

Transforming Language Learning with iPad and iPod touch

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Superintendent of Schools
Escondido Union School District
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Board Focus Goal

Infuse innovation into teaching and learning.

Emphasis will be on the development of 21st century learning environments that include technology, project-based learning, and interdisciplinary studies, resulting in greater student engagement.

18,200

Students in Escondido schools

160+

Escondido classrooms with iPod devices

3,000+

iPod devices in Escondido schools

70+

One-to-one iPod classrooms

6

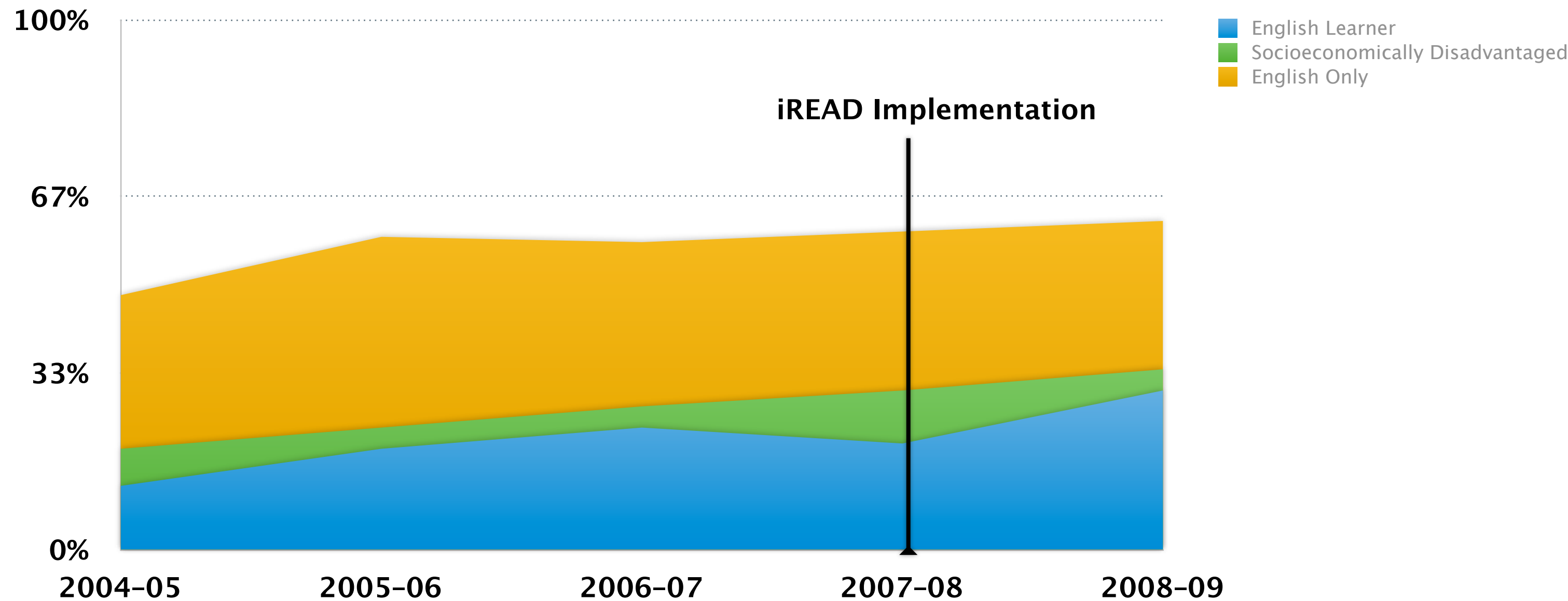
One-to-one iPad classrooms

Why?

Insanity (in•san•it•y): Doing the same thing over and over again and expecting different results.

Albert Einstein

EUSD Language Arts Gap



Research

30,000,000

by age three

In the Beginning...



Visual Literacy

Auditory Nerve

- The brain's auditory nerve contains 30,000 neurons.

Lynell Burmark, Visual Literacy 2002

Optic Nerve

- The brain's optic nerve contains 1,000,000 neurons.

Lynell Burmark, Visual Literacy 2002

Processing Input

- **The brain processes images 60,000 times faster than text.**

Lynell Burmark, Visual Literacy 2002



neuroplasticity



Feedback Loop

iREAD

Why Fluency?



Responsible for Their Own Learning...



Dictionary.com



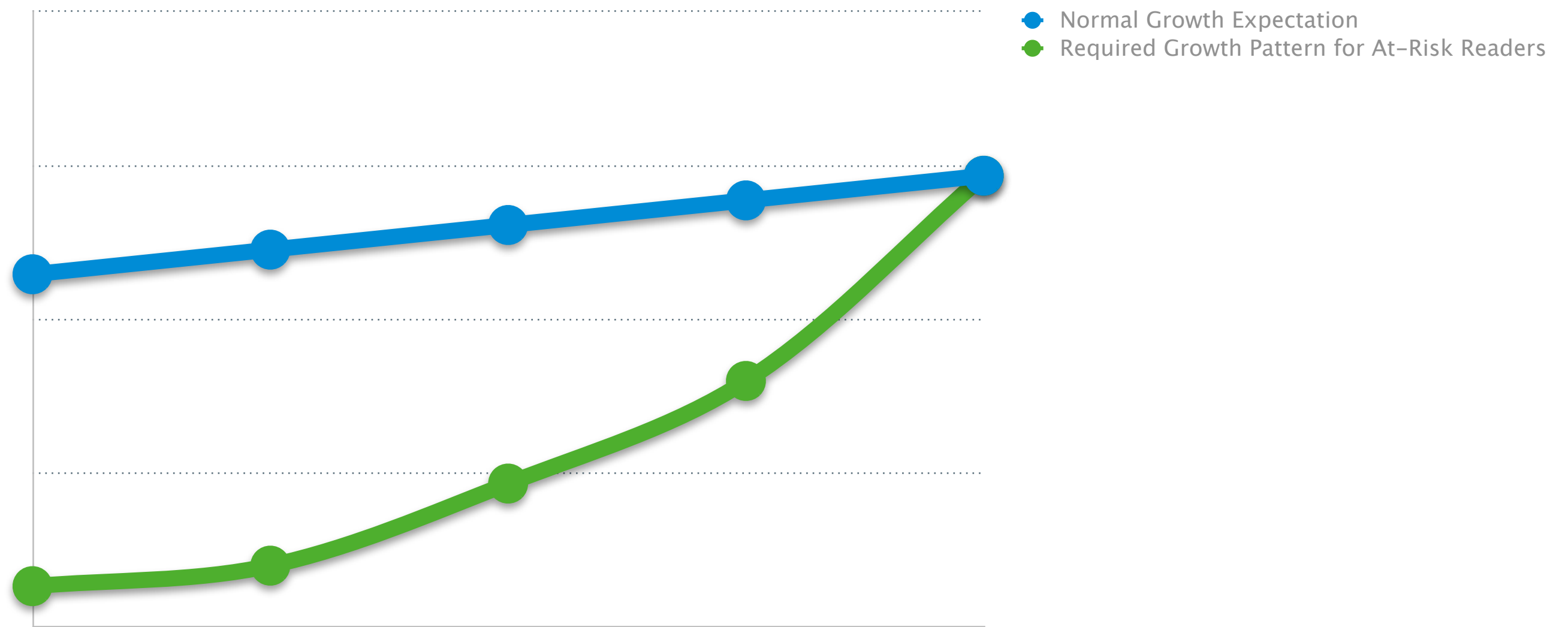


Dragon Dictation





Results





General End-of-Year Fluency Goals by Grade

First Grade	60 WCPM
Second Grade	90 WCPM
Third Grade	120 WCPM
Fourth Grade	130 WCPM
Fifth Grade	140 WCPM
Sixth Grade	150 WCPM

Reading Fluency Goals

Student	Baseline WCPM	6-Week WCPM (Use of iPod)	WCPM Fluency Increase
Leslie	113	157	44
Ehdmar	111	152	41
Laura (resource)	98	130	32
Karla	114	163	49
Salvador	92	146	54
Thomas	98	142	44
Esther	46	101	55
Samuel	55	98	43
Jacinto (resource; SPED)	23	33	10
Martin (newcomer)	44	98	54
Irvin (newcomer)	75	139	64

Grade 4 Reading Fluency Data

Data from Melissa Andrews, EUSD

Class List Report for: Erickson, Paul

Exam: Gr 5 HM Summative - Benchmark 1 (December 2, 2009)

January 15, 2010

Report Options

Schools: Lincoln Elementary School Grades: All Courses: All Gender: All Ed Programs: All	Ethnicities: All Custom Groups: All Roster: 2009-2010 School Year # Students: 28
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Student Performance

Student	Overall Performance		Grade Five Reading: 1.2 (Vocab and Concept Dev: 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20 Language Conventions: 12, 14, 16, 18, 19) (17 pts. possible)		Grade Five Reading: 1.3 (Vocab and Concept Dev: 1, 2, 3, 4, 5, 6, 7, 8 Language Conventions: 11, 13, 15, 17, 20) (13 pts. possible)		Grade Five Reading: 1.4 (Vocab and Concept Dev: 11, 12, 13, 14, 15, 16, 17, 18, 19, 20) (10 pts. possible)		Grade Five Reading: 2.1 (Read Comp: Lit Resp/Anal: 2, 5) (2 pts. possible)		Grade Five Reading: 2.3 (Read Comp: Lit Resp/Anal: 1, 2, 6, 9, 10) (5 pts. possible)	
GROUP AVERAGE	Far Below	39.1(52.19%)	Far Below	8.5(50.00%)	Far Below	6.8(52.47%)	Far Below	5.4(54.29%)	Far Below	1.1(53.57%)	Basic	3(60.71%)
Lincoln Elementary	Far Below	44(58.67%)	Far Below	9(52.94%)	Far Below	7(53.85%)	Far Below	5(50.00%)	Far Below	1(50.00%)	At	4(80.00%)
Grade 5	Far Below	31(41.33%)	Far Below	3(17.65%)	Far Below	6(46.15%)	Far Below	2(20.00%)	Far Below	1(50.00%)	At	4(80.00%)
Lincoln, Iowa	Far Below	27(36.00%)	Far Below	4(23.53%)	Far Below	3(23.08%)	Far Below	2(20.00%)	Far Below	1(50.00%)	Basic	3(60.00%)
Lincoln County	Far Below	41(54.67%)	Far Below	7(41.18%)	Basic	8(61.54%)	Far Below	3(30.00%)	Far Below	0(0.00%)	Far Below	2(40.00%)
Lincoln, Nebraska	Far Below	35(46.67%)	Far Below	9(52.94%)	Basic	8(61.54%)	Basic	6(60.00%)	Far Below	1(50.00%)	Far Below	0(0.00%)
Lincoln, Ohio	Far Below	31(41.33%)	Far Below	5(29.41%)	Far Below	6(46.15%)	Far Below	4(40.00%)	Above	2(100.00%)	At	4(80.00%)
Lincoln, Oklahoma	Far Below	37(49.33%)	Far Below	3(17.65%)	Basic	8(61.54%)	Far Below	2(20.00%)	Above	2(100.00%)	At	4(80.00%)
Lincoln, South Dakota	Basic	48(64.00%)	Basic	11(64.71%)	Far Below	7(53.85%)	Basic	7(70.00%)	Far Below	1(50.00%)	Far Below	2(40.00%)
Lincoln, Texas	Far Below	38(50.67%)	Basic	12(70.59%)	Far Below	7(53.85%)	Basic	7(70.00%)	Far Below	1(50.00%)	Above	5(100.00%)
Lincoln, Virginia	Far Below	39(52.00%)	Basic	11(64.71%)	Far Below	4(30.77%)	At	8(80.00%)	Far Below	1(50.00%)	At	4(80.00%)
Lincoln, Wisconsin	Far Below	35(46.67%)	Far Below	5(29.41%)	Basic	8(61.54%)	Far Below	4(40.00%)	Far Below	1(50.00%)	Basic	3(60.00%)
Lincoln, Wyoming	Basic	53(70.67%)	Far Below	10(58.82%)	At	10(76.92%)	Basic	7(70.00%)	Above	2(100.00%)	At	4(80.00%)
Lincoln, Washington	Far Below	37(49.33%)	Far Below	9(52.94%)	Basic	9(69.23%)	Far Below	5(50.00%)	Above	2(100.00%)	Basic	3(60.00%)
Lincoln, Utah	Far Below	38(50.67%)	Far Below	8(47.06%)	Far Below	6(46.15%)	Far Below	5(50.00%)	Far Below	1(50.00%)	At	4(80.00%)
Lincoln, Idaho	Far Below	41(54.67%)	Far Below	10(58.82%)	Far Below	7(53.85%)	Basic	6(60.00%)	Far Below	1(50.00%)	Above	5(100.00%)
Lincoln, Montana	Far Below	26(34.67%)	Far Below	3(17.65%)	Far Below	5(38.46%)	Far Below	2(20.00%)	Far Below	1(50.00%)	At	4(80.00%)
Lincoln, Missouri	Far Below	35(46.67%)	Far Below	9(52.94%)	Far Below	7(53.85%)	Basic	6(60.00%)	Far Below	1(50.00%)	Far Below	1(20.00%)
Lincoln, Colorado	Far Below	36(48.00%)	Far Below	10(58.82%)	Basic	9(69.23%)	Basic	7(70.00%)	Far Below	1(50.00%)	Far Below	1(20.00%)

Far Below Basic

Basic

At

Above

Class List Report for: Erickson, Paul

Exam: Gr 5 HM Summative - Benchmark 2 (January 22, 2010)

January 15, 2010

Report Options

Schools: Lincoln Elementary School	Ethnicities: All
Grades: All	Custom Groups: All
Courses: All	Roster: 2009-2010 School Year
Gender: All	# Students: 29
Ed Programs: All	

Student Performance

Student	Overall Performance		Grade Five Reading: 1.2 (Vocab and Concept Dev: 16, 17) (2 pts. possible)		Grade Five Reading: 1.3 (Vocab and Concept Dev: 1, 2, 3, 4, 5, 6, 11, 12, 13, 14, 15, 18, 19, 20) (14 pts. possible)		Grade Five Reading: 1.4 (Vocab and Concept Dev: 16) (1 pts. possible)		Grade Five Reading: 1.5 (Vocab and Concept Dev: 7, 8, 9, 10) (4 pts. possible)		Grade Five Reading: 2.3 (Read Comp; Lit Resp/Anal: 1, 4, 6) (3 pts. possible)	
GROUP AVERAGE	Far Below	39.9(53.15%)	Basic	1.3(67.24%)	At	10(71.18%)	Basic	0.5(48.28%)	At	3.2(81.03%)	Far Below	1.3(42.53%)
Adams, David	Far Below	22(29.33%)	Basic	1(50.00%)	Far Below	5(35.71%)	Far Below	0(0.00%)	Basic	2(50.00%)	Far Below	0(0.00%)
Adams/Davidson, David	Far Below	35(46.67%)	Above	2(100.00%)	At	11(78.57%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	0(0.00%)
Adams, David	Far Below	30(40.00%)	Above	2(100.00%)	Far Below	5(35.71%)	Above	1(100.00%)	At	3(75.00%)	Basic	2(66.67%)
Adams, Dan	Basic	45(60.00%)	Basic	1(50.00%)	Above	13(92.86%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	0(0.00%)
Adams/David, David	Basic	48(64.00%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	Above	4(100.00%)	Far Below	1(33.33%)
Adams, Alexander	Far Below	40(53.33%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	At	3(75.00%)	Far Below	0(0.00%)
Adams, John	Far Below	27(36.00%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	At	3(75.00%)	Far Below	1(33.33%)
Adams/Jordan, David	Far Below	42(56.00%)	Above	2(100.00%)	At	11(78.57%)	Above	1(100.00%)	Above	4(100.00%)	Basic	2(66.67%)
Adams, John	Far Below	35(46.67%)	Basic	1(50.00%)	Basic	7(50.00%)	Far Below	0(0.00%)	At	3(75.00%)	Far Below	0(0.00%)
Adams, Dan	Basic	46(61.33%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	At	3(75.00%)	Basic	2(66.67%)
Adams/Jordan, David	Basic	52(69.33%)	Basic	1(50.00%)	Above	14(100.00%)	Far Below	0(0.00%)	Above	4(100.00%)	Far Below	0(0.00%)
Adams, David	Far Below	40(53.33%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	Basic	2(50.00%)	Far Below	1(33.33%)
Ali, William	Basic	47(62.67%)	Above	2(100.00%)	At	10(71.43%)	Above	1(100.00%)	Above	4(100.00%)	Far Below	1(33.33%)
Allen/Davidson, David	Basic	53(70.67%)	Above	2(100.00%)	Above	13(92.86%)	Above	1(100.00%)	At	3(75.00%)	Basic	2(66.67%)
Anderson, Christopher	Far Below	27(36.00%)	Far Below	0(0.00%)	Basic	8(57.14%)	Far Below	0(0.00%)	Basic	2(50.00%)	Far Below	1(33.33%)
Anderson, Dan	Basic	47(62.67%)	Above	2(100.00%)	At	12(85.71%)	Above	1(100.00%)	Above	4(100.00%)	Above	3(100.00%)
Anderson, David	Basic	45(60.00%)	Basic	1(50.00%)	At	12(85.71%)	Far Below	0(0.00%)	At	3(75.00%)	Basic	2(66.67%)
Anderson, David	Far Below	22(29.33%)	Far Below	0(0.00%)	Far Below	4(28.57%)	Far Below	0(0.00%)	Basic	2(50.00%)	Basic	2(66.67%)
	Basic	45(60.00%)	Basic	1(50.00%)	At	11(78.57%)	Far Below	0(0.00%)	Far Below	1(25.00%)	Basic	2(66.67%)

Far Below Basic

Basic

At

Above



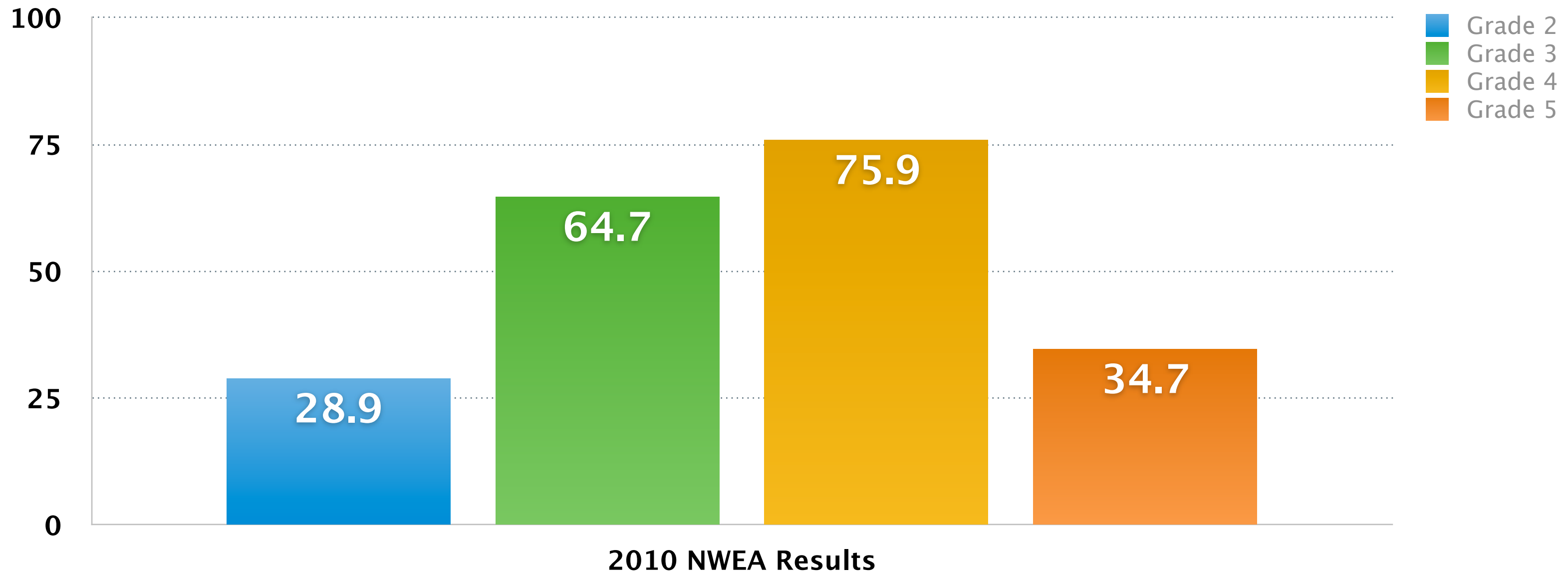
ITBS Reading Comprehension: Growth over Six

Data from EUSD ITBS Scores

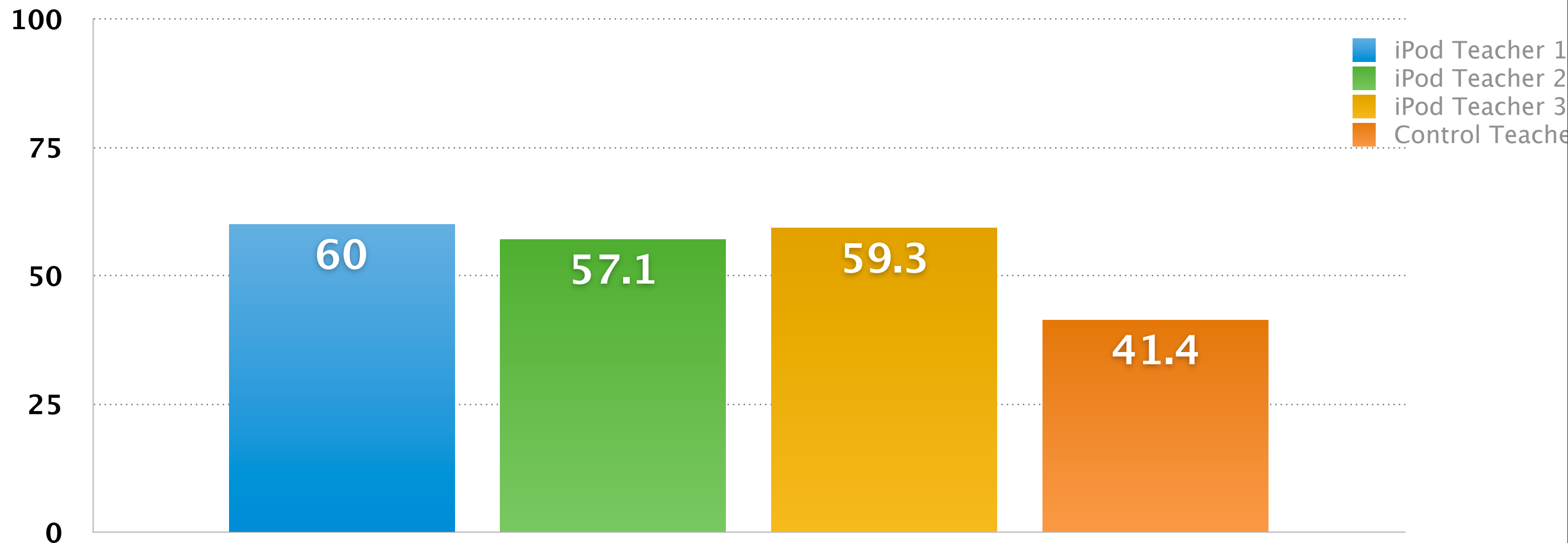
**Iowa Test of Basic Skills (measures growth over time)
Comparative Classroom**

Name	Fall GLE	Spring GLE	GLE Growth
Oscar	3.6	4.3	0.7
Nicolas	8.3	9.2	0.9
Stewart	7.0	4.0	-3.0
Justin	5.4	6.6	1.2
Monica	6.8	6.8	0
Zachary	7.0	7.8	0.8
Nathania	7.0	6.8	-0.2
Clinton	8.3	10.8	2.5
Jillian	9.8	9.2	-0.6
Andrew	5.6	7.4	1.8
Jordan	4.0	4.1	0.1
Steven	3.4	2.3	-1.1

Grade 5 Reading Comprehension Data



Central School—NWEA Percent Proficiency by




Central Elementary Grade 4

Classroom proficiency—spring 2010 NWEA

Now What?



Resources



EUSD iRead

[Home](#)
[Visitors](#)
[iPod Apps](#)
[Projects](#)
[Meetings](#)
[Help Resources](#)
[iBooks](#)
[Edmodo](#)
[Contact Us](#)
[Sitemap](#)

Home

Help Resources


- Classroom Management
- Computer Apps Resources
- Edmodo
- Important Documents
- iPod Device Help
- iTunes Resources
- Online Media Resources
- Other Equipment
- Other Resources
- Testing

iPod Apps


- iTalk Resources
- Lifecards Resources
- MobileStudio Resources
- Popplet
- Puppet Pals
- ReelDirector Resources
- SonicPics Resources

iRead is a group of teachers in Escondido Union School District dedicated to the idea that digital audio can be a powerful learning tool for all students. iRead will give you a chance to create meaningful, curriculum-centered audio projects with your students. Teachers are using digital audio tools (iPods, mics, Garageband, iTunes, Keynote, etc. and various accessories) to improve reading processes. Teachers meet on a monthly basis to exchange ideas and strategies. We started in **2006-07** by collecting data about fluency rates - this has been very promising.


Click on [Visitors](#) to get an overview of the iRead program.




[It's A Tool](#)



[Recording Process](#)



[Students at work](#)



[Teacher Perspective](#)

At the **2008 Classroom of the Future Foundation** awards, iRead received an Honorable Mention in the *inspire Award* category.

In **2008-09**, we broadened the focus of iRead from Reading Fluency to Language Arts, especially **Reading Comprehension**. In addition, we moved from the iPod Nano to the iPod Touch. Projects types are broader and also include GarageBand and Keynote. Teachers upload sample projects to their blogs. We are excited about the changes we are making. We also piloted a 1:1 classroom and midway through the year added a second 1:1 classroom.

In **2009-10**, we added multiple 1:1 classrooms representing various populations and configurations to examine them. At the *2010 Classroom of the Future* awards, EUSD received their highest award - the [Impact Award](#) for our iPod touch program.

EUSD Site

<http://sites.google.com/a/eusd.org/eusd-iread/>



Canby iPod User Group Wiki
<http://wiki.canby.k12.or.us/groups/ipodusergroup>

Thank You