Waterloo Catholic District School Board: 2014 - 2015

Project Title	Education Innovation Projects
Description	Teachers use Chromebooks and the Google Apps for Education suite to facilitate their own learning as they design activities and collaborate on 21st century learning projects with their students and colleagues. Through the professional learning opportunities provided via collaborative inquiry, teachers identify a problem of practice for their project and examine the changes in instruction that are required and the 21st Century tools that can be used in order to attain higher levels of student engagement. Educators use the artefacts of student learning they collect to analyze the effect of their interventions and to determine what kinds of interactions had the greatest impact on student engagement and achievement.
Context	*Number of students*: 2900 *Number of teachers*: 116 *Number of schools*: 46 *Grades/Program*: K-12
Impact on Students	The information that is being provided in this section is preliminary, as a comprehensive analysis of the data will be conducted over the summer by the researchers that are working on this project with us. They will produce a research report that will include supporting evidence for the following statements. *Learning Partnerships* • 78% of gr 4-12 students agreed or strongly agreed that using new applications allowed them to work collaboratively with other students • 76% of gr 4-12 students agreed or strongly agreed that using new applications allowed them to work collaboratively with teachers • 77% of K - gr 3 students responded that they liked working in groups with technology *Student Engagement* • 76% of gr 4-12 students agreed or strongly agreed that they concentrated and stayed on task while using technology in class. • 90% of K - gr 3 students responded that their brain works hard when they use technology in class. *21st Century competencies* • 76% of gr 4-12 students agreed or strongly agreed that they were able to be creative in the classroom when using • 93% of gr 4-12 students agreed or strongly agreed that technology gave them opportunities to learn many new things Some student responses to the question, "What I like best about using the technology for learning "

	"That we could work with other students from different schools and students from our own school. Also it is easier to present my ideas on an electronic device than typing."
	"I really liked how technology let me share my thoughts in a creative and interesting way. It let me share my thoughts in an organized manner, unlike how I would if I was writing on paper."
Impact on Instruction	*Connection to Practice and Pedagogy (technology-enabled instruction)*
	• 68% of teachers reported that using the project planning template had a significant impact on their ability to design an activity that uses technology to address a specific problem of practice with their students
	• 79% of teachers reported that during the PD sessions they significantly enhanced their application of the professional learning cycle to inform their practice as an educator when making decisions about integrating instructional technology
	Learning Partnerships
	• 79% of teachers reported that during the community building activities in the PD sessions they significantly improved their understanding of how collaborative learning can be used to support their practice as an educator when integrating instructional technology.
	Technology Utilization
	• 100% of teachers reported that during the PD sessions they significantly improved their understanding of how technology can be used to support the achievement of 21st century learning outcomes
	Some teacher responses to the question, "What changes will you make to your educational practice as a result of this professional development?"
	"I have embraced the approach of student and teacher learning together. I am much more comfortable being able to teach not as the 'expert' of a subject or method, but as a facilitator to having students utilize technology and tools available depending on the needs of the student or requirements for an assignment or curriculum area."
	"Through this project I saw how important it was for my students to be self-directed learners. I found that they really understood the concepts that were presented to them and were extremely engaged."
Impact on System	Through our Technology Learning Fund projects we are able to introduce the use of innovative teaching tools and strategies to educators in many of the schools throughout our Board. As our teachers work on their projects collaboratively (face to face and virtually) they help to create and deliver division-specific professional development resources, strategies and examples for 21st Century teaching and learning.
	The ownership of the format and resources for professional development is shifting to our TLF leaders in order to build the capacity to sustain, spread, and deepen our reform initiatives. We create project groups consisting of educators (primary, junior, intermediate, senior, special education, FSL, itinerant) that engage in a collaborative inquiry and adapt our generic project planning & reflection templates to provide a clear picture of what 21st Century Teaching and Learning looks like for their particular division and context.

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