

Renton Technology Coordinating Council (RTCC)

Meeting Minutes

October 18, 2022

ATTENDING

Dr. Ellen Dorr, Dr. Stefanie McIrvine, Rahman Abdul, Dr. Bob Ettinger, Barbara Folmer, Amy Frey, Cathleen Gonzales, Jay Gray, Emrie Hollander, Kelly Jones, Keith Peck, Woody Sobey, Kerrie Thornton, and Carlito Umali. With special guests from Highline Public Schools: Teshon Christie and Becky Mesker.

AGENDA

- [Welcome and Introductions](#)
- [Overview of Technology Services](#)
- [Vision of Instruction](#)
- [Focus for the Year](#)
- [Appreciation](#)

WELCOME AND INTRODUCTIONS

Ellen welcomed the council members and reminded them of the role of RTCC: to serve as a forum to review technology decisions to ensure that they maximize student performance and achievement.

Ellen asked everyone to introduce themselves by sharing their name, role, and one thing they have learned or are excited about from the start of this school year. See [addendum](#) for individual responses.

Ellen also welcomed visitors from Highline Public Schools (HPS): Teshon Christie and Becky Mesker. Ellen thanked the council for being open and willing to share with them, emphasizing the benefit of collaboration with other school districts.

MINUTES REVIEW

Ellen invited the council to review the [June 2022 Minutes](#), before diving into the [Reflection](#) portion from the meeting. She asked for questions, clarifications, or corrections.

Questions:

- **Ellen:** Bob will there be a new notebook for the TIS Artifacts?
 - **Bob:** Yes! For those of you who don't know, TIS stands for Technology Integration Specialists. TIS are teachers who receive a stipend to help staff in their building develop independence using resources as well as utilize effective digital learning instructional practice. The [TIS Artifacts Notebook](#) is a demonstration of those instructional practices, centered around the International Society for Technology in Education ([ISTE Standards](#)). We have just built a new artifacts notebook which I can share, but it currently does not have any content in it because the TIS are just getting started this year.
- **Woody (via chat):** Is there an update about rolling out MS Planner to other departments?
 - **Rahman:** MS Planner is already available to all staff, and they are welcome to use it.
 - **Ellen:** However, we are not quite in a place to support it.
 - **Rahman:** I have resources I can share with you, Woody.

RTCC 2022 JUNE REFLECTION

The council reviewed the [Reflection](#) portion from the June 2022 meeting, which detailed the Plus / Delta identified by the 21-22 council.

PLUS	DELTA
<ul style="list-style-type: none"> • collaboration with school teams • collaborative communication is fantastic • efficient at getting information from multiple levels • we did a really good job of gathering feedback • well planned meetings with strong flow and committee involvement • feedback • excellent meeting structure 	<ul style="list-style-type: none"> • have more school-based folks on RTCC • get a more / wider range of perspective (family and community) • get more feedback from families of what they need from technology and greater accessibility to information on the website • opportunities to collaborate and inform decisions when appropriate

The council was given time to discuss the feedback in small groups and identify any take-aways or implications for the 22-23 council. Afterward, council members shared some of what they discussed with the larger group.

Discussion

- **Jay:** Our group discussed the importance of having the right stakeholders involved in these meetings for effective and useful conversations (i.e. a balance of various roles at multiple levels).
- **Bob:** Our group talked about the goal to increase student and family input, which led to a conversation about also gathering feedback from post-secondary and industry folks.
- **Kerrie:** Our team talked about finding unique ways to gather feedback from communities and families to understand their experience with technology and to support them in accessing the right resources.
- **Carlito (via chat):** How do we use tech to transform and support multilingual students to access education, especially for students who learn English later in their lives?

OVERVIEW OF TECHNOLOGY SERVICES

The council has several new participants, so Ellen gave an overview of the Technology Services (TS) department. She also shared the department's alignment to the District Core Values, the priorities for 2022-23, and recent cybersecurity updates.

TS ALIGNMENT TO THE DISTRICT CORE VALUES

The work of TS is in alignment with the district core values in the following ways:

- **Service:** providing a strong foundation
- **Excellence:** improving systems and support
- **Equity:** right support for each and every learner

PRIORITIES FOR 2022-23

- Maintenance of the 1:1 Model in grades K-12
 - iPads in K-1, Chromebooks in carts grades 2-3, Chromebooks with take-home in grades 4-12
- Modernization projects:
 - Display/Projection in Gyms and Commons
 - New copiers

- Communication support: [Remind app](#) - texting and two-way communication + translation
- Continued support for digital learning resources and implementation

CYBERSECURITY UPDATES FOR 2022-23

- Moved to 2-Factor Authentication to increase security
- Auto-lock for inactive staff devices after 30 minutes
- Updated secondary student default password and reinstated the annual reset

VISION OF INSTRUCTION – Presented by Dr. Bob Ettinger

In Spring 2022, CIA engaged 1000 stakeholders including students, teachers, families, staff, and leadership to create a vision of instruction. This work was done to help us understand what excellence in learning and teaching means, how it appears in the classroom, and to create a guide toward it.

INSTRUCTION VISION STATEMENT

“Inclusive and rigorous learning experiences in which each student is empowered and engaged in caring communities”

We aspire to create learning experiences that value and embrace each student’s multiple identities, including but not limited to: culture, language, and ability. We pursue firm goals aligned to standards and driven by data through flexible, student-driven means. We seek to create conditions where students are intellectually active in learning that fosters their passions and curiosity. We strive to partner so that all students, staff, and families are connected, seen, known, and safe.

FOCUS FOR THE YEAR

Considering our alignment to the core values and vision of instruction, Ellen asked the council to consider the following:

In addition to project updates on areas of priority, what topics or issues should we explore as a team?

- Focused on removing barriers
- Direct impact on student learning

Ellen provided the council an opportunity to discuss in breakout rooms and capture their thoughts on a [Jamboard](#). Afterward, the council discussed some of the thinking that took place in small groups.

DISCUSSION

- **Amy:** We spent some time talking about how, with the multitude of technology tools and sites for teachers, we can ensure we are using the right tool for the learning objective and avoid putting too much focus on a tool that may be difficult for students to access or use. We identified two parts to that consideration. The first is looking at the tools we have and determining what the best options are. The second is providing teachers support on integrating technology into the lesson so that it is serving the learning objective.
 - **Ellen:** I love that. Our thinking is always centered around: learning first, tools second or third. I recently had a conversation with a principal about this. The first step is to identify the learning goal or instructional practice, and then to determine if there are any tools to support it. Bob, will you share what you have created in Canvas? I think it will be a great reference.
 - **Bob:** Yes, so we have these Digital Resources by Instructional Practice which can be found in [Curriculum Center 2.0](#). It details core instructional practices, why they matter, and what tools can be used in service of them.

Figure 1 Curriculum Center 2.0 Landing Page

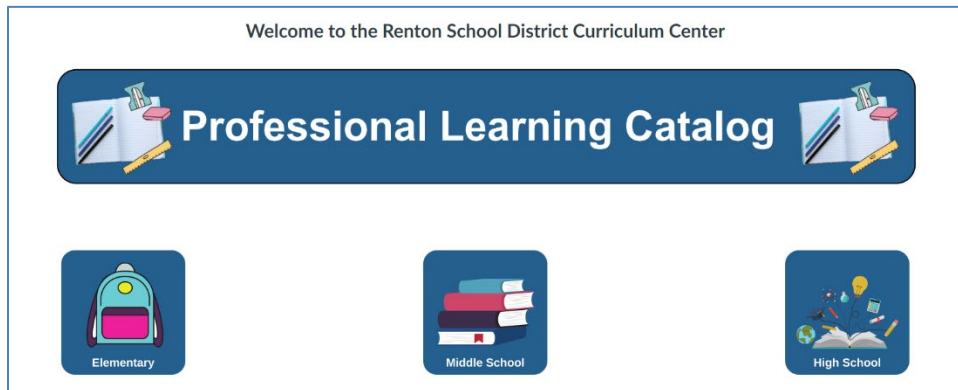
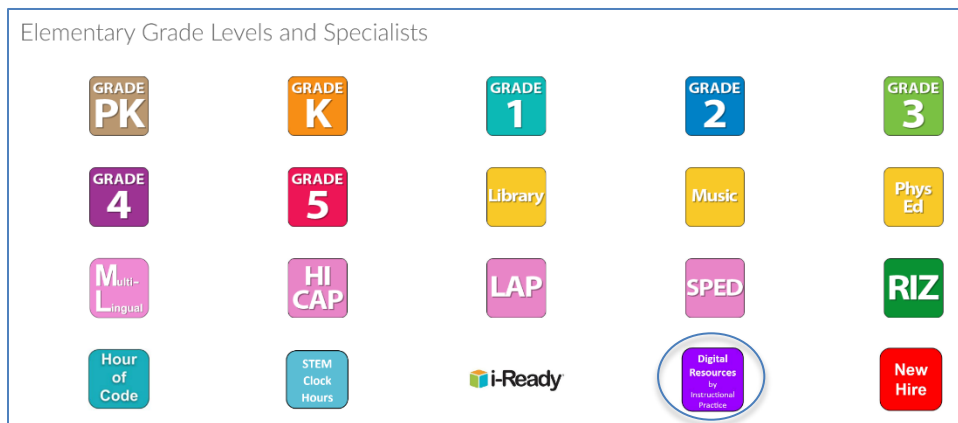


Figure 2 Digital Resources by Instructional Practice Found Within Grade Band Tiles



- **Ellen:** We have great resources available for staff. So, the next question is: how does that get shared at schools? Sometimes its instructional coaches or TIS providing this guidance, or sometimes it could be through intentional use in staff meetings. It is important for us to continue to think about how we can support this. It goes back to that core value of Equity: the right support for each and every learner.
- **Bob (via chat):** We shared with all newly hired staff in August and have asked TIS to share with schools when they introduce themselves.
- **Emory:** I added this to the Jamboard, but this makes me think about differentiated and personalized learning pathways for students. At the elementary level, the use of the i-Ready personal learning path has been such a hit. It could also support student interventions. However, in terms of finding the right tools for the task, one thing to consider is that sometimes the students know better than we do what tools they could use to accomplish a goal or demonstrate their work.
- **Ellen:** Yes! I love that. It also invites us to consider partnership and collaboration with students. I remember when I was starting to integrate digital tools into student work, I would engage students in that process. I would have them work with a tool and even ask them to come up with instructions on how to use it. And sometimes the students have suggestions of other ways and other tools they could use to demonstrate their work or accomplish a task.
- **Keith:** Our group continued our previous conversation about bridging experiences between grade bands. High School tends to be its own little bubble, but knowing what happened in elementary and middle school is important especially as technology changes, so that curriculum can change along with it. For example, if

younger students are already doing some things that I am teaching in high school, I can be prepared to advance that learning when they get to the next level. So, having an intentional process where we can have some visibility into that would be beneficial. Similarly, creating horizontal alignment across grade bands to see how tech patterns are happening across content areas and how we can leverage that information so students can start to recognize that the strategies they are using in one classroom is applicable in others. We also discussed improving accessibility options and finding tools to help support students who have different learning needs, such as ML learners, differently abled students, and students with hearing or vision impairments.

- **Ellen:** I think I saw a few notes about this on the Jamboard. We meet with a team regularly regarding adaptive assistive tech for SPED students, but I think what you are talking about is even broader. When Hazen was first moving to 1:1, there was a high interest in leveraging some of the accessibility tools built into Microsoft, because while accessible content may be necessary for some students, it is beneficial for many. So, it is definitely something we should explore.
- **Keith:** Yes, and I would suggest we broaden the conversation further to consider that training piece that was discussed before; that not only are we finding the tools to support students, but that staff also knows how to use them flexibly and efficiently.
- **Carlito:** Working with students who are often disengaged in school, I am continually thinking about how we can elevate tasks through technology: what inspires a kid to do more? At my school, the question I ask my teaching staff is "are you teaching like you're in 1986 or in 2036?"; are you using the same methods in an attempt to reach new possibilities, or are you seeking opportunities to engage students in a way that is preparing them for their future? You have been able to move the content to a digital platform, but what is next? And when looking at your learning objective, consider: will this matter in 2036? As an Administrator, I am also trying to figure out from the district what our baseline is, what the requirement is, and what training is available?
 - **Ellen:** What I think I hear you saying in your question is: "Are teachers teaching in a way where students are empowered and engaged?". If teachers are just taking what they previously had on paper and making it digital, then the answer is "no". So, we need to consider how we all push toward the [Vision of Instruction](#) we discussed earlier; creating "[i]nclusive and rigorous learning experiences in which each student is empowered and engaged in caring communities".
 - **Bob (via chat):** [ISTE Standards](#) can be a good frame.
- **Kelly:** What the data is showing at our school and is likely true across the district, is that we are not supporting our multilingual learners as well as we should. In conversations with teachers, I am hearing that students aren't ready to be in the core classroom yet, but there is no way to build the skills they need if they are not in the core classroom. So, my question is, what are some technology tools that can give our multilingual learners a voice?
 - **Ellen:** We can look into tools to enhance the experience for multilingual learners, but we have to be mindful that in some cases the use of technology can actually amplify a problem. For example, I was recently asked about a live translation tool. It seems helpful because a student would be able to listen to what was happening in the classroom, but then how will they engage or make meaning from what they are hearing? That same kind of consideration can be made for things like teacher monitoring applications. There are ways that it could be supportive of instruction and ways that it could create different problems. These are things that we should tackle as a team. But I do want to continue to have a conversation about how we can better support students at the margins.

APPRECIATION

Ellen commented how excited she is about the RTCC team this year and for the work we will do together. She opened the floor for others to share any appreciations or celebrations before closing the meeting.

- **Ellen:** Thank you to Kerrie for helping to prepare this meeting and for your calm response when we found out we were not recording. Thank you for your partnership. Also, thank you to everyone for being here, collaborating with us, and sharing your feedback and experience in schools.
- **Stephanie (via chat):** Thanks for letting me hang out with y'all!
- **Teshon (via chat):** Thank you for letting us crash your party! Very good group!

NEXT STEPS

Ellen shared our upcoming meeting dates and noted that meeting reminders will be sent in advance and may sometimes involve some prep work for the council. She commented that we may also have the final meeting of the year in person, but that the council could expect the rest would be on Zoom.

- Dec. 13, 2022
- Jan. 31, 2023
- April 4, 2023
- June 6, 2023

*Due to schedule conflicts, two meeting dates were changed on 10/26/2022. The updated schedule is as follows:

- Dec. 6, 2022
- Jan. 24, 2023
- April 4, 2023
- June 6, 2023

MEETING ADJOURNED

5:39 pm

ADDENDUM

Dr. Ellen Dorr, Chief of Technology & Strategic Initiatives

It is exciting to see schools being more confident with Chromebook management and device distribution now that we are in our second year at 1:1 in all grade levels. We recently had a meeting with the Building Technology Assistants (BTA) and Technology Resource Specialists (TRS), and they talked about how much smoother things are going this year.

Dr. Stefanie McIrvine, Vice President, Board of Directors

I am excited to participate in this meeting. I think this is the third time I've joined, and I appreciate the thinking of this group.

Rahman Abdul, Executive Director of Technology Services

I am excited to be completing the classroom modernization project which we have been working on for a few years now. It is great to have the panels installed and to see them so well integrated into classrooms.

Dr. Bob Ettinger, Director of Curriculum, Instruction and Assessment

I am excited about a lot of things! We have a lot going on: K-2 Early Literacy, ANet partnership for math in grades 3-8, 9th grade success, and our new Vision of Instruction. Technology has a role to play in all of those areas and can enhance that learning but isn't the central focus.

Barbara Folmer, District Website Coordinator

I am always really excited to meet the new website composers and webmasters.

Amy Frey, Assistant Principal, Dimmitt Middle School

Last year was my first year on RTCC and my first year as AP at Dimmitt. I am super excited about not being new anymore! Now I can be more involved and intentional about decision-making and contributions at these meetings.

Cathleen Gonzales, Customer Service Manager

I am really excited about our surplus going to other districts. We cleared out our labs at Lindbergh High School and we found some really great equipment that other districts can use.

Jay Gray, Infrastructure Manager

I am looking forward to building on systems throughout the school year.

Emrie Hollander, Assistant Principal, Honey Dew Elementary

I am returning to RTCC after a short hiatus. I have a long history in instructional technology. What I am most excited about is both professional and personal. My daughter is taking an introduction to coding class from Mr. Peck, and even though she was very vocal about how hard it is, she has been having a super positive experience. The class is really challenging for her, but she is finding success and fulfillment in doing the work.

Kelly Jones, Assistant Principal, Hazen High School

I am excited to be back in the high school environment. I originally started my career as a high school teacher, and now I have returned as an AP. I have had some great discussions with parents about technology and witnessed their excitement levels regarding the GoGuardian Parent App. I am excited to be a part of RTCC.

Keith Peck, CTE Computer Science Teacher, Hazen High School

This is my 3rd year on the council. I am excited that we will be getting an Analog Thing computer, so that students can learn about the difference between digital and analog computers.

Woody Sobey, CTE STEM Facilitator

I am excited about being on RTCC! Right now, I am also excited that we will be getting some custom Arduino micro controllers. We have been building robots in the district for a while, but these controllers are simpler to use and have more capabilities, so it will provide more opportunities for students.

Kerrie Thornton, Administrative Assistant

I really enjoy problem solving and building content, so one of the most exciting learning experiences for me has been figuring out the new copiers: navigating the existing e-learning resources and building content to support staff in accessing these resources.

Carlito Umali, Assistant Principal, Talley High School

I am excited that I get to mentor a first-year counselor this year. It is important that I am able to support both students and staff to be successful, and this is a great opportunity to do that.

Teshon Christie, Chief of Technology at Highline Public Schools

I am excited about the project process we are getting into place right now. I also appreciate being able to join this evening to learn with the team here.

Becky Mesker, Assistant Director of IT at Highline Public Schools

We have a new CTO and Superintendent and I am excited to get to see what ideas they bring.