The Protestant Separate School Board of the Town of Penetanguishene: 2014 - 2015

Project Title	**Globally Connected and Technologically Engaged**
Description	Our project focussed on new learning partnerships among educators, enabled by technology so that students could develop higher order 21st century competencies.
	• We believed that if students had a voice in the implementation of BYOD, then they would have an enhanced sense of ownership and self-governance in their 21st Century classroom environment.
	• We believed that if teachers and the technology coach worked together on an inquiry project that spoke to the interests of students (Minecraft) and was integrated into the revised Social Studies curriculum, student engagement and access to the curriculum for all learners would increase.
	• We believed that once teachers were educated on Google Classroom and felt comfortable using this platform, students would be more engaged in making their learning visible and better able to articulate their strengths as learners and share their knowledge.
Context	*Number of students*: 170
	Number of teachers: 9
	Number of schools: 1
	Grades/Program: Grades 4 and 7
Impact on Students	Evidence of student learning and partnerships included:
	• Students saying, "face timing with another school was so cool because we could see how their experiment worked and if our structure was better or not." "I love social studies now…I never thought medieval times could be so much fun."
	• Teachers saying, "Wow, did I ever learn a lot from my students. Their knowledge blows me away."
Impact on Instruction	Teacher and Coach collaboration resulted in increased teacher confidence and efficacy as demonstrated through increased use of programs and technology. Assessment for and as learning through pre-project demonstration of awareness with technology and the specific program. Descriptive feedback was given throughout the process and summative assessment tasks were given (differentiated) where students and teachers co-created the success criteria.
Impact on System	Teacher efficacy and leadership have deepened throughout the school and will be shared as we move forward. Enthusiasm and an increased willingness to learn is becoming evident through conversation and sharing of practices. Additionally, engagement by all students, particularly FNMI and student receiving special education programs has increased.

NOTE: Information in the summary is taken directly from the data contained in the final project report.

Sagonaska Demonstration School – Provincial School

Project Title	**Beyond BYOD - moving from engagement to fluency with your personal device**
Description	Technology is engaging for students but we must ensure the use of technology moves past engagement and supports deep learning. Staff at Sagonaska are using personal devices to "level the playing field" for students with severe Learning Disabilities. BYOD is not enough, students need to LEARN and USE their devices to see them as a true learning tool. If we continue to provide rich and authentic learning opportunities/challenges (transformative learning experiences) for students and teachers to explore and complete using their personal technology, will our students and teachers choose personal technology as the "go to" tool to support their learning?
Context	*Number of students*: 40 *Number of teachers*: 10 *Number of schools*: 1 *Grades/Program*: Grades 6-10
Impact on Students	Student work shows greater depth of understanding, ability to communicate thinking independently has increased - students show a greater understanding. Students are making use of specific techniques to enhance their work. Students show understanding of how various media forms [can be used] to demonstrate understanding. This is typically done through the use of their personal tech. Students demonstrate confidence and independence.
Impact on Instruction	We are seeing increased teacher confidence with technology and increased collaboration as teachers plan and share together and deliver lessons. Teachers work with Google docs to better collaborate and share learning and feedback. Teachers no longer [need] to be in the same room to collaborate, even when staff are absent they will still continue to add ideas or feedback to lesson planning and unit ideas.
Impact on System	We are working with another school to include them in our project. The school is creating their project based on the same 3 goals of the Sagonaska School Project. They will begin to add artifacts for the project in the next phase. Sagonaska is sharing information on our project with other provincial schools. We are currently developing a project involving the use of Chrome Books at all 3 Demonstration schools.

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