

TECHNOLOGY FOR TEACHING AND
LEARNING

iLearn 97



Oak Park Elementary School District 97

Chapter 1

Introduction



This iBook introduces you to iLearn 97, the initiative that will bring 1:1 technology to our students. The focus of iLearn 97 is to support and leverage learning utilizing

technology. The goal of this plan is not only to change how we deliver instruction in the classroom but to also to create equal opportunities for all students.

The E-ducation Revolution



Excerpt from “E-ducation; A long-overdue technological revolution is at last underway,”
The Economist, June 29, 2013

“Now at last a revolution is under way... At its heart is the idea of moving from “one-size-fits-all” education to a more personalised approach, with technology allowing each child to be taught at a different speed, in some cases by adaptive computer programs, in others by “superstar” lecturers of one sort or another, while the job of classroom teachers moves from orator to coach: giving individual attention to children identified by the gizmos as needing targeted help. In theory the classroom will be “flipped”, so that more basic information is supplied at home via screens, while class time is spent embedding, refining and testing that knowledge (in the same way that homework does now, but more effectively).”

[The Economist, June 29, 2013 \(Link to full article\)](#)

iLearn 97 Background



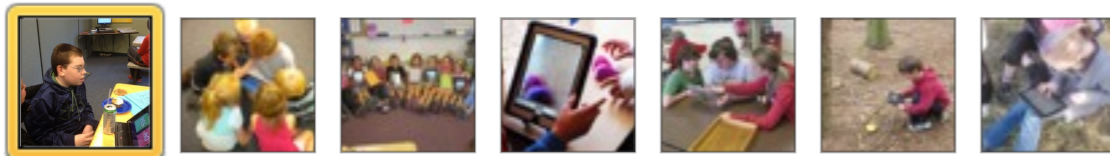
Continuing the direction set by the District 97 Five Year Technology Plan, iLearn 97 seeks to create a more active, student-centered learning environment through the introduction of 1:1 student devices.

Why 1:1?

Gallery 2.1 1:1 Access will help realize our preferred future for all



Assistive technology



Research suggests that the effective use of technology in education can have many positive results, including:

- acquisition of valuable technology skills
- improved motivation, self esteem and attitudes toward learning
- a more active role for students in their own education
- greater interaction between students and teachers
- increased depth of research and improved writing
- improved attendance and reduction in behavior problems
- higher student and staff morale
- more effective collaboration among students
- closer home to school connection
- accomplishment of more complex tasks
- improved design skills
- higher student achievement in general
- easier customization of the learning process to each child's needs, skills, background, and interests [click [here](#) to see a video about personalized learning]

The advantages provided by incorporating technology

Why iPads?

Although having a device in the hands of each student is necessary to help realize the benefits technology brings to education, there are many ways to achieve that end. We considered traditional laptop computers, smaller devices like Chromebooks, and tablet devices including the iPad. We tested each of these, considered their advantages and disadvantages, and talked with other local districts who have implemented 1:1 initiatives. We are recommending the purchase of iPad minis for many reasons:



- The device is lightweight and easy to carry
- The built-in camera has a number of everyday educational applications.
- Instant startup extends the amount of class time available for use.
- The battery life is sufficient to last through the entire school day.
- The touch interface is familiar to students and encourages interaction.
- There are few, if any, moving parts to break.
- Resources downloaded on the device can be accessed at home without the need for an internet connection.
- The screen can be shared wirelessly to a projector for demonstration and collaboration.
- The cost is more reasonable than a laptop computer.

Many of these advantages are shared by devices of similar size and function, but the fact that the iPad is an Apple product brings with it several additional benefits. Apple has demonstrated a strong commitment to the education market. The volume and quality of apps available for the iPad is unmatched in the industry. Apple's iBooks Author, iTunes U, iLife, and iWork apps provide the tools to develop and distribute curriculum and other teaching resources.

A number of neighboring and similar districts (including Chicago Public Schools, River Forest, South Berwyn, Downers Grove, Hinsdale, Gurnee, and Glenview) have adopted the iPad as the student device of choice. By choosing the iPad, we are following a path of proven success. These districts have been very generous in sharing their materials throughout our evaluation process.

iPads in D97 - Kindergarten

Gallery 2.2 Kindergarten students using iPads

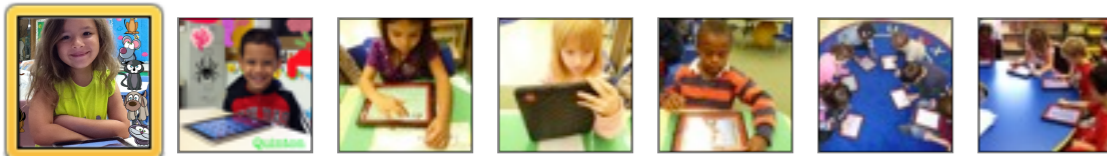


Our first experience with iPads was the Kindergarten iPad initiative in 2011.

During that school year, each elementary school received enough iPads to create a ratio of one device for every three students. These iPads were used throughout the curriculum in a wide variety of ways. Some of the many examples are:

- Used a solar system app to learn about the sun
- Took pictures of their shadows outdoors with the iPad camera as part of the “Sunshine and Shadow” science unit
- Practiced their sight words
- Recorded a discussion about the elements of a story
- Wrote and illustrated couplets to celebrate National Poetry Month
- Recorded themselves reading to demonstrate fluency and share with families
- Shared what they learned about how plants grow

A kindergarten student poses with the Doodle Buddy animals she created on her iPad



iPads in D97 - Middle School Art

In the 2012-2013 school year, each middle school art classroom received a cart of iPads. The devices were used to create and share student work. In just a few of the many projects they completed, they:

- Made short instructional videos on topics of their choice
- Created expressive digital self-portraits
- Completed a tutorial on one-point perspective

Movie 2.1 iPad_Mirroring_Todd_Leban



Mr. Leban's 8th grade Art students use their iPads with an Apple TV to share their work with the class

iLearn 97 Environment



iLearn 97 will support the changing education landscape as well as District 97 initiatives. We believe that the focus is not so much on the actual technology tool, but rather on

the addressing the needs of modern learners. Technology is embedded in educational change.

How will learning change?



All aspects of teaching and learning are supported through iLearn 97. Listed below are some examples of how technology use is highlighted in national and district initiatives.

Common Core State Standards

- Allows students to explore a topic to a level of deep understanding
- Encourages students to interact with text
- Enables teachers are able to share content and resources (videos, documents, apps)
- Embedded into the standards
- Demonstrating learning through the use of technology
- Sharing learning with a wider audience

Next Generation Science Standards

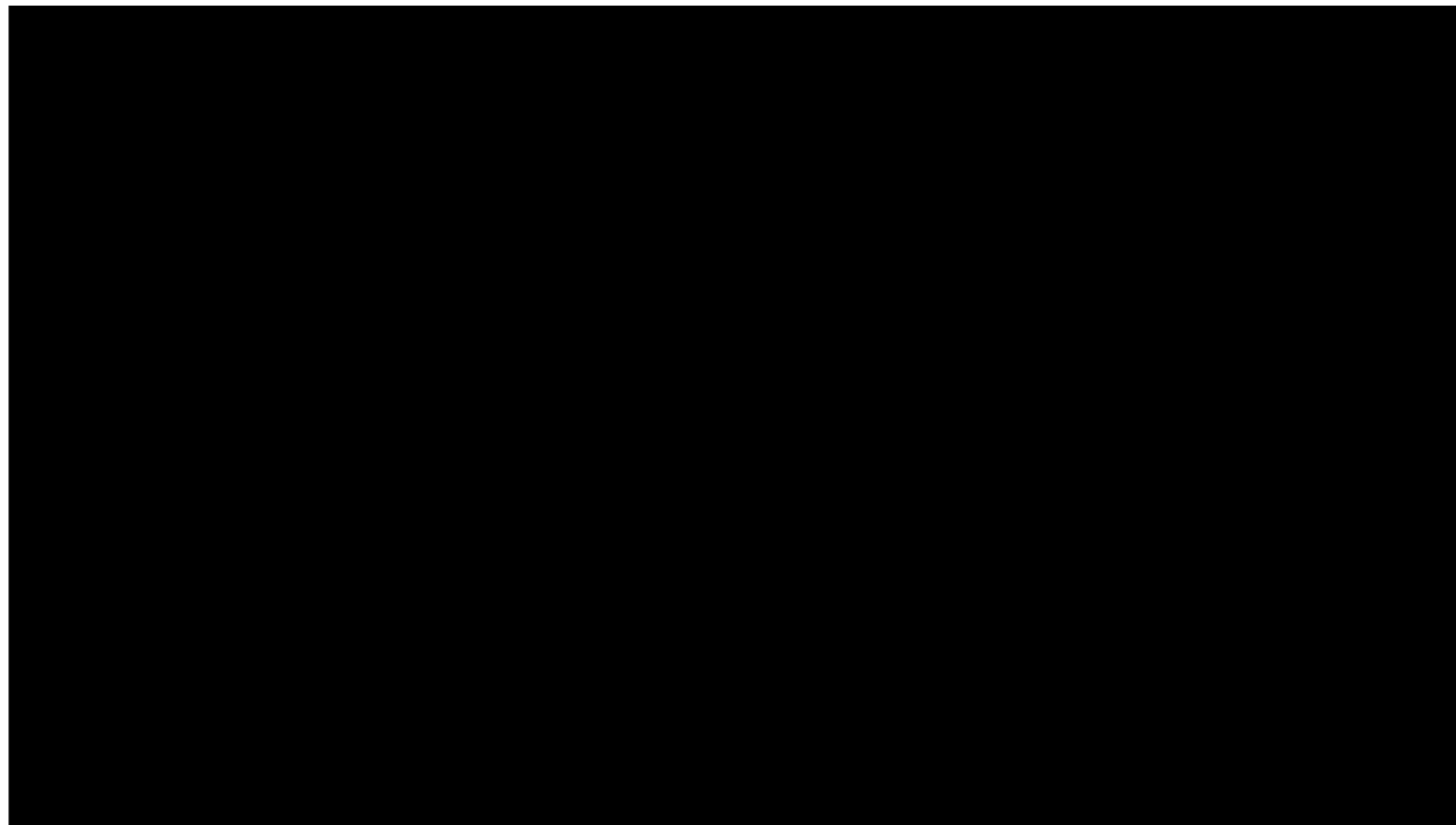
- Focusing on STEM (science, technology, engineering and mathematics) in everyday life
- Using technology to make complex concepts approachable and engage students
- Encouraging innovation

International Baccalaureate (IB) Middle Years Program

21st Century Learning

iLearn 97 will transform the learning experience so that students are producers of knowledge instead of being mainly consumers of knowledge. With iPads available at all times, students will have more access to content, knowledge and teachers. 21st century learning requires not only the development of subject knowledge and understanding, but also the acquisition of skills that will allow students to think critically, demonstrate creativity, collaborate and communicate effectively. Through iLearn 97 we will be providing the tools and resources to support the needs of **21st century learners**.

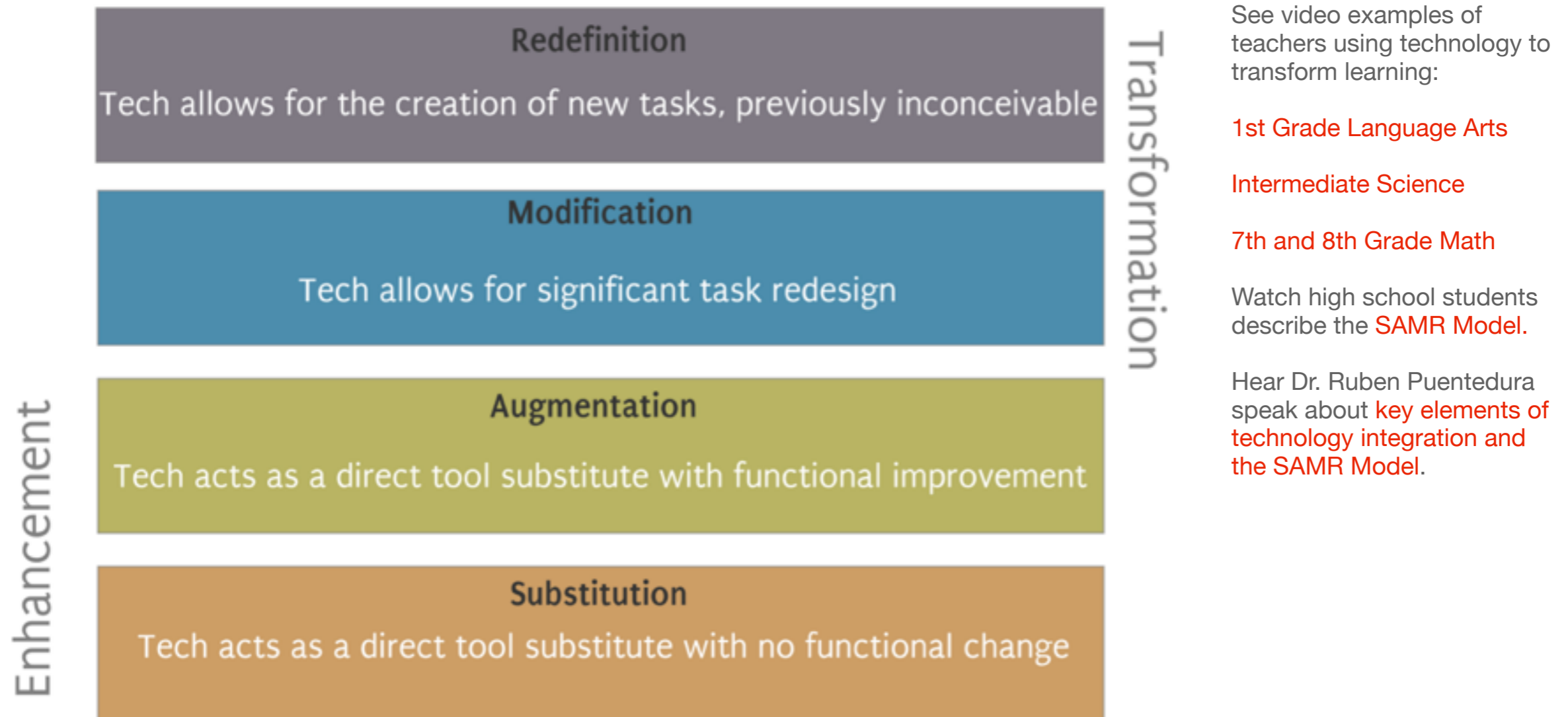
Movie 3.1 Hilbert Center - We Create



Hilbert Center students find creative ways to share what they know about butterflies.

The SAMR Model

The success of iLearn 97 will require teachers to embrace the transitions described in the Substitution Augmentation Modification Redefinition Model (SAMR) developed by Dr. Ruben Puentedura. Following this model, as one moves through the levels, technology is used increasingly to redefine the educational experience.



Implementation Plan



The iPad roll-out will be taking place within the context of several broad initiatives, including Common Core and IB. Our focus in the first year will be on grades 3-5. As we add iPads to the elementary schools, we will send existing netbooks to the middle schools to

increase their device-to-student ratio. We will evaluate the use of iPads at the middle schools and will extend the 1:1 initiative to grades 6-8 beginning in the fall of 2014.

Deployment

Initial elementary roll-out grades 3-5

Phase 1: School-day 1:1

- All students in targeted grade level are issued an iPad for use throughout the school day.
- iPads are secured and charged in Learning Lab carts overnight.
- Data and technology coaches provide teachers with classroom-embedded professional development on iPads tied to Common Core.

Phase 2: Transition to 24/7 access

- Students take iPads home on weekends and for special projects.
- Parents are provided with resources and invited to attend workshops.

Phase 3: Anytime/Anywhere Learning

- Students eventually "graduate" to 24/7 access

Gallery 4.1 School Day 1:1



Phase 1: Pads are stored in Learning Lab carts overnight.







Communication



We recognize that a one to one iPad implementation will have a big impact--not only for our students, but also for their families and the community as a whole. While we expect parents and guardians to share our excitement about what iPads bring to education, the initiative will undoubtedly raise some questions and concerns, as well. Parents and guardians will want to know about:

- safety of students and devices on the way to and from school
- how students will access materials outside the district
- how to monitor and support student iPad use at home
- internet safety and security of personal information

We have already started to address these concerns in the following ways:

	We have started conversations with the local police department about various steps we can take to keep students safe.
	We have reached out to the Oak Park Public library as a resource for wi-fi access and parent education.
	We will reach out to student friendly local businesses with wi-fi access.
	We will publicize details about iLearn 97.

Professional Development

Teacher professional development will be one of the keys to the success of iLearn 97. We have begun initial professional development with the rollout of the teacher iPads and we will provide ongoing learning opportunities.



Preparation and Support

Adequate preparation of our students and families for this initiative is critical to its success. Our rollout plan provides appropriate support at every step of the way.

District parents and guardians will receive an announcement regarding iLearn 97 as soon as it is approved. Parents and guardians of fifth grade students will receive more specific information at the start of the school year.



While the iPads are being used only during the school day, classroom discussions about expectations of use and behavior will take place and students will participate in activities centered on responsible use and digital citizenship. They will also receive instruction on the care and features of the iPads. The importance of responsible care and the need to have the device fully charged for each day's use will be reinforced. The goal during this phase is for students to become familiar with expectations and to set the tone for future use.

Before students begin taking iPads home, a parent/guardian information night will be held at each school. In preparation, small groups of students will prepare brief presentations for their families, explaining expectations, how the iPads are being used to support learning, and how traditional classroom and

homework routines will be changed. Following an initial presentation about iLearn 97, parents and guardians together with their children will proceed in small groups through a series of stations focused on the following topics:

- Acceptable use of the iPads
- Accident protection plan
- Care and maintenance
- Home usage guidelines
- Parent support website
- Internet safety at home
- Free internet sources

At the distribution night, parents will be surveyed to determine interest in learning more about iPads. If there is sufficient interest, District 97 will partner with the Public Library to offer training for parents.

We will create and maintain a web page with online resources to help parents and guardians support their child's education at home using the iPad. Additionally, the email address iLearn@op97.org will collect suggestions for additions to the site and topics for training.

iLearn 97 Evaluation



We have an evaluation plan in place that addresses the impact of iLearn 97 on teaching and learning. In addition, the gradual rollout plan allows us to evaluate and refine implementation details.

Measures of Success

Research Topics	Data Source 1	Data Source 2	Data Source 3
Learning Environment and Climate	Teacher and student focus groups	Parent and community technology survey	Observations by building administrators
Differentiation	Lesson plans	Student focus groups	Observations and formative assessments
Student Problem Solving and Critical Thinking	Lesson plans	Learner products	Teacher and student focus groups
Professional Development	Annual calendar of professional development	Teacher reflections and U97 assignments	Classroom evidence of implementation
Achievement	Student products	Local assessments	State assessments
Levels of Technology Integration	Observations conducted by Data and Instructional Technology Coaches	Observations by building administrators	Educational Technology Profile from Apple
Devices	Student focus groups	Observations by teachers	Parent feedback

Funding



We will fund iLearn 97 with a combination of Referendum Vision funds and annual technology budget funds.

Purchasing Plan

Year	Plan	Cost	Funding Source
Year 1 (2013-14)	Purchase 2,020 iPad Minis for grades 3-5	\$1,083,860	DSEB Referendum Vision Funds
Year 2 (2014-15)	Purchase 2,000 devices for grades 3, 7 and 8	\$934,000	DSEB (\$634,000) Annual Tech Budget (\$300,000)

Insurance and Liability

The question of liability for the iPads is an important one, and we have researched several approaches taken by other school districts (please see [summary](#)). It is common for school districts to require enrollment in an accident insurance plan (or other damage agreement) before students will be allowed to take their iPads home. Schools typically charge a non-refundable premium (ranging from \$30-\$45) plus deductibles (usually \$50 for first incident) in the case of accidental damage or theft.

We've discussed the various options with members of our 1:1 Task Force and the D97 Technology Advisory Committee, and the overwhelming consensus has been that parents should accept at least some liability for the iPads. There are some differing opinions as to whether they should assume full liability or just a portion of the repair or replacement cost.

One solution for minimizing the financial burden on parents (without adding excessive cost to the district) is to offer parents and guardians a reduced-rate, third party insurance policy.

We have worked out a potential arrangement for this school year with Worth Avenue Group, a company used by several school districts for their 1:1 programs. Under the arrangement, parents would have the option of insuring the iPad Mini for \$39. This would give them one year of full coverage for any kind of accidental damage or theft. There would be no deductible and the coverage would be transferable to a replacement unit, so the cost to parents would never go up. For the following year, we recommend increasing the school fees to create a fund that would allow us to self insure.

Parents who opt not to insure would sign an agreement stating they will pay to repair or replace the iPad, should it be damaged, stolen or lost. The District would cover all or part of these costs for our low income families.

Interactive 6.1 What is your opinion?



Click on the image above to participate in our interactive poll

Costs

iPads

iPad Mini (32 GB)	\$409
Case	\$25
Apps	\$25
Casper MDM License	\$8
TOTAL PER STUDENT	\$467
TOTAL Year 1 (grades 3-5)	\$1,877,340

Related Items

Bretford Mobility Carts (X30)	\$78,000
Apple Professional Development (Train the Trainer); U97 Workshops	\$50,000
Apps (iWorks, Notability, Other)	\$50,000
Casper MDM License	\$16,000
TOTAL	\$194,000

Year 1 (2013-14) - Purchase 2,020 iPad Minis, using Referendum Vision funds

Item or Service	Unit Cost	Quantity	Terms	Sub-Totals	Total
iPad Mini (32 GB)	\$409	2,020	One Time Payment	\$826,200	\$1,083,860 (DSEB 2013)
Bretford Mobility Carts	\$2,800	30	One Time Payment	\$84,000	
Cases	\$25	2,020	One Time Payment	\$50,500	
Apps	\$25	2,020	One Time Payment	\$50,500	
Casper Suite Licenses	\$8	2,020	Annual	\$16,160	
Casper Suite Training for Tech Department (train the trainer)	3,250 (1 week; 2 courses)	2	One Time Payment	\$6,500	
Apple Professional Development				\$50,000	
Total (2013)				\$1,083,860	

Year 2 (2014-15) – Use a combination of Annual Technology Budget and Retirement Vision funds to purchase 2,000 additional devices. This will give all students in grades 3-8 24/7 access.

Item or Service	Unit Cost	Quantity	Terms	Sub-Totals	Total
iPad Mini (32 GB)	\$409	2,000	One Time Payment	\$818,000	<p style="text-align: center;">\$934,000 (\$634,000 DSEB; \$300,000 Annual Tech Budget)</p>
Cases	\$25	2,000	One Time Payment	\$50,000	
Apps	\$25	2,000	One Time Payment	\$50,000	
Casper Suite Licenses	\$8	2,000	One Time Payment	\$16,000	
Total (2014-16)				\$934,000	

Contributors

iLearn 97 would not be possible without the time, support and input from the following groups and individuals:

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FAQs

iLearn 97 Frequently Asked Questions

Q: Will participation in the 1:1 initiative be optional?

A: No. All students in the grades targeted in the rollout will participate. All teachers will include the essential elements of technology related to the initiative in instructional activities.

Q: Can students use personal iPads instead of using one issued by District 97?

A: No. In order for our technology staff to assure student safeguards and the inclusion of all district software and technological capabilities, we must maintain an environment with a common technology tool.

Q: Will iPads be issued with a case?

A: Yes, each student will receive a protective case for the iPad. Students will not be allowed to use their own case. Cases purchased by the district were chosen to be very durable and protect the district's investment. Students are required to keep the iPad in its case as part of the iPad User Agreement.

Q: Can the iPad be used by other members of a student's household?