

SYNCING UP WITH THE IKID:

Lessons learned from experience when moving from traditional to Technology-rich future ready schools and districts.

1. Leadership from the principal determines success or failure. Consistent, supportive, distributed leadership promotes adoption and buy-in from teachers and students for the 1:1 learning innovation. Choose the principal who will implement the 1:1 environment carefully. They should be familiar and comfortable with the change process, have a vision of what 1:1 learning in a school can do, inspire teachers to embrace that vision, model technology use, and be at ease with shared decision-making.
2. At least six months is required for planning and preparation before students receive one-to-one 24/7 mobile device. One full calendar year is optimal.
3. Involve the entire community.
4. Ongoing high quality differentiated professional development and teacher empowerment is imperative.
5. An adequate infrastructure with sufficient technical support is critical. Include electrical upgrades as part of the infrastructure investment.
6. Consider core classroom equipment (interactive whiteboard, projector, digital camera, video camera, classroom response systems, and digital science equipment) as a primary part of your initial infrastructure. Installing this equipment as teachers are given their laptops gives them opportunity to learn how to use the tools effectively before adding student computers into the equation.
7. Defining the appropriate balance between student safety, acceptable use, and access to web-based resources is difficult but must be done.

8. Classroom management strategies and tools must be adequate.
9. Skilled Technology Facilitators and Media Specialists play a significant role in the success of technology integration into classroom practices. The North Carolina Educational Technology Plan (2007) recommends the following ratio:
 - A minimum of one technology facilitator per school, with additional positions once a school surpasses 1000 students.
 - One Technology Assistant per school, per thousand students
 - One Technician I, II, or III for every 400 computers. At least one of the Technicians should be a Technician III.
10. Careful budget planning and broad-based engagement of key stakeholders are important for success and sustainability.
11. Include loaner computers, extra battery chargers, replacement batteries, electronic textbook fees, and laptop bags in your initial budget—and make them a part of your total cost of ownership sustainability figures. Consider loaners that will equal 10% of the number of computers currently in the school.
12. Begin early to plan for laptop imaging, maintenance, storage, distribution and recollection. Re-visit these plans annually.
13. Laptop screens are fragile; consider mandating separate laptop and book bags.
14. Provide district-managed insurance policies for all computers, but consider asking students/parents to contribute a nominal amount toward the cost of that policy. Provide an easy-payment opportunity or even special service-learning projects for families that cannot afford the fee.

15. Clarify and/or augment school and district policies.
16. Consider forming a student technology team (help desk) as soon as possible so that teachers and fellow students, as well as the media and technology team, have assistance quickly (and techie students have an opportunity to channel their expertise and experimental nature in positive directions).
17. Provide resources such as secure servers, learning management systems, classroom monitoring systems, and e-mail accounts for all students.
18. Infuse 21st curriculum with skills necessary for living and working in an ever-changing society. Relevant real world education should include:
 - a. Information and communication skills
 - b. Thinking and problem solving skills
 - c. Interpersonal and self-directional skills
19. Expect teachers to create instructional environments in which students use higher order cognitive skills to construct meaning or knowledge, engage in disciplined inquiry, and work on products that have value beyond school. Students should also be given the opportunity to demonstrate 21st C skills through the use of technology-infused, authentic assessments. Assessment should be more integrated with instruction.
20. Attending to the many details makes all the difference.