

MT. HOOD CABLE REGULATORY COMMISSION  
Portland Community Media, Studio A  
March 21, 2016 Work Session Minutes -- **DRAFT**

### **SUMMARY GRANT WORK SESSION MINUTES**

THESE MINUTES ARE UNOFFICIAL UNTIL APPROVED BY THE COMMISSION AT A SUBSEQUENT MEETING. PLEASE REFER TO SUBSEQUENT MINUTES FOR APPROVAL OR CHANGES.

Call to Order: 6:00pm

- Roll Call

Commissioners present: Carol Studenmund (Chair); Scott Harden; Sue Dicile; Norm Thomas; Rich Goheen; Leif Hansen.

Commissioners Absent: Mike Bennett, John Branam

MHCRC Staff: Julie Omelchuck, Program Manager; Rebecca Gibbons, Program Coordinator.

Gresham Barlow School District Staff: Teresa Ketelsen, Deputy Superintendent of Teaching & Learning; Angie Kautz, Director of Teaching & Learning

- Introductions

Omelchuck gave an overview of the grantmaking process for the TechSmart Initiative and referred to the readiness indicators included in the meeting packet.

Omelchuck said the Grant Committee met to vet the project plan and provide Gresham Barlow's project team and staff with feedback.

Omelchuck the project plan focuses on two pilot elementary schools and focuses on all kindergarten through 3rd grade classrooms. Omelchuck said the project builds on the district new literacy curriculum adoption. Omelchuck said the district plans to document successes and scale the learnings across all schools. Omelchuck said the district plans to use district resources to invest in technology, coaches and PD for the 4th and 5th grade classrooms at the pilot schools at the same time.

- Gresham Barlow School District TechSmart Grant – Draft Project Plan

Ketelsen presented on the demographics of district, the pilot school selection process, the district's strategic planning process, and gave an overview of the project plan.

Kautz highlighted elements of the project plan.

### Commission Discussion

In response to a question from Dicile about how content for the digital toolbox is created, GBSD staff said the instruction/technology coaches are required to develop digital representations of their trainings as they train the first round of teachers, thereby creating a repository of training resources.

Dicile asked if the District has a backup plan to fund additional coaching resources if the one coach, shared between the two schools in year two of the grant project, isn't enough to support the teachers.

Kautz said the District anticipates that some teachers will become peer leaders who take on some of the role and responsibilities of the coaches. The district coach (supporting 4th and 5th grade) will be learning side by side and building their capacity to support all teachers as well. The Wednesday late start time is designed to support grade level PD learning communities. These learning communities develop confidence over time and begin to take on leadership and troubleshooting together.

In response to a question from Goheen about the data included in the plan as evidence of the 'need', Kautz clarified that the data on page 3 of the project plan is district-wide data. The district recently adopted new literacy curriculum and continues to develop intervention kits for students that are struggling with a particular concept. Kautz said that when the demographics of the district began to shift, the district did not shift enough to address the needs of the new demographic, thus the drop in scores.

Hansen asked about the impact of new test standards on the student reading scores.

Kautz said the district experienced the "perfect storm" of events: drastically changing demographics, budget cuts, changes to test standards, etc. The district sees this as an opportunity to implement a broad shift in teaching and learning.

Thomas asked about the role of teachers in developing content for the toolbox.

Kautz said there are professional learning team websites that the teachers can join to develop and share learnings and teaching methods.

Thomas asked if the toolbox content is available to teachers not involved in the project.

Kautz said the toolbox will be available district-wide.

Omelchuck said the instruction/technology coaches will curate the toolbox content.

Harden asked if the district has had the new literacy framework long enough to get a pre-project baseline.

Ketelsen said the district rolled out the curriculum this school year so will have DIBLES and ELPA data from this year to compare with next year. The district will also look at data from two comparison schools.

Ketelsen explained that other district elementary schools were not chosen to pilot the project because of other projects/funding. For example, one school has a state school improvement grant for coaching support and two other schools are focus and priority schools with additional state funding and support.

In response to a question from Goheen about the economically disadvantaged student data included in the project plan, Kautz clarified that 88% of k-3 students are economically disadvantaged. Ketelsen said that families with older children (high school level) are less likely to apply for free and reduced lunch, therefore these students are no longer tracked as economically disadvantaged.

In response to a question from Harden about the technology to student ratio (page 16 of the project plan), Kautz said the plan is to roll out device sets of 35 to each classroom.

In response to Commissioner questions about take-home devices, Ketelsen the project plan does not plan for students to take the devices home. Ketelsen said the technology will be used and travel with the student throughout their day so that teachers can provide individualized learning within the classroom. The digital curriculum is adaptive, meaning it can adjust real time to either provide more difficult content if the student is progressing well or repeat content if a student is struggling.

Dicile asked how IEPs are generated and implemented in the school. Kautz said IEPs are written to the same standards for all kids.

Hansen asked about the state funding at some of the other schools and how that might impact scaling.

Ketelsen said some resources are going to the other schools, but not nearly to the extent that this grant project provides. Ketelsen said getting the toolbox online and available to all teachers is critical.

Omelchuck said staff hopes that if there are good results with student outcomes, that the districts would start repurposing funds to support and scale those efforts.

Adjourn 7:16 pm

Respectfully submitted,

Rebecca Gibbons  
Program Coordinator