Why We Are 1:1

➔ Academic Achievement
➔ Access
➔ Authenticity
➔ Equity in Learning Resources
➔ Choice
➔ Collaboration
➔ Communication
➔ Creativity
➔ Critical Thinking
➔ Efficiency in Learning
The mission of District 58, in partnership with parents and community, is to challenge and engage each child by providing quality educational programs and support services in a safe, nurturing, and child-centered environment in order to prepare all students to be lifelong learners and contributing members of a global society.
Tony Wagner's Seven Survival Skills

1. Critical thinking and problem solving
2. Collaboration across networks and leading by influence
3. Agility and adaptability
4. Initiative and entrepreneurship
5. Effective oral and written communication
6. Accessing and analyzing information
7. Curiosity and imagination
ISTE Standards for Students

EMPOWERED LEARNER
I use technology to set goals, work toward achieving them and demonstrate my learning.

GLOBAL COLLABORATOR
I strive to broaden my perspectives, understand others and work effectively in teams using digital tools.

DIGITAL CITIZEN
I understand the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world.

INNOVATIVE DESIGNER
I solve problems by creating new and imaginative solutions using a variety of digital tools in teams using digital tools.

CREATIVE COMMUNICATOR
I communicate effectively and express myself creatively using different tools, styles, formats and digital media.

KNOWLEDGE CONSTRUCTOR
I critically select, evaluate and synthesize digital resources into a collection that reflects my learning and builds my knowledge.

COMPUTATIONAL THINKER
I identify authentic problems, work with data and use a step-by-step process to automate solutions.
How We Learn

- When you need to find and access information to answer a question, where do you search for it?
- When you need to learn a new skill what resources do you use?
- When you are collaborating, how do you communicate and interact with people?
- When you share your ideas, what tools do you use to organize and present them?
1:1 Survey Data Trends

2014 - 2019
*2014 was a pilot year with \( \frac{1}{3} \) of students participating*
Parent Responses

Based on your experiences thus far, please indicate your degree of agreement with the following statements about your child's experiences within the 1:1 program.
My child is more engaged with school work because of the iPad.
My child is more involved in collaborative activities with fellow classmates because of the iPad.
My child has had greater opportunities to create more varied work products.

- **Strongly Disagree**
  - 2014: 5%
  - 2015: 6%
  - 2017: 7%
  - 2019: 8%

- **Disagree**
  - 2014: 6%
  - 2015: 4%
  - 2017: 10%
  - 2019: 11%

- **Neutral**
  - 2014: 11%
  - 2015: 18%
  - 2017: 18%
  - 2019: 14%

- **Agree**
  - 2014: 35%
  - 2015: 40%
  - 2017: 40%
  - 2019: 43%

- **Strongly Agree**
  - 2014: 29%
  - 2015: 24%
  - 2017: 26%
  - 2019: 26%
I have the opportunity to access information about my child’s learning experience through digital communication tool(s). (Seesaw, Google Classroom, Class Dojo, teacher website......)

- I am not sure
- Yes
- No

19
42
581
"I love Seesaw and I am so happy to hear that it will continue to be used. I have been in the district for over seven years and I loved seeing so much of my two students' work last year from multiple teachers. I felt more connected than ever! I know both classroom and specials teachers are working really hard to use Seesaw and please let them know their work is VERY MUCH appreciated".
Student Responses
How often do you show your parents your work and your accomplishments on your iPad?

- Once in a While: 53% (2014), 53% (2015), 52% (2017), 7% (2019)
- Once per Week: 45% (2014), 12% (2015), 16% (2017), 8% (2019)
- Almost Every Day: 8% (2014), 8% (2015), 8% (2017), 8% (2019)
How often do you use your 1:1 iPad in school to work on a project with a friend?

- **Never**
  - 2014: 8%
  - 2015: 10%
  - 2017: 11%
  - 2019: 13%

- **Once a Month**
  - 2014: 35%
  - 2015: 38%
  - 2017: 39%
  - 2019: 38%

- **Once a Week**
  - 2014: 22%
  - 2015: 26%
  - 2017: 22%
  - 2019: 21%

- **Couple Times a Week**
  - 2014: 29%
  - 2015: 25%
  - 2017: 23%
  - 2019: 25%

- **Everyday**
  - 2014: 4%
  - 2015: 3%
  - 2017: 5%
  - 2019: 3%
How often do you use your 1:1 iPad in school to create multimedia products like movies?

- 2014: Never 22%, Once a Month 49%, Once a Week 15%, Couple Times a Week 11%, Everyday 4%
- 2015: Never 29%, Once a Month 48%, Once a Week 13%, Couple Times a Week 7%, Everyday 3%
- 2017: Never 27%, Once a Month 45%, Once a Week 9%, Couple Times a Week 6%, Everyday 3%
- 2019: Never 51%, Once a Month 49%, Once a Week 12%, Couple Times a Week 7%, Everyday 3%
Schoolwork has been more interesting since we started using our 1:1 iPads.

- **Agree**:
  - 2014: 89%
  - 2015: 81%
  - 2017: 80%
  - 2019: 90%

- **Disagree**:
  - 2014: 11%
  - 2015: 19%
  - 2017: 20%
  - 2019: 10%
Working with friends in school is easier and more fun with an iPad.
I learn more when my classroom uses iPads.

- **2014**: Agree (83%), Disagree (17%)
- **2015**: Agree (69%), Disagree (31%)
- **2017**: Agree (58%), Disagree (42%)
- **2019**: Agree (68%), Disagree (32%)

Downers Grove Grade School District 58
We Envision. We Seek. We Believe
Teacher Survey

New Tool used in June 2019
Teacher Preparedness

Teachers' sense of preparedness for teaching with technology

- Very unprepared: 1%
- Moderately unprepared: 10%
- Moderately prepared: 52%
- Very prepared: 37%
Professional Learning Goals

Professional learning goals with technology

- Designing lessons that engage students in the real world
- Students creating products to demonstrate and share their learning
- Making learning personal for every student
- Using problem solving to support critical thinking
- Fostering creativity and enhancing productivity
- Managing iPad devices during student learning experiences
- Designing teamwork lessons beyond simple collaboration
- Building foundational skills around using technology for learning and teaching
- Integrating coding in your curriculum

Legend:
- Ambivalent
- Moderately interested
- Significantly interested
Teacher Perception

- Students create more professional-looking products with technology than with other traditional media.
- Technology makes it easier to manage my classes' assignments and projects.
- Technology makes it easier to manage my students' grades.
- Students put more effort into their assignments when they use technology.
- Technology helps students grasp difficult concepts in your curriculum area.
- Students are more likely to remain on task if they're using technology.
- Students are able to manage their own learning with technology.
- Students interact with each other more while working with technology.
Elements of Student Learning

Teamwork

Critical thinking

Personalization of learning

Communication and creation

Real-world engagement

- Not at all
- Infrequently
- Occasionally
- Daily
2018-2019 Benchmark Essential Question Project
Project Guidelines

All students created a digital product that demonstrates their understanding of the essential question for at least one Benchmark Unit prior to the end of the school year. (This project did not have to use Clips or any one particular app)

**ISTE Standard- Creative Communicator 6c**: Students communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.
“I feel the need to tell you that I am usually open to most new ideas and excited to try them and I’m also very comfortable with technology, but when we talked about it earlier this year in our grade level meeting, I was feeling overwhelmed with other issues. I know I made it clear to you that I was frustrated about learning and teaching one more new thing

My students were all able to use Clips easily. Last week I gave the kids time to simply play and discover more in Clips. They were thrilled and taught each other and me things about Clips that I hadn’t discovered yet. This week, I asked them to create a presentation that told me about 3 important things they had learned this year. It was really fun to do and it kept them very engaged during this crazy end of year time. I was amazed at what they produced. I also had them save it as a video and we sent it home in Seesaw to show their parents.”
What can we learn from a mistake?
Why do living things change?
Professional Learning Opportunities
Professional Learning in 2018-2019

- **August 20, 2018 - District Institute Day**
  - 60 minute session with Apple Professional Learning
  - 30 minute session on Benchmark and StudySync Tech Integration with our Instructional Coaches
- **October - Building Based Professional Learning**
  - Note Taking and Annotation with Notability
- **November Grade Level Meetings**
  - Grade 1-5 - Benchmark Online Assessment Professional Learning
  - Grade 6 - Note taking and Annotation with Notability
- **January Grade Level Meetings**
  - Kindergarten - Seesaw Benchmark Activities
  - Grades 1-5 - Learned about the Benchmark Essential Question Project (Students share what they learned about the Benchmark Unit Essential Question by using a digital tool)
  - Grade 6 - Learned about the Social Studies Project (Students shared what they learned about a social studies chapter by using a digital tool)
Professional Learning in 2018-2019

- January/February - Building Based Professional Learning
  - Google Expeditions

- February 15, 2019 Institute Day (Originally Scheduled for November)
  - 110 minute session with Apple Creatives
  - A wide variety of choice sessions, many with a focus on educational technology, led by Instructional Coaches, Teachers, and some outside presenters

- March Grade Level Meetings
  - ISTE Standards for Students Exploration Activity

- March - Building Based Professional Learning
  - Green Screen Videos

- April - Building Based Professional Learning
  - Seesaw Advanced Features

- May/June Faculty Meetings
  - Seesaw What We Value
Seesaw What We Value

- A portfolio of student work (Artifacts that show learning or work, not just pictures of the class or events)
- Consistently sharing student work with families on a uniform platform (District and school wide)
- Students taking ownership of their work - (Students posting artifacts and completing activities, not teachers)
Seesaw Amazing Race

#dg58pride
Professional Learning in 2019-2020

- Seesaw - Amazing Race on Institute Day
  - First Year of Full K-6 Implementation
  - Focus on Student Ownership
- Apple Professional Learning - Assistive Technology and Creative Tools
- Benchmark Inquiry Projects - Partnership with Innovative Technology and Learning Committee and Teacher Librarians
- Integrating with TCI and iQWST
- Job Embedded Professional Learning