CTEDTECH
Connecticut Commission for Educational Technology

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Practices Advisory Council
Meeting Minutes
August 11, 2016

Attendees
- Nick Caruso, CABE – Council Chair
- Doug Casey, CET

- Andy DePalma, EASTCONN
- Jason Jones, Trinity College
- Shannon Marimón, SDE
- Josh Smith, New Milford Public Schools
- Shelley Stedman, CASL

Meeting Outline and Notes
1) Initiative and Past Meeting Minutes Review
2) Student Technology Proficiency Standards

NOTE: The points below represent an assimilation of ideas rather than a verbatim or chronological record of points shared.

Initiative Review
- Members reviewed and discussed the following table of topics and initiatives raised in the May 27 meeting, mandated by the CET statute, or both (see indicators in second and third columns):

Initiative	Council	Statute
Administrator Technology Proficiency Standards	☑	☑
Assess Adoption of Tech and CS Standards in K – 12 Schools	☑	
Computer Science Certification	☑	
Computer Science Curriculum	☑	
Digital Literacy Standards and Supports for Parents	☑	
Student Technology Proficiency Standards	☑	☑
Teacher Professional Development Models		☑
Teacher Technology Proficiency Standards	☑	☑

- Shannon Marimón shared that the State Department of Education is convening a task force on professional development (content, delivery forms, etc.), related to the Teacher Professional Development initiative.
- Doug Casey suggested that the group address the proposal of adopting the new standards for student technology proficiency released by the International Society for Technology in Education (ISTE) this June. The members agreed to

review the proposal. To view the standards, see the last two pages of these minutes or visit http://www.iste.org/standards/standards/for-students-2016.

Student Technology Proficiency Standards
- Doug Casey shared the following language as a proposal for review by the Commission at its September 12 meeting:

Proposed Language for Student Standards Page

The Commission endorses — and encourages Connecticut schools to adopt — the International Society for Technology in Education (ISTE) Standards for Students. The 2016 standards reframe proficiencies in the context of helping students achieve the skills that will help them become college and career ready. They also come about from years of research and development from learning scientists, school leaders, and educators worldwide. While extensive, the ISTE Standards do not represent an exhaustive "checklist" of skills as an endpoint but more as a framework that complements and integrates into the Common Core academic standards, reflects current digital learning approaches, and helps prepare students to be lifelong learners, critical thinkers, and contributors to society.

Links to the ISTE Standards and supporting resources appear below:

- 2016 ISTE Standards for Students (free download upon form completion)
- Redefining Learning in a Technology-Driven World: A Report to Support Adoption of the ISTE Standards for Students (free download)
- 2016 ISTE Standards for Students ebook (fee-based resource)

- Doug pointed out that these proposed standards replace the currently posted standards at http://www.ct.gov/ctedtech/cwp/view.asp?a=1185&q=253090, written in 2003.
- Members of the group commented that while the standards are a step forward, they are not truly "standards" but a framework for learning practices and proficiencies.
- The standards need to be integrated into current standards for math, English – language arts, science, social studies, world language, and other disciplines to make them relevant and move them past targeted skills toward practices.
- The group felt comfortable endorsing the adoption of the new standards over those developed in 2003, with the provision of providing more detail, guidelines, exemplars, and other tools to help districts implement them.
- There should be benchmark activities, with grade-based artifacts demonstrating mastery of technology.
- One member noted that the main body of guidance from the State in using technology in learning has been in preparing for and taking online assessments.

- Many districts will encourage the production of artifacts that "look good on the wall" but do not result from student mastery of technology use.
- Nick Caruso pointed to parallels between writing and technology skills, of moving beyond mechanics to mastery of practice.
- Key to technology adoption and integration will be effective, relevant, and embedded professional development for teachers, woven into their existing training rather than an "add-on."
- Members of the group pointed to the need for students to have time to find their optimal learning pattern and approaches, which can leverage technology.
- There may also exist an opportunity to conduct a crosswalk of the ISTE and American Association of School Librarians standards.
- The question arose of who will champion these new standards, if there is no systemic accountability for student proficiency. This should come from alliances with strategic partners:
  - State Department of Education: Shannon Marimón offered the idea that the SDE "push in" or embed the new ISTE standards into the *CT Evidence Guides* (by content area and grade-level band) to create a dynamic set of resources that the field is pairing with the CCT Rubric for Effective Teaching, used in the observation of practice and performance for teachers as part of the educator evaluation and support process. Consideration should also be given to integration to streamline district report cards.
  - CT Educators Computer Association (CECA): This is the affinity group for technology teachers and teaching with technology, the ISTE chapter of Connecticut. Doug sits on the CECA board and will look for ways to partner with CECA to provide resources and guidance on standards adoption.
  - RESC Alliance: The RESCs have the capacity to provide relevant, high-quality professional development for teachers.
  - Teacher Preparation Programs: Working directly with teacher preparation programs in the state's colleges and universities will have a positive impact on teacher technology proficiency, the ability of educators to integrate technology into their practice, and the assurance of student technology mastery.
  - Others could include the CAPSS Technology Committee, CoSN, etc.
- The members agreed that an action item would be to develop a plan to support the standards, with the following components:
  - Power standards, with baseline proficiencies
  - A rubric, such as Newington has developed at https://goo.gl/hmVQFA
  - Exemplar projects and approaches to using technology
  - Video resources for students and teachers
- Research into best practices in other states, that is, how other states have operationalized the standards. Andy DePalma mentioned good work in California on this front.

- Shannon Marimón mentioned resources to tap from the Compliance to Coherence conference that the Talent Office hosted earlier this year (see http://www.connecticutseed.org/?page_id=3507).

Meeting Outcomes and Recommendations

- Approval of the new ISTE student standards
- Support of schools through deliverables designed, produced, or curated through the above action steps
- Efforts to integrate technology standards into student academic standards and teacher professional development
- Strong partnerships with technology and learning partners statewide
- On a related note the possible discussion among teachers at each RESC of new educator technology standards, based on the facilitation guides that Doug secured from ISTE
- Submit these recommendations to the Commission at its September 12, 2016 meeting

Other Business

- After more than two hours of focused discussion on student technology standards, in the context of broader teaching and learning standards, the group agreed not to raise any additional items and adjourned.