

2020-21

Evaluation of Selected Instructional Technology Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

*Michael Hinojosa, Ed. D.
Superintendent of Schools*



2020-21

Evaluation of Selected Instructional Technology Workscopes

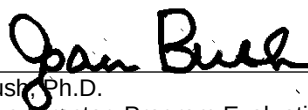
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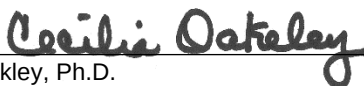
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ACRONYMS AND ABBREVIATIONS

ISD	Independent School District
PD	Professional Development
PDL	Professional and Digital Learning

Evaluation of Selected Instructional Technology Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

EXECUTIVE SUMMARY

With an increased need for building digital fluency in instruction because of the COVID-19 pandemic, the Dallas Independent School District (ISD) Professional and Digital Learning (PDL) Department is committed to facilitating and providing useful resources and professional development (PD) opportunities to district staff members to support their use of technology. In response to the COVID-19 pandemic, Dallas ISD transitioned students to at-home learning on March 23, 2020 until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities.

The purpose of this report was to provide context and process information pertaining to two selected Instructional Technology workscopes, Academic Technology and Instructional Effectiveness. Context information included information obtained from interviews with the program directors and a review of program documentation. Process information include analyses of available PD survey data.¹

The Academic Technology program focuses on designing, creating, and managing robust digital learning resources and providing online trainings and individualized supports to district staff members as needed. The Instructional Effectiveness program works to build the capacity of Teaching and Learning and campus staff members to leverage technology for teaching and learning by providing content-specific supports. Both programs also offered PD sessions throughout the year over diverse technology-related topics.

EVALUATION QUESTIONS/OUTCOMES

What was the source and amount of funding for the selected Instructional Technology programs?

The Academic Technology program was funded through Title IV, Part A at \$215,000. The Instructional Effectiveness program was funded at \$782,317 through Title II, Part A funds.²

How were the selected Instructional Technology programs implemented in 2020-21?

Context of the Programs

During the 2020-21 school year, the PDL Department aimed to provide ongoing digital learning resources about utilization and integration of technology in instruction. Within the PDL Department, both the Academic Technology and Instructional Effectiveness programs implemented various projects throughout the school year to support and meet the needs of the district campus and central staff members with the use of technology. The projects included online resources, self-paced learning opportunities, and PD sessions.³

Academic Technology

The Academic Technology program supported teachers with instructional resources including digital integration training and digital applications. The two largest foci of the program were learning management systems resources and individualized trainings based on the needs and interests of partner departments' key stakeholders. The program was implemented by one program director, one coordinator, and two academic technology specialists.⁴ They created and managed the instructional technology curriculum and instructional websites and delivered PD sessions.

¹ Detailed methodology is available in the full report.

² Provided by Special Revenue Funds Management on 02/28/21. Title IV funded two specialists and Title II funded two coordinators who all reported to program directors in the PDL Department.

³ The PDL department staff members also assisted with providing trainings to district personnel in support of other departments including trainings

about Title IX Compliance, Multi-Tiered Systems of Support (MTSS), *Measures of Academic Progress (MAP)*, pregnancy-related services, and Cultural Intelligence.

⁴ Toward the end of the school year, the PDL Department went through a reorganization and the coordinator and specialists reported directly to the Executive Director.

Learning Management Systems Resources

The program specialists created easy to access materials, such as tutorial websites and videos to support technology initiatives in the district. Online resources on learning management systems were either added from outside sources or created and managed on the district website throughout the school year to support teachers, instructional staff members, and administrators. The resources allowed staff members to effectively utilize the systems and included quick guides with visual aids on how to operate or troubleshoot specific technology tools used for instruction. The specialists also provided PD sessions on these resources, which are discussed in more detail in the next section.

Partner Departments Key Stakeholders Training

The program specialists provided partner departments with key stakeholder trainings, which were provided to 343 staff members across 65 sessions.⁵ District staff members from various departments including Teaching and Learning, Information Technology, and Evaluation and Assessment received training and support on the use of technology. Trainings were provided mainly on a one-on-one basis or in small groups as requested and covered an array of topics including how to develop and improve virtual training materials, online courses or webinars, and digital assets that build the capacity of teaching and learning staff members.

Instructional Effectiveness

The Instructional Effectiveness program was implemented by one program director, one program manager, and one coordinator.⁶ The program primarily focused on supporting campus staff members with content-specific digital materials and integrating technology in both classroom and at-home learning environments by introducing new digital tools and resources continuously throughout the year. Also, the program staff members developed and managed resources to support new teachers in the district.

Content-Specific Supports

Each program staff member supported teachers of specific content areas and principals in individual, group, or virtual settings. Most commonly, the supports were provided to help campus staff members use digital resources in each subject area and effectively adapt and integrate technology into the content to maximize student learning and achievement. A total of 19 content areas were supported (most commonly Career and Technical Education, Reading

Language Arts, Mathematics, and School Leadership) over 59 sessions supporting 2,209 participants.⁷

Support for New Teachers

The New Teacher Academy was offered virtually from August 21 through August 25, 2020 to teachers who were new to the district. The Instructional Effectiveness program staff members provided training covering diverse topics including teaching in a virtual space, district policies and procedures, introductory summaries of each department in the district, and racial equity. A total of 1,172 teachers participated in the event. Additionally, the trainings remained available through the district website for new teachers who were unable to attend the event.⁸

What professional development opportunities were offered through the selected Instructional Technology programs in 2020-21 and what were participant perceptions?

Professional Development Sessions

The Instructional Technology programs (i.e., Academic Technology and Instructional Effectiveness) provided PD opportunities as a team to support effective technology use in instruction and learning management from June 8, 2020 to April 30, 2021. The programs publicized available PD sessions each month through an online catalog published on the district website and in Weekly Administrative Information Packets. The topics of PD sessions for each month were selected based on the reported needs of teachers and staff members.

In 2020-21, a total of 81 PD sessions over a variety of technology-related topics were provided to 51,295 participants including teachers, instructional staff members, administrators, and central staff members.⁹ Because of the increased utilization of technology in instruction for both in-person and at-home learning, all PD sessions focused on how to effectively integrate technology into instruction.

The Academic Technology staff members focused on providing trainings on education technology applications and learning management systems such as Google Meet, Google Classroom, and Microsoft Teams. The applications allowed teachers and staff members to implement effective delivery and management of instruction. Of the 20 topics and 47 total sessions provided, the most frequently provided sessions covered Nearpod (8 sessions) and Google Classroom (6 sessions). The PD sessions on Google Classroom (22%) and Google Basics (21%) had the

⁵ This information was provided by the program coordinator on 06/04/21.

⁶ Toward the end of the school year, the PDL Department went through a reorganization and these positions were restructured.

⁷ In addition, the program assisted with providing trainings on other areas including Title IX and Core 4 Ambassador training in support of other

departments. A total of 73,672 staff members received supports. This information was provided by program coordinator on 06/11/21.

⁸ This information was provided by program director on 12/15/20.

⁹ Some participants attended multiple sessions. This information was provided by program coordinator on 06/11/21.

highest attendance rates of all Academic Technology sessions. Attendance ranged from 1 to 4,244 participants across the sessions and median number of attendees ranged from 1 to 1,485.

The Instructional Effectiveness program staff members offered PD sessions on various topics including different tools to use for instruction, promoting student engagement, and digital citizenship. Some session topics on instructional tools overlapped with the PD session topics provided by Academic Technology because of increased user needs and demands. Of the 20 topics and 34 total sessions provided, the staff members most frequently provided sessions on Zoom (7 sessions) and Nearpod (4 sessions). The PD sessions on digital citizenship (24%) and Zoom (23%) had the highest attendance rates of all Instructional Effectiveness sessions. Attendance ranged from 2 to 6,835 across the sessions and median number of attendees ranged from 3 to 1,865.

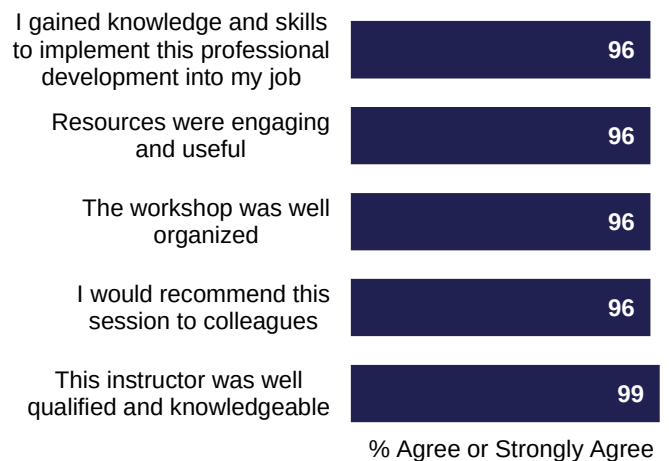
Participant Perceptions

All PD attendees were asked to complete a satisfaction survey at the end of the session. A total of 2,209 unique attendees responded to the surveys across PD sessions. When examining respondent roles, teachers accounted for the highest percentage of respondents across the trainings as the PD session topics were often directly related to teaching and learning ($n = 2,001$; 91%). The same participant could have attended PD sessions across programs; when the surveys were examined by program, a total of 1,053 unique participants responded to the Academic Technology PD surveys and 1,625 unique participants responded to the Instructional Effectiveness PD surveys. Some PD participants attended multiple sessions within each program. Thus, they may have completed the survey and been included in satisfaction and open-ended response analyses more than once. When reviewed by program (Academic Technology or Instructional Effectiveness), a total of 1,325 surveys were completed for the Academic Technology PD sessions and 2,320 surveys were completed for the Instructional Effectiveness PD sessions.

Because of the large number of various sessions, all PD perception responses are reported in aggregate by program. Overall, both programs received high satisfaction ratings (87% or more agreed or strongly agreed across questions). A slightly higher percentage of participants reported satisfaction with the sessions provided by the Instructional Effectiveness program (range: 92% to 99%) than with the sessions provided by the Academic Technology program (range: 87% to 99%). More than 96 percent of the survey respondents for both programs agreed or strongly agreed that they gained knowledge and skills to implement what they learned in their job, resources were engaging and useful, the session was well organized

and offered a positive atmosphere, they would recommend the session to their colleagues, and their instructor was well qualified and knowledgeable. Across programs, slightly lower percentages of respondents agreed or strongly agreed that they had enough time in the training (Academic Technology: 87%; Instructional Effectiveness: 92%) and that the training was appropriate for participants with different skill levels (Academic Technology: 90%; Instructional Effectiveness: 95%). Figures E1 and E2 show key participant perceptions of the PD sessions provided by each program. Full survey details with response rates are provided in the full report.

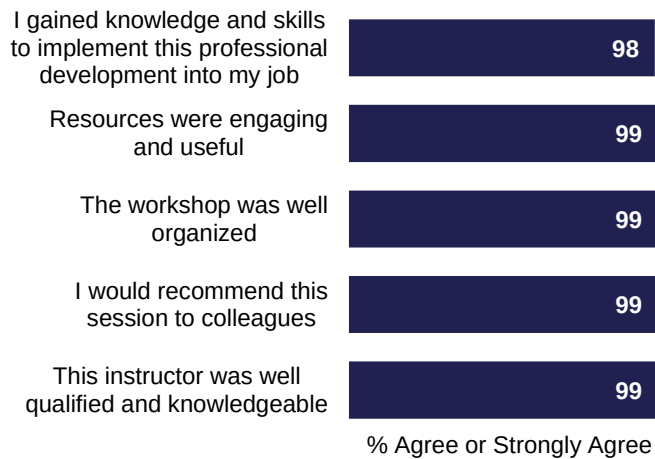
Figure E1: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Satisfaction with Academic Technology PD Sessions



Source: PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: $N = 1,325$. Complete questions and response rates are available in Appendix A of the full report. Participants may have attended multiple sessions; thus, they may have completed the survey more than once. All sessions were provided online from 06/08/20 to 04/30/21.

Figure E2: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Satisfaction with Instructional Effectiveness PD Sessions



Source: PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: $N = 2,320$. Complete questions and response rates are available in Appendix A of the full report. Participants may have attended multiple sessions; thus, they may have completed the survey more than once. All sessions were provided online from 06/08/20 to 04/30/21.

Participants also shared open-ended feedback. Complete open-ended questions and number of responses are available in the full report. When asked about recommendations for improvement, participants most frequently made comments that were either neutral or positive about the session or their trainer but did not provide actionable recommendations (Academic Technology $n = 263$; Instructional Effectiveness $n = 531$). The most commonly articulated suggestions for improvement of PD sessions were to extend the time of the training session (Academic Technology $n = 123$; Instructional Effectiveness $n = 235$), cover fewer topics within a training (Academic Technology $n = 46$; Instructional Effectiveness $n = 67$), and allow time for practice during the session (Academic Technology $n = 31$; Instructional Effectiveness $n = 51$).

RECOMMENDATIONS

Continue the supports that meet the needs of staff members.

Extend the time, or decrease the content, of each PD session.

2020-21

Evaluation of Selected Instructional Technology Workscopes

DEPARTMENT OF EVALUATION AND ASSESSMENT

PROGRAM DESCRIPTION

There is an increased need for building digital fluency in instruction as a result of the integral role that technology plays in learning, especially after the district accelerated technology use because of the COVID-19 pandemic. In response to the COVID-19 pandemic, Dallas Independent School District (ISD) transitioned students to at-home learning on March 23, 2020 until the end of the 2019-20 school year. To help district students and families access the internet during at-home learning, the Dallas ISD launched "Operation Connectivity" in May 2020, which provided 23,000 hotspots to families by October 2020. In 2020-21, Dallas ISD delayed the start of the 2020-21 school year until September 8, 2020 and implemented at-home learning districtwide for the first four weeks. On October 22, 2020, the district announced that campuses would provide in-person and virtual learning throughout the rest of the school year, and parents could choose whether their children participated in in-person or virtual instruction. In-person and virtual instruction included both synchronous and asynchronous learning activities.

The Dallas ISD Professional and Digital Learning (PDL) Department is committed to facilitating and providing professional development (PD) sessions and resources to teachers and instructional staff members that "support, challenge, and empower educators with the skills needed to ensure the success of every Dallas ISD student."¹⁰

In 2020-21, PDL department staff members focused on providing the supports necessary to maximize the effective use of technology in instruction through the Academic Technology and Instructional Effectiveness programs. These selected Instructional Technology programs are designed to enhance the Dallas ISD student learning experiences by leveraging technology in the instructional environment. Both programs aim to meet the needs of Teaching and Learning department staff members and campus teams so that they could successfully engage with technology to promote effective student learning.

The Academic Technology program provides professional learning opportunities that are interactive and targeted to meet the needs of teachers. The supports are provided by designing, creating, and managing robust digital learning resources; developing and implementing online trainings on diverse content; and offering individual support as needed. The online resources and trainings are provided through multiple venues, including the district website and webinars, and mainly focus on increasing teacher knowledge and skills allowing teachers to effectively integrate technology into instruction.

The Instructional Effectiveness program works to build the capacity of Teaching and Learning staff members who design PD and of campus teams. The program develops awareness of digital learning and

¹⁰ <http://www.dallasisd.org/pdl>

resources by providing professional learning opportunities at least monthly throughout the school year. Another focus of the program is to provide structural support to new teachers in the district by identifying their needs and providing learning opportunities to promote teacher effectiveness, advance equity, enhance teacher competence, and improve student outcomes.

PURPOSE AND SCOPE OF THE EVALUATION

The purpose of this report was to provide context and process information pertaining to two selected Instructional Technology workscopes, Academic Technology and Instructional Effectiveness. Specifically, this evaluation addressed the following questions:

- 1) What was the source and amount of funding for the selected Instructional Technology programs?
- 2) How were the selected Instructional Technology programs implemented in 2020-21?
- 3) What professional development opportunities were offered through the selected Instructional Technology programs in 2020-21 and what were participant perceptions?
- 4) What are the evaluator recommendations with respect to program improvement?

EVALUATION QUESTIONS AND RESULTS

What was the source and amount of funding for the selected Instructional Technology programs?

Methodology

Final budget information was provided by Special Revenue Funds Management on February 28, 2021 and was based on the Title II and IV, Part A workscopes. Additional information was obtained from program staff members.

Results

The Academic Technology program was funded through Title IV, Part A at \$215,000. The Instructional Effectiveness program was funded at \$782,317 through Title II, Part A funds. Most of the funding was used to compensate program staff members.¹¹

How were the selected Instructional Technology programs implemented in 2020-21?

Methodology

The evaluator summarized program implementation information gathered through interviews with the Academic Technology and Instructional Effectiveness program directors in October 2020. The evaluator also reviewed internal documents provided by program staff members and examined program websites.

¹¹ Title IV funded two specialists and Title II funded two coordinators who all reported to program directors in the PDL Department.

Results

Context of the Programs

The primary focus of the PDL Department, where both Instructional Technology workscopes were housed, was to increase digital literacy and technology integration across various instructional settings by supporting teachers and instructional staff members with training opportunities and online resources. During the 2020-21 school year, the department aimed to provide ongoing digital learning resources about utilization and integration of technology in instruction. Both the Academic Technology and Instructional Effectiveness programs implemented various projects throughout the school year to support and meet the needs of the district campus and central staff members with the use of technology. The projects included online resources, self-paced learning opportunities, and PD sessions.¹²

Academic Technology

The Academic Technology program supported teachers with instructional resources including digital integration training and digital applications. The two largest foci of the program were learning management systems resources and individualized trainings based on the needs and interests of partner departments' key stakeholders. The program was implemented by one program director, one coordinator, and two academic technology specialists.¹³ They created and managed the instructional technology curriculum and instructional websites and delivered PD sessions. The program staff members also monitored teacher and student usage of digital resources via Clever Analytics. The Clever report indicated that 10,727 teachers and 177,482 students used over 80 Clever applications throughout the school year.¹⁴

Learning Management Systems Resources. Resources on learning management systems (including PowerSchool Learning, Google Classroom, and Seesaw) were either added from outside sources or created and managed on the district website. Academic Technology specialists created easy to access materials, such as tutorial websites and videos to support technology initiatives in the district. The resources allowed teachers, instructional staff members, and administrators to effectively utilize the systems. The resources included quick guides with visual aids on how to operate or troubleshoot specific technology tools used for instruction. These supporting tools were updated throughout the year based on user needs and demands. The specialists also provided PD sessions on these resources, which are discussed in more detail in the next section.

Partner Departments Key Stakeholders Training. In 2020-21, a total of 65 key stakeholder trainings were provided to 343 staff members.¹⁵ District staff members from various departments including Teaching and Learning, Information Technology, and Evaluation and Assessment received training and support on the use of technology. Trainings were provided mainly on a one-on-one basis or in small groups

¹² The PDL department staff members also assisted with providing trainings to district personnel in support of other departments including trainings about Title IX Compliance, Multi-Tiered Systems of Support (MTSS), *Measures of Academic Progress (MAP)*, pregnancy-related services, and Cultural Intelligence.

¹³ Toward the end of the school year, the PDL Department went through a reorganization and the coordinator and specialists reported directly to the Executive Director.

¹⁴ Report provided by the program coordinator on 06/03/21.

¹⁵ This information was provided by the program coordinator on 06/04/21.

as requested and covered an array of topics including how to develop and improve virtual training materials, online courses or webinars, and digital assets that build the capacity of teaching and learning staff members.

Instructional Effectiveness

The Instructional Effectiveness program was implemented by one program director, one program manager, and one coordinator.¹⁶ The program primarily focused on supporting campus staff members with content-specific digital materials and integrating technology in both classroom and at-home learning environments by introducing new digital tools and resources continuously throughout the year. Also, the program staff members developed and managed resources to support new teachers in the district.

Content-Specific Supports. Each program staff member supported teachers of specific content areas and principals in individual, group, or virtual settings. The supports were most commonly provided to help campus staff members use digital resources in each subject area and effectively adapt and integrate technology into the content to maximize student learning and achievement. A total of 19 content areas were supported (most commonly Career and Technical Education, Reading Language Arts, Mathematics, and School Leadership) over 59 sessions supporting 2,209 participants.¹⁷

Support for New Teachers. The New Teacher Academy was offered virtually from August 21 through August 25, 2020 to teachers who were new to the district. The Instructional Effectiveness program staff members provided training covering diverse topics including teaching in a virtual space, district policies and procedures, introductory summaries of each department in the district, and racial equity. A total of 1,172 teachers participated in the event. Additionally, the trainings remained available through the district website for new teachers who were unable to attend the event.¹⁸

What professional development opportunities were offered through the selected Instructional Technology programs in 2020-21 and what were participant perceptions?

Methodology

The Instructional Technology programs (i.e., Academic Technology and Instructional Effectiveness) provided PD opportunities as a team throughout the year. The PD sessions covered a wide range of topics to support effective technology use in instruction and learning management.

Professional Development Sessions

The program directors and coordinator provided a list of PD sessions that PDL department staff members offered to Dallas ISD staff members from June 8, 2020 to April 30, 2021. The evaluator also conducted interviews with program staff members to gather additional information about training topics and implementation. The evaluator summarized the content by calculating the number of sessions, the total

¹⁶ Toward the end of the school year, the PDL Department went through a reorganization and these positions were restructured.

¹⁷ In addition, the program assisted with providing trainings on other areas including Title IX and Core 4 Ambassador training in support of other departments. A total of 73,672 staff members received supports. This information was provided by program coordinator on 06/11/21.

¹⁸ This information was provided by the Instructional Effectiveness program director on 12/15/20.

number of attendees, and the median and range of attendees per topic by program (Academic Technology or Instructional Effectiveness).

Participant Perceptions

Participant perceptions were obtained from participants' responses to the surveys they completed after attending each PD session. The surveys covered attendee characteristics and overall satisfaction. Participants could also answer open-ended questions about what they found valuable, what additional supports they needed, other technology-related PD they would like, and recommendations for improvement. The program directors provided the survey responses they received across all PD sessions. The evaluator analyzed the survey results in multiple steps. First, the total unique number of respondents was calculated after excluding duplicates across all PD sessions. Then, the evaluator categorized each session as Academic Technology or Instructional Effectiveness. The respondent characteristics were categorized based on the survey responses and summarized after excluding duplicate respondents within each program. The evaluator then summarized the satisfaction results using frequency and crosstab analyses to calculate the rates of respondents who positively responded (i.e., agreed or strongly agreed) to each question. Open-ended results were collapsed into themes and tabulated. In the interest of completeness, survey responses to satisfaction and open-ended questions were included even if the same respondent completed the survey more than once because respondents could have attended multiple sessions.

Results

Professional Development Sessions

The PDL Department publicized available PD sessions each month through an online catalog published on the district website and in Weekly Administrative Information Packets. The topics of PD sessions for each month were selected based on the needs of teachers and staff members.

In 2020-21, a total of 81 PD sessions were provided to 51,295 participants including teachers, instructional staff members, administrators, and central staff members.¹⁹ Because of the increased utilization of technology in instruction for both in-person and at-home learning, most PD sessions focused on how to effectively integrate technology into instruction.

Table 1 includes the main topics, number of sessions, number of attendees and median number of attendees for each session topic provided by Academic Technology and Instructional Effectiveness program staff members between June 8, 2020 and April 30, 2021.

Academic Technology. The Academic Technology staff members focused on providing trainings on education technology applications and learning management systems such as Google Meet, Google Classroom, and Microsoft Teams. The applications allowed teachers and staff members to implement effective delivery and management of instruction. Of the 20 topics and 47 total sessions provided, the most frequently provided sessions covered were Nearpod and Google Classroom (Table 1; 8 sessions and 6

¹⁹ Some participants attended multiple sessions. This information was provided by program coordinator on 06/11/21.

sessions, respectively). The PD sessions on Google Classroom (22%) and Google Basics (21%) had the highest attendance rates of all Academic Technology sessions. Attendance ranged from 1 to 4,244 participants across the sessions and median number of attendees ranged from 1 to 1,485.

Instructional Effectiveness. The Instructional Effectiveness program staff members offered PD sessions on various topics including different tools to use for instruction, promoting student engagement, and digital citizenship. Some session topics on instructional tools overlapped with the PD session topics provided by Academic Technology because of increased user needs and demands. Of the 20 topics and 34 total sessions provided, the staff members most frequently provided sessions on Zoom and Nearpod (Table 1; 7 and 4 sessions, respectively). The PD sessions on digital citizenship (24%) and Zoom (23%) had the highest attendance rates. Attendance ranged from 2 to 6,835 across the sessions and median number of attendees ranged from 3 to 1,865.

Table 1: 2020-21 Selected Instructional Technology Programs Professional Development Sessions and Attendance by Program

Session Topic	Sessions	Attendees	Attendance	
	N	N	Median	Range
Academic Technology				
Chromebook	2	1,723	862	831-892
Digital Binders and Notebooks	1	28		
Flipgrid	1	78		
Google Basics	3	4,519	1,485	340-1,485
Google Classroom	6	4,763	69	4-4,244
Google Docs	1	8		
Google Forms	4	193	45	1-103
Google Meet	4	2,642	599	1-1,444
Google Sites	4	209	1	1-206
Google Updates	2	81	41	5-76
ISTE and the ISTE Standards for Students	1	1,077		
Jamboard	1	20		
LMS Overview for Campus Administrators	1	385		
Microsoft Teams	2	2,212	1,106	492-1,720
Nearpod	8	82	9	1-21
Overview of Student Devices	1	2,850		
PowerPoint	1	111		
Student E-Portfolios with Google Sites	1	2		
Video-Conferencing Platforms for Administrators	2	682	341	244-438
Zoom	1	18		
Instructional Effectiveness				
Annotating PDFs	1	6		
Cornerstone Training for ILT Leads	1	2		
Dallas Assessment Navigator (DAN)	1	6		
Digital Breakouts - Google Style	1	40		
Digital Citizenship	1	7,089		
Digital Dilemmas	1	8		
Discovery Education: Getting Started	1	20		
Discovery Education: Onboarding Sessions	1	4		
Dojo	1	18		
Express Class Training	1	2		
LMS Overview for Administrators	1	32		
Microsoft OneNote Digital Binder	1	83		
Microsoft Teams	2	142	71	38-104
Multi-Method Classroom	1	5,357		
Nearpod	4	177	36	2-104
PowerSchool LMS Overview	2	3,730	1,865	215-3,515
Screencastify and Google Slides	3	6,092	292	157-5,643
Seesaw	1	28		
Simultaneous Learning	2	5	3	2-3
Zoom	7	6,835	304	6-6,835

Source: PD documentation provided by the PDL Department on 06/11/21.

Note: All sessions were provided online from 06/08/20 to 04/30/21. Participants may have attended more than one session. Some session topics were covered by both programs because of user needs and demands. ILT = Instructional Leadership Team. ISTE = International Society for Technology in Education. LMS = Learning Management Systems.

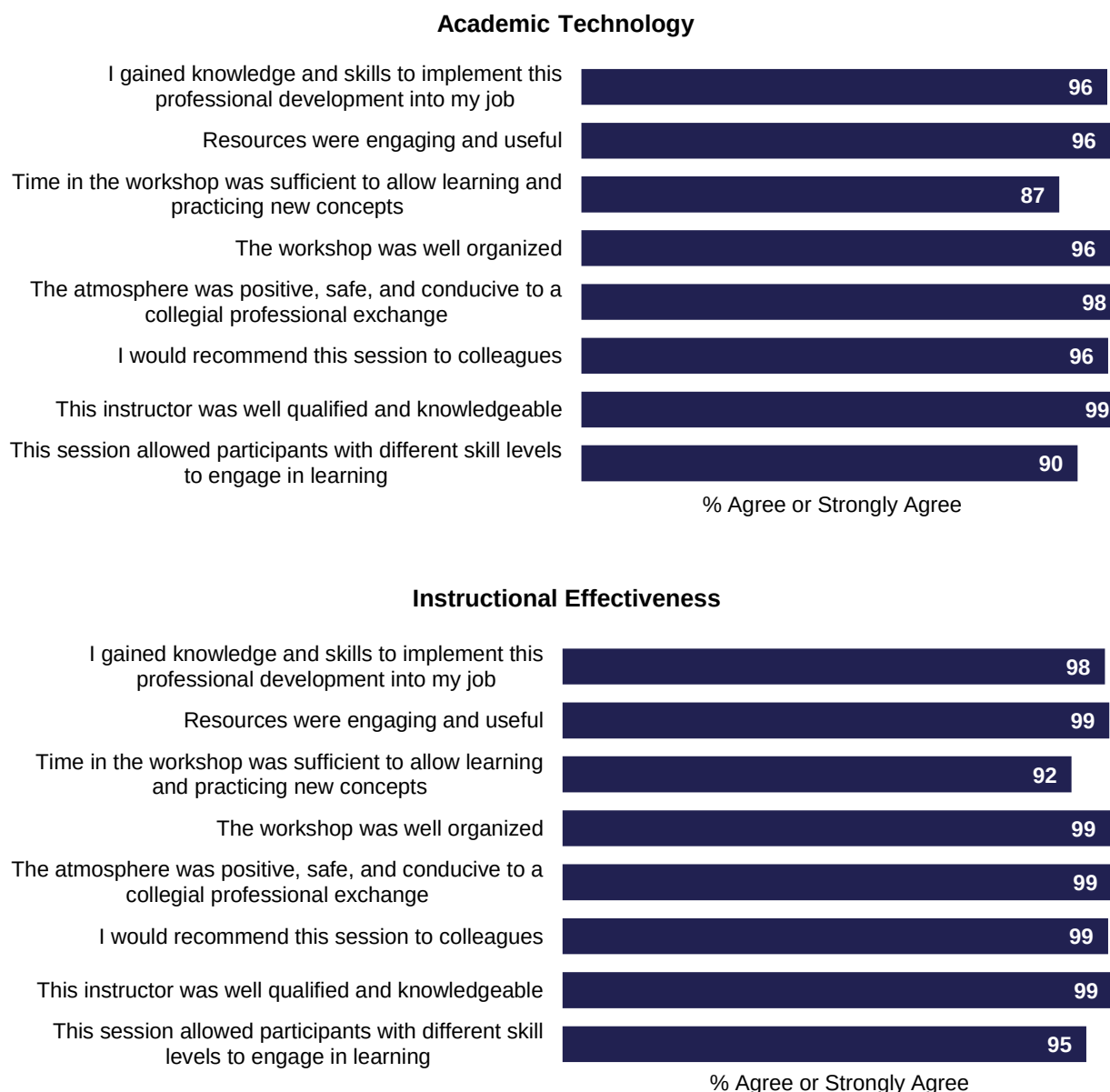
Participant Perceptions

All PD attendees were asked to complete a satisfaction survey at the end of each session. Full survey details with respondents' characteristics and response frequencies are provided in Appendix A. A total of 2,209 unique attendees responded to the surveys across PD sessions. When examining respondent

roles, teachers accounted for the highest percentage of respondents across the trainings as the PD session topics were often directly related to teaching and learning ($n = 2,001$; 91%). The same participant could have attended PD sessions across programs; when the surveys were examined by program, a total of 1,053 unique participants responded to the Academic Technology PD surveys and 1,625 unique participants responded to the Instructional Effectiveness PD surveys. Some PD participants attended multiple sessions within each program. Thus, they may have completed the survey and been included in satisfaction and open-ended response analyses more than once. When reviewed by program (Academic Technology or Instructional Effectiveness), a total of 1,325 surveys were completed for the Academic Technology PD sessions and 2,320 surveys were completed for the Instructional Effectiveness PD sessions.

Because of the large number of various sessions, all PD perception responses are reported in aggregate by program. Figure 1 shows participant perceptions on the PD sessions for each of the selected Instructional Technology programs. Overall, both programs received high satisfaction ratings (87% or more agreed or strongly agreed across questions). A slightly higher percentage of participants reported satisfaction with the sessions provided by the Instructional Effectiveness program (range: 92% to 99%) than with the sessions provided by the Academic Technology program (range: 87% to 99%). More than 96 percent of the survey respondents for both programs agreed or strongly agreed that they gained knowledge and skills to implement what they learned in their job, resources were engaging and useful, the session was well organized and offered a positive atmosphere, they would recommend the session to their colleagues, and their instructor was well qualified and knowledgeable. Across programs, slightly lower percentages of respondents (range: 87% to 95%) agreed or strongly agreed that they had enough time in the training and that the training was appropriate for participants with different skill levels.

Figure 1: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey - Satisfaction by Program



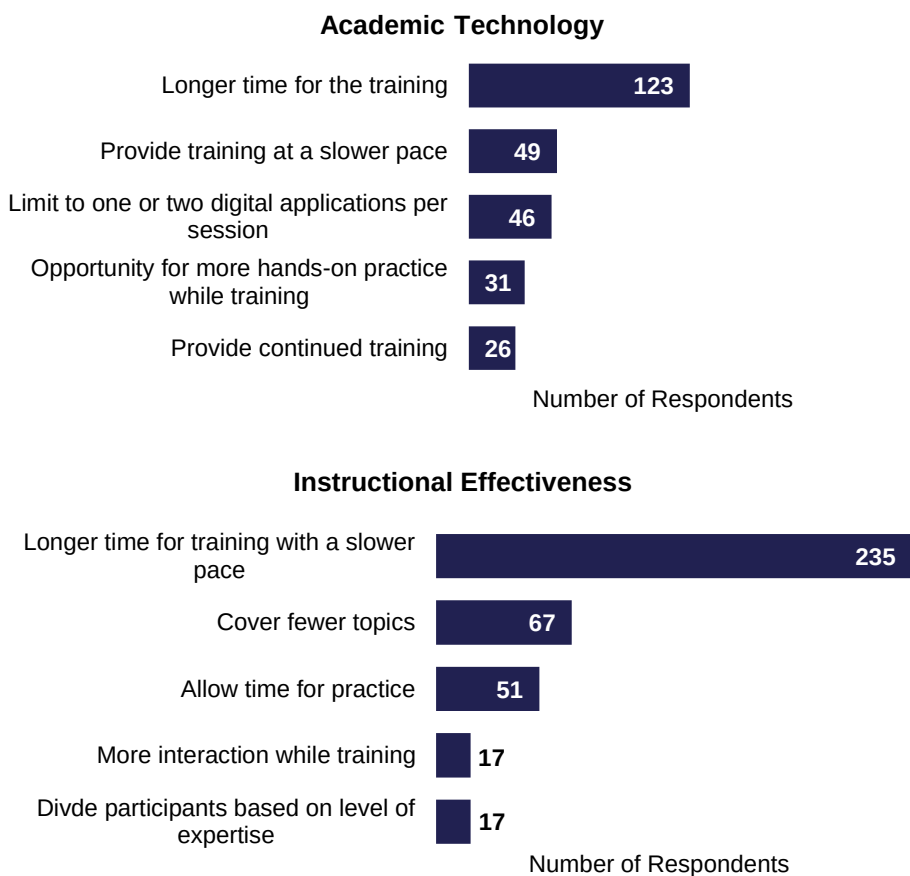
Source: PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Complete questions and response rates are available in Appendix A. Participants may have attended multiple sessions; thus, they may have completed the survey more than once. All sessions were provided online from 06/08/20 to 04/30/21.

Participants also shared open-ended feedback. Figure 2 shows participants' recommendations for improvement for the session they attended. All other open-ended question results are reported in Appendix A. Participants most frequently made comments that were either neutral or positive about the session or their trainer but did not provide actionable recommendations (Academic Technology $n = 263$; Instructional Effectiveness $n = 531$). The most commonly articulated suggestions were to extend the time of the training

session (Academic Technology $n = 123$; Instructional Effectiveness $n = 235$), cover fewer topics within a training (Academic Technology $n = 46$; Instructional Effectiveness $n = 67$), and allow time for practice during the session (Academic Technology $n = 31$; Instructional Effectiveness $n = 51$).

Figure 2: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Recommendations for Improvement by Program



Source: PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Complete questions and number of responses are available in Appendix A. Participants may have attended multiple sessions; thus, they may have completed the survey more than once. All sessions were provided online from 06/08/20 to 04/30/21.

KEY FINDINGS AND RECOMMENDATIONS

Key Findings

The PDL department provided a variety of supports for teachers and other staff members to enhance digital literacy and build capacity to leverage technology for teaching and learning through the Academic Technology and Instructional Effectiveness programs. The 2020-21 budget for the Academic Technology program totaled \$215,000 in Title IV, Part A funding and the Instructional Effectiveness program was funded through \$782,317 of Title II, Part A funding. Both programs played a vital role in supporting the increased technology use in the district as a result of the COVID-19 pandemic through the provision of resources and training. Key findings include the following.

- The Academic Technology program provided online resources on learning management systems and 65 individualized trainings for 343 staff members based on the needs and interests of partner departments' key stakeholders throughout the school year.
- The Instructional Effectiveness program supported 2,209 campus staff members in 19 content-specific areas and offered the virtual New Teacher Academy to 1,172 teachers.
- The Academic Technology program provided 47 PD sessions covering 20 topics and the Instructional Effectiveness program provided 34 PD sessions over 20 topics. A total of 51,295 participants including teachers, instructional staff members, administrators, and central staff members attended the sessions.
- More than 96 percent of the PD survey respondents for both programs agreed or strongly agreed that they gained knowledge and skills to implement what they learned in their job, resources were engaging and useful, the session was well organized and offered a positive atmosphere, they would recommend the session to their colleagues, and their instructor was well qualified and knowledgeable. Across programs, slightly lower percentages of respondents agreed or strongly agreed that they had enough time in the training (Academic Technology: 87%; Instructional Effectiveness: 92%) and that the training was appropriate for participants with different skill levels (Academic Technology: 90%; Instructional Effectiveness: 95%).
- Survey respondents most commonly suggested increasing the amount of time for training (Academic Technology $n = 123$; Instructional Effectiveness $n = 235$), covering fewer topics within a training (Academic Technology $n = 46$; Instructional Effectiveness $n = 67$), and allowing time for practice during the session (Academic Technology $n = 31$; Instructional Effectiveness $n = 51$).

Recommendations

Based on the key findings, the following recommendations are offered for stakeholders.

Continue the supports that meet the needs of staff members. PDL department staff members have been responsive to the needs and demands of the district campus and central staff members with the increased amount of technology usage as evidenced by the positive feedback provided by PD participants. Stakeholders should stay attentive to staff member training and resource needs and continue to provide adequate supports for the use of instructional technology.

Extend the time, or decrease the content, of each PD session. Survey respondents wanted more time in the sessions (Academic Technology $n = 123$; Instructional Effectiveness $n = 235$), and also wanted more time to practice (Academic Technology $n = 31$; Instructional Effectiveness $n = 51$). Providing longer trainings or following the third most common recommendation and covering fewer topics within a training (Academic Technology $n = 46$; Instructional Effectiveness $n = 67$), could provide more time for depth and practice. Stakeholders are encouraged to ensure participants have enough time to learn and practice their new skills by increasing the session time or decreasing the amount of information that is covered.

The word "APPENDIX" is displayed in a large, bold, dark blue font. To the left of the text is a solid dark blue vertical rectangle. Below the text and the vertical rectangle is a solid teal horizontal rectangle that spans the width of the page.

APPENDIX

Appendix A

Appendix A, Table 1: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Respondent Characteristics by Program

	Academic Technology Respondents (N = 1,053)		Instructional Effectiveness Respondents (N = 1,625)	
	n	%	n	%
What is your professional title?				
Teacher	929	88.2	1,529	94.1
Campus Instructional Coach	18	1.7	19	1.2
Library Media Specialist	26	2.5	35	2.2
Central Staff	65	6.2	15	0.9
Other	15	1.4	27	1.7
Are you a new teacher this year?*				
Yes	78	8.4	135	8.8
No	851	91.6	1,394	91.2
Grade Level (if applicable) Check all that apply				
Pre-K to grade 2	183	17.8	422	26.1
Grade 3 to 5	302	29.3	383	23.7
Grade 6 to 8	176	17.1	308	19.1
Grade 9 to 12	175	17.0	280	17.3
Multi-grade level	193	18.8	221	13.7

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Percentages may not sum to 100 because of rounding. Ns may not equal the total number of respondents because some questions did not apply to all respondents. Participants attended multiple sessions within each program are only included in this table once; however, participants may have attended sessions from both programs; thus, their characteristics may be reported more than once. * = Only includes teacher responses. Other includes Campus Administrator, Support Staff, Substitute Teacher, and Teacher Assistant. Multi-grade level includes participants who selected more than one grade level. All sessions were provided online from 06/08/20 to 04/30/21.

Appendix A, Table 2: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Satisfaction by Program

		Strongly Disagree		Disagree		Agree		Strongly Agree	
	N	n	%	n	%	n	%	n	%
Academic Technology									
I gained knowledge and skills to implement this professional development into my job	1,325	14	1.1	43	3.2	305	23.0	963	72.7
Resources were engaging and useful	1,325	14	1.1	35	2.6	281	21.2	995	75.1
Time in the workshop was sufficient to allow learning and practicing new concepts	1,267	40	3.2	125	9.9	374	29.5	728	57.5
The workshop was well organized	1,325	13	1.0	37	2.8	262	19.8	1,013	76.5
The atmosphere was positive, safe, and conducive to a collegial professional exchange	1,325	9	0.7	15	1.1	199	15.0	1,102	83.2
I would recommend this session to colleagues	1,325	15	1.1	40	3.0	258	19.5	1,012	76.4
This instructor was well qualified and knowledgeable	1,325	8	0.6	9	0.7	162	12.2	1,146	86.5
This session allowed participants with different skill levels to engage in learning	1,267	36	2.8	87	6.9	313	24.7	831	65.6
Instructional Effectiveness									
I gained knowledge and skills to implement this professional development into my job	2,320	10	0.4	36	1.6	323	13.9	1,951	84.1
Resources were engaging and useful	2,320	7	0.3	20	0.9	280	12.1	2,013	86.8
Time in the workshop was sufficient to allow learning and practicing new concepts	2,207	41	1.9	148	6.7	520	23.6	1,498	67.9
The workshop was well organized	2,320	10	0.4	14	0.6	236	10.2	2,060	88.8
The atmosphere was positive, safe, and conducive to a collegial professional exchange	2,320	7	0.3	9	0.4	161	6.9	2,143	92.4
I would recommend this session to colleagues	2,320	9	0.4	24	1.0	231	10.0	2,056	88.6
This instructor was well qualified and knowledgeable	2,320	8	0.3	5	0.2	131	5.6	2,176	93.8
This session allowed participants with different skill levels to engage in learning	2,207	28	1.3	90	4.1	367	16.6	1,722	78.0

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Percentages may not sum to 100 because of rounding. Participants may have attended multiple sessions; thus, they may have completed the survey more than once. All sessions were provided online from 06/08/20 to 04/30/21.

Appendix A, Table 3: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Valuable Information Feedback by Program (Open-Ended Responses)

What specific information was of greatest value to you?	Respondents <i>n</i>
Academic Technology	
Google (including Meets, Extensions, Docs, Forms, etc.)	292
All of the information presented	77
Creating assignments, quizzes, surveys, or grading rubrics	56
Breakout	35
Digital binders/notebooks	29
How to engage and interact with students and parents	19
Resources presented	15
Translation/voice typing	10
Instructional Effectiveness	
Break out rooms and Zoom settings	329
Google Slides and Screencastify	299
All of the information presented	245
Creating or adding classes, assignments, or assessments	100
Bitmoji	68
How to navigate PowerSchool	58

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Total *N* = 755 (Academic Technology); *N* = 1,508 (Instructional Effectiveness). Participants may have attended multiple sessions; thus, they may have completed the survey more than once. Responses are included if given by 10 or more respondents. All sessions were provided online from 06/08/20 to 04/30/21.

Appendix A, Table 4: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Support Needed for Implementation by Program (Open-Ended Responses)

What support do you need to implement what you learned?	Respondents <i>n</i>
Academic Technology	
More practice	134
No more support needed	64
Follow up training	43
Access to the webinar and/or slides and files	29
Review the session later	27
More hands-on training	18
Contact for an expert/ongoing technical support as needed	18
Instructional Effectiveness	
Time to practice	321
No more support needed	197
Access to the webinar and/or slides and files	135
Additional/longer training	83
Ongoing tech support	46
Training at a slower pace	15

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Total *N* = 552 (Academic Technology); *N* = 1,092 (Instructional Effectiveness). Participants may have attended multiple sessions; thus, they may have completed the survey more than once. Responses are included if given by 10 or more respondents. All sessions were provided online from 06/08/20 to 04/30/21.

Appendix A, Table 5: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Other PD Needed by Program (Open-Ended Responses)

What other technology-based professional development would you like to see?	Respondents <i>n</i>
Academic Technology	
No other PD is needed at this time	127
Google applications	56
More in-depth session for new teachers	30
Seesaw	18
More advanced and robust training	11
Flipgrid	11
How to connect or integrate multiple platforms	10
Instructional Effectiveness	
No other PD is needed at this time	146
Google applications	83
Seesaw	52
Additional training with practice time	30
Any training that is available	28
Bitmoji in the classroom	22
More in-depth training	19
Advanced version of the session	10

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Total *N* = 449 (Academic Technology); *N* = 784 (Instructional Effectiveness). Participants may have attended multiple sessions; thus, they may have completed the survey more than once. Responses are included if given by 10 or more respondents. All sessions were provided online from 06/08/20 to 04/30/21.

Appendix A, Table 6: 2020-21 Selected Instructional Technology Programs Professional Development Feedback Survey – Recommendations for Improvement by Program (Open-Ended Responses)

What are your recommendations to help us improve this session?	Respondents <i>n</i>
Academic Technology	
No recommendation for improvement/the session was helpful	263
Longer time for the training	123
Provide training at a slower pace	49
Limit to one or two digital applications per session	46
Opportunity for more hands-on practice while training	31
Provide continued training	26
More advanced techniques/skills	10
Instructional Effectiveness	
No recommendation/the session was excellent	531
Longer time for the training with a slower pace	235
Cover fewer topics within a training	67
Allow time for practice	51
More interaction while training	17
Divide participants based on level of expertise	17
Access to the recorded session and materials	15

Source: 2020-21 PD Feedback Survey data provided by the PDL Department on 06/01/21.

Note: Total *N* = 793 (Academic Technology); *N* = 1,387 (Instructional Effectiveness). Participants may have attended multiple sessions; thus, they may have completed the survey more than once. Responses are included if given by 10 or more respondents. All sessions were provided online from 06/08/20 to 04/30/21.