part of achieving this goal will be a one-to-one device distribution inventory system and a higher level technology course once a week to help students and teachers keep a pulse on the technological frontier.

There is a large need to improve communication of technology needs with teachers. They should be presented with options for assistive technology as well as asked directly what is missing from their repertoire.

Participants were asked questions to confirm their programs.

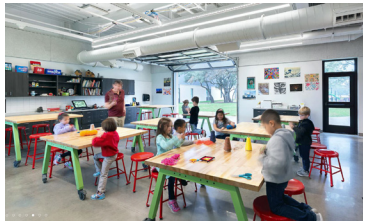
Before going into the Big Picture Questions, reference images below were shared. Participants were invited to leave comments on the photos.

MURAL LINK

Open Collaboration/ Flexible Classrooms





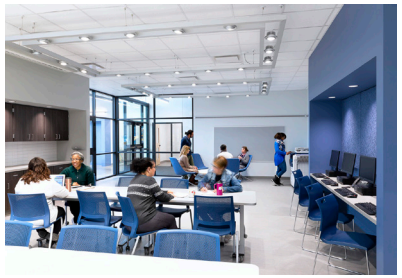



Multipurpose Area

Alternative Learning Environments

Computer Lab

Admin Spaces




Big Picture Questions:

- Are there peer institutions or specific facilities you've seen that you've liked (or didn't)? What did you like (or dislike) about them?
- What student behaviors would you like to foster around the use of technology?
- What technology and infrastructure are lacking in the learning environment that would empower both students and teachers?
- What types of collaboration, flex, or display spaces are desired that need to be supported by fluid technology?
- How are some of the learning environments used after hours that require technology?
- How would you incorporate technology into libraries (resource media centers) to re-imagine the library as a space to support various ways of learning?

Participants were asked questions to draw out their ideas to improve the learning environments to support the mission and vision of Alum Rock USD.

Big Picture Questions:

- Do you envision technology to be incorporated into the outdoor spaces to accommodate outdoor learning or other activities? (i.e. WiFi to work outside, Bluetooth devices for teachers' voice amplification, sound system for outdoor gatherings)
- Is there anything else we should know about how the use of technology could be improved at ARUSD?

Participants were asked questions to draw out their ideas to improve the learning environments to support the mission and vision of Alum Rock USD.

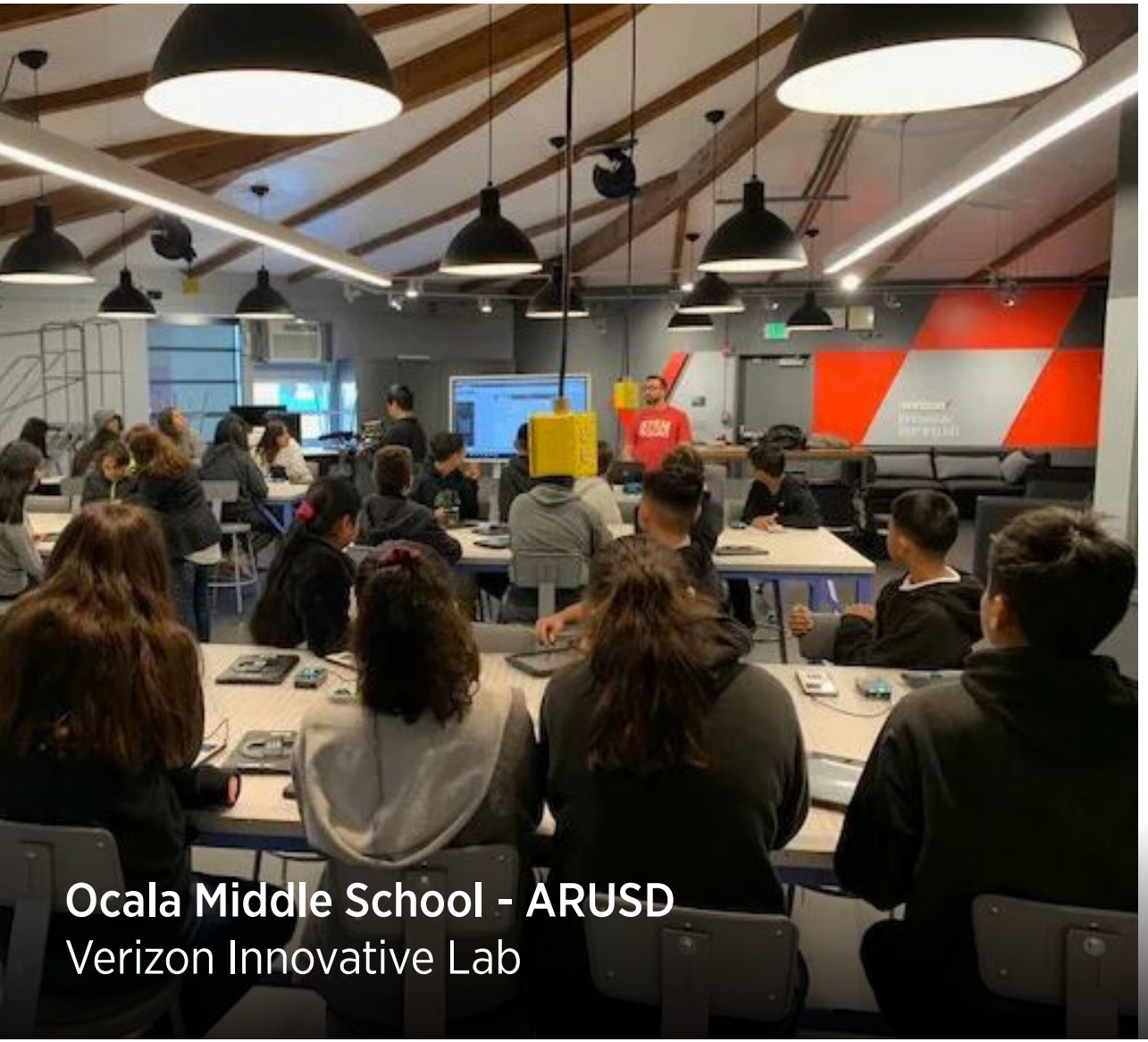
Reference Projects Shared by Participants:

- Agnews By LPA
- Sheppard MS - Verizon Innovative Lab
- Renaissance Middle School - Verizon Innovative Lab
- Ocala Middle School - Verizon Innovative Lab
- Bulldog Tech Middle School from Evergreen School District
- Steindorf STEAM Magnet School from Cambrian School District Santa Clara High School
- New Tech Network

The first question was intended to see if participants had reference projects to share with or felt that they were exemplary, whether it is in ARUSD or outside of the district. The following pages show the reference projects discussed.


Agnews | Santa Clara USD

Sheppard Middle School - ARUSD
Verizon Innovative Lab



Ocala Middle School - ARUSD
Verizon Innovative Lab

Renaissance Middle School - ARUSD
Verizon Innovative Lab

Bulldog Tech Middle School | Evergreen School District

The following pages show the participants answers placed in the sections in which they will appear in the educational specifications sections for this topic.

Sections:

1. Activities
2. Current Challenges
3. Design Objectives
4. Affordances
5. Sizing and Adjacencies

1 Activities

Student Use:

- Video production
- Book creation
- Student IT group headquarters
- Augmented reality
- Homework center after school

Teacher Use:

- Family tech courses after hours
- Professional development for faculty

1 Activities

School-wide Use:

- Standardized Coding Lessons to prepare students for careers in technology
- Vertical alignment sequence for tech mastery across grade levels for both students and teachers
- Envisioneers apprenticeships after school
- Digital literacy and numeracy programs
- Outdoor assemblies supported by sound tech

2
Current Challenges

Current operational technology is out-of-date and access to one-to-one technology has been difficult to streamline at every site. Intercom systems and basic classroom clocks are often non-functional or missing. Sites should be surveyed for sound system needs to integrate it where it will be used for plug and play instead of relying on a portable system.

Universal replacement of current whiteboards/smart boards for updated smart-boards is necessary along with digital display screens that are capable of airplay to support student Bluetooth connectivity. There are gaps in professional development training around technology that affects faculty ability. Programs like Digital Promise will educate faculty on the software their students are using or want to use such as iMovie, Adobe Spark, etc. There is a lack of adequate WiFi coverage within the buildings on sites that also extends to their outdoor areas, reducing the opportunity to take some of the indoor learning activities outside.

3
Design Objectives

There is a desire for a **centralized technology space** to be provided at each campus. This space could **range from a media center to a Makerspace** with technology supported project opportunities depending on the specific site's interest, but **it should always foster agency, responsibility, and confidence in risk taking in the students**. Independent student activities should be encouraged by the technology that is offered in these spaces, for example building the student's own sense of creation via access to video production, sound recording, etc. By designing a space centered around the students' ownership of STEAM skills, those children will be able to envision these skills outside of the context of school. The importance of this space is to **push the boundaries of technology within the educational environment further** than just digital presentations or textbooks. Additionally, the **collaboration fostered in this space should be recursive**, where students and faculty learn from and teach each other.

4 Affordances

Furniture & Equipment

- Replacement of current whiteboards and an addition of more write-on surfaces in general
- Portable/Pop up green screens
- Touchless water bottle filling stations
- A mixture of collaborative/reconfigurable furniture for group work and individual furniture for personal study
- Adequate number of outlets and some hanging outlets in technology centers
- Smart boards and digital display monitors that support interactive learning and ease of display for student work
- Plug and play sound systems for morning assemblies
- Augmented reality glasses and software

4 Affordances

Technology

- Outdoor speakers and sound systems for outdoor assemblies
- iPads and software for P.E. courses to help track trajectory and form when it comes to body movement
- Adequately wide WiFi span to support larger amounts of technology at once
- Universal one-to-one devices across every site
- Recording cameras
- Sound booths

5

Sizing And Adjacencies

- Technology centers should be at least two traditional classrooms in size.
- Create flexible spaces that can be adjusted to large or small groups - for day use and after school programming.
- Outdoor amphitheaters supported by technology should be able to host multiple grade levels.

Appendix

Please follow the links to the Mural board to see artifacts from the focus group interview and the Ed Specs Visioning Workshop Report link to see the report.

Mural Link: CLICK HERE

Ed Specs Visioning Workshop Link: CLICK HERE