Using Professional Development to Influence Perception and Instructional Practice

An Action Plan to Increase Implementation of Bring Your Own Device (BYOD)

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Abstract

We need to change how we think about our educational system. We need to challenge the inequalities of educational systems by empowering students to connect and create together in preparation of the jobs student will have in the coming years. We need to develop students into lifelong learners who are persistent, curious, and adaptable. These skills are learned with the support of a teacher who focuses on each student as an individual learner. Students learn at different paces, have different interests, and need support in different areas. Our classroom environment has to be one that challenges students when they are ready for it, encourages students when they need it and teaches lessons that require thinking alongside all types of people. It is an environment that pushes students to ask questions stemming from their own personal inquiries and interests. It asks students to reflect not only on what has been learned, but how it has been learned. Engaging students in this type of environment requires an awareness of current cultural norms with emerging technology. District survey results show that 91% of 8th grade students had their own cell phone last year. The arrival of personal devices to school means that students are equipped with some of the most modern applications available. Ideal learning environments do not prevent students from accessing the most current tools already used by society on a daily basis.

Bring Your Own Device (BYOD) programs in the classroom creates opportunities for students to not only access digital tools, but to own their learning literally and figuratively. Students have a comfort level with their personal device. They care about their personal devices. Part of being curious and adaptable is being able to resolve individual challenges in real time. The challenges that come with BYOD are also some of the benefits. Troubleshooting setbacks on devices, as well communicating with peers to do so is not only real world, but builds a persistent and adaptable person. Personal devices in the hands of every student can also actively engage everyone in the room, motivating students to make choices about how to independently implement technology to meet the demands of a task. It can also serve as a tool for the student that might be reluctant to participant, requiring more time to silently process. While the technologies on personal devices are moving targets, they put students in charge, as they need to adapt and address obstacles. Ideal learning environments involve students in this process. They include teachers who are willing to work alongside students to navigate the shifts and confusions of emerging technology in the development of these skills.

Of course, there are plenty of challenges in a school implementation of BYOD such as student behavior, bandwidth infrastructure, privacy and security, tech support, device inequity, limited functionality and collegial pushback. Some may think that the challenges outweigh the benefits, but as a currently connected and mobile society, we must address this. Perception is the biggest barriers to buy-in, implementation, and sustainability of BYOD practices. Perceptions exist about how students in our school currently use technology. Many perceive personal devices to be nothing more than an expensive distraction to learning, stemming from addictions to social media and games. Some feel that once devices are allowed, a chaotic deluge of misuse will ensue. This perception has created one of the most significant obstacles to the use of BYOD. The answer is to address these perceptions and establish structures for learning and support that go beyond the confines of traditional forms of professional development. Tapping into an unconference model that utilizes the most effective methods of professional development such as establishing relationships within cohorts, allowing time to actively learn about ways into integrate technology in low approach methods into curriculum, valuing

teacher input, encouraging teacher choice, and modeling strategies for classroom management and student social engineering practices are at the heart of how to do this.

Problem

Perceptions and Past Experiences

Opportunities to address BYOD adoption are at the ready. First, students aren't currently being prepared for future skills as effectively as they could be. They are not being provided with the opportunity to communicate, collaborate, and problem-solve in digital environments. This is due in part to a lack of access to technology in our school. The lack of access for students is both device based and the result of unoffered opportunities. Finally, educator perception creates one of the strongest barriers to the adoption of student-centered teaching and emerging technologies such as BYOD (Ottenbreit-Leftwich, Krista, Glazewski, Newby & Ertmer, 2010). Teachers make value judgements about whether new approaches to teaching will meet their objectives and needs (Ottenbreit-Leftwich et. al, 2010). As such, our value judgements of emerging technology impact instructional practice and implementation.

Many perceive that students only use their smartphones to engage in unhealthy communication on social media or that devices are nothing more than an expensive distraction to learning. They might be unaware that our students read books on their smartphones, collaborate with peers to problem solve in online games, make public videos to reflect on challenges with learning disabilities, and share their fiction stories with other teens on social media for writers. Perceptions about teen technology use are not true or false. Many teens do use their smartphones in the unhealthy manner espoused. However, this perception impacts their judgement of technology's place in education. While the judgement that technology only serves certain purposes is unfortunate, the perception that students are misusing technology is an important one. It indicates that students need to be taught digital citizenship skills to use online content responsibly and communicate respectfully. We must recognize that as educators we should engage in this role. We have an opportunity at our doorsteps. Both perspectives address the need to build student independence in acceptable use.

Historical Context

In my district, teachers are offered professional development in technology in hour long instructional sessions, both at an optional kickoff day at the beginning of the school year and throughout the year on a voluntary basis. Teachers have had the opportunity to apply for and attend a weeklong summer retreat to learn about emerging technologies, and be trained on new devices provided for their classrooms. The anecdotal results show excitement for learning new tools, but many teachers do not end up utilizing the knowledge of tools in the intended manner, or adopting the pedagogical approaches to sustain implementation. Year long follow-up sessions, lesson submissions, and the push to take a small leadership role are all requirements of attending the summer retreat and receiving new technology for the classroom. There is a focus on the tiers of technology integration from OSPI (http://www.k12.wa.us/EdTech/TechLiteracy/TechIntTiers.aspx), specifically with introducing teachers to tier 3. My observations from the past two years indicate that many view the devices as the result of the trainings,

as opposed to a resource that is a part of a larger instructional shift. Once the iPad apps lose their appeal, the devices sit on the side.

Theoretical Foundation

Awareness of Student Continuum of Connected Learning

Connected learning allows students to thrive in today's world, as information is everywhere and formal schooling is one a part of the learning continuum that can occurs at school, at home, online and with peers. Ideal digital learning environments begin with the acknowledgement that learning is not a segmented reality, but a practice that should and does happen at all moments of the day. Unfortunately, our classrooms are not always structured to support this acknowledgment. The prevalence of online technologies establish a baseline of practice that is already happening outside of formal school settings at students' direction and born of interest, not curriculum or assessment (Lai, 2013). Not only can teachers use the informal collaboration and communication students are already doing, chiefly on their mobile devices, to facilitate learning in the classroom, but classrooms can conversely encourage continued learning away from school (Lai, 2013). The interest-driven communication and collaboration by students on social media, on blogs, and in game play should be a catalyst for learning in school, while formal learning in school should also foster learning to continue beyond the school walls. While this is a device-agnostic sentiment, the relationship of personal devices to this continuum is undeniable as mobile devices travel with students between these settings.

Engagement of Students in the Formation of Current & Future Skills

We continue to share that jobs, and the future career skills that coincide, are changing along with technology. As such, we need to foster learners that are persistent, curious and adaptable to address continuous changes in their use of technology. Challenging assignments and remediation do not make a student persistent in their achievement, and asking higher level thinking questions does not make a student curious. Similarly, assigning students to different projects or partners does not make a student adaptable. These skills are learned through the craft of a teacher who focuses on each student as individual learner. Students learn at different paces, have different interests, and need support in different areas. Our classroom environment has to be one that challenges students when they are ready for it, encourages students when they need it and teaches lessons that require thinking alongside all types of people. It pushes students to ask questions stemming from their own personal inquiries and interests, and it asks students to develop reflective practices in their growth. Engaging students in this type of environment requires an awareness of current cultural norms with emerging technology. Awareness of how today's youth are using technology on their own time provides a window into possible approaches (Morris and Stommel , 2013). A lack of awareness can potentially short change our students and push them away from genuine learning experiences that they already understand, enjoy and want to expand upon (Morris & Stommel, 2013).

Prevalence of Powerful Technology

Recently, my district conducted a survey of 8th graders, which included questions about student technology use. The survey results showed that 91% of 8th grade students had their own cell phone last year. The arrival of personal devices to school means that students are arriving to school with some of the most modern applications available, and ideal learning environments do not prevent students from accessing the most current tools already used by society on a daily basis. Smartphones have surpassed laptop sales, and internet access on smartphones has surpassed internet access on laptops (Norris & Soloway, 2011). The adoption of smartphones equates numerically with those worldwide who have access to clean water, a remarkable statistic (Norris & Soloway, 2011). The use of mobile devices supports the idea that intellectual ownership is the impetus behind learning in the age of mobilism, as students are no longer reliant on the teacher for access to information. Rather, students have the means to seek knowledge, create, manipulate, share and connect at their fingertips. Classrooms can and need to foster this practice. Additionally, cost and scalability are undeniable factors in the choice to use mobile devices in the classroom, as 1:1 device rollouts are cost prohibitive endeavors, incapable of keeping pace with emerging technologies.

The use of personal devices in the classroom creates opportunities for students to not only access digital tools, but to own their learning literally and figuratively. Students have a comfort level with their personal device. They care about their personal device. Part of being curious and adaptable is being able to resolve individual challenges in real time. The challenges that come with BYOD are also some of the benefits. Troubleshooting setbacks on devices, as well communicating with peers to do so is not only real world, but is part of building a persistent and adaptable person. Personal devices in the hands of every student can also actively engage students to make choices about how to independently implement technology to meet the demands of a task. The technologies on personal devices are moving targets, putting students in charge, as they need to adapt and learn to address obstacles. An ideal learning environment involves students in this process and gives them ownership. It includes teachers who are willing to work alongside students to navigate the confusions and shifts of emerging technology. While this may create anxiety in education, but many effective shifts in educational practice have done just this (Morris & Stommel, 2013).

Challenges

Change and shifting ideas often bring with it a fear in response to forthcoming change. Even the word "emerging" connotes dark imagery (Mecklenburger, 1986). Unfortunately, if view our public institutions as static in traditionalism, we fail to invest in what comes next at the expense of our youth who will be met with the challenges brought by it (Mecklenburger, 1986). There are plenty of criticisms of school implementation of BYOD. Challenges with student behavior, wireless capabilities and bandwidth infrastructure, privacy and security concerns, tech support, device inequity, limited functionality, and perception all exist. Some may think that the challenges outweigh the benefits of using technology in the classroom, but as a currently connected and mobile society, we must address this.

Lessons from Last Year's Pilot

BYOD

Last year a handful of teachers implemented BYOD in their classrooms. An acceptable use policy was created and distributed following a meeting with administrators. After this, teachers were left to proceed independently. The following describes the reflections and milestone markers from this experience.

In my pursuit to build a more student-centered classroom, I quickly learned that I was not going to be an expert in all technologies that might positively impact them. It was my misperception that valuable use of technology was dependent upon controlled expertise. What caused this shift? I was exposed to readings and information that challenged my doubts and beliefs. I followed this with experimentation and practice in the classroom. I gave students choice in novel selection, project types, and digital tool use. The results were independent students who were driven, engaged, and thoroughly challenged. My students made book trailers with a variety of digital tools on books of their own choice. They worked through troubleshooting challenges collaboratively as they learned these new tools. My students also participated in a global collaborative project with a school on the east coast. They communicated online to research a comparison topic between their regions, presenting their work in personalized styles and using group-selected digital tools. Students made collaborative movies and infographics to showcase their comparisons of school practices, state laws, histories, etc. They practiced communicating and collaborating independently. And, most of them utilized BYOD at times to accomplish this. I saw my students engaged in their learning in a way that I had not previously seen. I saw my students practicing skills that I had previously failed to integrate into their learning such as project management and problem-solving. And, with classroom management strategies and digital citizenship skills in place, I saw students use technology responsibly. I also altered my perception that any one digital tool works in any one situation. Combinations of tools often created effective learning, as certain types are better for feedback or interaction (Kop, 2010). The use of BYOD is not a black and white, all or nothing option. Rather, it is an opportunity and a resource that can be selectively utilized for specific learning needs.

Professional Development

Another lesson learned from last year comes from the new types of professional development opportunities that I participated in this past year that led to the shifts in my practice and learning. First, I have engaged in my graduate cohort in Digital Education Leadership that has served to expand my thinking via readings, discussions, guidance, constructive feedback. I have attended two EdCamps that have enlightened me to less formal methods of learnings. And, most notably, my collaboration with one particular colleague this year has resulted in impactful change for my students. As I started off this school year with education technology on the brain, I often went to a particular colleague to ask questions. I was surprised to learn that despite teaching in a paperless classroom, she often feels unprepared to integrate technology. Rather, she admitted that her instruction has often mirrored previous models, just on the computer. We quickly realized that we both brought important perspectives to the table. She brought years of experience observing how students behave in a connected classroom, and I came to the table excited to offer up some news ideas. This collegial relationship has become a useful sounding board year for both of us to experiment. Together we have taught and refined the implement of student book trailers, infographic lessons, website building, blogging, and the use BYOD in the classroom. There are times when our attempts are unsuccessful, but our reflective discussions support the evolution of our ideas.

The Plan

ISTE Coaching Standard 3

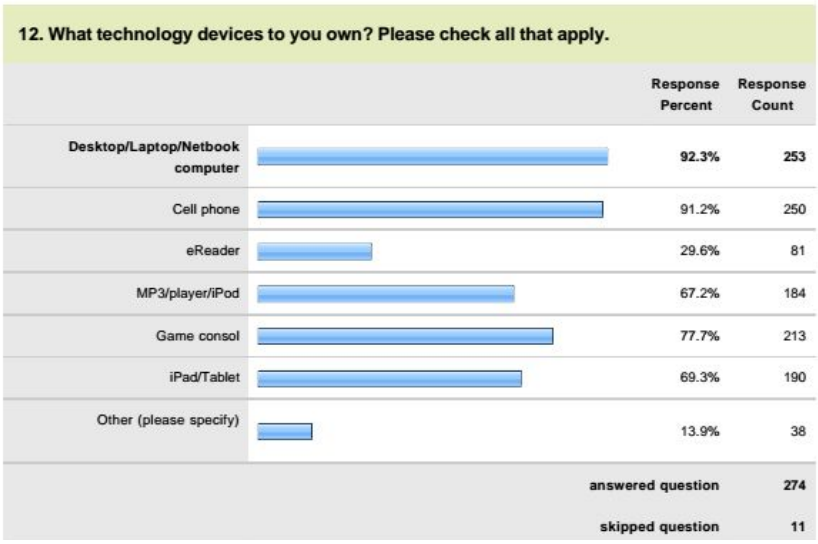
This entire action plan is rooted in ISTE Coaching Standard 3, to "create and support effective digital age learning environments to maximize the learning of all students." Without reiterating every standard, the following plan embeds the verbs crucial to the indicators of this standard: model, maintain, manage, coach, select, evaluate, facilitate, troubleshoot, and collaborate to bring opportunities for learning for educators.

Understanding Demographics : September 2015

Last year, I administered an anonymous survey in my classes to gather data about the number personal devices on my students during the school day. What I discovered was that more than 75% of students in any one of my classes had a device on hand, almost all of which were smartphones. While this may not be the case in every classroom, I used this data to inform my choice to implement a pilot program. I felt that I could find ways to properly utilize the resources of the majority, while paying attention to equity concerns. If my survey had yielded different results, I may have made a different professional choice.

Eighth Grade Technology and Exit Survey

In 2014, eighth grade students took a district survey about their middle school experience, and dedicated to student technology use. The results show that 91% of eighth graders surveyed had their own cell phone among other devices. 82.8% had a data plan, suggesting online use away from WiFi accessibility at school or home. Students are online while mobile between school, home, the library, and friends' house. And, interestingly, students are engaging in online activities for school more than any other purpose. These findings support the understanding that students are engaging in a constant practice of technology enabled practices, regardless of place or time. The high percentages in all of these findings also suggests that our school is appropriately poised to take advantage of a BYOD program with the necessary supports. Highlighted questions can be accessed here.



12. What technology devices to you own? Please check all that apply.

	Response Percent	Response Count
Desktop/Laptop/Netbook computer	92.3%	253
Cell phone	91.2%	250
eReader	29.6%	81
MP3/player/iPod	67.2%	184
Game consol	77.7%	213
iPad/Tablet	69.3%	190
Other (please specify)	13.9%	38
answered question		274
skipped question		11

Engaging School Community : September 2015

Engaging the school community is an important part of valuing stakeholders and it begins with sharing with faculty my professional objective to not only continue using BYOD, but work as a building leader in the expansion of BYOD. It is important to identify myself as a resource in the navigation of this ongoing school discussion. Additionally, it is essential that I engage the continued support of administrators who were supportive, but also concerned with student behavior stemming from personal devices last year. Finally, engaging the support of district leaders is important. BYOD is a district supported and encouraged technology initiative and their involvement is key. Finally, seeking perspective from my parent population on student impact can contribute to the ongoing conversations.

Initial Faculty Presentation : September 2015

In September, an introduction to this professional development. With a lense on backwards design, I have to think about what I expect the learning outcome to be for participants. Early on in my action plan I identified the following three opportunities:

- student access to technology
- opportunities for students to benefit from technology
- a shift in perception of how students use and can use technology as a tool to support their learning

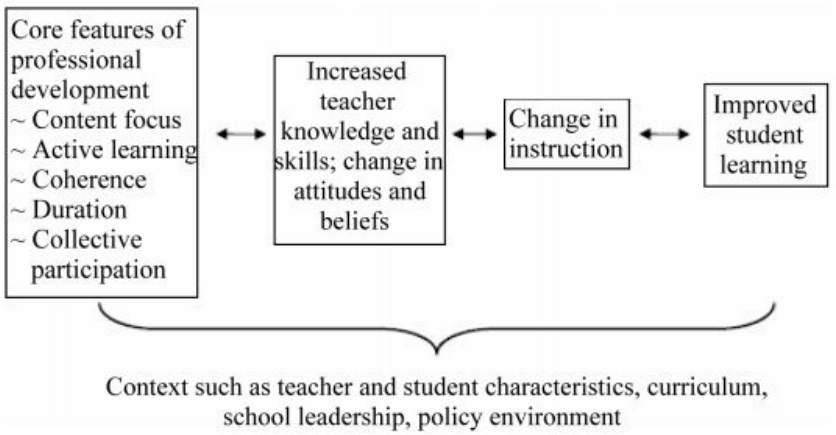
In order to measure any progressions in these areas, I will conduct a **brief survey** at the beginning of this presentation, to determine how often access and opportunity are provided in daily instruction and perception of student technology use. These results will be based upon teacher response only, but can be used as a measure of learning outcome at the end of the school year. Next, last year's 8th Grade Technology and Exit Survey results will be shared to highlight relevant **data** of device ownership and online use practices among students. Additionally, **research-based theory** of best practice and appropriate case studies of implementation, and **lessons learned** from those who piloted the practice last year, including my own

s**uccessful use of BYOD** and classroom management strategies, will be shared. Finally, the process and **plan for the professional development model** outlined below will be presented and explained. A visual, such as an infographic, will be developed to highlight key ideas in an appealing way.

Unconference & Inquiry Models: Promoting Cohort Relationships, Addressing Relevancy to Content & Engaging in Active Learning

October 2015 - April 2016

It is important to integrate and highlight aspects of professional development proven effective into this model. The most definitive features of professional development that have been shown to impact instructional practice are: the ability to work directly with **cohorts** of the same grade, school, or **content** area and engage in **active learning** as opposed to being the recipient of direct instruction (Desimone et al, 2002).



Desimone (2009) Conceptual Framework

Collegial and collaborative relationships not only offer guidance, but give credence to teacher's individual needs and values. Unfortunately, teacher's values are often not considered when decisions are made about educational technology implementation; as a result, professional development doesn't result in the effective adoption of educational technologies (Ottenbreit-Leftwich et.al, 2010). Professional development is most impactful when an educator is trusted and given freedom to make choices in the classroom (Kop, 2010).

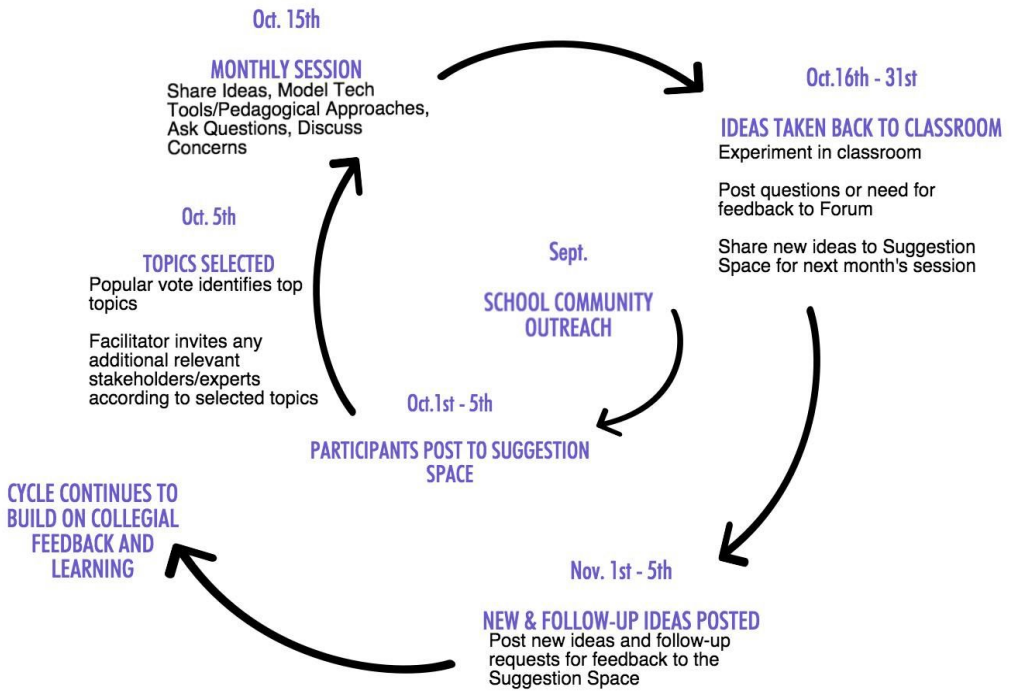
The unconference model is propelled by the attendees, not the facilitators, in order to bring democracy to conversations, decision making, and learning. On a monthly basis, attendees propose the topics for workshopping and discussion together, *not* for presentation from one person at the front. Online space is created for participants to suggest ideas of interest and exploration. If interest isn't high enough, the topic won't be discussed. Then, monthly sessions give teachers the opportunity to discuss emerging technology interests, questions, or concerns. Modeling, suggesting and sharing allows teachers to engage in collaborative learning. Facilitator(s) provide additional support and follow-up. Additionally, an inquiry model to cycle through instructional experimentation, feedback, and reflection is ongoing and the bridge to subsequent monthly sessions. Fostering this personalization and leadership for all teachers involved is an extremely

empowering practice for influencing buy-in, and sustaining change in instructional practice (Dearman & Alber, 2005).

This “participant-centric thinking” is what separates it from traditional models of professional development (Budd et al., 2015). The empowerment of participants, who are aware of their important contribution to the process, leads to more investment and often better results (Budd et al., 2015). Part of valuing teachers to participate is to seek out and encourage colleagues in my building with unique expertise and perspectives to participate (Budd et al., 2105). Reaching out to faculty to encourage participation is key, to include those who have reservations about implementing BYOD, faculty already utilizing varied tech-enabled learning in their classrooms, administrators and IT support personnel to take part in conversations. It is important to send the message that all teachers are valued in this conversation, not just those who show up.

Implementation

The following diagram of the Professional Development Cycle provides an example of how the beginning of the school year will progress.



Facilitator(s) Responsibilities

- Supporting the selection, evaluation and experimentation of digital tools, classroom management strategies, collaborative learning strategies through modeling and encouragement of collaboration

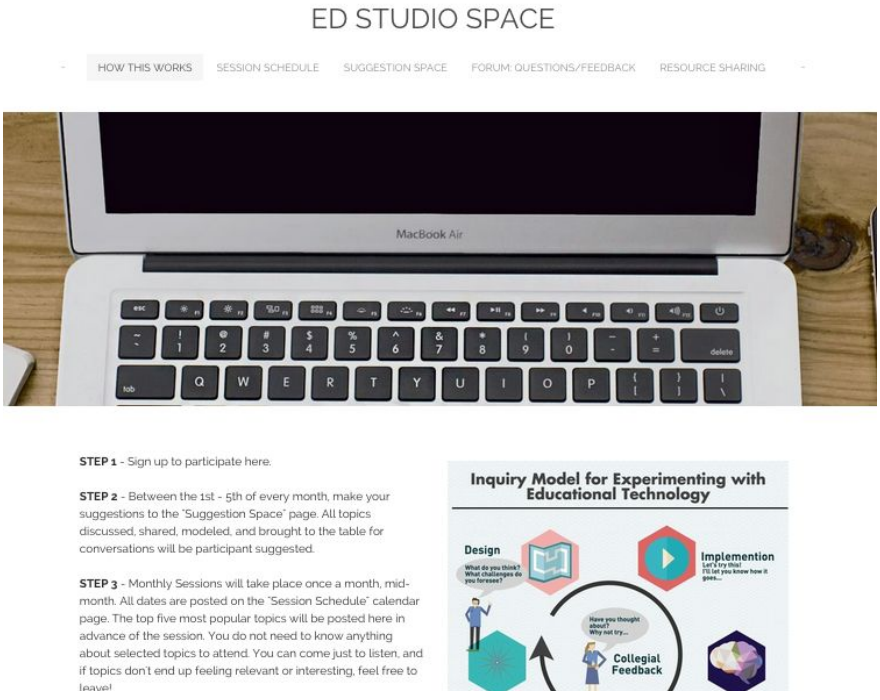
- Maintaining a repository of digital tools, and highlighting methods of selecting and evaluating digital tools that meet skills-based needs
- Facilitating conversations about blended learning, digital content and collaborative learning networks
- Supporting questions, concerns and troubleshooting needs by offering assistance and encouraging peer to peer support among teachers

Online Space

A website which encompasses all of the moving parts supports the monthly sessions. Created using Weebly, the site is also formatted for iOS and Android mobile devices...staying true to BYOD. Often the technology tools taught and provided to teachers are not transferrable in this way; this website-building tool is also a great way to highlight technology that is transferrable to the classroom for student use. The elements below are crucial to this online professional development space.

- No Log-Ins: Without passwords to remember or forget, both current and potential participants don't have barriers to engaging online or just investigating
- Everything in One Place: Once bookmarked, participants don't need to check email separately for updates, remember a separate collaboration sites, or find files saved. It is all managed here.
- Simplicity: Not too much to read or discern. Click and go.
- Democracy: Three out of the five site pages are devoted to input by participants.

Home Page Page: The process is explained.

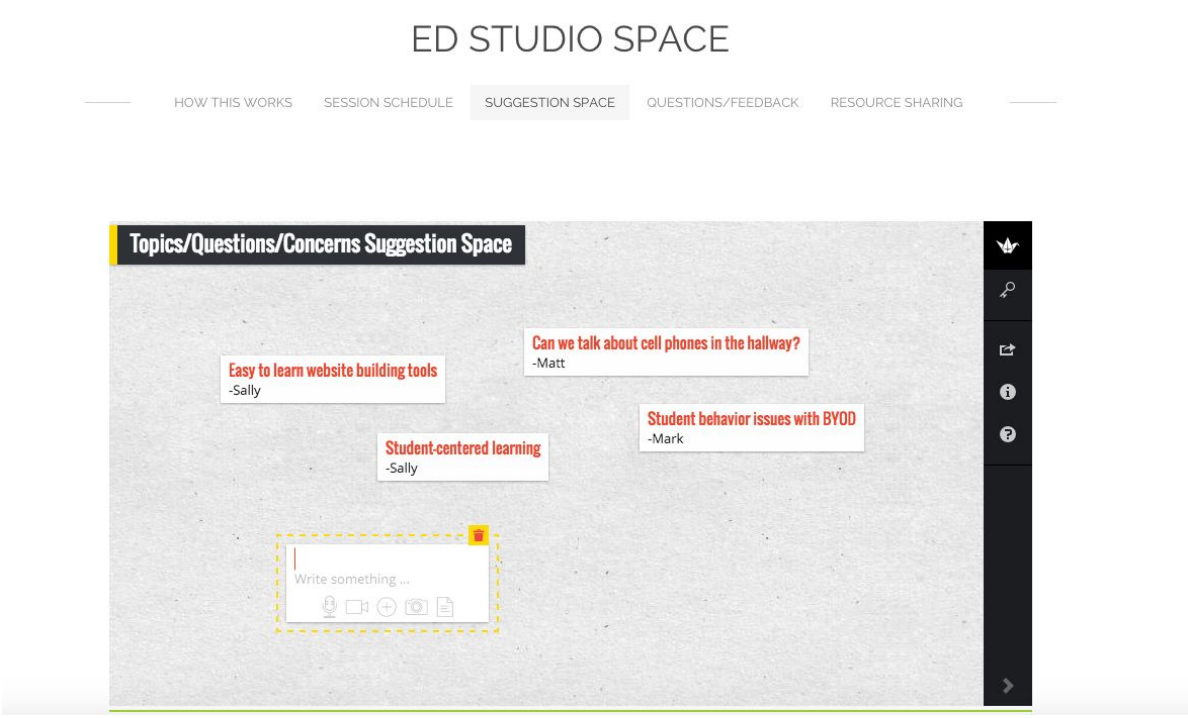


Session Schedule Page: A monthly calendar keeps the cycle aligned with real dates.

Before Meeting

Participants Suggestion Topics in Online Environment

Suggestion Space Page: The embedded Padlet allows participants to suggest topics throughout the month and in real time.



Facilitator Input

In order to support the use of BYOD, a focus each month will be placed on discussing some of the topics billeted below to encourage address. These topics will be added to the online collaborative space by the facilitator(s) to strategically highlight key themes of ISTE teaching standards and common concerns and perceptions. Participants may realize they are interested if a topic is suggested; additionally, participants might be embarrassed to speak up if they feel they are behind in expertise. If popular vote dictates an interest, they will be included. Knowledge of selected topics in advance provides the opportunity for the facilitator(s) to invite appropriate stakeholders and experts to the sessions to engage in conversation.

- ISTE Student & Teaching Standards: Creativity & Innovation, Communication & Collaboration, Research & Information Fluency, Critical Thinking, Problem Solving & Decision Making, Digital Citizenship, Technology Operations & Concepts
- District Tier 1, 2, & 3 of Technology Integration
- Network/bandwidth infrastructure
- WiFi vs. cellular data plan
- COPPA
- Web-based tools between devices
- Cloud-based storage
- Student choice
- Troubleshooting
- AUP
- Content/Pedagogy
- Digital Citizenship
- Equity/Access to additional devices
- Classroom management strategies
- Device functionality (screen size, keyboard, software variables)

Topic Selection by Popular Interest

Ideas not chosen one month are kept here as potential topics for future sessions.

During Meeting

Balancing an inquiry model with an unconference model will be slightly tricky. Unconferences, like EdCamps, often excite participants some level of expertise, while inquiry models and traditional professional development sessions provide the opportunity to gain new knowledge. With the design proposed in this action plan, the space to have fluid conversation is joined to a space to experiment with building new resources and developing ideas. My role as a facilitator will also allow my expertise to support and push thinking. All participants will have the chance to share or model instruction, technology tools, and practices while seeking the input of others via communication and collaboration.

Environment

Breaking down the formality of a classroom or presentation hall is important. Arranging desks to form circles or clusters for breakout sessions, or even getting out of the classroom in pursuit of more comfortable seating should be considered to facilitate conversation.

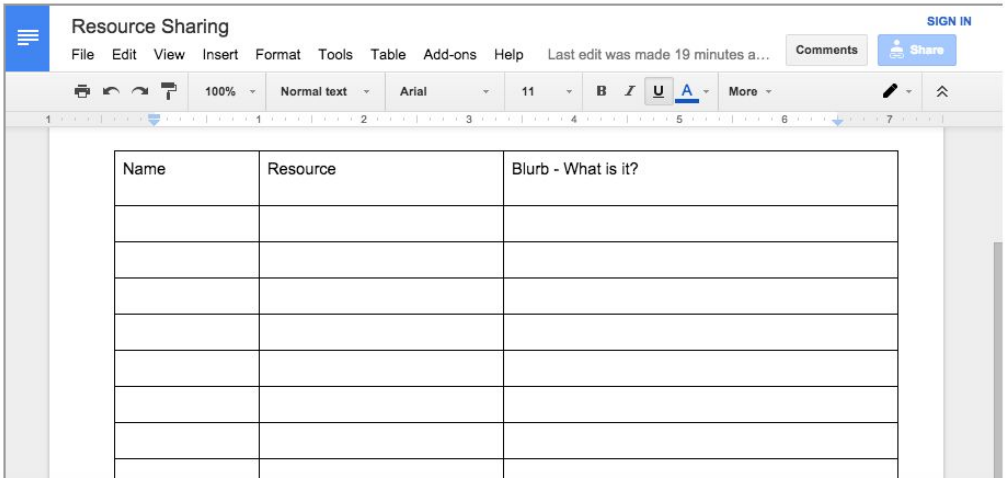
Valuing Participant Needs

Fears such as public speaking or engaging in debate can be concerns in the transition from a passive listener to an active participant (Budd et al., 2015). However, creating an environment that values those in it and carves out a place for all those involved, by giving credence to contributions can build confidence (Budd et al., 2015). Part of valuing participants is creating a public online space to contribute ideas during sessions. Whether through a living online document or via ongoing online conversations, it is crucial to create an additional opportunity to be heard by one's peers, have a clear influence, and gain confidence (Budd et al, 2015). It also provides the opportunity for the work accomplished to be referenced later.

Inquiry Model

In addition to topics shared, discussed and modeled, it is important to remember that this also serves as a space for feedback and support from peers. An inquiry model will be highlighted for all participants to engage in. At each session participants will be encouraged to select a tool or idea to experiment with during the next month. Participants will be encouraged, but not required, to take a low approach to implementation and consider content and pedagogical needs alongside all technology. And, all participants will be encouraged to stay involved in the online space to converse and offer feedback and support to others. Subsequent sessions will check in on how experimentation went and offer feedback. This practice will continue on an ongoing cycle to allow peer collaboration to shape instructional practice and impact student learning.

Resource Sharing Page - The embedded Google Doc is designed for collaboratively logging, storing, and referencing ideas and tools discussed at the session.



After Meeting

It is important to keep spaces for communication open in an online space. Collegial relationships established at sessions should be encouraged to continue in the online space between sessions in the Suggestion Space, Forum and Resource Sharing pages. Additionally, keeping online spaces open allows for next month's topics to be suggested in real time as they are appear relevant.

Measures for Effect

Set Goals

While I am hesitant to create too many accountability parameters for a practice that I hope encourages participation, it still will be useful to inquire into what participants hope to get out of these sessions. It might be that the goal is to create a safe, collegial environment for sharing and listening. I know my own content area department meetings lack this at times. A survey inquiring about ISTE Teaching Standards will also be conducted to determine overarching goals of practice. The standards in this survey might also illuminate new interests and/or responsibilities previously unknown to teachers, as it did for me. Keeping with the practice of valuing input, participants will establish these goals together.

Evidence of Student Learning

Towards the end of the school year, or as individual participant's inquiry cycles come to a reasonable ends, collaborative practices will be used to analyze and reflect on evidence of student learning to measure success of instructional practice. This is an area I hope to investigate further as it meets the needs of the participants involved.

Sustainability

How can I offer entry points so anyone could join my movement?

Promoting experimentation with new pedagogical approaches, instructional practices, and technology tools, as well as low approach methods of implementation can allow participants to dip a toe in the water without background knowledge, high expectations, or frustration.

How can I find leverage points to expand this work?

The relationships with colleagues that I have developed over the past two years can support this plan, as I have two colleagues interested in facilitating with me. Additionally, relationships with two of my district instructional technology specialists can potentially serve to expand my professional development model to other schools in the district or as an intradistrict practice.

What is my end goal?

This is an ambitious undertaking and I cannot begin to assume that my colleagues will be as excited about it as I am. That is okay. If I can start a conversation within my school and influence participants to engage in the conversation at all, I will count it as a success. However, I identified three opportunities early on in my action plan:

- student access to technology
- opportunities for students to benefit from technology
- a shift in perception of how students use and can use technology as a tool to support their learning

I hope to monitor and evaluate any learning progressions in these areas based upon comparison to data first gathered in September at the faculty meeting presentation.

Resources

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Eighth Grade Technology and Exit Survey 2014 Questions

12. What technology devices to you own? Please check all that apply.

	Response Percent	Response Count
Desktop/Laptop/Netbook computer	92.3%	253
Cell phone	91.2%	250
eReader	29.6%	81
MP3/player/iPod	67.2%	184
Game consol	77.7%	213
iPad/Tablet	69.3%	190
Other (please specify)	13.9%	38
answered question		274
skipped question		11

13. If you have a cell phone does it include a data plan?

	Response Percent	Response Count
Yes	82.8%	222
No	17.2%	46
answered question		268
skipped question		17

14. Do you have internet access at home?

	Response Percent	Response Count
Yes	98.9%	272
No	1.1%	3
answered question		275
skipped question		10

15. At which locations do you go online? Please check all that apply.

	Response Percent	Response Count
Home	99.3%	273
School	91.6%	252
Library	56.7%	156
Friend's house	69.5%	191
Other (please specify)	14.5%	40
answered question		275
skipped question		10

16. What online activities do you choose when you are outside of school? Please check all that apply.

	Response Percent	Response Count
Games	68.2%	187
School research/homework sites	**81.4%**	**223**
Social networking/chat	69.7%	191
Video sites	69.3%	190
Other (please specify)	13.5%	37
	answered question	**274**
	skipped question	**11**

17. What is the one website you visit most?

	Response Count
	257
answered question	**257**
skipped question	**28**

Professional Development Cycle