Personalized Learning Through Technology
In Saint Paul Public Schools

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39,000+ PreK-12
100+ Languages
34% ELL
16% Special Education
72% FRL
Strong Schools, Strong Community 2.0

SPPS Racial Equity Policy 101.00
Promise to the Community

Fall 2012 Referendum

- Funding is $9 million annually 2013-2021
- Provides technology access for
  - Student engagement, anytime, anywhere learning
  - Family participation
  - Resources for teachers and community
  - Data for informed decisions

LEARNING TRANSFORMED BY TECHNOLOGY

As a national education leader, Saint Paul Public Schools recognizes the need to cast aside the one-size-fits-all model of instruction in favor of personalized learning that engages and motivates our learners. Technology can help make that happen.

STUDENTS will have access to new learning resources that provide engaging and challenging instruction anytime, anywhere.

FAMILIES will have the ability to more actively follow and participate in their students’ learning.

OUR COMMUNITY will have better access to district resources for lifelong learning.

TEACHERS will have access to resources that support rich, rigorous instruction aligned to district standards while also addressing individual learning styles.

ADMINISTRATORS AND STAFF will have access to increased data for making better informed decisions, communicating effectively, and maximizing resources.
SPPS Personalized Learning

Transform teaching and learning at Saint Paul Public Schools to be **student-centered**, **customizable** and **technology-enriched** to meet the diverse needs of all students.

<table>
<thead>
<tr>
<th>Tailored instruction</th>
<th>Student Voice and Choice</th>
<th>Engagement in a Technology-Rich Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Teachers:</strong></td>
<td><strong>Students:</strong></td>
<td><strong>Technology facilitates:</strong></td>
</tr>
<tr>
<td>• build <strong>relationships</strong>, <strong>relevancy</strong> and incorporate <strong>multiple racial perspectives</strong></td>
<td>• pursue racially/culturally relevant interests/opportunities</td>
<td>• collaboration</td>
</tr>
<tr>
<td>• <strong>customize</strong> instructional strategies using range of information about individual learners</td>
<td>• <strong>join</strong> teachers directing their educational experiences</td>
<td>• creativity and innovation</td>
</tr>
<tr>
<td>• provide <strong>multiple pathways</strong></td>
<td>• <strong>make decisions</strong> about means/ methods</td>
<td>• communication and collaboration</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• critical thinking and problem solving</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• research</td>
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</tbody>
</table>
Plan/Do/Study/Act: Implementation & Evaluation
Older and more conventional technologies like computer labs and projectors that connect to laptops are much more accessible and frequently used, yet there remains inequality across Planning Districts in their access. Newer digital technologies like tablet computers and E-book readers are not yet common or integrated into curricula. Educators and students habitually use older digital tools such as online searches, but newer tools such as GoogleDocs are seldom used.

Feldman Group Audit
1. Establish personalized learning as a key strategy to accelerate student achievement.

2. Provide technology tools to more schools, teachers and students.

3. Use more technology to engage students in learning.

4. Support and develop teacher and student capacity around personalized learning.
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End of year 2015-16
1. Establish personalized learning as a key strategy to accelerate student achievement.

2. Provide technology tools to more schools, teachers and students.

3. Use more technology to engage students in learning.

4. Support and develop teacher and student capacity around personalized learning.

1. In what ways and to what extent is SPPS closing the technology & access gap through the implementation of a 1:1 iPad environment?

2. How are we preparing teachers to integrate technology into teaching and learning in a 1:1 iPad environment?

3. How are we meeting the varied learning needs of students in technology-enhanced personalized learning environments in a 1:1 iPad environment?
In what ways and to what extent is SPPS closing the technology & access gap through the implementation of a 1:1 iPad environment?

100% of K-12 students have 1:1 iPad access during school hours.

Number of months where network capacity exceeds 80% of available bandwidth for one hour or more:

- **0 Months in SY15-16** [39,000 student iPads]
- **3 Months in SY14-15** [25,209 student iPads]

Internet access where they live:

- **Yes**: 85% (All), 83% (F/RL), 93% (Not F/RL)
- **Sometimes**: 11% (All), 13% (F/RL), 5% (Not F/RL)
- **No**: 3% (All), 4% (F/RL), 1% (Not F/RL)
weight: 1.4 lbs
height: 9.4”

35250 (ft)

63,000 (lbs)

x 45,000

6.7 miles

... ... ...
1. Establish personalized learning as a key strategy to accelerate student achievement.

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How are we preparing teachers to integrate technology into teaching and learning in a 1:1 iPad environment?

<table>
<thead>
<tr>
<th>Educators' perceptions on iPads and other technology use</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am confident in my skills and abilities to integrate technology into teaching and learning.</td>
<td>77%</td>
</tr>
<tr>
<td>The &quot;Essentials of Personalized Learning&quot; are included in my professional development opportunities.</td>
<td>20%</td>
</tr>
<tr>
<td>The use of iPads and other technology has enabled me to adopt a wider range of teaching and learning approaches.</td>
<td>31%</td>
</tr>
<tr>
<td>I am able to tailor instruction in new ways due to iPads.</td>
<td>30%</td>
</tr>
<tr>
<td>Technology has transformed my instruction.</td>
<td>24%</td>
</tr>
<tr>
<td>The use of iPads facilitates innovation and creativity.</td>
<td>28%</td>
</tr>
<tr>
<td>The use of iPads facilitates communication and collaboration.</td>
<td>26%</td>
</tr>
<tr>
<td>The use of iPads facilitates critical thinking, problem solving and research.</td>
<td>22%</td>
</tr>
</tbody>
</table>
How are we meeting the varied learning needs of students in technology-enhanced personalized learning environments in a 1:1 iPad environment?
What’s Next

- Scale
- Achievement outcomes
- Sustainability
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