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IdahoLeadsProject



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## EXPECT SUCCESS

Idaho Leads is building the leadership capacity necessary to transform Idaho's public school system to ensure the success of every student in our rapidly changing world. New technologies, policies, and standards are transforming how and when learning happens, as well as what students are expected to know and do. This is an exciting time to be a learner; however, the transformation requires outstanding leaders at every level of the system.

Idaho Leads expects success. By providing highly valued tools and resources, along with opportunities to learn from each other in regional networks, Idaho Leads serves as a catalyst for leaders in Idaho's public schools to transform the way they utilize technology, capitalize on new policies and standards, and replicate effective practices in their local context.



## Our Theory of Change

Idaho Leads supports local leaders in taking four crucial actions:

**1**  
BUILDING RELATIONSHIPS

**2**  
USING EFFECTIVE PRACTICES

**3**  
MANAGING CHANGE

**4**  
COMMITTING TO CONTINUOUS SYSTEMIC IMPROVEMENT

When this happens, school leaders are better able to confront challenges and leverage opportunities to create a clear map for providing every Idaho student with a world-class 21st century education.



## Expanding Our Reach

In its second phase, Idaho Leads increased the number of its participating districts and charters from 49 to 66, encompassing 397 schools. This represents nearly half the districts and charters in the state. By serving these districts and charter schools, Idaho Leads reached 8,000 teachers educating 175,000 students across Idaho.



## PHASE II: TRANSFORMING IDAHO CLASSROOMS FOR 21ST CENTURY LEARNING

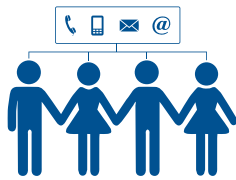
In Phase II, Idaho Leads focused on the implementation of the Idaho Core Standards and preparation for the Smarter Balanced Assessment, along with the use of technology to enhance student learning. Four regional learning communities comprised of teacher-leaders, principals, superintendents, and each district's "Key Implementer" met four times. Key Implementers were provided with a toolkit of resources to be used in their local districts.



### IDAHO LEADS PARTICIPANTS HAVE INCREASED THEIR CAPACITY TO EDUCATE IDAHO'S CHILDREN FOR THE 21ST CENTURY

This capacity is comprised of four areas: leverage regional relationships to spark innovation, use technology to enhance learning, become better equipped to implement the Idaho Core Standards and Smarter Balanced Assessment, as well as use effective practices and resources to manage the change process.

# RELATIONSHIPS BUILT THROUGH IDAHO LEADS ARE RESULTING IN INCREASED INNOVATION IN IDAHO SCHOOLS



Transforming classrooms requires increased innovation throughout the state. By forming regional learning communities, Idaho Leads has served as a catalyst for improving relationships and increasing innovation in districts and charters. Survey data indicates interactions between peers within geographical regions have increased at a statistically significant level, and Idaho Leads participants report these relationships are sparking innovation throughout the state.

## KELLOGG SCHOOL DISTRICT

“

Our participation in Idaho Leads has helped to create an atmosphere of excitement, collaboration, and innovation that has spread throughout our entire district. Additionally, the relationships established through Idaho Leads have allowed us to join with neighboring districts to innovate with how we facilitate our professional development. Along with Wallace School District, we successfully created the Unconference event, an innovative approach to PD that empowered teachers to flip traditional training and take charge of their own professional learning. We could not have successfully held this event without the support of Idaho Leads. Idaho Leads has created and supported leaders in each district, and in turn helped our teachers become confident enough to share effective practices by leading breakout sessions at the Unconference. Because we had a core team of teachers and administrators that embraced new ideas for improving learning, the Unconference event was a great success.

”

**Jan Bayer** :: Curriculum Director  
**Simon Miller** :: Technology Coordinator

## JEROME SCHOOL DISTRICT

“

I have had the privilege of being a part of Idaho Leads since its inception. Through relationships built with Leads peers, I began exploring innovative practices with educators outside my district. I have used Twitter for my personal professional development for the last six years. Those peers with whom I had built relationships through Idaho Leads encouraged me to begin a statewide education discussion on Twitter called #IDedchat. During this weekly chat, Idaho educators from all over the state – most of them in Idaho Leads districts – meet virtually to learn together about a topic of their choice. We share best practices occurring in our districts, pose questions to each other about difficult issues, and encourage each other. #IDedchat has since led to the development of the first ever Edcamp Idaho, an innovative professional development event run by Idaho educators. The relationship-building facilitated by Idaho Leads gave me the confidence to reach outside my district and make these innovative ideas happen.

”

**Janet Avery** :: Director of Curriculum, Instruction, and Professional Development

# 94%

*of participants reported quality contact and valuable interactions with peers regionally as a result of the participation in Phase II of Idaho Leads.*

# POSITIVE BELIEFS ABOUT THE USE OF EDUCATIONAL TECHNOLOGY TO ENHANCE LEARNING REPRESENT A FUNDAMENTAL CHANGE IN MANY IDAHO LEADS DISTRICTS AND CHARTER SCHOOLS



Effective use of technology is critical to classroom transformation for 21st Century Learning. Idaho Leads sparked conversations that resulted in changed beliefs among educators about the role of technology for enhancing teaching and learning. Survey data indicates many Idaho Leads teachers believe the use of technology is encouraged in their schools, enhances learning, and increases student engagement. This represents a fundamental change in beliefs related to technology use in many districts.

### NAMPA SCHOOL DISTRICT

“  
The biggest change in beliefs in Nampa is that the district is actually capable of supporting technology implementation for student learning. Nampa was sorely behind in meeting our students’ 21st Century Learning needs. Prior to this year, district technology support focused only on supporting recordkeeping rather than student learning. There was no vision. Now, the district has allocated significant resources for student devices. We have split our technology leadership so there is a team working solely with installation and maintenance, and another team working with education leadership. We have also hired two technology coaches who work with teachers to support 21st Century Student Learning. This change in vision came from Idaho Leads demonstrating just how easy it is to use technology to support learning once you begin to take the steps to allow the device to be used meaningfully. We needed to get a plan and a vision—it was the support we received from Idaho Leads that paved our present path.”

**Earnie Lewis** :: Federal Programs Administrator,  
Curriculum and Instruction Administrator

**MY SCHOOL ENCOURAGES TECHNOLOGY USE FOR TEACHING AND LEARNING.**

**97%** of teachers believe this

**76%** of students believe this

**TECHNOLOGY USE IN CLASS CAN ENHANCE STUDENT LEARNING.**

**94%** of teachers believe this

**69%** of students believe this

**I THINK THAT LEARNING IS MORE ENGAGING WHEN USING TECHNOLOGY.**

**74%** of teachers believe this

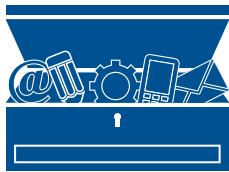
**58%** of students believe this

### MCCALL-DONNELLY JOINT SCHOOL DISTRICT

“  
Beliefs and practices regarding educational technology have changed dramatically in McCall-Donnelly School District in the past three years. Idaho Leads has been an important influence in stimulating new ideas and attitudes about technology in education by providing successful models for many of the difficulties that schools experience. Several members of the MDSD Idaho Leads Team were reluctant about technology until they had a chance to talk about it at the regional meetings and actually see it being used. They came to understand that the use of technology in schools is not necessarily about the teacher using it for presentations and delivering information. It is more about how students use the technology as a tool for research, organization, and collaboration on projects. A defining moment came when a critical mass of teachers at the high school realized that the students had a higher comfort level with trying new technology than they did. They helped the students write, and eventually receive, a 1:1 grant from the state. Students then formed the iClub to assist teachers in rolling out new apps, teach teachers to use them in the classroom, and assist teachers whenever they ran into problems. These students truly ‘flipped’ the classroom.”

**Glen Szymoniak** :: Superintendent

# IDAHO LEADS PARTICIPANTS ARE BETTER EQUIPPED TO IMPLEMENT THE IDAHO CORE STANDARDS AND THE SMARTER BALANCED ASSESSMENT



Implementing Idaho's higher standards is fundamental to transforming classrooms for 21st Century Learning. Idaho Leads has increased participants' capacity to implement the Idaho Core Standards and prepare for the Smarter Balanced Assessment. Participants in the Idaho Leads learning community reported increased understanding of the Idaho Core and SBAC as a result of the resources and training provided at the regional meetings. As a result of their participation in Idaho Leads, many Idaho Leads educators feel more confident in their ability to implement the new standards and prepare students for success on the new assessment.

## GARDEN VALLEY SCHOOL DISTRICT

“

We have been associated with Idaho Leads since the beginning and have benefited in many ways to improve the academic core in Garden Valley. Our connection with Leads has helped Garden Valley bring down the geographic walls and connected us to other districts across the state to collaborate and share ideas to improve teaching and learning. Each training we participated in helped build our capacity and ability to implement the Idaho Core and connect the Smarter Balanced test to the classroom, and has enabled our teachers to create more effective lessons aligned with the Idaho Core.

”

Randy Schrader :: Superintendent

# 88%

of participants reported an increase in their understanding of the Idaho Core and Smarter Balanced Assessment Consortium (SBAC) as a result of the Idaho Leads training.

## LAKE PEND OREILLE SCHOOL DISTRICT

“

Through Idaho Leads, Lake Pend Oreille School District is much better prepared to face the new challenges associated with raising standards in our schools. We have a teacher leader and principal from each of our 11 schools and district office personnel that have received training from Idaho Leads this year. After each of the trainings, the principal and teacher went back to their respective schools to provide targeted guidance and support to their teachers. The tools and techniques have been brought back to our schools and have had a direct impact on what is happening in our classrooms. We hope to continue to grow through the support of Idaho Leads in our schools next school year. The systems approach has been very helpful as opposed to the traditional training method, which may only impact a few teachers and a few schools.

”

Shawn Woodward :: Superintendent

# 96%

“strongly agree” or “agree” that my participation in Idaho Leads increased my understanding of CCSS, SBAC and 21st Century Learning.

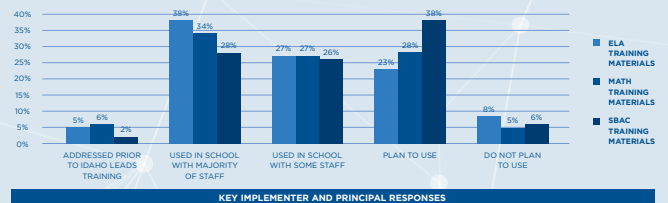


# IDAHO LEADS PARTICIPANTS ARE USING THE RESOURCES AND SUPPORT PROVIDED BY IDAHO LEADS TO IMPROVE THEIR LOCAL SCHOOLS



Survey and qualitative data indicates Idaho Leads districts and charter schools are committed to transforming classrooms through the use of tools, resources, and support provided by Idaho Leads.

## What Idaho Leads training materials did your school/district use?



### MOSCOW SCHOOL DISTRICT

“

I have never had such fabulous professional development on the Idaho Core and Smarter Balanced Assessment, and I have been to many! Our district administrative team divided the Idaho Leads resources up and replicated the training sessions with our entire district. This has been such an amazing way to build capacity. Signing up for Idaho Leads was the best decision we have made as a district in the four years I have been at Moscow. Thank you and great job! You are truly making a difference for Idaho students.

”

Kendra McMillan :: Principal

### BUTTE COUNTY SCHOOL DISTRICT

“

Our Idaho Leads team has been putting on professional development and using the resources with everyone in our district. We have had great success using the materials and teaching the content and methods to our entire staff. We make the meetings fun, and they have helped increase the relationships and the Idaho Core knowledge in our district. The Idaho Leads materials have been very helpful in enabling us to replicate the sessions in our district. Thank you!

”

Katie Hawley :: Teacher



# Looking to the Future

IDAHO LEADS HAS MOVED PUBLIC EDUCATION IN THE GEM STATE FORWARD. NOW IS THE TIME TO SET OUR SITES HIGHER, EXPECT SUCCESS, AND PRESS ON.

## CHALLENGES AND OPPORTUNITIES

Participants in Idaho Leads increased the leadership capacity needed to equip Idaho classrooms for 21st Century Learning; however, much work remains to be done to bring about a large-scale transformation of Idaho's public education system.

### HOW WILL A LARGE-SCALE TRANSFORMATION OCCUR? IT TAKES LEADERSHIP.

- Leaders must view their system's core purpose as preparing all students to solve complex problems, work collaboratively with others, and engage in intellectually rigorous post-secondary education or training.
- Leaders must ensure the core purpose is the foundation of their systems' strategic plans, vision statements, curricula, instructional guidelines, and use of technology, as well as teacher and administrator evaluations.
- Leaders must work to make the core purpose a concrete reality that permeates the district. It must be understood and articulated by everyone in the system.

Survey data shows that these changes have not yet been fully realized in many Idaho Leads districts and charter schools. Additionally, though beliefs about the place of technology in the classroom appear to be changing, recent data indicates that across the Idaho Leads learning community, technology has yet to be meaningfully tied to deep learning outcomes such as critical thinking, collaboration, communication, and creativity. Nonetheless, there is room for optimism — the data also shows an overwhelming majority of Idaho Leads teachers want to learn more about effective use of technology to boost student learning.

