Introduction

The mission of the Nampa School District is to ensure high levels of achievement for every student by providing each student a world-class education. To do this, we need to continually be willing to adapt and change to meet the expectations of what it means to be “world-class.”

In the Digital Promise of Education, Adam Frankel writes:

“There are, of course, no silver bullets when it comes to education. But we are seeing islands of innovation across America, where digital tools — from adaptive assessments to real-time data dashboards — hold the promise of revolutionizing the way teachers teach and students learn, empowering educators to personalize instruction so they can reach every student. The question is how to build bridges across these islands of innovation and scale up personalized learning across the country, opening up opportunity for all students.”

Here in the Nampa School District, we are working to answer the question of scaling up personalized learning for our students through building bridges of innovation that ensure that students’ experience in school aligns with what students need to know today. Both college and the workplace demand not only digital skills but the ability to work collaboratively and creatively to engage in independent research—all skills that are enabled and enhance by technology. For this reason, the Nampa School District is embarking on what we are referring to as Nampa Personalized Learning.
Contents

- Nampa Personalized Learning Vision ......................... 3
- What is Personalized Learning, and why are we doing it? ... 4
- Why does NPL include technology? .......................... 6
- What are the steps towards personalized learning? ............ 7
- How will we ensure success with personalized learning? 11
- What does NPL mean for teachers? .......................... 17
- What does NPL mean for students? ............................ 17
- What does NPL mean for the community? .................... 18
- Phase 1 School Selection ....................................... 19
- Next steps for Phase 1 schools ................................. 21
- Professional Development & Support Partnerships ......... 22
- Phase 1 devices .................................................. 23
- Curriculum ....................................................... 24
- Conclusion ....................................................... 25
- References ....................................................... 26
Nampa Personalized Learning Vision

*Future focused classrooms; world ready students*

**RELENTLESS EDUCATORS**
Inspirational instruction leveraging technology to ensure excellence for every student

**TENACIOUS STUDENTS**
Through the skillful use of technology, confidently creating their own path to personal excellence

**SUPPORTIVE COMMUNITY**
Partnering with our school community to ensure excellence and innovation

**DIGITAL TOOLS**
- Accessing a world of resources
- Engaging in a global community
  - Collaborating to contribute
What is Personalized Learning, and why are we doing it?

Nampa Personalized Learning, otherwise known as NPL, is a multi-year plan to make every classroom an innovative learning environment where students can prepare for a future in a digital society. This is accomplished through the relentless effort of educators who inspire learning, tenacious students that use digital tools to create their own path of excellence, and a supportive community that partners with schools to ensure student success.

*Personalized learning is “Tailoring learning for each student’s strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.”*  
—INTERNATIONAL ASSOCIATION FOR K-12 ONLINE LEARNING (INACOL)

Personalized learning is education that is tailored to the student’s needs. This is achieved through four core areas of classroom instruction that includes

- integrated digital content in the classroom,
- targeted classroom instruction,
- data driven decisions, and
- student reflection and ownership.

Using these four core areas, classroom teachers can customize their instruction to meet the needs of every student.
**Integrated Digital Content:**  
*Digital content allows for differentiated path and pace.*

**Integrated Digital Content** is the daily use of technology (devices, software, etc.) in the classroom. When technology integration is at its best, a student or a teacher seamlessly uses technology to support the learning goals of all learners in the classroom.

In the past, a student and teacher were limited by the resources they had available to them in their classroom. Integrated Digital Content opens up a plethora of computer-based resources for both students and teachers.

**Targeted Instruction:**  
*Instruction aligns to specific student needs and learning goals.*

**Targeted Instruction** is classroom instruction that is designed to meet the needs of each and every student. Teachers track individual achievement results and create lessons focused on students’ needs and interests. This type of teaching varies from individual lessons to cooperative learning in small groups to large group instruction, and it involves students more by having them share their unique thoughts, ask relevant questions, and engage in academic learning.

Teachers use many strategies to adjust instruction to increase the students’ engagement. Students are more successful when this style of teaching occurs because the lessons fit their individual learning needs.

**Data Driven Decisions:**  
*Frequent data collection informs instruction decisions and groups.*

Intertwined with Targeted Instruction is Data Driven Decisions. **This entails teachers frequently collecting and reviewing student achievement data in order to design instruction that meets the needs of all learners, not just the class as a whole.** By generating and collecting student achievement data, teachers are better able to create and change instruction to meet students’ needs. This method of lesson planning provides specific targeted instruction to each student, which increases student learning for all. Students get feedback from the teacher on areas of mastery and areas for improvement so that the learning process remains uninterrupted for each person in the classroom.

**Student Reflection and Ownership:**  
*Ongoing student reflection promotes ownership of learning.*

Students achieve better in school when they know and review their progress toward learning goals. **Student Reflection and Ownership** takes place when teachers facilitate regular opportunities to review individual progress with the student. Teachers select learning goals and targets for each student based on the individual’s data. After students study the material, teachers help students review what they have learned as well as what they need to learn next. Over time, this specific individual feedback allows students to monitor their progress and direct their own learning. This form of feedback has been shown to increase student engagement and achievement in the classroom.
Why does NPL include technology?

In 2010 the U.S. Department of Education released the first National Education Technology Plan, which called for applying the technologies used in our everyday lives to our education system in order to improve student learning. A lot of progress has been made in the United States towards that goal since 2010. As a result, today, we now understand the role of technology in education much differently.

In the updated 2016 National Education Technology Plan, we learn that “The conversation has shifted from whether technology should be used in learning to how it can improve learning to ensure that all students have access to high-quality educational experiences.”

In the Nampa School District, we have been engaged in this same conversation. Our commitment is to provide a foundation so that all student learning is relevant and meaningful and each student can become a productive and skilled learner. This vision has led us to strategically plan and implement our own digital conversion through the Nampa Personalized Learning program.

**What is digital conversion?** It is an ongoing process of adopting contemporary beliefs, digital tools and resources, and best practices in blended learning that ensure every student, every day, in every classroom and program receives instruction that is challenging, data-driven, research based, and frequently monitored by quality formative assessment. This is a fundamental shift across all aspects of daily life in our classrooms and schools. Digital conversion affects instruction, pedagogy, professional development, student and teacher motivation, classroom roles, and learning relationships.

As the result of digital conversion, opportunities for growth through greater equity of access to high quality learning materials and tools will expand to all Nampa School District students.

Additionally, ensuring access to updated technology and digital tools to students at school and at home addresses the disparity between students who use technology to explore, collaborate, and create and those who simply use technology to passively consume media.

**To be clear, merely increasing access to devices does not reach this goal.** As the 2016 National Education Technology Plan states, “Without thoughtful intervention and attention to the way technology is used for learning, the digital use divide could grow even as access to technology in school increases.”

The Nampa School District understands this. That’s why when we talk about digital conversion, we don’t talk exclusively about high access ratios of students to digital tools and technology. Rather, we talk about **delivering a world class education where learning is made accessible to all students so that each student can achieve at high levels.**
What are the steps towards personalized learning?

One of the first steps the Nampa School District has taken towards personalized learning is to focus on a district-wide digital conversion. Access to technology helps students and teachers support individual learning goals.

The key research around the benefits of digital conversion initiatives comes from Project RED, who in 2010, conducted the first large-scale national study to identify and prioritize the factors that make some U.S. K-12 technology implementations perform dramatically better than others.

The goals of Project RED’s study led to three hypotheses that were tested by Project RED:

1. Properly implemented educational technology can substantially improve student achievement.
2. Properly implemented educational technology can be revenue-positive at all levels—federal, state, and local.
3. Continuous access to a computing device for every student leads to increased academic achievement and financial benefits, especially when technology is properly implemented.

To evaluate their hypotheses, Project RED selected eleven Education Success Measures (ESMs) which they collected data on and analyzed:

- Disciplinary action rate
- Dropout rate
- High-stakes test scores
- Paper and copying expenses
- Paperwork reduction
- Teacher attendance
- AP course enrollment
- College attendance plans
- Course completion rate
- Dual/Joint enrollment in college Graduation rates
In addition to confirming their three hypotheses, an analysis of the Project RED data revealed seven major findings of interest to schools embarking on their own digital conversion.

**Finding 1:**
**Nine Key Implementation factors are linked most strongly to education success.**

Technology implementation has shown positive impact in schools, however these practices are not consistent and widely practiced. These nine implementation factors include, in predictive order:

1. **Intervention Classes:** Technology is integrated into courses for ELL learners, Special Education, Title I and reading intervention programs.
2. **Change Management Leadership by Principal:** Providing time for collaboration and professional learning at least once a month.
3. **Online Collaboration:** Students collaborating daily using technology such as email, instant messaging, Web 2.0 tools, video conferencing.
4. **Core Subjects:** Core subjects integrate technology weekly or more frequently.
5. **Online Formative Assessments:** Weekly assessments for learning are given in classes.
6. **Improved outcomes with lower ratios:** Lower computer to student ratios had improved student outcomes.
7. **Virtual Field trips:** Monthly virtual field trips were taken by schools with higher results.
8. **Search Engines:** Students used search engines daily in their work.
9. **Principal Training:** Principal learning around teacher buy-in, best practice, and transforming learning with technology was done in the best schools.

**Finding 2:**
**Properly implemented technology saves money.**

Project RED found from their study that the “richer the technology implementation, the more positive the impact” on finances. Some of the examples of cost savings included:

- Copying and paperwork expenses
- Instructional materials
- Dropout rate
- Systems cost reduction
Finding 3:
1-to-1 technology schools employing key implementation factors out-perform all schools and all other 1-to-1 technology schools

Having a 1-to-1 student computer ratio has a higher impact on student achievement and financial benefits than other computer ratios, and these benefits increase when the key implementation factors are in place. The research showed a stronger positive impact if the top four of those factors were in place:

- Daily use of technology in intervention classes
- Principal leading change
- Daily online student collaboration
- Weekly use of technology in core curriculum

Finding 4:
The principal’s ability to lead change is critical.

Successful schools featured a principal who consistently modeled and championed change for his or her teachers. Since the principal is a variable for most of Project RED’s educational success measures, the principal’s role in leading the change is critical. The principal is often responsible for planning professional learning within a school and therefore needs to be a catalyst in moving the school in the right direction.

Finding 5:
Technology-transformed intervention improves learning.

A technology-transformed classroom defined by Project RED is one where technology plays an integral role in the class. The students all have a computer and the curriculum is delivered electronically. In their study Project RED found that technology-transformed intervention in Special Education and reading interventions was one of the top-model predictors of improving test scores.

Finding 6:
Online collaboration increase learning productivity and student engagement.

Collaboration and interaction among students has proven to be important in improving student achievement; study group participation for students is also a good predictor of college success.

Using technology expands student collaboration from face-to-face to Instant messaging, chatting, email, or video conferencing with peers. Online collaboration removes barriers of time, distance, and money when using Web 2.0 tools. Collaboration allows students to reach beyond their friends to include mentors, experts, and tutors worldwide.
Finding 7: Daily use of technology delivers the best return on investment.

The daily use of technology in core classes correlates highly to the education success measures. When used daily, technology is a top-five indicator of better discipline, attendance, and increased college attendance.
How will we ensure success with personalized learning?

Personalized learning is not a short-term fix. It is an ongoing process in which student improvement grows over time, supported by sustained commitment, gradual improvement in practice, and learning together as a team.

STEP #1: Plan, Plan, and Plan Again

Comprehensive plans provide the bandwidth for organic change and the dynamics for implementation. They serve as living blueprints that positively embrace change. In A New Culture of Learning, Thomas & Brown suggest that:

“Embracing change means looking forward to what will come next. It means viewing the future as a set of new possibilities rather than something that forces us to adjust.”

Planning Steps to Success:

- Define the members of your central district planning team and your school planning teams.
- Define your goals, and remember that student achievement must be goal number one.
- Take a long-term view.
- Plan your technical infrastructure, including hardware devices, bandwidth, connectivity, deployment, security, and technical support.
- Select pilot sites.
- Plan your device rollout.
- Plan for capacity building, with models for coaching and mentoring.
- Adjust the instructional program based on digital resources.
- Plan for budget needs.
- Plan for facilities’ needs.
- Develop a communication plan.
- Embrace and promote the idea of change.
• Constantly evaluate against reference points—shared vision, moral imperative, impact on student achievement, preparation for today’s workplace, instructional quality, equity and opportunity, communication, and change management.

• Use feedback loops to adjust and change as needed.

**STEP #2: Build a Shared Vision**

A shared vision is the foundation that holds together a team, and implementing the vision together ensures a consistent direction. In Leadership and the New Science, Margaret Wheatly writes:

“In a field view of organizations, clarity about values and vision is important, but it is only half the task. Creating the field through the dissemination of those ideas is essential. The dialogue must reach all corners of the organization and involve everyone. Vision statements come off the walls and come alive in classrooms and hallways and provide a shared path for growth.”

**Vision Building Steps to Success:**

• Discuss with all stakeholders why digital conversion is the right thing to do.

• Identify the needs of at-risk and special needs students and English learners.

• Develop your moral imperative and use it to drive the discussion.

• Create a shared vision statement.

• Connect the vision to goals, benchmarks, resources, and roles.

• Evaluate all programs and activities against that vision.

• Work to bring programs and activities into alignment with the vision.

• Expect constant innovation, exploration, new ideas, and new opportunities.

• Be prepared for ongoing learning and adjustment.
**STEP #3: Align Resources**

Digital conversion is surprisingly affordable with budgeting strategies that focus on prioritization and repurposing rather than finding new or more monies. Digital conversion must be the priority for instructional spending because we cannot afford a parallel program with textbooks.

**Resource Alignment Steps to Success:**

- Establish priorities.
- Evaluate repurposing options, including staff positions, physical spaces, and instructional materials.
- Repurpose textbook funds and computer lab costs to purchase devices and online content.
- Train students to provide help desk support.
- Redefine librarian and lab-tech roles.

**STEP #4: Focus on Student Achievement**

The public will support Nampa Personalized Learning as long as there is a return on the investment. Student success is how the return is determined. We must focus all efforts on closing achievement gaps and preparing all of our students to be ready for life at the next level.

**Achievement Steps to Success:**

- Consistently communicate that improved academic performance is the goal of personalized learning.
- Evaluate all programs and activities in light of this goal.
- Define daily expectations for students, teachers, and staff.
- Engage teachers in mapping out their daily work and how they will work together.
- Use formative assessments to drive instructional planning.
- Align plans and policies with student achievement goals.
- Incorporate individual student data into daily instructional planning.
- Use a variety of measures to evaluate progress, including graduation rates, state assessments, AP/IB/Honors participation, and student next step success.
**STEP #5: Foster Leadership**

Leaders at all levels are essential to Nampa Personalized Learning success. A top-down approach will not build the necessary buy-in and teamwork. Personalized learning demands we develop a distributed leadership approach in which we recognize, develop, and utilize leaders at all levels and schools and in every aspect of the work of the district. Nowhere is this more important than in the strong partnerships that must be established between Information Services and Teaching and Learning to allow educational decisions to drive all IT solutions.

**Leadership Steps to Success:**

- Select teacher and department leaders based on their commitment to the vision, goals, and leadership potential.
- Develop leaders at every school.
- Develop leaders in every department.
- Develop leaders in every grade level.
- Develop leaders among administrators and staff.
- Make sure the central office administrators vigorously embrace a service model.
- Encourage parent and community leaders to be all-in and enlist their input.

**STEP #6: Establish a Digital Infrastructure**

**Infrastructure Steps to Success:**

- Select pilot sites and initiate a pilot program.
- Select and distribute student devices.
- Plan a staged device rollout.
- Develop a financial support program for low-income students.
- Build a robust wireless infrastructure with an eye to future needs.
- Evaluate cloud computing options.
- Develop software evaluation criteria and select online content and tools.
- Select and implement a learning management system.
- Build a library of multimedia tools.
• Develop policies for social networking and required use.
• Plan for training, staffing, and support.

**STEP #7: Build Capacity**

We embrace the concept that, as personalized learning evolves, we must grow our capacity—meaning our ability to use digital resources and work as individuals and teams to meet goals. Every school leader must be vigilant in ensuring that individuals and teams constantly reflect on how to improve the success of every student.

**Capacity Building Steps to Success:**

• Commit to a philosophy of individual and team learning for all adults.
• Take the long view and accept different rates of growth.
• Develop formal growth plans for teachers and principals.
• Encourage students and teacher to learn together.
• Expect steady progress and constant effort.
• Provide constant encouragement, feedback, and leadership.
• Establish meetings to build teams at all levels.
• Define professional development goals.

**STEP #8: Implement Data-Driven Personalized Instruction**

Nampa Personalized Learning allows us to progress in our ability to use personalized student information as part of our daily instruction methodology—providing teachers greater clarity and means to make adjustments, to advance or review, based on real-time data.

**Data Steps to Success:**

• Transition to online instructional software that provides detailed data on every student.
• Work toward a culture of data transparency.
• Systematically align student data and instructional planning.
• Assess achievement by students, subgroup, teacher, department, grade level, and school.
• Use the data to enable accurate, personalized interventions on a daily basis.
• Encourage a team approach among instructional staff.
- Use data to inform resource allocation decisions.
- Keep parents and students in the data loop.

**STEP #9: Rethink the Instructional Process**

The Nampa School District believes that increasing student learning only occurs as a result of improvements in the instructional core—composed of the student, the teacher, and in the presence of content in context. Technology is a powerful facilitator but it cannot, by itself, meet any educational objective.

If technology is to be truly effective it must be carefully and thoughtfully woven into the entire fabric of the instructional core, creating a new 21st Century context, in which guidance of learning occurs in our schools. Done right, technology integration has the power to significantly transform both the appearance and nature of education allowing us to fully implement for all of our students what we all know to be essential—a rigorous guaranteed and viable curriculum, sound instruction, and students actively engaged in purposeful reading, writing, and discussion as the primary modes of learning both content and thinking skills.

None of this is new or unique to this century, but in fact represents what our best educators have been teaching us for decades. What is new is that now, more than ever, all students need and deserve such an education. If we are going to turn this vision into practice we must leverage the power of technology in the context of supporting the relationship of the teacher and the student in the presence of content.

**Instructional Steps to Success:**

- Develop lesson plans that engage students with relevant, personalized, collaborative, and connected learning.
- Evaluate new teaching strategies appropriate to a digital learning environment.
- Develop keys to successful group work.
- Encourage teachers to become learning facilitators.
- Empower students with more choice.
- Extend the time available for teaching and learning.
- Provide immediate feedback via formal and informal assessments.
- Promote responsible digital citizenship.
- Use digital resources to support struggling students.
What does NPL mean for teachers?

RELENTLESS EDUCATORS –
Inspirational instruction leveraging technology to ensure excellence for every student.

Through personalized learning, teachers can:

- Tailor and differentiate instruction to student’s needs
- Use student’s strengths and interests to increase engagement
- Be mentors, facilitators, and motivators of learners
- Design highly engaging and relevant learning experiences for every student
- Give students voice and choice in what, how, when and where they learn

What does NPL mean for students?

TENACIOUS STUDENTS –
Through the skillful use of technology, confidently creating their own path to personal experience.

For students, personalized learning is:

- An education full of variety and choice
- A mentoring relationship between student and teacher
- A space where students have access to a wide range of subjects that meet their needs and interests
- Access to learning experiences that enable them to progress according to their level of ability
- An opportunity to make decisions about the direction of their learning
- Managing their own work calendars and daily schedules to stay on track and work at their own pace
- Having an individualized learning path and intervention plan
- Using personal learning devices to individualize learning and collaborate within the school community
What does NPL mean for the community?

**SUPPORTIVE COMMUNITY**
- Partnering with our school community to ensure excellence and innovation.

Essential tools supporting NPL are professional development, devices for every student, content, and transition support. The district is funding this support through local supplemental levy and state funding. In November 2015, local voters supporting increasing levy support to modernize technology and instructional materials in the district.

In “Creating Innovators: The Making of Young People Who Will Change the World,” Tony Wagner discusses the need for innovative learners:

> “We [the United States] have become the country that produces more ideas to solve different kinds of problems. We have to become the country that leads the way in developing the new technologies for a sustainable planet and affordable health care. We have to become the country that creates the new and better products, processes, and services that other countries want and need. We can no longer create wealth by outmanufacturing or outconsuming the rest of the world. We must outinnovate our economic competitors.”

How do we develop the capacities of young people to meet this reality? The Nampa School District believes personalized learning can create innovative learners that are ready for whatever future lies before them.
Ensuring personalized learning for every student in each of the Nampa School District’s 24 schools is a multi-year effort. To ensure sustainability, this effort is broken down into multiple phases, beginning with Phase 1 during the 2016-2017 school year.

To promote equity of opportunity, each school in the Nampa School District was invited to apply for participation in Phase 1 during the Winter of 2015.

Applicants were asked to work together as a staff to respond to the nine prompts listed below:

1. Describe your shared vision for how NSD’s innovative teaching and learning initiative will improve instructional delivery and student engagement with learning at your school. Please outline strategies that you and your staff will take to achieve this vision.

2. Describe how you and your staff see this program improving student outcomes, and what you will do as a building to attain these outcomes.

3. Describe your current readiness level as a principal and as a leadership team to lead this student-centered learning program, along with what you need to do to prepare yourself to do so in your building.

4. Describe the current readiness level of your entire staff to thrive in and support a student-centered digital learning environment. Outline what your staff, as a whole must to do to prepare to succeed in this program within your building.

5. Describe how you would engage your school’s families as ongoing partners in this program. Include an explanation of district supports needed to assist you in this effort.

6. Describe your willingness and ability to enable and support opportunities for ongoing professional development as it relates to technical and pedagogical training for your staff as a whole.

7. Describe your staff’s capacity to take on NSD’s innovative teaching and learning initiative given the other initiatives (PLCs, Journeys adoption, etc.) that you are currently focusing on developing and supporting in your school.

8. Describe how you envision you and your staff being of value to other NSD schools as they implement NSD’s innovative teaching and learning initiative into their buildings and communities moving forward.

9. Please share any other information that you find relevant to communicating your ability to succeed with NSD’s innovative teaching and learning initiative.
NSD’s Assistant Superintendent of Teaching and Learning, Digital Innovation Coordinator, and Director of Information Services evaluated all applications against an evaluation rubric. Applicant schools were then 1) interviewed to discuss leadership readiness, or 2) invited to re-apply to elaborate on vision and strategies.

Schools accepting an interview sent their principal and his/her primary instructional support staff to meet with NSD’s Assistant Superintendent of Teaching and Learning, Digital Innovation Coordinator, Director of Information Services, and Director of Elementary Education to discuss specific plans to address program needs within each school.

Schools accepting the invitation to re-apply met with NSD’s Digital Innovation Coordinator to receive constructive feedback on their application before updating and re-submitting their application. These applications were evaluated against the original evaluation rubric by the original team of NSD’s Assistant Superintendent of Teaching and Learning, Digital Innovation Coordinator, and Director of Information Services.

The Phase 1 schools selected for Phase 1 (the 2016-2017 school year) are:

- Central Elementary
- Endeavor Elementary
- Lake Ridge Elementary
- New Horizons Elementary
- Willow Creek Elementary
- Columbia High School
Next steps for Phase 1 schools

The success of personalized learning in the Nampa School District relies on the power of distributed leadership. To this end, each school, once selected for participation, identified a 6-8-person instructional leadership team, referred to as a Vanguard Team. This group of classroom teachers and/or instructional coaches have the following responsibilities:

- Participate in in-depth training focusing on innovative instruction with technology through the use of the H.A.C.K. Model of Innovative Instruction.
- Serve as a grade-level and/or school mentors in innovative instruction with technology
- Work with building principal to identify goals for personalized learning through the Core Four
- Identify any digital learning tools that will be essential to your goals, and
- Work collaboratively to create a plan for best supporting your school’s stakeholders throughout the personalized learning process

Additionally, while not required, if a technology committee is not in place within your building, Vanguard Teams are well positioned to provide input on your school’s technology needs, including communicating with Information Services to address areas of possible infrastructural technology enhancements and poor connectivity.

If a technology committee already exists, Vanguard Teams should not replace this committee.
In the Nampa School District and elsewhere, emphasis has been put on utilizing deeper learning approaches in the classroom to deliver rich content to students in innovative ways.

The 2015 NMC Horizon Report: K-12 Edition offers something of a recipe for achieving just this, saying,

“To be successful in this approach, school leaders recommend educators engage in professional development to develop their own inquiry skills . . . and integrate technological resources to engage in new forms of communication and expression.”

In addition to ensuring that network infrastructures have been upgraded and that teachers and students are provided with updated technology to use for teaching and learning, the Nampa School District is working with a number of partners to ensure that all instructional staff receive high-quality training to promote success.

At the core of NSD’s professional development plan is our partnership with the Doceo Center at Northwest Nazarene University. This partnership provides training to teachers in the Doceo Center’s HACK Model of Innovative Instruction, the outcome of which is increased competence and confidence in using digital tools and technology for classroom-embedded, personalized, cross-disciplinary learning activities.

Phase 1 Vanguard Teams received in-depth training in the HACK Model in a train-the-trainer capacity during the spring of 2016. They worked with the Doceo Center’s training staff to scale training in the HACK Model to all Phase 1 staff throughout the 2016-2017 school year.

To assist the Nampa School District, the following partners have joined NPL: Northwest Nazarene University Doceo Center, Education Elements, Apple, Microsoft, and Dell.
Phase 1 devices

In 2013, research conducted by Project Tomorrow found that mobile technology can make a difference in the learning habits of students. Among the positive changes cited in the report:

1. Students had greater access to learning resources outside of school, and the students’ use of the devices for educational purposes exceeded expectations.
2. Teachers increased their communications with students and creatively used the tablets in a variety of ways to engage students in learning.
3. Students changed their learning behaviors as a result of having the devices.

Recognizing the positive impact mobile technology can have through allowing students to engage and extend their learning opportunities, a visioning team at the Nampa School District conducted extensive research on available solutions. The goal of this work was to ensure that our students are provided with the most appropriate tools and software to ensure high levels of learning and achievement.

This process resulted in establishing a number of essential characteristics in our operating system and device selection needs. These characteristics include:

- Robust internal storage capabilities
- The ability to convert to lay flat on a desktop or tabletop surface
- A touch-screen interface with stylus technology
- The ability to connect with an external keyboard
- Compatibility with state and federal testing requirements for technology
- Developmentally appropriate software

This visioning team determined that, in order to meet the needs of all students, two separate operating systems are required. As a result, two different devices have been selected as well.

Elementary students will be provided with the iPad Air 1 device, running iOS technology. Elementary teachers and administrators will be provided with the Macbook Air, running OSX technology.

Secondary students, teachers, and administrators will be provided with the Dell Latitude 5175 device, running Windows 10 technology.

Though both student devices selected are distinctly different pieces of hardware running distinctly different operating systems, they both provide for simple computing experiences that enable engagement with academic content through multiple interfaces, including touch-screen technology.
The hardware specs for both student devices can be seen in the table below.

### Student Device Specs:

<table>
<thead>
<tr>
<th>Device</th>
<th><strong>Elementary</strong></th>
<th><strong>Middle and High</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>iPad Air 1</td>
<td>Dell Latitude 5175</td>
<td></td>
</tr>
<tr>
<td>Memory (RAM)</td>
<td>1 GB</td>
<td>4 GB</td>
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<tr>
<td>Hard Drive</td>
<td>64 GB</td>
<td>128 GB</td>
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<tr>
<td>CPU</td>
<td>Dual-core 1.3 GHz Cyclone</td>
<td>Intel Core m3</td>
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<tr>
<td>Screen Size</td>
<td>9.7” (1920 x 1080 resolution)</td>
<td>10.8” (1920 x 1080 resolution)</td>
</tr>
<tr>
<td>Battery</td>
<td>Non-removable Li-Po 8600 mAh</td>
<td>2 Cell 35 WHr</td>
</tr>
</tbody>
</table>

### Teacher Device Specs:

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</tr>
<tr>
<td>Screen Size</td>
<td>9.7” (1920 x 1080 resolution)</td>
<td>13” (1440 x 900)</td>
</tr>
<tr>
<td>Battery</td>
<td>Non-removable Lithium Polymer 8600 mAh</td>
<td>Lithium Polymer 2 Cell 35 WHr</td>
</tr>
</tbody>
</table>

### Curriculum

The Nampa School District is committed to adopting current and formal curriculum which promotes the use of digital tools to achieve our vision and goals while driving down the cost of instructional materials over time. Naturally, adopting new curriculum is a multi-year, systematic process. The Nampa School District began implementing newly adopted curriculum with an eye to the future during the 2015-2016 school year. The adoption and implementation process is ongoing.
Conclusion

World-renowned educator and author Alan November made it clear when he said,

“Adding a digital device to the classroom without a fundamental change in the culture of teaching and learning will not lead to significant improvement.”

As we embark on personalized learning, we are updating classroom technology. Our commitment to significant improvement of student-achievement, however, does not stop there. As this guide communicates, digital conversion in the Nampa School District is an ongoing process aimed at improving the quality of instruction, pedagogy, professional development, student and teacher motivation, classroom roles, and learning relationships.

Our reason for doing this is in our mission, “to ensure high levels of achievement for every student by providing each student a world-class education.”

That is why we embrace personalized learning.
References:


