

**TL2014**  
**Spring Survey Results**  
*Prepared by Randy Ziegenfuss*

	# Participants	Comments
Parents	34	SHS (17); SMS (21) <i>Some participants have children in multiple schools.</i>
Students	673	HS (349); MS (324)
Teachers	48	SHS (33); SMS (15);

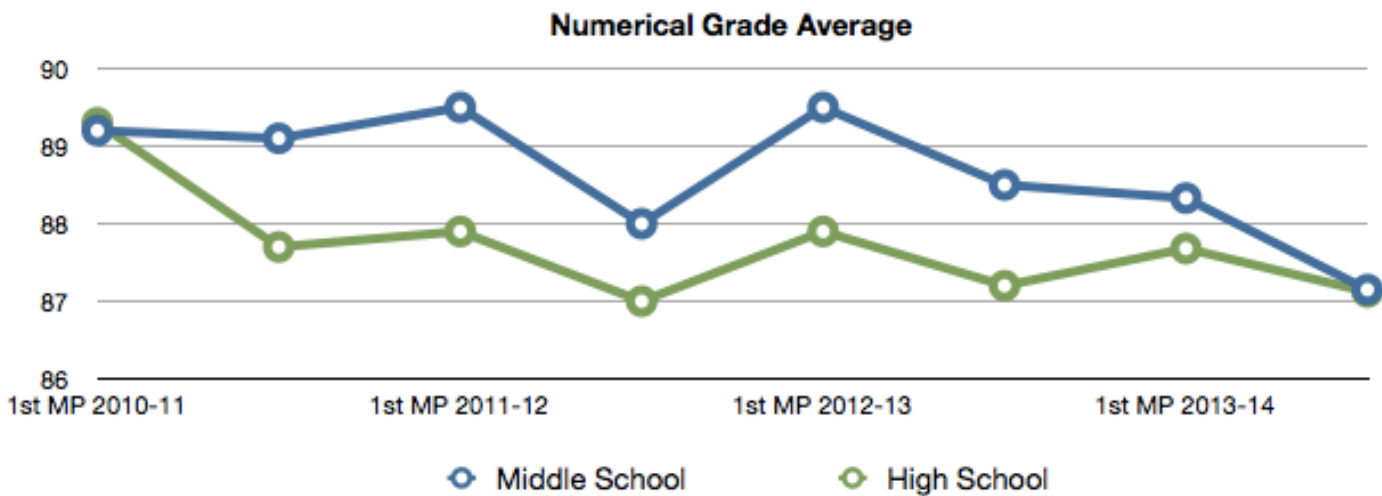
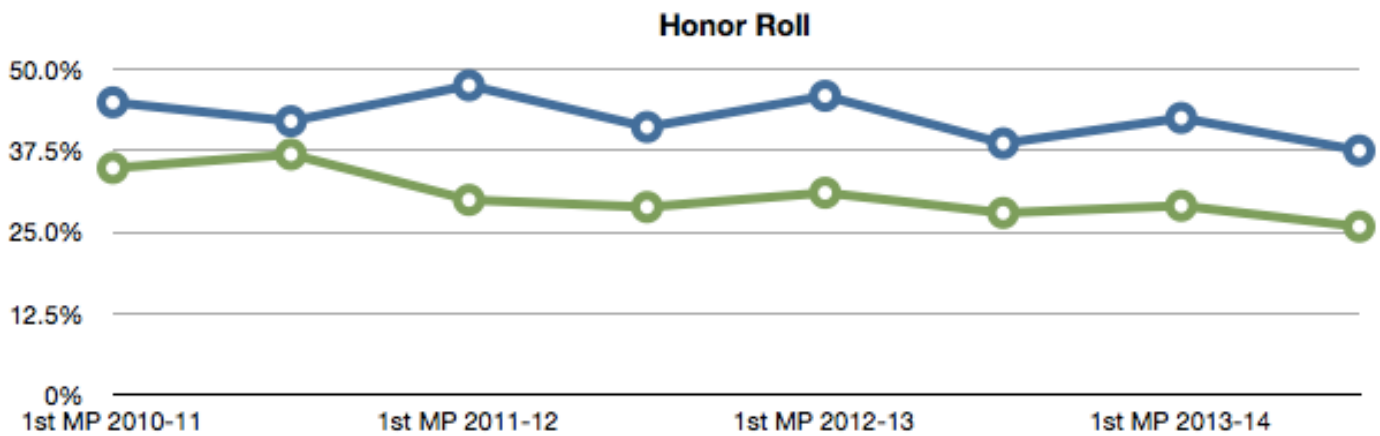
**I. Course grades for 2013-14 compared to previous year 2012-13**

High School	Middle School
<i>Higher</i>	<i>Higher</i>
<ul style="list-style-type: none"> <li>• <u>Parents</u> - 29%</li> <li>• <u>Students</u> - 36%</li> <li>• <u>Teachers</u> - 15%</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parents</u> - 33%</li> <li>• <u>Students</u> - 46%</li> <li>• <u>Teachers</u> - 6%</li> </ul>
<i>Lower</i>	<i>Lower</i>
<ul style="list-style-type: none"> <li>• <u>Parents</u> - 23%</li> <li>• <u>Students</u> - 19%</li> <li>• <u>Teachers</u> - 12%</li> </ul>	<ul style="list-style-type: none"> <li>• <u>Parents</u> - 19%</li> <li>• <u>Students</u> - 16%</li> <li>• <u>Teachers</u> - 27%</li> </ul>

*Themes:*

- With slight deviations, the perceptions of students, teachers and parents have remained consistent over the past year.
- Looking at the group with the largest sample size, STUDENTS:
  - 56% (n=84) of MS students reporting higher grades (n=149) indicated access to a laptop computer was a contributing factor in improving grades. *Decrease of 10% from Spring 2013 survey.*
  - 32% (n=40) of HS students reporting higher grades (n=125) indicated access to a laptop computer was a contributing factor in improving grades. *Decrease of 4% from Spring 2013 survey.*
  - 31% (n=16) of MS students reporting lower grades (n=51) indicated access to a laptop computer was a contributing factor in lowering grades. *Decrease of 2% from Spring 2013 survey.*

- 18% (n=12) of HS students reporting lower grades (n=67) indicated access to a laptop computer was a contributing factor in lowering grades. *Decrease of 9% from Spring 2013 survey*
- Largest % of perceptions about grades, across all groups, continues to fall in the “same” category.
- 45% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward improved grades. This statistic has decreased by 3% from the Spring 2013 survey.
- 24% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward lower grades. This statistic has decreased by 2% from the Spring 2013 survey.



## II. Top reasons for changes in grades (higher or lower)

<b>High School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Worked harder this year (29%)</li> <li>• Access to a laptop computer (29%)</li> <li>• Enjoys classes (29%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Enjoy classes (30%)</li> <li>• Access to a laptop computer (26%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Students worked harder this year (15%)</li> <li>• <i>All other choices on the survey had fewer than 5 responses</i></li> </ul> </li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Support at home (48%)</li> <li>• Worked harder this year (38%)</li> <li>• Access to a laptop computer (33%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Worked harder this year (53%)</li> <li>• Enjoyed my classes (51%)</li> <li>• Access to a laptop computer (42%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• <i>All other choices on the survey had fewer than 5 responses</i></li> </ul> </li> </ul>

## III. Communication of Expectations

MS students who say parents/guardians NEVER reinforce laptop expectations - 38%

MS parents who say they NEVER reinforce laptop expectations - 10%

MS students who say parents/guardians reinforce laptop expectations DAILY - 23%

MS parents who say they reinforce laptop expectations DAILY - 62%

HS students who say parents/guardians NEVER reinforce laptop expectations - 67%

HS parents who say they NEVER reinforce laptop expectations - 18%

HS students who say parents/guardians reinforce laptop expectations DAILY - 9%

HS parents who say they reinforce laptop expectations DAILY - 29%

### *Themes:*

- There still appears to be a disconnect between student perceptions and parent perceptions in the area of how and where expectations for laptop use are communicated. This is consistent with previous surveys.
- The data indicates a gap in parent engagement in the laptop learning initiative. It is recommended the district continue to develop ways to engage parents as a critical factor in their children's use of technology.

#### IV. BENEFITS of having access to a laptop computer

<b>High School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (76%)</li> <li>• Location - Students are able to learn anywhere (65%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (68%)</li> <li>• Time - Students are able to learn any time of day (58%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Location - Students are able to learn anywhere (76%)</li> <li>• Content - Students have access to different kinds of up-to-date media (73%)</li> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (70%)</li> </ul> </li> </ul>
<b>Middle School</b>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (57%)</li> <li>• Content - Students have access to different kinds of up-to-date media (57%)</li> <li>• Location - Students are able to learn anywhere (57%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (71%)</li> <li>• Pacing - Students can learn at their own rate (66%)</li> <li>• Time - I am able to learn any time of day (65%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (87%)</li> <li>• Time - Students are able to learn any time of day (80%)</li> <li>• Location - Students are able to learn anywhere (73%)</li> </ul> </li> </ul>

*Themes:*

- Sharing is perceived fairly consistently as the top benefits of having a personal laptop computer.
- Sharing is significant because it connects to TL2014 goals. Sharing and collaboration are important 21st century skills reflected in the first goal of TL2014.
- Location (the ability to learn anywhere) appears as a top response in numerous subgroups for the first time.
- Other benefits that ranked high (over 50%) include
  - Time - ability to learn any time of day
  - Location - ability to learn anywhere
  - Individualization - ability to learn at one's own level and in ones own way
  - Engagement - motivated by learning on the computer
  - Pacing - ability to learn at one's own rate
  - Choice - ability to choose how learning is demonstrated.

## V. CHALLENGES of having access to a laptop computer

<p><b>High School</b></p>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Inter-personal skills - The laptop computer reduces time students have to interact face-to-face in class (41%)</li> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (35%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Restrictions - there are too many restrictions on Internet sites useful for learning (63%)</li> <li>• Network - I frequently experienced delays in accessing the Internet/network (60%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (79%)</li> <li>• Cheating - There is an increased amount of student cheating (45%)</li> </ul> </li> </ul>
<p><b>Middle School</b></p>	<ul style="list-style-type: none"> <li>• <u>Parents</u> <ul style="list-style-type: none"> <li>• Inter-personal skills - The laptop computer reduces time students have to interact face-to-face in class (38%)</li> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (33%)</li> </ul> </li> <li>• <u>Students</u> <ul style="list-style-type: none"> <li>• Network - I frequently experienced delays in accessing the Internet/network (64%)</li> <li>• Restrictions- there are too many restrictions on Internet sites useful for learning (58%)</li> </ul> </li> <li>• <u>Teachers</u> <ul style="list-style-type: none"> <li>• Distraction - having a laptop computer creates distractions that students and teachers find challenging (68%)</li> <li>• Cheating - There is an increased amount of student cheating (47%)</li> <li>• Inter-personal skills - The laptop computer reduces time students have to interact face-to-face in class (47%)</li> </ul> </li> </ul>

- Participants were provided with the following choices:
  - *Network* - I frequently experience delays in accessing the network/internet.
  - *Hardware* - I frequently experience technical issues using my laptop computer.
  - *More of the same* - My use of technology in the classroom is little more than exchanging paper/pencil for screen/keyboard.
  - *Time learning new technology* - The time needed to learn new technology gets in the way of teaching course content.
  - *Security* - My files have been accessed by others without my permission.
  - *Cheating* - There is an increased amount of student cheating.
  - *Restrictions* - There are too many restrictions on internet sites useful for learning.
  - *Interpersonal skills* - The laptop computer reduces time students have to interact face-to-face in class.
  - *Distractions* - The laptop computer creates additional distractions that students and teachers find challenging

*Themes:*

- *Distraction* continues to be a common theme among adults in the survey (particularly teachers).
- Distraction has dropped moderately or significantly among parents - down 6% for HS parents and 26% for MS parents from spring 2013.

**VI. Deeper Investigation of Distraction as a Challenge**

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>Laptop Computer is Distracting</b>	79% Yes 21% No	20% Yes 80% No	29% Yes 71% No

*Has the ability to manage DISTRACTIONS improved from Year 1 (2011-12) to Year 3 (2013-14)?*

Y=Yes

N=No

N/A=Managing distraction is not an issue

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>High School</b>	52% (Y) 48% (N)	63% (N/A) 21% (Y) 16% (N)	53% (N/A) 24% (Y) 23% (N)
<b>Middle School</b>	60% (Y) 40% (N)	76% (N/A) 15% (Y) 9% (N)	52% (N/A) 19% (Y) 29% (N)

*How much do DISTRACTIONS interfere with completing school work (i.e. homework, projects, classwork, etc.)?*

	<b>Teachers</b>	<b>Students</b>	<b>Parents</b>
<b>High School</b>	27% Frequently 61% Sometimes	34% Sometimes 32% Rarely	35% Sometimes 35% Rarely
<b>Middle School</b>	40% Frequently 53% Sometimes	31% Sometimes 43% Rarely	33% Sometimes 29% Rarely

Which of these strategies would better help manage DISTRACTION? (Participants could choose more than one. Totals may not add up to 100%.)

	Teachers	Students	Parents
High School	55% Guidelines/Teachers 36% Filtering 24% Guidelines/Parents	81% succ. manage dist. 14% Guidelines/Teachers	71% succ. manage dist. 18% Guidelines/Teacher
Middle School	60% Filtering 47% Guidelines/Parents 27% Guidelines/Teachers	82% succ. manage dist. 9% Guidelines/Teachers	38% Guidelines/Teachers 33% Filtering 33% succ. manage dist.

*Themes:*

- Student and teacher perceptions of distraction are nearly inverse.
- While it appears that parents see the laptop computer as less of a distraction than in previous surveys, only 34 parents responded to the survey. The sample size may not be significant enough for the data to be representative of the larger parent population.
- A large percentage of students (81-82%) feel they are able to manage distraction in order to complete school work.
- Teachers perceive their students' ability to manage distraction as having improved over the course of the TL2014 initiative.
- Teachers perceive distractions created by access to a laptop computer interfere with the completion of school work *FREQUENTLY* or *SOMETIMES*.
- Parents and students perceive distractions created by access to a laptop computer interfere with the completion of school work only *SOMETIMES* or *RARELY*.



## **VII. Instructional Practices**

Students and teachers were provided with a list of instructional practices/learning experiences and asked to rate each one for frequency of use according to the following scale:

- Daily
- Weekly
- Monthly
- Quarterly
- Rarely



The table below categorizes each instructional strategy/learning experience based on highest level of reported use.

	High School Teachers	High School Students	Middle School Teachers	Middle School Students
<b>Daily</b>	Teacher modeling Student discussion Teacher-directed Q&A Hands-on activity	Teacher-directed lecture Ind. practice/worksheet Teacher-directed Q&A	Student discussion Teacher modeling Silent reading Teacher-directed Q&A	Ind. practice/worksheet Silent reading Teacher demonstration Teacher-directed lecture Teacher-directed Q&A
<b>Weekly</b>	Teacher-directed lecture Hands-on activity Peer teaching Socratic Seminar Ind. practice/worksheet Oral reading Total participation tech.	Hands-on activity Experiment Learning game Oral reading Student discussion Teacher demonstration	Ind. practice/worksheet Hands-on activity Teacher-directed lecture Peer teaching Student drawing/graphic org Total participation tech. Dramatization/simulation Oral Reading	Hands-on activity Student drawing/graphic org Oral reading Student discussion
<b>Monthly</b>	Summative assessment Individual project Learning game Dramatization/simulation Group project Hands-on activity Student drawing/graphic org. Socratic Seminar Experiment Indiv. st. interview/demo. Silent reading Student writing/journaling	Student perf./presentation Total participation tech. Experiment Group project Individual project	Ind. st. interview/demo Group project Learning game Experiment Summative assessment Individual project Exit ticket Learning center Student perf./presentation Student writing/journaling	Exit ticket Student perf./presentation Individual project Experiment Student writing/journaling Learning game Total participation tech. Group project
<b>Quarterly</b>	Peer teaching Group project Student perf./presentation			
<b>Rarely</b>	Special event (guest spk.) Exit ticket Learning center Socratic Seminar	Special event (guest spk.) Learning center Indiv. st. interview/demo. Dramatization/simulation Exit ticket Peer teaching Student drawing/graphic org. Silent reading Socratic Seminar Student writing/journaling	Special event (guest spk.) Socratic seminar	Special event (guest spk.) Learning center Indiv. student interview/demo. Peer teaching Dramatization/simulation Socratic seminar

**Themes:**

- Perceptions of high school and middle school students and teachers remain largely the same regarding instructional practices as compared to the first administration of this survey question in the fall of 2013.
- Strategies that appear most frequently are teacher-centered: teacher-directed lecture, teacher directed Q&A, teacher demonstration, teacher modeling.
- Student and teacher perceptions exhibit similarities and differences.

## **VIII. Walkthrough Protocol**

Over the course of the 2013-14 school year, administrators and interested teachers completed walkthroughs in all four school buildings.

- The walkthrough team visited a total of 189 classrooms (K-12) for a period of 5-10 minutes. 24% of the classroom visits occurred during the first 5-10 minutes of class when learning tends to be teacher-directed, setting goals and objectives for the lesson.
- 59% of the classroom visits were in English/language arts (ELA) and mathematics. This large percentage was due to scheduling blocks of time devoted to ELA and mathematics at the elementary level.
- Less technology use was demonstrated in mathematics classrooms. This can be attributed to the implementation of new curriculum and a focus on PA Core at the elementary level.
- When using technology, teachers used the following most frequently:
  - Display tool - interactive whiteboard as projector
  - Interactive whiteboard
  - Multimedia (showing)
  - Online tools such as 3-D manipulatives, story creators and BrainPOP
- When using technology, students used the following most frequently:
  - Educational games
  - Multimedia (watching)
  - Web-based research
  - Word processing
  - Presentation software (Keynote)
  - Online tools such as XtraMath, Discovery Board Builder, Mangahigh, Study Island, Reading Eggs
- Learning activities of high frequency included:
  - Choral response
  - Formative assessment
  - Hands-on activity
  - Independent practice/worksheet
  - Individual student interview/conference/demonstration
  - Learning game
  - Oral reading
  - Student discussion
  - Student drawing/graphic organizer
  - Student performance/presentation
  - Student writing/journaling
  - Teacher-directed lecture
  - Teacher-directed question/answer
  - Teacher modeling
- In many ways, the observed learning activities reflect those reported in the table above. It should be noted, though, that the student/teacher perceptions encompass nearly a full school year while the actual time spent observing classrooms during the walkthrough process was approximately 0.76% of the school year.
- The walkthrough team indicated student engagement was high in 92% of the classroom visits, whether technology was being utilized or not.
- Technology was being utilized in 46% of the classrooms visited. When technology was being used it was being used to enhance learning 39% of the time and to transform learning 7% of the

time. Less technology use occurred at the elementary level in mathematics classrooms focused on implementing new PA Core curriculum and in elementary ELA classrooms focused on print text and shared read alouds.

What we learned from implementing the walkthrough protocol for the first year (2013-14):

- The collected data confirms our TL2020 focus on creating more opportunities for transformational learning (MR on the SAMR continuum).
- The collected data confirms our TL2020 focus on deeper thinking/transforming instructional practices with technology (Levels 3 and 4 on Webb's Depths of Knowledge).
- Our students receive a balance of learning experiences both with and without technology.
- We will utilize a different implementation of the protocol for 2014-15, gathering data on a larger, broader sample of classroom visits:
  - increased data points - more visits
  - random, unscheduled visits
  - focused time of classroom visits on the middle of the learning period
  - include diverse times, avoiding lunch and early AM in the elementary schools

## **IX. Memorable Teaching/Learning Experiences**

### *Themes:*

- Student, teacher and parent responses represent a balance of both face-to-face experiences (class discussions, science labs, field trips and guest speakers) and technology-rich learning experiences.
- Students are most engaged by projects that are hands-on and often include the use of technology.
- Examples on the TL2014.org website reflect many of the kinds of memorable learning experiences shared by students, teachers and parents in the survey. These examples represent a wide range on the SAMR continuum and Webb's Depths of Knowledge (DOK).
- Parent comments in the survey demonstrate a very positive perception of their child's learning in the classroom at both the middle school and high school level.
- Teachers and students continue to share examples of learning that represent deep levels of learning. These kinds of projects include using technology to research, think critically and synthesize information, often creating original products or thinking as in this example, *"My students used online data to construct a graph of high and low tides, and then used sine or cosine to write its equation. They then used Grapher to verify their sketches and determine the depth at certain times."*
- A majority of shared teaching and learning experiences include the use of technology at the substitution and augmentation levels of the SAMR continuum and levels 1 and 2 of Webb's Depths of Knowledge. For example, *"Students in my class presented projects on genetics topics. They had to do a good deal of research to find up to date information on the topics they were given. When they did their presentations to the class everyone (teacher included) learned information that probably couldn't be learned from texts."*
- The examples below represent the wide range of classroom learning opportunities available with and without technology at the Middle School and High School

## **X. Other - Memorable Learning Experiences from Students, Teachers and Parents**

### ***Salisbury High School Student Responses***

I like the Community portal because it allows me to stay on top of my grades.

We did a group project on Prezi about Abraham Lincoln and why it was good that he went to Fords Theater.

I created my own spreadsheet in Lifeskills that will help me later in life.

I did the poem project on Animoto. The project told me that I have to write a poem to introduce myself, and then I type to Animoto. Last, we shared in the class and presented it.

I participated in a speakeasy simulation in AP US. It was a fun discussion/simulation between peers on 1920s America. We also got to dress up to emulate the style in the '20s.

I did a project on high cholesterol in Health class. I presented this project with my friend. I think that it was a really good project. I was happy and it was fun!

I learned about the Falling House of Usher. I read the story and did a Storyboard to make a presentation on it. It was a fun experience.

I did a project for Mrs. Kennedy's AC I class. This project required me to write an essay on my family background and where I came from. It also required me to be in a group and bring in food from where I came from.

Spanish class with Senora Buzdygon is an everyday memorable learning experience for me. The class is very well structured. I learn a lot and have fun while doing it. The class isn't boring and there are some great activities and projects that we do.

I'm currently involved in the Media Studies class, and we're working on a Psychology of Media project that consists of several different topics. I enjoy working on this project because it makes me focus more on the real world, and noticing how important media is. iMovie, Keynote and Photoshop are all applications that are used for the project, and I enjoy learning how to do new things every time we pick up a new topic.

I did a project on background and ethnicity and it required me to work with people I usually wouldn't. Because I was new this year I thought it was nice. Even though we didn't have much time to do the project, we still got it done and got good grades on them.

My most memorable learning experience was when I got to communicate with my friend that lives in Germany. She taught me a couple things about Germany that I didn't know.

My favorite part of this school year so far was doing dissections in Anatomy. I really enjoyed learning about different body functions by actually looking at real specimens. My favorite dissection so far was the cow eyeball.

In American Cultures, our class did a project on JFK. My classmates and I did a lot of research on the former president and found it very memorable.

My most memorable learning experience this school year was learning to play percussion better in Advanced Instrumental.

I wrote an essay for American Cultures I about where I came from, and I learned a lot about my family and how my grandparents met.

I'm conducting the chorus for the last song in the spring concert. During class rehearsals I've been practicing conducting and I've learned a lot because I never got the experience to lead such a big group before.

I completed a project on meiosis. The project required me to explain the process of meiosis and some facts about it. I did it with a partner. We both had to explain what would happen if Meiosis didn't occur and so forth.

I learned a lot of new things in Cosmetology. I found out that I'm really good at makeup and nails.

My most memorable experience this year was Yearbook Production. It surprised me how much work is put into making the yearbook, and I was glad to be a part of it.

I completed a group project on healthy eating and if what we are doing works or not and we used Falcon Apps and Notebook to present it to the class.

Photography class is fun because we get to use our computers to do cool projects and edit photos, and we are also being exposed on how to develop our own photos.

When Mr. Snyder did an experiment in Chemistry where he lit many different chemicals to make different colored flames.

I did a project in Biology where I had to get the DNA of a strawberry.

I completed a video presentation and visual project made of cardboard, paper and several other supplies to make an old fashioned radio used back in the day when it was first invented.

Chemistry labs.

I ran a lot in Gym class. The running helped my health and it was fun.

I completed a keynote for LifeSmarts in which I had to record my voice and I thought that was cool. As the slideshow was playing my voice was going along with it.

I used my laptop to research and write my debate speeches. My team and I communicated over laptops too.

When we made s'mores in Chemistry while we were learning crystal structures.

Having Mrs. Smith assist me with my PJAS project.

In Mr. Barna's class we demonstrated the assassination of former President John F. Kennedy as well as mapped out his day, the day of his assassination.

In chemistry, when we were learning about different elements and what color the elements give off, we put different elements in some alcohol and burned them. Every one lit up in different colors. That was pretty cool.

I did a PJAS project. I did online research, conducted an in-school experiment, and put my findings into a Keynote presentation for the competition.

I really enjoyed working on an English presentation on the Elizabethan Era using Keynote and the different formats and ways we can do. We also used Noodle Tools which was very helpful for citations.

Graduation project was the most memorable. We had to use our computer for the entire project which made things a lot easier and less time consuming.

I did a creative presentation using balloons as my visual aids. The project was five ways one can "hack" their passion or make it more efficient, effective or accessible. 70 balloons served as visual aids, different colors representing different "hacks".

My most memorable learning experiences were in my American Cultures and English classes. We do a lot of projects that are interesting. Especially the immigration project/essay in American Cultures.

I did a pamphlet for Health using Pages. It was really fun and interesting to interact and use art skills.

I built a replica of a suitcase bomb in my Sculpture and Ceramics class. It was made from computer parts – old sound cards, old memory RAM sticks, etc. Lots of wiring from computers. Everyone thought it was a really cool idea and I think I did a great job with it. I am even more proud that it made it to the art show.

The most memorable learning experience I had this year was in Environmental Science when we had a water purification lab. We took disgusting, brown water and ended up removing most of the pollutants to result in nearly clean water.

Using the new 3-D printer to print a project for Biology.

As part of the Lehigh University High School Scholars Program, I was able to take a European History course which focused on analyzing issues through primary sources and scholarly works.

I worked on creating a scholarship with another student as part of a CBL project. It was a memorable and beneficial experience for me.

I did an Art project in Mr. Yetter's class this year, and submitted it into an art show to be donated to hospitals. I wasn't expecting to win anything, my art just meant a lot and it had special meaning for me. I ended up winning a memorial award for it.

I have to make videos/projects for Mr. Wetherhold's class and we have to make projects for the Impact show as well.

My most memorable learning experience was when my English 180 did Frankenstein. After that we read a play and watched the 1994 movie version of Frankenstein. It was an enjoyable experience.

My most memorable learning experience was in Mr. Barna's class where he demonstrated the assassination of JFK.

All of the information I learned in Media Management that allowed me to create projects and videos more efficiently and of better quality.

I enjoyed going on a field trip to Kutztown for Literary Club and listening to an author speak.

I had made a DNA molecule for Biology. By doing this, it made me fully understand the structure of a DNA molecule. It was also fun to make.

I completed a project on the storming of the Bastille. We made cardboard cutouts of some of the items used at the Bastille..

## ***Salisbury Middle School Student Responses***

I went to the renaissance fair with my friends this year.

I completed a music presentation in Reading class. I loved it because I had the freedom to choose my own project topic on what group I wanted to do.

Making mousetrap cars in TechEd.

Writing and completing my first story.

I completed a project on tree kangaroo for science. It was one of my favorite projects. We had to use Noodle tools to cite our work, Bubbl.us to make our graphic organizer, and look up facts about them.

I completed a CBL project with my group in my gifted seminar class. The project required us to send out the rules for our dodgeball tournament to the staff and students, along with other clarifications such as how we were organizing the teams. I thought this was fun because we also sent out a survey about what gym equipment students suggested we get with the money we raised from the dodgeball tournament and got many responses.

We did a debate in Mrs. Prokesch's class.

Persuasive case trials with Mrs. Prokesch.

I participated in PJAS which involved making a Keynote side show on a hypothesis I had created and tested. I then presented my project at Easton High School in front of judges.

I completed a song project on Garage Band for Social Studies. This project was a rap about a person from the Middle Ages. It was fun to use Garage Band with the instrument sounds.

My most memorable learning experience for this year is one time in Science the class made paper airplanes, then we all went outside and would throw them and try to make them fly. Another memorable learning experience was when I got a 100% on my Math test. It was so cool to get 100% on a test for the first time.

My math class uses a website called Mangahigh. It is a fun way to review certain topics, and it is very useful for doing in school and out of school. The teacher can assign certain topics and usually they are a lot less boring than regular homework and do not last as long.

When I completed my advertisement project I was required to find a picture then write which persuasive strategies and persuasive techniques the ad uses.

I completed a project on Egypt vocabulary. The project was made to help other students in the class understand the words that they might read. My group made it on a Falcon Apps document. We used facts from books to get our information. We also found our information on certain websites on the computer.

My most memorable learning experience was the field trips we had to Bake Oven Knob and The Franklin Institute.



My most memorable learning experience was doing a CBL project. My group had to use iMovie to do the project, and it came out well.

We did our Chinese New Year projects which was fun because we got to work with each other to come up with slideshows and activities on certain topics.

My most memorable experience this year would be when I got high honor roll in the first trimester.

I completed a book of my very own. The project required me to think of new ideas that I can correspond into my own book. I then went on a website my teacher assigned me and began to write my book. I got to share my book with my class and teacher.

We used all different websites and screen recordings in Digital Aces.

My friends and I built a boat out of clay.

I completed a science project of Newton's three laws. The project required me to work by myself. I had to draw pictures and type, cut and glue the definition.

Mr. Beyer had us do literature circles and that meant we had to work with others. I'm not very social so that made me make new friends.

It was in science when we played this review game where you have to answer a question on the topic and then you get to try to throw a ball in a bucket for points. Whatever team has the most points wins. This was important to me because it helped me prepare for the test in a fun and enjoyable way.

I completed a project on my smarts. The project required me to work with two other people and make an iMovie. We used Pages, iMovie and Garage Band.

The most memorable learning experience was when we worked on our Chinese New Year presentations. We presented types of Chinese clothing for men and women. We made a FalconApps document and shared with a lot of 6<sup>th</sup> graders and teachers.

I sort of enjoyed drawing my dream room project in German class. It was fun to draw and I enjoyed showing what would be my dream room.

The most memorable learning experience for this school year was when the students taking German got to go on a field trip to learn about the Holocaust.

I had to do a Podcast on Supreme Court landmark court cases, making me do voiceovers over pictures.

I made a biography project on Vincent Van Gogh. I needed to do lots of research which I used my laptop for. I also printed out pictures for a poster that I made, along with typing facts.

Making food for German. We all made food and we shared it with the class. It was fun to try all the different foods from Germany.

A brochure for Social Studies colonies. We researched facts about government, society, population, facts about the colony we chose and created a brochure on Pages on our school laptops.

My most memorable experience was when we did the Science experiment using the stairs.

My most memorable learning experience was my first day of Spanish because I never took a world language before.

My most memorable learning experience this school year is when I made a game on a website called Scratch.mit.edu for Spanish.

My most memorable experience this year would be creating a group project for the World Language Fair for our Spanish class. In groups of 3, we had to choose a topic (out of about 7, 8, or 9) and create a project (i.e. a Keynote presentation, a poster, etc.) based on that project. It took 3 class periods to finish, and was presented after everyone had finished. A few projects were chosen to be presented at the World Language Fair – my group's project was one of these.

I worked on a project on political parties. We were supposed to work with a group and develop our own political party and figure out our stance on different issues such as immigration, environmental issues, etc. In our group, one person had to write a speech, one had to make a brochure on Pages, and someone else had to make a poster.

### ***Salisbury High School Teacher Responses***

Students completed a research paper using APA format. They chose topics and developed their thesis based on their independent research.

Students created iMovie trailers for scenes in Hamlet. They did a great job. We also did an online quiz using Socrative. The kids really had fun with that and asked if we could do it again. They also did great Animoto or iMovies on different Hitchcock movies for our unit on the Birds. Env students have also done some awesome projects. iMovies, eBooks, presentations, brochures, fliers on different topics learned.

My students completed a project on alternative energy sources. They were assigned an energy source and a stance (pro/con). They made a flier to "sell" their energy source (via Pages) and then the pros and cons of one energy source presented their stance to the class and tried to sway students to agree/disagree with the use of that energy.

My students completed iMovies about Spanish-speaking countries (21 different countries in all). These movies were used to accompany a Spanish reader about 2 young men traveling throughout the Spanish-speaking world over the summer.

My students created a business plan from scratch, including the selection of items to sell, determination of prices, identification of sources for (and prices of) supplies, research of permit requirements, design of an advertising campaign and other promotional materials. SMy most

memorable experiences are anytime the light goes on for a student when they are learning, no matter what type of activity.

LifeSmarts, the students created resumes and cover letters.

Working on immigration/family tree project. Students accessed the library databases and Ancestry.com to research their heritage. Students were very engaged and motivated.

We built platonic solids using cutout paper, and then built them using miniature marshmallows and toothpicks.

Students expressing their appreciation for my intentions of being “tough”.

Speakeasy Simulation – period dress, character/role assignment, conversation prompted by questions on the SMARTboard. Kids were engaged, had to research, demonstrate knowledge, and maintain their character.

My students wrote poems called “I Am” where they had a pattern to write about themselves. After they wrote the poems, they converted them to Animotos and I was amazed to see the depth of creativity they put into their work.

Every year students in Math class use Geometer Sketchpad to get the hands-on experience regarding Geometry concepts as they involve drawing. This year they explored segments in a triangle in a group project and did a presentation for the class.

I asked students to analyze an Emily Dickinson poem and present it in a fashion of their choice. While many opted for the pen and paper paragraph, others created slideshows that showed their understanding of the poems. A few, with one in particular, created an iMovie that truly demonstrated her understanding of the poem’s tone and purpose through her choice of backgrounds, transitions and music. After sharing it with the classes, other (on their own) wanted to redo their projects to meet her level.

Students in my class presented projects on genetics topics. They had to do a good deal of research to find up to date information on the topics they were given. When they did their presentations to the class everyone (teacher included) learned information that probably couldn’t be learned from texts.

Think Green Project – researching, sharing, creating Thinglinks, sharing with classmates, completing graphic organizers of classmates work. Bronx Masquerade – reading, discussing, open mike poetry readings.

My students completed a creative poetry writing unit this year. They were given several choices from which to select in order to create their written poems. Some created poems and then a corresponding video and some created poems in an online book or movie. I especially enjoyed the fact that Mrs. Burns and Miss Westfall were available to teach, direct and assist the students with their final work. All work was shared with fellow peers and some with Dr. Ziegenfuss.

I found an effective way to use computers to give students a means to complete a talking to the text using the comment function on Falcon Apps documents. Students were interacting with each other about a rigorous text, practicing metacognitive thinking and using 21<sup>st</sup> Century skills of collaboration, creativity and communication – all at the same time!

My students engaged in a dialogue mid-level II and it was open-ended and free-flowing. They stayed in the target language for 5-15 minutes making plans, ordering food, discussing the best activities to do based on weather forecasts. They showed tremendous growth and mastery during this authentic assessment and expressed their desire to do it again.

Students have caught on more quickly to the various computer programs/activities that we use.

Students going through the “gamification” of the class in an attempt to reach potential and ultimately to move toward another game where they take ownership of their learning.

A student wrote me a heartfelt note thanking me for all I have done to help her.

### ***Salisbury Middle School Teacher Responses***

Students worked in groups to create electronic bulletin boards.

Our Chinese New Year project was the most memorable teaching experience I had this year. The resources at the students’ fingertips because of their one-on-one computer is amazing! It gives the students unlimited resources to allow their creativity to flourish.

Kids this year worked on a Music presentation based on the 1960s decade for The Outsiders unit. They listened to and chose an artist or group from the era and put together a presentation for the class on the group, with music samples, pictures, biographical information, etc.

Fitness plans – having students reflect and develop plans specific to them.

Students completed movie trailers (expressing their understanding of literature) in English class and made podcasts for a poetry unit.

In conjunction with a Reading unit on natural disasters, my students engaged in the research process after they chose a disaster of their choice. Students went through the note-taking process, rough draft, final draft, and cited evidence using Noodle Tools. Students completed a culminating project using a Keynote through which they needed to imbed visuals/videos to support their content and present to their classmates.

Three of my students increased their time in regular education for Language Arts.

My 7<sup>th</sup> graders used Google groups to respond to a discussion question and were able to see what each other had posted. It was a great way to hold students accountable, and they enjoyed reading other people’s responses.

Developed a keynote presentation about the community to send to ePals in France and Italy.

My students did a phenomenal job on their song projects dealing with the Renaissance. They were required this year to make their own beat and then sing or rap. Much easier this year and better final products.

My students worked with one another and tutored each other during activity period without being asked.

In pairs, students competed against each other for points on a review game using Kahoot.

### **Salisbury High School Parent Responses**

I am a fan of the laptops in that they even out the playing field for all students in the district. I think that is important for a public school. However, I don't want my child to learn exclusively or even mostly using this technology because I do think that a large part of what schools need to do is prepare our children socially for being members of society and to give them situations in which they have to negotiate with other students and resolve situations that arise.

No Place For Hate trip.

Anytime she can be creative and individualistic.

Mr. Barna makes history come alive for his students. We have had several instances of our daughter retelling what they learned in cultures class and how they were engaged in the learning process through his lectures, storytelling, and dialogue.

My son worked on an essay that really peaked his interest on learning more about entrepreneurs, and the do's and don'ts of a respectable business.

My child made a movie describing media's effects on society via pictures that moved forward to give a movie effect. It was amazing and the talents and confidence my child got in himself from making this movie were tremendous!

Presenting senior project.

The '20s presentation with Miss Brinson.

### **Salisbury Middle School Parent Responses**

He has shared some journal entries with me that he does for gifted.

The Holocaust field trip for German class.

Anytime she can be creative and individualistic.

Re-enacting the events of the Twin Towers in New York while studying 9/11 utilizing Minecraft and iMovie.

My youngest child really enjoyed the unit on China. My oldest child loves English class and how Mrs. Prokesch empowers them to achieve their goals and work independently.

A project my child worked on with 2 other students where they created a movie about learning modalities. Went really well because the 3 children worked well together and were interested in their assignment.

Trip to LCTI – looking forward to alternate learning experiences.

My child shared a project he did with Minecraft that was presented during the China presentation and to outside observers visiting the school.