



EdNET 2014

Insight. Networking. Success.

IN WITH THE NEW:

Set Your
Vision
in Motion

Educator Pushback
What Do We Need to Understand?



Welcome and Introductions

Moderator

Dr. John Phillippo
Founder and Executive Director
Center for Educational Leadership and Technology

Panelists

Dr. S. Dallas Dance
Superintendent, Baltimore County Public Schools

Mr. Thomas R. Scarice
Superintendent, Madison Public Schools

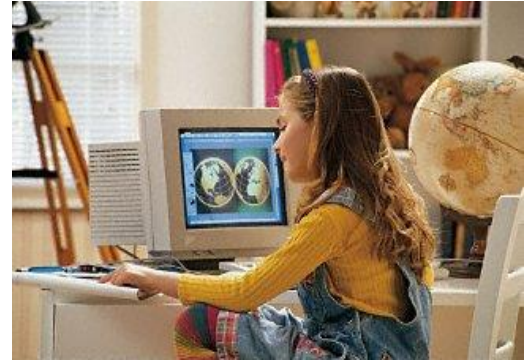
Session Overview

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|----------------------|--|
| 10:45 – 10:55 | Opening Remarks by Moderator and Panelists |
| 10:55 – 11:30 | Discussion Questions for Selected Panelists |
| 11:30 – 11:40 | Questions from the General Audience |
| 11:40 – 11:45 | Closing Comments |



Learning, Assessment and Growth

An educator from India somewhat skeptically asked a visiting American educator, “In America, you test your students a lot, don’t you?” The American educator replied that indeed, the United States has a national policy that requires testing of all students in certain grades.



Education Nation (Milton Chen) p. 26

Learning, Assessment and Growth

The Indian educator said, “Here, when we want an elephant to grow, we feed the elephant. We don’t weigh the elephant.”



Education Nation (Milton Chen) p. 26

Discussion Questions for Panelists

As school reformers work to move accountability, standards, school choice, and more forward, there remains pushback in many areas—teacher evaluation, charter schools, testing, Common Core State Standards—and an increasingly critical eye on the commercialism of school product providers. Which of the reform initiatives are beginning to gain traction and what needs do you have for better products and programs in order to successfully implement any specific reform initiative?



Discussion Questions for Selected Panelists

Which major education reform efforts are experiencing the highest level of push back and why?



Discussion Questions for Selected Panelists

With so many new and emerging vendors in the marketplace, how important is it to promote standardization, interoperability, and integration with existing technology resources within schools and why?



Discussion Questions for Selected Panelists

How do we bridge the gaps that exists as we move from installation, implementation, and integration to utilization and support? As you go across this continuum, how does the level of responsibility shift between the vendor and the school district?



Discussion Questions for Selected Panelists

Since many senior education executives have performance-based contracts, should some of these performance measures be passed on to the vendors as part of the procurement process and/or contract?



Discussion Questions for Selected Panelists

How do we increase stakeholder engagement in the needs analysis, procurement, and implementation process?



Discussion Questions for Selected Panelists

Since educators only purchase certain products / programs such as a Student Information System (SIS) once every ten-to-twenty years, and the vendors sell their products or services to schools nearly every day, how can we work together to build a more comprehensive Total Cost of Ownership (TCO) model?



Questions From the General Audience

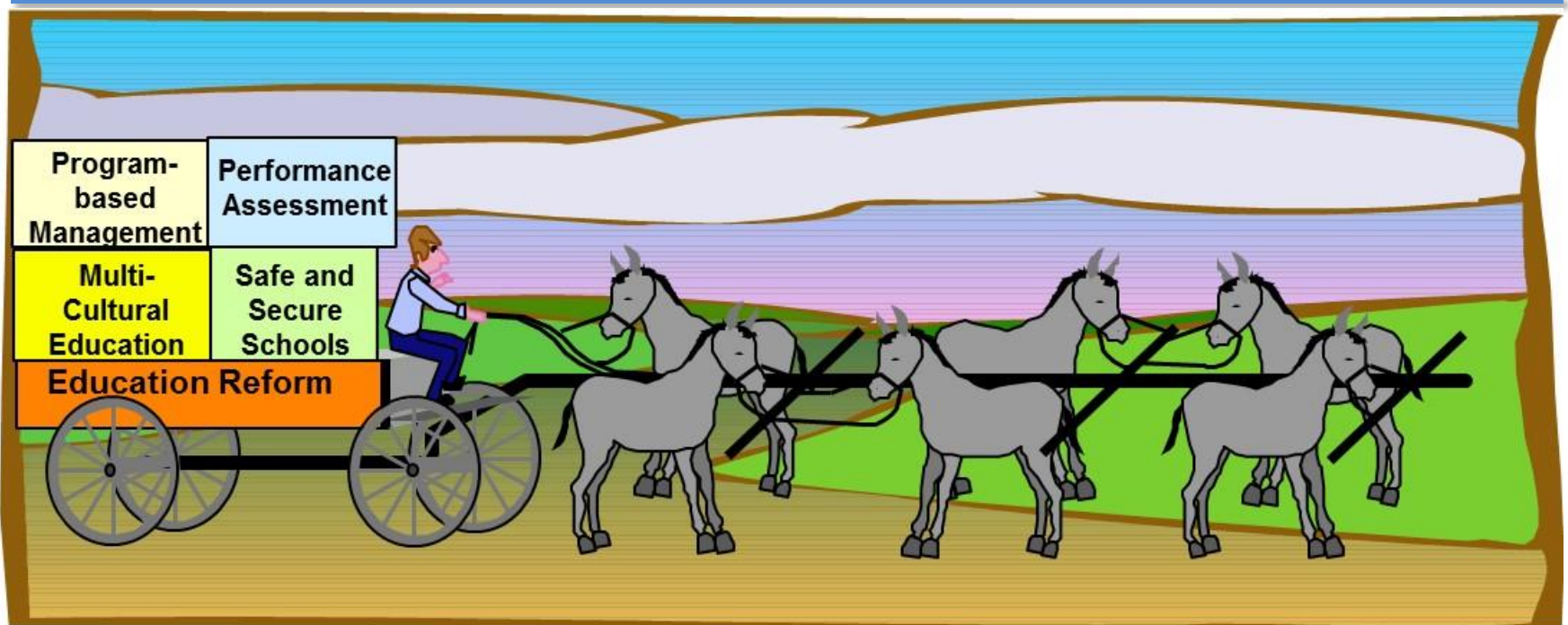
Now let's transition from a dialogue and discussion with our panelists to questions from the audience. As we all know, more and more school districts have developed strategic plans, balanced scorecards, key performance indicators, and more ... how familiar and how well do you as vendors consume this information in order to align your products and program with the needs of learning organizations?



Closing Comments



There's More to Networking Than Just Hooking Things Up



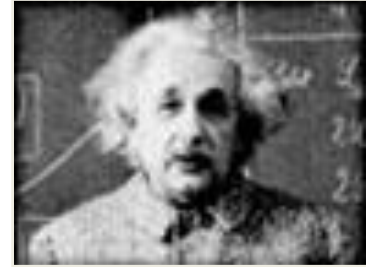
Operational
Maintenance

Staff
Development

Organizational
Support

New Interactive Learning Technologies

“Computers are incredibly fast, accurate and stupid; humans are incredibly slow, inaccurate and brilliant; together they are powerful beyond imagination.”



Albert Einstein

