



KCI Plans Launch of Statewide Professional Learning Network

The Krause Center for Innovation (KCI) is excited to announce a new initiative to greatly expand its statewide role in helping educators provide superior learning environments for our children. The KCI, in alliance with Foothill College, will develop a professional learning infrastructure for California educators that will offer ongoing skill enhancement in educational technology; science, technology, engineering and mathematics (STEM) content; and proven transformative pedagogical practices.

The motivation behind the expansion is simple. Roughly half of California's K-12 students remain in need, both academically and economically. The good news is there are exciting new efforts underway to address this critical challenge, such as the state's adoption of Common Core standards and a focus on enhancing learning outcomes, not only in the traditional core subjects but also in 21st century learning and innovation skills. These skills include critical thinking, collaboration, creativity and communication. To ensure the success of these bold new educational initiatives, teachers will require a professional learning (PL) support system that enables them to effectively foster meaningful change in their classrooms. The KCI and Foothill College are in the unique position to implement such a system.

Our plan is to build an affiliation of regional PL providers trained by KCI, leveraging the California Community College system and collaborating with local county offices of education. Working with community colleges is a logical partnership: one of their core missions is workforce development, and they have a contract education infrastructure. County offices of education can provide training and curriculum development support, as well as help increase awareness at the K-12 level.

The goals for the plan include improving learning outcomes for the more than three million at-need students in our state. When the affiliate network is fully operational, we will be able to train more than 35,000 teachers annually. The next step is to secure funding to underwrite the launch. The seed capital necessary is a modest \$2.5 million. If you have suggestions or recommendations for foundations or organizations that we can reach out to, please call or e-mail me. Your assistance is greatly appreciated.

Regards,

A handwritten signature in black ink that reads 'Gay Krause'.

Gay Krause, Executive Director
Krause Center for Innovation
Foothill College



Enticing Teens with Technology & Hands-On Projects

More than 200 teens participated in KCI/Foothill-De Anza community education extended year classes this summer. Eleven classes were offered in subjects including coding, game design and development, and multimedia skills. These STEM-based technology classes were held in partnership with Cupertino Union School District. For four weeks, students attended daily classes to learn how to design multimedia presentations and code their own video games using object-oriented programming.

Teens were engaged in the development of clear and compelling communication using a range of multimedia, design and production skills. They became movie directors, art directors, coding directors, actors, camera and audio technicians, and editors. They created posters, documentary podcasts and cover spreads that were produced and delivered as PowerPoint presentations. The presentations were converted to video and shared on a variety of social media platforms.

Many of the students who participated in the programming classes were experiencing their first introduction to computer science. They

coded the games and digital projects using curriculum and resources developed by MIT and Carnegie Mellon departments of computer science. Problem solving and computational thinking were a part of the challenging activities.

Students were abuzz with enthusiasm and parents shared kids' comments with instructors: "Now I know just how I want to show everyone how to do the presentations for our school club next year." "These classes have given me so many ideas. This is great. I wish all of my classes could be this interesting and fun." "I got my game to work and I posted it on the Internet. My friends are playing it now. I never thought coding a game could be such a challenge and so much fun."

Parents were invited to the last day of class to see their students' work. Many parents attributed students' success to the hands-on approach where students were producers and creators taught by talented KCI instructors.

FAME 2014 Draws Teachers from East Side Alliance Districts

Teachers Unite for Common Core Math Standards

With the rollout and implementation of the new Common Core State Standards for mathematics, school districts are collaborating more than ever. In fact, to aid collaboration activities, eight districts in East Side San Jose have formed the East Side Alliance (ESA), with the support of the Silicon Valley Education Foundation.

Last fall, the KCI joined the ESA as a provider of professional development, specifically for the KCI's Faculty Academy for Mathematics Excellence (FAME) program. Now in its fifth year, FAME has become the professional development choice of teachers and administrators. FAME, which is based on Common Core standards, has become even more relevant as districts implement the new state standards for mathematics. The program provides professional development for 6th through 9th grade educators who teach pre-algebra, algebra and transformational geometry. FAME participants are also introduced to technology tools that support the teaching of mathematics, and they learn how to effectively integrate technology into their math instruction.

Four of the ESA districts, Alum Rock, Franklin McKinley, Oak Grove and East Side Union High School, worked with the KCI to recruit teachers for the FAME program. The ESA districts are also deploying more technology in their classrooms and training math teachers to incorporate technology as part of the math curriculum.

Comprised of 32 teachers primarily from ESA districts, the 2014 FAME Summer Institute cohort learned new strategies to teach math, as well as exercise individual problem-solving abilities. An additional outcome

of the summertime institute included creating hands-on projects for students, the goal of which is to give students a better contextual understanding of how math is related to real-world and work-related issues.

The FAME program has been applauded by teachers, administrators and other educational leaders for its ability to model what the 21st century classroom should look like—a classroom in which students collaborate, create, communicate, and problem solve.

The FAME journey continues into the academic year during which time the 2014 cohort will complete four follow-up sessions for an additional 16 hours of professional development. These sessions are designed to assist teacher-participants implement instructional changes, build a professional learning community and address additional math content and technology topics.

FAME is supported primarily by grants from the Silicon Valley Community Foundation and the House Family Foundation.

To apply for the 2015 FAME cohort, access krauseinnovationcenter.org.



New Blended Program Development Debuts

A Powerful Game Changer

What teaching approach is gaining more interest than traditional in-person or online options? The answer is blended learning. Often called hybrid learning, blended learning combines the traditional classroom experience with online instruction. The Sloan Consortium has defined hybrid courses as those that “integrate online with traditional face-to-face class activities in a planned, pedagogically valuable manner.”

Many MERIT and FAME graduates are experimenting with blended learning as they try flipping their classrooms by assigning students online content for homework. Students then learn at their own pace and class time is reserved for answering questions, engaging in discussions, coaching and hands-on project work. Although there is great buzz about blended learning, some early adopters report that they are lonely prophets in their schools and districts. One of the reasons is training: Many teachers are not comfortable trying out a new teaching approach without training.

KCI leaders are confident that a key strategy to help teachers embrace and gain confidence with blended learning is to have them experience it. To meet this need, the KCI is kicking off a program development effort to transform the FAME program from its 100-percent face-

to-face format to a blended format, in which part of the content is delivered online. The goal is to create a program that continues to promote collaborative work and is transformative in nature, but allows participants to review and learn content via online components.

To prepare for the program development effort, the KCI carefully documented the FAME 2014 Summer Institute. Besides videotaping all the direct instruction and some of the collaborative work, the KCI consulted with a math curriculum expert to document the program. The KCI has also engaged a Foothill math instructor, who is also an expert in creating online courses, to lead the development effort. Though in its early development stage, the KCI's blended learning project is undergoing assessment of the various online content management platforms that can meet the project's requirements. FAME leaders are also determining what content is best delivered online and what content and activities should remain in a face-to-face context. The KCI expects to test a beta version of the blended FAME program by Summer 2015. Registration instructions for the program will be announced later this winter. Follow the project's progress by accessing the KCI website at krauseinnovationcenter.org.

MERIT 2014 Update

The intensive MERIT 2014 summer institute kicked off with a cohort of 45 enthusiastic teachers from across the Bay Area. Representing 21 districts, some MERIT participants came from as far away as Petaluma, Watsonville, Pleasanton and Dixon.

During the two-week institute, participants were immersed in learning new technology tools to use in their classrooms. Even more importantly, they focused on how to use those tools to change their teaching practice, engage students and improve learning outcomes. The teachers were also given time to experiment and collaborate with their peers to develop projects they will implement during the 2014–2015 academic year. “All of the MERIT sessions were amazing. I very much enjoyed the collaborative time with other participants the most,” one participant said. “We were given time to explore and try out a variety of the tech tools that were introduced in an earlier session and learn from a wonderful team of lead educators.”

When asked what they valued the most during the summer institute, another participant said, “There are three components to the MERIT



program that were most valuable for my professional development: The instructors model best teaching practices, and this gave me time to think and reflect about how to run my classroom. There is so much value to be gained by being a student again—I will be more prepared to connect with my students. Lastly, the technology tools! I have a very long list of new instructional tools to engage my students with.”

(continued on page 6)

MERIT Teachers on the Move: Cristina Bustamante

What do teachers who participate in the Making Education Relevant & Interactive through Technology (MERIT) or Faculty Academy for Mathematics Excellence (FAME) do when they want to continue their KCI program professional learning experience? They apply to attend another KCI program! Teachers who have completed one of our flagship programs are returning to participate in another professional development experience. For a second time, these teachers have completed the competitive application to win a seat in either MERIT or FAME.

One of the KCI's returning teachers is Cristina Bustamante, a middle school teacher at Ocala Middle School in San Jose's Alum Rock School District. Bustamante started her journey with the KCI as a participant in FAME's inaugural 2010 class. She then returned and secured a spot in the MERIT 2012 cohort.

When asked how her teaching style has changed as a result of her work in the MERIT and FAME programs, she reports a marked shift in her teaching practice. "Before participating in the KCI program, I had my desk in the front of the room where I was the focus of the lesson." She says that she relied primarily on a direct lecture style of instruction, which led to handholding her students through lessons. "I was afraid to let go and allow students to learn on their own." After participating in MERIT and FAME, she made learning the center of her classroom. Her students now use a variety of instructional technology tools to synthesize their learning. She has also created a collaborative classroom environment that engages students—where students want to learn and are excited about learning. "I'm able to reach more of my students because they have more learning choices, which allows them to find the best way to shine."

Her influence has transcended classroom walls. In 2012, she joined the FAME instructional team, which gave her the opportunity to instruct teachers from Santa Clara and San Mateo counties in math and technology concepts. In 2013, she was co-director, supporting

Program Director Cecilio Dimas from the Santa Clara County Office of Education. "I believe FAME is a strong program and I want to see it continue," Bustamante said. "FAME changed my teaching so much that I want to be part of making the difference with other teachers."

After two years on the FAME instructional team, she was ready for a new challenge. Today, she is the program's director. "I've enjoyed seeing how the program works from my first days as a participant, and then as part of the instructional team. As program director, my goal is to ensure all of the critical pieces are in place and that the participants have a transformative, effective experience."

In addition to FAME, Bustamante has worked with the Santa Clara County Office of Education as a professional expert, providing math professional development to Santa Clara County teachers. She has also become a math coach for her school. "I enjoy working with teachers. I like hearing their stories and feeling their passion about the job and their classroom activities. I also appreciate the way they support each other and their willingness to spend part of the summer becoming better teachers for their students."

While broadening her impact by training other teachers, she remains focused on how her teaching practice can influence students. "As a result of changing how I teach, my students have a chance to be more engaged with their learning. They are learning skills that move them beyond standardized testing; they are learning technology and collaborative skills that will help them be more successful in college and in the workforce."



Cristina Bustamante

KCI Conducts Five Summer Mini MERITs

After 12 years of refining the successful MERIT program, the KCI team has distilled MERIT's best practices and started working directly with school districts to provide Mini MERIT programs. Like the comprehensive MERIT program, Mini MERIT focuses on developing teachers' confidence and skill level by emphasizing collaboration, critical thinking, problem solving and creativity, all of which are supported by technology tools that increase teacher and student productivity and student engagement. Both programs fully support the Common Core and feature instructors with a passion for technology. Each Mini MERIT is tailored to meet a district's particular needs and goals for its teachers and is funded by the school or district. The program runs just five days, half the number of days of MERIT, and is still able to achieve a high level of teacher transformation.

The KCI tested its Mini MERIT concept in 2012–2013 with the Loma Prieta, San Bruno Park, Union and Moreland school districts. This summer, the KCI conducted five Mini MERIT programs for the Blach Intermediate School (Los Altos School District); Harker School; Moreland School District; Santa Cruz City School District; and Union School District. This was the second summer for Mini MERIT at Moreland and Union. Approximately 90 teachers participated in the summertime Mini MERITs.

At the end of each program, participants are asked to complete a survey regarding Mini MERIT and its effectiveness. Eighty-two teachers answered a series of questions using a scale of 1 to 5, with 1 being "very dissatisfied" and 5 being "very satisfied." High levels of satisfaction were reported across the five programs. For example, teachers were asked whether they learned technologies that they could easily deploy in their classrooms and 98 percent of the respondents gave favorable responses. When asked if the program helped them learn how to teach with technology, 91 percent affirmed they are more prepared to teach using technology. The hallmark of a professional development program is the participants agree that it met their professional learning needs. The KCI is proud to report 93 percent of Mini MERIT participants were satisfied or very satisfied with the program, and 93 percent also reported that the resources made available to them in the program are useful.

One of the key strategies of Mini MERIT is to structure the experience to encourage collaboration. Teachers not only learn new tools, they work on projects with their peers that they can then implement in the classroom. A Union District teacher said, "I was impressed with the collaborative energy that threaded its way through all of the presenters' offerings. Presently the [Union School] working model is based on teamwork, yet many of my students aren't proficient at promoting their own thinking in a harmonious way. The tools that were shared will facilitate this process. I'm eager to play a part in moving in that direction."

A Blach Intermediate teacher said, "As a teacher, it is encouraging and inspiring to see these fantastic new tools and how they can inspire students and deepen their learning, as well as observe how

this technology training has inspired my fellow colleagues to try new things. We've not only developed a new culture of trying new things to enhance our students' learning, but also a culture of collaboration and support for one another as teachers."

While teachers are eager to take their new and improved skills back to the classroom, district administrators also understand how the Mini MERIT program supports district efforts to implement the new Common Core State Standards. "Santa Cruz City Schools is fortunate to have had the opportunity to benefit from a Mini MERIT Academy in our district. The 19 teachers who participated left inspired with tools to better engage students and support their implementation of Common Core Standards," said Santa Cruz City Schools Superintendent Kris Munro. "Further, the connections the teachers made with one another across schools, grade spans and disciplines is enriching for our greater learning community."

The KCI will continue to offer Mini MERITs to schools and districts during the 2014–2015 academic year and next summer, with a goal to double the number of programs provided. One of the benefits of the program is that it continues to offer immersive professional learning, but requires less time than the standard 10-day MERIT program. Blach Intermediate School Principal Sandra McGonagle said, "I feel fortunate to have built a solid relationship with the KCI. I know that our professional development will be well planned, be of high quality, and, most importantly, inspire and encourage teachers to take risks, try new tools, put student needs first, and rethink the way teaching has traditionally looked."



MERIT 2014 Update *(continued from page 3)*

Another participant commented, "Everything was valuable, but I especially appreciated learning how to integrate different tools and ideas in the classroom so students can use them to learn and create. I also loved getting so many recommendations and tips on a variety of resources that I can use with my students."

MERIT participants take a survey post-institute as part of the ongoing evaluation of the program's effectiveness and quality. When asked if the institute helped them learn how to teach with technology, 97 percent of the respondents agreed or strongly agreed. When asked whether the content was relevant to their particular instructional needs, 95 percent agreed or strongly agreed, and 100 percent indicated that the instructional team's knowledge on how to teach with technology was high.

Teachers leave the institute inspired and ready to take what they have learned back to the classroom. One participant said, "I walked into the KCI a non-techie, and now I'm ready to train my colleagues."

The MERIT teachers will participate in an additional 24 hours of professional development during the academic year. During these sessions, they will share what they have been implementing in their classrooms and support each other. They also have the opportunity to continue to learn additional instructional strategies and tools. This year's MERIT teachers will graduate in late March and will have earned 10 continuing education units and a certificate of completion. More importantly, they will have formed relationships with other innovative teachers from our region that will continue well into the future.

KCI Staff Contact Information

Gay Krause

Executive Director
krausegay@foothill.edu
(650) 949-7173

Liane Freeman

Strategy & Marketing Director
freemanliane@foothill.edu
(650) 949-7180

Melia Arken

Administrative Assistant
arkenmelia@foothill.edu
(650) 949-7614

Steven McGriff, Ph.D.

Professor in Residence
mcgriffsteven@foothill.edu
(650) 949-7641



KRAUSE CENTER for INNOVATION
FOOTHILL COLLEGE

12345 El Monte Road ■ Los Altos Hills ■ CA 94022-4599
www.foothill.edu/kci/

Foothill-De Anza Community College District Board of Trustees

Joan Barram; Betsy Bechtel; Laura Casas; Pearl Cheng; Bruce Swenson; Evelyn Chun, Foothill Student Trustee; Melissa Epps, De Anza Student Trustee

Foothill College is committed to achieving excellence through inclusion and providing a climate that welcomes and promotes respect for the contributions of all students, faculty and staff. Foothill College does not discriminate against any person in the provision of any program or service based on age, ancestry, color, gender, gender identity, marital status, medical condition, mental disability, national origin, physical disability, race, religious creed, sexual orientation or veteran status. Coordination of Title IX of the Education Amendments of 1972 prohibiting sex discrimination; Section 504 of the Rehabilitation Act of 1973; and the Americans with Disabilities Act of 1990 governing accessibility is the responsibility of Student Affairs & Activities Dean Patricia Hyland, (650) 949-7241.

Produced by Foothill College Marketing & Communications Office • KCI 2942 • 10/2014

