TechSmart Impact Report

Grantee Transition to Distance Learning due to COVID-19 Pandemic

Prepared by Pacific Research and Evaluation, LLC

EQUIPPED TEACHERS

TechSmart Teachers were Prepared

→ Teachers had established Google classroom environments

→ Teachers knew how to embed videos and links in classroom content

→ Teachers were able to use more sophisticated tools due to comfort level learning new technology

> I felt very prepared to do Google classroom. We were already using it. I'm so grateful for the grant. The grades who were not in the grant couldn't get their students logged on, compared to 3-5 graders who already knew how.
>
> **-David Douglas SD**

> The first cohort were the most technology savvy. They were seamless in their transition to distance learning. They were able to apply things that they had acquired through the trainings in TechSmart. They were working with the coach.
>
> **-Centennial SD**

TechSmart Teachers were Innovative

Teachers were able to not only move content online but facilitate group work and collaborative class discussions

Many interviewees described the switch to distance learning the "push" they needed to try new technology

District leadership observed TechSmart teachers were quick to provide support to non-TechSmart teachers

EQUIPPED STUDENTS

Teachers & District Leadership Reported:

1 **Students knew how to log on**

2 **Students were familiar with Google classroom and SeeSaw**

3 **Students knew how to use Chromebooks**

"My students were already practiced at online instruction. Distance learning was not much different, except that my communication was through email or Microsoft Teams"
-Reynolds SD

The biggest impact has been that TechSmart teachers have been a lot more ready to pivot to online learning because of their experience with tools... so students already knew how to use a lot of the things. They had already established reading support and communication with families.

-Portland Public Schools

It's been a somewhat easy technical-wise transition. I made sure that I was using things that the students already knew how to do... they were used to knowing how to do because they did it in class, and I didn't have to provide tutorials... That prior integration helped me make it a little smoother.

-Gresham Barlow SD

Barriers to Distance Learning

Not all students have equal access to reliable internet in their homes, contributing to the equity gap in some cases

Schools were focused on providing basic necessities and support to families, such as groceries, and had to balance many priorities

Parents and guardians were at differing skill levels with technology use and students had varied technology support at home

SELECTED QUOTES
From Teacher and District Leadership Interviews

Centennial SD

"I have been forced to create and manage many more digital tools since distance learning has begun. With what I have learned during this time I see the potential of so many more uses in my classroom. I look forward to increasing my use of technology in the coming years."

David Douglas SD

"We all sort of stay stuck in our comfort zones, and you tippy-toe into something new. In a way distance learning forced us to do a lot of those changes, those pedagogical changes like you're talking about in our instruction rather than just tiptoeing through it and complaining, 'I can't make this happen. It's too hard. It's too much.'"

Gresham Barlow SD

Thank goodness students had worked on their Chromebooks and they knew how to use navigate some of the tools like how to record and do slide shows. I feel really fortunate, I can't even imagine what other schools that didn't have this technology are experiencing right now."

Portland Public

"After we transitioned to distance learning, several parents brought up how amazed they were... Within a week I had already set up two 45-minute periods, a meeting on Google Meet, where I instructed, and the kids had the possibility to have a group discussion. I created a classroom in Google Classroom where I posted notes of the discussion."

Reynolds SD

"The use of technology for all children has rapidly shifted from inadequate to ubiquitous in RSD. The forced directive to shift to distance learning would not have been possible less than a year ago. The abrupt uptick in access comes with both abundant opportunity for students as well as significant shifts in instructional practices for most teachers."