Formal Partnership

Between

High Point University School of Education

And

Montlieu Academy of Technology
School
2013-2014
iPad Project

Description and Background of the Program
The High Point University iPad initiative with the Guilford County Schools began in 2011 as part of a sustained partnership between the School of Education and Montlieu Academy of Technology. The university and three other partners (Businesses for Excellence in Education, the William B. Millis Fund of the High Point Community Foundation and the Joseph M. Bryan Foundation) purchased iPads for all elementary student in grades K-5 in August 2011. The EPP Technology Coordinator worked with the school principal in 2011-2012 to identify several areas of emphasis for the project.

In July 2012 Montlieu Academy of Technology was recognized as one of four most improved schools in Guilford County with students’ test EOG test scores increasing by 12.8 percentile points. The school also jumped from 59.3 percent proficient in 2011 to 72.1 percent proficient based on annual test results in 2012. School Report Cards from 2010-2011, 2011-2012, and 2012-2013 provide evidence of the “impact” made on K-5 student performance. As a baseline, the Report Card from 2010-2011 shows that Montlieu Academy did not make AYP goals with 10 out of 13 performance goals being achieved or 76%. In 2011-2012 Montlieu was named a School of Progress and met 100% of their Annual Measureable Objectives. In 2012-2013 Montlieu Academy met 16 (94%) of their 17 Annual Measureable Objectives.

The significant improvements in student performance allowed Montlieu Academy for Technology to serve as a prototype school and later played a role in Guilford County Schools being awarded a 30 Million Dollar Race to the Top Grant to put tablets in the hands of all Middle School Students.

Goals of the Montlieu iPad Project:

1. To provide students in grades K-5 an additional hour of writing practice each week. EPP candidates will meet with their assigned student weekly over the course of the semester and complete iPad projects focused on writing using Keynote, Comic Life, and an app of the candidate’s choice.
2. To introduce students and their teachers to a series of literacy lessons using Lego Story Starters and the myCreate iPad app facilitate writing fluency.
3. To provide students and teachers in grades K-5 to teacher candidate “mentor” who is a positive role model for the integration of technology into the K-5 classroom.
4. To provide EPP candidates valuable practice working one-on-one with struggling students using the iPad as a positive intervention tool.
5. To provide EPP graduates candidates enrolled in the B.A. to M.Ed. program in Elementary Education leadership experiences working with K-5 teachers in an assigned classroom to assist in the initial implementation of use of iPads through individual and small group tutorial sessions, and full faculty presentations.
6. To provide EPP candidates with the opportunity to design project evaluation tools and to reflect on the success of their writing and literacy lessons and technology tutorials with students and teachers.

Responsibilities of School of Education:
1. To provide the clinical field site with teacher education majors who are qualified to use the various iPad apps selected for the project.
2. To provide supervision and oversight to teacher education majors as they select apps, design projects and lessons for the K-5 classroom and tutorials for teachers.
3. To require teacher education majors to generate regular reflections on the projects as they are implemented in the clinical setting.
4. To send teacher education majors who comply with the School of Education's Code of Professional and Ethical Behaviors and are well prepared each week to perform their technology assignments and duties.
5. To send teacher education majors who are punctual and regular in their attendance.
6. To provide necessary instruction and supervision in EDU 3110/4511/5010 that allows the Teacher Education major to select appropriate and meaningful apps each week for the Technology partnership.
7. To provide professor feedback on a regular basis for all projects and assignments that the teacher education major is responsible for executing in the field from the three courses.
8. To ensure the confidentiality of all K-5 students who have been selected to participate in the iPad Project.

Responsibilities of Partnering School:
1. To provide a clinical field experience which conforms to the expectations described above.
2. To work with the School of Education at HPU to pair K-5 students and their teachers with a qualified teacher education major who is currently enrolled in EDU 3110/EDU 4511 or 5010. The Teacher Education major will be permitted to have access to student to engage in the assignments and activities described above on a weekly basis.
3. The partnering school will not request that the teacher education major engage in other non-technology functions while in attendance at the clinical field setting.
4. To complete all required evaluations of the teacher education major's performance in the field in accordance to the deadlines imposed by High Point University.
5. To notify the professor for EDU 3110, 4511, or 5010 if a teacher education major is not complying with attendance requirements, school policies, and clinical field requirements.
6. To notify the professor for EDU 3110, 4511 or 5010 if a teacher education major appears to violate the School of Education's Code of Professional and Ethical Behaviors. A copy of the SOE Code of Ethics is attached.
7. To allow the School of Education to use Montlieu Academy data for documentation in annual IHE Performance Reports, Title II Reports, SOE Annual Reports, and other educational purposes.
8. To allow the School of Education faculty to utilize the Montlieu iPad Project data for research and publication purposes as needed.
The focus of the support will be a mutual decision of both High Point University School of Education and the school principal. High Point University School of Education will support the school in many and varied ways, some of which may include working with students, volunteer projects, and other appropriate activities. The school’s principal will assure that staff is available to assist in the High Point University School of Education volunteer efforts, help coordinate resources needed, and provide other assistance as necessary.

High Point University is not obligated to meet all requests; however, it has a vested interest in the school and has committed to make a difference in the lives of students and to help improve the academic success of students through various volunteer endeavors.

[Signature]
Principal

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Dean, School of Education
High Point University

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Dr. Jane Bowser
Instructional Technology