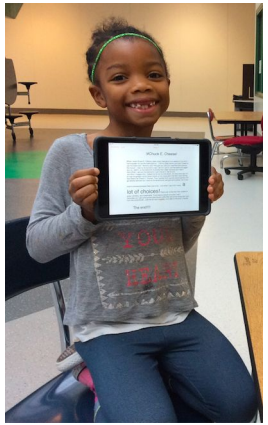
Personalized Learning Through Technology
In Saint Paul Public Schools

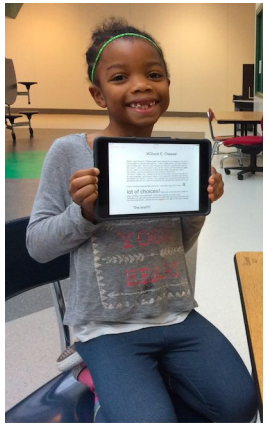


Dr. Stacey Gray Akyea, Director of Research, Evaluation & Assessment
Hans Ott, Assistant Superintendent of Teaching & Learning
Holly Miller, Program Evaluation, Research, Evaluation & Assessment

Saint Paul
Public Schools

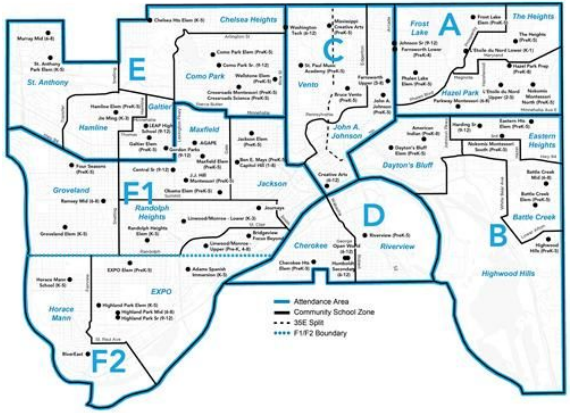
A World of Opportunities

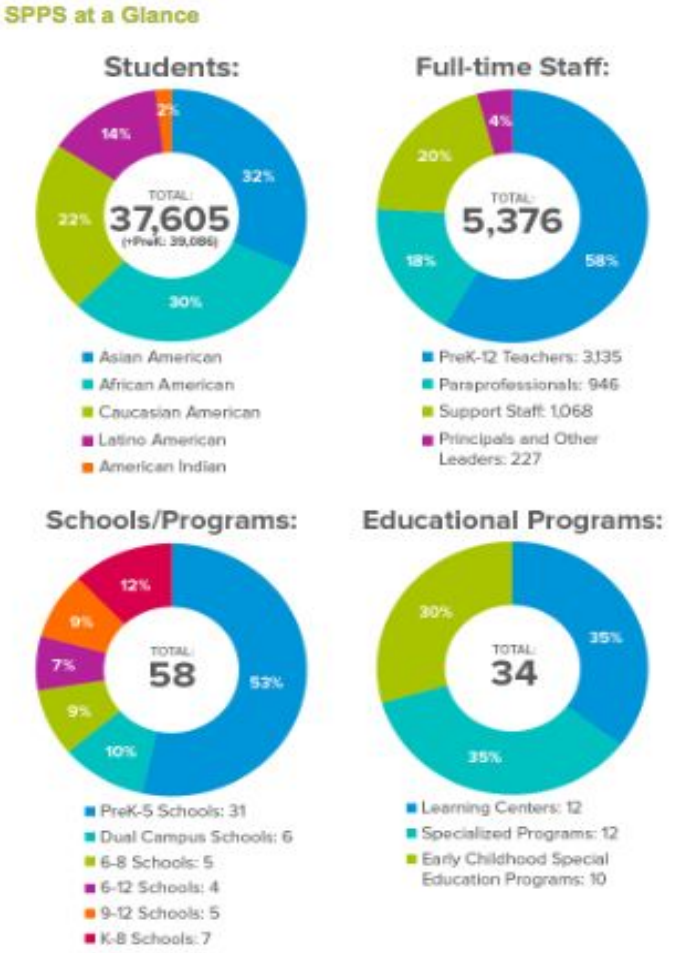
Personalized Learning Through Technology
In Saint Paul Public Schools



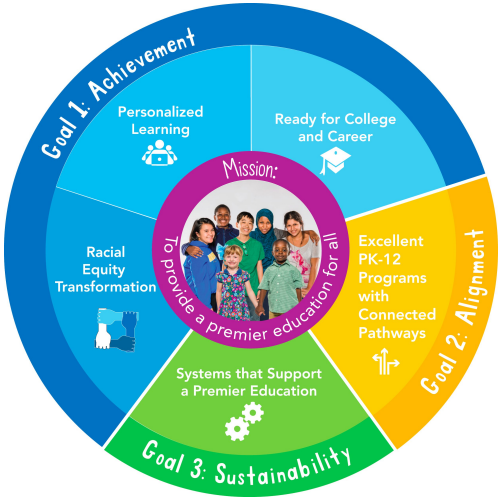
Dr. Stacey Gray Akyea, Director of Research, Evaluation & Assessment
Hans Ott, Assistant Superintendent of Teaching & Learning
Holly Miller, Program Evaluation, Research, Evaluation & Assessment

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.

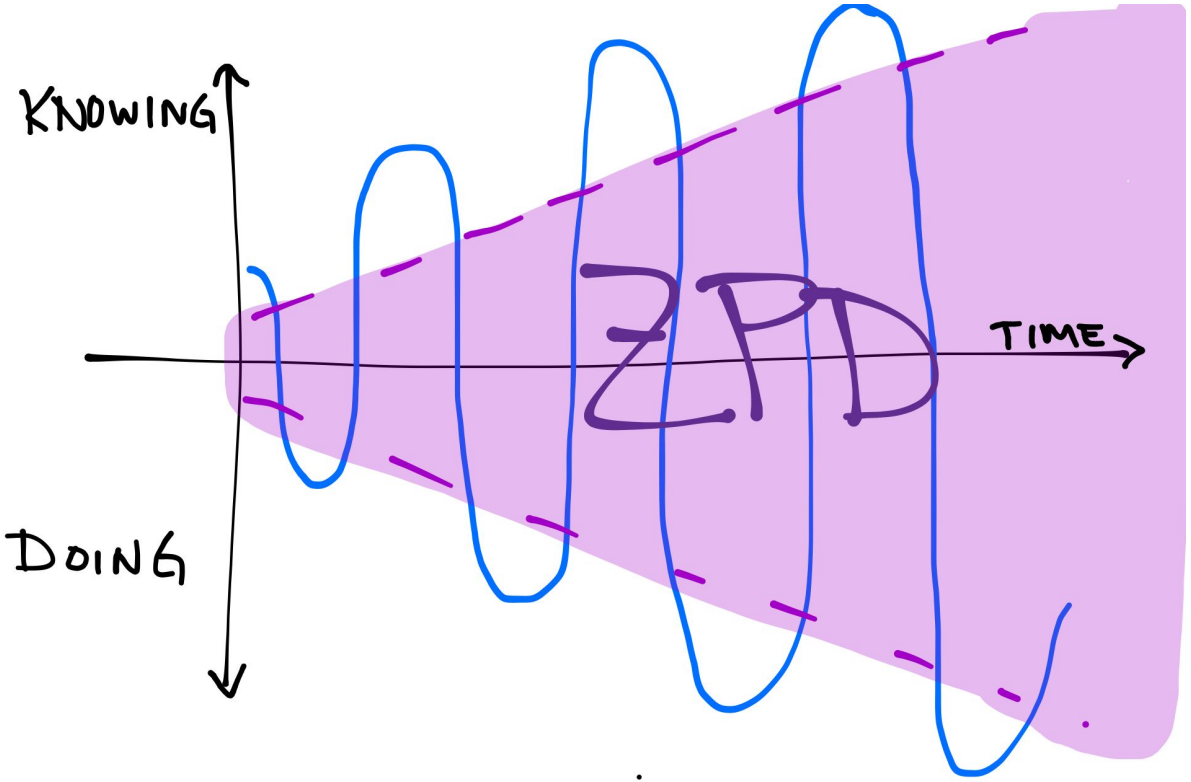
ADMINISTRATORS AND STAFF will have access to increased data for making better informed decisions, communicating effectively, and maximizing resources.

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.

Tailored instruction	**Student Voice and Choice**	**Engagement in a Technology-Rich Environment**
Teachers: • build **relationships, relevancy** and incorporate **multiple racial perspectives** • **customize** instructional strategies using range of information about individual learners • provide **multiple pathways**	**Students:** • **pursue** racially/culturally relevant interests/opportunities • **join** teachers directing their educational experiences • **make decisions** about means/ methods	**Technology facilitates:** • collaboration • creativity and innovation • communication and collaboration • critical thinking and problem solving • research

Plan/Do/Study/Act : Implementation & Evaluation



- Technology Survey Report
- Technology Readiness Report
- Project Plans
- Indicators
- Implementation Tasks

THE FELDMAN GROUP, INC.

June 3, 2013

TO: St. Paul School District -
Office of Academics and Technology Innovation

VIA: Ted Davis

FR: Ben Nusbaum

RE: Digital Technology Survey - DRAFT

Implementation Tasks
Support racially equitable classrooms by enhancing student engagement through personalized learning
Incorporate personalized learning (PL) as a long-term goal for schools by making it part of annual School Continuous Improvement Plans (SCIPs).
Distribute iPads to students, teachers, and classrooms to support Personalized Learning.
Align PreK-12 curriculum and instructional practices to the PL Essentials with a lens of racial equity in a 1:1 iPad environment.
Create professional development and support for successfully integrating personalized learning and technology in the classroom for all teachers, media specialists, and principals
Provide infrastructure that supports a 1:1 iPad learning environment.
Improve data and internet security management
Develop a district process for reviewing, selecting, and purchasing supplementary digital materials, including iPad apps, in support of personalized learning
Ensure that all stakeholders understand the planned expansion of Personalized Learning through a 1:1 iPad environment in SPPS

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

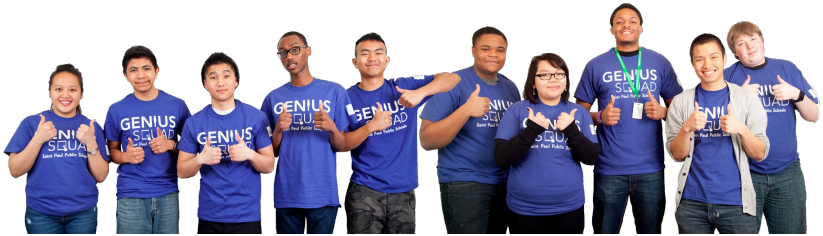
End of year 2013-14

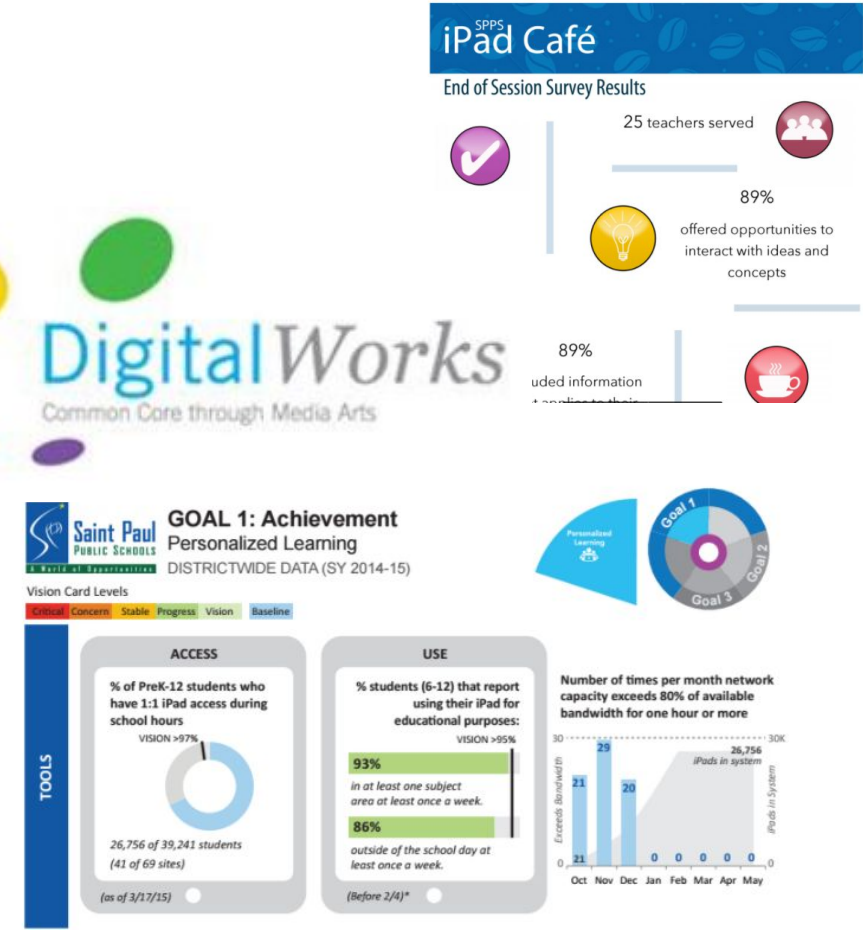
1. Establish personalized learning as a key strategy to accelerate student achievement.

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.





End of year 2014-15

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.

Task/Activity Menu for Order of Operations (Benchmark 6.2.2.1)

- Place a checkmark next to each box to show which activities you will complete.
- You must do the three activities marked with an "X".
- Before you can move to the next "food course", you must have your teacher initial that you are proficient on the first set of tasks.
- Please keep your own math needs in mind when making choices. Choose activities that will help you increase your understanding of order of operations.

	APPETIZER: Complete 2 Activities	**Checking for Understanding** Provide Your Teacher With:	Teacher Initials & Score
X	A. Complete at least 8 problems in the activity at http://amby.com/educate/ord-op/pg-01.html	5 problems showing your work, the solutions that you tried, and feedback received	3 2 1 ___
	B. Complete the Holt worksheet 1-5 Puzzles, Twisters & Teasers	Worksheet 1-5 Puzzles, Twisters & Teasers	3 2 1 ___
	C. Complete at least 8 problems in the activity at the link Exploring Order of Operations - Use it (iPad in Puffin)	5 problems showing each step you did with the solutions.	3 2 1 ___
	D. Complete at least 8 problems when you play Order of Operations Game using 18, 2, 4, & 3 directions and materials at this link. You may do this with a partner.	5 problems showing each step you did with the solutions.	3 2 1 ___
	FIRST COURSE: Complete 3 Activities	**Checking for Understanding** Provide Your Teacher With:	Teacher Initials & Score
X	A. Use the Pan Balance with different expressions tinyurl.com/nl8omya and complete the handout linked here	Completed handout linked here	4 3 2 1 ___
X	B. Complete the Order of Operation with Rational Numbers worksheet	Complete worksheet linked here	4 3 2 1 ___
	C. Complete the Holt worksheet 1-5 Problem Solving (Paper or Interactive Online Edition) *check answer key	Worksheet 1-5 Problem Solving	4 3 2 1 ___
	D. Create 3 context problems that involve the use of Order of Operations with at least 3 different operations. Include an answer key.	3 context problems with work and solutions	4 3 2 1

Counter-storytelling and absent narratives.

schoology®

End of year 2015-16

Saint Paul
Public Schools

A World of Opportunities

Where we are now.

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?

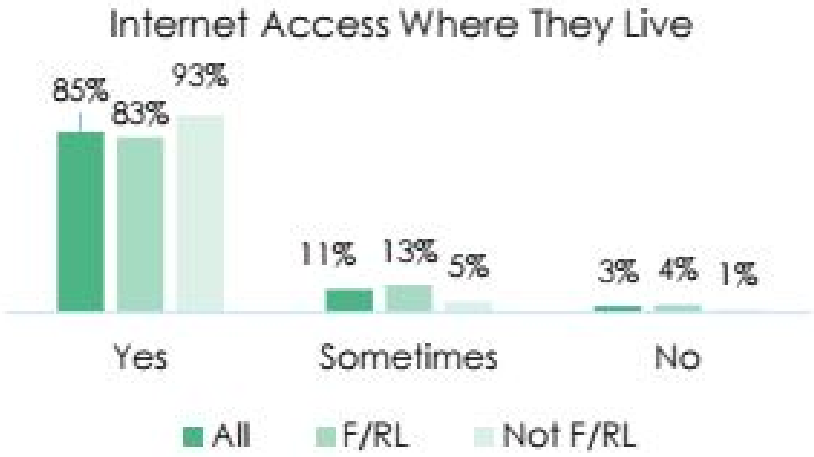
In what ways and to what extent is SPPS closing the technology & access gap through the implementation of a 1:1 iPad environment?

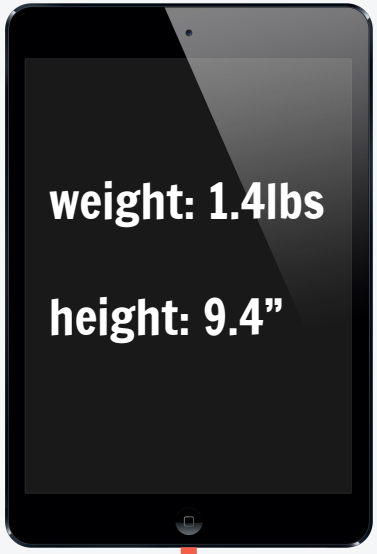
100% **of K-12 STUDENTS who have 1:1 iPad access during school hours**

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]



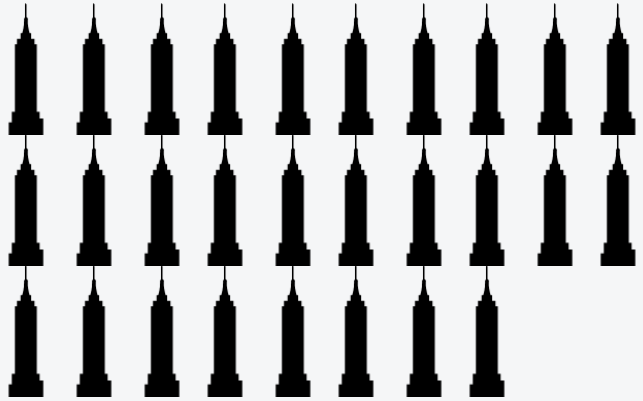


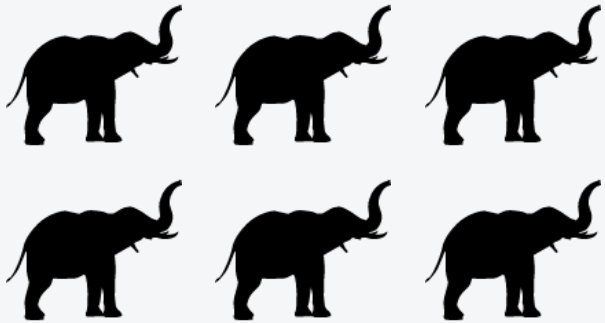
x 45,000

35250 (ft)

63,000 (lbs)

6.7 miles



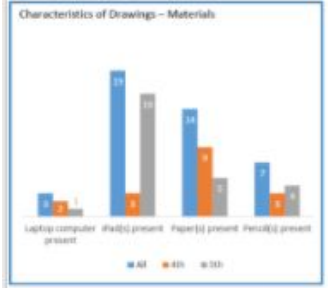


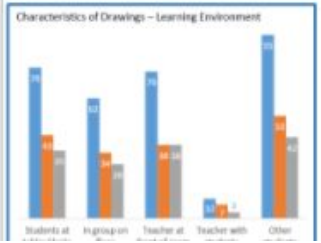
1. Establish personalized learning as a key strategy to accelerate student achievement.

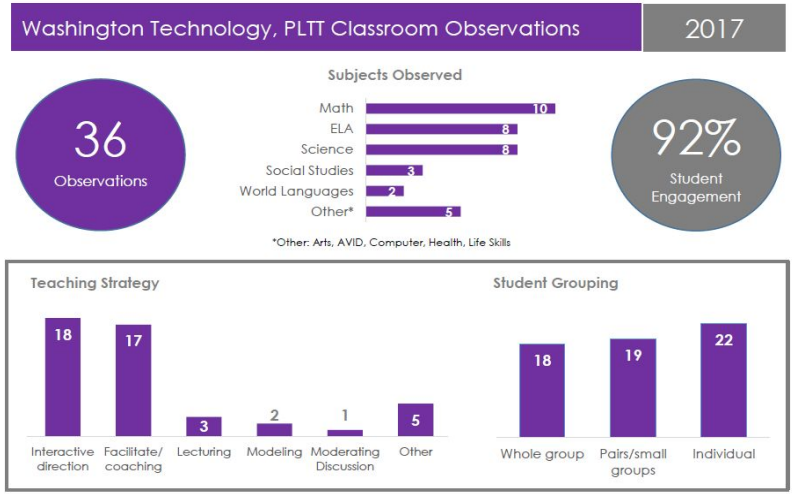
2. Provide technology tools to more schools, teachers and students.

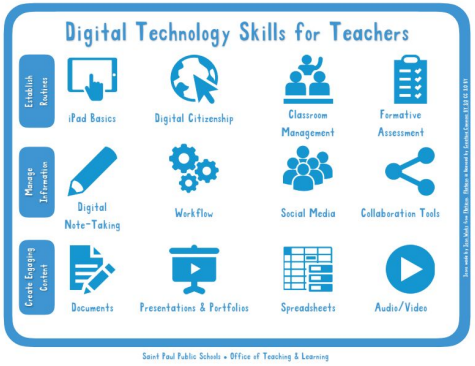
3. Use more technology to engage students in learning.

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







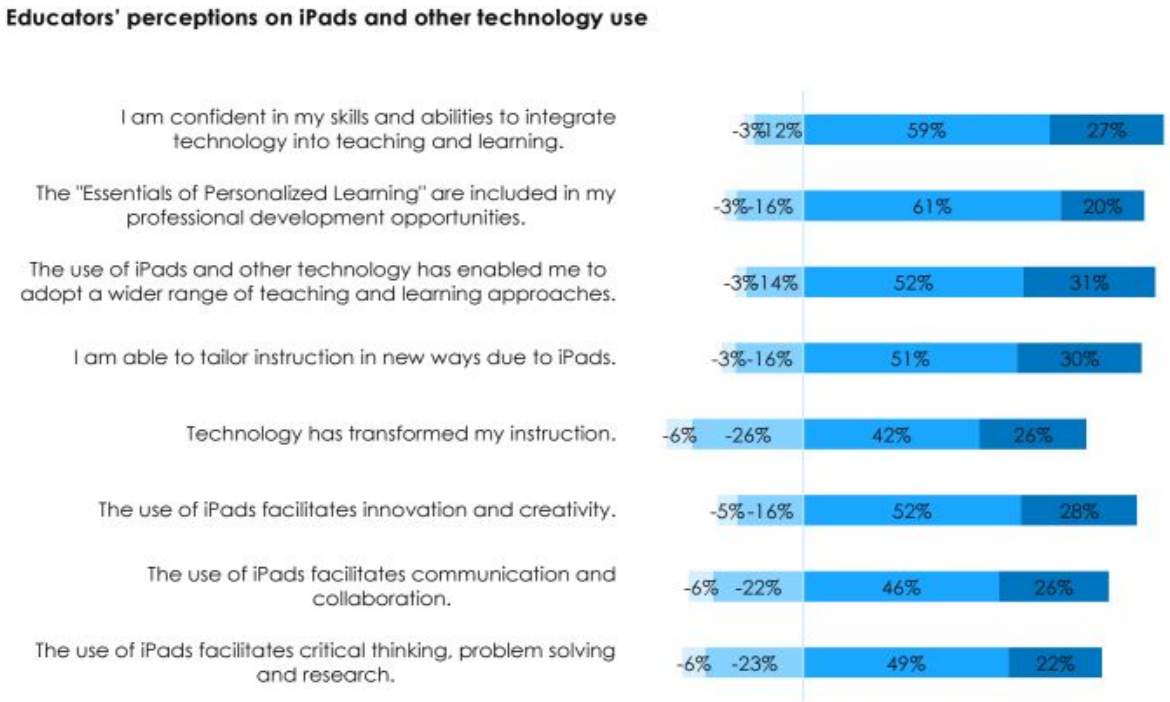


End of year 2016-17

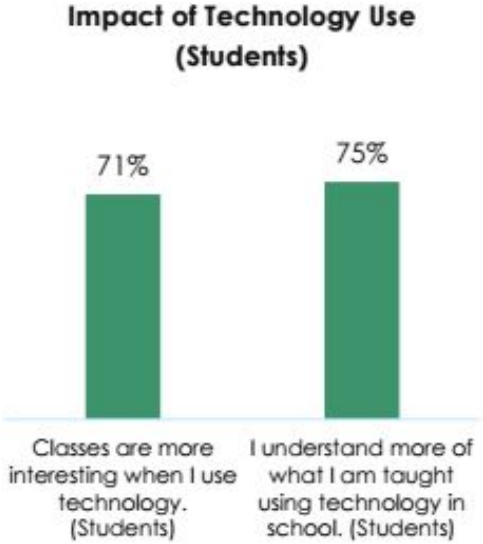
Saint Paul
Public Schools

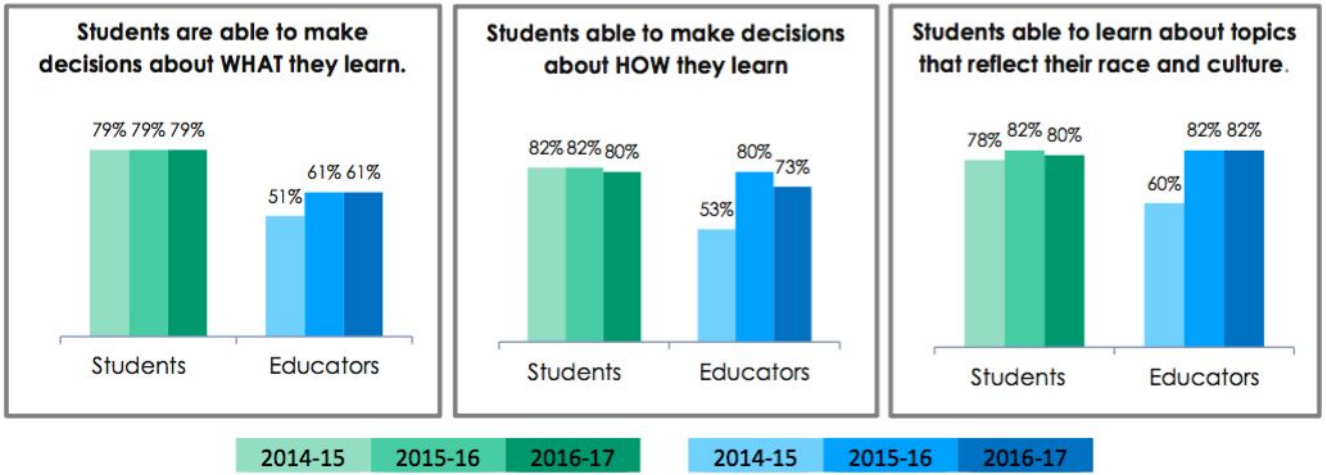
A World of Opportunities

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



How are we meeting the varied learning needs of students in technology-enhanced personalized learning environments in a 1:1 iPad environment?

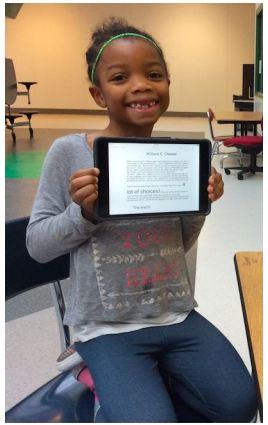




What's Next

- Scale
- Achievement outcomes
- Sustainability

Personalized Learning Through Technology
In Saint Paul Public Schools



Dr. Stacey Gray Akyea, Director of Research, Evaluation & Assessment
Hans Ott, Assistant Superintendent of Teaching & Learning
Holly Miller, Program Evaluation, Research, Evaluation & Assessment