Project Proposal: How to Tech-Forward Learning with Technology

By:

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McGill University: Fourth Year Professional Seminar—EDEC 404/405/ EDEA 407

Professor Ginette Clarke

February 8th, 2017

DESCRIPTION

Project Title: How to Tech - Forward Learning with Technology

Date of Initial Presentation: Monday, October 3, 2016

Team Members Signatures (see attached)

Name of Our School: Dorval Elementary School

Dorval Elementary Contact Person: Ms. Nancy Zhang; nzhang@dorvalelementary.qc.ca;

514-300-0000 ext.0049

Proposed Site to Visit: Lupin Hill Elementary School, Calabasas, California

26210 Adamor Rd

Calabasas, CA 91302

(818) 880-4434

Project Objectives

- How to effectively use educational technology in the classroom
- What new devices can be used in the classroom

Visit

- The departure date to California will be on Tuesday March 7 2017
- We will stay there for four days
- From March 8 to March 10, we will attend a conference, observe the school, observe the classroom, and have meetings with teachers and staff members
- On Saturday March 11, we will discuss the trip in the morning and leave for home at noon
- We will arrive home on Sunday March 12

See 'Appendix B' section for a detailed description of the visit

Detailed Description of Host School

Situated in Calabasas, California, Lupin Hill is a public elementary school that is part of the Las Virgenes Unified School District. The grades offered range from Kindergarten to fifth grade and the school has about 600 students (Great Schools, 2017).

The school is enrolled in the 'Forward Learning' district program which is a strategic technology plan that aims to incorporate technological tools in all aspects of education in order to increase students' performance. The main goals of the plan are to :

- "Increase academic achievement and meet Common Core State Standards
- Create globally-aware, college, career, and life-ready students
- Personalize learning in the classroom" (Forward Learning)

The school's mission is to provide students with skills that will allow them to become active and effective participants of society. To do so, Lupin Hill teach their students to:

- "Learn to read critically, write persuasively, think and reason logically, and solve complex problems.
- Adopt an attitude of appreciation, curiosity and excitement about 'the quest' – expect and embrace the work of learning, enjoy and look for ways to solve problems, evaluate the validity of information, find their learning relevant, and see projects through to the solution.
- Understand ethical responsibility and contribute as informed citizens at all levels.
- Develop skills for thinking creatively, make decisions, solve problems, and see things in the mind's eye" (Lupin Hill Elementary School, 2017).

Lupin Hill encourages parents' involvement by offering volunteering opportunities for example. Parents may also join the many school councils and committees such as the 'Parent Faculty Club' (Lupin Hill Elementary School Handbook, 2017, p.8-9).

Expected Outcome of Visit

We expect to learn about how to implement the 'Forward Learning' program in our school in order to use technology in a more effective and beneficial way. In other words, we would like to enhance the use of technological tools for educational purposes. We plan to innovate educational practices and provide children with an education that will better prepare them for their future life.

Pre-Departure Program Format

Date: Monday, January 9, 2017

Pre-Departure Activity: Dorval Elementary Staff Meeting

What are we going to do?

We, five teachers from Dorval Elementary school, are requesting to visit an elementary school in California over this March break to assess the school-wide implementation of educational technology in their classrooms, and to bring back concrete suggestions to improve how technology is used in our school.

Why educational technology?

-Prepare students for success in the Information Age: Technology has profoundly changed the way we learn and do things within just the past decade. We should develop students' essential skills that meet the demands of today, where we teach them how to use technology effectively and responsibly (LVUSD, 2014, p.7).

-Engage student passion: Students nowadays are passionate about digital tools and resources, which will allow teachers to connect with them through this important mode of communication (LVUSD, 2014, p.7-8).

-Teacher effectiveness: Data on student learning gives immediate assessment information to teachers (and parents) so that learning gaps will be addressed more timely and efficiently (LVUSD, 2014, p.8).

-Personalized instruction: Through timely data, teachers will be better able to measure their instructional effectiveness for each student (LVUSD, 2014, p.8).

-Leveraging resources: This initiative provides students and staff with lots of resources, on top of connecting them to a community of people in specialized academic subjects (LVUSD, 2014, p. 8).

When and where are we going?

When: Tuesday, March 7-Saturday, March 11, 2017 (Arrive Sunday, March 12, 2017)

Where: Lupin Hill Elementary School, 26210 Adamor Rd, Calabasas, CA 91302

How they use technology vs. how we use technology

How they use technology

-Lupin Hill Elementary is part of Las Virgenes Unified School District (LVUSD) which is made up of 16 schools. They have transformed the curriculum to place a significant shift in technology use in all classrooms to prepare students for the new expectations or demands of the workplace.

-Their initiative is called Forward Learning, in which this plan "describes extensive professional development, enhanced data systems and services, and personal mobile technology for students and staff" (LVUSD, 2014, p.5). They foresee that this will increase students' academic achievement and personal growth (LVUSD, 2014, p.5).

-On top of regular professional development, there are 32-hours of face-to-face training for all teachers throughout the year, with mentors at each school as the role of lead technologist (LVUSD, 2014, p.16).

- "Students use self-evaluation tools to receive immediate feedback to improve their written work, [...] which frees up teacher time" (LVUSD, 2014, p.5). "Teachers use data from evaluation tools to address individual student needs, strengths, and weaknesses" (LVUSD, 2014, p.5).

-The "'digital ecosystem' adds real-world relevance as students post their creations online for peer-review, feedback, and collaboration. Students use a variety of media, learn to analyze media for validity and appropriateness, and consider the audience for their work" (LVUSD, 2014, p.5).

-Student standardized devices will be bought by parents, or checked out through school library. Free standardized software will be used (LVUSD, 2014, p.6).

-Common Core State Standards (CCSS) describes students who are career ready in reading, writing, speaking, listening, and language as students who "use technology and digital media strategically and capably" (LVUSD, 2014, p.9).

"Students employ technology thoughtfully to enhance their reading, writing, speaking, listening, and language use. They tailor their searches online to acquire useful information efficiently, and they integrate what they learn using technology with what they learn offline. They are familiar with the strengths and limitations of various technological tools and mediums and can select and use those best suited to their communication goals" (LVUSD, 2014, p.9).

How we use technology QEP elementary see Appendix A

-The last time the QEP was updated for technology use was 2001, and some of the suggestions for the use of ICT is heavily outdated, such as using CD-ROMs, diskettes, and VCRs.

-A lot of the suggestions are considered much too basic for today's context: printing one's work, "using word processing software, [...] using electronic mail to exchange information, using the Internet to access Web sites related to [subject]"(QEP, 2001, p.177).

-Although technology is provided to most schools (laptops, tablets, SmartBoards, etc), teacher training to use these devices is lacking, and so, the available technology is not used to its potential.

Ideas and Concepts to be Addressed

-Learn more about the Forward Learning initiative

- How it was implemented in this school
- What technological tools are used (overview of the technology hardware, software, apps)
- How technology is used?
- Media responsibility (teachers and students)
- Budget (initial costs, overall investment over savings from not purchasing workbooks/paper/other supplies)
- Support team/resources

-Hardware details

- Chromebooks used with specifications
- Smartboards used with specifications
- LightRaise Projector (Smart Airliner) with specifications
- Other hardware (T.V.s, digital cameras, tablets, Wacom pens)

-Software details

- Symbaloo (used to store all apps for students)
- Google For Education (including training on GSuite)

- Scratch Visual Programming
- MuseCore Music Maker
- Blender 3D Design
- Tux (Math and Typing)

How will we go there? (Budget information)

- Great news: no substitution needed as this trip is over March break (but it is not for the school we are going to)
- Round-trip flights for 5 adults: $3254 CAD
- Going flight: 1 bag per person (5x$25): $150 CAD (bag for return flight is included)
- Car rental + accommodation 3 rooms for 4 days: $2022.74 CAD (booked together)

  *Teachers have agreed to stay an extra day as flight costs to leave on Friday were approximately 1200$ more expensive. Teachers will use the extra day to meet and finalize presentation to the school.
- Gas for car: $110.48 CAD
- Travel insurance: $250 CAD for 5 people
- Breakfast: included with hotel
- Lunch: $420.80 CAD for 5 people for 4 days
- Supper: $1118.00 CAD for 5 people for 4 days
- Gift for school: Maple basket from The Great Canadian Gift Company: $173.98 CAD (Gift will be shipped to hotel prior to our arrival)

  TOTAL: $7500.00 CAD

What will we take away?

We will have post-trip meetings/workshops that address the following:

- New technology/new uses of technology in the classroom

- How to effectively use educational technology
- The impact of technology in the classroom – pros/benefits and cons/limitations
- How to implement such an initiative at a local/community/district level (funding, parental support, students, staff)
- Answers to your questions
- How we want to go forward with the information we will have gathered

  -What we want to implement in our school

  -Action plan

Brainstormed ideas with staff

- How are student-teacher and student-student interactions at this school different?
- Are students more engaged or distracted in the classroom?
- How are students' non-technological skills? (ex: reading (from a printed book), writing, mental math, critical thinking skills)
- What do the parents think of this initiative?
- How do specialist teachers use educational technology? Music, Physical Education, Moral Education
- Is there any instruction on coding?
- What are the cons/limitations of this initiative?
- Are there opt-outable options for those who want traditional classrooms?
- What happens if a student breaks their device/the device gets stolen? Who is responsible?
- What does a regular class look like in different subject areas? What is the structure of the class? The ratio of device use vs. non-device use?
- Are there restrictions for certain websites and if so, how are they implemented?

- What is the process of test-taking?
- Is there concrete evidence that this system works?

Sources/Additional Information

QEP: http://www1.education.gouv.qc.ca/sections/programmeformation/primaire/pdf/educprg2001/educprg2001.pdf

Forward Learning website: https://sites.google.com/lvusd.org/forward-learning/home

Forward Learning Full Strategic Plan: https://docs.google.com/document/d/19Rr4wGmtK73GLauARrVFAwhaV9_1ejF_yJK3kF4uZLU/edit

During the Visit

Study Visit Activity

Coaching- mentoring

Meeting with district-wide media specialist(s), principal and site-based mentor teachers.

- In the "Forward Learning" document, a lot of emphasis is put on professional development. Such an ambitious and innovative program does requires the acquisition of new skillsets from the people who will be in the frontline of during all of its implementation.

Questions we want to ask:

- How is the professional development program working so far?
- Did unforeseen issues arise during implementation?
- Do you get any resistance and/or concerns from teachers?
- Regarding the SAMR model (Substitution, Augmentation, Modification, Redefinition of technology) : Where do teachers feel they are in this path.? Where

do they feel their teaching is going in the near future? Does this correspond to their expectations at the beginning of the project?

- Looking back at your program so far, is there anything you would have done differently? What is your advice to us as we are considering implementing more technological tools in our school?

Implementation

- Have you experienced the same level of success with all types of software, hardware and technologies? Were some of them more difficult to master for the students? Teachers?
- Did you experienced different levels of success in different subject areas? Do technologies apply as well to subject like physical education, moral education and music.
- What is the feedback from the parents so far? Does the level of technology literacy of some of the parents affect their children's' performance? Is there help available for such parents?
- Does the intense use of technology affect students' ability to use non-technological skills? Pencil and paper skills, drawing skills, mental imaging skills? Do students start finding activities which don't involve technology "boring", or not as stimulating?

Planning Strategies

Interactions

- Day 1 (March 8) will be devoted to presentations from host school staff, on-hand training, and listening to testimonials from host school teachers. This is a good time

for us to ask questions. It could be the questions we have prepared or any questions arising from the interactions with the staff on that day.

- Day 2 and 3 will be mostly devoted to observation. However, we do have a meeting with district media specialist at the end of day two (March 9). This will be a perfect time to ask questions related to ours observations.

❖ And always remember: **"We came to learn"**

Documentation - Reflection

- We will meet at dinner, debrief and share observations. One teacher will write report to send to host school. Based on the day's experiences, prepare questions we would want to ask teachers on the next day
- Analysis: What went well, what did not? What could we implement in our home school?
- After Day 2, send a copy of our observations to home school.

Reinvestment Plan

Reinvestment Activity

After our return back to our home school, Dorval Elementary school, we will have a meeting with the staff members where we will present our experience in our host school, Lupin Hill Elementary school, through a Google Slides presentation that we would have put together based on each member's learning and understanding of their technology implementation. During this meeting, we will discuss what practices done at Lupin Hill Elementary we want considered to be integrated at Dorval Elementary as well.

After that initial meeting, we well reflect on the responses received from staff members during that meeting and organize another meeting where we will discuss what ideas were

brought up and desired by our staff members. There will again be time to finalize what elements of technology implementation in Lupin Hill Elementary we would want to have at Dorval Elementary.

As the content is finalized, another meeting will be organized this time with the school technician to determine how long adopting the desired technological features will take. A document will then be made where Dorval Elementary's new initiatives will be explained with detailed on how we plan to bring those new changes along with an estimation of the cost such work will require.

Once Dorval Elementary and the school board are on the same page about bringing in some of Lupin Hill's technological implementations, our plan will then be discussed in another meeting with other schools that are part of the same school board. As it is finalized which schools and exactly what technological adaptation advancement we want, there will be a parents' night organized to make them aware of our new take on technology use.

Evaluation

Before beginning incorporating some ways in which Lupin Hill Elementary uses technology in Dorval Elementary, there will be a list made of exactly what needs to be implemented with details on when, how, and by who it will be done. This list will be made by the same teachers who visited the host school as they would have a better insight into how long it took and how these technology advancements were made.

The list will include elements such as:

- Technicians will install desktop with newly discovered software on school computers
- Concerned staff members will attend workshops offered by said technicians on how to use the different software

- Teachers who visited Lupin Hill Elementary will prepare and give a workshop on how these software were used in the classroom
- Teachers will gradually bring new technology into their classroom and note their progress and students' respond to it

The responsible teachers will regularly (weekly) look over teachers' progression notes and advice them further if need arises. The responsible teachers will also let the principal on how things (technology implementation) are progressing around the school.

Timeline

Submission of application to Principal: Monday, October 3, 2016

Contact Host Schools: Dr. Kiernan (Principal); Lupin Hill Elementary School (26210 Adamor Rd, Calabasas, CA 91302); (818) 880-4434; http://www.lupinhillelementary.org/**.**

Gathering of Pre-Visit information:

October 3rd, 2016: Grant proposal presentation to the Governing Board.

January 9th, 2017: Teachers should review the Forward Learning document as well as the hardware and software that is used by Lupin Hill Elementary staff (all information can be found on the Lupin Hill website, or by contacting the Technology consultant, Karen Lagola, at Lupin Hill.

January 20th, 2017: Teachers should have at least one app or software, as well as an idea of the hardware that they would like to learn about and experience first hand while at Lupin Hill. Teachers should also have specific questions to ask teachers of Lupin Hill, as well as to the technology consultant.

February 3rd, 2017: Deadline for flight confirmation, car and hotel booking, and adding to the daily schedule. Contact person should contact Lupin Hill to finalize the daily schedule.

Contact person needs to order gift basket and have it sent to the hotel. Contact person should contact the hotel to provide shipping information.

Pre-visit Planning:

January 20th, 2017: Teachers should meet to go over the project

- Hardware, software, lessons to see
- Rough draft of the daily schedule should
- Contact person should take notes and contact Lupin Hill contact to relay information

February 8th, 2017: Teachers should meet to go over the daily schedule.

March 3rd, 2017: Last meeting before the trip. Teachers should meet in order to go over flight / hotel information, as well as any changes made to the daily schedule.

Visit: Please see Appendix B for detailed itinerary information

Post-Visit Sharing:

Sometime during the week of March 12th, meet with school administration to discuss the trip

- How can we use learned information to teach other teachers?
- What can be implemented:
    - Immediately
    - By the end of the school year
    - By the start of the next school year
    - That may need more time to develop

Budget $7,500.00

4 Teachers x $200.00 Substitution Rate x # days = 0 (trip will be happening during March break)

Travel costs for participants (see Appendix C)

- Air travel - YUL to LAX for 5 adults: $3254.00 CAD
    - Going: 1 bag per person (5x$25): $150.00 CAD
    - Return: 1 bag per person: included
- Car + Hotel - Booked through Hotwire.com
    - Car + 3 rooms for 4 days (includes breakfast and Saturday meeting room): $2022.74 CAD

Other Costs

Gas for car: $110.48 CAD ($84 USD) ($2.8/gallon x (2 x 15 gallons))

Food: Per Diem maximum cost

- Breakfast: Included
- Lunch: $21.04 CAD ($16 USD) per person x 4 days = $84.16 per person x 5 people = $420.80 CAD
- Supper: $44.72 CAD ($34 USD) per person x 4 days = $223.60 per person x 5 people = $1118.00 CAD

Incidentals: Travel insurance - $50 per person x 5 people = $250 CAD

Gift: Maple basket from The Great Canadian Gift Company: $159.99+ taxes and shipping ($13.99) = $173.98 CAD (Gift will be shipped to hotel prior to our arrival)

Total budgeted: $7500.00CAD

***Exchange rate for this budget is $0.76CAD for $1.00USD

Appendix A

QEP's Suggested Use of ICT in Elementary

Suggestions for using ICT in English Language Arts p.108

– Use of input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to operate computers, VCRs, audiotape recorders and other technologies
– Use of variety of media and technology resources (CD-ROM, video camera, digital camera, graphics tools, scanners, editing equipment for directed and independent learning
– Use of interactive reading and writing software to support learning
– Use of developmentally appropriate and accurate terminology to talk about media and technology resources
– Responsible use of technology systems and software
– Use of tools and peripherals to enhance personal productivity, to expand knowledge about language and to support learning throughout the curriculum
– Use of telecommunications to access remote information, to send and receive messages and to support personal interests
– Proper use of technology and the selection of appropriate technology and resources to respond to specific problems and activities

Suggestions for using ICT in Mathematics p.157

– Becoming familiar with the basic operations of a calculator [keys: 0 to 9, +, −, ×, ÷, =, ON, OFF, AC, C, CE (all clear, clear, clear last entry), functions: recursive with the = key]
– Becoming familiar with certain commonly used calculator functions [memories (M+, M–, MR, MC), change of sign (+/–)]
– Using technology for operations involving numbers that go beyond the scope of the material covered in these cycles
– Using technology to present proofs related to operations
– Using a calculator in applying different problem-solving strategies
– Using a calculator and a computer to explore natural numbers and operations
– Using a calculator and a computer to explore decimals, fractions and operations
– Using a calculator and a computer to explore integers
– Using a computer (graphics and spreadsheet software as well as simulations) in applying different problem-solving strategies
– Using a computer (word-processing, graphics and spreadsheet software) to present information related to the solution
– Producing a drawing (solids, plane figures, frieze patterns and tessellations) using graphics software
– Using a computer to look for information
– Learning to collect data using spreadsheet software
– Learning to produce a graphic representation of data using spreadsheet software
– Learning to do a computer simulation of a random experiment
– Using the Internet to find historical accounts related to concepts studied in class
– Consulting Internet Web sites on mathematics as well as glossaries and databases
– Using interactive mathematics sites

Suggestions for using ICT in Science and Technology p.177

– Using electronic mail to exchange information
– Using the Internet to access Web sites related to science and technology
– Using CD-ROMs to gather information on a topic he/she is studying
– Organizing and presenting data using different types of software
– Using simulation software
– Using graphics software
– Producing a graphical representation of data
– Conducting experiments with the help of a computer
– Robotics and automation

Suggestions for using ICT in Drama p.223

– Distributing, through the Internet or by E-mail, short dramatic scenes produced by the students
– Scripting short scenes from an image bank or a drawing software program
– Writing a short scene in collaboration with a correspondent at another school, in another province or in another country, using the Internet
– Searching the Internet for illustrations or information relevant to marionettes, characters and costumes, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher
– Searching the Internet for illustrations or information relevant to clown performance, shadow theatre and space, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher
– Searching the Internet for illustrations or information relevant to performance in masks, in connection with elements of the essential knowledges or based on research proposals suggested by the drama teacher
– Consulting CD-ROMs to gather information on marionettes, characters and costumes
– Consulting CD-ROMs to gather information on clown performance, shadow theatre and theatrical space
– Consulting CD-ROMs to gather information on performance in masks
– Providing information on the production of a performance for the school Web site
– Searching the Internet for texts produced by or for students
– Consulting Web sites related to an artist or theatre company

Suggestions for using ICT in Visual Arts p.237

– Using computers for the creation of individual and media-related visual arts productions
– Using computers to save his/her individual and media-related visual arts productions
– Printing his/her individual and media-related visual arts productions
– Using CD-ROMs and the Internet to gather information on artists and their works or to discover works of art, traditional artistic objects and media images
– Using CD-ROMs and the Internet to gather information on artists, their time and works or to discover works of art, traditional artistic objects and media images
– Using the Internet to transmit virtual versions of their visual arts productions to students in another school, province, or country

– Saving the results of his/her research onto a diskette
– Using the Internet to research and observe visual arts productions of students in another school, province or country
– Meeting artists who work with mixed media
– Sharing their appreciation, using word-processing software
– Providing information on visual arts productions to the school Web site
– Accepting the nature and specifics of computer-assisted design
– Sharing computer tools with classmates
– Handling computer tools with care
– Demonstrating openness in using computer tools

Suggestions for using ICT in Dance p.252

– Using CD-ROMs or the Internet to obtain information on choreographic excerpts and on the dancers and choreographers from the different periods from which the excerpts are drawn
– Providing information on the creation of a show for the school's Web site
– Using graphics or word-processing software to produce simple notation of a dance created by the student

Suggestions for using ICT in Music p.266

Sound sources

– Using a synthesizer or computer sequencer to produce the sounds required for a sound piece
– Creating a bank of sample sounds

Composition procedures

– Using a synthesizer or computer sequencer to produce sound sequences
– Using a synthesizer or computer sequencer to produce sound sequences for a virtual portfolio

Graphic representation

– Using graphics or word-processing software to produce his/her personal code or score

Musical repertoire: audio, visual or electronic reference materials

– Using CD-ROMs or the Internet to obtain information on composers and their works or to listen to various excerpts
– Exploring CD-ROMs or the Internet to gather information on composers, musical works and artistic periods or to listen to various excerpts

Suggestions for using ICT in Physical Education and Health p.285

– Using CD-ROMs, software and Web browsers to explore themes related to physical education and health
– Using software to create and develop physical activity schedules
– Using software to keep a food journal over a given period of time
– Using software to keep a log of self-evaluation results in physical education and health class
– Using software demonstrating techniques

Suggestions for using ICT in Moral Education p.306

Competency 1

– Using CD-ROMs containing information on the needs of animals and plants, and on how to take care of them
– Consulting Web sites that present the rules of classrooms and schools around the world in order to compare them with those of own classroom or school
– Presenting, on an educational site, a group article on the responsibilities of young people in different groups
– Corresponding with young people from other cultures about what happens in their community to mark the transition from childhood to adolescence
– Gathering information on a specific organization or subject (e.g. UNICEF, Red Cross, sections of the Charter of Human Rights and Freedoms, the United Nations Convention on the Rights of the Child, leisure activities of young people the same age, statistics on young smokers or on drug use)
– Corresponding by E-mail with students in other schools in order to find ideas for activities or projects enabling students to experience values related to subjects covered in moral education
– Working together to create a simple Web page that presents the activity or project carried out by the group, the values that were promoted and the values that were experienced during the activity or project
– Corresponding with students from elsewhere to find out how they cooperate in everyday life
– Producing and distributing an information brochure to promote school or neighbourhood activities or projects in which students may become involved

Competency 2

– Gathering information on the Internet about situations in which animals or plants are in danger
– Researching problem situations experienced by young people of the same age and presented in a discussion group
– Exchanging views in discussion groups on the various activities that children enjoy with their friends, the main causes of quarrels and ways of resolving them
– Presenting students at other schools, by E-mail or discussion groups, moral problems experienced in groups
– Participating in Internet discussion groups on the usefulness of family or school rules
– Corresponding on the type of problems that differences among young people at school can cause and sharing effective solutions used in various environments

Competency 3

– Corresponding with children from elsewhere in order to compare the types of animals in their environment and the responsibilities they take on to meet the animals' needs
– Researching of rules governing discussion used in discussion groups for young people in order to identify relevant elements
– Discussing with children from elsewhere about their dreams and the kind of world in which they would like to live

– Corresponding by E-mail with secondary school students in order to exchange thoughts on life, happiness, the future, etc.
– Analyzing discussion groups for young people in order to identify the presence of prejudices and generalizations
***Not included: Suggestions for using ICT in Catholic Religious and Moral Instruction; Suggestions for using ICT in Protestant Moral and Religious Education
Source:http://www1.education.gouv.qc.ca/sections/programmeformation/primaire/pdf/educprg2001/educprg2001.pdf

Appendix B

Travel Itinerary - Lupin Hill Trip		
Names of teachers: Jean Grimard, Marie-Eve Lapierre, Karima Noori, Siryne Ouaggag, and Nancy Zhang March 7th to March 11th 2017		
Tuesday, March 7	**Montreal to Los Angeles, CA**	
7:20 am - 9:16 am	Montreal (YUL) - Philadelphia (PHL)	AE123456789
1:20 pm - 4:37 pm	Philadelphia (PHL) - Los Angeles (LAX)	AB789456123
Car	Enterprise LAX (rented through Hotwire.com)	HC123654789
Hotel	Hilton Garden Inn Calabasas	HH789654123
	24150 Park Sorrento, Calabasas, CA 91302, USA	3 Rooms prepaid:
	1 818-591-2300	1: 1 Queen, Non smoking
		2 and 3: 2 Queen, non smoking
Tuesday, March 7	**Calabasas CA**	
7:00 PM	Supper at Hotel Restaurant	
	Prep for next day	
Wednesday, March 8	**Itinerary**	***Notes***
6:30 AM	Breakfast at Hotel restaurant	
7:15 AM	Leave for Lupin Hill Elementary	

7:30 AM	Arrival at elementary school	Meet with Dr. Kiernan, principal of the school and Karen Lagola, Technology specialist from the district.
8:00 AM	Presentation from Karen Lagola in school meeting room about their program overview.	What Forward Learning is How it was implemented in this school What technology is used (overview of the technology hardware, software, apps) How technology is used? Media responsibility (teachers and students) Budget (initial costs, overall investment over savings from not purchasing workbooks / paper)
10:30 AM	Meeting in Lupin Hill Collaborative space (room used for all students to work on student-led projects) for on-hand training overview	Hardware covered: Chromebooks used with specifications Smartboards used with specifications LightRaise Projector (Smart Airliner) with specifications Other hardware (T.V.s, digital cameras, tablets, Wacom pens)
12:00 PM	Lunch break	
1:00 PM	Quick meeting with teachers (testimonials on collaborative learning using technology). Walkthrough of the school and overview of classrooms and learning spaces.	Wednesday is a half-day at this school, so most students will have left for the day
2:00 PM	On-hand training cont	Software overview covered (as requested by teachers attending): Symbaloo (used to store all apps for students) Google For Education (including training on GSuite) Scratch Visual Programming MuseCore Music Maker Blender 3D Design Tux (Math and Typing)
4:00 PM	End of day at Lupin Hill. Return to hotel.	

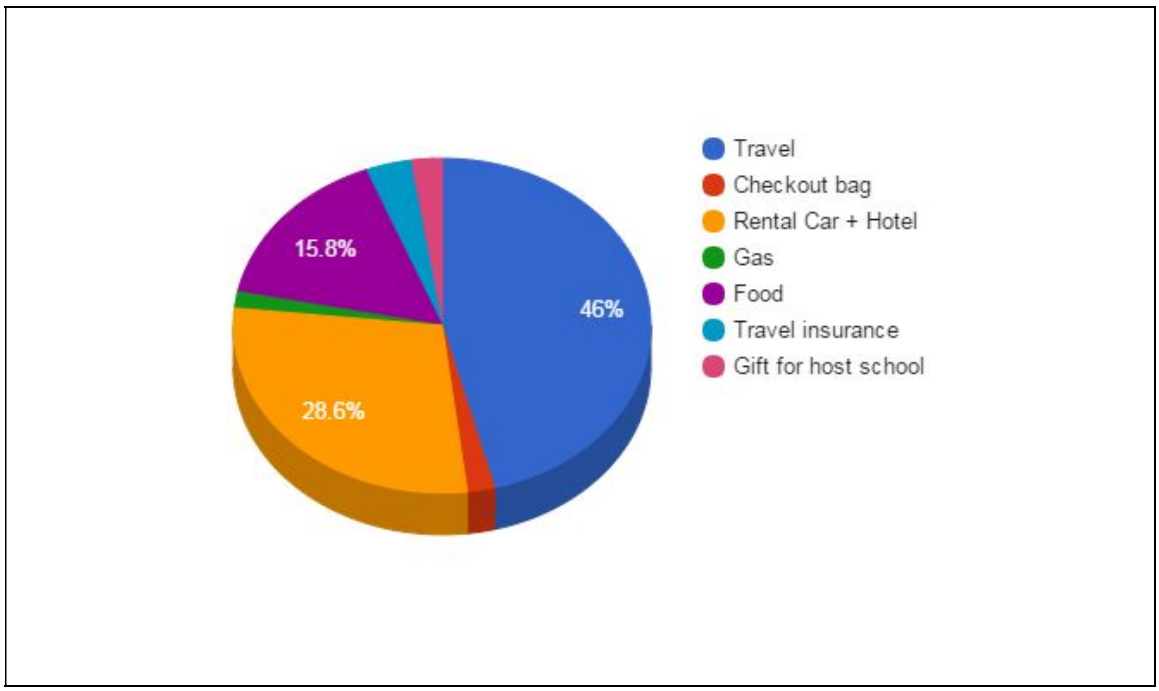
4:45 PM	Individual reflection and free time	
6:30 PM	Meeting in hotel lobby for supper and discussion of the day. 1 teacher should bring laptop or notebook to record the discussion and send report to the school	Items to discuss: What went well What didn't go well What can be implemented in our classrooms/ what can't Questions to ask teachers tomorrow Report should be sent to the school principal that night so that, if there are any comments by the school, they will have time to send them before we leave for Lupin Hill the next morning
Thursday, March 9	**Itinerary**	***Notes***
6:30 AM	Breakfast at Hotel restaurant	
7:15 AM	Leave for Lupin Hill Elementary	
7:30 AM	Teachers will be placed in classrooms for observations	Grade 1 or 2 classroom for intro to coding Grade 3 classroom (Observation of laptop use, digital literacy) Grade 5 classroom (Observation of student-led collaborative projects using technology) 1 teacher will cover music classes 1 teacher will cover physical education
	Teachers will shadow the class that they have been assigned to for the entire day to see	How technology is used to enhance (as opposed to accompany) lessons How students react to a technology-rich environment Do students seem eager to learn? Do they seem engaged? Are students distracted by the technology? How are students' non-technological skills? (ex: reading (from a printed book), writing, mental math, critical thinking skills)
3:00 PM	Teachers will reconvene in the collaborative room with Dr. Kiernan and Karen Lagola to	

	answer any questions (technical and otherwise) that on-site teachers may not have been able to answers.	
4:00 PM	End of day at Lupin Hill. Return to hotel.	
4:45 PM	Individual reflection and free time	
6:30 PM	Meeting in hotel lobby for supper and discussion of the day. 1 teacher should bring laptop or notebook to record the discussion and send report to the school	Items to discuss: What went well What didn't go well What can be implemented in our classrooms/ what can't Questions to ask teachers tomorrow Report should be sent to the school principal that night so that, if there are any comments by the school, they will have time to send them before we leave for Lupin Hill the next morning
Friday, March 10	**Itinerary**	***Notes***
6:30 AM	Breakfast at Hotel restaurant	
7:15 AM	Leave for Lupin Hill Elementary	
7:30 AM	Teachers will be placed in classrooms for observations	Grade 1 or 2 classroom for Tux lessons (Math and E.L.A.) Grade 4 classroom (Core subjects and technology) Grade 5 classroom (Digital literacy; observation of art-based collaborative project) 1 teacher will cover music classes 1 teacher will float between classes to observe different lessons
	Teachers will shadow the class that they have been assigned to for the entire day to see	How technology is used to enhance (as opposed to accompany) lessons How students react to a technology-rich environment Do students seem eager to learn? Do they seem engaged?

		Are students distracted by the technology? How are students' non-technological skills? (ex: reading (from a printed book), writing, mental math, critical thinking skills)
3:00 PM	Teachers will meet with their host school to thank them and offer the gift	
3:30 PM	End of day at Lupin Hill. Return to hotel.	
3:45 PM	Individual reflection and free time	
6:30 PM	Meeting in hotel lobby for supper and discussion of the day. 1 teacher should bring laptop or notebook to record the discussion and send report to the school	What went well What didn't go well What can be implemented in our classrooms/ what can't Report should be sent to the school principal.
Saturday, March 11	**Itinerary**	***Notes***
9:00 AM	meet up in hotel business meeting room for breakfast and to discuss the trip	Overall: What have we learned from this program Is the program in entirety or in part feasible for our school Budget wize, is this a plan that could be adopted by the school (calculating in technology grants)? Would parents be on board to spend money on laptops?
12:00 PM	Checkout from hotel	*Note: Car can be returned to LAX car rental service. Flight is at 10pm. Teachers must be at the airport (with car returned) by 7:30pm.
Saturday, March 11	**Los Angeles to Montreal**	
10:00 pm - 7:32am	Los Angeles (LAX) - New York City (JFK)	AE123456789
9:00 am - 10:43 am	New York City (JFK) - Montreal (YUL)	AB789456123

Appendix C

Description	Cost	Notes
Travel	$3,254.00	$650.80 x 5 people
Checkout bag	$150.00	$50 x 5 people
Rental Car + Hotel	2022.74	Car + 3 rooms for 4 days (includes breakfast)
Gas	$110.48	(84 USD$ (2.8$/gallon x (2 x 15 gallons))
Food	$1,118.00	Lunch: 21.04$ CAD (16$USD) x 4 meals = 84.16$per person x 5 people = 420.80$ CAD Supper: 44.72$ CAD (34$ USD) per person x 4 meals = 223.60$per person x 5 people
Travel insurance	$250.00	50$ per person x 5 people
Gift for host school	$173.98	159.99+ taxes and shipping (13.99$)
Total:	$7500.00 CAD	



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MELS, Quebec Education Program, preschool education, elementary education. Retrieved from http://www1.education.gouv.qc.ca/sections/programmeFormation/primaire/pdf/educprg2001bw/educprg2001bw.pdf

Link to power point:
https://docs.google.com/presentation/d/1FwiQjPL2322YQCCLCc9tABTAUGENC54GxyuNoOaDfjk/edit?usp=sharing

Forward Learning initiative: https://sites.google.com/lvusd.org/forward-learning Technology literacy program for grades 3-11 based in a school district in California.

All installed applications:
https://sites.google.com/lvusd.org/forward-learning/the-device/installed-applications

Links to applications: http://www.symbaloo.com/mix/chaparralsymbaloo

Lupin Hill Elementary resources: http://lupinresources.wikispaces.com/home

Lupin Hill Elementary resources for cyber safety:
http://lupinresources.wikispaces.com/CyberSafety