



 **EdLeader21**

Moving Your District Forward: An Interactive Session for Transformative Leaders

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EdLeader21

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Springfield Public Schools

How can we transform our districts into 21st century learning environments?

In this session, leaders will receive tools to facilitate the following transformation efforts:

- Develop a profile of a graduate.
- Adopt 4Cs rubrics for students and adults.
- Utilize performance tasks to bring student competencies alive in classrooms.
- Determine next steps.



Profile
of a
Graduate

4Cs
Rubrics

4Cs
Culture

4Cs
Performance
Tasks

Continuous
Improvement



How can a profile of a graduate support our district's 21st Century transformation work?

Which student would you choose?

Student A



Math

Science

English

Social Studies

Student B



Content Mastery

Critical Thinker

Problem Solver

Effective Communicator

Effective Collaborator

Creative & Innovative

Financially Literate

Globally Competent

THE 4Cs

EDUCATIONAL OUTCOMES

Critical Thinking



Communication



Collaboration



Creativity



THE 7 Steps FOR EDUCATION LEADERS



Activity Sheet 1

1. What are the biggest changes in society in the last 25-30 years?
2. List 2-3 skills that your children/students need to address the changes in society you described above.
3. Looking at the skills you listed in answering the previous question, how intentional is your district in helping your students develop these skills?

Conversation with John Jungmann

1. Why does your district have the 4Cs in your Strategic Plan?
2. How did you engage your community in the conversation?
3. What was the result of the community dialogue?

ENGAGING. RELEVANT. PERSONAL.

EVERY LEARNER ★ EVERY DAY

OUR MISSION

Prepare all students for tomorrow by providing engaging, relevant and personalized educational experiences today.

OUR VISION

Serve as a catalyst for lifelong learning, equipping students for their futures.

OUR COMMITMENTS

We believe all individuals have potential and we must commit to the following behaviors:

- Embrace the needs of the whole child.
- Create, communicate, and demonstrate high expectations.
- Inspire and instill a passion for learning.
- Demonstrate flexibility, agility and adaptability.
- Foster a culture that supports and engages high quality teachers and leaders.
- Cultivate community ownership.
- Maintain a safe and secure learning environment.
- Engage all staff to positively impact student success.

FOCUS 1. STUDENT SUCCESS AND LEARNING SUPPORT

Promote, create and maintain a safe and secure environment that supports the physical and emotional well-being of all students.

Each student will have equitable access to engaging, relevant and personalized learning experiences that positively impact academic achievement and personal growth.

Each student will be equipped to solve problems through critical thinking, creativity, communication and collaboration.

FOCUS 2. EMPOWERED AND EFFECTIVE TEACHERS, LEADERS AND SUPPORT PERSONNEL

Create a culture that empowers employees and provides each student access to a qualified and effective teacher in every classroom, an effective principal in every school and an effective employee in every position.

FOCUS 3. FINANCIAL SUSTAINABILITY AND OPERATIONAL EFFICIENCY

Seek, align, manage and optimize resources for improved student success while remaining financially sustainable.



Measures of Success

Success Measurements	Total	Students	Employees	Parents	Patrons
Communication, Collaboration, Critical Thinking	3	6	4	3	3
Student Satisfaction	10	3	9	10	10
ACT Composite Scores	9	7	5	8	7
Attendance Rate	7	8	8	9	5
Employment Rate	2	9	2	2	2
Parent Satisfaction	5	4	10	4	4
Graduation Rate	6	5	7	6	8
College-Going Rate	4	1	3	7	9
Reading/Math Proficiency Rates	8	10	6	5	6
Highly Qualified Teachers	1	2	1	1	1

Rankings of school success measurements from most important (1) to least important (10)

Portrait of a Graduate

ETHICAL AND
GLOBAL CITIZEN



PORTRAIT OF A GRADUATE



CREATIVE AND
CRITICAL THINKER

COLLABORATOR








GOAL-DIRECTED AND
RESILIENT INDIVIDUAL

COMMUNICATOR

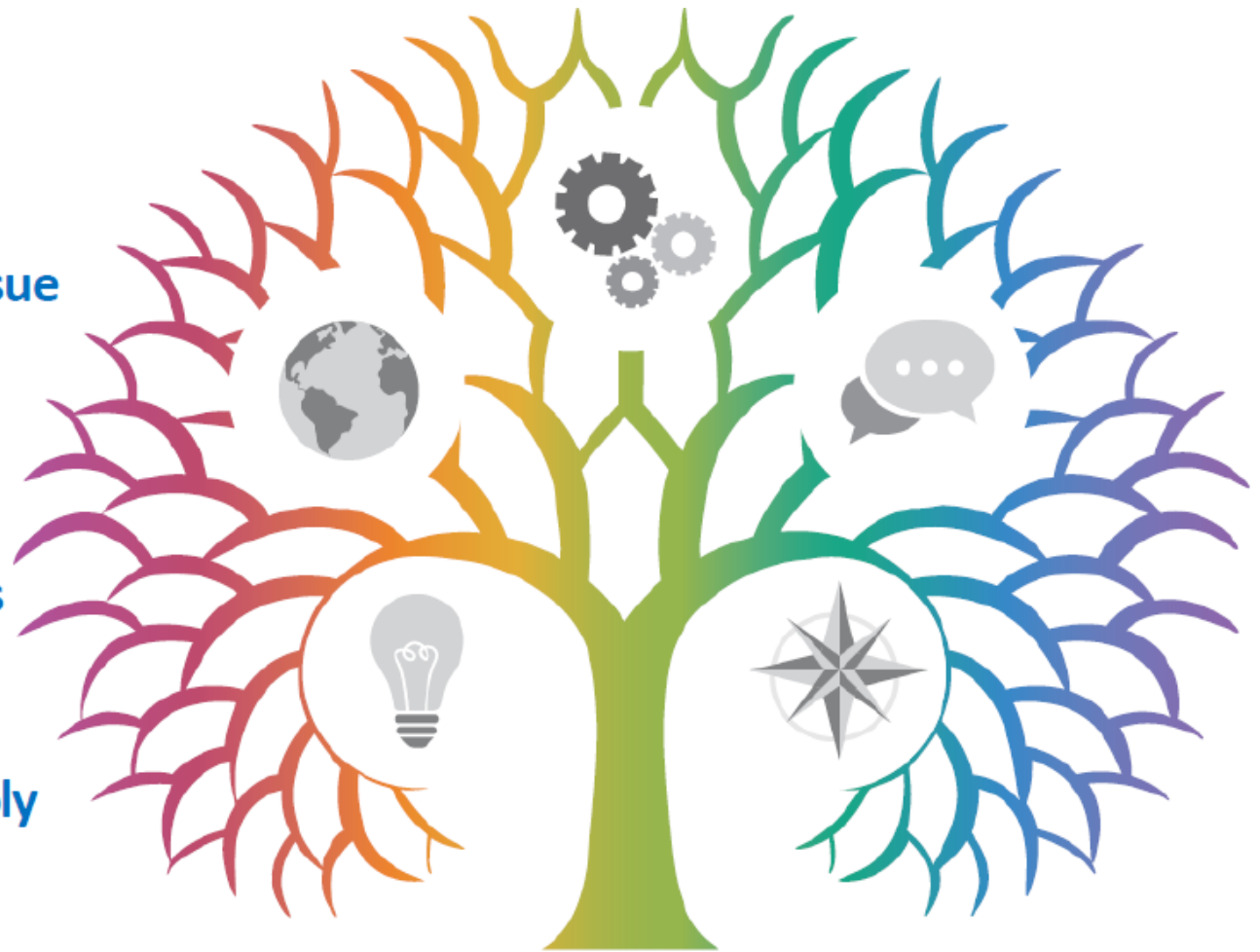


Student Achievement Goals: Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

 Communicator	 Collaborator	 Ethical and Global Citizen	 Creative and Critical Thinker	 Goal-Directed and Resilient Individual
<p>Applies effective reading skills to acquire knowledge and broaden perspectives</p> <p>Employs active listening strategies to advance understanding</p> <p>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</p> <p>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</p> <p>Uses technological skills and contemporary digital tools to explore and exchange ideas</p>	<p>Respects divergent thinking to engage others in thoughtful discussion</p> <p>Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals</p> <p>Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints</p> <p>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</p>	<p>Acknowledges and understands diverse perspectives and cultures when considering local, national, and world issues</p> <p>Contributes to solutions that benefit the broader community</p> <p>Communicates effectively in multiple languages to make meaningful connections</p> <p>Promotes environmental stewardship</p> <p>Understands the foundations of our country and values our rights, privileges and responsibilities</p> <p>Demonstrates empathy, compassion and respect for others</p> <p>Acts responsibly and ethically to build trust and lead</p>	<p>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</p> <p>Uses information in novel and creative ways to strengthen comprehension and deepen awareness</p> <p>Demonstrates divergent and ingenious thought to enhance the design/build process</p> <p>Expresses thought, ideas, and emotions meaningfully through the arts</p> <p>Evaluates ideas and information sources for validity, relevance, and impact</p> <p>Reasons through and weighs evidence to reach conclusions</p>	<p>Engages in healthy and positive practices and relationships to promote overall physical and mental well-being</p> <p>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</p> <p>Uses time and financial resources wisely to set goals, complete tasks, and manage projects</p> <p>Shows strong understanding and belief of self to engage in reflection for individual improvement and advocacy</p>

In order for
students to pursue
their life goals,
by 2020 all
Jeffco graduates
will be able to
successfully apply
the following
competencies:



JEFFCO 2020 Vision

Content Mastery | Civic & Global Engagement | Communication
Critical Thinking & Creativity | Self-Direction & Personal Responsibility



In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:

Content Mastery	Critical Thinking & Creativity	Civic & Global Engagement	Communication	Self-Direction & Personal Responsibility
<ul style="list-style-type: none"> • English Language Arts • World Languages • Science • Mathematics • Financial & Economic Literacy • Technology • Social Studies • Global Understanding • Arts • Physical Education 	<ul style="list-style-type: none"> • Problem Identification • Problem Solving • Analysis & Decision-making • Innovation & Imagination • Adaptability 	<ul style="list-style-type: none"> • Leadership • Community Service • Citizenship • Cultural Proficiency 	<ul style="list-style-type: none"> • In all Forms • Collaboration • Active Listening • Conflict Management • Humor • Respectfulness 	<ul style="list-style-type: none"> • Perseverance • Emotional Intelligence • Integrity • Personal Accountability • Health and Wellness • Lifelong Learning • Self-advocacy

The 21st Century MOUNT VERNON MIND



mountvernon.school.org

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MOUNT VERNON MIND

CREATIVE THINKER

- Challenges assumptions
- Suspends judgement
- Imagines, improvises, and adapts as new challenges and opportunities arise

INNOVATOR

- Explores and experiments in a climate of change
- Builds resilience through risk-taking and setbacks
- Creates unique ideas/products with value and meaning

COLLABORATOR

- Builds strong partnerships within a diverse team
- Teaches, coaches, and leads others by example
- Accepts feedback, implements decisions, and shares the credit

SOLUTION SEEKER

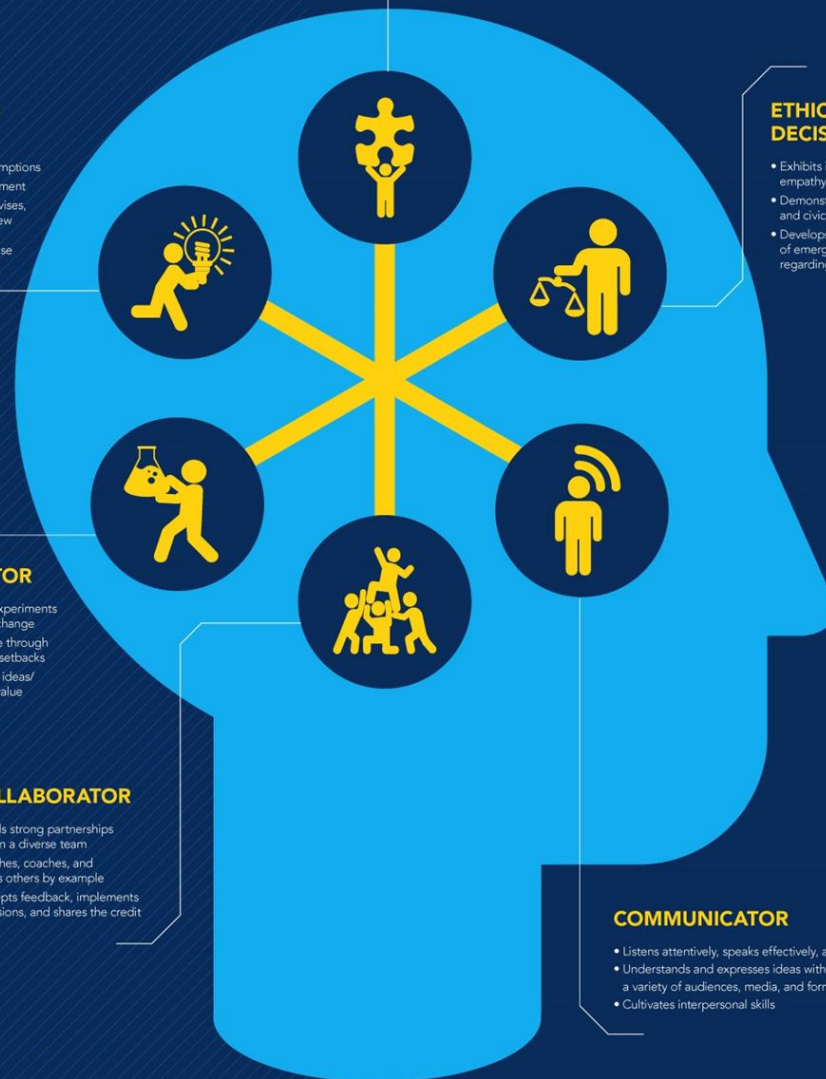
- Formulates meaningful questions
- Inquires, evaluates, synthesizes, and discerns cross-disciplinary knowledge and perspectives
- Sets goals, develops a plan of action, and tests solutions

ETHICAL DECISION-MAKER

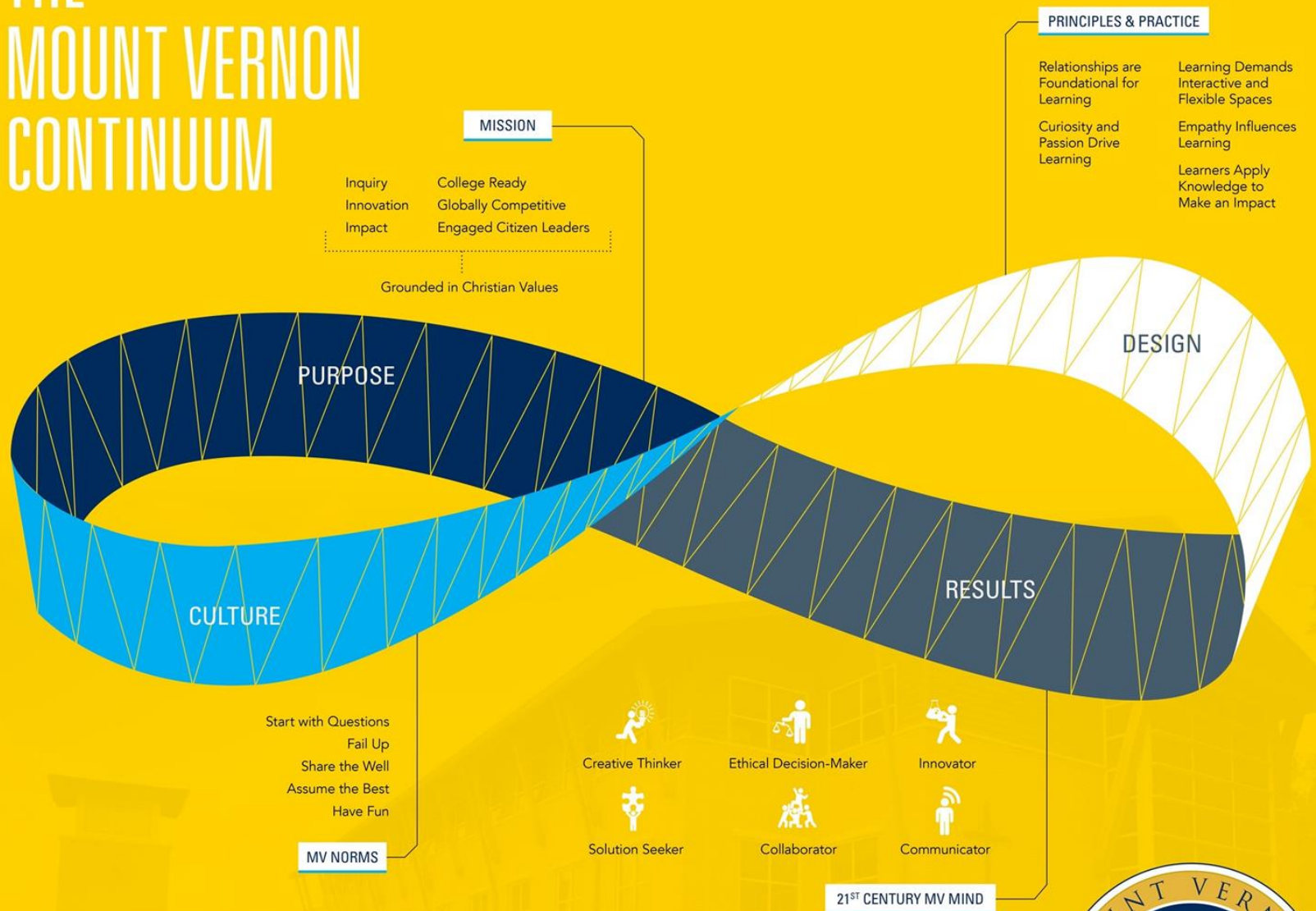
- Exhibits integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, social, and civic responsibility
- Develops understanding of emerging ethical issues regarding new technologies

COMMUNICATOR

- Listens attentively, speaks effectively, and writes clearly
- Understands and expresses ideas with a variety of audiences, media, and formats
- Cultivates interpersonal skills



THE MOUNT VERNON CONTINUUM



Loudoun County Public Schools



MISSION:

Preparing students to make meaningful contributions to the world

STRATEGIC GOALS:

1. Develop knowledgeable critical thinkers, communicators, collaborators, creators, and contributors
2. Cultivate a high-performing staff focused on our mission and goals
3. Deliver effective and efficient support for student success

CORE BELIEFS:

1. A culture of continuous improvement drives the fulfillment of our mission
2. Strong partnerships with families and our community contribute to our excellence
3. An inclusive, safe, caring, and healthy learning environment for all students lays the foundation for student growth
4. Transparency and good stewardship of resources builds public trust and support

Virginia Beach City Public Schools

Compass to 2020

Thinkers and Inquirers

- Gathers, analyzes, and evaluates information and ideas.
- Raises vital questions.
- Comes to well-reasoned conclusions.
- Thinks open-mindedly.
- Driven by curiosity to seek information and engage in research to increase understanding.

Communicators and Collaborators

- Effective at receiving and articulating ideas and information for a variety of purposes and audiences.
- Able to work interdependently with and/or lead a variety of individuals to achieve an objective while displaying flexibility and willingness to understand and articulate alternate points of view.

Problem Solvers and Value Creators

- Apply creative thinking skills to develop solutions that effectively address problems, challenges, or unmet needs.
- Able to turn ideas in to actions to address problems, challenges, or unmet needs.
- Create value through innovation and/or entrepreneurship.

Cross-Cultural Competence

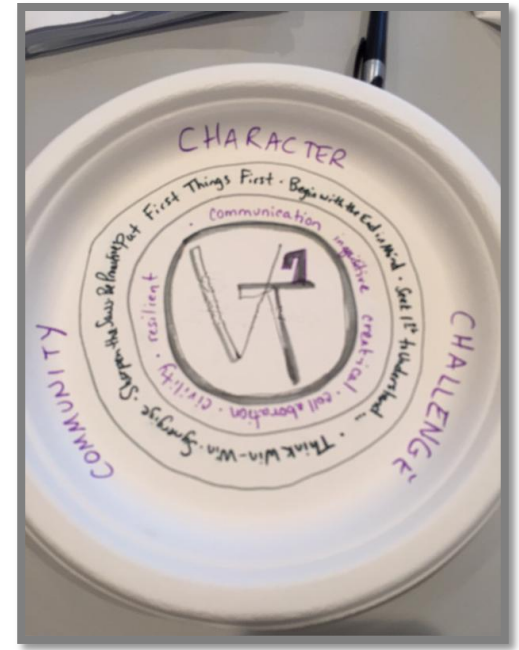
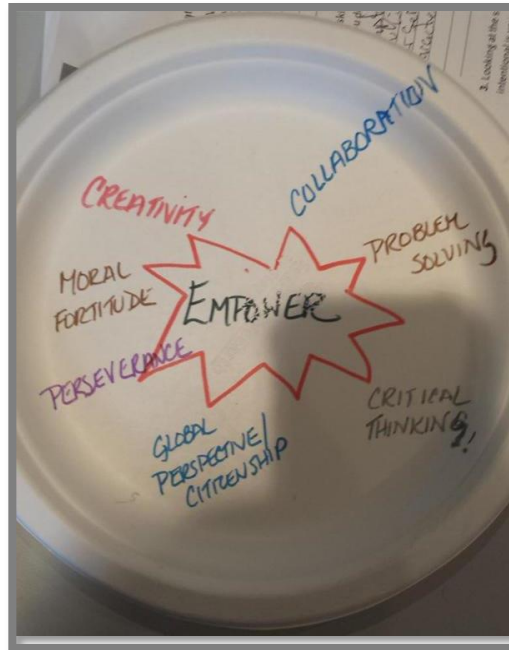
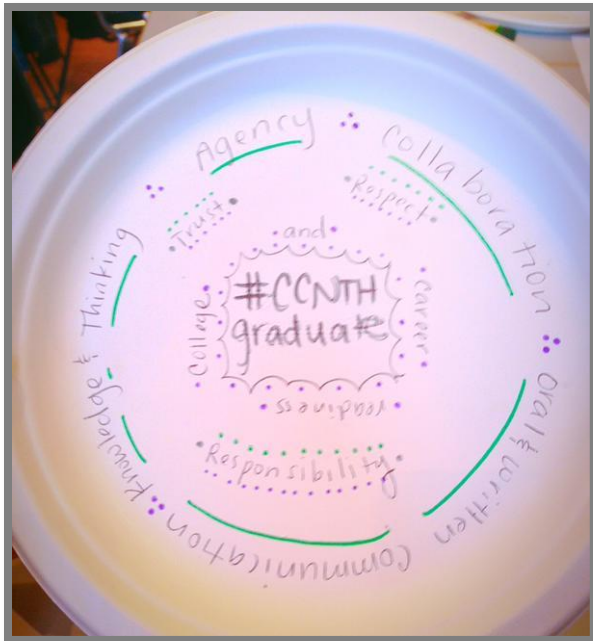
- Understand and respect one's own culture and other cultures.
- Aware of national and world issues and events and their impact.
- Possess bilingual skills.

Upper Arlington City School District



www.uaschools.org

21st Century Plate Exercise



Seven Observations About Your 21/21 Vision

1. There isn't a cookie cutter for 21st Century competencies.
2. There also isn't a cookie cutter for community engagement.



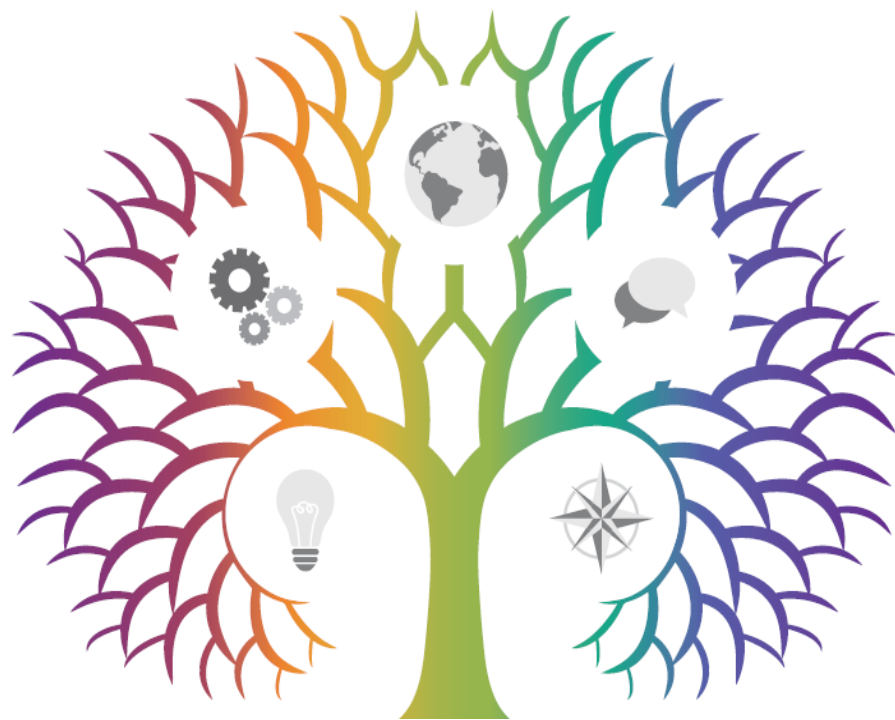
Seven Observations About Your 21/21 Vision

3. Parents and community members want to engage in discussion about 21st Century student outcomes.
4. The work is inspiring.



Seven Observations About Your 21/21 Vision

5. The use of visual images is powerful.



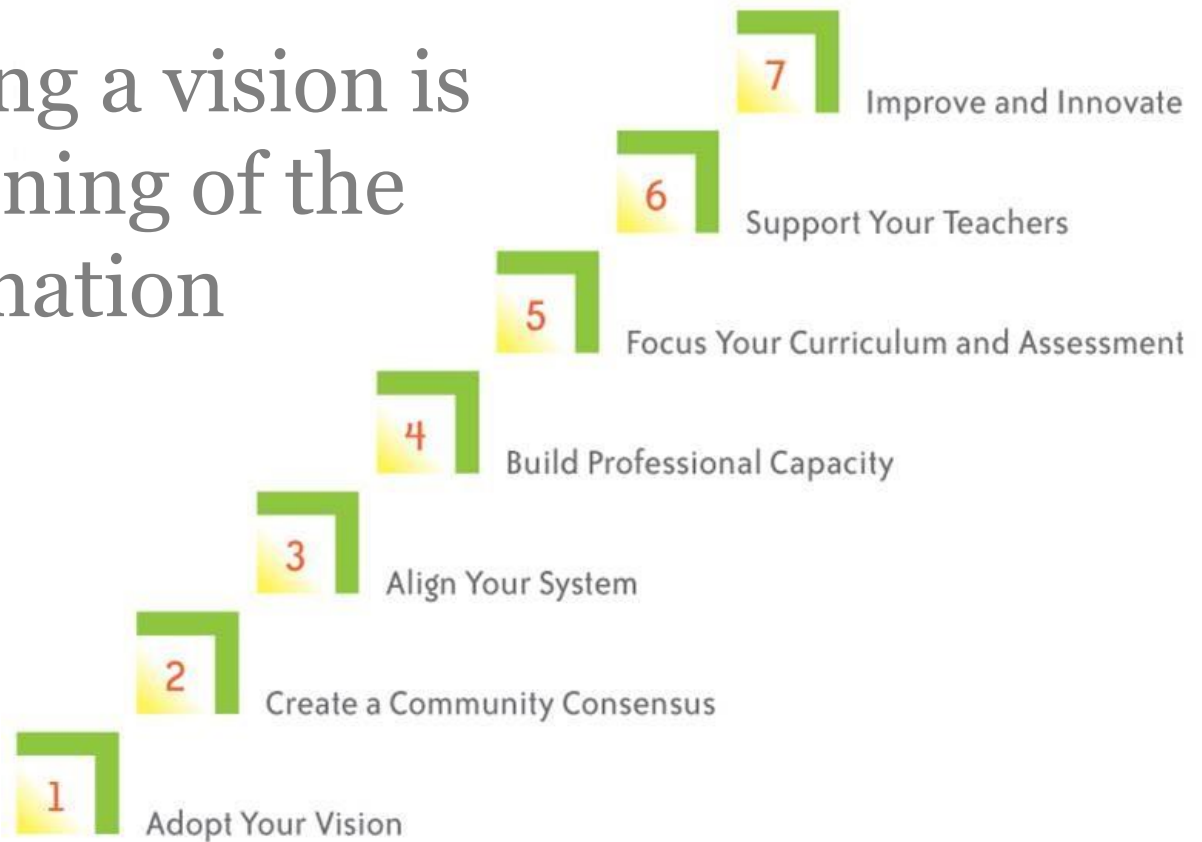
Seven Observations About Your 21/21 Vision

6. You can use all of the 4Cs when engaging in this process.



Seven Observations About Your 21/21 Vision

7. Developing a vision is the beginning of the transformation process.







How can we effectively assess
21st Century competencies across
our system?

The Role of 4Cs Rubrics in 21st Century District Transformation

Defining the 4Cs.

Adopting common vocabulary.

Integrating the 4Cs into the teaching and assessment of disciplinary content.


EdLeader21 4Cs Rubrics



What are the EL21 4Cs rubrics?

- **Define** the skills associated with each of the 4Cs.
- **Capture** dispositions and habits of mind.
- **Illustrate** a continuum of performance in each category.

Spotlight on a 4Cs Rubric - Creativity

PERFORMANCE AREA	1	2	3	4
Idea Generation 	<p>Shows an inability to find a compelling problem or area of focus that demands their attention, or to grasp the problem, investigation, or challenge provided.</p> <p>Shows an inability to reframe the problem, investigation, or challenge into a metaphor or analogy.</p> <p>Generates few ideas.</p> <p>Offers ideas that are limited in diversity; ideas are often vague and loosely related to the creative challenge at hand. Shows an understanding of the concept of precedents, but fails to research whether ideas offered are new ideas.</p> <p>Participates in limited amounts of brainstorming; raises few open-ended, "what if" questions during the idea generation process.</p>	<p>Somewhat effectively, finds a compelling problem or area of focus that demands their attention. Defines the problem, investigation, or challenge, but explanation lacks clarity and may impact idea generation.</p> <p>Reframes the problem, investigation, or challenge into a metaphor or analogy, but the metaphor or analogy does not provide a sufficiently clear direction regarding how to approach the task.</p> <p>Communicates some new ideas, but the volume is not sufficient to spark a creative process. Asks, "Is my idea really new?" Learning from research about precedents is not sufficient to inform the creative innovation process.</p> <p>Offers ideas that are somewhat diverse and reasonably clear, though they may not be detailed or</p>	<p>Effectively finds a compelling problem or area of focus that demands their attention. Clearly defines the problem, investigation, or challenge in a manner that builds a framework for idea generation.</p> <p>Reframes the problem, investigation, or challenge into a metaphor or analogy to yield a clear direction regarding how to approach the task (e.g., "a personal music player is jewelry" metaphor sparked creativity in the idea generation phase that led to the iPod).</p> <p>Generates a sufficient volume of new ideas. Asks, "Is my idea really new?" Clearly explains information acquired from researching precedents.</p> <p>Offers ideas that are broad in their diversity; ideas are clearly articulated and closely related to the creative challenge at hand.</p>	<p>Shows an impressive level of depth of understanding of the problem, investigation, or challenge.</p> <p>Shows an impressive level of depth of understanding of the audience for the solution to the problem, including expectations for and constraints on the solution.</p> <p>Takes an original, unique, imaginative approach to idea generation.</p> <p>Demonstrates a complete understanding of all the characteristics of divergent thinking skills, such as:</p> <ul style="list-style-type: none"> • Fluency—generates a high volume of new ideas in response to open-ended questions or problems; • Flexibility—openness to examining ideas in unexpected ways; • Originality—generating options that are

Warm Up Exercise

- 1. Find a partner.**
- 2. Brainstorm a list of skills and habits of mind related to creativity.**



Activity Sheet 2

1. (7 min.) Review and “text tag” the EL21 Creativity Rubric. Individually, silently review the rubric.

2. (6 min.) Compare notes. In your small group, take turns responding to the prompt:
Share what you marked in the text and why.

Reflection

What similarities and differences do we see when comparing your original definition of creativity and the EdLeader21 Creativity Rubric?

Whole Group Sharing



What insight did this activity provide about the importance of defining the 4Cs as part of your district transformation work?



The Role of 4Cs Performance Tasks in 21st Century District Transformation

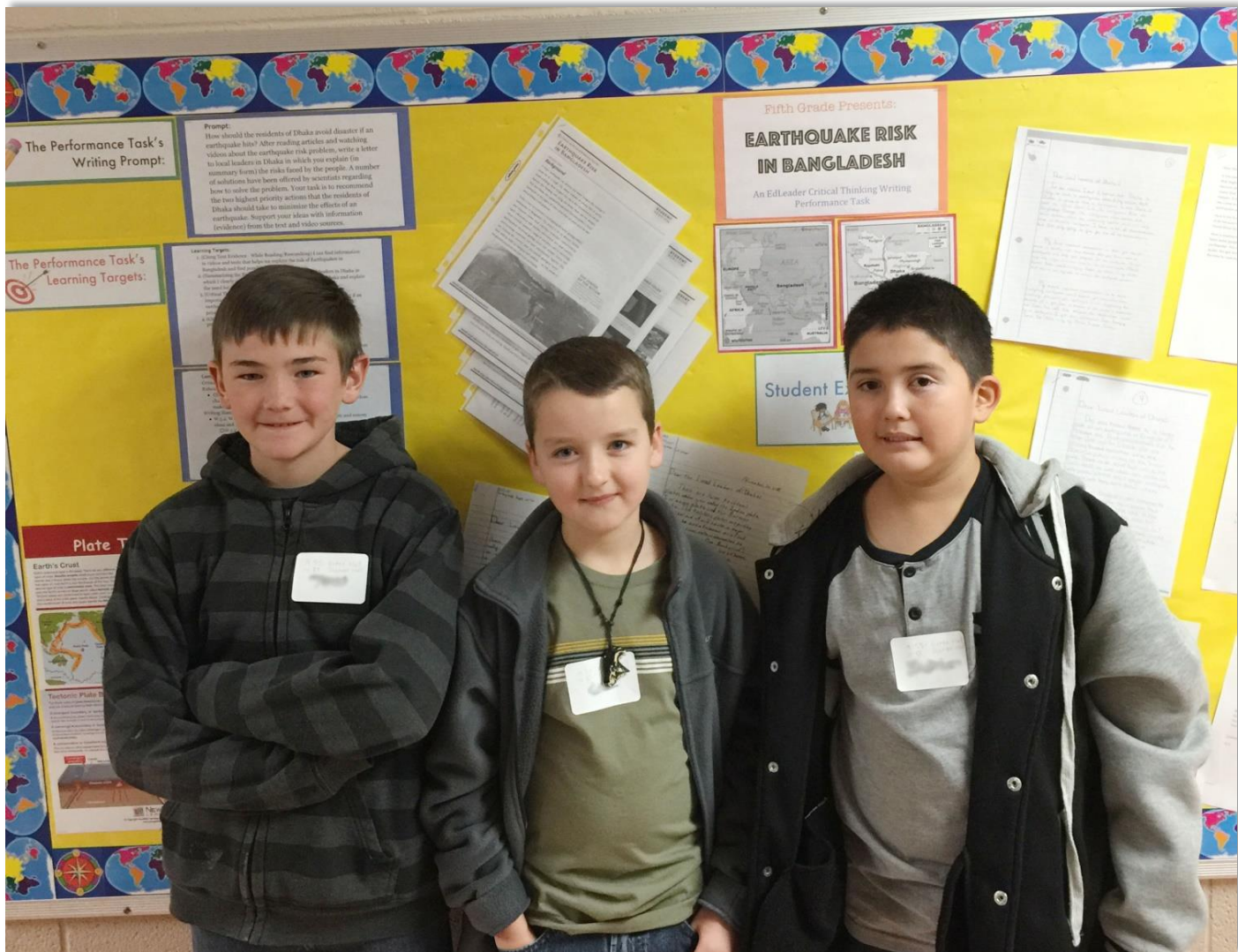
Creating a context for teaching disciplinary content and 21st century skills.

Promoting positive instructional changes.


Strengthening conceptual understandings in students.

Supporting 4Cs skill development.

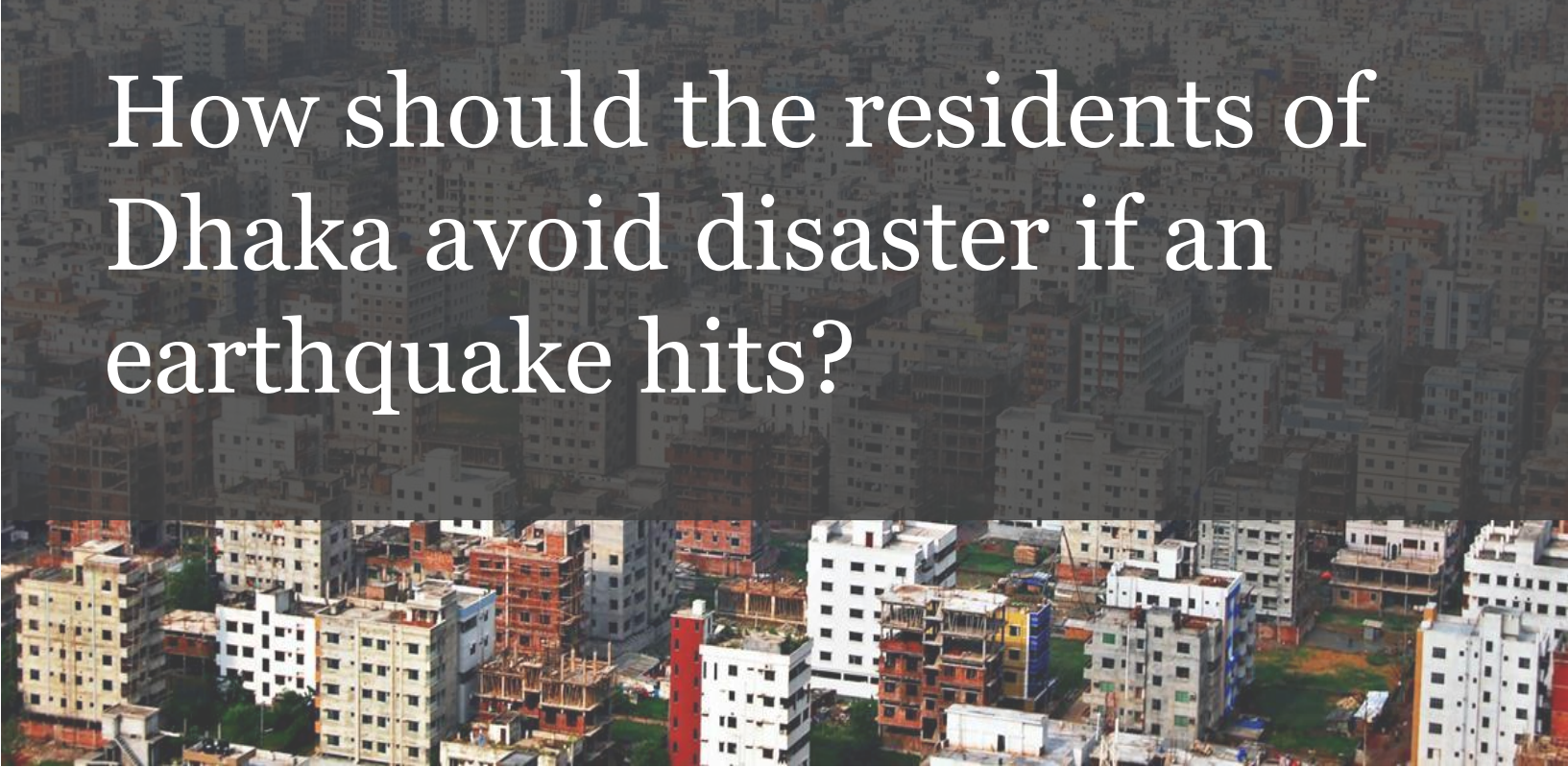
4Cs Performance Assessment



Student Work Activity



How should the residents of Dhaka avoid disaster if an earthquake hits?



Critical Thinking Rubric



PERFORMANCE AREA

Problem Solving/ Solution Finding



1

Is hesitant to share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question.

Is beginning to use systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part, but is unable to predict what will happen if a part is missing.

Shows an inability to test ideas, assess the outcome, and decide if a new solution is necessary.

2

Shares ideas about how to best solve the problem, meet the challenge, or answer the inquiry question, but the explanation is somewhat unclear.

Uses systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part and predicts what would happen if a part is missing, but is unable to describe the subsystems.

Tests ideas. With assistance, assesses the outcome, but the explanation may be somewhat unclear. Is beginning to show ability to assess results and decide if a new solution is necessary.

3

Clearly explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question; clearly describes why their ideas make sense.

Uses systems thinking in problem solving. Describes the function of the whole system, describes the subsystems, and describes how a change in the subsystems influences the entire system.

Tests ideas. With little assistance, assesses and clearly describes the outcome and decides if a new solution is necessary.

4

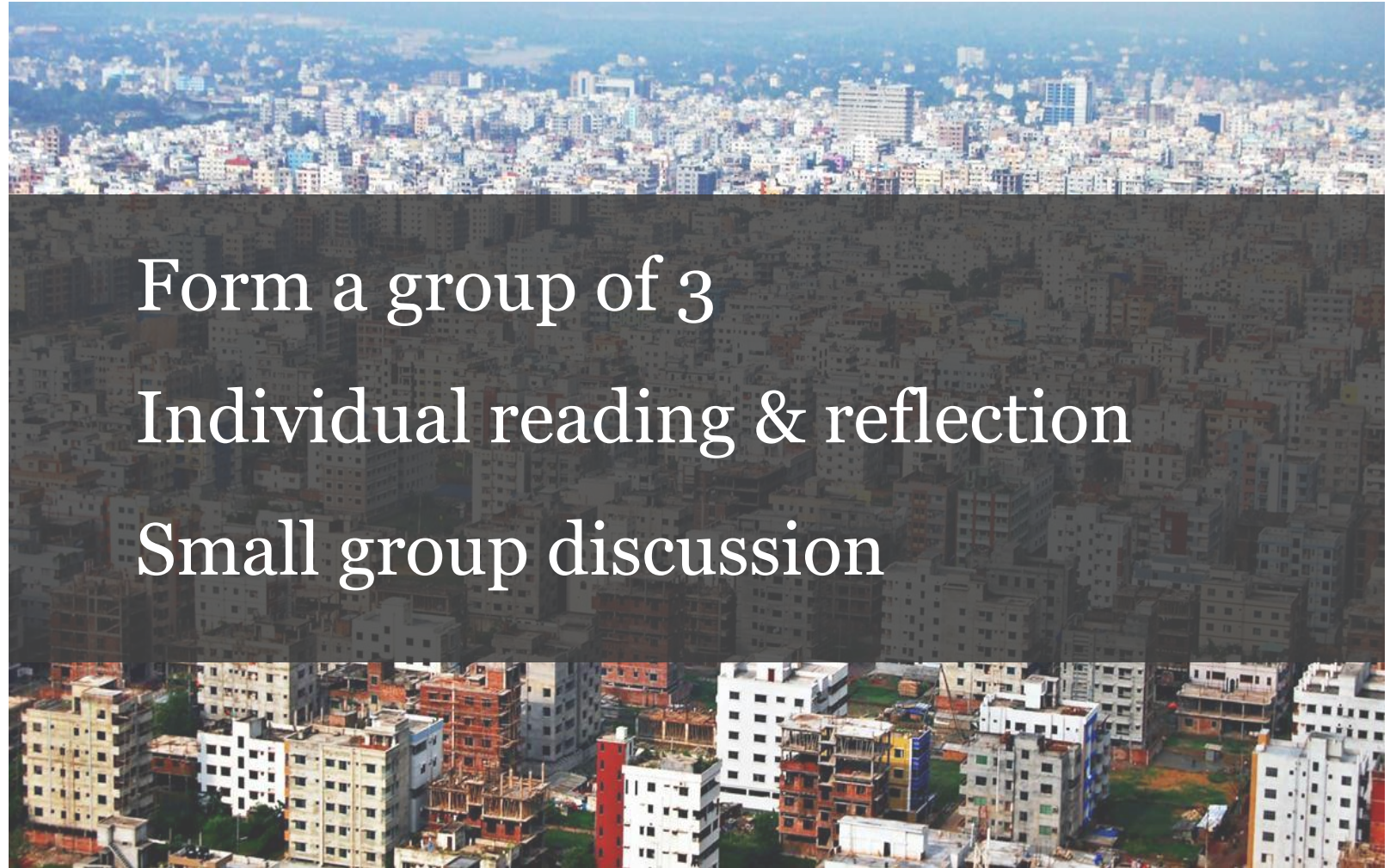
Ideas about how to best solve the problem, meet the challenge, or answer the inquiry question are very convincing.

When using systems thinking in problem solving, defines if the system is in equilibrium or is changing; explains how the system interacts with another system.

Tests ideas with patience, precision, and accuracy; Carefully assesses outcome and draws logical conclusions about next steps.



Student Work Activity



15 Minute Break

Activity Sheet 4



What are the next steps you will take to advance 21st century competencies in your school or district?

Thank you!

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