

MA Department of Elementary and Secondary Education - Office of Educational Technology (OET) Building Capacity for High-Quality Instruction through EdTech (Fund Code 124) Overview

Overview

According to the Learning Accelerator, achieving digital equity requires that students have **access to and ownership of the tools** that best support them as learners; **skills and competencies** they require in order to best take advantage of these digital resources; and **learning experiences** that are targeted, authentic, relevant, socially connected, and growth oriented. While schools and districts have had unprecedented access technology over the past few years, they did not have enough time or available supports to truly and effectively develop the necessary skills and competencies to best use those technologies for rich learning experiences with students.

Knowing that we cannot achieve digital equity for students without also supporting our educators, OET enthusiastically launched the [EdTech Capacity-Building Grants](#) program this year for districts to adopt or expand professional learning programming to build the collective expertise of educators to utilize technology to deliver high-quality instruction. This flexible grant program allowed applicants to propose professional learning opportunities aligned to the five grant priority areas: effective instruction, high-quality professional learning, effective use of technology to support instruction, prioritizing equity and digital equity, and building a sustainable plan for capacity-building efforts over time.

“The abilities to effectively use and create technology to solve complex problems are the new and essential literacy skills of the twenty-first century.”

- MA DLCS Vision

Purpose & Impact

On the following pages we have detailed a variety of recipient approaches to capacity-building professional learning, which may be of use to other districts that are exploring ways to incorporate technology-related professional learning in their school systems. Our intent is to capture learnings from the recipients about the variety of approaches, fund use, and activities used to build capacity, while also documenting the diverse contexts and settings in which they have been implemented. **Ultimately, this grant aims to increase the number of educators implementing effective practices in classrooms, which, in turn, will provide students with improved classroom experiences.**

“It’s not enough to spend money on devices or connectivity, we need to also invest in the people who are using those tools to ensure that all students can benefit from the opportunities technology provides to allow them to participate fully in public, community, and economic life.”

JULIA FALLON, EXECUTIVE DIRECTOR OF THE STATE EDUCATIONAL TECHNOLOGY DIRECTORS ASSOCIATION (SETDA)

FC124: EdTech Capacity-Building Grant | Recipient Quick Reference – Individual LEA Recipients

	Woburn \$27,100	Norton \$46,195	Newton \$44,506	Everett \$92,900
Goal(s)	Change mindset about tech integration and redefine the thought process before, during, and after implementation to use technology effectively and purposefully in Grade 6 science classrooms using Better Lesson frameworks	Increase the equity of digital literacy and computer science (DLCS) experiences throughout the district. Digital Equity Teams will participate in high-quality professional learning and learning walks, culminating in the design of DLCS-integrated projects at each school	Align Educators, Coaches, and Admins/Evaluators on how Instructional Technology can be used to support UDL and culturally responsive instructional practices in the preschool and elementary classroom	Increase digital learning experiences during lessons to improve formative assessments, make content delivery more engaging, and incorporate scaffolding to meet the diverse needs of the student population, specifically those of English Learners and Students with disabilities
Approach	<ul style="list-style-type: none"> Grade/subject specific project External PD Partner Internal PD Aligning with SAMR framework 	<ul style="list-style-type: none"> District-wide via Digital Equity teams National professional learning consultants Out-of-district classroom learning walks Alignment to DLCS standards 	<ul style="list-style-type: none"> Grade specific project External PD Partner Internal PD: Train-the-trainer Summer Camp Model 	<ul style="list-style-type: none"> District-wide External PD provider Internal PD: Train-the-trainer Creation of student intern role
Fund Use	<ul style="list-style-type: none"> Contractual Services Stipends for teachers & instructional coach participation 	<ul style="list-style-type: none"> Program facilitation and coordination Planning sessions Stipends for support staff/technicians & staff participation Substitutes 	<ul style="list-style-type: none"> Contractual Services Program administration Planning days Summer camp instructors & attendees 	<ul style="list-style-type: none"> Contractual Services Stipends for Technology Integration Leaders (TILs) Stipends for student interns and their supervisor
Major Activities	<ul style="list-style-type: none"> Use the Better Lesson frameworks when evaluating technology tools, and the effectiveness of those tools Yearlong 1:1 coaching by Better Lesson experts with Innovation Coach Programming cycles through awareness, understanding, and ownership via webinars, walkthroughs, and coaching sessions January to June Coaching Cycles <ul style="list-style-type: none"> 2 workshops 2 learning walks Final product: Develop ways to adapt, engage, and empower students with the use of technology in their classroom. Expand from 6th to 7th and 8th in the following years 	<p>District Digital Equity Team and School Digital Equity Teams:</p> <ul style="list-style-type: none"> Participate in three professional learning weekend workshops provided by external consultant that include DLCS activities & exploration of resources contained within the district’s newly acquired STEAM carts Visit other schools/districts to observe integrated DLCS projects in classrooms Review DLCS curriculum standards to refine the district’s DLCS power standards Summer Planning Session: Participate in 4 days of collaborative project design, where each team identifies DLCS power standards to integrate within a cross-content project that utilizes technology from the district STEAM carts Implement projects in the fall of 2023. <p>District Team includes:</p> <ul style="list-style-type: none"> Director of Instructional Technology Digital Learning Specialists (2) Instructional coaches (2) <p>School teams include:</p> <ul style="list-style-type: none"> Special education teacher Educational specialist Classroom teacher Technology teacher leader 	<ul style="list-style-type: none"> Instructional Technology Specialists engage in internal planning and PD, as well as attending external PD workshops via EdTech Teacher and MassCUE ITS develop and provide trainings for Administrators / Evaluators on what high-quality instructional practices with EdTech looks like in the classroom <p>Summer Tech Camp:</p> <ul style="list-style-type: none"> Develop training materials and activities 3-day summer PD for educators with ongoing coaching during the following school year to reinforce learning Evaluate and prepare for future implementations of Summer Tech Camp and Coaching Experiences 	<ul style="list-style-type: none"> Recruit and appoint 6 teachers as district Technology Integration Leaders (TILs), who receive training via EdTech Teacher. Certify TILs as train-the-trainer for internal staff PD Provide school-based and team-based PD at all 11 district’s schools over 2 years (200 teachers) Provide 26 hours of training from EdTech Teacher, offered at three levels of tech skill competency (Amplifying Instruction with EdTech Level 1, Amplifying Instruction with EdTech Level 2, and Teaching with Canvas Master Class) Create HS senior paid internships (5, Technology Integration Student Leaders, TISLs) TISLs participate in the PD and then train other HS students to use the tech products and platforms to enhance their assignment products, learning goals, and support different independent learning styles.

FC124: EdTech Capacity-Building Grant | Recipient Quick Reference – Non-LEA Recipients

	Innovate EDU / EdTech Evidence Exchange (the Exchange) \$55,586 On behalf of: KIPP Lynn and KIPP Boston	MassCUE / Collaborative for Educational Services (CES) \$111,775 On behalf of: Dennis-Yarmouth, Lowell, Nauset, Northampton	Berkshire Educational Resources K12 (Berk12) / Berkshire Resources for Learning & Innovation (BRLI) \$126,250 On behalf of: Berkshire Arts and Technology Charter, Berkshire Hills, Lee, Lenox, North Adams, Pittsfield, Richmond
Goal(s)	Increase the effective and equitable use of edtech in classrooms by assessing the conditions of current edtech integration and guiding districts in making plans for evidence-informed tool implementation and professional learning strategies	Provide multi-tiered professional learning opportunities about leveraging edtech for equitable instruction to LEAs serving traditionally underserved and/or underrepresented students	Build and strengthen a collaborative network of edtech leaders across the Berkshire region through a “Champion” model and regional edtech-focused conferences, events, and workshops
Approach	<ul style="list-style-type: none"> Led by EdTech Evidence Exchange, an initiative of InnovateEDU, assess current conditions of edtech use in all classrooms Assist leaders in using the data to strengthen future implementation Aligning with both TPACK and TIM frameworks 	<ul style="list-style-type: none"> 2 organization partnership: MassCUE and CES 3-tiered model of support Aligning to ISTE Standards for Students and Educators Aligning to DESE DLCS Standards 	<ul style="list-style-type: none"> Regional collaboration model (7 districts) Centralized coordinator (BRLI) Internal PD: train-the-trainer workshops, experiences, and peer-led sessions Alignment and integration of ISTE standards
Fund Use	<ul style="list-style-type: none"> Program coordination Stipends for staff and leaders to complete the Context Inventory and Implementation Survey 	<ul style="list-style-type: none"> Program coordination Sponsored ISTE certifications for Tier 1 Stipends for Tier 1 and Tier 2 work Individualized PD and coaching to plan and deliver Tier 3 	<ul style="list-style-type: none"> Program coordination Stipends for 7 BRLI “Champions” & 3 “Lead Champions” Stipends for staff: PD Convening/ Participation/Workshop Sponsoring Intro to ISTE course for staff Hiring consultants for workshop development, PD, and network facilitation
Major activities	<p>Phase 1: Data Collection</p> <ul style="list-style-type: none"> Collect data from all educators about KIPP MA implementation contexts Collect data from math educators about the use, implementation, and effectiveness of particular math technologies Director of Innovation and Education Technology completes the Master Technology Inventory for math tools and completes Project Unicorn’s School System Data Survey <p>Phase 2: Evidence-based Systems Improvement Planning</p> <ul style="list-style-type: none"> Leadership teams review data from the Implementation Context Report and identify at least one target area of need to inform plans for evidence-informed tool implementation <p>Phase 3: Evidence-based Tech Implementation</p> <ul style="list-style-type: none"> Leadership teams review data from the math technologies Implementation Report to determine the effectiveness of current edtech implementation in math classes to inform improvements for next school year and professional learning needs 	<p>Tier 1</p> <ul style="list-style-type: none"> ISTE Certification training for a cohort of 16 educators - provided by CES <p>Tier 2</p> <ul style="list-style-type: none"> Customizable and individualized pathways for PD for 25 educators maintained and evaluated by MassCUE staff 20 hours choice-based PD Participants develop instructional materials for implementation in their classrooms and learning spaces Participants add to MassCUE library of resources for broader sharing <p>Tier 3</p> <ul style="list-style-type: none"> Led by Tier 1 and Tier 2 participants in a gradual release coaching model Participants develop and deliver monthly 1-hour PD sessions for their districts, with a focus on equitable use of edtech. 	<ul style="list-style-type: none"> Edtech Champions from each partner district: <ul style="list-style-type: none"> Monthly advisory meetings Work with school leaders to ensure educational technology priorities and practices are built into school improvement and strategic plans Provide coaching, peer-to-peer mentorship, and model promising approaches Plan and develop PD for educators in Berkshire K-12 schools Sponsoring 10 hours of ISTE U courses for staff: <ul style="list-style-type: none"> Introduction to the ISTE Standards: Staff Introduction to the ISTE Standards: Students Two additional in-person sessions to collaborate Consultant and vendors to provide professional learning and support based on champion recommendations and district needs. <p>Read more about the previous work of BRLI in two OET EdTech Spotlights and other publications:</p> <ul style="list-style-type: none"> October 2021 March 2022 Learn Platform EdTech Effectiveness Case Study BRLI Year One Overview Video