Title and a brief description of L4All K-12 Regional Project

The goals of the 2011-12 – 2012-13 Northwest Regional Project align with the seven “Shared Beliefs” of the Learning For All K-12 document.

1) All students can succeed.
2) Each student has his or her own unique patterns of learning.
3) Successful instructional practices are founded on evidence-based research, tempered by experience.
4) Universal design and differentiated instruction are effective means of meeting the learning or productivity needs of any group of students.
5) Classroom teachers are the key educators for a student’s literacy and numeracy development.
6) Classroom teachers need the support of the larger community to create a learning environment that supports all students.
7) Fairness is not sameness.

Each Northwest Regional Board engaged in a specific Learning For All K-12 related project that aligns with current Ministry goals and the Board’s individual Board Improvement Plan for Student Achievement (BIPSA). Boards focused their projects on one of the following areas that further developed the regional projects and foci from previous years:

- Improving Transitions for Students
- The Tiered Approach to Intervention
- Student Profiles and Multiple Intelligences/Learning Styles
- Differentiated Instruction
- Universal Design for Learning
- Assessment For Learning

The focus for each Boards’ project was to support the needs of all students in an inclusive framework. Regional boards submitted a project template to the Lead
Boards outlining the direction and focus of their Board project, identifying its alignment to the Regional foci listed above as well as indicating the deliverables that could shared with the region at the regional L4ALL K-12 sharing session that occurred on March 26th, 2013.

**A brief description of 2011-12 and 2012-13 Teacher-Led L4All K-12 Projects**

The purpose of the Teacher-Led K-12 project is to build teacher capacity and teacher self-efficacy in the area of digital learning and the effective use of instructional strategies and practices involving classroom technology. The end goals of the project will focus on increasing teacher self-efficacy in instructional practices that provide students with opportunities to be creative and foster student engagement in the classroom. Effectively using technology to allow for greater differentiation in the classroom will ultimately increase student engagement in activities and improve student achievement.

**Project Structure:**

17 classroom teachers representing 12 schools within the board (K-12) became a part of the “Learning For All K-12 Enhancing Digital Learning and Instruction” project team. These teachers participated in 5 full-day Professional Development sessions tailored to specific technological/digitally enhanced learning tools that could be incorporated into their instructional practice in the classroom. Each teacher also had access to job-embedded coaching and co-teaching, as well as additional release time to work collaboratively with another teacher in their school in order to build capacity at the school level. Each project participant participated in pre/post reflections, classroom engagement surveys and collaboration activities.

**Resources/Deliverables:**

- Digital Learning Tools Registry for teachers
- Professional Development Framework for fostering teacher capacity and self-efficacy in digital learning practices
- Teacher Capacity Surveys and Student Engagement Surveys
- School-Level leadership and capacity building

**A brief description of L4All K-12 professional learning activities**

The Teacher-Led Projects within the Rainy River District School Board were facilitated by Board seconded elementary and secondary curriculum coordinators and coaches as well as the Board’s MISA Coordinator, Special Education Coordinator, Technology Support Teachers and lead teachers/administrators from each school in order to facilitate sharing across all schools within the board. Upon the completion of the Teacher-Led Projects, the deliverables and project
model was shared at the Regional L4ALL-K12 sharing session in March, 2013. Those involved in the Teacher-Led Projects will remain as resources to support Regional Boards interested in accessing the resources developed and potentially implementing the project model developed to support the professional learning of and increase teacher efficacy in the areas of integrating technology in the classroom, supporting Differentiated Instruction and increasing student engagement in the classroom through an increased use of digitally enhanced instructional practices.

Regional sharing between all Northwest Regional boards will occur through Regional PLCs and sharing session. As well, Each Regional board submitted a project template to the Lead Boards outlining the direction and focus of their Board project, identifying its alignment to the Regional foci, as well as indicating the deliverables that will be shared with the region.

Assessment

The project focus whereby teacher capacity and efficacy in the areas of integrating technology in the classroom and increasing student engagement in the classroom through an increased use of digitally enhanced instructional practices were measured through the following:

- Regular Teacher Self-Reflection Surveys
- Pre and Post Teacher Surveys
- Pre and Post Student Engagement Survey

Analysis

Pre and Post Teacher Survey and Reflections

Analysis Quantitative Analysis:

How well can you provide appropriate challenges for very capable students?

- Based on the Pre and Post Teacher Survey comparisons, the Pre Survey indicated 47% of teachers felt that they could provide appropriate challenges for very capable students “Quite a bit”, and 71% felt this way at the end of the project.

How much can you assist families in helping their children do well in school?

- Based on the Pre and Post Teacher Survey comparisons, the Pre Survey indicated 18% of teachers felt that they could assist families “Quite a bit” in helping their children do well in school, and 36% felt this way at the end of the project.

How well can you implement alternative strategies in your classroom?
Based on the Pre and Post Teacher Survey comparisons, the Pre Survey indicated 71% of teachers felt that they could implement alternative strategies in their classroom “Quite a bit”, and 91% felt this way at the end of the project.

Qualitative Data Analysis (Anecdotal Teacher Survey Reflections):

"The Learning 4 All sessions have been wonderful and geared towards the training interests of the students. I think this flexibility has helped me do the same in my classroom. In addition, allowing me to pass on some of my passion and training to others in my building has deepened my understanding and uses of technology while providing training to others in my building."

"L4All was a great learning opportunity. I feel that I am only at the beginning of a long continuum of learning and hope support for technology implementation continues in some form. The use of the iPad to collect and organize student work samples and record data has been extremely helpful."

"The use of technology has changed my way of thinking about teaching and definitely broadened my perception of classroom technology. Evaluation and assessment using technology is something I currently struggle with. Student access to technology outside of the school can also make student access inconsistent. All in all I am very grateful for the opportunity to learn through L4All."

"Technology training improves lesson delivery!"

"Training teachers to train other staff members is a very helpful model"

"The Breakout Sessions were very beneficial"

Pre and Post Teacher Student Engagement Survey Analysis

Teachers’ Sense of Efficacy around effective Instructional Methodology, however, showed a significant increase when comparing Pre- and Post-project survey results. It appears that the teachers are indicating that their activities in the project have them greater resources and proficiency in those resources to have a greater impact for student learning.

Next Steps and Learnings

- This Professional Development model and framework may continue beyond the end of this project
- Providing future opportunities to train lead teachers and then provide release and support for those teachers to train other teachers within their school

- Provide opportunities for follow-up sessions and training in 2013-14

- In future project organization, developing all pre and post tasks before the project begins will allow for more accurate and impactful analysis at the end of the project

- As this was a project led by a team of teachers and administrators within the central office, we recognized the value of co-leading a project as a group that brings commonality to our roles and portfolios

- The training model where teachers are provided choices within their professional development (break-out sessions and sign-ups) is an effective model that we will carry into next year and incorporate in other training sessions

Supporting small groups of teachers at their school after training opportunities was very effective in consolidating learning

**Additional Comments**

Thank you so much for the opportunity to access this funding as well as the support through the L4ALL initiative!