

Renton Technology Coordinating Council (RTCC)

Meeting Minutes
December 2, 2019

ATTENDING

Ellen Dorr, Bob Ettinger, Karen Soine, Mark Sabo, Tom Howley, Jason Franklin, Kalisa Amparo, Pam Teal, Shari Mann, Barbara Folmer, Rachel Sherin, and Kerrie Thornton

AGENDA

- [Welcome and Introductions](#)
- [RTCC Projects](#)
- [Digital Equity Article Review and Discussion](#)
- [Board Presentation](#)

WELCOME AND INTRODUCTIONS

Each RTCC member introduced themselves by giving their name, role, and sharing the most exciting learning they have observed or been a part of recently. See [addendum](#) for individual responses.

Ellen noted she was glad to hear people share about non-Technology based learning experiences because it is important to remember that while Technology can enhance learning, it is not the driver; learning is always the driver.

MINUTES REVIEW

The minutes were reviewed, and the following corrections were made:

- On page 1, in the section regarding team goals and the role of RTCC, there was a reference to “Wii Video”, which was corrected to “We Video”.
- On page 2, there was a word omitted in the section regarding what Technology Services could improve on. The line was updated to: “People wanted to make sure TS is making good choices about what is purchased for the district”.
- On page 4 under the Infrastructure team update, the district name “North Shore” appeared two times and was corrected to “Northshore” for each occurrence.

Updates to the October 2019 RTCC minutes were made and posted to the Renton School District website on 12/3/2019.

Ellen noted that the minutes have been restructured to serve as a summary of the meeting vs. verbatim, but that the addendum will continue to include each member’s response to the connector question.

DIGITAL EQUITY ARTICLE

The RTCC members were asked to read [Changing the Discussion: From Screen Time to Digital Equity](#) and engage in a discussion around the following questions with a partner:

1. What connections did you make?
2. What questions do you have?
3. What implications are there for us?

Group Discussion:

The RTCC members shared their responses:

- Disproportionate access to outside resources, experiences and opportunities creates an equity issue in our schools.
- The management of technology devices requires a nuanced approach involving education for teachers, students, and their families.
- We need to be intentional about how technology is used so that students engage with technology in a meaningful way, are able to evaluate digital resources, and manage the use of their devices.
- Technology can be used as a social outlet for students who do not have the means or agency to participate in other kinds of activities outside of school.
- Empowering students to participate in the development of rules and parameters around technology may help in creating a successful system where screen time is managed independently.

RTCC PROJECTS

Due to low attendance and limited time remaining, the RTCC members voted to postpone project work until the next meeting. At that time, the members plan to work on the following projects, expanding on the work started at the October 1, 2019 meeting:

- Review RTCC bylaws (1240P) to increase membership and participation
- Review TLT projects (design update protocol)
- Gather needs from classrooms/schools/students/families
- Review tech plan and alignment to strategic framework

BOARD PRESENTATION

Ellen and Bob prepared the Technology Plan Annual Update to present at the Board Meeting on December 11, 2019. They did a practice run of this presentation for the RTCC members and requested feedback in terms of the following:

- Does the presentation capture the right message about digital learning?
- How is the pace for clarity and efficiency?
- Should any part be removed from the presentation?

Discussion and Feedback

- Suggestions were given regarding the clarification of terminology and content.
- Members noted the pace of the presentation was fast and felt rushed at times.
- Members offered suggestions for which parts of the presentation could be removed.
- A request was made to connect part of the presentation back to a related curriculum.

CLOSING

The meeting ran over time and was considered closed upon the completion of feedback.

ADDENDUM

Ellen Dorr, *Chief Technology Officer*

Ellen recently attended part of a Principal Meeting and was able to witness some of the professional learning they engage in after the meeting. The principals have selected into 1 of 3 learning groups including:

- Assessment
- Social-Emotional Learning
- Culturally Responsive Teaching

Ellen sat in with the Assessment group where Principals brought in examples of students work as data and talked through next steps for instruction.

Karen Soine, *Assistant Director of Curriculum, Instruction, and Assessment*

Karen went to Hazen High School to be a part of a sociology class. The students had been learning about the Sunset neighborhood: defining the biggest problems in that neighborhood and finding possible solutions. During Karen's visit, the students were giving presentations on the work they had done throughout this class, part of which involved actually going into the community and talking to the people who are able to take action on these ideas. One group focused on the lack of visual art in the community which resulted in the creation of a mural that now provides daily evidence of the ideas that come out of the classroom.

Mark Sabo, *CTE Facilitator*

CTE has a Student Tech Support course with 3 or 4 participating students who work from the library with the supervision of the Librarian, the Field Support Technician, and the Technology Resource Specialist at Hazen. These students do projects in the building and provide support to teachers as needed. One project they worked on was in response to the yearbook teacher who wanted the lab revamped. The students reconfigured the whole room with the assistance of the Field Technician, managing the technical aspects of the revamp. There was a lot of positive feedback from teachers regarding this project and desire to have the students come in and do other projects. While Mark stated it was not a sustainable model, it was exciting to see what the students could do.

Tom Howley, *Director of Infrastructure*

Tom recently did a conference call with a regional group comprised of State Legislature and technical people at the city, county, and state level, to discuss cybersecurity. This group is working on building regional resources to help organizations tackle cyber security problems. It was exciting for Tom to see this collaboration leading toward legislation or executive order to make it possible for us to get the tools we need in order to fend off attacks.

Jason Franklin, *Executive Director of Business Services*

Jason began by extending his gratitude to Technology Services for participating in the cybersecurity session. He then shared that Business Services and Human Resources got together for a collaborative training session where a speaker led a discussion on how to work together as a team. As a collective, they identified some tasks they had trouble refining and managing between departments, then split into groups to tackle those tasks and come up with solutions. It was a really productive learning environment. He also shared that he has learned a lot from YouTube exploring various subject matter.

Pam Teal, *Board of Directors*

Pam stated that the best learning she does is at RTCC; learning what departments are doing individually and collaboratively. On a personal level, it is watching the constant growth and learning of her grandchildren.

Kalisa Amparo, *Maplewood Heights 4th Grade Teacher*

Kalisa shared that the Maplewood Heights team spent the afternoon learning about iReady. She was excited to discover how they can dig deep into what the students do and do not know. She highlighted that this is particularly useful considering Parent / Teacher Conferences, and how utilization of this program allows the presentation of real data that provides evidence of growth over time.

Shari Mann, *Tiffany Park Teacher/Librarian*

Shari spent the afternoon working with Kindergarten teachers. She will be leading the computer science program pilot at her school with their support. Shari is excited about getting them started and setting them up to manage the technology piece.

Barbara Folmer, *District Website Coordinator*

Barbara's favorite learning experience began with a training on PDF remediation (for the purpose of creating ADA accessible documents) coordinated by Monique Wise. The team involved had an important discussion about accessibility, what belongs on the website, and the advantages of using fillable forms. There was a Human Resources representative engaged in the discussion who is new to the District and taking on the task of managing website content. Barbara was excited to witness her learning and to begin the conversation about how we can make changes to our current processes in order to use of our online resources efficiently and work within ADA compliance.

Rachel Sherin, *Sierra Heights Elementary Librarian*

Since there is a new set of chromebooks in the library, Rachel started teaching students how to use the online library catalog, how to put in their own requests for reserving books, how to understand inventory, etc. Her focus is to give students some agency over how they use the library and manage their resources. It was exciting for Rachel to watch them make new discoveries throughout the process.

Bob Ettinger, *Director of Digital Learning*

Bob shared his excitement about the formative assessment work they are doing with school leaders and professional learning communities in schools, as well as the rollout of the elementary computer science program. However, the learning he was most excited about occurred through a blended learning engineering design course for educators. One component of the course took place in the classroom and one component was on the computer. This blended style of the class highlighted the way technology can support learning and create new opportunities, which translates into innovative learning for students.

Kerrie Thornton, *Administrative Assistant*

Kerrie also participated in the PDF remediation class coordinated by Monique Wise. The most exciting part of this learning was discovering how to use the tools already available in Microsoft applications in order to create accessible documents at the source. She was surprised to learn so much new information in resources she already has significant experience with.