TL2014
Fall 2013 Survey Results
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	# Participants	Comments
Parents	42	SHS (24); SMS (25) *Some participants have children in multiple schools.*
Students	735	HS (371); MS (364)
Teachers	52	SHS (27); SMS (25);

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

High School	Middle School
Higher • Parents - 17% • Students - 39% • Teachers - 4%	*Higher* • Parents - 28% • Students - 43% • Teachers - 13%
Lower • Parents - 4% • Students - 30% • Teachers - 15%	*Lower* • Parents - 24% • Students - 19% • Teachers - 19%

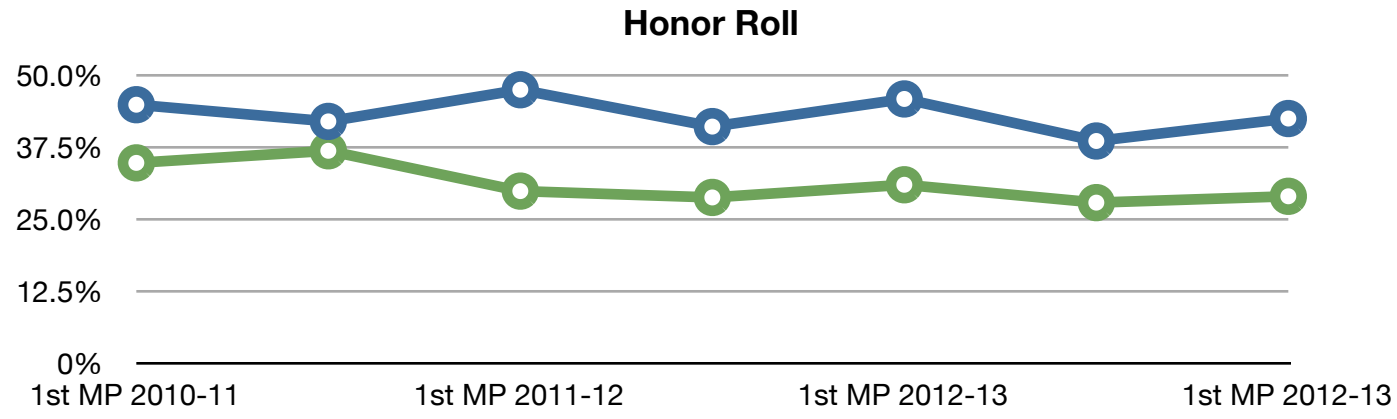
Themes:

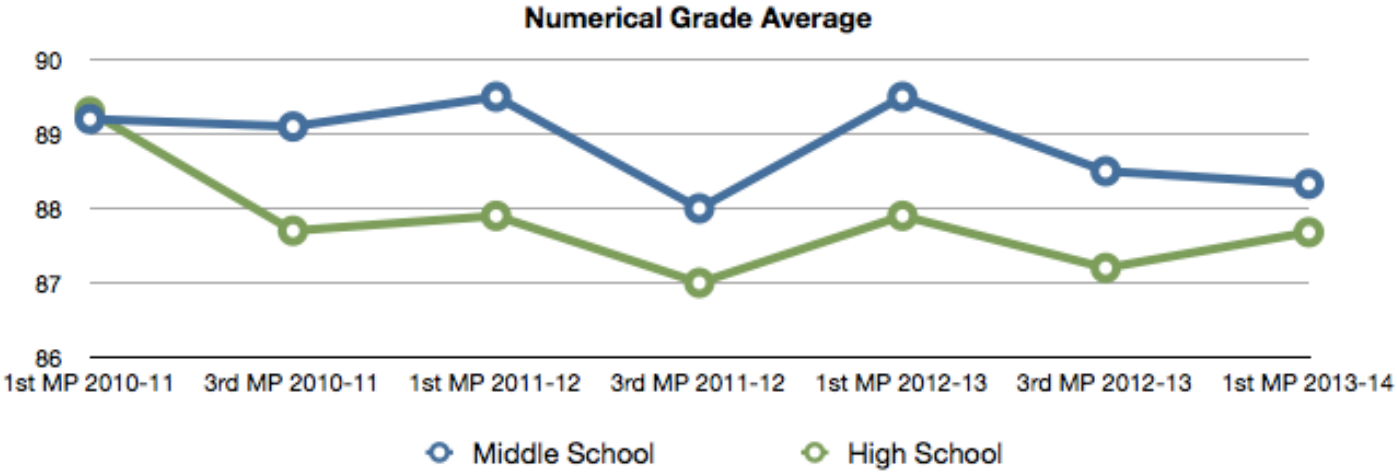
- In comparing Fall 2013 data to Fall 2012 data, there are noticeable decreases in the following demographic groups:
  - HS Parents and Teachers indicating grades were higher or lower for 2013 over 2012
  - MS Parents and Teachers indicating grades were higher or lower for 2013 over 2012

  The perception of these demographic groups is that grades largely remained the same.
- Looking at the group with the largest sample size, STUDENTS:
  - 62% (n=96) of MS students reporting higher grades (n=156) indicated access to a laptop computer was a contributing factor in improving grades. *Decrease of 4% from Spring 2013 survey.*
  - 36% (n=58) of HS students reporting higher grades (n=163) indicated access to a laptop computer was a contributing factor in improving grades. *Unchanged from Spring 2013 survey.*

- 34% (n=24) of MS students reporting lower grades (n=70) indicated access to a laptop computer was a contributing factor in lowering grades. *Increase of 1% from Spring 2013 survey.*
- 21% (n=25) of HS students reporting lower grades (n=121) indicated access to a laptop computer was a contributing factor in lowering grades. *Decrease of 6% from Spring 2013 survey*

- Largest % of perceptions about grades, across all groups, continues to falls in the "same" category.
- 48% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward improved grades. While this statistic was up by 16% in the Spring 2013 survey, it has decreased by 6% in the current survey.
- 26% of all student respondents (middle and high school) indicated access to a laptop computer contributed toward lower grades. This statistic has decreased by 3% from the Spring 2013 survey.





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

High School	• Parents
	  • Worked harder this quarter (29%
	  • Supportive teachers (29%)
	  • Support at home (29%)
	  • Enjoy classes (29%
	• Students
	  • Worked harder this year (44%)
	  • Enjoy classes (32%)
	• Teachers
	  • *All choices on the survey had less than 5 responses*

Middle School	• Parents
	  • Support at home (28%)
	  • Enjoy classes (28%)
	• Students
	  • Enjoy classes (53%)
	  • Worked harder this quarter (52%)
	  • Access to a laptop computer (49%)
	• Teachers
	  • Students did not work as hard as last year's students (24%)
	  • Students worked harder this year (24%)

III. Communication of Expectations

MS students who say parents/guardians NEVER reinforce laptop expectations - 39%
MS parents who say they NEVER reinforce laptop expectations - 8%
MS students who say parents/guardians reinforce laptop expectations DAILY - 27%
MS parents who say they reinforce laptop expectations DAILY - 56%

HS students who say parents/guardians NEVER reinforce laptop expectations - 65%
HS parents who say they NEVER reinforce laptop expectations - 13%
HS students who say parents/guardians reinforce laptop expectations DAILY - 11%
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

High School	• Parents
	  • Time - Students are able to learn any time of day (54%)
	  • Sharing - Students have the ability to share work and ideas with others inside and outside the classroom (54%)
	• Students
	  • Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (72%)
	  • Content - I have access to different kinds of up-to-date media (61%)
	• Teachers
	  • Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (93%)
	  • Content - Students have access to different kinds of up-to-date media (81%)

Middle School	• Parents
	  • Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (93%)
	  • Content - Students have access to different kinds of up-to-date media (76%)
	• Students
	  • Sharing - I have the ability to share my work and ideas with others inside and outside the classroom (76%)
	  • Time - I am able to learn any time of day (69%)
	• Teachers
	  • Content - Students have access to different kinds of up-to-date media (92%)
	  • Time - Students are able to learn any time of day (80%)
	  • Location - Students are able to learn anywhere (80%)
	  • Sharing - Students have the ability to share their work and ideas with others inside and outside the classroom (80%)

Themes:

- *Sharing* and *Access to content* are perceived fairly consistently as benefits of having a personal laptop computer. Perceptions on sharing and access to content have increased among students and teachers.
- *Sharing* and *Access to content* are significant because they connect to TL2014 goals. Access is at the heart of each the TL2014 goals. Without access to information through a digital device, the goals could not be reached. Sharing and collaboration are important 21st century skills reflected in the first goal of TL2014.
- 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 ones own level and in ones own way
  - Engagement - motivated by learning on the computer

- Pacing - ability to learn at ones own rate
- Choice - ability to choose how learning is demonstrated.

- For students - all benefits, except one (engagement) were reported at 50% or above.
- The various participant groups (teachers, parents, students) have indicated the same benefits over all surveys, with minor fluctuations in frequency.

V. CHALLENGES of having access to a laptop computer

High School	• Parents
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (25%)
	  • Network - the laptop frequently experienced delays in accessing the Internet/network (21%)
	• Students
	  • Network - I frequently experienced delays in accessing the Internet/network (58%)
	  • Restrictions - there are too many restriction on Internet sites useful for learning (65%)
	• Teachers
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (70%)
	  • Cheating - There is an increased amount of student cheating (37%)

Middle School	• Parents
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (32%)
	  • Network - the laptop frequently experienced delays in accessing the Internet/network (20%)
	• Students
	  • Network - I frequently experienced delays in accessing the Internet/network (60%)
	  • Restrictions- there are too many restriction on Internet sites useful for learning (45%)
	• Teachers
	  • Distraction - having a laptop computer creates distractions that students and teachers find challenging (68%)
	  • Network - the laptop frequently experienced delays in accessing the Internet/network (40%)

- 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* and *Network* continue to be common themes among adults in the survey (particularly teachers). *Interpersonal skills* was previously a challenge. This has been replaced by *Network*.
- Distraction has dropped significantly among parents - down 16% for HS parents and 27% for MS parents.
- *Network* speed and *Restrictions* (content filtering) are common themes among student users.
- *Network* is likely an issue of laptop speed as we upgraded to Mac OS 10.7 and this has been a common challenge with the limited amount of RAM available in the machines.

VI. Deeper Investigation of Distraction as a Challenge

	Teachers	Students	Parents
Laptop Computer is Distracting	69% Yes 31% No	22% Yes 78% No	26% Yes 74% 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

	Teachers	Students	Parents
High School	59% (Y) 41% (N)	65% (N/A) 26% (Y) 9% (N)	75% (N/A) 17% (Y) 8% (N)
Middle School	56% (Y) 44% (N)	73% (N/A) 16% (Y) 11% (N)	68% (N/A) 16% (Y) 16% (N)

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

	Teachers	Students	Parents
High School	26% Frequently 67% Sometimes	37% Sometimes 33% Rarely	45% Sometimes 25% Rarely
Middle School	24% Frequently 64% Sometimes	27% Sometimes 41% Rarely	40% Sometimes 28% 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	62% Filtering 41% Guidelines/Parents 41% Guidelines/Teachers	77% succ. manage dist. 18% Guidelines/Teachers	53% succ. manage dist. 33% Guidelines/Teacher
Middle School	52% Filtering 52% Guidelines/Parents 35% Guidelines/Teachers	78% succ. manage dist. 15% Guidelines/Teachers	31% Filtering 31% Guidelines/Parents 44% Guidelines/Teachers 37% 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 42 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 (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.
- From the parent perspective, *CLEARER GUIDELINES FROM PARENTS* is viewed as a viable strategy to manage distraction. Again, only 42 parents responded to the survey. The sample size may not be significant enough for the data to be valid.
- 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.*

Parents were asked if they attended the Parent Workshop, "1-to-1 at Home" offered in the Fall of 2013.

- 7% (3) attended
- 93 % (39) did not attend

Those who did not attend indicated it was because of the following reasons:

- 32% - I was unaware the workshop was offered.
- 24% - I was not interested in the topic
- 38% - The date conflicted with a prior engagement.

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. Where strategies/experiences appear multiple times, they were reported with equal frequency.

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

Data in this section will be helpful as administrators and interested teachers complete a walkthrough protocol this school year. To date, the walkthrough team has completed one walkthrough. Prior to the final TL2014 report this coming May, the team will have completed two additional rounds of classroom walkthroughs. The full set of walkthrough data, in conjunction with the above instructional practices/ learning experiences data, will provide a set of data points for further analysis.

VIII. Memorable Teaching/Learning Experiences

High School	• 13% of high school student responses were blank, indicated "none" or a variation of no response when asked to describe a memorable learning experience this year. • Students recognized their experiences with particular courses and teachers as memorable (i.e. Brinson, Barna, Kennedy, K. Wetherhold) • Students' references to science labs and graduation projects were moderate. • Students and teachers referenced projects utilizing technology tools - iMovie, Keynote, computers in general. • Most teachers and many students provided detailed descriptions of memorable teaching and learning experiences. Some examples of these are shared later in the report.
Middle School	• All middle school students who responded to the survey indicated a learning experience that was memorable. • Students recognized special activities and field trips as memorable (Bake Oven Knob field trip, Renaissance Faire field trip) • Students and teachers referenced hands-on projects and activities utilizing technology tools - Skype, Minecraft simulations, comic strip creators, Falcon Apps) • Most teachers and many students provided detailed descriptions of memorable teaching and learning experiences. Some examples of these are shared later in the report.

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 completed a project on linear programming where they had to create an original problem, develop the constraints and solve. They used SMART Notebook software and Grapher. Completed projects were Airdrpped to me, and students presented them to their peers."*
- 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, *"I completed a flipbook project. I had to read a biography and state facts about the person, then present."*

- The examples below represent the wide range of classroom learning opportunities available with and without technology at the Middle School and High School

IX. Other - Memorable Learning Experiences from Students, Teachers and Parents

Salisbury High School Student Responses

Chemistry labs are always interesting. Because I've never had exposure to such a lab. I have now had the opportunity to experience something new and exciting with other students.

My most memorable experience this year was when I wrote my first Java program.

I completed a project on Spain and different aspects of life there like the food, music and literature. The project required me to work with a group to research different goods from Spain. We made a brochure which we shared with our teacher.

Thanks to my laptop and Model UN research, I learned that the Eritrean government does not see any difference between human trafficking and people just leaving the country.

I created a hand completely out of clay with little aid from my teacher.

I created a documentary on the mafia. I used iMovie, iTunes, Garage Band, QuickTime and a plethora of other Mac programs to execute the project. If I did not have the school's tools available to me, I wouldn't have been able to have had such an amazing experience.

Watching inspirational videos in Honors English 11 and relating them to the lesson we are learning. We also have to find the connections between the videos we have watched and the topic we are learning to show how these topics relate to real life. I feel it has also been my most relatable class to the real world so far because of what we do.

I worked on a project in American Cultures about Harriet Tubman. I worked with my one friend to research more about Harriet Tubman and her life. I really liked the project because it interested me and I just wanted to learn more.

Salisbury Middle School Student Responses

My most memorable experience learning this year so far was our trip to Bake Oven Knob. We saw quite a few birds, and it was amazing to be so high up. We were so high up, some of the birds were below us! I learned how to identify birds in the field, and I enjoyed being able to go outside.

I liked doing my Board Builder project in science. We are doing the project in groups and I got paired up with my friends.

I did a project on 9/11. I did the project on my own, but some of my friends helped me with it because I didn't understand some things so they helped me. Then I finished my project with my friends help and we shared them with the class. My friends also helped me because it is hard for me to speak in front of people so they were telling me that I would do find. I got a good grade on my project so I was happy.

My favorite memorable learning experience was probably the presentation about an autobiography/ biography on a famous person. I found it unique to learn about the lives of other people. I don't exactly like autobiographies/biographies but the book I read was interesting. I loved seeing all the different presentations people had. Someone in my class made a model airplane. I like having projects like that where people can show off their creativity. I would have done something creative but nothing came to mind at the time.

The most memorable learning experience so far this year was working with clay in art class.

I completed a project on Volkswagen. My partners and I used Skype to communicate with each other at home. We all discussed what topics we were going to do, researched them together, and I put all the information and pictures down on a poster board.

Salisbury High School Teacher Responses

My students completed two job applications that were "real" applications. They experienced first hand all the information they need to know to be able to properly fill out a job application.

I have had many memorable experiences but they occur when I am giving individual instruction to a student and the "light" goes on. That "aha" moment never gets old.

Students attending a presentation by World War II veterans about their war experiences. Students were able to address specific questions to the men who were there. Student interaction with the primary resources during small group discussion added rich detail to their knowledge of the events.

My students were able to use their laptops to connect all of their research assignments using NoodleTools with the classroom teachers. This resource allowed everyone the transparency to see what the research process looks like step by step from notecards to the works cited page.

My students completed a project about "The Wife of Bath's Tale." They used Keynote, iMovie, Pages, and other resources to create a product that tied directly to the text of the story.

My students created films this year that were in first person format, representing a modern day personality (1970 - present) and presented a message based on what that personality would have learned if they had read the book "Founding Brothers." This project brought together modern day history with the lessons of our Founding Fathers. Others of my students did a simulation of the trial of Louis XVI and Marie Antoinette during the French Revolution. They learned the history and causes of the events as well as courtroom protocol.

My students completed a fiction and nonfiction project (separate projects) emphasizing specific Keystone literary terms and their usage(s) within different texts. With the assistance of our librarian, Mrs. Burns, the students were introduced (or reacquainted) with Animoto, iMovie, Pages and NoodleTools (libguides). Either individually or in a group, students were required to demonstrate their knowledge and understanding of specific set terms. Projects were shared and presented orally to the class.

Salisbury Middle School Teacher Responses

Using Edmodo more frequently. This gives me the ability to have students work at their own pace during the period. I give them a list of instructions for the day and they can work on their own for the period using websites, videos, etc.

Students created flyers using Pages to share their point of view as a Federalist/Anti-Federalist in support of ratifying the Constitution or for the addition of the Bill of Rights.

The students performed an inquiry-based lab and did a great job analyzing the data that they collected.

Students generate questions about the first civilization using Kagan question cubes to build curiosity. They discuss the different aspects of what makes a civilization and create a booklet citing examples to support this criteria. Through the use of laptops they utilize a teacher-made SMART Notebook presentation with embedded videos from Discovery Education to research ideas. They also use other text resources and websites to glean information to add to their final booklet. They share their booklets with each other on a daily basis within their groups to share new discoveries and stimulate more curiosity while they learn new ideas from their peers.

On September 11th I shared a video on the terrorist attacks of 9/11/2001. The students in all classes had so many questions that I gave them a week to do some research on the questions that they had. I had one student do a very simple Minecraft level to demonstrate who lost their lives in the attacks on New York City, and though I dissuaded her from sharing the information in this way she did an excellent job sharing her information in a visual format by making commemorative plaques on each of the World Trade Center buildings. She and many of the other students overwhelmed me with their creativity.

Salisbury High School Parent Responses

My children share with me their daily learning in Mrs. Kennedy's class. She follows a class syllabus, right now the Civil War is being discussed, but she also discusses world events and current situations that they find interesting and motivating. Her approach provides them with a unique learning style. They feel respected and their opinion is valued. Miss Dos Santos also does a wonderful job. She includes technology into the learning process and has a variety of learning tools on her website. She is passionate about her subject and about the students. My children pick-up on this interest and try harder because of their connection with their teacher. Last, Miss Chong runs the most intense gym class we have experienced at any school. She does an outstanding job in teaching the students physical fitness approaches that they can use outside the classroom and in the future. She also is providing them with valuable life lessons about hard work, commitment, working toward a goal and individual success.

My child made a presentation via his computer that was amazing with art, music, and video that I couldn't believe a 11th grader could produce. It looked professional. The skill set he has developed will serve him a lifetime!

My son is constantly showing me the cool things he learns in class. He has adapted very well to laptop work.

Salisbury Middle School Parent Responses

He was extremely proud of his work on a 9/11 iMovie he created with Minecraft to re-enact the events of that day in New York.

She has spent countless hours perfecting science projects at home with us and truly cared about their outcome. We've helped her lay them out as well as helped with computer issues when they occurred.

Laptops are very informative...use YouTube...learn to make things for projects...step by step...anything they need to know...they have the ability to find...the Internet is an amazing source of information...very helpful for students to have access.