

Meeting #3 – Tuesday, Feb 12, 2013  
3:00 – 5:00pm at the District Office, Board Room

## Minutes

Present: Jason Alexander, Kirstin Copeland, Jeff Coulter, Paula Dagnon, Chuck DeVange, Julia DeVere, Jim Facciano, Rob Freeman, John Getchell, Atrina Gharai, Ralph Hayden, Janae Hodge, Darrell Lutton, Brian MacNevin, Carter Maden, Linda Miller, Kristin O'Malley, Brian Pahl, Tanya Rowe, Tracy Shaw, Michele Shenkin, Jim Straatman, Tim Stricklett, Jeff Thran, Tom Venable, Greg Verbarendse, Charles Waller, Kathryn Weilage, Joe Wooding

Meeting started at 3:04pm.

**Welcome:** Co-chair Ralph Hayden welcomed group and re-iterated the mission of the committee: Where are we and where do we want to go? Announced revision to agenda: Best Practices segment would be moved to further down the agenda, once Tim Stricklett arrived.

### **Nuts & Bolts:**

Ralph asked Committee Members for recommended additions or changes to the 1/29 Meeting Minutes (posted on website and distributed). No one recommended additions or changes.

### **Subcommittees:**

Ralph named the members of each of the three subcommittees and their specific focus questions. The assignments were based on the email requests folks had submitted to him.

Infrastructure: What do we have physically and in terms of performance? What is the vision of where we should be? What will it take to get there?

Members: Rob Freeman, Darrell Lutton, Jim Straatman, Chuck DeVange, Jeff Coulter

Innovation: Where are we in our ability to be innovative and flexible? What are the barriers to that happening? What will it take to get there?

Members: Janae Hodge, Sharon Camblin, Kirstin Copeland, Paula Dagnon, Kristin O'Malley, Brian Pahl, Jeff Thran, Charles Waller

Instructional Framework: How is the technology enhancing student learning? What are the aspects allowing or preventing learning?

Members: Ralph Hayden, Linda Miller, Tracy Shaw, Michele Shenkin, Tim Stricklett, Jason Alexander, Sue Thomas, Steve Morse, Julia DeVere, Brian MacNevin, Carter Maden, Greg Verbarendse, Atrina Gharai

Members were excused to meet with their subcommittees until 4:00. Notes from the subcommittee meetings will be collated and distributed. Members reconvened in the general meeting at 4:00.

### **Best Practices Demo: iPads in the Lowell Bridges Program**

Tim Stricklett demonstrated how he uses iPads in his class of eight 3<sup>rd</sup>-5<sup>th</sup> graders in the Bridges Program for Emotionally/Behaviorally Disabled kids. The demo started with a short video made by the students using an app called "Puppet Palette". The students reflected on how the iPads have affected their learning. Some of the comments were: "Feels like games, but you're learning"; "helps to organize"; "helps complete homework"; "helps me work independently"; "I'm more careful, I don't get mad"; "makes work easier and more fun."

Tim outlined some of the ways he utilized iPads in his class, including:

- Data notebooks tracking behavior, personal goals, homework
- Filming student behavior for parent conferences
- Reading and creating eBooks
- Annotation app for making notes on student assignments
- App to scan or photo a worksheet so students can write on it with stylus
- Record students reading aloud
- Book reports with animation using iMovie. Students write script, draw background, do voice over and sound effects
- Xtra Math app for 2-3 minute extra practice sessions
- Screencasts/how to videos that students can refer to for reinforcing concepts
- Book Creator- text audio and video
- Inspirations app for story mapping, thinking maps
- ClassDojo – app for tracking behavior goals with avatar-like characters

Overall, Tim said that the iPads have been useful in helping kids de-escalate their anger, quickly and effectively. Lowell Principal, Missy Ferguson, added that the students are so engaged in their work that their anger issues lessen. The fact that the iPads are interactive and give feedback quickly helps students feel less frustrated and impatient.

Jim Facciano noted that a move towards iPads in the district could be viewed as a redistribution of resources – shifting money towards iPads rather than printers, copiers, paper, and ink.

Tim remarked that he feels that the #1 obstacle to making this shift is lack of training for staff.

John Getchell asked if each student is assigned an iPad and if they are allowed to take them home.

Tim responded that they are each assigned an iPad but are not allowed to take them home, and that this reveals the #2 obstacle: consistent student access at home to computer/internet/iPads. Currently about half his students have internet access at home. Next year, he hopes to increase this number and be able to utilize Drop Box for homework assignments.

### **Wrap-up:**

Ralph distributed copies of a survey based on Gil Lund's earlier questions. The aim is to provide more information on how technology is currently used in the district. Teaching and administrative staff on the committee will be completing the survey online - Ralph will email the link to these members.

Ralph posed two ending questions to the group to think about during the week:

- What else do you need to know about where we are now?
- What is the "gold standard" we want to achieve?

Meeting ended at 5:03