Date: June 17, 2019

From: Adam Larsen, Assistant Superintendent

To: Board of Education

Cc: Thomas Mahoney, Superintendent

Re: June 2019 Board Report

Technology Training (Mobile Mind) Update

During the last week of staff attendance, everyone completed four days of in-person training.   The entire district was broken up into two groups. One group received 7 Habits training the first two days while the other received this tech training. The groups then flipped for the remaining two days.

Group	May 29	May 30	May 31	June 3
Group 1	7 Habits	7 Habits	Google	Google
Group 2	Google	Google	7 Habits	7 Habits

The training went very well. For many staff, this was their first exposure to any of the tools in the Google Suite besides search and e-mail. For them, the in-person trainers conducting guided sessions were very important. Others had used some of the tools and needed to be shown some of the available features or how some of the tools might work together to produce some synergy among them. Still others were very comfortable in their Google experience and spent their two days in the Google training completing modules in the Mobile Mind platform. These modules prepare people to sit for the Google Certification exams. Some of our staff members even took these exams in the time they were provided.

We essentially had three training locations assembled during the four days. The OES Etnyre library served as the location for people with the least amount of experience on the computer or with Google. A nearby classroom held the people who were somewhat familiar with Google. The independent group worked quietly in a computer lab with Aaron Sitze serving as an assistant. Many of the teachers worked on student Chromebooks so they would be somewhat familiar with what the student devices would be like when they appear in their classrooms over the coming years.

Our entire faculty and staff will have access to the Mobile Mind online learning platform for the next year. We will encourage people to complete modules on their own and even to sit for the Google Certification exams. The more educators we have using the same tools, the better our processes will work as we move toward the digital platform.

Learning Management System Demonstrations

On Tuesday, June 4, we assembled a team of administrators, teachers, and tech staff to take part in demonstrations of three learning management systems. The three we saw were Schoology, PowerSchool Learning, and

Canvas. We asked all participants to evaluate the systems according to a rubric (attached) to narrow the feedback toward the criteria that will most directly impact student learning.

Some of the highlights of the three systems are below:

Schoology

Strong editor and repository for storing class content. Easy to pull resources from repository into class. Workload planner helps teachers see what other work is due from their colleagues. Integration with Google Docs. Ties in with Beyond Textbooks to make their content and assessments available. Impressive assessment builder with a scoring app, 92,000 questions in the bank, and automatic score reporting. Works on all devices. Pushes grades back into PowerSchool on a scheduled basis. Ability to create groups and learning communities for teachers. Ability to interact with teachers around the world. Integration with plagiarism detector. Facebook-like interface.

PowerSchool Learning

Tight integration with gradebook. Instant sync for rosters and grade passback. Learning communities within district. Will work with all devices, including Chromebooks. Students and teachers can log in with Google credentials. Some integration with content providers using open protocols. Assessment pieces has 50 item types, items aligned with IL assessments and standards, lockdown browser mode. Familiar interface. Full integration with Google Docs. Classroom discussion boards. No built-in course content. Wiki space for projects. No teacher or student app. No repository for re-using course content.

Canvas

Personalized learning paths. Messaging built inside of platform. Embedded discussion tools. Native to mobile and device agnostic. Assessment area can be standards-based, has SpeedGrader functionality, turn assessment scores into action for the students (think intervention and enrichment), assessment bank pulled from other teachers using the platform. Commons area for sharing course content. Very open, works with 100s of external apps. Electronic portfolios for students. Google embedded inside of platform. Grade passback on periodic sync. Nice analytics about student learning. Teachers can record video comments for students about their work.

Respectfully Submitted,

Adam P. Larsen

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Assistant Superintendent
Oregon CUSD #220

Learning Management System Evaluation

LMS: _____

Evaluator: _____

Date/Time: _____

Criterion	Description	Notes	Points (1-5)
Appearance, Ease of Use, and General Features			
Design and Layout	Functional organization of interface. Intuitiveness, perceived ease of use, anticipated amount of training for end users		
Content Authoring	Tools used for creating content. Embedding resources, including links, formatting of materials for student use.		
Content Organization	Repository for storing course content. Archiving completed courses, rolling over to future years.		
Electronic Portfolio	Tools for gathering, reviewing, and presenting collections of written work. Think college applications for high school students and student-led showcases of work for elementary students.		
Calendar and Scheduling	Assign dates to course content. Lessons, assignments, and assessments can be scheduled to open on future dates. Think electronic, rolling syllabus.		
Course Evaluation	Collecting feedback from students about experiences in class.		
Communication and Collaboration			
Communication	Tools for interaction between teachers and students about assignments, assessments, and the syllabus.		
Collaboration	Workspace for teachers to develop, revise, and share course content.		
File Exchange	Secure methods for students to exchange files with teachers. Integration with Google Docs / Google Classroom a plus.		
Discussion Tools	Forums, discussion boards, post quality feedback, file attachments. Students engaging in group discussion online.		

Criterion	Description	Notes	Points (1-5)
Learning and Grading			
Content Bank	Resources available for building lessons and student activities		
Integration with other Content Providers	Think importing BT, HMH, other textbook resources. (Common Cartridge, Learning Tools Interoperability, etc, compatibility)		
Testing and Assessment	Question banks, alignment to standards, multiple question types, immediate feedback, suggestions for remediation.		
Learning Analytics	Reports, charts, and graphs about student learning.		
Logistics			
Integration from PowerSchool	Sections, rosters, demographic information, attendance, learning standards pushed from PowerSchool to LMS		
Integration back to PowerSchool	Grades pushed back into PowerTeacher Pro (Grade passback)		
Device Compatibility	Ability to work with teacher laptops (Windows) and student devices (Chromebooks)		
User/Password management (Single Sign On)	Integration with Active Directory or Google to synchronize passwords across platforms.		
Utilization Analytics	Reports on teacher/student/parent usage of the platform. Logins, pages viewed, and time spent in the platform.		
Implementation			
Training	Onboarding and ongoing training for teachers. What is available for new teachers in year two and beyond?		
Help Resources	Information that teachers can access at any time and without needing to involve OCUSD or LMS support channels		
Support	Support for teachers, support for students/families, hours and modes of communication available		
General Notes			