

STUDENTS COME FIRST TECHNOLOGY TASK FORCE



July 11-12, 2011

*Idaho State
Department of
Education*



TASK FORCE CHARGE:

Study and develop policies and practices for the implementation of the one-to-one ratio of mobile computing devices in high schools

Study and develop implementation plan for online learning requirement and related teacher professional development

Report to the Legislature in January 2012.



SCHEDULE

Monday

- 9-12:15 Presentations
 - Maine Learning Technology Initiative
 - Denver Public Schools Instructional Management System
 - Discovery Learning's digital content for classrooms.
- 1:30 – 4:30 Sub-committee meetings

Tuesday

- 8:30 – 10:30 Sub-committee meetings
- 10:30 – 11:30 Sub-committee debriefing- *5 minutes per sub-committee followed by 5 minutes for questions*



SUB-COMMITTEE AGENDA

Review legislation

Review meeting goals developed in June

Report any work done since June

Develop plan to achieve July meeting goals during three sub-committee meetings

Assign responsibility for Tuesday debrief

Embark upon substantive work



SUB-COMMITTEE GOALS

Goals

- Complete specific tasks assigned to sub-committee
- Build on work already completed
- Consider new material from presentations



SUB-COMMITTEE ROLES

Sub-committee chair

- Lead meetings
- Keep discussion focused and productive
- Identify “parking lot” issues (e.g., important issues that cannot be resolved absent additional information, involvement from other subcommittees, or that are beyond scope)
- Monitor and moderate time
- Identify and manage overlap with other sub-committees



SUB-COMMITTEE ROLES

Sub-committee members

- Share expertise
- Listen
- Ask productive questions

ISDE staff

- Take notes
- Conduct research as requested
- Provide legislative and regulatory expertise



PROCEDURAL NORMS





PROCEDURAL NORMS

Arrive on time

Be present

Turn technology off

Stay focused on agenda

Finish on time



BEHAVIORAL NORMS





BEHAVIORAL NORMS

Test assumptions and inferences

Share all relevant information

- State views and ask genuine questions
- Use specific examples and agree on what important words mean
- Explain reasoning and intent
- Focus on interests, not positions

Combine advocacy and inquiry

Use decision-making rule that generates the level of commitment needed

Source: The Skilled Facilitator



GROUP SMARTS...

Overall group intelligence is not highly correlated with individual intelligence...



The “smartest groups” –

- Listen to one another
- Share criticism constructively
- Have open minds
- Are not autocratic



“Groups that had smart people dominating the conversation were not very intelligent groups.”

- *Source: Woolley & Malone (2011, June). What makes a team smarter? More women. Harvard Business Review. P32-33.*



“The challenging and rapidly changing demands of our global economy tell us what people need to know and who needs to learn. Advances in learning sciences show us how people learn. Technology makes it possible for us to act on this knowledge and understanding.”

- *Source: National Education Technology Plan. U.S. Department of Education Office of Educational Technology (2010) (p. 8).*