

STRUCTURE AND GOVERNANCE INNOVATION AND COLLABORATION MAY 13, 2014 MEETING NOTES

Members present: Cori Mantle-Bromley, Don Soltman, Mary Ann Ranells, Sen. Roy Lacey, Bill Brulotte.

Others present Royce Kimmons, Director, and Cassidy Hall, Doceo Center for Innovation Learning; Cindy Orr, Northwestern Nazarene University; Joyce Popp and Alex Macdonald, State Department of Education; Marilyn Whitney, State Board of Education.

Cori Mantle-Bromley shared Superintendent Greg Bailey's thoughts on technology devices. He thinks the "bring your own device" (BYOD) will become more popular due to funding constraints.

Alex Macdonald said that it is important to separate the issue of access from equity. Schools may have access but it is not always equitable. For the last 3-4 years, the State has given \$8 million per year to districts for classroom technology to work toward full integration models. Do we need to start with peripherals (smart boards, projectors)? Idaho has not yet moved to 1-1 devices. Many districts are using tablets which are less expensive -- they are a content access device versus content creation device. Superintendent Bailey commented that using cloud and digital resources have helped districts do more with limited finances. Those resources are less expensive or free. Districts have been able to customize and be more adaptable.

Most districts were not able to plan infrastructure for these devices until recently. Recommendation from this committee: install wireless infrastructure at every school. Devices need access to content, and the connection is critical.

Schools can connect to the internet through the Idaho Education Network (IEN). The issue is not that schools lack connectivity to internet, but that it is not adequate. The SDE is working to get gigabit connection at the schools.

Senator Lacey asked about the E-rate funds. IEN works with the FCC. The goal is for the IEN to have more information before next legislative session. He questioned if Idaho will need to eliminate IEN and let districts do it themselves.

Royce Kimmons affirmed that connectivity and the infrastructure issue is important.

Often the smaller, remote districts don't have the resources they need to take full advantage of technology. Other state entities such as the Idaho Rural Partnership are

working to get better connectivity to smaller communities, and it may need to be a coordinated effort

Dr. Kimmons explained consumption vs. creation devices. Devices are created for different purposes, and the interest in creation devices goes up as students get into higher grades. Lower grades are more interested in consumption. Lots of elementary schools are more interested in tablets- no keyboard inputs and not robust for creation. As time goes on, they shift more to laptop or chromebook for content creation.

BYOD – students might bring different devices (smart phone, tablet, laptop) to school. If elementary schools are using only content devices, students do not have content creation tools. Taking the Smarter Balanced assessment has been a challenge for students in the lower grades who have not developed writing skills on a device. Cassidy Hall said the Doceo Center is seeing the tablets and iPads being used for creation such as audio-visual and animation. At the elementary level, the iPad is a great training device for more robust creation devices in higher grades.

Cindy Orr said that at the elementary level some creation is occurring via apps. She is also seeing higher order creations. Through tablets, teachers are accessing google apps and creating collaborative environments. It all depends on how tablet is set up – tablets with keyboards are much more robust than just tablets.

Students must take the Smarter Balanced Assessment on a computer. Those who are not prepared will have a hard time with that assessment. In the SBAC for 3rd grade, students are not yet typing full essays.

All students should have access to keyboards through a computer lab. The majority of elementary students are using tablets. Many schools have a bank of keyboards for things such as the the SBAC test. Students are able to do the work and demonstrate learning through those computer labs.

Cori Mantle-Bromley asked for recommendations from the group:

Cindy Orr: Connectivity is an issue, but the bigger need is for basic technology devices. Idaho has classrooms without projectors or LCD devices. They do not even have the simple technology. That needs to be improved. Also districts need support to use cloud technologies. Districts have seen monetary benefits (saving \$ on paper and ink) but they need the devices to do it. Districts are beginning to see that they can use any device to access the cloud and use Google Apps.

At the elementary level, infrastructure is important. Schools need strong infrastructure to support wireless devices. If they don't have it, it's very frustrating. They also need IT support people who understand not only how the device works, but what it is being used for. Those support people need to be trained appropriately. Teachers need to know that the devices will work in the classroom.

Dr. Kimmons: There are two types of leaders needed for success: First, the IT support/tech manager. Second, a pedagogical leader to help teachers learn how to use the devices. As funds are constricted, districts may not see the need or have the funding for those leaders. The first need is the pedagogical leader. He can see if schools have devices, but they aren't being used because no one has been there to set them up and instruct teachers how to use them. Technology literacy is an issue.

Dr. Kimmons discussed the notion of online textbooks and moving toward the cloud. He sees clear problems with this: in higher education, the move to online textbooks has led to increased cost. With digital rights it leads to students spending more money on resources. If Idaho moves to an online platform, we need to think more clearly about data ownership and openness. Those who have moved completely to an online textbook model have later found that it leads to decreased access and increased cost.

The Doceo Center has begun to bring together 120 teachers to get them to think about open resources and to create their own texts and resources that will fit their classroom needs. It requires thought about copyright issues so that these resources can be shared. Teachers need to share and collaborate. Doceo wants to help teachers learn to think this way and create their own texts. They can then print them out if they have limited access.

Alex Macdonald said that Utah has done this, and he researched the outcomes of that project. They found it increased student learning. Their goal was to decrease cost. Because it was cheap to print out, students could get copies to take home, write in them, etc. Student achievement increased.

Mary Ann Ranells said that Idaho Leads districts are participating in Clarity, a component of BrightBytes, that helps districts to understand what technologies are being used. It helped to identify how technology could be used to increase learning, not just to use technology for technology's sake. Infrastructure is essential. Lakeland School District (Lakeland) had the same issue with satellite access: some days it worked and some days it did not. They needed to address connectivity and access first. They conducted a classroom by classroom needs assessment and found old computers, no bandwidth, no access. Lakeland spent several months doing an audit of each classroom. Once that was done, they determined what every classroom should have access to at a very basic low level. What does equity look like? They worked to get fiber optics capability and increased bandwidth, and then started replacing old computers. Lakeland has been experimenting with iPads and Chrome books and other one-to-one devices. One of the best days is when a teacher is using SchoolNet to support student learning. Regarding the Smarter Balanced Assessment and keyboarding at elementary level, Ms. Ranells said that kids need to be fluent in keyboarding.

She identified four major areas of recommendations for consideration:

- 1) Infrastructure, how to describe what a basic 21st century classroom looks like (equity at a basic level)

- 2) What kinds of curricular changes are needed to make sure staff and students are technology literate.
- 3) How to provide a blended approach. What technologies help enhance learning and are anchored to student achievement.
- 4) How to ensure the right support is provided (IT and pedagogical leaders).

Bill Brulotte said that Twin Falls is also working with Idaho Leads. The challenge continues to be access by the students to computers or even staff access to current technology. They have many old computers. They can send a teacher to a workshop, but when that teacher returns to their classroom, s/he does not always have the ability to do anything with the new knowledge because the computers are outdated. Twin Falls is asking what is the baseline and basic resource needed. It is frustrating to be shown something to integrate into the classroom, but not have technology to use it. They need a baseline for every student to be able to access and every teacher to be able to teach. He sees many things that teachers are using which are flashy, but he is not sure they are tied to student learning. Through the Idaho System for Educational Excellence (ISEE) we can give teachers a better idea of how to use technology to get results. Elementary students do not have continuous access to keyboards in order to be able to adequately perform on the Smarter Balanced Assessment. Personnel needs are a huge issue. They need to have the right people in the technical department, just for the assessment alone.

Joyce Popp, State Department of Education explained that ISEE is a big umbrella. Some of the SDE's major concerns are:

- How can we make sure that the data going back to the schools is useful?
- How can educators analyze and use the data? They are collecting demographics, information on attendance, school calendar, and teacher professional development days. They also collect information on what programs students participate in, e.g. Gear Up, special education, Title I, Gifted and Talented, etc.
- Also very important to schools is what classes the students are currently taking, what they previously took and their achievement was grade achievement; and state assessments, college readiness assessment. Information is vital to teachers.

Don Soltman said he had heard that some districts still are having issues with the collection process, uploading data, and issues with errors in the data. Ms. Popp replied that they have seen progress in the accuracy of the data.

Lisa Smallwood said that in the first year with ISEE, the biggest frustration was too many hands and possible error of inputting data and the need to oversee all of the files and proofread them even though others are inputting the data. Bill Brulotte noted inconsistencies with uploading the information (capitalization, small input problems).

Mary Ann Ranells said that Lakeland continues to struggle with attendance for staff by period. She looks at that the kind of data being collected, and questions if it is necessary by period.

Joyce Popp said reporting by period was required under the American Reinvestment and Recovery Act of 2009 (ARRA). The concern was that this data if is not collected by class, how do you know a substitute teacher isn't teaching 5th and 6th period on a regular basis. This can affect student achievement data. The federal government required teacher attendance by class as a requirement for the ARRA funding.

Ms. Ranells said that in districts that don't have support, the requirements are overwhelming.

Cori Mantle-Bromley asked Joyce Popp if she could find out what other states are collecting. Ms. Popp is part of a chief information officer's network and will find out.

Don Soltman asked what data is going back to the districts. Superintendent Bailey said that his district is not getting data or reports back.

Ms. Popp replied that all of the financial reporting is from ISEE. Alex Macdonald heads up Schoolnet and Instructional Technology. His department sends data back to the districts if a district is using Schoolnet. The SDE is already in discussions with Milepost to work directly with them to get data transferring.

Ms. Popp said it would be helpful for Idaho to have a statewide data collection system. One consolidated system with human resources, student information system and special education components. A consolidated system could alleviate a lot of double entry and a lot of the problems.

Superintendent Bailey said that Washington State has adopted Skyward and 90% of schools are transitioned to Skyward. They utilize it in Moscow, and use PowerSchool for the student component. Grangeville used Skyward for both. He likes the concept of uniting and putting everyone on the same program. The only problem with Skyward is that it is not as user friendly because it is so large. He agrees that having the state on the same program, would be beneficial and could leverage the state's resources. He believes Idaho needs a statewide system, but it's been so time consuming. It can be a nightmare – he had people spending huge amounts of time to upload data but were not able to get it back and use it. Districts need the data.

Bill Brulotte agreed that a statewide system is needed.

Sen. Lacey asked if the SDE now houses both Schoolnet and ISEE. Ms. Popp replied yes, that the State has a perpetual license for Schoolnet. The State is not renewing its contract. What the State has at the end of the fiscal year is what it will be.

Bill Brulotte suggested that the group now has a good handle on the 21st century classroom and where to go. They also need to consider the data system. He suggested that the group focus on the training for school boards and leaders next.

Mary Ann Ranells referenced back to the 60% goal, and what do we need to do with technology to move toward the goal. We don't want to punish districts who have gone ahead and funded technology to be disadvantaged in funding. The idea of converting to one data system is going to be expensive. Many districts have already purchased other programs. How do we keep them whole?

NEXT MEETING: Training for boards:
First 45 minutes with Wendy Horman and Karen Echeverria.
Also contact Blossom regarding La Piana Consulting.