

To: Board of Education

From: Chris Thompson & Dana Monogue
Re: January 22, 2013 Agenda Item No. 4B

**Presentation:** The presentation will provide an update on the implementation of 320 iPads in our Kindergarten, 1<sup>st</sup> and 2<sup>nd</sup> grade classrooms, as well as how the iPad initiative is helping to inform a larger district strategy towards personalized learning and innovation.

**Background/Context**: In 2012, a team of teachers, technology integrators, and technical staff evaluated a number of personal device options (Nooks, Android, iPad) before determining the iPad as the best tool for KG-2nd grades. Highlights of the implementation include:

- Allocating 6 iPads for each KG, 1<sup>st</sup> and 2<sup>nd</sup> grade classroom
- Providing ipads for classroom teachers to take home this past summer to develop comfort with the device and foster the exploration of apps
- Summer curriculum time was used to identify common apps to be installed across the district at each grade level
- Established a 40% District Mobile Device Integration position focused on the integration of mobile devices throughout the system
- Identify a grade level team leader (iSkipper) to coordinate the acquisition of new apps
- Developed an app review database that will be promoted to parents beginning Feb 1<sup>st</sup>, listing key apps used in our classrooms
- Initial training of apps in August for all teachers, revisited again in Feb/Mar
- Established core expectation of use, 3 times per week at a higher level of use (not drill and practice, but focused on student creation, synthesis of content)

## Key learning to date:

- 1. The apps are simple to learn, engaging to students, and provide new opportunities to demonstrate understanding
- 2. Teachers have found different ways to integrate iPads into their classrooms, and that is OK
- 3. Apple has developed products to manage iPads (purchasing of apps, installation of apps, etc), but they are time-consuming and far from perfect
- 4. It will take time and training to transition our expectations of classroom use of technology to foster Bloom's higher order thinking skills (creativity, evaluation and research, critical thinking, problem solving)

These understandings (above) are helping to inform a larger district strategy towards leveraging technology to support personalized learning and innovation. In particular, we hope to address:

- 1. Is a KG-12<sup>th</sup> Grade, 1:1 (1 device for every student) strategy best practice to provide guaranteed access for all students?
- 2. Does the iPad scale the same way to grades 6-12, or is there a better solution (such as a Google Chromebook)?
- 3. What kind of professional development do our teachers need to successfully integrate personalized technology into their classrooms?
- 4. What infrastructure changes do we need to make (e.g. policy, bandwidth, wireless capacity, cloud storage) to successfully support a personalized learning environment?
- 5. How can we best prepare our students to be successful users of information and technology in the 21<sup>st</sup> century?

To accelerate conversations about the questions above and to spark innovative approaches to teaching and learning, 28 teachers have been identified across the district to meet, learn and discuss opportunities to innovate at the classroom level. We are fortunate that over the past three years, CESA 1 has become an "Innovation Zone" with many surrounding districts exploring alternative ways to deliver content and engage students with varied interests and abilities. Examples of this innovation include a focus on grading for learning, STEM or World Language academies, Montessori schools, online academies, 1:1 laptop/iPad classrooms, blended classrooms that do not meet face-to-face every day, and multi-age classrooms.

While the data demonstrating success of this approach is in its infancy, early MAP growth results indicate a positive impact in a district's ability to meet the needs of all learners. In addition, parent and student response to choice in programming has also been favorable. What is known from CESA's work over the past three years is that innovation best occurs when it starts locally at the classroom level. Our group of Elmbrook innovators will be exposed through site visits to area districts and through the study of CESA's work to date, with the hope that some of the participants will be inspired to develop innovation proposals this spring, for Fall 2013 implementation.

## **Alternatives/Recommendation:** None at this time.

**Budget:** It has been forecasted that \$75,000 may be budgeted to support classroom innovation for 2013-2014, to include professional development time, curriculum planning, and the purchase of necessary hardware and software.

**Recommended Board Motion**: This is a discussion item is intended to develop Board Members' understanding of the iPad implementation and beginning approach towards district innovation.