DIGITAL SCHOOLS NEWSLETTER

SEPTEMBER 2019

Ms. Raven Harris - Maxine Smith STEAM Academy Student Device Deployment & Break-fix Lead and Information Technology staff hard at work making sure student devices are in working order.

INSTRUCTIONAL TECHNOLOGY TRAINING - SEPTEMBER & OCTOBER

SEPTEMBER 2019 TRAINING

1:1 Gear Up for Our Digital Transformation (in-person)

Participants will understand the key components of the 1:1 pilot, including why now, and how school-based innovation is a critical component to the initiative. **(Make-up is October 1st)**

Why a Digital Mindset is Key to Digital Transformation (virtual)

Participants will develop a vision of expectations for a digital culture within Shelby County Schools.

OCTOBER 2019 TRAINING

What Does Standards-Aligned Personalized Learning Look Like in Practice? (in-person)

Participants will be able to articulate a clear vision for challenging, standards-aligned instruction in a digital classroom. **(Make-up is October 30th)**

Elements of Personalized Learning Aligned to Standards (virtual)

Participants will understand and apply the Core Four of Personalized Instruction 1) flexible content and tools, 2) targeted instruction, 3) data-driven decisions, 4) student reflection and ownership.

Open Lab (optional) - Monthly

Participants will have the opportunity for an open-ended lab where learners are given the space to reflect, review, and gain clarity and/or insight around previous sessions.

SCS DIGITAL SCHOOLS PILOT HIGH SCHOOLS

School	Principal	Instructional Tech Analyst
Craigmont High School	Dr. Tisha Durrah	Ms. Inger Spikner
East T-STEM Academy High School	Dr. Newman Robertson & Lischa Brooks (executive principal)	Ms. Sakondra Moore
G.W. Carver College & Career Academy	Dr. James Suggs	Ms. Starlett Calhoun
Hamilton High School	Mr. James Bacchus	Ms. Starlett Calhoun
Kirby High School	Dr. Steevon Hunter	Ms. Lakeisha Smith
Middle College High School	Ms. Kimberly Rodriguez	Ms. Inger Spikner
Mitchell High School	Mr. Kelvin Meeks	Ms. Maya Lee
Southwind High School	Mr. Christopher Hardiman	Ms. Lakeisha Smith
Westwood High School	Ms. Julia Callaway	Ms. Maya Lee

The BrightBytes Technology & Learning Survey is live and will be open from September 19, 2019 - October 11, 2019. Remind parents, teachers, and students to take the survey - https://bbyt.es/start/7D2PC.

International Society for Technology in Education (ISTE) Standards

"ISTE Standards are a framework for students, educators, administrators, coaches and computer science educators to rethink education and create innovative learning environments." (www.iste.org/standards) As we journey into the Shelby County Schools Digital Schools Pilot, having an overview of the best practices in technology education can prove helpful as schools go through training and think through the different components that a Digital School Pilot should include.

ISTE Standards for Students	
1	**EMPOWERED LEARNER - Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.** 1a) Students articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes. 1b) Students build networks and customize their learning environments in ways that support the learning process. 1c) Students use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways. 1d) Students understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.
2	**DIGITAL CITIZEN - Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.** 2a) Students cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world. 2b) Students engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices. 2c) Students demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property. 2d) Students manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.
3	**KNOWLEDGE CONSTRUCTOR - Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.** 3a) Students plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits. 3b) Students evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources. 3c) Students curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions. 3d) Students build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.
4	**INNOVATIVE DESIGNER - Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.** 4a) Students know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems. 4b) Students select and use digital tools to plan and manage a design process that considers design constraints and calculated risks. 4c) Students develop, test and refine prototypes as part of a cyclical design process. 4d) Students exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.
5	**COMPUTATIONAL THINKER - Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions.** 5a) Students formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions. 5b) Students collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making. 5c) Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving. 5d) Students understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.
6	**CREATIVE COMMUNICATOR - Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.** 6a) Students choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication. 6b) Students create original works or responsibly repurpose or remix digital resources into new creations. 6c) Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations. 6d) Students publish or present content that customizes the message and medium for their intended audiences.
7	**GLOBAL COLLABORATOR - Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.** 7a) Students use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning. 7b) Students use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints. 7c) Students contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal. 7d) Students explore local and global issues and use collaborative technologies to work with others to investigate solutions.

ISTE STANDARD SPOTLIGHT

Digital Citizenship: Fairfax County Public Schools

Information from: https://www.fcps.edu/resources/technology/technology-literacy/digital-citizenship

Fairfax County Public Schools (FCPS) has an entire website with links and resources dedicated to keeping students safe and families informed as more instruction is shifted online. FCPS adopted the Common Sense Education Media Digital Citizenship Curriculum. The topics that are covered in the curriculum, which parents can view as well are Media Balance & Well-Being, Privacy & Security, Digital Footprint & Identity, Relationships & Communication, Cyberbullying, Digital Drama & Hate Speech, and News & Media Literacy. Common Sense Education has many resources that prove helpful for schools and families. FCPS shows how those resources can be leveraged and integrated with your school's program.

Digital Citizenship: Shared Responsibility

Ensuring that students learn to use technology safely, responsibly and ethically is a shared responsibility.

Digital Citizenship: Families

Access tip sheets in multiple languages and recorded videos about supporting students with digital citizenship.

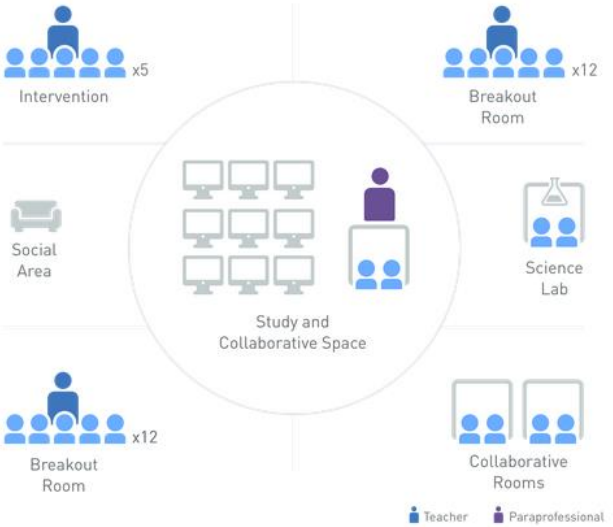
Digital Citizenship: Students

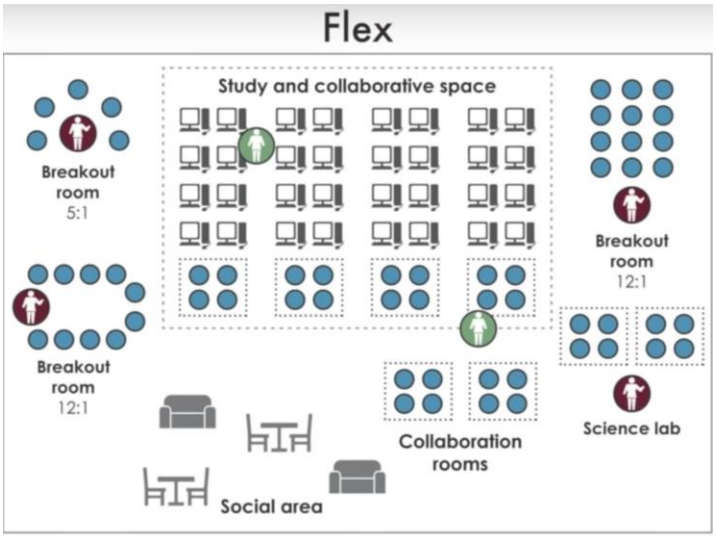
Digital citizenship resources for students

PERSONALIZED LEARNING/INSTRUCTIONAL MODEL SPOTLIGHT

Flexible Playlists/Flex Model

With a Flexible Playlist Model, also referred to as a Flex Model, students move among learning activities according to their needs and/or how the teacher has assigned their "playlist." Teachers support students as needed with this model, with a small group built in for those that need the extra support. Below are images of how a Flex model could be set up in your school. View this link - Flex Model Khan Academy - to gain an understanding of how a Flex/Playlist model works. To hear a school leader describe her thinking before selecting the model they chose, view this link: Summit Public Schools Sierra - *Thinking behind the model*.





Innovations Early College High School shared reflections on their implementation of the Flex Model on Blended Learning.org. Read about why they chose the model, what they changed over time, what their biggest challenge was and how they overcame it, and learn what advice they'd give to emerging [personalized learning] program leaders.

SCS PERSONALIZED LEARNING SPOTLIGHT - Maxine Smith STEAM Academy

8th Grade Virtual Schools Classroom w/ Ms. Lanita Fifer | 7th grade STEM classroom - Student presentations on Truss Bridges

MAXINE SMITH STEAM ACADEMY

Principal: Michael Andrew Demster (Andy)
Maxine Smith "Tech Team": Raven Harris (Tech/School Support Secretary), Kelly Nelson (Instructional Facilitator), Lanita Fifer (AVID/ISS Administrative Assistant)
Principal Demster and his team shared information about how they use technology, how long they consider themselves to have been a blended learning school, student device distribution and break/fix process. Also see pictures above for a sneak peek into how the devices are being used by students in classes at Maxine Smith STEAM Academy.

Do you have information or lessons learned that you would like to share with others embarking on the personalized/blended learning path?

- **Student device distribution process:** Initially devices were distributed to students from classroom teachers, with each teacher responsible for the process. Now the device distribution is centrally-run by Ms. Raven Harris out of the Library. Her sole responsibility is to manage student device distribution and the break-fix process. Ms. Harris has a detailed process for student device distribution that includes scanning computers using library book scanners and assigning the same computer to each student throughout their time at the school.
- **Break-fix process:** Ms. Harris along with Ms. Nelson and Ms. Fifer are the "Tech Team" for Maxine Smith. They developed a stream-lined process for students to troubleshoot and turn in devices that aren't working. During lunch, Ms. Nelson and Ms. Fifer work with students to troubleshoot computer issues. Students have to complete a Student Device ticket that notes the first step is restarting, the second step is to have Ms. Nelson or Ms. Fifer troubleshoot with them during lunch. The final step is to see Ms. Nelson in the library. She documents the issue and assigns the student a temporary device.
- **Learning Model:** Principal Demster shared that Maxine Smith STEAM Academy does not necessarily use one defined blended learning or personalized instructional model. They use multiple aspects of technology for student learning, allowing teachers to decide what works best for their students. Devices are used for research, not-taking, organization (AVID), etc. They are transitioning to Microsoft Teams from Google Classroom.
- **Safety Training:** The first two weeks of school is dedicated to safety training for students. They show a screening of "Screenagers" during Parent Night; host digital citizenship workshops, and provide information about alternatives for wi-fi access if not available at home.

Contact Ms. Raven Harris at HarrisRM1@scsk12.org if you would like more information on their processes.

Thank you to the leaders from Information Technology, Instructional Technology, Curriculum and Instruction, Virtual Schools, Professional Learning & Support, Legal, Risk Management, and Federal Programs, who have collaborated to put this pilot in motion and who will be guiding and supporting the initiative moving forward.

Digital Schools Pilot Contact

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Please share your comments, questions, wonderings, etc. with us about the topics in this newsletter and what you might like to see in future issues: https://padlet.com/AcademicOfficeSCS/SCSdigital