Kentucky Department of Education
Our Children, Our Commonwealth

Kentucky Academic Standards for Technology

Kentucky Board of Education Meeting

June 2020

June 3, 2020

Standards and Regulation

- **704 KAR 8:090**

  Kentucky Academic Standards for Technology (New Administrative Regulation)

Timeline

- **March 2019**
  - Invitations to writing team committee members were accepted.
- **May 2019**
  - **May 2:** First writing committee meeting with writing teams and oversight team to develop standards architecture and individual standards.
  - **May 16:** First virtual meeting to develop smaller writing teams based on grade levels and standards concepts.
- **June 2019**
  - Virtual writing team meetings with grade levels and standards concepts.
- **July 2019**
  - **July 1:** Virtual meeting with oversight team to review the work of the writing team.
  - **July 16:** Virtual meeting with oversight team with recommendations for writing team.

Timeline (Cont.)

- **August 2019**
  - **Aug. 14:** Virtual meeting with writing team to review the oversight team's recommendations.
  - **Aug. 23:** Virtual meeting with writing team groups to revise the standards.
- **October 2019**
  - **Oct. 21:** Form released to gather public comment.
- **November 2019**
  - **Nov. 25:** Virtual meeting with oversight team to review public comment.
- **December 2019**
  - **December 12:** Virtual writing team meetings to use the feedback from the oversight team, along with public comments, to revise the standards.
- **January 2020**
  - Draft standards finalized based on feedback collected during focus group.

Writers' Vision

▶ The writing team envisioned standards that would afford students the opportunity to engage in critical thinking, computational thinking and problem-solving through computer science. The writing team wanted standards that would:

- Initiate cross-curricular connections to enhance the understanding of learning through digital technology skills and concepts;

- Establish a continuum of technology competencies 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.
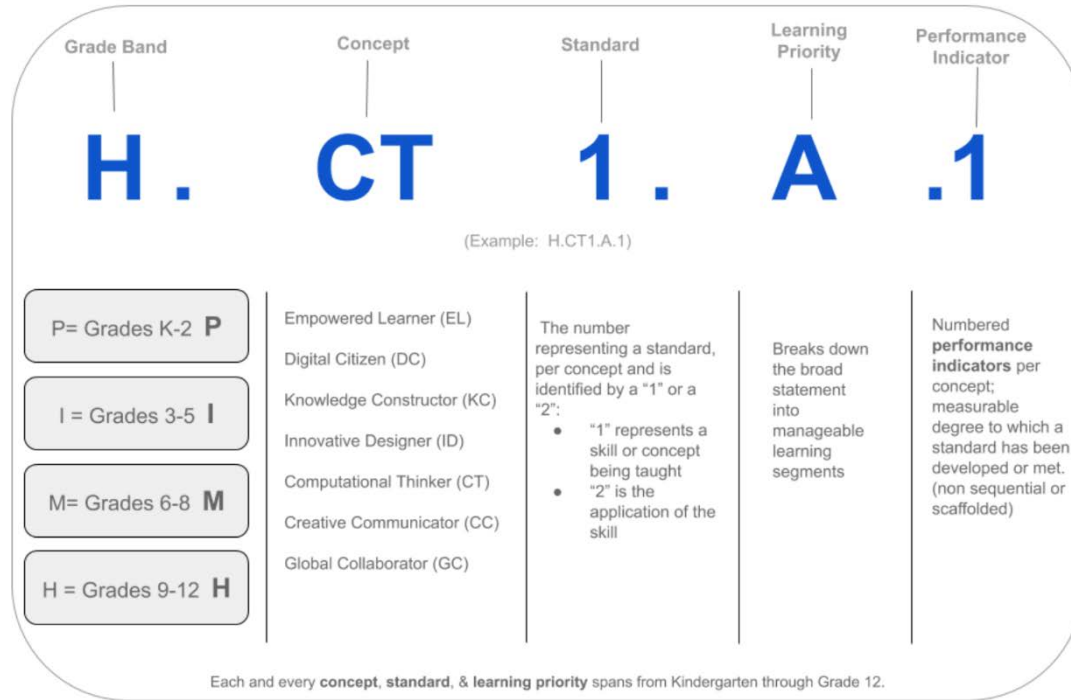
The Architecture

- Organized into five components:
  - Grade Band
  - Concept
  - Standard
  - Learning Priority
  - Performance Indicator

7

Grade Band Overview … Coming in 2nd reading

PRIMARY (K-2)

The technology standards at the primary level provide an entry-point into necessary knowledge, skills and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

Application of the technology standards at the primary level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

INTERMEDIATE (3-5)

The technology standards at the intermediate level continue to lay the foundation of necessary knowledge, skills and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

Application of the technology standards at the intermediate level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

MIDDLE (6-8)

The technology standards at the middle school level expand upon the framework of necessary knowledge, skills and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

Application of the technology standards at the middle school level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.

HIGH (9-12)

The technology standards at the high school level serve as a culmination of the necessary knowledge, skills and competencies that equip students for a successful future. This goal requires the understanding of content that helps: empower learners, create responsible digital citizens, facilitate knowledge construction, design and innovate for learning, think computationally, communicate creatively and collaborate with a global mindset.

Application of the technology standards at the high school level should focus on active learning and integrating the identified skills into other disciplines. These standards provide a clear progression of skills and students develop a broad conceptual understanding of technology. All content teachers should provide opportunities for students to apply the skills and knowledge identified.
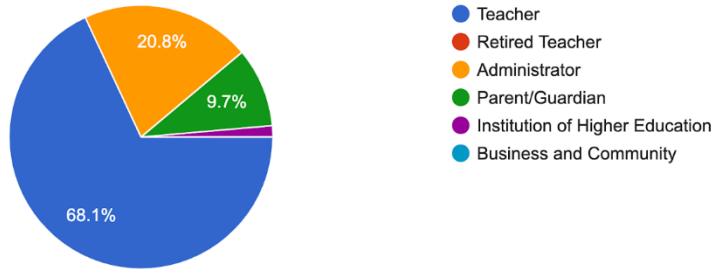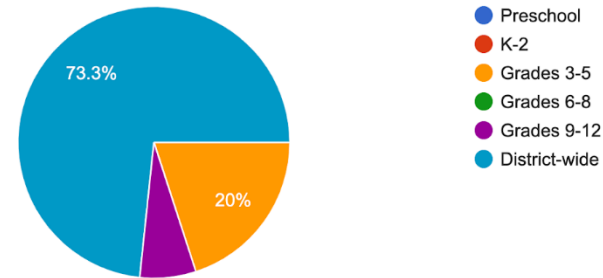
Public Comment Results

Which role best describes your affiliation with Kentucky public schools?
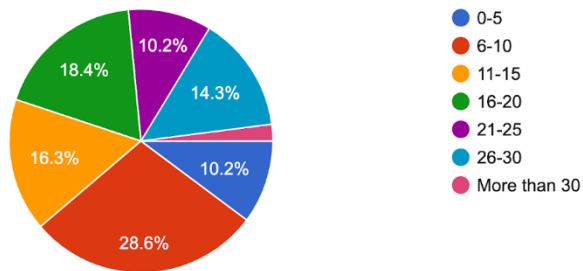
72 responses

- Teacher
- Retired Teacher
- Administrator
- Parent/Guardian
- Institution of Higher Education
- Business and Community

68.1%
20.8%
9.7%

For what area are you currently an administrator?

15 responses

- Preschool
- K-2
- Grades 3-5
- Grades 6-8
- Grades 9-12
- District-wide

73.3%
20%

How many years teaching experience do you have?

49 responses

- 0-5
- 6-10
- 11-15
- 16-20
- 21-25
- 26-30
- More than 30

10.2%
18.4%
16.3%
28.6%
10.2%
14.3%

- 98% approval of the *KY Academic Standards for Technology*
- Feedback resulted in minor adjustments to grammar, punctuation and alignment with other standards

Public Comment Results
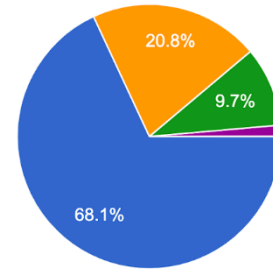
Legend:
- Teacher
- Retired Teacher
- Administrator
- Parent/Guardian
- Institution of Higher Education
- Business and Community

Pie chart values: 68.1%, 20.8%, 9.7%

Codified Responses:
- Accept As Is: 39%
- Suggestions: 33%
- Age, Grade or Ability Level Appropriateness: 3%
- Not Applicable/Opinion: 22%
- Curriculum Comment: 3%