P.D. That Works: Leading with Technology
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~ 215,000 students | ~ 13,000 Teachers

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NMC/CoSN HORIZON REPORT 2016 TRENDS

- Coding as literacy
- Students as creators
- Collaborative Learning
- Deeper Learning
- Redesign Learning spaces
- Rethinking How Schools Work

Short-Term ➔ Mid-Term ➔ Long-Term
CHALLENGES

• Solvable
• Authentic Learning Experiences
• Rethinking the roles of Teachers

• Difficult
• Advancing Digital Equity
• Scaling Teaching Innovations

• Wicked
• Achievement Gap
• Personalizing Learning
Horizon Report – Developments in Technology

New Media Consortium & CoSN 2016

DEVELOPMENTS IN TECHNOLOGY

**NEAR-TERM**
1 year or less
- Makerspaces
- Online Learning

**MID-TERM**
2-3 years
- Robotics
- Virtual Reality

**FAR-TERM**
4-5 years
- Artificial Intelligence
- Wearable Technology

#TLTECHLIVE
The real challenge in K12 is to evolve our teaching, learning and assessment methods. What might that look like?
An HISD Global Graduate is ...

- A college-ready learner
- A responsible decision maker
- A leader
- A critical thinker
- A skilled communicator
- Adaptable and productive
#TLTECHLIVE

**Graduate**
- Leader
- Adaptable & Productive
- College-Ready Learner
- Skilled Communicator
- Responsible Decision Maker

**Teacher**
- Critical Thinker
- Deeper-Learning Cultivator
- Data Driven
- Lifelong Learner
- Literacy Developer

**Leader**
- Visionary
- Data Driven
- Culture Developer
- Leadership Teams Manager
- Personalized Learning Architect
- Instructional Planning
- Observation & Feedback
Our Goal:

Roadmap

0 • Teacher-centered. Specific content, direct instruction

One • Teacher-centered with learner voice and choice

Two • Learner-centered, with teacher and learner as co-designers

Three • Learner-driven, with teacher as facilitator and partner in learning

Learning Design

Desks in rows, books & lectures

Flexible configuration multiple sources of content, and various modes of instruction provide options to learner

(Based on Stages of Personalized Learning Environments by Personalize Learning LLC. Bray, Barbara & McKlaskey, Kathleen.)
## Introducing “TIM”

<table>
<thead>
<tr>
<th>Type</th>
<th>Entry</th>
<th>Adoption</th>
<th>Adaptation</th>
<th>Infusion</th>
<th>Transformation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Active</strong></td>
<td>Information passively received</td>
<td>Conventional, procedural use of tools</td>
<td>Some student choice and exploration</td>
<td>Choice of tools; regular self-directed use</td>
<td>Extensive and unconventional use of tools</td>
</tr>
<tr>
<td><strong>Collaborative</strong></td>
<td>Individual use of tools</td>
<td>Collaborative, conventional use of tools</td>
<td>Some student choice and exploration</td>
<td>Choice of tools; regular use of collaboration</td>
<td>Collaboration possible only with technology</td>
</tr>
<tr>
<td><strong>Constructive</strong></td>
<td>Information delivered to students</td>
<td>Guided use for building knowledge</td>
<td>Independent use for building knowledge</td>
<td>Choice; use for building knowledge</td>
<td>Extensive &amp; unconventional use</td>
</tr>
<tr>
<td><strong>Authentic</strong></td>
<td>Unrelated to the world outside class</td>
<td>Guided use, with some context</td>
<td>Independent use; connected to student lives</td>
<td>Choice of tools; meaningful activities</td>
<td>Innovative use of higher order contextual learning</td>
</tr>
<tr>
<td><strong>Goal-Directed</strong></td>
<td>Step-by-step task monitoring</td>
<td>Procedural use of tools to plan/monitor</td>
<td>Some student choice; purposeful use of tools</td>
<td>Flexible/seamless use of tools to plan and monitor</td>
<td>Extensive and higher order use of tools to plan/monitor</td>
</tr>
</tbody>
</table>

[http://Fcit.usf.edu/matrix](http://Fcit.usf.edu/matrix)
Activity: A Team Approach

• Peers
  • Opportunities & Resources

• School Leaders
  • Strategy & Supports:

• Central Office Supports
  • Resources & Cooperation
  • Stakeholders
Sheryl slides here . . .
61 Campuses
74,500 Students

Connected Learner
To design unparalleled learning experiences by incorporating effective and engaging technology tools, digital content and content pedagogy into the standards based curriculum and instruction.
Phases Overview

Phase 1 - Canvas Course (a-synchronous) - Foundation - 10 hours

Phase 2 - F2F - Design Lesson Plan(s) with team - 10 - 15 hours

Phase 3 - Implementation

Phase 4 - Review/Reflect
Phase 1: Online Trainings (Foundation):

- **Article I** - Creating a New Vision for Public Education in Texas Document - *The Digital Learning Environment*
- **ISTE Standards**
- **SAMR Model**
- **Katy ISD Instructional Cornerstones & Continuum**
## Instructional Cornerstone Continuum Guidance Document

<table>
<thead>
<tr>
<th>CORNERSTONE</th>
<th>Novice</th>
<th>Emerging</th>
<th>Proficient</th>
<th>Exemplary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Collaboration:</strong> Work respectfully with others by sharing responsibilities, exchanging and evaluating knowledge and ideas, and building consensus in order to achieve a common goal.</td>
<td>Work respectfully with others within a given set of group norms to complete a task.</td>
<td>Work respectfully with others to accomplish a task by actively listening, responding appropriately to alternate viewpoints, sharing responsibilities, and exchanging information.</td>
<td>Work respectfully with others to achieve a common goal through local and remote networking by sharing responsibilities and exchanging and evaluating knowledge and ideas.</td>
<td>Work respectfully with others to establish and honor group norms, achieve a common goal (define roles, assign responsibilities and build consensus), and consult with peers, experts, and others through local and remote networking.</td>
</tr>
</tbody>
</table>

1. **Guidance**

   - Does the task provide students with a given set of group norms in which they are to complete a task?  
   - Does the task provide students the opportunity to accomplish a task by actively listening and responding appropriately to alternate viewpoints, sharing responsibilities and exchanging information?  
   - Does the task provide students the opportunity to achieve a common goal through local and remote networking?  
   - Does the task provide students the opportunity to share responsibilities?  
   - Does the task provide students the opportunity to exchange knowledge and ideas?  
   - Does the task provide students the opportunity to evaluate knowledge and ideas?  
   1. Does the task provide students the opportunity to establish and honor group norms?  
   2. Does the task provide students the opportunity to achieve a common goal by defining roles, assigning responsibilities and building consensus?  
   3. Does the task provide students the opportunity to consult with peers, experts, and others through local and remote networking?  

**Communication:** Convey information and ideas to effectively engage the audience

- Share information and ideas in a given medium so that the main points are relevant to the purpose  
- Convey information and ideas clearly by selecting from a variety of media to effectively engage an audience.  
- Convey information and ideas clearly by strategically selecting an appropriate medium that engages the target audience  
- Choose the appropriate medium and skillfully use it to impart information and ideas to engage the audience, elicit a
Design of Lesson Plan:
Implementation
Question 9

What specific comments would you offer for our consideration? (This is will be shared with the administration)

Your Answer:

I love this initiative! It has been so fun, and I look forward to continue to design and use lessons in the future. My CTD, Suzie Williams, is amazing! This would have been much more stressful (and less fun) without her!

Your Answer:

Excellent program. Although we are making steady progress, I think the maximum benefit will occur when we reach a 1:1 student/device ratio. Then the comfort level for both students and teachers will be much higher as the technology is used on a daily, instead of occasionally, basis.
Measure Success for Teachers

- Quality of lessons created and shared
- Principal Feedback- Transformation of Classroom
- Digital Tools Stats
- Student Survey
- Active participation on phases
Unexpected Outcomes

- Tech Infused Lessons to Share
- Amazing Principal Support
- Teachers telling Teacher
- Vibrant PLN’s