

The Protestant Separate School Board of the Town of Penetanguishene: 2015-2016

Project Title	Educational Technology Teacher Empowerment Program
Description	<p>The long term purpose and goal is to scale up and systemize 21st Century technology-enabled innovation in teaching and learning. Once this is achieved, we will see our entire board operating within the redefinition portion of the SAMR model. This will be achieved through strategically setting out an incremental plan to expand the breadth and depth of knowledge for students and teachers.</p> <p>We will access teacher leaders to share knowledge with colleagues around past experiences and learning. In essence, the learners are now becoming the coaches. We will continue to use the expertise of our media literacy lead.</p> <p>Focus:</p> <ul style="list-style-type: none"> • Our primary classes are using tablets, whiteboards and computers to support learning and assessment • To further incorporate immersive media, games and simulations (e.g. Minecraft, EcoMuv. Hour of Code, Beyond Code etc.). • To continue to improve teacher-student, student to student, parent-teacher, parent-student partnerships and communications through implementation for Productivity applications (GAPE, Google Classroom, and All About Me Portfolios) • To further expand our BYOD policy to include grade six • Students will increase connectivity, collaboration and communication outside of our own community <p>Outcomes:</p> <ul style="list-style-type: none"> • Increased student engagement, enthusiasm, and student partnerships • Better differentiation of learning, immediate feedback for learning, increased sharing of learning • Students will increase collaboration, communication and global citizenship, learning from and with others in a safe and responsible manner • To improve students’ engagement, understanding, and attitude toward mathematics by using mathematical games, simulations and immersive technologies • Target students will perform higher on diagnostics and programs
Context	<p><i>Number of students: 235</i></p> <p><i>Number of teachers: 18</i></p> <p><i>Number of schools: 1</i></p> <p><i>Grades/Program: JK-8</i></p>

<p>Impact on Students</p>	<p><i>Impacted student engagement:</i> Statistics regarding engagement depicts an increase from 2014/15 to 2015/2016, as reported by Mathletics participation data and GAFE usage data.</p> <p><i>Impacted student learning:</i> Students indicated increased confidence and well-being when using immersive technology, as measured by pre- and post- surveys in Google forms.</p> <p><i>Impacted student achievement:</i> Statistics from 2014/15 to 2015/2016 regarding achievement has increased, as reported by Sumdog diagnostic results. There has also been an increase in the quality and quantity of writing with the use of assistive technology. E.g. Read and Write for Google. Comparison of writing samples has been made without the use of technology and with the use of assistive technology.</p> <p>Teacher and student feedback around student-to-student, teacher-to-student, and teacher-to-teacher collaborative learning has increased, with greater communication, collaboration, critical thinking and creativity taking place. This is reflected through teacher comments, student comments and student output.</p>
<p>Impact on Instruction</p>	<p>This initiative has impacted teacher practice in a number of ways:</p> <ul style="list-style-type: none"> • Educator practice and pedagogy has been measured. The results have demonstrated an increase in student engagement, achievement, and well-being. • Engagement using technology has increased as the demand for technology is exceeding supply. This is evidenced by the sign-out log for the laptop cart and the booked use of the media library. • There has been an increased demand for the IT teacher Lead expertise to build teacher capacity and to maintain/repair technology. The cost of repairs has increased, demonstrating an increased use of technology. <p>Using online classroom communication tools (i.e. Google classroom and Seesaw) evidence of learning and achievement with families is being shared among students, teachers and families.</p>
<p>Impact on System</p>	<p>The Innovation Project has been woven into other board and school directives for plans and projects as they are developed and implemented. The board has utilized the expertise of the current school leaders to give customized support to teachers to enhance the 1:1 computing confidence and capabilities.</p> <p>The plan will be integrated into the revision process of the Board’s Multi-Year Strategic Plan and Board/School Improvement Plan. In collaboration with the school leaders, and with anticipated, continued funding support, the board has developed an instructional technology five year plan to maintain, renew and replace existing technology.</p>