

EC3 Program Overview and Assessment

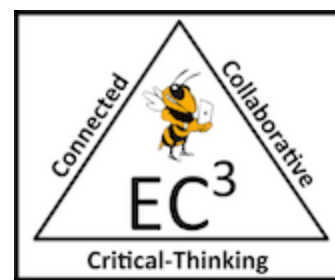
“A big effort to achieve something,” smiled the Basketball Coach, “is the definition of ‘full-court press.’” He leaned forward, locking his gaze with everyone the team--”Get out there and give them full-court press!” As the team jogged enthusiastically onto the court, it’s easy to reflect on past technology integration efforts in the East Central ISD. The District had tried and failed with a previous 1 for 1 laptop program, caught up in what students should NOT be doing rather than what they could be doing. Simply, campus leadership and staff focused on stopping undesirable behavior rather than fanning the flame of appropriate actions that facilitate higher order thinking, differentiate learning, and blend technology into the fabric of daily work.

That initiative failed, unfortunately, so when the East Central ISD persevered to blend technology into instruction, it did a few things differently. Those differences include 1) *Focusing on possibility*; 2) *Celebrating divergent thinking and learning experiences*; and, 3) *Building a Professional Learning Network (PLN)* using Social Media. Please allow us to share regarding each of these below:

#1 - Focus on Possibility

One of the first efforts was to stop focusing on the negative uses of technology. By shifting its focus to positive applications of technology, the District modelled for students and teachers what learning could be. One example of this focus on possibilities meant providing devices at a variety of grade levels that empowers anytime, anywhere learning during the school day. Students are expected to create and collaborate, centering their efforts around learning. To support this work, the ECISD Technology Operations created a YouTube-like video streaming service using free, open source software (at no cost to the District!). Teachers and students are actively publishing to **ECTV** (<http://tinyurl.com/goectv>). This platform for sharing has enabled flipped classroom videos and shared EC3 student/teacher projects.

For example, on December 4, 2013, second grade teacher Cynthia Rodriguez shared how she uses iPads during writing workshop, as well as to enhance math and science. All 20 of her students have access to iPads in her classroom. As part of the East Central ISD's **EC3 Program**, which is described below, 60 classrooms in grades 2-12 impacting 1500+ students, in this initial offering, representing one-fifth of the District’s student population blend technology into instruction with iPads for each student:



The EC3--Collaborate, Create and Communicate--Program prepares students for the digital world that requires create and collaborate with others using digital media. Mobile devices chosen provide students an elements of choice, novelty, and engagement. Student achievement, behavior, and attendance (per anecdotal information provided) is positively impacted by each of these elements, and teachers build key competencies to build digital learning environments.

East Central ISD's learning initiative--which happens to use iPads--launched in the Fall of 2012. Inspired by Superintendent Gary Patterson's desire to provide ECISD students with engaging learning opportunities, the goal of the EC3 program is to not only transform instruction and assessment and differentiate the delivery of instruction, but change how students and staff create, collaborate, communicate, as well as develop critical thinking and problem-solving skills in a globally connected environment.

Some quick statistics:

1. Cohort 1 participants were 14 teachers from 7 different campuses. Each teacher received a teacher iPad and case, a MacBook Pro, a charging/syncing cart, and a classroom set of student iPads; approximately 450 iPads total.
2. Cohort 2 launched in the Fall of 2013 and added an additional 24 teachers from 9 different campuses to the program. The total number of iPads in the program rose to approximately 1144.
3. Cohort 3, expected to launch in Fall of 2014, is currently underway. Although numbers are not definite as of yet, we expect to add another 20 or so classrooms to the EC3 program next school year.
4. 100% of students and staff take advantage of GoogleApps for Education (<http://tinyurl.com/nyd4g3o>) with GAfE accounts for all students and teachers.
5. 100% of students and staff have completed the District's digital citizenship courses; that involves the following:
 - a. **Teach 2 cybersafety lessons** - Two cybersafety lessons are taught to ALL PreK - 12 students, including EC3 students, using appropriate curriculum by a campus professional.
 - b. **Complete the self-paced online course** (<https://tinyurl.com/ecisddco>) - All campus professional educators, specifically, teachers, teacher-librarians, and campus administrators, complete the self-paced online course.
 - c. **Certify Campus Completion** - The campus principal certifies steps 1 and 2 have been done via completion of an online form.

Teachers selected to participate are provided with professional development opportunities, both face-to-face and virtually through Adobe Connect webinars. EC3 teachers are also encouraged to expand their professional learning network and connect with educators across the world via Twitter. As a Google Apps for Education (district support site is online at <http://tinyurl.com/nyd4g3o>) district, EC3 teachers and students connect and collaborate using Gmail and Google Drive. Edmodo, along with Google Drive, serves as ECISD's official learning management platform.

You can **view the EC3 Student Project Showcase online** (<http://tinyurl.com/mygra26>). Some of projects created by Cynthia's students, as well as Kim Holland (Partner Teacher), appear online.

2) Celebrating Divergent Digital Learning Experiences

Ensuring teachers and students publish their projects for an authentic audience is critical, making the **EC3 Student Project Online Showcase** critical. Project-based learning focuses students and teachers on creating products in response to a problem or issue. It also models for young (and old) learners how we can each approach learning from a variety of perspectives. Parallel problem-solving and product development helps students find their own voice as they work through projects, developing products collaboratively and apart. Ms. Lauren Brehm, an EC3 iPad teacher and Legacy AVID instructor, utilized the power of iPads with her students to host a college fair this past November. The culmination of nine weeks of work, students used the iPads to conduct research, contact college/university officials, create multi-media materials such as digital posters, and finally to create iMovies that showcased attributes unique to their selected college/university. The resulting college fair was a huge success! The spirit of innovation this engenders nourishes each student's creativity as they work with digital tools. For example, students move beyond simply checking their "sums" in math class by scanning QR codes to collaborating on a problem design. One 6th grade math teacher, Krista Gorzel, encourages students to create illustrated word problems that are published via the learning management system (e.g. Edmodo.com). Other students then must develop a solution after creating their own problem for the class. These projects have been shared online via the EC3 Student Project Showcase online (<http://tinyurl.com/mygra26>).

In addition to this, EC3 teachers like Beverly Weatherington and Kara Fujimoto have embraced flipped classroom approaches--which serve as inspiration for the Bring Your Own Technology (BYOT) program (<http://tinyurl.com/ecisdbyot>) at grades 6-12--with their 2nd grade students. More importantly, they have begun sharing what they are doing in their own classrooms with other teachers, crafting a web site called **Classroom Innovations** (<http://tinyurl.com/msg97oq>). This came about as a result of attending a national conference, *iPadPalooza*, which helped extend the District's professional learning experiences. These experiences are enriched by the activity of EC3 teachers who connect to each other and a global learning network of educators. The global learning network of educators, also known as a PLN, provides just-in-time professional learning opportunities. This learning goes far beyond the professional development the District's small Instructional Technology team can offer.

3) Building a Professional Learning Network (PLN)

Just as students are able to employ online learning networks like Edmodo.com to share ideas, teachers also have access their own professional learning networks. While students in K-12 settings benefit from a "walled garden" learning environment free from inappropriate distractions, their teachers find the use of social media tools like Twitter a way of capturing the rich variability, like fertile topsoil washed into a small garden benefits all that grow there, and randomness of growing. To accelerate professional learning for teacher so as to impact student achievement, all EC3 teachers were introduced to a social media tool (e.g. Twitter). Teachers had the opportunity to participate in The ECISD Twitter Project (<http://tinyurl.com/mzu3w92>) as part of summer professional learning (<http://tinyurl.com/ny9hlts>). This enabled them to become connected educators, and introduced them to the idea of Twitter and PLNs as a conduit to high-powered anytime, anywhere learning.

During professional learning opportunities available in face to face and online webinars, EC3 Program

participating teachers have the opportunity to learn 24/7 via Twitter hashtags. This enables them to contribute their own learning to that of the group, as well as facilitate shared experiences and “information blasts.” For example, EC3 teachers provided the impetus for *Digitizing the Writing Workshop* (<http://tinyurl.com/etchweb>) in collaboration with the Del Valle ISD and the San Antonio Area Council of Teachers of English (SAACTE.org). The professional learning opportunities developed by SAACTE.org for *Digitizing the Writing Workshop* were developed by and for EC3 Professional Learning (<http://tinyurl.com/ly9wqpz>).

Defining Failure To Ensure Success

If the first initiative to integrate technology into classroom daily work was described as a failure, it’s important to define how success is measured. The question put to each teacher is simple--is the work your students are about redefinition or modification, or is it about augmentation and/or substitution? Of course, to help teachers and students understand the Dr. Ruben Puentadura’s SAMR model (<http://tinyurl.com/m2ha5n5>), the following *Classroom Learning Activity Rubric* was created and shared with, not only EC3 teachers, but also the Curriculum Department. The rubric serves as a way to provide an observational framework for classroom walkthroughs for district and professional staff. Below, please find the rubric in its entirety online at (<http://tinyurl.com/ksfeqhs>) to view the complete rubric. Key areas of the *Classroom Learning Activity Rubric* included these descriptors (column headers):

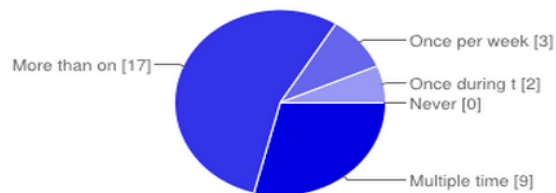
- **Redefinition** “*Learning is messy.*” Ex: students collaborate with others to solve real life, unpredictable, cross-curricular problems that they’ve chosen by crafting a plan or joint document.
- **Modification** “*To Know is to Know how to make.*” Ex: offer students variety of choices for product creation outlets, not just a word processed document.
- **Augmentation** “*Let’s try that again but use technology to improve it.*” Ex: type up handwritten piece sharing your solution and spell-check it, revise electronically.
- **Substitution** “*Let’s do the same thing over again but use technology.*” Ex: instead of handwriting, turn in teacher assignment on printed Word document.

These are descriptors are matched to essential elements of what we should see in classrooms, including the following:

- Active, Engaged Learning
- Authentic Assessment
- Classroom Management
- Cooperative Learning
- Differentiation
- Use of Technology

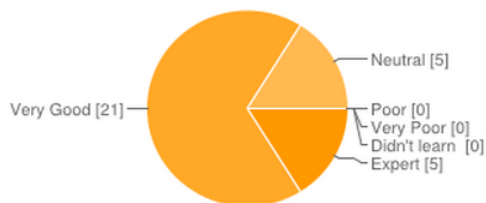
In addition, **EC3 Program Reflection Survey** (<http://tinyurl.com/ec3reflection2014>) has been developed and data collection occurs at mid-year. The 11-items include the following (*note that all comments in questions 6a, 7, and 11 appear unedited*):

1. How often did you use iPad apps that focused on creating during August through December?



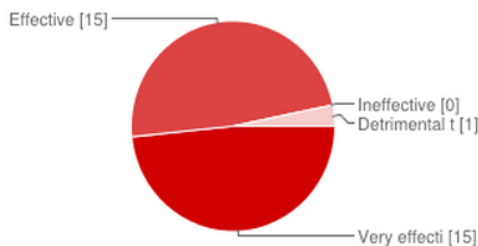
Multiple times per day	9	29%
More than once per week	17	55%
Once per week	3	10%
Once during the term	2	6%
Never	0	0%

2. How well did your students learn to use the creation apps and their features?



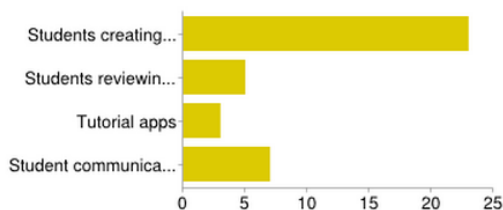
Expert	5	16%
Very Good	21	68%
Neutral	5	16%
Poor	0	0%
Very Poor	0	0%
Didn't learn how to use the apps	0	0%

3. In general, do you feel your use of the iPad was directly beneficial to students' learning materials in class?



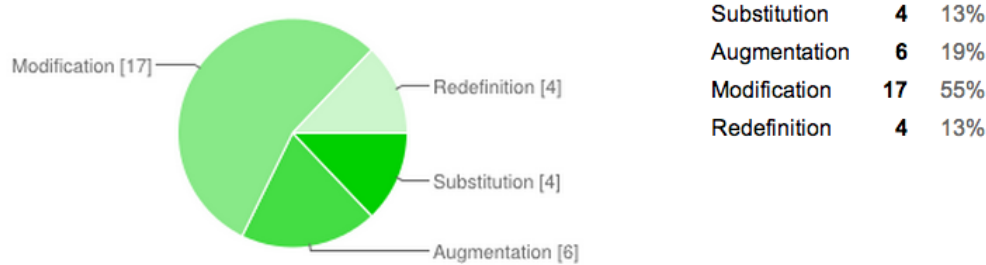
Very effective	15	48%
Effective	15	48%
Ineffective	0	0%
Detrimental to student learning	1	3%

4. What do you feel was the most effective use of iPads by students in your class?

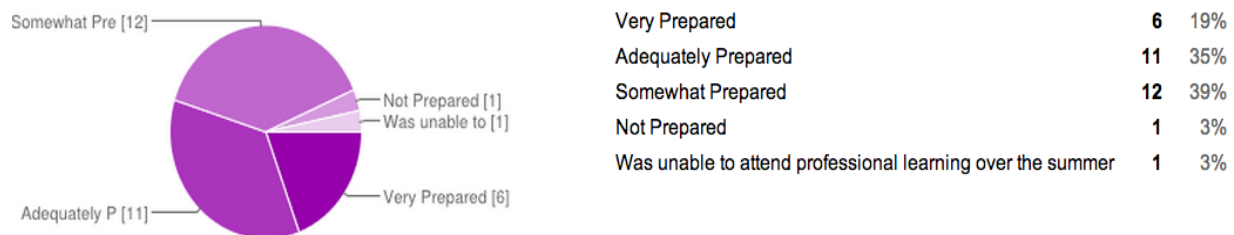


Students creating content and/or publishing content	23	61%
Students reviewing pre-made materials (e.g. teacher-created videos)	5	13%
Tutorial apps	3	8%
Student communication and/or collaboration	7	18%

5. Reflecting on your response to Question #4, and after reviewing the Classroom Learning Activity Rubric, where would you place that activity?



6. Do you feel that the professional learning sessions offered during the Summer and over time adequately prepared you to implement EC3 Program in your classroom? Please share why or why not.



6a. Is there anything else you would like to share in regards to professional learning sessions offered?

1. Collaboration with multiple grade levels
2. It is intense and seems over-whelming at first, but if teachers just focus on one thing (one app) and just go for it with their classes, they will soon see that it does work out and everyone teaches each other. I learn a lot from my students.
3. The iPads are a huge distraction, you have to be on top of most students the whole time because they are trying to mess with other apps or projects that are not currently being used for a specific lesson or project. It is more time consuming for students to get their work done (we've timed them on occasion and it averages to twice to quadruple the time as opposed to pencil and paper)! Then you have the issue of students "accidentally" erasing their work and as teachers we've done it, too! ARG!!!
4. More collaboration at the elementary level with all ipad teachers. More guidance on what is expected.
5. Adding students' contacts to Gmail, sharing items with them and how to open up different files using different apps.
6. I feel that the best way to implement new tools is just to experiment and let the students take charge. They have learned more (and myself) by just exploring and experimenting and finding their own way with simple directions from me.
7. The professional learning sessions helped by showing me some apps that are great for student centered learning and familiarizing us with the basic functions; but I feel that we could benefit from further sessions that help us to master such programs so that we are not trying to learn as

we teach. I would suggest a day or partial day workshop that gives us the opportunity to do so. After school meetings are fine for quick Q & A's, but we do need additional support.

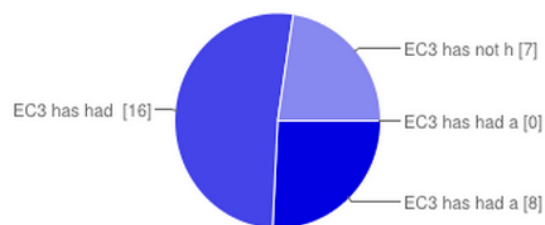
8. I have learning how important it is to pick the other EC3 teachers brains.
9. The training during the summer helped me learn about the different apps available for the students to use. I also learned what to look for when evaluating possible apps for the students.
10. I feel there are three components with having the ipads in the classroom: creating, engagement, and management. I feel the focus on the summer of training was on creating and could have used more advice on how to manage/store class projects: (using dropbox). I use Haiku Learning Management System to communicate (calendar, websites, announcements, station directions, and rubrics) with my students and their parents.
11. Also, it would have been helpful to have a check off list of iPad skills that students need to know and a timeline to teach/introduce skills by. Everything takes longer to do by the iPad, so everything is taught in chunks.
12. The training in the summer was great but I feel I needed more being a first year ipad teacher.
13. All professional development was so incredibly well designed and informative. However, nothing teaches you how to use technology until you get dirty and do it! This is a messy and incredibly challenging way to teach. It is rewarding and frustrating. I was prepared for all the ways I could use the iPad. But like everything I had to trudge through in order to use them successfully.
14. I think the best professional learning is observing other teachers in the program in the classroom. During the summer it was very beneficial to collaborate with other teachers in the program and to discuss past experiences with the new teachers to the program.
15. When we have professional development it is most beneficial to have an elementary expert to collaborate with (Dr. Smithey).
16. I would really love to learn how to use it with Writer's Workshop. I have discussed it with another EC3 teacher, but maybe if we all can get together to collaborate on that- we can come up with a better idea.
17. I would love to be able to have professional development with an elementary expert (Dr. Smithey). I have enjoyed observing other iPad teachers; I feel that's where I can get a lot of other ideas to include into my classrooms.
18. I appreciate the many ways available to me for PD
19. Spending more time with our specific grade levels and looking over TEKS so we can plug in the best apps and activities.

7. What additional supports (e.g. training, etc.) do you need to better achieve SAMR-Modification or SAMR-Redefinition in your classroom learning activities with students?

1. I would like training on how to use the apps to create projects. It would also be helpful to have a list of apps for each subject area and ideas on how to use them in the classroom.
2. It would be nice to meet with teachers on other campuses who teach the same grade level to learn how they used apps in their classrooms.
3. Some apps that are alittle more student friendly for 2nd and 3rd graders.
4. I was asked very last minute to participate in the EC3 program. I did not attend the extended training during the summer. I think it would be beneficial to get extensive training on only a couple of apps or programs instead of the more shallow instruction on a large number of apps. Perhaps give teachers the opportunity to sign up for specific instruction for specific apps that apply well to their content or grade level (if resources allow).
5. Time to explore apps with other iPad teachers
6. Qr codes for c-scope assessments
7. Figure out a way to negate all of the above negatives.

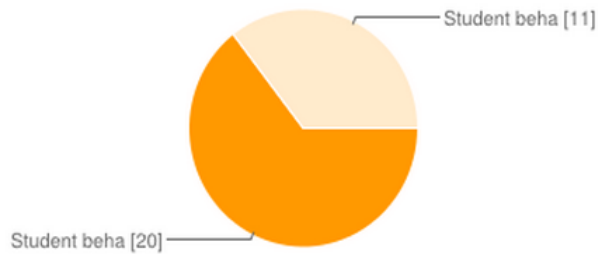
8. More training on the SAMR model.
9. Maybe something that is a little more content specific. With the amount of apps available, sometimes finding apps for my subject can be a little overwhelming.
10. Collaboration with other teachers teaching same grade/content.
11. It would be extremely helpful if we were able to purchase apps that were useful in the classroom as we discover them. It's extremely frustrating to download an app only to find out it will only let the student use it to a certain point and then stop.
12. The support needed is at a campus level. To achieve the Redefinition level campus cross-curricular planning time is necessary.
13. More training would be very beneficial.
14. It would be great if we were allowed to purchase more apps. The free (gratis) ones will only allow the students to continue to a certain level and then will stop.
15. I have found Edmodo difficult to use, so I think training on it would be useful.
16. The thing I have struggled with the most is student use of Google Drive.
17. Sharing/Collaborating ideas at the elementary level. Useful app ideas to create products in all subject areas.
18. Trainings are always beneficial!
19. Longer classes to accomplish tasks.
20. Training and collaboration with other same content area teachers. Summer lesson planning would be great.
21. More time to collaborate with other elementary EC3 teachers and observing in the classroom.
22. More ideas for the Redefinition aspect from the SAMR model for the ELEMENTARY level. Sometimes it's hard to see the things they do in the Intermediate level for our kids developmentally. I would also like to go to a professional development for ideas to use the iPads during our Writers Workshop but also staying true to the beliefs of the workshop.
23. It would be good to have some ideas of how to truly implement it with certain subjects.
24. The support tech staff are prompt and helpful

8. What impact has having students participate in the EC3 Program had on class attendance?



EC3 has had a significant positive impact on attendance	8	26%
EC3 has had a positive impact on attendance	16	52%
EC3 has not had any impact on student attendance	7	23%
EC3 has had a negative impact on student attendance	0	0%

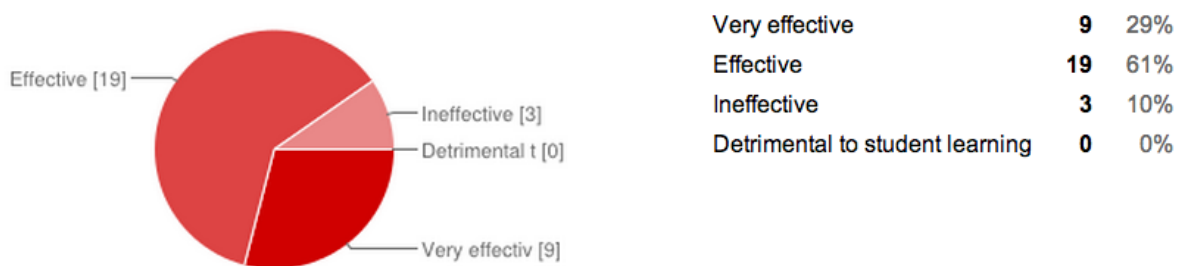
9. What impact has having students participate in the EC3 Program had on student behavior?



Student behavior (including incidents of behavior referrals) has improved since participating in the EC3 Program. **20** 65%

Student behavior (including incidents of behavior referrals) was NOT affected by EC3 Program participation. **11** 35%

10. What impact has having a learning management system (e.g. Edmodo/Google Drive) had on student learning?



11. Reflecting comprehensively on the entire EC3 Program, is there anything else you would like to share with us?

1. I am the co-teach teacher (special Ed). My students work habits and drive to learn has improved since the beginning of the school year. They understand the iPad which gives them self-esteem that they were lacking. They are motivated to learn.
2. It's important that the district consider collaborating with the ECTO department when implementing district initiatives such as Reader's and Writer's workshop. This would ensure that presenters come prepared to share ways to use technology.
3. I am having a very positive experience with iPads in all my classes. Students are much more engaged and they are proud of their work products.
4. EC 3 has been very beneficial in providing differentiated instruction especially for my co-teach student.
5. It's just one more thing to try and keep up with....blah!!
6. The EC3 program is definitely a worthwhile endeavor. As the program grows, so shall our support base and our ability provide students with the opportunity use technology as a tool for learning.
7. Great program. I need more training.
8. This has been a very positive experience for me and for my students. Because of my involvement in the EC3 Program, I believe I have grown as a teacher. I appreciate how helpful and encouraging Jacob, Miguel, and Mary always are and look forward to continuing to grow in this program.

9. It has been a wonderful learning experience for my students as well as myself. My students were in the iPad program in 2nd grade and have helped me tremendously.
10. I think this program has drastically changed the way I work with and teach students. I think EC3 could benefit from a more common management approach and some standard disabling practices.
11. I am so grateful that I have had the opportunity to learn and teach with iPads. I feel that my students are engaged more with technology than before I used them for teaching. This year has been significantly smoother than last year.
12. It has taken time for this group to become fluent with the iPads compared to last year. However, they are becoming very fluent therefore, work is finally being completed on time. The kids have become using the term "let's Google it," to find information that we are discussing. They are learning how to be very specific in their searches. I feel my students have created on many different apps such as Pic Collage and Explain Everything on a daily basis. They have become great at maneuvering around the apps and using them to the their best abilities to apply what they have learned in a creative way. Personally, I feel the iPad have given our students many opportunities to not only become better learners due to the century we live in but also as independent beings. They have learned to problem solve and how to work/help people around them voluntarily. As an elementary teacher, we have so many skills other than academics we have to teach our students and I feel the iPads have helped tremendously on many character traits that will carry out for the rest of my students lives. I'd like to be able to purchase a math app (Splash Math) for my classroom to work on the Fact Fluency and Spiral Review. Being that we are applying the 90 minute Math Block into our classroom, 5-7 minutes per day, this app progress monitors each student and works on all the skills our students are learning during their 2nd grade (and all grades) year. It's a great app to apply to the districts 90 minute Math Block.
13. Honestly teaching 2 tested subjects was difficult to incorporate with iPads, especially writing. Ultimately, even though our society is technology heavy, they are tested with pencil and paper. I've tried to do the writing celebrations on the iPads, but they take several days. Honestly, with the schedule we have, students don't have days to work on those assignments. Sometimes they would fall to the waste side. I think, before accepting applications, you need to know what subjects teachers are teaching, and ask them to give you an idea of how they could implement it into the classroom, because I don't think my situation is the best place for the iPads, even though students did produce assignments on them.
14. This has been a great journey so far and I'm hoping to learn more as we move along in the school year. Thank you for providing Appy hour.