

2018 - 2023 ACPS Technology Plan

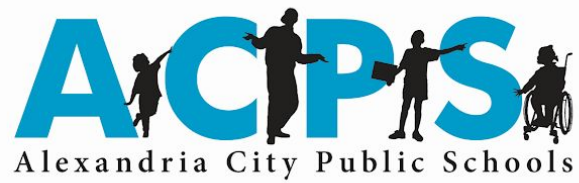


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I. Background

A. Purpose of the ACPS Technology Plan



The purpose of the ACPS Technology Plan is to support the school division in its mission that *Every Student Succeeds*. The Technology Plan is one component of how ACPS aligns work and resources to achieve that mission.

The ACPS Technology Plan is aligned with the [Virginia Department of Education's \(VDOE\) 2018-2023 Technology Plan](#). The VDOE plan has four areas of focus: learning, teaching, leadership, and infrastructure.

- [Learning](#): enhance personalized, equitable student learning experiences with technology
- [Teaching](#): support innovative professional learning with technology
- [Leadership](#): create cultures of change through innovative leadership practices
- [Infrastructure](#): provide a secure and robust infrastructure

The ACPS Technology Plan Framework [aligns](#) with the above areas in a manner that address the needs of the division.

B. Planning Process

ACPS used a collaborative process to create a technology plan that supports teaching and learning from a variety of perspectives. The Technology Services Leadership team led the planning efforts through committee work and consulting with established staff groups. The following committees and groups were specifically created to support this work.

ACPS Advisory Committee

The ACPS Advisory Committee was comprised of leaders from across the division with knowledge and expertise to create a shared vision for the ACPS Technology Plan. This committee represented their colleagues and departments as they provided ideas and feedback in drafting the plan's goals, results, actions, and indicators. The following departments and school leadership were represented.

- Curriculum and Instruction, representatives from Offices of Instructional Design, English Learning, and Specialized Instruction
- Communications
- Student Services
- Human Resources
- Educational Facilities
- Financial Services
- Business and Partnerships
- T.C. Williams High School
- Ferdinand T. Day Elementary School
- Technology Services

Community Advisory Committee

The Community Advisory Committee was comprised of five community members. The members were selected through an application process advertised through the ACPS Communication Department. Committee members brought their wide ranging technology experience to the planning group, including expertise in implementation of technology solutions, product development and design, product management, education technology policy, data-driven decision making, and IT project management. In addition to their professional insight, they also provided experience as parents of students in Jefferson-Houston PreK-8 School, James K. Polk Elementary School, Douglas MacArthur Elementary School, George Washington Middle School, and T.C. Williams High School's King St. and Minnie Howard campuses. The committee's background, contribution of time, and thoughtful feedback were essential in the development of the 2018-2013 Technology Plan.

Student and Teacher Focus Groups

Focus groups were led by Technology Integration Specialists to solicit feedback from students and staff across the division. Participation included students and staff from elementary, middle, and high schools. 89 students and 31 staff members provided feedback on their current experience with technology in ACPS and identified future technology needs for their teaching and/or learning. Focus groups were conducted at the following schools:

- Samuel W. Tucker Elementary School
- Douglas MacArthur Elementary School
- Mount Vernon Community School
- George Washington Middle School
- Francis C. Hammond Middle School
- T.C. Williams High School

C. Alignment with the ACPS 2020 Strategic Plan and VDOE Plan

The 2018-2023 ACPS Technology Plan has three technology goal areas.

- Learning Environment
- Professional Learning
- Infrastructure

The ACPS Technology Services Department leads and manages the implementation of the technology plan. The table below maps the alignment of the 2018-2023 Technology Goals to the ACPS 2020 Strategic Plan, as well as the Virginia Department of Education's (VDOE) Technology Plan.

ACPS Technology Goal		ACPS 2020 Goal	VDOE Goal
Goal I: Learning Environment	Create student-centered, technology-rich learning environments that provide academic excellence and educational equity by encouraging creativity, critical thinking, collaboration, communication, and citizenship.	Academic Excellence Family and Community Engagement Exemplary Staff Health and Wellness	Learning Teaching Leadership
Goal II: Professional Learning	Provide professional learning opportunities for staff that support student-centric learning models, innovative instructional practices, and professional growth through the use of technology.	Academic Excellence Exemplary Staff Health and Wellness Effective and Efficient Operations	Learning Teaching Leadership
Goal III: Infrastructure	Provide a reliable, scalable, and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity.	Exemplary Staff Family and Community Engagement Facilities and Learning Environment Effective and Efficient Operations	Infrastructure

D. Conceptual Framework

The ACPS Technology Plan Conceptual Framework organizes the three goals of the plan, their essential elements, and the lenses by which they are viewed: leadership, community experience, and information.

These three lenses emerged through the planning process as valuable perspectives. They will be used to view each goal to ensure that the plan is addressing leadership, the ACPS community, and access to reliable and timely information.



Leadership

Leadership is essential in cultivating innovation. Leadership can take all forms within the organization. A priority is to develop leadership opportunities among students, staff, and administrators.

Community Experience

Technology should provide unique and personalized experiences for the entire ACPS community. It is essential that students, staff, and families understand what is available and how to access and use it in a balanced way. Equally important is that the available opportunities and benefits are meaningful to the community.

Information

Technology plays an increasing role in providing information. It is essential that reliable information is accessible when needed.

II. Goals

A. Goal Descriptions

Goals were developed based on division-needs and state guidance, as well as standards from national and international professional organizations. It was essential to connect the goals with professional standards so that the division's work is informed by nationally and internationally recognized best practices in each area. In addition this supports continuous improvement across the division. Below are the goals and correlating professional standards in each area: Learning Environment, Professional Learning, and Infrastructure.



Goal 1 - Learning Environment: Create student-centered technology-rich learning environments that provide academic excellence and educational equity by encouraging creativity, critical thinking, collaboration, communication, and citizenship.

Supporting Professional Standards:

International Society for Technology in Education (ISTE) Standards for Students

International Society for Technology in Education Standards for Educators

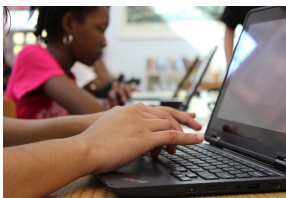
International Society for Technology in Education Standards for Administrators



Goal 2 - Professional Learning: Provide professional learning opportunities for staff that support student-centric learning models, innovative instructional practices, and professional growth through the use of technology.

Supporting Professional Standards:

Learning Forward Standards for Professional Learning



Goal 3 - Infrastructure: Provide a reliable, scalable, and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity.

Supporting Professional Standards:

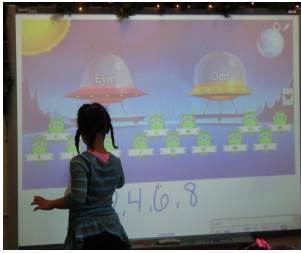
Future Ready Schools

Institute of Electrical and Electronics Engineers, Inc. (IEEE)

American National Standards Institute (ANSI)

The Association of Electrical Equipment and Medical Imaging Manufacturers

B. Results and Actions



Each goal is supported by results. Results are we want to accomplish. Below each result are the actions that will be taken to attain the result.

Technology Goal I: Learning Environment Create student-centered technology-rich learning environments that provide academic excellence and educational equity by encouraging creativity, critical thinking, collaboration, communication, and citizenship.	
Result 1	Students and staff will have equitable opportunities and resources that allow for meaningful and relevant learning.
Actions	1.1 Provide equitable hardware and software (Chromebooks, laptops, iPads, presentation tools, etc.) for students and staff across division. 1.2 Provide division-wide software/applications, including course management tools, curricular support, and assessment systems. 1.3 Provide equitable professional learning opportunities for all staff. 1.4 Provide school leaders with opportunities to observe technology best practices within the school division (school visits, blended learning cohorts, technology gallery walks, principals' meetings, etc.) to support equitable technology learning environments in their schools. 1.5 Establish and maintain staff expectations and encourage appropriate use of technology resources to support equitable technology learning environments. (e.g. Canvas, Gradebook, SchoolNet, Clever, etc.)
Result 2	Staff will use instructional strategies that deliberately connect educational technology with face-to-face instruction to enhance and personalize a deep and meaningful curriculum. (ACPS definition of blended learning)

Actions	<p>2.1 Provide professional learning opportunities on blended learning strategies for staff via targeted blended learning cohorts, blended learning camps, etc.</p> <p>2.2 Technology and Curriculum & Instruction Departments will collaborate to integrate technology into the curriculum.</p> <p>2.3 Technology and Curriculum & Instruction Departments will explicitly identify models of blended learning in ACPS to share with staff.</p> <p>2.4 Provide resources to identify effective blended learning strategies and support teachers and their implementation of blended learning in the curriculum.</p>
Result 3	Students and staff will leverage current and emerging technologies to follow personalized learning pathways.
Actions	<p>3.1 Increase student participation in online learning courses that support credit recovery, course choice, and acceleration in traditional and non-traditional environments.</p> <p>3.2 Allow students varied ways to demonstrate their knowledge using technology (digital portfolios, recordings, videos, VoiceThreads, Nearpod, etc.).</p> <p>3.3 Maintain and enhance ACPS digital toolkit that identifies division-supported educational technology applications.</p> <p>3.4 Staff will participate in professional learning focused on uses of current and emerging technologies to educate students.</p>
Result 4	Students will be prepared for technology related career and college opportunities through coursework, mentorships, and internships.
Actions	<p>4.1 Develop IT career pathways for high school students.</p> <p>4.2 Increase opportunities for technology certifications.</p> <p>4.3 Integrate technology skills and concepts into ACPS curriculum, extracurricular activities, and STEM programs.</p> <p>4.4 Provide opportunities within the division for students to participate in Senior Experience and internship programs related to technology careers.</p> <p>4.5 Provide insights into careers in technology fields by developing relationships with local professionals and businesses.</p>
Result 5	Instruction for students and staff will include curriculum addressing the rights, roles, and responsibilities of digital citizens.
Actions	<p>5.1 Teachers will use Common Sense Media education curriculum to teach digital citizenship in all schools.</p> <p>5.2 Support the use of a variety of technology in a balanced and deliberate manner to promote a healthy student learning environment.</p>

Result 6	The school division will provide opportunities for families and community members to learn about the rights, roles, and responsibilities of digital citizens and how to support students in the digital world.
	6.1 Facilitate and partner with schools, departments, and Common Sense Media to provide family education events. 6.2 Provide access to digital citizenship resources for families through Technology & Learning Blog, ACPS Express, etc.
Result 7	Technology resources will be integrated into the ACPS Curriculum to support the learning and instructional needs of students and staff.
Actions	7.1 Technology resources will be integrated into curriculum guides and supporting resources. 7.2 Integrate strategies, processes, and resources for blended learning and technology integration into ongoing professional learning. 7.3 Technology resources will be evaluated annually through user feedback and usage reports. 7.4 Instructional technology applications will be procured in collaboration with other departments. 7.5 Technology Integration Specialists and Curriculum staff will participate in cross-functional professional learning communities.
Result 8	Families will have access to ACPS technology resources to support student learning.
	8.1 Parents and guardians will have access to real-time student records, assessment data, and class/course resources. 8.2 Provide parents and guardians with support resources, such as account troubleshooting and information on specific technology tools. 8.3 Provide parents with tools to manage school-provided devices at home. 8.4 Collaborate with the Family and Community Engagement Center and PTAs to offer presentations, focus groups, and workshops regarding technology resources. 8.5 Provide families an overview of the technologies available to students as well as information regarding how students are expected to use the technologies.

Technology Goal II: Professional Learning Provide professional learning opportunities for staff that support student-centric learning models, innovative instructional practices, and professional growth through the use of technology.	
Result 1	Staff will participate in professional learning that directly supports professional growth.
Actions	1.1 Provide differentiated professional learning options that encourage learner choice, meaningful participation, and risk-taking for growth. 1.2 Increase proficiency among all ACPS staff in using job-specific essential resources/systems (i.e.: student information systems, business applications, productivity tools). 1.3 Provide scaffolded opportunities that extend and augment the learning environment for instructional staff. 1.4 Create learning opportunities for school and division leaders to understand, promote, and implement research-based best practices related to the effective use of instructional technology (e.g. blended learning). 1.5 Provide staff with flexible access to professional learning opportunities, such as webinars, self-paced modules, and blended learning models. 1.6 Collaborate with community and business partners to provide externship opportunities for teachers in technology-related fields.
Result 2	Staff will participate in learning opportunities that promote implementation of appropriate technology practices and supports professional growth.
Actions	2.1 Staff will learn how to identify, use, and support best practices for using technology within their professional responsibilities. 2.2 Provide a professional learning continuum that develops instructional technology leaders from within the school division. 2.3 Use data to inform and guide professional learning opportunities that support academic excellence, educational equity, and an exemplary staff. 2.4 Enhance existing programming to deepen knowledge, skills, and dispositions of instructional technology leaders to support student empowerment and success. 2.5 Address the importance of using technology in a balanced and deliberate manner to promote a healthy student learning environment in all professional learning. 2.6 Provide staff with digital citizenship education in partnership with Common Sense Media Education. 2.7 Integrate strategies, processes, and resources for blended learning and technology integration into ongoing professional learning.

Technology Goal III: Infrastructure Provide a reliable, scalable and transparent infrastructure that facilitates the operation of the school division and supports greater access and equity.	
Result 1	Students and staff have equitable access to computing devices and other digital tools, including assistive technologies.
Actions	1.1 Provide equitable hardware (Chromebooks, laptops, iPads, presentation tools, etc.) for students across the division. Student to device ratio in grades 4-12 will be one-to-one. Student to device ratio in grades K-3 will be three-to-one. Student devices will be less than four years old. 1.2 Provide equitable hardware (Chromebooks, laptops, iPads, presentation tools, etc.) for staff across the division. Staff will have access to a device that is less than four years old. 1.3 All classrooms are equipped with presentation systems, including document cameras, projectors, and/or interactive whiteboards. 1.4 Maintain and support telecommunications, network connectivity, and networked tools. 1.5 Provide division-wide software/applications to support the education and business operations. 1.6 Provide digital tools to support real-time communication with students, staff, and community.
Result 2	Students and staff have access to technology and people that enable high quality and reliable access to the Internet and other networks used by students and staff.
Actions	2.1 Provide reliable, universally available on-site Internet access for students, staff, and guests. 2.2 Provide reliable off-site Internet access for students as needed. 2.3 Use security monitoring tools to help ensure reliability and availability of ACPS resources. 2.4 Maintain Responsible Use Policies (RUP) with staff and students to preserve integrity of technical resources. 2.5 At minimum, maintain <u>Virginia's Standards of Quality</u> (SOQs) requiring one technology support person and one Technology Integration Specialist per 1,000 students. 2.6 Maintain staffing to support operations and other division functions, including state and federal requirements. 2.7 Provide student-facing helpdesk support in the secondary schools. 2.8 Provide all schools and staff with responsive helpdesk services.
Result 3	Technical staff is efficient and competent in supporting increasingly high levels of technology use.

Actions	3.1 Recruit highly skilled technical staff. 3.2 Require regular training for technical staff related to job-specific responsibilities and professional growth. 3.3 Increase proficiency among technical staff in using job-specific resources/systems.
Result 4	Use best practices that comply with federal, state, and industry guidelines and recommendations to minimize network threats and vulnerabilities and protect educational data.
Actions	4.1 Annually assess network equipment and make necessary upgrades to maintain network performance, reliability, and manageability. 4.2 Maintain project management practices.

III. Excellence in Practice

This Technology Plan is designed to increase practices of excellence across the division. Current students and staff are engaged in teaching and learning that exemplify the three goals of this plan. The work of this plan will support the expansion and growth of these practices of excellence across the division to promote equitable learning environments for students and staff. The videos and lessons linked below demonstrate these practices of excellence.

Elementary School	Middle School	High School	Professional Learning
Kindergarten Science	Needs vs Wants	HS Spanish	Technology Integration Education
Osmos Explanation (Math)	Service Learning	Earth Science	Teacher Leadership Project
3rd Grade Science	EL Language Arts	Student Helpdesk	ISTE-T Certification

IV. Learning for Improvement

It is expected that the 2018-2023 Technology Plan will evolve through the years and serve as a living document. As such, it is essential that there is a defined process to continually review, monitor, revise, and update.

Each goal area has [priority metrics](#) either specifically identified for this plan or previously identified in the [ACPS 2020 Strategic Plan](#) or other division initiatives. These metrics are monitored throughout the year and provide data on overall progress within the discreet results. Continuous monitoring provides the opportunity for an early identification of potential issues. Once issues are identified, staff has processes to delve deeper into data sources to determine strategies for improvement.

Beginning in 2019, the Technology Services Leadership Team will convene a Review Committee comprised of teachers, administrators, community members, and other support staff. Participants will be selected through a similar process to the Advisory Committees with nominations and applications solicited. The Technology Services Leadership Team will provide the committee with data from priority metrics, as well as

other indicators of progress from each goal area. The Review Committee will assist with identifying accomplishments and challenges. They will recommend changes/edits to the Technology Plan. Recommended changes/edits to the plan will be shared with the Superintendent's Leadership Team for further feedback. This work will be documented in an annual Technology Plan Progress and Updates Report.

V. [Resources](#)

[Digital Citizenship Plan](#)

ACPS partners with [Common Sense Media Education](#) to provide lessons and resources students, staff, and families. This plan outlines the division's plan for teaching students the rights, roles, and responsibilities of being digital citizens.

[Digital Toolkit](#)

Software programs and apps listed in this toolkit for use by employees and students. Each digital resource in this toolkit is fully supported by ACPS Technology Services.

[Online Learning Program](#)

ACPS' online learning program provides coursework and 24/7 online tutoring (Tutor.com) with licensed teachers for all students in grades 6-12.

[Responsible Use Policy](#)

This policy sets forth guidelines for acceptable and responsible use of technology in ACPS.

[School Technology Resources](#)

This document outlines technology resources available for students and teachers by grade level. This includes hardware, instructional support and technical support.

[Student Helpdesk Blog](#)

This blog serves as a resource for students in 6-12. In addition, GW, Hammond, TC-MH and TC-King St all have physical student helpdesks for troubleshooting and repairs.

[Students without Home Internet Access](#)

Students without home internet access can check out mifis to take home.

[Technology & Learning Blog: It's the Thinking Not the Thing](#)

This blog highlights blended learning, student resources, family and community resources, and teacher resources.

[Technology Use Guidelines](#)



Technology is essential to student learning, and students are provided equitable access to technology in school. However, the use of technology tools, should be purposeful and balanced. ACPS provides guidelines for administrators and teachers in their use of instructional technology with students.


**Identified Needs from Staff Focus Groups, ACPs
Advisory Committee, Principals' Groups**

Elementary School
<ul style="list-style-type: none">• Time and access to Technology Integration Specialists• Access to iPads• Chromebooks in grades 3-5• Technology integrated with curriculum guides• Collaboration opportunities for sharing best practices• Fast and reliable Internet• Monitoring online activity
Middle School
<ul style="list-style-type: none">• Monitoring online activity• Understanding of tools that increase productivity with grading• More time to model best practices with students• Management of devices in the classroom• Fast and reliable Internet• Time for professional learning• More emphasis on digital literacy and citizenship• Technology integrated with curriculum
High School
<ul style="list-style-type: none">• Reliable devices (SMART Boards)• Basic skills with devices (typing)• More model of best practices from administration• More time to model best practices with students• More emphasis on digital literacy and citizenship



Each goal area has priority metrics either specifically identified for this plan or previously identified in the [ACPS 2020 Strategic Plan](#) or other division initiatives. These metrics are monitored throughout the year and provide data on overall progress within the discreet results. Continuous monitoring provides the opportunity for an early identification of potential issues. Once issues are identified, staff has processes to delve deeper into data sources to determine strategies for improvement.

Metric	Baseline	Target 2018-2019	Target 2019-2020	Reference
 Learning Environment				
% of schools that will meet the criteria to receive Digital Citizenship Recognition.	75%	100%	100%	ACPS Digital Citizenship Plan
% of parents accessing student data through ACPS Academic Access	60%	70%	75%	Technology Plan
Technology resources integrated within the ACPS Curriculum Guides	Establish Baseline	TBD	TBD	Technology Plan
Monitor usage of ACPS applications	Establish Baseline	TBD	TBD	Technology Plan
 Professional Learning				
Increase support staff participation in	Establish	TBD	TBD	Technology Planning

technology-related, job specific professional development.	Baseline			
Increase school representation in participation in Technology Services' Teacher Leadership Project (TLP), a year long professional learning cohort.	64%	88%	88%	Technology Planning
Increase school representation in administrator professional learning opportunities.				Technology Planning
 Infrastructure				
% of devices less than four years old.	85%	90%	>90%	ACPS 2020 KPI 4.5.1
Ratio of students to computers in each school.	ES – 2:1 MS – 1:1 HS – 1:1	ES – 2:1 MS – 1:1 HS – 1:1	ES – 2:1 MS – 1:1 HS – 1:1	ACPS 2020 KPI 4.5.2
% of IT service requests resolved within established time-frame.	58%	64%	70%	ACPS 2020 KPI 4.5.3
% of buildings with high speed Internet as measured by the Future Ready Schools' definition of "very high-bandwidth."	80%	100%	100%	ACPS 2020 KPI 4.5.4
% of teachers who agree that they have sufficient access to instructional technology, including computers,	89%	NA	>90%	TELL Survey Questions

printers, software and internet access.				
% of teachers who agree that they have access to reliable communication technology, including phones, faxes and email.	90%	NA	>90%	TELL Survey Questions

ACPS Focus Group Scripts

Elementary (K-2) Teachers

1. How are you currently using technology in your classroom?
2. Which tools/devices do you typically use?
3. How frequently are your students using technology?
4. Which resources/programs do you typically use?
5. Is the internet reliable in your classroom?
6. How do you collect and analyze data to inform instruction?
7. If you had unlimited funds for technology, what else would you need?
8. How do you model and teach digital citizenship skills to your students?
9. How do you use technology to support your professional growth?
10. What are your challenges to using technology?

Elementary (3-5) Teachers

1. How are you currently using technology to support personalized learning?
2. What are ways you use technology for creation? Consumption? *Likert scale*
3. How do use technology to meet the needs diverse learners?
4. How do you use technology to allow students to collaborate and communicate?
5. What do you need to support student learning in your classroom?
6. How has one-to-one devices changed your teaching?
7. How has technology enhanced/improved collaboration with your peers?
8. How is technology gathered data driving your instruction?
9. Rate the reliability of the technology at your school? *Likert scale*
10. Do you feel supported by school leadership with regards to the use of technology?
Likert scale
11. How to you manage and model appropriate use of equipment within your classroom?
12. What do you need that is currently not being provided in terms of data collection?

Secondary (6-12) Teachers

1. Describe your technology integration style.
2. What percentage of your instructional time involves technology integration?
3. What are the biggest barriers to using technology in your class?
4. What does Blended Learning mean to you?
5. What benefits do you see from Blended Learning? What concerns do you have?
6. Do you feel as though your students are tech ready? If not, what are they missing?
7. How do you model or teach students to use technology in your course?
8. How do you model and teach digital citizenship skills to your students?
9. What technology skills do you think are the most important for your students?
10. How is technology used in your classroom to differentiate or personalize instruction?
11. What are you favorite tech tools/websites/apps to use in the classroom?

ACPS Focus Group Scripts

12. How can administration model and support blended learning and technology integration in the classroom?
13. Does your building leadership have a vision of tech integration that they clearly support?
14. What is your preferred method of learning about technology?
15. What additional supports and resources can the division provide help educate and support you?
16. What benefits have you seen with Canvas this year? Drawbacks?
17. What do you still need to feel successful using Canvas?
18. How do you use technology to collect data?
19. How do you use technology to analyze data?
20. What factors do you consider when choosing a technology tool for student use?
21. Is there any technology tool or platform you would like to see that ACPS doesn't currently support?
22. How do you use technology to support your professional growth and collaboration with peers?
23. Do you feel prepared to interact with ACPS databases, digital resources, and programs? If not, what can be done to support you?
24. How do you verify that a tech tool is positively impacting student achievement?
25. How does technology support your curriculum initiatives?
26. Do you feel as though the technology standards and supports equip you to prepare students for post-graduate life?
27. What technology related workplace skills do you feel your students need to be successful beyond high school?

Elementary (K-2) Students

1. How do you use technology to keep track of your learning goals?
2. Is school different now that you have your own Chromebook?
3. How do you use technology in your classroom?
 - a. How does technology help you solve problem?
 - b. How do you use technology to work together?
 - c. How do you wish you could use technology in the classroom?
 - d. Are you ever given choice in what technology you can learn with?
4. How do your teachers use technology in the classroom?
5. Does your teacher try new technology with you?
6. How is technology helpful? How is technology harmful?
7. How does your technology work at school?
8. How is the technology you use in the classroom different from the technology you use at home?
9. What does a good digital citizen look like? Do you feel like you're a good digital citizen?

ACPS Focus Group Scripts

Elementary (3-5) Students

1. What kind of technology do you have in your classroom?
2. When do you use technology in the classroom? How often?
3. How do you use technology in your classroom?
 - a. What is your favorite thing to do on technology?
 - b. How do you use technology to work together?
 - c. What have you created using technology?
 - d. What technology is helpful?
4. Are you ever given choice in what technology you can learn with?
5. How do your teachers use technology in the classroom?
6. How do you wish your teacher would use technology?
7. Do you get to use technology at home?
8. How do you stay safe on technology?

Secondary (6-12) Students

1. If you could change one thing about your day-to-day work in the classroom what would you change and why?
2. How do your teachers use technology to assess your learning?
3. Tell us about a time you created something with your Chromebook this year.
4. How do teachers use technology to give you choice in your learning?
5. How do your teachers use technology to present information in multiple ways? Which are your favorites? Which don't you find helpful?
6. What tools do you wish teachers would use in the classroom and why?
7. What has been your experience using Canvas this year?
8. What do you like about using these Yoga chromebooks? What would you change about these chromebooks?
9. How is your experience using your Chromebook once you leave school?
10. What challenges do you have using your chromebook at school? When you have challenges, what do you do?
11. Do you feel you are staying safe online? How do you make sure you are staying safe online? What tools do you have to make sure you are posting appropriate content online?