STUDENT-CENTERED LEARNING ROADMAP (SCL Roadmap)

Five Year Plan for Moving Towards Student-Centered Learning
EXECUTIVE SUMMARY

The leadership of Klein Independent School District (Klein ISD) determined that the district should develop a strategic plan that integrates technology, instruction, and facilities as it addresses enrollment growth and the unfolding of our 2015 bond issue. Portions of that plan would also assist in an update of the Klein ISD Strategic Plan and Objectives. The leadership engaged Meeks Professional Services (MPS) to develop a planning initiative, internal to the District, focusing on 21st Century Learning and Teaching.

This plan is called Student-Centered Learning Roadmap (SCL Roadmap) based on the AASA published book Creating a Culture of Learning – Moving Towards Student Centered Learning authored by MPS founder, Glenn E. Meeks. The planning process provides an operational overview of the issues requiring attention to move your district towards student-centered learning. The planning approach:

- Identifies seven organizational silos which impact student-centered learning
- Aligns the entire organization towards student-centered learning
- Provides “Best Practices” from successful districts within each silo
- Identifies obstacles and hindrances to student-centered learning in your District
- Prioritizes impact of those obstacles and hindrances
- Generates strategies addressing those obstacles and hindrances
- Estimates Operational and Capital costs to execute those strategies
- Reconciles available Operational and Capital costs with available budgets
- Places all activities and expenditures into a five-year time line (the SCL Roadmap)
- Defines the conditions considered as indicating success upon completion of the plan

Within a complex plan there must be a single overriding concept used to align all other planning issues. The center silo “What / How Students Learn,” the Klein ISD Vision of Learning, must be the “lens” through which all other silos and their issues are viewed.

WHERE ARE YOU NOW?

Initializing the planning process, MPS first conducts a series of interviews and site visits to determine where along the path towards student-centered learning Klein ISD is currently located within the seven silos noted above. The process also enables the planning facilitator to become familiar with the District. MPS also collects data regarding operational and capital budgets associated with digital content and 21st Century learning initiatives, computing devices, instructional technology and support systems and quantity and type of instructional and support spaces within all facilities which comprise the District. MPS provides a subjective assessment of how Klein ISD compares with school districts across the United States within each of the seven silos.

- What How Students Learn – Average to Above Average
- Professional Development - Average to Above Average
- District Policies and Processes – Average
- Technical Support – Below Average (Security and Threat Management), Average and mostly Above Average
- Facilities – Average
It is of value to note that the Type of Learning Culture is average for most school districts in the country (teacher centered – summative assessment based). Yet the High Schools are provided with more than 1:1 ratios of computing devices to students and teachers. (Every student has a mobile device they can take home plus desktops in content specific labs.) Intermediate and Elementary schools have very few mobile computing device carts and computer labs.

WHERE DO YOU WANT TO GO?

The active planning portion of the process gathers a representation of the entire organization including executive team, departments, building administrators and classroom teachers with a heavy emphasis on instructional members of the organization. That group participated in the first of two two-day planning workshops which focused on developing a vision of where the District wants to go regarding a student-centered learning environment.

The first task of the workshop developed a “common language” of what is called 21st century / student-centered learning. The participants reviewed the factors which caused the historical teacher-centered approach and transition of that former approach to the new digital approach to SCL. The participants also reviewed what elements form that new SCL approach and what a true differentiated learning environment would look like. The participants started to gain a deeper understanding of a new vision of learning.
The participants were divided into small groups which reviewed best practices from other Districts and concepts developed MPS within all seven silos. At the end of review for each silo the participants were provided an opportunity to discuss with their peers their perception of the District’s strengths (what we do well), weaknesses (what we do not do well), opportunities (what can we do to improve) and threats (what could derail plans for improvement); a process titled SWOT – Strengths, Weaknesses, Opportunities, Threats. Upon completion of each silo each group reported out to all participants their perception of Weaknesses and Opportunities which were then documented on Post-It flip charts.

The approach to the last silo, Systems and Loose Components, transitioned to questioning how technology should support their developing vision for 21st Century learning. A collaborative process was facilitated which addressed student computing devices, teacher computing devices, video displays, audio support systems and data access including the technology capabilities for every instructional space in the District should have in support of 21st century learning.

Upon completion of the review of all seven silos and defining technology requirements, the participants were provided with an opportunity to prioritize the importance of the perceived weaknesses and opportunities for improvement. The participants were provided with colored sticky dots, five of three colors representing high, medium and low impact; which each individual used to indicate their perception of how large of an impact the resolution of a weakness or opportunity would have on the District moving towards a 21st Century learning environment. The results are as follows:

**High Impact – Must Be Addressed**
- Database/Collection of students experiences
- Furniture is inflexible and restrictive to differentiated learning in some places
- All technology should be mobile
- Student vision for learning
- Facilities need to be less standardized and more flexible
- More campus based personnel for classroom based SCL modeling/coaching

**Medium Impact – Will Affect Efficiency of Plan if Not Addressed**
- Collaborative Planning
- All Teacher Devices Need Mobility
- Equity of Access
- Eliminate One Size Fits All
- Establish Bi-Directional Communications
- Teacher Vision for Learning
- Teacher Technology Literacy
- Teacher/Administrator Individualized Professional Development
- More Wireless Capacity On Campus

**Low Impact – Would Be Beneficial to Resolve**
- Refurbish Existing Facilities
- On-Line Professional Development
- Using Google Apps for Education and Cloud Storage
- Digital Citizenship
- Stakeholder Understanding of the District Vision of Learning
- Implement True Service Desk
- One Password Log-In

**HOW WILL YOU GET THERE?**
The second planning lab focused on how Klein ISD would move forward down the road towards a 21st Century / student-centered learning environment. The lab started with completion of participants’ homework related to developing a Vision of Learning. Aligning the organization called Klein ISD requires
a common vision that all members understand and use as a “lens” when considering all activities, they participate in and tasks they pursue. The District has a well-articulated Vision for Learning statement contained within their Strategic Plan as follows:

“FUTURE READY”

**Klein ISD Strategic Objectives**

Klein ISD believes that quality student achievement goes beyond achieving the highest ratings awarded by state and national accountability standards. Our strategic objectives address both the academic success and social well-being of every Klein ISD student.

- Each student will achieve academic excellence with comprehensive knowledge, skill, and understanding within his/her individual learning plan.
- Every student will demonstrate the character traits of a productive and honorable citizen in a global community.

Teacher Rubric

If the teachers of the District ask themselves these questions regarding each of their planned student experiences, they align themselves to the Klein ISD Vision of learning and the District will be quite successful in moving its learning environment from a Teacher-Centered to a Student-Centered environment and a corresponding increase in student academic achievement will follow.

Is my planned student experience Future “READY”?:

R- Relevant, relate to real-world experiences
E- Engaging, capturing student interests
A- Aligned, meeting or exceeding state standards
D- Differentiated, individualized learning plan
Y- Y2K Learning, implementation of best practices

Using this Klein ISD Vision for Learning the participants then developed goals and strategies which addressed all twenty-two of the prioritized weaknesses and opportunities from the end of the first planning lab. Multiple groups worked on individual issues and then reported out to all participants.

MPS then placed all strategies into a timeline and reconciled the strategy costs with existing and projected operational and capital budgets including the 2015 Bond program. These documents provide a high level roadmap of what the district will accomplish over the next five years, the Klein ISD SCL Roadmap. MPS proposes that virtually all of the issues are funded through existing funding sources:

- A revision of standard computing devices for all students to Web Browser type of devices and a combination/reallocation of the 2015 Technology Bond categories of 1:1 INITIATIVE and COMPUTER SERVICES enables provisioning every student from third to twelfth grade with an individual computing device and a 2:1 (student to ratio) for Pre-Kindergarten through second grade by the end of this plan.

It is important to note that one of the High Impact Issues – Furniture is inflexible and restrictive to differentiated learning in some places is not resolved.

Concluding the planning session and this planning document, the planning participants defined a set of criteria, observed five years from now as indicators that this plan has been successful. They are:
- The effect of this plan on student academic growth should be indicated by an increase in all state and district indicators regarding annual academic growth for all Klein ISD students.
- The KQSS and Senior Exit Survey should indicate an increase in parent and teacher satisfaction regarding their perception of the value received through the Klein ISD educational environment.
- Thirty percent (30%) of Klein ISD teachers demonstrate Mastery level of 21st Century Learning & Teaching methodologies using SCL processes for Ninety percent (90%) of their instructional day.
- The remaining seventy percent (70%) of teachers demonstrate movement towards Mastery level of 21st century Learning and Teaching methodologies using SCL processes in their instructional activities.
- One hundred percent of Klein ISD campuses are provided with Embedded Professional Development, 21st Century learning and teaching coaching available in the classroom, with a ratio of one coach to one hundred teachers. Additionally, content area specialists and media specialists also provide 21st Century learning and teaching coaching.
- Klein ISD has acquired all of the Digital Tools required to enable the management and quality control monitoring of a student-centered learning environment.
- All administrative staff have been trained and recognize student-centered learning using 21st Century learning methodologies.

**CONTINUUM OF LEARNING (End of Plan Spring 2022)**

<table>
<thead>
<tr>
<th>TYPE of LEARNING CULTURE</th>
<th>STUDENT CENTERED LEARNING (21st Century Learning Methodologies, Formative Assessment)</th>
<th>INDIVIDUAL LEARNING PLANS (Formative &amp; Competency Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>TRADITIONAL CULTURE</td>
<td>Textbooks &amp; Manipulatives (Pencil and Paper)</td>
<td>30%</td>
</tr>
<tr>
<td></td>
<td>(Teacher Centered Summative Assessment)</td>
<td></td>
</tr>
<tr>
<td>TYPICAL DISTRICT</td>
<td>Textbooks &amp; Manipulatives (Pencil and Paper, Computer Labs A Few Classroom Computing Devices)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Teacher Centered Summative Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Textbooks, Manipulatives, Some Digital Content (Minimum 2:1 Computing Devices Digital Mgt. Tools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(21st Century Learning Methodologies, Formative Assessment)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web Based, Digital Content (1:1 Computing Devices, Digital Mgt. Tools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Web Based, Digital Content, Anywhere Any Time (1:1 Computing Devices, Digital Mgt. Tools)</td>
<td></td>
</tr>
<tr>
<td>TOOLS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>HIGH SCHOOL</td>
<td>INTERMEDIATE SCHOOL</td>
</tr>
<tr>
<td></td>
<td>ELEMENARY SCHOOL</td>
<td></td>
</tr>
</tbody>
</table>