



May 2, 2013

Closing Gaps: That’s what we do!



Volume 1, Issue 1

Special points of interest:

- KDE Digital Learning hosts the Digital Summit, April 17th in Frankfort <Overview>
- Discussion of Digital and Blended Learning Standards <Draft>
- Training Opportunities to build on-line content by KDE
- Survey results and reporting
- Algebra I Pilot Study

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KDE Digital Learning hosts Digital Summit in Frankfort, KY

Thirty-one district principals, IT support staff, KDE stakeholders, KET, and online digital learning specialists attended the April 17th Digital Summit at the Transportation Building in Frankfort, KY. The purpose of the meeting was to continue the dialog on the place of digital and blended learning in Kentucky, but also to begin looking at the development of statewide, Kentucky standards for online instruction and collaborating on its development as a bottom-up and top-down to ensure quality and effectiveness in instructional delivery.

The meeting began with a welcome to all participants by Toyah Robey, featuring an overview of the goals of digital learning in the state, the importance of fostering collaboration in the discussion, and a broad overview of digital pedagogy. Digital pedagogy refers

to the methodology of knowing and using practical technologies to enhance teacher instruction and student learning. A key point in moving forward with digital and online programs in the state is the importance of using these tools effectively and good pedagogical best practices is a good place to start.

Tara Rodriguez and Tony Campbell from KDE provided an interactive overview and discussion of the proposed Standards for Blended and Digital Learning. Attendees were divided into small groups to discuss the three parts of the Standards and provide Plus/Deltas (Strengths / Opportunities for Improvement) as part of a larger discussion of changes and revision of the standards to reflect shared concerns.



Pre- and post-survey data collected and being collected demonstrated some division among attendees centering on:

- (1) Clarity and specificity of language and use of weasel words like “quality” and “effectiveness”.
- (2) Definition of what “online” learning is and how it will be governed in Kentucky.
- (3) Involvement of the districts’ online community (schools that do it) in the discussion and the development of what belongs in the Standards.
- (4) Knowing how to evaluate and assess online faculty and students; how do you know who’s taking the test in an online environment?



Training Opportunities

KDE Alternative Learning is offering limited PD opportunities for districts who would like to receive training on how to design and develop K-12 online courses through Quality Matters and/or AdvancEd. Training is online and available July 1, 2013.

For more information or details, please contact Tara Rodriguez or Toyah Robey at (501) 564-4772.

Interested in posting a short article or notice in this newsletter on digital learning at your school or district? Contact me at

Anthony.Campbell@education.ky.gov for more information.



Closing Gaps: That's what we do!

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**Every child: proficient and
prepared for success ...**



Mission Statement

Provide evidence that digital and blended learning are having an impact on the preparation of all students in Kentucky to graduate college and career ready.

Goals

- To ensure that all students in Kentucky are digital learners and have access to the digital tools and resources available.
- To ensure that online courses are high quality and meet Kentucky digital standards.
- To identify best practices in digital instruction and provide guidance, technical assistance, resources, and training, for Kentucky students, schools, and districts.

Find us on the web: <http://education.ky.gov/school/pages/digital-learning.aspx>

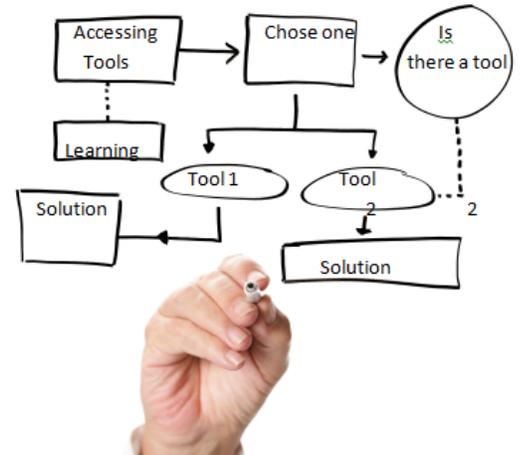
Digital Summit Pre-Meeting Feedback

A survey was posted Tuesday morning before the Digital Summit to solicit initial reaction to the draft version of the Standards and that data is provided below.

The results reveal disagreement in the areas of the Standards, but most centered on the meaning of "effective" and "quality."

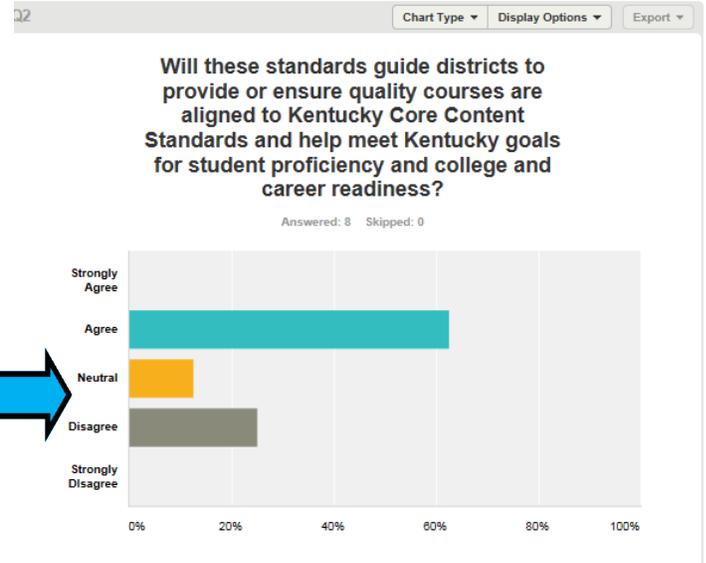
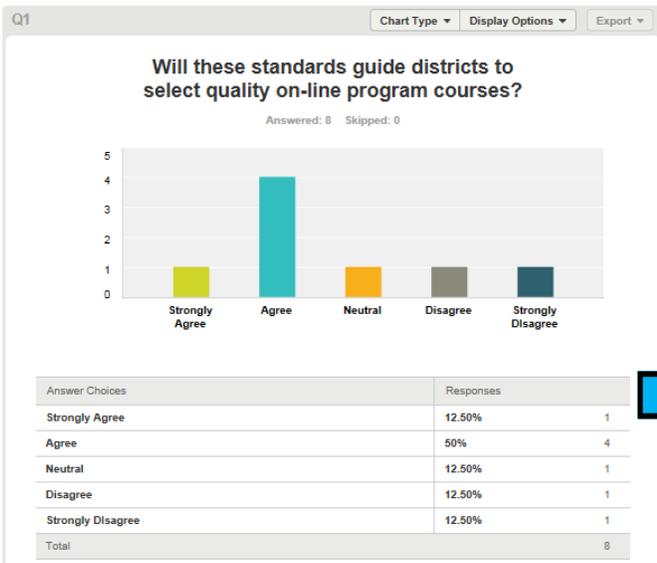
In addition, surveyors wanted greater specificity in assessment terminology and requirements. Noting that standards already existed with other groups, some par-

ticipants were concerned about broadness.

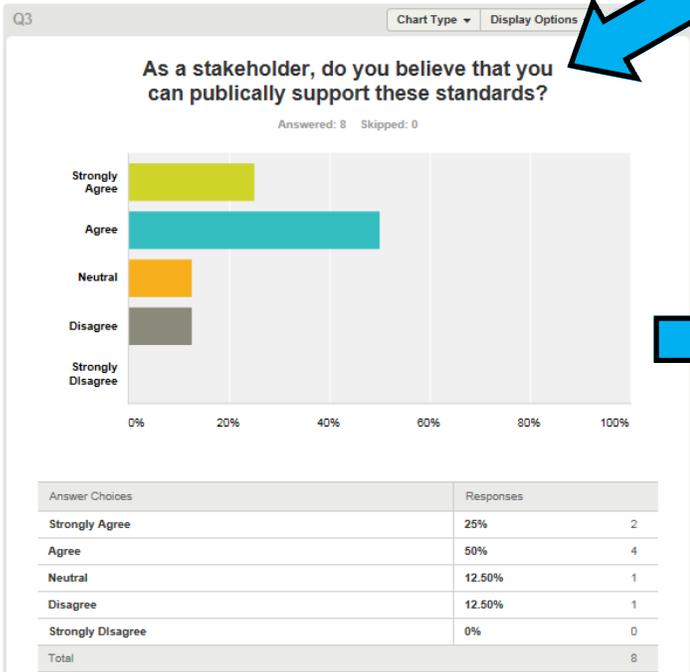


**College and Career
Ready**

Pre-Summit Survey Results



The purpose of the pre-summit survey was to collect initial feedback and reactions going into the survey.



Q4

Export

Are there any areas of the guidelines that need further clarification and or refinement? Please elaborate.

Answered: 8 Skipped: 0

Responses (8) | Text Analysis | My Categories

Categorize as... | Filter by Category

Showing 8 responses

- 4/16/2013 4:17 PM [View respondent's answers](#)
The faculty performance section--there are really not any guidelines for an instructor of an online course rather than they have to be certified in that subject area and go through the training. What makes an effective online instructor?
- 4/16/2013 3:57 PM [View respondent's answers](#)
None that I see right now.
- 4/16/2013 3:39 PM [View respondent's answers](#)
Demonstration is a very dynamic area of the Common Core. This can be difficult to achieve in fully online capacity.
- 4/16/2013 1:45 PM [View respondent's answers](#)
We need to investigate the inclusion of language concerning the use of student results.
- 4/16/2013 12:27 PM [View respondent's answers](#)
Demonstration is a very dynamic area of the Common Core. This can be difficult to achieve in fully online capacity.
- 4/16/2013 1:45 PM [View respondent's answers](#)
We need to investigate the inclusion of language concerning the use of student results.
- 4/16/2013 12:27 PM [View respondent's answers](#)
Need more time to review and process...with discussion points from the group.
- 4/16/2013 10:19 AM [View respondent's answers](#)
N/A
- 4/16/2013 9:41 AM [View respondent's answers](#)
What does "effective" mean? A lot of these guidelines are to make something "effective." That's a very subjective word. We've all worked in education long enough to know that you could label anything "effective" for any number of reasons. I just think these are too nebulous.
- 4/16/2013 9:33 AM [View respondent's answers](#)

Post survey results are posted on page 7.



Q5 Export ▾

How can KDE better support you to implement these guidelines?

Answered: 8 Skipped: 0

Responses (8) Text Analysis My Categories

Categorize as... Filter by Category

Showing 8 responses

- 4/16/2013 4:17 PM [View respondent's answers](#)
- Are these standards for online courses or are these guidelines that would help do a needs assessment of a system?
4/16/2013 3:57 PM [View respondent's answers](#)
- Provide quality PD in the areas of orienting and training teachers for online instruction. Integration with CIITS, assuming it's user-friendly and efficient and/or approved statewide platforms for online instruction.
4/16/2013 3:39 PM [View respondent's answers](#)
- Support and educational support with online learning opportunities and trends.
4/16/2013 1:45 PM [View respondent's answers](#)
- Provide quality PD in the areas of orienting and training teachers for online instruction. Integration with CIITS, assuming it's user-friendly and efficient and/or approved statewide platforms for online instruction.
4/16/2013 3:39 PM [View respondent's answers](#)
- Support and educational support with online learning opportunities and trends.
4/16/2013 1:45 PM [View respondent's answers](#)
- I am not sure I see anything in the standards that would prohibit the misuse of a digital learning platform.
- Who "owns" the student in regard to online learning grades, school based assessment scores, etc.? Does an umbrella process/policy need to be created for each district and approved by their board for participation. As of today, individual approval is passed through the board as to participation and payment with BAVEL, etc. Is there a current process in place for the DPP of each district when sharing instructors/students in place for ease of access? What is the discussion about payment to/from districts?
4/16/2013 10:10 AM [View respondent's answers](#)
- N/A
4/16/2013 9:41 AM [View respondent's answers](#)
- n/a
4/16/2013 9:33 AM [View respondent's answers](#)

The Standards and Plus / Deltas (+ / Δ)

Leadership and Governance : PLUS (+)

Participants offered seven strengths from the Leadership and Governance section of the Standards draft:

- ◆ KDE and state support for online learning, starting point is the hardest thing to do.
- ◆ KDE intends to increase and continue to support on-line learning.
- ◆ Standards already exist and can be found at SREB, iNALOL, and AdvancED— all have clear standards for digital learning
- ◆ KDE welcomes practition-

er's input, discussion, and support of data driven decisions

- ◆ State collaboration exists
- ◆ Some effective PD already exists; Carnegie Units, need more
- ◆ Teachers need training, PD, and credentials for online learning.



Leadership and Governance : DELTA (Δ)

Leadership and Governance: Deltas

- ◆ Data are collected, but not used to guide, facilitate, or evaluate online learning for continuous improvement
- ◆ Have common documented definition of online learning, quality instruction, effective coordination, online courses, and implementation across dis-

tricts

- ◆ EPSB credentials recognition
- ◆ Development of clear policies and processes for online learning.
- ◆ Questions about TPGES for online teachers. Most districts want consistency standard and practices across state
- ◆ Funding

Assessment System: PLUS (+)

- ◆ Liked periodic reviews, but must be defined in guidelines and policy with timelines
- ◆ Schools and districts regularly evaluate, must be spelled out in guidelines and consistent suggestions for policies with definitions.

with state support.

- ◆ Need clarification on monitoring standards
- ◆ How to measure if specific student's needs are tied to teachers evaluation in new system
- ◆ Need system of assessment in place.

Continuous Improvement Plan (CIP) PLUS (+)

- ◆ Community-Parent involvement

Assessment System DELTAS (Δ)

- ◆ Concerns about teacher evaluation and student assessments
- ◆ Need additional definitions
- ◆ Fully integrate direct digital plans

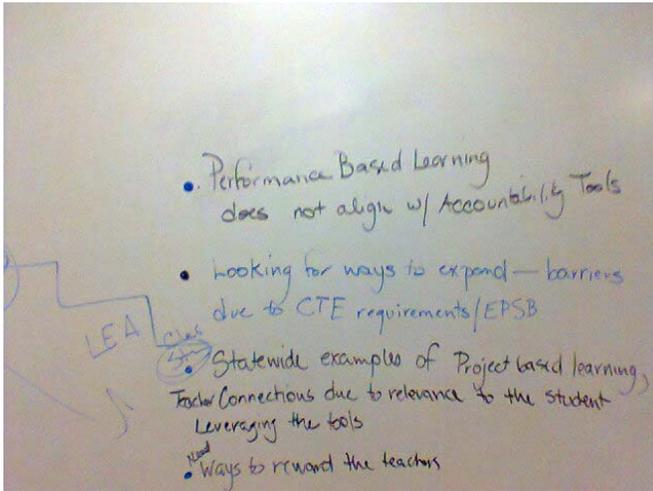
21st Century K-12 Learners Video



Continuous Improvement Plan (CIP) DEL-TA (A)

- ◆ Remove borders of districts not sharing ideas, strategies, and resources
- ◆ Need clarification of continuous improvement and monitoring process

- ◆ Teachers need continuous PD, training, with current and updated information

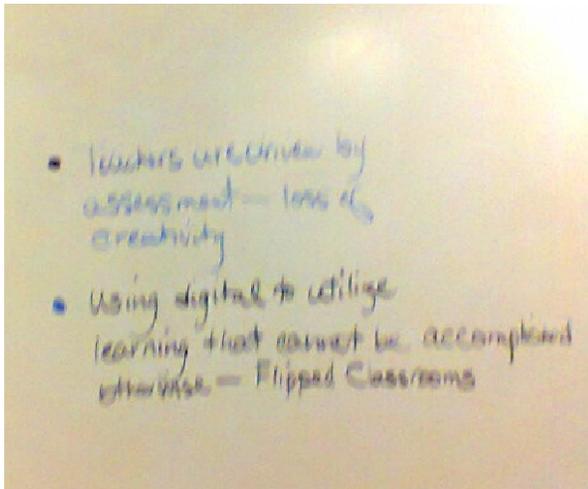


Looking Ahead

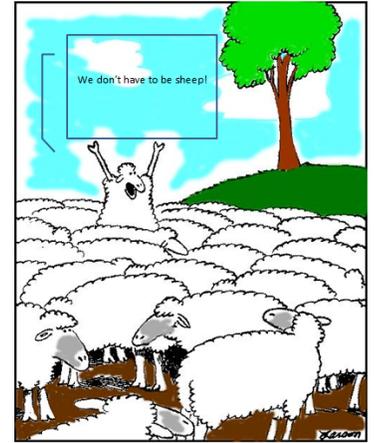
As we move forward from the Digital Summit, what are the next steps? First, we must collaborate to revise the standards for digital and

blended learning.

Second, we must develop standards that meaningfully cover how digital tools and pedagogy function to improve student proficiencies.



21st Century Teachers video



Third, we need to remain unified and committed to the Digital Summit's mission to encourage the use of digital tools and pedagogy that provide effective learning opportunities—validated in assessment data results—and quality education.

Algebra I Pilot Study

Last fall, Digital Learning launched an Algebra I Pilot Study that included a call-out for volunteers who would be willing to participate in and provide survey and assessment data for Algebra I classes that used blended or hybrid digital learning.

The study did not disaggregate classes by the degree or type of digital tools used, but simply sought, as a design of concept study, to see the impact of any kind of digital tool(s) on learning outcomes (i.e. survey data and test results). Although the data that came in from the first to second terms were spotty, it did show a shift in grading

patters within the classes that have reported multiple data points.

Analysis of survey results from students required sorting and ordering of comments; however, the results demonstrated positive feedback from students with over 80% preferring digital tools—especially laptops and gaming applications—as part of their learning and almost 90% stating that these tools enhanced learning.

On test results, grading patterns shifted as fewer students received failing grades in second term assessments with the most dramatic shift occurring between students who earned Bs and As. On average the number of As increased, and the number of Bs decreased slightly.

If we compared scores between the blended and traditional Algebra I classes, we might see additional gains. More info will be posted on this pilot study as it concludes next month.

Digital Pedagogy

Simply put, digital pedagogy refers to using digital tools to teach any lesson effectively. Tools such as iPods, laptops, SmartBoards, or online programs are not substitutes for teaching; they are aids that you use to engage students.

During the Digital Summit, digital pedagogy was mentioned as a key point for how schools and districts need to approach digital tools. They're only effective if teachers know how to use them to supplement their teaching.

Don't know how to use a digital tool? Training and professional development are vital to effective use of technology, and this includes teaching students how to use it too.

Attendees for the April 17th Digital Summit

KDE Staff: Toyah Robey, Tom Edgett, Tara Rodriguez, Tony Campbell, Melissa Ferrell, Amy Jacobs, Neil Watts, Paula Goss

Barren County: Benny Lile, Phil Napier, Melinda Owens

Fayette County: Jeffrey Jones

Hardin County: Tim Maggard, Teresa Morgan

Jefferson County: Jana Hickey, Jerry Keepers, Artie Dietz

Kenton County: Ed Bonhaus, Gerald Turner

KET: Lynda Thomas, Brian Spellman

Madison County: Bob Moore

Mason County: Sean Jackson, Pam Stewart

Morehead State: Krys Lynam, Rachel Joe Rogers-Blackwell, Dr. Perry

Scott County: Jeane Biddle

Taylor County: Connie Wise, William Mattingly

Woodford County: Liz Pritcher

Literacy Pilot Study Under Consideration

Digital and Blended Learning is in the process of beginning a Literacy Pilot Study for the fall semester. Meeting initially with KDE and content specialists, the proposed Literacy Study will likely study how digital tools can impact and affect student proficiencies in writing, readings, speaking, listening, and critical thinking.

Part of Senate Bill 1, Literacy is a subject that crosses the curriculum and is reflected in all subjects, not just language arts..

Digital and Blended Learning will be seeking volunteers who use digital tools to study the impact of technology on student proficiencies.

Design of the study would include using control groups (classes that use no significant technology) and groups that use and implement technology as part of the class delivery system and students who use digital tools to engage and create.

If your district or school is interested in participating in a Literacy Pilot Study, contact Tony Campbell at KDE, Anthony.campbell@education.ky.gov or at 502-564-4776. for more information.

17 Technology Terms That you Really Ought to Know

1. MOOC (Massive Open Online Course)
2. Gamification
3. Asynchronous Online Learning
4. Synchronous Online Learning
5. Blended learning
6. Differentiated learning
7. eBooks
8. Flipped Classroom
9. Individualized Learning
10. Electronic Classroom
11. Instructional Technology
12. OER (Open Educational Resources)
13. Virtual Classroom
14. Personalized Learning
15. Online Lab
16. Moodle
17. Digital Storytelling



Post-Summit Survey Results

1. Was the purpose of the Summit clearly communicated?

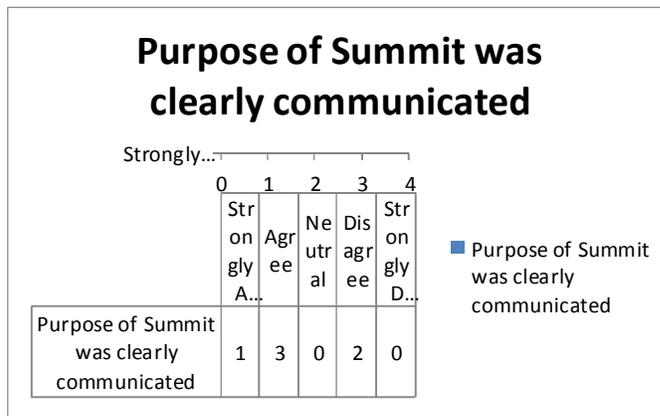
Strongly Agree: 16.7% (1)

Agree: 50% (3)

Neutral: 16.7- (0)

Disagree: 16.7 (02)

Strongly Disagree: 0.0 (0)



2. The Plus/Delta activity for proposed Standards was:

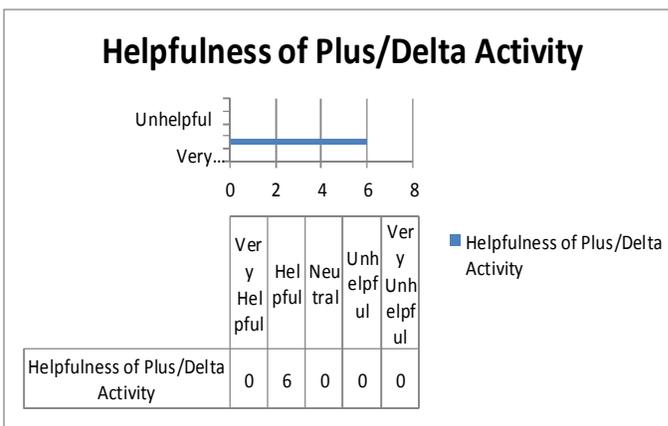
Very helpful: 0% (0)

Helpful: 100 (6)

Neutral (no opinion) 0.0 (0)

Unhelpful: 0.0 (0)

Very unhelpful 0.0 (0)



3. The KDE training opportunity for staff development focused on instruction and curriculum development will be beneficial for me and or my staff.

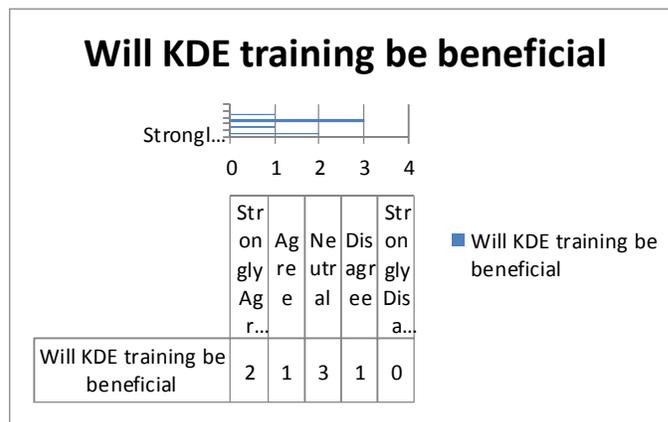
Strongly agree: 33.3% (2)

Agree: 16.7% (1)

Neutral (no opinion) 33.3 (2)

Disagree: 16.7 (1)

Strongly Disagree 0



Closing gaps ... that's what we do.

Assessment Fairness

