Structure and Governance Committee

Innovation and Collaboration Subcommittee
Report and Recommendations

Members:

Corinne Mantle-Bromley, Chair; Dean | College of Education, University of Idaho
Don Soltman, Board Member | State Board of Education
Roy Lacey, Senator | District 29
Bill Brulotte, Principal | Twin Falls School District
Katie Graupman, Teacher (2014 Milken Award), | Timberlake High School

Additional Member Consultants:

Greg Bailey, Superintendent | Moscow School District
Becky Meyer, Principal | Lake Pend Oreille School District

Subcommittee Charge: To further refine the following recommendations of the Governor's Task Force[1]

#8:   State-wide electronic collaboration system
#10:   Educator and student technology devices with appropriate content
#17:   Site-based collaboration among teachers and leaders
#18:   Training and development of superintendents and school boards

Subcommittee Deliverables:

- Recommendations on teacher collaboration methods and timelines for implementation.
- Recommendations on ensuring teachers have opportunity for ongoing, job-embedded professional development opportunities.
- Recommendations on training for school administrators and school boards.
- Recommendations on technology implementation in schools.

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[1] Task Force For Improving Education, Final Report, September 2013

The 2013 Task Force recognized that innovation and collaboration is core to how our schools continually transform themselves in pursuit of the State Board of Education's 60% goal.[2] Schools need to continually embrace new ideas, new technologies, and best practices for continuous improvement.

Collaboration is critical as it provides support, diversity of perspective, and ability for good ideas to spread virally and further be enhanced. Technology is the vital infrastructure that underlies these strategies, especially in our geographically scattered and rural state.

The state plays a vital role in these strategies by providing the infrastructure, ecosystem, and incentives to support local schools in pursuing these strategies.

The 2014 subcommittee recognizes that disparate technology exists in the hands of students and teachers across the state. This issue needs to be addressed. Furthermore, districts and schools are not receiving data in a timely manner in order to make good decisions. Our recommendations address this issue as well.

The State needs to provide ongoing funding for technology integration, maintenance, upgrades, and training.

**#8:	State-wide electronic collaboration system**

Recommendations:

**1.	We recommend that the Data Management Council[3] oversee the educational data systems in Idaho.**

**2.	We recommend that the Director of Research of the Office of the State Board of Education chair the Data Management Council, and report annually to the State Board of Education and to the Legislature on the state of the project, accuracy of data, and future needs/plans.**

The Data Management Council is comprised of members from the Office of the State Board of Education, public postsecondary institutions, the State Department of Education, urban and rural school districts, the Division of Professional-Technical Education, and the Department of Labor.

The Data Management Council has identified, in policy, four areas of responsibility:
- ·	Data Standards and Quality
- ·	Access and Security
- ·	Change Management and Prioritization
- ·	Training and Communication

**3.	Schools need accurate and timely data and training on how to use data for school-based decisions.**

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[2] 60% Goal
[3] Data Management Council

The Legislature's Office of Performance Evaluations (OPE) is conducting an extensive study of the current state of the Idaho's statewide longitudinal data system (SLDS), the Idaho System for Educational Excellence (ISEE), and SchoolNet, the state sponsored Instructional Improvement System (IIS).

The Innovation and Collaboration Group recommends that it wait for the OPE report, due January 2015, before making further recommendations.

a. On a preliminary basis, the Innovation and Collaboration Group does not feel that a single state-supported IIS system, such as SchoolNet, is in the school districts' best interests. Instead, we believe that districts should continue to have the flexibility to choose the system which best meets their needs provided that the system fulfills State reporting requirements.

b. Individual vendors, such as SchoolNet, Milepost, and Skyward, have more technical resources and incentives to work with districts in a timely manner than the State Department of Education. They are in a better position to:
   1) Tailor IIS systems for district needs in a timely manner;
   2) Conform district data to state reporting needs.

#10:   Educator and student technology devices with appropriate content

Recommendations:

1. **We recommend that the State continue its plans to provide broadband access and wireless infrastructure to all Idaho schools**.

a. Connectivity is the single most important need in schools. Without this underlying infrastructure, all other technology is compromised.
b. The current system does not provide equity in access and connectivity across the state.

2. **We recommend that the technology grant pilot program[4] to schools be discontinued and that funding be made available to all districts for technology needs.   Students must have access to devices that support the highest quality of learning.**

a. We recommend that the 2013 and 2014 technology grant projects be evaluated for lessons learned. We believe that the pilot projects benefit individual schools but do not necessarily lead to scalable innovation.
b. Choice of technology devices should be left to individual schools that have the knowledge to determine what works best for them. Decisions could include allowing students to bring their own devices.
c. Implementation of technology and the cultural shift in teaching takes time.
d. The State's Doceo Centers[5] could be used to provide professional development opportunities and for guidance on choice of technology devices.
e. The State Department of Education should work to create a "technology coaches" list to serve and coordinate technology professional development opportunities with district professional development coordinators.

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[4] Report on Technology Pilot Grants
          [5] Doceo Center for Innovation + Learning, University of Idaho, College of Education

f. The State Department of Education should work with the Idaho Association of School Administrators (IASA) and the Idaho School Boards Association (ISBA) to monitor and collect district technology policies to identify best practices and provide model policies.

g. The "Next Generation Classroom" will be defined, not in what it has, but in what it does to provide the skills needed for success in a post-secondary education or career. The Next Generation Classroom will:

1) Use technologies to meet life-long learning challenges;
2) Support personalized learning based on data-driven goals for instruction;
3) Create an instructional environment which shifts the role of the teacher to facilitator and enhances peer-to-peer interaction;
4) Combine discipline knowledge and research techniques to solve problems;
5) Provide performance-based learning which requires students to demonstrate mastery based on high, clear and commonly-shared expectations;
6) Construct learning experiences through both the geographic and internet-connected community; and
7) Authenticate the student's voice which is the deep engagement of students in directing and owning their individual learning.

FISCAL IMPACT: Potential $180-$200/student per year or approximately $60 million (inclusive of the funds already being spent) with an appropriate phase-in.

3. **We support the efforts of the Tiered Licensure/Career Ladder Committee to change how information technology personnel are funded in order to allow districts the ability to pay those professionals commensurate with market rates.**

Schools need two types of experts:

a. Those with technical skills to support infrastructure and devices;
b. Those with the pedagogical skills to understand classroom teaching and learning needs and encourage integration efforts.

4. **Keyboarding skills are becoming increasingly important in early elementary school years. If the statewide assessment requires keyboarding, we recommend that physical keyboards for tablets be made available for student use. If the assessments have a listening portion, we recommend that quality earphones be provided to all test-takers to ensure equitable test-taking experiences.**

#17:   Site-based collaboration among teachers and leaders

Recommendations:

1.   **We recommend that the school year be increased by 3 days (24 hours) to allow for additional paid job-embedded professional development and collaboration.[6] This time should be construed separately from professional development training relating to Idaho Core Standards.**

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[6] "Schools as Collaborative Learning Communities," Carole Cooper and Julie Boyd

2. **We recommend that job-embedded professional development and collaboration be scheduled weekly based on school schedules and student needs.**

3. **We recommend that collaboration skills training and the use of data to inform instruction training be available to all participating staff.**

4. **Schools that have already moved to job-embedded professional development should not be penalized and may use the additional funding to increase instructional time.**

FISCAL IMPACT: Per day for all staff $4-$5 million/day

#18:   Training and development of superintendents and school boards:

Recommendations:

1. **We support the Governor's Task Force recommendation[7] calling for further development and implementation of the Idaho Standards for Effective Principals, which includes ongoing implementation and support for administrator training in the Danielson Framework for Teaching model through TeachScape proficiency exams.**

2. **We support professional development for administrators and school board members on all new state and district initiatives.**

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[7] Task Force For Improving Education, Final Report, September 2013