

Powering Up: Transforming Learning in Oregon Schools

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2014-17 Statewide Game Plan

Developed and Recommended by COSA/OASE E-Learning and Technology Work Group

COSA/OASE Work Group Members

Names and organizations

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Overview/Executive Summary

Vision

Rationale

Goals and Key Strategies/Recommendations

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Game Plan Goal 1

Universal Access: Build a comprehensive infrastructure that provides every student, educator and level of Oregon's education system with the access, tools and resources they need, when and where they need them.

Strategies:

- Conduct a statewide inventory of existing broadband
- Conduct an inventory of existing state assets
- Develop a roadmap for building infrastructure
- Develop a model for regional and state level support for infrastructure
- Provide a dedicated funding source for infrastructure
- Develop a model for local and state support for digital devices and content to ensure equity of opportunity and access

Measures of Success:

- Map of existing resources
- Map of available assets
- Models of support for infrastructure and digital devices and content
- State, regional and local funding plans developed

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Conduct a statewide inventory of existing broadband	Update 2009 broadband plan (Business Oregon).	Complete plan and report findings and recommendations.	Develop and implement plan for accomplishing recommendations.	
Conduct an inventory of existing state assets		Create layered map of state assets.	Report findings and recommendations.	Develop and implement plan for accomplishing recommendations.
Develop a roadmap for building infrastructure		Develop infrastructure roadmap.	Report findings and recommendations.	Develop and implement plan for accomplishing recommendations.

Develop a model for regional and state level support for infrastructure		Create regional and state level model.	Complete model and advance recommendations.	
Provide a dedicated funding source for infrastructure	Identify key partners.	Share reports, findings, etc. (above) with partners, and work with partners to identify potential funding sources.	Share reports, findings, etc. (above) with partners, and work with partners to accomplish dedicated funding source.	Work with partners to accomplish dedicated funding source.
Develop a model for local and state support for digital devices and content to ensure equity of opportunity and access		Create local and state level model.	Complete model and advance recommendations.	

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Game Plan Goal 2

Digital Content: Develop relevant and current curriculum and content that supports personalized, 'Powered Up' learning

Strategies:

- Reframe Oregon's textbook adoption cycle, replace the 7-year cycle with a continuous review and improvement model
- Develop a shared materials repository
- Develop an Oregon materials vetting process

Measures of Success:

- District-level professional development conducted for teachers and administrators on the new model for instructional materials
- Materials vetting process, aligned with Common Core State Standards, developed and implemented
- Adaptive materials update process developed and implemented
- Model and processes allow for multiple platforms for materials: books, digital, etc.
- A statewide repository of resources is established

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Reframe Oregon's textbook adoption cycle, replace the 7-year cycle with a continuous review and improvement model	<ul style="list-style-type: none">• Work with ODE committee tasked with reviewing the cycle, and seek to reframe scope of work and provide active support and engagement.• Investigate R & D models from other states – seek continuous review process.• Allow for district autonomy.	Define alternative model prior to next adoption – pilot with both new and current processes – content may include digital, books, etc.	Develop materials with new model to supplement past adoption areas.	Transition point: discontinue current model.

<p>Develop a shared materials repository</p>	<ul style="list-style-type: none"> · Identify coordinating agency. · Conduct survey of current resources. · Investigate what is available nationally. · Support Apple/COSA iTunes U Pilot. 	<p>Develop ODE infrastructure to support initial repository – develop process for how, when and why to access.</p>	<p>Refine repository using new vetting process and new “content needs.”</p>	
<p>Develop an Oregon materials vetting process</p>	<ul style="list-style-type: none"> · Work with ODE to develop criteria for vetting resources with the new model. · Include teacher-developed, open source and purchased resources. 	<p>Work with ODE to develop vetting process oversight structure.</p>		

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Game Plan Goal 3

Educator Preparation and Training: Educators are prepared to effectively facilitate “Powered Up” Learning

Strategies:

- Define and communicate “Powered Up” Learning (see “Future Learning” as defined by the 21st Century Partnership)
- Create and implement professional development that is job-embedded
- Provide “just-in-time” training
- Create innovation funds that lead to successful, replicable models
- Develop a system of ongoing evaluation for educator preparation

Measures of Success:

- “Powered Up” Learning defined
- Effective models of professional development have been implemented
- Funding strategies have been identified, including both use of existing funding and strategies to acquire new funding
- “Powered Up” proficiencies have been incorporated into Educator Evaluation and professional development plan models
- Implementation of a Communication Plan that articulates the “Changing Nature of School in a Digital Age”

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Define and communicate “Powered Up” Learning (see “Future Learning” as defined by the 21st Century Partnership)	<ul style="list-style-type: none">• Create definition of “Powered Up” Learning.• Develop communication plan that articulates the “changing nature of school in a digital age.”	Implement communication plan.	Continue implementation of communicate plan.	

<p>Create and implement professional development that is job-embedded</p>	<p>Administrators:</p> <ul style="list-style-type: none"> · Change process. · Create connections between initiatives. · Adjust organizational charts. <p>Teachers:</p> <ul style="list-style-type: none"> · Identify effective professional development models. 	<p>Professional development for educators is informed by evaluation and innovation fund successes.</p>		
<p>Provide “just-in-time” training</p>	<ul style="list-style-type: none"> · Coaching across instruction and technology. · Coaching as a career. 			
<p>Create innovation funds that lead to successful, replicable models</p>	<p>Create and distribute small funds that lead to successful models.</p>	<p>Conduct R & D that:</p> <ul style="list-style-type: none"> · Identifies what works · Is replicable. · Informs professional development and training. 		
<p>Develop a system of ongoing evaluation for educator preparation</p>	<ul style="list-style-type: none"> · Define outcomes. · Define proficiency levels. 	<ul style="list-style-type: none"> · Monitor and adjust. · Communicate. · Celebrate. 	<ul style="list-style-type: none"> · Monitor and adjust. · Communicate. · Celebrate. 	

Game Plan Goal 4

Leadership and Collective Impact:

- Partners strategically engage to ensure “Powered Up” Learning
- Bridges are developed between key leaders and organizations who share the vision and commit to making it happen

Strategies:

- Develop a “Playbook”
- Develop “Powered Up Schools” Framework
- Institute a Steering Committee
- Develop Partnership Plan and Bridge Groups
- Develop a communication and marketing plan

Measures of Success:

- Playbook developed
- Framework and criteria for “Powered Up” Schools developed
- Steering Committee formed
- Partnership Plan and Bridge Groups developed
- Communication and Marketing Plan developed
- 50% of Oregon schools become “Powered Up” Schools within five years

	Year 1 Actions	Year 2 Actions	Year 3 Actions	Year 4 Actions
Develop a Playbook	Develop Playbook, including: <ul style="list-style-type: none">· Rationale.· Vision for Future of Teaching and Learning.· Current Tech Initiatives (STEM, etc.).· A plan for getting there.	Begin communicating and implementing Playbook.		

<p>Develop “Powered Up Schools” Framework</p>	<p>Develop Framework. Criteria/Rubric may include:</p> <ul style="list-style-type: none"> · Professional development (see Educator Preparation and Training section). · Use of technology in instruction. · Readiness assessment. · Tech standards in educator evaluation. · Response to equity and access. · School systems and infrastructure. · Support for educators and students. 	<p>Begin using Framework and provide opportunities for schools and districts to “Level Up” as they work toward “Powered Up Schools” Status.</p>		
<p>Institute a Steering Committee</p>	<p>Form a Steering Committee to oversee implementation of the Playbook and energize “Powered Up Schools”</p>			

Develop Partnership Plan and Bridge Groups	<ul style="list-style-type: none"> · Engage political leaders to support transformation of learning through “Powered Up” initiative. · Engage business/tech/STEM partners to support and participate in transformation. · Engage education partners. · Engage community partners. 	Continue with engagement and participation of partners.		
Develop a communication and marketing plan	Develop communication and marketing plan.	Implement communication and marketing plan.	Continue implementation of communication and marketing plan.	

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