

**EESC Scaling Up Update
June 2010**

Scaling Up Workgroup Meetings	Information/Discussion
<ul style="list-style-type: none"> • (ODE) State Management Team—Monthly meetings to engage in the PIP PEP cycle as it relates to the scaling of EBISS. • (ODE/Higher Education/SISEP) State Transformation Team – Monthly meetings to review activities of the RIT team and to plan next steps. Focus of June RIT meeting was on the contextualization of Transformation Zone Districts, in order to specify initial contact activities and content. RIT meeting convened with representatives from schools districts, Lane ESD, and PBS/RTI initiatives to complete initial usability testing with the assistance of the National SISEP Center. • SISEP – Monthly conference call with participating states to share progress, resources, and next steps related to materials development. Focus of June call will be focused on the creation of a shared (Multi-State) workspace to create, share and discuss documents and protocols related to implementing Scaling Up. • OAESD Meeting May 21st: Presented at the Oregon Gradens to OAESD and Board members regarding the goals and objectives for implementing Scaling Up in Oregon as well as the rationale for selecting EBISS for Scaling. • Data Summit May 28: Attended Data Project Sponsored Training to learn more about the activities associated with participation. • TIPS Training: June 2. Lane ESD. Team Initiated Problem Solving Trainer of Trainers session. <p>On Going:</p> <ul style="list-style-type: none"> • Develop materials and activities associated with the <i>Initial Implementation</i> phases of Scaling Up EBISS: • Work with State Transformation Team staff to develop action plan for RIT members, to involve activities and outcomes as they align to the scaling framework as well as intended outcomes for participation in the Model Demonstration project. • Develop materials and activities associated with Scaling Up EBISS. 	

**EESC School Improvement Update
June 10, 2010**

Reference to Goals	
<p>Direct Access To Achievement (DATA)Project</p> <ul style="list-style-type: none"> • Conducting on-site observations in Parkrose, Centennial, Lebanon, Redmond and Oakland. Established interater reliability. Training for ESD staff will be conducted in fall on use of the modified DORA. • Met with the on-line coordinator for Concordia College. Materials from the DATA Project will be used for on-line learning through Concordia. • Coordinating validation process of EasyCBM with J. Tinal & J. Alonzo, ESDs & K-12. • Presented DATA Project overview at OAESD. • Working with ODE, ESD & K-12 staff on the August Summer Conference. The conference is schedule August 11 & 12th in Eugene. The conference title is <i>Bringing the School Year into Focus...Meeting Student Needs and Helping Them Achieve. Registrations information is posted</i> http://www.cosa.k12.or.us/profdev/focusonassessment.html • Developing an electronic “system of accountability” with K-12 & ESD support that will allow districts to track assessments administered, when data is analyzed, how analyzed data is used in designing PD, allocation of resources, mid-course adjustments. The purpose of the system is to create a communication thread from teacher teams-to principals-to central office-to the board. • Participating on the eCIP work group. Have been assigned to the “definitions” sub-group. • Participating on The Data Quality Campaign work group to develop a policy brief on “data literacy.”Other work group members include: Margaret Heritage, Heidi Glidden, Laura Sonn, Paige Kowalski & Beata Thorstensen. 	<p>K- 12 & ESD</p> <p>Higher education</p> <p>High ed., ESDs & K-12</p> <p>ESDs</p> <p>ODE, ESD, K-12 & COSA</p> <p>K-12 & ESD</p> <p>ODE</p> <p>National</p>



Progress Report

Technology Director, Don Wolff

June 10, 2010

<ul style="list-style-type: none"> • Web Site 	<p>Analytics for the date range 5.13.10 thru 6.7.10 Statistics: 283 visits, 961 page views, 3.40 page views per visit</p> <p>Complete report can be found on the website at: http://www.oregoneesc.org/system/files/eescAnalyticsReport_5.13-6.7.10.pdf</p>
<ul style="list-style-type: none"> • KIDS/DATA 	<p>Data Warehouse sharing session on May 13. Briefly reported on this meeting at the last EESC board meeting just after the completion of this meeting. Over 80 people attended this meeting either in person or virtually. Posted a survey through Survey Monkey, which closed this week. Will have detailed results of this survey and the questions sent to the EESC board as soon as I get them compiled. As a result of this event several districts currently not connected to a regional warehouse have had conversations about connecting to the WESD warehouse.</p> <p>Have been working with two districts in the Douglas region to test the direct load process to ODE's warehouse. Schoolmaster has a data warehouse ETL built-in to their student information system, but that is formatted for import into the WESD warehouse. Have helped one of the district transfer the complete export to ODE so they can look at the file format and possibly automate the import of that data directly into the state warehouse. Am expecting to have the second district provide an export form Schoolmaster to ODE during the week of June 16.</p> <p>Continue to meet with data warehouse developers to help share resources and possibly share development on projects. Am working through the DWGC to prioritize projects for this group. Will be meeting again in June to look at a developer's portal for sharing code and resources and continued conversation.</p>
<ul style="list-style-type: none"> • Bandwidth 	<p>Have made the bandwidth application available to the ESDs. Am asking that data be updated by September 1 to allow ESDs to account for bandwidth updates that take place over the summer.</p>

	<p>There are still a couple of minor adjustments to be made to the application. These are essentially aesthetic adjustments and are currently being completed. Changing the landing page to include a description and purpose of the application and updating the Help section of the application. The application can be found at http://bap.oregoneesc.org</p> <p>Met with Todd Allias of Qwest. They are currently projected to receive a \$350 million federal grant for the state. He is seeking input on building business case for leveraging portions of these dollars to help serve K-12 interests. Qwest is aware that they have a large uphill battle in the K-12 sphere given the eBits fiasco from a few years ago. I am currently seeking input from ESD tech directors on how Qwest may possibly benefit K-12 with these grant funds should they be awarded.</p>
<ul style="list-style-type: none"> • Other 	<p>Have included the Visioning work around goals and responsibilities for technology in the state. Will discuss this further with the Board on Thursday. Next steps would be to develop sub-committees for each of the four goal categories and to begin forming some concrete documentation and projects. Also will the process of promoting this work to the field and gathering support.</p> <p>Google Statewide Agreement- Had Steve Nelson present to the ESD tech directors on Thursday, May 27 on the details of the agreement. I am working with Steve N and ESD's to help develop ESD provided support for this agreement to their districts. Have put together a group to discuss how ESD's can work together to develop support structures for their districts collaboratively so as to avoid each of the ESD's working independently on similar efforts. Am maintaining communication with Steve to not duplicate any processes he is launching and to find the most productive methods ESD's can help support this effort.</p>



Don Wolff
Technology Director
don@oregoneesc.org
541.601.8381 (m)
www.oregoneesc.org

State Visioning Guide: Roles and Responsibilities

To provide an educational environment where the technological component is an intrinsic and transparent part of the education process. An environment that will mirror and prepare students for the world in which they will participate outside of their school experience.

General Governance: EESC, due to its broad stakeholder composition, will be the central body to develop, affirm and deliver the vision and goals of statewide ed tech.

Bandwidth:

ODE -

- Set standards for minimum bandwidth
- Set expectations at the Legislative level
- Leverage in-state providers of bandwidth

OAESD -

- Share and collaborate expertise to strategize solutions for accessing bandwidth resources
- Peering solutions
- Regional centers for bandwidth aggregation/peering

EESC -

- Provide broad definitions
- Support ODE with legislative work
- Help coordinate OAESD sharing of expertise and strategies for bandwidth solutions

K-12 -

- Market the standards set by ODE

Data and Data Systems:

ODE -

- Compliance
- State guidance in use and implementations of systems
- Provide data definition standards
- Provide data quality standards
- Provide data use standards
- Provide data governance structures
- Provide training to ESD and regional partners

OAESD -

- Provide regional data quality training, support
- Provide regional support and training for data use
- Assist ODE in meeting defined data standards through training and support
- Promote continuity of data quality across all data systems and data services

EESC -

- Serve as a communication mechanism for promoting the use of data and maintaining data quality
- Promote the work of ODE and regional data warehouses
- Provide consistent message and get the word out to LEAs around the work being done in data systems and data quality

K-12 -

- Administrative leadership in data quality and the use of data
- Commitment to maintain quality data
- Commitment to use data to drive instructional goals

Professional Development:

ODE -

- Work collaboratively with stakeholders from K-12, OAESD, EESC, higher education, profit and non-profit businesses and organizations to determine Ed Tech vision and goals.
- Oversee development of tiered PD and extend statewide (regional) delivery model
- Oversee revision to State Educational Technology Plan (Maximizing Technology for Student Achievement) for 2011-2015 and beyond
- Affirm State and Federal ed tech standards (and parameters) on which to base PD content and focus
- Marshal vision and communication in every possible venue regarding vision, goals, content and sustainability

OAESD -

- Marshal vision and communication in every possible venue regarding vision, goals, content, sustainability
- Host and deliver hybrid regional training opportunities extending the work of the Ed Tech Cadre and linking educational technology to core content

EESC -

- Promote the work of ODE in building statewide capacity for integrating technology into learning and teaching
- Work with ODE to leverage funding sources for regional training model
- Provide coordinated, statewide communication in every possible venue regarding vision, goals, content, sustainability

K-12 -

- Marshal vision and communication in every possible venue regarding vision, goals, content, sustainability
- Participate as training providers where feasible
- Statewide commitment to participate in trainings in their regions - Provide equity in access and opportunity for effective use of technology integrated into learning and teaching for students across the state

Infrastructure/Tools:

ODE –

- Provide recommendations for minimum LAN network standards
- Provide recommendations for state, regional, district, building level infrastructure standards identified by Federal SETDA (State Education Technology Directors Association) research
- Provide sustainable tools and digital content options through OVSD, REAL and the Ed Tech Cadre Website
- Provide definition of interim and long-term requirement for successful combination of instructional uses including, but not limited to online assessment, data access and analysis and robust student and teacher access to digital content, tools and emerging academic resources
- Provide definition of interim and long-term requirement for successful data access and use towards improved student achievement

OAESD –

- Provide resources and expertise to districts across state to achieve baseline standards of infrastructure in every district and building
- Provide resources and expertise for successful selection and implementation tools
- Commit to collaborative, collective purchasing to leverage shared statewide goals – achieves best pricing, most favorable terms
- Commit to regular (frequent) communication through all appropriate means to ensure statewide access to purchasing opportunities

EESC –

- Support/facilitate (as needed) collaborative, collective purchasing to leverage shared statewide goals – achieves best pricing, most favorable terms
- Commit to regular (frequent) communication through all appropriate means to ensure statewide access to purchasing opportunities

K-12 –

- Support/facilitate (as needed) collaborative, collective purchasing to leverage shared statewide goals – achieves best pricing, most favorable terms
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State Visioning Area Topic Goals

Bandwidth

- 100Mbps up/down in all districts (SETDA's guidelines)
- Scalable technical capacity in support of instruction
- Accessible, affordable and sustainable
- Postage-stamp rates for bandwidth across the state
- Partnerships with municipalities and state

Data and Data Systems

- All schools will be transferring quality data across the data warehouse infrastructure
- Develop a set number of state approved information systems available for use in schools (BIS, SIS, Library, Sped, et al)
- Alignment and cooperation between all areas and arenas of the K-12 enterprise

Professional Development

- Working to develop and deliver opportunities that are focused on building teacher experience and confidence to bridge learning with 21st Century work and life
- PD opportunities should be delivered using the same tools we want teachers to be using with their students
- Teachers have seamlessly and transparently integrated technology in their education practices
- Collegiate programs include Ed Tech as a substantive portion of their pre-service program
- Post-secondary administrative instruction programs to include a substantive portion of technology education as part of the licensure process
- All PD opportunities should be available as either online or hybrid (face-to-face facilitated with online component) methods regardless of the topic
- Learning is not a prescribed set of tasks to be completed but rather a body of time developed to enrich the understanding and growth of that student
- A deep understanding of responsible and ethical use of technology and resources, including development and implementation of appropriate use policies for Board, administrator, staff, parent, and student acknowledgement
- Statewide collaboration in support of equitable access to technology

Infrastructure and Tools

- Student achievement and learning should be the leading factor in every discussion and decision
- Access to all relevant web tools and resources necessary to teach and support the education of Oregon students
- High capacity, secure, scalable, wired and wireless networking at all schools
- Frequent clear communications with IT, curriculum, instructional leaders, teachers, parents and students regarding effective use of technology for teaching, learning, data assessment and other educational purposes
- Hardware and software purchasing plans are developed across K-12 and maintained
- Consistent policy development and implementation across the state and a review process for dealing with those policies
- Consistent minimum standards for infrastructure hardware (standardization)
- 2:1 student to computer ratio
- Development of a statewide Instructional Technology guidance committee to help maintain and move forward the goals and implementation of technology in Oregon schools