

emerge
1:1 wireless learning

Transforming Learning, Inspiring Discovery

Getting Started: Principals and Project Leads

Emerge Summer Institute 2007

Alberta

Getting Started: Planning for success

Phase or Process

Document

| | |
|---|--|
| Know your goals and deliverables | CFP, Proposal, Grant Agreement (Schedule A) |
| Create a plan to meet the goals and deliverables | Project Charter/plan and Action Plan |
| Implement, support, track and monitor, assess/gather evidence, manage change, adjust | Action Plan, Meeting notes/agendas, Research results |
| Celebrate milestones and successes | Staff events /memos, Board meetings, Newsletters |
| Report and plan for the future | AE and Board Reports |

Emergence Project Goals

- **Gain a deeper understanding of the educational and technical merits of One to One Mobile Computing on student learning and student motivation**
- **To transform Teacher practice,**
- **Increase teacher enthusiasm and satisfaction**
- **Promote teacher collaboration**
- **Increase parental participation**
- **Raise awareness of the impact of One to One learning environment.**

What are your project goals?

Grant Agreement: Schedule A

The grant recipient will:

1. Deliver a one-to-one mobile computing program that will..... (as per proposal)
2. Share information (merits, challenges, promising practices) related to the one-to-one mobile computing initiative at a minimum of one Alberta Education stakeholder event
3. Participate in Research Community of Practice activities supported by Alberta Education. Participation may include, but is not limited to:
 1. using a common toolkit;
 2. attending provincial meetings and events;
 3. contributing to an online Community of Practice environment;
 4. participating in research activities which may include:
 - a. interviews,
 - b. focus groups; and
 - c. observations.

Grant Agreement: Schedule A con't

4. Provide **one status report**, by **June 30, 2007** and **two interim reports** to Alberta Education on or before **October 31, 2008** and **October 31, 2009**. **Interim reports must include a short video (max. 10 minutes) showcasing the project and project outcomes;**

5. Provide a **final report** on the project to Alberta Education on or before **October 31, 2010**, which will include:
 - Impact statement describing the benefits that have resulted from the initiative;
 - Assessment of the extent to which the goals and deliverables have been met as identified in the attached proposal;
 - Recommendations based on lessons learned;
 - Plan for long-term sustainability;
 - A short video (max. 10 minutes) showcasing the project and project outcomes; and
 - Other information as deemed appropriate by the Grant recipient.

Check List for Implementing 1:1 Laptops in Schools

How is your organization doing on each of these conditions? Rank each condition on a scale of 1 to 5 where 1 represents “needs a lot of work” and a 5 is the least challenging (i.e. “we’re good”)



Transforming Learning, Inspiring Discovery

Handout

| | |
|--|--|
| <p>Shared Vision – The school board and school administrators have provided proactive leadership in developing a shared vision for the use of laptops and wireless technologies among school personnel, parents, and the community. Everyone shares the same vision.</p> | |
| <p>Tracking and Management - The school and district has communications systems, plans, and structures in place to track and provide ongoing support for the implementation of technologies. The plan or charter includes processes, milestones, measures, communications and the establishment of regular tracking meetings.</p> | |
| <p>Equitable Access – Students, teachers/staff have equitable access to laptops and wireless technologies, and associated learning resources. Anytime, anywhere (24/7).</p> | |
| <p>Skilled Personnel – District leaders, teachers and support personnel are skilled in the use of technology. (Continual technical training)</p> | |
| <p>Professional Development –Staff have consistent, on-going access to technology-related professional development that is specific to their assignments. (Pedagogy)</p> | |
| <p>Technical Assistance – Staff have appropriate technical assistance for maintaining and using the technologies.</p> | |
| <p>Content Standards and Curriculum Resources – Instructional personnel, school leaders and teachers are knowledgeable about curricular and technology standards, related ICT curriculum and resources and the use of technology to support learning.</p> | |
| <p>Student-Centered Teaching – Teaching in all settings includes the use of technology to facilitate student-centered approaches to learning. The technology is being used in meaningful learning (not just a finishing tool).</p> | |
| <p>Assessment and Accountability – The school and district has a system for the continual assessment of the impact of use on improving student learning. Assessment practices are in alignment with innovative teaching practices.</p> | |
| <p>Parent/ Community Support – The district and school maintains communications with parents to support appropriate and meaningful technology use at home and at school (Parent nights, newsletters, AUP, consent forms, etc).</p> | |
| <p>Support Policies – The school and district has policies, financial plans, and structures to support the use of technology in learning and in operations. Long-term plans are in place.</p> | |
| <p>Other -</p> | |

