Collaborative Labs
at St. Petersburg College
Accelerate business results

presents

State Board of Education
Florida 2.0 Digital Learning Group (DLG)
Collaborative Engagement
Day 1

April 24, 2012

Real-Time Record

Click here to view a Word document of this Real-Time Record

Welcome & Introductions:

Gerard Robinson, Commissioner of Education: The State Board of Education will now begin, welcome to our members. Let me thank the Florida Channel and the Florida Education Channel for covering this live. This is a wonderful opportunity for us. On March 27th we had a conversation to make plans for the 2014-2015 school year. The purpose was to prepare every sunshine state student for college. We want to develop comprehensive plans to accelerate reform. I want to introduce our Board Chairwoman, Kathleen Shanahan.

Kathleen Shanahan, Chairwoman, State Board of Education: I'd like to say thank you and welcome. We really appreciate the task force members. What this task force will produce will be used to move us forward. I would like to challenge you in your thinking and in your observations. Florida has come a long way in the past 10 years. We are now ranked at 5th in the country and continue to raise the standards. Florida is looked at as a model. I would like to see the same effort and direction take place in digital learning. Maine and a county in North Carolina have done this. Florida has the virtual school, which is a model for the world. We need to build on that and figure out issues of connectivity, access, and content. How do we make sure Florida, on a state wide basis, can implement? I'm here on behalf of the entire state board of education. Sometimes it's hard when you do things the same way every day, it's hard to think of things differently. Lessons from people like Steve are incredibly helpful to see how to implement and how to make sure you had proper training and transition cost. We need to get there. We need to execute a plan. I'm happy that Representative Fresen is here, we need leadership. There are ways to do this. I'm going to leave you with one example. When I visited the school of one, it taught me that there are efficiencies that technology gives you. If you change the lexicon with how you think, "children need to come in the same four walls, and same class to learn" - that's not how they learn. The school of one had 2 teachers for 60 students, and 2 assistants. They broke the students into pods. Each pod was focused on teaching time, engagement with a professional. In other pods they were on the computer and had a one on one tutor as a resource to go through homework lessons. In other pods they were working on teams. When you can see 60 students being taught in a full time classroom, there are so many tiered ramifications of that. Their entire education system was done on a device. It's not that we are going to buy a devise for every student. A lot of the students have devices already. I want to say thank you and encourage you to be bold and very specifically directional. That state board awaits this report on May 10th.
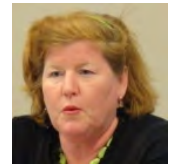
Dr. Law, President St. Petersburg College: Good afternoon. I have the great opportunity to welcome all of you. Let me thank you for being with us today. That board showed an enormous amount of insight and enthusiasm for the project we are working on. Two of our colleagues are here; we are here today because your students are our students. We stand ready to help pull students through and share our best efforts with your faculty and staff when they get to the college level. The Florida College system will be very strongly in support.

Commissioner Robinson: We live in the most exciting time in Florida to be a student. The role digital learning will play will change the next generation of learning. We have an economy in Florida that is in competition with the world, and we need to make sure we have a world class organization. I made sure our team here is a diverse group. As

Chairwoman Shanahan mentioned, this is vital for the board. We know Florida is moving into being a part of PARCC. We are putting together task forces and councils. What I'd like to do is have everyone introduce yourself.


Jim Miller: I'm a real estate broker. I'm on the quality instruction subcommittee. In the early 90's I was bit with the bug of educational reform. I've been doing this for a long time. A year and a half ago I was elected as a school board member. We went to see Sal Khan, what really excited me about his thing is he makes time the variable. You don't sit them in rows and they do Carnegie Units. That's basically what our system is; it hasn't changed in 100 years. Sal Khan does a really good job of helping teach the four R's. One comment was "we need to prepare our students for their future, not our past." Another guy said "we have to train our teachers." He mentioned that they take the teachers out of class 8 days a year. I thought why can't they do that on their own time, why take them out of the class? Who knows what high school is going to look like in 10 years. I can see some big opportunities. Sal is the most charming, not particularly well spoken, but charming individual. We can get out of this rut we are in. We've always had 30-40% of our kids fail because of how the system is set up. Kids all learn at different stages. I have coached a lot; they change at all different times. It's exciting. If you google Sal Khan Ted Talks, that will bring up a video. Also, Khan Academy is the future of education. It is a huge game changer. The other neat thing is kids can progress until the kid is 100% proficient. What a concept. The variable is time.

Jennifer Chapman, Business: I serve on the infrastructure subcommittee. I am a member of early learning commission of Duval County. We have had to stay competitive in the industry; our fidelity advance center is top of the line.

Lisa Jones, Organization: I'm here representing Fatama, a state textbook organization. A lot of people think we are opposed to digital learning, but nothing is farther from the truth. The greatest strength digital learning can bring is the student is no longer tied to one building and what that one building can offer you. As we move forward, we will see we are producing students who have competitive marketable skills.
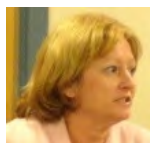
Kim Kendall, Parent: I used to be an air traffic controller, and I've served on many parent groups. We are used to putting together great teams, and getting info out quickly. I was also a military brat, and attended many different schools. Moving into this digital world, this is going to be a great movement forward. I expect us to be Florida and take the lead. It's time for us to kick it into high gear.

Steve Knopik: I am CEO of Bealls Inc. I am trying to represent the business point of view. I am probably at a disadvantage because I don't have as in depth of knowledge of the structure that exists today, but maybe it's an advantage. My first question is why aren't we further along today? Why do we have to have a task force to jump start this? I suspect it's because of constraints we have to break down. I'll try to be bold and big picture. Like Michelle, I am very committed to child centered and parent centered solutions. I also think market based principals may help move this forward faster.

Connie Collins, Principal: I am principal of a small magnet school. We are the number 1 most connected high school in our state. We were charged with changing a drop out program into a state of the art school. After over 10 years, we are now the number 1 school in our district, and I think that our approach to digital learning has a lot to do with that. We serve kids ranging from ESE to gifted. My concern is that we make sure what we have at Crooms is available to all of the students in the state of Florida.

Jorge Martinez, Organization: I am the director of information systems.   My experience is in funding programs one to one, laptop programs, also funded infrastructure in Miami Dade, making the schools wireless. My expectation is that whatever technology you implement you make sure the teachers understand how to use and implement, and make sure there is access at home for the students.

Michelle Licata, Teacher: I am a teacher at Florida Virtual School. I've been there for 6 years, part of the Institutional Reform Committee. I believe that the experience I have at the school is that the student is at the center of every choice that we make, enabling them to have the 21st century skills to success.
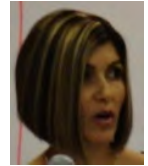
Katrina Rolle, Parent: I am an attorney but here because I am a parent of 4 children. For the past 4 years I have chaired the education and technology committees at that school.

Pam Benton, Teacher: I teach world languages, I am representing Florida Education Association.

Joe Pickens, State College: Prior to my becoming President of the College, I served on the state legislature. Prior to that, I was an attorney for the Putnam county school board. I hope that one of the things my background would bring is that I have done things on different levels, understanding the challenges small and rural districts have.

Jeanine Gendron attending on behalf of Robert Runcie, Superintendent: My name is Janine Gendron. I'm here representing Superintendent Robert Runcie who couldn't be here today. I think what Broward brings to the picture is the experience of a large urban school district. As we are trying to implement digital learning across the board, we encounter all kinds of problems across. I look forward to hearing everyone's ideas and see what it's like to really implement change. I hope our conversation can focus on the extreme cultural change we are going to be going through in implementing this process. I hope we can center some of our talk on the communication process.

Erik Fresen, Legislative: Thank you Commissioner for having the vision for putting this committee together. As the Commissioner said, the best way to get proper ideas to the front is to have conversations like these. Mostly, my role is to get those ideas from you guys. You are the ones leading the technology and implementing it. Then, we can pull that together into a policy. I have twin boys that are 6, what those boys can do on devices is amazing. It's the way they learn. They have a capacity to learn through these devices that is amazing. We need to incorporate that in the classroom. We get bogged down in the costs of implementation. We need to realize that in implementing these we can do away with other antiquated delivery methods. Always recognizing blended or full time virtual. There is always a role for a teacher. The concept of a teacher as a coach is important. The instruction that student is getting should be tailored to the student's learning level. I'm by no means an expert but I'm more than willing to participate. I'd like to see what we can do as policy makers to implement that.
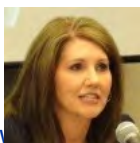
Marti Coley, Legislative: I am State Representative from House District 7.   I'm excited to see the interest and enthusiasm from the business community.   That will

propel this so much more efficiently than if it just came from the government. I've heard so many things I like. It has to be applicable and relevant. We have made so many changes over the last few years that teachers look at change with some jitters, saying "ok what are they going to do now." We need to look at teacher training with the utmost importance. I'm also a teacher. So often, teachers are faced with deadlines, but what I see here is an opportunity for content mastery. Let's not just reach chapter 12 or 20, let's master the content. What an exciting opportunity for our students to be prepared. I am looking at this, we have been reducing our budgets over the past few years, but we will still have challenges. It is up to us to shape this in a way that is reasonable, affordable and move forward in this new world of technology. We are on the brink of something exciting.

Tom Townsend, Superintendent: I am with Putnam County schools. I agree that the student outcomes are important. This is the greatest opportunity we have to have meaningful collaboration, and solve this is as a state of Florida issue. As we move forward, we need to know what it is we are trying to accomplish. It is an outcomes issue. I hope to offer some insight in the practicality of implementation. We know how capable we are. I see this as our greatest opportunity. I'm really excited about moving forward. It puts business in a really good spot to make sure we are developing a work force.
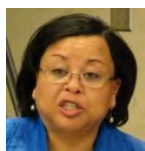
Shirley Baker, Principal: I am a middle school principal. Our county has just implemented district wide digital learning. The key component is teacher training. Communicating that vision down to the classroom is a key part of this. If the leadership doesn't implement at the core level, it doesn't happen.

Steven Wallace, State College: I am President of Florida State College in Jacksonville. As an educator, there couldn't be more exciting conversation. This is not going to happen automatically. Florida can excel in this area, and can outperform other states. It is a knowledge economy, why wouldn't we be the best? The great news is Florida has the resources to do this right now. It's going to take leadership. We have some advantages. We need the entire system, pre-k through university, to be excellent and advance together, applying digital technology to student learning outcomes. If we don't optimize student learning outcomes, we won't fulfill our potential. Instructional content is the key, if it's inspiring and engaging everything else works.
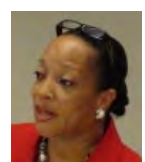
Cynthia Stafford, Legislative: I am State Representative for House District 109 in Miami Dade. I'm also on the Education Committee. I just want to say thank you for convening this group and including all voices in the discussion. I want to ensure that all students are included and all students benefit. I represent an area that has a high degree of poverty. In a study, there were 758 units reviewed, out of that only 5 had online access. Access at home, in the old days, meant taking a book home to read and study. We are now moving into an age where it is digital. I want to make sure that students that don't have online access after the school day aren't left out or left behind.

Michael Lannon, Superintendent: I'm here really on 2 points. I'm here to speak to you on how exciting it is for me to be involved in the teacher's portion of this. I really do look forward to getting teachers prepared, so that they will be successful within the confines of 736, despite the problems. The use of technology as an engagement tool is an exciting thing. And the use of technology as a data collector will better prepare us to bring that work home. As of last Friday, St. Lucie County opened a tri-county venture, virtually. We also have some expertise with students bringing their own devices to school, which we have been piloting this year. We need to be flexible and find ways to remove the roadblocks. I see at the end

of this, not only permission but excitement that comes from the merger of business and politics. For us in the superintendency, this is really an exciting thing to be a part of.
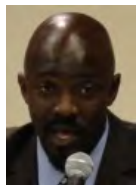
Jimmie Davis, Organization: I am the father of a 7 and 9 year old. Professionally, I am an engineer, mathematician and physicist. I am currently helping the government land aircraft using GPS. I am president of STEM Florida. Technology is a tool, just like the tool box that sits under my work bench. It needs to be applicable, demand driven, supply enabled. It must lead to something and have a place in the market. We want to make sure this has an impact for today, but also for what they do in the future. It can't be a toolbox for toolbox sake, there needs to be relevance. There are practical ways we can teach and learn. I want to question why we are doing from the very core, why do we have these sub committees. Our children are digital natives; we are here today to help shape.

Sharyn Gabriel, Principal: I am a mother of a 17 year old. He has 5 AP classes, and is a varsity athlete. He just asked me if he could go to school half time next year because he just can't take it anymore. Over the past 2 and half years we have rolled out a flexible digital learning environment. We have 600-700 PCs, and 400 macs. Most everything was purchased with our money, on the same budget, in this economy. I'm excited to be here today to share what we are doing. Our rules are in the way of our kids.

Jeremy Ring, Legislative: I am a State Senator in Broward County. Years ago I actually helped launch the east coast for Yahoo. I think we should've been having these discussions years ago. We have a lot of adults here. I don't think often we do enough of looking in the mirror to realize we may be behind the kids, we may need to catch up to them. Children today are probably smarter than we are when it comes to finding information. Children know how they best learn. Sometimes we have to be a coach, but I still strongly believe we may be guiding a group of people that may be far ahead of us. Should we be leading or should they be leading us? I also sit on the K12 Education Committee. You see the same presentations over and over again. It gets a little frustrating after a while because you ask yourself "how are we moving forward?" The world has moved far ahead of us. We need to be doers. These kids don't need us often, we do need them. If we are going to grow our economy it's going to grown by kids that are 20, 21, and 22 years old. They know more than we do, we need to step back and recognize that. If we are putting together a digital learning process, how do we lead a group that knows more than we do?

Richard Hartshorne, Postsecondary: I'm here based on my experience working with future teachers, working technology into the classroom. My utopian goal would be to develop teachers who can seamlessly integrate these tools into learning so that the mode is inconsequential. In working with teachers, they know how to use these tools, they just don't know how to use them to teach, or help students to learn.

Frank Fuller, Legislative: I am with the Senates Staff. First, Florida is a high tech state. We are in the top 5 for high tech business, and military high tech in the nation. Second, I'm looking for a Florida solution. Florida is a fascinatingly unique state. I've met more vendors when on this committee. I got a call the other night from a friend of mine who was appointed principal of a middle school. They are going paperless. Teachers are going to facilitate what happens with the kids, developing their lessons electronically. There is a high school that is paperless. This morning I got to talk to a science teacher who begins each week with a video from a top scientist around the country. She ends the week with a summary. Last time we met, we had a hard time giving an example of Florida schools

using this technology. I think we need to develop a list of the top 100 college, high, middle, and elementary schools in Florida in the digital classroom. We would be amazed that there are a lot of things going on internally in Florida that would help answer some of our questions. The last point, when I talked to the principal last night, he was telling me how important it is to know the tools the kids need to use. If they don't know how to use Word, the teacher is using time correcting how to use Word, instead of correcting English.

Angela Holbrook, Teacher: Good afternoon. I am a science teacher. Our students are very excited. As an educator for over 11 years, I have watched them transition to writing on notebooks to taking a picture on their phones of their homework assignment from the board and texting it to their friends. They are ready to make the transition. After 2 graduate degrees, I still get tutoring form my students on technology. They are ready, lets empower them.

Luis Garcia, Postsecondary: I am here representing Full Sail University. We are a private university. We have been using technology and media to teach for all of our existence, 32 years. We have been using a one on one initiative where every student gets an apple mac book pro. I am not familiar either with the ins and outs of k-12 education in Florida. One thing I thought we should think about as we put the student at the center is, to put the teacher right alongside. At Full Sail, as we change our technology, we keep our teachers involved. All of our teachers got a mac book pro as well, which helps them stay inspired, and that is channeled down to the students.

Lowell Matthews, Organization: I'm with the Foundation for Excellence in Education. Prior to that, I was with the legislature. I wanted to point out that, as you had mentioned, at the National Summit, Governor Bush and Governor Wise also put together a group of experts in terms of what needed to happen to further digital learning. They developed a 72 point metric, and its available on the website - digital learning now. The group came up with things that would significantly change the way digital learning progresses. I have a 4 year old and a 9 month old. The 4 year old was invited to a birthday party, the girl she's friends with has a brother who is in 11th grade. He's at Lincoln High School, he mentioned Sal Khan. He was using those videos to help him in math and help him further his goals. The message I got is, "if you don't give me the information and skill I need, I will get it somewhere else and I will tune out the classroom." You will get student disengagement if you don't provide them with what they need and want. I agree, it needs to be a student centered system. To answer the "why aren't we progressing" question ask yourself "does this benefit the student." I think you'll find your answer there.

Kathleen Shanahan: I want to thank everyone for your time and participation. Don't think about it in the way that it's a classroom. Think out of the box. If we go down the same path that we've been going down for the past 75-100 years, we won't make progress. Challenge the system. What's the framework for the clay? Also, what's in the way, and how do we get it out of the way? If we answer those questions that would open it up for the superintendents. That's the answer. The state board is not looking for a Tallahassee centric model. Having a realistic knowledge base of what's happening in Florida. I really hope that we can get from your day and a half of work, the 10 or 15 things that need to happen so that we can work on making them happen. We really appreciate your time and energy.
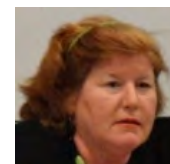
Activity 1: "The Best of Digital Learning in Florida"

Welcome to the Collaborative Labs! Let's get started right away.

"Walk about" and consider **Digital Learning Greatest Strengths/Greatest Expectations** for Florida.

There are four ***Greatest Strength/Greatest Expectation Walls*** on which your best example might fit, as a ***5-to-8 word example*** or a ***free-handed drawing:***
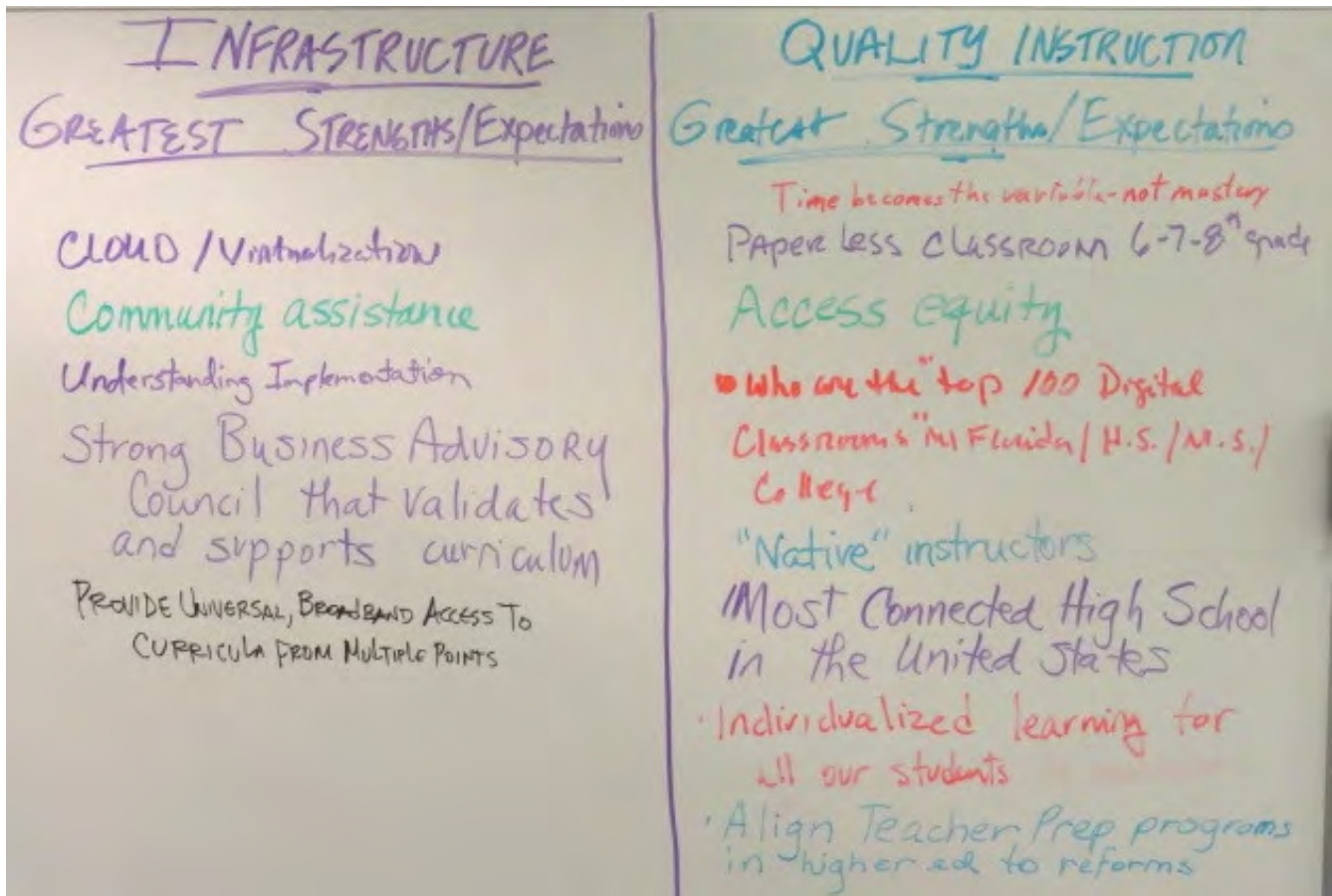
Wall #1: **Infrastructure**	Wall #2: **Quality Instruction**	Wall #3: **Institutional Reform**	Wall #4: **Education Outcomes**

Please ***contribute at least <u>one</u> Greatest Strength/Greatest Expectation*** to any one of the walls.

During introductions, we invite you to share your example(s).

All of the contributions to the Digital Learning Greatest Strengths/Greatest Expectations Walls will be captured for the real-time record.

Activity 1: "The Best of Digital Learning in Florida"

| Infrastructure Greatest Strengths/Expectations	Quality Instruction Greatest Strength/Expectations
• Cloud/Visualization • Community Assistance • Understanding Implementation • Strong Business Advisory Council that Validates and supports curriculum • Provide Universal, broadband access to curricula from multiple points	• Time becomes the variable not mastery • Paperless classroom 6-7-8th grade • Access equity • Who are the "top 100 Digital Classrooms" in Florida H.S./M.S./College • "Native" instructors • Most connected High School in the United States • Individualized learning for all our students • Align teacher prep programs in higher ed to reforms
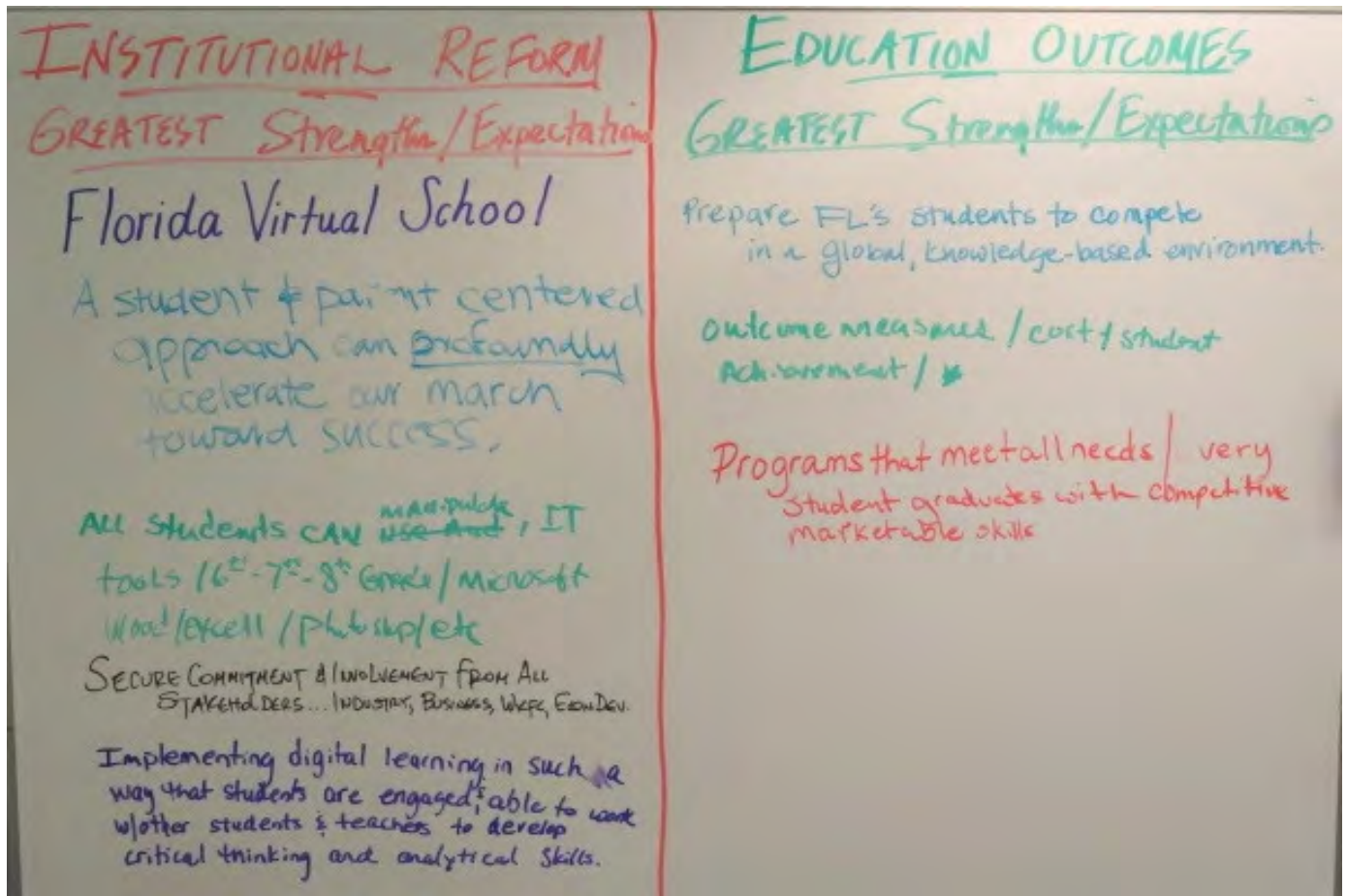
Institutional Reform Greatest Strengths/Expectations	Education Outcomes Greatest Strengths/Expectations
- Florida Virtual School - A student & parent centered approach can <u>profoundly</u> accelerate our march toward success - All students can manipulate IT tools/6th-7th-8th Grade/Microsoft Word/excell/Photoshop/etc. - Secure commitment & involvement from all stakeholders….Industries, Business, Wrkfc, EduDev. - Implementing digital learning in such a way that students are engaged & able to work with other students & teachers to develop critical thinking and analytical skills	- Prepare FL's students to compete in a global, knowledge-based environment - Outcome measure/cost/student achievement - Programs that meet all needs/ every student graduates with competitive marketable skills

Commissioner Robinson: As you see from the members we have here, there are diverse skill sets we bring to the table. We've heard from the business community, you are bringing a very different perspective. It's good to see that we also have a higher education perspective at the table. It's good to also have researchers. What we are going to do is to identify the greatest strength and also greatest challenges. I want to shape that by giving you an example. One of the most radical things we've done in the US is to introduce Jack Lalanne to the nation. There was a point in the nation when we realized everyone needed to be much more mobile. What we decided to do is to take someone as a teacher to educate over the TV. What we found out was that the young, mature, rural, suburban, etc. all had access to changes. I can tell you from a quantitative standpoint that we can't produce enough teachers in 10 years. However, we can actually use digital learning to take our best teachers and expose them not only to students here but also to students all over the U.S. Let's start with Infrastructure, strengths and challenges.

Participant: I think we have to identify the barriers that are preventing us from moving ahead, mainly certifications. What do we need? We put so such stress into making sure teachers are certified. One other thing is that we have to change the culture and create a sense of comfort for those that are performing.

Participant: Commissioner, you bring up a great point of human capital. For the first time now you may have an android or someone a thousand miles away teaching. Some teachers see this as a threat some see it as an enhancement.
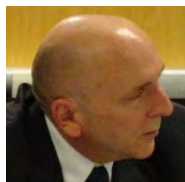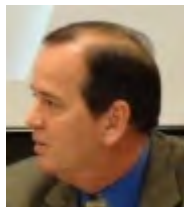
Participant: I dovetail with that, there is an anecdotal story of a gentleman who left an engineering job. He could not get a job to teach physics at a high school, and then finally Princeton took him. He was good enough for Princeton but, he wasn't good enough for our high school.

Kim: The cultural change is our greatest weakness. Our greatest strength is our children. They are the greatest lobbyists in the world. They have forced us to re-think this as we should have.

Commissioner Robinson: That's the second time I've heard the term culture. I sat next to the president of the highest performing school in China, he said "math is our culture."

Participant: I would say there are a number of challenges. We may do more by recognizing how we are going to overcome challenges. A lot of people pointed out that maybe the adults are the impediments. It occurred to me that my son who is 17 years old is way more qualified to sit on this committee than me. We need to get out of the way and let our students tell us where we need to go. I also heard, "the challenge of infrastructure in the way it relates to technology." There was also talk about technology not being available in the home. Creating an infrastructure that is equal or somewhat equal is an expensive challenge, but vital as well.

Participant: I have 70%, on my campus, on the poverty line. If we wait for the money to catch up with us, it will never happen. Sometimes we have to jump. We had a one to one initiative, everyone got an iPod. They are finding a way, and they are finding access. It's not perfect. But in the mean time, we can find ways to close the gap even if its little bits at a time. The kids will help us find an answer.

Commissioner Robinson: Let's turn over now to Quality Instruction

Participant: The greatest strength we have the best opportunity we've ever had to transform teaching and learning. There are two big treats, text books and factory schools. Text books, that has to be one of the areas of focus. The history of education, everything has been built around the text book. Originally, only the teacher had the text book. The operational definition of a text book is no one would read it if they didn't have to. They are terrible to read and expensive. The only thing we have to compliment the boring books is lecture. So, what happens in the classroom is their brains shut off. Then, we send them home with these books that they don't want to read, and they usually don't. Now we have the opportunity to present with video, podcast, simulations, and virtual reality. the tyranny of the text book has got to be addressed.
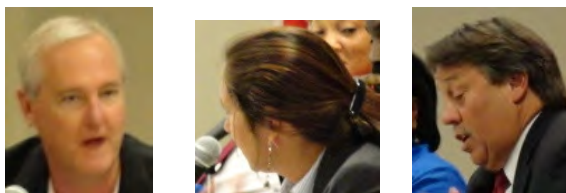

Participant: To dovetail on that, the fundamental problem is, in order to get into a total paradigm shift; the only way to get there may have to be by a leap. Perhaps to get quality instruction we have to give the tools to give quality instruction. Perhaps from a policy perspective - how do you achieve a wireless classroom so that all schools will have to budget the way the schools that have it have budgeted? The only way we get there, in Tallahassee for example the FEFP, the ways we fund in the State of Florida is outdated. Let's emulate the classrooms that are succeeding. For over 6 years, close to 15 billion dollars were spent essentially to put up walls, windows and doors and none of it was used to really do what we need to do. We have to commit ourselves to the new technology system.

Participant: I believe that one of the failings that we have had as a complete system, is rarely do we start with the end in mind and design backwards. We have to start with the quality of the teachers, and that the training of those teachers will be sufficient to get you where you need to go. Currently, that is not the case. The charge the legislature gave is to help do that. We need to coordinate that effort so that we aren't running in different directions. We have 67 school systems in Florida. We had to go out and find ways to meet that challenge. We are online now with teacher evaluations. That process requires technology, digital learning, and virtual capacities. We have a great strength in our teachers but weakness in the standards they are held accountable to. We don't have a design. What should the teacher look like? What skills should they have? What will we be able to do with those teachers we employ? We have to be able to tell you what we need, so that we change the paradigm that includes not only students? How are we assured that teachers coming out of our training programs will be successful, and be able to maintain their careers as teachers? As we look at that, we look at the total design. The greatest resource we have requires some budget adaptations to the content of what teachers are required to know and do.

Participant: In regards to strength, everything we are doing is a strength. If we have a culture challenge, we have to be thinking about doing away with standardized testing. It's just not conducive for mastering content.

Participant: The teacher preparation is at the core. Also, we need to be careful that we don't see technology as the end, it is simply the means. The content is the important meat. Technology is just the tool. What tools will our teachers need to sufficiently and efficiently prepare our students. Technology is a means to an end.

Participant: Our biggest opportunity is choice. When I hear textbooks and ipads, it is the choice to use that tool. We need to reconsider how we are considering that. If we are making a choice to move forward then we have to have the student at the table. They are enabling us to help them. What is the demand? What's driving this? Why is quality instruction a demand? If we can articulate that, we can get closer to the answer we are looking for. Also, things we can apply to one county, may not apply to others. This is not a panacea, there is no silver bullet. I want to make sure we don't have gaps, if we are adding it on, there will be gaps. At the core, we have to make sure we are building solutions that fit a county, and it may not fit every other place. Our approach to the solution is multi faceted and multi layered.
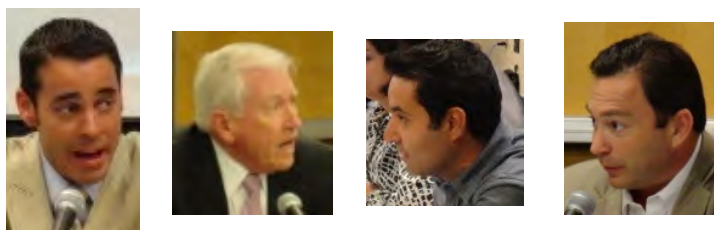
Participant: Sal khan has been popularized. It's amazing how engaged those kids are. I see this whole revolution that is overturning dictators. 67 boats, we've got a tidal wave coming, we need to cut the strings to let us rise with the wave. They will be at all different levels.

Participant: One thing, as we look at the content we need to make sure we are moving towards content based measure. We need to make sure we aren't simply just changing the delivery method. I'd love to see Florida lead the nation in a math reform. They don't do well because we spend years teaching them fractions.

Commissioner Robinson: Let's go to Institutional Reform.

Participant: When I think of Institutional Reform, I think of this paradigm shift. If we look at the reality of the world we can make a case for technology that students can be more capable than teachers, who are more capable than administrators, who are then more capable than government. Government may be the least capable but has the most influence. There is something inherently wrong with that. In the student, we have a lot of people on the education committee that aren't educators. We are making laws and we don't have experience. We are making laws that just sound right. Many of them are not qualified for making laws. We have a lot of accountability but what we have to recognize is that what the internet has done has changed behavior in such a profound way but we don't seem to want to catch up to that. For example, every person in this world is not a publisher. In addition, we all separately know how to find and identify the information. The entire structure, we have to step back and think about the structure more than anything. The structure has

been reformed we just don't recognize it. The people that have the most influence may be the least qualified.

Participant: I think what we have are some blockers for market. 4% penetration rate k-12. We have to find out how many kids want to access online quality instruction. How are we blocking market demand for online delivery? We have teacher certification issues, the way they've tied it to funding. The certification issues have gotten so tight that innovation is squeezed out of the room. We need to take a hard look at teacher certification tied to funding.

Participant: What I'm hearing is a lot of discussion about getting out of the way. I want to caution you on that discussion. Once we get out of the way there is a vacuum. If students fill that, that's great. I want to caution that we should look at the structural and targeted reforms, but we don't want to create a vacuum where we get an unintended consequence. I'm an attorney, but that doesn't mean I think attorneys need to determine issues about the Florida bar, etc. A third thing, we've heard a lot of examples about initiatives that are going on in school districts. From my perspective, most of these come as surprises. There isn't a common knowledge about what's going on in the school districts in terms of who is implementing digital learning. If we don't know exactly what is going on in the actual schools I don't know how we can decide how to implement changes. Some districts will be way ahead of the curve, some will be behind. These initiatives will affect both. Our example, in terms of knowing what we can do as far as a infrastructure standpoint. Piggy backing on what President Wallace mentioned, these teachers are delivering in a lecture format. I don't know how much I would retain from a lecture format. That shows the need for the student learning system, customized to how the students learn.

Participant: Strengths, I think it's a great thing that Florida has begun focusing on the 21st century learning. There are some best practices out there that we can use. There are a lot of teachers out there that are passionate but don't have the technology skills. It's important to reach them where they are. Finally, there are a lot of different things people bring to the table. If we continue to focus on recommendations for things that are student focused instead of what we bring to the table, it will be meaningful.

Participant: School used to be a noun, now it's more of a verb. Thinking of how a student will think. One of the things we talk about, they say this is great because I can go at my own pace and I don't have to wait on all of these other kids. The idea that students are a prisoner of time. We are forcing them to sit in seats so many hours a day. We aren't focused on the fact that students learn at different paces. How are we going to determine the funding for that? If Sally only needs 2 hours of seat time, what are the custodial needs, etc for 2 hours? If you master the skill, you shouldn't have to wait on everyone else. How can we go about doing a web-based exam? Thinking from the student's perspective, we have to make things fair for them, and not make them prisoners.

Participant: Ten years ago, we rolled out the laptops at Crooms. It was a big media event. What we learned very quickly is that the laptop was not the answer. There's good software, not good software, expensive software, free software, and software that engages students but doesn't advance. The learning curve was huge. We were able to select some of the best teachers in our district. But, the learning curve was huge despite our best intent. We worked a lot with teachers on how to use the tool and deliver instruction. That continues to this day. When I lose a teacher, I lose years of investment in professional development. We have blended classrooms. At our school, we are now doing Chinese fully virtual. We have face to face. It is a tremendous challenge to prepare our teachers so that they are able to deliver instruction to our students. At the end of the day, we have to recruit our students; we have to have a good product. It's not just about having the kids engaged in the technology. They are depended upon a quality curriculum. Sometimes, that is teacher plus great software, sometimes one on one, and sometimes students leading other students. There is no one size fits all. Last year we bought ipads, because they were the latest and greatest. Right now, the apps aren't as sophisticated as apps on PCs. We learn as we move forward. We can't have technology for technology sake. At the end of the day, we have to have good software, and professional development. If you do software 90% of the day, that gets old too. We are dependent on good instruction.

Participant: I feel that because of the leadership of the state of Florida we are already in the state of reform. As we move forward in our conversation, I hope we build on the strengths and reforms we already have.

Commissioner Robinson: From the March report, if you look at a map, Florida has 259,928 course enrollments. That's more than Texas, Utah and several other states combined. As we move to the next step, we are going to move to part 2 going into a strategic planning session.
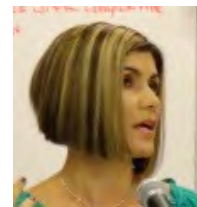
Andrea Henning, Executive Director, Collaborative Labs at St. Petersburg College: Thank you Commissioner. You have assembled a great group of leaders. Let me share with you the objective for today. First, we are going to continue to leverage the strengths. We use this process called appreciative inquiry, asking strength based questions rather than deficit based questions, because it is more mobilizing and expansive. We begin with the end in mind and envision the ideal future. We are looking to be the National Model for Digital Learning, and we're here today and tomorrow to discuss how to best get there.
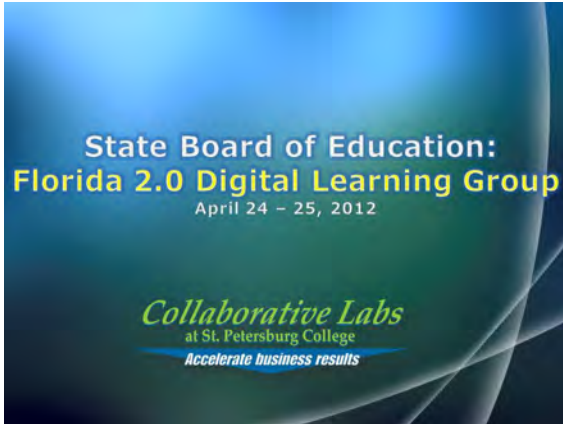
Tomorrow we will ask you to identify what the strategic recommendations are in each of our sub task group. In the collaborative labs we have introduced hundreds of organizations to this process. We first assign you to a lab for your sub-task group. If you are in the Infrastructure group, you will go the Forest lab. We have a team of e collaborative lab documenters and facilitators, including David and PJ. If you are in the Quality Instruction group, you will be with me in the Tropics lab, also with Sarah. And for those of you in Institutional Reform group, you will be in the Water lab. You will be with Alan and Josee. PJ and Mike are our technology gurus. Jonathan is our visual illustrator working in the back. He captures metaphorically the vision. Are there any visual people in the house? His pictures will speak to you. Steve and Cathy are also part of our EpiCenter team. Once you deploy into the labs, you will have a documenter and a facilitator to help guide the process. We will ask each of the sub task groups to appoint a spokesperson. Music means movement, so that will be your cue to come back to the Boardrooms for team reports.
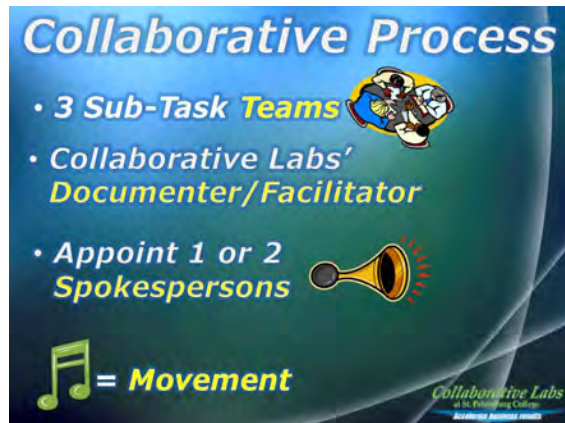
Now, we are officially beaming into the 2015 future of Digital Learning. We actually create magazine covers as a visionary tool. We will make a magazine cover where Florida is the leader in 2015 for Digital Learning. After we brainstorm a list of headlines we will capture the best one, then we will capture 3 sub headlines. We will also give you the opportunity to chose a different cover, and compliment it with an array of artwork. You may think this is a little different. We've used the process for hundreds of organizations very successfully. So, let us deploy to our breakouts and create the future!

Activity 2: "Envisioning The 2015 Digital Learning Strategic Vision in Florida"

Instructions:
- Walk briskly to the Collaborative Labs and join your assigned Sub-Task Team:
    1. Team 1**: Infrastructure** (Forest Lab)
    2. Team 2**: Quality Instruction** (Tropics Lab)
    3. Team 3**: Institutional Reform** (Water Lab)
- Your team will have a Collaborative Labs' Documenter/Facilitator who will capture your team's ideas using our magazine software on the lap top computer.

Imagine that it's **2015**, and **Florida is recognized as the "National Model for Digital Learning: K-16!"**

Your Team will have 40-minutes to **_prepare a 2015 magazine cover & headline news success story_**, using the electronic magazine cover as your presentation material.

Everyone on the team should participate in the preparation of the magazine cover & headline news story. Be sure to add a headline, sub-headlines, images and quotes to your cover story.
Select two or more team members who will **_present the magazine cover & headline news' story_** to the full group.

After 40-minutes, we'll call time, return to the Boardroom, and ask each team to make a 3-minute presentation of their 2015 Headline Story.

Each of the three 2015 Visions will be captured in a Vision Mural by the Collaborative Labs' Visual Illustrator in a compelling "Digital Learning Vision Mural" for teams to reference going forward.

Activity 2: "Envisioning The 2015 Digital Learning Strategic Vision in Florida" Teams

Team 1: **Infrastructure** (Forest Lab)		
Shirley Baker	Principal	Bay
Jennifer Chapman	Business	Duval
Angela Holbrook	Teacher	Dade
Kim Kendall	Parent	St. Johns
Jorge Martinez	Organization	Dade
Joe Pickens	State College	St. Johns
Cynthia Stafford	Legislative	Dade
Kelli Stargel	Legislative	Polk
Tom Townsend	Superintendent	Putnam

Team 2: **Quality Instruction** (Tropics Lab)		
Pam Benton	Teacher	Pinellas
Marti Coley	Legislative	Multiple
Sharyn Gabriel	Principal	Orange
Luis Garcia	Postsecondary	Orange
Richard Hartshorne	Postsecondary	Orange
Lisa Jones	Organization	Clay
Nancy Kelley	Organization	Leon
Michael Lannon	Superintendent	St. Lucie
Jim Miller	Business	Lake
Steve Wallace	State College	Duval

Team 3: **Institutional Reform** (Water Lab)		
Connie Collins	Principal	Seminole
Jimmie Davis	Organization	Leon
Erik Fresen	Legislative	Dade
Frank Fuller	Legislative	Leon
Steve Knopik	Business	Manatee
Bill Law	State College	Pinellas
Michelle Licata	Teacher	FLVS
Lowell Matthews	Organization	Leon
Jeremy Ring	Legislative	Broward
Katrina Rolle	Parent	Leon
Jeanine Gendron	Superintendent	Broward

Commissioner Robinson: Since we had our last meeting we have been joined by another member.

Representative Kelli Stargel: I represent the central part of Florida.

Commissioner Robinson: Representative Fresen said he always wanted to be on the cover of Time magazine, so I think this is a good start. It was interesting to see the skepticism and the go through, and see the process move forward. I'd like to turn it over to Andrea and her colleague.

David: We'd like to bring up Mr. Townsend first, with the Infrastructure group.

Activity 2: "Envisioning The 2015 Digital Learning Strategic Vision in Florida"

Infrastructure, Tom Townsend: We are on the cover of Wired magazine. We do think what we are doing is inspired here, the thought of making available the limitless amount of content, not only leading the way but unleashing the possibility. It takes a digital village, not just an individual, but an entire community. It's important to measure, it's important to talk about the common core standards we are transitioning to. The same time that's just the beginning, technology allows us to really reach out and explore those interests and do things we haven't even thought of here today. One on one makes us number one. It's about setting priorities. What form it comes in, we don't know. One size doesn't fit all. In a county such as Putnam our challenges are very different from a lot of other counties. Brick and mortar adds a new level, the cloud. It's just exciting. It's a time that we can look to each other, share those best practices in the cloud. I envision a time when some of our teachers in the county can leverage and share with other teachers and counties. Thank you for the opportunity. We are excited about adding insight into the infrastructure. We want to focus on what it is we want to accomplish and how to expand beyond that.

WIRED

(Un)Wired and Inspired: Florida's investment in students and infrastructure yields phenomenal results

It took a digital village: Digital tools help students master the core and move beyond.

One to one makes us #1 - One size doesn't fit all.

Brick and mortar adds a new floor – the Cloud!

Infrastructure Headline Brainstorming	
• Burning down the schoolhouse and rise from the ashes as leaders in education • Florida leads in the endless learning revolution • Free to learn anytime anywhere • A leader in global digital education • Lookout, here comes Florida • Here comes Florida, watchout, devices in the rearview mirror are closer than they appear • Brick and mortar no more, Florida education moves to the cloud • Brick and mortar has no ceiling • Brick and mortar adds a new floor – the Cloud! • Florida education raises the roof to the cloud • Your life, your future, your education • Your life, your course, your future • Florida's future engaging the joy of change • Florida, a place where every student matters and every student succeeds • The digital natives invade Florida • **Florida's investment in students yields phenomenal results** • Survey shows #1 reason for in-migration is public education • Fun in the sun to learning in the cloud • Florida students – we build your apps for that… • Every Florida student receives a digital tool. • All Florida students using digital tools to realize their potential. • All Florida students using digital tools to exceed state mandates. • **Digital tools help students master the core and move beyond.** • All Florida students using digital tools to m • All Florida students using digital tools to enhance their education and future	• Leasing technology • How to get every single student one on one • **One to one makes us #1!** • Florida students using technology to burn down the schoolhouse! • 100 Year old system to a freedom system • Tearing down the walls and barriers • Why 12 grades in 12 years? Move at your own pace • Levels of grades go up while grade levels go to the wayside • Florida deconstructs the classroom • Florida expands the classroom • Florida redefines the learning experience beyond four walls • Are we faithfully implementing that which we are implementing? • If we transform our learning environments, students will be successful • Infrastructure from the teacher's perspective is creating the perfect environ. for the students • Teachers are ready for the change • Infrastructure as a physical device vs. • Teachers managing the instruction – • Teachers are part of the infrastructure and • Hardware infrastructure is core • Equity across the districts • Community • It took a digital village. • Allowed students to get beyond the four walls • Behind the blackboard up into the cloud

**Andrea:** Comments on Infrastructure's magazine cover?

Participant: They did a great job of connecting their visuals. Very forward thinking.

Participant: I think it's important that they say brick and mortar adds a new floor, not replaces it.

Infrastructure: That's interesting because that was a discussion, if brick and mortar should be replaced.

Participant: I thought that the word investment really triggered multiple thoughts with me, not necessarily money. This meeting for example, this is a think tank that will bring about certain things. The word yield is a very strong word. Investments yield very strong results. That means we may need to look at investments in a different way. You guys picked some great words.

Participant: I love the term digital village; it acknowledges the need for a personal touch. I love that.
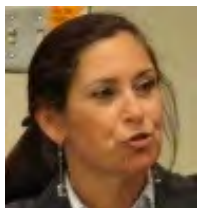
Andrea: Let's move to the next level, Quality Instruction.

Quality Instruction: That was a tough group to follow, that was an amazing cover that they put together. We certainly tried to capture the concerns of the group. Some themes, students need to be the center. Collaboration piece with the teachers, we need to value, use and help them lead this revolution. It took us some wordsmithing. It was an amazing exercise. We thought about the headline not including technology. We had a lot of discussion about technology being a tool and a means not the end. Our sub titles deal with us being connected to accountability, so there are some statistics in there. The goal is that our students are competitive and will succeed. Not necessarily that traditional diploma, whatever they need to be successful is what our goal is. We certainly believe that our students are producers not consumers. Lastly, continuing that same theme that the students need to be connected. We definitely want to focus on the fact that whatever the device is, this is the goal. But the goal is to get the students connected to their education. We also wanted to focus on bringing the student into the conversation about their success.

WIRED

Florida Teachers & Students Collaborate for Global Success

In 2015 - 95% of Florida Students Achieve College & Career Readiness

Students are Producers of Knowledge…not Consumers

Florida's Students – Empowered to be in Charge of their own Learning

Quality Instruction Headline Brainstorming

- Florida Empowers Teachers & Students to Florida Empowered Teachers & Students – In Charge of their own Learning
- Students are producers of knowledge…not consumers
- Empowering Teachers and Students – Teachers teaching students how to evaluate using tools on the web
- Florida Teachers & Students Collaborate for Success
- Florida's Students – Empowered to be in Charge of their own Learning
- Collaboration of Teachers and Students working together
- Teachers are Coaches
- Teachers are Leaders, Principals are leaders of Leaders, Students – you can command their attendance but you must earn their attention. The Power of the Teacher to engage children in the work that must be mastered. It's about the skill of the Teacher.
- Florida's teachers lead
- Florida closes the digital divide in June 30th, 2015 – the entire community will be connected. All school systems being in a cloud 24/7.
- We have to teach how students learn. They have to be trained in learning styles and the volume of current content. They have to know how to use the right tool at the right time.
- Digital Citizenship. Teachers and Students have to be taught how use it.
- There are traits and characteristics of a virtual learner.
- Who are we as Florida Students (economic indicators) – think of their Learning Style if they have not been intervened in an appropriate way.
- Unexcelled learning outcomes achieved in Florida with Nation's best academic technology and teaching strategies.
- Florida Leads the World in Academic Technology and Teaching Strategies.
- In 2015 - 95% of Florida Students Achieve College & Career Readiness.
- Open Market for Kids to Learn. Technology offers free choice.
- The requirements we all live by are less and less valuable. It's important that a child has a skill-set that are vastly different than what we thought about in the past. The world is changing so rapidly – the world of education is radically transformed.
- We need to be the reason students come to school. Relationship has to be there to show them the pathway.
- Florida acknowledged as World's Best Practice Leader in Education.
- Everyone has the opportunity for Education.

Andrea: Thoughts on Quality Instruction's magazine cover?

Participant: I think that the idea that the students are the producers of their own knowledge is important. It means there is more buy in with them. This also assumes a change with how the teacher relates to the student and is able to facilitate the student in the production of their knowledge. It's beautiful.

Participant: There's a tangible measurement there. What struck me about that is it gave me as a reader a tangible understanding of what is achieved as it relates to student improvement.

Commissioner: When we look at college and career readiness, a few years ago that word wasn't used. We are thinking so much out of the box that Florida is now on the west coast. Something Senator Ring said earlier about paradigm shift, it's often not the individual making it, it's a shift.

Andrea: Let's move to Institutional Reform.

Institutional Reform, Katrina: We spent a lot of time on the heading; there was a lot of discussion. The students really have inspired this. They are the digital natives; we want to play on their playing field. Then we move to sub headings. There was a lot of discussion about what is the true end result here. We thought that students really want a stable path, with opportunities. That ties in with why we have the globe. We want our students to be leaders in a digital economy. Lastly, we think that when we move to a more student focused economy we are going to bring about a positive perception of school. Students are going to like being at school, like learning, and like what we are doing to help them achieve.

WIRED

Students inspire revolutionary change in Florida's education system!

FI moves to student centric system--Opportunities to create wealth and high wage jobs surge

Digital learning supercharges student achievement as FI students lead the global economy

Students and parents positive perception of the value of school has increased ten-fold

Institutional Reform Headline Brainstorming
• Economy employment plunges as graduate are better prepared, economy grows
• Students created the environment
• Students lead economic revitalization
• Students are creating the systems
• Student as the entrepreneur
• Students excel on assessments
• Employment of students in high wage, high demand jobs
• Tangible path for economic security
• Fl students revolt--change classroom
• Students win--revolution over
• Students may be more advanced
• Collaboration
• Fl yields to digital natives
• Students lead revolutionary change in digital learning
• Partnership
• Students and educators lead....
• Teachers and students teach each other--teachers and learners
• Fl students ranked #1 in PISA testing
• Education revolves around Fl students
• Fl is back
• Fl is over the top in education
• Fl goes digital, students go...
• Fl education system is dominant player in global learning environment
• Businesses laud Fl education system
• Fl increases education budget by a billion
• Speed, acceleration of change, profound change, make it happen fast
• FL leads the world in digital education
• Fl revolutionizes teaching and learning
• Students lead
• Fl students released from prison
• Fl bureaucrats get out of the way
• Students rebel against Fl bureaucrats
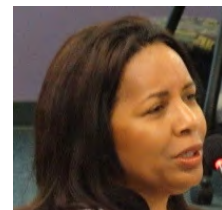
Andrea: Feedback on the Institutional Reform magazine cover?

Participant: I like the fact that they put in the jobs search. I'm really concerned, I think that part of what schools are are the continuance and safeguard for culture. If we don't have jobs that are high wage, then all the return on investment will go elsewhere. We have to have those kinds of jobs and traditionally Florida has been overwhelmed with less that high tech, high wage jobs. To be able to see that and the use of the word surge, if we don't have jobs then all the training we do will be valued by some other place. St. Lucie County is the largest county on the research coast. Our whole idea was to create a bio-tech and high tech job corridor. Most of our families with children live in poverty. About 7 out of 10 in our classes live in poverty. Our work was grove, agricultural, then moved to real construction. When the grove went away, there are few jobs in our region. First, we had to work on the basics of parent education, and started a parent academy. Second, early childhood. Third, closing the digital divide by 2015, and the training that goes along with that. Our partnership is investing 11 million of their dollars into our community. They are doing it on a test basis because they are in communities worldwide. Where I think we will end up is that all of our classrooms will end up in a blended model. You have to scale to that basis. A large number can use digital, but everyone can use blended. Then, we have to be able to train our teachers to do that. Professional development is a huge part of that. It is a one in the world model and it is replicable. We can't rely on government funding, we have to go out and find other resources. In the parent academy there is no government funds, so there are no government strings. We have 113 classrooms already in, so we are really finding this to be really wonderful. A lot of providers for early childhood education couldn't train their staff. All the curriculum material is free at no cost and no obligation. So that is our partnership.

Andrea: Any overarching themes that we can bubble up?

Participant: One is students leading, students inspiring and the whole global thing.

Participant: Collaboration – ex. digital village.

Participant: Success, student success.

Participant: Economic Growth.

Andrea: Have any of you recently put a puzzle together? When you did that, what was the most important tool to put that together accurately? The picture! That's what this activity is all about, starting with the end in mind. Tomorrow we are going to answer one key question for each of you by

working through the sub questions throughout the day. We will come up with the top 10 recommendations for your sub group. We will then give you a polling device and let you prioritize. That's our work for tomorrow.

Dr. Law: Commissioner, tomorrow's work is what you will need from us. This will translate into a few things. Do you anticipate this having a legislative agenda? What are the things that have to move out of the way or be addressed head-on if we are to make any progress? Then some of us who aren't k-12, do the new core standards help us? Give us a framework.

Commissioner Robinson: The digital learning group was created, part of that focus was to get together experts and give recommendations to influence regulations, best practices, and look at statutory side of the fence. The ideas that come out will go into a report that will go to the board. Some of it will be impediments, statutory, some is change in practice. We know now that we have enough info working with DOE and others that we can make this happen. We know there will be legal requests. Tomorrow we will put more flesh on the bones. The importance of the facilitators here is to keep us in line. It's easy for us to get off track. They will help us stay on task. The purpose is to harness the power of digital learning. As long as we stay within the guidelines of that we will be in good shape.

Participant: I absolutely think this will improve college and career readiness. I know when those standards kick in it will improve the performance of our students. A lot of this is focusing on k-12, well that benefits us in the college system in a very tangible way. If we do all of these things at the k-12 level then are sent back to the 19th century when they get to us, then we won't be successful. We need to come along with k-12 in this innovation or we will still have the barriers that exist in the k12 arena. (PARCC = Partnership for Assessment of Readiness for College and Careers.)

Commissioner: We voted to make sure there was a partnership.

Participant: Just to the issue of the common core and PARCC, I think education folks in the k-12 - to be able to get deeper knowledge and content and less breadth means I can bring students to mastery far easier. I see the State College system and University system as one. As a consumer of the product, I just want teachers coming out of teacher prep programs having common skills - that helps students be successful. Specifically, that they are trained really well in the evaluative system. I think we need to have a massive campaign to recruit the best and brightest into teaching. We have to turn that to have the other be successful.

Commissioner: The themes we had mentioned are also in line with what Governor Scott has mentioned. Making a strong link between wages and jobs. It's not only going to be higher education. Any comments or questions before we end?

Logistics for tomorrow – we are in here for tomorrow. We will start at 8 am in here. We will break out into small groups at 8:30. You will come back in here at 11 for a working lunch.

presents

State Board of Education
Florida 2.0 Digital Learning Group (DLG) Collaborative Engagement
## Day 2

April 25, 2012

Real-Time Record

Commissioner Robinson: Good morning everyone.   For those who are in the listening and viewing audience let me welcome you back to day 2. We have a great opportunity for the public to meet our members. Again, I'd like to thank President Law for letting us use this facility. Again, I'd like to talk about a comprehensive plan to make sure the state has the infrastructure in place to ensure we are a national leader by 2014. Florida is a race to the top winner. We will be moving in the right direction. Concerning yesterday, the conversation was very good. We have a lot of life-long learning as adults that we will need to do. For digital learning, we will have to make sure we have a generation of teachers, and professional support will be very important. Florida is fortunate to have Florida Virtual here. Many of our school districts already offer digital and online. Also, we want to make sure that we keep in mind that there is a k-12 and a higher education focus. We are handing off some of our best and brightest to our Florida college schools. When you are coming up with strategic recommendations today, let's keep in mind a higher education focus as well. One item of interest is the role of the private sector in this. If you look at growth of business in Florida many of them are start-ups. We are going to have to make sure that our young people are in place. We have law makers here. We need to make that every high school student takes at least 1 online class, legislation is in place for that. We have state and federal producers in place for that. Speaking of the foundation and the work they have done, Deirdre Finn is someone I have brought on board. She's going to provide some info about structure for today and a small Q&A.

Deirdre Finn, Consultant, Department of Education: Thank you and thank you all for taking the time to participate. We have 4 speakers lined up who will be brought in virtually. Mario Franco is an architect of developing and implementing one to one in that country. He will share about providing technology to students and the kind of impact that has in their culture.
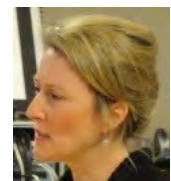
At 9:00 we will hear from Alex and Darryl with the charter school growth fund. They have invested in expanding charter school with an emphasis on blended models. They will discuss other models as well, some that you have already heard in the webinars, some that you may not know about, and some new emerging instructional models. We want to develop an environment where innovation can flourish. Then we will break. I encourage you to come up with specific recommendations. And during lunch we will hear from Heather, she's with the Innosight Institute and works with Michael Horn author of 'Disrupting Class.'   After that, we will hear from Scott Benson with the Gates Foundation. We will then break and reconvene with final recommendations.

Each sub group will identify top 10 recommendations, then the entire group will vote on the top 6. Be prepared to vote for the most important. A few observations - think big and broad. From my perspective, when we look at life many folks are connected 24/7. We really haven't seen that impact in education. How can we really harness the power of technology to customize education so each child can achieve their potential? An example is Zappos, you can order any shoe and it's delivered to you at home. It's how you use technology to customize and personalize. Think about eHarmony, you can go online and do a survey and get matched with your life long partner. But, students all get the same instruction. How can we use technology to better instruct students in the ways they learn, in a customized fashion. When you go to the grocery, the dairy isle, there are dozens of kinds of milk

- low fat, chocolate, milk alternative, soy milk, rice milk, and yet we still have a one size fits all approach to education. It's very top down. How can we customize learning for students? Giving them control over when and how they learn. Every student should leave with skills to make them successful. We have laws in place for students to go to school a certain amount of hours; but when you get there there is no requirement to demonstrate any proficiency. All you have to do is show up. We need to tell our students that they need to do more than just show up. How can we use technology to improve their experience?

There are a lot of different ways to do this, one way is through content rich, robust content. What ways can we help them master that. Having a data rich environment where we can assess students. Technology has that ability. Assessments can be embedded in this rich content and we can keep them on track so they can succeed at every level.

Those are a few things I think are important to inform your conversation. We don't think about geographic barriers. How can we take down those artificial barriers? Technology has solved the biggest barriers - access to high quality educators and high quality education. The deadline, several states across the country got together and developed common core standards, benchmarks to education standards around the world. We know that what students learn in the classroom will prepare them for college and career. The goal is to create assessments that will be developed digitally. It is an opportunity to really transform education. Once instruction digitally happens we need to incorporate assessments. It also provides an opportunity to improve instruction, the way we are educating our students for success. I want to now open up for questions or comments.

Participant: I want to compliment your faith in our group. We may have a dysfunctional group now. Can we get more time in the group?

Deirdre: I think the recommendations can be very broad. It can be how do we use technology to transform education, then the department will go back and develop a detailed plan. Let's just take seat time, you can say "we think we need to replace seat time restrictions with a competency place system." The May 10th deadline is the state board of education, we will present those broad outcomes. Then the department will work with using those to get to the end goal.
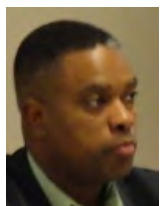
 Commissioner Robinson: We had a very similar meeting, we took that information and presented it to the board, then had a follow up with each board member. Even though we have a May 10th deadline, at the department we have time to prepare and move and work forward. We are not starting from scratch, we already have a template.

Deirdre: The hope is you will have even more than 10 recommendations. Think of everything we could do think about what the future could and should look like.

Mike: I would just like to offer the thought that there are 67 districts in Florida and each fight aggressively to become entrepreneurs, today and yesterday. They are products of the laws that bind them. If we are really going to free the genius of the collective teachers and educators and change what we know we need to do. Then everything you said is true, and those are engaging comments, but we really clearly need to acknowledge where the stumbling blocks lie and that is in the regulatory restrictions. I really believe that what we have is 67 learning labs. If we find a way to inspire them. Representative spoke of the FEFP. Clearly a 50 year old engine to support the work of education - it was progressive for its time. It's time is come and gone and it needs to be repaired and replaced.
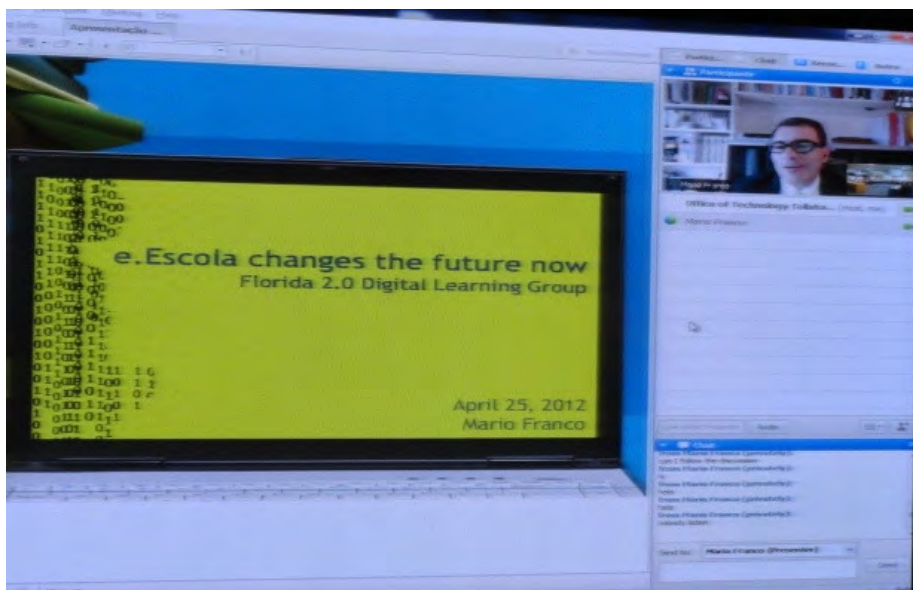
Deirdre: I think you're right, the obstacles are there. That is your work to do, ask what are the obstacles are. Let law makers and policy makers know all of the things that are preventing this from happening. Identify what are those barriers and what changes we need to make.

Mike: My comments aren't blame, a plea for the future. Our children are our hope for tomorrow, but they have to be led by people who have a sense of the new leadership. We have to be very careful about how we train our teachers. I think if you're going to do right by all of the students in Florida, you have to move the issues to scale, including all. Absent of great training, for those in the field now, we will fail. Lastly, we have to find a way to recruit young people in their teens to become teachers in huge numbers, to replace those retiring over the next 5 – 10 years. It is a full k-20 approach.

Webex Presentation – Mario Franco, Minister of Mobile Communications, Portugal

Mario Franco: Good morning! Thank you for inviting me. I will try to give you one description about the Portugal experience in concerns the elearning 2.0. We started with the project in 2007. We have 5 years now after this project starts, compilation between government and private sector. They invest a lot in this project; this project was based on the 3G licensing money. Telecom operators invested in the education community. In 3 years we had 1.7 mil laptops with broadband access. It covers 17% of the population of Portugal. We cover indirectly 43% of the population because the computer can be used by the different members of the family at home. This is about half of the population covered. This was a big impact. In the low income sector, it was the first computer and internet access. We tried not only to use tech for education for learning, but increase the social and cultural impact at home. We, in Portugal had really good results because the families don't only use the laptop for education but they use it for private uses like ebanking services.

Just to give you some ideas, here are the different number of participants by different initiatives. Here you see a global view of the program and rate of subscription. In lower level in blue, 89% of kids, internet was not mandatory. 89% receive the computer directly from the program. Portugal is the first country in the world where all students and teachers have a laptop to work, we also invest in whiteboards for the schools. The total investment was around 1 billion Euro, or about 1.2 or 3 billion dollars. To support the low end families, 31% percent was contribution from the users themselves. 42% telecom operators contributed. 27% was state contributions. Some results of this initiative – in the last year Portugal improved in the global ranking from 46 to 45 in technology. Readiness from 31st place to 19th place. PISA results, Portugal was always in the lower of PISA. As you can see here

500 is average, Portugal is increasing 2006 to 2009 we are near the average of PISA for the first time. Science and math combined is the best result of PISA 2009. I can't tell you the direct correlation between the laptops and PISA results. This is very important because it's worth keep the program moving. Portugal ranks top one, students show the highest levels of self-confidence in completing high level ICT tasks. We are ahead of all the countries which are must better in terms of education and government. The students can manage the network, they have a network culture. Another example is the capacity of the Portuguese students being able to present presentations, we are number one. We are number 2 in percentage of students being able to use a spreadsheet to plot a graph.   After May, we will have a website in English and all of these figures will be there for your consideration.

The impact of this program was not only in education. One important result was ICT development index. We are now the number 7 in this index. The other important aspect is Portugal in the past 5 years has the fastest growth in innovation performance in the European Union. eGovernment EU27, Portugal is 1st place, public services for enterprises full available online. You have a lot of services online, and also the private services are very fast to provide electronic services. Easy access to private or public, some of the lower income sectors don't have great access, but can now access with the internet, even when they live in remote areas. Also, we are considered 2nd in our website accessibilities of united nation member states governments. But a lot of people don't have the literacy to access the info listed on the website. Percentage of students using commuters is 100%. Percentage of young people using internet at home doubled from '05 to '10. Here the ICT indicators evolution, subscribers of broadband is more than half of the population. We are near a very high level of connection, mobile broadband we are second in Europe.

We created a new reality where everyone is using internet.   We are not only using technology in the education sector, we also have an impact in the different aspects of life. Because the computer is not only in the school and classroom but is also at home and everywhere, then the people can use the computer to improve their learning capacity and education. We have used the computer and internet to make a conservative policy of the society and become a digital society.

Question: Representative Fresen: I'm trying to figure out some institutional changes, can you give us an idea of what the structure of the education system in Portugal is? What's the breakdown of public vs. private?

Mario: Our system still is very centralized. The public system is 85%, private 15%. The idea is to open the system, increasing the private sector. I believe this worked also as an enabler. Now we have the capacity, people looking for more personalized education model but it is still very public and centralized.

Representative Fresen: Within that centralized system, how is it decided which student goes to which school, and how much does the state spend on the public side per student?

Mario: The idea is that the design of this project, the person, the family owns the computer and internet access. Then the people were able to access the website. They chose the telecom operators and internet access they want. The people chose what they want. The target was the family and the user. The schools were challenged by this fact. The contribution of the government was for the low income families, they pay differently. There is one figure for an initial fee. Low income families don't pay the initial fee, and pay a little monthly fee for 3 years. The schools were prepared to the fact that all students get the computer. The teachers also buy their computers, special condition similar to the students. The teachers also invest in the computer and internet connection. We were

surprised, 50% of teachers chose to be involved. The contribution and investment of the families was a very important aspect of this program. The teacher and all the systems were challenged by this.

Representative Fresen: Generally speaking, outside of the program how much does the government spend per student?

Mario: I don't know but I can find out for you, but I do know the cost of the private is about the same as the cost of the public.

Deirdre: Aren't the parents required to buy textbooks and computers and the government only provides subsidies for low income?
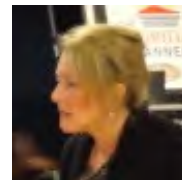
Mario: Correct. The textbook is chosen by the teacher and bought by the parent.

Participant: Does the government pay for the subscription for the private vendor for online?

Deirdre: I can go ahead and answer this. The parents pay for the subscription for internet service, textbooks, and the computer. What the country did is created a partnership with the industry to reduce the price. The computers for the elementary school were custom made. They tailored the program for education. Then there is a government subsidy program for low income families

Mario: The textbook publishers invest a lot of money to produce etextbooks, when the teachers buy the etextbooks the parents can buy it, and there is a good reaction from the publishing market. A new market was born.

**Deidre:** Thank you so much, we really appreciate your presentation. Any other questions?

Participant: You said the word "required," are families required to do this?

Deirdre: Yes, they are required to purchase the textbooks and computers.
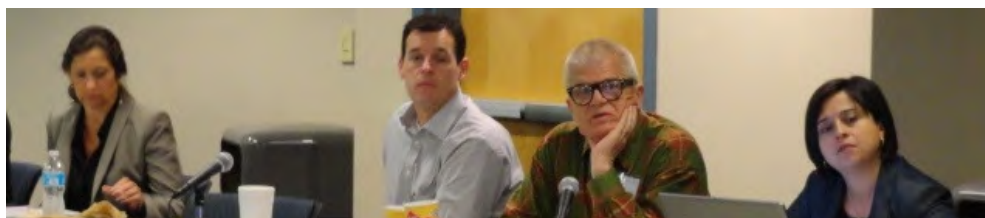
Webex Presentation – Darryl Cobb and Alex Hernandez, Charter School Growth Fund

Darryl Cobb and Alex Hernandez: Good morning. Thank you and good morning. We are thrilled to be with you guys, I wanted to do a brief overview on our work in Florida.   We are thrilled to be in partnership in Florida with the state DOE and a group of a private foundation to help increase the number of high performing charter networks servicing low income communities. Back in November we formed a partnership with the state and got a 30 million dollar fund, partially based on race to the top. Our goal is to identify high performing charter schools in Florida and to expand up to 30 new schools. We are in the research phase of our program. We are talking to high performing charter programs serving low income communities and their plans for expansion. I will turn over to Alex Hernandez.
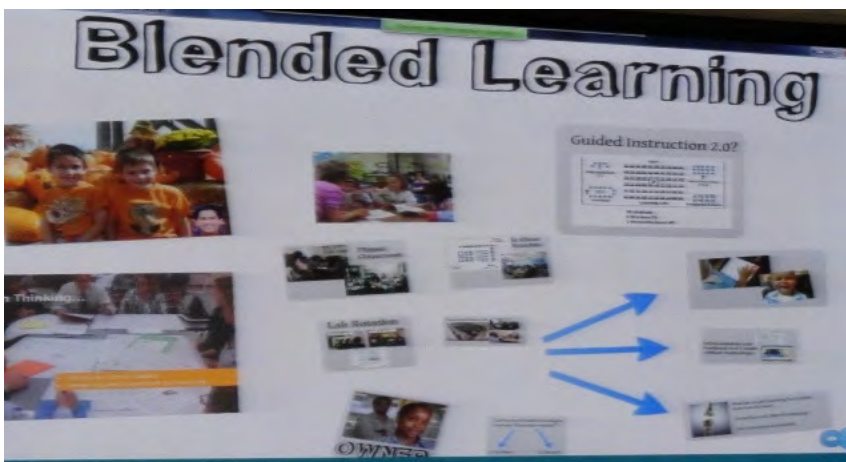
Thank you. Here are my children. I have twin boys who stated kindergarten this year. We visited a school in Colorado that was one of the top ten elementary schools. The principal looked at me and said that honestly your kid is going to lose some ground. I realized how hard it is to think of differentiation for kids. When I think of blended learning I think of guided instruction, where you go into class and a teacher will be at a group of a few students and all the other students will be working independently. Instead of lecturing all the kids at once, it's more of a targeted teaching. Guiding instruction is probably the best differentiation we have. You may have 60 students on a computer, one teacher doing intervention 5:1, one student doing seminar 12:1. The point is you find a way to get the student engaged and working independently. Teachers will have to learn to do their jobs really differently.   We want to design a learning environment that is perfect for the kids. Start from the ground up.

In the first example, flipped classroom, Sal Khan is the founder of Khan Academy and said "what if the kids get instruction on video at home, and work on problems when they get to class." Technology can change the way you teach, the way you deliver instruction. The in-class rotation model, there are three groups you rotate through, one online learning, one direct instructions, and one collaborative group. The third model is the lab rotation.   Students rotate from
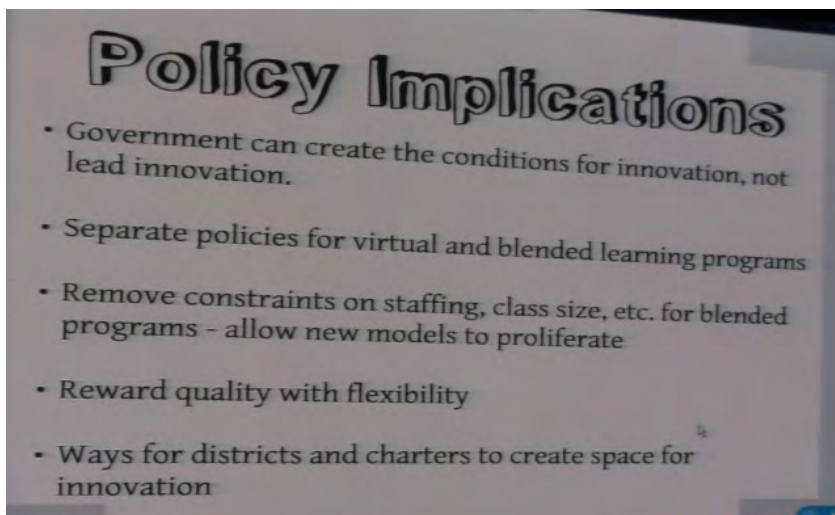
station to station, three traditional stations and one is a computer lab.   They do a lot of personalized adaptive education. The lab is a place for personalization and intervention. The last model is the model for carpe diem (Yuma, AZ). Content is initiated online and the teachers watch what is going on online and pull kids into small workshops to provide flexible support, flex time model. A few interesting things happened. The student controls the modification. The student knew exactly what to do when you put them in control. Here the student takes a lot more ownership of their learning.

When I think about the theme of ownership, student ownership with online learning, students have the chance to really take ownership of their learning and go back and improve and have mastery over the subject. Kids really thrive in that setting. A second thing we see is blended learning to increase "learning velocity" to go farther and go deeper. By go farther, students are learning more earlier. The other is go deeper, deeper than curriculum. The second thing is differentiation and feedback don't scale without technology. The final thing is real per pupil spending has tripled over the last 50 years. States face a $140 Bn funding gap. School Design Matters. Policy implications: government can create the conditions for innovation, not lead innovation. We need separate policies for virtual and blended learning programs. Also, remove constraints on staffing, class size, etc. for blended programs – allow new models to proliferate. Let's reward quality with flexibility and allow ways for districts and charters to create space for innovation.
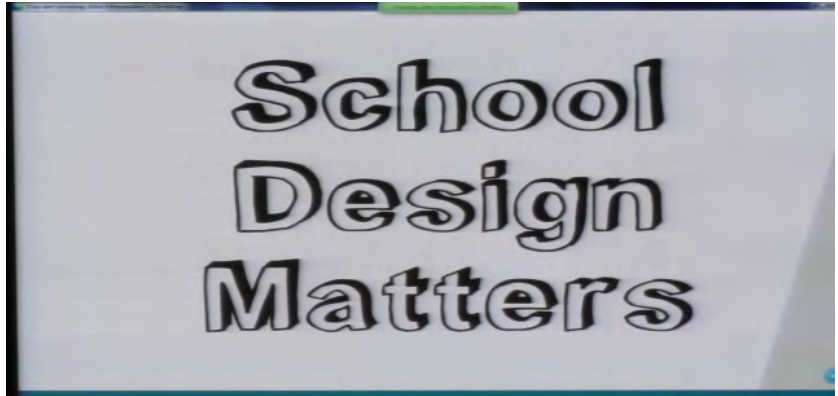
Deirdre: Any questions?

Tom: I had the privilege of being at Rocketship, they put a lot of emphasis on learning as well as the culture of the school
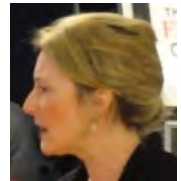
Alex: There are a lot of things that play into blended learning environments.

Tom: For the student growth fund, talking about the charter management companies, you were looking for proven models in Putnam county. We have a proven model not a charter model would that qualify?

Darryl: We should definitely find time to talk about it! We would be very interested in getting more information

Participant: I've heard that they've don't most of their research on charter schools, have you looked at results of any public school using other learning environments?

Darryl: It's early in the game. A couple of years from now you will see other folks jump on when they are more comfortable.

Participant: I'm sorry I don't think you understood my questions…repeats.

Darryl: Sorry, I got confused because charter schools are public schools, districts schools.

Deirdre: One of the observations that the reason that blended learning is happening in the charter is because they have the flexibility. This group can talk about "how can we extend that type of flexibility to district schools to allow for that same innovation?"
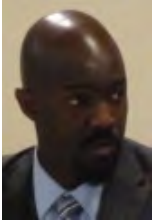
**Participant:** Can you define innovation?

Deirdre: My definition of innovation would be to change how we are currently doing things to change student outcomes. What environment do we need to allow empowerment for educators to allow students to succeed?

Participant: Also the notion of scale, I need to get a handle on that. Scale as a blended learning solution.

Deirdre: One of the issues of scale is affordability. In order to bring it to scale you have to use technology to allow for cost. Scale is every student; every school has the opportunity to experience blended learning. There is no one solution, it is about customizing. We should embrace that not every student learns in the same way and create the policy environment for flexibility. We haven't identified what the solution is. As long as we maintain our commitment to the core principal, and student success we can move forward.

Participant: Innovation in my world, the engineering world, is we create lifestyle changes. Education as I see it is a lifeline change. I just want to layer how we talk about innovation and scale with how I see it in my world.

Representative Fresen: When you were discussing how these classrooms take place, you said its happening in charters because there is flexibility there. What is that flexibility?
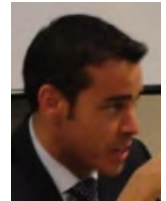
Deirdre: It's a myriad of things. Charters are start-ups, they start the model from scratch. You have identified a lot of potential recommendations; let's go into the break-out sessions.

Andrea: Good morning. We are going to deploy into our labs to begin our work for today. Our job will be to prioritize our strategic recommendations. We will reconvene here at noon for lunch. You should all have the magazine cover illustrations you created yesterday. That is your picture for the future, so keep those close at hand. Each of you also has a main question to answer for your sub groups. You will create your top 10 strategic recommendations to answer that question. We also have sub questions to help enrich your discussion. This is the mission before us. Please appoint a spokesperson who will share your recommendations when we return. After that we will participate in polling and narrow down to the top 6 recommendations for each sub-task team.

Deirdre: I've worked with Heather for two years, on a developmental roadmap to reform – to align states alignment to reform.

Webex Presentation – Heather Staker, Innosight Institute

Heather Staker: I have a few thoughts to share with you. I'm calling in from Austin, TX. Four take-aways:

First, as we grapple with digital and online learning, we're dealing with very different opportunities. It's a highly interdependent touch points. Physical interdependencies, lateral interdependencies. We have temporal dependencies and even hierarchical interdependencies – policies in districts, states. If you think about Windows operating system, if you want to change 10 lines of codes, you have to change 3 million lines of code. When there is modularity, there is allowance for customization. When you talk about digital infrastructure, it is highly expensive. If it's modular, it allows for customization. Florida Virtual School is famous for anytime, anyplace, any task, any pace.

Second, with the opportunity for modularity, we need to be careful about the specs for our system model. Every organization has an operating or business model: RPV – Resources at the disposal of the system – teachers, funding, classrooms. Processes: Every time resources are delivered, they crystallize into processes. Third, there are values – for a government agency, it might be metrics. However, we measure whatever it is we're trying to accomplish. The system in Florida is governed by this RPV model. That's good news. The question is: What happens when something new comes along? It's crunched through this RPV. As it moves through the system, different entities add/subtract to the idea. That's just the legislative process at work. In other organizations, that same thing happens. We have spent billions on bringing computers to the classroom, but the system hasn't changed very much. Why is that? It's because of this RPV system – a new idea that gets run through the legislative system comes out the other end looking similar to what already exists.

So, in a new digital classroom, we have a face-to-face teacher, 20-30 students, but with the addition with a whiteboard, some laptops, and other technologies. So, as we think as ways to introduce new ideas for a new model, we need to think about how the system model drives conformity in innovation.

So thirdly, how do we set up a policy environment that allows innovation to flourish as opposed to forcing it to comply with existing structure? Take the advantage of the idea of autonomy. IBM introduced "personal" computers. They were one of the first to explore personal computers. Had they tried to introduce PC's through one of their existing business divisions, it probably would have turned out poorly. They realized they had to use a completely new business unit. They gave this business unit to set up in Florida in an autonomous way that allowed them to be successful. As we build a digital, on-line learning model, it should be done separate from the old model.

Take advantage of non-consumption. The only alternative is nothing. By doing that, you carve out the space for the new technology. Look for areas where online learning might be better than nothing at all.

If electric cars were introduced against conventional vehicles, they wouldn't be able to perform as well. Or, in order to perform, they would be hugely expensive. So, who would be interested in a car that didn't go as fast, but was affordable – seniors or teens? Look for those non-consumptions.

Initially, the product may not be as fast or is too expensive. But over time, it might catch up with the traditional metrics. When Apple introduced the personal computer, it was so inferior, that the only market was a children's toy, and eventually it caught up.

The fourth point is that blended learning appears to be one of the things that is making online learning better. It is being brought into the brick and mortar setting where other services can be provided. Resist the temptation to too carefully define how blended learning needs to look. The opportunity will be most robust if we allow the innovation to evolve on its own.

Deirdre: Thank you, Heather. She also works closely with the Charter School Growth Fund. There are lots of things to support and to impede digital learning. There are lots of ways to innovate and accelerate and then get out of the way.

Scott Benson will be talking to us about the policies that allow innovation can flourish.

The Gates Foundation has developed a shared learning collaborative. Content providers have loaded their content so students can have access to it. Teachers and schools have access on the back end. They launched it about 18 months ago. They piloted it in one district in nine states. It takes the use of data to the next level. It is a big infrastructure project. Scott has toured these learning models and has developed policies around them.

Webex Presentation – Scott Benson, Gates Foundation
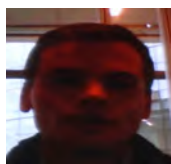
Scott Benson, Gates Foundation: I know you just heard from Heather and they are a fantastic partner of ours. I'm program officer for the next generation team. Stacey Childress is our director who came from Harvard Business School and was very interested in academia reform. Our general take on next generation learning is that there is tremendous potential. Personalization of learning for kids is a focus for us. If you have one-to-one tutoring, it's effective, but it is not always possible in the digital world, so that's where we want to make improvements. We are cautiously optimistic about using technology in learning. One school that uses blended learning feels that digital learning is not the end-all, be-all. Learning is really focused on student needs which has effective teaching together with content that is either digital or not.

We invest in building blocks: Florida Virtual School core classes, the Kahn Academy (spelling). Bill Gates has a close connection to Sal Kahn. We have a learning model strategy. We call it a learning model versus a school model. We have direct investments in whole-school models. School of one is a middle school map – it helps teachers teach mathematics. Next Generation Learning Challenges is another investment that is an attempt to seed whole-school models. The deadline for this grant is June 8th – you might want to visit the website.

Enabling environment – Innosight's operating expenses, other organizations. We have a pretty good landscape in what is going on in blended learning.

Two buckets - one being online learning and one being blended learning. Online learning, two models, full time virtual model and supplemental blended learning. Often full time virtual model is not the best choice for low income, there is a place for full time virtual schools however. There needs to be mechanisms to measure outcomes.

I think we are moving more into a multiple provider system. I'm optimistic about that trend, and also a bit concerned. If it's not coupled with a strong accountability system how do you have independent measures of student success? Also, how do you structure the policy so that the provider is incentive to help that student? There need to be some kind of tiered funding mechanism. Blended learning models takes on a lot of different shapes and looks different in elementary, middle and high schools. Elementary schools are starting to figure it out relatively quickly. The availability of products to serve that age group are starting to proliferate. Most blended high school takes the form of 5 periods in face to face and the 6th period is online course. The schools don't necessarily blend the instruction. We need to focus on blending within the course. Blended learning does take many forms; we are at the very early stages of the innovation curve. We have a big research project in Khan Academy. We have a research agenda around the next generation challenge.

Finally, I do feel that there is a general lack of information about type of school models that are useful but I do think we will see a lot more teachers embrace blended models if they see transparency in outcomes. There's a start up called EdSurge. They categorize all the digital products out there and guide you on how schools feel about the product and transparent about pricing. Hopefully this provided good context on what we are doing and how we are looking at the world.

Deirdre: There is a link for EdSurge on our digital notebook. Questions? Thanks Scott.

Scott: I'm happy to answer questions later as well.

Andrea: We are at the home stretch. We are going to go back for another 45 minutes to further refine those strategic recommendations. We will then come back, review and prioritize them wrap up a very productive day and a half.

"Prioritizing Each Sub-Task Team's Strategic Recommendations"

Instructions:
- Walk briskly to the Collaborative Labs and join your assigned Sub-Task Team:
    1. Team 1**: Infrastructure** (Forest Lab)
    2. Team 2**: Quality Instruction** (Tropics Lab)
    3. Team 3**: Institutional Reform** (Water Lab)
- Your team will have a Collaborative Labs' Documenter/Facilitator who will capture your team's ideas using our collaborative brainstorming software on the lap top computer.

Your task as a team is to brainstorm **Strategic Recommendations to support our 2015 Vision for Digital Learning in Florida**:

Infrastructure:
What are ways the state can ensure the infrastructure, including Access Devices, Internet Service and Digital Content, for digital learning?

Quality Instruction:
What are ways the state can prepare teachers for the digital age and use technology to extend the reach of highly effective educators?

Institutional Reform:
What are reforms the state can advance to accelerate the transition to digital and blended learning?

We will prompt your team to **identify your Top 10 Strategic Recommendations**.

We will reconvene as a Task Force, where we will vote to **prioritize the Top 6 Strategic Recommendations for each of the Three Sub-Task Areas.**

Activity: "Prioritizing Each Sub-Task Team's Strategic Recommendations"

Andrea: Alright, we can begin to look at the fruit of your labor here. We will invite each of your sub task teams and ask you to review your top 10 strategic recommendations. If you would, please make a note of your top three for polling later. I'd like to invite the infrastructure spokesperson to come share.
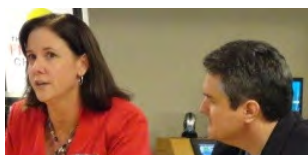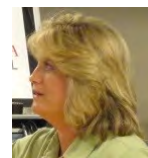
Infrastructure, Jorge and Kim: Good afternoon. Our team came up with these 10 recommendations. *Reads off recommendations.*

1. The idea is we can find different ways we can pay for these things. The textbook adoption is 273 million dollars every year, and class size flexibility. I feel passionately that if we would loosen the class size by 2 to 4 and gave the flexibility at the school level, we would save 1.2 billion dollars a year, reoccurring. That we would like to see set up for getting us into digital technology reform. It would save our electives, wouldn't dip into budget, and save our teachers. We would love to see it on the ballot; the parents would work hard to get the message out there.

2. What should each of these devices at the school level look like, capacity, memory, speed.

3. Looking for different ways out there to pay for these things that doesn't have to be from the district or state. There are a lot of ideas floating out there in the different districts, create a share point for each district to share with each other.

4. We want all these kids to have devices but that opens up a whole different issue. It would be great to have policy in place.

5. We have identified there is a lot of different materials out there now that we can tap into. As long as they are meeting common core standards.

6. We really want to key in on the economic driver of this, business partnerships. The state of Maine has gone state wide digital. One of the things that they have, they have a foundation that covers all ESC students, reduced and free lunch kids. The foundation takes care of every student to make sure they have access at home and school. This digital community, it really is looking like a digital village.

7. As you implement all this technology, make sure the people asked to put this into place, understand the benefits. Teachers. We have to do 2 things, 1. Professional development has to come first, teachers, IT, admin trained on devices then roll out with students. And, we have to phase it in. Example, maybe just start at 6th grade, creating some kind of tiered effect.

8. Things are moving quickly we all came together this time, maybe should continue on an ongoing basis.

9. Waiver – we want to emphasize again. Every district is unique. Pre-k – at minimum let's talk about VPK.

10. We talk about the cloud, I know the state is working on developing one. Make info available to student and staff through the cloud.
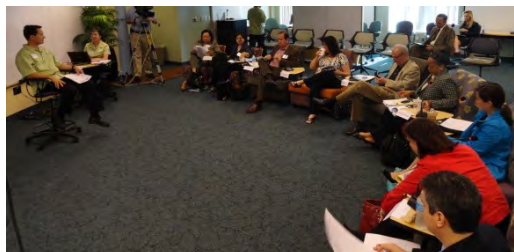
Infrastructure
Brainstorming Questions for Strategic Recommendations

Main Question: What are ways the state can ensure the infrastructure, including Access Devices, Internet Service and Digital Content, for digital learning?

High-Speed, Broadband Internet Service
- What role, if any, should the state play in ensuring all schools have high-speed, broadband Internet?
  > And/Or

  How can the state support school districts in ensuring all schools have high-speed, broadband Internet?
- What role, if any, should the state play in ensuring all students have high-speed, broadband Internet at home?
  > And/Or

  How can the state support school districts in ensuring all students have high-speed, broadband Internet at home?
- Should the state consider building a "cloud" to support digital learning for K12 education? For K20 education?
  - Access for school administrations?
  - Access for schools?
  - Access for students?
- What are innovative approaches the state should consider to fund their role?

Access Devices
- What role, if any, should the state play in ensuring all teachers have Internet Access Devices?
  > And/Or

  How can the state support school districts in ensuring all teachers have Internet Access Devices?
- What role, if any, should the state play in ensuring all students have Internet Access Devices?
  > And/Or

  How can the state support school districts in ensuring all teachers have Internet Access Devices?
- What are innovative approaches the state should consider to fund their role?

Digital Content
- What factors should the state consider when approving instructional materials?
  - Aligned to academic standards?
  - Interactive?
  - Adaptive?
  - Embedded Assessments?
  - Data Reporting Capabilities?
  - Accessibility for students with disabilities?
  - Accessibility for students learning English as a second language?
- What are ways the state should consider to leverage technology to improve the adoption process of instruction materials?
- What are ways the state should consider to measure the effectiveness of content?
- What are ways the state should consider to balance the need for innovation with the need for ensuring quality?
- What are ways the state should consider to expand the availability of high quality digital content?

Infrastructure Additional Discussion Points

David Stokes, DOE: We have done surveys to determine technology usage. Currently 47% of schools do not allow flexibility in devices. Bulk orders of devices allow discounting pricing.

Jim Warren, Dell: Infrastructure is key and the device is secondary. The infrastructure includes wireless, with security, bandwidth, software compatibility, cloud-based. Flexible standards – the State should trust the districts more. Also, don't cut professional development for teachers.

Stacey Webb: The State can prioritize existing and new resources.

David Stokes: There is not enough manpower to support implementing everything at once. Goals need to be set.

Kim Kendall: Morrisville, North Carolina uses "pin" devices so students can bring digital material home. Students who don't have wireless access at home are finding other ways to connect.

David Stokes: We have some data at the district level that we can share. Some areas (280 schools) do not have wireless access.

Infrastructure - Strategic Recommendations Brainstorming

What are ways the state can ensure the infrastructure, including Access Devices, Internet Service and Digital Content, for digital learning?

1. Utilize survey data to id needs for allocation of resources
2. Prioritization of funding allocation w/ min infrastructure standards
3. Pilot programs that are funded/measured re: student growth (across 5 regions)
4. Pacing guide to train teachers on new technologies
5. Incentivize businesses to purchase materials/devices
6. Current initiatives (Race to the Top)
7. Loosening of class-size limit by 2-4 students/Revise & Replace
   a. Replace w/ Tech. Save $1.2B
   b. Carefully consider constitutional amendments
   c. All students have access, level playing field
   d. Allow flexibility with devices (some students already own devices)
   e. Wireless vs. wired access considerations
8. Allow flexibility of devices.
9. School-wide class-size average (like charters)
   a. Done in tandem with changes to system
10. Federal funding (remembering Universal Access Fee)
11. Opportunity for discount rate for access/devices to families
12. Leverage free lunch programs for device funding
13. State push for information (not just district level)
   a. DOE take this on?
14. Share policies that already exist
15. Request to DOE regarding existing funds that schools might have flexibility
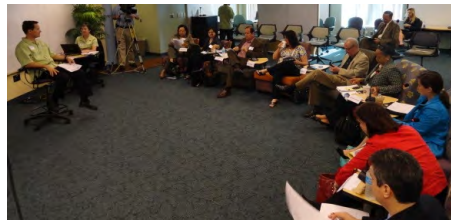
16. Policy changes from legislature
17. Invest in teacher quality, not quantity
18. Create a scale of devices to take advantage of discounted prices
19. Maine model (lease devices/includes training/ebooks)
20. North Carolina - using flash drives to transport data
21. Race to the Top - $700M. Leverage existing
22. Flexibility of personal devices versus mandated devices
23. Broaden content to allow it to function across devices
24. State needs plan
25. Legislature can establish priorities for plan of implementation and resource allocation
26. State can create incentives for ISP's to provide broadband
27. Infrastructure considerations are key, partner w/ busn community
28. Define cloud and link to "village."
29. The State can prioritize new/existing resources
30. Districts need to communicate barriers to the State
31. State funding for bridging "last mile" to access
32. FSU study - review study (North Fl broadband project)
33. Consider streamlining to standard devices in plan
34. Open educational resources that meet State standards
35. State should consider building a cloud (enterprise architecture)
36. State can remove barriers on districts that prevent flexibility
37. Allow local control and District flexibility with content choices
38. Requirements must be funded
39. Alignment to standards on content is critical
40. Link resources to priorities and standards
41. Measure content with minimum standards
42. Monitor cloud to manage content innovation to ensure quality
43. Establish minimum infrastructure to provide access

Infrastructure - Top 10 Best Strategic Recommendations

1. The State Board of Education can recommend efficiencies and spending priorities to the legislature, i.e. delay adoption cycle by a year for textbooks for additional funding/class size flexibility for digital learning/SAI (Supplemental Academic Instruction)
2. Establish minimum standard for devices/capacity (adequate bandwidth)
3. Identify and share federal/private/parental funding sources to help parents and districts develop adigital and blended learning environment.
4. Set guidelines in place for security/cyber-bullying/to allow students to bring their own device
5. Allow alternative instructional materials that comply with common core standards
6. Three tiered approach: State-wide contracts, policy changes, incentivize business, to provide broad-band access at home.
7. Devise an infrastructure implementation plan, i.e., minimum technology standards specific to grade levels, phase in changes, include professional development for staff.
8. Establish a standing committee at DOE to review these issues periodically
9. Allow local district to apply for waiver in execution of Pre-K through 20 State plan, especially if nofunds are attached
10. State should build a cloud (enterprise architecture) and allow districts to access it

Andrea: Please note your top three items in order of priority.

Clarification: What is pre-k through 20 state plan?

Answer: We wanted to specify the availability for waiver.

Andrea: Polling is open; please vote for your top three recommendations.

<u>Infrastructure</u>: **Top 3 Strategic Recommendations regarding the ways the state can ensure the infrastructure, including Access Devices, internet service and digital content, for digital learning**

1. The State Board of Education can recommend efficiencies and spending priorities to the legislature, i.e. delay adoption cycle by a year for textbooks for additional funding/class size flexibility for digital learning/SAI (Supplemental Academic Instruction) **17%**
2. Establish minimum standard for devices/capacity (adequate bandwidth) **9%**
3. Identify and share federal/private/parental funding sources to help parents and districts develop a digital and blended learning environment. **11%**
4. Set guidelines in place for security/cyber-bullying/to allow students to bring their own device **5%**
5. Allow alternative instructional materials that comply with common core standards **8%**
6. Three tiered approach: State-wide contracts, policy changes, incentivize business, to provide broad-band access at home. **13%**
7. Devise an infrastructure implementation plan, i.e., minimum technology standards specific to grade levels, phase in changes, include professional development for staff. **17%**
8. Establish a standing committee at DOE to review these issues periodically **3%**
9. Allow local district to apply for waiver in execution of Pre-K through 20 State plan, especially if no funds are attached **5%**
10. State should build a cloud (enterprise architecture) and allow districts to access it **12%**

Andrea: Numbers 1, 7, 6, 10, 3, and 2 are received the highest rankings.

Top 6 Strategic Recommendations for Infrastructure.

1. **The State Board of Education can recommend efficiencies and spending priorities to the legislature, i.e. delay adoption cycle by a year for textbooks for additional funding/class size flexibility for digital learning/SAI (Supplemental Academic Instruction)**
2. **Establish minimum standard for devices/capacity (adequate bandwidth)**
3. **Identify and share federal/private/parental funding sources to help parents and districts develop a digital and blended learning environment.**
4. **Three tiered approach: State-wide contracts, policy changes, incentivize business, to provide broad-band access at home.**
5. **Devise an infrastructure implementation plan, i.e., minimum technology standards specific to grade levels, phase in changes, include professional development for staff.**
6. **State should build a cloud (enterprise architecture) and allow districts to access it**

Dr. Law: By supporting number 1 are we saying we are supporting a challenge to the class size amendment?

Group: Yes.

Dr. Law: I can make either case; I think this is a distracter though. There is a lot of work to be done while we are waiting for that to happen.

Participant: We need to start or it will only be longer for it to happen.

Participant: We were trying to be very broad; we were wanting DOE to provide flexibility in the current funding we have.

Participant: As we are looking at different ways of doing this, I think this has to be one of the things we think about.

Participant: One of the issues is - where is the money, can we come up with the money without touching the budget? We see a lot of different avenues, but we need to make sure we are looking at this project. We need to have a plan to look at our entire state.

Andrea: Will the Quality Instruction team please come forward?

Quality Instruction, Dr. Wallace and Dr. Mike Lannon: We are proud to represent the high performing quality instruction team.
1. This is a broader perspective than just the limited application of advanced academic technology.
2. Our rationale behind that is we think there has to be a standard we

also want to make it standard in FL for the future that devices are in the hands of both our students and teachers, reflecting the Portugal report from earlier today.

3. We thought that was one of the core pieces of quality instruction. What will a teacher look like, what skills will they have? That professional in service that's required at the district level, we are looking to have this statement speak strongly to the skill set of the teacher in FL at all grade levels.

4. This also speaks to the development of teachers, and guidance to all of the programs at the college and university levels. How we should be allocating our resources. That goes along with the infrastructure group and what they said about professional development and the need for it. Also recognition of an irony, education is the world's greatest research enterprise but we far too often don't use the results of the research. We are trying to draw us back to a more empirical best practices approach.

5. This addresses the largest problem shared between school districts and university collaborations – college readiness. In college advanced technology can have a huge advance forward. College students can graduate career ready.

6. While those items we know are there, we believe this ought to be foundational. It should inform the work for college and career and professional development. It's also important for parents to know the skills we are trying to impart to their children.

7. We are looking at worldwide best practice from other nations that are doing this. Testing that allows a child to move from one grade to the next. Standard exam but given at a time when its ready. The remediation piece, in Florida they system that we have that is time locked, a child can miss being promoted to 4th grade by a point, or graduation by a point, then they go into remediation, a summer session perhaps. If we were able to differentiate by the strands of the test, and reassess that non proficient piece, we could move the entire process forward better, and save money.

8. We need to be able to do that in 2 segments. We need to have the youth of Florida want to be teachers. We need to appeal to a mental model of young people not us. We want to attract minorities. What's happening with minorities? The civil rights movements has done a lot. We need to go out and tell a student this is why you should be a teacher, explain how it is a respected profession. No profession on the planet touches lives and changes them like teaching. Look at the military campaigns; they recruit at the same age.

9. We asked ourselves how can advanced academic technology be optimized for student outcomes? Last domain we looked at was instructional content. This should not be used to reduce funding. What this is about is, there is a substantial body of law on instructional materials. For example, it is Florida law that 2.5 years from now schools will be required to spend at least half of the instructional materials allocation on digital materials.

10. Here we start to get a little more specific of how Florida can fully exploit. The idea here is Florida can achieve by developing the best digital content in America and training and empowering teachers to enhance that. That can all be shared state wide in a very cost effective way and those core courses would align perfectly with the standards and curriculum frameworks. Universal quality assurance and universal access are benefits.

Superintendent Lannon: I want to recommend a book. Made to stick. Explanation of what happening at the U.S. military training. That entitles commander's intent. It's take the hill. But the moment the action is put into place the plan is obsolete because you must adjust on the fly. I suggest that we adopt commander's intent, with flexibility on how to get to our goal.

Quality Instruction **Brainstorming Questions for Strategic Recommendations**
Main Question: What are ways the state can prepare teachers for the digital age and use technology to extend the reach of highly effective educators?
Instructional Models What are ways the state can facilitate the use of differentiated and distributed teaching to advance digital and blended learning?

- Provide technical support in learning about new instructional models
- Define instructional roles
- Provide regulatory flexibility
- Create incentives to pilot new instructional models that use differentiated and distributed teaching

Effective Teachers

How are ways the state can extend the reach of great teachers to more students?
- Allow students to choose a virtual teachers if their classroom teacher is not certified in the subject
- Recruit highly effective teachers to teach more students virtually

Teacher Preparation Programs

What are ways the state can ensure teacher preparation programs are preparing teachers for the shift to digital and blended learning?
- Revise or create new alternative paths to teacher certification
- Adopt standards for measuring teacher effectiveness in digital learning
- Evaluate teachers for effectiveness in digital learning
- Encourage colleges of education to reform teacher preparation programs

Professional Development

How are ways the state can ensure professional development for teachers as schools transition to digital and blended learning?
- Recruit highly effective teachers to train more teachers using technology
- Create a statewide program for professional develop in digital learning
- Incentivize school districts to develop training in digital learning
- Provide opportunities for social networking
- Provide support to school districts in developing professional development when transitioning to digital learning

Quality Instruction - Strategic Recommendations Brainstorming

What are ways the state can prepare teachers for the digital age and use technology to extend the reach of highly effective educators?

1. Empower Teachers, Students and Families with the Technology the Need (Devices, Connectivity, etc.) 24/7
   a. *This gives power to the Business Sector - better employee.*
   b. *43% of funding provided by Business - to reap the reward.*
   c. *Every family would be internet connected.*
   d. *Set incentives for Business.*
   e. *States provide equity of connectivity.*
2. Role of Legislature: Government sets the table for innovation - but cannot lead it.
   a. *Create a new reality for the State of Florida.*
3. 100% Digital
   a. *Families paid for insurance policy.*
4. Clear the way for people to be able to utilize Instructional Content
5. Develop a System like: "Ask a Librarian" (volunteer-based) to assist teachers with Content. Teachers like the text book (gives them the path and standardized). K-12
   a. *Orange Grove - repository - thousands of learning objects*
   b. *Teachers are already pressed by time constraints.*
6. Time for Teachers to research content must be specifically planned for

7. We must provide Teachers with access to technology and we must have standards that require resources be utilized.
8. Every teacher will have and every classroom will be a wired/connected classroom.
9. Development of the human being that will lead this process.
10. Cultural shift - Teachers go to Students
    a. *changing how we teach and learn*
11. From 50% to 100% of instructional dollars can be used in a modern way
12. Florida Statute 100640: 2.5 years schools spend 50% on digital materials (provisions to go up to 100%).
13. We will see more Student directed teaching
14. Florida should set a minimum standard that all teachers will have a current technology enabled computer and technology enabled classroom.

15. Content is broader than "text books" - it can be in any form - instructional content.
    a. *vendors are providing digital content.*
    b. *We need quality and capable standards for digital content - interactive technology.*
16. Teachers need to be deeply skilled in maths and sciences, along with technology.
    a. *Both in content and methodology.*
17. Digital Educator Endorsement (incentive-based - may or may not be mandated)
    a. *Summer Institutes*
    b. *Project Based - teachers given a choice*
    c. *Pre-service - mastery standards*
    d. *Content depth and technology training can go hand and hand*
    e. *Must explain the future state to get teachers energized and excited.*
18. Preparing Teachers to teach in all modes (virtual, face-to-face, blended). Specific tool to carry with them/LMS.
    a. *What are the things our kids will do? Teachers then need to be able to do these things also.*
    b. *We need to address concerns of teachers (i.e. identifying relevance for teachers)*
19. Teacher/Principal Development must be research-based. (We are the ultimate research enterprise but in education we don't use what we know.)
    a. *Hybrid, blended model produces the best outputs.*
20. Within Teacher Education - you have to have certain technology classes they have to take.
21. Require professional training for all teachers (i.e. new learning models)
22. Content Mastery - college and career ready (authentic, test taken, change mentality around assessment).
23. Policy Change: Change our system from carnegie units to mastery - "merit badges"
    a. *Student Outcomes - Outcome Based*
    b. *Standards Based*
24. Use the capabilities of academics to move from a seat change model to an outcome based model.
    a. *Academic Emergency Model*
    b. *Diagnostic prescriptive*
    c. *Teachers needed massive amounts of training - pedegogical strategy and advanced technology.*
    d. *5-years to create. 9-month certification program.*
25. If you are a recent high school graduate - entry requirements like university.
    a. *Getting students college ready in high school. Investing in high school based programs.*
    b. *We can get out of the business of remediation.*

26. We would like the State to develop a Standards based report card and that Remediation

Quality Instruction - Top 10 Best Strategic Recommendations

1. Use the capabilities of advanced academic technology to move from a seat time model to an outcome based student-learning model.
2. Establish and support Statewide Standards which require technology enhanced classrooms & mobile devices for all teachers and students.
3. Develop clear standards for what a 21 Century Teacher should know and be able to perform including advanced academic technology.
4. Use and support research based pre-service and in-service development programs for Teachers and Administrators that integrate the most effective use of technology and digital content.
5. Establish school district and college/university collaborations that incorporate academic technology in secondary schools to improve the college and career readiness of high school graduates.
6. Use and support national standards (NETS-S) road map of technology skills for students' achievements.
7. Use technology in order to change Florida's testing regimen from a time and place locked system to become a system that allows for administration of high stakes assessments based upon student readiness and in which students receive remediation and reassessment only in those areas in which they haven't achieved proficiency.
8. Launch recruitment campaign to attract and retain digitally proficient Teachers.
9. Radically update laws regarding the selection, development and funding of instructional materials/content to provide maximum discretion to K-12 institutions without reduction to funding.
10. The legislature should fund a pilot project wherein some of the best teachers in Florida collaborate in the development of highly enriched digital interactive content in several essential courses which are taught state-wide. The content would be owned by the State and made available to all districts. Teachers would be trained to individually enhance the core content.

Andrea: Please cast your votes in order of priority.

Quality Instruction:

Top 3 Strategic Recommendations regarding the ways the state can prepare teachers for the digital age and use technology to extend the reach of highly effective educators? How does FL Optimize Student Outcomes with Advanced Academic Technology?

1. Use the capabilities of advanced academic technology to move from a seat time model to an outcome based student-learning model. **19%**
2. Establish and support Statewide Standards which require technology enhanced classrooms & mobile devices for all teachers and students. **10%**
3. Develop clear standards for what a 21 Century Teacher should know and be able to perform including advanced academic technology. **10%**
4. Use and support research based pre-service and in-service development programs for Teachers and Administrators that integrate the most effective use of technology and digital content. **12%**
5. Establish school district and college/university collaborations that incorporate academic technology in secondary schools to improve the college and career readiness of high school graduates. **3%**
6. Use and support national standards (NETS-S) road map of technology skills for students' achievements. **2%**
7. Use technology in order to change Florida's testing regimen from a time and place locked system to become a system that allows for administration of high stakes assessments based upon student readiness and in which students receive remediation and reassessment only in those areas in which they haven't achieved proficiency. **21%**
8. Launch recruitment campaign to attract and retain digitally proficient Teachers. **2%**
9. Radically update laws regarding the selection, development and funding of instructional materials/content to provide maximum discretion to K-12 institutions without reduction to funding. **12%**
10. The legislature should fund a pilot project wherein some of the best teachers in Florida collaborate in the development of highly enriched digital interactive content in several essential courses which are taught state-wide. The content would be owned by the State and made available to all districts. Teachers would be trained to individually enhance the core content. **10%**

Andrea: Numbers 7, 1, 4, 9, 2, 3, and 10 are the top 7 recommendations.

Top 7 Strategic Recommendations for Quality Instruction

1. **Use the capabilities of advanced academic technology to move from a seat time model to an outcome based student-learning model.**
2. **Establish and support Statewide Standards which require technology enhanced classrooms & mobile devices for all teachers and students.**
3. **Develop clear standards for what a 21 Century Teacher should know and be able to perform including advanced academic technology.**
4. **Use and support research based pre-service and in-service development programs for Teachers and Administrators that integrate the most effective use of technology and digital content.**
5. **Use technology in order to change Florida's testing regimen from a time and place locked system to become a system that allows for administration of high stakes assessments based upon student readiness and in which students receive remediation and reassessment only in those areas in which they haven't achieved proficiency.**
6. **Radically update laws regarding the selection, development and funding of instructional materials/content to provide maximum discretion to K-12 institutions without reduction to funding.**
7. **The legislature should fund a pilot project wherein some of the best teachers in Florida collaborate in the development of highly enriched digital interactive content in several essential courses which are taught state-wide. The content would be owned by the State**

and made available to all districts. Teachers would be trained to individually enhance the core content.

Andrea: I'd like to ask our spokespersons from Institutional Reform to come up.

Institutional Reform, Lowell Mathews: Many of the recommendations are similar to other groups, you may think we were eaves dropping on you.

1. This is a flexibility issue, to develop their own models, and reward for success and hold accountable.

2. The idea here is to fund competency based learning. Now our funding structure is a sign. Based on a seat time model. The idea here is we need to get to the point that we are focusing on what students have actually learned. We need the funding model to provide assistance in that direction.

3. Customization issue, enable students to move forward at their own pace and demonstrate mastery. Just in time assessments. We want this to be a student focused system, in order for that to happen they can't be treated equally in the classroom, they can't all be taught in the same matter or at the same speed.

4. Professional development, we want to look at the preparation of the individuals coming in to the teaching profession, and make sure they have the skills moving forward to teach in a digital learning environment. There are some strategies and techniques that need to be taught.

5. Student choice, you can't have a student centered system if the student can't pick the learning environment that best meets their needs. We need to be cognizant of any of the old world boundaries that prohibit the student from doing those things.

6. Accountability permeates all of these options. The student choice has to be something of a quality nature. Students are going to be progressing at their own pace.

7. Giving students the skills they need in order to progress in these digital learning environments, but also note the lack of skills employers see in our student graduates. Proficiency in search engines. We are looking at not concept, but actual skills needed to advance in classroom and then when they proceed to their employer.

8. Creating and empowering school principals and teachers to create the budget and innovation. Similar models to the charter schools. Capping the administration costs, lowering money flowing to the schools as opposed to the district coffers. School site based management in a nut shell.

9. We're talking about digital learning, this is an old world type of deal. I don't think this even takes the hill, this directs money into capital facilities in situations where they may not be needed. Redirects funds that could go into a digital learning environment so students can learn at their own pace.

10. These are significant changes, there will be a lot of resistance out there mostly because people don't understand it, they fear change, anything coming from Tallahassee is the next great invasion. We need to communicate effectively what we are doing here, and the options students and parents have. So they know exactly how their school could change, and to pick the best learning environment for them.

Institutional Reform
Brainstorming Questions for Strategic Recommendations
Main Question: What are reforms the state can advance to accelerate the transition to digital and blended learning?
Transition to Digital and Blended Learning

- What are ways the state should consider to accelerate the transition to blended learning schools?
  - ○ Charter Schools
  - ○ Incentives

- o Competitive Grant
- o Regulatory Relief
- o Recruit

Choices and Customization
- What are ways the state should consider to expand access to more virtual and blended learning options?
  - o Breaking down geographic barriers
  - o Offering multiple providers
  - o Increasing charter schools
  - o Addressing class-size

Data
- What types of data should the state consider collecting?
  - o Additional Assessment Data
  - o Portfolio
- What factors should the state consider in expand the pool of data?
  - o Security
  - o Privacy
  - o Purpose
  - o Access by teachers and parents
  - o Portability (Data Backpack)

Quality and Accountability
- What are ways the state should consider to measure the quality and effectiveness of content, courses and schools?
  - o Grade individual online courses on scale of A-F
  - o Add proficiency as a measure (currently annual growth and grade level or above)
  - o Length of time for students to achieve competency
  - o Length of time for students to achieve proficiency
- In a virtual blended education, who should be held accountable for student learning?
  - o Teacher who taught the course
  - o Home School or Provider of the Course
  - o Home School District

Competency-Based Education
- What factors should be considered in defining competency?
  - o Assessments
- What are ways the state should consider to transition to a competency-based education?
  - o End social promotion
    - Subjects
    - Grades
  - o End seat time (requirements for school day, school year)
  - o Replace the Carnegie Unit with a competency-based system
- What should the state do to facilitate the transition to a competency-based system?
  - o Communicate to the public
  - o Build support among constituencies to accept the new system
    - Businesses
    - Workforce Agencies
    - Post-Secondary Institutions
    - Military
    - NCAA
    - Florida High School Athletic Association
- How should the state leverage digital learning to help struggling students?

- How should the state leverage digital learning to help high achieving students?

Achievement-Based Education
- What are ways the state should consider to make the transition to an achievement-based education?
  - o Incentives
  - o Penalties
  - o Incremental payments for course completion and performance
- What are ways the state should consider to have funding follow the student?
  - o Backpack funding
  - o Breaking down geographic barriers to funding

Institutional Reform – Strategic Recommendations Brainstorming

What are reforms the state can advance to accelerate the transition to digital and blended learning?

1. Support from state to develop assessments for courses that don't exist
2. Quality & Accountability
3. Flexibility with Accountability
   a. *Give the schools more flexibility and accountability so long as the standards are set*
4. Competency based learning
   a. *keeping the student at the center*
   b. *What is seat time?*
   c. *Reform the model so seat time is not the model for funding*
   d. *Enable students to move forward at their pace*
   e. *Flexible schedules; look at time differently*
   f. *User can bring energy to solutions; we don't structure it all ourselves*
   g. *Use existing technical solutions*
   h. *On demand EOCs, FCATs*
   i. *Funding hybrid that is not status quo*
   j. *Accountability*
5. Integrity
6. Achievement Based Education
   a. *Incentive for end of course exams*
7. Transition to digital and blended learning
   a. *Specify a definition of what is online learning is*
   b. *Games*
   c. *Direct instruction and group work*
   d. *All allowed to have their own model*
   e. *Virtual teachers coming into the school periodically*
   f. *Make options available to comprehensive high schools*
   g. *Use solutions in place currently*
   h. *Look at what is effective now*
   i. *Give districts, classrooms and schools more flexibility to develop their own models and loosen the reigns; reward them for that*
   j. *Flexibility should be at the school level, not the district level*
   k. *Bring flexibility to classroom*
   l. *Create models that include blended learning within the model*
   m. *Accountability has to be in place*

8. Officer at DOE to transition through administration; Allocate dollars for position; responsible for the ownership of digital and blended learning with authority to ensure accountability and flexibility
9. Build Florida's digital learning reform from existing innovative Florida digital classrooms
10. Provide districts with guidelines for future teacher contracts to include training, evaluation, methodoligy to provide flexiblity to move to competency based learning
    a. *Financial mechanism that says contract includes xyz.. to address the constraint*
    b. *Put into evaluations*
    c. *Collective bargaining process*
11. State provides approved digital learning systems, vendors, etc. that evaluates different offerings out there; use state procurement system so districts can take advantage of state programs
    a. *More efficient, less expensive*
    b. *Use third party providers approved by the state*
    c. *Leverage buying power of the state; hardware is an example*
    d. *There is an adoption process that is a restriction (ex. 5 years)*
    e. *Concentrate on quality of digital content*
12. Accountability--Independent, verifiable
13. Dollars/programs motivated through the dept. of ed to focus on blended learning models--in charter
14. Digital learning space/network FTE to follow students
15. Give districts, classrooms and schools more flexibility to develop their own models and loosen the reigns; reward them for that
16. Fund competency based learning
    a. *FEFP: More flexibility of seat time*
    b. *Flexibility in funding to reallocate for digital learning, capital investments to include technology*
    c. *Legislature to establish a student funding formula workgroup to update the formula*
    d. *fund it towards a tangible output*
    e. *Explore new or existing funding approaches*
    f. *Committee shall*
    g. *Hybrid of how we fund now and*
    h. *Incentive for end of course exam success*
17. Enable students to move forward at their pace to demonstrate content mastery including just-in-time assessments
18. Professional Development--pre-service and ongoing
    a. *Teacher Training*
19. Student Choice
    a. *Must be realistic and timely*
    b. *End of course for one may be different for another*
    c. *Prescriptive learning*
    d. *Student picks the environment that best meets their needs*
    e. *Any quality options, student picks*
    f. *Must have accountability*
    g. *Parents included*

20. Accountability in alignment with the new institutional reform
    a. *Independent and verifiable*
    b. *Aligned with the existing standards model such as PARCC*
    c. *Implement measures/metrics that are consistent with the new paradigm*

      d. Consider ICT type measures
      e. Reducing redundancy

21. Student outcome will include ICT type proficiency measures with emphasis on communication and collaboration
      a. Communication tools
      b. Application of social media

22. Pure school site based financing with capped administrative costs

23. Address class size restrictions--modify laws to enable flexibility to achieve the competency based objectives
      a. Get back on ballot in fall
      b. savings from that can be used for digital learning

24. Communication with the stakeholders
      a. Results dashboard accessible by students/parents/teachers

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Institutional Reform - Top 10 Best Strategic Recommendations

1. **Give districts, classrooms and schools more flexibility to develop their own models and loosen the reigns; reward them for that**
2. **Fund competency based learning**
3. **Enable students to move forward at their pace to demonstrate content mastery including just-in-time assessments**
4. **Professional Development--pre-service and ongoing**
5. **Student Choice**
6. **Accountability in alignment with the new institutional reform**
7. **Student outcome will include ICT type proficiency measures with emphasis on communication and collaboration**
8. **Pure school site based financing with capped administrative costs**
9. **Address class size restrictions--modify laws to enable flexibility to achieve the competency based objectives**
10. **Communication with the stakeholders**

Andrea: We are going to launch the voting slide.

Institutional Reform:
Top 3 Strategic Recommendations regarding the reforms the state can advance to accelerate the transition to digital and blended learning?

1. **Give districts, classrooms and schools more flexibility to develop their own models and loosen the reigns; reward them for that 17%**

2. **Fund competency based learning 12%**

3. **Enable students to move forward at their pace to demonstrate content mastery including just-in-time assessments 21%**

4. **Professional Development--pre-service and ongoing 9%**

5. **Student Choice 7%**

6. **Accountability in alignment with the new institutional reform 3%**

7. **Student outcome will include ICT type proficiency measures with emphasis on communication and collaboration 7%**

8. **Pure school site based financing with capped administrative costs 6%**

9. **Address class size restrictions--modify laws to enable flexibility to achieve the competency based objectives 10%**

10. **Communication with the stakeholders 9%**

Andrea: Numbers 3, 1, 2, 9, 4, and 10 are the top 6 recommendations.

Top 6 Strategic Recommendations for Institutional Reform
1. Give districts, classrooms and schools more flexibility to develop their own models and loosen the reigns; reward them for that
2. Fund competency based learning
3. Enable students to move forward at their pace to demonstrate content mastery including just-in-time assessments
4. Professional Development--pre-service and ongoing
5. Address class size restrictions--modify laws to enable flexibility to achieve the competency based objectives
6. Communication with the stakeholders

Participant: I'm struck that dead last in that group is accountability. (I'm speaking in jest)

Andrea: The body of your work will be contained in a Real Time Record that will be emailed to you tomorrow. It will be very rich with information. You will have a digital image of each of the masterpieces we have in the 2015 vision art gallery.

Jonathan: We will start with the two drawings in the middle, purple and green. Purple is the strengths and weaknesses we addressed yesterday.

In green, we highlighted some of those nuggets during the introduction round. What stuck out to me, finding relationships around digital education, the global perspective, global marketplace. Training students for their future not their past, kids are ahead of us in technology. Clay does not form itself, we have to shape it. Technology is a tool, we as parents, we as educators have to engage and inspire.

That led to the drawing in blue. We played around with the idea of the global classroom, teacher as coach, blended solutions, concept of a toolbox and idea of how it relates to the global marketplace. Inspiration was a big piece of that.

The last drawing for today. I put the students in the forefront. At the bottom, there's a flow to the student. We start out with this flow, flow of accountability; does it go from the parents to the teacher to the student? There's another lane, the inspirational lane. The idea of the global classroom falls into that global perspective will lead into personal inspiration. Parents and teachers are in that pipeline to provide the inspiration. The student has the ability to tap into all the information in the cloud and content. The student has the ability to produce back into that cloud. The student is empowered getting them ready for college and the marketplace.
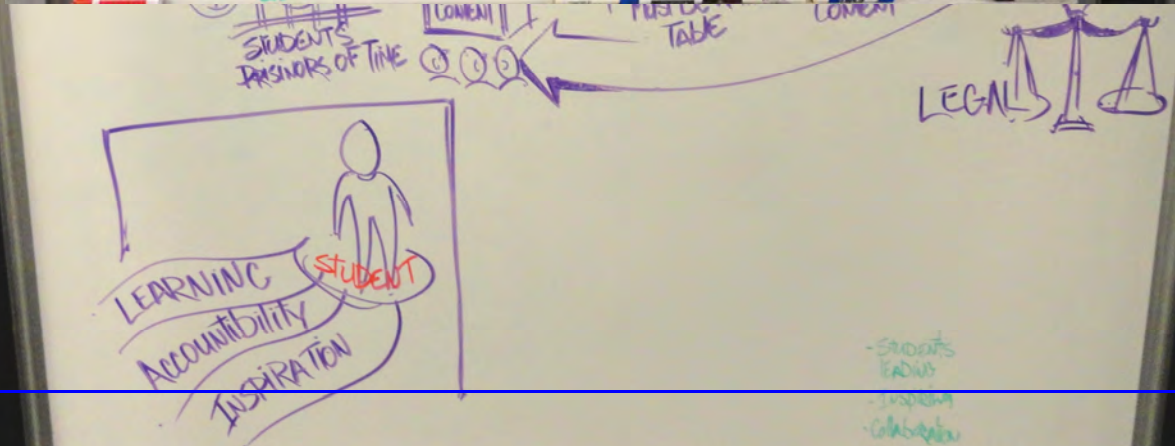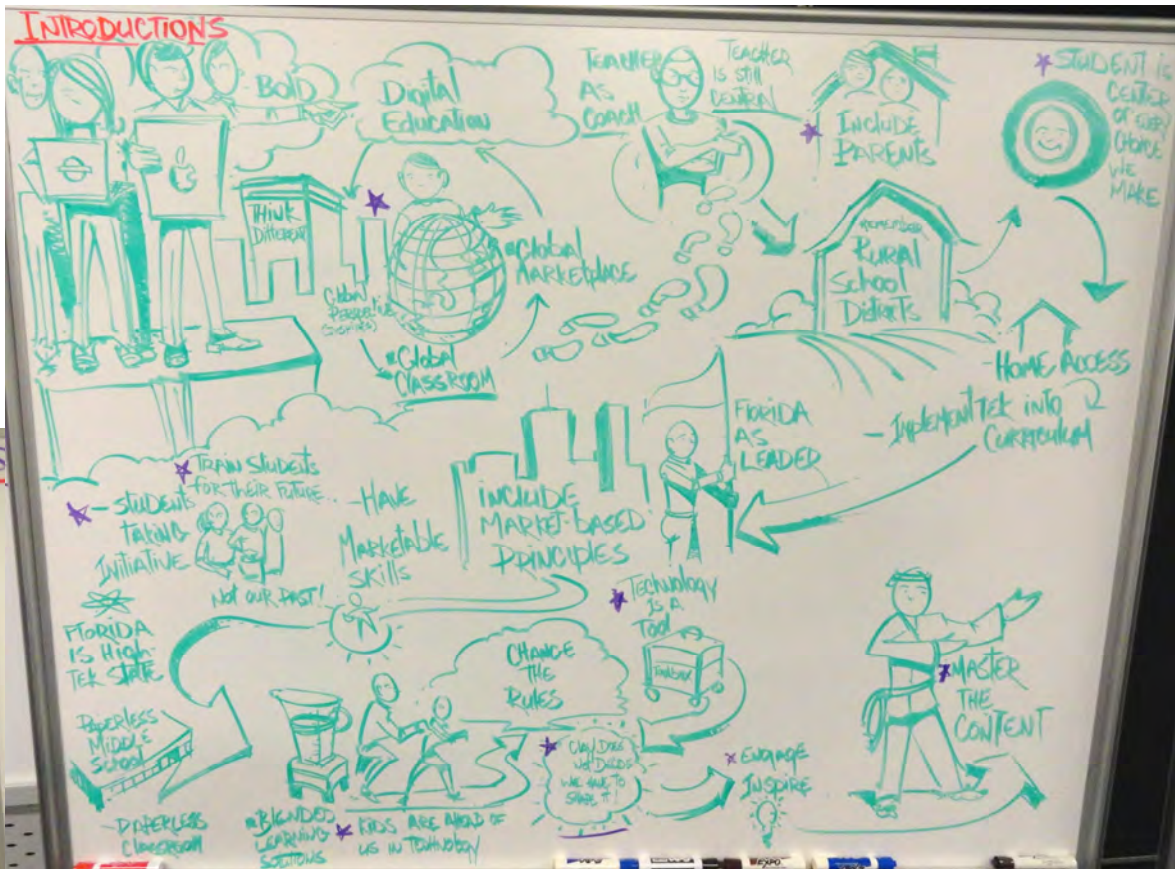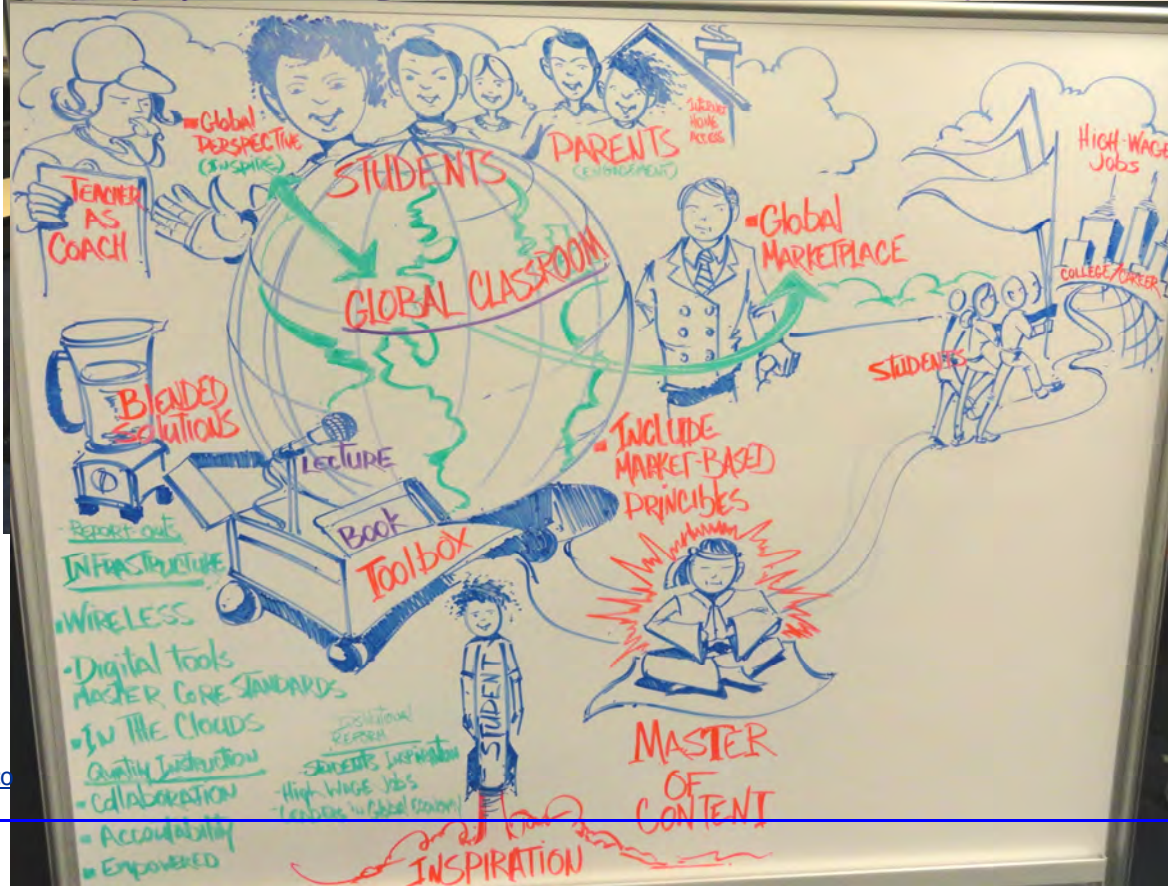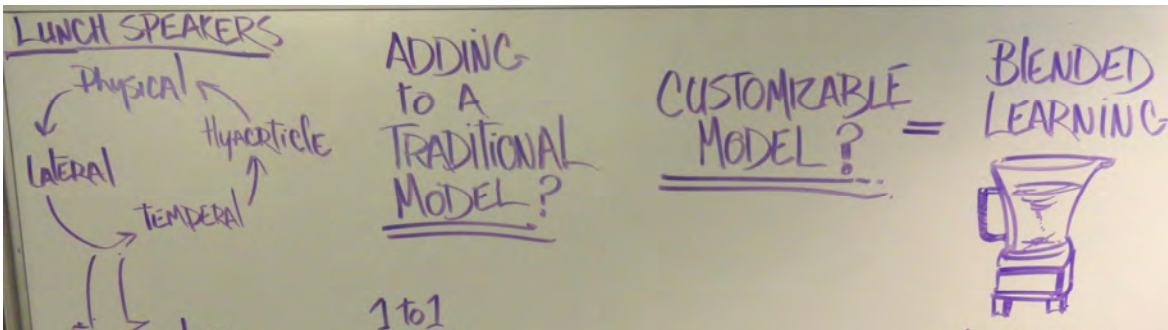
Andrea: Thank you for the opportunity to support your excellent work!
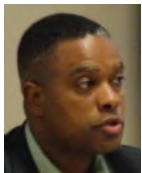
Commissioner Robinson: Thank you also to the facilitators. In order to make sure we are out of here shortly I want to do one more round, to hear two things. Your reflection and a take away for you as you go back to your place of business.

Dr. Law: Commissioner, thank you very much. Take away for me is, there is a great deal of work on the post secondary side that will come from building on the work of this report. Secondly, I have learned a great deal about the good things that are taking place. I think what we ought to do is find the best classroom in k-12 and use that for post secondary. Thirdly, I will hope that our final paper, the word student is incredibly prominent in that, that we are strongly focused on the student with these new technologies.

Tom Townsend: The opportunities are limitless. Our common core standards are the center of everything. We are well positioned to bring these resources and leverage the differences in our human capital, our teachers. I agree it has to be student centered. I think we are going to do tremendous things.

Shirley Baker: I keep going back to two quotes, "people without information cannot act, people with information can't help but act." Each of is tasked with going back to communicate this vision. The other quote, "change occurs when the pressure to change is greater than the resistance to change." It's about finding the perfect tension between the two.
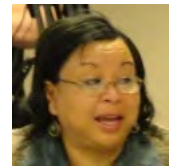
Mike Lannon: I'm far more energized than I thought I was going to be. That came about from the collaborative exchange. I also found great listening. Often when you get together a bunch of alpha folks there is not great listening. I am really excited about the application of our prek-20 goals. I see that in many places we spoke about accountability for students, not of students. If students are going to be in charge of their learning, we are going to nurture and guide, accountability has to be for them. When the child is ready we give them the opportunity at their absolute best. Also, I noted great flexibility and courage. Commissioner, I am grateful you had the courage to bring this forward. We talked about seat change, and it won't happen tomorrow, but we can build a template for change. Also, I love that we are focused on best practices instead of "I think." We need to bring together all the best practices and become the best practitioners. If we look at all of our programs as learning laboratories, we will find enormous excitement that we can use to move forward.

Jimmie Davis: First, I say thank you. My main take away is the people that are here, I am grateful to learn from all of you here. In Florida I am excited that we will take home and ensure that STEM and digital learning portion of technology. I'll leave you with my personal mantra – "be you, stay true, improve." We are going to improve digital learning that will allow our students to stay true to who they are and be themselves.
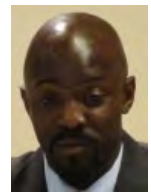
Sharyn Gabriel: For the last couple of years, as I have been fighting this battle as a principal, I really did think it was about us about vs. them – them being Tallahassee. I'll tell you I have had a heart change, I know now that you are all committed to what I am, and we are all going to taking the charge together. I think everyone has been respectful of those in the trenches and I couldn't be more thankful.
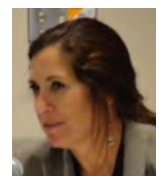
Richard Hartshorne: I've been on a lot of committees and usually we have agendas, and I didn't see that here. Instead we focused on the students and how we can support our teachers for our student's sake. Also, the acknowledgment of everyone's roles.

Frank Fuller: I think the knowledge that we have some really great programs in Florida right now, we have a lot to build from. I think I can return to Florida's high-tech industries and tell them we are taking steps to rebuild what we have lost. But caution them to hold us accountable.

Angela Holbrook: I want to thank you for including teachers. It has been a pleasure. I take back many ideas to my school district, school and classroom. We will begin to use those ideas to get ready for the digital revolution and innovation. I would let all my students know that help is on the way and the FL DOE has heard our concerns and we have finally got away from the box and are thinking in terms of clouds.
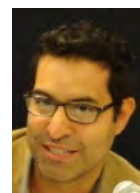
Luis Garcia: First, I want to thank everyone for being here. I go back home to Full Sail very encouraged. The work being done here is going to make real change in the life of our students. I was surprised to see the consistency of the objective that we have here, from the very beginning the student was at the center of the conversation. Things that we constantly are trying to do better, was part of the vocab here every day and that was encouraging. I go back home very encouraged and uplifted.

Lowel Matthews: I also want to echo gratitude to the Commissioner, also to the DOE staff. After all they are going to have to take our recommendations and mold them into practices and policies. What I take away, I hear we have some really good programs, principals out there that are succeeding despite the laws, rules and policies. Instead we need to have them succeeding because of laws, rules, and policies. It's a paradigm shift. When you go back into your communities you need to talk about what has happened here because there is a lot of misunderstanding about what is going on in Tallahassee. Let them know that this is not the big bad scary monster; this really is an effort to put the student at the forefront.

Jim Miller: I've been at this a long time and I've never been more excited. The whole idea to make time a variable will profoundly change what we do. Seat time. That one little step will make a huge difference. I also see that this is going to be a lot easier than we think it is. I go back to the elementary school students I saw a few weeks ago, they were in control of their education and they were engrossed and curious. We need to repair the curiosity that has been lost from sitting in rows. I think when you put them in control of their learning it will be a lot more fun. I'm excited.

Jennifer Chapman: You asked about takeaways, mine is more granular. I think when something isn't working; we have a propensity to flip to the polar opposite. I was concerned about completely switching to a digital environment, but we focused more on blending. I had that aha moment when I asked for a handout at a digital learning committee. I appreciate the opportunity to contribute.
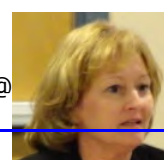
Lisa Jones: This has been a phenomenal experience. Getting the divergence in view points made a huge difference. I think the Epi Center was the perfect place to have this, the staff is phenomenal. And the process was great. This was a unique way to collaborate, and we actually all experience blended learning.
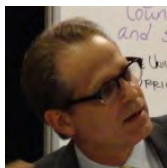
Steve Knopik: I very much enjoyed the process and learned a lot. I'm thankful for everyone who worked to put it on. The parallels that I learned are relative to our business - in our business we have limited resources, we can't work on everything we'd like to work on. There are always unlimited ideas about what each department would like to do, but we just don't have the time and resources to respond to those requests. Somehow, the ones that are the most important just seem to happen. Sometimes a user group will figure out how to access data and create a report and they will do it without the help of an IT function. I think that is happening in our school system now. There's nothing we can do to stop it except for creating new barriers, the best thing we can do is find ways to nurture this bubble up type of process and vigorously try to restrain everything that may restrain it. We have to be bold. We can't get bogged down in the old ways and the old rules because they will impede or shut down everything that is going on. It's gotta go fast. Other states, other countries, nations are going to run right by us because maybe they aren't constrained by some of the thinking that holds us back. We have to find ways to legally side step rules, or change rules that we can't side step and class size has to be one of those. It's going to hold us back. There are other things that are a part of the monolithic system we have. There are many groups and things that are resisting the change. I'm hopeful that the work output from this group has enough practical content that it can lead to meaningful action in the next session. I'm hopeful that we have provided enough tangible and practical content that you can craft a number of measures that can help advance this cause.

Kim Kendall: I first want to thank you Commissioner for inviting me. The one thing the schools have said is we need great leadership. Because of your leadership we have had a great collaborative experience here. I have been very impressed for the public sector, to make this a priority. I am floored and excited as a mom, and I am so impressed that nothing has been taken off the table, anything goes. We had to rethink education. We are all having to think out of the box. Our heart and passion is for our students. I'm going to go home in a few hours, and my kids are going to ask me if this meeting is really going to make a difference, and I will let them know that they would not believe what happened at this meeting. We have to be bold. This is coming and I have so much faith and passion in our state and people. We can lead the nation, we have done it before. We are staying focused we are on task and im excite to have seen this from the front row.

Connie Collins: I'm hopeful, encouraged, motivated. I'm impressed with the people in this room. It took me to a year ago when I visited schools in China, I've never felt so patriotic and worried for the future of our country. I came back to our school and said we've got to keep going and keep moving. Today, I will go back to our school and tell them that we have support in Tallahassee. We are all in this together. We are all working for the benefit of student's achieving. We have a unique opportunity to impact our students learning. I'm so impressed, I can't wait to get back to say that we are moving and moving in the right direction.

Jorge Martinez: I would also like to thank the Commissioner for inviting me here. My takeaway is that all the elements to make Florida a leader in digital learning are already here. The desire to make this happen, a sense of urgency is here. A spirit of innovation exists in our state. The leadership is here and we can bring these elements together

and make some of the headlines a reality sooner than we thought. Florida can be a leader.

Katrina Rolle: I want to thank you for even thinking of this task force. Your vision, you are a breath of fresh air. We were told to think bold and think outside the box, and I think we did that. The funding is what the funding is. We are going to have to continue to think boldly and think outside the box. I have been inspired to meet so many dynamic people, even with hands tied. I am in awe. I think that these best practices can be communicated across the state. Professional development can enhance what we are doing. There are things we can do that don't require much more of funding. Moving forward it would be interesting to get the students thoughts. I think flexibility to the schools, professional development for admin and teachers and showing support for those in the trenches. Thank you.

Pam Benton: I'd like to also say thank you for including me. It was a true pleasure. My big take away is the beginning of a vision for what education can be in Florida. It's exciting. I hope we communicate to all of our stakeholders and share trust so we can get on board together and make this happen.

Kelli Stargel: Thank you and thank you commissioner. This country has always been the best at innovation and moving ahead. We had the opportunity to bring together great minds to move forward in the area of education. Allowing a student focused education. Having a student move in a way and at a pace that will best allow them succeed. It's been very exciting.

Jeanine Gendron: I appreciate the opportunity as well. This has been a very great experience for me. I've been advocating for digital education and many times we have felt that we are out there by ourselves. We felt alone, and now after this experience I don't feel that anymore, we have commitment from the highest levels. It feels less isolated. The other thing is I learn so much more about further potential of digital learning that I didn't think about, and I thought I knew it all. I took a way some great ideas and I'm look forward to implementing them.

Erik Fresen: Thank you Commissioner. The most important part is you have people from all different sectors to all come to a room and realize we all want the same goal. Why I love participating in these conversations, people can realize there is no "them," it's all "us." Once they realize there are no enemies in the field, we are all teammates. One of the things that we got in our group, certain things someone may see as an impediment, I don't think we need to make a law every time. Sometimes we have to take away, remove things. Every school can be a laboratory in the state. Some of my frustrations I have as a legislator, the ways we fund are antiquated. We need to fund differently. I am willing to take that political risk, to ensure flexibility and autonomy. Let's figure out a way to get out of the way.

Commissioner Robinson: On behalf of Chairwoman Shanahan, let me also thank you on behalf of Governor Rick Scott. What we are going to do from a DOE standpoint, we will put the work together in a workable document. There may be some follow-up calls. I will present to the board, that's part 1. As a follow up will be part 2. We will plan at the later part of the summer our legislative priorities. Thank you for taking time to be here. It's rare for all of you to be in the same room focused on one goal.

Number one, this is the first time in American history that the adults in post secondary education are not on campuses. The idea that many will learn on a college campus, blended learning plays a part in that. Adult education – this was a great adult exercise to say what if. If we had to do it over again, what would we do different? This is a learning opportunity for adults. Smarter Balance and PARCC, consortia of states. What's so timely about today's meeting is PARCC and Smarter Balance submitted today, focused on hardware, networking, and device type.   The one I like is student centered is not equivalent to teacher critical. Let's make sure that we understand that teachers are going to be the ones driving this. Professional development, by unleashing, that's rare. It's usually the rope aspect. Work force, I'd like to thank those on our work force development. IT and work force development are important. IT is very important for Florida to maintain a track and keep the best and brightest companies. We also talked about a unique way, family literacy. This can revolutionize adult education from the bottom up.

Also, I would like to talk about using the right conjunction. This was an exercise in not doing the "but" - don't get the wrong idea. This was an example where we used "and" instead of "but."

Lastly, I'd like to end with a title of 'unreasonable leadership,' the title of a book. We have seen that as an example. I'll close with a song, Bob Marley 'movement of the people' is about exodus. This is the opportunity for us to move away from what used to be to the promised land of opportunity. I'd like to thank the Florida Channel, Florida Education Channel, Florida Education Foundation for providing support. Again, I'll look forward to the rest of the great work.