

Simcoe Muskoka Catholic District School Board: 2015 - 2016

Project Title	Engage and Transform
Description	<p>Phase 5 of our TLP project is a by-product of the success found in the first four phases. In early spring 2015 our Director announced that the board would adopt Google Apps for Education (GAFE) as the primary productivity and communication tool for both the classroom and administration. The plan also included a laptop for every teacher and the expansion of our Phase 4 pilots to all our Junior classrooms, Grade 9 Religious education classrooms and Grade 9 Applied Math classrooms. All Junior classrooms are now equipped with iPads at a 3:1 ratio and HDMI Projector; Grade 9 Religion classrooms are now equipped with 10 Chromebooks and HDMI Projector; and all Grade 9/10 applied Math Classrooms are equipped with a mix of Chromebook, iPad and Dell Venue technology at a 3:1 ratio and include a HDMI Projector. Screen Casting technology is planned for all these classrooms.</p> <p>The focus now is on providing Professional Development to support:</p> <ul style="list-style-type: none"> • The use of board provided technology to transform and enhance the use of technology to support student, and teacher, learning • The use of technology to support student confidence and success in mathematics • The use of technology to re-energize and re-invigorate the Religious Education program
Context	<p><i>Number of students:</i> 5,800 <i>Number of teachers:</i> 240 <i>Number of schools:</i> 51 <i>Grades/Program:</i> Gr.4-6, Gr.9 Applied Math, Gr.9 Religious Education</p>
Impact on Students	<p>Survey evidence shows a high degree of impact on student engagement, learning and achievement. Teachers believe that students who have access to technology show much improved ability to demonstrate creativity (93%), and think critically about information presented to them (75%). Teachers believe that their ability to communicate with students has significantly improved (90%). Teachers believe collaboration among students has improved (90%) as well as the student's engagement with their work (86%). Overall, the results from the teacher survey showed that the availability of technology to support learning showed a high degree of impact on all the 21C Competencies and learning partnerships</p> <p>Anecdotal feedback from students in the junior grades seems to be that a majority want a device with a keyboard to do most of their school "work" beyond video and image capture/production. Some students pointed out that they can use their phones for much of what the iPad does, but need a keyboard device to do the more involved school "work".</p>

<p>Impact on Instruction</p>	<p>83% of teachers felt that the availability of technology had a positive impact on their ability to incorporate more assessment for and as learning. Comments include:</p> <p><i>“I can monitor/observe/ and provide feedback on student work in a more timely fashion often right when the work is happening”</i></p> <p><i>“I am able to differentiate assessment and take advantage of electronic portfolios for the first time”</i></p> <p>87% of teachers felt that access to technology has changed the way they prepare for lessons and/or activities.</p> <p><i>“Lessons are prepared and shared via the Google classroom – can included videos, links to relevant websites. Lessons are more engaging for students ... differentiations is much easier with tools like Read&Write for Google”</i></p> <p>From a teacher perspective their ability to improve the range of instruction was limited by the device (iPads). Anecdotal conversations our lead consultant had with many teachers indicated their frustrations with not having a voice in the selection of the device and not having a mix of devices.</p>
<p>Impact on System</p>	<p>Our project, known as ICAN (Improved Confidence and Achievement in Numeracy) is a GLS10 course designed for grade 9 students who are going into Applied Mathematics. These course helps students build relations and confidence in numeracy. The goal is that with improved learning skills and work habits.</p> <p>As the data shows in “ICAN_Results1516” those schools that fully participated in the programme showed significant retention and success results from the mid-term grades reported in the GLS10 program, through the mid-term mark reported in their MFM1P course. Those schools not fully participating in the program did not show improved results. ICAN will continue next year. From the feedback gathered from participating teachers and critical friends, the focus on staff development next year will be to improve content knowledge among ICAN / Applied Math teachers.</p> <p>Building on the success of the Junior grades “Engage and Transform” rollout, the second phase of project will begin in 2016-17. This phase will involve the infusion of technology into the intermediate grades (7 & 8). Key learnings from the Junior rollout included a re-visit on the type of device deployed to support student learning and teacher instruction.</p> <p>Another systematic change has been the creation of a central iPad “App” catalogue from which teachers / students can install pre-approved applications. A mechanism has also been created for teachers to request the addition of Apps to the catalogue.</p>