



## Introduction

Approximately 165 educators (teachers, education assistants, library technicians, and administrators) from four middle schools attended Edcamp MY7Oaks at Amber Trails School on Friday, February 5, 2016 as part of a common professional development day. Edcamp offers a process for identifying needs, and a framework for participants to meet those needs. Participants made 77 invitations to teach, learn, discuss, and/or collaborate on topics of their own professional interest. Similar invitations were grouped into the same space resulting in 48 sessions from which participants could choose. For the remainder of the day, participants pursued their own goals by attending spaces and engaging with people that served their needs.

It is not uncommon for Edcamp participants to begin branching off from the schedule as they find people and ideas they wish to engage with in greater detail. This was the case for MY7Oaks and many *ad hoc* spaces were created by small groups developing ideas and plans relating to their practice. This respects the intellectual investment made by participants by affording them the professional freedom to pursue emerging ideas and opportunities.

Because these days are rich in content and professional connections as well as a large degree of self-determination, Edcamp participants often see these events as both intellectually and professionally stimulating while also being relaxing and rejuvenating. One MY7Oaks participant shared at the lunch break that, "I still feel like I have energy for the afternoon. I'm excited for the rest of the day and that's unusual for most PD days." Another shared that, "I'm really getting a lot out of today. I have so many ideas I'm excited about getting back with my kids on Monday." Several participants were enthusiastic simply about the opportunity to have extended conversations on meaningful topics with their colleagues.

## Edcamp Goals

The unconference format can accommodate tremendous diversity while affording participants significant professional autonomy. The range of topics at Edcamp MY7Oaks was very diverse and included environmental issues, meeting student needs, tools and resources for teaching and learning, as well as content sessions in core subjects, music, PE, and TAA. Given that each individual is pursuing unique goals, what, then, is the purpose of an Edcamp? What does it accomplish? Does it have value for the participant, students, or the educational institution?

A survey of about 80 goal statements from different Edcamp events and media coverage reveal a relatively consistent pattern. Edcamps are about exchanging ideas, growing one's professional network, and pursuing one's own professional development. Edcamp experiences embody the values of differentiation and self-determination allowing the participant to pursue their own goals.



Edcamp participants create *ad hoc* meeting spaces to continue conversations started in a session, or to pursue new topics that emerged in a session.

## Research Base

### Idea Spread

Emerging research in social networking and idea exchange has clearly shown a link between highly effective teams and the frequency and intensity of social interactions (Pentland, 2010, 2014). Frequent contact amongst all members of an organization is one hallmark of an effective team. Pentland's (2010) studies empirically demonstrated that frequency of contact, regardless of the content, is highly correlated with team efficacy. He also indicates that networks can be engineered for maximum efficacy. He distinguishes between engagement and exploration describing everyday conversations with colleagues as engagement, and accessing ideas and resources from beyond one's daily experience as exploration.

The Edcamp MY7Oaks survey Q1 is intended to measure participants' level of exploration – the degree to which they accessed resources (people and ideas) not normally available to them. Q2 measures the degree to which the participant interacted and invested themselves in making connections with the available resources. Q3 measures the degree to which the participant spread the ideas to others that may not have been exposed to the same ideas or conversations.



Edcamp participants use time and space to connect with others over shared points of interest.

## Professional Networking

Professional networking can be understood as having three primary activities: creation, maintenance, and access (Nardi, Whittaker, & Schwarz, 2000, 2002; Rajagopal, Brinke, Van Bruggen, & Sloep, 2012). Network creation involves connecting with new individuals with whom you intend to receive or exchange information. Network maintenance is keeping contact with others through ongoing information exchange. Maintenance need not always involve task-oriented conversations; keeping up-to-date with the life and goals of those in your network also contributes to team efficacy (Veletsianos, 2012). Network access is the use of resources in one's network in order to complete a work-related task.

The MY7Oaks survey Q3 is intended to reveal the extent to which participants are making connections with other individuals. Q4 focuses on the social element of maintaining existing connections while Q5 asks respondents to indicate whether they used their connections for a specific purpose.

## Professional Development

Professional development is most effective when it has the teacher connect content to their own practice, when it focuses on the day-to-day needs of the teacher, and if it is part of a larger organizational movement in a particular direction (Darling-Hammond, Wei, Andree, Richardson, & Orphanos, 2009). If these conditions are met, the teacher is more likely to experience lasting change in their practice. Because participants are in active conversation rather than receiving information through a presentation, they are more engaged. Darling-Hammond et al (2009) indicate that teachers are more likely to try something new if they have seen it modeled, or have had the chance to play with the ideas first-hand. Edcamp MY7Oaks saw many such exchanges of teaching strategies intended to improve student learning. Finally, when professional development is connected to common organizational goals, it is likely to be more effective. Where each individual is pursuing their own professional goals during Edcamp, it was made explicit in the introduction that our shared goals were to spread ideas and network with each other.

Edcamp MY7Oaks survey Q7 asks participants to self-report whether they believe their practice will improve as a result of the day. Likewise, Q8 asks participants to speculate whether their engagement at Edcamp would positively impact student learning. Q9 makes the connection between their individual experience and their understanding of their school or divisional goals.

## Observations

- EA and Teacher ratings were very close on Q1 Exploration, Q5 Maintaining Networks, and Q9 School Improvement and further apart on Q2 Investment, Q4 Building Community, and Q8 Student Learning. In general, EA selections reflected similar distributions as teachers but averaged 0.55 points lower across all responses. Anecdotal responses from EAs in person and on the response sheets were all positive, "better than I expected it would be."
- Participants engaged in conversation and participated actively in sessions. The idea exchange reports are high and positive suggesting that participants both shared and took in many new ideas. On the way out at the end of the day, participants were asked to place a dot on a graph (Figure 1) indicating their sense of engagement with people and ideas. Almost all dots were above the half-way line for ideas indicating that participants felt they had been exposed to many new perspectives and strategies.

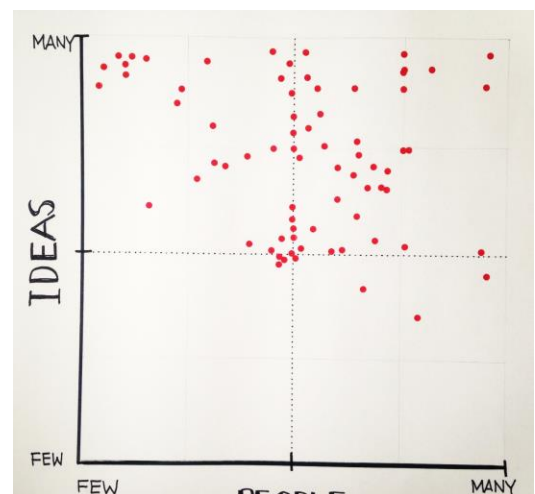


Fig 1: Self-reported scatter plot of engagement with people and ideas

- Of the three broad categories, the networking responses ranked lowest. As an Edcamp goal, this area is worth some attention – helping participants see the value in connecting with others and expanding their professional networks as well as the benefits of open sharing and engagement with people in the network. While the networking results were the lowest of the three categories, they were, on average, in the “Like Me” range.
- Some 1 ratings are explained by a couple of groups who reported using the day to collaborate with building colleagues on professional tasks related to their practice and student learning. Two surveys included explanations as such for the low ratings in some areas. Such engagement would likely depress responses to questions 1, 3, 4, 5, 6.
- One comment expressed dissatisfaction about how the respondent’s invitation was received and valued. Despite the negative comment, the Likert responses for that same respondent were all very positive.
- We learned in conversation that no one responded to a particular invitation. The participant who made the invitation came to the conclusion that no one had the skills or the interest to engage with that topic. The participant then moved to another session of interest.
- The PE sessions appeared to be mostly play though the conversations during play related to strategies to develop student skills, activities and drills used, and demonstrations of technique. Several times throughout the day, those engaging in the Gym sessions would conference at the bench and share ideas.
- One of the TAA participants shared that several TAA teachers met with a new staff to help with strategy and program planning as well as instruction on some equipment used in the TAA lab. The participant reflected, “I don’t know when we could have ever done that. It’s rare that we are together, especially in our labs.”
- The music teachers also created several spaces and themes to meet their own needs. Interestingly, many of these specialty teachers also broke from their own groups to attend sessions or engage in conversation elsewhere. This appears to be a strength of the Edcamp model – offering a diverse range of content with opportunities for content specialization as well as idea exploration.
- Extreme caution must be exercised with this data due to the combination of the survey’s brevity and wide scope. With only one question targeting each of nine items, there is a large margin of error, not least of which may be the validity of the question itself. However, the data gathered does suggest participants found value in the experience. Based on anecdotal comments included on the survey, there was also widespread satisfaction with the Edcamp format. Over 80% of the responses for all categories and questions fell on the “like me” side of the scale with more than 65% indicating “True” and “Very True” responses in all categories.

## Conclusion

Traditional PD has an expert talking at you and you listen trying to make connections. There is no (or little) dialogue, and the relationship between presenter and attendee is imbalanced. One is the giver and the rest are receivers.

Edcamp equalizes those relationships. Many of the survey comments for Edcamp MY7Oaks talked about the conversations and dialogue and idea exchange. As a participant you give AND receive; you are a contributor to the bank of knowledge and agent in growing skills in others as well as being able to address your own goals. It is rewarding and engaging on both fronts.

One verbal comment suggested that we are often exhausted from traditional PD and find it stale and uninteresting by the afternoon. Edcamp, she observed, was the opposite – she felt invigorated and excited for the afternoon. Could this be because we are not simply recipients; that the act of giving, contributing, feeling valued for your experience is rewarding?

## Edcamp MY7Oaks Survey Questions and Rational

<b>Exchange of Ideas</b>	
1. I had casual conversations with people from schools other than my own.	Targeting EXPLORATION <ul style="list-style-type: none"> <li>- To what extent are participants getting to know others, having casual conversations, learning the "other story".</li> <li>- Conversations outside the context of focused sessions.</li> <li>- Social conversations where people learn about each other and their situations.</li> </ul>
2. During sessions, I had conversations on topics related to teaching and learning.	Targeting INVESTMENT <ul style="list-style-type: none"> <li>- To what extent are participants engaged in conversations about teaching and learning, taking in and processing professional content.</li> <li>- Conversations within sessions that are content focused.</li> <li>- Professional conversations where people learn about and explore specific ideas related to teaching and learning.</li> </ul>
3. In casual conversations, I shared with other people the ideas I encountered today.	Targeting IDEA SPREAD <ul style="list-style-type: none"> <li>- To what extent are participants engaged in talking about newly encountered ideas.</li> <li>- Conversations outside the context of focused sessions.</li> <li>- Social conversations where people share what they have learned or experienced at the event.</li> </ul>
Exchange of ideas section based on the work of Alex Pentland (Pentland, 2010, 2014)	

<b>Professional Networking</b>	
4. In the future, I will connect with people I met today to explore ideas in teaching and learning.	Targeting BUILDING LEARNING COMMUNITY <ul style="list-style-type: none"> <li>- To what extent are participants establishing new professional connections.</li> <li>- Implied exchange of contact information and intention to engage after the event.</li> </ul>
5. I re-connected with people today that I don't often get to see.	Targeting MAINTAINING LEARNING COMMUNITY <ul style="list-style-type: none"> <li>- To what extent are participants nurturing established professional connections.</li> <li>- Implied history of contact and satisfaction in the connection.</li> </ul>
6. I sought out specific people today to explore ideas in teaching and learning.	Targeting ACTIVATING LEARNING COMMUNITY <ul style="list-style-type: none"> <li>- To what extent are participants engaging with established professional connections.</li> <li>- Implied need/desire for contact and professional engagement.</li> </ul>
Professional Networking section based on (Nardi et al., 2000, 2002; Pentland, 2014; Rajagopal et al., 2012)	

<b>Professional Learning</b>	
7. I learned things today that will improve my professional practice.	Targeting IMPROVED PRACTICE <p>To what extent did the Edcamp experience relate to participant's professional skills.</p>
8. I learned things today that will improve student learning.	Targeting STUDENT LEARNING <p>To what extent did the Edcamp experience likely to help learners under the participant's care.</p>
9. I learned things today that will contribute to my school's priorities and goals.	Targeting SCHOOL IMPROVEMENT <p>To what extent did the Edcamp experience relevant to the participant's larger community.</p>
Professional Learning section based on (Darling-Hammond et al., 2009)	



I am a(n)

- ☐ E.A. / Library Tech
- ☐ Teacher / Administrator

### Exchanging Ideas

1. I had casual conversations with people from schools other than my own.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

2. During sessions, I had conversations on topics related to teaching and learning.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

3. In casual conversations, I shared with other people the ideas I encountered today.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

### Professional Networking

4. In the future, I will connect with people I met today to explore ideas in teaching and learning.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

5. I re-connected with people today that I don't often get to see.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

6. I sought out specific people today to explore ideas in teaching and learning.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

### Professional Learning

7. I learned things today that I will use to improve my professional practice.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

8. I learned things today that I will use to improve student learning.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

9. I learned things today that I will use to meet my school's priorities and goals.

- ☐ Very untrue of me
- ☐ Untrue of me
- ☐ Somewhat untrue of me
- ☐ Neutral
- ☐ Somewhat true of me
- ☐ True of me
- ☐ Very true of me

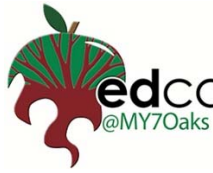
**Comments** (use back if needed):

Thank-you for your feedback

## Bibliography

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## Survey Comments

February 5, 2016

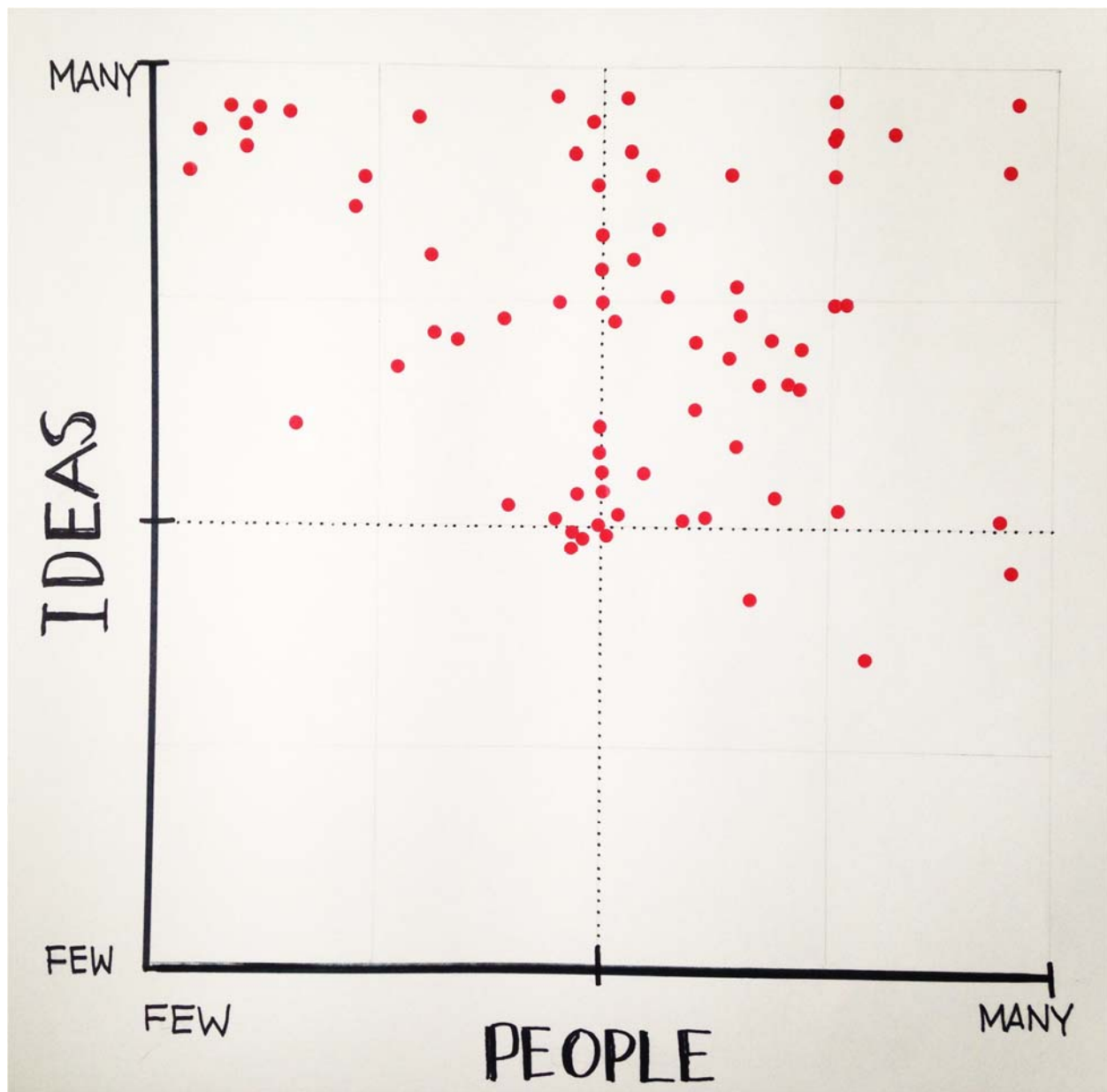
*Approximately 165 educators attended. 125 completed surveys submitted. 41 included comments.*



- I really like this format. I found the day more valuable than most PD days.
- Wonderful day of sharing and learning!
- This was amazing. I was able to explore subjects that I needed ideas for. This was extremely helpful & will improve my practice drastically.
- We did "Edcamp" in our own way... we met with the grade 7 team within our own school and had a big talking & planning session about social studies that lasted all day. [note: arrow from Q1 (very untrue of me) to comment]
- Great day of networking. Very well balanced day of learning, sharing and wellness / physical activities.
- Great connections, great conversations, and great comrades "connecting colleagues / comrades in conversation(s)."
- Thank you, It was a great day!
- Awesome experience. I am so grateful that I could participate. The division should look into doing more of these - maybe even in place of "school talks" in the PM on Divisional Inservice Days.
- Great day! Lots of great planning (+ unplanning!) went into this - so thank you ☺
- Lots of fun! Enjoyed the relaxed atmosphere and chance to make connections.
- This was fabulous! Truly enjoyed the whole experience. I was excited for this day, talking of ideas and professional learning. Absolutely met my expectations! Let us do this again soon!!!
- Thank-you!! A great way to engage in authentic dialogye about contextual issues in our daily professional lives. As much as today was for teacher / admin / EA conversation it would be fantastic to conduct an "edcamp" model PD with whole school staff (including clerical & custodial) As a school culture, their voices are just as valuable and important to strengthening our goals & objectives
- Can't wait to see this grow & develop
- This was one of the best P.D.'s I have ever attended - I loved every aspect of the day and the way it was organized. I loved the professional dialogue I could have with other professionals (eg. teachers, EA's, admin, etc.) Can't wait to do this again!
- Great day! Everyone in my groups was an active, positive participator. Great lunch, too! (Sorry Miles, had to say it) Huge thank you to the crew who planned and organized.
- Great PD! I liked this much much more than a traditional "symposium" style PD day. Would love to do this regularly!
- Really great way to collaborate! I would have like to have been able to talk to all of the PE middle school teachers though! Maybe next year?!
- Very relaxed day, enjoyed sharing ideas and practise with others in my field
- Really enjoyed the day! We were allowed to do what we wanted to do without being told what to do! This is exactly what we need to do with colleagues to keep sharing ideas and learning from each other. Very relaxing and enjoyable day! Love that we were not told what to do and be put into groups with others being told!



- I really enjoyed today's discussions. I have a lot of new connections & ideas! Great job!!! ☺
- Best PD ever, I got to do hip hop.
- Might be useful to submit ideas and concepts at prior staff meetings
- Awesome Day! Super useful sessions - very interesting & rich discussions. Wish some administrators would have shown up for sessions especially on inclusion
- What I really enjoyed was the fact that there were so many topics that I could choose that were relevant to me rather than one top that I had to try and make relevant to me.
- This PD was very informative and enjoyable. It was relevant to my field of interest and gave me new perspectives and ideas to use in the future. \*\*\*\*\* 5 star rating!
- Great PD sessions! I really enjoyed the opportunity to connect with teachers and staff from other schools about topics related to teaching and learning. The session on writing was particularly wonderful! ☺
- Good day. Better than nearly all other PD days.
- Good idea! Want more of these PDs in this style!
- Great day / need to do more often!
- Well done PD committee! Thanks
- Great day!
- Thank-you
- My first Edcamp. Loved it. Came to sit in and learn. But would share if we do again!
- Would love to do this again at least once a year. Wasn't sure what to expect. I need to do what's best for my class at the moment. [note: arrow from Q9 (somewhat true of me) to last comment]
- Great PD. Very informative & fun. Let's do it again
- Awesome experience! Please let's do this again... maybe for the next divisional day PM... This was exactly the sort of day teachers have been begging for... time to connect, network, exchange ideas... amazing!! ☺
- This was a fabulous day! It was wonderful to connect with teachers from other schools and share our ideas and enthusiasm.
- Wonderful opportunity to connect with music teachers from other schools! ☺
- Appreciated the format of today! Used the time to work on Human Rights ideas and although I did this with my grade 7 "team" from my own school, we do not have the time to do so during our school hours. So thank you! Got so much out of this day.
- Helpful to move freely / casually. Quiet space for leaning & meeting other middle years teachers. Great to use technology!! ☺
- It is unfortunate that I was not able to share with others my knowledge about important apps on iPad. Although I offered the topic was not registered correctly on line. As a knowledgeable educator I felt that what I offered was not important.



# Descriptive Statistics

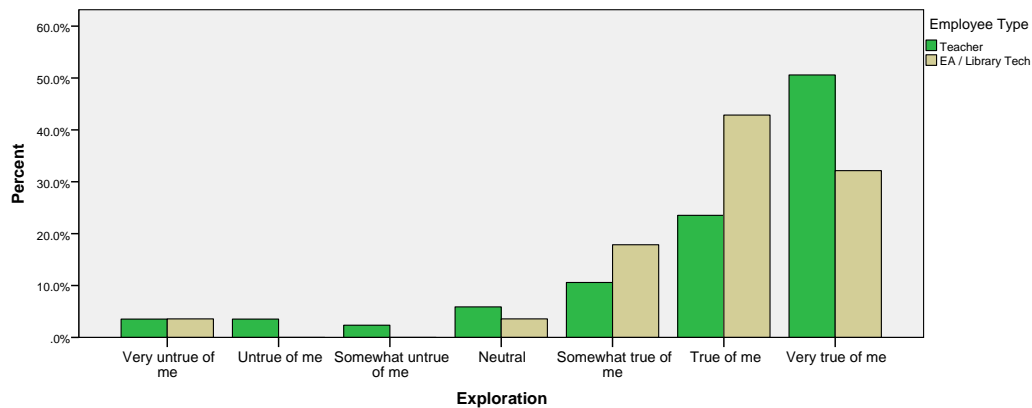
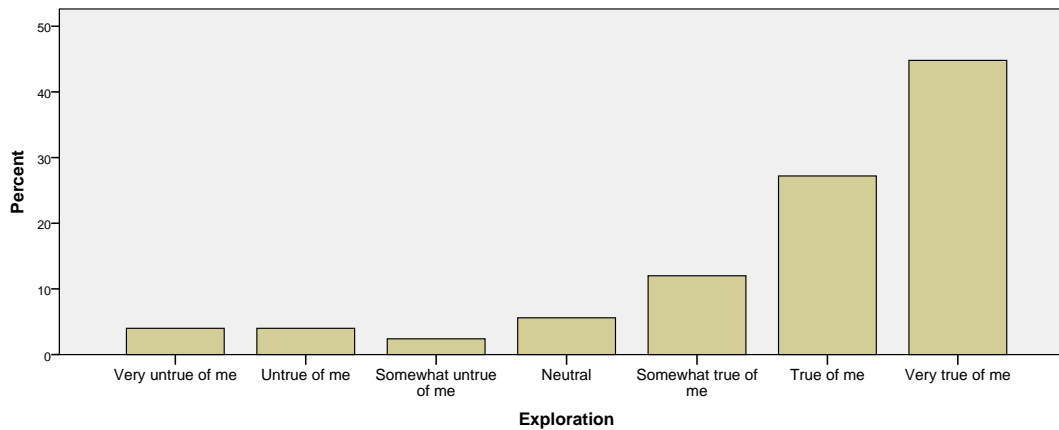
	N	Range	Minimum	Maximum	Sum	Mean	Std. Deviation	Variance	Skewness		Kurtosis	
	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Std. Error
Exploration	125	6	1	7	723	5.78	1.619	2.622	-1.600	.217	1.878	.430
Investment	124	5	2	7	798	6.44	.858	.736	-1.997	.217	5.572	.431
Idea Spread	125	6	1	7	722	5.78	1.177	1.385	-1.213	.217	2.195	.430
Building Community	125	6	1	7	638	5.10	1.575	2.481	-.816	.217	.236	.430
Maintaining Community	124	6	1	7	700	5.65	1.542	2.377	-1.455	.217	1.852	.431
Activating Community	125	6	1	7	619	4.95	1.675	2.804	-.813	.217	-.179	.430
Improve Practice	123	4	3	7	738	6.00	.975	.951	-.863	.218	.087	.433
Student Learning	123	4	3	7	731	5.94	1.002	1.005	-.976	.218	.793	.433
School Improvement	125	5	2	7	717	5.74	1.130	1.277	-.826	.217	.265	.430
Valid N (listwise)	120											

## Exploration

I had casual conversations with people from schools other than my own.

Exploration

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue of me	5	4.0	4.0	4.0
	Untrue of me	5	4.0	4.0	8.0
	Somewhat untrue of me	3	2.4	2.4	10.4
	Neutral	7	5.6	5.6	16.0
	Somewhat true of me	15	12.0	12.0	28.0
	True of me	34	27.2	27.2	55.2
	Very true of me	56	44.8	44.8	100.0
	Total	125	100.0	100.0	

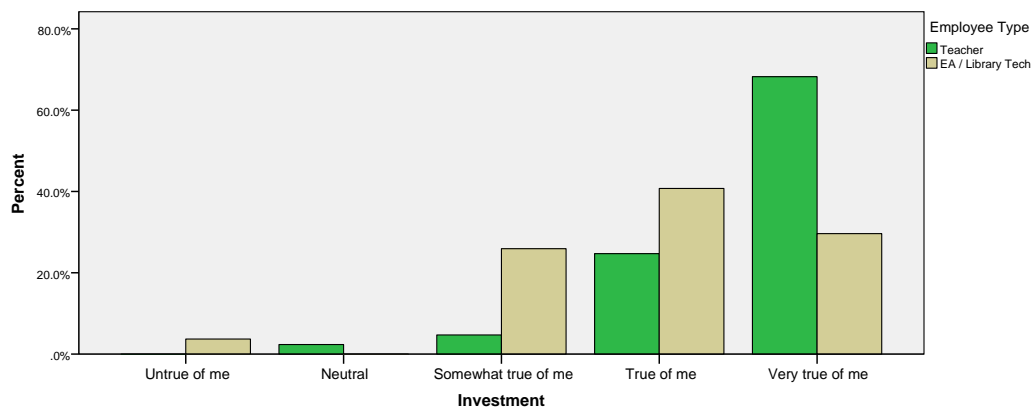
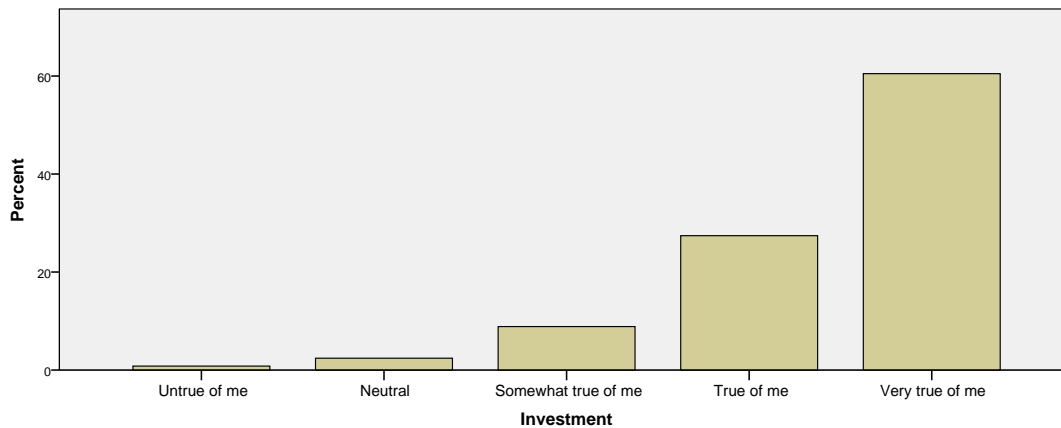


## Investment

During sessions, I had conversations on topics related to teaching and learning.

Investment

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Untrue of me	1	.8	.8	.8
	Neutral	3	2.4	2.4	3.2
	Somewhat true of me	11	8.8	8.9	12.1
	True of me	34	27.2	27.4	39.5
	Very true of me	75	60.0	60.5	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

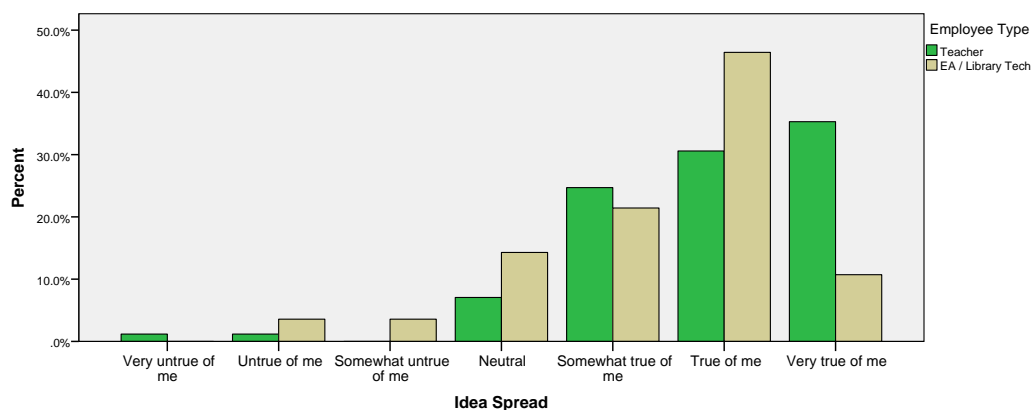
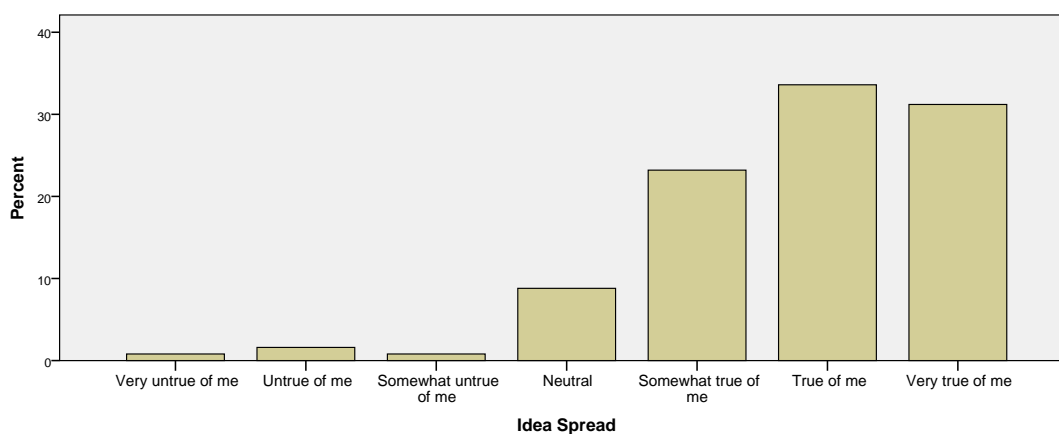


## Idea Spread

In casual conversations, I shared with other people the ideas I encountered today.

Idea Spread

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue of me	1	.8	.8	.8
	Untrue of me	2	1.6	1.6	2.4
	Somewhat untrue of me	1	.8	.8	3.2
	Neutral	11	8.8	8.8	12.0
	Somewhat true of me	29	23.2	23.2	35.2
	True of me	42	33.6	33.6	68.8
	Very true of me	39	31.2	31.2	100.0
	Total	125	100.0	100.0	

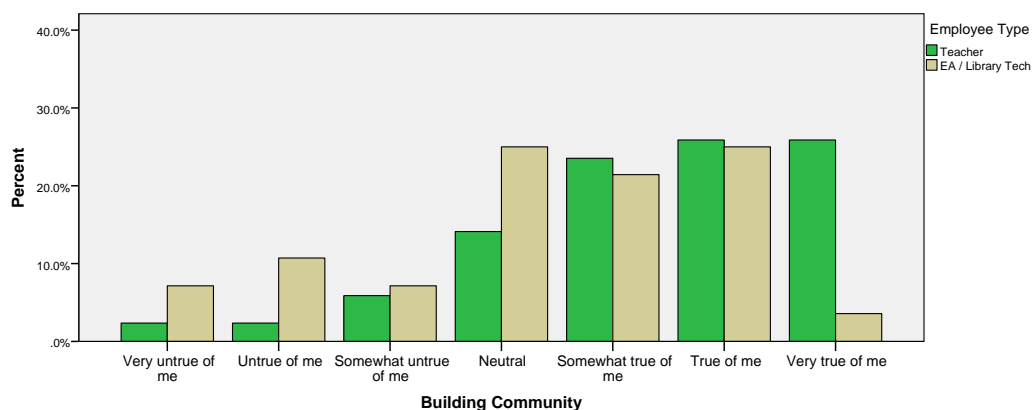
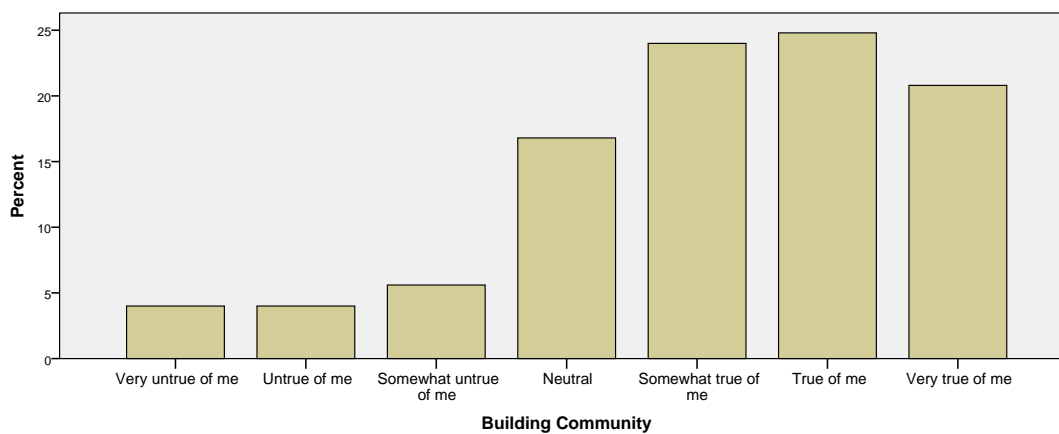


## Building Community

In the future, I will connect with people I met today to explore ideas in teaching and learning.

Building Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue of me	5	4.0	4.0	4.0
	Untrue of me	5	4.0	4.0	8.0
	Somewhat untrue of me	7	5.6	5.6	13.6
	Neutral	21	16.8	16.8	30.4
	Somewhat true of me	30	24.0	24.0	54.4
	True of me	31	24.8	24.8	79.2
	Very true of me	26	20.8	20.8	100.0
	Total	125	100.0	100.0	



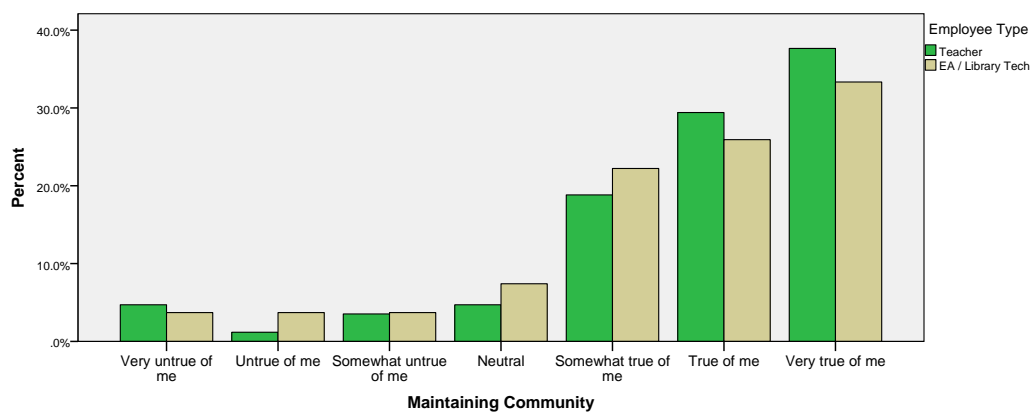
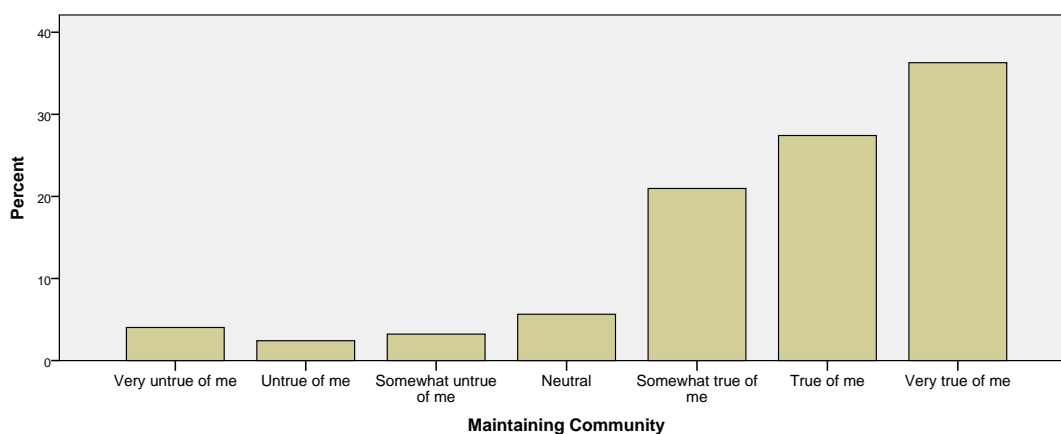


## Maintaining Community

I re-connected with people today that I don't often get to see.

Maintaining Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue of me	5	4.0	4.0	4.0
	Untrue of me	3	2.4	2.4	6.5
	Somewhat untrue of me	4	3.2	3.2	9.7
	Neutral	7	5.6	5.6	15.3
	Somewhat true of me	26	20.8	21.0	36.3
	True of me	34	27.2	27.4	63.7
	Very true of me	45	36.0	36.3	100.0
	Total	124	99.2	100.0	
Missing		1	.8		
Total		125	100.0		

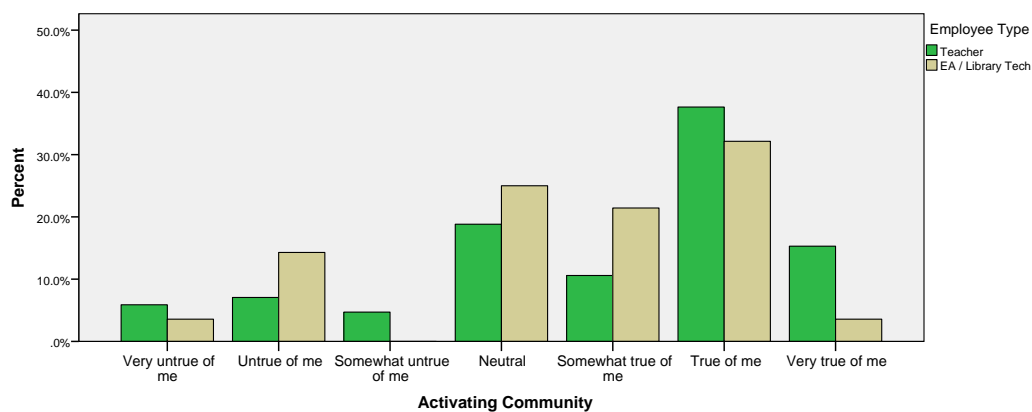
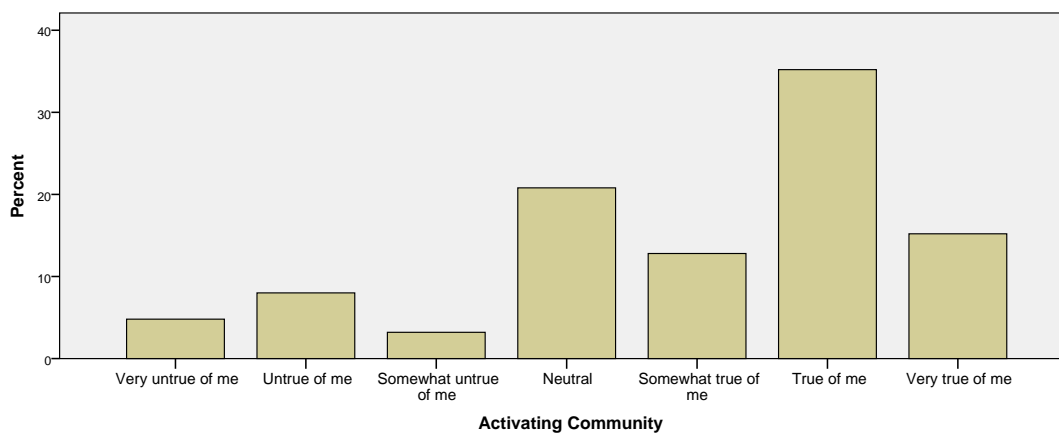


## Activating Community

I sought out specific people today to explore ideas in teaching and learning.

Activating Community

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Very untrue of me	6	4.8	4.8	4.8
	Untrue of me	10	8.0	8.0	12.8
	Somewhat untrue of me	4	3.2	3.2	16.0
	Neutral	26	20.8	20.8	36.8
	Somewhat true of me	16	12.8	12.8	49.6
	True of me	44	35.2	35.2	84.8
	Very true of me	19	15.2	15.2	100.0
	Total	125	100.0	100.0	

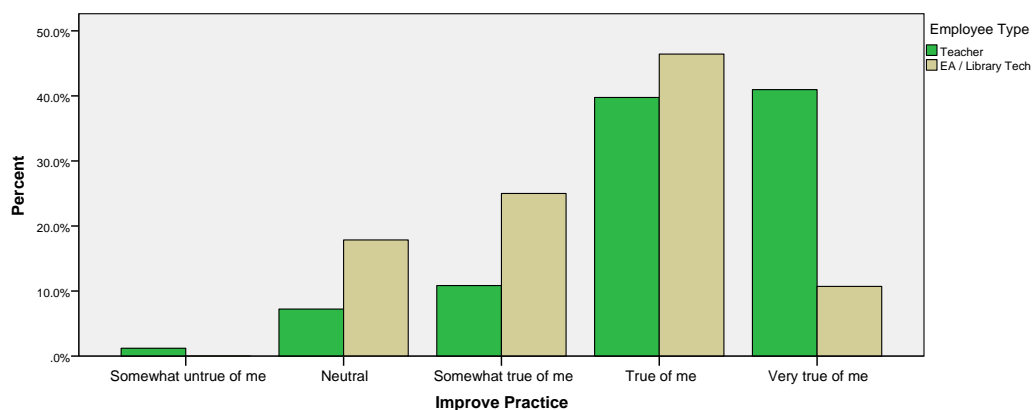
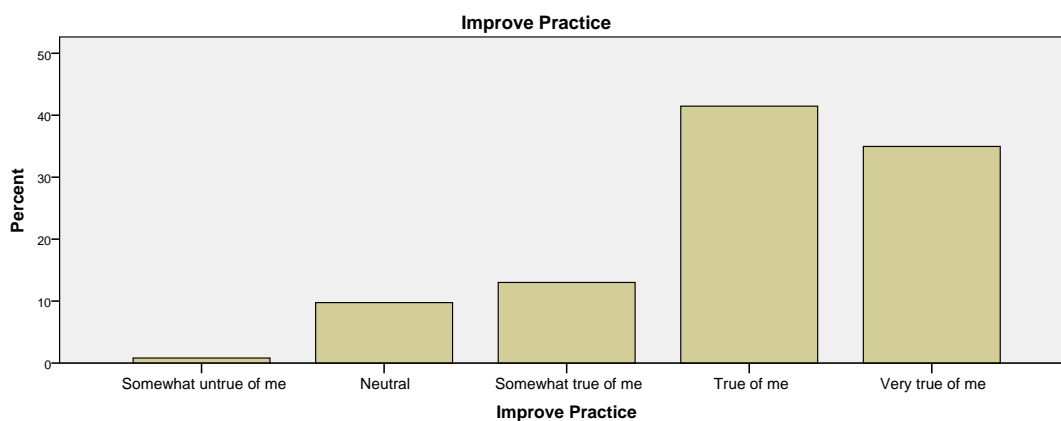


## Improve Practice

I learned things today that I will use to improve my professional practice.

Improve Practice

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat untrue of me	1	.8	.8	.8
	Neutral	12	9.6	9.8	10.6
	Somewhat true of me	16	12.8	13.0	23.6
	True of me	51	40.8	41.5	65.0
	Very true of me	43	34.4	35.0	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		

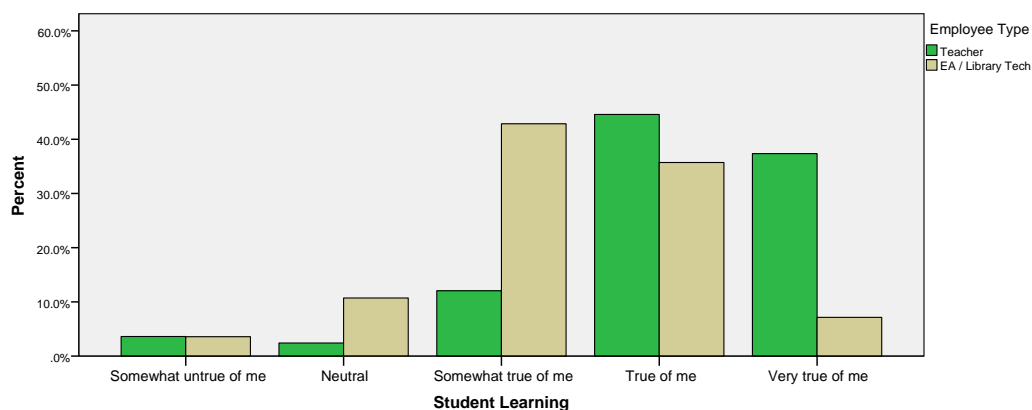
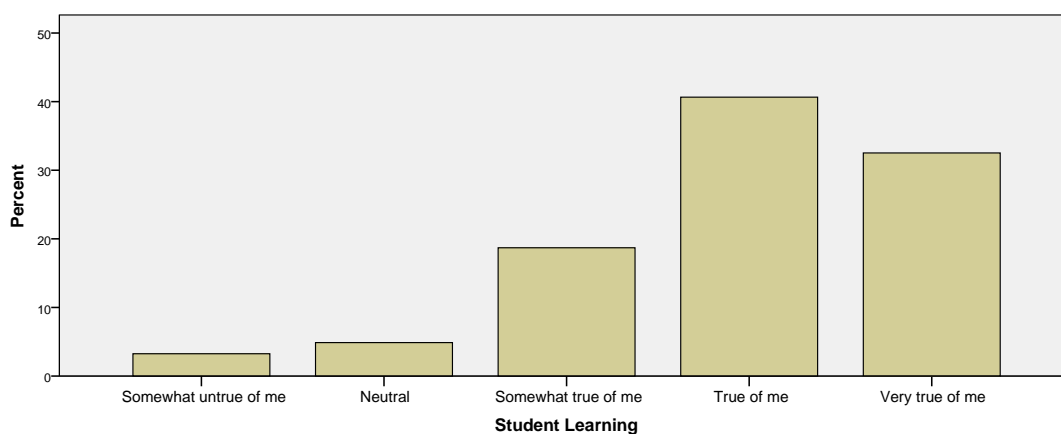


## Student Learning

I learned things today that I will use to improve student learning.

Student Learning

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Somewhat untrue of me	4	3.2	3.3	3.3
	Neutral	6	4.8	4.9	8.1
	Somewhat true of me	23	18.4	18.7	26.8
	True of me	50	40.0	40.7	67.5
	Very true of me	40	32.0	32.5	100.0
	Total	123	98.4	100.0	
Missing		2	1.6		
Total		125	100.0		

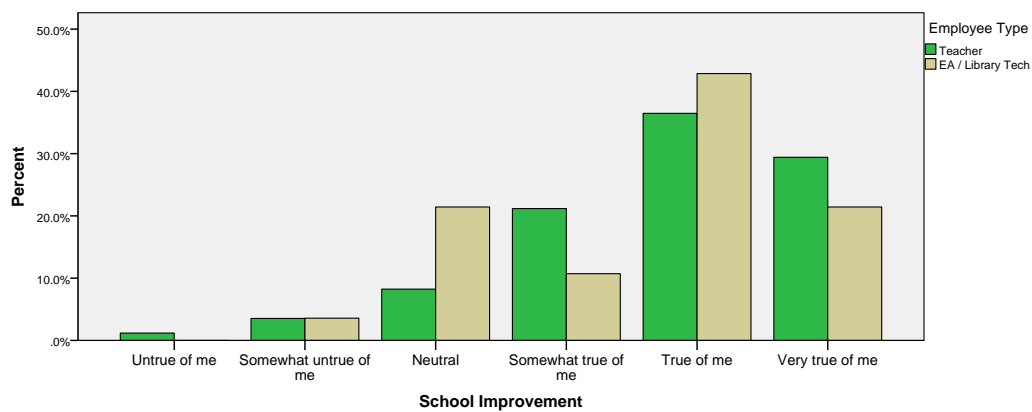
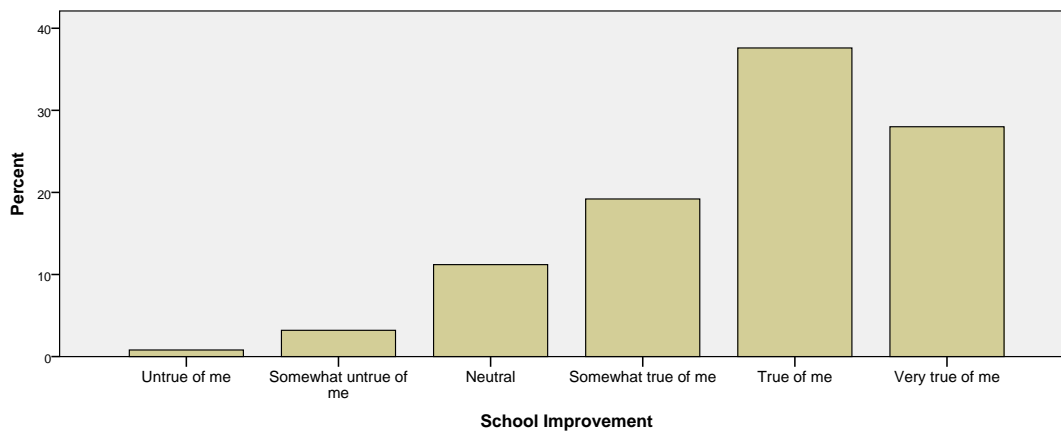


## School Improvement

I learned things today that I will use to meet my school's priorities and goals.

School Improvement

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Untrue of me	1	.8	.8	.8
	Somewhat untrue of me	4	3.2	3.2	4.0
	Neutral	14	11.2	11.2	15.2
	Somewhat true of me	24	19.2	19.2	34.4
	True of me	47	37.6	37.6	72.0
	Very true of me	35	28.0	28.0	100.0
	Total	125	100.0	100.0	



## Employee Type

# Edcamp MY7Oaks Survey Data

## Employee Type

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	1	.8	.8	.8
Not Specified	12	9.5	9.5	10.3
Teacher	85	67.5	67.5	77.8
EA / Library Tech	28	22.2	22.2	100.0
Total	126	100.0	100.0	

## Detect Anomaly

### Categorical Variable Norms

		Peer ID	
		1	Combined
Exploration	Most Popular Category	7	7
	Frequency	54	54
	Percent	45.0%	45.0%
Investment	Most Popular Category	7	7
	Frequency	72	72
	Percent	60.0%	60.0%
Idea Spread	Most Popular Category	6	6
	Frequency	40	40
	Percent	33.3%	33.3%
Building Community	Most Popular Category	6	6
	Frequency	31	31
	Percent	25.8%	25.8%
Maintaining Community	Most Popular Category	7	7
	Frequency	45	45
	Percent	37.5%	37.5%
Activating Community	Most Popular Category	6	6
	Frequency	43	43
	Percent	35.8%	35.8%
Improve Practice	Most Popular Category	6	6
	Frequency	50	50
	Percent	41.7%	41.7%
Student Learning	Most Popular Category	6	6
	Frequency	48	48
	Percent	40.0%	40.0%
School Improvement	Most Popular Category	6	6
	Frequency	46	46
	Percent	38.3%	38.3%