

Trillium Lakelands District School Board: 2014 - 2015

Project Title	Learning Together Through Inquiry & Innovation
Description	<p>A. As our district moves forward with integrating technology in the classrooms, consultants are being requested to help support teaching staff with taking the technology that they have to create lessons/activities that go beyond enhancement, to transformation levels. To meet the growing demands, we hired an extra consultant for the last 3 ½ months of the 2014-15 school year. With this consultant, the team was able to provide more opportunities for teacher-to-student and teacher-to-teacher learning around critical thinking, problem solving, collaboration, communication, creativity and entrepreneurship, in the classroom with the use of technology.</p> <p>B. In every elementary school, we have one classroom with 15 laptops. In the 2014-15 school year, we replaced the laptops in 18 classrooms with Dell Chromebook 11s.</p> <p>C. To give a voice to our teachers on what type of technology they felt would be the best tools to use in their classroom, they were able to apply for an Innovation and Inquiry through Technology (IIT) project. 64 applications were received for the 2014-15 school year. 23 projects were approved.</p> <p>D. One teacher from each of our secondary schools, including one representative from our Alternative Education and Training Centres and one from our Virtual Learning Centre (online high school), assist the ICT department in keeping staff informed of all the numerous initiatives happening within the department. These teachers are referred to as the “Secondary Champions”. With the help of our Secondary Champions, we are able to move our secondary schools further.</p>
Context	<p><i>Number of students:</i> 3347</p> <p><i>Number of teachers:</i> 149</p> <p><i>Number of schools:</i> 58</p> <p><i>Grades/Program:</i> Grades JK-12</p>
Impact on Students	<p>A. Our new Integrated Learning Technology Consultant has visited 51 classrooms. He has worked with 539 students. He has returned to work with 88% of these students at least once. The largest portion of his training has focused on the Google Apps For Education (GAFE) environment.</p> <p>B. In our Digital Learning Classrooms (DLC), 504 students have access to Chromebooks. We found that the students had little to no trouble transitioning from regular laptops to Chromebooks. Students found access to their Google applications very simple and easy.</p> <p>C. Successful applicants to our Innovation and Inquiry through Technology (IIT) projects completed a mid-year report in February. IIT teachers have reported the following about student learning in their reports:</p> <ul style="list-style-type: none"> • “...students are more independent in their learning.”

	<ul style="list-style-type: none"> • “Having iPad technology in our classroom on a daily basis has meant that our learning (teacher AND student) has expanded much beyond our original proposal. iPad technology is regularly incorporated in Language, Math, Science/Social Studies, even Gym!” • “Many of my students have moved up at least two grade levels in reading since September while some have moved up three grade levels.” <p>D. All of our Secondary Champions felt that they had made an impact on student learning. The biggest impact they feel that they have made is using our GAFE environment.</p>
Impact on Instruction	<p>Successful applicants to our Innovation and Inquiry through Technology (IIT) projects completed a mid-year report in February. IIT teachers have reported the following about teacher practice/learning in their reports:</p> <p><i>“Specifically the data pertaining to student reading (Fountas and Pinnell) allowed me to use the Chromebook to help improve student comprehension as well as provide levelled texts to students. In addition Google Classroom has become my primary communication tool based upon the positive reception of students and parents.”</i></p> <p><i>“The program is assisting us in providing a window into our classrooms for parents.”</i></p> <p>All of our Secondary Champions felt that they have made an impact on teacher practice. They completed a survey in early June and comments included:</p> <p><i>“I shared multiple resources discovered at meetings and employed them myself as well as directed other teachers to these resources. I was not part of direct implementation of them but felt I was a vessel of dissemination to fellow staff members.”</i></p> <p><i>“Teacher practice is impacted through occasional learning lunches that highlight new tech resources and introduce the resources to teachers.”</i></p>
Impact on System	<p>A. Having a fourth Integrated Learning Technology Consultant is meeting the needs in our district. Teachers are eager to learn best practices in integrating technology in the classroom.</p> <p>B. 504 students have used the Chromebooks for the latter portion of the school year through our Digital Learning Classroom initiative. From our visits to the schools and reading the blog posts by teachers, it is clear that these devices are intuitive to use and easily adopted into the regular routines in the classrooms.</p> <p>C. The Innovation and Inquiry through Technology initiative has provided teachers with training and support. There have been two meetings to provide the successful applicants with the information on how to integrate technology with the focus of using tools such as the TPACK and SAMR With the help of our board’s Program Officer we were also able to provide more training on the different types of data they can collect; the various methods of collecting data; and the reliability and validity of the evidence they collect</p> <p>D. The Secondary Champions help to provide support for the staff/students on how to embrace technology enabled learning. We will continue with this initiative in the 2015-16 school year and considering expanding the Champion program.</p>

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