

IMPLEMENTING & EVALUATING

Your District Game-based Learning Program



“ I’m so smart!

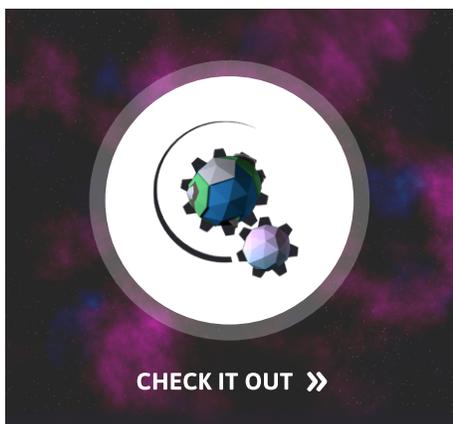
SCREAMS SUSAN DURING SCIENCE CLASS.

“Wait, how’d you do that?” another student asks her.

“OK, what level are you on?”

This is the sound of authentic engagement - an elusive, tantalizing goal for any teacher when designing lessons. But why are these students so engaged? In this case, they’re playing video games. Now, it’s fairly obvious to anyone who’s seen a student play a video game that this is a great way to capture students’ interests and pique their curiosities. But are the video games really teaching kids anything useful?

Take Susan for example. She is a learner who needs support during classes to “keep up” with the pace of school and learning compared to her peers. Science is an area of interest for her, but she always felt like it went too fast.



Susan’s teachers, Mary Headington and Chad Johll, decided to use “Planet Mechanic” as part of their instruction. During gameplay, Susan couldn’t hold in her excitement and yelled, “I’m so smart!” during class. Mary and Chad weren’t sure how to respond, until another student asked her for help in completing a level in the game. In a game-based learning situation, there is often a role reversal based on student ability. In a traditional learning environment, the high-achieving student continually finds successes in class activities with a relatively low rate of failure. A student who struggles, like Susan, is in need of support and additional time in order to find the same success. However, in game-based instruction, Susan and students like her are more apt to try and fail in order to succeed in a game, whereas students who typically “get it” struggle with failing forward in this way. This learner often asks the struggling learner for help, developing confidence and a sense of accomplishment for both students.

That role reversal in learning sparked a deeper feeling of community in class as well as an expectation and reliance on being open and helpful. The use of high-quality learning games has gone beyond engagement, creating positive impacts across the board for the students and their learning.

The use of game-based learning in our school district has authentically engaged our students in the learning process. It has positioned our teachers to serve more as a “guide on the side,” which helps students build social-emotional and 21st Century Skills needed for their future success.



ANNE LARSON, DIGITAL LEARNING MANAGER
SUN PRAIRIE AREA SCHOOL DISTRICT

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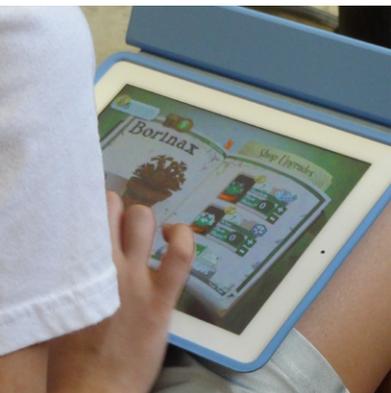


WHY GBL

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*Visit bit.ly/FG_GBLResources to download an editable or printable version of these resources



Why Game-based Learning?

There is a growing body of research supporting the efficacy of using games in the classroom. Not only do games offer increased classroom engagement; they offer students opportunities to explore agency, identity, and systems thinking from the comfort of their own classrooms. More importantly, games give students the ability to experiment, fail, and try again.

47% 

OF TEACHERS REPORTED THAT LOW-PERFORMING STUDENTS RECEIVED THE GREATEST BENEFIT FROM GAMES IN THEIR CLASSROOMS. ^[2]

65% 

REPORTED THAT LOW-PERFORMING STUDENTS BECAME MORE ENGAGED WITH CONTENT OVERALL WHEN IT WAS PRESENTED IN THE FORM OF A GAME. ^[2]

55% 

SAID THAT THEIR LOWER-PERFORMING STUDENTS WERE MORE MOTIVATED WHEN PLAYING A GAME. ^[2]

We can't just tell [students] these things, we have to get them engaged and exploring and wanting to learn. When I have students come to me and say they went home and played the game again because they wanted to learn more or because it was fun, I feel like I've done my job and made smarter kids.

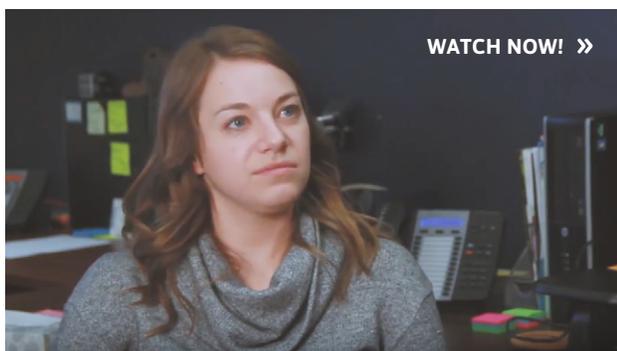


**DAVE ROPA, 7TH GRADE SCIENCE TEACHER
SPRING HARBOR MIDDLE SCHOOL**

Games increase engagement and engagement impacts everything — student behavior, attendance — all of the important aspects that we're trying to increase in our students.



**DR. TREMAYNE CLARDY
SENNETT MIDDLE SCHOOL**



VIDEO: Why Game-Based Learning?

Interview with Anne Larson (Digital Learning Manager for Sun Prairie Area School District) Michael Mades, (Director of Technology for Sun Prairie Area School District) and Dave Ropa (7th Grade Science Teacher at Spring Harbor Middle School)



"KIDS WHO PLAYED VIDEO GAMES FIVE OR MORE HOURS A WEEK DID BETTER IN SCHOOL & SUFFERED NO EMOTIONAL OR MENTAL HEALTH PROBLEMS." ^[1]



"HIGH VIDEO GAME USAGE WAS ASSOCIATED WITH A 1.75 TIMES THE ODDS OF HIGH INTELLECTUAL FUNCTIONING AND 1.88 TIMES THE ODDS OF HIGH OVERALL SCHOOL COMPETENCE." ^[1]

[1] <http://www.gamesandlearning.org/2016/03/10/new-research-finds-video-games-may-boost-academics-dont-affect-mental-health/>

[2] <http://www.gamesandlearning.org/2014/06/09/teachers-on-using-games-in-class/>



INFOGRAPHIC:

A game-based learning program can come in a variety of shapes and sizes. The graphic below provides you with an outline of what to expect when you're considering a game-based learning program and some of the important benefits games bring to the classroom.

[1] Clark, D., Tanner-Smith, E., Killingsworth, S. (2014). Digital Games, Design and Learning: A Systematic Review and Meta-Analysis (Executive Summary). Menlo Park, CA: SRI International. Accessed September 10, 2014. <http://www.sri.com/work/publications/digital-games-design-and-learning-systematic-review-and-meta-analysis-executive-su>

[2] Wouters, P., van Nimwegen, C., van Oostendorp, H., & van der Spek, E. D. (2013, February 4). A Meta-Analysis of the Cognitive and Motivational Effects of Serious Games. *Journal of Educational Psychology*, 105(2), 249-265.

[3] <http://www.apa.org/monitor/2014/02/video-game.aspx>

[4] <http://gamesandlearning.umich.edu/a-games/key-findings/survey-report/digital-game-use/>

GET TO KNOW GAME-BASED LEARNING

Learning games can be played on:



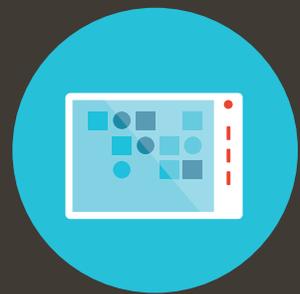
iPADS



DESKTOPS



LAPTOPS



ANDROID TABLETS

Games can help educators succeed in:



**TECHNOLOGY
PLANS**



**CURRICULUM &
INSTRUCTION GOALS**



**DISTRICT
MISSIONS**

- GAMES ARE EFFECTIVE -

Games improve:

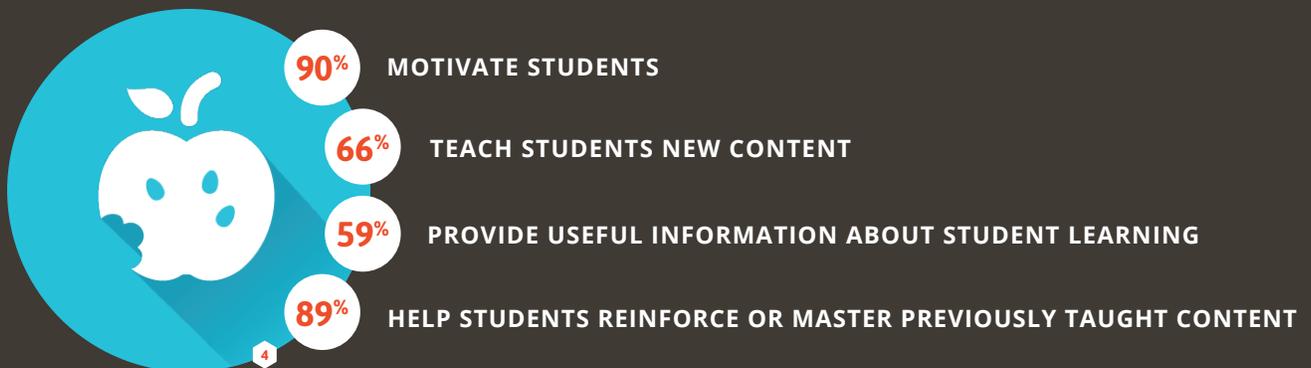


Data Can Be Measured:



- GAMES IN THE CLASSROOM -

Teachers believe games:



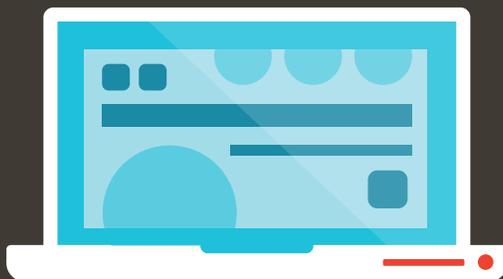


- GAME TYPE SPECTRUM -



QUIZ GAMES

Environment: Classroom
Learning: Practice
Theory: Assessment
Content: Flat



EDU GAMES

Environment: Classroom
Learning: Objective-driven
Theory: Change
Content: Complex concepts



COMMERCIAL GAMES

Environment: Home
Learning: Incidental
Theory: Entertainment
Content: Complex concepts



CLASSROOM STUDY

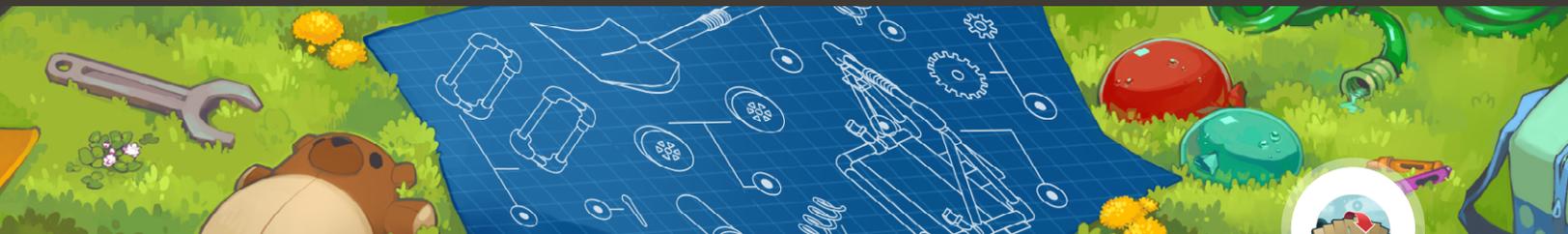
Planet Mechanic

SUN, MOON & EARTH SYSTEMS



[READ MORE >](#)

10% AVERAGE GRADE IMPROVEMENT FOR STUDENTS WHO PLAYED THE GAME IN CONJUNCTION WITH TRADITIONAL CLASSROOM INSTRUCTION



CLASSROOM STUDY

Backyard Engineers

ENERGY & ENGINEERING



[READ MORE >](#)

17.42% AVERAGE INCREASE IN SCORES ACROSS ALL STUDENTS

20.09% AVERAGE INCREASE IN GENERAL STUDENT SCORES ACROSS PRE- AND POST- TEST

9.56% AVERAGE INCREASE IN SCORES FOR STUDENTS WITH IDENTIFIED SPECIAL NEEDS

SUCCESS STORY:

Sun Prairie Area School District Implementation

Located outside of Madison, Wisconsin, the Sun Prairie Area School District serves more than 8,120 students in grades 4K - 12. The district is one of the fastest growing school districts in the state and prides itself on being a leader in technology. The district has implemented a 1:1 initiative, partnered with nationally-recognized learning organizations, and created state-of-the-art technology centers and resources, giving students access to robotics, gaming, and coding.

With a focus on student engagement, the Sun Prairie Area School District investigated numerous digital tools to enhance their 1:1 initiative. District members wanted to ensure the selected materials weren't just "drill and practice" tools, but provided the students with more engaging content that helped build 21st Century Skills. They realized that game-based learning provided a dynamic digital experience that complemented their 1:1 implementation.

IMPLEMENTING GAMES

The game-based learning program, currently implemented in all elementary and middle schools, provides teachers with engaging digital content that helps them be a "guide on the side," creating a more personalized learning experience for students. For students, games offer a safe place to try, experiment, iterate, and fail.

Kids are comfortable with games, but they may not feel comfortable in the classroom. Because of this they're more inclined to take risks in a game.



ANNE LARSON, DIGITAL LEARNING MANAGER
SUN PRAIRIE AREA SCHOOL DISTRICT

Over the course of the two-month implementation period, district staff reviewed all of the games included in the package to determine where they would best fit in terms of grade level and curriculum. (You can find the resource they created on [page 30](#).) Finding a pre-established game-based learning program allowed Sun Prairie administrators to find standards-aligned resources that complemented their curriculum. Before introducing games into the classroom, teachers were encouraged to participate in game nights and professional development workshops.

The game nights were introduced by the districts to provide a supportive environment for their educators to play the games while giving them time to ask questions. These activities helped educators get excited about using games in the classroom while achieving a better understanding of the philosophy behind game-based learning.

When introducing games into the classroom, the Sun Prairie School Area District established a launch program that allowed teachers to play the games before instructing with them. After teachers are comfortable with the games, students play through a selected game, and then play it again as it is added into the curriculum.

RESULTS:

The implementation of a district-wide game-based learning program has yielded significant results in the Sun Prairie Area School District. Not only are kids excited about games and learning, teachers in the 1:1 environments have more teaching tools than they had before. Game-based learning has provided teachers and district administrators with a way to provide personalized learning experiences while getting students invested in their learning.

Games are never going to replace the teacher, but games are changing how the teacher teaches.



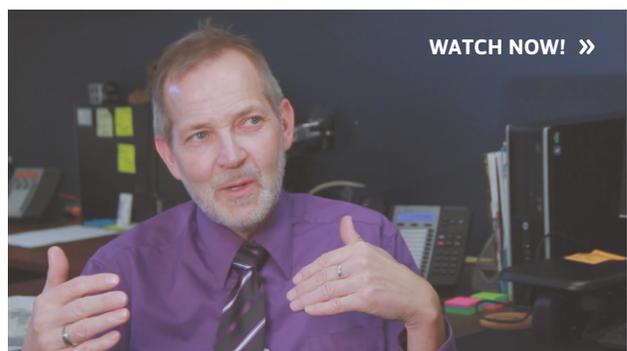
**MARY HEADINGTON, 6TH GRADE TEACHER
SUN PRAIRIE AREA SCHOOL DISTRICT**

Sun Prairie administrators are also excited that students want to learn how to create games. Concurrent with their game-based learning program, Sun Prairie Area School District educators have developed a program to teach students about the process of creating educational games. With this knowledge, students create a game based on a learning objective as part of a passion project.

Our school board members who have children in the schools say, "Finally, something for the kids that's more than a book. Something different, but still delivering all that great content that we want our kids to learn."



**MICHAEL MADES, DIRECTOR OF TECHNOLOGY
SUN PRAIRIE AREA SCHOOL DISTRICT**



VIDEO: Sun Prairie Area School District Implementation

THE GAME-BASED LEARNING PACKAGE:

The Sun Prairie Area School District implemented a custom [Game-based Learning Program](#) from Filament Games. The Game-based Learning Program encouraged educators to get excited about using games as learning tools and provided them with the opportunity to play games in a guided, supported environment.

For Sun Prairie, professional development and teacher game nights were essential components to the success of their implementation. Educators became more invested in game-based learning because they understood the teaching philosophy behind these powerful digital tools.

If you know why you're going to choose an instructional strategy you're more likely to succeed. If you don't start with why it's just one more thing to do.



ANNE LARSON, DIGITAL LEARNING MANAGER
SUN PRAIRIE AREA SCHOOL DISTRICT

BY THE NUMBERS:

10

SCHOOLS
PARTICIPATING

45

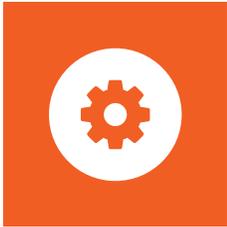
TEACHERS ACCESSING
THE GAMES

2,061

STUDENTS LEARNING
WITH GAMES

8,322

GAME PLAY
SESSIONS



IMPLEMENTING

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*Visit bit.ly/FG_GBLResources to download an editable or printable version of these resources

How to Implement a Game-based Learning Program

Every school or district that implements a game-based learning program looks a little different. After all, each district has a different number of schools, varying technology access, and unique strategic goals. However, they all have one thing in common: making game-based learning a focus in their district technology plan.

As with any learning initiative, there's no "one size fits all" approach to game-based learning. When beginning your game-based learning journey, start by thinking about the technology access that you have and what you hope to get out of the implementation. Each program will offer different tools for administrators and educators. Some programs offer teacher and district dashboards that include information and real-time progress reports. There are also programs that offer free standards-based curriculum and activities that educators can use to create a more well-rounded gameplay experience for the classroom. Taking into account the district's strategic direction will help you select the best program for your students and educators.

In the implementation section of this guide, we've compiled the resources you need to get a game-based learning program started in your school or district.



VIDEO: Filament Games | Game-based Learning Program

WATCH NOW! >>

INFOGRAPHIC:

Overview of the Implementation Process



PREPARATION PHASE

Gather your all-star game-based learning team and get ready to kickstart your program! During the Preparation Phase you'll get your teams organized and your hardware and technology ready to go.



PILOT PHASE

Game on! During the Pilot Phase you'll see your game-based learning program come to life. Educators and students will immerse themselves in game-based learning as you begin to understand how the program impacts your school or district.



PROGRAM ANALYSIS PHASE

It's time to roll up your sleeves and measure the success of your game-based learning program! The Program Analysis Phase allows you to see the results of your game-based learning program and set a course for growth and increased student success.



IMPLEMENTATION PHASE

Level up! Now that you've successfully piloted your game-based learning program, it's time to get the rest of the team on board. As you transition to a full implementation, you'll help a new group of educators use game-based learning in their classrooms.

DISTRICT TECHNOLOGY PLAN:

Game-based Learning Implementation

A great way to start your implementation is to add a game-based learning section to your technology plan. This document will help you organize and consolidate the information you need to get your teams on the same page. The most successful game-based learning programs are integrated into both technology and curriculum plans - so don't forget to share this document with both of those teams. Included below are suggestions, guidelines, and worksheets to assist you with this process.

Note: This guide is not meant to replace your current technology plan, but to supplement it with considerations and recommendations when introducing game-based learning in your district.

MISSION

- How would a GBL program align to your district or educational technology mission?

TEAM

- Who are the members of your team that will help rollout this initiative at a district level?
- Is there support staff, including educators, principals, department leads or project managers who will help kickstart this initiative at individual sites?

GOALS

What are the goals you are looking to accomplish for your district by using game-based learning?

Sample goals include:

- **Academic Success, Curriculum, & Achievement**
 - » Games should meet learners at any aptitude to allow every student the opportunity to learn through play, use critical thinking, and demonstrate problem-solving.
 - » Students should be provided the opportunity to replicate real-world problems through gameplay in a safe, simulated, and engaging environment.
 - » Games, as often as possible, should contain elements of the Universal Design for Learning to allow learners of any background the opportunity to learn and play.
- **Real-world Applications & Global Citizenship**
 - » The game-based learning program should immerse students in subject matter, cultures, careers, and extracurricular opportunities through gameplay, design, and development that would otherwise not be available.

- **Professional Development**

- » Educators should be provided a supportive environment through professional development courses on utilizing games in the classroom and district technology.
- » Educators who are interested in game-based learning beyond using games in the classroom should be provided professional development courses on coding, game design, and development.

TECHNOLOGY RESOURCES

- **What kind of technology can you utilize for this initiative?**

- » Chromebooks
- » iPads
- » Android Tablets
- » Computer Labs
- » Projectors
- » Smartboards
- » Smartphones
- » BYOD

ROLLOUT OPTIONS

- **What type of rollout will your district choose when implementing game-based learning?**

- » **Phased Rollout:**
Implement a game-based learning program at select schools within the district to better manage onboarding.
- » **Full Implementation:**
Implement a game-based learning program across the entire district at once so that all teachers, students, and schools have equal access to the resources.
- » **Piloted Implementation:**
The district or schools within the district will pilot the game-based learning program with specific outcomes for a planned future implementation.

CURRICULUM INTEGRATION CONSIDERATIONS

- Is assessment (utilizing tools such as teacher and district dashboards) important to your district?
- What type of reporting features do you need from games to inform your academic goals?
- Is it important that the games and curriculum are standards-aligned?
- Does your district have a custom learning or support framework that your game-based learning program vendor can align their games to?

PROFESSIONAL DEVELOPMENT

- Professional Development is key to any technology implementation. What courses will you offer your staff to train them and engage them with game-based learning?

BUDGET

- Are established funding sources available?
- Are alternate funding sources available?
- What is the estimated cost to the district?

DISTRICT TECHNOLOGY PLAN:

Technology Plan Worksheet

Use this worksheet as a guide to plan your game-based learning program implementation.

MISSION

- Educational Technology Mission:

TEAM

- Team members:

- Support staff:

GOALS

- What are the goals you are looking to accomplish for your district by using game-based learning?

TECHNOLOGY RESOURCES

- What kind of technology can you utilize for this initiative? Check all that apply.

- | | | |
|--|--|---------------------------------------|
| <input type="checkbox"/> Chromebooks | <input type="checkbox"/> Computer Labs | <input type="checkbox"/> Smartphones |
| <input type="checkbox"/> iPads | <input type="checkbox"/> Projectors | <input type="checkbox"/> BYOD |
| <input type="checkbox"/> Android Tablets | <input type="checkbox"/> Smartboards | <input type="checkbox"/> Other: _____ |

ROLLOUT OPTIONS

CURRICULUM INTEGRATION CONSIDERATIONS

TECHNOLOGY INTEGRATION CONSIDERATIONS

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

BUDGET

Implementation Checklist

After internally organizing your teams, technology plan, and curriculum goals, you're ready to put together a timeline for the implementation process. The timeline you establish should be tailored to meet the needs of your educators and students. The steps below can serve as a checklist to ensure you're fully prepared to set your program up for success.



PREPARATION PHASE

- ❑ Identify a game-based learning program partner and investigate free or paid trial options
- ❑ Identify your core implementation team
- ❑ Integrate your curriculum team to help map standards and grade alignment to game content
- ❑ Invite your technology integration team to perform a hardware and student data privacy compatibility check. Also make sure that if you use a SSO or LMS solution for your district that your program is compatible.
 - ❑ **Note:** Make sure you Whitelist the vendor URL and/or [bulk install apps](#) if applicable
- ❑ Perform a district- or school-wide survey to identify your early adopters
- ❑ Align your school or district goals with mission of the GBL program



PILOT PHASE

- ❑ Introduce professional development courses to early adopter educators
- ❑ Establish areas for strengths and room for growth during the program
 - ❑ **Note:** A sample assessment can be found on [page 37](#)
- ❑ Begin implementing and assessing your game-based learning program
- ❑ Continue to work with your vendor on additional learning opportunities and implementation tips



PROGRAM ANALYSIS PHASE

- Compile data and evaluate progress against program goals
- Conduct anecdotal interviews with participating students and teachers
- Facilitate a discussion with curriculum and technology teams to discuss pilot outcomes
- Establish a plan to continue or expand the program
- Identify funding sources and acquire quote for desired implementation



IMPLEMENTATION PHASE

- Check in with your vendor's Implementation Specialist to help you do the heavy lifting during this phase
- Introduce professional courses for the second round of educators
 - **Note:** A great way to re-engage evangelist educators is to have them facilitate the courses!
- Re-evaluate hardware, student data privacy compliance, and SSO best-practices with your technology team
- Invite the curriculum team to disperse standards and grade alignment document to teachers
 - **Note:** Depending on your pilot arrangements, students may be able to access the games from home. Send a note home to parents so they can play with their students!
- Begin implementation and repeat program analysis phase as needed

SCHOOL YEAR: _____

Planning Calendar

JUNE	JULY	AUGUST	SEPTEMBER
OCTOBER	NOVEMBER	DECEMBER	JANUARY
FEBRUARY	MARCH	APRIL	MAY



Hardware Solutions for Game-based Learning

Evaluating hardware needs is a critical step in the implementation process. Some game-based learning programs might require software downloads, bulk App installations using [Apple's VPP program](#), or whitelisting vendor websites in order to access web-based applications. When evaluating your hardware options, don't be afraid to get creative with your implementation.

We don't want to put Chromebooks in our schools and have them just become typewriters. That's really a waste of the resource. Part of our task is to give teachers quality digital materials they can use in their class.



MICHAEL MADES, DIRECTOR OF TECHNOLOGY
SUN PRAIRIE AREA SCHOOL DISTRICT

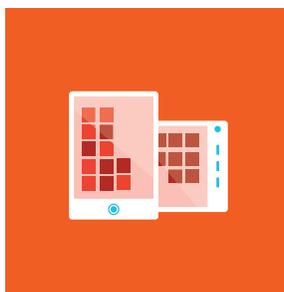
For those that have consistent access to tablets, Chromebooks, or computer labs, implementing a game-based learning program is a great way to get the most value out of these devices. As you may already be aware, though it's difficult to implement these 1:1 programs, it's even more difficult to ensure you're providing educational, engaging, and reliable content to justify your hardware purchase.

If you have schools or grade levels in your district that do not have consistent access to these devices, there are a variety of other ways to bring game-based learning to the classroom.



COMPUTER LAB

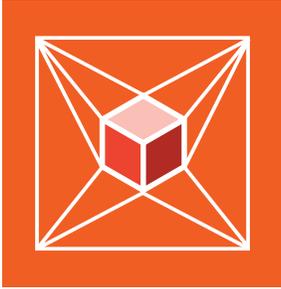
The tried and true computer lab is one of the best places to play games. Computer labs allow students to collaborate while playing games. Collaboration during gameplay is one of the best ways to encourage students to solve problems. Research has shown that gameplay can help students demonstrate greater social and emotional well-being. After your students get set up in the lab, sit back and watch the collaboration happen! You'll be surprised at how they work together to solve problems and answer questions.



iPAD OR TABLET CARTS

If your school provides access to a cart full of iPads or Android tablets, work with your Technology Coordinator or Media Specialist to load games on the devices ahead of time and then bring your students down to the LMC to play games.

Note: If your students enjoy the subject matter of the games they play, ask your librarians if they could recommend books to students on similar topics.



PROJECTOR

A great way to extend game content to younger learners (for example, a middle school-focused game with elementary school students) is to project the gameplay at the front of the classroom from the educator's computer. During class students can take turns solving each level. This allows students to work as a group to ask questions and give hints to their peers, completing the game as a team.



SMARTBOARD

Similarly to using a projector, a Smartboard allows the entire class to experience a game together, bringing a whole new dimension of interactivity to the classroom. Make sure you've tested the game before having students play. Not every game will work with Smart technology or group play (turn-based games are good for these scenarios).



CLASSROOM MINI-LABS

Many classrooms come equipped with a "mini-lab" of computers at the back of the room. These desktops are used for everything from standardized tests to splitting the class in groups for separate activities. Make use of these machines by encouraging one group of students to complete a curriculum activity, and another group of students play a game covering the same content area. Have the two groups come together at the end of class to talk about the differences and similarities between real-life construction and simulated gameplay. You can switch groups next class.

Student Data Privacy Considerations

Once you've established what devices you'll use to access your game-based learning program, it's important to evaluate how the vendor handles student data and privacy. Many game-based learning programs will require students to log into their service in order to provide educators and administrators with gameplay data. This data is critical to the success of your program, but you'll want to make sure your vendor is able to ensure this information stays private.

A note from our Chief Technical Officer about student data privacy.



ALEX STONE, CHIEF TECHNICAL OFFICER
FILAMENT GAMES

Student data privacy is an important policy nut to crack and is crucial to any edtech implementation for schools and districts. Over the past several years state and federal governments have issued new privacy rules and guidelines that clarify expectations on how educational institutions must safeguard student information. The most well known law, the Federal Education Rights & Privacy Act, sets out a general framework for classifying student records and limiting third party access.

The core challenge for technology leaders is that more and more educational materials and services are provided over the internet. This means that student information must leave the boundary of the institutional intranet and live on providers' servers. However, because the laws govern schools and not service providers, if the provider suffers a data breach, it's actually the institution who is at fault.



The solution to this challenge is fairly straightforward for large districts with competent legal teams. They can simply pass on the risk in the form of contract language with the vendors in master service agreements. If there is a breach, the school can recover damages from the vendor. The hidden "gotcha" in this approach is that while the provider has agreed to take on the risk, that does not mean that the provider actually has the capability to protect student information. Scary, right?

For small districts, individual schools, and teachers, the problem is worse because they don't have access to lawyers and contracts. Instead, there must be a way for providers to establish trust by providing evidence of an effective information security program. This is where the information security standards come to the rescue.

There are three key security standards that provide a framework for documenting security procedures and provide sufficient proof of a provider's capability to protect information. I've presented the standards from least rigorous to most rigorous in my view.

PCI DSS

The [Payment Card Industry Data Security Standard](#) is one of the most widely implemented security standards. While it is intended to protect sensitive customer information in an e-commerce use case, its requirements ensure that the organization is prepared to protect any kind of sensitive information. To comply with the standard, an organization must complete a Self Assessment Questionnaire annually. SAQ D, which is the version Filament completes, contains 288 questions covering technical safeguards, policies, records, employee education, data retention, and data disposal.

In addition to the annual questionnaire, PCI compliant organizations must undergo a quarterly independent vulnerability scan by an Approved Scanning Vendor. These audits determine weaknesses of systems to external attack. All vulnerabilities must be mitigated in order for the ASV to provide a passing result. Failure to receive a passing result in a given quarter is considered a compliance failure.

The advantage of PCI-DSS is that compliance costs are low. You simply must implement the safeguards and controls and make a public attestation of compliance. On the other hand, there is no independent third party that validates the claims directly. Instead the model relies on the ASV discovering technical vulnerabilities in the organization's infrastructure. The scan will not uncover flaws in processes.

ISO 27001

[ISO 27001 "Information technology— Security techniques — Information security management systems — Requirements"](#) defines a reference model for implementation and maintenance of an Information Security Management System.



An Information Security Management System is designed to preserve confidentiality, availability, and integrity of information. It is a more holistic standard than PCI DSS. ISO 27001 defines how the system must be organized and managed beyond the individual technical safeguards employed. ISO 27001 certification requires an independent audit from a trusted third party. Much like a financial audit, the auditor may demand documentation, inspect technical safeguards, and interview staff to determine that all requirements are met. Certifications are typically valid for one year.

SOC 2

Service Oriented Controls 2 is an accounting standard aimed at certifying the trustworthiness of an organization in handling information. Its requirements are much more general and far reaching than ISO 27001. While the scope of compliance primarily involves IT personnel in ISO 27001, in SOC, the audit involves the entire leadership and inspects all departments. Like ISO 27001, SOC 2 certification requires an independent audit. In addition SOC 2 measures an organization's ability to preserve Security and Privacy as well as the ISO 27001 requirements of Confidentiality, Availability, and Integrity. Note that ISO 27001 and SOC 2 define these principles differently so SOC 2 is not a superset of ISO 27001, even though it is of larger scope.

Because SOC 2 is a broad framework, organizations will typically only comply with a subset of the SOC 2 principles that are relevant to the services the organization provides. Request a copy of the organization's SOC 2 report and ensure that the auditing firm is attesting compliance with the principles of Security, Confidentiality, and Privacy.

QUESTIONS TO ASK VENDORS

Now that you have an understanding of the main provider compliance frameworks, you may want to consider updating your vendor questionnaires and requests for proposals to include the following questions:

- May we see either your valid PCI-DSS attestation of compliance and most recent ASV scan report, an ISO 27001 audit report, or a SOC 2 audit report for the service?
- If you do not yet have all 3 certifications, what is your plan on achieving all certifications for the service?
- Can you provide summary records for all information security incidents related to the service that occurred within the last year?

Professional Development is Essential to Game-based Learning

Professional development days are essential when introducing educators to your game-based learning program. Your implementation team has already done an outstanding job of creating technology plans and standards alignment forms - don't be afraid to show those off to your educators as you begin to introduce them to the program.

Game-based learning professional development days also invite teachers to try out games in a supported environment, explore about game-based learning pedagogy, and have some fun with colleagues from across the district. We've compiled a list of five additional reasons you should use professional development days to introduce educators to your game-based learning program.

1. Familiarize themselves with the games and supporting features.



Invite educators to dive into the games they'll be using in their classrooms. Learning alongside their peers and a team of implementation specialists allows educators to ask questions, play games, and brainstorm ways these games could be used in their classrooms. After an introductory game-based learning session, educators will have the skills, knowledge, and confidence to leverage game-based learning in their classrooms. Plus, these sessions are a great way to meet face-to-face with your implementation team to learn how to use supplemental resources that come with your program — reporting features, supplemental curriculum, etc.

2. Work collaboratively to create classroom activities.

Research indicates that games are most successful when they're used in conjunction with additional classroom activities. Getting your educators in a room together provides them the opportunity to think collaboratively about how they can use these resources with their traditional teaching methods. Many game-based learning programs include supplemental curriculum, but these tools can be altered to meet the needs of your educators and students. We've also seen professional development days as a great way for educators to better understand game content and collaboratively work to match the games to individual grade-level learning outcomes and standards.



FEATURED RESOURCE:

Download our free educator-created eBook *How to Teach with Games*. Classroom activities included!

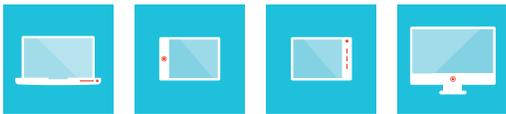
[CHECK IT OUT >>](#)

3. Introduce the pedagogy.

Game-based learning is another tool in the teacher's toolbox that helps them introduce students to difficult concepts, transport students to dangerous or difficult to access places, and reach students who may be unable to learn through traditional classroom teaching methods. To ensure educators feel comfortable and prepared using game-based learning in their classrooms, your implementation team will coach educators on how and when to use games in the classroom. Through professional development days educators will understand why games can be effective teaching tools and how they can best enhance the classroom experience.

4. Increase utilization and training on existing hardware.

Chromebooks? iPads? Android tablets? Computer labs? A game-based learning program can support any hardware being used in your district. Hosting a game-based learning professional development day will help your educators get more out of these hardware purchases and learn how to use them as tools to help students build 21st Century Skills and become better digital citizens.



5. Get educators excited!

Games are a great way to get educators excited about the new school year! Treating your educators to a hands-on, interactive, and fun-filled professional development day is just what they need to engage and inspire students in the new school year.



GBL TIP

Social networks, such as Twitter and LinkedIn, are a great way to engage with like-minded professionals and share insights, resources, and game-based learning stories! Encourage your staff to join a Twitter chat or LinkedIn community to support their professional development goals.



Standards Alignment

Once you've set up the infrastructure to accommodate the implementation, it's time for the curriculum team to align the games to standards and grade-level learning outcomes. When evaluating vendors for your game-based learning program, check to see if their game are aligned to any state or national standards. Programs may already be aligned to national standards (Common Core, Next Generation Science Standards, Benchmarks for Science Literacy), but there's a chance they're also aligned to individual state standards. If they're not, their Implementation Specialist may be able to help you with this alignment. In the event your vendor doesn't provide this service, here's how your curriculum team can align learning games to state standards.

The first step is to take a look at the game's learning objectives. To illustrate this process, let's take a look at the learning objectives for one of the Filament Games titles - [Prisoner of Echo](#):

- Describe wave interactions including interference, reflection, refraction, and diffraction.
- Describe the characteristics and parts of sound waves.
- Explain the Doppler effect.

Depending on the vendor, the learning objectives may be included in the game itself, the supplemental educational resources, or the vendor's website. We can't speak for every developer, but ours are always located in the [introduction of our standards-aligned curriculum](#).

Once you've identified the learning objectives, you can compare those objectives with the standards you're targeting. This may take some digging, but the results are worth it. You can see in the graphic below how we took the learning objective and paired it with the NGSS standard highlighted in red.

NGSS

MS-PS4-2
Develop and use a model to describe that waves are reflected, absorbed, or transmitted through various materials.

Disciplinary Core Ideas

PS4.A: Wave Properties
A sound wave needs a medium through which it is transmitted.

Each Filament Games title is aligned to Common Core, NGSS, and BSL standards!

[CHECK IT OUT >>](#)

After the games and standards are aligned, you'll be able to decide which grade levels should use each game. Consider creating a school or district-wide grade alignment form (like the one on [page 31](#)) as a resource for educators in your district. This ensures all educators are aware of which games they're encouraged to use. Remember, games can be used to introduce new content or reinforce previously taught content. Keep this in mind when pairing games and grade levels.

If you come across games that are standards-aligned, but your district incorporates a specific state's standards or learning framework, contact your game-based learning vendor. Your vendor's Implementation Specialist should be able to work with their internal curriculum team and do the heavy lifting for you by aligning their games to your desired standards.



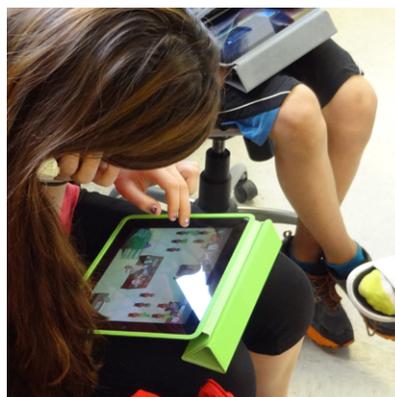
GBL TIP

When introducing games in the classroom, share each game's learning objectives with students. We've heard from educators in the field that sharing learning objectives with students helps them become more invested in their learning experience.

My goal is to ensure that students know what our objective is, why we are using a game to address it, and how it is helping us achieve the grade level standard we are working towards. By being transparent with students and making them aware of what and why we are learning, they become co-creators in their learning, as well as advocates for the kinds of teaching that will help them learn.



MIRANDA SALGUERO, ELEMENTARY DUAL IMMERSION TEACHER
SANDBURG ELEMENTARY SCHOOL



EDUCATOR-CREATED RESOURCE:

Sample Grade Alignment

Aligning games to the correct grade level in your district is necessary during your implementation, but this step can be time consuming for curriculum and technology teams. The talented team in the Sun Prairie Area School District created this sample grade alignment form as they were assessing which games from the Filament Learning Library would be used in what classroom during their implementation. This type of document is a great resource to send to educators who are using games in their classroom. A district-wide grade alignment ensures students aren't covering the same material in multiple classes and also easily helps teachers know when games help hit standards. Use this sample grade alignment as a reference for your own implementation.

GAME	K-2	3-5	6	7	8	9	10-12
 Cell Command				✓			
 Fossil Forensics					✓		
 Dr. Guts		✓					
 Crazy Plant Shop						✓	
 Reach for the Sun						✓	
 You Make Me Sick!		✓					
 Backyard Engineers					✓		
 Planet Mechanic			✓				
 Bongo Balance							✓
 Prisoner of Echo			✓	✓		✓	✓
 Motion Force					✓	✓	
 Molecubes			✓	✓			
 The Counting Kingdom	✓						
 Diffission		✓					
 BrainQuake Math		✓	✓	✓			
 Sleep Furiously		✓	✓	✓	✓		

Remember: This grade alignment form and other resources are available as Google Docs at bit.ly/FG_GBLResources

K12 Funding Resources

For some districts, evaluating funding sources is the first step in the implementation process. For others, securing funding sources may happen after a trial or pilot of the program. Regardless of where funding falls in your implementation plan - check out these grant opportunities to support your program. Evaluating funding sources now gives you time to apply for grants to alleviate a few of your budgetary concerns.



FOR THE CLASSROOM:

- **[AdoptAClassroom.org](#)**

- » Adopt a Classroom continues to be a great way for teachers to specifically ask for things they need in their classrooms. People online can find a classroom to sponsor and donate to the cause. The best part about this website is you can search locally to support schools in your community.

- **[DonorsChoose.org](#)**

- » Just like Adopt a Classroom, Donors Choose makes our list again as a great way for teachers to put things they're hoping for online and rely on the good samaritans of the internet to help fund their needs. In addition to searching locally, donors can also search to fund classrooms by subjects that they're passionate about.



FOR THE SCHOOL:

- **IGT After School Advantage Program**

- » After school programs are critical for many at-risk students, as they provide a safe place for them to learn and play. IGT offers funding for the development of digital learning centers in schools so that students have the opportunity to use the latest technology and spark interest in computer and software careers.

- **Inspire Collection Development Grant**

- » Are you looking to add more digital learning resources to your school library but your budget is slim and find that most library grants only cover books? The American Association of School Librarians offers a grant exclusively to school libraries of up to \$5,000 to extend, update, and diversify the book, online, subscription and/or software collections in their library in order to attain sustainable improvement in student achievement at their school.

- **The National Education Association Foundation Student Achievement Grants**

- » Are you looking to push your students in self-directed learning, critical reflection, and academic achievement? Is standards-based subject matter important to your school? Consider applying for the NEA Foundation's Student Achievement Grants. Grant applicants can apply up to three times a year and be awarded up to \$5,000. This grant is even more unique because it encourages applicants to be teachers with less than seven years of experience in the profession to apply.

- **Toshiba America Foundation Grants For Grades 6 - 12**

- » There are so many great educational games available that help teach mathematics and science. If you're looking for a grant to help supplement costs for adding innovative math and science materials (including digital content) to your school, check out the Toshiba America Foundation Grants for Grades 6 - 12. Toshiba America Foundation is looking for educators who want to make mathematics and science more engaging for students, and will award \$5,000 or more annually to schools with a vision.

FOR THE DISTRICT:

- **The American Honda Foundation**

- » The American Honda Foundation offers grant funding of up to \$75,000 exclusively to non-profits and school districts who are looking to provide innovative ways of learning around the subject areas of STEM (science, technology, engineering and math). There are a number of great learning games that teach concepts in STEM, and game-based learning is a great way to generate interest in these subjects. This generous grant ensures that each of your schools can be provided access to games.

- **NEA Foundation Learning and Leadership Grants**

- » If you're interested in using game-based learning in your schools, but you know that professional development is needed to effectively implement games with staff and students, the NEA Foundation Learning and Leadership grants can help. The NEA Foundation offers grants of up to \$5,000 to fund professional development opportunities that improves practice, curriculum, and student achievement. If you're interested in professional development around game-based learning, [click here](#).

- **The McCarthy Dressman Education Foundation Academic Enrichment Grants**

- » Does your district serve students who struggle academically or come from low-income households? This annual grant will award up to \$10,000 to K12 educators so they can implement a program that nurtures the intellectual, artistic, and creative abilities of students.

- **Voya Unsung Heroes Grants**

- » Do you have passion for games and have an idea on implementing an innovative game-based learning program in your district? The Voya Unsung Heroes Grants takes innovative teaching program ideas and awards up to \$25,000 a year for applicants with creative teaching ideas and techniques on improving student learning.



GBL TIP

If you're a small or rural school or district, try reaching out to your Educational Service Agency for support when implementing your game-based learning program. These organization specialize in looking for ways to cut costs, get volume discounts, and might be willing to join forces on professional development. They also offer a variety of resources to support your staff and students. Each state has their own version of these organizations.

 [CLICK HERE TO FIND YOURS >>](#)

These agencies employ specialists whose expertise can be shared across districts. This avoids duplication of effort and costly reinvention of the wheel. Districts also benefit from shared learning with colleagues in neighboring districts they might not otherwise meet. Another benefit of working with a service agency is that they have built strong relationships with their districts and know each district individually.



**TAMMIE SCHRADER, COMPUTER SCIENCE & REGIONAL SCIENCE COORDINATOR
NORTHEAST WASHINGTON EDUCATION SERVICE DISTRICT 101**

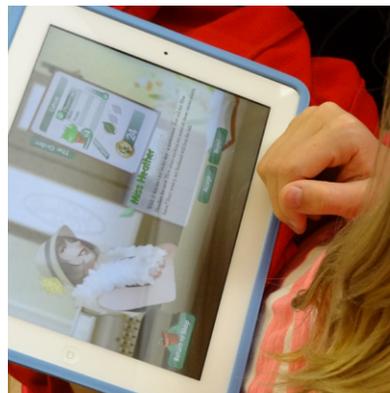
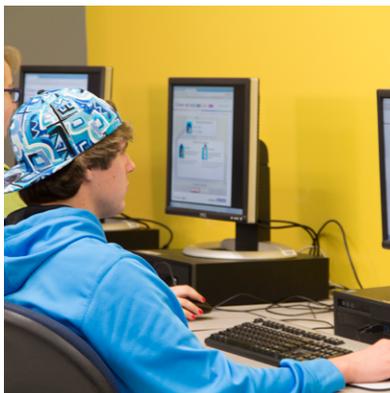


EVALUATING

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Classroom Self Assessment*	37

*Visit bit.ly/FG_GBLResources to download an editable or printable version of these resources



Best Practices for Measuring Student Learning



Now that your game-based learning program is up and running, it's time to think about how you'll evaluate the success of the program. The first step in this process is to gain a better understanding of how the games are impacting students in your classroom.

Well-designed learning games offer exploration, challenging systems, and intrinsic motivation, whereas candy-coated multiple choice games only reinforce a "skill and drill" methodology that promotes memorization instead of lifelong learning.

Before we dive into how to assess game-based learning in the classroom, let's take a second to discuss two important considerations for evaluating the games themselves.

1 Don't judge the game based only on your gameplay experience.

For some games, you might not even have to fully play the game before effectively using it as a teaching tool. It's ok to let your students be in the driver's seat!

What I would tell teachers and administrators that it's okay to admit that they don't know everything about these games and that they should get excited about the prospect of their students showing them how the games work. That's what kids want to do — they want to be a master of something and show us what they've discovered. You have to let go of the reins a little, while at the same time ensuring the resources you're using are meeting the necessary learning objectives.



KARA ROISUM, PRINCIPAL
ST. ANN'S CATHOLIC SCHOOL

2 Learning games aren't Minecraft.

Effective learning games are designed with specific learning outcomes in mind and are made to serve a distinct purpose. It's best not to compare learning games to commercial games.

Assessing game-based learning in the classroom can seem like a daunting task. You want to ensure students are increasing their knowledge in a particular area, but setting up an assessment that specifically measures this can be challenging. We've worked with a number of educators who have set up their own in-class assessments to measure the impact of game-based learning. Below are their best practices to help guide you in your quest to evaluate student learning.

1. Assess Comprehensive Student Learning:

Don't assess the game as a stand-alone activity used during breacktime. Games should be used to fill a need and incorporated into your classroom curriculum. Research indicates that games are most effective when used with traditional classroom teaching methods. Games should not be used to occupy students during other classroom activities.

2. Games are a Teaching Tool:

Remember that you're the educator and you're using game-based learning as a tool to help you teach difficult concepts. Don't ask the kids to assess the game or their learning. It's more effective to set up an assessment framework that allows for quantitative evaluation.

3. Create Pre- and Post-tests:

Speaking of quantitative evaluation - creating pre- and post-test helps you better quantify how much learning happened during the unit. Without creating a pre-test, it's difficult to understand how much prior knowledge contributed to the student's final score.

- **Note:** Games can be used to introduce new content, reaffirm currently taught concepts, or review previous lessons. Keep this in mind when creating your assessments.

4. Create Control Groups:

When assessing student knowledge through game-based learning, it's important to have control groups in place to help factor out additional variables. It's a great idea to set up two separate groups and evaluate progress across each group before comparing the results.

- **Group 1:** Traditional classroom teaching
- **Group 2:** Mix of traditional classroom teaching and game-based learning

5. Adhere to a Succinct Timeline:

If you're trying to measure student learning around a particular subject, make sure you provide both the pre- and post-test in a condensed timeframe.

*These five tips will help you set up effective classroom studies to better understand how game-based learning impacts student knowledge. Want to see these tips in action? Check out the **Planet Mechanic** and **Backyard Engineers** Classroom Studies on our blog.*



CHECK IT OUT >>



CHECK IT OUT >>

CLASSROOM SELF-ASSESSMENT:

Game-based Learning

Whether you're new to game-based learning or a seasoned learning game veteran, there are always ways to improve the efficacy and outcomes of using learning games in the classroom.

This worksheet is to assess and evaluate the following factors in your classroom both before and after the implementation of learning games. Bear in mind that the quality and depth of implemented learning games may affect outcomes.

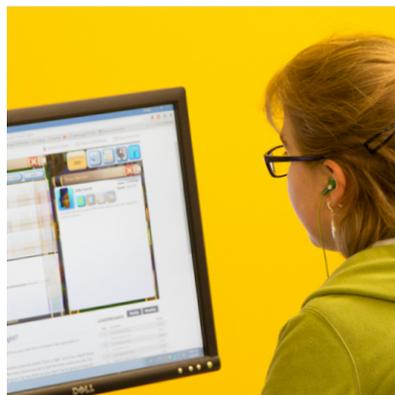
It is recommended that you complete the assessment prior to your implementation and complete the evaluation after you've concluded your game-based learning units. Your evaluation should focus on the following:

- **An analysis of student learning, growth, engagement, and achievement**
- **An assessment of practice against performance standards outlined in the descriptions below that are related to the overall program priority**



GBL TIP

Technology Integrators and Curriculum Specialists should collect these worksheets after completion by each educator so that a building or district-wide assessment can be conducted.



UNDERSTANDING THE GAME-BASED LEARNING PROGRAM PRIORITIES

Your school or district has identified the following priority areas for a game-based learning program that impact student learning and multiple areas of student growth.

PROGRAM PRIORITY	PERFORMANCE STANDARD	DESCRIPTION OF PROFICIENT PRACTICES & OUTCOMES
Academic Achievement	<ul style="list-style-type: none"> ● Subject relevancy ● Content proficiency ● Scaffolding 	The game introduced in the classroom is relevant to the educator’s overall curriculum and allows students to demonstrate proficiency within the content. The game is properly scaffolded to appropriately challenge individual students.
Student Motivation & Engagement	<ul style="list-style-type: none"> ● Increased interest in content area ● Actively on-task ● Maintained or increased attendance 	Students show an increased interest in a content area and remain actively on-task throughout the game. Students are motivated to come to class and participate in gameplay.
Social Learning	<ul style="list-style-type: none"> ● Working in groups ● Thinking out loud ● Knowledge sharing 	Students interact positively and constructively with one another around game content. Students also help each other solve complex problems around gameplay and offer each other complementary insights.
21st Century Skills	<ul style="list-style-type: none"> ● Life and career skills ● Critical thinking, communication, collaboration, and creativity ● Technology skills 	Students can autonomously proceed through the activity by using creative and critical thinking skills. The game used offers students an opportunity to learn about a career or profession that otherwise would be difficult to introduce.
Immersive Learning Experiences	<ul style="list-style-type: none"> ● Game provides access to opportunities otherwise unavailable ● Game allows students to become decision-makers or stakeholders 	Students adopt and identify with the perspective and/or vantage point offered by the game. Content is experienced through the lens of the game world and avatar, allowing the student to become the decision-maker and stakeholder.

EDUCATOR SELF-ASSESSMENT WORKSHEET:

Game-based Learning

QUESTIONS

What are your strengths as an educator while using games in the classroom? List your strengths below and the related priority from the rubric above.

STRENGTHS	RELATED PRIORITY

What are your strengths as an educator while using games in the classroom? List your strengths below and the related priority from the rubric above.

AREAS FOR GROWTH	RELATED PRIORITY

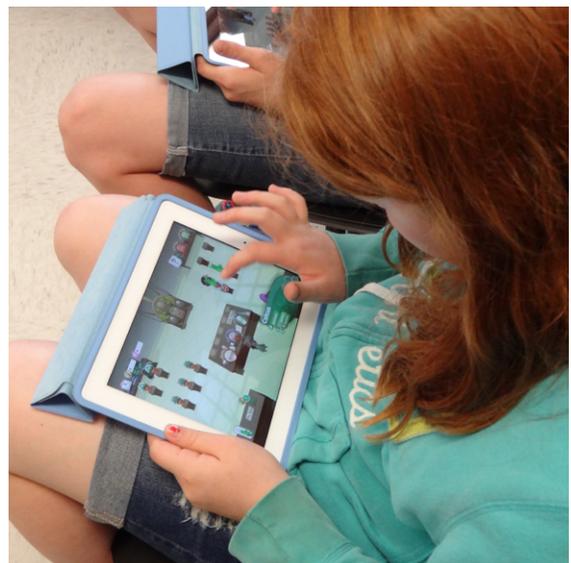
Remember: This educator assessment and other resources are available as Google Docs at bit.ly/FG_GBLResources

CONGRATULATIONS!

By downloading this resource you've already demonstrated your commitment to student success. Innovative administrators and educators like you are the reason game-based learning has transformed the lives of millions of students across the United States.

We created a game-based learning program because we believe in the ability to transform lives through the power of games. The remaining pages of this eBook include information about our game-based learning program and an opportunity that will allow you to try game-based learning in your classroom, school, or district at no cost. We hope that you find our company information valuable, but more than that, we hope you feel confident and excited to start your own game-based learning program.

Disengaged or struggling students, like Susan from Anne's opening letter, are just waiting for an opportunity to better connect with other students and educators. You have the tools to make that happen. You have the power to transform a child's learning experience.

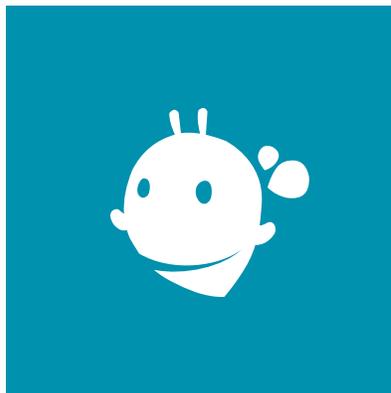
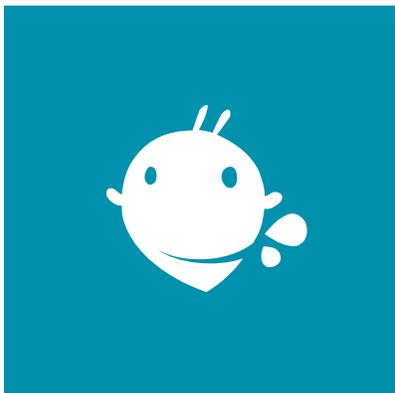
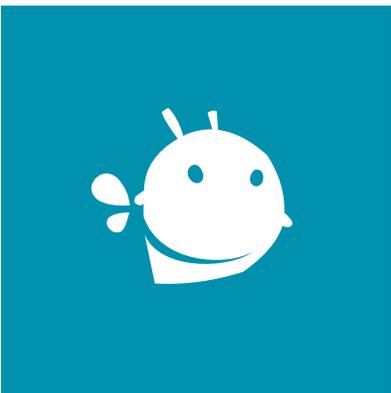




ADDITIONAL RESOURCES

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MATH



SCIENCE



ELA

Filament Learning Games Library

Join more than 100 schools across the country and kickstart a game-based learning initiative in your school or district!

- ✓ No subscriptions - buy once, play forever!
- ✓ Unlimited Access
- ✓ Growing library of award-winning games
- ✓ Includes Teacher & District Dashboards
- ✓ Standards aligned to Common Core, NGSS, & BSL

Filament Learning Games Library is cost effective and easy to implement in your school or district. Through this library educators will have unlimited access to Filament’s award-winning collection of game titles, dashboards, and web-based curricula. Our library is a one time purchase - there are no subscriptions and you have the ability to purchase more games as they become available.

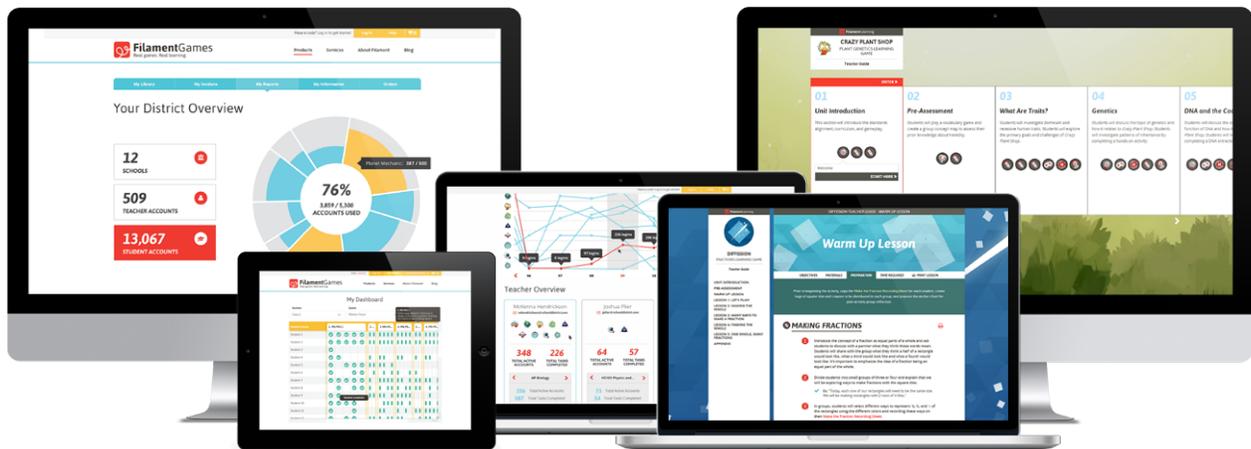


School & District Dashboards

Our School and District Dashboard provides valuable insights into how learning games are being used in classrooms across your school or district. Metrics show valuable usage and completion information for administrators or team leads.

Online Curriculum

Filament Learning curriculum is web-based and includes discussion activities, workshops, labs, and assessments. The Teacher Dashboard provides visibility into which learning objectives students have encountered, serving as a real-time assessment tool.



Professional Development



GAME-BASED LEARNING 101

Educators will get excited about using games for learning as they are given the opportunity to play games in a guided, supported environment. This course will give educators the skills, knowledge, and confidence to implement game-based learning in the classroom. At the end of this course, teachers will understand how to effectively leverage games as personalized learning tools, how to evaluate good games for learning, and the kinds of models and practical considerations they should incorporate when implementing game-based learning.



DESIGNING LEARNING GAMES

This hands-on course shows educators of any subject area how to teach content and 21st century skills with game design. Educators will learn how to turn games into useful teaching tools as they design and create non-digital learning games for the content of their choice. Upon completion of the course, educators will have games they can play with their students and the skills needed to teach students about game design.



DEVELOPING LEARNING GAMES

Introduce your educators and students to digital game design and development. Spend a day with the Filament Learning Team and discover how to create web-based games, learning how digital game projects are used to develop computational thinking skills. Educators will work with the Filament Learning Team using rudimentary game-making applications to bring their ideas to life.

Custom Implementation

The Filament Learning Team is eager to help you create a custom game-based learning program that fits the needs of your educators and students while achieving your technology and professional development goals. Our team works with administrators and educators to determine how to effectively implement a game-based learning program, design case studies to measure efficacy, discover new funding opportunities, and work through any technical or curricular challenges that may arise.



Contact Us!

**Interested in a school or district implementation?
Reach out to our Implementation Specialist for a custom quote!**

Elle Jacobson:

(608) 251-0477 ejacobson@filamentgames.com



Filament Learning Pioneer Program

We're excited you're interest in our Filament Learning Pioneer Program! By joining the Filament Learning Family, you're among game-based learning luminaries who have increased learning and engagement in classrooms across the country.

WHAT IS THE FILAMENT LEARNING PIONEER PROGRAM?

The Filament Learning Pioneer Program provides educators with a no-cost opportunity to try game-based learning in their classroom. Interested educators are encouraged to apply to be part of the Filament Learning Pioneer Program, which runs in 6-week increments throughout the year.

2017 PROGRAM DATES

- MAY 22 - JUNE 30
- JULY 10 - AUG 18
- AUG 21 - SEP 29
- OCT 2 - NOV10
- NOV 13 - DEC 22

Applications are due approximately three weeks before the start of the session and can be submitted here: <http://bit.ly/PioneerProgram>

WHAT'S INCLUDED IN THE PROGRAM?

Successful applicants will have access to all games in the Filament Learning Games Library during one of our 6-week sessions. During this time all educators within the district will have the ability to play the games with their students, access supplemental curriculum, and evaluate student progress via the teacher dashboards.

Additionally, educators and students will have access to free Filament Games EDU apps (when available) from Google Play or iTunes. These apps use the same login credentials as the website and will allow players to access game content in class or at home.

TEAM COMMITMENTS

Filament Games

- **Filament Learning Games Library:** All successful applicants will receive free, 6-week access to the entire Filament Learning Games Library, complete with supplemental curriculum and teacher dashboards.
- **Customer Service:** In order to ensure a successful experience with our games, customer service representatives will be available to answer any setup questions or help with technical concerns. Educators also have access to our robust [Help Center](#).

Participating Educators

- **Program Facilitation:** Successful applicants will identify a point person to serve as the main contact for the program. This person will have access to all teacher codes and can distribute them to interested educators throughout the access period. Additionally, upon completion of the trial period, a meeting will occur between the point person, your school's principal or district administrator, and an implementation specialist from Filament Games to talk about your game-based learning results.
- **Sharing Success:** Upon completion of the program, successful applicants will be asked to share their experience with the games in the form of a blog post, classroom study, or testimonial. Examples of these can be found on the [Filament Games Blog](#).

Application Process

To apply for the Filament Learning Pioneer Program, head over to <http://bit.ly/PioneerProgram> and be prepared to answer the following questions.

- **Name of point person**
 - » Email address
- **What are your implementation plans?**
 - » Which games are you interested in using?
 - » How will you incorporate the games into your lessons?
 - » Do you have a 1:1 program at your school?
 - » How can we help you evaluate effectiveness?
 - » What would the timeline be for game usage?
- **Estimated number of students participating**
 - » Grade level(s)
- **Estimated number of teachers participating**
 - » Grade level(s)
- **Have you used game-based learning platforms in the past?**
 - » If so, which ones?
- **Why do you believe your school or district is the ideal candidate for the Filament Learning Pioneer Program?**
- **Do you believe there will be any obstacles to using the games?**
- **What do you believe is the role of educational videogames in the classroom?**
- **Is there other information you'd like us to know about your students, school, district, etc.?**