

I am using my district adopted FEEDDR plan I created for this portfolio activity.

The plan itself is aligned with my Mission, Vision, Values and Goals in the following ways:

My Mission Statement is about bringing technology to all teachers-and therefore students- and expanding tech horizons. This program will help put into place the pedagogy that is vital for a successful student device roll out. Without some pedagogical reason to be using tech, the teachers will see this as an add-on and not integrated part of teaching and learning. The last thing we want is the devices in backpacks taking up room.

My Vision statement aligns with the FEEDDR program almost perfectly, and this was my vision for successful device rollout. I am fortunate that I am in a position in my district to be able to implement a vision and see it come to fruition.

My Values helped shape the program itself, and has led to a Digital Citizenship Curriculum adoption for our district. I successfully staved off an attempt at making the digicit program a pull-out counselor led presentation.

The FEEDDR program aligns with Goal 1, and is, in fact, the whole reason I applied for my Technology Integration Specialist job.

I have timelines, goals, deadlines and budget listed in the FEEDDR documents. This program would give a solid base for 1:1 implementation, and would avoid the pitfalls of other district implementations which we have all read about.

## Project Lean: Fostering the Educational Environment for Digital Device Rollout (FEEDDR)

### Define

Digital Curriculum and the ability to assign and collect work in a digital environment is the next step on our desire to roll out a 1:1 device initiative. The first step in creating that Educational Environment is to have teachers see the need and benefit of fully integrating digital classrooms. When students can collaborate and work together in a digital environment, and teachers can assign and collect work in that environment as well, we will truly be changing educational practices here at BUSD. This project will bring digital curriculum and learning to the forefront of strategies at Bassett High School, and it can be used as a process for digital classroom integration across BUSD.

### Current Condition

BUSD currently has very few classes that are completely digital. In the one or two instances where the exceptional teachers have forged ahead, there is no uniformity nor common platform by which content delivery and assignment management is done. The district is currently contracted with Haiku Learning, and this will be the main vehicle by which curriculum is shared and assignments are given and collected. Microsoft Office and Single Sign On will enable collaboration and communication between both teacher/student and student/student interactions. The availability of these tools, and the introduction of the Microsoft environment places BUSD in a prime position to start standardizing practices when it comes to online curriculum and platforms used in this new learning environment.

### Analysis

In the past 5 years, BUSD has moved slowly into the digital learning realm. We have procured iPad carts, laptop carts and computer labs for the benefit of students and teachers. In an effort to raise the engagement of our students, prepare them for their digital life after high school, and to teach them the skills they need to survive in a digital workplace, BUSD has put into place a Digital Device 1:1 initiative. Part of this initiative is to create a need for the students to have devices, and for the teachers to be in a position, pedagogically, to put those devices into use on a regular basis. The success of this program will not rely on the aptitude of the students to use the devices, proficiency with technology, or the particular devices themselves. Success will hinge on the teachers transforming their learning environments and having a pedagogical need for devices in the hands of their students. It would be a waste of resources to implement a 1:1 program and not have the teacher capacity to use that costly investment in the constructs of learning in the classroom. We need to make sure that classroom practices and teacher aptitude are maximized before placing devices into the hands of the students.

### Goals

BUSD goals for 2016-2017 are:

- To Promote the standardization of platforms for moving content and curriculum to the digital environment.
- To Support teachers making the move from traditional paper and pencil to a digital format for student work
- To Engage students in a digital environment with curriculum and collaboration opportunities and support their move from consumer of information to producers of knowledge.
- To Empower teachers to move to a fully digital classroom experience, where assignment and projects are streamlined and cloud based, allowing students to work on their assignments anywhere and anytime.
- To provide support and opportunities to see digital classroom in action

### Theory of Action

*If we move to Digital Curriculum at BHS, then...*

- **We will** make devices a necessity for classroom instruction
- **we will** have a common expectation of a move toward digital classrooms in all schools
- **We will** Have well trained employees up to date on the latest teaching methods and technology advances.
- **we will** engage students in new ways and improve achievement
- **we will** allow extended learning opportunities to continue outside of the school day

### Measurement

- Digital Curriculum in place in each department @ BHS
- Digital Evidence of digital learning in OneNote and Haiku
- Greater opportunities to learn outside of the traditional school day
- Greater use of LMS by teachers to digitally store and highlight student work

### Control

- Educational Services in conjunction with IET will supervise/oversee/facilitate digital conversion
- Student work samples collected.
- BHS Leadership will monitor and provide needed support to program teachers.

FEEDDR Year 1		
Step	Date	Action
1	July-August 2016	Work with BHS leadership to identify the teachers for FEEDDR. Approve Budget, training for teachers on platform for digital content (Haiku and OneNote)
2	August-September 2016	Work with FEEDDR teachers to start transition to digital curriculum.
3	Oct-Dec. 2016	After Quarter/Semester is done, place curriculum and assignments into digital workspace. First Site visit to digital school (TBA). Research Williams policy implications, master schedule models, and device management options.
4	March 2017	3 <sup>rd</sup> Quarter work on digital curriculum, CUE Conference with team, emphasis on incorporation of digital curriculum and digital classroom innovations. Research digital annotation software for student use
5	May 2017	End of year clean-up of digital curriculum. Meet and discuss how to expand the program to all teachers, and the process to do this (a few at a time or all at once)
6	June 2017	Full report of progress made to Educational Services director and Superintendent of schools, submit proposals and budget for year 2.

Leadership Development Year 1		
Date	Participants	Outcomes
August 2016	Ed. Services	<u>Step 1</u> <ul style="list-style-type: none"> <li>Define and give a rationale for FEEDDR</li> <li>Budget and LEAN completed, recruit staff for program</li> <li>Identify district goals and how they align with FEEDDR,</li> <li>Prepare expectations for FEEDDR teachers, as well as guidelines for placing curriculum online.</li> <li>Explain and message "Why Digital?" Prepare Elevator Speech</li> </ul>
August 2016	BUSD Leadership Team	<u>Step 2:</u> <ul style="list-style-type: none"> <li>Define and give a rationale for FEEDDR, and explain their role in helping us achieve 1:1 implementation</li> <li>Understand a leader's role within Digital Curriculum and Device Integration</li> <li>Explain and message "Why Digital?" Deliver Elevator Speech</li> </ul>
October 2016	FEEDDR Teachers	<u>Step 3</u> <ul style="list-style-type: none"> <li>Develop their understanding of Digital curriculum and begin Online Migration of curriculum and Assessments</li> <li>Identify sites for visits</li> <li>Use sub time to finalize digital conversion at the quarter and submit to Ed. Services for review.</li> </ul>

On-Going Systemic Support Year 1		
What	When	Who
Identification and approval of FEEDDR teachers	August 2016	Ed. Services Specialists
Approval of Budget/proposal for year 1	August 2016	Ed Services Director, Superintendent
Site visits and conference attendance	October 2016	Designated Specialist.
Review of FEEDDR online resources	December 2016	Designated Specialist/ BHS Leadership

Project Year 1 Benchmarks	Quarter 1	Semester 1	Quarter 3	Year End
4-6 Pilot Teachers	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q1, including all handouts, assignments and homework/projects</li> <li>Site visits to identified schools to see digital curriculum in action</li> </ul>	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q2, etc.</li> <li>Meet as a group and look at formatting of curriculum and standardization of digital content across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q1, including all handouts, assignments and homework/projects</li> <li>Attend CUE National and gather resources/ examples and identify possible visitation sites</li> </ul>	<ul style="list-style-type: none"> <li>Complete digitization of curriculum</li> <li>Meet as a group to ensure standardization of content</li> <li>Plan for digital implementation for next year</li> <li>Start assembling the Digital Curriculum Guidelines and Standards for schoolwide implementation.</li> </ul>
Behind the scenes support work	<ul style="list-style-type: none"> <li>Research William's implications of digital textbooks and device rollouts.</li> </ul>	<ul style="list-style-type: none"> <li>Research device storage, roll-out and policy changes needed for full 1:1 implementation with G. Rivera</li> </ul>	<ul style="list-style-type: none"> <li>Research device rollout models for check-in and out, including take home and school only models.</li> </ul>	<ul style="list-style-type: none"> <li>Work with teachers to help with device accessibility for next year, these pilot teachers will need more than normal access to fully run the digitized classrooms.</li> </ul>

Project Year 2 Benchmarks	Quarter 1	Semester 1	Quarter 3	Year End
Original Pilot Teachers	<ul style="list-style-type: none"> <li>Run digital classroom, tweaking and reworking curriculum to suit real world needs and student interactions.</li> <li>Help new teachers digitize class materials, troubleshoot problems and be available for help</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve digital content</li> <li>Come together as a group to help get all class content up onto haiku and similar in appearance and function in the online environment.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to improve digital content</li> <li>Be a resource for the new teachers digitizing work.</li> <li>Explore options for full digital implementation with TOSA</li> </ul>	<ul style="list-style-type: none"> <li>Reflect on digitized content and move forward with a plan to get the whole site digital by the end of year 3. This is a hard deadline and must be met, how do we ensure that we are successful?</li> </ul>
8-12 New Teachers	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q1, including all handouts, assignments and homework/projects</li> <li>Site visits to identified schools to see digital curriculum in action</li> </ul>	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q2, etc.</li> <li>Meet as a group and look at formatting of curriculum and standardization of digital content across content areas</li> </ul>	<ul style="list-style-type: none"> <li>Digitize Curriculum from Q1, including all handouts, assignments and homework/projects</li> <li>Attend CUE National and gather resources/ examples and identify possible visitation sites</li> </ul>	<ul style="list-style-type: none"> <li>Complete digitization of curriculum</li> <li>Meet as a group to ensure standardization of content</li> <li>Plan for digital implementation for next year</li> <li>Start assembling the Digital Curriculum Guidelines and Standards for schoolwide implementation.</li> </ul>
Behind the scenes support work	<ul style="list-style-type: none"> <li>Start device pricing and rollout planning.</li> <li>Digital Piloting with original FEEDDR teachers, looking at logistics and working out the details of device integration.</li> </ul>	<ul style="list-style-type: none"> <li>Work with IT to ensure power, wifi and networking/account information is up to date and updated constantly.</li> </ul>	<ul style="list-style-type: none"> <li>Write plan for storage and check-in check-out. Start placing plans for adjustment of school day procedures and routines to accommodate the plan.</li> </ul>	<ul style="list-style-type: none"> <li>Work with teachers to help with device accessibility for next year, these 12-16 teachers will need more than normal access to fully run the digitized classrooms.</li> </ul>

### FEEDDR Cost Breakdown Year 1

Hourly Assignments	
Teachers (Maximum)	6
Hours (100 for year)	25200
Sub Days (4@140 each)	3360
Conference Attendance	10000
Site Visits (2 visits)	1680
FEEDDR branding	1000
41240	

### Cue Conference

Teachers	6
Conf. cost	290
Days	4
Meals	260/person
Hotel	5,000
Subs	140/day
Travel	520
Total Cost	9660

### SGVCue Oct 15

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# Mission

I will bring technology to all teachers in BUSD, meeting teachers at their level and expanding technological horizons of even the most tech-reluctant teacher. I will be a creative force for technology integration, by example and by demonstration, enable teachers to be more and do more than they ever thought they could.

# Vision

Technology is an inseparable part of education today, and I will be an exemplar of technology integration, utilizing new and innovative means of collaboration, content creation, and visible learning. My teachers will create, produce, and publish electronically, gaining insight and feedback from peers and teachers alike, and starting to grow their own analog and digital PLNs which will reflect a personal and professional curation of great resources.

# Values

I will be a digital citizen, and promote digital citizenship in all I do. I will positively contribute to all PLN/PLCs I am a part of, learning, growing, and reflecting while sharing my experiences and fostering education, growth and reflection on the part of others. I will commit to working with all teachers, tech embracing and hesitant, focusing on the benefits and enhancements that technology brings to education. I will not force tech upon anyone who isn't ready, but I will always be ready and willing to help any who ask.

# Goals

- Successfully steer and launch a 1:1 program at Bassett High School based around solid pedagogy and teacher driven device usage.
- Learn a coding language and be proficient
- Get my Admin credential to help with Career Advancement
- Become an EdTech Coordinator, to carve a place for myself and become indispensable in my position.

# Thomas Covington