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<th>A Whole New Generation of Learning</th>
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A Whole New Generation of Learning

CITE Seminar
University of Hong Kong
November 24, 2006
Instructional Forces

- Information is a **disposable commodity** for today’s students
- Digital age students can truly **multitask** and process concurrent streams of stimuli
- Communications has evolved to a state of instantaneous digital **presence**
- Leadership is no longer a function of position but the **responsibility of all** group members
- The knowledge worker is becoming the **new currency** of economic global competitiveness
Who is the Kent School District?

- Kent School District located in Seattle, WA covers 72 squares miles and is the 4th largest district in Washington State.

- KSD has 27,500+ students enrolled in its 41 schools.

- KSD student population is 38% ethnic minority and this percentage continues to grow annually.

- KSD serves 103 different language groups and its English Language Learners (ELL) population is growing about 10% annually.
Guiding Principles

KSD Technology Vision

“A comprehensive, instructionally sound, student-centered educational program where technology plays a meaningful role in supporting, extending, and individualizing learning opportunities for all students.”

- Equitable
- Scalable
- Supportable
- Systemic
- Standards-based
So how does it fit together?

Successful Prepare All Students For Their Future

Increase student engagement and academic achievement

Use technology appropriately & effectively in the organization

Standards-based

Supportable

Scalable

Systemic

Equitable
**KSD Strategic Technology Framework**

**Communications & Collaboration Tools**
- **Professional Growth & Development**
  - KSD Digital Learning Commons

**Instructional Management, Delivery & Support**
- **Instructional Management, Delivery & Support**

**Business Operations & Support**
- **Business Operations & Support**
  - KSD e-Business Operations Center

**Data Research, Analysis, & Management**
- **Data Research, Analysis, & Management**
  - KSD Online Data Analysis Center

**Standards-based SKILLS**
- Employee Technology Skill Competencies, Student Technology Skill Competencies

**Standards-based SOFTWARE**
- NOS, Email, SIS Database, Financial/HR/PR Database, Desktop Productivity Suite

**Standards-based HARDWARE**
- Network Environment, Desktop Environment, Web Architecture
You will see equity in learning opportunities supported in a number of ways.

- 1:3 student computer ratio in all schools
- A free computer grant program for families without computers in their homes
- Partnered with telecommunications company providing Internet access into student homes
- A student technology leadership program
Equity

• Established community-based technology learning centers for after school access

• Instructionally focused technical service model - all support requests resolved within 48 hours or less with less staff.

• District network stability and uptime of 99.9%

• Fiber optic metropolitan-area-network connecting all 41 schools for high-speed Internet access and data exchange.
In order to get to the heart of **instructional significance**, technology must be:

- Reliable & stable to gain teacher trust
- Consistent to minimize training demands
- Aligned to specific skills for teachers, students and administrators

**Other Roles for Standards**

- Used to focus discussion on the right topics
- Cost effective to support & maintain
- Leverage buying power in negotiations
Alignment is critical to success

What does that mean?

- Staff & Student Technology Skill Competencies
- District Software Standards
- Professional Development Models
- District Hardware Standards
- Instructional Outcomes
### Systemic Alignment

#### Resources

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<th>Recommended Productivity Tools</th>
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<td>Staff Standards: Distinguished Level</td>
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#### Expectations

| Staff Standards: Proficient Level |
| Staff Standards: Basic Level |

#### PD Continuum

| Leadership |
| Advanced Technology Integration |
| Technology & Instructional Integration Enables Student Standards |
| Basic Operations |

#### PD Activities

- Gates Leadership Project
- Intel Master Teachers
- ETip Program
- Action Research
- Elearning Academy
- PD Point Series
- “For the Classroom” series
- Student & Teacher partner classes
- Building-based sessions
- Online Tutorials
- Intel Teach to the Future
- PD Starter Sessions
- Beginners Guides
- Mentor Teachers

Minimum Productivity Tools (Provided on all computers)
Lessons Learned – So Far

• It takes a lot of **hard work** and **commitment** to make something like this work.

• **Great teachers** are required for **quality learning** to occur.

• The biggest change was not the technology use, but the changes in the **instructional practices** and **student attitudes** towards learning.

• Whole group, **differentiated learning** at high levels is **achievable**, and technology can play a valuable role in helping this to occur.

• Technology can **level the playing field** for learning opportunities with the right support mechanisms.

• The **logistics** in managing these programs are not nearly as difficult as the **people issues**.
Lessons Learned – So Far

• Students are not only recipients of the benefits of technology; they are also the messengers.

• The ROI is not as important as the ROA. If technology goals are created within the context of educational outcomes then the investment will be realized.

• The vision must be clear, compelling, and worth doing. However, it takes passion to remove the roadblocks to make the difference in teaching and learning.

• To ensure equity in learning opportunity, a leader must be the advocate for those students without a voice that exist in every organization or entity. Technology alone will not close the digital divide.
Role of Leadership in Instructional Transformation

- Provide a clear, compelling vision that engages all stakeholders

- Personally engage to fully understand the changes that are occurring

- Provide the appropriate support resources necessary to facilitate the changes

- Remove the roadblocks that prevent your change leaders from succeeding (i.e. organizational, political, procedural, personnel, etc)
Role of Leadership in Instructional Transformation

- Ensure appropriate **accountability measures** exists and are aligned with the goals to move your group toward the vision

- **Model** the new behaviors and attitudes when it is practical or possible

- Create plentiful opportunities to **celebrate** as a community to maintain a positive culture and forward momentum

- Be the positive and consistent **advocate** for the changes internally and externally
A Whole New Generation of Learning

Questions or Comments?

For additional information, visit our district website at:
www.kent.k12.us

Or email me at:
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