Innovation and Collaboration Work Group
Report to Structure and Governance Committee

Members:

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Subcommittee Charge: to further refine the following recommendations of the Governor's Task Force:

#8 State-wide electronic collaboration system
#10 Educator and student technology devices with appropriate content
#17 Site-based collaboration among teachers and leaders
#18 Training and development of superintendents and school boards

Subcommittee Deliverables:

- **Recommendations on teacher collaboration methods and timelines for implementation.**
- **Recommendations on ensuring teachers have opportunity for ongoing, job-embedded professional development opportunities.**
- **Recommendations on training for school administrators and school boards.**
- **Recommendations on technology implementation in schools.**

The 2013 Task Force recognized that core to how our schools continually transform themselves in pursuit of the 60% goal are the two strategies of innovation and collaboration. It should be the norm that schools are embracing new ideas, new technologies, sharing best practices, and continually improving.

Collaboration is critical as it provides the support, the diversity of perspective, and the ability for good ideas to spread virally and be further enhanced. Technology is obviously a vital infrastructure that underlies these strategies, especially in our geographically scattered and rural state.

The state plays a vital role in these strategies in providing the infrastructure, ecosystem, and incentives in support of local schools in the pursuit of these strategies.

The 2014 subcommittee recognizes that there is disparate technology in the hands of students across the state. That should be addressed. In general, districts and schools are not getting data back in a timely manner to make good decisions.

There should be ongoing funding for technology integration, maintenance and upgrades and training.

#8 State-wide electronic collaboration system

Recommendations:

1. **We recommend that the Data Management Council (DMC) oversee the entire longitudinal data system (SLDS) in Idaho.**
2. **We recommend that the Director of Research of the Office of the State Board of Education chair the DMC, and report annually to the State Board of Education and to the Legislature on the state of the project, accuracy of data, and future needs/plans.**

The Data Management Council was created by the Board to oversee the creation, maintenance, and usage of the Single Longitudinal Data System (SLDS).

The SLDS consists of ISEE, the postsecondary longitudinal data system, and selected data from the Idaho Department of Labor.

The Data Management Council has representation from the Office of the State Board, public postsecondary institutions, the State Department of Education, urban and rural school districts, the Division of Professional-Technical Education, and the Department of Labor.

The Data Management Council has identified, in policy, four areas of responsibility:

- Data Standards and Quality
- Access and Security
- Change Management and Prioritization
- Training and Communication

3. **Schools need accurate and timely data and training on how to use data for school-based decisions.**

The Legislature's Office of Performance Evaluations (OPE) is conducting an extensive study of the current state of the Idaho's longitudinal data system (LDS), the Idaho System for Educational Excellence (ISEE) and SchoolNet, the state sponsored Instructional Improvement System (IIS).

The Innovation and Collaboration Group recommends that it wait for the OPE report, due January 2015, before making further recommendations.

a. On a preliminary basis, the Innovation and Collaboration Group does not feel that a single state-supported ISS system, such as SchoolNet, is in the school districts' best interests. Instead, we believe that districts should have the flexibility to choose the system which best meets their needs provided that the system fulfills State reporting requirements.

b. Individual vendors, such as SchoolNet, Milepost, and Skyward, have more technical resources and incentives to work with districts in a timely manner than the State Department of Education. They are in a better position to:
   1) Tailor IIS systems for district needs in a timely manner;
   2) Conform district data to state reporting needs.

#10 Educator and student technology devices with appropriate content:

Recommendations:

1. **We recommend that the State continue its plans to provide broadband access and wireless infrastructure to all Idaho schools**.

   a. Connectivity is the single most important need in schools. Without this underlying infrastructure, all other technology is compromised.
   b. The current system does not provide equity in access and connectivity across the state.

2. **We recommend that the technology grant pilot program to schools be discontinued and that funding be made available to all districts for technology needs. Students must have access to devices that support the highest quality of learning.**

a. We recommend that the 2013 and 2014 technology grant projects be evaluated for lessons learned. We believe that the pilot projects benefit individual schools but do not necessarily lead to scalable innovation.
b. Choice of technology devices should be left to individual schools which have the knowledge to determine what works best for them. This could include allowing students to bring their own devices.
c. Implementation of technology and the cultural shift in teaching takes time.
d. The state's Doceo Center[1] could be used to provide professional development opportunities and for guidance on choice of technology devices.
e. The State Department of Education should work to create a "technology coaches" list serve and coordinate technology professional development opportunities with district professional development coordinators.
f. The State Department of Education should work with the Idaho Association of School Administrators and the Idaho School Boards Association to monitor and collect district technology policies to identify best practices and provide model policies
g. The "Next Generation Classroom" will be defined, not in what it has, but in what it does to provide the skills needed for success in a post-secondary education or career. The Next Generation Classroom will:
    1) Use technologies to meet life-long learning challenges;
    2) Support personalized learning based on data-driven goals for instruction;
    3) Create an instructional environment which shifts the role of the teacher to facilitator and enhances peer-to-peer interaction;
    4) Combine discipline knowledge and research techniques to solve problems;
    5) Provide performance-based learning which requires students to demonstrate mastery based on high, clear and commonly-shared expectations;
    6) Construct learning experiences through both the geographic and internet-connected community; and
    7) Authenticate the student's voice which is the deep engagement of students in directing and owning their individual learning.

FISCAL IMPACT: $15 million per year

[1] http://www.doceocenter.org/

$21/student for wireless (IEN)

3. **We support the efforts of the Tiered Licensure/Career Ladder Committee to change how information technology personnel are funded in order to allow districts the ability to pay those professionals commensurate with market rates.**

   Schools need two types of experts:
   a. Those with technical skills to support infrastructure and devices;
   b. Those with the pedagogical skills to understand classroom needs and encourage integration efforts.

4. **Keyboarding skills are becoming increasingly important in early elementary school years. We recommend that mechanical keyboards for tablets be made available for student use. We recommend that keyboards be purchased with district technology funds.**
   a. This is especially true since the current statewide assessment requires elementary students to type their answers.
   b. Some districts may wish to use technology funding to purchase laptops with keyboards rather than tablet keyboards.

#17 Site-based collaboration among teachers and leaders:

Recommendations:

1. **We recommend that the school year be increased by 3 days (24 hours) to allow for additional paid job-embedded professional development and collaboration. This time should be construed separately from professional development training relating to Idaho Core Standards.**

2. **We recommend that job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.**

3. **We recommend that collaboration skills training and the use of data to inform instruction training be available to all participating staff.**

4. **Schools that have already moved to job-embedded professional development should not be penalized and may use the additional funding to increase instructional time.**

FISCAL IMPACT: Per day for all staff $4-$5 million/day

#18 Training and development of superintendents and school boards:

Recommendations:

1. **We support the Governor's Task Force recommendation calling for further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams.**

2. **We support professional development for administrators and school board members on all new state and district initiatives.**