



## **iPad 1:1 PROJECT - 2015-2016 REPORT**

Thank you, Frank, for the funds to advance Senior Administration in their work to advance student achievement.

DSB Ontario North East representatives visited Auburn, Maine in November 2015. Over the course of three days, we visited three schools who were using iPads on a 1:1 method of progressing learning and making thinking visible. Our team included the Director, three Superintendents, our Technology Coordinating Officer and our iPad Curriculum and Technology Lead.

Following is a summary of our key findings:

1. We made the right move to have first provided over 600 of our teachers with iPads and trained them before commencing implementation of the plan with students, thereby allowing teachers to become more familiar with the tool that the students would soon receive. Maine school boards let the teachers choose an iPad or a laptop. Most teachers in Auburn chose the laptop, which hindered the student use of technology as a tool. We employed 5.5 iCoaches to work with our teachers and students to advance the use of the iPad at the beginning of the implementation. Maine did that as an after-thought.
2. The State of Maine (not the Auburn county school board) provided every student in Grade 7 to 12 with a personal iPad.
3. Our Technology Officer spent time with the Maine technology department and learned both how they set up the iPads and the challenges they had in the implementation stage. This certainly taught us how we would configure the iPads to prevent theft, the downloading of games, and best practices for the bulk purchasing of Apps and summer maintenance. We have since learned how to manage the iPad even further than the Auburn technology department.
4. Teachers in Maine demonstrated how the tool was integrated for learning and how differentiated instruction was supporting student achievement in kindergartens, as well as in the subject areas of English, Mathematics and Geography. We observed a number of individual strategies that made learning engaging and exciting. We noted that very few classrooms had Smartboards or Smart TVs as extensions to instruction and learning. This was odd to us, as most of our classrooms have SmartBoards, Smart TVs and even Smart Tables.
5. At Foxcroft, the private school we visited, we met several very creative staff who also demonstrated the tool in the classroom. The majority of their teachers clung to their laptop and were hesitant to use the iPad to the extent that they could be used. Those who

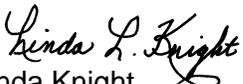
embraced the iPad and integrated it into the lessons were unable to share the learning or thinking as they did not have SmartBoards or TVs.

6. We asked about evidence in all sites and about how the technology used advanced the learning of their students. There were only a couple of teachers who could show us evidence. This was seen in three Kindergarten classes and a Geography class in the Public system. In the private system, at Foxcroft, we saw an English class and a Math class that had evidence in student achievement with the use of the iPad. We were very surprised that more teachers did not use data to support the use of the iPad to advance student achievement.
7. One of the most important learnings was that the research and steps that we had done before implementation had resulted in sound decisions, indicating that many challenges that Maine had experienced would not also be ours. Maine continues to annually host technology days, evidencing the importance of on-going in-service and the importance to peer coach, share innovative lessons, hear motivating speakers, and introduce new Apps that advance student achievement or parent engagement.
8. The opportunity to meet the Director of Technology for the State of Maine and three members of the Lead team for the Auburn Education Centre was very valuable. They shared their vision and next steps for the use of the iPad, which had been in place in the Auburn County for fifteen years. They also shared their ongoing research in connection with student achievement. Interestingly, only a few teachers in the schools we visited could discuss how this classroom tool had helped them in their instruction and pushing student thinking. Several teachers did share how the iPad had supported the learning of students who were wards of the state or from poor families.

The application of the iPad as a tool to advance student achievement in DSB Ontario North East schools will support differentiation of students' learning opportunities, level the learning opportunities for rich, poor, or special needs students, engage students by making their learning visible, re-engage those who are disengaged, improve attendance, improve credit accumulation and advance 21<sup>st</sup> Century communication skills. We will be continuing to train teachers on new Apps, curriculum integration, assessment opportunities and reporting to parents to support accountability. Data has very much been a factor to support evidence that the iPad as a tool will better prepare our students for the next academic grade, their future in communication, and greater responsibility in the use of social media. Assessments on student work has changed and increased parent engagement is evidenced through the use of "Showbie" and "See-Saw" (apps that house the folders of student work).

We are currently surveying the parents, students, and teachers of the classes grade 7 to 10 and feel that the responses to these few questions will be positive input as we move forward with our iPad 1:1 Project.

Respectfully submitted,

  
Linda Knight  
Director of Education