

MINUTES
TECHNOLOGY TASK FORCE

DATE: July 11, 2011
TIME: 8:00 am
PLACE: Senate Auditorium, WW02

MEMBERS: Aaron McKinnon, Alan Dunn, Alan Millar, Andy Grover, Bicker Therien, Brad Patzer, Brent Lloyd, Brian Duncan, Christine Donnell, Christopher Campbell, Chuck Winder, Cliff Green, Colby Gull, Debbie Critchfield, Gary Smith, George Boland, Heidi Rogers, Jayson Ronk, Jenn Johnson, John Goedde, Keven Denton, Maria Nate, Marne Curtis, Mary Vollmer, Melinda Smyser, Michael Fornander, Mike Caldwell, Salvatore Lorenzen, Sherri Wood, Spencer Barzee, Stefani Cook, Wendy Horman, Wendy Jaquet, Tom Luna (participating via conference call)

General Task Force Business John Goedde, who chaired the meeting, called the group to order at 8:35 am. Lauren Morando Rhim, Facilitator, presented on the schedule for the meeting and procedural and behavioral norms. Luci Willits, State Department of Education Chief of Staff, presented a review of the legislation relating to the task force, the charges of each subcommittee, a timeline for recommendations, and a review of the State Board of Education's online course requirement proposal. Since most subcommittees have professional development in their objectives, the Classroom Technology Subcommittee will take the lead on professional development for mobile computing devices and classroom technology.

Maine Learning Technology Initiative, Steve Garton Steve Garton, Coordinator of Educational Technology for the Maine Department of Education, presented via video conferencing on the Maine Learning Technology Initiative, which has been in place for nearly 10 years. He presented a number of suggestions to the task force based on Maine's implementation experience:

- It's important to not just use technology as a substitution or augmentation, but to use it for modification and redefinition. Technology should allow for significant task redesign and the creation of new tasks previously inconceivable.
- Professional development should be role-based and outcome-based.
- Must be sure that all students have a laptop, and no one goes without a laptop for more than one day. Maine's design goal was "A personal digital device, at the point of learning, as defined by the learner."
- Maine wrote their Request for Proposal (RFP) asking for a solution (not a price quote), the functional requirements of the device, the service level expected (i.e battery life, tech support, maintenance, etc.), a network capable of supporting maximum capacity, and one person to be responsible for support.
- Help desk should be available for teachers, students, and parents. If it takes a technician more than 5 minutes to solve the problem, Maine's policy is for the laptop to be reimaged. All data is automatically backed up.
- The RFP required spare devices for students whose computers are being

repaired. If device is accidentally damaged beyond repair or stolen, there's also a buffer pool written into the RFP for replacement of the device. Most damage rates are directly related to the adults, not the students.

- Maine also built in the RFP that the device battery must last a full school day. When a battery stops holding a charge for the full day, a replacement may be ordered at no additional cost.
- Garton suggested thinking about the "little things": bags/carry cases, storage when student isn't using the device, power management, and device data readily available.
- Maine's policy is that the laptop can be taken home, because students take more value in taking care of the device if they feel greater ownership for their device. However, letting students take the device home requires parent meetings to lay out expectations, internet safety policies, and digital citizenship standards. Last year's breakage rate was only about 2%.
- Maine has security filters for when the device is at the school and has a web history logger that allows administration, teachers, and parents to look at anything the student has done on the device at any time. Maine requires administrator rights to install software, but allows students to hook up printers, iPods, or cameras.
- It's very important to have a shared leadership and shared vision. Administrators, teachers, librarians, IT staff, students, and parents must all be on the same page.
- One-to-one has never replaced the teacher. Transitioning to a new model of teaching is always scary, but to move student achievement forward you have to move to an individual technology model, because it allows students to have access to classes they don't have already.
- By requiring full day battery life, did Maine limit selection of vendors? No. Daily battery life didn't turn out to be an issue for any of the proposals Maine had, but not everyone was willing to replace the batteries when they went bad.

The Task Force took a break at 9:58 a.m. and reconvened at 10:15 am.

**Denver Public
Schools' Journey to
the Digital Doors,
Diana Golden,
Megan Marquez,
Jason Martinez, and
Wuanita Vann**

Megan Marquez and Jason Martinez presented on Denver's Instructional Management System. When Denver began their process, teachers and principals wanted timely access to data, a single place to access systems, meaningful and actionable reports, and access to curricular resources so they could spend more time with the pedagogy. They then obtained a grant from the Michael and Susan Dell Foundation, went through a vendor selection process, bought Schoolnet, and built a portal around Schoolnet. The tool was piloted in each region of the district, core curriculum was loaded in phases, an internal marketing strategy was deployed, and professional development was offered through a train the trainer model. Currently only about 7% of tool users are on it every day, but at least 64% access it at least once a month. Denver is moving towards allowing teachers to develop their own assessments on the portal, and they expect usage to go up. Adoption was higher in schools where the principal actively supports the use of the tool and in elementary schools

generally.

Wuanita Vann, a teacher in the Denver Public Schools, spoke about how the data system won her over, because she can access student data quickly and use it to develop an intervention plan for her students. Instead of getting bits and pieces of the picture about the student's learning, Vann gets the whole picture about how she can help the student succeed.

Diana Golden, also a teacher in the Denver Public Schools, spoke about how she uses the tool for lesson planning and locating curriculum documents.

Marquez and Martinez said Denver wishes they had done a better job turning over ownership of the tool, assessing schools' data team processes, linking instruction to best practices, and starting an information campaign earlier. They suggested training principals well prior to the launch and setting higher expectations for them to support their staff.

**Discovery Learning,
Hall Davidson**

Hall Davidson presented on meeting the needs of 21st century learners. He stressed how the way students learn has changed and how students are more media and digital learning driven. He also demonstrated digital curriculum options and the Discovery Education Network where educators can share digital content.

There being no further business to come before the Task Force, the meeting was adjourned at 12:15 pm for lunch and afternoon subcommittee work.