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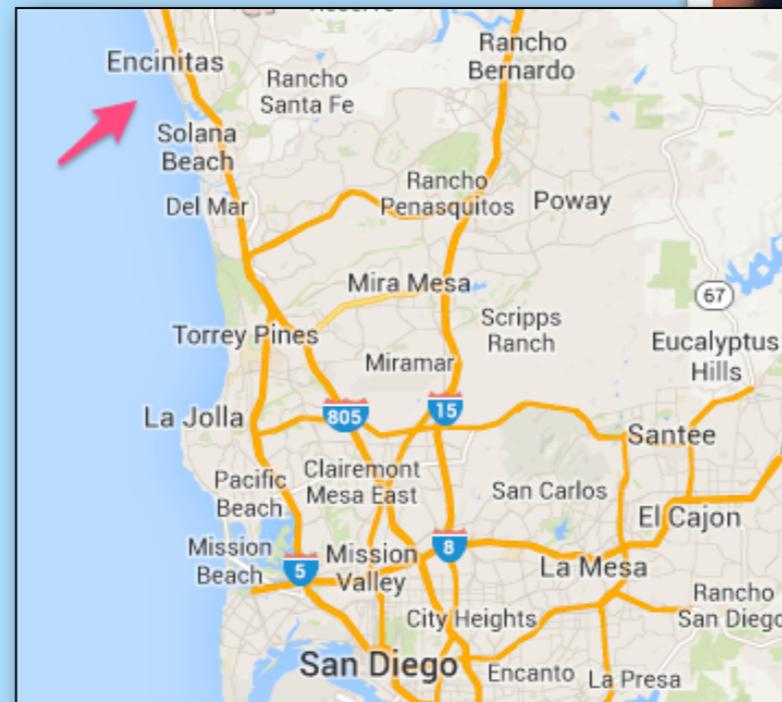


# Encinitas Union School District One To One Digital Learning Program

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The Encinitas Union School District's One to One Digital Learning program provides each student with their own personalized learning device. Through their iPads, EUSD students have access to a suite of adaptive digital curriculum and a variety of means in which to exhibit creativity and innovation.

Located in California coastal San Diego county, the Encinitas Union School District has nine K-6 schools that serve the communities of Encinitas and South Carlsbad.



# Visionary Leadership

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## Shared Leadership

School leaders take collective ownership of the initiative.

## Individual Leadership

A credible and inspirational thought leader sets and articulates the vision.

## Community Engagement

Broad community sponsorship supports the institution's initiatives.

## Shared Leadership

The Encinitas Union School District One to One Digital Learning program is the result of a community wide vision and planning effort. From the school board and superintendent to administrators, teachers and students; everyone has contributed input and valuable insight into the program. Throughout the past two years the students in the district have greatly benefitted in the level of engagement and excitement for learning that has been result of providing a learning device for each of them. The program has evolved over the past year to also include the district's transition to Common Core standards and a complete set of digital curriculum tools that provides adaptive practice and feedback in the core content areas of Language Arts and Math.

In the Fall of 2010, the district formed a 21st-century classroom advisory committee that featured teachers, as well as district and site administrators. The goal was to provide a vision of what schools and instruction would look like if every student had their own learning device. The committee also started the framework to begin implementation of the vision. Through this



The district created an iPad Academy in July 2011 with teachers and students to learn what a school day would look like if every student had their own device for learning

advisory committee's input, the decision was made to select the iPad as the learning device for students, as it best met the criteria developed by the group over all other tools evaluated.

Around the same time the Encinitas Union school board had initiated for a school bond measure to support the financing of the one-to-one learning program. In November 2010, the voters of Encinitas approved the ballot initiative and the financing was secured to begin the program.

In 2011, preparations for the first implementation began with a summer institute. The teachers selected for the first year pilot came together to

experiment with what a school day would look like if every student had an iPad. 20 students were brought in over the course of two weeks as teachers developed and refined activities and strategies in an authentic classroom setting. In the Fall of 2011, the district selected specific grade level teams in grades 4-6 at each of the nine schools to provide a digital device to each student to help develop a new model for learning. By the Fall of 2012 all students in grades 3-6 received iPads, and in the Fall of 2013 all students in K-6 will have their own learning device.

## **Individual Leadership**

Many factors have contributed to the success of the program. Leading from the top the district's superintendent, Dr. Tim Baird, has been strongly involved in every phase of the program. His leadership has enabled the original vision of providing students with their own devices to become a reality, and was the driving force behind the successful passage of the school bond that funded the program.

When Dr. Baird speaks with parents, teachers and students he has a deep understanding of the program as one of its architects. He has been instrumental in moving the district from textbooks into an adaptive digital curriculum. Under his leadership, the district is expanding the program to provide all K-2 students with a digital device and access to the adaptive digital curriculum.



Encinitas Union School District Superintendent Dr. Tim Baird discussing the benefits of the iPad as a student and teacher tool.

## **Community Engagement**

With the passage of the school bond, the community gave a positive message in support of the program. To kick off the program in the Fall of 2011, parent information meetings were held at each of the nine schools in the district. Parents were able to hear about the vision for the program and were able to ask questions. Parent surveys were administered in June 2012 and 2013 that provided valuable feedback about the experiences of parents in the implementation phase, as well as providing affirmation of the success of the program. The feedback received has provided valuable data that was used to adapt the program. Entering the Fall of 2013, district parent meetings continue regarding kindergarten through second grade implementation, as well as school site meetings with parents to discuss the district's Common Core initiative that is being driven by the one-to-one program.

# Innovative Learning and Teaching

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## **Student Learning**

Learning is a personal experience for every student.

## **Instructional Practices**

Faculty are master learners who expertly guide their students through difficult and complex tasks.

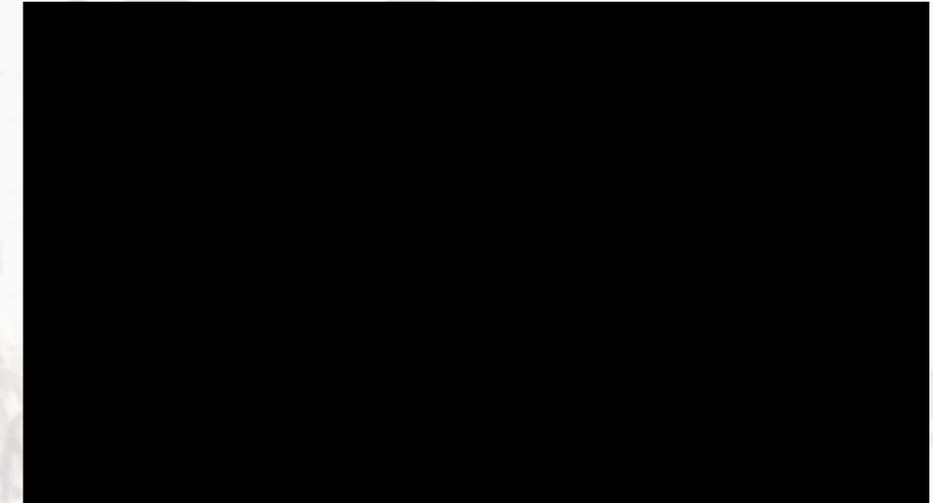
## **Curriculum Design**

Innovative and rigorous curriculum is designed to leverage technology.

## **Student Learning**

At its heart, the Encinitas Union School District One to One Digital Learning program is about students having a personal experience with their own learning. The suite of digital curriculum aligned with the Common Core enables every student to be given feedback throughout the learning process. It also allows for students' individual needs to be met. Students are engaged with the learning which increases their active participation in class. From ST Math and Ten Marks in the Math program to Imagine Learning and myON in the Language Arts program, the district is seeing students actively monitor their own learning. The programs provide specific data for the teacher which allows for differentiation and more individualized support for each student.

Students also have a full arsenal of creative tools which they can use for projects. Many of the projects are open ended with students having some control over time and task. Students will often have a choice in the apps they use to demonstrate their learning. These include apps like Keynote, iMovie and Explain Everything.



[Encinitas One to One Program Video](#)

## **Instructional Practices**

The teachers role in the classroom has changed with each student having their own learning device. The capacity to sustain a blended learning environment has become more tangible and leverages new digital curriculum tools with the teachers access and knowledge of their traditional tools like textbooks. With the use of digital curriculum they are able to pinpoint with more precision where students' strengths and needs are. They have also begun to master a paperless learning environment. Using tools like Google Drive and Edmodo, teachers are finding ways to directly connect to the students'

digital output. Teachers can respond in writing in digital form, provide an environment for students to turn in homework digitally and take assessments online as well. Teachers are becoming facilitators that provide meaningful learning experiences for their students.

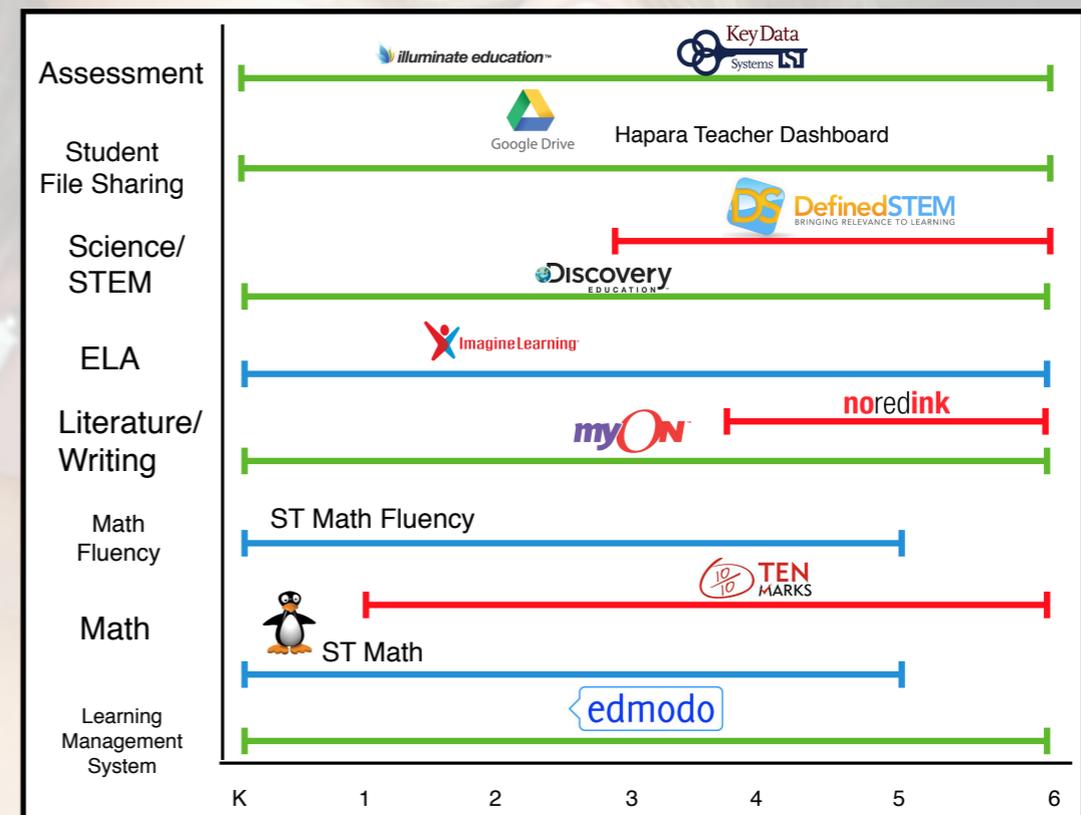
Teachers have found that with continuous access to the suite of digital tools, students are engaging in more project-based learning and have alternate ways of assessing if students have a deeper understanding of the content. Teachers have been trained on how to develop and implement project-based learning units that leverage the continuous access to a device that provides high quality digital tools. Oftentimes, teachers are providing a context and objective for the learning without having a mastery of the learning tools as the students have learned them on their own or with peers. In a student survey from June 2013, 85% of students showed a preference for learning iPad apps themselves or from a classmate.

## Curriculum Design

The Encinitas Union School District has partnered directly with some of the top developers of digital curriculum to provide teachers and student access to Common Core designed curriculum. In partnership with ST Math, Ten Marks, myON and Imagine Learning, EUSD is becoming one of the first districts in the country to implement these tools as part of the core curriculum as traditional textbooks are phased out. Through a shared commitment to professional development and a deeper understanding of the Common Core standards, both the district and the developers are helping each other

to understand how a complete digital curriculum program will function.

Our special education program has also greatly benefited from the access to devices for students in their program. Many students are receiving iPads with specific apps and tools that meet their needs whether they need more development in communication or organizational skills. There has been a substantial increase in meeting the individual needs of the students and teachers have become empowered by using iPad programs that increase their students participation in the classroom.



Digital curriculum and tools supported by the EUSD One-to-One Digital Learning program and the transition to Common Core

## Student Work Samples

EUSD students utilize creative apps on the iPad to produce original work.



Writing and illustrating creative writing stories using Keynote on the iPad.



# Ongoing Professional Learning

## Relevant and Timely Professional Development

Faculty engage in a cycle of inquiry that promotes reflection, experimentation, and sharing.

## Relevant and Timely Professional Development

The professional development approach of the Encinitas Union School District provides both formal and informal opportunities for teachers to participate in training and growth opportunities. Every school is a learning community that provides release time for their teachers to collaborate and support all students. This weekly time allows each grade level to meet for two hours to reflect, collaborate and share ideas. Often principals will join the conversation, as will district leaders like Director of Instructional Technology, Mike Guerena and Apple Distinguished Educator/Teacher on Special Assignment, Ashley Tarquin.

The district partners with educational organizations and vendors to provide training on a variety of tools. One unique example of the professional development approach has been a full day of professional development organized as a conference. Teachers have a choice of breakout sessions to attend, as well as targeted sessions on specific district initiatives. In the past three years these have included project-based learning, blended learning, Common Core



instruction and instructional management of iPads. There are additional trainings during the year with our digital curriculum partners that provide a deeper level of training for classroom implementation.

Many of the teachers that have been in the program from the beginning have become leaders at their school site and in the district. They provide regular training opportunities and support for their colleagues in effective classroom iPad strategies. The district has also built its own teacher portal to support the initiatives for the teachers. These resources include videos, help guides, and training materials that are accessible to teachers at anytime.

# Compelling Evidence of Success

## Quantitative

Data is routinely collected and analyzed to inform progress and success.

## Qualitative

Narrative, reflective, or anecdotal evidence is collected and shared.

## Quantitative

The district frequently reviews numerous data sources to see how having iPads in the classroom has effected student learning. District leaders have used feedback from parent and student surveys to help inform and revise the EUSD One-to-One Digital Learning program. The data have also identified areas of strength for the program.

Teacher experiences have also been captured via surveys, and the data is helping inform professional development and in providing support for teachers their classrooms. Data is also collected from the digital curriculum programs to verify student usage and growth.

2013 Parent Survey	
Benefits of the program were positive.	93%
Students were more motivated to learn.	80%
Students were able to demonstrate creativity.	90%
Students were more engaged at school	73%

## Qualitative

The University of San Diego partnered with the district during the 2012-2013 school year to conduct a study of how individual access to a

mobile device was effecting student learning and teaching. Teachers in the study reported that simply having the device increased student engagement. They also found that specific skills such as research, writing and creative production were greatly enhanced because of the continuous access. In the past, students would have had limited access to doing research and were less critical of the sources they discovered. With more time to do the research, teachers found that the students were becoming more critical of the validity and usefulness of the information. They also found that there were more opportunities to help students develop information literacy skills.

Some of the best evidence of success comes from the students' own voices.



"I love using iPads for school because it's convenient. A lot of assignments, quizzes, and projects could be completed on one iPad!"



# Flexible Learning Environment

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## **School Design and Facilities**

Facilities and schedules are designed to maximize learning opportunities that technology provides.

## **Information Technology (IT)**

IT infrastructure supports innovation in teaching and learning.

## **School Design and Facilities**

The school days at all nine schools in the district have been scheduled around time for teachers to collaborate. Teachers have approximately two hours per week to work with their grade level team to analyze data and create meaningful learning experiences for their students. During teachers' collaboration time, students receive enrichment programs from specialists in a variety of areas. These include science, yoga and technology. Many of these enrichment programs incorporate the iPad into the instruction and provide additional opportunities in which students demonstrate creativity.

EUSD is currently reviewing classroom configurations to maximize student learning. Last year, several teachers received funds to develop a 21st century learning space in their classrooms. Both students and teachers researched and designed new configurations that they thought would best support the new learning environment. This included furniture that would provide a flexible learning environment.

## **Information Technology (IT)**

Prior to launching the district-wide initiative, the IT infrastructure was upgraded to enable the number of anticipated devices to be able to connect wirelessly to the network. This provided a smoother transition as devices were added onto the network. The IT department also developed its own Mobile Device Management (MDM) solution using Apple's server profile manager. As a result, EUSD has the ability to centrally manage all iPads and push out new apps and updates easily over the wireless network.

EUSD has also focused on providing each student with their own space in which they can remotely save and share documents with their teacher. We have utilized Google apps for education and Hapara's Teacher Dashboard to provide all teachers with immediate access to any student work on their iPads. This has been successful in providing easy access to student work for all teachers regardless of their technological abilities.

# Contribution and Credits

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List of people willing to address five areas of best practices.

## **District Liaison**

Michael Güereña  
Director, Instructional Technology  
Email: [mguerena@eusd.net](mailto:mguerena@eusd.net)

In addition to the district liaison, the following people are able to address these areas.

## **Visionary Leadership**

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## **Innovative Learning and Teaching**

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## **Ongoing Professional Learning**

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## **Compelling Evidence of Success**

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## **Flexible Learning Environment**

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For more information about the Encinitas One to One Digital Learning Program go to <http://www.eusd.net>