

Administrator Layer 1

MODEL: Creating District or School 1-to-1 Goals

Create a team of people who are interested and capable of helping you identify and articulate your 1-to-1 goals. Invite them to meet with you as many times as needed to familiarize them with the potential of 1-to-1 teaching and learning, to share your vision for this work, and to discuss how it will help students meet and exceed the expectations for learning.

Identify those articles and videos you want to share with this team (which best meet the needs of your team or committee members?). Refer to the AALF Layers of Learning for suggested resources that will help you with this portion of your goals work.

Capture your work in a template that you can use to develop your ideas and to communicate with your school staff, students, and parents. You should also use this document regularly as a reference for progress with questions like, “Are we making progress toward our 1-to-1 teaching and learning goals? How?” The table below is an example of a template used by other schools for creating their 1-to-1 goals. Table 2 provides an example from a school.

Table 1 – Goal setting template

Goal 1:			
Tactics	Person/s Responsible	Timeframe	Indicators of Progress
Goal 2:			
Tactics	Person/s Responsible	Timeframe	Indicators of Progress
Goal 3:			
Tactics	Person/s Responsible	Timeframe	Indicators of Progress

Table 2 – Example of Goal (using template)

Vision: Increase student learning and academic achievement as they prepare for their future by providing them with access to 21st century classrooms that foster engaging and relevant learning opportunities, increase communication, collaboration, and creativity, and foster student academic leadership.

Goal 1: Relevant 21st century classrooms that provide access to engaging and relevant learning opportunities			
Tactics	Person/s Responsible	Timeframe	Indicators of Progress
1. Implement (Expand) 1-to-1 teaching and learning in core classes by providing # additional carts of laptops as well as various technology and learning resources in identified core classes.	<ul style="list-style-type: none"> Designated staff 1:1 teachers Site and district administration District tech support, including IT director 	August – Sept 2015 2 ELA, 1 math, 1 soc sci teacher;	<ul style="list-style-type: none"> Identified core teachers/classes have laptops available for 1:1 learning; Technology resources made available for teacher and student use.
2. Work with teachers to identify and ensure clarity about the characteristics of effective 21 st century classrooms, instructional practices, and student tasks that incorporate 1-to-1 laptops as thinking, learning, doing tools.	<ul style="list-style-type: none"> 1-to-1 teachers Site administrators AALF designated trainer/s 	August 2015- May 2016	<ul style="list-style-type: none"> Defined terms for 21st century classrooms, teaching, and student tasks 1-to-1 instructional strategies and student tasks clearly identified and implemented by all teachers (that focus on communication, collaboration, critical thinking, and creativity).
3. Provide ongoing professional development, instructional coaching, and reflection opportunities (teacher action research) for 1-to-1 teachers focused on creating and sustaining effective classroom routines and instructional routines that insure student-centered learning opportunities.	<ul style="list-style-type: none"> AALF designated trainer/s 1-to-1 teachers Site administrators 	2015-2016 school year	<ul style="list-style-type: none"> Identified effective classroom routines identified and implemented. Identified effective instructional routines identified and implemented and resources, including digital tools, are made available to support this work. Classroom and instructional routines shared among all 1:1 teachers and resources, including digital tools, are made available to support this work.
4. Implement partnership work between teachers and students in units of study to explore ways the laptops and technology resources can be used for learning, collaboration, and creativity.	<ul style="list-style-type: none"> 1:1 teachers Students AALF trainer/coach Site administration 	August 2015- May 2016	<ul style="list-style-type: none"> Cross curricular units of study developed and implemented. (SS and ELA; math and science) Classroom cultures that encourage students to offer their ideas. Strategies and resources identified by teachers and students Teacher and student survey

5. Teachers will incorporate laptops as learning tools in CCSS and content specific standards lessons. They will receive support in planning these technology rich lessons.	<ul style="list-style-type: none"> 1:1 teachers AALF trainer/coach 	August 2015- May 2016	<ul style="list-style-type: none"> Teachers will identify CCSS and content standards in their units planning and implementation.
6. Teachers will help EL students use laptops and technology resources to develop their content and academic language knowledge and skills. They will receive support in building their knowledge and practices with this work.	<ul style="list-style-type: none"> 1:1 teachers AALF trainer/coach 	August 2015- May 2016	<ul style="list-style-type: none"> Teachers and EL students will build their knowledge and employ best academic language development strategies that include laptops and technology resources.

Goal 2: Increase student and teacher communication, collaboration, and creativity.				
Tactics	Person/s Responsible	Timeframe	Indicators of Progress	FJHS Goals
1. Provide communication and collaboration resources for laptop teachers and students that provides the means for regular (weekly?) opportunities to communicate with a variety of audiences, such as teachers, students, and community (possible resources: Gagle, Edmodo, Collaborize Classroom)	<ul style="list-style-type: none"> Site administrator District IT Resource trainer AALF designated trainer/coach 	Fall 2014 and ongoing	<ul style="list-style-type: none"> Communication resources provided with teachers and students using it regularly to inform students and parents Resource & pedagogy training for teachers 	<ul style="list-style-type: none"> AG LS LE
2. Increase student communication and writing opportunities and skills through the use of laptops and other appropriate resources in strategically planned lessons and units.	<ul style="list-style-type: none"> 1:1 teachers AALF trainer/coach Site administrators 	November 2014- May 2015	<ul style="list-style-type: none"> Increased opportunities for student writing (writing experiences, types of writing, audiences, etc) Student samples, including writing samples and scores 	<ul style="list-style-type: none"> CS
3. Increase student online research knowledge and skills through strategically planned and 'just in time' learning opportunities.	<ul style="list-style-type: none"> Students 1:1 teachers AALF designated trainer/coach 	November 2014 – May 2015	<ul style="list-style-type: none"> SEVA taught in all 1:1 classes Teacher training Student research quiz/writing Instructional strategies 	<ul style="list-style-type: none"> AG LE LS HM EB
4. Create classroom learning environments and lessons that empower student collaboration and creativity.	<ul style="list-style-type: none"> 1-to-1 teachers AALF designated trainer/s Site administrators 	August 2015- May 2016	<ul style="list-style-type: none"> Student (individual and/or team) work samples and projects Qualities of effective collaboration and creativity clearly defined and understood by all 1:1 teachers. Collaborative projects designed 	<ul style="list-style-type: none"> AG EB LS HM CS

Goal 3: Foster student academic leadership.				
Tactics	Person/s Responsible	Timeframe	Indicators of Progress	FJHS Goals
1. Provide more student-directed learning opportunities by enabling them to explore and suggest the ways 1:1 and laptops help them as learners.	<ul style="list-style-type: none"> • Students • 1:1 teachers • AALF trainer/coach • Site administrators 	November 2014- May 2015	<ul style="list-style-type: none"> • Students identify resources and engagement tasks and explanation • Student and teacher surveys 	<ul style="list-style-type: none"> • LS • AG • CS
2. Ensure student ownership of learning and academic progress through goal setting, reflection, and reporting practices and activities (ex: electronic portfolio; portfolio exchange day, etc).	<ul style="list-style-type: none"> • Students • 1:1 teachers • Site and district administrators 	January – May 2015	<ul style="list-style-type: none"> • Student reporting of academic progress • Online student surveys (end of each semester) 	<ul style="list-style-type: none"> •
3. Train student academic leaders who partner with their educators/advisors to ensure 21 st century digital rich classrooms as they promote academic responsibility, achievement, and planning for the future by each student on campus.	<ul style="list-style-type: none"> • Students Leaders • Staff advisor/s • Site administrators • AALF student leader trainer 	January – May 2015	<ul style="list-style-type: none"> • Student leader goals and plan for their work; implementation of this plan • Student insight surveys 	<ul style="list-style-type: none"> •

Publish, share, and communicate these goals and your progress with your staff, students, and parents regularly.