



 **EdLeader 21**

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# Moving Your District Forward: An Interactive Session for Transformative Leaders

Ken Kay & John Jungmann

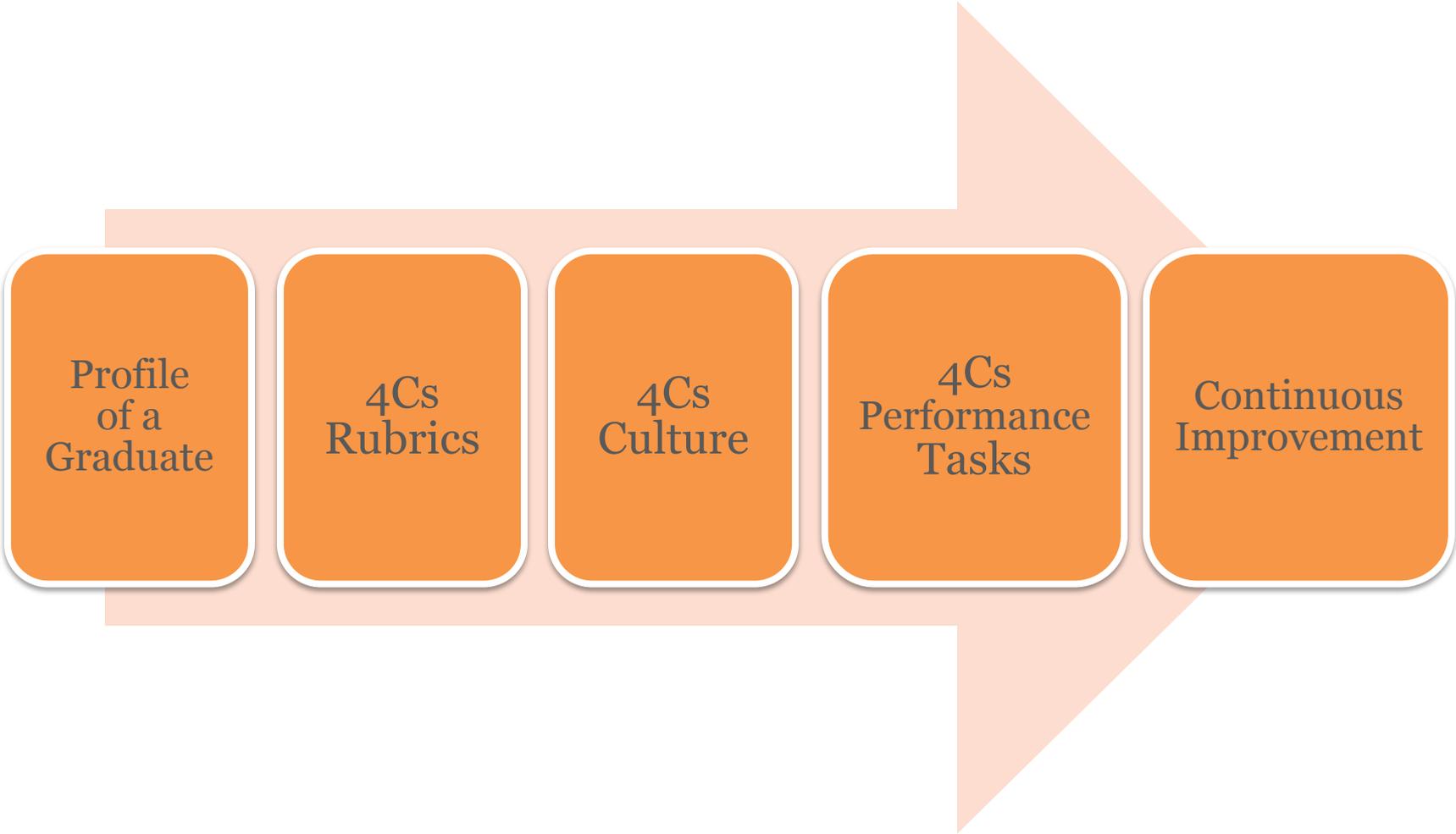
**Ken Kay, CEO**  
EdLeader21

**John Jungmann, Superintendent**  
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:

 <b>Communicator</b>	 <b>Collaborator</b>	 <b>Ethical and Global Citizen</b>	 <b>Creative and Critical Thinker</b>	 <b>Goal-Directed and Resilient Individual</b>
<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:**

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

# The 21st Century MOUNT VERNON MIND



# 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

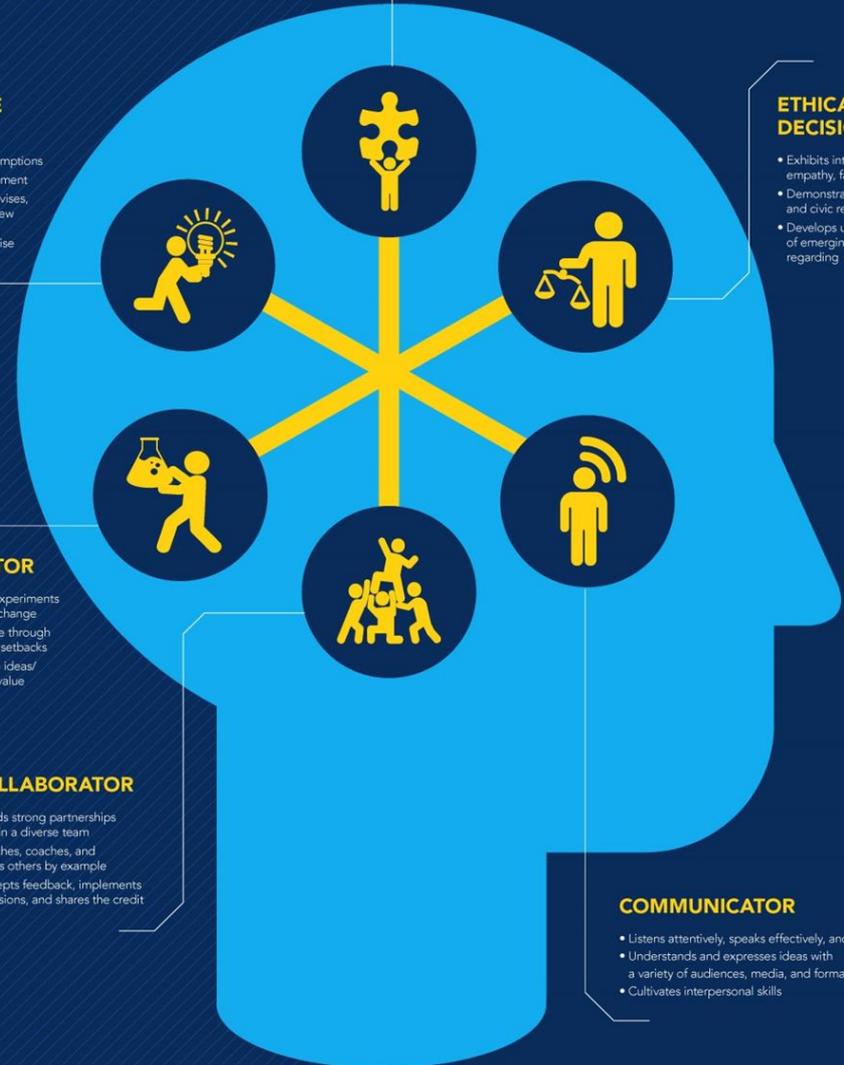
- Builds strong partnerships within a diverse team
- Teaches, coaches, and leads others by example
- Accepts feedback, implements decisions, and shares the credit

## 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

[mountvernon.school.org](http://mountvernon.school.org)

# THE MOUNT VERNON CONTINUUM

## MISSION

Inquiry  
Innovation  
Impact

College Ready  
Globally Competitive  
Engaged Citizen Leaders

Grounded in Christian Values

## PRINCIPLES & PRACTICE

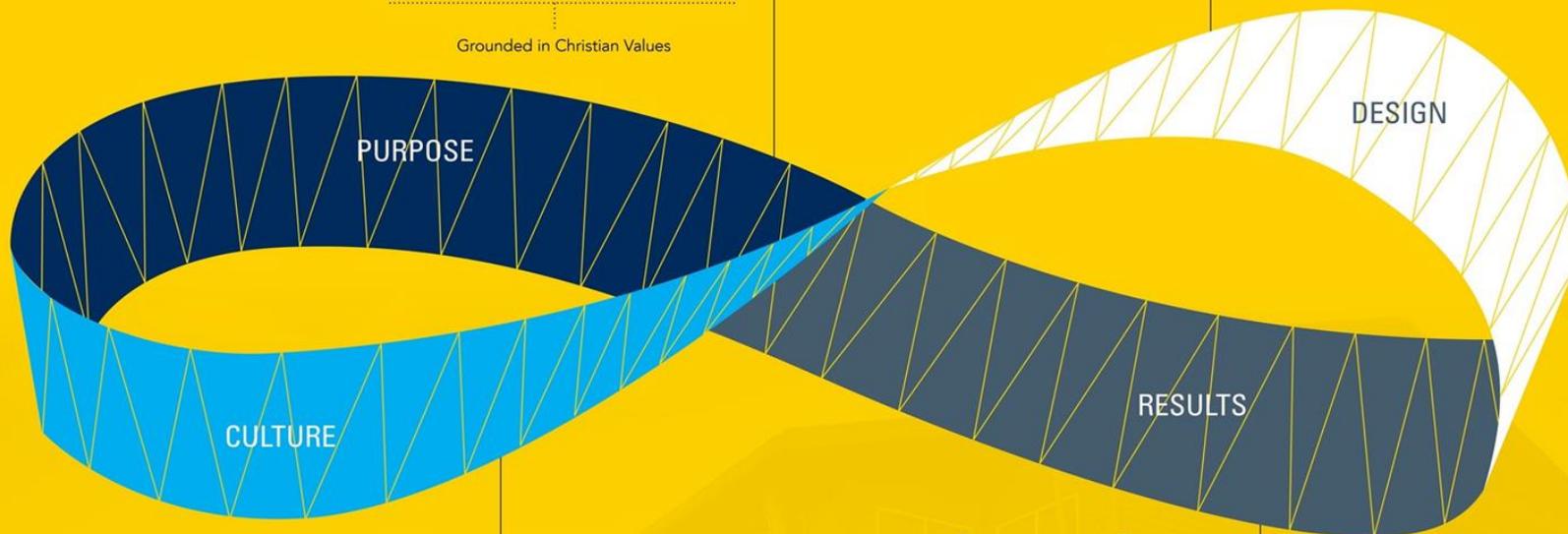
Relationships are Foundational for Learning

Curiosity and Passion Drive Learning

Learning Demands Interactive and Flexible Spaces

Empathy Influences Learning

Learners Apply Knowledge to Make an Impact



PURPOSE

DESIGN

CULTURE

RESULTS

Start with Questions  
Fail Up  
Share the Well  
Assume the Best  
Have Fun

## MV NORMS



## 21<sup>ST</sup> CENTURY MV MIND



# 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

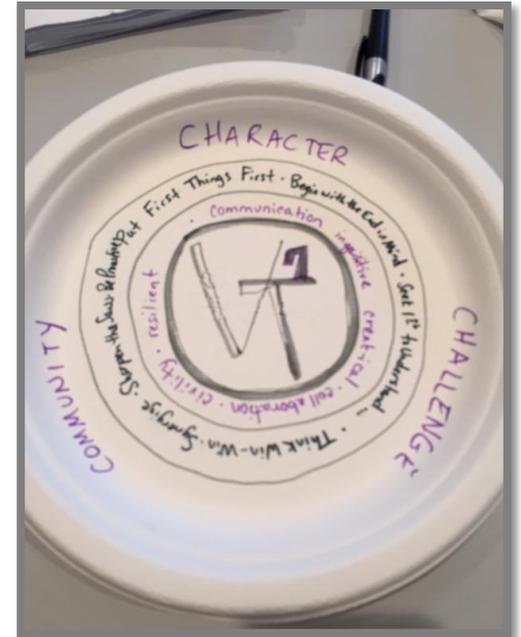
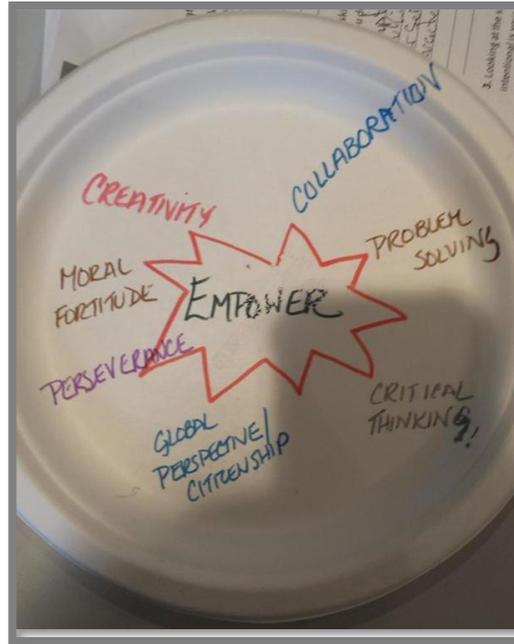
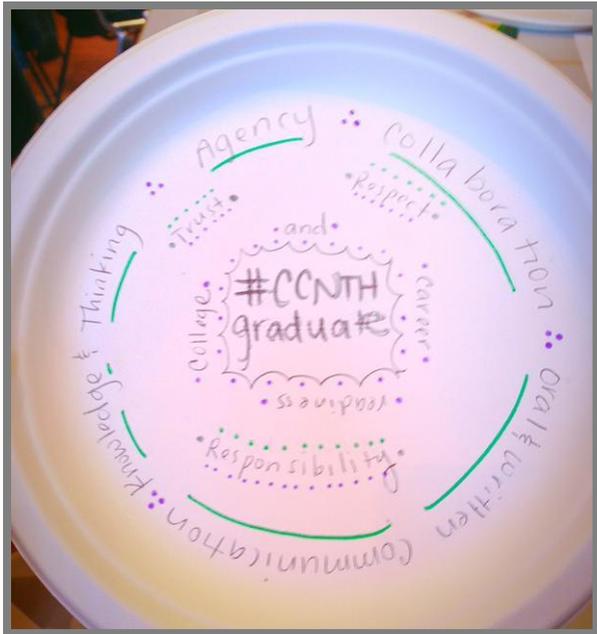
- Understand and respect one's own culture and other cultures.
- Aware of national and world issues and events and their impact.
- Possess bilingual skills.

# Upper Arlington City School District



[www.uaschools.org](http://www.uaschools.org)

# 21<sup>st</sup> Century Plate Exercise



# Seven Observations About Your 21/21 Vision

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



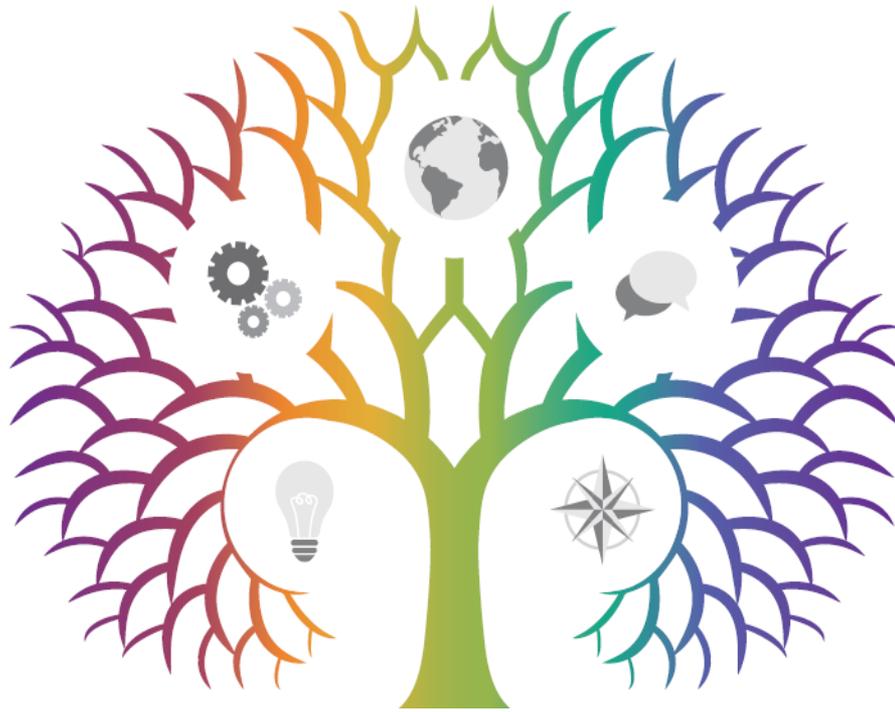
# Seven Observations About Your 21/21 Vision

3. Parents and community members want to engage in discussion about 21<sup>st</sup> 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.

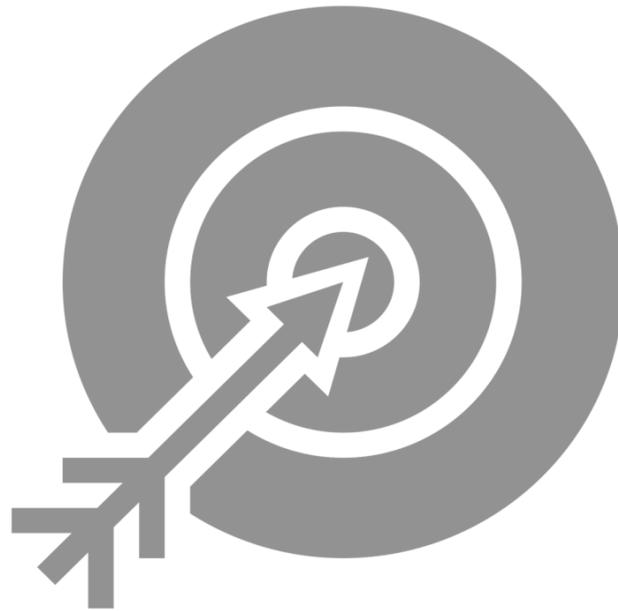


# Seven Observations About Your 21/21 Vision

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
<p data-bbox="241 371 454 456"><b>Idea Generation</b></p> 	<p data-bbox="569 371 821 535">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 data-bbox="569 571 821 678">Shows an inability to reframe the problem, investigation, or challenge into a metaphor or analogy.</p> <p data-bbox="569 714 821 735">Generates few ideas.</p> <p data-bbox="569 771 821 1013">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 data-bbox="569 1049 821 1185">Participates in limited amounts of brainstorming; raises few open-ended, "what if" questions during the idea generation process.</p>	<p data-bbox="850 371 1101 578">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 data-bbox="850 614 1101 821">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 data-bbox="850 856 1101 1078">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 data-bbox="850 1113 1101 1213">Offers ideas that are somewhat diverse and reasonably clear, though they may not be detailed or</p>	<p data-bbox="1130 371 1381 578">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 data-bbox="1130 614 1381 871">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 data-bbox="1130 906 1381 1056">Generates a sufficient volume of new ideas. Asks, "Is my idea really new?" Clearly explains information acquired from researching precedents.</p> <p data-bbox="1130 1092 1381 1213">Offers ideas that are broad in their diversity; ideas are clearly articulated and closely related to the creative challenge at hand.</p>	<p data-bbox="1410 371 1671 478">Shows an impressive level of depth of understanding of the problem, investigation, or challenge.</p> <p data-bbox="1410 514 1671 664">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 data-bbox="1410 699 1671 763">Takes an original, unique, imaginative approach to idea generation.</p> <p data-bbox="1410 799 1671 899">Demonstrates a complete understanding of all the characteristics of divergent thinking skills, such as:</p> <ul data-bbox="1410 935 1671 1242" style="list-style-type: none"> <li>• Fluency—generates a high volume of new ideas in response to open-ended questions or problems;</li> <li>• Flexibility—openness to examining ideas in unexpected ways;</li> <li>• Originality—generating options that are</li> </ul>

# 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

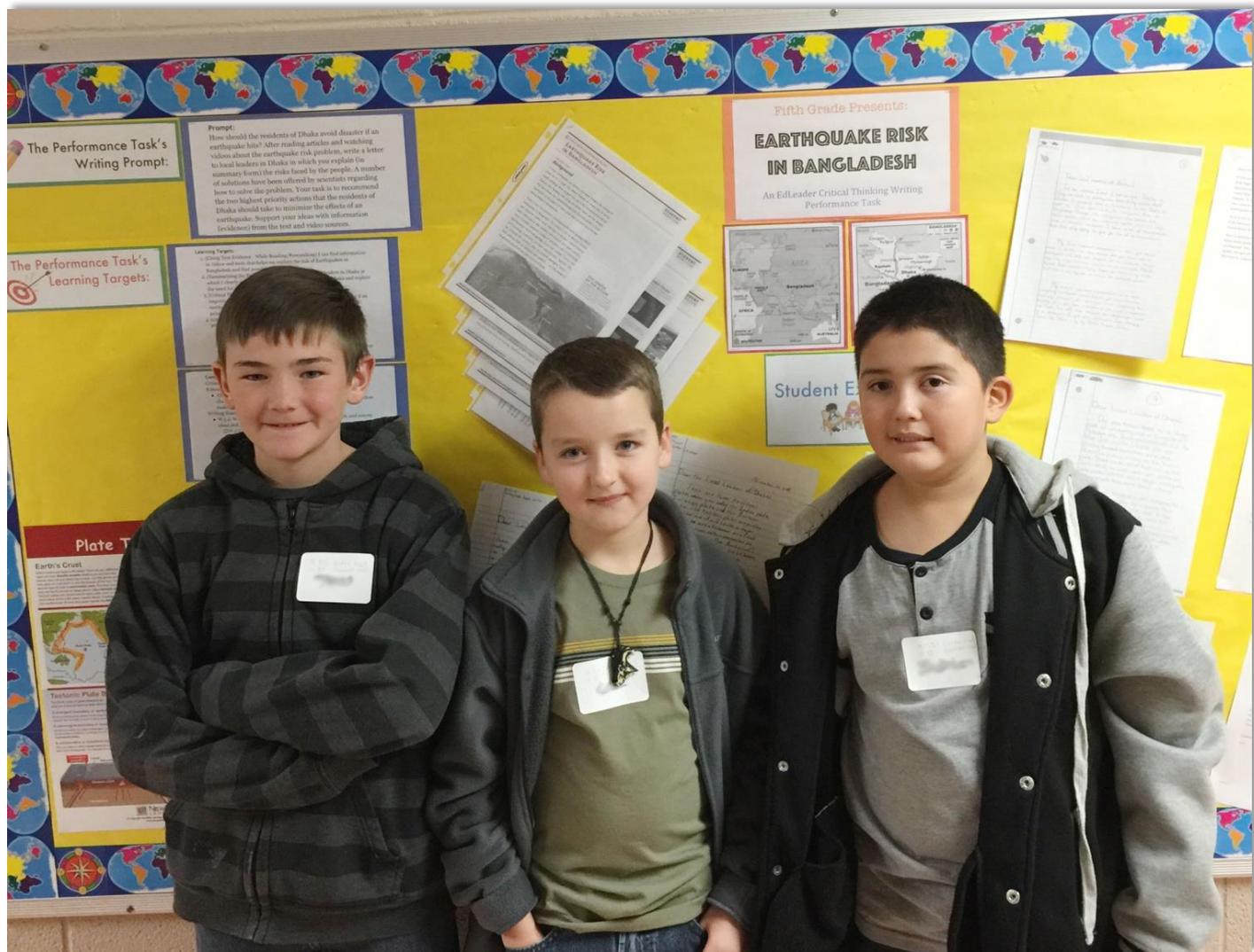
**Creating** a context for teaching disciplinary content and 21st century skills.

**Promoting** positive instructional changes.

**Strengthening** conceptual understandings in students.

**Supporting** 4Cs skill development.

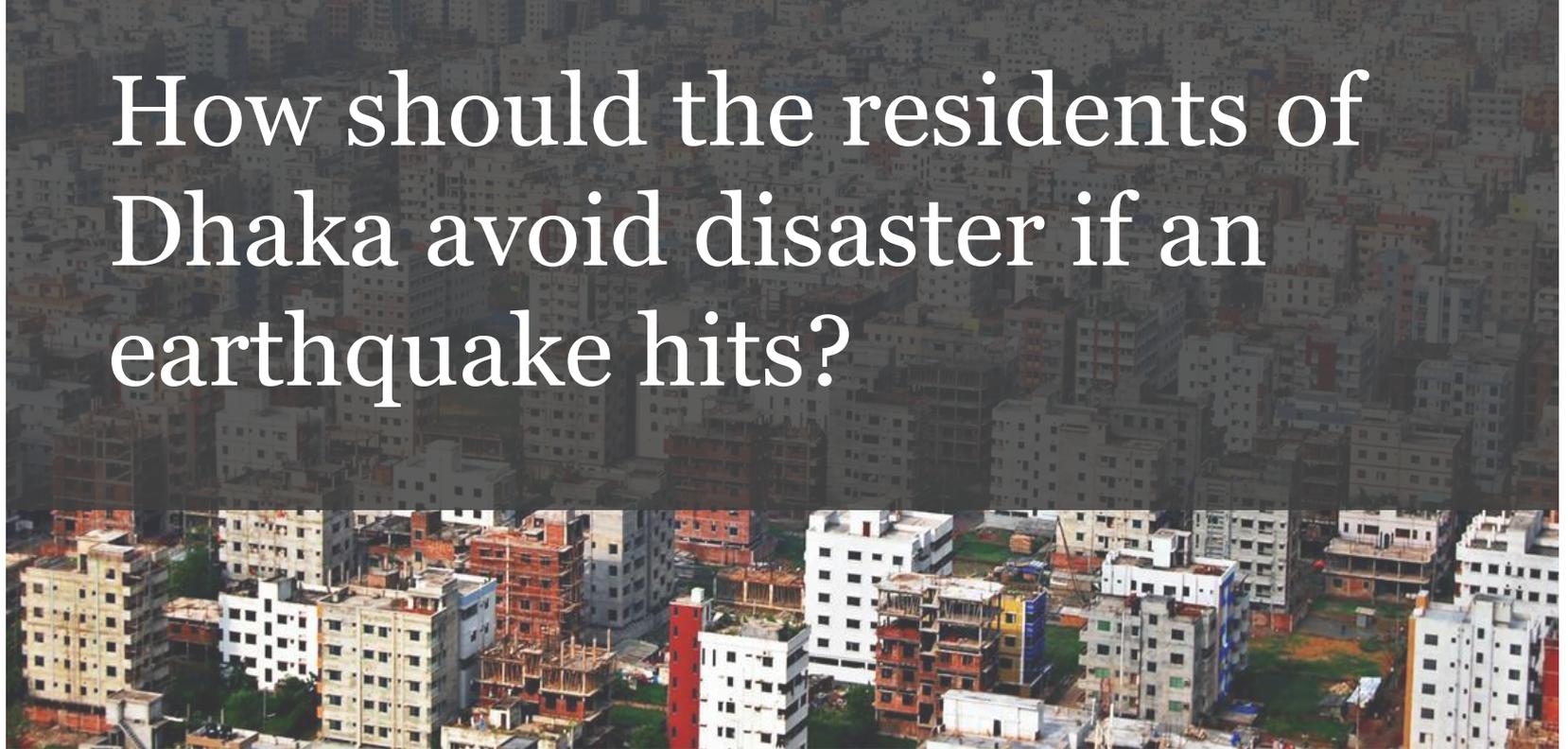
# 4Cs Performance Assessment



# 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.

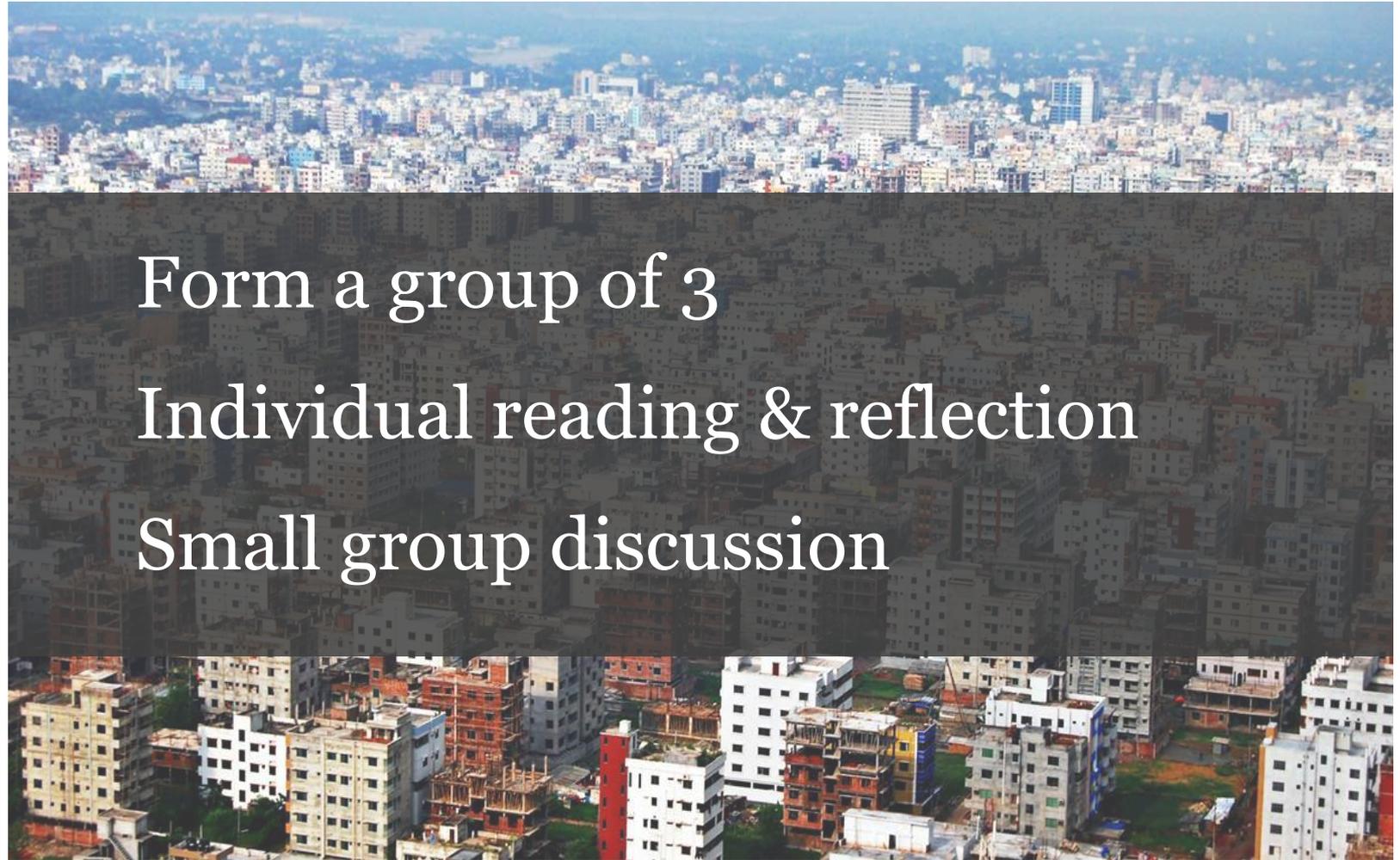
4

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



Form a group of 3

Individual reading & reflection

Small group discussion



# 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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