



Igniting 21st Century Learning



# E-Newsletter

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## A Message from OTO President



Leslie A. Wilson,  
President, OTO

### Re-Creating Education-We Can Do It!

The advent of United States stimulus dollars has educators (including ed-techies) buzzing. There is much work to be done in a short time span. Authentic transformation can come from applying these funds to meaningful, sustainable efforts that emerge from a shared vision. The devil is in the details. Focused hard work, quick-time communications, deliberations and action plans are necessary to ensure these resources go toward the right work.

The USDOE assurances are clear. They make sense. Creating plans based on reform efforts that have substance is paramount. Ensuring scale and sustainability must be part and parcel of garnering these funds. It seems a daunting task.

Daunting—yes. Impossible—no! This week I was a presenter at the SETDA/SMART Education Briefing in Chicago. Seven states participated in visioning and planning activities that led to top quality strategic action plans for engaging the stimulus funds among their local districts. They planned around each assurance, extensive state-wide communications and sharing, expeditious deployment of funds and accountability/evaluation measures. Included were professional learning community activities and task forces that would provide for ongoing dialogue and feedback loops. Their work was impressive!

A state's/district's vision must involve all stakeholders. It should be a 'living' document that defines a short and long term set of scenarios. This isn't an easy feat given the time constraints. I urge you to consider the following 'drivers' as you pull around stimulus plans.

1. Personalization of education. Future trends and research are clear. Learners must be the center of all transformation measures.
2. An ecosystem that is NOT bound by bricks and mortar – but ensures uninterrupted connection between teaching and learning and the local and global communities
  - Consider:
    - i. virtual environments, distance and online opportunities
    - ii. interconnectivity and usability of current and envisioned technology capacities
    - iii. all users having responsibility for trouble-shooting and problem solving
    - iv. plans for scale and sustainability
3. Students' 24/7 ubiquitous access to digital resources.
4. Strong home and school connectivity – band-wise; human-wise.
5. Technology tools that have a driving force in facilitating student achievement and organizational efficiency goals.
6. A guaranteed curriculum and instructional program that guides these decisions.
7. Emphasis on professional learning networks, face to face and virtual, that promotes a coaching/mentoring model.
8. Invitation and engagement of student-owned personal, portable technologies in school environment.
9. Assimilation of social networking applications and web-based software programs.
10. Rigorous research plan for new projects, technologies, programs.

These are exciting and opportune times! It gives us great hope for the future of education!!

## Computers are Essential for Learning—Not Just Add-ons.



**Cathleen Norris,**  
*Regents Professor,  
University of North  
Texas  
and co-founder and  
Chief Education  
Architect, GoKnow  
Learning, Inc.*

The dream that each and every student in America – all 55,000,000 of them – will each have their very own, personal computing device to use 24/7 is at hand – and in their hand. By 2013 it is predicted that there will be 100% coverage of cell phones in the U.S. Now, some percentage of those students will be using netbooks and some percentage will be using traditional laptops. But, the bottom line is this: each and every student will have a powerful and network-connected computing device in their hands 24/7. As we approach that date – which is only four short years away – we need to be thinking very hard about how to use those computing devices effectively.

Interestingly, at the very same time, that we need to be understanding how to effectively use the 1:1 technology, schools are asking themselves: do we even need technology? (see for example <http://www.techlearning.com/blogs/20444>) Schools are under tremendous financial pressures and they are looking to cut things.

And since technology has not had an impact on test scores, well, then cut technology – clearly technology is irrelevant to education.

Now, technology is clearly not irrelevant to education as anyone with a vision for the future can see.

**The 21<sup>st</sup> Century Vision:** The 21<sup>st</sup> century world is moving to a knowledge-work economy. In order to prepare our children to take a leadership role in such a global marketplace, our schools and classrooms need to “look” like a knowledge-work environment. Instead of teaching “what” – Sgt Friday’s “just the facts, Ma’am”, children need to learn “how” – how to work in a team to solve a real problem in their community; how to frame that problem so it is actionable, how to research it, how to develop a plan of action, and finally how to enact that plan and build something.

If we are going to teach 21<sup>st</sup> century skills, then we need to use 21<sup>st</sup> century tools. Mobile computing devices are the quintessential 21<sup>st</sup> century tool; laptops are “oh so 90’s” (and oh so expensive!). A school that prepares their students for the mobile, global 21<sup>st</sup> century economy is a school in which each and every child has his or her own connected, mobile computing device to use 24/7.

**The 21<sup>st</sup> Century Implementation:** A 21<sup>st</sup> century lesson, then, is composed of a variety of learning activities around a curricular theme. For example, in studying the water cycle, students can view a video clip on the water cycle from YouTube, write a news story for the school paper about the implications of a disrupted water cycle in their region, draw an animation of the disrupted water cycle, interact with classmates on a blog about water cycle issues, etc.

Enabled by software designed expressly to support teaching and learning, all those activities are anchored in a mobile computing device. That mobile computer is the hub for all the students’ work: text documents, spreadsheets, concept maps, podcasts, blogs, animations, etc. Knowledge-workers use their computers as the hub for all their activities; K-12 students are apprentice knowledge-workers and thus they need a hub tailored to support all their activities, too.



**Elliot Soloway,**  
*Arthur F. Thurnau  
Professor, University  
of Michigan and co-  
founder and Chief  
Technology Officer,  
GoKnow Learning,  
Inc.*

## Computers are Essential for Learning—Not Just Add-ons.—Con't

The Pearson Foundation has just published a 7 minute film that portrays the use of cell phone computers in two 5<sup>th</sup> grade classrooms in Keller ISD, TX. Download the film at: [www.goknow.com/goknowshare/GoKnowCellphoonesInKellerTX.mov](http://www.goknow.com/goknowshare/GoKnowCellphoonesInKellerTX.mov) - this video is about 44 megs and thus downloading could take several minutes to complete. In this short video you will actually see a class of students and two teachers moving to the “21<sup>st</sup> Century Vision and Implementation” just described.

Currently, computers are used primarily as “add-ons” to the curriculum. A lesson might call for a session searching with Google, or it might include a concept mapping activity. However, if the computers suddenly became unavailable, the class would still enact the unit. The computer is a nice-to-have; it complements and expands on the unit. However, it is not essential to the unit.

In contrast, in the 21<sup>st</sup> Century Implementation, the computer is an essential element in the learning environment. If a knowledge-worker’s computer should be lost or inoperable there would be a major bump in that knowledge-worker’s work activities. (If the knowledge-worker was connected to the computing cloud, he/she would find another computer to work from.) Similarly, for a student engaged in 21<sup>st</sup> century learning activities, his/her computer is an essential tool – not a nice-to-have, not an add-on, but an integral tool to the learning activities.

The 21<sup>st</sup> Century Vision and Implementation that we have just briefly described is the goal. Precious few schools actually realize this goal – and a good proportion of those schools are greenfield schools – schools that have had the luxury of starting afresh. In fact, articulating the 21<sup>st</sup> Century Vision and Implementation is the easy part. Transforming a school from that using didactic instruction without 1:1 to a school using 21<sup>st</sup> century learning and 1:1 is no mean feat. But that is a story for another time. Here, we have focused on describing schools that are preparing children for the global, 21<sup>st</sup> century marketplace that is fast emerging.

Acknowledgement: Mark Weston used the term “essential” when referring to the use of computing devices in K-12. Thank you, Mark, for that most insightful observation.

## NEW to OTO One-to-One Institute Webcasts

### June 26, 2009—Member’s Only Webcast:

As a member of the One-to-One Institute, we invite you to join us at 3:30 pm, Eastern Time, on June 26, 2009 for **OTO’s First Webcast!** This webcast will feature OTO news and information around web 2.0 tools.

**For more information and to RSVP, contact Kate Kennedy at [katek@one-to-oneinstitute.org](mailto:katek@one-to-oneinstitute.org) or 517.335.0449.**

### Upcoming Webcast Series

OTO will launch a bi-monthly webcast series **fall 2009**. The first session will be focused on leadership. Registration will begin in July. Go to the OTO website, click on “Resources” for more information.



**Shawn L. Massey,**  
**Instructional Technol-**  
**ogy Coordinator, Flint**  
**Community Schools**

## Cheerleader, Change Agent and Critical Friend: The Three C's to Leading a Successful 1:1 Program

A major challenge facing many urban schools today is the relentless teaching of 21<sup>st</sup> century students using 20<sup>th</sup> century resources. As the Instructional Technology Coordinator for Flint Community Schools, I was thrilled when my district was among the first to be selected to participate in Michigan's one-to-one program. The Freedom to Learn grant provided several of our schools with the technology we so desperately needed to transform classrooms into 21<sup>st</sup> century learning environments. In order to provide ongoing support and leadership for our one-to-one sites, we implemented what I fondly thought of as "The Three C's" of success.

### **Cheerleader:**

One of the most important commitments we made regarding our one-to-one initiative was to celebrate every appropriate aspect of our journey. We held a full day "Kick-Off" celebration for all participating teachers, administrators, and technical support staff. Attendees learned the basics about the equipment they received and were encouraged to "play" with the devices. In turn, each school also had a ribbon cutting celebration for their parents, students, and community members. We also had Dine and Dialogue professional learning parties where teachers from all of our one-to-one schools celebrated the great work they were doing as well as shared technology resources, tips, and ideas with each other. When tackling something as significant as changing the culture of teaching and learning, it is important to celebrate the little things. It is a great way to encourage everyone involved to continue the sometimes difficult work.

### **Change Agent:**

We knew we were going to have to do things differently. The old system of support would not work when so many teachers and students had immediate access to our district's network. Often, our FTL Specialist, the person specifically assigned to work with all of our one-to-one schools, had to problem solve on behalf of our one-to-one sites by serving as a liaison between their needs and district practices. In each instance, we found a way to change and often improve how we delivered our support. We also informed our teachers that we did not have all of the answers; in fact, we encouraged them to help us think about the best way to eliminate many of the problems we faced. Teachers were empowered to make decisions and offer suggestions to advance our work. From placing easy IDs on the laptops and carts to our system of a single person point of contact for support, we all embraced our role as agents for change.

### **Critical Friend:**

It was essential to offer multi-layered support to the teachers and students involved in our one-to-one program. From the beginning, one of our responsibilities was to encourage an atmosphere of collegiality and distributed leadership. We established a process to provide prompt assistance as well as on-going professional development. Building-level Lead Teachers worked with our FTL Specialist to provide the necessary support to the other FTL teachers at each school. In some instances, we were able to establish student technical assistance teams to trouble shoot and facilitate the use of technology in the classroom. We had monthly lead teacher meetings to stay abreast of the challenges and successes our schools experienced, and we provided multiple models of professional development to meet our teachers' needs, including online, content and/or skill specific face-to face sessions, and "just in time" classroom co-teaching opportunities. We encouraged our teachers to move beyond basic applications such as creating PowerPoint presentations and challenged them to create technology-rich cross curricular units of study that excited and engaged their students.

## Cheerleader, Change Agent and Critical Friend: Continued

We became a “critical friend” and demonstration site for others across the state as well as across the country. We have had guests from Washington, New York, and Texas, and we continue to welcome visitors to our schools even though we continue to have many challenges maintaining our one to one environment.

### The Final and Most Important “C’s”:

We knew it wouldn’t matter which leadership style we adopted; we would not succeed if we failed to keep our stakeholders informed (**communication**) about and involved (**collaboration**) in the decision making process. We very deliberately made every attempt to keep the lines of communication open between and among all of our stakeholders. Our original planning committee involved teachers, principals, and parents from each of our one-to-one sites. We also invited our community partners to join us in the planning process. Other methods of communication and/or collaboration included: morning and evening parent orientations, one-to-one binders for teachers, students, and administrators, training for teachers, students, parents, and principals, a dedicated one-to-one computing website, and leadership meetings.

We shared our expertise with each other and we communicated with all stakeholders involved. We articulated our vision of one-to-one computing for our teachers and students. We aligned our technology policies and practices so they supported the goals of our program, and we embraced and collaborated with our partners whenever an opportunity arose. Our state, district, and school-level leadership teams met regularly to ensure all involved were provided the same information and given opportunities to provide feedback and help revise our implementation strategies, processes, and procedures.

I think it’s safe to say, we “C’d” our way to success!

SAVE THE DATE

Explore and Sustain  
1:1  
Teaching and Learning  
Environments

*November 9–10 2009*  
*Holiday Inn Chicago Mart Plaza*  
*350 West Mart Center Dr.*  
*Chicago, IL 60654*



**Keynote: Wesley Fryer**

**Conference Highlights:**

Observe a live 21<sup>st</sup> Century Classroom with students  
Network with national 1:1 leaders  
Choose from over 50 breakout sessions featuring the latest 1:1 techniques  
Discover how 1:1 supports major educational trends

*Centrally located in beautiful downtown Chicago.*

For more information go to, [www.one-to-oneinstitute.org](http://www.one-to-oneinstitute.org)

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## Tell us about your program

We would love to hear from you and highlight your comments in our next issue. Tell us about exciting products, software, technology tools or instructional strategies that you would like to share with other teachers.

Please email us with your response, [katek@one-to-oneinstitute.org](mailto:katek@one-to-oneinstitute.org).



## New Member Welcome!

One-to-One Institute would like to welcome the newest members to our one-to-one community!

Donna Muller  
Donald Smith  
Tasha Bethel  
Kim Adminzich

Ed Lijewski  
David Britten  
Mitch Ward



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**Igniting 21st Century Learning**

## Membership

For less than \$1 a month you can connect to teachers around the globe, access the latest one-to-one research and receive discounts on all of the institute's programs and services. Your membership also supports the One-to-One Institute's vision to transform 21st century education through ubiquitous technology integration. To become a member today, go to:

[www.one-to-oneinstitute.org/Memberships.aspx?menu=17](http://www.one-to-oneinstitute.org/Memberships.aspx?menu=17).