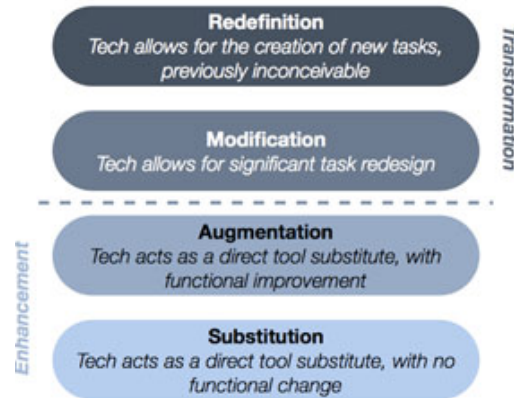


Introduction

This is the second year of iPad implementation at National Teachers Academy. With this year's grant, iPads were implemented in the music classroom, 4th-5th science and social studies classroom, and a 6th-8th grade special education classroom. Our goal is to redefine the use of technology and learning in the classroom based on the SAMR model developed by Ruben Puentedura. [SAMR](#) stands for Substitution, Augmentation, Modification, and Redefinition. The highest level of implementation takes place when learning is redefined. The iPads allow us opportunities to redefine our work that was not possible in the past.

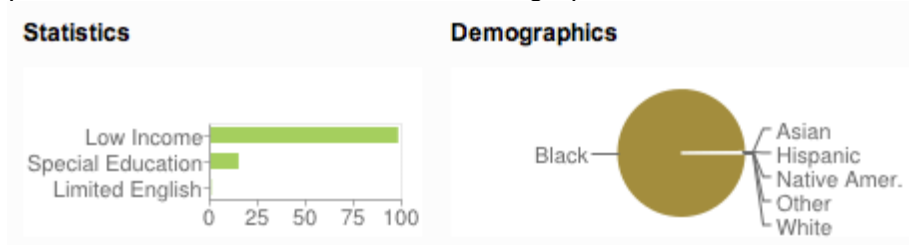


courtesy of <http://maine121.org/author/ruben-puentedura/>

In our work, students have created content using a variety of applications such as iMovie, Keynote, GarageBand, Kabaam, EduCreations, Popplet, Skitch, Edmodo, Kidblog, iBooks, and MadPad. The students created authentic work that demonstrated their creativity and understanding. With the use of the iPads students demonstrated increased engagement, collaboration, independence, and self esteem. The students acquired skills to be successful as 21st century learners.

At-a-Glance

National Teachers Academy is a neighborhood school that serves students from preschool to eighth grade. We have 420 students and 97% of the students receive free and reduced lunch. 14.5% are special education students and our demographic is 99.7% Black.

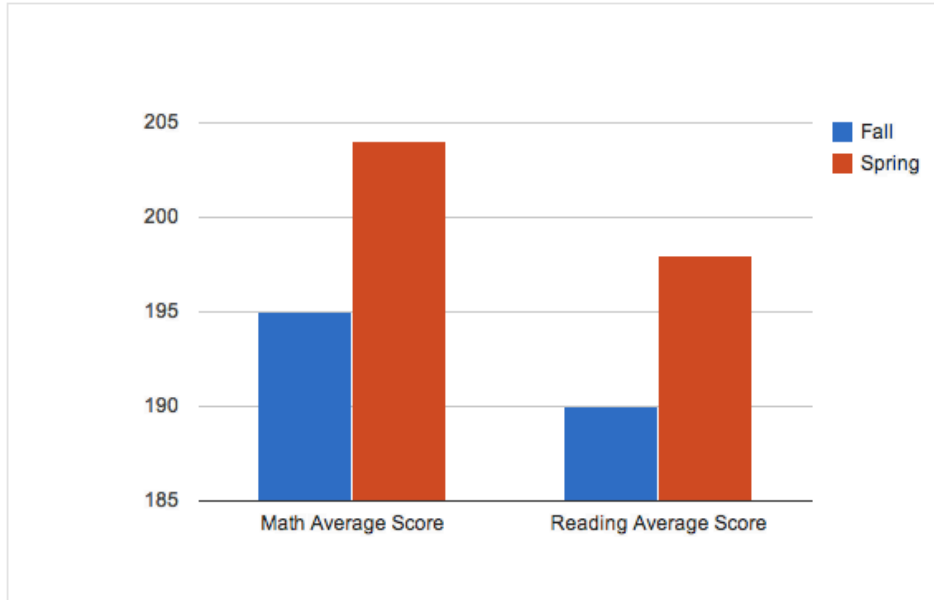


The students served at National Teachers Academy have had limited access to technology at home and school in the past. The teachers in the grant have transformed the classroom by redefining the learning environment so students are immersed in content curation, creation and share learning with a wider audience through technology. This has led to improvements in student engagement, independence and confidence as well as test scores.

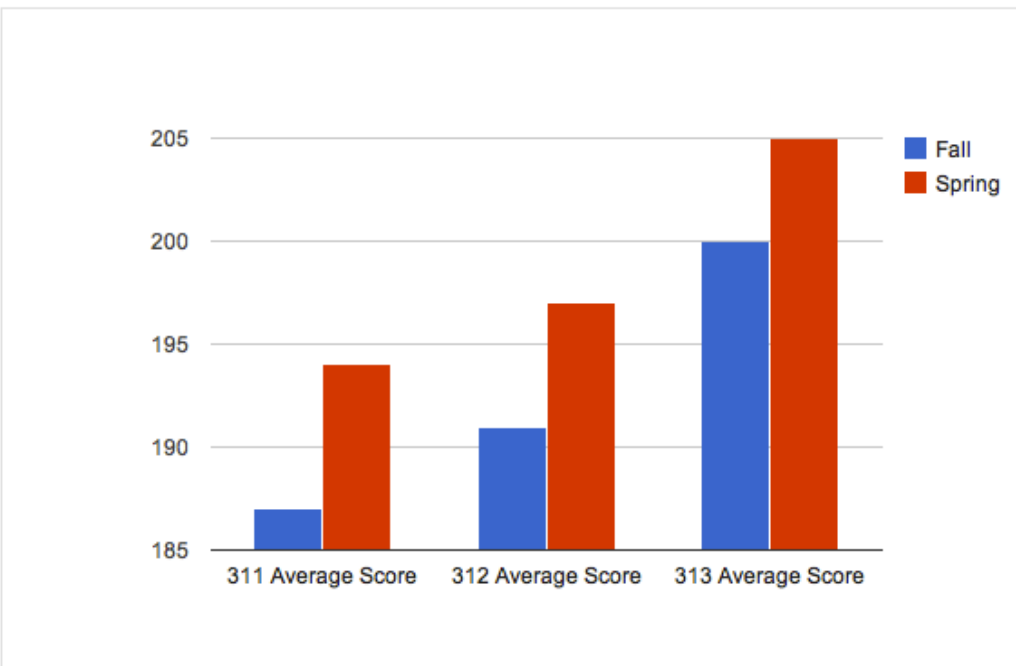
Quantitative Results

Students took the NWEA MAP test in Fall before iPads and then in Spring again. Below is the data indicating the increase in student achievement after iPad implementation.

6th-8th Special Education NWEA Data iPad Implementation



4th/5th grade NWEA Science Scores



Qualitative

What are the students saying about using iPads at National Teachers Academy?

“The iPad lets me do things I could never do on paper and pencil.”

“The iPad is kind of like a video game, but it’s a learning activity.”

“We do fun activities, learn new things, and also make projects on them and send them to our teachers and share them with other people.”

“iPads changed our learning this year because it was easier and more fun than usual.”

“The thing that I really like about GarageBand is how you are in your own world. I can feel as if I’m an artist or a DJ for a famous person.”

“I like my work very much. I feel very proud.”

Students have been transformed from consumers of content and ideas to creators of content and curators of resources. Students have collaborated to use multimedia both for learning and presenting learning to others and taken understanding of concepts to a deeper level through analysis and the tools provided through applications on the iPad.

iPads in the special education classroom has been transformational in increasing student self esteem and independence. Before the iPads, students felt less than their peers because of their special needs. iPads have allowed me to mask the differentiation for my students. Students no longer feel isolated because their work on the iPad looks the same as their general education peers. No matter the level of a book, it looks the same as any other student’s book on the iPad. With the use of the accessibility speech selection function, the students have been able to increase their independence. They are able to select text they are unsure of and instead of having to depend on their teacher they can have their iPad speak to them. It is amazing to watch!

Using the iPads in the music classroom has now given a voice to students who may not have felt comfortable before. One student was able to compose a piece using SoundDrop based on his reflections of the tragic day of September 11th. This app allowed him to create an ostinato, a repeating musical pattern, combined with animation. The animation demonstrated the bodies jumping from the buildings that were on fire.

iPads in the science classroom have allowed students to capture learning with text, video, photo and voice. The students are using the application Mental Note that allows science experiments to be multimedia and dynamic to express learning in a way that a traditional science classroom has not allowed. They are able to view themselves as true scientists who are creating journals that allow them to collaborate with others and share their learning similar to professional scientists.