Campbell River School District 72

WHY Technology Workshop
Final Summary Report

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1. Introduction

The development of a comprehensive educational technology integration plan can be a very challenging process. To assist with this challenge IBM has developed the K-12 "WHY Technology Workshop".   The objective of this workshop is to take the first steps toward a comprehensive technology integration plan by clearing articulating the overall reason for the utilization of technology within a district. After a clear WHY statement is developed, it serves as the foundation for the development of the entire plan for the use of technology throughout the district.

All future plans, purchases and applications of technology are then evaluated through the WHY statement to help the district ensure that the investment in Educational Technology is maximized and aligned to district priorities.

Objectives and Process

The IBM Canada K-12 Education Division was asked to perform the IBM "WHY Technology Workshop" after the completion of the "Professional Development and Educational Technology Assessment" (PDETA) which was conducted at the Campbell River School District 72 (SD 72) from January 12 to 14, 2009.

The Professional Development Assessment identified a lack of stakeholder knowledge related to the overall purpose for using technology within the district and the absence of a formal statement which indicates why the district is investing in technology and what it hopes to achieve through the use of technology within SD72. While SD72 has made a significant investment in educational technology in recent years, this lack of clarity of purpose has lead to some inequities related to technology and its use throughout the district.

The objectives of the WHY Technology Workshop therefore are to:

- facilitate the development of a district statement which clearly and succinctly describes WHT SD72 is buying and using technology
- ensure the WHY statement is aligned with the educational priorities of SD72
- ensure the WHY statement is aligned with educational technology best practices

This workshop process was conducted for SD72 between May 8, 2009 and May 21, 2009. During this time IBM K-12 consultants immersed themselves in the District to review related internal documents, and to review the findings of the Professional Development Assessment in order to build on the previous work with the district through the facilitation of the WHY Technology Workshop.

The workshop itself is built as a single component within the context of the larger IBM Educational Technology Framework (shown below), and consisted of two half day sessions involving key stakeholder groups within the district, including representation from senior administrative staff, curriculum staff, school based administrators, teachers and IT staff.

IBM Educational Technology Effectiveness Framework

Educational Priorities									
Why Are You Buying Technology?									
District Wide Commitment									
Sustainable									
End User Wkstations, Devices, Peripherals	LAN/WAN Server Storage Network	Systems Management Standards and Policies	Technical Support	Classroom Management Interface	Access to Information and Resources	Student Access	Teacher Access	Professional Development	Digital Curriculum Resources

The first half day session involved participation from the IBM Consultant, district school based administrators and teachers. The full list of participants is found in Section 2 of this Summary Report.

During this half day session, the IBM Consultant lead the group through a review of the work that took place in the previous Professional Development Assessment, and facilitated discussion related to:

- The current uses of technology within SD72
- Reasons why technology should be used
- Brainstorming key elements of a WHY statement
- The development of a District WHY Technology statement

The afternoon of Day 1 was used as independent time for the IBM Consultant to collate the information discussed in the morning of the first day.

The Day 2 session was a repeat of Day 1, as the IBM Consultant worked with members of the District Technology Planning Committee to facilitate discussion related to:

- The current uses of technology within SD72
- Reasons why technology should be used
- Brainstorming key elements of a WHY statement
- Modifying the WHY statement that was developed on Day 1

This summary report identifies the WHY statement that was developed as well as provides a more detailed summary of the discussions of the school based administrator and teacher group from Day 1 in Appendix A, and the Technology Planning Committee group detailed summary in Appendix B.

2. WHY Technology Workshop Participants

SD72 Day 1 Participants	SD72 Day 2 Participants
Helene Goulet	Adrianne Davis
Mary Kretlow	Shannon Hagen
Alana Jorgensen	Dave Friederich
Sabrina Fonagy	Nevenka Fair
Alyssa Bollans	Barb Drake
Ruth Kine	Phil Cassidy
Karen Beck	Robert Godel
Laird Ruehlen	Kathy Babchuk
Derek Berg	Vince Sequeira
Kai Taylor	Greg Haines
Steve Koebel	Diane Rhenish
Daryl Stevens	Kevin Harrison
IBM Consultant	
David Ell	

3. Day 1 Summary of Discussions and WHY Statement

As the primary purpose of this workshop was to develop a WHY Technology statement for the district, this section identifies the statement developed by the Day 1 group. The final WHY statement developed on Day 2 is found in Section 4 of this summary report.

Section 5 discusses the alignment of the WHY statement to the educational priorities of the district as well as the statement's alignment to educational best practices.

Day 1 Discussion Summary

Educational Priorities of SD72

As was the case in the Professional Development Assessment sessions, the principals and teachers were very easily able to identify the top educational priorities of the district as being Literacy, Numeracy, Social Responsibility and Transitions. This is indeed a credit to the district's ability to effectively communicate these priorities. After the district completes the evergreening of their technology plan, the same type of communication processes should be used to spread the details of the plan as have been used in communicating the district educational priorities, as the process clearly works.

In addition to the four main priorities identified above, the Day 1 participants went into more detail, perhaps reflecting their school and classroom focus. Other areas of priority mentioned included such things as differentiated instruction, life long learning, Assessment for Learning, and improved graduation rates. An argument can clearly be made that these additional priorities may indeed be seen as being aligned and connected to the four main priorities of SD72.

Current Uses of Technology within the District

When asked to identify the current uses of technology within SD72, the responses were again very similar to the responses obtained in the January Professional Development Assessment.

The uses of technology were again focused on the two main areas of ICT skills and productivity.

From the standpoint of ICT skills, uses such as word processing and the use of PowerPoint were identified as the main uses in classrooms. With respect to productivity, administrative tasks such as taking attendance, email, and reporting were among the main uses discussed.

While these two categories of technology use are perhaps not as clearly or directly aligned with district educational priorities, there is perhaps a more indirect connection in that these types of uses serve to develop the skill level of the users, and in particular those of the teachers. This increased skill level will result in the development of the teachers' level of comfort and confidence in using technology, which in turn will lead to the teachers making greater and perhaps more effective use of technology in their teaching practices.

Why the District Should be Using Technology

While discussing why the district should be using technology, it was very clear that the Day 1 group viewed technology as an instructional tool, rather than the idea of teaching using technology for the sake of learning about technology.

This is a very healthy view as it is the goal of the district to integrate technology into the teaching and learning process, in alignment with the curriculum, rather than simply teaching about the technology.

Reasons for using technology included such things as:

- Providing an alternate means of delivering content
- Literacy instruction
- Meeting the needs of the 21st century learner
- Providing a basis for life long learning
- To assist in the development of higher order thinking skills

Key Elements to Include in a WHY Statement

The final step in the WHY Technology Workshop process, was to identify key elements that should be included in the statement, based on all the previous discussions.

The list developed by the school based administrator and teacher group of Day 1 included the following key elements:

- Connection to the global world
- Supporting and enhancing instruction
- 21st century learners
- The digital world
- All learners

The Day 1 Group WHY Technology Statement

The culmination of the half day workshop with the Day 1 group resulted in the development of the following WHY Technology statement:

> **We integrate technology into our instructional practices
> to support and enhance the development of all learners
> in a digital age.**

4. Day 2 Summary of Discussions and WHY Statement

Day 2 Discussion Summary

Educational Priorities of SD72

A brief review of the educational priorities of the district as defined in the previous Professional Development Assessment was conducted. The four main priorities were once again identified as:

1. Literacy
2. Numeracy
3. Social Responsibility
4. Transitions

Current Uses of Technology within the District

A review of the current uses of technology within the district was also briefly conducted to reaffirm the uses identified in the previous Pro-D Assessment.

The two main categories of uses continue to be focused on the development of ICT skills and productivity.

Why the District Should be Using Technology

The discussions in Day 2 reinforced the idea that technology should primarily be used as a tool to enhance the teaching and learning process. Key areas of discussion focused on examples such as:

- Enhancing literacy, numeracy, social responsibility, and transitions
- Demonstrating student learning
- Differentiated instruction
- Access to current information
- Communication
- Just-in-time learning

Key Elements to Include in a WHY Statement

The final portion of the Day 2 session focused on identifying key elements that should be included in a strong WHY statement.

The list of key elements developed by the Technology Planning Committee members present in the Day 2 discussions included:

- Learning for all
- Global learners
- Access to knowledge
- Life long learning

The Day 2 Group WHY Technology Statement

After identifying the key elements of a WHY statement, the Day 2 participants were presented with the WHY Technology statement that was developed by the group from Day 1.

From there, the Technology Planning Committee members from Day 2 discussed the merits of the Day 1 statement and modified the statement so that it read:

**We integrate technology into our educational practices
to support and enhance the development of all learners
in an evolving world**

5. The Campbell River SD72 WHY Technology Statement

As a result of working through the process of reviewing the educational priorities of the district, examining current uses of technology, discussing how technology should be used, and identifying key elements of a strong WHY technology statement, as well as reviewing the work that had be done by the teacher and principal group from Day 1, the Technology Planning Committee unanimously agreed that the Campbell River School District WHY Technology statement should be:

**We integrate technology into our educational practices
to support and enhance the development of all learners
in an evolving world**

Discussions then continued to ensure that the newly crafted WHY Technology statement was aligned with the district priorities.

The group agreed that the statement did support the district educational priorities in that it states that technology should be integrated into the supporting and enhancement of educational practices, which will clearly have a literacy and numeracy focus at the appropriate times.

In terms of addressing the priority of social responsibility, the group also felt the statement was in full support of this priority through the notion of technology supporting the development of all learners. It was agreed that technology can be a very powerful tool in developing social responsibility in that it lends itself to instant connections with the events of the world which promotes such traits as awareness, compassion, and understanding. All of which are strong qualities of a socially responsible human being.

With respect to the educational priority of transitions, the group felt it was addressed in the WHY statement as well in that the statement speaks to support and enhancing learners in an evolving world. The world is clearly changing at an increasing rapid pace and our students will be able to use technology to support their transitions as their world around them changes.

The final measuring stick for the validity of the proposed WHY statement, is the alignment of the statement with best practices.

The very act of developing this statement fulfills the best practice of having a WHY statement that is aligned with district educational priorities.

This statement development was possible because SD72 has clearly articulated educational priorities that are understood by all stakeholder groups within the district, another important best practice.

The final two best practices related to why a district is buying technology: the measurement of success and communicating the Why to all stakeholders will be addressed through the remaining task of developing a comprehensive strategic technology plan that is built around the newly developed WHY statement.

6. Conclusion

As part of the ongoing commitment to the effective integration of technology into education, the Campbell River School District 72 has taken a number of significant steps in putting this commitment into practice.

The most recent steps involve two key processes. The first was an in-depth assessment of professional development and this session which achieved the very necessary goal of developing a clear statement that articulates why the district is buying technology.

SD72 has clearly done a number of things very well, not the least of which has been the communication of the educational priorities of the district. This has been very evident in IBM's dealings with the district as all stakeholder groups have been able to quickly identify these district priorities. Sadly in education, SD72 is the exception rather than the rule and the district is to be commended for its efforts.

During the WHY Technology Workshop, 24 SD72 staff members, in two groups of 12 came to very similar WHY statements without being directed by IBM. This once again is a testimony to the cohesiveness of the staff at Campbell River.

The newly developed WHY statement, with it focus clearly on having technology support and enhance learning for all, will serve SD72 very well as the district now moves to develop its strategic plan around the WHY statement, for the effective use of technology in the years to come.

Appendix A: Day 1 Session Notes

Principal/Teacher Group Notes from Workshop Day 1

What are the Educational Priorities of the District?
- Critical analysis of information
- Decision making
- Develop the ability to locate information
- Social responsibility
- Assessment For Learning
- Differentiated Instruction
- Improve Grad rates
- Aboriginal education
- Special education needs
- Literacy
- Numeracy
- Curriculum integration
- Equitable access to technology
- Professional development
- To extend the community of education beyond 3:30
- Life long learning

Current Uses of Technology
- Word processing
- Powerpoint
- Photocopying
  - Worksheets
  - Overheads
- Research
  - Internet
  - Webpath Express
  - EBSCO Database
- Games
- Communication tool
  - Emailing teacher, principals, parents, students
- Assistive technology
- Internet searches
- Word processing
- Admin tasks
- Reporting
- Typing
- Drill and practice
- Notebook- math, link to U tube, animation
- Hand-in books

- Flash animation
- Differentiated instruction
- Saving time by doing things more efficiently
- Attendance

Why should we be using Technology
- As an alternative means of content delivery
- A means of showing student level of understanding
- Produce content the way the students do in real life
- Literacy instruction
- Access to information
- Learn how to use technology as a learner
- To become 21 century people
- Level the playing field – equity
- To accommodate a variety of learning styles
- It is engaging and current
- Technology is inclusive – Special Ed
- Enable students to produce content they are proud of
- Remove the walls – life long learning
- To get away from teachers being the 'know it all'
- Develop the ability to critically analyze information
- Develop the ability to collaborate
- Used for all learners, not just students
- Continue social networking after school hours and infuse literacy and numeracy into that network
- Communication via email
- Webquests
- Videos and applicable websites

WHY Elements
- Differentiated learning – support for all learners
- Connect to global world
- Make connections to concepts in multiple modes
- Equity of access
- Enhancing all student learning
- Supporting what the teacher is doing in the classroom
- Supporting and enhancing instruction
- 21st century learners
- digital world
- inventory of personnel technology skills
- integrating technology into the curriculum
- support instructional practices
- digital age literacy and numeracy
- incorporate Web 2.0 tools

Appendix B: Day 2 Session Notes

Tech Planning Committee Notes from Day 2

What are the Educational Priorities of the District?

- We conducted a review of the priorities as they were identified during the Professional Development Assessment in January. The educational priorities are:
  - Literacy
  - Numeracy
  - Social responsibility
  - transitions

Current Uses of Technology

- A review of the current uses of technology was conducted based on the information presented during the Professional Development Assessment in January.

Why should we be using Technology?

- Efficiency
- Enhancing literacy, numeracy, social responsibility
- Information literacy
- Teacher presentations
- To demonstrate student learning
- Student presentations
- Differentiated instruction
- Access to current sources of information
- Texts now allow better access for special needs students
- Communication
- Tools to change teaching styles to how students learn
- Just in time learning
- Equity and consistency
- Enhance opportunities
- Support students who need that extra lift
- Connect students globally to help them to have a global perspective on their work
- To provide a more holistic approach to accessing and assimilating information
- Opportunities for social responsibility development through global connections
- Software applications for instructional review, remedial purposes, stretching thinking
- Universally designed software geared for a range of abilities
- Multimedia and interactive

- Research for both teachers and students
- Means to data track for achievement for teachers
- So that every student will be successful and be ready for whatever direction they choose
- Our concept of literacy is changing

WHY Elements

- Connected to learning at all levels
- Meaningfully engaging all learners
- 21st century literacy
- Global learner
- Lifelong learner
- To help discover personal learning potential
- To provide access to knowledge
- To discover process
- The demonstration of learning
- The journey from the question to the solution
- Equity
- Differentiation
- Success
- Quality tools to meet goals