

# EMBRACE LEARNING



Technology Services  
Action Plan FINAL  
2017-2018



## Technology Services Department Plans – Moving Forward 2017-2018

INITIATIVE	GOAL	ACTION	MONITORING	EVIDENCE OF LEARNING	OTHER DETAILS	What Happened
<b>Secondary Champions</b>	The Secondary Champions will be a conduit to pass on their learning to their respective staff and administrators.	Secondary Champions will be provided training and support on new technologies that are being introduced in our board. Champions to be trained in the use of assistive technology tools.	Each of our Secondary Champions will meet with the Technology Services Consultant Team online for regular meetings to assess their needs.	Mid-year and end-of-year surveys will be completed by our Secondary Champions to provide feedback on the support and training that we provide and the impact that they are making in their schools.	<ul style="list-style-type: none"> <li>● Online professional learning &amp; communication</li> <li>● Each Secondary Champion will be provided with a Touchscreen Chromebook                             <ul style="list-style-type: none"> <li>○ Communication with their staff and administrators - provide voluntary support and training</li> </ul> </li> </ul>	<p>We communicated throughout the year via Google Community ensuring all schools had timely access to current information.</p> <p>Met face-to-face in the spring ensuring best technology based pedagogical practices developed in secondary schools were harnessed across the system.</p>
<b>Digital Learning Classroom (DLC): Secondary &amp; Elementary</b>	<p>To provide classrooms with dedicated access to chromebooks, so that they can work on, develop and increase their 21st Century Competencies.</p> <p>To provide an online platform for DLC teachers to correspond across panel with a focus on classroom curriculum.</p>	The Technology Services Consultant Team will meet online with these teachers with regular meetings. An online community will be established and maintained to aid in the collaboration and sharing of ideas and how teachers are making connections within their curriculum.	Anecdotal feedback from participants will be collected in order to determine the team progress. Collected on a rotate basis monthly.	Evidence of learning for the project will come from the involved teachers identifying their own goals and outcomes, surrounding 21st Century competencies and the digital delivery of content. As the year progresses, teachers will correspond in an online, shared environment to help themselves reflect and let others learn and grow from their ideas, successes and challenges. These reflections by the DLC teachers will help to inform and provide evidence of learning.	<ul style="list-style-type: none"> <li>● Applications to be sent out first thing in September</li> <li>● Online professional learning &amp; communication</li> <li>● <b>2 more DLC classrooms</b> will be added to the 62 classrooms that we currently have</li> </ul>	<p>Elementary &amp; Secondary DLC teachers were connected online with consultants to ensure new and emerging technologies, such as HyperDocs, were available to support student learning.</p> <p>Additional technology resources were provided in support of innovation in practice.</p> <p>There are 64 DLC classrooms.</p>
<b>Coding Classrooms</b>	To collect and document evidence of the impact coding has on both student and teacher learning.	To spread the learning of coding, we will invite one or two teachers at each elementary school to be our	Reflections will be reviewed monthly.	We will continue to follow the tweets posted in Twitter using the hashtag #TLDSBCode. We	<ul style="list-style-type: none"> <li>● Evidence of learning for the project could also come from the involved teachers identifying their</li> </ul>	Coding teachers met online with the Technology Services Consultants and were provided with

	<p>Develop a presentation for the MOE and CODE that provides both quantitative and qualitative evidence of the impact of coding on student and staff learning.</p>	<p>new Coding Contact Teacher.</p> <p>We will provide Coding Contact Teachers with resources that they can use and pass on to other teachers in their school to support the expansion of learning how to code in their school.</p>		<p>will also continue to document the number of views of our Coding Challenge videos. We will also ask our Coding Contact Teachers to complete a mid-year and end-of-year survey.</p>	<p>own plan around integrating coding within their school and the needs they will have from the TS Team. As the year progresses, teachers will reflect in an online, shared environment to help themselves reflect and let others learn and grow from their ideas, successes and challenges. These reflections by the Coding teachers will help to inform and provide evidence of learning.</p> <ul style="list-style-type: none"> <li>● Instead of focussing on Primary, Junior, and Intermediate Coding, we are evolving to a continuum approach. Activities and technology based on where you are in terms of coding: new, some experience, and a lot of experience.</li> <li>● Technology that was provided to schools last year will remain in the schools, but available to any staff member who is interested in using them. The Coding Contact(s) at each school will be responsible for management and disbursement of Coding Technology. Online learning, professional learning &amp; communication will continue.</li> <li>● Support and training for coding has started at the secondary schools. We will continue to provide this training and support and hope for further growth as the year progresses.</li> </ul>	<p>self-selected training. This helped support the needs of teachers that were on continuum of teaching Coding. These differentiated training opportunities were essential as teaching coding is new to many staff?</p> <p>Ongoing communication and support was also provided in the TLDSB Coding Google Community.</p> <p>Year 3 Coding Challenges were created and posted via YouTube for Scratch.</p> <p>Year 2 Coding Challenges were created and posted via YouTube for ScratchJR.</p>
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<p><b>Earn-A-Device (EAD)</b></p>	<p>To build capacity in 21st Century Competencies within our district.</p> <p>To provide flexible learning opportunities.</p>	<p>Offer 16 professional learning sessions for all of our board employees over the summer and into the 2017-18 school year.</p> <p>EADs will be offered in schools for face-to-face training; live online via Google Meet; and 24/7 access, sessions will be available in virtual learning environment, Brightspace.</p>	<p>Brief teacher /staff Learning Impact Matrix to be delivered at the end of each session.</p>	<p>We take attendance for all EAD sessions. We will be able to determine the scale of impact that we make with this program by reviewing our attendance information at the end of the year.</p> <p>Permanent teachers of 0.5 FTE or greater will earn a device, a laptop or iPad, once they have completed 6 EAD sessions.</p>	<ul style="list-style-type: none"> <li>New sessions will be offered to reflect the growing use of GSuite and other Google tools in the classroom.</li> </ul>	<p>133 Earn-a-device sessions were offered throughout the year to ensure staff were trained in the use of technological supports for learning and professional productivity. New sessions were provided to reflect pedagogical practices with new and changing technologies.</p> <p>93 teachers received devices last year. 90 laptops and 3 iPads were distributed. 51 of the 93 were teachers renewing their current EAD technology.</p>
<p><b>Online Professional Learning Training &amp; Support</b></p>	<p>To create an online professional learning resource library for TLDSB staff.</p>	<p>To provide the training and support that consultants / managers may need from other departments to help create and provide a library of online professional learning resources for our schools.</p>	<p>Brief Learning Impact Matrix to be delivered at the end of each session.</p>	<p>The number of online professional resources created over the year. Anecdotal evidence on the level of staff engagement including attendance numbers.</p>	<p><a href="https://sites.google.com/tldsbn.ca/tldsbn-professional-learning">https://sites.google.com/tldsbn.ca/tldsbn-professional-learning</a></p>	<p>A developing library of professional learning resources has been established on OurDock.ca. This has been a focused effort across all departments to provide all staff with access to timely professional supports. These can be accessed by TLDSB staff from any location and at any time.</p>
<p><b>Google Mail Early Adopters</b></p>	<p>To provide training and support for TLDSB employees that are interested in switching to our new email provider, Google.</p>	<p>To develop literature to support early adopters to Google mail. Provide both group and one to one sessions for interested staff.</p>	<p>Goal to have a minimum of 25% of all TLDSB become early adopters.</p>	<p>The exposure, knowledge, and comfort of Google Mail in the district. Feedback from employees which will impact our training materials for fall of 2018. Brief survey indicating staff comfort level to be delivered once after training or adoption.</p>	<ul style="list-style-type: none"> <li><a href="http://bit.ly/TLDSBEarlyadopter">http://bit.ly/TLDSBEarlyadopter</a></li> </ul>	<p>Face-to-face and online training opportunities were provided throughout the district for all TLDSB employees.</p> <p>As of July 2018, the FirstClass email client only provides staff read-only access.</p> <p>As of July 2018, Google Mail (Gmail) became TLDSB's email client.</p>
<p><b>1-to-1 Technology Pilot</b></p>	<p>Pilot: BMLSS To leverage the use of technology and 21st Century Competencies with grade 9 applied</p>	<p>Students and staff in the pilot will be given 1:1 chromebooks. Special attention will be paid to identified students with IEPs without SEA devices</p>	<p>Feedback from students and staff involved will be collected at the start of September</p>	<p>There are several areas that can be monitored for evidence of learning. It is hoped that there is</p>		<p>Grade 9 applied students at BMLSS received Chromebooks. Staff were supported by our department</p>

	<p>students to engage in higher order thinking tasks, collaborative tasks and problem solving tasks. By having all grade 9 applied students having access to these devices, a reduction of stigma for current SEA equipment will hopefully occur. Another goal is to have teachers start to change their practice to integrate the use of digital tools in their instruction. A desired outcome of this will be an increase in use of technology in assessment, after some work together with the Curriculum Department around effective diagnostic assessment and ongoing feedback as facilitated by technology.</p> <p>An additional goal will be to introduce a second pilot in semester two.</p>	<p>that will now have access to assistive technology tools (like Read &amp; Write for Google Chrome) to access digital materials.</p>	<p>and at the end of each month.</p>	<p>evidence of purposeful increased use of technology in teacher's daily instructional practices; increased comfort and use of assistive technology tools by students; increased use of on-going feedback (where appropriate) by teachers; decreased stigma around SEA devices for users. Development of an implementation rating scale to be used for staff self assessment. Student Voice survey as well as video interview evidence.</p>		<p>with training throughout the year.</p>
<p><b>Makerspaces</b></p>	<p>Development of Makerspaces that will provide an educational approach to learning that uses Science, Technology, Engineering, the Arts, and Mathematics, as access points for creativity, innovation, critical thinking and collaboration.</p>	<p>Makerspaces will be created in classrooms and/or libraries in a minimum of ten of our schools across the district.</p>	<p>Ongoing monitoring of Makerspace feedback both via online forum and in-school visits by consultant team members.</p>	<p>The schools will be sharing their projects, resources, and learning through a shared online space. In addition Twitter feeds can be monitored to show evidence of Makerspace development and use.</p>	<ul style="list-style-type: none"> <li>Schools in TLDSB are exploring the idea of having Makerspaces in their classrooms and/or libraries. We will be working with Specialized Services and Curriculum Services to help support our schools in creating and learning in these spaces as designed under the direction of the TLDSB Consultant Council.</li> </ul>	<p>Tech Services staff attended Ministry of Education Innovation in Learning conference, gathering new knowledge about Makerspaces.</p> <p>Makerspaces are running in schools throughout the district. Technology Services Consultants provided support when requested.</p> <p>Makerspaces in TLDSB website is now created; 2 school pages have been</p>

						added; resources and images have already been shared by one of our schools.
<b>Nelson Project</b>	<p>To Pilot the development of a digital backpack. To work collaboratively with Nelson Canada along with two grade eight classrooms of students and their teachers and administration.</p> <p>To determine the feasibility of introducing the Digital Backpack across our system.</p>	Provide access to two grade eight classrooms of students and staff as well as Technology services support.	Collect feedback from students, staff and parents on an ongoing basis.	Feedback from staff, students and parents involved in the project.	Nelson's digital backpack is an educational ecosystem. Its core purpose is improving the educational experience of students. The ecosystem includes a library of trusted and well-curated educational resources spanning the provincial curricula, in a wide range of levels and immersive digital formats. Also at students' fingertips are the tools they need for creation and consolidation: tools for note-taking, creating projects, and completing assignments. Two grade 8 classrooms will be provided with Dell 3189 tablets to use Nelson's new online learning site and provide feedback to the company on the uses of their product.	This trial proved extremely successful in the two elementary schools involved in the pilot. Positive feedback was received from parents, students and staff. Of particular interest was the increase in learning outcomes for students with a diverse range of needs. Teachers reported increased levels of access to learning outcomes for all students.
<b>Power Teacher Pro (The Next Generation)</b>	Tested by Technology Services staff to ensure it has the functionality TLDSB teachers need, in the fall of 2017 with a goal of going live beginning Semester 2 for secondary schools.	Have Digital Champions work with Technology Services staff to ensure that staff are aware of all capabilities of the Power Teacher Pro product.	Feedback from all staff involved to be monitored.	Feedback from teachers including Consultant Council is positive.		This is an area of ongoing investigation. There were some challenges reported, particularly in the gradebook functionality. Ongoing dialogue with PowerSchool.
<b>School Connects</b>	SchoolConnects (Synvoice) has been purchased by School Messenger and therefore we will need to do a conversion to School Messenger.	Support staff with the move to School Messenger with online Adobe sessions and documentation.	Monitor the feedback from the TLDSB helpdesk and feedback from school personnel,	Staff are indicating that there is a positive transition to School Messenger with an improved user experience including the use of mobile applications.	TS staff continue to work on documentation/videos for staff.  Online training is available anytime from School Messenger	School staff could attend online training in Spring and Fall of 2018. Either School Connects or School Messenger could be used until July 2018. School Connects was discontinued over the summer. All schools are now using School Messenger..
<b>Windows 10 Roll-Out</b>	Microsoft has ended mainstream support for Windows 7,	Load Windows 10 on all computers throughout the system.	Feedback coming from the helpdesk regarding	Staff and students will appreciate the consistent look and	Some consumer features like Cortana have been disabled to	The majority of computers in the system were updated to

	therefore, the next Windows operating system version, Windows 10, will start rolling out this summer.	Offer	questions and concerns.	feel for all Windows devices. This means that every school will have the same background image, for staff and students.	make using Windows 10 in TLDSB easier for all staff & students.	Win10 unless there was some extenuating circumstance that required the machine to remain on Win7 temporarily.
<b>D2L</b>	<p>Introduce the new D2L platform that will be known as "Brightspace".</p> <p>Tech Services staff along with Consultant Council will investigate a completely new and redesigned e-portfolio tool being released by D2L. An iPad app for primary students and an online application for junior, intermediate, and senior students.</p>	Introduce the new Brightspace to the Consultant Council and to the Digital Champions in the board. Provide support to classroom teachers on the use of Brightspace.	Feedback from both staff and students on an ongoing anecdotal basis.	Increased use of Brightspace by both staff and students	<ul style="list-style-type: none"> <li>For September 2017, the look and feel of D2L will be undergoing an update with a name change to Brightspace. Many of the changes will be to align font styles, colours, and sizes; allow for responsive layout of content dependent on the device being used; make key landing pages more engaging and visually appealing; make pages more accessible for visual needs (like contrast) for users.</li> </ul>	<p>D2L has been rebranded to Brightspace. The new look and feel of the Virtual Learning Environment (vLE) has been well received by educators that are new to Brightspace and to the ones who have used D2L in the past.</p> <p>New courses created by the Ministry were added to the vLE throughout the school year.</p>

<b>Data Warehouse</b>	<p>Increase the use of data by school administration by providing data sets to Principals on a weekly/monthly basis.</p> <p>Investigate Nelson's purchase of a data analysis tool and its possible relevant use with TLDSB students.</p>	<p>Consult with administration on exactly what data they would like provided on a weekly basis.</p> <p>Develop a report that will be sent to each administrator specific to their school at the end of each week, with the capability to drill down to specific students.</p> <p>Determine the feasibility of using Nelson's data analysis tool in TLDSB</p>	Feedback from Senior admin, Principals and Consultants	Principals will make greater use of the data generated from the data warehouse.	<p>After consultation with Sr. Admin and principals, it was determined that a dynamic application would be more effective than data sent by email. This can be accomplished through PowerSchool. In progress.</p> <p>Increased requests continue to be received from principals for assistance in reviewing data and creating reports in the Data Warehouse.</p> <p>After investigating Nelson's data analysis tool, it was determined that TLDSB had access to similar software, Power BI through its Microsoft Office 365 license already purchased. In Progress.</p>
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