

Frequently Asked Questions concerning Whittell High School's 1:1 Interactive Classroom Initiative

Q: What is the goal and mission of the 1:1 initiative?

A: Our goal is to combine technology with effective instructional practices to empower students, enhance learning, and increase student engagement. Our vision is a 1:1 environment creating learning opportunities transcending content and discipline, with endless possibilities of differentiated instruction and collaboration of staff and students.

Q: How will the district define the success of the 1:1 initiative, and what are the benchmarks to evaluate the program?

A: Existing research does not show 1:1 initiatives directly correlate with an increase in standardized test scores because there are too many other factors that contribute to these scores. However, research does show that 1:1 initiatives improve other factors, such as attendance, engagement, discipline, and graduation rates, which indirectly impact standardized test scores. We will annually collect feedback from teachers and students in the following areas: student engagement, attitude towards technology, digital literacy skills, writing experiences, number of redefined learning tasks, teacher and student collaboration, frequency of classroom use, and access and use of resources.

Q: What research on technology, 1:1 programs, and teen brains supports this initiative?

A: In his book, *Visible Learning*, John Hattie (2009), combined the results from more than 800 meta-analyses and found that when technology is used as a supplement to the teacher rather than a replacement, there is a much greater impact. The average student's performance is higher in a classroom where technology is used than the traditional setting that does not use technology to enhance the learning process (Magana, S. & Marzano, R.J., 2014).

Results of a comprehensive study of 21 programs showed that despite variations between and across 1:1 settings, participation in the 1:1 programs led to positive changes in teacher practices, student achievement, student engagement, and students' research skills (Bebell, D. & O'Dwyer, L.M., 2010). There are suggestions in the research reviews that 1:1 technology initiatives improve students' attitudes toward technology, subject matter, parent involvement and communication, and teacher-student relationships (Sell, G.S., Cornelius-White, J., Chang, C., McLean, A. & Roworth, W.R., 2012). Additionally, the Campbell Collaboration meta-analysis (2008) also found positive effects on students' writing skills (Lemke, C., Coughlin, E., & Reifsneider, D., 2009). Research of nearly 1,000 schools identified criteria for successful implementation with notable student benefits. Schools with a 1:1 student-computer ratio showed that online collaboration contributes to improved graduation rates and other academic improvements. The findings noted that daily technology use is a top-five indicator of better

discipline and increased attendance (The Greaves Group, The Hayes Connection, & One-to-One Institute, 2013).

Q: Will 1:1 change the types of skills my child will develop?

A: Because computers deliver information in a multi-sensorial, kinesthetic way, students are highly engaged. This allows a more interactive, contextual, analytical approach to learning. Our school's traditionally strong curriculum will remain intact. However, students will now become more involved in their own learning and in finding creative, innovative ways to gain and share knowledge.

Q: How will 1:1 change the culture of the classroom?

A: Technology in the hands of each student enables greater collaboration, a skill identified as being essential for our children to succeed in their globalized future. Sharing, project-based learning, problem-based inquiry, and teamwork are integral to 21st century classroom. With technology as an aid, students will be encouraged to become *creators* versus passive consumers of content. Additionally, student and teacher work can be stored on a digital cloud. If a teacher or a child is absent due to illness or travel, work continues because communication remains intact. Online resources are always available. And then there's that all important rewind button: because teachers will have the ability to record and post their lectures, students can reabsorb pre-recorded lessons outside the classroom.

Q: Will devices in the classroom depersonalize my child's school experience?

A: No, just the opposite. Not all children learn in the same way. Technology enables a multitude of modalities to deliver material in different ways and better assesses mastery by offering a variety of ways for students to present their knowledge. Learners progress at their own pace and receive instant gratification as skills are mastered. Teachers receive instant feedback so they can track student progress and target a more individualized approach based on each child's learning style.. Students can practice both in and out of class with applications that, unlike actual instructors, are available 24/7 and never tire. Teaching is elevated to mentoring.

Q: What about Internet safety?

A: Your child will be instructed in ethical digital citizenship. Protective filters at both school wireless and device levels will be installed to keep him/her safe. The district's Empowered Digital Use Guidelines (formerly the Acceptable Use Policy) will be taught, enforced, and clearly conveyed to you as parents.

Q: Will unsafe or inappropriate websites be filtered on the devices?

A: Following federal CIPA and COPPA guidelines, we do our best to ensure our child's online experience is safe. Before each Chromebook device connects to the Internet, it must pass

through district network firewalls and filters. This happens whether the device is browsing on campus on school-owned networks, or off campus using another WiFi router that is providing the Internet connection. Because of security settings built into the device, it must first route its Internet connection back through our district security settings (firewalls and filters) before any website or online resource is accessible. If your child is using the Chromebook at school, at home or at a public library, it will always pass through our web filtering and network firewall system before they can see or access web content. Our web filters are programmed to block inappropriate content as much as possible.

Children's Internet Protection Act: <http://fcc.us/1LDyn5C>

Children's Online Privacy Protection Rule: <http://1.usa.gov/1LFUM2T>

Q: Will the school provide charging stations? Will teachers receive power strips for their classrooms so students can charge their Chromebooks? If a student forgets his/her Chromebook or has a dead battery, will there be extra Chromebooks available for that day?

A: Because the student Chromebooks have a battery life of approximately eight hours, the Chromebook will be treated as any other school supply. Just as students are expected to bring other supplies to class, they will be expected to charge their Chromebooks before the school day. We will not be providing charging stations or power strips beyond what's already available on campus. Chromebooks will be available for students to check out in the library under limited circumstances with possible limitations.

Q: Will students be able to print from their Chromebooks?

A: No. If students need to print, they must use a school desktop computer. From site visits, we have learned that this will eliminate unnecessary printing.

Q: Will all courses have online textbooks?

A: No, not all courses will have online textbooks. As new textbooks need to be purchased, classroom sets with online licenses and resources will be bought. Teachers can also look at using primary sources and other resources to supplement or replace textbooks as appropriate for each discipline.

Q: What type of training will teachers receive before, during, and after 1:1 implementation?

A: The 1:1 professional development trainer will work closely with building administration to plan and embed professional development opportunities for staff. Professional development opportunities will include attending conferences, professional development sessions led by teachers and district trainers, embedded instructional support in and out of the classroom, and resource videos and documents on the district EdTech website.

Q: What kind of support will students have during each period of the school day?

A: We are investigating a student run help desk that would be available before, during and after school. Beyond this, the goal is to foster a culture in which students and teachers trust learning from each other.

Q: What type of training and/or orientation will parents receive prior to their students receiving Chromebooks?

A: Parents will receive some information at Back-to-School night. They will also have additional opportunities to learn more about the Chromebooks and other technological resources throughout the year. We're also in the process of planning community tech night.