

Renton Technology Coordinating Council (RTCC)

Meeting Minutes

February 1, 2022

ATTENDING

Dr. Ellen Dorr (Chair), Rahman Abdul, Dr. Bob Ettinger, Cathleen Gonzales, Barbara Folmer, Tyann Nguyen, Keith Peck, Genevieve Ramsey, Kevin Smith, Kevin Takisaki, and Kerrie Thornton

AGENDA

- [Welcome and Introductions](#)
- [Reflection: Survey Results](#)
- [Technology Services Updates](#)

WELCOME AND INTRODUCTIONS

Ellen welcomed the council members and went over the agenda. She then asked everyone to introduce themselves by sharing their name, role, and a goal/intention they have for 2022 (personal or professional).

Ellen thanked the council members for sharing their goals and noted the importance of grounding together in a collaborative space. Ellen extended her gratitude for the continued participation in the valuable work of the council: to serve as a forum to review technology decisions and ensure that they maximize student performance and achievement.

MINUTES REVIEW

Ellen invited the council to review the [November 30, 2021 meeting minutes](#) and asked for questions, clarifications or thoughts. Ellen noted the following from the minutes:

- **RE: Technology Levy Stories** – One thing we discussed at the last meeting was the collection of Technology Levy stories. Randy (Community Relations) has put together a concise package for the promotion of the levy with an emphasis on the staff roles and resources that are available because of it. As a result, the stories collected weren't utilized for this purpose. However, Ellen extended her appreciation for the feedback received and hopes that we can use that information to tell a broader story about the impacts of the levy at another time.
- **RE: Tech Levy Presentation** – Bob and Ellen presented the Tech Levy Annual Update which the council reviewed, prior to this meeting. So, she wanted to give folks an opportunity to ask questions about that presentation if they wanted to.

Ellen invited further feedback regarding the minutes. There was none.

REFLECTION: SURVEY RESULTS

One of the four main implementation strategies of RTCC is to continually gather needs from schools, classrooms, students, and families. Prior to the meeting, Ellen sent out a survey to gather ideas specifically from school-based members about topics we should be prioritizing as a council. Ellen shared the results with the council and gave them 5 minutes to review independently. Afterward, the council was split into groups to discuss what they noticed in the survey results and what implications it has for us (RTCC and/or Technology Services) moving forward.

Full Group Discussion

- **Bob:** In our breakout room, one of the constraints identified was "time". How do we engage with multiple and competing priorities? Especially in elementary schools, where do things like typing fit in? Computer science?

Digital citizenship? Despite having great resources for these things, how do we navigate a course given this very real constraint?

- **Kevin:** In our group we discussed the second part of the survey, regarding the maintenance of the 1:1 program and how it impacts every classroom, every single day. Our group also noted that almost all the items in that category hinge to the 1:1 program and will be a priority moving forward: connectivity in schools, home access, cybersecurity, and digital support/training. He also noted that during their discussion, he had been apologetic about his suggestion to “[provide] an Xbox Series X to every school”, but received an unexpected response indicating the overall benefit of having something like that in schools to capture student interest and increase student engagement.
- **Ellen:** I appreciated seeing the alignment around the interests of our council, such as a high interest in digital citizenship work. The next step is to consider: how do we use our time well at RTCC to ensure that the tech plan is supporting what needs to be happening in schools? Also, how do we expand how we are receiving information back from schools? This survey sample was quite small, so how do we engage more voices? Prior to COVID we had gone into schools to receive feedback, like the time we interviewed Talley students regarding their experience with the 1:1 program. What opportunities do we have moving forward for this type of work? Also, the conversation no longer about simply having a device, but instead about what we are doing with them. How can they best be used to enhance learning?
- **Keith:** In the same way teachers are evaluated based on a rubric - identifying strengths, challenges and determining a goal to work toward – the [scripts training](#) offered through educational service districts serve as a similar framework for computational thinking and computer science. It helps district identify what is working, what is not, and what our goals are as a district toward improvement. It helps us get to that question: “We have the devices now, so how can we use them to our greatest benefit?”
 - **Ellen:** Thank you for this! I know both Kevin and Bob’s departments have been working on some of the articulation of this but having a specific resource to help students get to a higher level is helpful.
 - **Bob:** We have done pilots in three schools for elementary computer science (one on each hill), built curriculum in grades K, 2 and 4, and purchased programs for this curriculum. However, when COVID happened, it put a pause on that work. In our breakout room today, we discussed whether schools were ready to re-engage with that work, but with the challenges of this school year it may not be the best time. However, we (Curriculum, Instruction, and Assessment team) believe in the value and necessity of that work and will continue to partner with CTE to move it forward.
- **Keith:** At Hazen, we would love to find a way to mentor and share with elementary schools about the great work being done at the high school level so they could see some of the possibilities and consider what they want to be prepared for in the future.

At the end of the discussion, Ellen expressed her appreciation for the ideas brought to the table, while also recognizing that the tensions are real; there are always competing priorities and COVID has really exacerbated that. However, our goal is to work through the constraints of now and consider strategies for forward momentum. In the next meeting, we will dig more into digital citizenship.

TECHNOLOGY SERVICES UPDATES

Promethean Project Update, Rahman Abdul

We have completed all the classrooms at elementary and secondary. The last part of the project is to get two additional panels to each location.

- One panel will serve as a spare when a classroom panel is not working and awaiting service.
- One panel will be placed in a school conference room.

Ellen added that there was initially some confusion about panels being put in PE classrooms, however there are other considerations for the display in gymnasiums. We are currently doing research and design with Facilities, two PE specialists, and one PE teacher from elementary, middle, and high school, to figure out what would work best in gyms and what would meet their needs. This is one of the major projects for the next school year.

Certificated Staff Device Deployment, Cathy Gonzales

All teachers and administrators have received their new laptops. Deployment started in December and we had hoped to complete it that month. However due to the snow we had to extend the deployment through January. Most teachers have adjusted well to the new devices. Now we are working on collecting the old teacher laptops so that we can repurpose them.

Ellen commented that one thing the team did really well was adjusting the deployment schedule to after school hours and allowing teachers to keep their old laptops for a period of time so they had the opportunity to transition to the new device. This was the least disruptive approach and went relatively smoothly.

Ellen shared that we will be re-purposing the old teacher laptops for the following:

- **Paraeducators** who are currently using Chromebooks and who need increased functionality.
- **Renton Remote Elementary Teachers** who are using more than one computer to conduct remote class.
- **COVID HSAs** who are using a Chromebook or a desktop.
- **PE Teachers** who would like to use an older device in the gym where they are projecting during lessons and where a device may be at increased risk of damage.

This information will be shared in the Principal Post this Friday, February 4th and with the groups listed above. One caution we have is that people who are given two devices during this time may want to keep that set-up moving forward. However, we will not be able to accommodate that in the future.

TIS ISTE (International Society for Technology in Education) Artifacts, Dr. Bob Ettinger

Technology Integration Specialists (TIS) are full time teachers who receive a stipend to do be digital learning leaders in their schools. This year they have been focusing on ISTE standards. These standards have been adopted by Washington State as our education technology standards. The TIS have been focusing on a different ISTE standard each month.

- Standard 1: Empowered Learner
- Standard 2: Digital Citizen
- Standard 3: Knowledge Constructor

Bob shared the TIS Artifacts Notebook with the council, demonstrating ways TIS have tried to utilize these standards in their classrooms. The TIS review each other's work, provide feedback, and get ideas for strategies at their own schools using these slides. They also serve as a resource for other people to gather ideas.

- **Ellen** encouraged the council to review the section on digital citizenship since it is one of the topics that came up as a priority for RTCC. It will be beneficial to see how teachers are addressing that at different grade levels.
- **Bob** shared a list of the TIS personnel and let the council members know that we are taking on new TIS if there is any interest. We have the capacity to have two TIS at secondary schools and one at each elementary school.
- **Ellen** noted what a powerful learning tool this resource is, commenting specifically on an exchange she saw between two teachers regarding one of the learning artifacts. She also highlighted that school administrators can use this information to consider how they might want to leverage their TIS in the future to support their teaching staff.

CLOSING REMARKS

Before closing the meeting, Ellen opened the floor for people to share a Plus (what is going well) and a Delta (what could be improved) for this meeting.

Plus:

- **Keith:** I liked the updates on the projects using the form we agreed to and reviewing the artifacts from the TIS. That was amazing!
- **Barbara:** I enjoyed the opportunity to review the artifact slides. I don't get to be in the classroom, but I love to see what is going on in schools.
- **Kevin T.:** I agree, the artifacts were cool, and it gives me a little push to leverage our TIS more to do some of this exciting work.
- **Genevieve:** Coming back to a survey helped remind me how far we have come in building a system for technology. The last time we were in buildings, we (at elementary) didn't have a lot of devices, and now they are really integrated into classrooms - with students using a variety of programs and digital tools. It is helpful to have some time to consider what pieces will help compliment and deepen their work that might be missing, such as digital citizenship, computer science, and other things that support student learning. It's not just about putting devices in students' hands, but how the whole system works together to make those devices beneficial.

Delta:

- **Tyann:** In some of the classrooms students don't access or use their devices. Is there a way to share these artifacts so that teachers can get actionable ideas to work toward creating a standard to ensure that students are ready to work and engage with their devices?
 - **Ellen:** One thing this makes me think of is content specificity. The learning should drive how we use these resources. However, what I think I am hearing you say is that teachers may need to get some ideas and motivation from these artifacts on how to best use the devices. I also hear some pieces there about student responsibility and expectations.
 - **Bob:** It is one of the things we wrestle with all the time, because more use of technology is not necessarily the best thing. What we consider the most powerful is when these tools can be used flexibly to enhance and support learning.
 - **Keith:** I am also hearing that there are potential barriers here: logistical things like where can they plug in their devices and teacher comfortability integrating them into their lessons.
 - **Tyann:** My suggestion is more for encouraging student behavior of coming to school with a charged device and bringing their chargers.
 - **Keith:** One thing we did in the Kent School District was a Tech Expo. Students from all grade levels gathered to share their technology projects, see what other grade levels are doing, etc. In the future, this would be a good way to showcase all the cool learning happening and to inspire others to do that kind of work in their classrooms.
- **Genevieve:** Continue to think about how we build a cohesive system of technology to support learning.

Ellen extended her gratitude to the council for their input, questions, and suggestions which help us to keep improving.

MEETING ADJOURNED

Meeting Adjourned 5:29pm