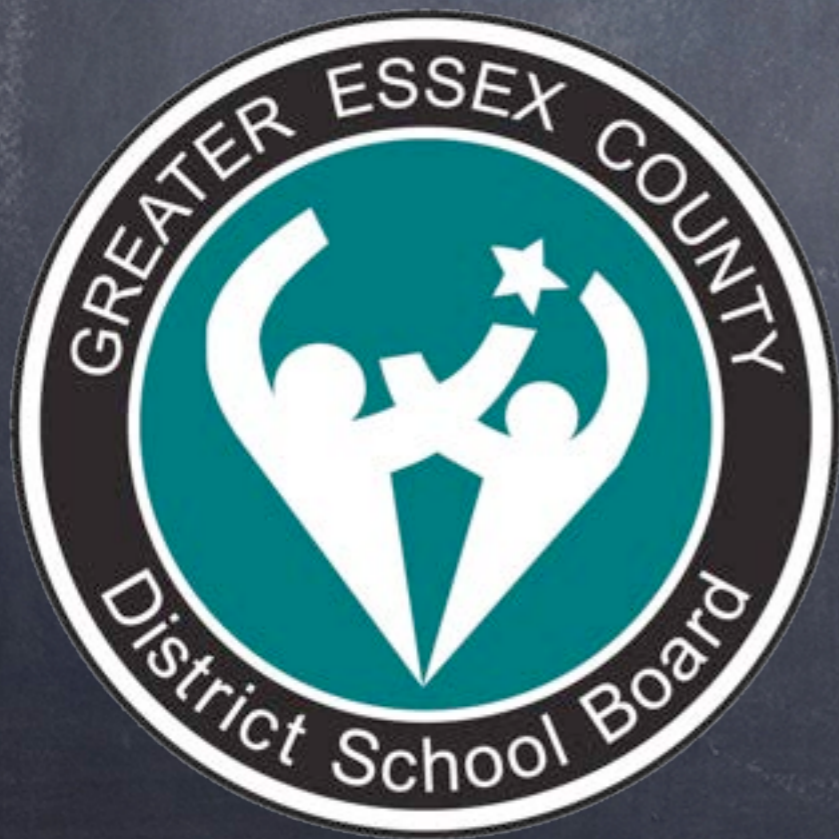


# Innovative Uses of Technology in the MYCI

Greater Essex County District School Board

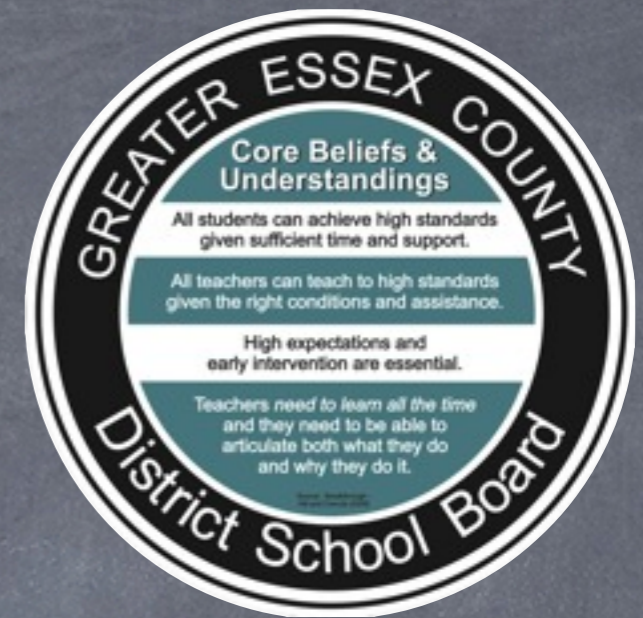


Ontario

Learn More: [www.tapintoteenminds.com/myci](http://www.tapintoteenminds.com/myci)



# Making Sense Of...



• BIPSA

• SIPSA

• SEF

• SSV

• MYCI

• DI

• CI

• TLCP

• PLC

• SSSSI

• How do we get better at what we do best?

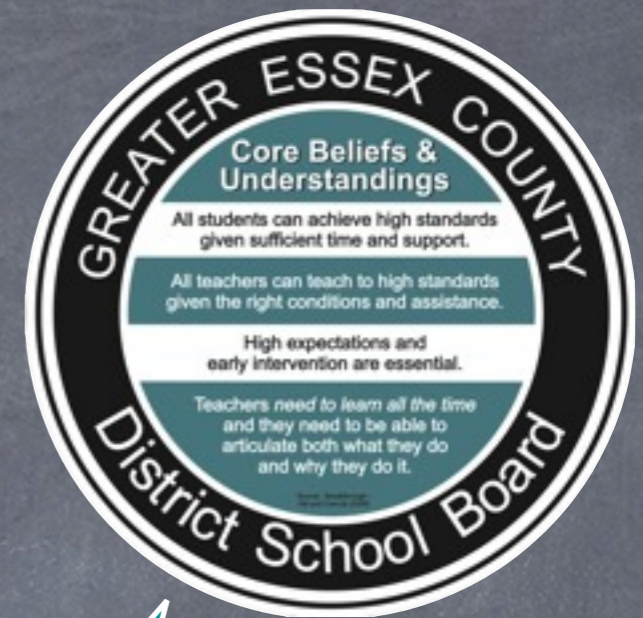
• What do we need to know?

• What resources do we need?

• How do we get from here to there?



# Making Sense Of...



The by-product of our efforts is increased student achievement & student success

• BIPSA

• S

• S

• S

• M

• D

• O

• TLCP

• PLC

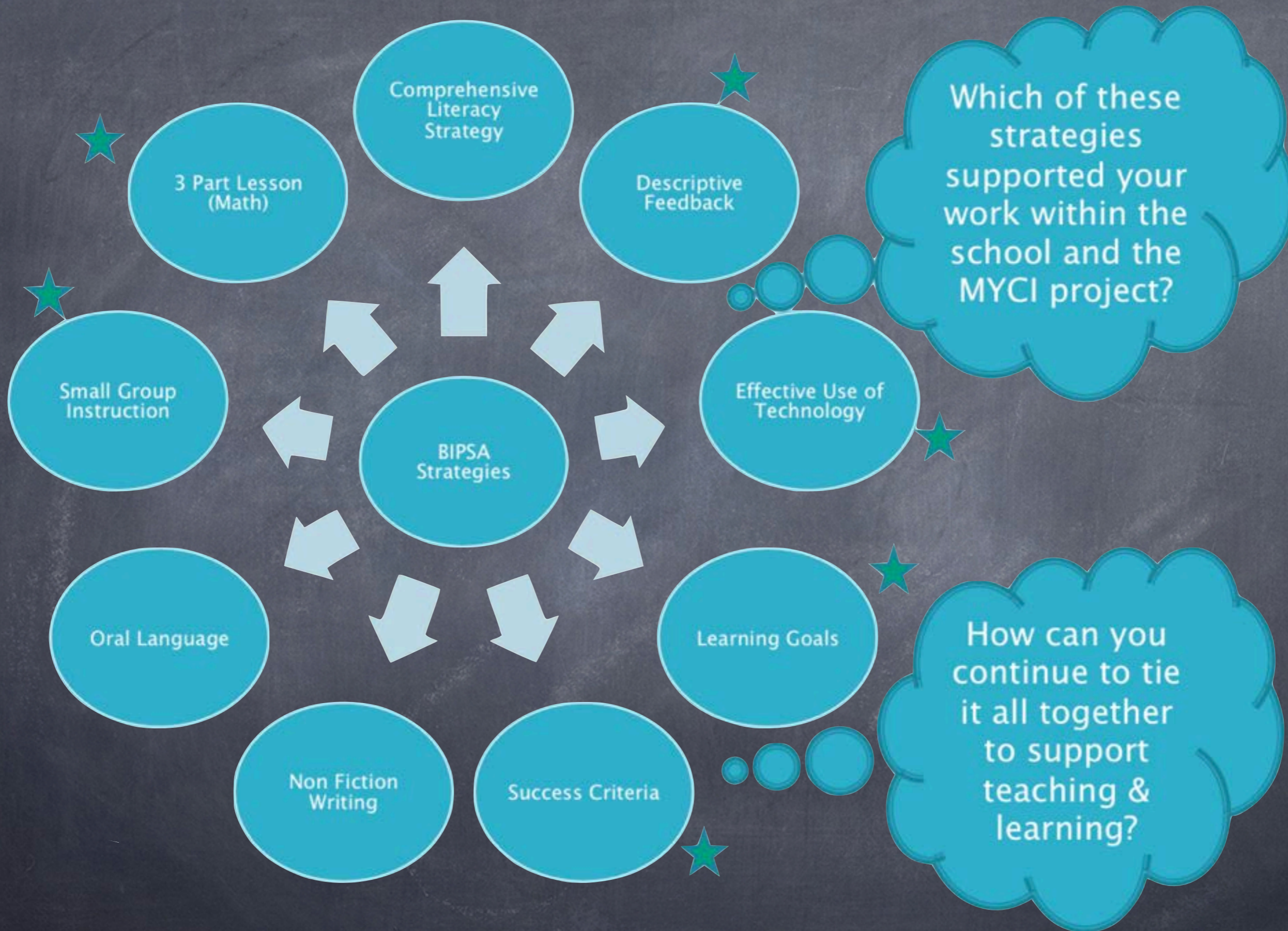
• How do we get from here to there?

at what we

how?

need?





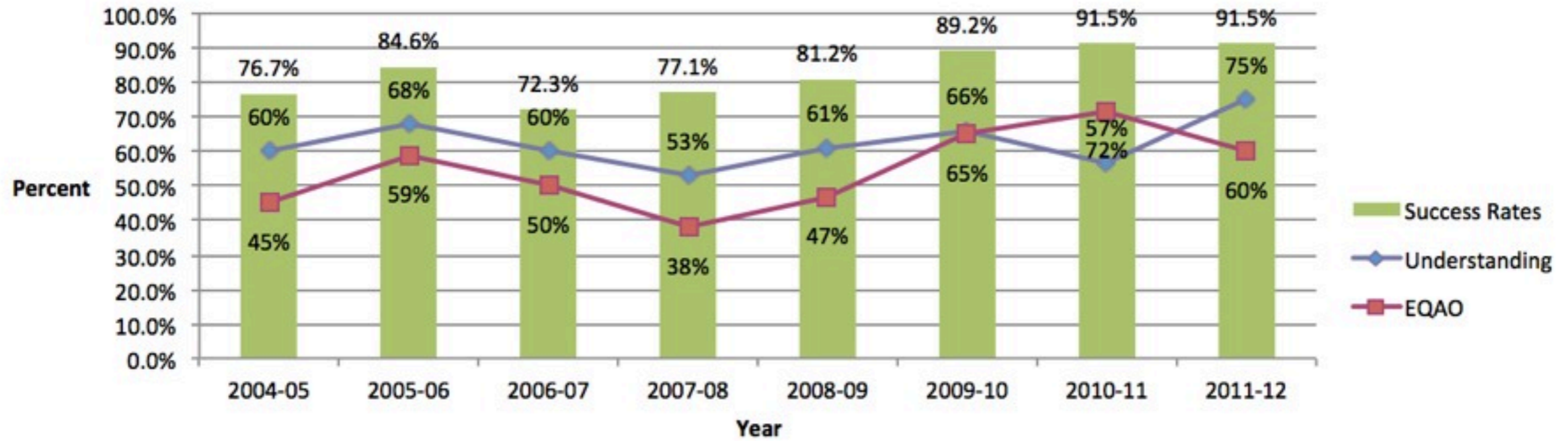
Which of these strategies supported your work within the school and the MYCI project?

How can you continue to tie it all together to support teaching & learning?



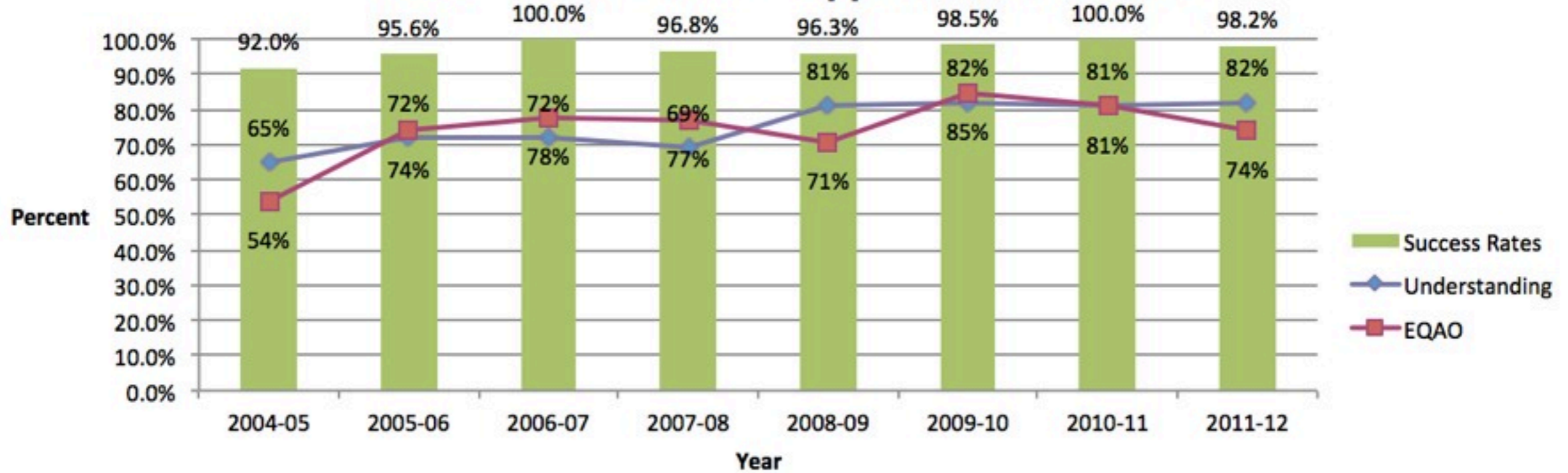
## School A

### EQAO Trend - Grade 9 Applied Mathematics



## School B

### EQAO Trend - Grade 9 Applied Mathematics





# Purpose



Ontario

- Our work in the MYCI project began with three **family of schools** this past school year in developing:
  - **cross-panel** instruction to improve student learning and **reduce gaps** in student achievement as outlined in the Board Improvement Plan for Student Achievement (BIPSA); and
  - **capacity in collaborative inquiry skills** and **connections** among middle years educators to improve mathematics learning for all students from grades 7 to 10.



# Goals – Family of Schools

- Ensure precise implementation of differentiated instruction through the collaborative inquiry process
- Increase student achievement (specifically in students' transition from intermediate to secondary grades – applied mathematics courses)
- Improve student engagement in the mathematics classroom within our family of schools
- Longitudinal Study (grade 7–10)





# Professional Learning for Teachers

- The MYCI project granted Grades 7-10 teachers an opportunity to work collaboratively in support of student needs and school improvement through:
  - the use of a Learning Cycle (Plan, Act, Observe, Reflect);
  - job-embedded collaborative inquiry;
  - cross-panel classroom observations and sharing instructional practices;
  - co-planning, co-teaching, co-assessing and co-debriefing;
  - examining data to determine learning needs;
  - analysis of student work and classroom level data;
  - the use of the Three Part Lesson, specifically the TIPS4RM resource; and
  - integration of technology

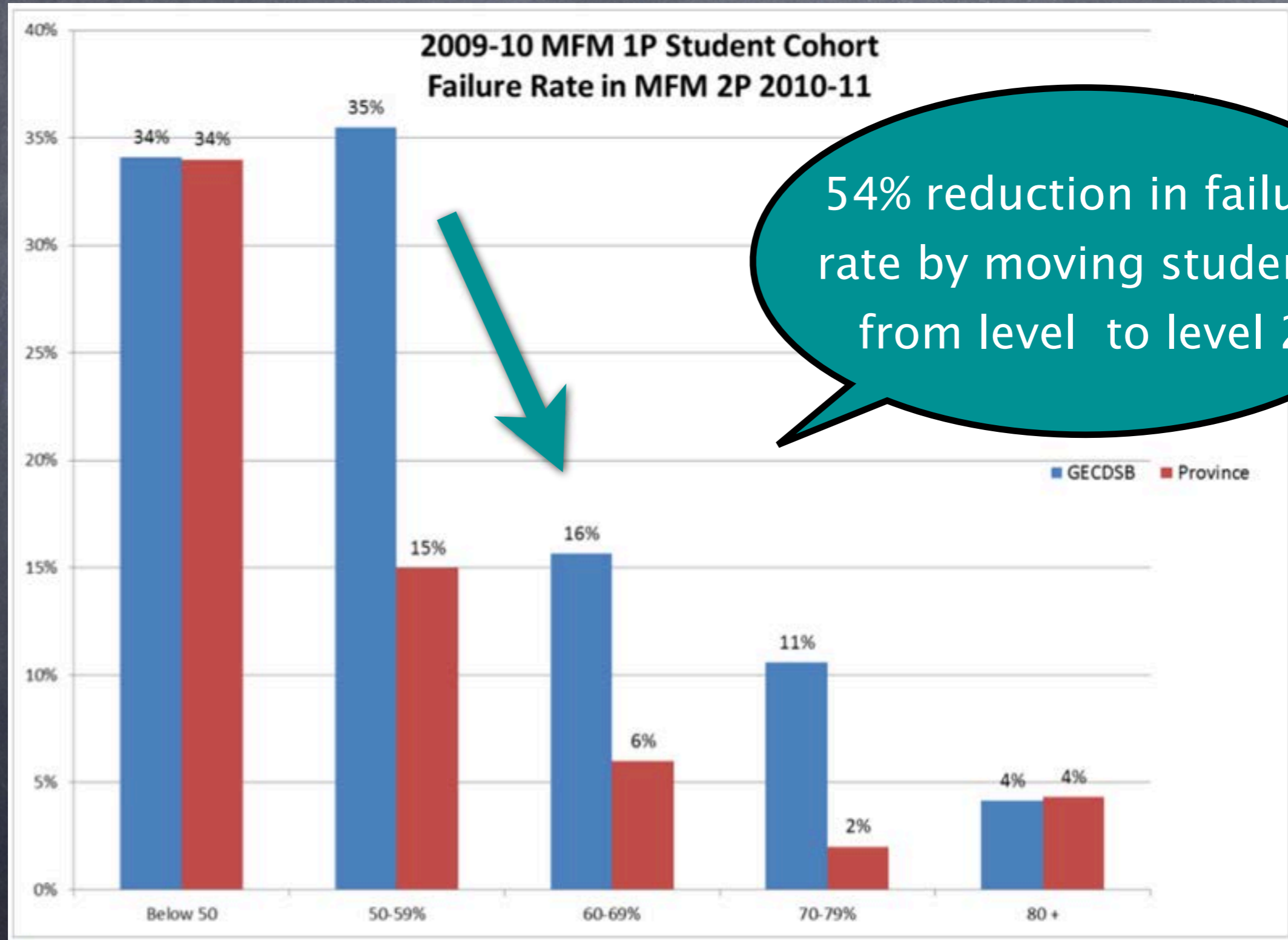


# Connections: Why are we here?

- Getting better at doing what we do best...
  - What did we set out to do?
  - Did our intentions match our actions?
  - How do we know?
  - What evidence supports our inquiry?
  - Have we aligned resources with evidence-based instructional strategies
  - Where do we go from here?
- Sharing best practices within schools and between schools.



# Focus on Level 1...



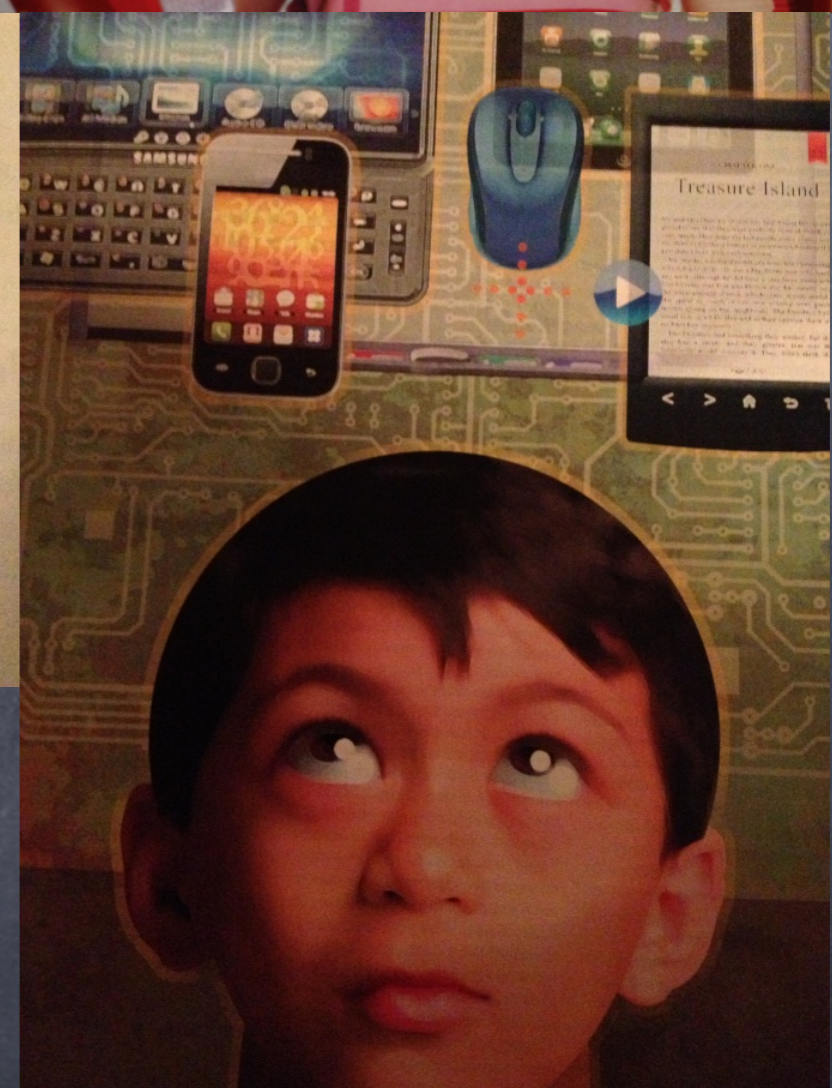
54% reduction in failure rate by moving students from level 1 to level 2



# Students First, Not Stuff

*Putting technology first—simply adding a layer of expensive tools on top of the traditional curriculum—does nothing to address the new needs of modern learners.*

**Will Richardson**





# Shifting Our Thinking...

- ① 'But its not about the tools. It's not about layering expensive technology on top of the traditional curriculum. Instead, it's about addressing the new needs of modern learners in entirely new ways. And once we understand that it's about learning, our questions re-frame themselves in terms of the ecological shifts we need to make.'

(Richardson, W (2013). Students First, Not Stuff. *Educational Leadership*, 10-14.)



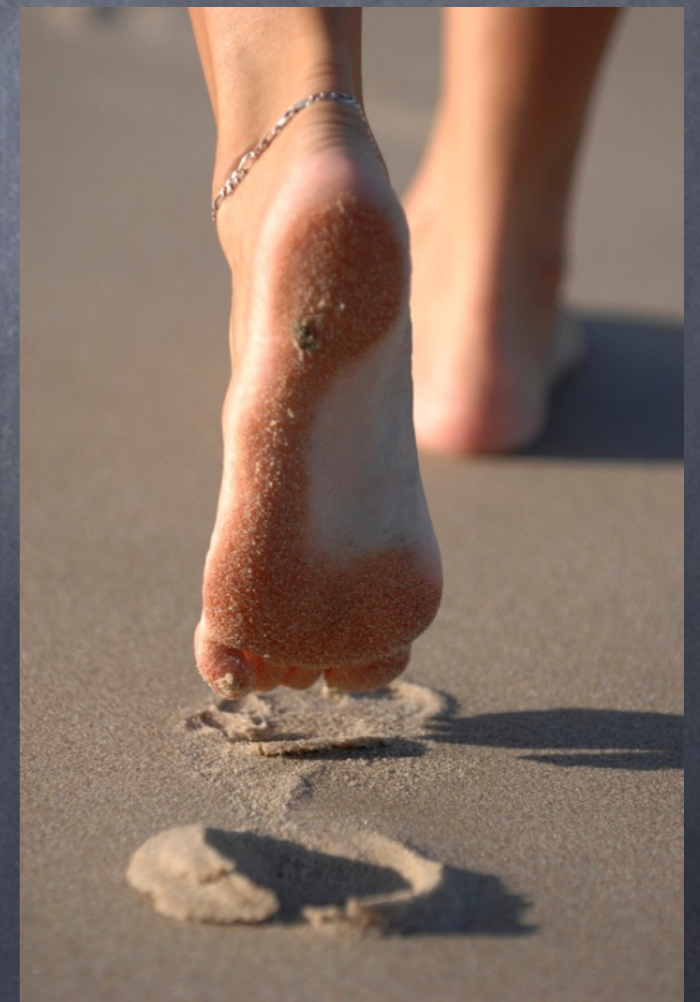
# Changing Our Practice

- 'That shift – from teacher to student control,... from covering the curriculum to discovering it.'
- Teachers as 'master learners'
- Move from knowledge to learning-based
- Asking great open-ended questions
- Modelling the learning required to answer those questions



# Next Steps for 2013-14

- Offer the inclusion of more teachers among our present schools
- Logistics, timing, format for professional learning
- Align resources with the work of your inquiry, professional learning & growth and the SIPSA
- Not just technology
  - Human resources
  - Lesson learned
- Refinement and digging deeper
- Feedback for the MYCI team
- Did you make a difference?





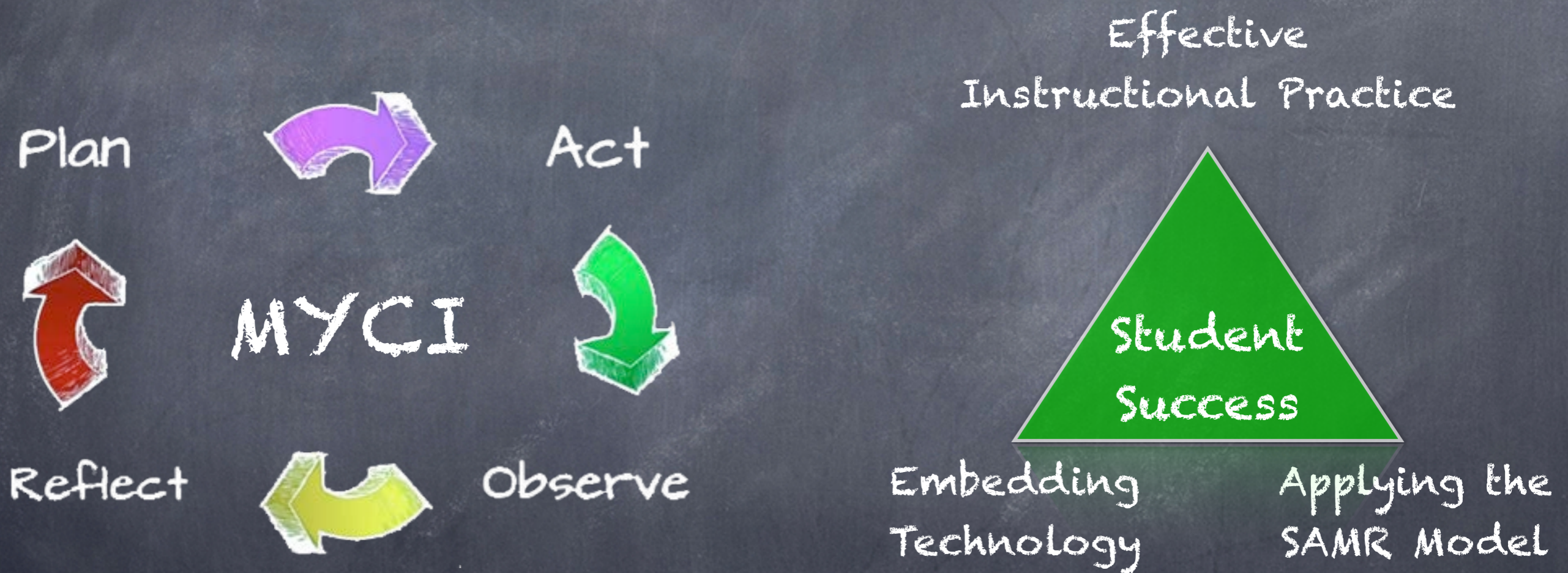
# TIPS 3-Part Lesson + Integrating Technology

- 112 Intermediate Teachers from 26 Schools
- TIPS4RM Resource
- iPad, Projector and Apple TV





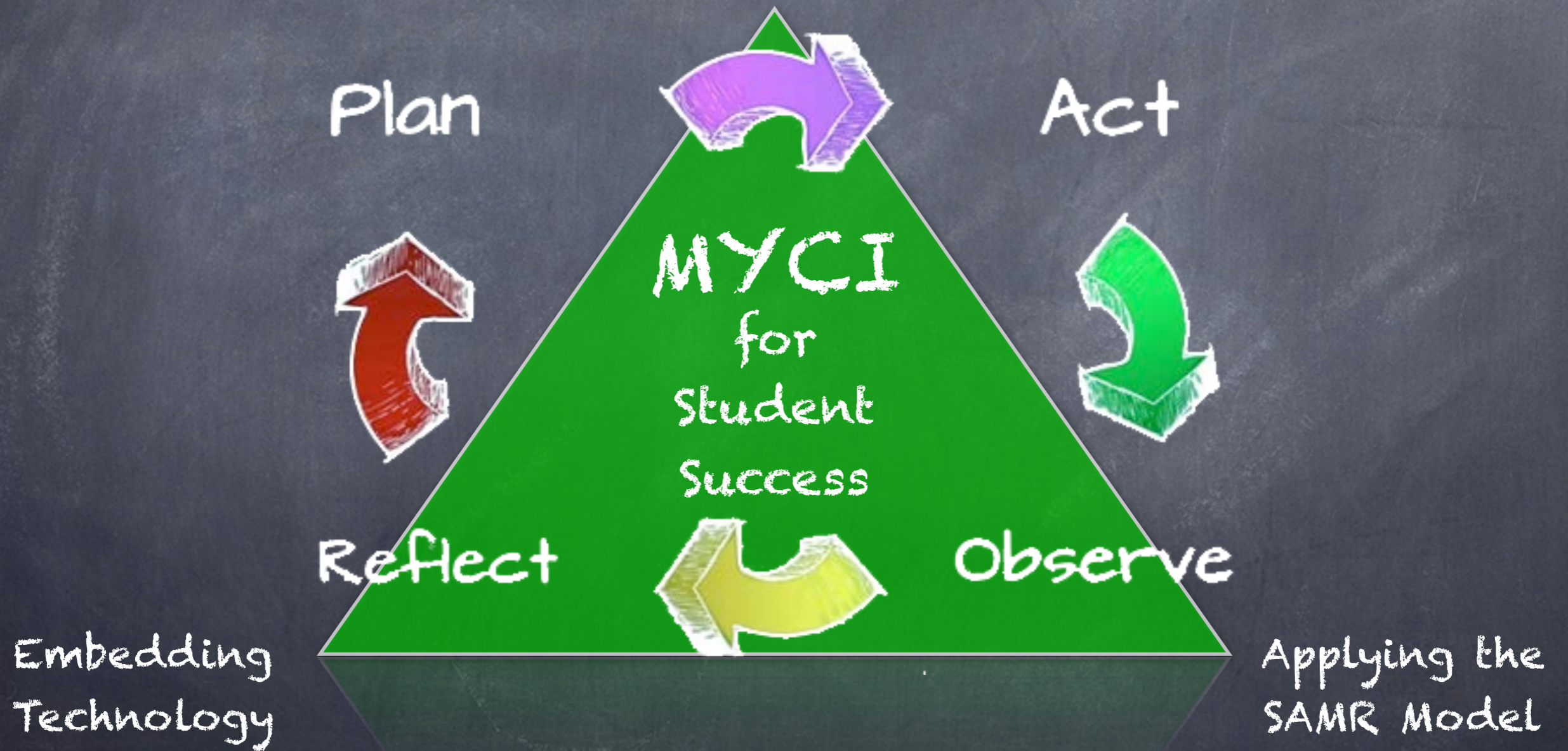
# Professional Learning Cycle Through Collaborative Inquiry





# Professional Learning Cycle Through Collaborative Inquiry

Effective  
Instructional Practice





The SAMR Model

R

REDEFINITION  
previously inconceivable task

M

MODIFICATION  
significant task redesign

A

AUGMENTATION  
functional improvement

S

SUBSTITUTION  
no functional change



# SUBSTITUTION

no functional change

- From paper to digital resources

- Presenting static content on iPad

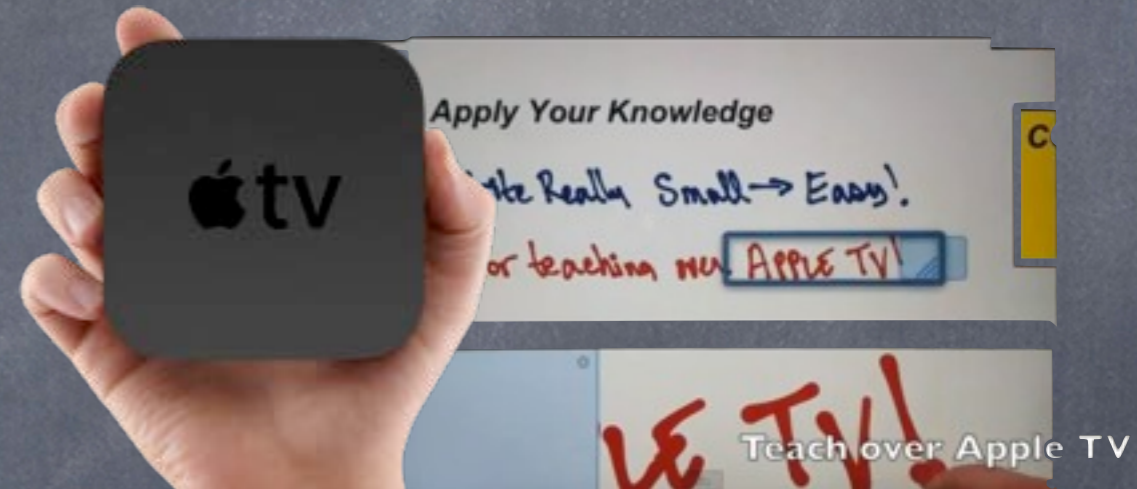




# AUGMENTATION

functional improvement

- Sharing student content via Apple TV.



- iPad as document camera.



- Accessing graphing calculators, video resources.





# MODIFICATION

significant task redesign

ADD DRAWINGS, SHAPES, TEXT, AND IMAGES AND MANIPULATE THEM ON THE SCREEN.

- Providing more options for differentiating instruction, varying assessment options and evaluating student work.





# REDEFINITION

previously inconceivable task

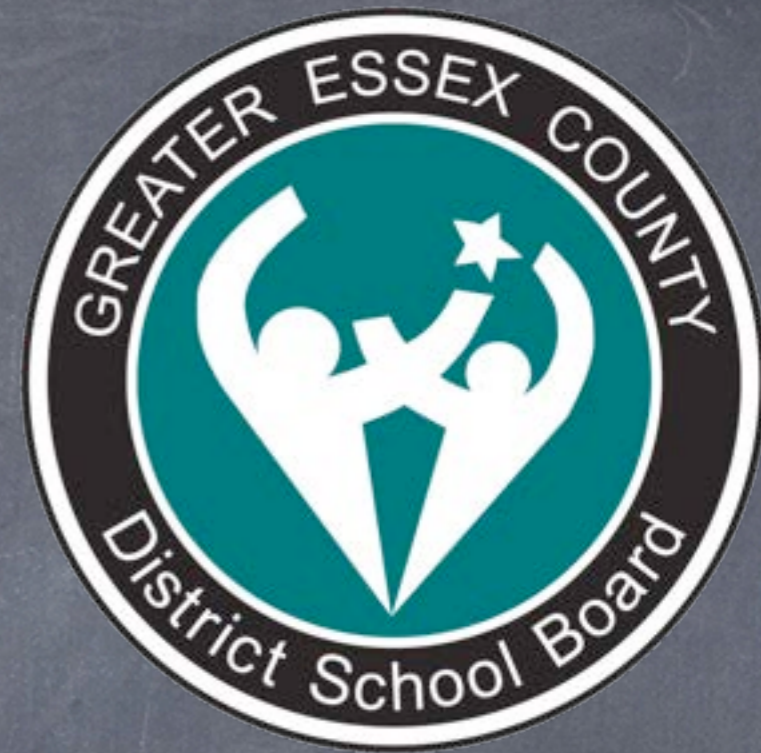
- Individual blogs for students to demonstrate their understanding of learning goals and create content to assist classmates.



**Blogger**<sup>TM</sup>

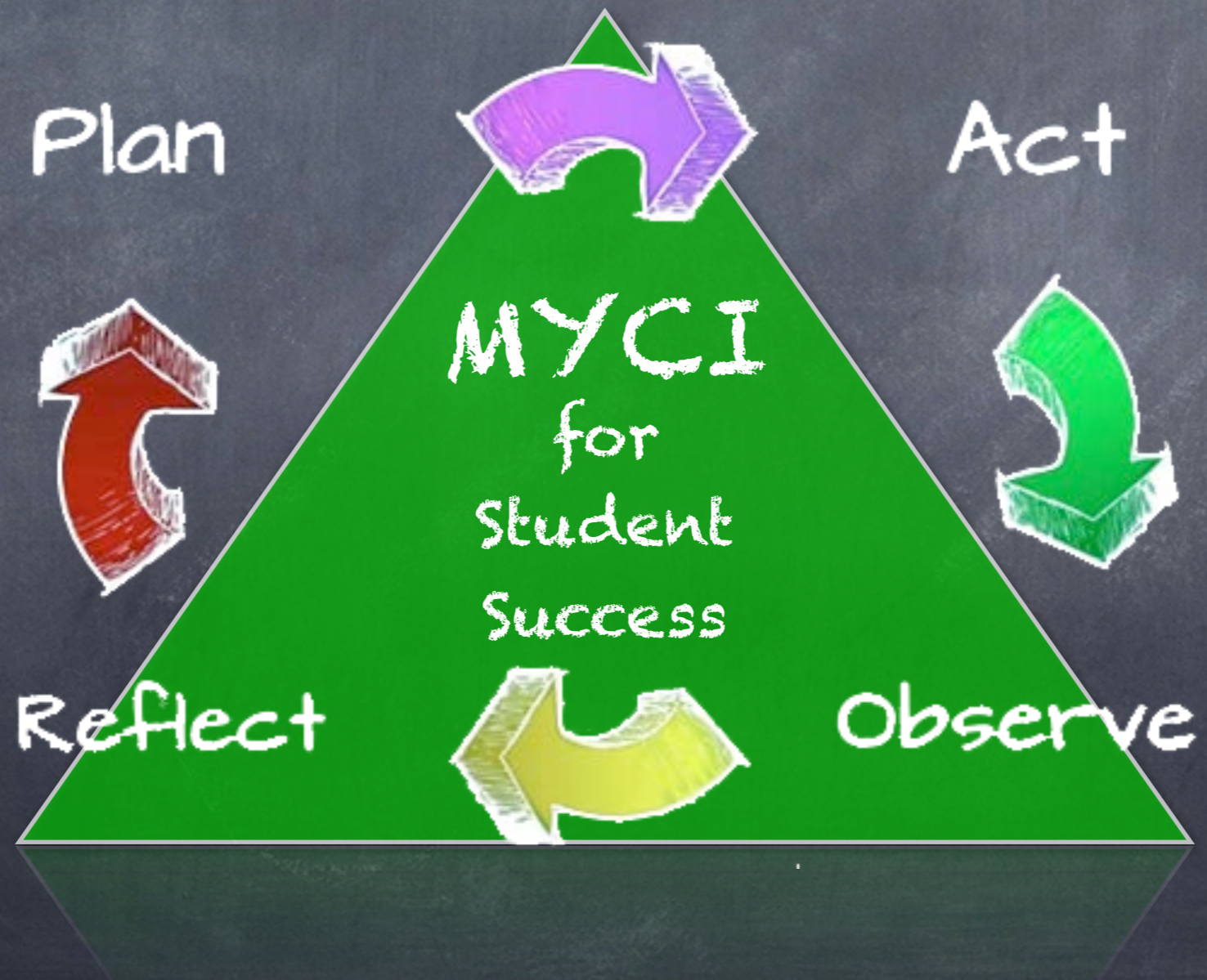






- R REDEFINITION  
previously inconceivable task
- M MODIFICATION  
significant task redesign
- A AUGMENTATION  
functional improvement
- S SUBSTITUTION  
no functional change

# Effective Instructional Practice



Embedding Technology

Applying the SAMR Model



# From an Administrator

- New to the intermediate division
- PLC time vs. empowering teacher learning
- Collaboration and bringing meaning to family of school meetings
- Led the iPad drive and technology for student learning, assessment and evaluation
- Aligning to SIPSA



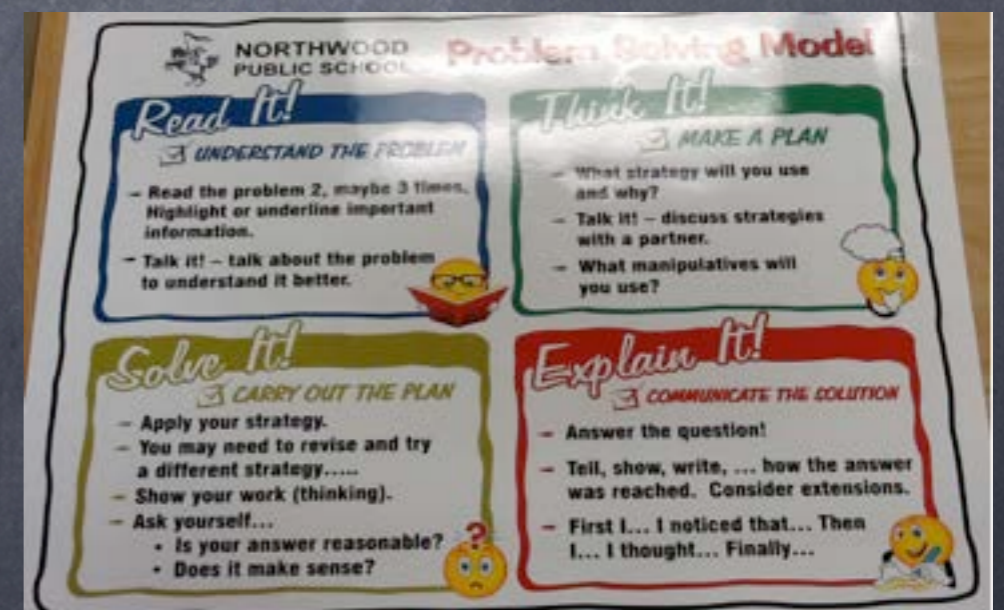


# From the Classroom

- When students are engaged in their learning they are better able to communicate their thinking and explain how they arrived at their answer using our school-wide Problem Solving Model.



- With iPads, students are able to capture their learning as they move through the Problem Solving Model.





# Educreations

- Using iPads and the app 'Educreation' students are more engaged when working in small groups.
- Students are more willing to share their strategies when using technology.

