

Learning Technology Grant (LTG) Interim Progress Report for Year 2

Year 2: July 1, 2022 to June 30, 2023

This Interim Progress Report covers 6 months: July 1, 2022, through December 31, 2022

Grant Recipient Name (District or Consortium): Auburn Enlarged City School District

Name of person filing report: Amy Mahunik, Assistant Superintendent of Curriculum and Instruction; Shannon Dunbar, Executive Director of Instructional Technology

Email address of person filing report: shannondunbar@aecsd.education

Additional Participants: Renee Burgess, Executive Director of Diversity, Equity, Inclusion and Instruction – oversees Personalized Learning

Date filed: January 16, 2023

1. Describe with specificity the evidence that you have partially met the year 2 goals that were outlined in your proposal or are on track to do so by the conclusion of year 2. Do not include goals for which you have made no progress. Include those in the response to number 2.

Goal 1: Create, refine, and scale a robust district-wide instructional culture that is founded upon the Four Core principles of Personalized Learning K-12.		
Objectives/Measurable Outcomes	Status	Tasks/Narrative
Objective 1: Implement a self-sustaining professional development infrastructure.	Partially Met	<u>Data reflecting objective attainment include:</u> <ul style="list-style-type: none">• Two sessions of Professional Learning were conducted on the Staff Development Day on 10/21/2022, with 123 staff attending.• Implementation staff reported 1. Reflection upon summer professional learning; 2. Brainstormed ideas for upcoming PD for the 2022-2023 school year; 3. Reflect upon PD hosted from

		<p>September-January; 4. Leverage enrollment from the October workshop for future PD sessions – look at those who did not get to participate in heavy enrollment sessions; 5. Coaching cycles with Cohort 3 Professional Learning Fellows – scope is to target four teachers over four cycles for each coach (a. 11 instructional coaches are participating as PL fellows in the 2022-2023 school year, and b. Administrative representation on the personalized learning committee) – 1 Principal and 1 Vice Principal from Genesee Elementary School are on the Professional Learning Committee.</p> <p>It is unclear whether the PD infrastructure is self-sustaining without future grant resources. The survey recommended by the evaluation team will allow the Auburn leaders to document the attainment of grant outcomes, gaps in full implementation that can be met by the grant's end, and how the District may need to plan for future expenditures/grant proposals.</p>
<p>Objective 2: Conduct Personalized Learning Professional Development by Personalized Learning Fellows</p>	<p>Partially Met</p>	<p><u>Data reflecting objective attainment includes:</u></p> <ul style="list-style-type: none"> ● Two sessions of Professional Learning were conducted on the Staff Development Day on 10/21/2022, with 123 staff attending. Personalized Learning Fellows hosted the sessions. ● The Personalized Learning Committee met on 9/22, 11/17, and 12/15. There was no October meeting because the Staff Development Day was 10/21/2022. ● Academies meet monthly, and 90 minutes of each session are dedicated to personalized learning. ● Former and current personalized fellows will meet for a personalized learning session with Education Elements and the director for PL on 3/17 from 2:00-3:00 p.m.
<p>Objective 3: Evaluate and increase effectiveness</p>	<p>Partially Met</p>	<p><u>Data reflecting objective attainment includes:</u></p>

<p>iv. EdElements provides 1:1 coaching three times in the year for Cohort 2 coaches to ensure fidelity application of PD from last year.</p> <p>v. EdElements continues to provide leadership consulting throughout the year in bi-weekly virtual calls and meets with Personalized Learning Council 4 times annually.</p> <p>v. Evaluator conducts pre/post surveys of PD and focus groups</p> <p>vii. Review all plans created in Year 2 and adjust next year's implementation</p>		<p>https://www.personalizeauburn.org/</p> <ul style="list-style-type: none"> ● Cohort 3 was formed using the same process as Cohort 2, and they began the same PD process with EdElements that occurred in Year 1 for Cohort 2. ● Coaching cycles with Cohort 3 Personalized Learning Fellows – scope is to target four teachers over four cycles for each coach. Eleven instructional coaches are participating as PL fellows in the 2022-2023 school year. Administrative representation on the personalized learning committee. ● EdElements will attend seven coaches' academies during 2022-2023, one in-person and seven virtually. Document review conducted by the evaluation indicates related activities are occurring. ● Bi-weekly meetings with PL director and EdElements. Again, document review indicates that activities are occurring. ● End-of-day survey for October 21, 2022, Staff Development Day. At the writing of this report, analysis of this data was not available to the evaluation team. ● Related DTIT meetings are scheduled for January 23, 2023, and April 17, 2023. ● To date, the Evaluator has not conducted pre/post surveys of PD nor focus groups as the instances of PD are high, and the resources for the evaluation work are modest. Recommendations address this issue – how to capture a robust data set shedding light on outcomes attained and identify areas for ongoing growth (particularly as some tools/approaches stipulated in the grant are not as relevant post-pandemic).
<p>EVALUATION – Document review and interviews with District leaders (two meetings held in 2022-2023 to date, June 27, 2022, and December 20, 2022). It has been a challenge, however, to capture broad data regarding personalized learning in a context-rich enough to not only document outcomes attainment (for the 2022-2023 grant year) but also to inform work done in the District with this and other grant dollars.</p>		

The LTG grant dollars are modest, and yet they live in a significant ecosystem of work related to the use of technology and the broad implications for access and equity.

The evaluation team recommends that a survey be designed in the spring/summer of 2023 and the data be captured in 2023-2024 to shed light on indicator attainment for the LTG grant, if and how instructional practices are changing in classrooms, and to provide the District with data points from which to design future initiatives that may or may not require LTG funding.

There is archival data maintained by the District and shared with the evaluation team related to this goal and corresponding objectives. Based on the data provided, the independent evaluation team determined that the foundation of a district-wide instructional culture was established in Year 1.

Goal 2: Expand current efforts to have teachers utilize Blended Learning as a Tier I practice in their classrooms and student engagement with Innovation labs that results in instructional approach changes to increase student achievement aligned to NYS Computer Science and Digital Fluency Standards and relevant content-area standards.

Objectives/Measurable Outcomes	Status	Tasks/Narrative
Objective 1: Review Tech Mentor Plan/begin implementing.	Met	<p><u>Data reflecting objective attainment include:</u></p> <ul style="list-style-type: none"> • Tech Mentor meetings were held on September 28, 2022, and October 27, 2022 (Tech Mentor Meetings). • DTIT Meeting held October 17, 2022 (DTIT Agendas). The evaluation team reviewed documents to ascertain that these tasks were accomplished.
Objective 2: Innovation Lab use is refined and restarted iii. LMs and TMs meet with Innovation Lab Teams and update resources and lesson plans. New schedule created and begins in September.	Partially Met	<p><u>Data reflecting objective attainment include:</u></p> <ul style="list-style-type: none"> • The Library Team replaced the Innovation Lab Team and has been performing innovation space and PBL. • Innovation Lab Planning with Building Principals August 1, 2022

<p>iv. Artifacts from Innovation Labs shared with families and community at Family Events in Fall and Spring. Students conduct seminars for families and demonstrate how PBL, engineering, and the tools of the Innovation Lab work.</p>		<ul style="list-style-type: none"> ● Librarian Reflections survey identified that Innovation Labs occurred at Casey Park Elementary (Four 4th-grade classes, four 5th-grade classes, and three 6th-grade classes, involved approximately 181-355 students), Genesee Street Elementary (students from the following grade levels participated: 2nd, 3rd, 4th, 5th, 6th, involved approximately 181-355 students), Owasco Elementary (three kindergarten classes, three 1st-grade classes, involved approximately 82-90 students), Seward Elementary (4th-grade students participated, involved approximately 50 students), and Auburn Junior High (students from 7th and 8th grades participated, involved approximately 11-15 students). Projects conducted per month: September 2022: 6, October 2022: 15, November 2022: 5, December 2022: 2. ● Innovation Lab planning meeting with building principals, August 1, 2022. ● Planning Day, August 10, 2022. ● Seward Family Engagement Night, November 10, 2022. ● Owasco Family Engagement Night, November 17, 2022. ● A document review was conducted by the Evaluation Team to ascertain that these tasks were accomplished. ● Continue data collection/documentation to confirm that all Labs are operational and indicators are met.
<p>Objective 3: New Array of Blended Learning Courses Implemented. NOTE: It was recommended in previous evaluation reports that this objective only focus on teacher blended learning as the software necessary to support student access was not budgeted for nor available in the original LTG budget.</p>	<p>Met</p>	<p><u>Data reflecting objective attainment include:</u></p> <ul style="list-style-type: none"> ● October 21, 2022, PD Day hosted by Technology Mentors, Technology Integration Specialists, and the Executive Director of Instructional Technology ● Tech Mentors began Professional Development on Blended Learning and provided 1:1 support in buildings. ● Faculty Meetings in October and December addressed helpdesk tickets. ● Seward Family Engagement Night November 10, 2022 ● Owasco Family Engagement Night November 17, 2022

<p>Objective 4: A network of model Blended Learning classrooms created for visitations</p> <p>vi. Tech Mentors create schedules of their own classes for peers to observe best practices in classrooms.</p> <p>vii. Tech Mentors continue PD both online and face to face for peers. Assist colleagues to upload courses on KYTE for students and produce content on Google Websites and use of G-Suite Apps.</p> <p>vii. Evaluator conducts pre/post surveys of PD and conducts focus groups, implementation.</p> <p>viii. PD, Evaluator, DTITL, Tech Mentors, LMs, and teachers examine artifacts of Blended Learning and Innovation Labs for evaluation.</p>	<p>Partially Met</p>	<p><u>Data reflecting objective attainment include:</u></p> <ul style="list-style-type: none"> ● A substitute teacher shortage has prevented observations. ● In-person professional development has replaced KYTE Learning to include more staff. ● Technology 2022 Summer PL Session Summary Exit Ticket collected feedback regarding sessions held on the following dates: 7/6/2022 (WeVideo and Canva), 7/7/2022 (Buzz Day 1), 7/13/2022 (Promethean), 7/14/2022 (Blended Classroom), 7/19/2022 (Buzz Day 2), 7/20/2022 (Promethean), 7/20/2022 (Google Classroom Integration), 8/2/2022 (Promethean), 8/9/2022 (Blended Classroom), 8/10/2022 (LMS PBL Planning – MakerSpace), 8/11/2022 (Assistive Technologies for Special Education Teachers), 8/16/2022 (Google Classroom Integration), 8/17/2022 (Buzz Day 3). ● Across all exit tickets, when asked, "How would you rate your knowledge after today's session," on a scale of 1-5, the average response was 3.7. ● The Evaluator captured PBL Librarian Reflections regarding 28 Innovation Lab sessions that occurred between 9/19/2022 and 12/7/2022. Librarian Reflections survey identified that Innovation Labs occurred at Casey Park Elementary (Four 4th-grade classes, four 5th-grade classes, and three 6th-grade classes, involved approximately 181-355 students), Genesee Street Elementary (students from the following grade levels participated: 2nd, 3rd, 4th, 5th, 6th, involved approximately 181-355 students), Owasco Elementary (three kindergarten classes, three 1st-grade classes, involved approximately 82-90 students), Seward Elementary (4th-grade students participated, involved approximately 50 students), and Auburn Junior High (students from 7th and 8th grades participated, involved approximately 11-15 students). Projects conducted per month: September 2022: 6, October 2022: 15, November 2022: 5, December 2022: 2.
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EVALUATION – It is recommended that in-person professional development be emphasized at this point in the project as teachers have lost interest in approaches necessary during the pandemic (e.g., KYTE). Additional data collection (after the interim report) may allow the evaluation team to fully assert that objectives and related indicators have been met.

Goal 3: Increase student engagement in targeted instruction that uses flexible interest-based content and tools while providing them and their teachers with data to inform instructional/learning decisions and reflect an achievement.

Objectives/Measurable Outcomes	Status	Tasks/Narrative
Objective 3. Conduct Personalized Learning in classrooms	Partially Met	<u>Data reflecting objective attainment include:</u> Document review (noted above) indicates that support for Personalized Learning occurred/occurs. It is not clear, however, how universal such access is. It is unclear the degree to which (or frequency)
Objective 6. Implement Innovation Labs	Partially Met	<u>Data reflecting objective attainment include:</u> Elementary students engaged in PBL projects as reflected above, but participation was not monthly because of a late start. All Innovation Labs are open as of December 2022. The Evaluator captured PBL Librarian Reflections regarding 28 Innovation Lab sessions that occurred between 9/19/2022 and 12/7/2022. Librarian Reflections survey identified that Innovation Labs occurred at Casey Park Elementary (Four 4 th -grade classes, four 5 th -grade classes, three 6 th -grade classes, involved approximately 181-355 students), Genesee Street Elementary

		(students from the following grade levels participated: 2 nd , 3 rd , 4 th , 5 th , 6 th , involved approximately 181-355 students), Owasco Elementary (three kindergarten classes, three 1 st -grade classes, involved approximately 82-90 students), Seward Elementary (4 th -grade students participated, involved approximately 50 students), and Auburn Junior High (students from 7 th and 8 th grades participated, involved approximately 11-15 students). Projects conducted per month: September 2022: 6, October 2022: 15, November 2022: 5, December 2022: 2.
Objectives 7, 8, 10. Implement Blended Learning Objectives iii. Students share portfolios and run Family Events in Fall and Spring.	Partially Met	<u>Data reflecting objective attainment include:</u> <ul style="list-style-type: none"> ● Seward Family Engagement Night November 10, 2022 ● Owasco Family Engagement Night November 17, 2022 (students helped host this event).
Objectives 4, 9, 11-12: Evaluate impacts of Personalized Learning, Blended Learning, Project-Based Learning, Student Achievement, and Engagement iv. Students interact with Core Four and Blended Learning in classrooms. v. Student artifacts are displayed and highlighted at school-wide functions vi) PD, HS Principal, PLFs and TMs work with select groups of students on self-reflecting upon the gains they have made in response to PL, BL and PBL. vii) Students present at faculty meetings or small department meetings how they have grown as a result. viii) Students take online surveys to measure engagement and interests	Partially Met	<u>Data reflecting objective attainment include:</u> Summer 2022 PD Enrollment reflects 341 instances of PD participation between July 2022 and December 2022, including the following topics/events: <ul style="list-style-type: none"> ● Assistive Technologies for Special Education Teachers (K-12) – Read and Write Afternoon ● Assistive Technologies for Special Education Teachers (K-12) Equation Morning ● Library Media Specialists PBL Planning – MakerSpace ● New Teacher Orientation Day 1 ● New Teacher Orientation Day 2 ● New Teacher Orientation Day 3 ● BUZZ Training Day 1 ● BUZZ Training Day 2 ● BUZZ Training Day 3 ● Creating Blended Classroom ● Google Classroom Integration ● Creating Engaging Lessons Using Your Promethean

<p>ix) Evaluator conducts the same tasks as years previous and shares out results with teams and leadership.</p> <p>x. PD presents results to BOE with Personalized Learning Council implementation</p> <p>xi. Review all plans created in Year 2 and adjust next year's plans</p>		<p>Board</p> <ul style="list-style-type: none"> Enhancing Student Creativity with WeVideo and Canva <p>Shannon Dunbar presented to the Board of Education on 9/13/2022 regarding Instructional Technology</p>
<p><u>EVALUATION</u> – Additional data collection is necessary in the spring of 2022 to ensure that all objectives/indicators are met across all buildings. Likewise, a broader data collection (teacher survey of reported classroom practices in 2023-2024).</p>		

2. If you have not made any or enough progress towards one or more of your year 2 goals, list each of those goals and describe what factors have come into play that have 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 in the future.

There is ample evidence to document strong participation in professional development as aligned with the three goals and related objectives of the LTG grant awarded to the Auburn Enlarged City School District (AECSD).

There are clarifications as to roles and responsibilities between what was written and how the work is being enacted, however. For example, the grant narrative stipulated that the Technology Mentors are working with Innovations Labs whereas the AECSD's (7) Library Media Specialists (LMS) have taken the lead with this work and data are available reflecting both building capacity to support PBL via the Innovation Labs the LMSs role in leading this work with Building Principals and instructional staff. Data, for example, document student access to Labs and scaling of PLSs offered by the LMSs. However, data and broad capacity are still needed for individual classroom teacher use of the Innovation Labs and related PBL.

Additionally, the realities of schooling have affected some progress and necessitated strong district oversight and ongoing problem-solving. Examples include leadership turnover at one primary school, delays in opening the Innovation Labs at

another (construction/supply chains), the realities that these "labs" were on carts when social distancing protocols were in place, and the critical shortage of substitute teachers make any activity requiring that not feasible currently.

However, the project leaders have adjusted timelines and delivery methods in each area and are on track to meet project outcomes.

Related, some modifications to the budget are proposed. Specifically, KYTE is not the tool of choice for face-to-face teachers in the buildings. Teachers express a preference for in-person training and generally do not engage with KYTE. KYTE was an appropriate approach when the grant was written. However, those resources may be used differently in Year III to move on to high-need areas, specifically ensuring outcomes (PBL/Personalized Learning) in core content area classrooms.

It is recommended that the AECSD project utilize a survey or amend a survey already planned to delineate teachers' "practices" in support of Project-Based and Personalized Learning into the 2023-2024 grant year. Such a survey will enable the LTG program to act on the current grant's stated goals and identify further needs for capacity building and professional learning using other resources, including competitive grants. Key in this survey design (the theoretical framework) is exactly how the District envisions Personalized Learning and Project-Based Learning both now and in the decade moving forward, with (or without) the tools available and in collaboration with providers of professional development (Education Elements, for example). Education Elements may have tools it uses with districts where it provides significant professional development. Dr. Payne-Bourcy and the evaluation team are glad to work with Ed. Elements to adapt an existing tool or develop a tool that determines the degree to which Personalized Learning is used at the classroom/program levels.

3. List the artifacts that you have produced thus far in year 2 that will be or are posted on your website. For each artifact, provide a link to the web page where the artifact is or will be posted. If it has not yet been posted, state when and where it will be posted. If there are artifacts promised in your proposal that you will never be able to post, list them, explain why, and provide a list of artifacts you will post in their place.

Please post artifacts as they become available and provide accompanying narratives that will assist others to replicate your programming.

Related Goals	Artifact Links
Goal 1	<p>https://www.aecsd.education/districtpage.cfm?pageid=2318</p> <p>Personalized Learning Presentation for 10/21/2022 Auburn Learning Technology Grant Website Auburn Personalize Learning Fellowship Website Auburn Personalize Learning Fellowship Blog</p>
Goal 2	<p>2022-2023 Technology Mentors https://docs.google.com/presentation/d/1-f6duqsn6pcSwQ7Vz5W_9L6Qlc_OTfdupDZHACPBLH8/edit?usp=sharing</p> <p>2022-2023 Technology Mentor Meetings https://drive.google.com/drive/folders/1Yeu_CW2Mu46_vyeoMYkg5TENoiOb4BVx?usp=sharing</p> <p>Library Media Specialists Innovation Space Day, August 10, 2022: https://docs.google.com/presentation/d/1MBV1TiyJlVJdK4sbcN76QFsCiggigOK-OsigqiVhBsQ/edit?usp=sharing</p>
Goal 3	<p>BOE Presentation Instructional Technology – September 13, 2022: https://docs.google.com/presentation/d/1npMohxz2iVG0MKRYGYp1dzcszD5YXnPLC5GmfGG4bL4/edit?usp=sharing</p> <p>Project Based Learning Checklist: http://www.ectacfl.net/uploads/2/2/1/6/22162720/dantepart2.pdf</p> <p>9/13/2022 Instructional Technology BOE Presentation https://docs.google.com/presentation/d/1npMohxz2iVG0MKRYGYp1dzcszD5YXnPLC5GmfGG4bL4/edit?usp=sharing</p>

4. Please use this space to provide any additional information about your grant activities thus far, or your plans for the rest of year 2.

January 23, 2023, DTIT meeting to identify progress within scope and sequence of year 2 goals and modify/add to targets dates and measurables for year 2 scope and sequence.

January 26, 2023, Tech Mentor Meeting.