Sherwood iPad Implementation

Update to the School Committee

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Summary of Lessons Learned and Next Steps

Instruction

The instructional benefits will be highlighted and expanded upon in the student/teacher reports at the beginning our our presentation at the November 28th meeting.

1. Many of the initial benefits that were seen in last year's pilot continue to be noted

   a. Improving student organization

   b. Powerful resource for student presentations

   c. Peer to peer collaboration

2. Seeing initial success with the "flipped classroom" model

3. iPad supports use of free (or very inexpensive), quality, on-line resources

4. Seeing some initial signs that the iPad is increasing self-directed student learning

5. There has been some concern expressed by parents that students use the iPad 100 % of the time and that they no longer have the opportunity to write with paper and pencil.

   This perception is not supported by the data we have collected. After completing both a teacher self-report survey and completing random classroom observations to look for how/when the iPad is being used, it is clear that across the school the iPad is being used as one tool, not the only tool in classrooms. One possible explanation for this perception is that teachers have needed to explore using the iPads in a number of different venues to figure out how this tool will best enhance learning in their classrooms. Perhaps during this initial exploration phase it appeared to parents that the iPad was being used exclusively.

6. Some parents have also expressed concern that they have seen a decrease in the rigor of writing assignments that they are attributing to the iPads.

> For an explanation of how iPads are currently being used to enhance our writing curriculum, please see the November iPad Update. In terms of individual parent concerns about particular assignments, we are currently exploring whether the issue is related to the parents not fully understanding all components of the assignment, whether the assignment reflected a teacher's initial attempt to try a feature of the iPad and was learning from the experience, or whether there is a need to provide additional professional development around how to scaffold critical thinking and skills into using electronic presentation tools and video.

Distribution

1. Need to add "Orientation" component to the "Distribution" process

> This year our energies were focused on the technical logistics of how to distribute, collect payment, set up, and enroll over 1,000 iPads into our management system. This meant that our "orientation" was more of a distribution process than an actual orientation. This needs to be improved for next year so that we effectively educate our parents and students, prior to the iPads going home or being used in school, around the vision for our 1:1 program. Key areas of focus should include, iPad settings that provide options for parents, overview of "common mistakes" students make when first using the iPad, camera regulations, and guiding principal of parent control of the device in the home setting.

2. "Bring Your Own Devices" presented a challenge in the distribution process

> Personally owned iPads presented a challenge during the distribution process. This was due to the large number of variations in existing configurations, installed apps, and forgotten passwords. A disproportionate amount of our support resources went to BYOD families during the distribution and initial phases of our implementation. We will be seeking solutions to this problem over the course of this year.

3. The question of when to best distribute 5th grade iPads needs additional study

    5th grade students are making a major transition moving from an elementary setting to a Middle School environment at the beginning of the school year; this raises the question around whether or not a transition to a 1:1 environment should be more scaffolded to avoid 5th graders needing to adjust to two major transitions at the the same time.

4. Cost associated with distributing 1,000 iPads and processing payments: $5,000

    We had estimated $5 per device for administration and insurance costs, so this figure will be monitored for the remainder of the year to see if this will be an appropriate figure to use going forward.

Communication

1. Schedule 4th grade parent iPad Introduction Meetings in the Spring

    Holding school based meetings in each of the elementary schools for 4th grade parents to answer questions and explain the program options would help to avoid some of the confusion that occurred his year. After our experiences this year we are in a better place to anticipate questions and issues that may arise and can be more proactive in communicating with parents. An example of this would be clear communication with BYOD families around the blocking of the camera in the beginning of the school year , and other implications for enrolling their personally owned device in our school management system.

2. Establish a parent website as a repository for parent resources associated with the 1:1 implementation

    This work is underway and the parent website should be active shortly. iPad Updates, along with other helpful parent information will be posted here as a central resource.

3. Establish a mechanism for showcasing student work associated with digital learning

    Continued work is needed in terms of building a collective community vision for how personal electronic devices can enhance learning . It would also be important to set the expectation that when these devices are deployed for the first time there is a necessary learning curve and exploration time for both teachers and students. Mechanisms to

showcase student work, both in person and on-line need to be developed to provide models for the educational benefits of this program.

4. Our program is attracting attention from educators in other districts

   Many districts are interested in moving to a 1:1 environment for students. We have received many inquiries from other districts asking to visit Sherwood Middle School to take a look at our program. In order to accommodate these requests we are looking to move to a one day a month visitation model.

Professional Development

1. Providing all teachers access to an iPad 6 months to a year in advance is the optimal in terms of helping all educators become familiar with the device

   iPads were distributed to all teachers and Sherwood last year, and all Oak teachers have them this year. We now have a tool called "Reflection" that allows whatever is on the iPad to be projected on a screen for the whole class to see., This means even when the teacher i is the only one with an iPad, there is an instructional benefit for students.

2. T21 year long graduate course continues to be strong model for preparing teachers for a 1:1 environment

   Our T21 graduate course, facilitated by EdTech Teacher, involves 3 on-site Saturdays and on-line classes in between each of these Saturdays. What appears particularly beneficial about this model is that there is a cohort of teachers learning about how to best integrate the iPad into the classroom, and they receive new strategies to try each month. As teachers experiment with these strategies, they have the support of their colleagues who are also in the class. This year we have approximately 35 teachers enrolled in this course, the majority are Oak teachers with some SHS pilot teachers included as well.

3. "Federal Express" day/s option supports teachers in collaborating and applying new technology learning to their classrooms

   Both our Summer Institute and the middle level full Professional Development Day this year utilized the "Federal Express" model. This model involves having teachers receive direct instruction on a particular aspect of technology, and then providing the

opportunity for teachers to work either independently or with colleagues around a project of their choosing. The only requirements of the project are that they apply the training so that it has a meaningful impact on student learning.

4. "Mini Pilot" model, gives teachers an opportunity to apply what they are learning in the T21 class

Last year at Sherwood and this year at Oak, we made "mini pilots" available in addition to the larger 1:1 pilot. In a mini pilot, classroom teachers sign out a class set, or a 1/2 class set of iPads that they can use in their classroom for a particular project or activity. In this way, even the non 1:1 iPad pilot teachers have an opportunity to have experiences using iPads in their classrooms prior to the full implementation.

5. Providing non-pilot teachers the opportunity to visit pilot classrooms in the same building helps to clarify expectations and a vision for the 1:1 model

We currently have a "teacher collaboration day" substitute structure that provides teachers coverage to collaborate on a project of visit one another's classrooms.

6. Our Implementation Plan should be adjusted in the spring to reflect what we have learned during the Sherwood rollout and in the Oak and SHS pilots this year.

Having an implementation plan in places that outlines expectations for iPad use for all students has been very helpful in terms of having clarity for both parents and teachers around consistency of learning experiences. As we gather more information around how iPads can most effectively be used in classroom, and an effective sequence for introducing the features of the iPad to students, we will want to make revisions to our implementation plan for next year.

Infrastructure

1. After much experimentation, it is clear we need to anticipate and budget for a high-capacity wireless access point for each 1:1 classroom.

Family/Parenting Implications of the iPad

1. There is a wide continuum of perspectives on the limits the school should put on iPad use in the home environment, and we are attempting to balance these diverse perspectives

   In reviewing the survey section of this report, it is evident that there are a wide range of parent perspectives around how technology should be used both in school and at home, and how much the school should assert itself into the iPad's use in the home environment. We have been consistent in our communication that all iPads that enter the school must be under our management system for the good of the entire Sherwood community. However, we have also shared with parents that they have complete control over their child's device in the home environment, and that they need to set the rules for their children around amount of screen time outside of school, use of messaging, and whether or not they are comfortable with non-academic games on the iPad. We are working to provide parents with resources that can inform their decision making in these areas, and to give them strategies for how to implement the decisions they make. These resources involve parent workshops, parent resource website, and iPad Updates.

2. Turning cameras off during the initial weeks of the iPad implementation was a significant concern for many "Bring Your Own" families

   When cameras are turned off in our management system, they cannot be turned back on when students leave school and return home. So, during the beginning part of the school year, when we had the cameras shut off, students were not able to access the camera and Facetime at home. The need to introduce the cameras slowly into the learning environment is a direction we want to continue as photos and video add another level of management issues with the iPad. Early communication with parents around how cameras will be phased in will be important going forward.