MLTI Advisory Board Meeting #5
Friday, May 14, 2020

Beth Lambert, Team Lead

Deb Lajoie, Project Manager

Jordan Dean, Office Specialist

Brandi Cota, Management Analyst

Jon Graham, Elementary Digital Learning Specialist

Emma Banks, Secondary Digital Learning and Computer Science Specialist

Maine Department of Education

AGENDA

9-9:45:	**Overview of Board's work January to April 2020**
9:45-12pm:	**Visioning MLTI 2.0 Stimulus Mining**
12-12:30pm:	**Lunch**
12:30-1:30pm:	**MLTI 2.0 – Draft program elements and services**
1:30-3:00pm	**Planning MLTI 2.0 Program Framework**

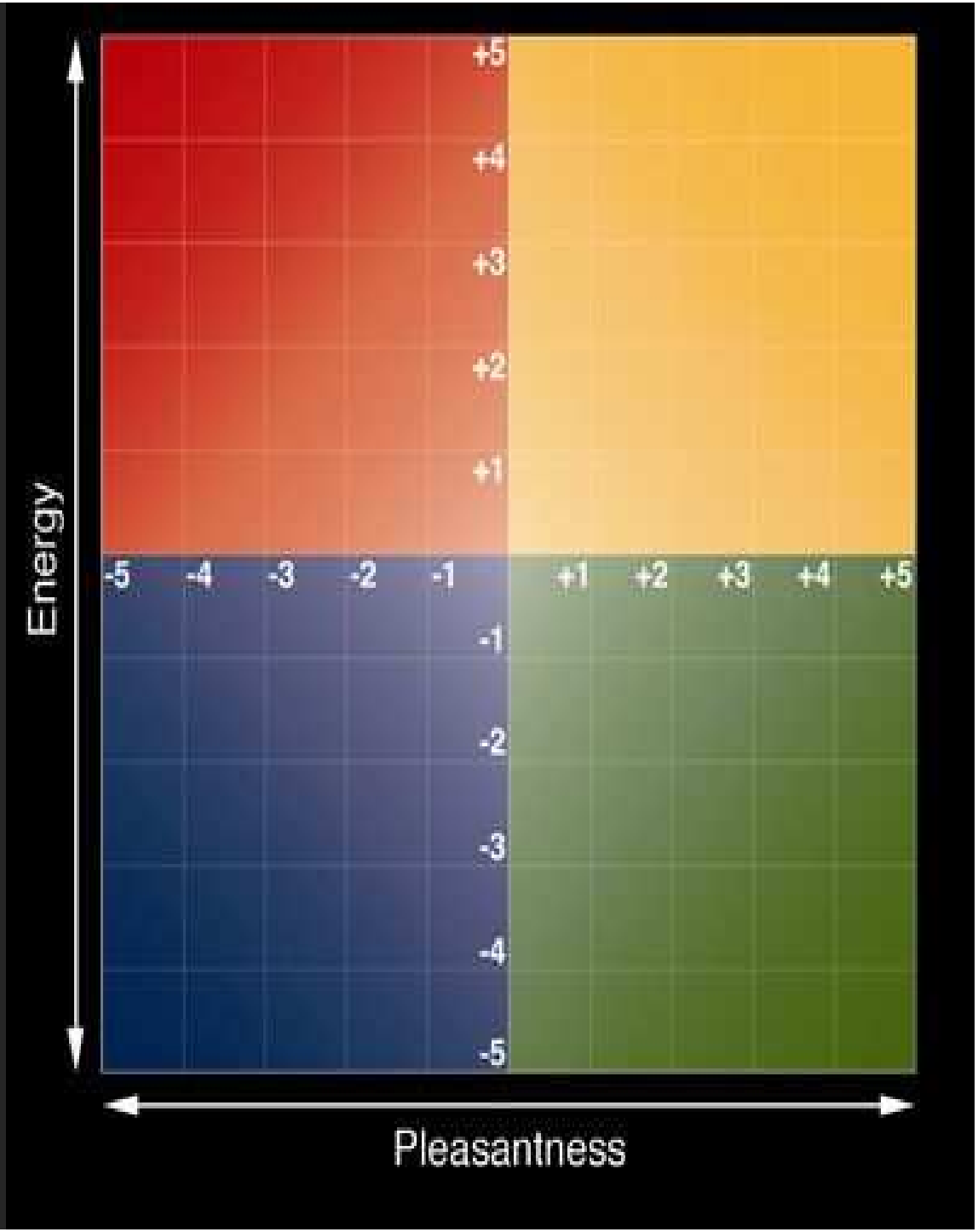
Maine Department of Education

1. Go to the annotation tool

2. Select stamp

3. Select star

4. Place a star where your mood is right now



ADVISORY BOARD'S WORK

Narrative: *Why this work is important?*

To support student-centered decision making, the Department works to promote educational experiences that engage and challenge every student by providing individualized learning opportunities that enhance learning and increase student achievement.

The purposeful and intentional use of educational technology can support student learning across the curriculum and beyond. Equitable access to the technology and skill development needed to create and problem-solve with it are critical to ensuring students are prepared for the demands of the 21st Century. In order to achieve this, the Department supports both the acquisition of technology, and the professional learning related to its use, for effective teaching and learning.

Maine Department of Education

Mission: *What we need to do.*

The advisory board is tasked with reviewing and evaluating the current MLTI program elements for relevance, efficiency, and effectiveness, and recommending a plan for improving and equalizing access to, and the use of, learning technology in all schools to improve student learning. This includes a plan to track and assess progress in implementing the goals of the MLTI program.

Exclusions: *Ideas or types of ideas we are NOT interested in.*

Funneling all the MLTI funds through the EPS funding formula

Constraints: *Design, time, resources, investment, regulations, people, etc.*

Time

- We need to release the plan and any RFPs by October 2020; draft plan by July 2020.
- The plan must be designed to take effect no later than the start of the 2021-2022 school year with the possibility of a phase-in period.

Resources

- Money – $14 million

Maine Department of Education

GUIDING PRINCIPLES VERSION 2.0

The program will:

Provide **equal and equitable access** for all learners to learning technology resources and opportunities.

Integrate with the System of Learning Results through the use of computational and analytical devices so learners can practice and apply problem-solving, computational & critical-thinking, collaboration, creativity, and communication skills throughout and across all content areas to contextualize learning.

Be **sustained** through long- and short-term planning, budgeting and attention to evolving technologies.

Ensure **professional development** opportunities that emphasize research-based, effective, and/or relevant student-centered classroom-based approaches.

Promote **economic development** by preparing students for a globalized economy and creating a high-quality, educated, and adaptable workforce.

Maine Department of Education

Spark Deck Note-taking

- Designed to trigger/ spark ideas
- Share what we've discovered with the group
- As the slides pass, jot down notes of anything that sticks out or that you want to come back to and think about.
- You can use a plain piece of paper or the graphic organizer at the link below:

Maine Department of Education

- The Maine Learning and Technology Initiative spent roughly $252 million, but not all schools implemented the program to the same degree and when 8th grade state assessment scores were examined no significant increase had been demonstrated (Weston & Bain, 2010)

What role, if any, should assessment scores have in measuring the success of a 1:1 initiative?

How do you ensure that a statewide program is implemented consistently across the state?

How might MLTI work to shift teacher attitudes so that they are more likely to seek out training on technology skills?

Bebell and O'Dwyer (2010) found through their meta-synthesis analysis that professional development is not only essential but that it should not also just focus on new instructional skills. Instead, it should address teacher beliefs about instruction itself. The research found that by taking this approach teachers' attitudes towards teaching becomes learner centered and they are more apt to become facilitators utilizing technology. However, in turn there was not sufficient evidence to find a correlation of increasing teachers' computer literacy towards the success of a one to one computer program, and again, there were mixed results on increases in academic achievement

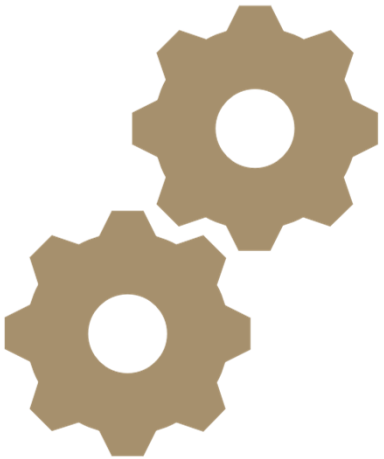
Maine Department of Education

the success of a one to one initiative is dependent upon so many characteristics and approaches, and not merely creating the infrastructure and providing the resource (Lemke, Coughlin, & Reifsneider, 2009).

Beyond infrastructure, what is the State's responsibility to a 1:1 initiative?

Maine Department of Education

A piece of technology is a resource and how that technology is embraced and utilized by the teachers themselves is the ultimate variable of success.



How might we design MLTI professional learning to support the diversity of teachers needs and learning styles?

There's little chance that technology alone can transform the classrooms of teachers who are unwilling to relinquish hidebound traditions and beliefs. Powerful technologies only become game changers when in the hands of innovative, student-focused educators who are supported in their work.

What roles might MLTI play in the innovative redesign of k-12 public education in Maine?

One-to-one computing: All students have 24/7 use of an Internet-connected digital device, primarily laptops and tablets. Additionally, students are expected to use these devices — both in and out of class — to read, write, create, communicate, collaborate and research

How might we ensure that students use the devices provided in all aspects of their education?

"The Laptop Revolution Has No Clothes," Larry Cuban

How do we renew the promise of the original intent of MLTI after 18 years of questionable results?

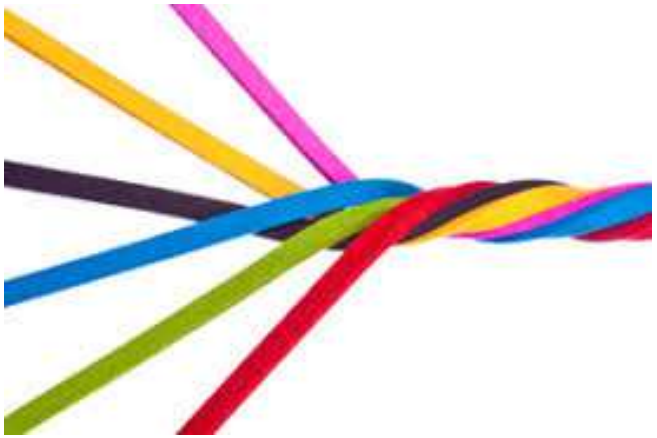
Maine Department of Education

How might we design a system of training and support for teachers to move through the degrees of technology adoption to find more meaningful uses of technology in teaching and move away from simply using "tech for tech's sake?

1:1 computing models provide replacements: books replaced by web pages, paper report cards with student information systems, chalkboards with interactive whiteboards, and filing cabinets with electronic databases.

How might we ensure the devices provided through MLTI are used as cognitive tools?

Laptop computers are not technological tools; rather they are cognitive tools that are holistically integrated into the teaching and learning processes of their school.



Maine Department of Education

What responsibility does MLTI have to ensuring student connectivity at home?

Roughly 20% of Maine students do not have access to high speed internet at home.

Maine Department of Education

Technology is an empty promise without connectivity

How might MLTI address the homework gap in a sustainable way?

How will the COVID 19 crisis change the role of the MLTI in Maine's schools?

When asked about the role of schools in providing technology to students, 37% of adults say K-12 schools have a responsibility to provide all students with laptop or tablet computers in order to help them complete their schoolwork at home during the COVID-19 outbreak. And 43% think schools have this responsibility, but only for students whose families cannot afford it. In total, 80% of Americans think schools have this obligation to at least some students, while about one-in-five (19%) say they do not have this responsibility to any students. – Pew Research Center

Maine Department of Education

How might MLTI create systems that ensure historically disadvantaged students have access to the high quality learning experiences technology offers?

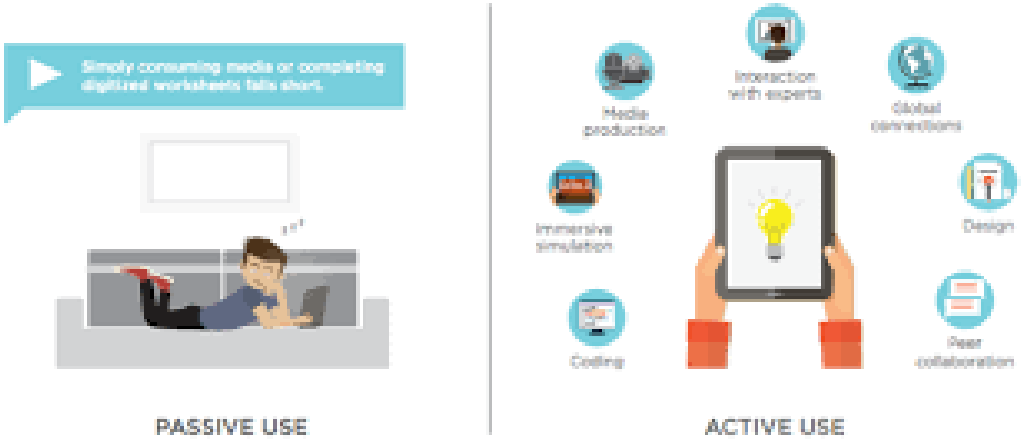
Historically, a learner's educational opportunities have been limited by the resources found within the walls of a school. Technology-enabled learning allows learners to tap resources and expertise anywhere in the world, starting with their own communities.

These opportunities expand growth possibilities for all students while affording historically disadvantaged students greater equity of access to high-quality learning materials, expertise, personalized learning, and tools for planning for future education. Such opportunities also can support increased capacity for educators to create blended learning opportunities for their students, rethinking when, where, and how students complete different components of a learning experience.

Maine Department of Education

Is the "digital use divide" split by socio-economic class in Maine?

We have to be cognizant of a new digital divide—the disparity between students who use technology to create, design, build, explore, and collaborate and those who simply use technology to consume media passively. On its own, access to connectivity and devices does not guarantee access to engaging educational experiences or a quality education. Without thoughtful intervention and attention to the way technology is used for learning, the digital use divide could grow even as access to technology in schools increases.



Where does the current MLTI fall short?

The essential components of an infrastructure capable of supporting transformational learning experiences include the following:

- Ubiquitous connectivity. Persistent access to high-speed internet in and out of school
- Powerful learning devices. Access to mobile devices that connect learners and educators to the vast resources of the internet and facilitate communication and collaboration
- High-quality digital learning content. Digital learning content and tools that can be used to design and deliver engaging and relevant learning experiences
- Responsible Use Policies (RUPs). Guidelines to safeguard students and ensure that the infrastructure is used to support learning

Maine Department of Education

INFRASTRUCTURE

To Support Everywhere, All the Time Learning

Kansas City Schools

Every student receives a laptop - no charge. Elementary students allowed to use their laptops during the day at school, Middle and high school students allowed to take laptops home. Pre-loaded e-textbooks and safety and security software and settings, automatic, remote updates. Students and parents must sign the computer agreement, attend parent computer orientation, cover cost to repair or replace equipment (insurance available at low-cost)

Could providing e-textbooks statewide help ensure some level of technology integration in all Maine schools?

Maine Department of Education

Tredyffrin/Easttown School District

District provides laptops for grades 7-12 for use at school and at home. An annual $50 cost sharing fee with a max of $100 per family. This fee covers manufacturer's extended warranty and accidental damage protection. Laptops will be collected at the end of each school year. Laptops will be filtered at home and at school. Accidental damage incident 1 no deductible. Incident 2 (within same school year) $100 or the cost of repair, whichever is less. Each additional incident within same school year goes up by $50.

Might the state consider a cost sharing agreement with SAUs or a gradual release of cost responsibility?

Maine Department of Education

Dublin City Schools

The school uses a "loan-for-use-basis" program in which 6th grade students receive a chromebook they can use until the end of 8th grade. They will then return the laptop and receive a new one at the beginning of 9th grade to use throughout highschool. The technology fee each year is $40. The fund created by this fee is established to fund repairs in the event of accidental damage to a student's Chromebook. Families who qualify for free or reduced lunch will not be charged or will be charged a reduced rate. The $40 fee includes 1 full replacement of Chromebook and 2 break-fix issues, totaling no more then $325. Students who have paid their technology fee in 9th, 10th, and 11th grade will be given the option in the spring of 11th grade to keep their Chromebook. 12th grade students do not pay the $40 technology fee. Blocksi is enabled during the summer so inappropriate web content can't be accessed. Parents can create an account on Blocksi and monitor student activity while they are home and even shut down machine in the evening.

How might SAUs handle the cost of providing devices to their students?

Maine Department of Education

Districts involved in game changer one-to-one implementations typically share the following traits:

1.They didn't start with, "We need to do more with technology, so let's go one-to-one!" Instead they defined an instructional shortcoming in their schools, decided a pedagogical paradigm shift needed to happen, and determined that a one-to-one program would help support this change.

2. They involved their key stakeholders early and often: school board members, district leaders, teachers, parents, students and the community.

3. They ensured their school administrators were fully on board and ready to model the most effective behaviors of digital leaders and learners.

4. They started small, working first with the teachers, grade levels and courses best suited for the initial implementation, and then gradually expanded from there.

5. They ensured their digital networks and technology staff were ready to support a large influx of wireless devices.

6. They provided both initial and ongoing training and support to their teachers, primarily focusing on pedagogy and the instructional shifts required to fully leverage one-to-one computing.

7. They built and/or bought digital curricula for the classes covered in the one-to-one rollout.

Maine Department of Education

Districts involved in game changer one-to-one implementations typically share the following traits:

8. They employed Web-based productivity, collaboration and communication tools for teachers and students — Google for Education tools were commonly used.
9. They sought ways to ensure their one-to-one students had home Internet access.
10. They confirmed ongoing funding sources were in place to support the program.
11. They were thoughtful in selecting their one-to-one devices — many opted for inexpensive Chromebooks.
12. They balanced their students' classroom screen time with "lids down" time.
13. They emphasized the importance of digital citizenship with their students.
14. They built a strategic implementation plan and held regular project reviews to address the successes and shortcomings of their program.
15. They didn't evaluate the effectiveness of their one-to-one initiative solely on students' standardized test scores.

How might we consider these 15 traits in designing MLTI 2.0?

Maine Department of Education

Spark Deck Processing

- Take a few moments and finish making notes
- You will now move into break out rooms of 4-5 people.
- In your groups:
  - Go around and share what you found noteworthy from the spark decks (no comments from the other members of the group)
  - After everyone has shared, take a moment and quietly, by yourself, decide which of your notes you would like to flesh out into an idea – try to choose just one for now
  - Come back at 10:45

Maine Department of Education

Ideation

- Now, flesh out your idea by yourself. Write it out so that you can share it with your group.
- Once everyone has written down their idea, we will share in the large group.
- Back in your small groups, you will share your idea again, this time, have everyone comment on the idea, give suggestions, ask clarifying questions, etc.
- Decide as a group which ideas you would like to keep and bring back to the larger group, and which just didn't pan out.
- Prepare the ideas to be shared out with the large group

Maine Department of Education

Idea Share Out

- Each group will share their ideas – everyone should take notes on ideas that interest them. You can use a plain piece of paper of this graphic organizer:
- https://drive.google.com/open?id=17YLUVxavf3tT-oBq9i6YCwQgoIrNRy95
- Once all groups have shared out, take some time and finish writing out any ideas you may have.
- Now you will go back into your small groups. You will go around and share your ideas and then get feedback from the group on how you can build the ideas out.
- As a group decide on the ideas that are fleshed out/ formed enough to bring back to the large group

Maine Department of Education