

One-to-One Audit

Classroom Environment

- **Room Configuration-** Rooms should be configured for interactive one-to-one learning. Desks should not be arranged in rows, rather in groupings that allow more interaction between and among students using technology. Cords are managed in a safe way.
- **Classroom Management-** Effective classroom management for a one-to-one classroom should include well defined procedures and routines, clear rules and expectation for students, and seamless transitions between activities. This should be observable at all times.
- **Triage and Troubleshooting-** Extra desktop computers should be available for student having problems with laptops and additional Ethernet cords available in a designated space in the classroom for students with connectivity issues. A clear protocol for charging must be established in each classroom for student will low batteries. Teachers should know exactly who and where to go to for additional assistance with technology hardware and infrastructure issues.

Curriculum Planning and Design

- **LMS and Digital Presence-** Teachers and student activity engaged with an LMS/Online Digital Presence (Moodle, Schoology, or Edmodo). Teachers should be using this for their objectives, bell work, part of lesson delivery, and homework.
- **Lesson Plans-** Lesson plans should reflect a minimum of 50% technology integration throughout the week (a minimum of 2 days/week) in core content areas. The time should be documented and clearly evident as plans are reviewed. Lesson plans may reside in the teacher's LMS/Online Space.
- **Sub Plans-** Sub Plans should be housed in a Digital Presence to include activities for the students to perform with the technology even if the teacher is not present. The sub plans should include a more global "emergency sub plan" as well as the daily sub plan.

Student Engagement

- **Online/Web Resources-** Students should be able to demonstrate a minimum of 5 online resources that they are using regularly to support and enhance their learning. Students must be able to name these sites upon questioning and teachers should have these online websites posted in a conspicuous location on a regular basis. The goal is for a minimum of 9 online resources.
- **Collaboration-** Students should be provided with the opportunity to collaborate with and among each other in an online environment. The teachers Digital Presence will provide a space for this type of collaboration to occur regularly.
- **Innovation Time-** A designated time during the day must be established for students to take charge of their own learning. The implementation of this expectation may look differently depending on how a school structures this critical self-directed learning time.

Assessment and Evaluation

- **Capstone Project-** A capstone project should be developed for students during fourth quarter to demonstrate their technology proficiency across content areas. This is an opportune time to introduce projects since it is after AIMS.
- **Benchmarks-** All fourth quarter ATI benchmarks will be administered online.
- **Mini-Formatives** – Formative assessments should be migrated to the LMS which enables students to have immediate feedback and more systematic data collection.

Tech Assisted Interventions

- **Tier 3 Literacy-** Online Reading Interventions should now be in place and implemented according to our literacy design framework. These should be observable particularly if we are visiting during your literacy block. Ensure that teachers are using these programs with fidelity as designed. Reading Plus, Lexia, MindPlay, DynEd (Language Development)
- **Tier 3 Mathematics-** Online Mathematics Interventions should now be in place and implemented according to your submitted mathematics design plan. These should be observable particularly if we are visiting during your ECCAP or mathematics block. Ensure that teachers are using these programs with fidelity as designed. iLearn, VMath Live
- **Tier 2** – Teachers utilize a variety of online resources which provide opportunities for additional instructional support or enrichment activities in real time based on data and need.

Parent Engagement

- **Parent Connect or Digital Presence-** Teachers should be using an online tool to communicate with parents on a regular basis. The communication should include: homework, student progress, important dates and deadlines, and other critical information.

Hardware/Equipment

- Projector
- Document camera
- 2 Desktops
- Ethernet Cables (switch)
- Netbooks/laptops for all students
- Cord Management

Next Steps:

Instructional Delivery

- **Quality First Instruction-** Quality first instruction is best defined by our continued work with the BEST Instructional Rubric. These indicators of proficiency should continue to drive the expectations for quality interactions between teachers and students in the presence of content.
- **Technology Integration-** It is expected that technology is seamlessly integrated into teacher lessons. It is our goal to move teachers from using the technology as an application to true integration.