

## **John Yehall Chin Elementary School Model Programs and Practices**

### **School Information**

CDS (County District School) Code: 38684786113252

County: San Francisco

District (Local Educational Agency): San Francisco Unified

School: John Yehall Chin Elementary School

### **Demographics**

Enrollment: 272 students

Location Description: Urban

Title I Funded: Yes

Type of Program: School-wide

School Calendar: Traditional

Charter: No

### **Overview**

John Yehall Chin Elementary School (JYC) is a K–5 traditional calendar public school located on the northeastern corner of San Francisco, California, near Chinatown, North Beach, and the Financial District. 272 students currently attend JYC. Our school building, built in the mid-1910's, has been renovated a couple of times, most recently, during the 2016–2017 School Year. JYC was originally named Washington Irving Elementary School. During the mid-1960's, due to declining enrollment in the Chinatown area, Washington Irving morphed and became The School of Business and Commerce, essentially, an adult education school. Then, in 1995, due to a swell of elementary school student enrollment in the Chinatown area, this building again began operating as an elementary school. This time, the school was renamed after John Yehall Chin, one of the earliest and most respected local Asian American pioneers in education.

JYC serves a diverse community. The majority of JYC students reside in the neighborhoods of Chinatown, Visitacion Valley, and the Tenderloin. Families at JYC

currently represent twelve languages, not including several different dialects of Chinese. The highest language concentration is Cantonese Chinese. 47% of JYC students are considered English Language Learners (ELL's). 82% of JYC students qualify for free or reduced breakfasts and lunches. 7% of JYC students are receiving Special Education services. Since we reopened our doors as an elementary school back in 1995, JYC has not had to suspend any student over any and all types of behavioral infractions.

Our classroom teachers as well as our support staff design and teach rigorous lessons that have been tailored to address each student's unique needs. We hold high expectations for all of our students, in spite of factors and challenges that are beyond our control. Having disaggregated our state/district/school/classroom assessment data, we consistently adapt and modify our instructional practices and assessment modalities to make certain that all of our students have full access to our curriculum.

Since 47% of our students are ELL's, the JYC staff needs to differentiate and build accessible scaffolds for our students. The use of academic language needs to be introduced, modeled/taught, differentiated, encouraged, practiced, evaluated/assessed, and repeated as needed. Instead of relying strictly on teacher talk, JYC staff recognizes the necessity for our ELL's to practice the use of academic language through authentic discussions and multi-faceted writing assignments.

At JYC, we provide our students with a balanced and well-rounded curriculum. From physical education to language arts, from science to music, we aim to facilitate our students' learning through the expansion of their zones of proximal development. A balanced and well-rounded curriculum is a must in our effort to empower our students so they can pursue multiple and complementary goals.

## **Model Program and Practices**

Name of Model Program/Practice: Full implementation of Prowise Interactive  
Electroboard in every classroom

Length of Model Program/Practice: 2–4 years

Target Area(s): Closing the Achievement Gap, Education Supports, Professional  
Development, Science, Technology, Engineering, and Mathematics,  
Use of Technology

Target Population(s): Asian, Black or African American, Filipino, Hispanic, Pacific  
Islander, White, Two or More Races, Socioeconomically  
Disadvantaged, English Learners, Students with Disabilities

Strategies Used: School Climate, Small Learning Communities, Data-Driven Decision  
Making, Professional Development, Implementation of Academic  
Standards Basics (Teachers, Instructional Materials, Facilities)

## Description

Our school has always distinguished ourselves from other schools in our District especially with the implementation of educational technology. At least 12 years before our District's one-to-one Laptop for Educators Program, all educators here at our school, credentialed and classified staff alike, were assigned laptops that were purchased using our school site budget. In fact, by the time that the District's Laptop for Educators Program was finally implemented, we have already purchased and utilized two different sets of laptops, a newer set taking the place of the previous set. Beside the laptops, we also decided to utilize our school site budget to invest in 11 SMART Interactive Boards, one for each classroom. At that time, our District asked us to infuse "joyful learning" into our overall instructional curriculum and the laptops plus the SMART Boards played vital roles in the infusion of "joy" and interactivity.

Alas, in the vast world of technological advancement, not constantly thinking and moving ahead will eventually leave someone way behind, all in a matter of a few months. Once we started to fully utilize the laptops and the SMART Boards that we had purchased, we also began to realize the limitations of then current technology and wonder about the infinite possibilities of newer/future technology.

As we pondered about our next step as far as educational technology is concerned, Mr. Lee, our Principal, attended the Innovative Learning Conference (ILC) at Nueva School, a private K–12 school located in Hillsborough, California. During the ILC, Mr. Lee attended several STEM related sessions where the classroom teachers utilized Prowise Interactive Electroboards for their students to conduct virtual experiments and labs.

The Prowise Interactive Electroboard System includes a state-of-the-art interactive 10-point touch panel on a full-HD screen, an integrated PC-module, quality built-in audio system, a powerful online presentation solution, a wireless keyboard, and a multi-purpose stand that allows one to lift, tilt, and even flatten the screen. Software wise, the Prowise Presenter grants our classroom teachers and our students a virtual platform to interact with one another, explore free digital resources, or engage in real-time collaboration using ProQuiz or ProConnect.

Though some might have felt that the infusion of "new" educational technology should have forced out "previous" educational technology, our staff has discovered numerous ways to combine the "new" and the "previous." Mr. Ed Sprawka, a consultant who used to provide professional development to our staff regarding the use of the SMART Interactive Boards, was brought back so he could provide professional development to our staff now regarding the use of the Prowise Interactive Electroboards.

## Implementation and Monitoring

Similar to the previous methodical installation and implementation of our SMART technology, from the 2014–2015 School Year all the way up to the 2016–2017 School Year, we were able to utilize our school site budget and furnish all 11 classrooms at JYC each with their own Prowise Interactive Electroboard to go with their existing

SMART Interactive Board, SMART document camera, and classroom laptop. Since we did not want to interrupt teaching and learning by installing the necessary infrastructures and equipments during school days, the installation process took place over the weekends as well as over certain breaks (winter, spring, and summer), a handful of classrooms every school year. Though piecemealed, this particular installation/implementation schedule actually coincided well with the processing of our site based fiscal resources.

Unfortunately, due to the piecemeal method of installation and implementation, the professional development that our classroom teachers have had regarding the use of the Prowise technology has also taken place in a rather staggered manner. Since some of our classrooms had already been outfitted with the latest technological innovations while other classrooms were still waiting in queue, some of our classroom teachers participated in Prowise technology related professional development before others. Therefore, the overall Prowise technology implementation process was also rather staggered and certainly not as optimal as we would have preferred.

Of course, since each of us has a different readiness and pace for learning something that may be brand new to us, the individual implementation process for the full utilization of Prowise technology has been differentiated and unique. And since each classroom teacher has been able to implement Prowise technology uniquely in each classroom, her or his group of students has also interacted with the Prowise technology differently. Over time though, we are extremely confident that all of our teachers and students have expanded their technological knowledge and capabilities.

As numerous research and our own experiences have proven, improving student achievement and/or narrowing the achievement gap are not goals that can be accomplished as quickly and as handily as we would have idealistically liked. Having full access to a whole new spectrum of instructional as well as learning strategies and modalities through technology has renewed our effort in narrowing the achievement gap. The “joy” in teaching and learning that those of us in the San Francisco Unified School District have been mandated to infuse can indeed be found with a few touches, pun intended. No longer are classroom teachers limited to what is written on the old-fashioned blackboards. Through the vast world of the World Wide Web, there will be no limit to the teaching, the exploring, the interacting, and the learning.

## **Results and Outcomes**

Show and tell works best when one both shows and tells. Often times, when we promise others that we would show and tell, we only end up telling. Using interactive technology such as the Prowise Interactive Electroboard and the SMART document camera, we as educators can show and tell with ease and with clarity. If a classroom teacher has brought in realia, he/she can display the realia in detail with her/his students by placing the realia under the SMART document camera, which will then project the image of the realia onto the Prowise Interactive Electroboard. If a classroom teacher can't locate a realia to bring in, he/she can surf the vast internet using her/his Prowise Interactive Electroboard to show her/his students still pictures or mass media

clips of the realia. Students, of course, also have complete and equal access to the Prowise Interactive Electroboard and the SMART document camera.

To monitor, assess, and evaluate the implementation of Prowise & SMART interactive technology in JYC classrooms, informally, one can witness the implementation live in person through frequent classroom visits. Formally, one can also evaluate the implementation of Prowise & SMART interactive technology by seeing how a classroom teacher has been able to document the use of Prowise & SMART interactive technology in her/his daily lesson plans. Similarly, one can also evaluate the extent a classroom teacher has shared her/his knowledge of Prowise & SMART interactive technology with her/his students by seeing in person how the students themselves are utilizing the technology on a daily basis.

To gauge a classroom teacher and/or her/his students' comfort and knowledge level with Prowise & SMART interactive technology, one can keep tabs of the percentage of time a classroom teacher and/or her/his students spent using the technology. Are the boards being used or are they collecting dust? Are teachers and students finding new ways to manipulate the boards or are the boards merely turned on so others can be possibly fooled into assuming that the boards are being fully utilized? Since the target population for the full implementation and usage of these boards includes all classroom teachers and students, one can reasonably expect all classroom teachers and students to be able to teach and share newly discovered ways to utilize the technology with one another. Classroom teachers can share exciting lessons with her/his colleagues with a simple tap or a click.

When classroom teachers are clearly sharing well-developed lessons fully utilizing the interactive technology with one another; when students are clearly sharing well-developed ideas for a project with one another; when classroom teachers and students alike are proactively asking to learn more about other undiscovered usages of the technology through continuous professional developments—those are instances when we know we are narrowing the achievement gap.