

Innovative Teaching Initiative: BHS 1:1 Program

2016 - 2017



Agenda

- Introduction
- State of the Program
- Impact on Teaching and Learning
- Areas for Additional Work
- Professional Development
- Next Steps

Introduction

- BHS Mission and Vision
- 4 Cs: Critical Thinking, Collaboration, Communication, and Creativity

State of the Program

- First year in which all students have iPads
- Program monitoring: teacher focus groups, teacher surveys, classroom observations, and student surveys (next round scheduled for Spring, 2017)

Impact on Teaching and Learning

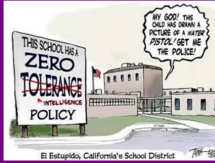
Civil Asset Forfeiture

Claim: It hinders justice by, not following the fourth and fifth amendment, taking money from innocent people's belongings to make a profit, and has many cases where it has hurt the innocent public.



No Tolerance for Zero Tolerance

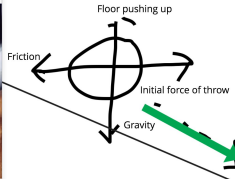
By Aisling and Addie



- Student-Centered Classrooms
- Expanded Collaboration and Problem Solving
- Increased Formative Assessment
- Increased Opportunities for Authentic Summative Assessments



We asked a few people what they thought the forces on a bowling ball were.

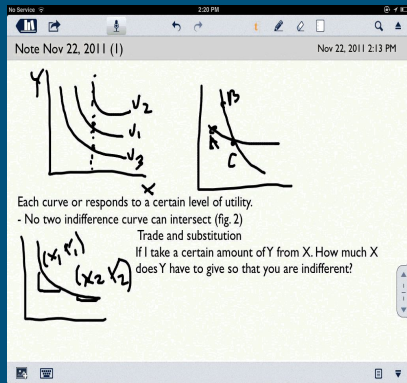


When asked, most people thought that there were 4 forces on a bowling ball rolling down a hill: Gravity, friction, initial force of throw, and the floor pushing up.

Impact on Teaching and Learning



- Differentiated Instruction
- Increase in Organization and Ability to Find Resources
- Streamlined Process for Distributing and Collecting Work
- Improved Ability to Project Student Work
- Overall Greater Access to Technology



Impact on Teaching and Learning

- All responding teachers report they are “comfortable” or “very comfortable” using technology in the classroom
- Over 80% of responding teachers either “strongly agree” or “agree” that iPads are a tool that they can use to improve teaching and learning in the classroom

Impact on Teaching and Learning

- 97% of responding teachers report using iPads, iPods, or tablet computers in their classrooms
- Nearly 75% of responding teachers use iPads in their classroom instruction daily or multiple times a week

Areas for Additional Work

- Need for planning time and curriculum development
- Teachers may need assistance in matching technology to their curriculum
- Additional instructional strategies
- Identify better apps/workflow in Science & Math
- Develop strategies for how best to facilitate work which requires a significant amount of typing
- Additional strategies for ensuring students are on task

Professional Development

- Introduction to iPads (Tier 1)
- Department Training (Tier 2)
 - Specialized content training focusing on collaboration
- Small Group Training (Tier 2)
 - Using technology to create, implement, and assess project based learning

Next Steps

- Continue professional development for teachers
- Monitor and adjust the program based on survey and focus group data