

Technology Planning Committee Meeting

March 10, 2016

Facilitator: Ron Brown

Attendees: Ray, Mark W, Holly, Mark H, Socorro, Molly, Adam, Dan, Tina, Ryan, Scott, Dennis, Cati V, Flora, Alicen, Diana, Dave, Pete P, Keith, Eric, Rob

Welcome

All committee members were welcomed to the meeting and the evening's agenda was reviewed.

Entry Task

Please be sure you are signed up for [Remind](#).

Collective Commitments

- [Agree to Code of Conduct](#)
 - All present agreed to the code of conduct.
- Why are we here today? To.....
 - Review homework from last meeting
 - Tour the tools of the modern classroom.
 - Finish our Jigsaw activity.
 - Review our current technology survey data.

Back Channel

Please use [this link](#) for back channel and parking lot questions.

Meeting Audio

A recording of tonight's meeting can be [accessed here](#).

Video

[Students Teaching Teachers Technology](#)

Review

- Our ideas were in our 2012 plan, including supporting teachers.
 - Instructors don't have to know everything,
 - Their role changes to facilitation, and it is a shift in way they do things.
- Ray tried last year at FMS to set up a student-run tech help.
 - Another program will be in place this spring at OMS
 - It's a great relevant learning piece for students involved.
- We are trying to be forward thinking with our technology; e.g. smart board, vs. mirror iPad
 - iPad will be standard tool for our teachers.
 - iPads have been huge lifesavers for teachers, for getting them mobile and not being tied to their chair, overhead, or desk.
 - iPads replace document camera
 - An iPad camera is mobile and combined with mirroring retains all the doc cam functionality.

- Using an app such as Stage allows the teacher to annotate, comment, highlight, whatever is on the screen.
 - We are giving the iPad multiple purposes.
 - It can be placed in a tablet stand to image a document but it's also a research and dynamic learning tool.
- [Review Entry Task Data from last meeting.](#)
- Today we will be looking at:
 - Short throw projectors (mounted directly on the wall).
 - Document cameras.
 - Networking, access points.
 - Every classroom will have one
 - AppleTVs.
 - Chromecasts.
 - Lightspeed Topcat audio systems.
 - Bluetooth pairing system for classroom audio.
 - The number one way to improve student learning is for the teacher being able to talk in a normal voice, walk around the room, and not project their voice all day.
- [Current Construction Specs](#)
- [Extron Vault](#)
 - Outlets will be built in to room, with volume control, input panel.
 - Topcat uses audio out to input into the Extron Vault.
 - Topcat media controller is on teacher desk or cabinet next to the input panel to enable the use of any source.
 - Projector controls - to the left of the whiteboard/screen for controlling On/Off, Source (Apple TV, Chromecast, Computer, Doc Cam) Volume Up/Volume Down.
 - There is an app that goes with the iPad, which will give control of this to the teacher.
- We are not going to purchase smart screens or touch boards.
 - They are too expensive and get better value with what we're ordering.

Q. *Would a \$700 Visio monitor to mirror be worth purchasing? From where I am sitting, I do lose some visibility of what is on the screen.*

A. A Visio purchased from Costco, for example, is illegal to install in our schools. We have to have commercial grade products with commercial safety specifications, which are about double the price. I am aware that this screen in this room should be ideally be placed higher on the wall and the image should be zoomed in more.

Q. *What about flipping the projection idea and having the teacher device displayed on each student's screen?*

A. We are talking about that. There is software technology that will allow that, and we have tried some of them (e.g. Nearpod), but we are not sure if we want to do that universally since there is some loss of teacher-student interaction. Google Classroom has way to push content. We are trying to have hybrid classrooms.

Q. *Would it be different for early childhood education?*

A. We are recommending touch for early childhood. Our focus right now is getting the infrastructure

in place since the so much technology will be different in a short span of time.

Q. *Is there a reason the art room was not included?*

A. No, we are going to wait and see based on feedback from art teachers regarding what they want to teach digitally. They will receive the same setup as the other classrooms however. We want to outfit all classrooms across the district with the same, which will cost about \$10K per room.

C. *There are some great apps for art, e.g. [Art Authority](#).*

Activity 1

Tour of the tools in a modern classroom.

- [Current Construction Specs](#).
- Ultra Short Throw.
 - Ultra short throw on ceiling just in front of the whiteboard.
 - This is a good for retrofit rooms on whiteboard.
 - Images can be projected and teachers can annotate directly on the whiteboard.
 - The new rooms have two sliding 5'x12' whiteboards, with storage space directly behind it.
- Audio Controls.
 - Rooms with older technology are from only two years ago.
 - Infrared audio systems with multiple speakers in ceiling.
 - Control panel near whiteboard still a good idea.
 - New rooms will also have input panel plates to plug in up front.
- Stage.
- iPad Mirroring.
 - Access point in the center of the ceiling.
 - AppleTV sits on or near the projector.
- Chromebooks.

Activity 2

Finishing our [Jigsaw activity](#):

- Reflect, Read, Re-Read and comment on work a similar team created on this topic in 2012.
- [Wenatchee Learns Scouting Team Report - Enhanced Learning with Technology](#)

Synopsis

Group 1 - Tina, Alicen & Mark

C. *We talked about what Ron's introduction was for today, that teachers are no longer here to give content, but to provide ways for students to learn outside the walls of the classroom.*

A. It's not about the stuff, it's about changing the practice of the teacher, their routine, about changing how students show their learning. We will have tours of students using their devices in the classroom at a future meeting.

Best Practices (from around the world)

Group 2 - Molly, Jenny, Flora

- C. *Technology integration is a best practice, and we've painted a picture of the ideal world of tech infusion. Challenges that we'll encounter are of teacher buy-in, support, and how to we get from here to there.*
- A. *Other challenges are training, time, support, and relationships, but it is not the technology itself.*

Research

Group 3 - Dan, Jeff, Caiti

- C. *This was more about how the community at large viewed the problem, and how they were feeling that we as a district were behind technologically, late to the game and not catching up. This was primarily felt by lower income parents. I did question how it was described that the 1:1 classrooms lead to better futures, since it was very rosy, maybe too rosy.*
- A. *Yes, it is rosy but this document isn't an analytic. The most telling research does support that students are more engaged, more excited to be in the classroom. The first 1:1 programs in the nation are only 15 years old. Parents are still saying that we're behind, because we only have pockets of tech with giant chasms of nothing in between. There are still places where it is only sit, listen, write on the board all day long.*

Inside the District

Group 4 - Ryan, Sandra, Katie

- C. *There is change but not monumental changes; the universal application of technology looks much the same as it has in the past. Technology has improved, but we are still waiting for others to catch up. We are doing a lot of the same "stuff" when it comes to teaching. We spend \$1 million recently on teacher textbooks, and I can't help thinking what if we had gone all digital and spent that money on something else? There are also more online resources ([TenMarks](#), [FrontRow](#), [Zearn](#)), and social media on its way, more for students and some parents however, and Google products are being used more and more.*

Student Implications

Group 5 - Socorro, Adam, Ray

- C. *With integrated technology, students will be more engaged, learning will be more enjoyable and collaborative. How we assess students is different too. It is hard for teachers to feel proficient if they feel they won't be successful. We need admin support to do things differently. Students who have no internet at home is a challenges.*

Parent Implications

Group 6 - Ray, Socorro, Adam

- C. *Staff will be needing admin support. Teachers need support of their principal. For parents, this creates community, social connections, and there are more stakeholders in the learning process. It's easy to increase communication and provides devices for homes. One con in this is that it's one more thing for parents to manage.*

Staff Implications

Group 7 - Dennis, Scott, Mark

- C. *This will increase teacher efficiency and management of day-to-day operations. It will be easier to differentiate instruction, but teachers need to develop tech-confidence. The down side is there will have to be constant training, with new staff and new technology, loss and damage of equipment, unequal access to devices, and students using devices for non-educational purposes.*
- A. *It's about group skills, dynamics, the soft-skills, the 21st century skills, and problem solving. Students will be doing jobs we haven't heard of and using skills we don't know of yet. For staff in our 1:1 rooms the challenge is the relinquishing of control, being ok not knowing the answer, and being flexible. Students are resilient, and although we feel like we need to know the answer, we have to learn how to relearn and how to unlearn. I love how things change, since it keeps you fresh and always thinking. This constant change forces relevancy although it's hard work.*

Community Implications

Group 8 - Mark, Alicen, Tina

- C. *The goal of all this is to provide skills and proficiencies necessary for the workplace of today and tomorrow. We have to be supportive of this, levies and bond, but also how this is going to change how education is going to look. Parents, community will see a classroom where the teacher is not 'teaching.' We will provide a parent technology workshop series to the community with technology support and home support ideas. (Started this with Maker's Fair, Tech Showcase, Hour of Coding, etc). This type of learning will only be possible with the support from our larger learning community in Wenatchee. To fund this type of initiative will take all stakeholders involved and a large scale effort for funding and volunteer support.*

Activity 3

Review our current technology survey data through the following reports

- https://drive.google.com/open?id=0B_VKBWYUprjTWEsxc0RBczRrZmM
 - Not a lot of parents replied; be cognizant of that.
 - Easy to peruse the info graphics and will illustrate key findings for staff and students
- There is a readiness to do this (levy, tech improvement)
- District-wide data is reflected in these reports.
 - We do have building data.
 - Let Ron know if you wish to view it, and he can share it with you.

Q. *Did you do the survey for parents?*

A. *I will pull in the end numbers for our next meeting. There was inconsistent parent response across the district, with some schools getting a lot of responses and some not.*

C. *One of the parent questions was, "Is tech important in classrooms?" and it's usually yes, across the board. That is a great piece of encouragement to put forward for bond support.*

Meeting Wrap-up

- Please read for homework:
 - [The Four Essential Elements of a Successful one-to-one Program](#)

- [How Every School Can Promote Safety in a Digital World](#)
- Future meeting dates
 - Please calendar them and let Ron know if you cannot attend:
 - March 29, 2016 5:30pm - 7:00pm WSD Main Board Room
 - Meeting includes dinner starting at 5:15pm
 - April 19, 2016 Time TBD OMS
 - This may be a daytime meeting to tour a working classroom and return to OMS.
 - I would like us to see some of the new classrooms also.
 - May 12, 2016 Time TBD Location TBD
 - May 14, 2016 9:00am - 1:00pm [Technology Showcase at Pybus](#)
 - Tours to be scheduled:
 - 1:1 classrooms.
 - Tech updated classroom.
- Future Meeting Focus
 - We will have to put legs on our plan.
 - How are we going to phase in the plan?
 - Who will get the phase-in?
 - The levy works across a 6-year plan, and adds a tax commitment to our community.
 - This would be our target.
 - Think about also, when the six years is up how do we refresh our funding?
 - How do we ensure we will not become obsolete?
 - What can we do funding-wise, training-wise?
 - We will need training tools, to train people to use those tools, and access to the devices.
 - What grade levels to apply first? Second? What classrooms?
- If you have feedback, questions, concerns etc, please use our [Meeting Feedback](#) form.

Q. *Does the levy have to be on six year plan? Some are two-year levies.*

A. We could do a four-year levy, but that would be too large of a burden for the community. A six-year levy will give us time to get everything going within the time frame. With an two-year levy, you are always asking for funding, and a six-year one has more legs and longevity. State funding will never be enough to replace and upgrade the 400 classrooms that we have with an estimated cost of \$10K per room.

C. *We need to change our attitudes about what is necessary.*

A. It should be part of what is expected day-to-day.

Q. *How defined is the levy on what we have to buy?*

A. We will be agnostic, generic and use terms like tablet, since we don't want to be shoehorned into something that may be quickly outdated.