



# Innovate Educate Empower

## Annual Report 2012

September 1, 2011 — August 31, 2012



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[www.foothill.edu/kci/](http://www.foothill.edu/kci/)



# KRAUSE CENTER FOR INNOVATION

## Annual Report 2012

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### EXECUTIVE SUMMARY

#### Innovate – Educate – Empower

Since 2000, the Krause Center for Innovation (KCI) has provided critical resources for educators, with an emphasis on applied technologies to enhance teaching and learning. The KCI's classes and programs employ cutting-edge tools and methodologies to advance subject matter knowledge, technological expertise, and professional development so that teachers are better prepared to teach and students are more engaged and better equipped to learn. Its programs focus on 21st-century learning skills—creativity and innovation, critical thinking and problem solving, communication and collaboration—with the goal of transforming teaching practices and integrating technology into every level of curriculum.

In 2011 - 2012, the KCI designed, developed, and enhanced a number of programs and events to motivate, challenge, and inspire diverse educators and future leaders. Highlights of the year include:

#### MERIT (Making Education Relevant and Interactive through Technology)

The yearlong, donor-funded, technology-focused education program featured an intensive Summer Institute attended by 47 educators: 39 from California, and six from Washington, Utah, Ohio, Maryland, and Florida, and two from Italy. Two instructional team members joined us from Hawaii. Teacher participants were exposed to digital media technologies, online tools, and open educational resources as potential classroom tools, and developed ongoing collaborative projects. Based on participant feedback, Institute goals were met or exceeded. For example, participants improved their confidence level to choose and use technology by 55% from 38% (pre institute) to 93% (post institute). To further assess the results of MERIT, The KCI has initiated a two-year longitudinal evaluation with Applied Research Survey, an outside research consultant.

#### FAME (Faculty Academy for Mathematics Excellence)

Thanks to philanthropic support, KCI offered this professional development program for middle school mathematics teachers for the third year. Thirty-six mathematics teachers from Santa Clara and San Mateo counties took part in an intensive summer program designed to increase content knowledge and promote technology to enhance the teaching and learning of mathematics. All of the teachers are recruited from schools with significant numbers of English Language learners and low-income families to help their students be better prepared to take algebra in the eighth or ninth grade.

## **FASTtech and Community Education Classes**

Over 800 people took FASTtech courses throughout the 2011-2012 academic year. KCI instructors are in the process of converting more of the traditional classes to online, and there is a project underway to create new curriculum to keep up with the changes in technology. Additionally, the KCI is expanding its community education program and as a result has launched a series of classes for middle and high school students that are technology oriented, hands on and fun.

## **Custom Professional Development Programs**

After the success in 2011 of the custom professional development program, based on the MERIT model, conducted for El Crystal School in the San Bruno Park School District, the KCI has continued to engage with individual schools and districts to provide custom professional development and technology consulting solutions. Custom programs are underway with Loma Prieta School District, Egan Middle School (Los Altos District), and Parkside Intermediate School (San Bruno Park). Additional schools and districts are contacting the KCI for these critical professional development services.

## **Final Thoughts**

Overall 113 educators from 29 regional school districts took part in KCI intensive professional development programs during 2011-12 year, with an immeasurable impact on well over 16,000 students in elementary, middle, and high school, particularly English learners, underrepresented minorities, and students from low-income families. In addition, over 800 teachers took short FASTtech classes focused on specific technology skills. The goal of the KCI is to identify and help educators incorporate the technological tools that will allow their students to learn, thrive, and succeed.

If you have questions or comments about the 2011-12 KCI annual report, please contact any member of the KCI Leadership Team:

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## INTRODUCTION

### **Innovate, Educate, Empower**

The Krause Center for Innovation at Foothill College (KCI) has served the professional development needs of K-14 teachers, administrators, and educational leaders since 2000. The vision of the KCI is to be the premier educational technology professional development center for educators working in every role at any level. The mission of KCI is to develop and provide excellent professional development courses and programs for educators in K-14 systems, training them in innovative educational technology solutions that promote meaningful teaching and learning for today's students.

The KCI focuses on innovation through educational technology, with an emphasis on science, technology, engineering and mathematics (STEM) education. Through its professional development, the KCI provides practical experience in integrating media-rich, Web, and computer-based technologies into the curriculum. By applying its three core values—innovate, educate, and empower—the KCI prepares educators to pass their enhanced knowledge and abilities onto their students to improve student engagement and learning outcomes.

## OVERVIEW OF KEY KCI PROGRAMS AND EVENTS

In the report period September 1, 2011 – August 31, 2012, KCI used donations from individuals and foundations, along with support from Foothill College, to design, develop, and implement the following professional development programs and events:

- **MERIT** (Making Education Relevant and Interactive through Technology)
- **FAME** (Faculty Academy for Mathematics Excellence)
- **FASTtech** classes
- Custom Professional Development programs
- Globaloria Professional Development Partnership
- Community Education program
- Events: ShiftEd 2012 and Adobe Day

## PROGRAM DESCRIPTIONS & OUTCOMES

### **MERIT (Making Education Relevant and Interactive through Technology)**

*"If I had to describe to someone what I got out of MERIT, I would say that I feel more confident about educating 21st century learners. While I knew what I had to do, MERIT instilled in me the ability to pull it off for my students."*

MERIT is the KCI's premier research-based, educator development program. It is designed to help teachers bolster their curriculum with technology-enhanced learning activities to motivate, challenge, and inspire diverse learners and future leaders. The MERIT program uses qualitative and quantitative measures to determine if a well-trained teacher using engaging technology can improve student learning. Participants have the opportunity to learn to use and contribute to a variety of resources for collaboration and are required to design projects that not only provide dynamic learning experiences for their students but also create resources that will be of value to other teachers and students near and far. MERIT is a yearlong program that starts each spring quarter, includes a two-week intensive summer institute, and continues with follow-up classes in the fall and winter quarters.

## MERIT 2012 PROGRAM

*"This has been one of the best experiences I have had as an educator. It reached me on an emotional level, a logical level and has created a new way of how I will approach what I do. I will take what I do to another level and reach out beyond my classroom."*

MERIT 2012 is designed to create a technology-focused professional development experience for educators to transform teaching and learning in the classroom and school site. The two-week intensive Summer Institute was held July 16–27 at the KCI.

The MERIT 2012 cohort comprises 47 teachers: 39 from California, and six others from Washington, Utah, Ohio, Maryland, and Florida, and two participants from Italy. In addition two instructional team members joined us from Hawaii. The data in this report is based on the California teachers only (n=39).

MERIT Teachers by Grade Level	
11	High School
15	Middle School
13	Elementary School
39	Total

MERIT Teachers by County	
27	Santa Clara
6	San Mateo
4	Santa Cruz
1	San Francisco
1	Alameda
39	Total

Frequency of Middle and High School Subject Areas Taught by MERIT Teachers	
10	English
2	Library Science
3	Math
3	Science
10	Social Studies
5	Technology
2	World Languages

Number of MERIT Teachers Participating as a Team from Same School Site	
School	District
4 Branciforte Middle School	Santa Cruz City Schools
3 Stocklmeir Elementary	Cupertino Union School District
3 Junipero Serra High School	Archdiocese of San Francisco
2 Crocker Middle School	Hillsborough City School District
2 Ocala Middle School	Alum Rock School district
2 Dartmouth Middle School	Union School District
2 Monta Vista High School	Fremont Union High school District
2 Rosemary Elementary	Campbell Union School District
2 St. Leo the Great School	Diocese of San Jose

### Beyond Borders: MERIT Builds Reputation Outside California

Expanding the geographic reach of the KCI allows the primary audience of California teachers to see what teaching and learning looks like in a global context. Two years ago was the first time MERIT selected teachers outside Silicon Valley to participate. Continuing the trend, eight non-California teachers joined MERIT 2012: two from Florida and one each from Ohio, Maryland, Utah and



Washington. And for the third year, two teachers from Italy have also participated. Additionally, two MERIT 2010 graduates from Hawaii returned to join the instructional team. The mix of national and international teachers has generated plans for activities that will have students in Silicon Valley working with their peers around the world. The non-California teachers provided their own financial support to participate in MERIT and were not awarded college credit or stipends paid by donations to the KCI.

*"It has been a wonderful experience for me. I am so glad to have been allowed in as someone who is not from California. This Institute is easily one of the top 3 most influential things I have ever done in regards to impacting my instructional practice. I am psyched to get back into the classroom and take my teaching to the next level!"*

### MERIT 2012 PROGRAM GOALS AND OUTCOMES

MERIT is a yearlong program that includes ongoing professional development beyond the Summer Institute through the academic year. Teacher participants will continue to develop their skills while creating student-centered classroom projects that use digital media. MERIT teachers are responsible for producing multiple projects to ensure that what they learn is integrated into their curriculum planning and courses throughout the school year. Teachers are required to report on their progress and continue to receive feedback from KCI instructors, peers, and even students on how to continue to improve. The MERIT leadership team provides explicit training on how teachers can share their new expertise with colleagues at their schools, districts, and conferences.

The MERIT 2012 goals are listed below followed by a brief analysis of the results of evaluation data collected from participants before and after the Summer Institute.

#### Goal 1. Integrate technology into the learning environment that enhances student engagement

One key measure of the MERIT Summer Institute's success is the confidence level of the participants to choose and use technology in the classroom. The post-summer survey indicates that teachers feel they are better able to integrate technology into the learning environment. Participants were asked to rate statements about their knowledge or ability to use educational technology before and after the Summer Institute using a 5-degree scale from "strongly disagree" to "strongly agree."



Among the many survey items, the two following statements elicited very positive responses:

- I know how to choose technologies that enhance the teaching approaches for a lesson or unit of study
- I can choose technologies that enhance student learning for a lesson or unit of study

For the first statement, participant improved their confidence level by 55% from 38% (pre institute) to 93% (post institute) agreeing or strongly agreeing that they know how to choose technologies that enhance teaching approaches. For the second statement, participant confidence also significantly increased from 42% (pre institute) to 98% (post institute).

Another survey question asked, What are one or two ideas you learned from the MERIT Summer Institute that you feel you will most likely apply or use in the next school year? The following responses are typical:

*"Technology is an enormous aid in renewing teaching methods. When a teacher knows the subject matter and has the correct method of communicating this information (using multimedia) he/she is not only a good teacher but an excellent one."*

*"I hope to use a lot of the tools in my classroom this upcoming school year, but my focus will be having students build an ePortfolio through their own Google Site, and through their portfolio they will integrate their presentations, videos, use of Google Apps, and Edmodo. From there I hope to expand and keep building upon what I envision for the students and myself as we take this journey together."*

### **Goal 2. Create technology-enriched, student-centered learning projects that improve learning outcomes**

One of the centerpieces of MERIT is having participants develop projects they will have their students implement. Video making was a novel technology for the majority of 2012 MERIT participants, who each received a Samsung video camera to create projects as part of the professional development curriculum. They were encouraged to create a project for their students using video as part of the lesson. As a result of MERIT, numerous teachers intend to implement video projects with their students. One participant stated, *"I plan to use short videos as a hook. The power of videos as a learning tool—Kids making these videos will have fun making the videos. It's like I'm going to be sneaking in the learning and it's just such a great motivator."* MERIT participants will continue developing student-centered learning projects throughout the academic year in order to complete the program requirements.

### **Goal 3. Analyze the efficacy of innovative technologies, such as open educational resources and emerging technologies, for teaching and learning**

Critical thinking is essential to effectively analyze, select, and use open educational resources. When participants were asked to rate their ability to think critically about how to use technology in the classroom, the majority of responses rated critical thinking ability as either "neutral" (27 percent) or "agree" (33 percent) before the Summer Institute. After the Institute, the responses shifted up the scale approximately one level to 27 percent "agree" and 69 percent "strongly agree."



MERIT teachers have also easily adopted the use of open educational resources (OERs) and are actively contributing their own lesson plans and projects to Lessonopoly, an OER that Silicon Valley Education Foundation has created for the educational community in the Bay Area. Here is one example:

“The lesson I shared on [Lessonopoly](#) is one of the science investigations from our district science adoption. I tweaked the original lesson into an inquiry based learning activity, as well as integrating some of the Common Core standards. The lesson is on separating mixtures with different tools. Rather than telling students what they need to do, students have to come up with the procedure for the activity and justify their reasoning behind why their procedure is the best way to get back all the materials in the mixture.”

### **Goal 4. Evaluate the effectiveness of educational technology projects on teaching practice and learning outcomes**

In the MERIT pre institute survey, participants were asked to rate their ability to “evaluate the effectiveness of educational technology projects on learning outcomes.” The majority of responses fell into the disagree category (24 percent) and neutral category (38 percent) Again the results of the post institute survey are gratifying: 53 percent were in the “agree” category and 41 percent were in the “strongly agree” category.

### **Goal 5. Foster collaboration within the MERIT cohort, the teacher’s school site, and other academic venues in the nation and world**

Participants and instructors used a social collaboration website, Collaborize Classroom, to chat, blog, post, respond, download, and share resources to build a strong professional learning network beyond the borders of their school sites. The collaboration site is critical and allows participants to continue direct dialogue and to share resources with one another after MERIT. The majority of respondents rated the quality of the Collaborize Classroom resource as “very good” (29 percent) or “excellent” (60 percent).

In terms of helping other teachers within their school site or district to combine content, technologies, and teaching approaches, most (69 percent) rated their ability before MERIT as “neutral” or lower. The responses after the Summer Institute show significant positive change, in which 38 percent “agree” and 53 percent “strongly agree” that they possess the ability to help their peers.



While MERIT encourages a high level of collaboration, this year the participants had a chance to learn from past MERIT graduates at MERIT-Con, a mini conference within the Summer Institute, where the participants choose sessions led by MERIT graduates. This event helps frame what a possible future can be when the participants return to the classroom. Overall they come away from MERIT-Con inspired by their peers to embrace change.

*“I loved hearing from real teachers using these ideas in their classroom and having the opportunity to pick their brains about what worked and what didn't work and why. I especially enjoyed hearing from MERIT graduates.”*



*"Getting to be in small groups to hear in-depth descriptions about how people are using technology in a myriad of ways was fantastic!! All of it was fantastic."*

### FAME (FACULTY ACADEMY FOR MATHEMATICS EXCELLENCE)

*"This was the best professional training I have attended. The faculty and the support staff were extremely helpful and made the whole program fun."*

The Faculty Academy for Mathematics Excellence (FAME) is a yearlong professional development program for middle school mathematics teachers designed to increase student achievement in pre-algebra and algebra courses, reduce the achievement gap, and promote the use of technology to enhance the teaching and learning of mathematics. Teachers are recruited from San Mateo and Santa Clara county schools with significant numbers of English language learners (ELL) and low-income families to help their students be better prepared to take algebra in the eighth or ninth grade.



FAME 2012 is the third time the KCI has presented this program, thanks to a generous grant from the Silicon Valley Community Foundation and support from private family foundations. The FAME Leadership Team is made up of Professor in Residence Steven McGriff, Ph.D.; KCI Executive Director Gay Krause; and an instructional team led by Jivan Dhaliwal, math program coordinator from the Santa Clara County Office of Education.

The FAME instructional team selected 36 mathematics teachers to participate in the two-week, intensive summer professional development program in July. FAME is designed to deepen teacher participants' math knowledge, expand their repertoire of mathematics instruction strategies, and help them integrate technology into their teaching practice. Topics include how to use computer and Internet technologies (e.g., GeoGebra, spreadsheet software, and virtual manipulatives) to support the challenging math topics covered in the program. In the 2012-2013 academic year, FAME includes four follow-up sessions to support the teachers as they implement new math teaching strategies. While FAME has always had a technology component, in 2010 and 2011, the curriculum focused on specific math concepts in the morning sessions and then illustrated how technology could support those concepts during the afternoon session. In 2012 the FAME instructional team went to the next level and completely blended the technology throughout the curriculum and daily schedule.

FAME 2012 included teachers representing school districts in Santa Clara and San Mateo counties with high populations of students who are underrepresented in college math and science courses.

FAME Teachers by County	
26	Santa Clara
10	San Mateo
36	Total

Number of Teachers from Same School Site		
School	District	
2 Bernal Intermediate	Oak Grove	
2 Bernal Intermediate	San Mateo—	
2 Bayside STEM Academy	Foster City	
2 Ascencion Solorsano MS	Gilroy Unified	
Sunnyvale Middle	Sunnyvale	
2 School	Elementary	
2 Fisher Middle School	Alum Rock	
3 Monroe Middle School	Campbell Union	
2 Herman Intermediate	Oak Grove	

## FAME 2012 PROGRAM GOALS AND OUTCOMES

The vision of the FAME teacher professional development program is to transform teaching practices to increase student achievement in middle school pre-algebra and algebra courses in San Mateo and Santa Clara counties so that students are prepared to take college-track math classes in high school. FAME seeks to accomplish this vision through five goals.

### Goal 1. To increase teachers' content knowledge and teaching skills in key pre-algebra and algebra concepts, such as proportional reasoning, linear relationships, functions and graphs, and problem solving

FAME assesses the impact of the summer institute and follow-on sessions regarding teacher's mathematics content knowledge using a math content knowledge survey before and after the summer institute. Over the three summer institute's (2010, 2011, and 2012), FAME participants have increased their math content knowledge. More importantly, those who scored below the median on the pre-test made the highest gains on the post-test. For example, those in the FAME 2012 who scored below the median on the pretest had a 7.5 point gain on the posttest. Those who scored above the median in the pretest still made gains, but the improvement was only 2.4 points. This is to be expected since this group came into the summer institute with a higher level of mathematics skills. Another positive finding is in regards to content mastery: for the 2012 cohort, gains were made from pre- to post-test in the number of participants who got a perfect score on specific sections of the test.



Goal 1 also addresses teaching skills, teacher beliefs and attitudes. Self report surveys are used to assess the potential impact of the program on teachers' instructional practices. After the FAME 2012 Summer Institute, 9 of 23 teachers reported they will specifically use math manipulatives, as characterized by this quote, "...I will use manipulatives more often, both physical ones and virtual ones. Before, I only knew 1 or 2 ways to solve problems and now I know several ways to solve problems (ratios, proportions, percents, integers, fractions, etc.)"

Respondents also reported a desire to use “math talks,” rich math problems, and inquiry based teaching as new methods for reinforcing mathematics concepts.

A FAME participant wrote,

*“The Institute provided a safe environment that allowed the participants to feel comfortable taking risks in regards to trying new math concepts.”*

### **Goal 2. Promote and encourage the use of technology in instruction to support and enhance mathematics teaching and learning**

This goal and its counterpart, Goal 3, are the heart of the FAME program. In the post-summer institute survey, teachers reported a greater level of confidence in using technology in math instruction. The average rating increased from 2.5 points to 4.3 (out of 5). Ongoing program evaluation over the academic year should reveal more positive change on the use of technology.

### **Goal 3. Increase the use of technology for visualization and multiple representations of pre-algebra and algebra concepts**

Goals 2 and 3 are tightly linked. Teacher-participants’ use of technology in instruction and their use of technology for visualization of content are assessed using a pre and post-program, self-report survey. The data reported below is from the post-summer institute survey and indicates the teachers’ intentions for increasing use of visualization and multiple representations of mathematics concepts. Ongoing program evaluation over the academic year should reveal more.

In the post summer survey, respondents indicated a significant change in their knowledge of how to use virtual manipulatives, such as the National Library of Virtual Manipulatives (<http://nlvm.usu.edu>), from an average rating of 2.3 to 4.4 (out of 5). Similarly, a change of nearly 2 points occurred in their knowledge of how to use spreadsheet software, like Microsoft Excel and Google Spreadsheets, from 2.0 to 3.8 average rating.

One FAME participant wrote:

*“Fame has reinforced the importance of making math conceptual for students and that technology is an important part of our students’ lives which they need to be skilled in.”*

### **Goal 4. Guide teachers to make connections between school mathematics, the California Mathematics Content Standards, the California Common Core State Standards, and the ELD standards**

This goal is designed to guide the teacher to make connections between the content and two sets of standards and will be assessed throughout the program using a combination of strategies, such as self-report survey data and reflective discussion during academic year follow-on sessions. Participants have used Common Core State Standards in program discussion and assignments and are improving their lessons with references to the California Mathematics and Common Core standards. In addition, they are applying ELD (English Language Development) strategies that differentiates instruction methods in new ways to address the needs of English language learners. Technologically, there is an “app” for the Common Core that many FAME Teachers are using as a quick reference guide.

### Goal 5. Enable teachers to utilize effective mathematical instructional strategies to meet the needs of all students

The post-summer survey asked respondents to rate their perception of their ability to use specific instructional strategies before participation in the summer institute and immediately after, using a five point Likert-type scale. For the item statement, “I can select effective teaching approaches to address common student misconceptions,” the average rating increased 1 point from 3.6 to 4.6. Similarly, for the item statement, “I can adapt my mathematics instruction based upon what students understand or do not understand,” responses show a change from the average rating of 3.8 before to 4.5 after the summer institute. The greatest movement in the ratings occurred in the “strongly agree” category from 2 respondents selecting this choice before to 12 selecting this choice after.

Further evidence of positive change was found in responses to the statement, “I can use a variety of mathematics teaching approaches in a classroom setting.” The data shows an average rating 3.4 before and 4.5 after the summer institute. The data also shows 11 teachers did not agree they could do this before and then after the summer institute, all respondents selected either “agree” or “strongly agree” indicating a significant shift in confidence for using new mathematics teaching skills.

A FAME participant wrote,

*“FAME promotes different methods to approach a problem. I really valued that and it is very important for students to experience the same thing. For Example, using technologies to solve a problem like excel, GeoGebra.”*

A FAME participant wrote,

*“Introducing students to rich math problems starting in early grades was a great suggestion. The Penny problem and the Pile the Tile problems are at right skill level for my students. Thank you to all the Instructors of FAME for giving me this resource.”*

### FASTTECH CLASSES

Just over 800 people took FASTtech courses throughout the 2011–12 academic year. FASTtech classes are Foothill College courses designed and developed by the KCI to meet the technology training needs of the general local community, but more specifically those of elementary, middle, secondary, and community college educators. FASTtech classes feature a series of short, affordable, and conveniently timed courses for K-14 educators that address the California Technology Proficiencies and provide teachers with an opportunity to discover ways to incorporate technology into their curriculum. Course topics include Google applications, Adobe applications, websites, ePortfolios, 21<sup>st</sup>-century teaching and learning, and general integration strategies. These classes are the foundational building blocks for our Custom Programs.

### CUSTOM PROGRAMS FOR SCHOOLS AND DISTRICTS

Last year, The KCI worked with the San Bruno Park School District to replicate a MERIT-like program at the new Danford Center for Innovation, based at El Crystal Elementary School. The program was highly successful and provided the needed experience to develop a custom professional development model that the KCI can use with other schools and districts. This work aligns with the KCI’s strategic direction to broaden our reputation as an educational technology practices and solutions leader through providing custom PD programs as a service. The KCI works with schools and districts to understand their specific professional development needs in regards to technology integration, and then customizes a program to meet those needs.

Besides the experience at El Crystal, the KCI created a program for the Loma Prieta School District, which was launched in June where twenty Loma Prieta teachers attended the one week program at the KCI. Additional follow-on sessions and classes are underway this fall. Two MERIT 2010 graduates—Lisa Highfill and Nicole Dalesio—conducted the program. The Loma Prieta Superintendent, Corey Kidwell said, *“The team at KCI has transformed our schools. The impact of the very first course jump-started an entire movement towards 21<sup>st</sup> Century Teaching and Learning. Now our faculty and staff look to the KCI for cutting edge offerings facilitated by instructors with real world experience. Classrooms from kindergarten through middle school are different this year due to the vision, inspiration and supportive instructional model offered by the KCI.”*

The KCI has also launched a customized program at Egan Middle School, in the Los Altos District, which began in August and is scheduled through April 2013. The San Bruno Park School District invited the KCI to provide a second custom program for Parkside Intermediate School. It is encouraging that the reputation of the KCI is growing in regards to custom programs—schools and districts are contacting us for these critical professional development services.

### PROFESSIONAL DEVELOPMENT PARTNERSHIP WITH WORLD WIDE WORKSHOP

In June, the KCI kicked off an exciting new partnership with New York-based World Wide Workshop to provide professional development services for its Globaloria network and platform. Globaloria is the first and largest social learning network where students develop digital literacy; knowledge in science, technology, engineering, and math (STEM); and global citizenship skills through game design.

Educators from Christopher Middle, Herman Intermediate, Oak Grove High School, Overfelt High School, Santa Teresa High School, KIPP Bay Area, and Boys & Girls Clubs took part in an intensive week of training to learn how to run effective blended-learning classes that integrate one-on-one computing with game design and content studies. They are now part of the new Globaloria Network in Silicon Valley.

KCI instructors also participated in training in order to take the lead in delivering Globaloria professional development in June 2013. The goal is for the KCI to become the California training center for Globaloria. During this year, the KCI instructors will serve as support staff and mentors to educators and their students as they develop game projects over the course of the academic year.

### COMMUNITY EDUCATION PROGRAM

Last year the KCI formed a partnership with the Foothill–De Anza Community College District’s Community Education organization to offer short, non-credit courses that are fee based and do not require participants to enroll in the college. These courses are advertised primarily in Santa Clara County. The KCI offered courses on using Adobe software, Google applications, and video production that have a broad audience appeal. Most of the attendees of these classes have been adults. This is an opportunity to build a revenue stream based on the KCI core competency of providing high value, fun technology courses.

This year the KCI broadened its community education audience to include middle and high school students by offering classes in multimedia, Google apps, and gaming. The KCI is also offering a suite of “build your own” classes, for example, *Build Your Own Computer*. Parents and students are looking for enrichment classes that have some academic value to make up for the loss of after school enrichment programs. These classes have been successful, and as a result, the KCI is gearing up to offer a more extended set of classes this summer as part of the Community Education’s Extended Year Summer Enrichment Program. Revenue from this effort will go to support KCI staffing.



### KCI EVENTS

#### ShiftEd 2012: Innovative Educator Competition

The KCI seeks to recognize outstanding achievements of teachers in the Silicon Valley. In a unique partnership with the Silicon Valley Education Foundation (SVEF), The KCI and SVEF hosted the regional Innovative Educator Competition, which was open to all educators in Silicon Valley. Sponsored by the Microsoft Partners in Learning program, the ShiftED 2012 Innovative Educator Competition was designed to highlight innovative educators and schools implementing 21-century skills in the classroom and the school community with the goal of improving teaching and learning. The competition showcased creative and inspiring examples of technology being used in imaginative and groundbreaking projects to support learning processes. The purpose of the competition was to select three projects to represent Silicon Valley at the Partners in Learning 2012 US Forum in July in Redmond, Washington.



Eleven teachers presented their projects at a poster session at the KCI, where a panel of five judges, three of whom represented Silicon Valley last year, selected the three finalists. Seventy educators attended to view the projects, and Milton Chen, author of *Education Nation: Six Leading Edges of Innovation in Our Schools*, gave the keynote address.

The Innovative Educator Competition winners were:

- Jennifer Hogan, Transitioning Still Images to Moving Pictures / Creating Movies with Meaning
- Gail Desler (MERIT 2011) & Natalie Bernasconi (MERIT 2011), *Digital ID: Citizenship in the 21<sup>st</sup> Century*
- Gregg Witkin, Finding Your Voice

#### Adobe Day at the KCI

Based on the success of the two Adobe Days held last year, The KCI partnered again with Adobe to host another Adobe Day on May 5. Over 100 educators, students and community members participated and attended sessions given by Adobe engineers that focused on the features and functionality of the latest Adobe products, including Photoshop, InDesign, Premiere Pro, and Acrobat X. The trainers were able to address audience skill levels that ranged from novice to advanced. Using Adobe Contribute, the KCI was able to set up overflow rooms for additional participants to watch the presentations live. Besides being very popular with attendees, Adobe Day provides another opportunity for the KCI to advertise its classes—both FASTtech and Community Education—to a broader audience.



## RECOGNITION OF INNOVATIVE TEACHERS

One of the goals of KCI programs is to encourage teacher participants to broaden their influence beyond their immediate classrooms and to have a wider impact on their schools, districts, and beyond. Our colleagues are up to the challenge, and their achievements over the last year are impressive.

- Two MERIT 2011 graduates—**Gail Desler, Elk Grove District, and Natalie Bernasconi, Salinas Union High School District**—were selected to represent Silicon Valley at the Partner's in Learning U.S. Forum, a national competition sponsored by the Microsoft Corporation (see section above).
- **Gregg Witkin, Campbell Unified School District**, who was also selected to represent Silicon Valley at the Partner's in Learning U.S. Forum, went on to win first place at the U.S. Forum and will be representing the U.S. at the Global Forum this November in Prague.
- **Roni Habib, MERIT 2009, Palo Alto Unified School District**, and MERIT 2012 instructional team member, will attend the highly competitive Google Teacher Academy later this year.
- MERIT 2011 graduate, **Meghan Ellis, Palo Alto Unified**, has become a Google Certified Teacher.
- Two MERIT 2010 graduates, **Meg Omainsky, Palo Alto Unified, and Lisa Highfill, Pleasanton Unified**, were runner-up winners of the 2012 Rambus / KCI Innovation Award in November 2011. This award honors exemplary technology projects or programs that benefit the Silicon Valley educational community.
- **Corinne Takara, MERIT 2010, art instructor**, continues to build her reputation and make inroads in Silicon Valley with her education / community-based public art projects.

## Number Of Participants Served

The table below shows the number of educators who participated in the primary KCI programs in 2011-12 and the number of students these educators could affect in the 2012-13 school year.

<b>Estimated Number of Students Affected by KCI Teacher Participants</b>		
	Enrollments or participants accepted into program	Estimated <sup>1</sup> numbers of students who will be taught by KCI teacher participants in 2012-13
MERIT	47	4,625
FAME	36	5,400
Custom Programs	50	6,400
FASTtech classes	837	NA
Totals		16,425

### TABLE NOTES:

1. Total estimates for students who are affected by a program participant-teacher are based on the average number of students taught per teacher by grade levels per year:

Elementary K-5 (25), Middle school 6-8 (150), High school (150)

† Estimates of students affected by FASTtech classes are unknown because the number of teachers and the grade levels taught are not tracked.

## California Public School Districts Represented By Selected Program Participants

The table below shows the California public school districts organized by county that were represented by teachers in the MERIT and FAME programs. Six MERIT teachers work in private schools, so the total number shown is 33. Additional data on student demographics is presented to show the percentages of underserved students in the district. Districts with 40 percent or more of low-income students are noted in bold.

	<b>MERIT 2012 Teachers</b>	<b>FAME 2012 Teachers</b>	<b>Percentage of reported English Learners / students of color / low-income families</b>
<b>(Source: Ed-Data, 2010-11)</b>			
<b>Santa Clara County</b>			
<b>Alum Rock Union</b>	<b>2</b>	<b>4</b>	<b>51% / 86% / 82%</b>
Berryessa Elementary	—	1	39% / 42% / 37%
<b>Campbell Union Elementary</b>	<b>3</b>	<b>4</b>	<b>36% / 51% / 44%</b>
Cupertino Union	4	1	9% / 9% / 5%
<b>Eastside Union High</b>	<b>1</b>	—	<b>17% / 62% / 40%</b>
Evergreen Elementary	1	1	27% / 42% / 31%
<b>Franklin McKinley</b>	—	<b>3</b>	<b>53% / 68% / 78%</b>
Fremont Union High School	3	—	10% / 21% / 12%
<b>Gilroy Unified</b>	<b>1</b>	<b>4</b>	<b>28% / 76% / 62%</b>
Loma Prieta Joint Union	1	—	2% / 12% / 4%
Los Altos Elementary	2	—	8% / 17% / 3%
Moreland Elementary	1	—	29% / 48% / 33%
Mountain View-Los Altos	1	—	8% / 27% / 18%
<b>Oak Grove Elementary</b>	—	<b>5</b>	<b>31% / 58% / 48%</b>
<b>San Jose Unified</b>	<b>1</b>	—	<b>32% / 49% / 49%</b>
Palo Alto Unified	—	1	11% / 19% / 9%
<b>Santa Clara Unified</b>	<b>1</b>	—	<b>32% / 52% / 43%</b>
<b>Sunnyvale Elementary</b>	—	<b>2</b>	<b>38% / 57% / 49%</b>
Union Elementary	2	—	9% / 26% / 15%
<b>San Mateo County</b>			
Hillsborough	2	—	3% / 7% / 0%
Menlo Park	1	—	8% / 27% / 4%
Ravenswood	—	1	— / 99% / 36%
<b>Redwood City</b>	—	<b>3</b>	<b>49% / 77% / 64%</b>
Pacifica	—	1	9% / 51% / 21%
San Mateo Foster City	—	4	28% / 47% / 32%
San Carlos	—	1	8% / 17% / 5%
<b>Alameda County</b>			
Pleasanton Unified	1	—	5% / 16% / 7%
<b>Other</b>			
<b>San Francisco Unified</b>	<b>1</b>	—	<b>29% / 45% / 60%</b>
<b>Santa Cruz City Schools</b>	<b>4</b>	—	<b>26% / 44% / 48%</b>
<b>Total Public School Teachers</b>	<b>33</b>	<b>36</b>	

## KCI LEADERSHIP HIGHLIGHTS

### Professor in Residence

In addition to program development, implementation, and evaluation, Professor in Residence Steven McGriff, Ph.D., participated in three conferences. In March, he presented a visual literacy and communication with Prezi session at the annual Computer Using Educators (CUE) conference in Palm Springs. Steve led a poster review team for the annual conference of the International Society for Technology in Education (ISTE), held in San Diego, June 2012. At Foothill College, he led a professional development workshop for faculty and staff on educational technology integration in the college curriculum.

### MERIT Program Director

Rushton Hurley, MERIT Program Director, had an extensive schedule traveling the world, speaking at edtech conferences and conducting training. After this summer's MERIT program, Rushton traveled to Mexico to teach students in rural Colima how to make simple videos. These are scholarship students in a wonderful program called Project Amigo (<http://projectamigo.org>), and though they come from very poor areas of their state, they are highly interested in learning new things and have a rich level of creativity. Over a week, the group made a set of videos for each letter in the Spanish alphabet (<http://www.nextvista.org/tag/vistaforliteracy/>), and these freely available videos can now help kids all over the world learn to read.

In September, Rushton traveled to Singapore to speak at a Google Apps for Education Summit (<http://sg.gafesummit.com/>) and to work with the staff of the Singapore American School, where he was a student in the early 70s. Following the program in Singapore, Rushton returned to the Collegio San Carlo in Italy to conduct staff training. This school has sent two members of the faculty to MERIT each of the last two years. The focus of this trip was to work with students.

During his national and international travel, Rushton promotes the MERIT program and has been responsible for recruiting teachers from outside California and the U.S. to attend. These teachers pay their own way and do not receive donor-supported stipends. They are a valuable addition to the program in that they bring a global perspective to MERIT and often work with California MERIT teachers on joint projects.

### KCI OPERATIONS

#### Strategic Plan Review and Program Replication Planning

A key strategy for the KCI is to operationalize a robust 3-year strategic plan—which is reviewed annually—and to organize operations to better serve the needs of its expanding client population. One of the key focuses of the 2011-2012 plan was to develop a replication plan. The KCI now has a framework for replicating our programs inside and beyond the Bay Area. The framework employs a network model that relies on partners as program operators. At this point, a comprehensive business plan is under development, and the KCI is actively seeking funding to launch business development efforts to identify potential partners and replication sites.

#### Fundraising and Grant Proposals

The KCI continues to seek funding to support its primary programs. Although the KCI is part of Foothill College, it requires funds to support its staffing and programs, such as ongoing assistance for scholarships for educators and additional instructional and staffing needs. The KCI also seeks to raise funds for new positions to maintain existing programming levels and expand program offerings, to support curriculum develop efforts, and to stabilize internal operations and to position itself for solid program development in the future.

In 2011-2012, the KCI continued its grant proposal efforts and collaborated on a number of grants seeking major funding to replicate its trademark teacher professional development that focuses on student-centered learning. The KCI has actively partnered with other nonprofit organizations and universities on proposals the U.S. Department of Education, Silicon Valley Community Foundation, and Texas Instruments.

#### Budget

Philanthropic contributions account for 73 percent of the KCI's funding, with the remaining 27 percent coming from Foothill College, primarily in facility support, hardware, software, and one staff position. Donations specified for operations also support the majority of the KCI staffing, with the exception of class instructors, who are paid by the State of California.

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KCI Operating Budget					
Description	Total KCI Budget			Funding Source	
	Salary	Benefits	Total	FHDA	Donor
Personnel					
Includes: Professor in Residence, Program Coordinator, Strategy & Marketing Director, Senior Web Developer, Web Design and Support, Admin Assistance**	\$334,717	\$76,384	\$411,101	\$131,606	\$279,495
<b>KCI Program Budget</b>					
MERIT Program – 48 Participant Teachers			\$192,000	\$0	\$192,000
FAME Program – 30 Participant Teachers			\$180,000	\$0	\$180,000
<b>Detailed Budget for KCI Expenses</b>					
Supplies and Materials			\$14,333	\$7,166	\$7,166
Printing - General			\$19,845	\$9,923	\$9,923
Postage and Mailings			\$8,820	\$4,410	\$4,410
Firewall Maintenance Agreement			\$3,308	\$3,308	\$0
Cisco Wireless Maintenance			\$1,323	\$0	\$1,323
Software Replacement – Labs			\$30,000	\$15,000	\$15,000
Photocopy Rental/Lease			\$3,528	\$3,528	\$0
Photocopying			\$3,859	\$1,929	\$1,929
Adjunct Faculty Fees			\$47,000	\$0	\$47,000
Bldg. Maintenance – FHDA District Budget			\$110,250	\$110,250	\$0
			<b>\$1,025,366</b>	<b>\$287,120</b>	<b>\$738,246</b>
<b>Grand Total</b>				<b>\$287,120</b>	<b>\$738,246</b>
<i>Distribution of Total Funding Sources</i>				<i>28%</i>	<i>72%</i>

\*\*Note: all staff positions are part time with the exception of the Professor in Residence, Program Coordinator, and Strategy and Marketing Director

The KCI continues to work within the Foothill-De Anza Community College District to address its current budget. Over the past few years of college cutbacks, the KCI has creatively addressed the lower levels of financial support. For example, over the past two years, the KCI has partnered with the Foothill Entrepreneurs Club (FEC) to provide student volunteers that staff the KCI Multimedia Lab. This allows the KCI to keep the lab open six days a week to serve students and community members. Even with a volunteer staff of students, KCI staff must manage KCI operations. Additional cuts to Foothill's portion of contribution could result in reduced access to the Multimedia Lab and severe modifications to already reduced KCI service levels.



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