

A Whole New Generation of Learning

CITE Seminar
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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



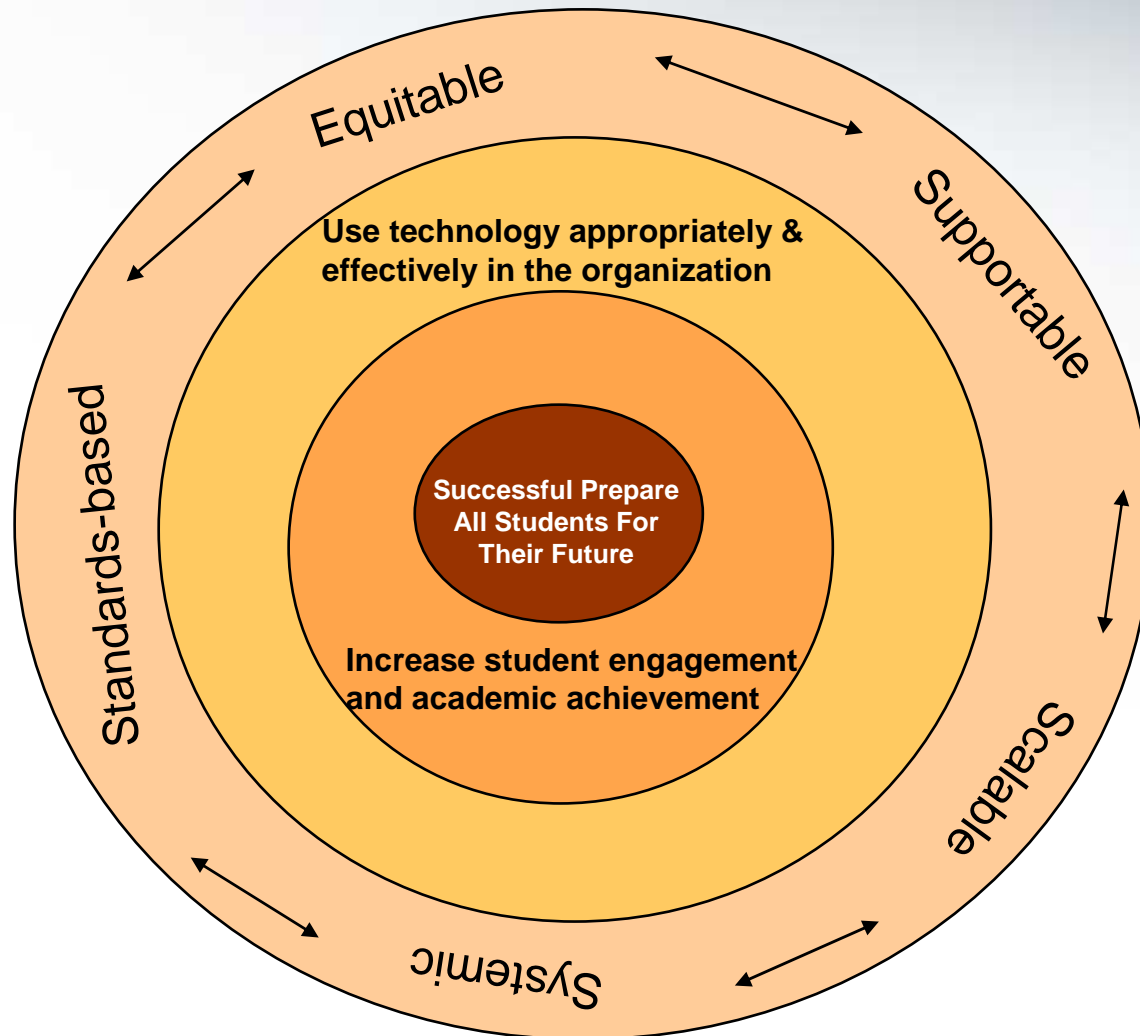
KSD Technology Vision

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

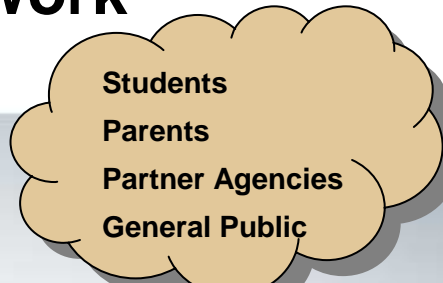
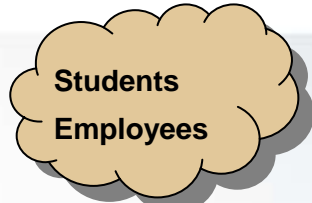
- Equitable
- Scalable
- Supportable
- Systemic
- Standards-based



So how does it fit together?



KSD Strategic Technology Framework

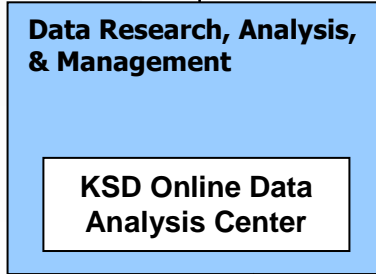
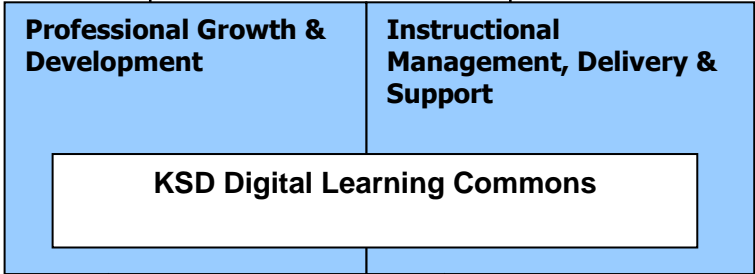


District Intranet Portal
 Personalized interface allowing different KSD users secure access to web delivered tools & resources based on role and location.

District Extranet
 Personalized interface allowing secure access to select district network resources by authorized external users.

External Public Website

Communications & Collaboration Tools **Web Content Delivery & Management Tools**



- 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

Equity



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.



Standardization



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

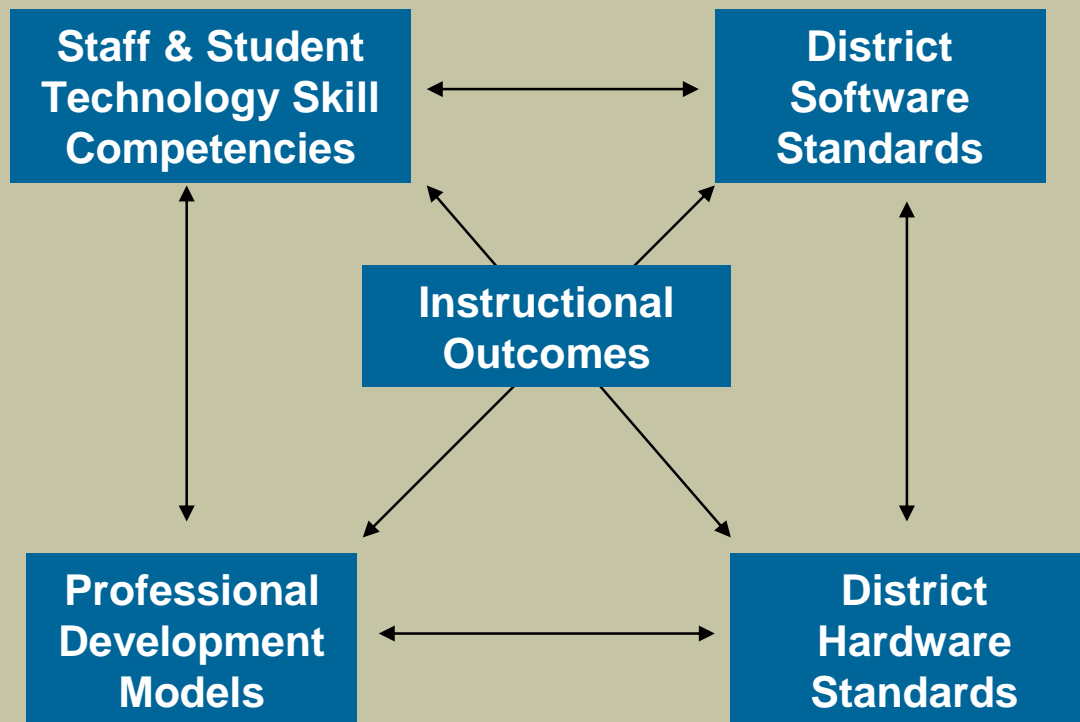
- Used to focus discussion on the right topics
- Cost effective to support & maintain
- Leverage buying power in negotiations



Alignment is critical to success



What does that mean?



Systemic Alignment



Resources	Expectations	PD Continuum	PD Activities
<p><u>Recommended Productivity Tools</u></p>	<p>Staff Standards: <u>Distinguished Level</u></p>	<p>Leadership</p> <p>Advanced Technology Integration</p>	<ul style="list-style-type: none"> •Gates Leadership Project •Intel Master Teachers •ETip Program •Action Research •Elearning Academy •PD Point Series
<p><u>Minimum Productivity Tools</u> (Provided on all computers)</p>	<p>Staff Standards: <u>Proficient Level</u></p> <p>Staff Standards: <u>Basic Level</u></p>	<p>Technology & Instructional Integration Enables <u>Student Standards</u></p> <p>Basic Operations</p>	<ul style="list-style-type: none"> •“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

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



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Questions or Comments?

For additional information,
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