KENTUCKY DEPARTMENT OF EDUCATION STAFF NOTE

Topic: 704 KAR 8:090, Required Kentucky Academic Standards for Technology (First Reading)
Date: June 2020
Action Requested: ☒ **Review** ☐ **Action/Consent** ☐ **Action/Discussion**
Held In: ☒ **Full Board** ☐ **Curriculum, Instruction and Assessment** ☐ **Operations**

SUMMARY OF ISSUE BEFORE THE BOARD:

To review proposed new administrative regulation 704 KAR 8:090, required Kentucky Academic Standards for Technology.

APPLICABLE STATUTE OR REGULATION:

KRS 156.070, 156.160, 158.645, 158.6451, 160.290, 156.850, 704 KAR 3:305

BACKGROUND:

Existing Policy:

KRS 156.160 requires the Kentucky Board of Education (KBE) to establish courses of study for the different grades and kinds of common schools, with the courses of study to comply with the expected goals, outcomes and assessment strategies developed under KRS 158.645, 158.6451 and 158.6453. KRS 156.070 (1) requires the KBE to manage and control the common schools and all programs operated in the schools. KRS 160.290 authorizes local boards of education to provide for courses and other services for students consistent with the administrative regulations of the KBE.

The revised and renamed *Kentucky Academic Standards (KAS) for Technology* address requirements listed in 704 KAR 3:305, Minimum High School Graduation Requirements and the Individual Learning Plan (ILP). 704 KAR 3:305, Section 3 (1) establishes the minimum high school graduation requirements necessary for entitlement to a public high school diploma, which among other requirements, endorses a student's demonstrated performance-based competency in technology.

Summary of Issue:

The technology standards writing team held their initial meeting on May 2 in Frankfort with the remainder of the process completed virtually. The team was driven by the goal that all students graduate from high school with the knowledge and skills needed to become successful lifelong learners and productively engaged citizens. The writing team envisioned standards that would afford students the opportunity to engage in becoming empowered as a learner, constructing new meaning and new knowledge, digital citizenship, computational thinking, problem-solving,

communication and collaboration through demonstrated student technology skills. To achieve this, the team envisioned standards that:

- initiate cross-curricular connections to enhance the understanding of learning through digital technology skills and concepts;
- establish a continuum of technology competencies for K-12 (to be demonstrated);
- provide opportunities for all students to engage in learning through technology experiences and promote advanced demonstration of technology competencies (and digital skills) to prepare them for future success; and
- prepare students to address a critical workforce need related to technology knowledge, skills and application.

The standards framework consists of seven main concept areas: Empowered Learner, Digital Citizen, Knowledge Constructor, Innovative Designer, Computational Thinker, Creative Communicator and Global Collaborator.

Each concept within the standards outlines what a student should know and be able to do independently by the end of each grade band (K-2, 3-5, 6-8 and 9-12), which provides a K-12 continuum and sequential framework for instruction.

This new administrative regulation establishes the new content standards and incorporates by reference the *KAS for Technology* (see attachment).

Budget Impact:

State funds allocated for standards development were used to create these standards for an average cost of $15,000.00 thus far, which includes staff time. Staff time for future development of resources has been planned for already, after final approval of the *KAS for Technology*.

GROUPS CONSULTED AND BRIEF SUMMARY OF RESPONSES:

The development of the standards relied heavily on expertise from the field, informed by business and industry as well as international and national organizations with education technology leadership, which afforded these partners an active role in guiding the work.

The standards also were informed by feedback from the public through a public comment survey as well as through other groups consulted. The public's feedback provided an overall 98% approval rating. Of the respondents, 68% were teachers, 21% were administrators, 10% were parents/guardians and 1% represented higher education. Thirty-three percent of the survey respondents provided constructive feedback that was used/considered to make adaptations/amendments.

The regulation will go before the Local Superintendents Advisory Council (LSAC) at its May 26 meeting. Comments from this group should be received prior to the June KBE meeting.

Additionally, the School Curriculum, Assessment and Accountability Council (SCAAC) will review the proposed regulation at its July 21 meeting.

Other Groups Consulted:

- Students and teachers
- Chief information officers (CIOs) who represent education technology at the district level and receive feedback from the superintendent and other district leadership
- Kentucky's digital learning coaches
- Education technology vendors and partners
- KDE Commissioner's Student Advisory Council
- Kentucky Society for Technology in Education (KySTE)
- Local Superintendents Advisory Council (LSAC)

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Interim Commissioner of Education

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