RENTON TECHNOLOGY COORDINATING COUNCIL (RTCC)

November 15, 2017 – Minutes of Meeting
KEC Board Room, 4:00pm - 6:00pm

Members in attendance: Dr. Seymour Hanfling, Alexey Kuznetsov, Alisa Louie, Barbara Folmer, Ellen Dorr, Emrie Hollander, Jason Franklin, Jerry Sidwell, Joy Mattingly, Kalisa Amparo, Dr. Karen Soine, Kevin Smith, Nathan Sun-Kleinberger, Ricardo Garmendia, Shari Mann, Stewart Schusterman and Tom Howley.

Members not in attendance: Kristina Bellamy, Randy Matheson, Ron Hansen, Dr. Shannon Harvey, Susan James and Susan Smith Leland.

Welcome and Introductions
Seymour began by welcoming everyone and each member in attendance introduced themselves.

Review and Approve May 18, 2017 Minutes
Two corrections and a spelling error will be made to the May minutes:

- On page 3, in paragraph 6, "Elementary schools … but possibly 4:1" needs to be corrected to say 2:1
- On page 3, in paragraph 8, "Institutional team" needs to be corrected to say Instructional team
- On page 5, in paragraph 1, "Tech Levin" needs to be corrected to say Tech Levy

A motion was made by Shari Mann to accept the minutes and was seconded by Jerry Sidwell. The May minutes are approved with corrections.

Sharing of technology uses – what is happening in your school or department
Shari shared that she is going to be holding a class for teachers on how to differentiate using the computers as well as using computers as a tool to help students with instruction. Tiffany Park staff are updating SWIFT web sites so they can better communicate with families. Also, they will be doing the Hour of Code again this year with the hopes that teachers will continue since it was so successful last year and students loved it.

Emrie shared that they added a Technology Coach at Honey Dew part-time and he is working on classroom implementation. Staff are working on a common data system, which includes SPED referrals, conversations with families, and intervention groups. There is talk about the potential for virtual field trips. For Family Engagement, they are looking at an academic parent-teacher team model. Instead of a traditional Back to School night, Honey Dew held parent-classroom team meetings where teachers gave data for the whole class, as well as for individual students, to show where students were at (i.e. site words). The teacher then shows some ways for parents to help teach students at home and helps them set 60-day goals for students. Conferences become a check-in where the teacher gives the parent updates on that goal. Some of those sessions were recorded and posted on the district YouTube site so that families who couldn't attend Back to School night could access the videos to do the activities at home.

Nathan shared that Honey Dew students are working on myOn and DreamBox in the library and will be working on Hour of Code next month. Currently teaching students digital citizenship skills, such as how to do key word searches and how to be safe on the internet. Worked on a Publisher project with 4th and 5th grade students to create icons. Would love to have a cart in the library for information literacy. Also, looking at ways to help 4th and 5th grade teachers with research. May utilize a free trial of Google Tools in the spring.

Alexey shared that Renton High has been focusing on the upcoming change to trimesters rather than technology this year. Teachers are a little scared to implement 1:1. Teachers are using Canvas and looking at ways to utilize Skyward more for parent communication. Alexey is using DreamBox and Rosetta Stone in his classroom, and he is looking at the Hour of Code as a way to introduce and encourage newcomer ELL students to look at careers in technology. Some

teachers were upset that projectors didn't come to schools this year. However, everyone is enjoying the new laptops even though there have been some glitches, such as no sound when the speakers are plugged in. Seymour mentioned that we are aware of some of these issues and are working with HP's technical team for solutions.

Alisa shared that Auburn is a Chromebook district. Every building has a teacher who also fills the role as Building Tech Coordinator and they help with hardware and work orders. They also have Instructional Coaches, who are generally also Librarians, and they help with the instructional needs in the building. Every building is in a different place depending on who their specialist is. Also, there are full-time district specialists, one for elementary and one for secondary. The district is 1:1 take-home Chromebook in all middle and high schools; 1:1 Chromebook in 2nd-5th grade; 2:1 touch Chromebook in 1st grade; and 2:1 tablet in Kindergarten.

Kalisa shared that the Leadership Team has included technology as part of their School Improvement Plan. Two things they are working on this year is making sure that all teachers have a SWIFT site and including DreamBox as part of the intervention for teaching math. To support teachers, the Technology Integration Specialist meets with them once a month to do a quick data check and make updates to web pages. In the classroom, Kalisa is using Google Classroom to see what it offers and students are using it with very little training. Students can read one another's work and make comments on it (i.e. add more evidence from the text). Students are constantly improving their own work as they collaborate with each other. Also, students are gaining citizenship skills while having fun and they are natural at adapting to using Google Classroom or Office 365 to share documents with each other.

Karen shared that they are piloting a 6th, 7th and 8th grade Science curriculum, which is mostly online. They are supporting teachers as they use technology, learn new standards, and learn new curriculum. It's been a big learning curve for all. She has been to classrooms piloting the curriculum and has spoken to students about it. They seem to be engaged, especially with simulations. C&I is starting to look for new PE and World Language curriculum for the coming years and will have the Digital Learning Coaches be a part of that process. Ellen mentioned that the new, adopted Middle School Social Studies curriculum has large online components and they are supporting teachers to figure out the online curriculum. Kalisa suggested that for students to do well in classes, they need to know how to login to curriculum programs at home.

Kevin shared that CTE used to be vastly different from regular education classrooms. Due to technology catching up in regular classrooms, CTE is not as different as it used to be. The purpose of CTE is that students are experiencing technology in the field. Right now, CTE is reviewing new industry programs and experiences for students to make sure that we are using the most modern programs for the industries our students will be entering.

Technology Plan 2016-2022
Review and discussion of technology vision, goals, vision of student learning

Barbara, Stewart and Tom discussed the technology vision as a group and shared with everyone that the challenge for the district is imagining what the infrastructure will look like down the road because we don't know what technology is coming. How do we prepare that infrastructure? It is our job is to listen to what the instructional teams are working on and rely on their vision to help guide the work. Also, facilities are multi-million dollar pieces of equipment that are not easily changed, are not relevant 20 years later, and lag more than technology does. Seymour mentioned that the technology plan overall is very much instructionally focused, but there are things in how we deal with infrastructure and how to support business operations. These are not called out in detail other than to say that there are district goals to support the business operation. Because the goal of the district is on educating students, that is the focus of the Technology Plan.

Alexey and Kevin discussed the goals of the district and Alexey shared with the group that he would like to learn more about horizontal alignments across subjects and vertical alignments across grades. Since teachers are alone in the classroom, making many decisions for the whole group, what other collaboration is there besides teachers being online? How does collaboration enhance communication between teachers besides just sharing of documents? Is there a specific process which allows the district to have unified vision across all the curriculum between the subjects so we're not teaching the same things using different terms? Having had to separately collaborate with science and social studies, he would like to see more collaboration going on between all the departments. How can technology contribute to this?

Also, teachers receive lots of support in the way of professional development, but Alexey wants to see more tricks and methods to implement in the classroom the next day without having to spend hours deciphering how and why one thing works and the other doesn't. Need specific, targeted instruction for teachers on how to use technology. Equity is an important component for him as well as for students who don't have access to technology or the internet at home. Some students are unfamiliar with how to use technology or how to login and students need to be encouraged to use technology more thoughtfully.

Nathan, Shari, Emrie, Jerry, Jason, Karen, Alisa, and Kalisa discussed the vision of student learning and Emrie shared that she noticed the heavy instructional lenses on the plan. Also, she would like to know what the details are around how we create the student experience. Kalisa asked if we are providing training to teachers in these areas and how is that training being provided. Under the student experience section, not sure of the meaning of "face-to-face interactions." Does this mean that you value face-to-face interactions because everyone is always looking at a computer screen or does it mean that it gives a chance for the teacher to have a face-to-face interaction with students, working with them on their level? Ellen responded that with the digital learning model, the teacher has more flexibility to group students together who are struggling with the same learning standard so they are working together. The face-to-face interaction is more powerful because the teacher is being more intentional in assigning groups based on data. Instead of always having class discussions, talking to students in groups for different learning activities and standards provides a more powerful experience. Karen shared that she would like to see something stronger about curriculum selection, possibly in another column. Also, does the central office (i.e. DLT) need to be a part of the implementation process?

Seymour shared that like other districts, we try to bring instructional technology and curriculum together, which we are doing a much better job of now than we were 2-3 years ago. The Technology Plan that was approved last year will remain on the website as a print version. The electronic version is considered the living document where changes can be made when suggestions from RTCC or others are made. This will provide others the progression and changes that occur to the plan. Within our departments internally, we want to make sure we are clear on how we're talking and listening to one another.

Ellen shared that instruction is about the "how" and the curriculum is the "what." We all need to support the "how" in the plan, which is complex and probably can't be clearly laid out in a plan that is static. Emrie wondered about the phasing in of the optional vs. expected and the timing of it. Ellen mentioned the three phases and the matrix at the end of the plan shows what those phases look like. Part of what we want to be thinking about is 1) what does a school want and 2) what is the school ready for. Emrie mentioned the alignment to the Danielson framework and wondered about the impact of teacher evaluations if what is expected at Honey Dew, but not expected at another school, then how can that framework be proficient for one teacher, basic for another and distinguished practice for another? The alignment of expectations is a piece bigger than a building. Ellen mentioned that in the readiness self-assessment and the matrix all align with Danielson, which technology would amplify. A teacher would be more likely to be evaluated as a 3 or a 4 if they were using technology to do these things. Technology hours are individually determined, so we can't say what is expected around tech hours, we can only make suggestions.

Alexey asked if there is anywhere in the plan about health implications such as how to work on the computer, posture? Seymour said no because our concern was more related to digital citizenship and that health implication have not come up before. Kalisa mentioned that if students are on devices several times throughout the time, screen time minutes are more than recommended by pediatricians. What do we tell parents? Collectively, there is a lot of time spent in front of a screen at both home and school. Seymour commented that the issue of screen time was usually discussed from an entertainment or social media point of view as opposed to how it relates to screen time that is instructionally focused. What are we doing around the mental health and social-emotional aspect of screen time? Our health program has to look at things they haven't before, such as what are students feeling when they look at what their friends are doing on social media and what the impact of it is. Nathan asked how do we to define screen time? If the teacher shows a video, is that considered screen time as opposed to a student doing work on a computer, looking at the library catalog or being on their phone? Health wasn't considered before and is something to be added in the future.

Updates

Seymour gave an update on the document, *Outline of yearly learning and teaching implementations*. This document describes what has occurred in 2016-2017, the plans for 2017-2018 and 2018-2019, and is the updated version of the same document in the Technology Plan. There are minor updates to the priorities and support. A major item that was delayed was the Classroom Display Project because the cost was twice what we expected. This year, we are doing a pilot at Dimmitt to look at flat panel TV's rather than mounted projectors. A component we are looking at is the ability to untether the teacher and the students so that the teacher can display wherever they are as well as control what the student devices display.

Also, we added a sixth Digital Learning Coach to work with Dimmitt, and Ellen is going to request a seventh DLC for next year. Many districts don't devote that many people to digital learning, but we understand that teachers need training and support. We are trying to find ways to lesson hardware support so we can do more instructional support. Teachers should be provided professional development to use technology well.

We added Google GSuite; rolled out our new intranet, RSDNet, which we will continue to support schools to develop their RSDNet sites this coming year; and distributed new laptops to teachers and administrators. One thing we said would happen this year is that we would pilot 1:1 in one middle school and one high school. However, since a high school didn't volunteer to go 1:1 this year, we delayed the high school pilot. In working with the Department of Learning and Teaching, 1:1 will be piloted at Renton High in 2018-2019 along with the remaining three middle schools. The other three high schools will go 1:1 in 2019-2020.

In terms of equity and what students have at home to access technology, there is a Sprint program for high schools that provides broadband to students without access at home. We conducted a technology survey of our high school students and approximately 3% of Hazen, 4-5% of Lindbergh, and 10% of Renton High students are without broadband at home. We had around 125 students that we could provide hotspots to through Sprint. All the students needed to do was to bring back a consent form signed by a parent; however, less than 50% of students brought the form back. We are following up at Renton High to try to get more students to return forms. Two weeks ago, Sprint changed their policy requiring parental agreement to distribute hotspots to students. Asked Cabinet what we want to do since our general policy is to have parents approve things we give to students. Some parents who work in our department said they wouldn't want their student to come home with something that gave them access that they weren't aware of. Cabinet's decision was that we still need parent consent unless in extenuating circumstances, such as a McKinney-Vento student who may not be with a parent or a high school student who is over 18 years old. Also, we have an upcoming meeting with King County, who is working with Verizon to provide hotspots to families without broadband. They will not restrict their program to just high school students.

A missing component that we are looking at are the families who don't have computers at home. We are working with CTE to refurbish laptops to send home with students. Since Talley High was looking for a community service project for their school, students there will help refurbish old teacher laptops in a way that will meet our requirements. Because this program can consume large amounts of staff time, we need students to help us with refurbishing and tracking. We will be developing a process to help families that don't have computer at home to be able to get one, which is a goal for this year. The technology survey also asked students if they had computers at home and the percentage of students that don't have a computer at home is slightly less than those without broadband access. We are committed on the equity side to try to service families that have needs.

We are learning from other districts who already have 1:1 take home programs, and we have developed a handbook based on what those schools have done as well as a protection plan. If parents choose to, they can pay a small fee in case something drastic happens to their student's laptop so they don't have to pay $300-$400 to cover the full cost.

One to One at Dimmitt Middle School

Ellen shared that it is important to think about the why and the how when thinking about all the things we are trying to provide to our students. We are trying to create powerful learning experiences for both our student learners and adult learners. With our student learners, we have vision and plans to give them a robust education. In supporting ongoing professional learning, we have offered a lot of things in terms of digital learning, including sessions in June, August and

October, and schools are also creating their own. For example, Hazen has come up with three professional learning strands and one is a digital learning strand. Schools are approaching this in different ways. We want to be thinking about the learning experiences we are providing across the district. Also, the Digital Learning team and the Curriculum team have been partnering in how we are supporting teachers within curriculum. The Social Studies team has had sessions around what it looks like to take some of the online content and break it down to a class lesson, looking at what parts are analog, what parts are digital, and how to set it up.

Looking at the three-year plan, we are adding Renton High, as well as all the middle schools, as a 1:1 pilot next year. By 2019-20, all secondary schools will be 1:1. In elementary schools, we are sustaining the current ratios, which overall are a 2:1 or 3:1, but they can be configured differently at each school. Some elementary schools are at a 4:1 in Kindergarten because we don't want our kindergarteners on screens too often, and it allows for a 1:1 in 4th or 5th grade in those same schools so that students can type for their ELA units. Within in all the ratios, the focus is on inclusive, equitable instruction, which empowers students. Teachers are masterful creators of the learning experiences that are happening in their classrooms and they are allowing students different ways to access things so they can learn to the highest of their potential. We have shared this vision with students and asked secondary students what they like about the vision. They have all mentioned differentiation and personalization because students don't learn the same way, so it's important that we do things a little bit different. Students are asking what the consequences are for damage; does it work well for all students, including Special Education students; what is the budget; what is the action plan; and what does support look like for students and teachers. Additionally, students suggested having more resources as well as having clear, consistent expectations and support.

Last year, Ellen met with Gioia bi-monthly to plan what they were going to do with Dimmitt staff and held five professional learning experience meetings with the whole Dimmitt staff. In one of those meetings, they looked for trends in students' voices. The biggest trend was that students were asking for clear, consistent expectations, which was prioritized so that students know what is expected of them. Students also suggested to share the vision since it was compelling to them. Staff at Dimmitt were excited about three things in particular – increasing their ability to differentiate, empowering their students to drive their own learning, and providing more feedback. Staff felt these were going to be the highest leverage pieces in being in a 1:1 model, so it's not necessarily about the technology but what you can do with it. Their biggest concerns were technical pieces and we found a solution to support those through homerooms. Dimmitt modified their schedule to have students start the day in their homeroom for 15 minutes where they do different lessons. Some of those lessons were specifically focused on Chromebooks. They had to learn digital citizenship, file storage and organization, and how to care for the devices. The school had to pass a quiz at a certain percentage before students could start carrying their devices around the school. Once all the school was at 90% passing mark, students could start carrying their devices, which was part of the clear, consistent expectations that students asked for. Continuing to meet with Gioia, her admin team and the Digital Learning Coaches.

Four parts to how 1:1 is working are 1) instructional planning; 2) communication and engagement with families; 3) what happens centrally - purchasing, tagging and distributing devices; and 4) what happens at the school – technical team at school figures out where devices go and what do when a device isn't working.

The progression of work at Dimmitt has been focused on the instruction and student learning. Technical concerns were set aside during whole staff meetings so the focus was on instruction. A smaller team would be pulled together to figure out the technical concerns so that the entire staff isn't talking about what happens when a student brings a device that isn't charged. It was important to have staff expectations from the school's leadership, such as how often teachers were integrating technology into their lessons. There are new expectations this year, which has helped the shared vision and ownership. In staff meetings, have also focused on growth mindsets - having people be solution oriented, taking risks, and embracing productive struggle. There is a Digital Learning Coach who is at Dimmitt three full days a week and can help support in classrooms, develop some of the homeroom lessons, and support in whole-staff professional development. We have also empowered teacher leaders. A few technical things that have made this successful at Dimmitt, which are recommended for other schools next year, are:

1) Using a digital platform (i.e. OneNote, Google Classroom, Canvas, etc.) in staff meetings so that teachers are having that experience so they can see what it looks like for students.

2) Homeroom class is essential because it helps students have enough experience with different resources. In the same classroom, where students start and end their day, they can practice how to line up, check a device out of the cart, and plug the device in correctly;

3) Moving towards student led conferences with a digital portfolio. Because students have their own device, and are using it in some form in all their classrooms, it can be a place for storing their best work. Moving away from arena conferences, which have not been that effective, and moving towards students talking about what they are proud of and what they have learned.

4) Working with leadership on vision and readiness.

Next month, meeting with all the upcoming 1:1 principals to find out what the mind set of school is, what they are focused on and what their school improvement plan is, and then determine if we make 1:1 align with those pieces. Also, will discuss with principals what expectations they can share with their staff and identify teacher leadership. The Digital Learning team is supporting and meeting with Technology Integration Specialists who take things back to their staff and get them excited about this vision of learning. There are six Digital Learning Coaches who support specific schools and projects. The three coaches who support elementary schools have backgrounds in Special Education, adaptive assistive technology, literacy, ELL, and STEM. Of the three coaches who support secondary schools, one is supporting the 1:1 program and is creating resources that can be customized for other schools, another is a humanities strand specialist who has experience in a project-based learning high school, and another has a STEM background. They can support staff in different ways, which a lot of it depends on schools reaching out to them because the support is optional. It can look like whole school support, one-on-one coaching, or supporting PLCs. Their goal is to develop independence in the people they are working with so that people can do things on their own. The coaches might help a teacher to create a form for the first time and then teach them how to do it so they can create forms themselves moving forward.

Ellen shared quotes from staff and photos of students. The 1:1 program provides flexibility to teachers and takes away logistical challenges, but it does not mean use it all the time. Staff at Dimmitt are ready for this. They would consider themselves on the front end of being innovators. They are willing to learn and get messy and while it's not always easy, they are challenged by it as well as excited. Students are excited and proud of what they are doing. It all fits within the school's PBIS model of being safe, accountable and engaged. The first day students got their Chromebooks, they were heard saying, "it's deployment day," and were very excited about it.

Kevin asked about what it means to be authentic? Ellen answered that it is related to personalization. For instance, when you are interested in a learning target because it is meaningful to you it becomes authentic or you have an authentic audience for a piece of writing you are producing, it's not just turning it into a teacher.

Alexey asked about high school implementation and if there is there a way to involve students in delegating responsibilities or in tech support? Seymour answered that the trimesters will provide flexibility that didn't exist before. As we are looking at schedule, there is flexibility in how we can use students that would have been difficult under the current model. We are open to help Renton High know how can this be done. Alexey shared that students like to take on leadership roles. Ellen mentioned that the leadership team is the tech team. They have been involved in how to create messaging and videos.

Good of the Order

Seymour ended the meeting by mentioning that many of our projects went smoothly considering what we were trying to do. That doesn't mean issues didn't come up, but it all ended up coming together smoothly considering past experiences. This is due to the hard work of Ricardo, Daniel, Tom and their teams. We don't have Dimmitt staff telling us that we don't have bandwidth and it's because of the that hard work. How do we make sure devices are supported? For us it's new and we are learning and we have good people that are helping.

We will share team updates at our next meeting on January 17. Also, we will be presenting the Technology Plan to the Board on December 13.

Adjourn