

Washington DC Public Schools TeacherMate® Pilot Results Cluster 1, 2011-2012

EXECUTIVE SUMMARY

In the 2010-2011 school year, Innovations for Learning (IFL), an Illinois not-for-profit corporation, conducted a pilot of the TeacherMate Differentiated Instruction System in four schools in Cluster 1 of the DC Public Schools. On the basis of substantial reading score gains (from 16% benchmark/advanced the prior year to 49% benchmark/advanced in the six pilot classrooms in 2010-2011) the implementation of the TeacherMate System was expanded to all first-grade classrooms in Cluster 1 for the 2011-2012 school year.

For 2011-2012, IFL provided the following to each participating classroom:

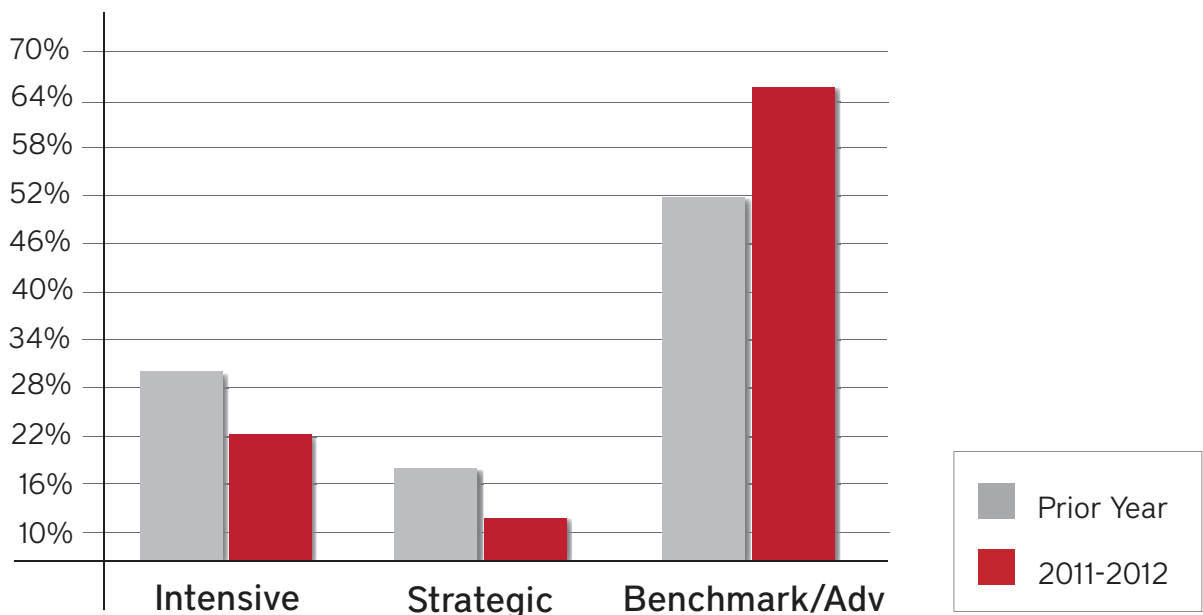
- One iPod Touch for every three students in the classroom. Each device was pre-loaded with the TeacherMate literacy and math activity software.
- One mp3 player with pre-recorded leveled stories for every three students in the classroom and a set of 50 corresponding books. This served as a literacy listening center until students were capable of independent reading.
- One iPad for teacher use.
- Books for guided reading.

IFL trained participating teachers at the beginning of the school year, and provided ongoing coaching for teachers on the use of the TeacherMate System for differentiated instruction in a “Triad” center model. The Triad model included the TeacherMate iPod Touch center, an independent reading/listening center, and a guided reading center. A portion of the students also received weekly online tutoring for 30 minutes from volunteers from local corporations and organizations.

By the end of the school year, 60% of the teachers were implementing the entire Triad with fidelity and without further support and monitoring, and 40% of the teachers were implementing the Triad with fidelity with continued support and monitoring. None of the teachers in Cluster 1 failed to implement the Triad with fidelity.

For purposes of evaluating the impact of our project, we utilized the District’s own DIBELS and TRC testing, which is conducted for all first grade students three times per year. We compared the end-of-year scores for first grade teachers in 2011-2012 against end-of-year scores for 2010-2011, except where the teachers had participated in the pilot in the 2010-2011 year, in which case we used the scores in 2009-2010 as the prior comparison year. (Note that results from Kenilworth Elementary School were excluded due to a change in teacher mid-year). The results are summarized in the chart below:

Cluster 1 School Totals
Non-TeacherMate Classrooms vs. TeacherMate Classrooms



The Instructional Superintendent and participating principals and teachers concluded that the substantial gains in reading were significantly impacted by the TeacherMate System and the “Triad” model of three learning centers enabled by the TeacherMate System. Specifically, they believe that the TeacherMate System increased teacher satisfaction with teaching, teacher competency in small group instruction, and student engagement.