



iPad Pilot Project – Phase I 2011-12

Summary

During the 2011-2012 school year San Juan Unified conducted a small scale iPad Pilot project as a collaborative effort between Technology Services and Special Education. The pilot was intended for schools and teachers who were open to innovative teaching practices in support of the District Strategic Plan. The goal of the project was to pilot iPads and emerging classroom technologies to support students with a variety of instructional needs. 210 iPads were deployed for the project leveraging Special Education ARRA funds and limited categorical funds from Technology to pilot hardware under the Technology Hardware Standards project. The pilot was comprised of six schools, which included two elementary, a K-8, a middle school, and two high schools. Each of the schools also supported students with special needs in various Special Education programs as part of the pilot. The programs included: Full Inclusion, Deaf & Hard of Hearing, Resource/Learning Labs, Autism Spectrum Disorder (ASD), and Independent Living Skills (ILS). Participants included over 800 students and 35 general and special education teachers, support staff, and administrators.

A comprehensive rollout plan was created that required pilot schools to submit proposals with an instructional focus and goals aligned to the needs of the school, instructional and technical District support, targeted professional development, time for collaboration among teams and school sites, and commitments from each school site and pilot teachers.

There were three essential questions that guided the pilot implementation throughout the project.

How will the pilot technology...

1. Allow us to differentiate for all learners?
2. Support the needs of individual students through the use of assistive technology as needed?
3. Provide opportunities for students to demonstrate their learning through content production?

An essential requirement for the pilot teams to participate was a commitment to ongoing professional development, time for collaboration with their team and across school sites, and time for planning and research on best practices for using iPads in the classroom. School site teams participated in over 50 hours of professional learning and collaboration throughout the school year. Initial training was provided through Apple Professional Development and San Juan Unified Technology Services Department. Sites also committed to funding two sub-release days to allow their team time for collaboration. Teams were also expected to attend the District Multimedia User Group (MMUG) meetings held on three Saturdays during the school year. In addition, Instructional Technology Integration Specialists and the Special Education Department worked directly with school site teams to provide coaching and ongoing, job-embedded support. Additionally, on-site technical support was available through a designated representative from the Technology Services Team.



Instructional Focus:

Each school developed their own instructional focus to meet the specific learning needs of the students at the school. The instructional proposals included the following goals:

1. **Elementary A:** Develop effective oral and written communication and literacy skills in a 21st century learning format.
2. **Elementary B:** Expand the appropriate use of technology tools to support effective instruction for all students.
3. **K-8:** Integrate technology to support student writing and student voice in a comprehensive balanced literacy program.
4. **Middle School:** To offer students another modality for student understanding, analyzing, and creating in History, Math, Language Arts, Electives, and ILS classes.
5. **High School A:** To increase student achievement in each of the five strands within the Integrated Science 1 content standards. Emphasis will be placed on closing the achievement gap in the strands of Chemistry and Physics.
6. **High School B:** Supporting at-risk students taking Algebra 1A/1B who are either in Special Education Resource, Intervention classes, or in CAHSEE Math Support classes.

Trends and Key Findings:

iPads appeared to represent a catalyst for change in the pilot schools in terms of a shift in traditional practice and approaches to teaching and learning. There were several trends that emerged across all six schools as noted in the **data collection documents** from each school site. iPad use increased students' level of engagement, increased time on task, and decreased negative behavior issues. In addition, collaboration between teachers and students increased. Results also showed an improvement in academic scores and grades, especially for at-risk students. iPads were uniquely able to provide multiple opportunities for students to preview and review content as many times as needed. Furthermore, students with special needs made progress towards their IEP goals, many at an accelerated rate. iPads were used to assist with formative assessment, providing real-time data identifying student strengths and areas requiring improvement. The technology also provided immediate feedback for students, allowing them to "self-assess" the skills and concepts they understood and what they still needed to learn. Additionally, through the use of productivity and creation apps, students were able to demonstrate their learning at deeper levels through non-traditional methods such as the creation of ebooks, podcasts, and videos. Some teachers were able to shift their teaching away from traditional "stand-and-deliver" methods to more of a facilitator role. With real time data, it was easier for teachers to identify and assemble small groups for remediation based on specific needs.

Next Steps:

Pilot school sites will continue to use iPads in instruction this school year (2012-13). Some of the school sites chose to purchase additional iPads to be used by other teachers and students based on the positive outcomes from the pilot. They are also creating model classrooms which will be used as



learning labs for other teachers to observe and learn how iPads are being used in instruction. Pilot teams have an interest in continuing their collaboration with other school sites and plan to continue monthly collaboration meetings. Furthermore, some of the pilot teachers have expressed a desire to share their newly found iPad knowledge with other colleagues and schools that have recently acquired iPads. Learning teams and after school training options could provide a feasible venue to share their learning. iPad pilot team members have already begun sharing their learning. English Learner Instructional Specialists (ELIS) provided three iPad classes during the 2012 summer recess for District teachers and staff focused on supporting English Language Learners.

iPad Pilot Resources:

[iPad Pilot Video \(http://vimeo.com/44819732\)](http://vimeo.com/44819732): This video highlights how iPads were used to transform teaching and learning to meet the diverse needs of students at the six pilot schools.

[iSanJuan website \(http://wordpress.sanjuan.edu/ipad/\)](http://wordpress.sanjuan.edu/ipad/): This online resource collects San Juan Unified's educational community's diverse knowledge of how to effectively leverage iPads and iPods in the classroom for student learning all in one location.

[Digital Learning Library \(DLL\)](#): DLL was developed by Technology Services to provide staff with "on-demand" access to training on specific operational and instructional technologies essential to supporting the work of the District. For the iPad, DLL offers screencasts that range from assisting users with setting up email to installing and organizing apps. This resource is only available to San Juan employees.