

MATH ADOPTION LEADERSHIP TEAM Meeting, November 14, 2012

Planning Notes

1. Review and Updates from last meeting (12:15-12:30)
 - a. Race to the Top grant
 - b. Budget update (what information are we sharing here?)
 - c. B.Y.O.D. (Bring Your Own Device)
 - i. Update from Jim
 - ii. Implications for our adoption work?
2. Tablet Device Options (12:30-1:00)
 - a. Overview
 - i. *What devices? Compatibility? Functionality? How well do we play together? Timeline?*
 - b. A Closer Look
 - i. Surface
 - ii. Galaxy
3. Possible Adoption/Subcommittee Routes (1:00-1:30)

Idea brainstorm—how could this work? is it an option we want to explore?—move to subcommittee if so...

 - a. **Curriculum Curators with Open Source**
 - b. **Rubric Development**
 - c. **Technology Pilot and Roll Out Plan**
4. Leadership Team Recommendation (1:30-1:45)
5. Communication Plan (1:45-2:00)
6. Sub Committee Work Options
 - a. **Communication Plan**
 - b. **Curriculum Curators with Open Source**
 - i. Utah Open Sourced work
 1. [Utah Open Textbook Project](#)
 2. [Utah Education Network](#)
 3. [Mathematics Vision Project](#)
 - ii. [CK12](#)
 - iii. [Khan Academy](#)
 - iv. [Knowmia](#)
 - c. **Rubric Development**
 - i. Open Source Materials (Supplemental Adoption Review process—look at ELA as a sample)
 - ii. App Rubric (digital application review and recommendations)
 - iii. Pilot Materials Evaluation Rubric
 - iv. Pilot Technology Evaluation Rubric
 - d. **Technology Development**

Erin's Notes from 11.12.2012

- The development of technology (devices and application), open source, and other supplemental materials rubrics for evaluation,
- The idea of curriculum curators as part of our adoption process—spending adoption funds for work dedicated to building HSD open source (OER—open educational resources) materials,

- Tablet device pilot procedures and goals (we were not able to order all the new devices we hoped to pilot with this group; Jim is available to bring multiple devices of the current top three options—iPad, Surface, and Galaxy—for the team or a sub-committee to review with Jim to facilitate functionality Q&A), and
- What is the goal of bringing the entire math study team back together relative to the amount of money it would cost to do so? (what message did they receive at the end of their work? what role were they expecting to play in the math adoption? How could we be more creative with communication and feedback needs while being fiscally responsible and sensitive to teacher time demands simultaneously?).

Agenda

1. Review and Updates from last meeting (12:15-12:30)
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 - b. Budget update
 - c. B.Y.O.D. (Bring Your Own Device)
2. Tablet Device Options (12:30-1:00)
 - a. Overview
 - i. *What devices? Compatibility? Functionality? How well do we play together? Timeline? Wireless/Apple TV?*
 - b. A Closer Look
 - i. Surface
 - ii. Galaxy
 - iii. iPad
3. Why do we adopt curriculum? What is our work? What is our plan? (1:00-1:30)
Think and Share Time
4. Leadership Team Recommendations (1:30-1:45)
Decision Time
5. Communication Plan (1:45-2:00)
 - a. Why? (objectives)
 - b. Who? (audiences)
 - c. What? (message)
 - d. How? (delivery vehicles)
 - e. When? (timing)
6. Sub-Committee Work Time (2:00-4:00)
 - a.
 - b.
 - c.
 - d.

What do we mean when we say _____?

What needs to be done to do this well?

What is our process?

What is our product?

What is our timeline?

What is our communication plan?

- For principals?
- For teachers?
- For parents?
- For students?

MINUTES

Amber Kuzma, Stephanie McClain, Kayla Harvey, Scott Jackson, Tyler South, Travis Reiman, Dave Vickery, Katie Thomas, Sara Harsin, Erin Croley, Jim Harrington, Steve Larson, Steffan Ledgerwood

7. Review and Updates from last meeting (12:15-12:30)

a. Race To The Top grant

Focus on 1:1 student tablet devices, \$27 million, small chance, so we should continue the work here because it is the right work even if

b. Budget update

\$1.2 million, \$400,000 over three years for 6th-12th grades.

We looked at Oregon Core (\$300,000), Agile Mind (1.2million), and CMP3 (1million)

c. B.Y.O.D. (Bring Your Own Device)

- *2 years ago the tech changed to allow open access, and we are trying to go down that path as fast as we can. BYOD is available K-12, and open at the high school level. We have approximately _____ students accessing it.*
- *Some teachers are using it and some are not.*
- *Most use is in the classroom.*
- *Principals haven't seen an increase in loss or theft—out in the open means more awareness and less hidden theft.*
- *Middle schools will begin BYOD second semester. 70% of middle school students have access to iPod touch, smart phone, or tablet.*
- *BYOD policies are being developed in some of our middle schools—Poynter Leadership team. Update at principal meeting this Friday.*
- *Some elementary school principals are beginning to ask questions.*
- *Challenges:*
 - *Networks, separate for staff and students—no technical reasons, just internet filtering policies. This makes the iPads function very differently.*
 - *Staff and students can have the same filtering policies. Also from a tech viewpoint, we don't need to monitor what our staff and students do.*
- *Why can't we give same access and not still track? It impacts the functionality of some devices—i.e. Apple TV.*
- *HOA students have same access as staff because of access need.*
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8. Tablet Device Options (12:30-1:00)

a. Overview

i. What devices? Compatibility? Functionality? How well do we play together? Timeline? Wireless/Apple TV?

1. *Apple TV runs on a home network system, not an enterprise system.*
2. *We, as part of a larger group, have petitioned Apple to allow this or design a device to work with an enterprise system.*
3. *We have also been working with Sysco (sp?) to work on this issue.*
4. *Is it the only device to display what is on an iPad wirelessly? No, there are a few more that control your computer through your iPad. A few more are coming out.*
5. *What about display products for non-Apple? They are in development, but none that will work with all devices.*

6. *How do we get our teachers to show us what the future could look like in order to get community support?*
7. *What's holding us back from flattening? District policy. Network design. A reasonable timeline could be Fall 2013.*
8. *Important—what do we want to do with kids, not what are the devices.*
9. *SBAC technology: Won't support smaller than a 10inch screen. Only accepting mechanical keyboards. 2016 will require a stylus—for all testing, not just **if** on a tablet. SBAC won't be accessible on personal devices.*

b. A Closer Look

i. Surface RT

1. Top choice according to Jim—as a teacher, trying to use without instruction, for students
2. Focused to compete against the iPad
3. January 2013 the Surface Pro is coming.
4. Microsoft Office—60% versions, leaves out a lot of formatting, some functionality
5. Geared around Microsoft Live account
6. Battery Life: 8 hours

ii. iPad

1. second choice according to Jim
2. highly unlikely Apple will turn it into an enterprise tool
3. can't move files around as easily
4. can't replace a desktop b/c they will not release Office for iPad.
5. Battery Life: 8-9 hours

iii. Convertible tablet.

9. Why do we adopt curriculum? What is our work? What is our plan? (1:00-1:30)

Think and Share Time

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10. Leadership Team Recommendations (1:30-1:45)

Decision Time

11. Communication Plan (1:45-2:00)

- a. Why? (objectives)
- b. Who? (audiences)
- c. What? (message)
- d. How? (delivery vehicles)
- e. When? (timing)

Belief Statements

Math Adoption Leadership Team

Belief Statements:

- We believe the landscape of education will change curriculum and instruction.
- We believe students need educational experiences with digital technology to be college and career ready.
- We believe is it important to develop and maintain an awareness of the way students will use math in the future in our curriculum and instruction.
- We believe curriculum tied to the Common Core State Standards is essential to help our students achieve.

- We believe the Mathematical Practices are essential to quality instruction and should be embedded in every math lesson.
- We believe 6th-12th publishing companies have not yet produce materials aligned to the level of rigor and mathematical practices in CCSS.
- We know that the Smarter Balance Assessments will require us to engage our students with touchscreen technology by 2016.
- We believe open source curriculum could add value to our current materials, provide immediate access to CCSS aligned resources, and create an opportunity for HSD to build individualized learning experiences or environment and easily revisable materials.
- We believe it is critical to support our teachers in becoming savvy with technology instruction in order meet our students' technology needs.
- We believe what we do in math, and the leadership that the math adoption provides, will extend beyond math into other content areas.
- We believe that if we have a plan which actively demonstrates the future of math education, we can build or grow our community STEM and other tech partnerships to further support our digital curriculum and instruction goals.
- We believe we are awesome pioneers, who, although it may feel like we are out on a scrawny limb, are actually supported by a variety of stakeholders and research and a student-first perspective.

Recommendations:

- To explore curating our own curriculum via open source as the math adoption.
- To pilot and build a PD plan for teacher use of tablet technology in the classroom as an instructional tool, a student-tool, and an assessment vehicle.
- To work, in coordination with future adoptions, toward a 1:1 student-tablet device ratio.

Goal:

To explore open source curriculum and digital technology connected to standards and future assessments, with a goal of a comprehensive digital curriculum, including instructional practices, to teachers for Fall 2013.

Possible vehicles to present information:

- Department PLCs—staff
- Math adoption team—share our current vision—feedback activity—vetting process
 - How do we ask people to come back together?
 - How do we create a story? The next segment in the trilogy?
- Do we need to share/fold in the district plan to be ready for SBAC? How do we get this to principals first?

What do we hope for:

- To bring all staff along, feeling supported
- Be brave in changing what we do because it's right for kids
- Get teachers excited about using tech in the classroom
- Get a consensus from teachers to see the future of education is in technology
- We are successful in tying the curriculum to the technology
- That everyone sees the vision and has a part in the process
- That we have support and are able to move forward.
- That is comes back to good instruction.

Next steps:

- Travis—communication with OSP
- TOSA Leaders—synthesize and propose communication plan with input from OSP
- T&L—marketing and communication scheme share technology innovation.