

Empowering Faculty & Staff for a Successful 1:1 Implementation

Vacaville Christian Schools in Vacaville, California recently embarked on an iPad® initiative. While most of the educators grasped the transition to the tablets in their instruction, one Middle School teacher in particular struggled.

“She was one of the best math teachers on the planet,” Middle School Principal Maylene Ripley stated, “But she said she simply couldn’t do it and resigned.”

Although the Middle School would miss the talented math teacher, Ripley didn’t want to force the technology transition on her. “Some of the teachers weren’t sure if they could make the leap. She was one of them,” Ripley stated.

After her resignation, her colleagues kept in touch and encouraged her that the training and support they were receiving would help her through.

Ripley shared that “Within two months, she came to me and asked me if she could come back!” The teacher they thought they had lost returned and used the district’s access to Atomic Learning’s online training solution to become not only proficient enough to use the tablet, but to teach other educators how to effectively use their mobile device in the classroom.

“She embraced the training whole-heartedly, so much so that she is now presenting at conferences about how she uses the iPad® in her classes,” shared Ripley.

One of Ripley’s claims to a successful mobile implementation is being a great support system to the teachers as they transitioned. “They needed to know we were there for them when they struggled.”

It also helped to have staff who were more comfortable with the new technology provide support to the others. Ripley stated, “Some of those who were more comfortable with the transition would go and have

Problem:

Staff reluctance to participate and accept mobile technology initiative

Solution:

Online, 24/7 access to tech training and classroom projects to position teachers for success

Outcome:

Successful implementation of mobile technology in the classroom



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conversations with those who were having a harder time grasping the new technology.”

Ripley also credits much of the mobile device implementation success to the Vacaville Christian Schools’ online training partner, Atomic Learning. “One of the best things we did was pair with Atomic Learning, presenting to our staff little, tiny modules of training,” Ripley said. “Our teachers very quickly banded together, and over the course of the summer they completed the training. The more training they completed, the more they said ‘we can do this’.”

Atomic Learning’s Atomic Mobilize solution includes not only professional development and planning tools, but also stories, examples and resources from fellow educators—including Ripley from Vacaville Christian Schools—that illustrate how mobile devices can transform education and create highly personalized learning experiences for students. Atomic Mobilize also includes iPad® tutorials ranging from introductory “how-to” training to workshops and classroom projects for those wishing to incorporate mobile devices into lesson plans, or those districts that have mobile initiatives which include students and staff alike.

Although it’s only just begun, Ripley is thrilled with how the story of the initial iPad® implementation has evolved. “She (teacher who resigned) could barely turn the iPad on and now she’s training others with it.”

According to Ripley, the administration at Vacaville Christian Schools gives this advice to others who are embarking on an iPad initiative with their staff: “Provide them the training and support that they need to get through the learning curve.”



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