

MLTI Advisory Board Meeting #10

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AGENDA

Decision-making warm-up activity

Modified tuning of draft proposal

Warm-up Activity

Convergence: the refining and focusing of options to move forward with a strategic set of choices.

Go to padlet

1. Everyone type a noun on a stickie note – up to four stickies
2. An adjective will be placed at the top of the page
3. As a group, as fast as you can, collectively sort all the noun stickies along the spectrum of that adjective. You can move any stickie, not just your own!

Prioritizing is a critical and challenging part of convergence.

Advisory Board Agreements for MLTI v2.0 Plan:

- Options for devices
- Management of devices
- Accountability
- Professional development should be separate from the device vendor
- 1-1 at 7/8th grade, more grade levels if possible

Plan Considerations for final recommendation:

- Influx of devices purchased as a result of COVID-19 emergency funding
- Some districts have the capacity to manage the program themselves and some do not have the capacity
- Districts who manage and support wireless on their own and those who are not able to at this time

Convergence Process Activity

- Overview
- Clarifying questions
- Warm feedback: positive responses to the work
- Cool feedback: constructive criticism that offers ideas that help imagine ways to strengthen or improve the work
- Next steps

MLTI v2.0 Draft Plan

- Devices
- Technical Support - Phased
- Accountability - Support and Communication
- Professional Learning

Devices

- Board determines a standard for qualifying devices
 - Includes device management
- Vendors who can meet that standard offer a bid
- Menu of qualifying devices available for SAUs to choose from
- Software licenses would also be procured and offered through a menu, a la carte, option for district to choose from

Phase-in/ Technical Support

- Support for SAUs who do not have the capacity to manage their own wireless in SY 2021-2022
 - Reduced \$ amount to compensate for the additional support required for wireless for the first two years until they can take on that responsibility
- State-level MLTI IT position at DOE
 - Build local capacity for device management
 - Ensure districts are accessing maximum e-rate
 - Provide technical support for SAUs

Accountability

- All participating SAUs would be required to share best-practices at regional/statewide professional learning events.

Professional Learning

- Coordinated, state-wide professional learning designed to increase capacity in identified need areas (as identified in state professional learning plan), e.g. blended learning
- Distinguished educators hired to be regional tech coaches
 - Provide classroom level support for educators as well as host regional events and trainings

Warm Feedback

- PD model-distinguished educator and tech support at central office.
- Balance of getting MLTI out of wireless maintenance while supporting those who need it.
- IT position at the state level
- PD focus
- A la carte options so districts can customize their solution. Also the PD tied to the program
- Districts will be receptive because of choice to support their needs.
- PD has a regional and state wide local classroom model
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- Likes different types of devices, like the a la carte menu.
- Sharing out best practices in regional meetings, hopes for lots.
- phasing out MLTI responsibility of wireless
- Likes State contracts with multiple vendors
- IT position critical
- Choice and PD is important
- Sepating PD vendor and device vendor is a really good idea.

Cool Feedback

- Transition of the wireless will be a challenge due to the out of date equipment already in place
- Transition of the wireless will be a challenge.
- Accountability- what will it look like and how do we encourage sharing.
- How will we choose the distinguished educators? At the teacher level in the classroom?
- How do we reach all teachers from the state level.
- Hard to put out numbers that are competitive without the guarantee of how many they will sell.
- Accountability- Wanting it to be meaningful, how will it be beneficial to those that are doing it?
- How do we hold districts accountable or is it just encouraged? How do we get districts to participate?
- How can we afford all additional pieces with a fixed budget? Hiring of someone, software, and devices.
- Does not want the “star” tech directors to go to regional meeting and show off what they have been doing.
- what is in it for vendors if we can't guarantee numbers d/t the a la carte menu.
- What is the method for enforcing accountability?



BREAK!

<https://www.online-stopwatch.com/timer/10minutes/>

Accountability

- DOE Featured educators doing innovative work on the website. This would have no cost but we could feature the work being done by these educators.
- Earning extra tech for a thank you or recognition for the work being shared
- Facilitator model, where you are stipended to share the PD.
- Engaging building and district leadership to attend regional event or training
- Could we rely on the associations, to get some commitment to come up with incentive plans.
- Opportunity for giving a PD and getting a PD or additional support from the regional distinguished educator.
- Pair someone who is doing well with someone who needs motivation and create the partnership.
- Tech report for the progress of the program, send to DOE, sends to other districts for review. Tech directors get together and looks at these together.
- Giving additional or part B if you completed a certain level of tasks.
- Percentage or critical mass that we need to participate in order to be successful. What is the needle we are trying to move?
- Peer feedback in regions/county that is POSITIVE.
- Regional Learning Fair/ getting people to go will be the difficult part but once people go, they will love it.
- Maybe subscriptions could be a prize
- Free stuff!!! Everyone loves this and motivates people.
- By county/ each month will need to host/what will be shared out. Maybe a digital newsletter.
- We can't lose sight of the multi-million dollar carrot. Leadership is easy to leverage, we need clarity. Do not give people the option to opt out.
- Balance can be hard, we get carrots but if we don't know how to use the carrot, the carrot goes bad
- Administration needs to buy in to a minimum requirements/teachers need to be held accountable/make something mandatory.
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Next Steps:

Device standards working group

RFI on wireless options

