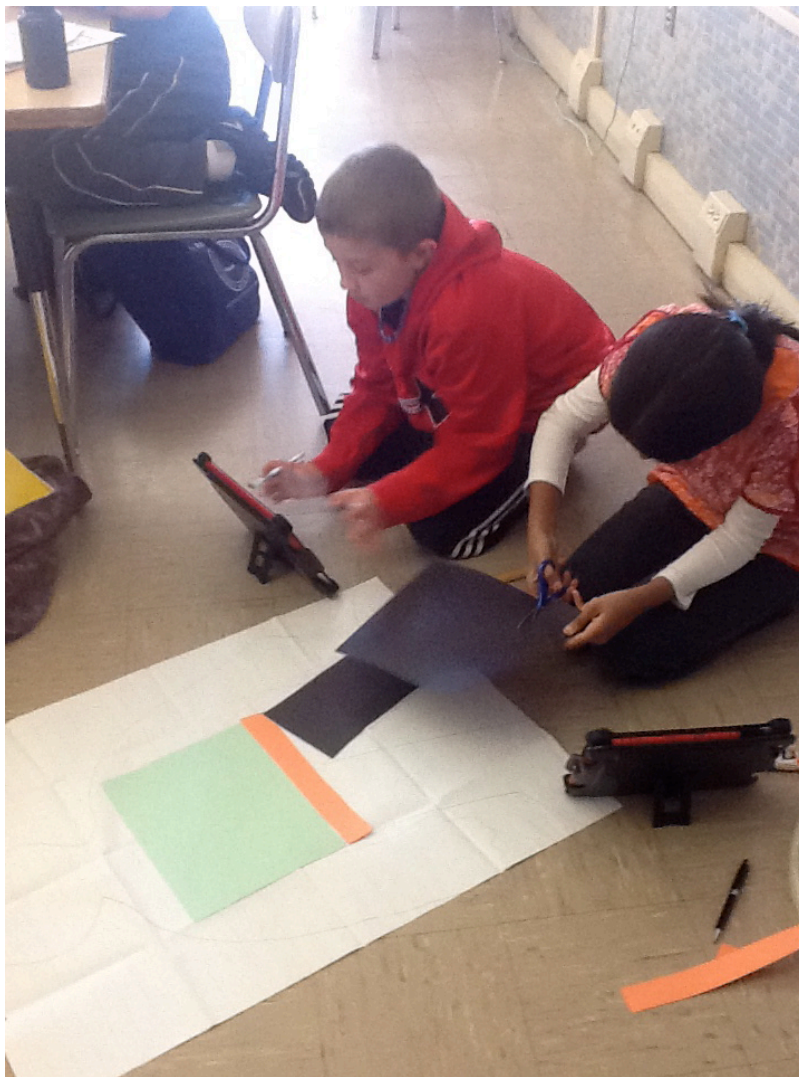

1:1 Update Report to School Committee

Shrewsbury Public school

Mary Beth Banios and Jonathan Green
SHS/Oak Pilots • Sherwood Implementation • May 8, 2013



Overview

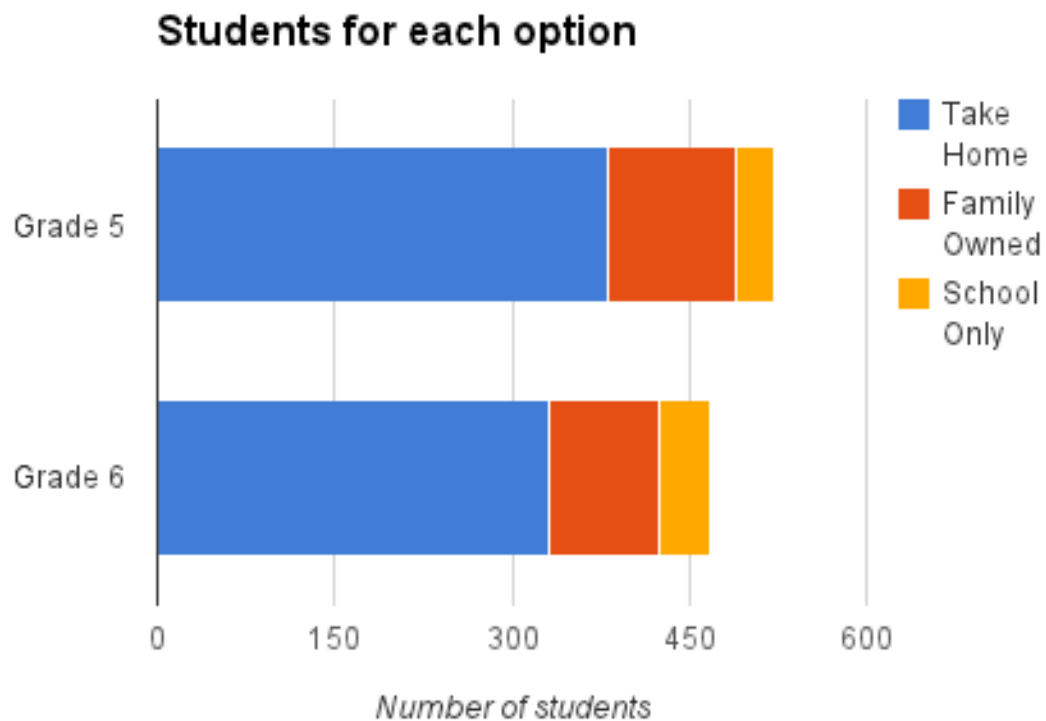
This year the Shrewsbury Public Schools has implemented a 1:1 program at the 5=6 Sherwood Middle School and has piloted 1:1 programs at the following levels:

- One 120 student 7th grade team (7Blue),
- One 120 student 8th grade team (8White),
- One 9th grade section of students (25 students)
- One 11th grade section of students that have a humanities and math class in common (50 students)

In order to collect data and to continue to evaluate benefits and challenges associated with a 1:1 learning environment, both Sherwood Middle School and Oak Middle School have had on-going study group meetings over the course of the year. Similar meetings have occurred at SHS, however, they have been fewer in number. There has also been a challenge getting all pilot teachers together given limited available collaboration time at this school. In addition to these study group meetings, the report also uses the following other sources of data:

- Fall and spring student surveys that were sent to all students participating in the Oak and SHS pilots
- Fall and spring teacher surveys that were sent to all teachers at Sherwood, Oak pilot teachers, and SHS pilot teachers
- Fall and spring Sherwood parent surveys
- Data collected from day long iPad Retreat which was held on February 11th
- SHS student focus group which was held on March 12th
- Joint PTO/School Council meeting for Sherwood Middle School and Oak Middle School focused on the 1:1 initiative which took place on April 2nd
- Side by side unit comparisons at SHS (see end of report)

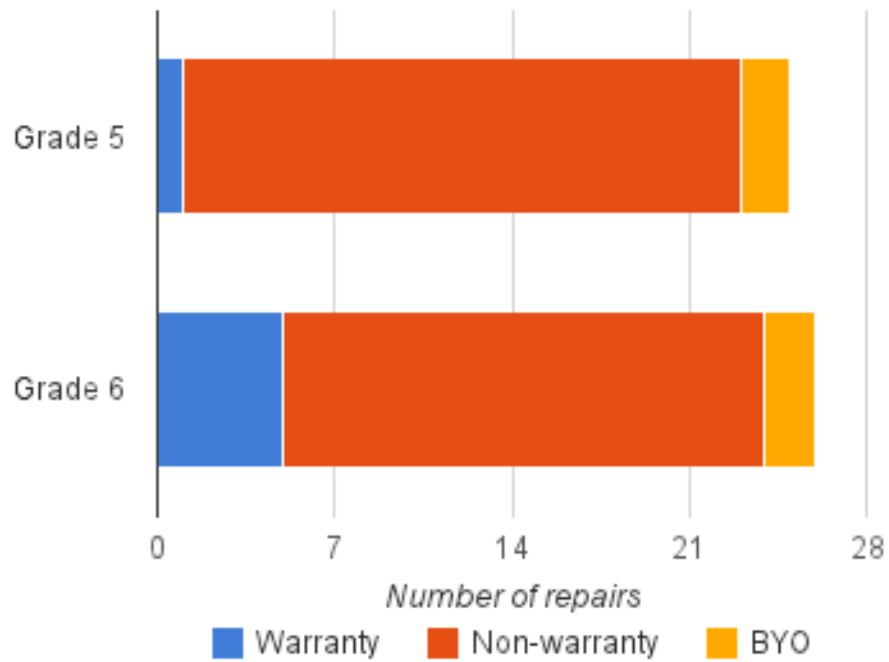
Data on Sherwood Middle School 1:1 Program



Grade	Cases	Broken Lids	% of total
Grade 5	415	109	26.27%
Grade 6	374	112	29.95%
Grade 7	120	21	17.50%
Grade 8	120	42	35.00%

Breakdown of broken lids by grade

Repairs by grade level



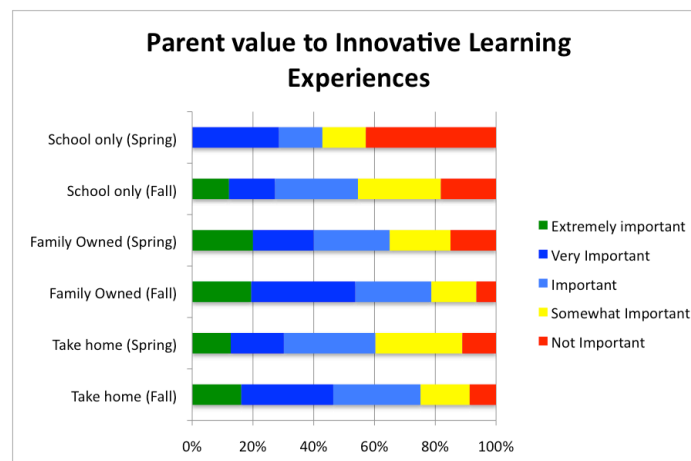
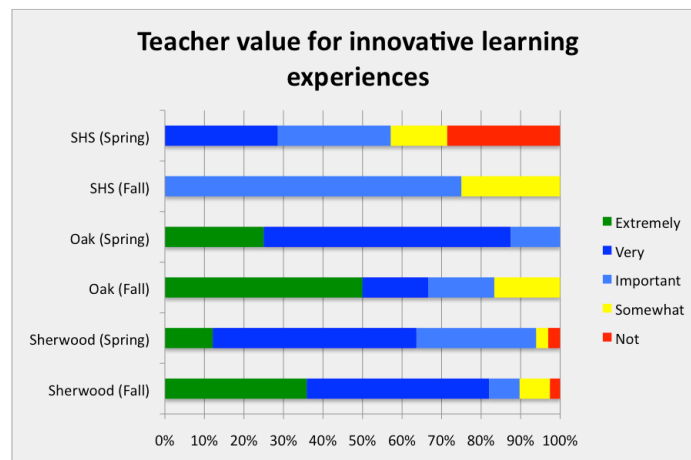
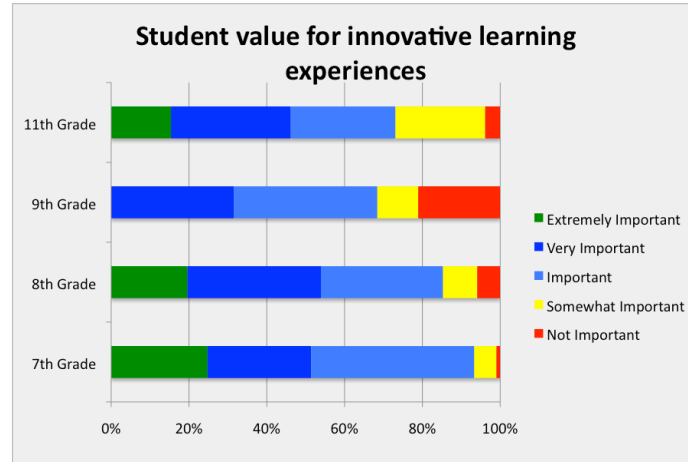
Plan	Warranty Repairs	Non-warranty Repairs	Repair Costs	Costs Charged	Net Repair Costs	Per unit repair cost
Take Home	6	40	\$7,600.00	\$1,160.00	\$6,440.00	\$9.06
School only	0	1	\$190.00	\$0.00	\$190.00	\$2.50
Family owned	0	4	NA	NA	NA	NA

Breakdown of repairs by option

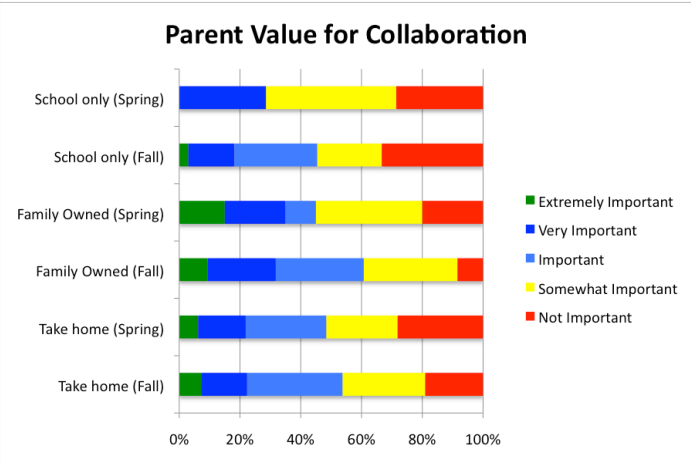
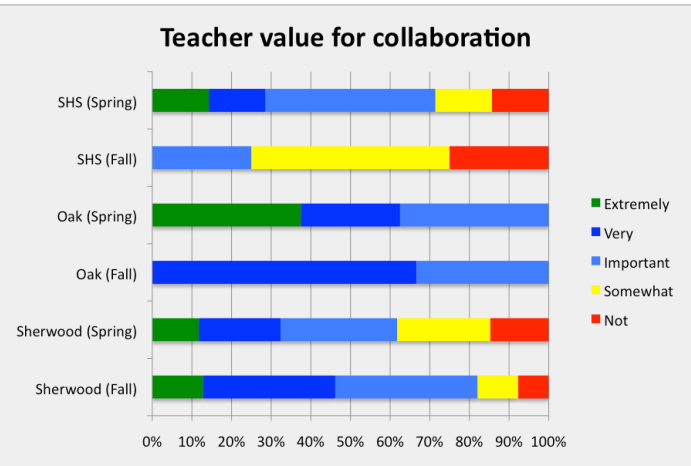
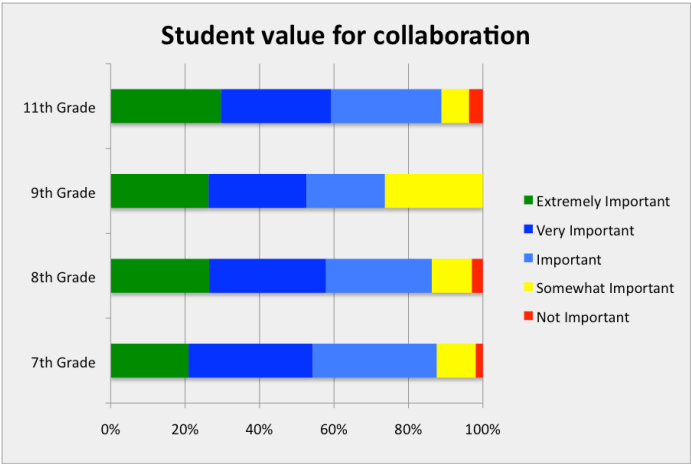
Lessons Learned

1. There is continued evidence that 1:1 environments positively impact innovation, motivation, collaboration, and efficiency.

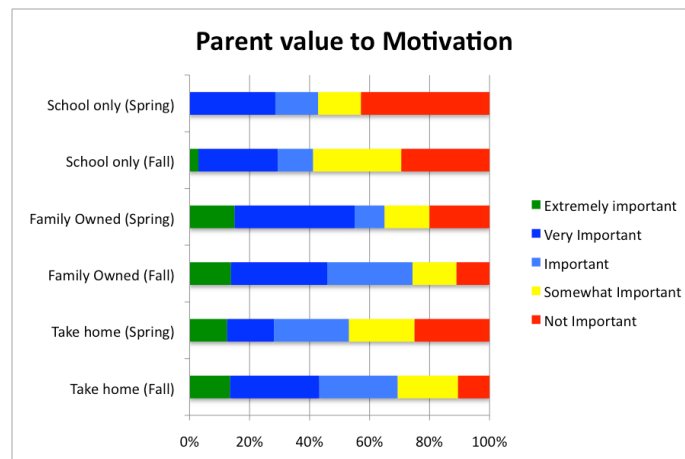
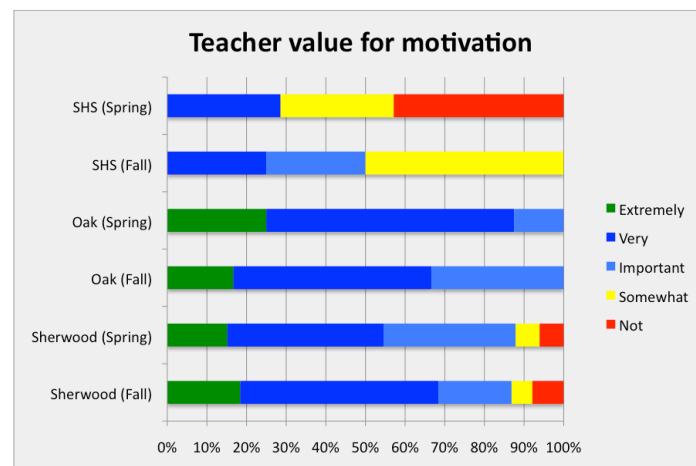
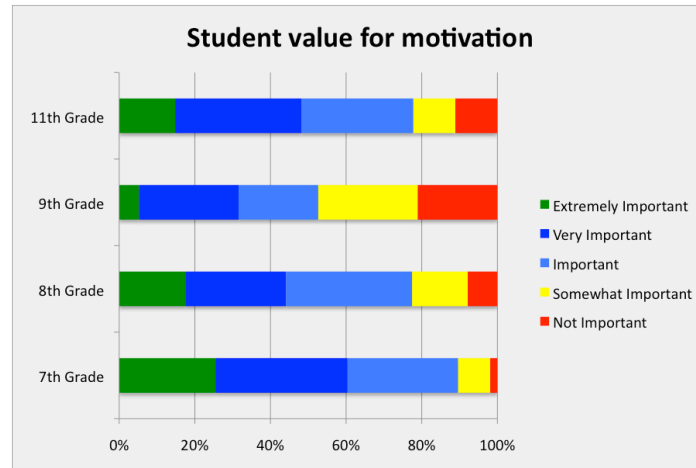
Innovation



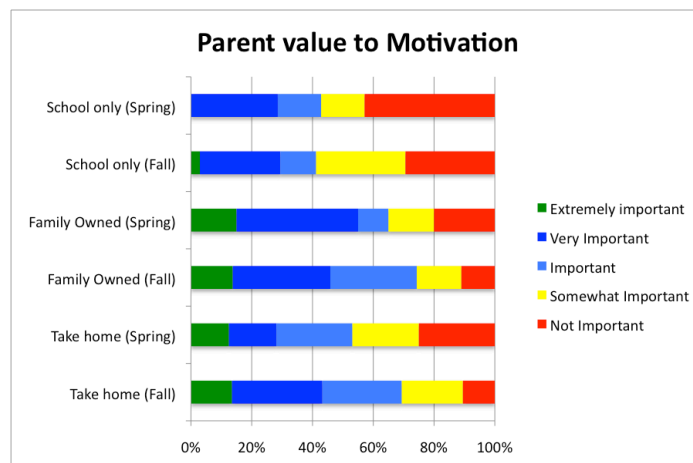
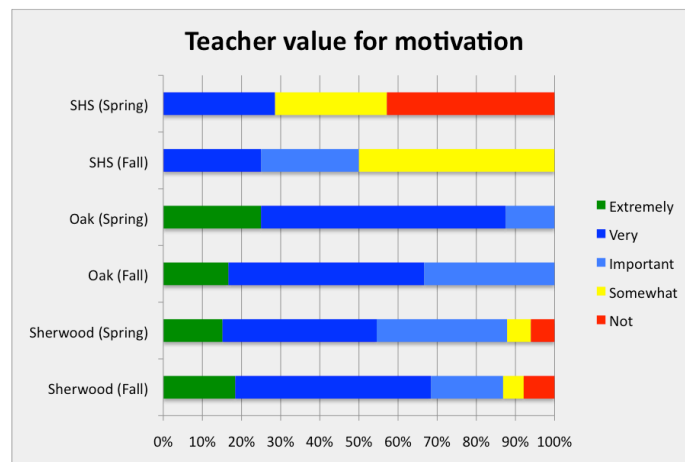
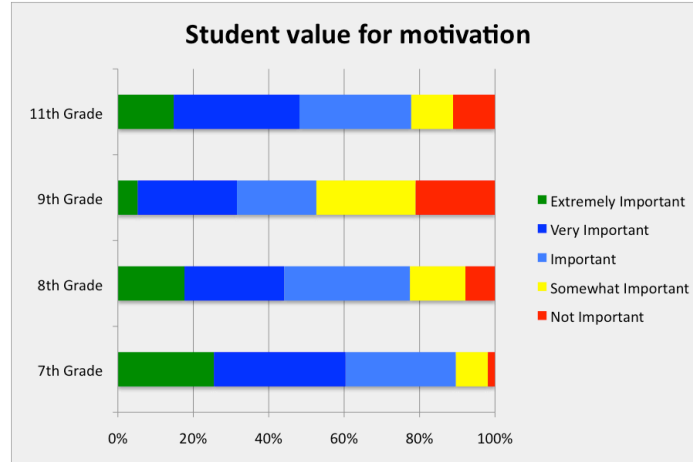
Collaboration



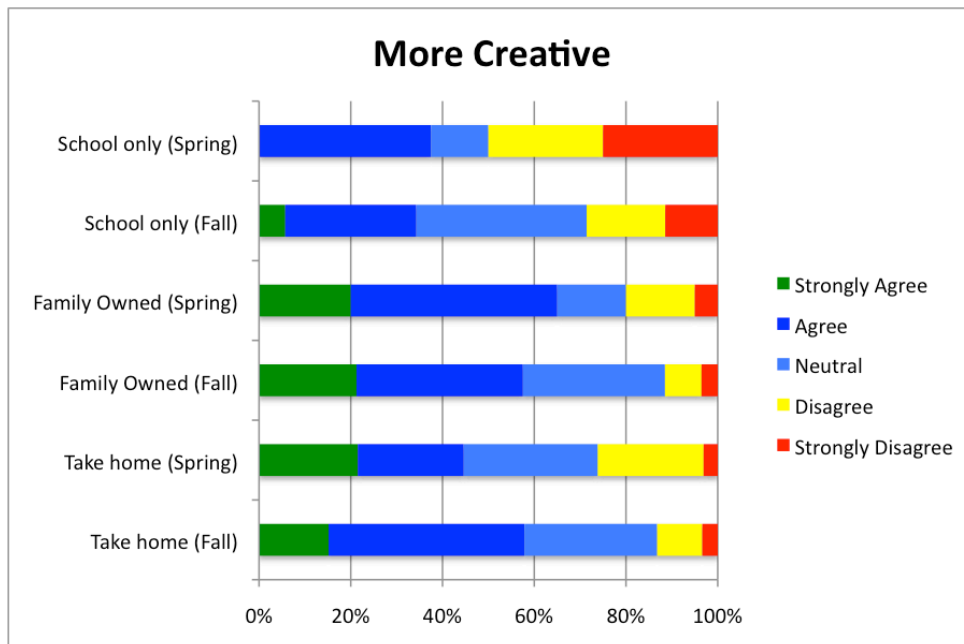
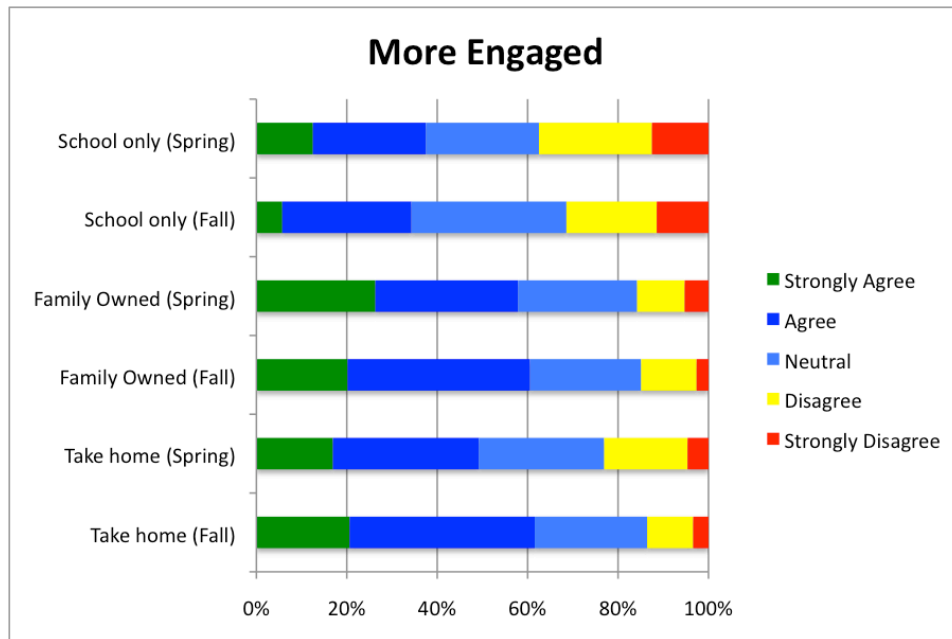
Motivation

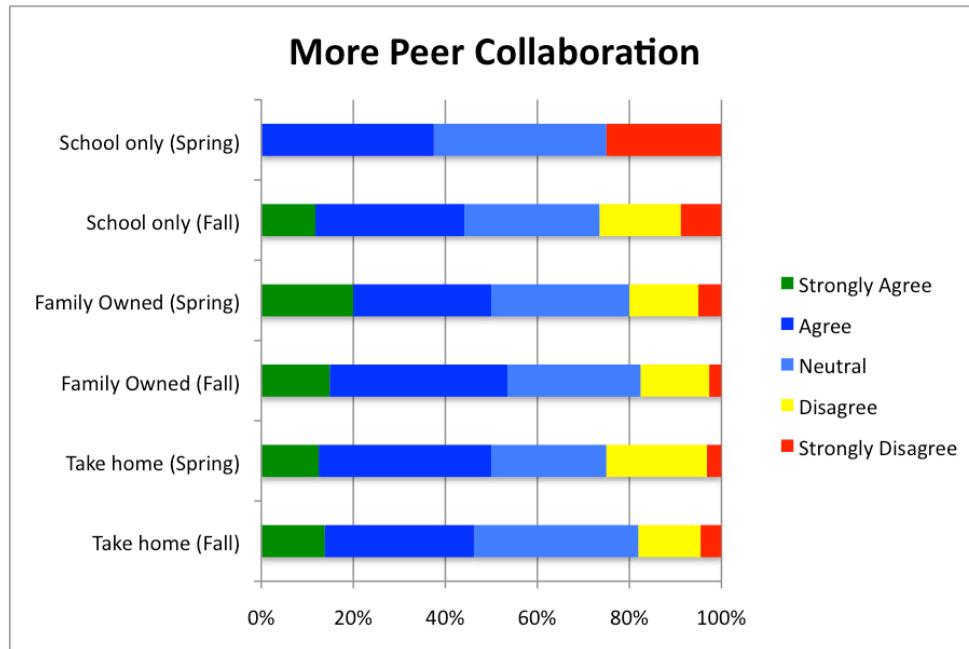


Organization

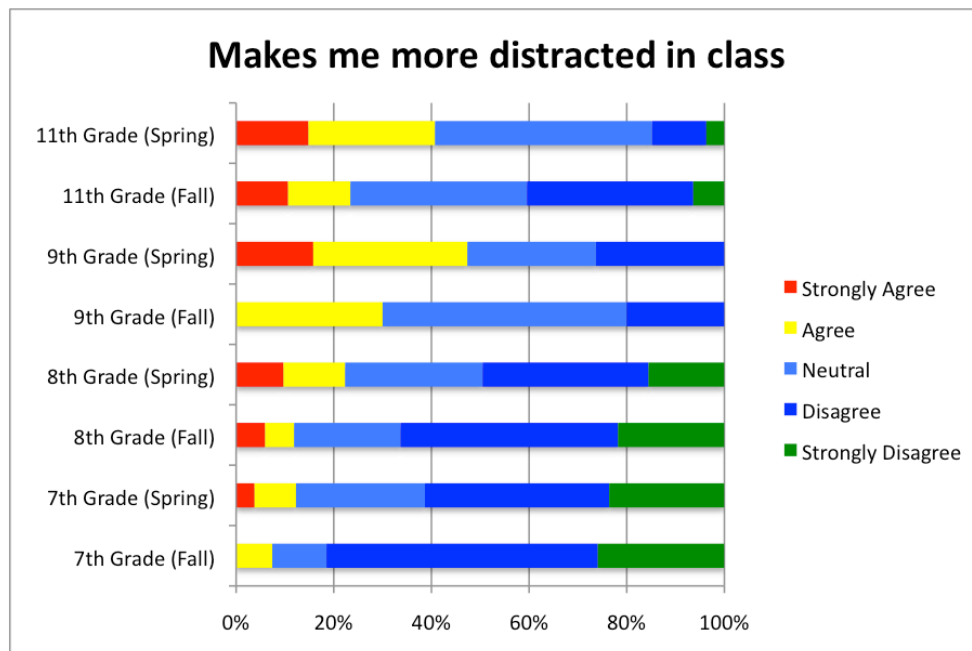


2. Parents of “Take Home” Students Report Greater Benefits of the Program than “School Only” Students





3. A 21st Century Learning Environment Requires the Explicit Teaching of How to Manage Distractibility. Students can underestimate their need to be aware of these challenges. Reports across grade levels suggest that this is not a developmental issue.



6th Grade Teacher Comment:

“Having non-academic games on the ipad is very confusing for 6th grade students. I do not think they have the self-regulatory skills needed to make this shift. They would benefit from using this tool as an academic only tool- at both home and school. Students NEED more prep in terms of digit citizenship.

11th Grade Teacher Comment:

“The temptation for students to easily distract themselves, with the understanding that much of the information is digital so they can access it later. I think the importance of the immediate or the present moment is diminished for many of the students.”

4. It's important to go "all in". It is difficult when teachers have some classes with 1:1 technology and some without. Requires changing instructional approach between the two classes.

5. Instruction in Digital Citizenship Needs to Happen Early and Often

6. 21st Century learning environment requires explicit teaching of when technology is a help to learning and when it is a hindrance.

Recommendations:

- Establish Innovation Leadership Teams at Sherwood, Oak, and SHS
- Conduct Student/Parent orientation prior to distribution
- Delay entry of iPads for 1 week to provide time for setting grade level expectations and providing foundational digital citizenship instruction
- Move to a model of “Gradual Release of Responsibility” in terms of giving students access to non-academic resources (games)
- Move to a model of “Gradual Release of Responsibility” for messaging and cameras

Levels of control w/gradual release:

1. Mandatory lock-out by school IT department
2. Mandatory restriction via Settings by family & school
 - 2.1. Disable App Store
 - 2.2. Disable App Deletion
3. Recommended restriction via Settings by family, will be reinstated by school if abused
 - 3.1. Disable App Store
 - 3.2. Disable App Deletion
4. No restriction (family decision)

	Grade 5	Grade 6	Grade 7	Grade 8
Messaging	2 for 1st 2 months then 3	3	3	3
Apps/Games	1	2.1. for 1st 2 months then 2.2.	2.2	3.2
Camera	1 for 1st 2 months then 4	4	4	4

- Form a K-12 curriculum development group for digital citizenship
- Implement all grade levels simultaneously when launching a 1:1 environment at SHS
- Establish parent site with resources around digital citizenship