

Hastings and Prince Edward District School Board: 2015 - 2016

Project Title	CODE Literacy in Action
Description	<p>System-wide we are working on sharing and developing an understanding of HPEDSB’s Globally Minded Learners and Leaders competencies. A key competency is to have literate learners. To support closing the gap in literacy, we are getting more precise in knowing our learners and documenting their learning journey and growth. In the junior class, we will be focused on improving quality of writing using Google Read and Write. Pre and post samples of writing will be gathered throughout the project. For the secondary students, we are using running records to determine student reading level and then using the technology, we are locating text at the just right reading level, along with being able to differentiate what they are reading through literature circles. Students will have access to KOBOS/IPADS for this work.</p>
Context	<p><i>Number of students: 65</i> <i>Number of teachers: 5</i> <i>Number of schools: 3</i> <i>Grades/Program: Gr.5/6, Gr.9 Applied and Gr.10 English</i></p>
Impact on Students	<p><u>Junior Classrooms:</u> A junior teacher targeted 5 students with literacy gaps for data analysis and noted significant academic impact upon their ability to communicate their thinking and ideas. Integrating AT tools such as ‘Read and Write’ with the collaborative potential of Google Apps the teacher prioritized the importance of teacher feedback and student growth mindset (21C Competencies). The targeted students showed a gain of at least one achievement level (e.g., L2 moved up to an L3). In two cases the students’ achievement jumped 2 levels. Although engagement was not specifically measured it is important to note teacher observations that huge gains in student engagement were made.</p> <p><u>KOBO/iPads:</u> Using GAFE tools, which were accessible on the Android device, students were able to collaborative read. They could discuss, take notes and annotate on a single file, in real time, right on the device. In the end, the shared reading experience led to increased knowledge of the text and deeper perceptions into the experiences/ideas being brought in by their peers. Teachers were able to deliver live, interactive and descriptive feedback to students ... while the assignments were being produced. Feedback on the final copy had the possibility of being interactive, as students can respond to teacher questions via comments, transforming descriptive feedback into discussion-based feedback.</p>

	<p>Responsibility and Time Management was increased through use of Google Classroom and Google Calendar, even syncing to devices (Kobo/iPad/Personal). Having a shared calendar and an easy means to access it allowed students to begin to develop time management skills modeled for them in very real, dynamic and interactive ways.</p> <p>Tracking and ease of group projects in GAFE led to increased participation of students. This also led to increased accountability on the part of the students, but the engagement came through the ease of the collaboration; with these tools it is easier to work together than it is to do no work at all.</p>
<p>Impact on Instruction</p>	<p><u>Junior Classrooms:</u></p> <p>Teacher pedagogy has seen tremendous change through this CODE Literacy initiative as shift moves from teacher directed, assessment OF learning to student driven assessment FOR learning. Intentionality in the integration of technology with a focus on the SAMR model has moved teachers across our system away from simply “using technology” to knowing our learners and monitoring their progress via tech tools. Technology integration with the help of Google Apps has built a culture of co learners.</p> <p><u>KOBO/iPads:</u></p> <p>Since teachers were able to ‘peek-in’ on student interactions via GAFE tools such as Google Docs and comments, teachers could develop much more engaging and personal lessons for student needs in the classroom, especially in regards to writing (editing skills, format, etc.) and reading (how to connect to the text, making meaning from text, etc.).</p>
<p>Impact on System</p>	<p><u>Junior Classrooms:</u></p> <p>This CODE literacy initiative is taken on a tiered approach, paralleling our HPEDSB BIPSAW plan. When we think about technology integration we need to consider the tools that support ALL, SOME and FEW. Here we offered training in Google Apps as collaborative/feedback tools for ALL and embedded it in existing Comprehensive Literacy programs as part of an essential assessment FOR learning practices.</p> <p><u>KOBO/iPads:</u></p> <p><i>Flipped Classroom:</i> Working with this technology in the classroom is allowing us to develop procedures/best-at-time practices regarding flipping the classroom. When teachers have the tools in their classrooms, they feel more motivated to start to capitalize on that technology and start to shift their practice to accommodate it.</p> <p><i>Personalized Education:</i> Working with this technology is teaching many of the benefits that come along with teaching students ‘where they are’ rather than where teachers want them to be. The use of reading records and data-driven</p>

	<p>education is more manageable with this technology</p> <p><i>Discussion-based feedback:</i> While personal, one-on-one, discussions are the best form of feedback a student can receive, having teachers deliver this descriptive feedback continuously in-person would be an impossibility. Technology offers students a window to that conversation throughout a course.</p>
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