Minidoka County School District

Technology

1

Data

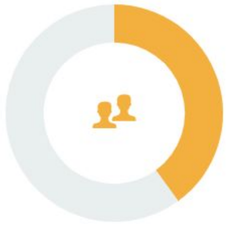
Brightbytes Data

Overall MCSD BrightBytes Data

CASE™ Score

1058 Proficient ↘ Down since last data collection

Classroom



Use of the 4Cs

- Teachers
- Students

Digital Citizenship

- Teachers
- Students

Assessment

Assistive Technology

Access

Access at School

- Teachers
- Students

Access at Home

- Teachers
- Students

Skills

Foundational

- Teachers
- Students

Online

- Teachers
- Students

Multimedia

- Teachers
- Students

Environment

- The 3Ps
- Support
- Professional Learning
- Beliefs

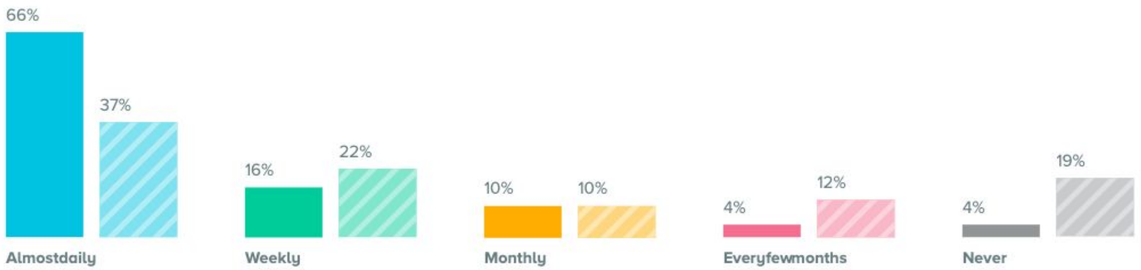
Classroom Data

Teacher-reported frequency of student computer use in the classroom

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESSINDICATOR: TeacherUseOfThe4Cs
VARIABLE: TeacherFrequencyOfComputerUseInTheClassroom

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Jul 1, 2018 to Dec 31, 2018 Solids | Jul 1, 2013 to Dec 31, 2013 Stripes

Why This Matters

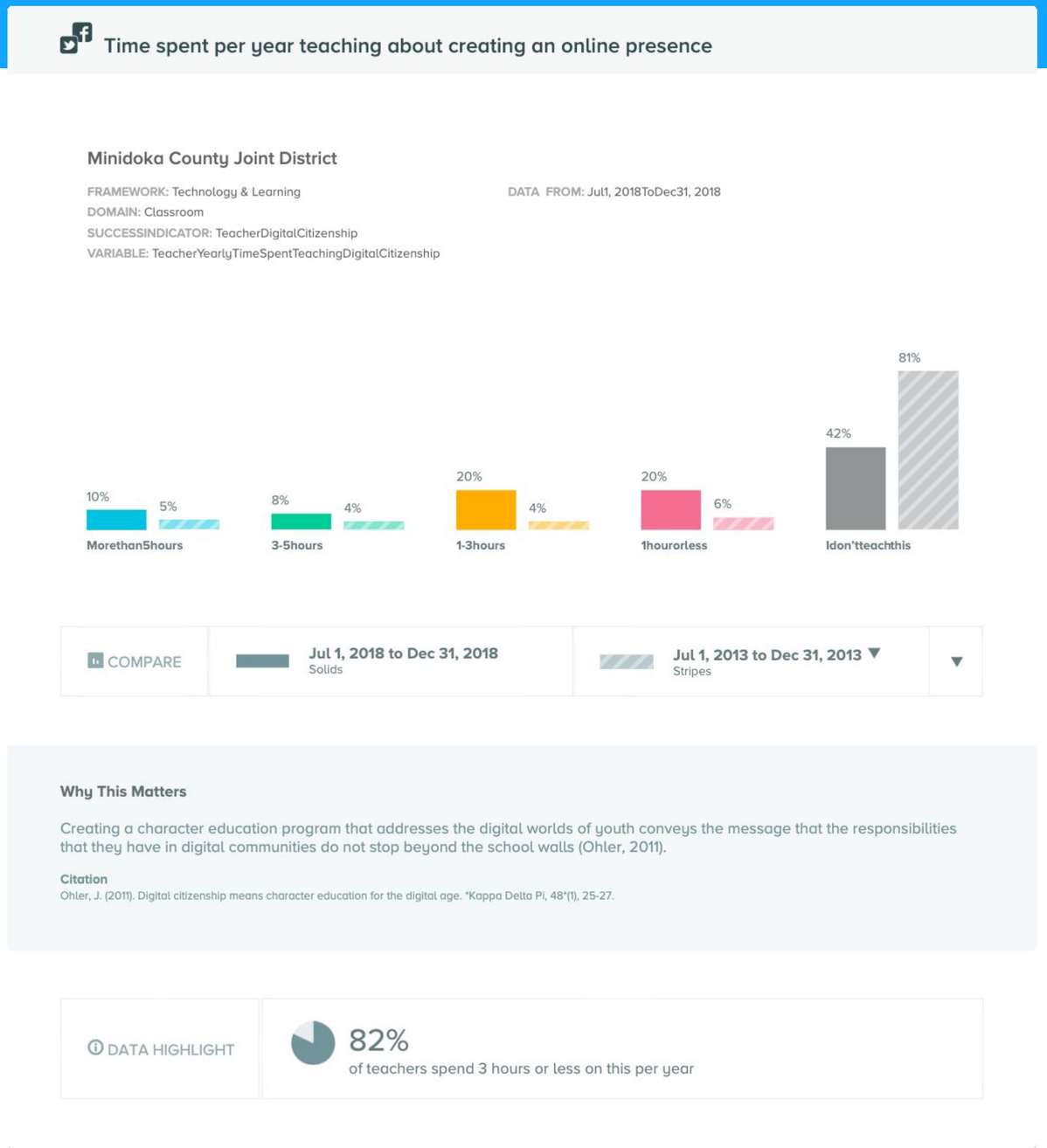
The problems of the digital divide, wherein wealthier students have more technology and access to high-speed internet than students living in poverty, makes access and use of student computers in the classroom all more important (Barone, 2012).

Citation

Barone, D. (2012). Exploring home and school involvement of young children with web 2.0 and social media. *Research in the Schools, 19*(1), 1-11.

Digital Citizenship

We have made large improvements in this area since 2013.

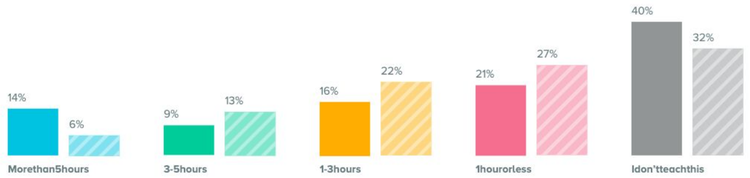


Time spent per year teaching about citing online resources

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESSINDICATOR: TeacherDigitalCitizenship
VARIABLE: TeacherYearlyTimeSpentTeachingDigitalCitizenship

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Jul 1, 2018 to Dec 31, 2018 Solids | Jul 1, 2017 to Dec 31, 2017 Stripes

Why This Matters

Teaching students about digital citizenship prepares students to be responsible global citizens and how to use technology strategically for this purpose (Ribble, 2012).

Citation

Ribble, M. (2012). Digital citizenship for educational change. *Kappa Delta Pi Record, 48,* 148-151.

DATA HIGHLIGHT

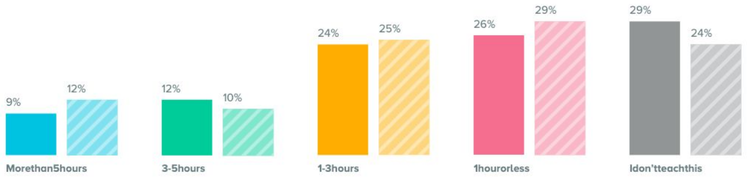
23%
of teachers spend 3 or more hours on this per year

Time spent per year teaching about prevention of cyberbullying

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESSINDICATOR: TeacherDigitalCitizenship
VARIABLE: TeacherYearlyTimeSpentTeachingDigitalCitizenship

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Jul 1, 2018 to Dec 31, 2018 Solids | Jul 1, 2017 to Dec 31, 2017 Stripes

Why This Matters

Cyberbullying is preventable. Schools must take responsibility to create a culture of respect and tolerance among students as well as create and enforce a code of conduct related to appropriate technology use (Battista, 2013).

Citation

Battista, L. (2013). Cyberbullying—What schools can do about it. Kaplan University. Retrieved from http://www.kaplanuniversity.edu/arts-sciences/articles/cyberbullying-schools.aspx

DATA HIGHLIGHT

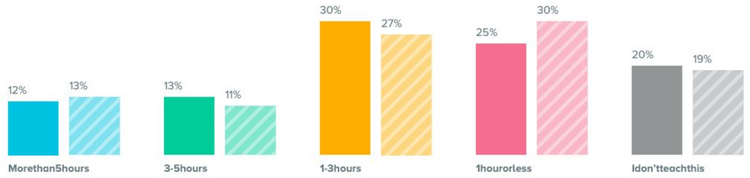
9%
of teachers spend more than 5 hours on this per year

Time spent per year teaching about online safety

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Classroom
SUCCESSINDICATOR: TeacherDigitalCitizenship
VARIABLE: TeacherYearlyTimeSpentTeachingDigitalCitizenship

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Jul 1, 2018 to Dec 31, 2018 Solids | Jul 1, 2017 to Dec 31, 2017 Stripes

Why This Matters

Students who have access to the internet only "at school to retrieve specific information from pre-approved websites" are at a disadvantage when compared to Web-confident children, compelling increased instruction and discussion about online safety and protection (Sharples et al., 2009).

Citation

Sharples, M., Graber, R., Harrison, C., & Logan, K. (2009). E-safety and web 2.0 for children aged 11-16. *Journal of Computer Assisted Learning, 25,* 70-84.

DATA HIGHLIGHT

75%
of teachers spend less 3 hours or less on this per year

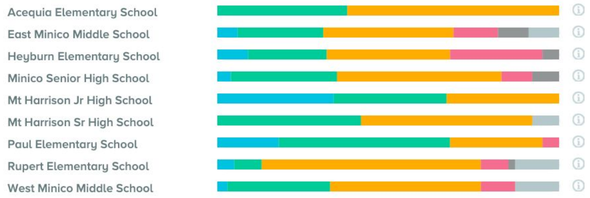
Support

Teachers report that the quality of support for instructional technology planning is

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: Support
VARIABLE: QualityOfTechnologySupportServicesAtSchool

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Schools Change | Responses | Excellent | Above average | Average | Below average | Poor | None

Why This Matters

Surveys show that as many as 82% of teachers feel that they do not receive the training they need to use technology to its full potential (LEAD Commission, 2013).

Citation

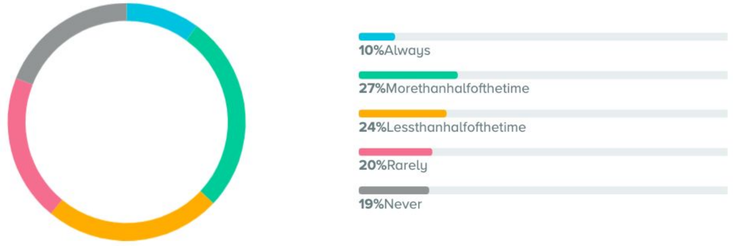
LEAD Commission Report. (2013). "Paving a path forward for digital learning in the United States." Retrieved from http://leadcommission.org/sites/default/files/FINAL%20LEADComm_PavingPath_Report_091713a.pdf

Teachers feel recognized for integrating technology into teaching

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: The3Ps: Policies, Procedures, AndPractices
VARIABLE: TeacherFrequencyOfTechnologyDiscussions

DATA FROM: Jul1, 2018ToDec31, 2018



Why This Matters

Teachers who are "selective adopters" of technology are more likely to use digital tools when they feel like the school system rewards "varied types of student learning" (Donnelly et al., 2011).

Citation

Donnelly, D., McGarr, O., & O'Reilly, J. (2011). A framework for teachers' integration of ICT into their classroom practice. "Computers & Education, 57"(1), 1469-1483.

DATA HIGHLIGHT

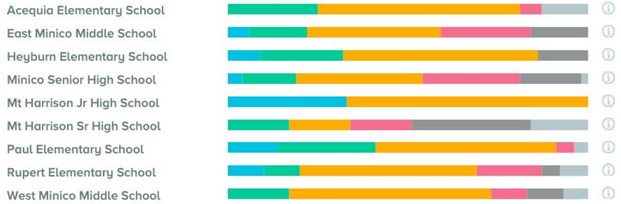
37%
feel frequently rewarded for tech

Teachers report that the quality of support for problems disrupting instruction is

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: Support
VARIABLE: QualityOfTechnologySupportServicesAtSchool

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE | Schools Change | Responses | Excellent | Above average | Average | Below average | Poor | None

Why This Matters

Teachers are more likely to integrate technology if they perceive tech support quality to be high; it increases confidence that someone will help if problems arise (LEAD Commission Report, 2013).

Citation

LEAD Commission Report. (2013). "Paving a path forward for digital learning in the United States." Retrieved from http://leadcommission.org/sites/default/files/FINAL%20LEADComm_PavingPath_Report_091713a.pdf

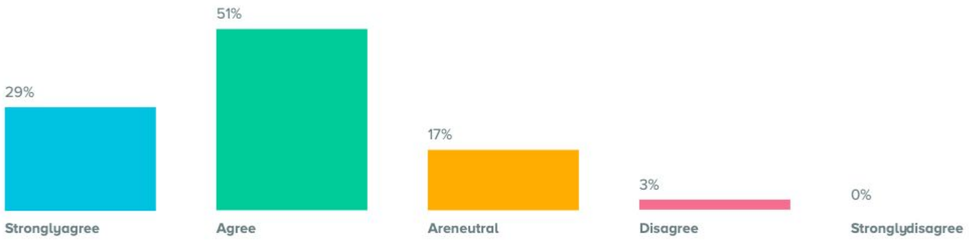
Beliefs

“Technology use in class can enhance student learning.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: Beliefs
VARIABLE: TeacherBeliefsAboutTechnologyUseForLearning

DATA FROM: Jul1, 2018ToDec31, 2018



Why This Matters

The more experience teachers have with technology, the more likely they are to have positive attitudes towards technology and its educational value (Buabeng-Andoh, 2012).

Citation

Buabeng-Andoh, C. (2012). Factors influencing teachers' adoption and integration of information and communication technology into teaching: A review of the literature. *International Journal of Education and Development using Information and Communication Technology (IJEDICT), 8*(1), 136-155.

DATA HIGHLIGHT

80%
ofteachersbelievethis

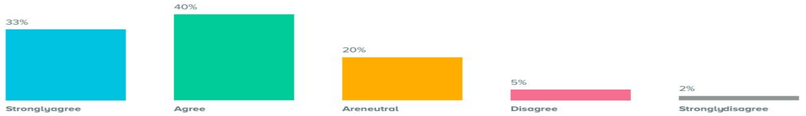
64%
ofstudentsbelievethis

“I want to learn more about effective technology use for teaching and learning.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: Beliefs
VARIABLE: TeacherBeliefsAboutTechnologyUseForLearning

DATA FROM: Jul1, 2018ToDec31, 2018



Why This Matters

Teachers’ beliefs about technology are considered more influential than their actual knowledge about technology (Kim et al., 2013).

Citation

Kim, C., Min, K.K., Lee, C., Spector, M., & DeMeester, K. (2013). Teacher beliefs and technology integration. *Teaching and Teacher Education, 29,* 76-85.

DATA HIGHLIGHT

74%
ofteacherswanttolearnmore

57%
ofstudentswanttolearnmore

DATA HIGHLIGHT

100%
ofteachersthinkthis

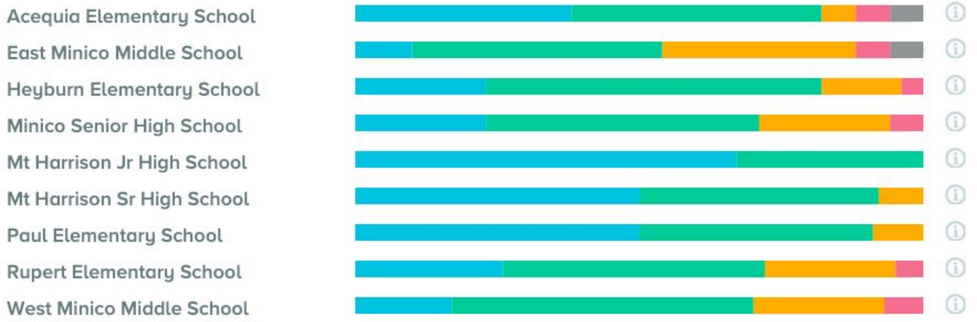
55%
ofstudentsthinkthis

“I feel confident managing a classroom where students are using technology.”

Minidoka County Joint District

FRAMEWORK: Technology & Learning
DOMAIN: Environment
SUCCESSINDICATOR: Beliefs
VARIABLE: TeacherBeliefsAboutTechnologyInEducation

DATA FROM: Jul1, 2018ToDec31, 2018



COMPARE

Schools
Change

Responses

Strongly agree
Agree
Are neutral
Disagree
Strongly disagree

Why This Matters

Teachers are better able to redesign classroom environments for learning when they have skills in classroom management that involve technology integration (Grunwald and Associates, 2010).

Citation

Grunwald and Associates. (2010). Educators, technology and 21st century skills: Dispelling five myths. Walden University, Richard W. Riley College of Education. Retrieved from www.WaldenU.edu/fivemyths

2

Professional Development

Technology Professional Development

Integration Specialists

Each building has an integration specialist that provides support and training to staff in their building.

Tech PD Trade Day

Staff completing eights hours of technology professional development will be able to trade for the PD Day April 26

PowerUP

PowerUp, a technology focused PD day for all secondary staff was held October 4 at West Minico.

Cohort

Nine teachers are part of the technology cohorts where they learn to better integrate technology.

Technology Integration Coaching

Brittni Darrington is available to coach secondary teachers in integrating technology in their classrooms. Ashley supports elementary.

Technology PD - Trade Day

- Individualized Professional Development
- Choice Boards - School-wide
- 8 hours - trade for April 26
-
- Participants will participate in 5-7 coaching sessions
- Face to Face Meetings, Assignments

Rupert Elementary

Technology Integration Professional Development

Technology Choice Board
8 hours total

Kyte Learning + practical assignment (max 3 hours)	School Cohort (4 - one hour sessions)	Coaching Cycle 4 session coaching cycle with Brittni or Ashley (3 hours)
Traditional Technology PD training		EdCamp (2 hours)
ual Book Study (4 hours)	Digital portfolio that is evidence of technology implementation and learning (3 hours)	Your choice, with approval from integration specialist team

District-Wide PD Opportunities

- Content Cohort - Math, Language Arts, Science
- Ed Camp
- Virtual Book Study
- One Hour - General PD Options
- Coaching Cycles
- Ditch Summit
- Hour of Code
- Individual Choice
- Kyte Learning
- Digital Portfolio
- Options for Administrators
- School Cohorts

Minidoka County School District
Technology Integration Plan
2017-2018

District Level

- Student Boot Camp- (orientation day) - August 2018
- New Teacher Mentoring Training-technology and devices
- Content-specific mobile groups for all teachers- FaceBook
    - Collection of ideas and resources for integrating technology for all teachers.
- Troubleshooting Tips
- Kyte Learning
- PowerUp-District Technology PD Day- November 14, 2017
- Cohort Groups - Learn.Teach.Change

Integration Specialists

- Google Certification (Summer 2017)
- August Integration Specialist Meeting
- Monthly District Integration Specialist Meetings
    - Topics to cover (assigned in August)
    - Focus on how to use with content
- Shared Folder with ideas, links, examples, etc.
- Monthly Newsletter for integration specialists
- Technology Integration Coach, Director of Student Achievement assist in school as needed
- Trainings, Conferences, etc.

Building Level

- Training on Managing Devices
- New Teacher Mentoring
- Monthly Building Technology Newsletter (Technology Tips)
- Monthly 30-45 minute technology specific meeting
- Kyte Learning
    - Assign lessons, incorporate into training

Technology Integration Specialists

Google Certified Educator Level 1

- 48 Google Certified Educator, Level 1
- Google Bootcamps
- Learn.Teach.Change Cohort

3

Devices

5,996

Student Devices

	Acequia			Heyburn			Paul			Rupert			Total Learning Center		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Student iPads	218	343	396	329	554	618	524	552	590	600	690	721	81	80	80
Lab Computers	60	59	59	60	61	61	61	61	61	88	90	90	15	15	15
Classroom Computers	15	7	7	40	11	11	6	6	6	66	20	20	0	0	0
Student Laptops											30	30	30	30	30
Chromebooks										90	90	90			
Total	293	409	462	429	626	690	591	619	657	844	920	951	126	125	125

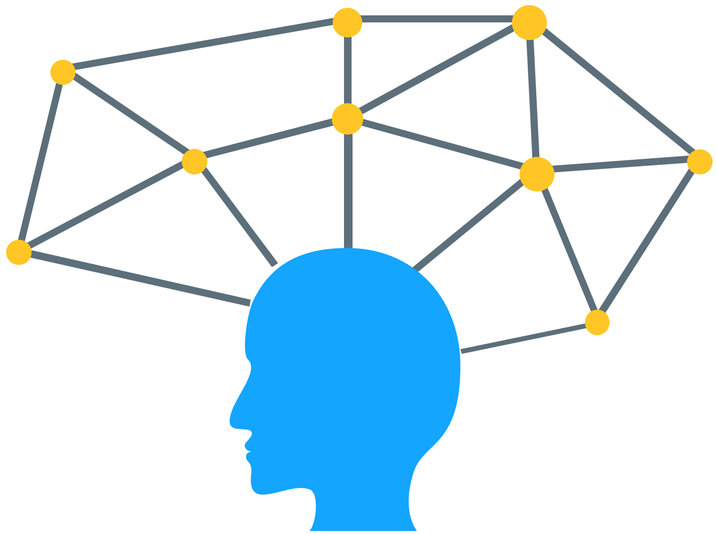
	East Minico			West Minico			Mt. Harrison High School			Minico High School			Total		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Student iPads	60	116	231	103	133	203	18	18	80	60	115	115	1993	2601	3034
Lab Computers	102	106	106	91	91	91	52	54	54	285	295	295	814	832	832
Classroom Computers	30	25	25	15	16	16	4	4	4	70	70	70	246	159	159
Student Laptops	150	285	285	150	255	325	110	110	110	300	600	1038	740	1310	1818
Chromebooks	3	3	3	42	60	60				60	90	0	195	243	153
Total	345	535	650	401	555	695	184	186	248	775	1170	1518	**3988**	**5145**	**5996**

2017-2018	9th grade	Freshman Laptops	
	5th grade (336) -12 classes 6th grade (333)	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		1 set devices- TLC (15 iPads)	
		TOTAL	**$218,000**
	Staff Devices	33-Staff Devices	$15,000
		GRAND TOTAL	**$233,000**
2018-2019	9th grade	Freshman Laptops	
	4th grade -12 classes 7th grade	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		Set Devices-MHHS (30 iPads)	
		TOTAL	**$222,000**
	Staff Devices	22-Staff Devices	**$11,000**
		GRAND TOTAL	**$233,000**
2019-2020	9th grade	Freshman Laptops	
	3rd grade -12 classes 8th grade	12 sets iPads- iPad, case	
		8 sets laptops- Laptops, Carts	
		1 set devices- TLC (15 iPads)	
		TOTAL	**$218,000**
	Staff Devices	33-Staff Devices	$15,000
		GRAND TOTAL	**$233,000**

Student Technology Funds

- Rotation Schedule for devices
- 9th grade devices
- Replacement-4th grade devices
- Middle School- laptops, iPads
- Mt. Harrison High School - replacement iPads +10

1:1
K-12



Minico 1:1

Thanks!

Any questions?