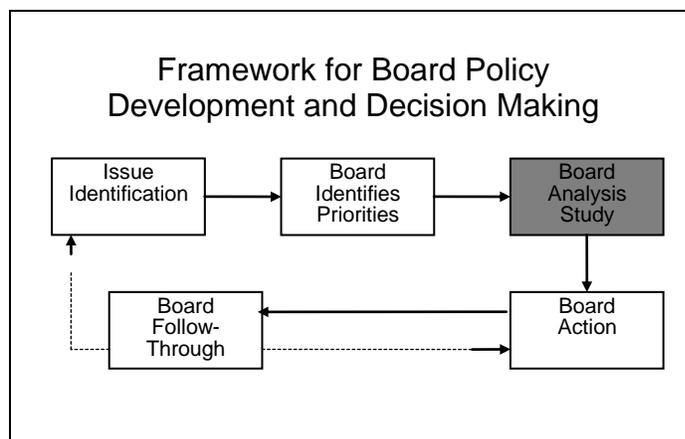


# Iowa State Board of Education

## Executive Summary

November 17, 2010



**Agenda Item:** Update from the Iowa Technology Task Force

**Iowa Goal:** All K-12 students will achieve at a high level.

**Equity Impact Statement:** All students and teachers will have access to rigorous online educational resources and opportunities.

**Presenter:** Gwen Wallace Nagel, Consultant  
Iowa Learning Online  
Division of PK-12 Education

**Attachments:** 1

**Recommendation:** It is recommended that the State Board support the continued work of the Technology Task Force in developing a dynamic plan for providing comprehensive online learning opportunities in Iowa.

**Background:** At the Retreat in June, the State Board identified *Online Learning and Other Technological Advances to Support 21<sup>st</sup> Century Learning* as one of their policy development priorities. They asked the Technology Task Force to continue their work and come back to the Board with recommendations for providing a comprehensive system of online learning in Iowa. Specifically, this plan should address the structure and policies needed to create a comprehensive system of online learning, support to ensure that teachers are prepared to utilize the new online environment, methods for identifying quality online content that is rigorous and aligned to the Iowa Core, equity of access for all students to online learning opportunities, and support to school districts related to infrastructure and implementation of online activities inside and outside of the traditional classroom.

This session is an update on work of the Technology Task Force.

# Iowa Technology Task Force Meeting

## Discussion Summary

10/26/2010

Onsite Participants: Kevin Fangman, Marcel Kielkucki, Scott McLeod, Gail Sullivan, Phil Roeder, Dave Smith, Carol Greta, Joseph Cassis, Vic Jaras, and Gwen Nagel

Adobe CP Participants: Rhonda Sheeley, Shannon CdeBaca, and Matt Burke

Absent: Max Phillips, Pam Jacobs, Mary Herring, and Nadene Davidson

The Iowa State Board of Education identified “Online learning and other technological advances to support 21<sup>st</sup> century learning” as one of their policy development priorities for 2010-2011 and asked the Technology Task Force to make recommendations for providing a comprehensive system of online learning in Iowa. Acting Director, Kevin Fangman, requested that our policy discussions focus particularly on a PK-20 plan for online learning in Iowa. This would include a suggested structural, governance and operational model, teacher and content quality assurance, equity and access, and costs and financing.

We revisited the four “belief” statements from the white paper resulting from the first round of Technology Task Force discussions.

Belief 1: The ambitious learning goals of the Iowa Core, including development of 21st century skills, can be achieved only by engaging learners and only with learning powered by technology.

Belief 2: Iowa educators need support and access to 21st century resources, including professional development, in order to transform the learning process.

Belief 3: Existing state and local policies and practices need to be revisited and revised if Iowa’s educational system is to prepare 21st century learners who meet the goals of the Iowa Core Curriculum.

Belief 4: The biggest barrier to transforming the learning process is not the lack of funding for technology but our own “mental models” of what learning should look like.

We took a hard look at why we want/need a robust PK-20 system of online learning for Iowa. Thoughts included: providing high quality, rigorous, core-aligned, and engaging course options; providing access to master teachers; providing equity of access; extending the high school

curriculum; preparing students for the 21<sup>st</sup> century workforce; providing the opportunity for differentiation, remediation, and credit recovery; providing learning continuity; providing preservice and inservice opportunities; providing retraining and continuing education opportunities; and encouraging partnering with the business community.

Currently, Iowa has several efforts directed toward the support of online learning. An American Recovery and Reinvestment Act (ARRA) grant is being used by the Area Education Agencies (AEAs) and Urban Education Network (UEN) to provide staff development courses relating to the pedagogy surrounding online learning and to secure a repository for video and other resources including possible content. The Iowa Communications Network (ICN) has secured a Broadband grant to assist in bringing broadband access to some of Iowa's poorest rural schools. In addition, Iowa has received an Intel Corporation technology integration grant to train AEA personnel and teachers throughout the state. These are all exciting efforts, but operating somewhat in isolation of each other.

We agreed that in order for online learning to expand and flourish, policy relating to the following will need to be addressed:

- Development of a PK-20 long-term vision and incremental plan for online learning.
- Establishment of an administrative structure for online learning.
- Determination of whether or not the current Technology Task Force will continue in an advisory role.
- Providing a one-stop site for teacher and student online resources and opportunities.
- Advocating for state-wide broadband access to the desktop at school and in home.
- Determination of structure, i.e., a clearinghouse versus a virtual school organization.
- Development of a process and structure for assuring teacher and content quality.
- Development of a cost model for scaling up and sustainability.
- Developing measures of success.
- Development of a model or models for schools sharing teachers and resources.
- Consideration of the special needs of 1 to 1 schools.
- Development of plans for pre-service and professional development.
- Consideration of Iowa-only teacher certification issues.
- Consideration of removing the school as a gatekeeper and determination of what that would look like.
- Consideration of online learning that is competency-based versus based on seat-time.