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***"Laptops for All Students!(?)...that'll fix
the problem...Moving Beyond Physical
Access "***

www.i3trainingservices.com/trld2008.htm

*Floyd Braid
TRL D Conference 2008*

What This Guy is Going to ~~Blather Babble~~ Talk About...

- Two 1-2-1 schools
 - Their Journey
 - The PD Model
- The Change Process
- The Evolution of Student Work

Technology, Learning & Research

- Wenglinsky
 - Tool is Secondary to Teachers Ability
- Brannigan
 - Inquiry Based Learning & Tech
- The Student Work



District W

- Urban
- 70% FRL
- Watch List
- 2600 Students
- MS Laptops (6,7,8)

District C

- Suburban/Rural
- 2% FRL
- Successful AYP
- 2700 Students
- MS Laptops (6th)



District W

- Rotating Leadership
- Supportive Board
- Strong/Willing Staff
- Weak Tech Support
- Disconnected Parents

District C

- Stable Leadership
- Supportive Board
- Strong/Tentative Staff
- Strong Tech Support
- Parental Involvement

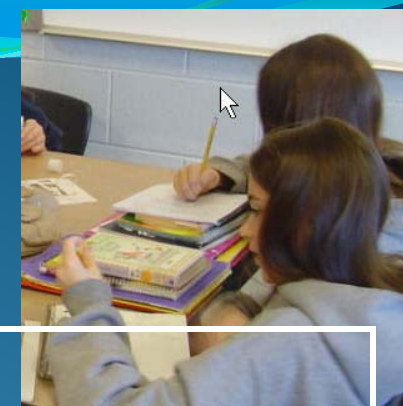


District W

- The state provided \$\$ for laptop initiatives so one person decided it would be a good idea to apply.

District C

- Leadership was looking for a way to extend the classroom and engagement of students beyond the classroom.



District W

- Got the grant...here come the laptops...now what do we do?

District C

- Set goals, get by in form staff, design a parent purchase option, apply for grants, got the laptops, guess we better have training.

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The Professional Development Model

- The History – The Present – The Future
- Our PD Philosophy
- Why it's Working



RESEARCH

Following the Research...

Will it Improve Student Performance?

- Scardamalia & Bereiter study (1996) measured the affect of a computer-based program that promotes project-based and collaborative projects
- West Virginia Study (Mann, 1999) shows that use of a Computer Based Instruction (CBI) can significantly increase student test scores.
- (Means & Olson, 1997) where technology was used to support a collaborative inquiry approach to instruction, “Students evidenced greater concern about the quality of their technology-supported work, giving more consideration to how it could be perceived by external audiences”

Following the Research...

Improving Teacher Performance?

- Apple Classroom of Tomorrow (ACOT)
 - Teacher Comfort, Trend Towards Constructivist, Collaboration, Assessments Evolved, Complex
- Zhao & Bryant, 2006 (InTECH)
 - Less experienced + More experienced wanted more

Following the Research...

Improving Teacher Performance?

- Byrnes, 1996
 - Personalized Learning More Successful
- Di Benedetto, 2005
 - Teachers need to control the follow-up

Following the Research...

It is evident from personal experiences and through a variety of published studies that the key to professional development in effective technology and curriculum integration occurs when **blending** exemplary instructional practices with technology skills

(Baylor & Ritchie, 2001; Becker, 2001; Redish, 1997; Wenglinsky, 1998).

<i>Joyce & Showers, Training Levels & Methods of Impact, 1980</i>	<i>Impact of Training Components on Teacher Learning and Use.</i>		
Training Components	Concept Understanding	Skill Attainment	Application
<i>Presentation of Theory</i>	85%	15%	5-10%
<i>Modeling by Trainers</i>	85%	18%	5-10%
<i>Practice & Low Risk Feedback</i>	85%	80%	10-15%
<i>Job Embedded PD</i>	90%	90%	80-90%

A Continuum of Professional Development Change – Levels of Implementation

This continuation of the i3 & T3 PD Model caters specifically to teachers who are in 1-2-1 instructional environments. This is a coaching PD model that promotes a self directed holistic approach to PD.

T3 builds on the principals of the i3 training with an emphasis on providing more relevant on demand training segments.

The i3 immersion training model focuses on providing a teachers with practical examples of technology integrated into their curriculum. It provides the context for teachers to move forward.

***Self Prescribed & Job
Embedded PD With
Constant Follow-up***

**T3
1-2-1
Program**

***On Demand Modeling &
Low Risk Feedback***

**T3 Training Program
Transforming Teaching
in the Technology
Rich Classroom**

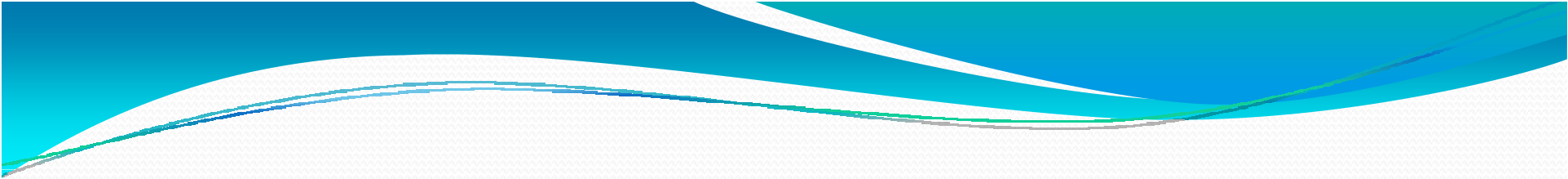
***Theory, Modeling by
Trainers & Practice &
Low Risk Feedback***

**i3 Immersion Training Program
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**T3
1-2-1
Training
Program**

- ***Participant realization that new tools & modifications allow us to expand the possibilities for pedagogical modification and that some learning styles are more effective in the technology rich environment like a learner centered approach.***
- ***Participant realization that instructional practice/pedagogy should always be subject to revision based on student needs & achievement.***
- ***Participants must commit to owning the change process.***
- ***Validate that teachers must play a proactive role in finding their path of improvement when learning new instructional skills using technology.***
- ***Provide a vision of an effective one-to-one computing classroom.***
- ***Ongoing multiple evaluations.***



GEEK Patrol

The Technical Support Model

Statements to Live By

- *It's not about the technology.*
- *Who are our customers and what are their needs.*
- *Strive to be Proactive not Reactive.*
- *Keep the technology running.*
- *If it does break what are the procedures to get it back in service ASAP!*
- *It's not about the technology, technology is a tool.*



CHANGE

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Horse With Saltines

“You can lead/drag a horse to water but you can’t make him drink, you can coerce, threaten and beat him but he still won’t drink. However, if you make him thirsty...goal accomplished!”

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Change is Personal

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***“You Can’t Create
Change Without the
Image of Change”***

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Change

Forced

Faked

Forever

Change

Forced

No other option you must do it this way...attendance, grades, email. Forced with out an opt out option + support almost always works.

Don't expect much creativity!

Won't change the inner dialogue of the learner!

Faked

Sit & get but no follow through or accountability. New software roll out, new equipment... I'll do it as long as I'm being watched. Almost never works. Don't expect much creativity!

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Change

Forever

No change is forever.
However, there is change forever!

The Keys

- 1. Change Must Start With The Individual*
- 2. Detailed Goals & Objective*
- 3. Support from Learning Community*
- 4. Unlock the Paradoxical Dilemma*

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Start With the Goal

First we must agree on a noble objective.

Skills? Integration? Curriculum?

Focus on Teacher?

Focus on Student?

What are we trying to accomplish?

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Mastering the New Skills

To feel comfortable making different choices using new tools. Using the most appropriate tools to deliver/enhance our instruction.

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Change Should Be Self Prescribed

To: Floyd Braid

Subject: Re: Work With Floyd

I just started back to work this Monday. I figured out that the plug where I was to set up my computer and phone doesn't work so I had to move my desk to the back of the room where I discovered that I had 16 voicemails waiting for me. And to top it all off the union business is really getting rough!! I'll see you tomorrow. I really need to have my Class Server work for me and not Dino!
Kathleen

To: Floyd Braid

Subject: Re: Time With Floyd

I want to blog and podcast with my students. I need training(review & refresh), Thanks!

Hello Floyd,
I finally have a minute to email you what a crazy year.

Flex Goal I would like to have my students access work developed by me in Class Server.

What I need: Taught how to import developed work into Class Server.

Dilemmas: time plus the confidence to implement.

Thank you for your support!!!!!!!!!!!!!!!!!!!!!!
Marlo

0/0-111-4814

>>> Natalie Turner 11/20/07 8:38 AM >>>

Hey Floyd,

If we could talk during your Dec. 10, 11, 12th visit about a culminating project for the novel we are reading, that would be great.

We are currently reading SCORPIONS by Walter Dean Myers and it is a 6 week unit (so it will go until Christmas break, which starts the 22nd). I am trying to see what kind of cool projects we could do for it.

In the past, we have done a research project on a social issue (there are many in the book i.e. gangs, peer pressure, etc.)

Let me know if you have any ideas.

Thanks

Natalie Turner
8th Grade Language Arts/Math
Willow Run Middle School

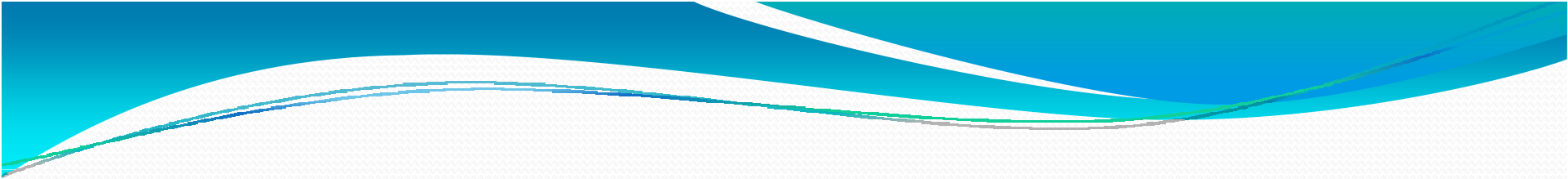
	2006	2007
Do you feel like technology is relevant to your instructional setting?	100%	100%
I am skilled in merging the classroom technology resources with relevant and challenging, student-directed learning experiences that address the content standards.	0%	78%
Teachers at Level 2 Exploration Phase Student technology projects (e.g., designing web pages, research via the internet, creating multimedia presentations) focus on the content under investigation.	40%	78%
Teachers at Level 3 Infusion Phase Tool-based applications (e.g., graphing, concept-mapping) are primarily used by students for analyzing data, making inferences, and drawing conclusions.	30%	67%
Teachers at Level 4 Integration Phase The use of outside resources and/or interventions aid the teacher in developing challenging learning experiences using available classroom computers.	20%	67%
Teachers at Level 5 Integration Phase Teachers actively elicit technology from outside entities to expand student experiences directed at problem-solving, issues resolution, and student action.	0%	0%

89% of staff reports:

- the program as beneficial
- their technical abilities have improved because of the program
- their curriculum & technology integration abilities have improved as a result of participation in the i3 training program.
- use technology as a tool to improve & enhance instruction
- the i3 program necessary to continue their growth with incorporating technology into their classroom.
- they have changed the way they deliver instruction to their students using the technology tools available because of the i3 training coaching & mentoring program.
- **100%** of staff reports that using the new technology tools in their classroom has created a greater level of engagement in their students

What They Say...

- Un-Schooling Teachers?...
- PD should not be about what you can do with a computer; it should be about what can I do with a computer or technology that I could not do before!
- This was so different and more powerful because everyone gets to start at their own level and then an individual program is developed that moves you forward from wherever they started, toward their own goals.
- This is not training but personal and professional development

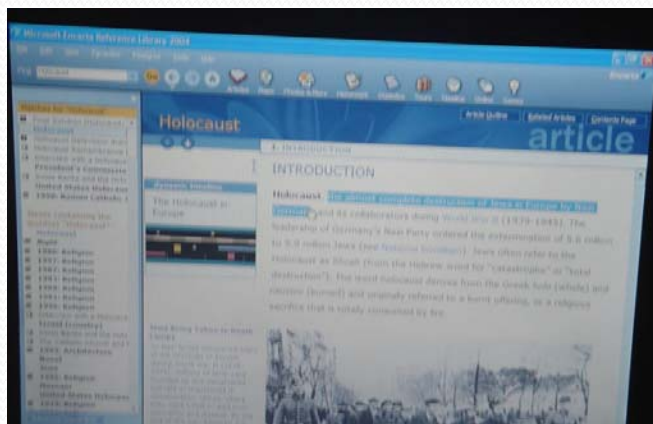


EVOLUTION

Moving Beyond Just Access



Moving Beyond Just Access



Things to Think About...

- Smaller is better in the beginning
- Teachers need a plan and ongoing on-site instructional help
- Create a Culture of Acceptable Use
- Screens Down
- Teachers need to Monitor Student Use
- Kids Will Move at Their Own Speed
 - (The Laptop Dose Not Equalize)

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*I do what I do because my life was radically changed
by the actions of just a few teachers...*

Questions?

Resources

www.i3trainingservices.com/patins2007.htm

<http://www.k12converge.com/?p=118>

<http://www.eschoolnews.com/news/top-news/index.cfm?i=35617&CFID=845211&CFTOKEN=36283019>

<http://www.newcurriculum.com/2002/ed5-20.htm>