

**Learning Technology Grant (LTG) Year End Program Report**

**Year 2: July 1, 2019, to June 30, 2020**

**Deadline: Submit to [lrg2018@nysed.gov](mailto:lrg2018@nysed.gov) no later than October 5, 2020**

**Date filed:** October 5, 2020

**Grant Recipient Name:** Auburn Enlarged City Schools

**Name and title of person filing report:** Thomas Bunn, Director of Technology

Describe with specificity the evidence that you have fully or partially met the goals that were outlined in your proposal. Please provide specific results for each goal that was intended to be met in Year 2. This response should be based upon the information in the LTG project plan and program narrative that was submitted as part of your proposal.

<b>Goal 1: Create strategy, plan, and resources and evaluate.</b>		
<b>Objectives/Tasks</b>	<b>Status</b>	<b>Narrative</b>
<p><b>Objective 1 - Develop a Digital Teaching and Learning (DTL) Leadership Team.</b>                      TASKS include:</p> <ul style="list-style-type: none"> <li>• Develop and Community vision/mission for DTL;</li> <li>• Unpack ISTE AASL standards;</li> <li>• Update district and school policies related to technology;</li> <li>• Complete needs analysis for technology integration, PD and coaching; and</li> <li>• Develop timeline for DTL plan.</li> </ul> <p><b>Objective 2 – Develop an Elementary and Secondary DTL Implementation Team.</b>                      TASKS include:</p> <ul style="list-style-type: none"> <li>• Align outcomes from DTL Leadership Team in each school;</li> </ul>	<input checked="" type="checkbox"/> Partially Met	<p>Review of planning materials shared with the evaluation team by A. Adams indicated work to unpack ISTE AASL standards and update district school policies related to technology in 2019-2020. Clearly, however, COVID 19 and the shift to hybrid and online learning has impacted issues of policy. In Year 3, the evaluation team will assist project leaders in documenting further refinement of related policies.</p> <p>Teacher survey data was gathered and analyzed in 2019-2020 document.</p> <p>Review of planning materials shared with the evaluation by A. Adams reflected the development of an initial timeline. However, much has shifted in terms of district needs since March 2020 and timelines accelerated rapidly. The evaluator will work with the District to document/share as a Year 3 artifact efforts of the District</p>

<ul style="list-style-type: none"> <li>Analyze need assessment results for PD and coaching; and</li> <li>Develop structure for use of Technology PD Staff.</li> </ul> <p><b>Objective 3 - Implement a Family and Community Technology Engagement Plan.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>Communicate DTL vision and goals with families and community.</li> <li>Implement community and family outreach ideas.</li> </ul> <p><b>Objective 4 – Recruit/hire a DTL Staff Developer.</b></p> <p>TASKS Include:</p> <ul style="list-style-type: none"> <li>Recruit and hire a DTL Staff Developer.</li> </ul> <p><b>Objective 5 – Create entry structure for DTL Staff Development Position.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>Outline roles and responsibilities aligned to the DTL plan; and</li> <li>DTL Staff Development facilities activities with this plan.</li> </ul> <p><b>Objective 13 – Evaluate effectiveness of Innovation Lab.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>Gather feedback to evaluate strengths and weaknesses.</li> </ul> <p><b>Objective 14 – Improve alignment between technology rotation and classroom instruction.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>Adjusting existing lesson design and/or structure of innovation lab;</li> <li>Provide PD for new staff or special population teachers on design process (KYTE); and</li> </ul>	<p>to respond including dissemination more than 3000 student devices in the summer and fall of 2020.</p> <p>Related, parent data also reflect “needs” data not initially anticipated and are arrayed in Year 2 artifacts.</p> <p>Planning materials and teacher survey data indicate district efforts to align outcomes in each school, analyze needs data and develop and enact a structure for providing PD by way of Technology Mentors. Year 2 outcome data reflect substantial gains in teacher skills.</p> <p>Planning documents and parent survey data reflect district efforts to implement a family and community technology engagement plan and to respond to family needs.</p> <p>Documents including the district website reflect an attempt to communicate DTL vision and goals, but – as noted – goals have changed due the need to shift to hybrid and online instruction. This is another area where the evaluator can assist program leaders in documenting vision, goals, and outreach in Year 3 of the project.</p> <p>In Year 2, the District requested to delay hiring a DTL Staff Developer as materials were critically needed for the Innovation Spaces. However, this position is back in the budget for Year 2 and the responsibilities will be shared by 3 program leaders. Use/impact of these resources will be documented in Year 3 of the project.</p> <p>The effectiveness of the Innovation Laboratories has not been formally evaluated at this time outside of the review of archival documents by the evaluator, including press accounts. <a href="https://auburnpub.com/lifestyles/auburn-education-foundation-innovation-labs-a-space-for-inquiring-students/article_6a186f46-5dd6-5f69-bb49-9a780eb4add5.html">https://auburnpub.com/lifestyles/auburn-education-foundation-innovation-labs-a-space-for-inquiring-students/article_6a186f46-5dd6-5f69-bb49-9a780eb4add5.html</a>. This issue will be further explored in 2020-2021 and a question added to the Teacher Survey</p>
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<ul style="list-style-type: none"> <li>• Update curriculum.</li> </ul> <p><b>Objective 17 – Evaluate and increase effectiveness of DTL Plan programming, communication, scope and curricular design.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Review all plans created in year 1.</li> <li>• Identify barriers, success, and modifications to goals and make adjustments.</li> <li>• Implement adjustments made to DTL plan.</li> <li>• Review all plans create in year 2 and make adjustments for year 3 and sustainability planning.</li> </ul>		<p>(June 2020) to this end. Information will be used to plan for program sustainability. An artifact will be developed by Dr. Payne-Bourcy on means to sustain/scale Makers Spaces as she has extensive experience in school finance and grantsmanship.</p> <p>Data reflects efforts to adjust existing lesson design and structure of the innovation lab but use of the labs and refinement of said structures was impacted by COVID-19.</p> <p>PD for new staff or special education teachers is, however, documented as follows:</p> <ul style="list-style-type: none"> <li>• Since 9/1/19, 368 Teaching staff have completed 3,339 courses (5,993 hours) in KYTE Learning which resulted in earning micro-credentials for each course; and</li> </ul> <p>Since 9/1/20, 190 Teaching staff have completed 1,262 courses (2,677 hours total) in KYTE Learning which resulted in earning micro-credentials for each course.</p> <p>Efforts to update curriculum must be further documented in Year 3 as so much changed and accelerated with the shift to online and hybrid instruction. Further documentation on this task will be accomplished in Year 3.</p> <p>A. Adams reviewed Year 1 plans and modifications were made based on barriers and successes. For example, project leadership changed. Thomas Bunn assumed responsibility for this work as A. Adams took maternity leave in the spring of 2020 while also performing the full responsibilities of a building principalship. T. Bunn reviewed all plans in Year 2 with other district leaders and adjusted for Year 3 accordingly. Plans for sustainability will be further refined during the Year 3 program year.</p>
<p><b>EVALUATION</b> - Parent Survey for Instructional Preference, Staff Year End Technology Survey</p>		

<b>Goal 2: Establish professional development for instructional changes to increase student achievement and career preparation.</b>		
<b>Objectives/Tasks</b>	<b>Status</b>	<b>Narrative</b>
<p><b>Objective 6 – LMSs will design and develop strategies in the Innovation Lab for improved student thinking skills.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• LMS attend workshops on design process and innovation labs;</li> <li>• BOCES Technology staff Development and Co-Teacher Center Director provide coaching; and</li> <li>• Art and technology teaching partners from AHS collaboratively plan design-based tasks.</li> </ul> <p><b>Objective 7 – Teachers will integrate design process in grade level instruction, including thinking skills to engage students.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Provide PD in each school on design, process, resources, and procedures;</li> <li>• Art and tech partners to facilitate model projects; and</li> <li>• Using district curriculum documents, building and implement lessons in Innovation Labs.</li> </ul> <p><b>Objective 11 – Teachers and administrators will increase their understanding of personalized learning.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Using KYTE developed introduction to personalized learning;</li> <li>• All teachers complete module in Step 1; and</li> <li>• PD on personalized learning.</li> </ul> <p><b>Objective 12 – Utilizing a district rubric to evaluate the status of personalization and next steps.</b></p>	<input checked="" type="checkbox"/> Partially Met	<p>Considerable data document PD provided.</p> <p>For example:</p> <ul style="list-style-type: none"> <li>• Instructional PD Support Helpdesk Tickets Closed by Tech Mentors (March-July 2020) - 238</li> <li>• Instructional PD Support Helpdesk Tickets Closed by Tech Mentors (September 2020) - 210</li> <li>• Remote Learning Training Sessions offered (May-June 2020) - 78</li> <li>• Summer 2020 - Instructional Technology Professional Development opportunities offered - 33</li> <li>• September 2020 Instructional Technology Professional Development opportunities offered - 31</li> <li>• Unique Educators enrolled in Summer 2020 Instructional Technology Professional Development Sessions - 297</li> <li>• Unique Educators enrolled in September 2020 Instructional Technology Professional Development Sessions - 310</li> </ul> <p>Likewise, teacher survey data was gathered and is arrayed in an artifact presented, findings and recommendations presented by the evaluation team.</p> <p>KYTE Participation data for staff exceeded expectations as follows:</p> <ul style="list-style-type: none"> <li>• Since 9/1/19 - 368 Teaching staff have completed 3339 courses (5993 hours) in KYTE Learning which resulted in earning micro-credentials for each course; and</li> </ul>

<p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Create and utilize a rubric for personalized learning elements from Core Four to establish and develop action steps;</li> <li>• Create KYTE modules and targeted support.</li> </ul> <p><b>Objective 15 – Incorporate micro-credential M-C) and badge accrual opportunities for students.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Provide PD for OYO Class for teachers at AHS;</li> <li>• Development KYTE modules for individualized PD with OYO Class;</li> <li>• Implement M-C’s preloaded in OYO Class; and</li> <li>• Design badges for content areas in OYO class.</li> </ul> <p><b>Objective 16 - Increase use of Google Sites and KYTE to build blended learning.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Create KYTE modules of for Google Site PD;</li> <li>• Coaching on Google Sites;</li> <li>• Provide coaching/KYTE PD for advanced users on creating blended learning opportunities.</li> </ul> <p><b>Objective 19 – Incorporate M-C opportunities for grades 5-8.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Provide PD for OYO Class AJHS and elementary teachers; and</li> <li>• Implement M-Cs in OYO Class.</li> </ul> <p><b>Objective 20 – Increase M-Cs for 9-12.</b></p> <p>TASKS include:</p> <ul style="list-style-type: none"> <li>• Design badges for content areas in OYO Classes.</li> </ul>		<ul style="list-style-type: none"> <li>• Since 9/1/20 - 190 Teaching staff have completed 1262 courses (2677 hours total) in KYTE Learning which resulted in earning micro-credentials for each course.</li> </ul> <p>The issue of student credential and badge attainment will be explored in Year 3 as possible and aligned with the district’s reopening plan for 2020-2021 and data to these ends arrayed.</p> <p>Data also reflect an increase in the use of Google sites as follows:</p> <ul style="list-style-type: none"> <li>• Auburn has 769 active Google Classrooms.</li> <li>• Auburn averaged 204 active Google Classrooms before remote learning began, or 377% of the amount before remote learning. Teacher posts in Classroom went from 59/day to 593/day, or 1005% of the amount before remote learning.</li> <li>• Student posts in Classroom went from 2/day to 59/day, or a 2850% increase.</li> </ul>
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**EVALUATION** - Parent Survey for Instructional Preference, Staff Year End Technology Survey

**Goal 3: Improve curricula to increase student’s achievement and career preparation**

Objectives/Tasks	Status	Narrative
<p><b>Objective 8 – Digital literacy curriculum will be developed by grade level.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Curriculum writing using ISTE standards for students and elements of digital citizenship; and</li> <li>• Communicate and distribute digital curriculum materials.</li> </ul> <p><b>Objective 9 – Students will demonstrate an increased knowledge and application of digital citizenship outcomes.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Teacher review of specific digital citizenship lessons;</li> <li>• Implement lessons, including collection of baseline, formative, and summative data; and</li> <li>• Collect teacher feedback after lesson implementation.</li> </ul> <p><b>Objective 10 – Students will increase in keyboarding skills.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Provide overview of Typing Club program to K-5 teachers;</li> <li>• Students participate in lessons during Technology rotation period.</li> </ul>	<p><input checked="" type="checkbox"/> Partially Met</p>	<p>The development and implementation of curriculum accelerated rapidly with the school closure in March 2020.</p> <p>Teacher feedback was captured in the annual survey (June 2020) and will again be captured in June 2021 with year-to-year comparisons included. At that time, feedback regarding sustainability planning for digital citizenship will be gathered and included in the plan for sustainability drafted by Dr. Payne-Bourcy of the evaluation team.</p> <p>Data regarding keyboarding skills is not available at this time as the District made a change to how students were rostered and managed in Year 2 and lost the ability to run historical progress reports.</p> <p>As noted earlier, data regarding student attainment of micro-credentials will be reviewed by the evaluation team with the program leaders in the fall of 2020 and plans for sharing this either via an artifact posted to the program website or other report to NYSED made.</p>

<p><b>Objective 18 – Students will increase proficiency with the application of expected outcomes.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Adjust curriculum to incorporate data and feedback.</li> <li>• Develop and implement blended courses for digital citizenship curriculum.</li> </ul> <p><b>Objective 19 – Incorporate M-C opportunities for grades 5-8.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Provide PD for OYO Class AJHS and elementary teachers; and</li> <li>• Implement M-Cs in OYO Class.</li> </ul> <p><b>Objective 20 – Increase M-Cs for 9-12.</b> TASKS include:</p> <ul style="list-style-type: none"> <li>• Design badges for content areas in OYO Classes.</li> </ul>		
<p><b><u>EVALUATION:</u></b> AECSD 2020 Parent Survey for Instructional Preference Findings, Auburn Technology Survey Summary of Findings 2020</p>		

2. If you have not met one or more of the Year 2 goals, what factors came in to play that made it difficult to do so? Please be very specific, as this will help us to improve the process and assist you and others to be successful going forward. List the goals that were not met at all or were partially met and the specific reason why this occurred. If you fully met all goals, please list them and describe the factors that came into play that made it possible for you to do so.

It is important to note that the goals—as written in the approved narrative—were organized into three phases. As such, all goals are “partially” met at this time, but clear explanations, rationale, data, and artifacts are noted.

Additionally, it must be documented that the Year 2 approved amendment eliminated the DTL position in favor of adding materials and supplies for the Innovation Laboratories. The DTL position is back in for Year 3 of the project with the work being split across three (3) team members identified.

3. Please list the artifacts that you produced in Year 2 that have been posted to your LTG website. For each artifact, please list its related goals and provide a link to the web page where the artifact is posted. If it is not yet posted, state when and where it will be posted. Keep in mind that the deadline to post artifacts from Year 2 was August 1, 2020. The artifacts posted should match up to the artifacts that were promised in your original proposal and/or to program changes that have been approved since then.

- AECSD 2020 Parent Survey for Instructional Preference Findings (Word Document). Goals 1, 2, and 3.  
**<http://aecsd.education/districtpage.cfm?pageid=2318>**
- Auburn Technology Survey Summary of Findings 2020 (PowerPoint Document). Goals 1, 2, and 3.  
**<http://aecsd.education/districtpage.cfm?pageid=2318>**

4. Please use this space to provide any additional information about your grant activities in Year 2.

Clearly, COVID-19 had significant impact on the grant. In some ways, it spurred additional growth in teacher and student outcomes. However, work for Innovation Labs was negatively impacted and will remain so into at least the first part of Year 3.

5. Please use this space to provide any additional feedback. Thank you.