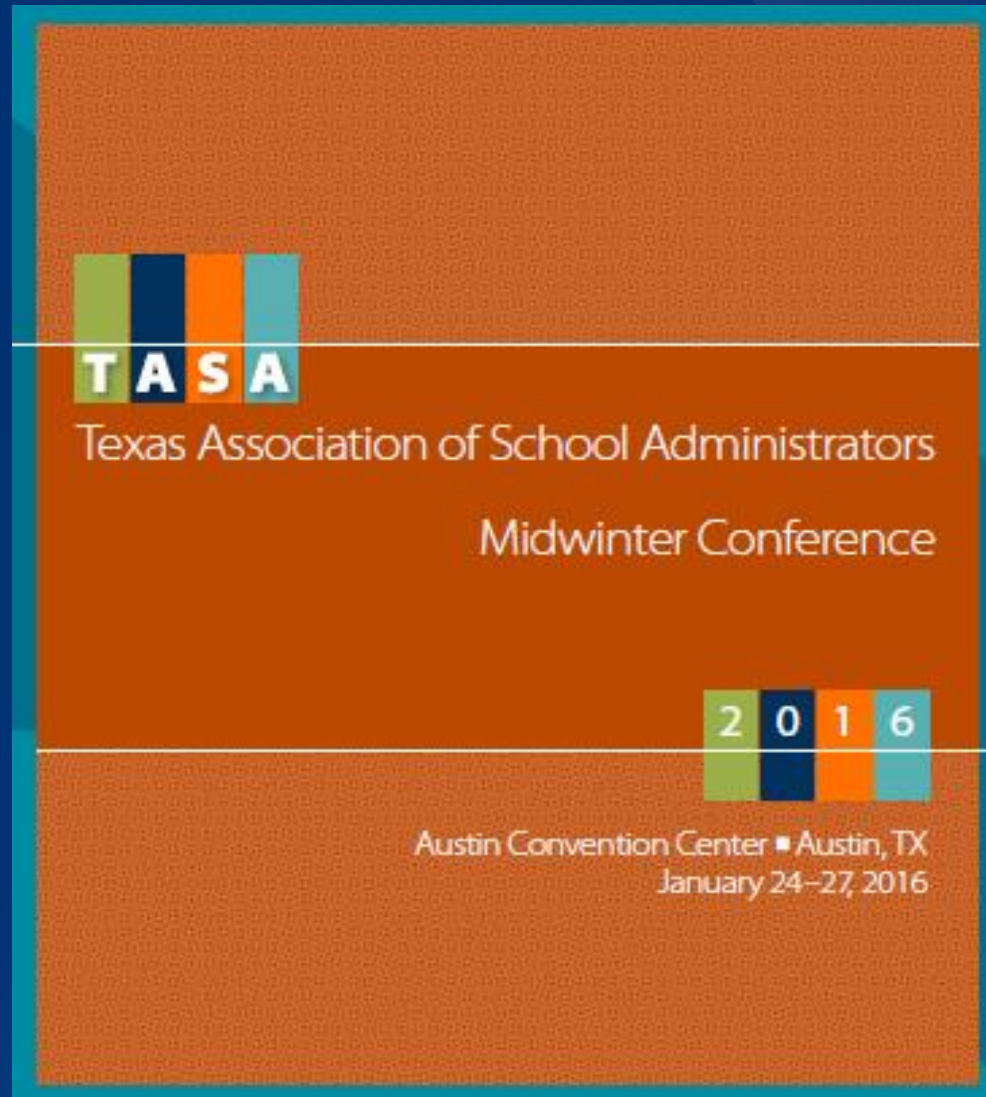




# Texas Association of School Administrators (TASA) Midwinter Conference in Austin (January 24 – 27, 2016)

Frankie Jackson attended the Texas Association of School Administrators Conference (TASA) on **January 24-27, 2016**. A copy of the conference program is available [here](#). The theme of the conference was organizational transformation. Sessions offered many opportunities to stimulate creativity about leading topics in K-12 education.

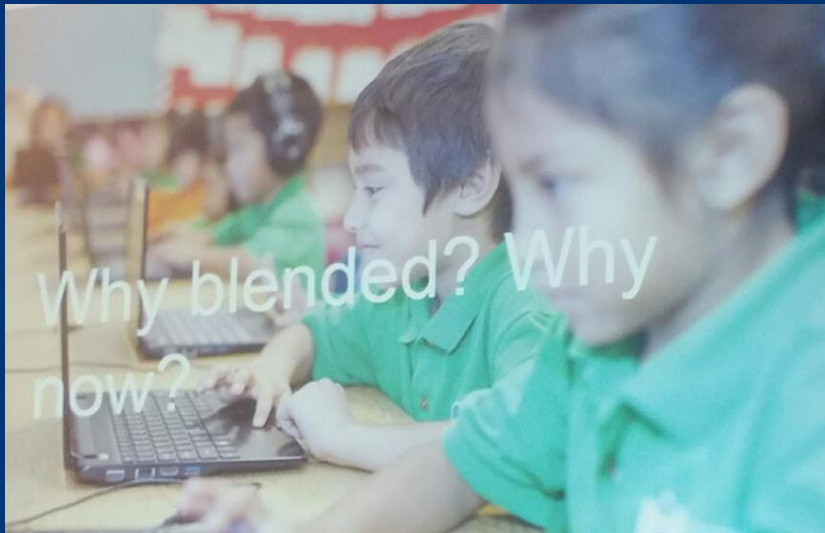
Frankie had the opportunity to represent the district in several areas, as many CFISD leaders presented. She also represented the Texas K-12 CTO Council by answering questions in their booth as an exhibitor and participating in the session, "What every district's technology leader should know." Frankie was proud to represent the district and serve other technology programs across the state.





# Texas Association of School Administrators (TASA) Midwinter Session Highlights

One of the most impressive sessions that Frankie attended was one given by the CFISD leadership team, including Dr. Henry, Roy Garcia, Glenda Horner, Scott Sheppard, Donna Guthrie, Travis Fanning, and Carla Brosnahan. More information about their presentation is [here](#). They discussed the 4 Pillars of Leadership framework: the mentoring and coaching, high-quality training, and ongoing support. Frankie got some great ideas as to how Technology Services might use this same model to expand the technology service technician's Great 8 Expectations. Creative ideas started to flow!



Frankie also participated in a session called "Raising Blended Learners: Update on Raise Your Hand Texas' Blended Learning Initiative." This was of particular interest since the district was recently named in the top 10 finalist group for a \$500K grant (out of 75 applicants). There will be 5 awards of those top 10 finalists announced in April 2016. This session showcased strategies for using blended learning to improve student achievement across diverse student demographics and geographic regions in the state.






# Texas Association of School Administrators (TASA) Midwinter Session Highlights

Frankie focused on attending technology sessions, with specific interest on blended learning. In short, blended learning has three components:

- 1) Formal education program in which a student learns at least in part through online learning, with some element of student control over time, place, path, and/or pace.
- 2) Student learns at least in part in a supervised brick-and-mortar location away from home. In other words, the student attends a physical school with teachers or guides and benefits from the important social, educational, and extracurricular experiences and mentorships that physical campuses can provide.
- 3) Each student's learning path are connected to provide an integrated learning experience. Most blended learning programs use a computer-based data system to provide continual formative assessments, track each student's progress, and help to match the modality—whether it is online, one-on-one, or small group—to the appropriate level and topic.



Table 1: Key elements of a student-centered school system

Key Element	Description
 Personalized	Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how, and where students learn—to address the individual needs, skills, and interests of each student. Students have the opportunity to take ownership of their learning. Student needs drive the design of flexible learning environments. All operational elements—staffing plans, space utilization, and time allotment—respond and adapt to students in achieving their goals.
 Competency-based	Students advance upon mastery. Competencies include explicit, measurable, transferable learning objectives that empower students. Assessment is meaningful and a positive learning experience for students. Students receive rapid, differentiated support based on their individual learning needs. Learning outcomes emphasize competencies that include application and creation of knowledge along with the development of important skills and dispositions. (INACOL)
 Blended	Students learn at least in part through online learning with some element of student control over time, place, path, and/or pace and at least in part at a supervised brick-and-mortar location away from home. The modalities along each student's learning path within a course or subject are connected to provide an integrated learning experience (Christensen Institute).



# Texas Association of School Administrators (TASA) Midwinter Session Highlights

Another highlight was a session given by the APQC that focused on Personalized Learning. Florida's Orange County Public Schools began development of a two-year digital curriculum pilot program in response to changing student, workforce, community, and legislative requirements. The long-term goal was to have devices for all students and a digital curriculum to support personalized learning. As a recipient of a Bill and Melinda Gates Foundation grant, the district enlisted the support of APQC Education in 2015 to identify and document the processes to curate digital content. The grant focused on developing district understanding of Master Planning for Innovation (MPI), a systems-oriented approach to help organizations define their customers, products and services, structure, objectives, and work processes.

Suppliers	Inputs	Process	Outputs	Customers
<ul style="list-style-type: none"> <li>Adoption Committees</li> <li>Content Curators, Curriculum Developers (Multilingual, CTE, PDS, ESE, ELL, C&amp;I, Title 1)</li> <li>C&amp;I Staff</li> <li>Instructors</li> <li>Learners</li> <li>District IMS team</li> <li>ARA</li> <li>ICTS Infrastructure</li> <li>Technology Service Vendor</li> <li>Curation Teams</li> <li>LOR vendor</li> <li>Content vendors/providers</li> <li>IMS Global</li> <li>Publishers</li> <li>FDOE</li> <li>Community</li> <li>Business</li> </ul>	<ul style="list-style-type: none"> <li>Measurement Topic Plans</li> <li>Course Standards</li> <li>Digital objects (learning teaching, PD, assessment)</li> <li>Inoperability cartridges</li> <li>Purchased content</li> <li>Needs assessment data</li> <li>Content checklist</li> <li>LOR Servers</li> <li>Content servers</li> <li>Feedback from end users</li> <li>Object library</li> <li>Vetted and approved content</li> <li>Teacher object assignments</li> <li>Roster data</li> <li>Role definitions</li> <li>Item data</li> </ul>	<p>Start</p> <p>Aggregate content</p> <p>Disperse content</p> <p>Deliver content</p> <p>Review content</p> <p>End</p>	<ul style="list-style-type: none"> <li>Digital objects (learning teaching, PD, assessment)</li> <li>Object library</li> <li>Object type report</li> <li>Object metadata</li> <li>Completed content checklists</li> <li>Needs analysis</li> <li>Adopted content</li> <li>Vetted and approved content</li> <li>Collections by object</li> <li>Reports</li> <li>Content for Parent</li> <li>Content ratings</li> <li>Data Analysis</li> <li>Usage by student data</li> <li>Interaction by student</li> <li>Likability ratings</li> <li>Item allocation rates</li> </ul>	<ul style="list-style-type: none"> <li>Instructors</li> <li>Learners</li> <li>Parents</li> <li>Content Curators</li> <li>PDS</li> <li>Curriculum Admin</li> <li>ICTS</li> <li>Safari</li> <li>SDS/TP staff</li> <li>Executive leadership</li> </ul>

APQC EDUCATION  
NORTH STAR CASE STUDY

**Orange County  
Public Schools**

Curating Digital Content for Personalized Learning

As our district moves forward in blended learning initiatives in the future, information presented in this session will be helpful. Read the case study [here](#)



# Texas Association of School Administrators (TASA) Key Note Speakers During General Sessions

Another highlight was hearing the key note speaker Ken Robinson. He argued that many countries are pushing reforms in the wrong direction. Drawing from his book, *Out of Our Minds: Learning to Be Creative*, he explains why too many are locked into an education model shaped by the Industrial Revolution and a narrow idea of academic ability. Urging schools and colleges everywhere to rethink their basic assumptions about intelligence and achievement, he focuses on questions like: Why is it essential to promote creativity? Why do so many adults think they're not creative? Most children are buzzing with ideas. What happens to them as they grow-up? Is everyone creative or just a select few? Can creativity be developed? He argues for radical changes in how we educate all students to meet the extraordinary challenges of living and working in the 21st century.



New York Times bestselling author of *The Element*

**Ken Robinson, Ph.D.**  
and Lou Aronica

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**Creative Schools**

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The Grassroots Revolution That's  
Transforming Education



**Dallas ISD Trustee  
Mike Morath named  
Texas Education  
Commissioner**



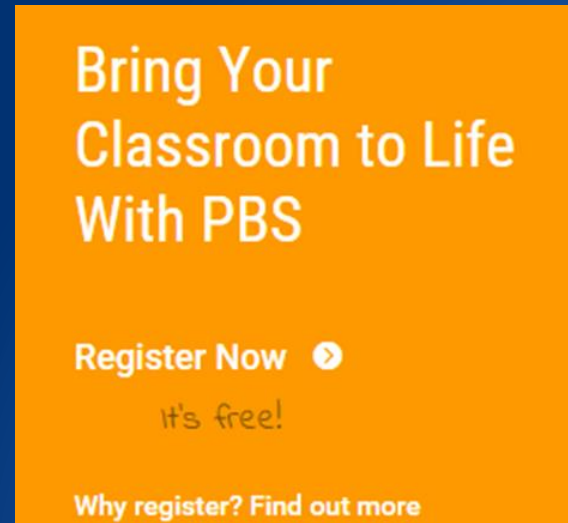
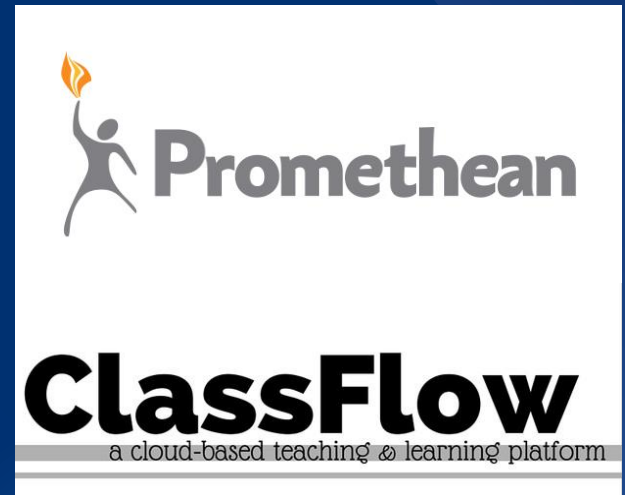
During the 2<sup>nd</sup> General Session, the new Texas State Commissioner of Education, Mike Morath, gave the welcome speech. He talked about his background and expressed his level of excitement for being named into the new position. He sounded sincere when he said he wanted to change education for the good, for all students. He said he was committed to innovative solutions that will empower Texas principals, teachers, and students to strive for the highest in education excellence.



# Texas Association of School Administrators (TASA) Exhibitor Hall and Vendor / Product Displays

Many exhibitors showed off their products ranging from personalized e-learning and onsite solutions for teachers, leaders, schools, and districts – to digital media services designed to support curriculum-based teaching.

On Monday, Frankie and Linda Macias met with vendors from Promethean. They had the opportunity to hear about Promethean's long term strategy with WiDi connectivity and Classflow, as well as see their products in their exhibit hall display center.



Frankie also spent time looking for free Internet based resources, such as with PBS and other providers that were seeking to support public education.