

ANNUAL REPORT of THE CENTER FOR EDUCATION INNOVATION
Hayden-McFadden School in New Bedford, MA
2011-2012

The Center for Education Innovation at the Friends Academy was founded in 2011 to share best practices for instruction and technology use with needy public schools. CEI works directly with teachers in their schools helping them use technology to adapt to the needs of their students, and therefore, to improve outcomes.

PROJECT GOALS

- ❖ Train teachers to become more effective through:
 1. Appropriate and proven professional development in:
 - a. Teaching for Understanding using WIDE World's Teaching to Standards Using New Technologies,
 - b. technology literacy via a wrap-around program for WIDE World provided by CEI; and
 - c. the use of Lexia Reading and Symphony Math.
 2. Translating PD learning into the classroom via mentoring/coaching; and
 3. Ensuring student outcomes results through mentoring and oversight.

- ❖ Providing access to technology to build skills and provide motivation for learning:
 1. Lexia Reading to build basic literacy and comprehension skills
 2. Symphony Math to build basic math literacy skills
 3. Kidspiration to provide graphic organizers for writing
 4. KidPix to give students tools to create projects and embellish their work
 5. Timeliner to give students tools to organize and sequence information

YEAR 1

The Merck grant of \$672,552 was awarded in early September of 2011. It was approved and accepted by the New Bedford School Committee by the end of September. Because of the lateness of this start, the CEI missed the deadline to begin its fall WIDE courses with Hayden-McFadden School teachers. It was decided that teachers would be enrolled in February of 2012.

During the fall, Hayden-McFadden teachers received professional development on the use of Lexia Reading and Symphony Math. By the beginning of December, each of the 700 students was enrolled in these programs so that they could begin to practice reading and math skills. In December, all teachers who had enrolled in the course (46 teachers or 90% of the faculty) received laptops that were loaded with all the software that they would be introduced to in the course of study.

Starting in February, four professionals, who were all trained in a number of WIDE World Courses, provided the wrapper training for the New Bedford teachers to

complement their work in the WIDE World course: Teaching to Standards Using New Technologies. They were Katherine Gaudet, Laura Velazquez, Jonathan Felix, and Beth Donahue. A schedule was created so that these trainers met all teachers for eight, two-hour sessions between January 9 and May 11. During these sessions, trainers introduced teachers to new technologies and gave them time to work together on their WIDE course.

Trainers were “on call” during the school week when they were not at Hayden-McFadden. In this way, they were available to teachers to answer questions, to walk them through technology or curricular problems, and to ensure that the steps that teachers were taking in their classrooms was successful. This coaching/mentoring relationship helped to develop the trust needed for teachers to truly reach out for help.

CHANGES DURING THE SCHOOL YEAR

As the CEI trainers worked with Hayden-McFadden teachers, several things became clear:

- Teachers did not know how or did not employ differentiation strategies.
- Teachers did not have adequate technology to effectively integrate it into the classroom.
- Most teachers did not know how/did not use Lexia Reading/Symphony Math data to shape their curricula.
- Teachers became defensive about how their population of students could possibly access the software to which trainers introduced them.

In response to this, trainers adjusted their techniques.

- Trainers taught ways in which technology could be a differentiation tool within a classroom for teachers. They modeled it in the classes that they provided for teachers.
- Trainers purchased a Bamboo Tablet for each grade level (five classes to each grade) in order for teachers to engage students in whole group setting. Teachers were trained in their use. Trainers also purchased seven projectors so that each grade level would have access to at least one projector to share.
- Teachers received additional training in how to read and use data from Lexia Reading and Symphony Math.
- Trainers discovered that if they presented software and showed teachers what could be done with it by showing projects accomplished by Friends’ students, they would be defensive. Subsequently, after introducing a software program, trainers switched to asking teachers how they could envision it being used in their classrooms.

Complications within the school system exacerbated the issues we had to address as we delivered our instruction:

- Hayden-McFadden School was declared a Level Four School by the Department of Education.
- The principal learned in January that she was fired.
- The Superintendent of Schools was subsequently fired.
- 18 core classroom teachers left.

PROGRESS AGAINST GOALS

At the end of the school year, we had accomplished all of the training that teachers needed in order to successfully integrate technology. Results of pre and post surveys below show progress across the board in technology skill acquisition and comfort in integrating technology into classrooms.

The Center for Education Innovation asked Hayden McFadden teachers the following questions **before** and **after** the coursework:

Do you feel you have the understanding/tools needed to integrate technology into your classroom?

	YES	NO
January, 2012	45.7%	54.3%
May, 2012	83.8%	16.2%

What is your level of integration of technology in your classroom?

	Beginner	Intermediate	Proficient
January, 2012	53.3%	46.7%	2.1%
May, 2012	28.9%	65.8%	5.3%

Do you feel better equipped to integrate technology in your classroom?

	YES	NO
May, 2012	97.3%	2.7%

General computer skills survey taken before and after the course concerning expertise in use of computer programs:

- ❖ Teacher proficiency ratings showed that 16/16 skills increased across the board.

Students' Lexia Reading and Symphony Math results were inconsistent among students. However, those teachers who practiced it with fidelity saw an increase in their students' scores. Please see attached results for Mrs. Nascietto-Alahmar's Kindergarten class.

Those teachers who did not ensure that students used it 45 minutes a week saw fewer increases in their students' scores.

BEING RESPONSIVE TO TEACHER NEEDS

One of the key problems throughout last year was access to working technology. Each of the 29 classrooms had only one or two working computers. There were two computer labs each with 25 working computers in them. Access to these worked on a schedule, but most teachers could never get enough time using them to ensure fidelity with Lexia

Reading or Symphony Math. In addition, others used these labs in the district that had no access to a computer lab. The entire month of April, these labs were in use for ESOL testing. For the 2012-2013 school year, in order to ensure that students and teachers have adequate access to technology, the following will happen:

- Three computers for each of the 29 classrooms are being installed. Tables and chairs have been purchased for this purpose.
- 25 iPads are being purchased for the 4 medically fragile preschool classes and one Kindergarten.
- Headphones for each of the 700 children are being purchased, bagged, and labeled with each child's name. This will cut down on the prevalent spread of lice.

These changes will ensure that students have time on task with Lexia Reading and Symphony Math. They will give teachers the opportunity to use technology as a "station" in a differentiated classroom.

GOALS AND METRICS FOR 2012-2013

- ❖ Train teachers to become more effective through:
 1. mentoring/oversight to ensure that the best practices learned through professional development are fully integrated into the classroom and the lessons taught. The use of a rubric will provide data towards this goal. This rubric will be designed during the fall of 2012.
 2. Continued instruction in technology according to demand from teachers who completed the course last year. Increase the rate of teachers who feel proficient in technology integration from 5.3% to 25%; who feel intermediate from 65.8% to 75%, and to less than 10% who are beginners.
 3. WIDE World's Teaching to Standards Using New Technologies. In January 2013, Hayden-McFadden's newest teachers will take the course with support from their CEI Trainers. The goal is to match last year's 100% completion rate.
- ❖ Provide oversight and support to ensure that Lexia Reading and Symphony Math
 1. is used with fidelity in all appropriate classes. Data toward this goal is provided through online access.
 2. data is used by 75% of all teachers to individualize their curricula. Data will be collected through a survey.
- ❖ Ensure that student outcomes are improving as a result of the CEI program by:
 1. Comparing 2012 MCAS scores in reading & math to previous years
 2. Surveying teacher perceptions of student performance against previous years
 3. Comparing Lexia and Symphony data at year-end to year-start and to previous year.
- ❖ Plan the continuation of the CEI program to include 2-4 of New Bedford's elementary schools in 2013-2014 on the way toward serving all 22 elementary schools.
 1. Metric = district approval before school year end
- ❖ Continue to fundraise towards the \$6 million needed to serve all 22 schools.
 1. Goal = adequate funds for Year 3.
- ❖ Bring the Center for Education Innovation into two schools that pay for the services that are provided through the wrap-around plan.