We will personalize learning to support students along their pathway to career and college readiness.
Transition to Student Devices

COMPLETE

ONGOING

Technology Use to Personalize Learning
Balanced Use of Technology
WHEN TECH IS USED...

1. Does it have some **benefit to learning**?

2. Are students **actively** creating, collaborating, communicating, or critically thinking?

3. Is there evidence of **personalized learning**?
In 800+ observations, technology was in use in classrooms 65% of the time.
Does using tech have some benefit to learning?
The RAT Framework empowers teachers to self-assess technology integration.
Different students working in different ways
Availability of tools, content, content types
When tech is used, what percent of the time does using tech have some **benefit to learning**?

57%
Are students actively creating, collaborating, communicating, or critically thinking?
Active
Student cognitively and/or physically engages in screen-based activities

VS.

Passive
Screen time involves sedentary interaction with the device or passive receiving of information
Active Technology Use

- Coding
- Immersive simulation
- Design
- Media production
- Interaction with experts
- Peer collaboration
- Global connections
When tech is used, what percent of the time are students **actively** creating, collaborating, communicating, or critically thinking?

56% of tech use is active use.
Is there evidence of personalized learning?
Flexible Spaces
Flexible Instruction

Diagram showing a cycle of instruction methods:
- Computer-based instruction
- Station Rotation
- Teacher-led instruction
- Collaborative activities and stations
Flexible Instruction

Featured Teacher Blog
Features flexible teacher instruction and student learning across Bloomington classrooms.
When tech is used, what percent of the time is there evidence of personalized learning? 40% of the time with tech use supports personalized learning.