How Do You Know Your EdTech PD Is Working?
Hello!

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Changes Across Time

- Google Apps (2007)
- One-to-one (discussions started in 2008)
- Grant (2011)
- iPad 1:1 Shift (2011)
- EdTech Changes
- Summer tech week (2012)
- Instructional Rounds (focus on student tasks)
- Clarity
- Summer Tech Summit (2015)
- Grade level cohorts (peer to peer discussions)
- One on One PD
The Beginning
TEACHER PD GRANT

→ CSU Chico Research
→ Learning about Action Research
→ Grade Level Discussions
→ Correlation between test scores rising for 9th grade
→ Teachers on the grant became part of the 1:1 discussion & lead to faculty buy-in of 1:1
iPad Shift

- We went from netbooks to iPads.
- Implementation of this 1:1 initiative was rocky at best.
- Windows to MacBooks or iMacs overnight.
- We jumped in with both feet
- Our saving grace was that our infrastructure was in place and rock solid, and that we had made the move to Google Apps for Education in 2007.
EdTech Shifts

Grant Specific
- Teachers turned to a peer as their informal Tech Coach
- IT Director supported teacher-initiated use of tech, and encouraged tech use at each teacher’s comfort level

1:1 Specific
- Students were using iPads
- Teachers communicated via email, Sites, or LMS
- Students had access to resources via their iPad
- Technology just worked

PD
- Tech Week during summer, and student boot camp during the first couple of days.
- Technology Coach becomes official.
- Summer Tech Summit is open to feeder schools.
Focus on Student Work
Instructional Rounds

What do we need to do to increase Higher Order Thinking and responses from our students?
Answering the question of what will students be able to do when they graduate.

Focus on improving classroom and teaching strategies.
CCSS and Technology integration should be seamless.
Technology is a tool
Data Collection to Support EdTech PD

Instructional Rounds

Action Research

Clarity
Instructional Rounds
Collection of unbiased data with the focus on student work.
Classroom observation.
Data analysed and supported by observed evidence.

Action Research
Observations, teacher feedback, student feedback, continued follow up and following through.
This is not a one shot deal.

Clarity
A qualitative and quantitative survey given to students, teachers, admins, and parents.
Instructional Rounds

Problem of Practice
Is the student task promoting critical thinking?

Theory of Action
If teachers are given time and resources to collaborate and create rigorous and engaging lessons, then students will be given opportunities to develop skills needed to demonstrate critical thinking and/or creativity.

Collaboration
Focus on student learning. What critical thinking tasks/questions are students given?

How are students responding to these critical thinking tasks/questions?

Student-Focused Strategies
Peer reviews, Collaboration, inquiry, citing work, evidence based, and communicating ideas.

Using GAFE, Turnitin.com, PearDeak, Kahoot, & Canvas
EdTech PD Action Research

- Regroup as necessary
- Continue to follow up
- Show teacher how to incorporate it.
- Meet with teachers to observe
- Meet with teacher to review how it went
- Individual surveys
- Find technology that works with their class
Students are asked to collect and analyze data

- 43% at least weekly
- 33% monthly
- 26% every few months
- 29% never

Why This Matters

The urgency of using traditional skills, such as distinguishing sources and understanding plagiarism, have become heightened due to the overwhelming amounts of information available on the web (Microsoft Education Team, 2010).

Citation

Students are asked to identify and solve authentic problems

- 38% at least weekly
- 25% monthly
- 30% every few months
- 23% never

Why This Matters

The ability to solve problems and challenges enables young learners to develop the skills to enter a flexible workforce and compete in a global market (Gresham, 2014).

Citation

Teacher-reported time spent per year participating in school-sponsored PD

- Over 33 hours: 10%
- 17 to 32 hours: 34%
- 9 to 16 hours: 13%
- 1 to 8 hours: 21%
- None: 27%

Of which the quality is

- Excellent: 10%
- Above average: 36%
- Average: 42%
- Below average: 2%
- Poor: 8%
- N/A: 10%
- Other: 17%
Teachers discuss technology use during department or grade-level team meetings

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<th>Less than half of the time</th>
<th>Rarely</th>
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**Data Highlight:**

73% almost always discuss technology

**Why This Matters:**

When teachers discuss technology use during faculty meetings, observations, and department meetings, they’re more likely to believe that it’s valued within the school culture (Richardson & Moncabelli, 2011).
“'Lead students to greatness, follow through on your promises to them, and get out of the way when they are creative.'”
Thanks!

Any questions?
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