



A CONNECTED PLANET
BRIDGING THE DISTANCE FOR EVERYONE'S FUTURE



Matènwa Literacy Camp Final Report

August 2014

Introduction

A Connected Planet (ACP) partnered with Friends of Matènwa (FoM) to conduct a 2-week literacy camp at the Matènwa Community Learning Center (MCLC) school on the island of La Gonâve in Haiti. The Matènwa Literacy Camp used a combination of educational theory-based practices and ACP's Tablet Implementation Program to achieve ACP's goal of introducing technology as a supplemental tool to improving literacy. The combined processes and techniques used in the camp are core components of the ACP Literacy Program.

Additional goals of the camp included the piloting of ACP's custom-developed primary-level reading applications in Haitian Creole, exploring the possibility of converting Matènwa's Mother Tongue Books¹ into applications with accompanying read aloud sound, and providing Matènwa's teachers with a brief overview of ACP's Tablet Implementation Program.

ACP used an empirical evidenced-based approach in implementing the Literacy Camp, utilizing knowledge acquired from previous research and experience, to implement best practices and make improvements that enhance the effectiveness of the program. The Matènwa Literacy Camp was a success and all goals were achieved. This report documents ACP's approach and the outcomes of the camp.

¹ Mother Tongue Books is a program managed by the Matènwa Community Learning Center (MCLC) to develop children's books. Books written by children for children are translated from one mother tongue into the mother tongue of the children receiving the books. To date, over 400 books have been written and are available in Haitian Creole.

Partner Selection, Participants, and Provision of Resources

Designation of Partner Location, Program Sponsor, and Project Manager. An assessment study was conducted at the Matènwa Community Learning Center (MCLC), in June of 2014 by ACP. Matènwa was evaluated and determined an ideal location for the ACP Literacy Program camp based upon their operational fitness, administrative structure, and the school's organizational capabilities. Ms. Christine Low was the Matènwa Program Sponsor and Project Manager. Ms. Low was responsible for ensuring that Matènwa adhered to the Project Management Plan and that the roles and responsibilities of the School Administration, Tablet Administrators and Teachers were fulfilled. She was also the point of contact for any issues and was held accountable for the security for all of the tablets.

ACP Research Team. The ACP Team consisted of a total of six members: the Project Manager, Mr. Greg Hearne, PMP, who was responsible for overseeing the ACP Literacy Camp, and the Senior Methodology Advisor, Dr. Sheila Hearne, Ph.D., who was responsible for overseeing the methodology component of the ACP Literacy Camp. The ACP in-country team included the Country Director, Mr. Benjamin Boggess; the Project Director, Mr. Joshua Hearne, M.S.; and, the Educational Subject Matter Expert (SME), Mr. Stephen Edwards. M.E. Mr. Boggess has extensive experience implementing programs and conducting research in Haiti, and is fluent in English, French and Haitian Creole. Mr. Hearne (Joshua) has expertise in research methodology and conducting programs in a social science-based environment. Mr. Edwards has a strong literacy-focused background and ensured that all educational components of the program supported educational theory. A Speech Language Pathologist, Ms. Meggan Edwards, M.S. CCC-SLP, provided subject matter expertise by ensuring the literacy-based components of the program included accurate practices of speech production.

Students. The Matènwa School Administration, per the request of the ACP Team, selected students for the literacy camp. Specifically, the desired students were to be emergent readers and early elementary students with some writing proficiency. The reading camp pre-assessments indicated all tested students were proficient readers. As a result, the reading camp session had to be broken into two 1-week sessions and students were reselected for session two. For the reading camp session two, students were identified as struggling or emergent readers based on recommendations from Matenwa teachers, and pre-assessments further proved their lack of proficiency in reading.

The students were asked to come every day of each camp, however the daily count fluctuated among the participating students. There were 19-20 students, on a daily basis, for the first reading session camp who were not at an emergent reading level. During the second week, 8-13 students participated, on a daily basis, for the second reading session of the Literacy Camp. There was only one 2-week session of writing camp. There were 12-17 students for the writing session who were at least at a conventional/transitional writing level.

Teachers. Teachers were defined as the individuals who volunteered to assist in the Literacy Camp and were approved by the Matènwa School Administration. There were a total of 4 teachers that assisted in the program. Teacher's roles included assisting in the pre and post-assessment of students, ensuring students were active participants in each lesson, and helping to keep structure and organization in the camp. Teachers were under the supervision of the Matènwa Project Manager.

Tablet Administrators. Tablet Administrators (TAs) are considered a key component of a successful project and defined as the individuals tasked with the charging, maintenance, safekeeping, logging, application searching, and application loading of the tablets. Per the

recommendation of ACP, 4 Tablet Administrators were trained. The Tablet Administrators were selected from the General Teacher Tablet Instruction Training based upon their understanding of tablets, and were recommended by ACP and approved by the Matènwa Project Manager. Tablet Administrators were under the supervision of the Matènwa Project Manager.

Tablet Administrators were trained on tablet configuration and handling by the ACP Team. Trainings were conducted over 4 sessions in the afternoons following the ACP Literacy Camp and General Teacher Tablet Instruction Training. The Matènwa School Administration had the option to attend the training. Follow-up informal training was given, as needed, throughout the camp.

The ACP Tablet Administrator Training Plan was used to assist in the training. It detailed the areas that need to be addressed in the first and second Tablet Administrator training sessions including general use, maintenance, distribution, safekeeping, security, logging, application-searching and loading of applications of the tablets. The third session included a hands-on training session, using the tablets, ensuring Tablet Administrators could fulfill their required roles and responsibilities. The ACP Tablet Administrator Training Plan can be found in Appendix A.

Selection and Provision of Tablets and Power. The selection of tablets was based upon research and testing of the available tablets on the market. Tablet selection requirements included cost efficiency, Wi-Fi capability, a micro USB connection, Secure Digital (SD) storage, French language capabilities, and the use of an Android operating system. A local tablet manufacturer, Sûrtab, in Port-au Prince, Haiti, was selected to produce the tablets. The purchasing of tablets in Haiti helps boost the Haitian economy, avoid issues with import and custom fees, and simplify the return and repair of tablets.

MCLC was given 15 Sûrtab Android tablets for the Literacy Camp, to be kept thereafter, in exchange for allowing research to be conducted by ACP on the Literacy Camp. The ACP Team loaned 2 additional personal tablets, to total 17, to be used in the camp. The students partnered in using the tablets when needed. The necessary power resources required to charge the tablets were available at Matènwa. ACP provided Matènwa with three surge protectors to charge the tablets. The location had limited access to Wi-Fi.

Procedure and Results

Primary Question: Does technology assist as a supplemental tool in improving literacy in the classroom in developing nations?

Development of Applications. Applications were developed, in Haitian Creole, based upon research conducted by the ACP Team on the needs of literacy applications in Haiti, prior to conducting the Literacy Camp. Applications were developed using LiveCode, an open source application development software tool. Applications were tested and assessed during the Literacy Camp. The current ACP application library includes the Haitian Creole Alphabet, Numbers in Haitian Creole, Animals in Haitian Creole, Fruits & Vegetables in Haitian Creole, Shapes in Haitian Creole and Colors in Haitian Creole.

Reading ACP Literacy Camp Session One Overview. The Reading ACP Literacy Camp Session One consisted of a 1-week program, over a total of 5 days, with average 1-hour daily sessions. The ACP Educational SME, with assistance from the ACP Team, developed and reviewed all education-related items including previously designed lesson plans and conducting in-field adaptations, as needed, to lesson plans.

Day 1: All the students were acclimated to the tablets through the ACP Student Tablet Instruction Training, taught by ACP. The ACP Student Tablet Instruction Training Plan was used to assist in the training. It detailed the areas to be addressed in the training

sessions including how to handle and use the tablets. The ACP Student Tablet Instruction Training Plan can be found in Appendix B.

Day 2: Pre-assessments were conducted to assess the students' comprehension of the Haitian Creole alphabet. The pre-assessment scores revealed a majority of the students were proficient with the Haitian Creole alphabet. The students were then introduced to part of ACP's custom-developed Haitian Creole applications.

Day 3: The students read books aloud, using expression and dictation, and were given discovery time on the tablets. Students then volunteered to write the Haitian Creole alphabet, letter by letter, on the chalkboard. Following the exercise, the ACP Team introduced the Haitian Creole Alphabet application and made observations of the students' interactions.

Day 4: The students partnered with the person next to them and read, from their tablet, the Matènwa Mother Tongue Books aloud to each other, making sure to focus on expression and dictation. The students then volunteered to read a book to the entire class off of a tablet, modeling the expression and dictation that had been a focus of the lesson. At the end of the lesson, discovery time on the tablets was given to the students.

Day 5: The students shared with other Matènwa summer camps what they had learned that week.

Results: Based on their proficient knowledge of the Haitian Creole alphabet, students were overqualified for this camp and therefore quantitative results have not been reported. Information gathered from daily observations and debriefs is discussed later in this report, and will be used to develop future ACP literacy programs and applications.

Reading ACP Literacy Camp Session Two Overview. The Reading Literacy Camp Session Two consisted of a 1-week program, over a total of 5 days, with an average of 1-hour daily sessions. The ACP Educational SME, with assistance from the ACP Team, developed and reviewed all education-related items including previously designed lesson plans and conducting in-field adaptations, as needed, to lesson plans.

Day 1: All the students were acclimated to the tablets through the ACP Student Tablet Instruction Training, taught by ACP. The ACP Student Tablet Instruction Training Plan (Appendix B) was used to assist in the training. It detailed the areas to be addressed in the training sessions including how to handle and use the tablets. Pre-assessments were conducted to assess the students' comprehension of the Haitian Creole alphabet. The pre-assessment scores revealed students had difficulty with letter identification, letter sounds/pronunciations, and letter formations of the Haitian Creole alphabet. Data from the pre-assessment also showed a lack of proficiency within emergent literacy practices.

Day 2: The ACP Team started with the pre-planned lesson plan 1. To begin, ACP asked questions pertaining to emergent literacy practices, such as how to hold a book, identifying the title of a book, turning pages from left to right, and showing the direction that text flows when reading a book. A book was then read aloud and books were passed out to each student, and the emergent literacy practices were reviewed. The lesson then transitioned into the introduction of the first two letters of the Haitian Creole alphabet. The students first practiced letter formation on their tablets, then they pronounced the letter sound several times, and concluded by forming the letter on the chalkboard. The same steps were repeated for the second letter. The students then opened up the ACP Haitian Creole Alphabet application which enabled them to review the two letters

including identifying the letter (letter recognition), a picture and word with that letter (comprehension of the letter), and hearing both the letter and word aloud (pronunciation).

Day 3: The two letters introduced yesterday were reviewed on the chalkboard and pronounced orally. Then, the same lesson plan as Day 2 was used to introduce the next three letters of the alphabet.

Day 4: The five letters previously taught were reviewed on the chalkboard and pronounced orally. Then, the same lesson plan as Day 2 was used to cover the next four letters in the alphabet.

Day 5: Post-assessments were conducted to assess the students' letter identification, letter sounds/pronunciations, and letter formations of the Haitian Creole alphabet, as well as emergent literacy practices after participating in the Literacy Camp. When not being assessed students were allowed discovery time on the tablets.

Results: Overall students' assessment scores increased 38% to 53%, from pre-assessment to post-assessment. Increases in all categories were observed. Emergent literacy practices such as properly holding a book, identifying the title of a book, turning pages from left to right, and showing the direction that text flows when reading a book increased from 66% to 91%; identification of written letters increased from 49% to 66%; recognition of words specific using initial consonants and vowels increased from 6% to 11%; comprehension of letter directionality increased 86% to 93%; and ability to recognize specific letter sounds and properly form them increased 33% to 53% from pre-assessment to post-assessment. The pre-assessment and post-assessment can be found in Appendix C and Appendix D.

Writing ACP Literacy Camp Overview. The Writing Literacy Camp consisted of a 2-week program, over a total of 9 days, with an average of 1-hour daily sessions. The ACP

Educational SME developed and reviewed all education-related items including previously designed lesson plans and conducting in-field adaptations, as needed, to lesson plans.

Day 1: All students were acclimated to the tablets through the ACP Student Tablet Instruction Training, taught by ACP. The ACP Student Tablet Instruction Training Plan (Appendix B) was used to assist in the training. It detailed the areas to be addressed in the training sessions including how to handle and use the tablets. Students were introduced to ACP's custom-developed Haitian Creole applications and the camera application.

Day 2: Pre-assessments were conducted to assess the students' ability to organize thoughts and then write about a given topic. Results indicated that continuing with ACP's pre-planned lesson plans would be beneficial to the students. The lesson began with the review of the important parts of a sentence. The students then reviewed vegetables on ACP's Haitian Creole Fruits & Vegetables application, and went outside of the classroom to take a picture of a vegetable, from the school's garden, and inserted the picture into the Phonto application. Then students wrote a story or descriptive sentences in the Phonto application to accompany the picture.

Day 3: The students were introduced to writing webs as a way of brainstorming for a writing topic. Then, as an exercise, the students went outside of the classroom to take a picture of anything they chose, created a web based upon their picture, inserted the picture into the Phonto application, and then wrote a story in the Phonto application using the web to help organize their thoughts.

Day 4: To begin the exercise students reviewed colors on ACP's Colors in Haitian Creole application. Then, as an exercise, the students were each assigned a color and went outside of the classroom to take a picture of something matching the color they had been

assigned. The students then returned to the classroom and created a web based upon their picture, inserted the picture into the Phonto application, wrote a story in the Phonto application using the web to help organize their thoughts, and then shared their story with the class.

Day 5: The students shared with other Matènwa summer camps what they had learned that week.

Day 6: The students were introduced Kingsoft Office, a document and word processing application similar to Microsoft Office. To begin the lesson, the students reviewed fruits using ACP's Haitian Creole Fruits & Vegetables application, went outside of the classroom to take a picture of a fruit, wrote a web based upon their picture, and then began writing a story on the fruit on the Kingsoft Word application.

Day 7: The students finished writing their fruit stories in the Kingsoft Word application and then shared their stories with the class.

Day 8: The students were introduced to more advanced web writing techniques and asked to write a web about themselves. Then, the students used their web to begin writing a "Me" book story about themselves in the Kingsoft PowerPoint application.

Day 9: The students finished writing their "Me" book stories in the Kingsoft PowerPoint application, added a picture of themselves to their "Me" book story, and then shared their "Me" book story with the class. Post-assessments were then conducted to assess the students' progress.

Results: Incorporating the tablets into the writing process allowed for students to become more creative with their writing. Overall student assessments and progress, from pre-assessment to post-assessment, indicated an understanding of the use of tablets, applications, document and

word processing software, and an increase in writing skills using writing webs to organize thoughts. The pre-assessment and post-assessment can be found in Appendix E and Appendix F.

Daily Observations and Debriefs: Observations were conducted daily during the ACP Literacy Camp by the ACP Team. Observations were communicated verbally to the research methodology expert, Joshua Hearne, who then documented them in writing. A separate debrief, among the ACP Team, was conducted daily, at the end of the day, to discuss and document positive and negative outcomes observed during the day. Daily Observation and Debrief Templates, detailing points to remember and questions to answer, were created and used to keep observers focused and minimize observer biases. The Daily Observation and Debrief Templates can be found in Appendix G.

Outcomes: Documentation of daily observations and debriefs provided the ACP Team with data that allowed them to make in-field adaptations and adjustments for future ACP literacy programs.

General Teacher Tablet Instruction Training. All of the Matènwa teachers were given initial ACP Tablet Instruction Training by the ACP Team, per the request of the Matènwa Program Sponsor and Project Manager. Trainings were conducted over 7 sessions in the afternoons following the ACP Literacy Camp. Follow-up informal training was given, as needed, throughout the ACP Literacy Camp.

The ACP Teacher Training Plan was used to assist in the training. It detailed the areas to be addressed in the teacher training sessions. The Teacher Training Plan included, tablet handling and general tablet use as well as a high-level introduction to integrate the tablets into the classroom. It also specified the standard procedures for checking in and out of the tablets. The ACP Teacher Training Plan can be found in Appendix H.

Outcomes: All of the teachers, at the end of the training, were asked to provide feedback on the Literacy Camp, applications developed by ACP, and to give suggestions for future ACP developed applications. Teachers expressed excitement and interest for the Literacy Camp, the Camera, Kingsoft Office, and Phonto applications, and all of the applications developed by ACP. The feedback indicated that teachers appreciated the multi-sensory approach to education stating that the ACP applications allowed students to see, touch, and then hear a letter or word repeated back in Haitian Creole. The teachers provided suggestions for future ACP developed applications including detailed science applications, applications that show insects and invertebrates, and applications that help to learn English, French and other languages. Two unique future application suggestions included developing an application on the history of Haiti and a health application that teaches students hygiene including washing their hands, brushing their teeth, cutting their fingernails, etc.

Post Implementation Plan

Administration Closeout Meeting. A meeting between the Matènwa School Administration and ACP was held on the last day of the Literacy Camp. The meeting agenda included discussing next steps for the tablets used by the school, reviewing important topics including security, and addressing other concerns of the Matènwa School Administration.

Follow-up Visits. The first follow-up visit will be conducted 2 months after the end of the Literacy Camp, in late September of 2014. ACP will review the Tablet Administrators' and Teachers' duties at this time. The School Administration, Tablet Administrators, and Teachers were told to contact ACP if assistance with the program is needed before the follow-up visit.

Conclusion

ACP achieved their goal of introducing technology as a supplemental tool to improving literacy as indicated by the quantitative reading and qualitative writing results. ACP needs to use the data and feedback gathered from the Literacy Camp to update the ACP custom-developed Haitian Creole applications. ACP was able to gather the necessary components to convert Matènwa's Mother Tongue Books into applications, with accompanying read aloud sound. Future ACP efforts should include developing and testing additional applications, such as a Mother Tongue Book application, that will help improve literacy in Haiti.



Appendix A: Tablet Administrator Training Plan

Purpose

This document details the training that will be given by A Connected Planet to the Tablet Administrators in Matènwa. This training will provide the Tablet Administrators with a fundamental understanding of the configuration and handling of the tablets, as well as their features that can be used in future classroom settings.

Participants

ACP staff will work directly with the Tablet Administrators to administer the training.

When

Training will be conducted in the afternoons following the ACP Literacy Camp and General Teacher Tablet Instruction Training.

Where

Training will be conducted at the school, in a quiet location, with sufficient seating to accommodate the participants and, if possible, in a location with access to Wi-Fi.

First Training Session Plan

1. Explain what a tablet is
2. Tutorial:
 - a. Tablet Quick Start Training Guide in French
 - i. Train on how to turn on and off versus sleep mode
 - ii. Train on how to unlock/lock
 - iii. Train on how to scroll/navigate
 - b. Application Practice
 - i. Coloring for Kids
 - ii. Kids Numbers
 - iii. Atlas
 - iv. Whiteboard
3. Acclimation: Allow Tablet Administrator to play with tablets for 5 minutes to start familiarizing themselves with tablets
4. Distribution and Safekeeping:
 - a. Provide Tablet Administrator with tablets in boxes and surge protectors and USB and adapter
 - b. Discuss storing location
 - c. Discuss security
 - d. Discuss distribution hours
 - e. Provide and explain Tablet Log Book
 - f. Provide protective cases
 - g. Numbering the tablets, cases, and boxes (provide property tags if applicable)
 - h. Assist teacher with daily classroom distribution
5. Handling and Maintenance:
 - a. Daily Proper Care of Tablets
 - i. Wiping off the tablets – ACP provide cloth?

- ii. Keeping the tablets fully charged
- b. Resetting the tablets if software problems occur
- c. Touchscreen hardware issues
 - i. Try recalibrating the tablet in 'settings'
 - ii. Remove screen protector
- 6. Pre-Loaded Application Training:
 - i. Train on 'Settings' application
 - ii. Train on pre-existing applications (file browser...)
- 7. Answer any questions

Best Practices to Implement the Tablets

- a. Set tablets into French language
- b. Set screen lock to time out at 10 minutes
- c. Set tablets into 'airplane mode'
- d. Check option in 'settings' to allow applications to be downloaded from 'unknown sources' (ex: apk files)
- e. Remove cords and chargers from boxes
- f. Place Tablets back in the box face down

Second Training Session Plan

- 8. Coordination with Tablet Manufacturer – Sûrtab
- 9. Application Uploads & Download Training:
 - a. Train SD Card and USB file transfer
 - b. Train participants on using and accessing applications on Knappsack
 - c. Accessing applications on google play store
 - d. Show them the list of additional application resource sites
 - e. Pre-load selected applications to tablets using thumb drives
- 10. Answer any questions

Appendix B: ACP Student Tablet Instruction Training Plan

Purpose

This document details the training that will be given by A Connected Planet to the students in Matènwa to help acclimate and assist them in using the tablets for the ACP Literacy Camp.

Participants

All students using the tablets will be required to attend the training. The school administration will be able to attend the student training, but it is not required.

When

Training will be conducted as the first lesson for each ACP Literacy Camp session.

Where

Training will be conducted at the school, in a quiet location, with sufficient seating to accommodate the participants.

Training Plan

1. Distribution: Provide students with tablets packaged in the same way we expect them returned
2. Explanation of a tablet
 - a. Description
 - b. Background
3. Handling: Inform participants on proper handling and treatment of tablets
 - a. Hands should be cleaned before touching the tablets
 - b. Tablets should remain away from food and drink
 - c. Tablets should remain away from edges of desks and tables
 - d. Tablets should be carried and transported using two hands
 - e. Tablets should be held with two hands when holding up answers to questions
 - f. Tablets should remain away from direct sunlight unless being transported
 - g. Tablets should not come into contact with any water including rain
 - h. Tablets should have a protective case
 - i. Tablets should be numbered and should return in the appropriate box
4. Tutorial:
 - a. Run through Tablet Quick Start Training Guide
 - b. Answer any questions
5. Application Practice:
 - a. How to use apps to teach students example
 - i. Kids Painting App (Language Arts)
 1. Show teachers how to access the app – ask them to find the umbrella - ask them to color the umbrella red
 - ii. Kids Number App (Math)
 1. Show teachers an addition problem - show them how to access the math app. Demonstrate usage of the app, then allow teachers to practice on their own
 - iii. Atlas App (Social Studies)

1. Show teachers how to open Atlas App – ask them what country they are from and to find it on the map – now ask them to find the capital of Haiti – ask them where we are from (US) ask them to find our capital
- iv. Whiteboard
 1. Have the teachers open up any coloring app – ask them to answer a question – then have them turn the tablets in our direction showing us the answers – makes sure tablets aren't held up in the air rather they should still be touching the desk

Best Practices for Trainer:

- Review proper handling and treatment of tablets before each use
- Start with the basics of how to use the tablet
 - Turning on the tablet
 - Turning off the tablet
 - Opening specific apps
 - Exiting an App
- When teaching students using tablets, give step-by-step instructions. Allow for every student to complete a step before moving to the next step.
- Model using the tablet in front of the class. Before telling students to do something with the tablet, show them how to do it on your own tablet. Don't do it for them!
- Draw on board the different icons and images to help with the visual teaching
- Have students work in groups or partners to use the tablets.
- Rearrange classroom – boys and girls mix – move roudy students up front – bring classroom closer to the front for better hearing and better attention – less spread out
- Remember how you felt when you first used your tablet! Learning to use a tablet can be fun, exciting, and frustrating all at once. Remember that students are in the same position as you.
- Apps are better as supplemental – teach class regularly and then have them practice on tablet (ex: addition)
- Talk with other teachers to see how they are using the tablets in class

Appendix C: ACP Reading Pre-Assessment

Student's Name: _____

Student's Birthdate: _____ **Students Grade Level:** _____

Observers Name: _____

Say:	Yes/No	Comments/Observations (Take note of specific errors.)
How do you hold a book?		
Where is the cover of the book?		
Point to the title of the book.		
Which way do you turn the pages when reading the book?		
Show me with your finger how you read? (Moving Left to Right)		

Competencies Correct: _____ / 5

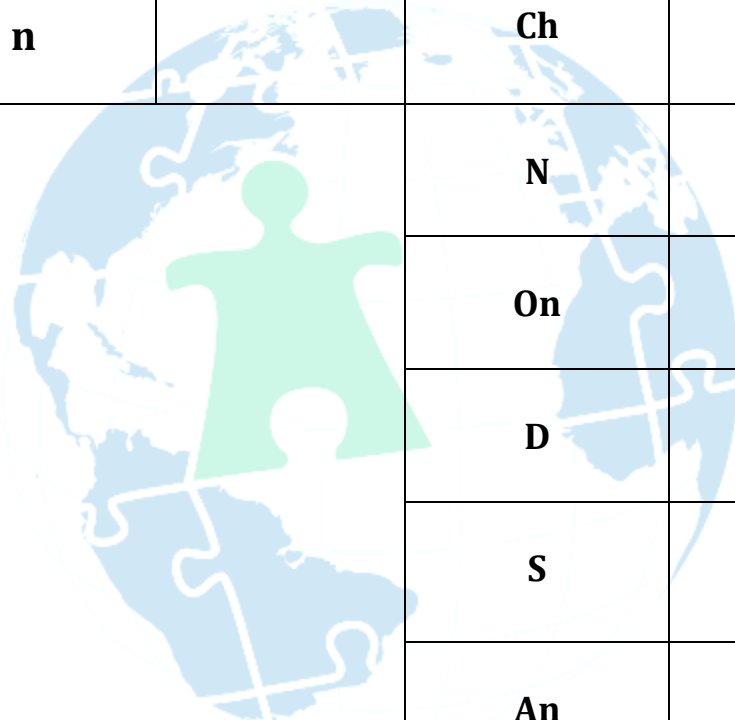
Percentage Correct: _____/100

Comments/Observations:

Letter Recognition Pre- Assessment (Part 1)

Letter Sound Production	Correctly Produced Yes/No	Example of the word starting with the target letter Yes/No (Record Word)
Z		
B		
E		
Ch		
S		
A		
Ng		
M		
An		
D		

Letter Recognition Pre- Assessment (Part 2)

Directionality of a Letter (Upper and Lower Case)	Correctly Identified Yes/No (Record answer if Incorrect)	Letter Sound Identification	Correctly Identified Yes/No
b b		A	
n n		Ch	
		N	
		On	
		D	
		S	
		An	
		B	
		E	
		Z	

Appendix D: ACP Reading Post-Assessment

Student's Name: _____

Student's Birthdate: _____ **Students Grade Level:** _____

Observers Name: _____

Say:	Yes/No	Comments/Observations (Take note of specific errors.)
How do you hold a book?		
Where is the cover of the book?		
Point to the title of the book.		
Which way do you turn the pages when reading the book?		
Show me with your finger how you read? (Moving Left to Right)		

Competencies Correct: _____ / 5

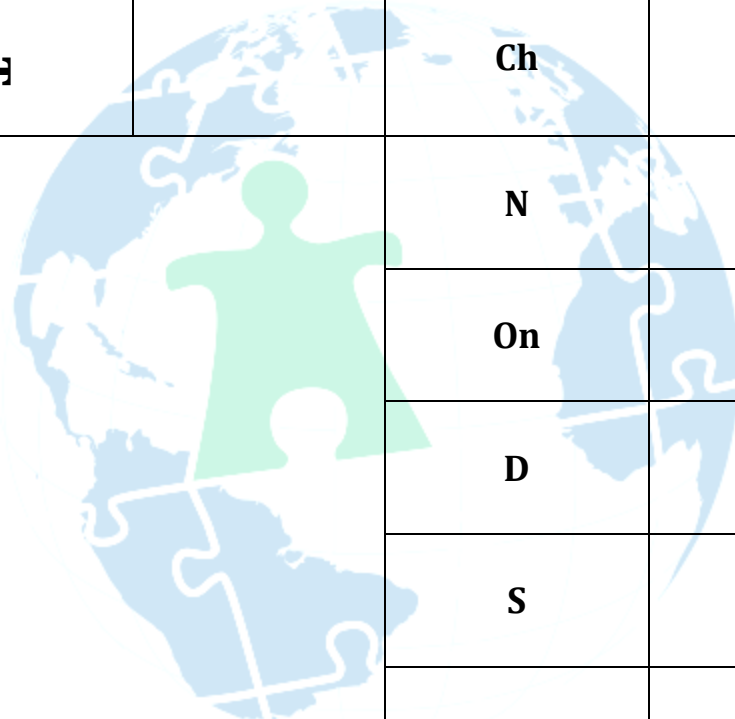
Percentage Correct: _____/100

Comments/Observations:

Letter Recognition Post- Assessment (Part 1)

Letter Sound Production	Correctly Produced Yes/No	Example of the word starting with the target letter Yes/No (Record Word)
D		
An		
M		
G		
A		
S		
Ch		
E		
B		
Y		

Letter Recognition Post- Assessment (Part 2)

Directionality of a Letter	Correctly Identified Yes/No (Record answer if Incorrect)	Letter Sound Identification	Correctly Identified Yes/No
A A		A	
T T		Ch	
		N	
		On	
		D	
		S	
		An	
		B	
		E	
		Z	

Appendix E: ACP Writing Pre-Assessment

Name: _____

Draw a picture of an animal in your village.



Write a short story about the animal you drew.



Appendix F: ACP Writing Post-Assessment

Appendix G: Daily Observation and Debrief Templates

Scribe Initial: _____

Date: _____

Daily Observation Sheet

Observers: *Ben/ Josh/ Steve*

Session: Reading Writing Teacher

Time Start: _____

Time End: _____

Student Count: _____

Tablet Count: _____

Teachers: _____

Other: _____

Points to remember:

- Does technology assist as a supplemental tool in improving literacy?
- Matènwa is a laboratory of experimentation, changes will occur
- We are collecting data to identify best practices, effective uses strategies, and ACP's future strategic direction

Questions to answer:

- How are the ACP applications being integrated? Tablets? Are they being received well? Elaborate.
- How are the Matènwa teachers and students reacting to using tablets? Positively or negatively in terms of benefits to the lesson?
- What can be done differently to improve future camps? Best practices? Recommendations? Elaborate.

Observations made :

Scribe Initial: _____

Date: _____

Daily Debrief Sheet (ACP Team)

Observers: *Ben/ Josh/ Steve*

Time Start: _____

Time End: _____

Other Notes: _____

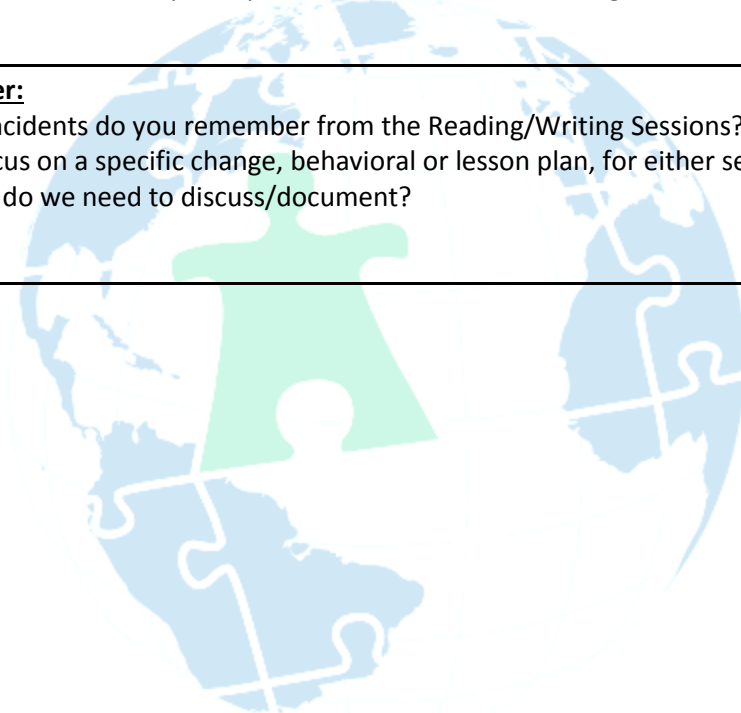
Points to remember:

- Does technology assist as a supplemental tool in improving literacy?
- Matènwa is a laboratory of experimentation, changes will occur
- We are collecting data to identify best practices, effective uses strategies, and ACP's future strategic direction

Questions to answer:

- What good/bad incidents do you remember from the Reading/Writing Sessions? Elaborate
- Do we need to focus on a specific change, behavioral or lesson plan, for either session?
- What other items do we need to discuss/document?

Responses :



Appendix H: ACP Teacher Training Plan

Purpose

This document details the training that will be given by A Connected Planet to teachers in Matènwa. The training will help acclimate teachers to tablet handling and general tablet use as well as give a high-level introduction to integrating the tablets into the classroom.

Participants

Teachers using the tablets and the mission tablet administrator(s) will be required to attend the training. The school administration will be able to attend the teacher training, but it is not required.

When

Training will be conducted in the afternoons following the ACP Literacy Camp.

Where

Training will be conducted at the school, in a quiet location, with sufficient seating to accommodate the participants.

First Training Session Plan:

1. Distribution: Provide teachers with tablets packaged in the same way we expect them returned
 - a. Explain our log book and rules
 - b. Each teacher will receive a tablet
2. Explanation of a tablet
 - a. Description
 - b. Background
3. Handling: Inform participants on proper handling and treatment of tablets
 - a. Hands should be cleaned before touching the tablets
 - b. Tablets should remain away from food and drink
 - c. Tablets should remain away from edges of desks and tables
 - d. Tablets should be carried and transported using two hands
 - e. Tablets should be held with two hands when holding up answers to questions
 - f. Tablets should remain away from direct sunlight unless being transported
 - g. Tablets should not come into contact with any water including rain
 - h. Tablets should have a protective case
 - i. Tablets should be numbered and should return in to the appropriate box
4. Tutorial:
 - a. Run through Tablet Quick Start Training Guide
 - b. Application training
 - i. Teachers should, in preparation of their curriculum, advise the TAs of the themes/topics that they will be teaching, and TAs will search on their behalf as well
 - c. Answer any questions
5. Acclimation: Allow teachers to play with tablets for 5 minutes to start familiarizing themselves with the tablets

6. Application Practice (led by ACP):
 - a. How to use apps to teach students example
 - i. Kids Painting App (Language Arts)
 1. Show teachers how to access the app – ask them to find the umbrella - ask them to color the umbrella red
 - ii. Kids Number App (Math)
 1. Show teachers an addition problem - show them how to access the math app. Demonstrate usage of the app, then allow teachers to practice on their own
 - iii. Atlas App (Social Studies)
 1. Show teachers how to open Atlas App – ask them what country they are from and to find it on the map – now ask them to find the capital of Haiti – ask them where we are from (US) ask them to find our capital
 - iv. Whiteboard
 1. Have the teachers open up any basic coloring app – ask them a question – then have them turn the tablets in our direction showing us the answers – makes sure tablets aren't held up in the air rather they should still be touching the desk
7. Best Practices: Provide teachers with initial best practices to implement the tablets into their classrooms
 - Review proper handling and treatment of tablets before each use
 - Start with the basics of how to use the tablet
 - Turning on the tablet
 - Turning off the tablet
 - Opening specific apps
 - Exiting an App
 - When teaching students using tablets, give step-by-step instructions. Allow for every student to complete a step before moving to the next step.
 - Model using the tablet in front of the class. Before telling students to do something with the tablet, show them how to do it on your own tablet. Don't do it for them!
 - Have students work in groups or partners to use the tablets.
 - Rearrange classroom – boys and girls mix – move rowdy students up front – bring classroom closer to the front for better hearing and better attention – less spread out
 - Remember how you felt when you first used your tablet! Learning to use a tablet can be fun, exciting, and frustrating all at once. Remember that students are in the same position as you.
 - Apps are better as supplemental – teach class regularly and then have them practice on tablet (ex: addition)
 - Talk with other teachers to see how they are using the tablets in class
8. Informal Follow-up 'Help' Sessions:
 - a. Encourage teachers to come to ACP with questions regarding tablet use and help with the applications

9. ACP Applications: Introduce teachers to ACP's custom-developed primary-level reading applications in Haitian Creole, allow the teachers to explore and familiarize themselves with the applications, and ask for feedback at the end of the training sessions regarding the applications.

Second Training Session Plan:

10. Teacher Tablet Integration Training: Teachers will be broken down into groups, asked to prepare a mock lesson using the tablets, and then present their mock lesson plan to their colleagues showing them 'how they would use the tablets' in their classroom.

