

# Strategic Planning

Wednesday, May 28, 2014

## Agenda

1. Welcome
2. Education is changing right before our eyes.....
  - CESA 6 Next Generation (4:42)  
<http://www.cesa6.org/aboutus/nextgeneration.cfm>
  - 21<sup>st</sup> Century Learning Environments: (2:28)  
<https://www.youtube.com/watch?v=vIKIy3WnFzE>
  - 21<sup>st</sup> century education (3:40) Australian vision for education in the future  
<https://www.youtube.com/watch?v=nA1Aqp0sPQo>
  - New Classroom Overview part 1 modalities (2:04)  
<https://www.youtube.com/watch?v=abRtYNkmBao>
  - New Classroom part 2 personalization (1:36)  
<https://www.youtube.com/watch?v=fMNG7Yg47jI>
3. Questions we need to know the answers to:
  - a. What are 21<sup>st</sup> Century Skills?
  - b. What is personalized learning?
  - c. What is differentiated instruction?
  - d. What is project based learning?
  - e. What is game inspired learning?
  - f. What is student centered learning vs. teacher centered learning?
  - g. What is a digital native vs. a digital immigrant?
4. Your viewing for our discussion and learning prior to our next meeting....
  - A. Education is not the same as schooling (2:53)  
<https://www.youtube.com/watch?v=Omx5KrRVkMc>
  - B. Singapore's 21<sup>st</sup> Century Teaching Strategies (7:44)  
[https://www.youtube.com/watch?v=M\\_pIK7ghGw4](https://www.youtube.com/watch?v=M_pIK7ghGw4)
  - C. education in 21<sup>st</sup> century (2:09) quick ditty about how tchg and lrng will be  
<https://www.youtube.com/watch?v=Ax5cNlutAys>
  - D. 21 Things that will be obsolete by 2020  
<http://blogs.kqed.org/mindshift/2011/03/21-things-that-will-be-obsolete-by-2020/>
  - E. Scott McLeod Shift Happens (7:37)  
<http://dangerouslyirrelevant.org/2011/08/shift-happens-v5-iowa-did-you-know-video.html>

- F. 7<sup>th</sup> Grade Mystery Skype  
<https://www.youtube.com/watch?v=NkoRuXm9htg>
- G. Elementary Courtyard Re-Design -----Madison, WI student project (8:40)  
<https://www.youtube.com/watch?v=kMIslolwzCs>
- H. Scott McLeod TED from fear to empowerment (8:19)  
<http://dangerouslyirrelevant.org/2013/09/my-tedxdesmoines-video-from-fear-to-empowerment.html>
- I. You can't be my teacher (2:09)  
<http://dangerouslyirrelevant.org/2010/03/video-you-cant-be-my-teacher.html>
- J. Learning to Change, Changing to Learn (5:36)  
[https://www.youtube.com/watch?v=BHiby3m\\_RyM](https://www.youtube.com/watch?v=BHiby3m_RyM)
- K. Did You Know – Education Today and Tomorrow (2:30)  
[https://www.youtube.com/watch?v=Fnh9q\\_cQcUE](https://www.youtube.com/watch?v=Fnh9q_cQcUE)
- L. The future of learning (7:49)  
[https://www.youtube.com/watch?v=xoSJ3\\_dZcm8](https://www.youtube.com/watch?v=xoSJ3_dZcm8)
- M. Teaching in the 21<sup>st</sup> Century classroom: Using technology to teach 21<sup>st</sup> Cent. Skills (3:55)  
<https://www.youtube.com/watch?v=vkjXWcSEHhw>
- N. Student Centered Learning (11:25)  
<https://www.youtube.com/watch?v=2N1I6sOhDiw>
- O. What is a 21<sup>st</sup> Century Learner: (5:56)  
[https://www.youtube.com/watch?v=c8jf2TN\\_-8Q](https://www.youtube.com/watch?v=c8jf2TN_-8Q)

## 20th Century Classroom vs. the 21st Century Classroom



*USA 1960's typical classroom – teacher-centered, fragmented curriculum, students working in isolation, memorizing facts.*



*A classroom at the School of Environmental Studies, aka the Zoo School, in Minneapolis. A perfect example of real-life, relevant, project-based 21<sup>st</sup> century education.*

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| Time-based   | Outcome-based  |
| Focus: memorization of discrete facts  | Focus: what students Know, Can Do, and Are Like after all the details are forgotten.   |
| Lessons typically focus on the lower level of Bloom's Taxonomy – knowledge, comprehension and application.         | Learning is designed on upper levels of Blooms' – synthesis, analysis and evaluation (and includes lower levels as curriculum is designed down from the top.)  |
| Textbook-driven instruction and activities   | Research-driven instruction and activities   |
| Passive learning   | Active Learning  |
| Learners work mainly in isolation – the classroom within 4 walls.  | Learners work collaboratively with classmates and others around the world – the Global Classroom   |
| Teacher-centered: teacher is center of attention and provider of information                                       | Student-centered: teacher is facilitator/coach   |
| Little to no student freedom or choices  | Great deal of student freedom or choices   |
| "Discipline problems" – educators do not trust students and vice versa. Student motivation is not at a high level. | No "discipline problems" – students and teachers have mutually respectful relationship as co-learners; students are highly motivated and engaged in their learning.                                  |
| Fragmented curriculum broken up by subject areas   | Integrated and Interdisciplinary curriculum  |
| Grades averaged and include factors beyond academics   | Grades based on what was learned   |
| Lower expectations   | High expectations – "If it isn't good it isn't done." We expect, and ensure, that all students succeed in learning at high levels. Some may go higher – we get out of their way to let them do that. |
| Teacher is judge. No one else sees student work.   | Self, Peer and Other assessments. Public audience and presentations by students of their work, authentic assessments.  |

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| Curriculum/School is irrelevant and meaningless to the students. The students often do not see the value or the translation of what they are learning to real life. | Curriculum is connected to students' interests, experiences, talents and the real world.  |
| Print is the primary vehicle of learning and assessment.  | Performances, projects and multiple forms of media are used for learning and assessment.  |
| Diversity (strengths, weaknesses, interests, experiences, culture, talents) in students is ignored.   | Curriculum and instruction address individual student diversity.  |
| Literacy is mainly focused on the 3 R's – reading, writing and math   | Multiple literacy's of the 21 <sup>st</sup> century are all given attention – aligned to living and working in a globalized new millennium. |
| Factory model, based upon the needs of employers for the Industrial Age of the 19th century. Scientific management.   | Global model, based upon the needs of a globalized, high-tech society.  |
| Driven by the NCLB and standardized testing.  | Standardized testing has its place. Education is not driven by the NCLB and standardized testing mania.                                     |

5. Break up into groups and work on individual goals from the draft strategic plan....