



Lessons from the Field Technology Task Force

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June 13th and 14th 2011



Defining Educational Technology

- Learning Management Systems
 - Digital Content (Common Core State Standards)
 - Formative Assessments
 - Virtual Cumulative File (digital backpack)
- Classroom Technology
 - Primarily used by students to enhance learning
 - Software (Word Processing, spreadsheets, presentations, outlining, etc.)
 - Hardware (Digital microscopes, clickers, audio enhancement, etc.)
- Mobile Computing Devices

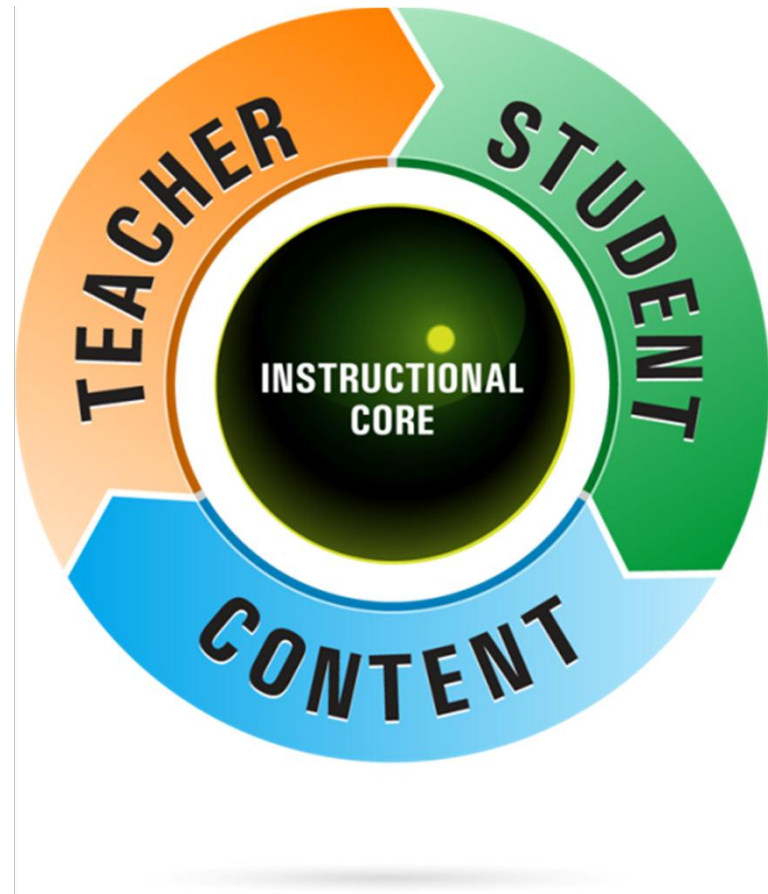


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***“If you don’t see it
in the classroom, it
doesn’t exist.”***

Richard Elmore, Harvard University



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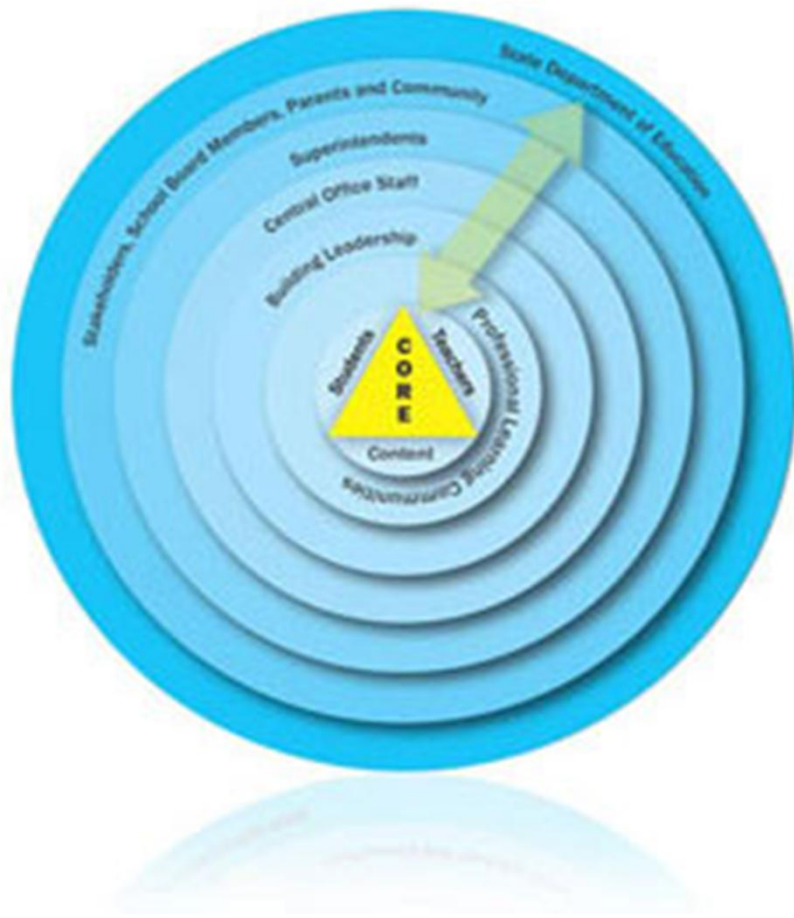
“You don't change performance without changing the instructional core. The relationship of the teacher and the student in the presence of content must be at the center of effort to improve performance. If you can't see it in the classroom, it's not there.”

— Richard Elmore, Harvard University



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While the focus must always be on the instructional core, research on school and district improvement emphasizes the importance and complexity of the many influences upon schools.



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Decision Making

- **Input**
 - Decision was made by the Idaho State Legislature
 - Suggestions re: implementation or communication
- **Recommendations**
 - Requires specific guidance, policy, products
 - Action Plan (Who, What, When, Measurement of Effectiveness)



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Resources For Task Force

- Idaho Digital Natives
- External Experts
- Research from the Field
 - Digital Learning Council Report
 - Integrating Technology into the Classroom using Instructional Strategies based on the research from:
Classroom Instruction that Works
 - Preview of Project Red
- Field Work
- SDE Staff



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Lessons From Project RED

What are the outcomes we wish to improve?

All Schools

1. *Fewer disciplinary actions*
2. *Lower dropout rates*
3. *Less paperwork*
4. *Lower paper and copying expenses*
5. *Higher teacher attendance*
6. *Higher test scores*

High Schools

7. *Higher AP course enrollment*
8. *Higher college attendance plans*
9. *Higher course completion rates*
10. *Higher dual/joint enrollment in college*
11. *Higher graduation rates*



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Which Technology Practices Improve Learning the Most?

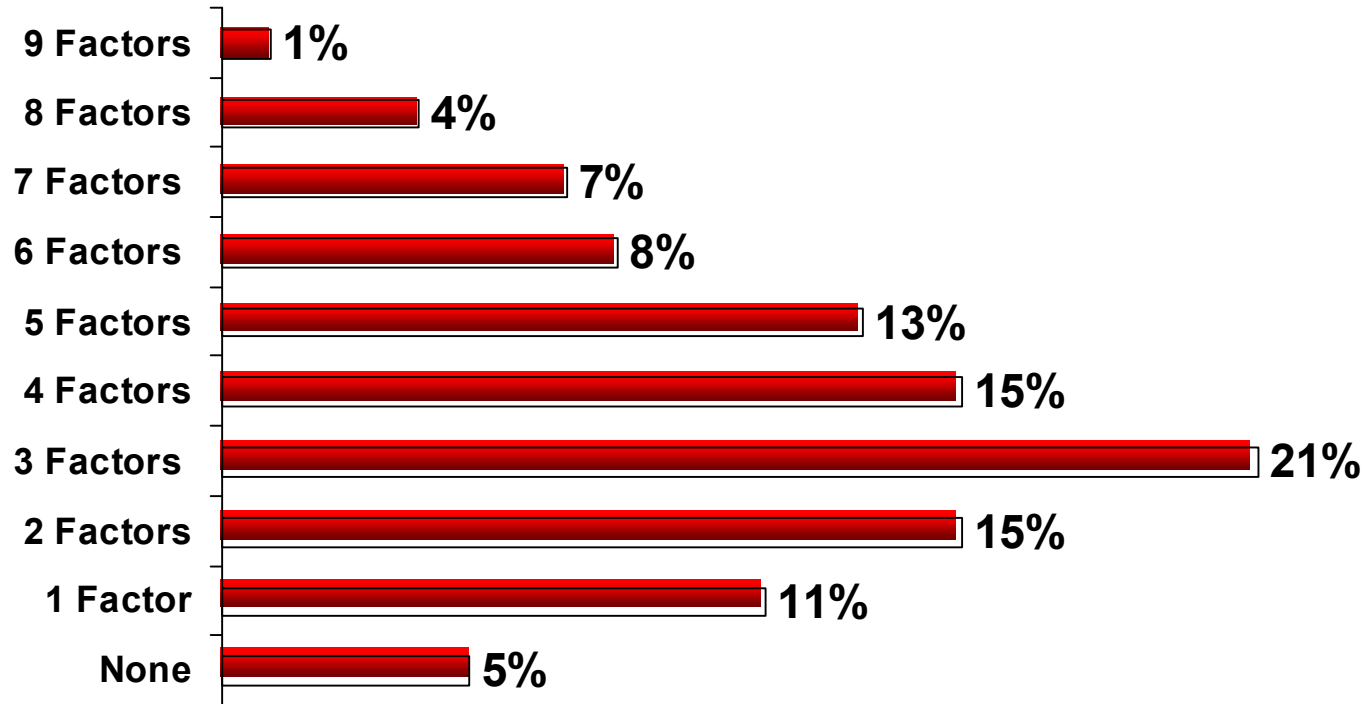
1. *Intervention classes:* Technology is integrated into every intervention class.
2. *Change management leadership by principal:* Leaders provide time for teacher professional learning and collaboration at least monthly.
3. *Online collaboration:* Students use technology daily for online collaboration (games/simulations and social media).
4. *Core subjects:* Technology is integrated into core curriculum weekly or more frequently.
5. *Online formative assessments:* Assessments are done at least weekly.
6. *Student/computer ratio:* Lower ratios improve outcomes.
7. *Virtual field trips:* With more frequent use, virtual trips are more powerful. The best schools do these at least monthly.
8. *Search engines:* Students use daily.
9. *Principal training:* Principals are trained in teacher buy-in, best practices, and technology-transformed learning.



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Percentage of Schools Implementing



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Lessons from Others

- Schools are in a technology implementation crisis. While education technology best practices have a significant positive impact, they are not widely and consistently practiced.
-
- Very few schools implement technology properly despite knowing that technology improves learning only when deployed frequently in appropriate learning environments.
-
- Very few schools implement most of the key implementation factors (KIFs) despite previous large investments in infrastructure and hardware.



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Idaho's Experience

1. Technology used for Intervention

Apangea

Plato

Compass Learning

Fast Forward

Waterford

Rosetta Stone



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Idaho's Experience

2. Change Management for Leadership

- Online strategic planning tool (WISE Tool)
- Superintendents Network
- Principal Academy of Leadership
- Professional Learning Communities
- Nine Characteristics of High Performing Schools
- Webinars
- Resources/Research



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SDE Sponsored Professional Development

PROSCI Model

ADKAR

1. Awareness
2. Desire
3. Knowledge
4. Ability
5. Reinforcement



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Idaho's Experience

3. Online collaboration: Students use technology daily for online collaboration (games/simulations and social media).

IDLA Courses:

- 160 Courses
- 14,500 Student enrollments



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Albertson Foundation Grant

The Albertson Foundation Grant will provide funding to equip Idaho educators with:

4. Core subjects: Technology is integrated into core curriculum Common Core Deconstructed Standards available to all Idaho educators in the fall of 2011

5. Online formative assessments:

- Interim Assessments
- SMARTER Balanced Assessment Consortium



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Students Come First Legislation

6. Student/computer ratio: Lower ratios improve outcomes. (Lower computer ratios and KIF had greater impact)

7. Virtual field trips: With more frequent use, virtual trips are more powerful. The best schools do these at least monthly.

8. Search engines: Students use daily.



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Students Come First Implementation

9. Principal training: Principals are trained in teacher buy-in, best practices, and technology-transformed learning.

- Change Leadership
- Collaboration
- Integration of Instructional Technology
- Providing feedback (coaching through process)
- Frequent assessment of teaching and learning



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Evaluating Impact

Ultimate goal is improved student outcomes:

- Measuring key implementation factors
- Evaluating return on investment
- Quantitative measures
- Qualitative measures



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