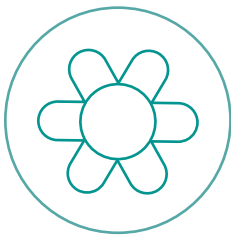


## Designing the Ideal Learner Experience

To translate the community vision for Dallas ISD into the ideal learner experience, a design team convened to design a learning framework and design principles for the learning environment. The design team was comprised of central office staff, principals, teachers, parents, students, business leaders and community members. In combination, the learning framework and design principles describe the ideal learner experience from the perspectives of technology and the physical spaces within facilities. They will inform the design of the long-range plan for technology and facilities.

### MEETING DATES



#### LEARNING FRAMEWORK DESIGN (NOV 27-28)

- Beliefs
- Learner Outcomes
- Learner Profile Skills
- Learning Model

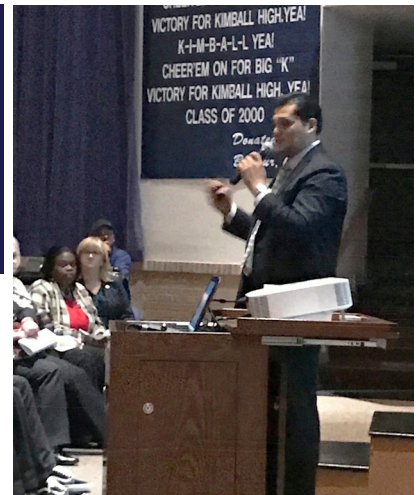


#### LEARN RUBRIC® DESIGN (DEC 6-7)

- Design Principles
- LEARN® Rubric
- Evaluation Scorecard



*"My highest hopes for learners are for them to become lifelong learners, find passion, add to the community." – Parents/Community*



*"Learners should experience consistent engagement with technology- move into the digital age." –Staff*

*"My highest hope is to be able to compete in the real world - school is competitive and even more so in the workforce." –Student*



*"Learners should be engaging in exploration for options or answers, not regurgitation." –Teacher*

# Learner Experience

## LEARNER PROFILE SKILLS



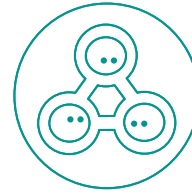
College/Career Readiness



Critical Thinking/ Problem Solving



Communication



Collaboration



Intra- and Interpersonal Soft/Life skills



Positive Contributor to Society



Personal Plan and Goals



Academic Growth



Digital Literacy



Financial Literacy

## LEARNING FRAMEWORK

### Dallas ISD Learning by Design

DESIGNED JUST FOR YOU

**AIM:** Define goals and develop a plan for success.

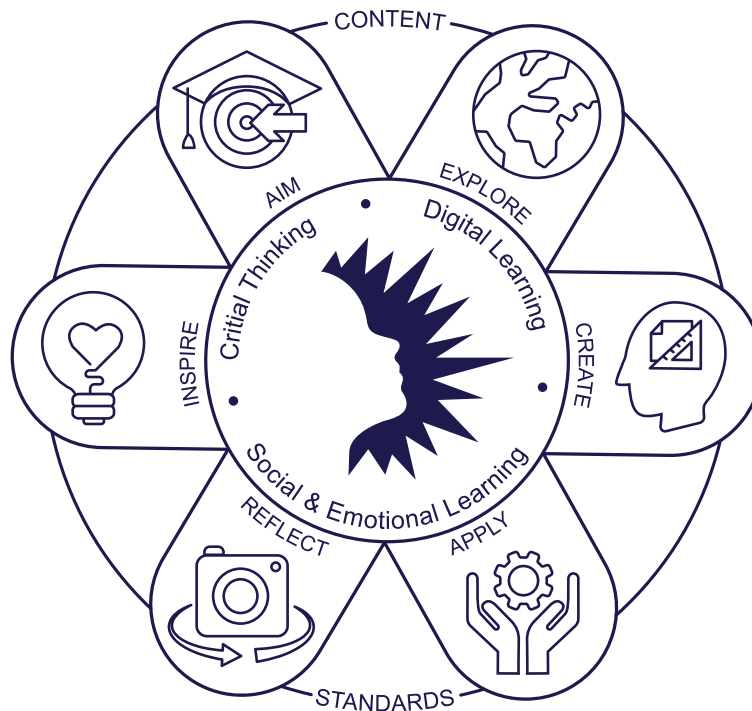
**INSPIRE:** Motivate and inspire the learner.

**REFLECT:** Pursue constructive feedback with a focus on goal progression.

**EXPLORE:** Seek new knowledge through productivity struggle.

**CREATE:** Develop and validate flexible, novel solutions.

**APPLY:** Deploy knowledge and skills to relevant situations.



# Learning Environment Assessment of Readiness and Needs

## LEARN© Rubric

The Learning Environment Assessment of Readiness and Needs (LEARN©) Rubric is used by an assessment team to determine each campus' ability to effectively support the behaviors defined in the learning framework in regard to physical spaces and technology. This data will be used to inform the design of and decisions surrounding the Long-Range Facilities and Technology Plan.

### LEARN© Rubric Design Principles



**FURNITURE:** Flexible, multipurpose, comfortable to the learner and supports collaborative and autonomous learning



**COMMON SPACES:** Designed as multi-purpose spaces for collaboration and building community, as well as for individual use



**LIGHTING:** Lighting is conducive to learning, adjustable, and natural and by sectors



**ENVIRONMENT:** Appropriate/adaptable to the sensory needs of the occupants



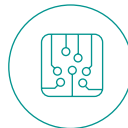
**CLASSROOM/LEARNING SPACES:** Fosters collaborative learning, instructional and non-instructional uses (eating spaces)



**STUDENT DEVICES:** Are accessible for individual and collective use throughout the day, at school and at home



**ADMINISTRATIVE/OPERATIONAL TECHNOLOGY:** Administrative technology promotes efficiency and streamlines operations (gradebooks, attendance, checkout systems in library, badge scanners for cafeteria, etc.)



**INFRASTRUCTURE:** Data/power capacity to support personal and district-supplied technology and allows room for growth



**MEDIA CENTER/LIBRARY:** Flexible, creative spaces with interactive tools and virtual learning opportunities



**ACCESS TO DIGITAL RESOURCES/LEARNING MANAGEMENT SYSTEM:** Is provided to students, parents, and staff to access learning applications, online content for communication, goal-setting, and student progress monitoring



**LEARNING SPACE TECHNOLOGY:** Interactive, multipurpose displays, multiple access points



**FINISHES/WRITABLE SURFACES:** Colors, materials, and textures facilitate creativity and collaboration and are in line with current brain-based learning research

## Evaluation Scorecard Criteria



# Long-Range Plan for Technology 2018-2021

A design team of internal and external stakeholders used community data, the defined learner experience, and learning environment design principles to design an actionable technology plan that would make progress toward the vision.

## Technology Plan Goals



### TEACHING AND LEARNING

Create experiences for all students that enable them to utilize evolving technology to enhance their academic achievement, career-readiness, and leadership in a global society.



### LEADERSHIP AND ACADEMIC SUPPORT

Equip and empower all staff to leverage technology in ways that maximize their efficiency and impact on student success.



### TECHNOLOGY ECOSYSTEM

Develop a flexible technology ecosystem that promotes digital learning and operational efficiency.

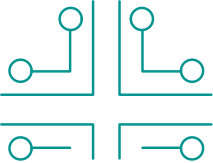
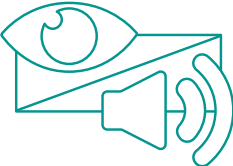









### COMMUNITY

Foster collaboration with external stakeholders that incorporates technology in ways that strengthens our entire community.

# Dallas ISD Technology Standards for Classrooms and Libraries

Input was provided by campus staff, including teachers, principals, and instructional coaches, on what technology would be appropriate for learning in the classroom. Based on the input gathered through feeder pattern meetings and a district survey, technology standards were defined to contribute to equity in the learner experience.

 <p><b>Infrastructure</b></p> <ul style="list-style-type: none"><li>3 Drops per Classroom</li><li>1 WiFi Router per Classroom and Common Spaces</li></ul>			
 <p><b>Audio/Visual</b></p> <p><b>1 LED MONITOR / CLASSROOM</b></p>			
<p>Laptop for Use in Classroom and Home</p>  <p><b>Teacher Devices</b></p>			
<p><b>Student to Devices</b></p> <table border="0"><tr><td data-bbox="305 1549 418 1822"><p><b>Tablet</b> PK-2</p><p><b>1:1</b></p></td><td data-bbox="646 1549 862 1822"><p><b>Chromebook</b> 3-12</p><p><b>1:1</b></p></td></tr></table>	<p><b>Tablet</b> PK-2</p>  <p><b>1:1</b></p>	<p><b>Chromebook</b> 3-12</p>  <p><b>1:1</b></p>	<p><b>Libraries</b></p> <p>Multiple circulation stations, displays, and laptops available for checkout based on library size and student capacity</p>
<p><b>Tablet</b> PK-2</p>  <p><b>1:1</b></p>	<p><b>Chromebook</b> 3-12</p>  <p><b>1:1</b></p>		