I. Sitka School District (SSD) Overview

Please discuss how you may have addressed any challenges you noted in your March 2011 report. Provide any testimonials (quotes from different stakeholders) that are appropriate to include in case studies and articles written about Alaska’s ed tech projects.

The lessons learned from our WaveVII grant, *Turning Our School Inside Out*, helped us fine tune professional development for other SSD teachers in the area of engaged teaching and learning. SSD went from a technology-poor district to a technology-rich district during the 2011-12 school year. It is no small feat to transform a district in such a short timeframe; however, the WaveVII teachers provided a vision of meaningful technology integration that allowed not only their teaching colleagues but also the community of Sitka to understand the critical need to empower students to be collaborators and contributors to their own learning. Our SSD transformation could not have been possible without the WaveVII grant, which brought us an opportunity to provide professional development coupled with technology-based tools of engagement.

Below is an example of the excitement associated with the work of the WaveVII teachers to our overall process of growing a technology-rich district:

“*I switched from research packets for sea mammals and invertebrate study to current research internet sites. In doing this, I encouraged students to become experts on their research topic and then share their expertise with their classmates. This whole new change in procedure enabled students to make ‘discoveries’ that led excitement for sharing their discoveries. I let students teach me technology techniques and praised their expertise! I saw student productivity double along with excitement of the research! (Students previously researched one topic, now were motivated to research two or more!) Without access to classroom computers, the white board, and the teacher training, none of this could have happened.*”

- Patty Dick, WaveVII Teacher

As noted as a challenge in our First Semester report, we originally felt the teachers would need theoretical underpinnings combined with hands-on training in the use of the tools; however, we learned from the WaveVII teachers that when teachers have had limited access to technology, they first need lots of hands-on training combined with time to develop lesson plans that integrate the resources. The need or desire to understand theoretical underpinnings will naturally flow out of the teachers’ desire to build on their successes. As we offered training for other SSD teachers, we took this lesson to heart and offered a total of four days of professional development within the first three months of getting a technology-
based tool. We felt that 10 days was too much in one year for such targeted professional development, and that perhaps 5-8 days over a two-year period of time would be more respectful to the teachers involved.

Another lesson learned from the WaveVII grant is the power of collegial collaboration to the process of learning how to purposefully integrate technology into the fiber of daily classroom learning. As a result of the need for our grant evaluator, Dr. Jason Ohler, to get on-going updates on how the grant is going, we created a Google Group for the WaveVII teachers to share ah-ha's, ask for assistance, celebrate successes, etc. The Google Group turned out to be a pivotal tool in supporting the teachers and breaking down the fears associated with using the new technology-based tools, as evidenced in the following:

“Our confidence with the technology grew greatly due to the collegial community. I think this was the most powerful part of the project.”
- Deborah Riva, WaveVII Teacher

II. Calendar / Timeline
Provide your updated activities calendar through June 30, 2011. Make sure that changes in implementation from your proposed calendar (anything different from the March report) are clearly identified.

Learning About Engaged Learning (April 2\textsuperscript{nd}): The final Saturday in the series of Saturday trainings and lesson plan development was held after the First Semester report was submitted. Throughout the series of Saturdays, each WaveVII teacher created a lesson plan that integrated the focus technology.

Attachments:
- Demmert Engaged Learning Lesson Plans.pdf
- Dick Engaged Learning Lesson Plans.pdf
- Henshaw Engaged Learning Lesson Plans.pdf
- Neeb Engaged Learning Lesson Plans.pdf
- Riva Engaged Learning Lesson Plans.pdf

Digital Storytelling (June 1\textsuperscript{st} and 2\textsuperscript{nd}): This opportunity was added to our grant to meet an evolving interest and need by the WaveVII teachers to gain more skill in telling a story through digital media. The training was facilitated by Mark Standley, and focused on using metaphor to help share your story and also on how to develop a storyline. Below is a sampling of artifacts created in the class.

Attachments:
- Deborah Riva.wmv
- Earning My Wings.pdf
- The Keyhole.wmv (will be sent through the mail due to size)
III. Professional Development Training
Update this section with information about training since your first report. Summarize presentation and feedback from participants. Include all handouts and materials. Include documentation of interviews with participating staff (separate forms provided).

Specific professional development opportunities have already been addressed in the Calendar/Timeline sections of the First Semester and Final report, which also included all handouts and materials associated with the training. Dr. Ohler conducted an evaluation of our grant, and his report includes a summary of the feedback provided by the WaveVII teacher, as well as documenting the themes that emerged from the grant.

Attachment: SSD WaveVII Ohler Report.pdf

IV. Participating District Data
If you have not already done so, provide spring 2010 SBA data and technology assessment data for all student participants. You should provide this information by student first and last name and state ID number. Please include SBA scores for Reading, Writing, and Math.

Attached to this report are the 2010 SBA data and technology assessment data for student participants.

Attachments:
- E2T2 6th grade SBA Scores.xlsx
- E2T2 Atomic Learning 6th Grade Assessment Results.pdf

V. Management
Update the project management section. Of particular interest is your sustainability plan and how you will continue the activities you started as a result of this grant. In addition, summarize the responses to the scripted interview questions you asked your teacher participants. Please provide your data from the interviews in the spreadsheet template you were given. Describe how you will share your final product statewide.

As noted previously, Dr. Ohler’s grant evaluation report includes the WaveVII teacher feedback, which has already helped to inform the next round of professional development offered to SSD teachers. To facilitate sharing and collaboration, we are in the process of completely overhauling our SSD web presence, and will share our resources on our new website. As a district, it is very important to our process to be able to celebrate our successes within our community so we can continue to evolve our journey of transformation.

The culture of teaching and learning in the Sitka School District is forever changed. A critical mass of stakeholders (students, parents, school board, teachers, and administrators) embraces our journey towards relevant teaching and learning for today’s students. The best measure of sustainability is the fact that our school board increased the technology budget even in the face of declining revenue.
VI. Collaboration
Include what (if any) collaboration you have done with others (districts, states, etc.).

As mentioned in our First Semester report, our focus has been to collaborate and share internally within SSD, as the WaveVII grant was a fundamental component of helping move the entire district forward. We were so technology-poor as a district that we had nothing to offer others until we got to a tipping point this spring. The WaveVII grant helped us to make exponential growth in the span of one year, and we are now at a point where we are ready to start thinking about sharing our successes, and collaborating with others to advance our own thinking and practice.

VII. Budget
Please update your technology purchase list by adding any purchases since your last report. Include a list of what technology equipment you have purchased, and how it is being used to increase student achievement. Include any details about changes in budgets and confirm that all funds will be spent and billed to DEED no later than June 30, 2011.

Classified Salaries: Our actual costs to pay the WaveVII teachers came in less than budgeted, so we used the remaining funds to pay each teacher a small stipend to meaningfully answer the questions asked by Dr. Ohler in the grant evaluation process. Additionally, we paid a stipend for the development of our WaveVII website (http://sitkaschools.org will be our new website starting in the fall).

Professional and Technical: We moved leftover money from the Travel line into this line item so we could contract with Mark Standley to facilitate the Digital Storytelling training that was held in June.

Teaching Supplies: Through cost saving measures that left us with more money in our budget than expected, we were able to purchase additional flip cameras to support students in creating digital stories and a digital still camera to facilitate the sharing of student learning activities on our website, which is part of our process to celebrate and share our story of success both within SSD and with others.

All but $15.92 in our budget will be spent and billed no later than June 30, 2011.

VIII. Anything else specific to your grant
Include anything that is specific to your grant/place. Remember, we are looking for evidence of increased student achievement in innovative ways that might be shared nationally.

Perhaps the best evidence about the impact of our Turning Our School Inside Out grant comes from the 184 Google Group comments that the teachers made about how teaching and learning has been turned inside out as a result of our WaveVII grant award and activities. Below is a sampling of comments that seems to summarize the impact:
“I saw students become leaders and teachers of others in the classroom. I saw squirrely students that would not produce become engaged productive learners and teachers. I saw the power of interaction of the white board affect memory retention for all students. If students came up with creative ways of remembering something and were allowed to share it on the white board, they were twice as likely to remember it weeks later on a test.”
- Patty Dick, WaveVII Teacher

“My classroom looks very different now as a result of the technology. I will continue to look for ways to make that technology useful in meaningful ways. I am aiming for technology use that is not just technology replacing the old way of doing things, but instead, as a way to get students exploring and thinking at a higher level than before.”
- Deborah Riva, WaveVII Teacher

“I saw more students eager to participate in our activities, especially grammar activities. I use grammar in many examples, but usually it is a section of reading and writing that is not exciting. When I set up problems that would lead them to tell each other why certain grammar rules were used instead of me it really put the power of language in their hands.”
- Annie Neeb, WaveVII Teacher

“My students are generally engaged by the Promethean Board and anything that’s on it.”
- Emily Demmert, WaveVII Teacher

“The opportunity for extensive training is really what made an impact on my professional practice”
- Annie Neeb, WaveVII Teacher

“Thanks for the inservice, you sixth grade masters of technology! During your presentations, I watched what the teachers had on their screens at the time. All I saw were people trying out what you were showing them, creating accounts on Evernote and Glogster, creating files, commenting how they would use it in their classroom! Annie, thanks for your presentation on TrackStar. I’ll be using it for research resources for the game we are going to start this Friday in the TIL-PLC. Nice to have a re-invigorating inservice.”
- Kari Sagel, WaveVII Coach

“I have to be honest and say it changed my philosophy about what students need to be doing. Instead of learning facts, they need to be learning how to learn.”
- Patty Dick, WaveVII Teacher

Before the WaveVII grant began, 14% of SSD teachers had an interactive whiteboard in their classroom. By the time the 2011-12 school year begins, 90% of SSD teachers will have an interactive whiteboard in their classroom. Of note is the fact that only teachers who request to have an interactive whiteboard will have access to one. This amazing statistic would not have been possible without the WaveVII grant and the amazing teachers who brought purposeful technology integration to life in the Sitka School District!

Return no later than June 15, 2011 to: Roxanne.mourant@alaska.gov
Questions? Email or call: 907-465-8578