

Rainy River District School Board: 2015 - 2016

Project Title	Teaching and Learning in a Digital World
Description	<p>The Rainy River District School Board will be focusing on all grades 1-3 teachers and students across the board to be involved in the project. These grades were strategically chosen as we know that targeting our youngest learners will have the most impact and help sustain the practice and build capacity as they progress through their schooling. We will be changing our focus from grade 10 to grade 7-8 to further embed peer-to-peer learning enabled by technology using 1:1 devices and apps such as Google Apps for Education.</p> <p>Teacher and student training will focus on:</p> <ul style="list-style-type: none"> • School/parent communication tools such as Seesaw • Apps that foster deeper thinking such as Pic Collage, Draw and Tell • Assistive technologies such as speech-to-text and text-to-speech (Siri, Read/Write Gold) • Student collaboration and peer-to-peer learning using devices and Google Apps for Education • Assessment tools such as Flubaroo, GoFormative
Context	<p><i>Number of students:</i> 1,201</p> <p><i>Number of teachers:</i> 66</p> <p><i>Number of schools:</i> 11</p> <p><i>Grades/Program:</i> Gr.1-3, 7-8</p>
Impact on Students	<p>Using Google Classroom throughout our system has allowed students to collaborate with each other for assignments by using Google Slides, Google Docs, and other Google applications. In analyzing report card learning skills data from our marker classes, we saw an increase of 2.2% of students achieving excellent in collaboration. Being able to assess in real time and provide immediate descriptive feedback using google docs etc. Using applications such as Seesaw allows parents to be more actively engaged, see student work more readily and provide feedback and encouragement to their child throughout their learning journey.</p> <p>Students have demonstrated more independence and initiative through the use technology, specifically the Read and Write app. The app is available to all students throughout the Board and allows students to access curriculum who may not have otherwise had the opportunity. In analyzing report card learning skills data from our marker classes, we saw an increase of 5.2% of students achieving excellent in independent work and initiative. Creativity has improved through the use of various technologies available to student through the use of 1:1 devices. The increase in percent of students achieving excellent in self-regulation from our marker classes was 6.8%.</p>

	<p>Increases in student achievement in the marker classes has also been observed in the areas of Reading and Media Literacy. Reading achievement from term 1 report cards over a 3 year period showed an increase of 9.3% for students achieving level 3 or 4. Media Literacy achievement from term 1 report cards over a 3 year period showed an increase of 6.2% for students achieving level 3 or 4. Writing achievement decreased 4.4% over the same time period. Writing will be a continued focus for next year.</p> <p>An increase in student achievement in the primary marker classes was also evident. Math achievement in the area of number sense from term 1 report cards over a two year period showed an increase of 17% for students achieving a level 4.</p>
<p>Impact on Instruction</p>	<p>The acquisition of technology (1:1 and many-to-one) and professional development support has impacted teacher practice by creating more connections between teachers, increased professional dialogue, and communication with parents/guardians.</p> <p>Differences in teaching practice have been observed throughout the district. Teachers and students have more opportunity to collaborate with each other, causing them to challenge their thinking and teaching practice to create more authentic learning tasks that increase engagement for students.</p> <p>Bridging Ahead sessions provided on-site professional development in the areas of numeracy, literacy and technology for teachers across the Board. Google Classroom was a platform to allow continued professional development and collaboration between teachers on-line. Teachers are now able to collaborate with each other using technology such as Google Classroom, over long geographical distances. Feedback from teachers regarding professional development support specific to technology has been overwhelmingly positive.</p> <p>Assessment practices have evolved through the use of technology. Applications such as Flubaroo and Doctopus have allowed immediate and descriptive feedback to be provided to students. Platforms such as Seesaw have increased communication between teachers and parents/guardians.</p>
<p>Impact on System</p>	<p>Our TLF-21st Century Learning action plan clearly aligns with the goals outlined in the Director’s Annual Operational Plan, including:</p> <ul style="list-style-type: none"> • Develop and implement best technology practices with students, whether one-to-one, many-to-one, and/or BYOD within classrooms. • Enhance “Student Voice” throughout the system. • Further develop strengths-based learning approach throughout the District. • Continue the focus on supports for students with special needs. • Support staff in the promotion and development of 21st Century skills. • Provide personalized support for teachers.

	<ul style="list-style-type: none">• Support communication with parents through the Board and school websites and other media.• Implement best practices with students that utilize technology. <p>The funding for the 21st Century Learning Project and the Technology Learning Fund has been vital to the progress of embedding technology and best practices in the Board. Without the funding, the acquisition of technology and professional development provided to teachers on technology would be more limited.</p>
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