How do we know it's working?

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East Auburn Community School
Advantage 2014

Student Achievement Goal

90% of third graders will meet reading and math standards in 2014-15

One Action Step

1:1 iPad placement with every Auburn kindergarten student
Implementation Plan
Exploration/Adoption - Program Installation - Initial Implementation – Full Operation - Innovation/Refinement - Sustainability

How do we know it’s working?

- Gather Process and Outcome Data
- Assess Impact
- Conduct Research through University Partnerships
Action Research Cycle

- Study and Plan
- Reflect
- Collect and Analyze Evidence
- Take Action
To Improve
• Formative
• Program Delivery
• Real-Time Changes
Professional Development

Google Docs

- iPads
  - Apps
  - iPad Reflection
  - iPad Resources
  - iPad Use and Expectations
- PD Agendas/Notes
iPad Pilot Weekly Report

- Weekly Usage Reports
- Fidelity of Implementation
- App Usage
- Estimated Student Use Per Day
Reflections

- Successes, Challenges and Questions
- Google Docs Survey Forms
- Teacher Discussion Notes
Videos
## iPad Literacy Walkthrough Observation

**Teacher:**

**Observer:**

**Date:**

**Grade Level:**

**Instructional Block:**

**Time:**

**Partnerships in Comprehensive Literacy Framework Component(s):**

- [ ] Mini-Lesson/Modeling
- [ ] Guided Practice
- [ ] Independent Practice
- [ ] Debrief

**Essential Component(s) of Reading addressed:**

- [ ] Phonemic Awareness
- [ ] Phonics/Word Study
- [ ] Fluency
- [ ] Vocabulary
- [ ] Comprehension

<table>
<thead>
<tr>
<th>Observer Feedback</th>
<th>Comments</th>
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<tbody>
<tr>
<td>✔️ Ground rules are in place for using iPads.</td>
<td></td>
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<tr>
<td>✔️ iPads are used daily during literacy centers.</td>
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<tr>
<td>✔️ iPads are used during whole group and/or small group literacy instruction.</td>
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<tr>
<td>✔️ iPads are used as an intervention tool with below benchmark students.</td>
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<tr>
<td>✔️ iPad apps reviewed by the district are used.</td>
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<tr>
<td>✔️ The teacher monitors student learning and progress.</td>
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<tr>
<td>✔️ Students are engaged.</td>
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</tbody>
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**General Comments:**
• Observations
• Conversations
• Parent Input
• Student Feedback
To Prove
Summative
Program Effects
Children’s Progress Academic Assessment

### Literacy
- Listening
- Phonics/Writing
- Phonemic Awareness
- Reading

### Math
- Measurement
- Numeracy
- Operations
- Patterns/Functions
Observation Survey & Rigby

Observation Survey of Early Literacy Achievement

- Letter Identification
- Concepts About Print
- Hearing and Recording Sounds in Words
- Sight Words
- Writing Vocabulary

Rigby Text Reading Levels
Report Cards

Academic Achievement

Social & Emotional Development

LITERACY SKILLS
- Tries new words when speaking
- Speaks in sentences of at least 5 words
- Listens and speaks to others
- Identifies alphabet: Uppercase (26), Lowercase (29)
- Knows consonant letter sounds (21)
- Reads sight words (20)
- Reading level

SAFE SCHOOL CORE VALUES
- We expect students to:
  - Compliment
  - Show self-control
  - Try to help other people
  - Honesty
  - Tell the truth
  - Fairness
  - Work well with others
  - Play well with others
  - Respect
Research in Progress

- Quantitative Study - Pre/Post Test Control Group Design
- Action Research - Tracking Below Benchmark Students
- Doctoral Study - Learning to Read with iPads in Kindergarten: A Mixed Methods Study
We don’t know what we don’t know. Research can shed light on issues we didn’t even know existed, and can raise questions we hadn’t realized even needed asking.

–Terry Freedman