

Bridging My 1:1 Classroom From Current to Future

Successful 1-to-1 teachers at all grade levels understand that designing effective foundations is based, in part, on creating an aligned instructional system within their classroom. This is complex work, but it is also exciting and doable work when educators use those foundational resources AALF provides and that they and their school or district have created. These resources include:

1. *1-to-1 Litmus Test*
2. *4 Vital Questions*
3. *Your 1-to-1 Vision Pedagogy Statement*
4. 1-to-1 teacher classroom goals and expectations
5. School or district 1-to-1 goals

4 Vital Questions

1. What should I **keep** doing?
2. What should I **stop** doing?
3. What should I **start** doing?
4. How do I know?

Consider this thought



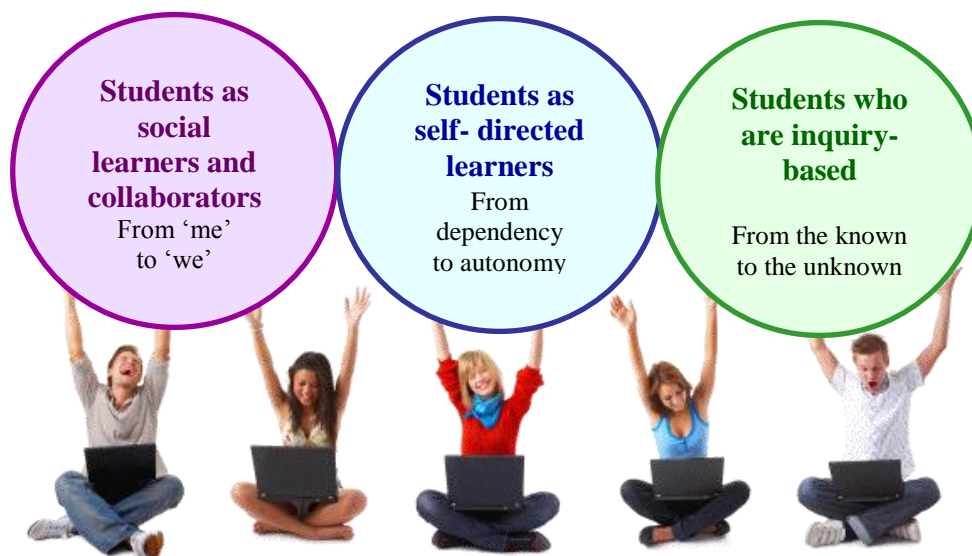
Our educational technology work up to this time has *resulted in an exciting but undisciplined explosion of innovations and opportunities; we have put technology above teaching and excitement above evidence or pedagogy.*

How does this quote impact your transition work as you implement or evolve your 1-to-1 teaching and learning?

Bridging From Current to Future Practices

Before beginning: Note that this can be time-intensive work, and so educators should prioritize those 1-to-1 pedagogies and goals they want to focus on for a period of time (for example, goal 1 during quarter 1, goal 2 during quarter 2, etc.). Designing and implementing an effective 1-to-1 classroom aligned instructional system should be viewed as multi-semester work that provides students with more opportunities for success and teachers with rich learning experiences as well.

Remember to consider contemporary learners and their expectations for contributing to the learning culture in your classroom or school.



Step 1: Create a thinking map or graphic organizer (example below) that will help you record the key ideas included in these resources.

Step 2: Record key ideas included in the first two columns in your thinking map or graphic organizer (Key ideas included in my 1-to-1 Pedagogy Statement and 1-to-1 Goals (Teacher or School or School)).

Step 3: Complete a 'classroom walk-about.' This can be done either while the teacher is present or by mentally visualizing the room. Observe the components of the room, keeping in mind the organization, availability of visual learning aids that empower students to be independent learners, work spaces for group or pair collaboration, presentation resources, etc.

Step 4: Record your observations in the third column of your graphic organizer (titled: Current Reality or Current Practices).

Step 5: Review the *1-to-1 Litmus Test* as you consider the following questions:

1. Refer to the work of designing and creating effective 1:1 learning spaces on the previous pages.
2. Does the learning culture or learning environment I have created in my classroom align or 'match' the elements I have included in my 1-to-1 Pedagogy Statement?
3. Does the learning culture or learning environment I have created in my classroom align or 'match' my goals and expectations?
4. Does the learning culture or learning environment I have created in my classroom provide students with 21st century learning opportunities?

Step 6: Review the *4Vital Questions* and identify your next steps with each of these.

Bridging From Current to Future

| Key ideas included in my 1:1 Vision and Pedagogy statement | 1-to-1 Goals and Expectations (Teacher or School or District) | Current Reality or Current Practices | My Next Steps after applying 4 Vital Questions |
|--|---|--------------------------------------|--|
| | | | |

Bridging From Current to Future - Example

| Key ideas included in my 1:1 Vision and Pedagogy statement | 1-to-1 Goals and Expectations (Teacher or School or District) | Current Reality or Current Practices | My Next Steps after applying 3 Vital Questions |
|---|--|---|--|
| <p>Students learn best when they are provided with relevant hands-on learning opportunities that enable them to learn content, skills, and concepts and when they are given the opportunity to be creative and collaborative.</p> | <p>Increased effective student engagement through seamless activities.</p> | <ul style="list-style-type: none"> • Do I know what increased student engagement or seamless learning is? • My students always copy my notes. • My students have started to complete their assignments on their laptops. • Students are excited to use their laptops to complete their assignments. | <p>Keep:</p> <ul style="list-style-type: none"> • Researching what effective student engagement in a 1:1 class involves. • Having students use laptops more often than not. <p>Stop</p> <ul style="list-style-type: none"> • Using worksheets • Waiting until the perfect moment to use technology. <p>Start</p> <ul style="list-style-type: none"> • Evolving from depending on worksheets and textbooks to more relevant tasks. |