

Classroom Implementation Guidance

Prior to implementation:

- Align district or school goals to curriculum.
- Identify technical requirements of the edtech device, program, or product and implement necessary changes to the tech environment to meet those needs.
- Organize, schedule and share out a timeline for educator professional development opportunities.
- In collaboration with school and educator leaders and educators, plan classroom procedures and routines to integrate the edtech.
- In collaboration with stakeholders involved in the pilot, articulate expectations.

First day of Implementation:

- Share out and teach or model expectations. Regularly check in on the expectations with stakeholders involved.
- Support students with technical concepts, i.e., log-in, saving their work, accessing tasks and assignments.

Throughout Implementation:

- Provide ongoing professional development, training, and support to educators.
- Provide continued tech support to students.
- Identify any tech requirements for the device, program, or product and provide the necessary tech environment.
- Track progress, celebrate stories of success, demonstrate and support the risk-taking environment for educators to feel comfortable piloting, and share best practices.

Exemplar Completed by: Highline Public Schools



Prior to day one:

- Realign objectives to match Math in Focus (or other curriculum).
- Turn on Home and School work for the first unit of instruction.
- When using, tablets enter correct activation code for your school.
- Plan classroom procedures and routines:
 - Distribution and collection of computers/tablets.
 - When will students use the program?
 - How many students will use it at once?
 - How will students transition?
- Determine your expectations, for example: what students record in their math journals, what students should do when they are stuck (How to Help, Think Before You Click)

Day one:

1. Teach and post expectations. Revisit these on a regular basis.
2. Help students log-in to ST Math
3. Teach students how to exit ST so they don't lose their work

Day two and beyond:

1. Support students in developing their math ideas, for example:
 - a. Work with small groups for instruction (strategy groups, conferring, extension).
 - b. Ask supporting questions as students work on ST Math.
 - c. Remind students to Think Before You Click. As they internalize this process, they will develop persistence and increase their independent problem solving skills.
2. At the start of each new unit of instruction:
 - a. Turn on Home and School work for new unit. Send home reminders to families.
 - b. Move the objectives for the new unit to the top of the objective list - this will ensure that students move through the objectives aligned to current instruction, then return to incomplete objectives from past units
3. Track and celebrate progress
 - a. View reports
 - b. Print postcards
 - c. Individual Progress Sheet
 - d. Progress Poster
 - e. Interactive Goal Poster
 - f. Send home student celebrations of progress by percent completed.
 - g. Create a schoolwide board to celebrate progress by classrooms or grade levels.

For more information or questions, please contact Rebekah Kim, Highline's Director of Instructional Supports, at Rebekah.Kim@highlineschools.org.