

MINUTES

TECHNOLOGY TASK FORCE

**ONE-TO-ONE GOVERNANCE AND INSTRUCTIONAL INTEGRATION; CLASSROOM
TECHNOLOGY INTEGRATION; ONLINE LEARNING IMPLEMENTATION; AND PLATFORM,
SPECIFICATIONS AND PROCUREMENT SUBCOMMITTEES**

DATE: July 11, 2011
TIME: 1:30 PM
PLACE: WW02

MEMBERS: Senator Goedde called the meeting to order. Steven Garton, Coordinator of Educational Technology Initiative (MLTI) in Maine was on video conference to answer Committee questions.

Mr. Garton stated that some teachers are still not adequately prepared to use technology in the classrooms and that the district played the greatest role in determining the success or failure of technology initiatives.

In response to Committee questions, Mr. Garton stated that the State Department of Education's technology team was not very large, except for the professional development team, which saw some increase in numbers. Four people are in the State office full time. At the district level, additional staff weren't needed most of the time. Mr. Garton stated that professional development was included in the total cost and districts were not charged to use such services.

Regarding technological devices, Mr. Garton explained that a base image was given to each district, which they can then custom. Each machine could be updated manually, or reimaging can be pushed out to all machines using a district server. Imaging could be done wirelessly for districts with large numbers of devices.

Regarding student course offerings, Mr. Garton stated that in Maine, there is local control over distance learning. Mobile devices do not have state imposed curriculum but the district may use resources provided by the state.

Regarding professional development in integrating 1:1 technology, Maine has focused on "lenses" that multiple contents can fit under. When the catalog comes out, recommendations are given for which teachers would benefit from which lenses. With more schools opening this year, there will be more professional development regarding application (ex: how to make a movie) but there will also be a focus on how to integrate the application with classroom learning and how to manage a classroom with 1:1 devices. Mr. Garton stated that districts are given a base level of training (how to use device, how to teach students to use device, etc), with districts able to customize professional development to meet districts goals. This year will be the first time teachers can get graduate credits for participating in professional development courses taught by the MLTI.

In response to Committee questions, Mr. Garton stated that Request For

Proposal (RFPs) will go out in 2013, and there is not a specific platform that districts are obligated to. In Maine, financial benefits helped get local buy in, along with communication between local districts to ensure that mobile devices are meeting their needs. Collaboration has occurred with local businesses when working on software and base images. Parents are able to get information from parent meetings, or call the State directly to have questions answered.

Regarding Committee questions, Mr. Garton explained that their technology initiatives began at the middle school level because it was determined it would be the most effective and students would be more susceptible to learning. Mr. Garton stated that computer labs tended to stay around for a while, but most labs eventually turned into a specialized classroom or an area for students to work with their mobile devices.

Regarding mobile devices, Maine has held parent meetings to discuss the mobile device and rules regarding the device. Districts have found more success having these meetings with sport meetings. Districts create policies regarding reimbursement for damages, some cover expenses, others hold parents accountable. Some students have damaged multiple devices and districts have decided to give them older models, or only use devices on school grounds by allowing them allotted times during or after school.

In response to a question about learning management, Mr. Garton stated that a system similar to Blackboard is available but many districts manage learning in-house.

Mr. Garton explained that the cost of \$242 per student (which is estimated to be drop to around \$200, as it is becoming cheaper each year) has been cheaper than other solutions offered. Money for technology comes from the pools that are going to the district anyway. Maine's model has proven to be cost effective and sustainable. Mr. Garton added that it is cheaper to implement on a large scale than have each district implement its own solutions.

Regarding changes seen with the 1:1 mobile device, some districts have recorded lessons for students to view at home, with class time being used for homework. Teachers vary on how much time they are willing to be "on call" for students to ask questions, but generally office hours are given to the students.

Regarding a timeline of implementation, Mr. Garton stated that Maine had a slow implementation, giving devices to teachers the first year, and then rolled in students.

Responding to Committee questions, Mr. Garton stated that some districts have chosen to use e-textbooks and are currently evaluating cost effectiveness and quality compared to hard copy textbooks. Mr. Garton added that teachers have become much more supportive of the technology initiative, and would not consider cutting the 1:1 ratio even during the tough economic climate.

When asked if he would change anything, Mr. Garton stated that he would fund each grade level and have more time to spend in each district, which is currently difficult to do with a limited number of staff.

Regarding devices, Mr. Garton stated that Maine purchases Macbooks, along with other corresponding hardware, but that it is unsure which devices would be purchased in the future. The devices are leased, but networks and professional developments are included in the RFP, with districts able to purchase devices very cheap once the lease is up. Any unsold devices are stored in a district warehouse and funds from sales are put back into the program.

Regarding a shift in teaching methods, Mr. Garton stated that mobile devices dramatically change the classroom. Devices very quickly point out “bad teachers,” and the state has attempted to provide effective professional development in order to successfully integrate technology in their lessons. Districts vary in the amount of time that devices are utilized, but districts that have the devices on almost all the time are more successful.

In response to a question regarding wireless access, Mr. Garton stated that part of the requirement of device vendors was that it was accessible in all instructional areas of the school, including in hallways.

There being no further business to come before the Committee, the meeting was adjourned at 2:52 pm.