FREE WEBINAR:
MANAGING THE PRINT-TO-DIGITAL TRANSITION

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Jason Tomassini
Staff writer, *Education Week*
Managing the Print-to-Digital Transition

Expert Presenters:

Jay McPhail, director of instructional technology, Riverside Unified school district, Calif.

James Ponce, superintendent, McAllen Independent school district, Texas
Transformation Begins

- March - June 2011  Cadre convenes. Made up of students, parents, community members, and teachers/staff. Conversation includes instructional technology and student centered, inquiry based learning.
- June-July 2011  Cadre branches out to teams at 14 schools to include training of team of 10 per campus.
- Oct. 18, 2011  TLC³ is launched.
Transformation Begins

- Sept.-Dec. 2011  Procedures/processes are developed (found at TLC³ page at mcallenisd.org).
- Dec. 2011  140 teachers from 14 schools receive iPad2’s. (Teams now established at all 33 schools.)
- Dec. 1, 2011  1st Town Hall Meeting (8 total in 3 months).
Transformation Begins

- Feb. 2012: Roll-out of devices begins for students of 1st Cadre (140 teachers).
- March 20, 2012: Transforming Learning Conference provided by McAllen ISD and ACU.
Transformation Begins

- Ongoing Teachers are finding a wealth of curriculum resources incorporating them into lessons.

- Ongoing McAllen ISD students and teachers are now even creating apps!

Insert photo of kids – Perez elem. Kids doing stuff with iPads

Insert photo of kids – Fossum kids doing something
Transformation Begins

- **May 14, 2012** District iTunes U site is launched
  *(one of only 20 Districts in U.S.)*!

- **May-July 2012** National, State, & Regional Presentations by Superintendent, Board, and/or staff begin.
  - *Summer Leadership Conference, SPI*
  - *TASB Summer Leadership Institute, SA*
  - *UT/TASA Summer Conference, Austin*
  - *White House*

- **May 2012** Approximately 1,350 instructional staff receive iPads.

- **August 2012** Trustees named “Regional Board of the Year”.
Transformation Begins

- Sept. 2012-13

2nd phase of roll-out to complete a total of 25,000 students.

Research & Development

Educator Preparation & Development
Transformation Begins

Connectivity expanded throughout the District and community

Technical & Network Support Services

- Installed 1600 wireless access points
- Installed security (firewalls) and content filters that work in tandem
- Manage devices through AirWatch
- Mobile Device Management
- Infrastructure & Wireless Connectivity
Transformation Begins

Started Summer 2011 – ongoing       TLC³ Professional Learning Plan

- Partnership with ACU Connected Consulting to train all teachers to integrate technology and help students develop 21st century skills.
- Plan designed to scale training to the entire faculty, develop mentors and prepare administrators to lead and implement.
Transformation Begins

eBooks being created by teachers & available in library

2 School Libraries Launched Overdrive in May 2012
- Have access to eContent (audio & eFormat)
- Have 10,000 e-books/titles
- Students can download to iPads or iPods

Began using Science e-books in 2008
- Targeting biology, chemistry, physics, and IPC
- Primarily used at middle schools
The Digital Learning Revolution

It’s about the learning…

Riverside Unified School District Education Week Webinar
Open Access VS Lock & Block

- Lock & Block applies across the board in education. Access to learning, content and technology is tightly controlled and managed by the "System".

- Open Access focuses on the "Learner" and access to a variety of learning opportunities, content and technologies.
Individualized Student Learning

- Learning at the **speed** of the student instead of the system
- Formal and Informal Learning
- Knowledge (Content) is no longer an exclusive commodity
  - **The Reality:** Moving…
    - FROM a defined classroom
    - TO *unrestricted learning*
- Information and communication can no longer be managed or controlled….(Arab Spring....)
Outcome = Learning
Open Access to Technology

- Device “Agnostic”
- Allow students to bring their own technology into our system (BYOT) (BYON)
- Provide unrestricted district owned technology and access to students without technology or access
- Provide Access to 3rd party insurance to cover loss, theft or damage
- Students provide tech support, etc
Open Access to Content

- cK12: (http://www.ck12.org/flexbook/)
- Curriki: (http://www.curriki.org/)
- Khan Academy: (More than just Algebra) (http://www.khanacademy.org/)
- District, Teacher or Student created content: (http://www.rusdlearns.net)
Digital Content Dilemma’s

- Is content a commodity owned solely by Publishers?
- How do we decide when to use open source content?
- Negotiate with publishers?
- What about cost savings?
- How do we add value to content that’s already available?
Houghton Mifflin Harcourt Provides iPads and Algebra I Application and 2010 Algebra Textbooks

- **Two teachers** selected randomly who teach multiple sections of Algebra I
- One section from each teacher is provided with **iPads** that are checked out to students vs. remaining sections with traditional textbook
- **Independent Evaluation:** All classes are taught with the same resources -- the results to be studied to identify differences between classes with or without iPads (digital text)

### How's that workin' for ya'?

<table>
<thead>
<tr>
<th>% in 8th Grade in Alg/Geo</th>
<th>2008-09</th>
<th>2009-10</th>
<th>2010-11</th>
</tr>
</thead>
<tbody>
<tr>
<td>competency (7th &amp; 8th)</td>
<td>45.3%</td>
<td>57.4%</td>
<td>59.1%</td>
</tr>
<tr>
<td><strong>Fuse</strong> Pilot</td>
<td></td>
<td></td>
<td>78.1%</td>
</tr>
</tbody>
</table>
Why was the Algebra project so successful?

• Technology? …probably not
• Students “owned” their device
  • They had their personal music / video / etc. on it
  • They tended to take it with them everywhere
  • Students had access 24/7
    • Resolved the absentee problem …arrived with their work …and caught up
    • Taking notes was easier …and they didn’t lose them
  • Parents were empowered to assist (they could review first)
  • Integrated video allowed the instruction to go with the student
  • Students “read” the chapter as many times as they needed

Not a perfect solution …but certainly an improved solution
Student Centric Learning

- Focus on clients (Students and Parents)
- Focus on student responsibility and ownership of learning outcomes...
Questions?

- PowerPoint posted at: http://rusdit.ning.com/forum/topics/education-week-webinar
- Jay McPhail:
  - Director of Instructional Technology
  - jmcphail@rusdlearns.net
  - Twitter @profjay
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
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Required Reading from *Education Week*:

**Educators Weigh E-Textbook Cost Comparisons**
The idea of "getting more" out of textbooks by going digital appeals to many educators. But some experts, district leaders, and publishers themselves question whether that content is readily available on the market and at a price that can actually save schools money, especially given the cost of the technology required to distribute it.

**Spotlight on Aligning Curriculum and Technology**
Technology is dramatically altering K-12 curriculum, but integrating digital tools into instruction can be challenging for educators. This Spotlight explores how districts are using technology to improve student learning, introducing games into classrooms, and using multimedia resources across the subject areas.
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