

**Technology Committee Meeting**  
**Agenda - 3/27/2017**  
**3:45 - 4:45 - Forum Room**

**Members:**

Jamie Skjeveland, Carmen Zahn, Britta Leino, Dale Sova, Abby Geotz, Tom Nixon, Bob Sandin, Amy Hofmann, Landon Brainerd, Brad Hollenhorst, James Fort, Jenna Esse, Erin Olson, Sarah Judd, Kyle Bendson, Lisa Rydberg, Allison Larsen, Kurt Becker

**Agenda:**

1. K-3 Tech. Plan
  - a. Britta's notes from earlier this year... [Promethean Plan](#)
  - b. [Interactive Wall Comparisons](#)
    - i. [Google Drive Folder containing Interactive Wall Information](#)
  - c. Promethean ActivWalls (watch [video](#))
    1. Work great with our new math and reading curriculum!
    2. As of last Spring Journeys is only SMARTboard compatible
  - d. Research on best practice for technology in Primary grades:

Another basis of assessment comes from the Nonprint Media and Technology Literacy Standards developed by the National Research Center on English Learning & Achievement, which has **divided technology competencies for grades K-12 into three skill areas: basic, critical, and construction skills.**

The construction skills students should have by completion of elementary school are presented in the list that follows. They build upon the basic and critical skills found in the Nonprint Media and Technology Literacy Standards. Construction skills are competencies involving the creation and use of nonprint texts for developing ideas and opinions, for communicating and collaborating with others, and for enhancing problem solving and personal fulfillment. Construction skills include capabilities for composing, developing, integrating, and presenting.

Construction skill competencies (for elementary school students):

- Use computer-based [writing tools](#) to communicate thoughts, ideas, and stories.
- Use computer-based [drawing tools](#) to illustrate thoughts, ideas, and stories.
- Use [digital cameras](#) to illustrate thoughts, ideas, and stories.
- Use [multimedia authoring tools](#) in the creation of knowledge products.
- Use [presentation software](#) in the creation of knowledge products.
- Use [WWW authoring tools](#) in the creation of knowledge products.
- Use [audio tapes for self-directed](#) and/or extended learning.
- Use [videos for self-directed](#) and/or extended learning.
- Use technology resources for [self-directed](#) and/or extended learning.
- Use technology resources for [problem solving](#).

- Create nonprint media for personal fulfillment.
- Explain basic strategies for revising, improving and updating nonprint media.
- Use telecommunications technologies to participate in collaborative projects.
- Work collaboratively to seek and/or communicate information in nonprint formats.
- Work collaboratively to create simple nonprint information products.

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Link to updated document: [ISTE Technology Scope and Sequence](#)

General consensus of CRES tech plan discussion:

At this time there is no determination of what type or brand of technology we will be moving toward. After reviewing the ISTE standards, Teacher Survey results and other supporting data, it was determined that a sub-committee will be formed to further analyze and make recommendations to the group as a whole. This sub-committee will consist of:

Allison Larsen, Kurt Becker, Kyle Bendson, Lisa Rydberg, Jenna Esse and Carmen Zahn.

2. 6th grade Chromebook Pilot program survey results [view PDF](#)
  1. Very positive feedback from all 6th grade teachers - consensus is that they would prefer working with Chromebooks in the future instead of iPads.
  2. As this was a pilot program, the Chromebooks were also used for OLPA testing this year as well. The devices worked great for testing but the 6th grade classes were disappointed to not be able to use the Chromebooks during that time.
3. Follow up on Taconite Grant discussion:
  - a. [SWOT Results](#)
  - b. [Teacher Survey Results](#)
  - c. Majority of requests were for hardware and content specific software
  - d. Of the hardware requests, there were 7 requests for Chromebooks from CRES and 10 requests for some type of interactive whiteboard/projector, also from CRES. There were also 2 requests for an additional 3D printer at CRES.
  - e. HS specific requests include video production equipment, Robotics equipment and a large screen kiosk setup for the weight room
  - f. Additional questions:
    - Does the grant indicate any restrictions about leasing vs buying
4. GoGuardian
  - a. Personal device expectations for students - need to evaluate
  - b. Carmen will check with teachers to see if they are currently using GoGuardian Teacher in their classroom. Plan instead to purchase licenses only for teachers who those who utilize it instead of purchasing for all.

5. Meeting dates

- a. Currently, having this meeting on the same day as the school board meeting means that notes submitted to the board are a month behind although the board does receive a quick synopsis of what was discussed at the board meeting.
- b. Plan to leave meeting date/time as is for now.