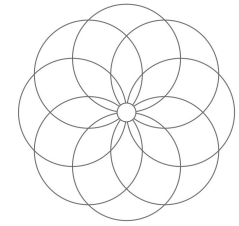


**Tomorrow is Here:
21st Century Learning in our Classrooms
District 39 Strategic Plan**

Prepared by Community Review Committee

May 17th, 2010

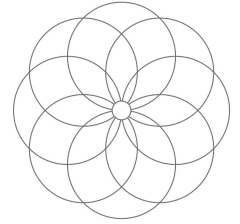
CRC 2009-2010 Members



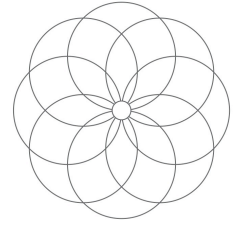
Debby Atwater, Teacher – Highcrest
Maria Baird, Parent Rep – McKenzie/Secretary
Steve Becker, Parent Rep – Romona
Cassandra Black, Asst. Principal – Highcrest
Kathleen Boehm, Parent Rep – Central
Laura Born – At-large
Rebecca Boyd – At-large
Beth Burke, Teacher – WJHS
Beth Carmody, Parent Rep – Harper
Romy DeCristofaro, Teacher – Central
Adam Denenberg, Technology
Mindy Douthit – At-large
Katy Forsyth, Teacher – Harper
Susan Fortier – At-large/President
Debbie Greif, Parent Rep – Harper
John Gridley, Parent Rep – Highcrest

Julia Grosh – At-large
Jane Hornstein, Parent Rep – VW PTO
Melanie Horowitz, Principal – Central
Raymond Lechner, Superintendent
Chris Leutz, Parent Rep – Highcrest
Dan Murray – At-large
Frank Panzica – At-large
Tracy Peacock, Parent Rep – Central
Diane Phillips, Parent Rep – WJHS
Pam Rezek – At-large
Carolyn Sennett – At-large/Vice President
Harvey Schmidt, Parent Rep – WHJS
Barbara Unger, Teacher – Central
John Walker – Past President
Karee Wallach, Parent Rep – McKenzie
Denise Welter, Principal – McKenzie

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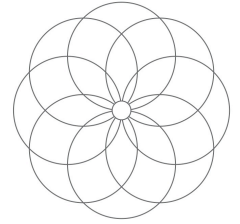


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- II. CRC's 2009-2010 Journey
- III. Strategic Framework
 - Vision and Mission for 21st Century Learning in D39
 - Yearly Strategic Implementation Plan
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- VII. Next Steps
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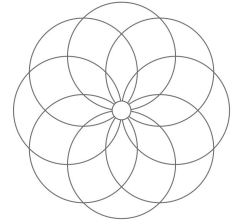
BACKGROUND

Why 21st Century Learning?



It will no longer be sufficient to have a single or narrow technical expertise. Our children will be expected to have distinct higher-order cognitive and service-related competencies to meet 21st Century demands.

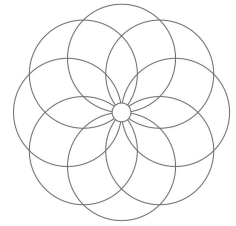
Why 21st Century Learning?



“Advanced economies, innovative industries and firms, and high-growth jobs require more educated workers with the ability to respond flexibly to complex problems, communicate effectively, manage information, work in teams and produce new knowledge.”

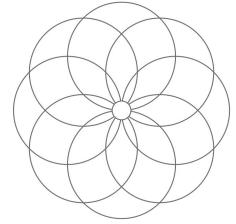
-- Partnership for 21st Century Skills

21st Century Learning CRC Report



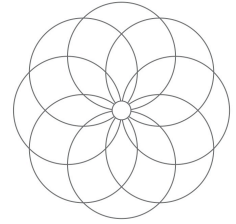
- Last year, the Community Review Committee (CRC) studied and wrote an in-depth report on 21st Century Learning entitled “Tomorrow is Now.”
- The report asked the critical question, “What skills do our children need to be learning now to prepare them for their futures in the 21st Century?”
- Eight themes were highlighted in the study that represent the critical skill areas our children will need to meet the challenges and opportunities of the 21st Century.
- The report was presented to the Board of Education in June 2009.

21st Century Learning CRC Report Themes



- Global Awareness and Perspective
- Technology
- Value-Added Skills / Characteristics of Successful Learners
- Communication Skills
- Collaboration
- Social Responsibility
- Learning Environment
- Teaching Style and Learning Process

Global Perspective

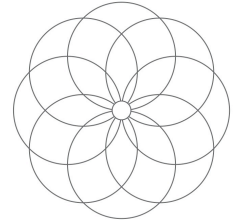


- Weave into our curriculum a more enhanced sense of the world around us.
- Broaden our curriculum from the traditional United States-centered perspective to a more global perspective.

“For the United States to continue to prosper, all students must have the opportunities to learn about other world regions and languages. The world will demand it of them -- we need to demand it of our education system.”

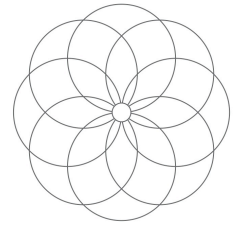
- The Asia Society

Technology



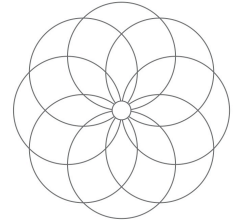
- Technology plays a pivotal part in students' lives and development.
 - Today's students are digital natives and view computers as an integrated part of life, not as an isolated skill.
 - They expect that technology is integrated into the classroom.
 - Technology is the conduit for the learning process.
- Technology needs to expand within and beyond the curriculum to maximize student success.
 - Technology is no longer a stand-alone silo, but is integrated throughout the day.
 - Technology has changed the way students learn and how teachers teach.
 - Education must address the ramifications of increased technology use on verbal communication and interpersonal skills, technology etiquette, and brain development.

Value Added Skills/Characteristics of Successful Learners



- **Creativity** – innovation; unconventional thinking; audacity to put forth a different perspective.
- **Flexibility** – adaptability; tolerance for ambiguity; ability to hear different perspectives and change one’s mind given sufficient data.
- **Risk-Taking** – the willingness to seize opportunities; try new things without fear of failure; trust oneself and intuition; rebound from setbacks.
- **Empathy** –ability to understand another’s perspective, especially when it differs from one’s own; this is critical for work in a service economy.

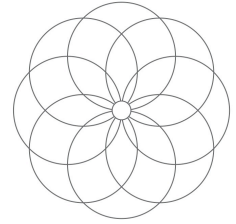
Value Added Skills/Characteristics of Successful Learners



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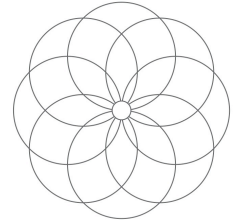
- **Persistence** – patience and confidence; internal motivation; discipline and inspiration.
- **Problem-Solving** – ability to look at problems from different perspectives; tolerate more questions than answers; use communication and collaboration to solve complex problems.
- **Self-Awareness** – ability to observe, reflect on and evaluate yourself; a distinguishing quality of great leaders.
- **Life Long Enthusiasm for Learning** – passionate; engaged; inspired; ability to view oneself as a life long learner.

Communication Skills



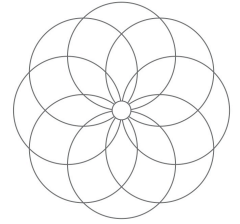
- The essence of communication is an exchange of meaning through nonverbal and verbal behavior, written and spoken.
- Increased technology use has changed the fundamentals of communication – writing, presenting and listening well – at a time when these foundational skills are even more important.
- Globalization, diversity, and advances in technology demand refinement of communication skills to ensure students are strong communicators across all media in the future.
- In interactions between individuals who differ from each other, such as when crossing cultural, geographic or language boundaries, the need to understand culture is essential.

Collaboration



- Collaboration requires groups to create a more optimal or innovative outcome than any one individual would have accomplished alone.
- Complex problems in organizations, communities and nations will increasingly be solved collaboratively to leverage greater innovation and creativity generated in groups.
- Those groups will be progressively more diverse (e.g., by nationality, race, gender, physical ability, thinking style, education, religion, sexual orientation, geographical culture, etc.).
- Students must become adept at working collaboratively with people who differ from them on many levels. It must become second nature to them.

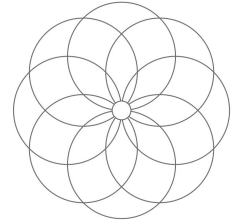
Social Responsibility



Social responsibility encompasses respect for individuals, service to others, and ethical behavior. Inherent in being socially responsible is the need to:

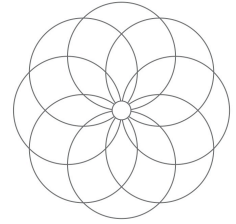
- Live with a sound moral and ethical compass.
- Develop a conscience for those less fortunate.
- Understand and respect differences.
- Recognize and address global issues.
- Gain environmental literacy.
- Develop financial responsibility.

Learning Environment

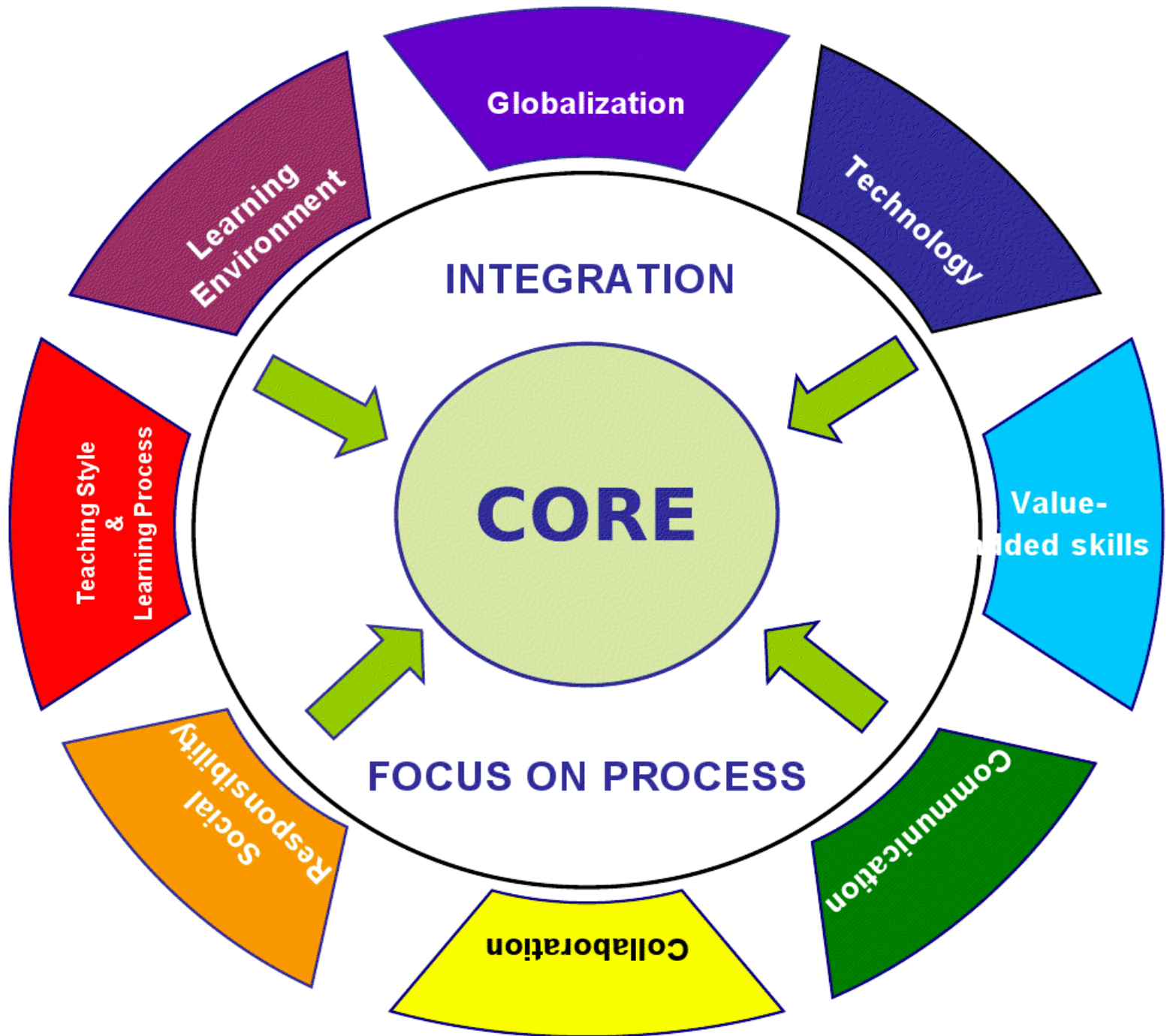


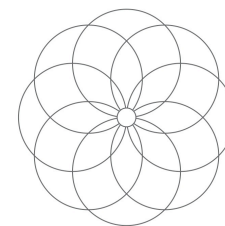
- For the 21st Century student, the learning environment includes the structure, tools, and communities that inspire students and educators to attain the knowledge and skills that the 21st Century requires.
- A learning environment can be physical or virtual, human or technological, or related to time and schedule.
- The 21st Century compels educational systems to embrace flexible learning environments that best prepare students for their future.

Teaching Style and Learning Process



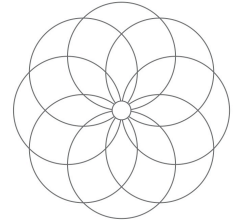
- Focus on process: ***How*** students are taught and ***how*** they learn versus what they are taught and what they learn.
- Teachers are no longer the sole content carriers but are now content facilitators. Their role has shifted from the “Sage on the Stage” to the “Guide on the Side.”
- More than ever before, education needs to focus on equipping children with tools for being life-long learners, and teachers will need to model the process of learning.
- As a student’s education becomes more individualized and self-directed, the effective teacher will need to stand back and observe, intervene only as necessary, rather than directing the child.





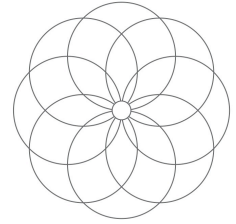
CRC'S 2009–2010 JOURNEY

CRC's 2009-2010 Journey



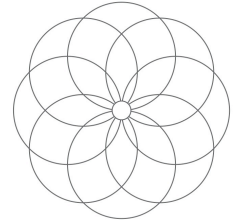
- Based on Dr. Lechner's recommendation, the CRC decided to build on the topic of 21st Century Learning.
- The 2009-2010 CRC voted to develop the District 39 Strategic Plan based on the 2009 CRC report on 21st Century Learning.
- Dr. Lechner's primary suggestions were:
 - Utilize 2008-2009 CRC report as the foundation for our work.
 - Solicit input from District 39 educators in drafting plan.
 - Produce clear and concise goals around the identified 21st Century Learning themes.

Tomorrow is Now!

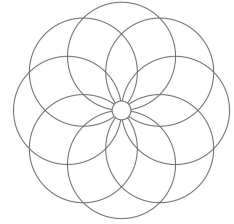


- Our initial job was to introduce the CRC's 21st Century Learning report to the educators within District 39.
- CRC members Pam Rezek and Laura Born presented a summary of the 2008-2009 CRC report, "Tomorrow is Now!", to all educators following staff meetings in December 2009.
- The CRC drafted and delivered an on-line survey immediately following each presentation. The goals were to:
 - Gauge the teachers' overall knowledge of each theme.
 - Assess their personal understanding of each theme.
 - Identify those themes deemed most critical (ideally five).
 - Build support from the teachers for the CRC's initiative.

Survey Results



- 95% of respondents found the themes proposed to be relevant to very relevant.
- Respondents felt most comfortable with the themes of Technology and Collaboration.
- Respondents were least comfortable with Learning Environments and Globalization.
- Themes of Communication, Social Responsibility, and Technology were identified as the educators' highest priorities.
- There was little difference in the prioritization of the remaining five themes.
- Time and financial resources were seen as the greatest obstacles to successful integration.

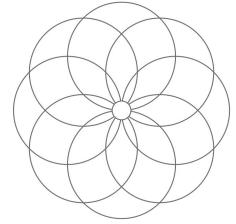


90 Respondents Provided Additional Comments.

Other than expressing support, the comments fell into the following “buckets” of concern:

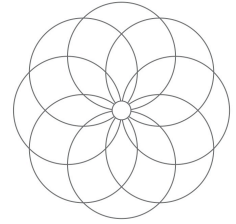


Discovery: More Questions Than Answers

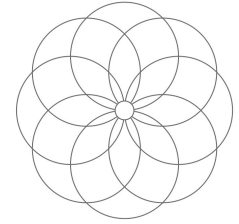


- The survey did not clearly identify the top five themes as we had hoped.
- The survey identified the top line priorities of the teachers; however, we needed to capture more qualitative information from educators on how to incorporate these themes into District 39 classrooms.
- As a next step, we needed a forum for more in depth information.

Launched Educator Focus Groups



- Utilized a 21st Century collaborative market research tool, called HotPotato.
- Allowed us to conduct real time on-line discussions with educators.
- Tool allowed for facilitated discussions with our educators while using pseudonyms to maintain anonymity and allow for open discussions.
- Goals of the focus groups were:
 - Initiate a dialogue around 21st Century Learning
 - Get feedback on how these themes could be incorporated into classroom environments.
 - Understand how implementing these themes would differ across the various schools and grade levels
 - Continue to build support for the initiative



Adopted A Two-Phase Roll-Out Of Focus Groups

- Phase 1: Two simultaneous groups of administrators over five days (total of 16 participants)
 - Each group discussed four of the eight themes.
 - CRC revised questions and length of focus groups based on Phase 1 participants' feedback.
- Phase 2: Four simultaneous groups of teachers over three days (total of 32 participants)
 - Each group discussed two of the eight themes.
 - Teachers were selected by their principals.
 - All participants were considered to be “21st Century Thinkers.”
 - Groups were balanced by school, grade level taught, and area of teaching focus.

HotPotato Chat

HotPotatoChat - Discussion

http://www.hotpotatochat.com/discussion

Google

What's For L...tral School? Home (CRC Committee) For Big Kids ... yrs - Gifts Healthy Lun...curious.com Clan Mackintosh Septs Peacock Nine, LLC Cool Boys' Cl... Little Boys Apple (100) p9mail eBay Yahoo!

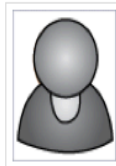
01/27/2010 11:05 AM CST



Jackson Pollock

To me 21st century learning is moving kids from soely knowing things (stuff) to being able to process information and solve problems in creative ways. This country has evolved over the years from agrarian based, to **manufacturing** based, and now it's time to move on to the next phase. We need to prepare kids for this new and exciting phase in our countrys history. This is important work and will allow our kids and community to remain prosperous in to the future. In my opinion this is central to our work as educators. Our mission is to produce well adjusted members of society that can contribute to the greater good. For this purpose alone we need to re-evaluate how we do things and better ways to deliver instruction and curriculum.

01/27/2010 01:33 PM CST



Chris

Great post, Jackson.

You are "on a roll". Moving from teaching kids about how to process "stuff" to showing them how to process information and solve problems sounds like a daunting task.

Any idea how we should/can make the leap?

Is there anything that you are currently doing that has started moving things in this (new) direction?

Thanks!

Chris

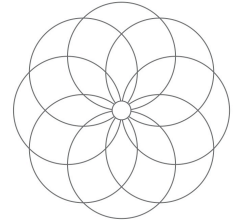
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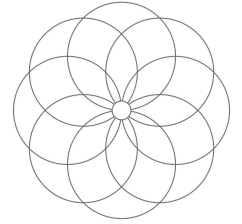
Jackson Pollock

Well, that's the tricky part! This is really a paradigm shift for our teachers. One thing we should start doing is hiring teachers that possess these skills and are able to influence their colleagues. We need to get an inventory of where people are at and work with groups to move them forward on this idea. I think that our technology infusion program is moving us in the right direction but this is only the tip of the iceberg. 21st century learning is less about technology and more about a new way of thinking.

Engaged Collaborative Discussions Supported Findings of the Survey

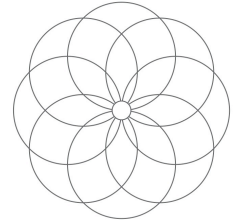


- Universal agreement on the importance of teaching 21st Century Skills.
- Awareness that a significant amount of 21st Century Learning is **ALREADY** happening within District 39.
- However, interpretation of what 21st Century Learning means varied across the schools.
- Many educators expressed a concern that resistance to change from their peers, lack of resources, and limitations of District 39's current infrastructure could hinder a successful implementation of 21st Century Learning.

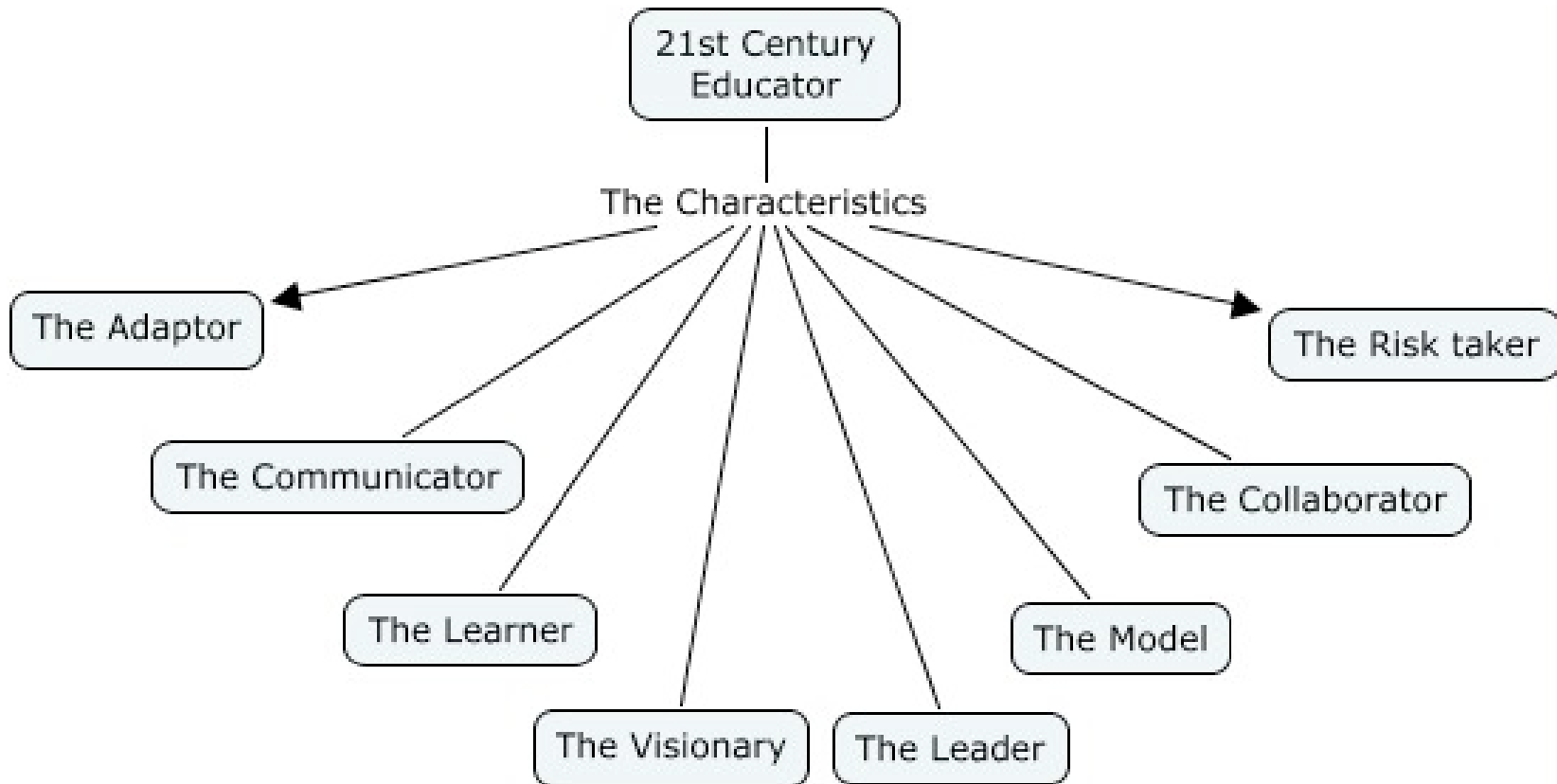


Analysis of the HotPotato Discussions Led to Four Key Actionable Discoveries...

Discovery 1: Differentiated Professional Development Is Paramount to Successful Integration of 21st Century Learning

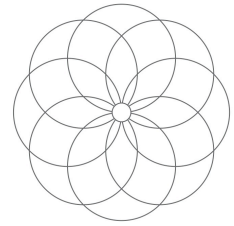


Characteristics of a 21st Century Educator



Professional development must inspire these characteristics within our teachers.

Discovery 2: Students Develop 21st Century Skills Over Time



Developing
Grades K-4

Understanding
Grades 5-6

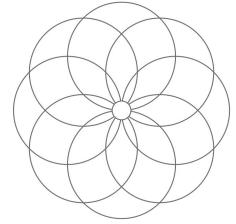
Mastering
Grades 7-8

- Works cooperatively with others
- Uses technology comfortably as information-gathering tool
- Understands global connectedness
- Learns to read and then reads to learn
- Develops openness to others' thoughts and opinions
- Understands the power of written expression

- Discovers process is as important as answer
- Strengthens learning confidence
- Engages in critical thinking
- Works to make communities a better place
- Understands power of team thinking
- Focuses on oral communication

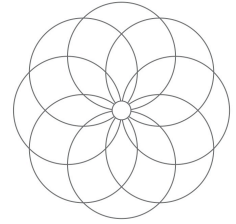
- Recognizes greater sense of world and student impact on it
- Takes risks as a confident learner
- Takes the initiative for own learning
- Develops ability to self-assess
- Incorporates ethics
- Graduates as active agent in the learning process

Discovery 3: The Themes of 21st Century Learning Are Intertwined



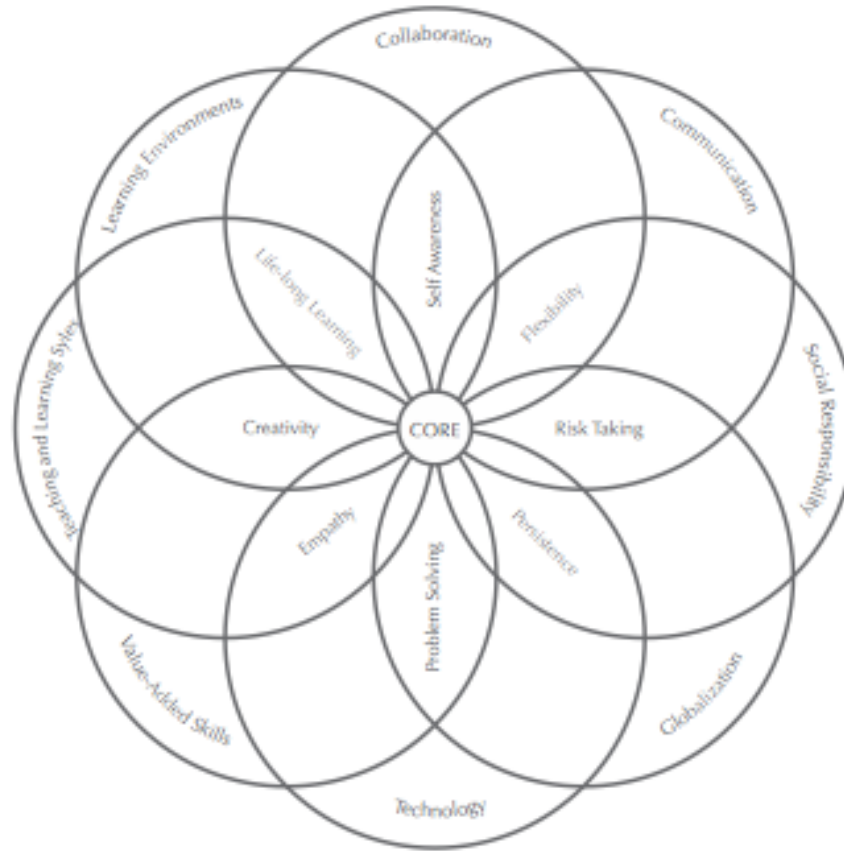
- The eight themes identified for 21st Century Learning were originally considered as individual areas of focus.
- As educators discussed the themes at length, it became clear that the themes were interconnected and one theme could not be addressed without including the others.
- Together the themes empower learning.

Discovery 4: 21st Century Learning Could Be Weaved Into Core Curriculum By Subject Area

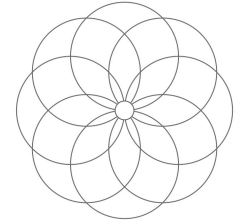


- At the beginning of the project, the CRC believed that the way to bring 21st Century Learning to District 39 was to integrate one theme into the core curriculum per year (e.g., Year 1: integrate collaboration into all subject areas).
- The CRC's perspective on integration shifted when the research highlighted the interconnectedness of the themes.
- The 21st Century Learning themes should be embedded into the core curriculum by **subject area** (e.g., Year 1: social studies could be enriched by 21st Century Learning).

8 Intertwined Themes Integrated Into the Core Curriculum

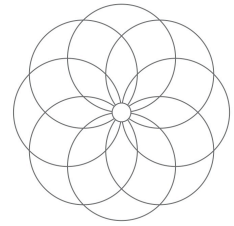


c o n n e c t e d



**STRATEGIC FRAMEWORK:
VISION AND MISSION FOR
21ST CENTURY LEARNING
IN DISTRICT 39**

Vision: World Class 21st Century Educational Experience For All Students Where the Whole Child Is Nurtured And Developed



Together we are:

Committed to our Core Subjects

Opening minds to a Global Perspective

Nurturing the Characteristics of Successful Learners

Nourishing a sense of Social Responsibility

Empowering Communication skills

Cultivating Collaboration

Transforming Technology into a continuous knowledge tool

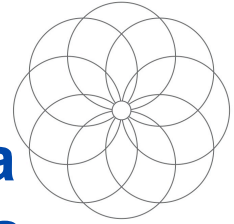
Evolving our Teaching styles, learning process and environment

Developing students of tomorrow

District 39 is CONNECTED for 21st Century Learning

Our Mission:

Provide Students, Educators and Families With a **CONNECTED** Learning Experience That Prepares Them for the Challenges of the 21st Century

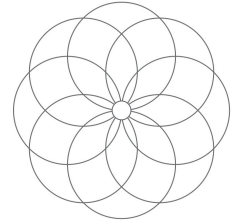


CONNECTED Learning: District 39 prepares students to become productive citizens of the 21st Century, demonstrating the characteristics of successful learners. Our students are inspired to explore and respect world cultures, encouraged to collaborate and communicate effectively, empowered to utilize technology, and motivated to take an active role in building community within and beyond our schools. District 39 provides educators with opportunities for differentiated professional development designed to integrate 21st skills into the classroom. The Wilmette community and parents are informed and actively engaged in the development of these 21st Century Learners. In building strong partnerships among students, educators, parents and the community of Wilmette, District 39 is connected to the 21st Century.

Core Subjects and Content: District 39 enhances core content by infusing 21st Century teaching and learning principles into the areas of literacy, mathematics, the sciences, foreign languages, social studies, health and wellness, and the arts. The educational delivery methods emphasize differentiated learning, higher level thinking, creativity, and authentic learning opportunities to maximize the value of our rigorous and meaningful curriculum.

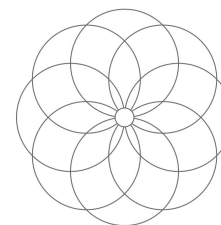
Structural Platform: District 39 provides structurally sound systems to deliver a world class public education for all children in the District. District 39 strives to continuously improve the learning environment that supports academic excellence. Fiscally responsible operations and class size, progressive learning materials and tools, exceptional and inspired educators, a reliable technological infrastructure, and safe and updated facilities lead to innovative thinking for the 21st Century.

CONNECTED Measurement: District 39 values and utilizes a balance of evaluation tools that measure the development of CONNECTED skills and improve overall achievement of District 39 students and educators. CONNECTED assessments will continuously guide the goals of the superintendent, administrators, and all district educators to meet the dynamic needs of the 21st Century learner.



**STRATEGIC FRAMEWORK:
GOALS and YEARLY
STRATEGIC
IMPLEMENTATION PLAN**

District 39 Goals for 2010-2015



CONNECTED Learning

1. STUDENTS: Create a community of learners who can master the multidimensional abilities required of them in the 21st Century.
2. COMMUNITY: Create learning and participatory opportunities for active parent and community involvement with CONNECTED Initiatives.
3. DISTRICT 39 EDUCATORS: Develop differentiated professional development in CONNECTED Learning for all District 39 educators.

Core Subjects and Content

1. Align and enrich curriculum maps to incorporate CONNECTED.
2. Integrate CONNECTED Learning into the core subjects enhancing the overall classroom experience.

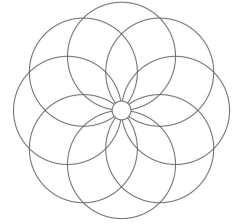
Structural Platform

1. Consider the efficacy of facilities, staffing, class size, and scheduling to promote environments that support CONNECTED Learning.
2. Integrate CONNECTED expectations into personnel hiring and evaluation throughout the district.
3. Evaluate technology resources throughout the district to fully incorporate CONNECTED Learning.
4. Establish CONNECTED Learning as an organizational goal by including superintendent and administrator goals.

CONNECTED Measurement

1. Provide a balance of assessments that measure the development of CONNECTED skills and improve overall achievement of District 39 students and educators.
2. Establish feedback mechanisms for the parent community to measure success of CONNECTED.

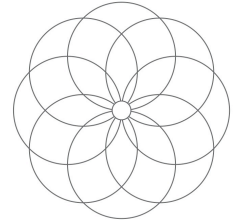
Build the Foundation 2010-2011



CONNECTED Learning

- Train all educators
 - Establish learning goals that are explicit indicators of CONNECTED teaching expectations
 - Survey current knowledge of CONNECTED skills to assess professional development needs
 - Design, develop and deliver District-wide training to all teachers
 - Create common language and definitions for CONNECTED Learning
- Assess current delivery of CONNECTED skills
 - Assess current programs to capture existing CONNECTED experiences
 - Establish and define CONNECTED Learning goals and criterion-based assessments for students and educators at all grade levels
 - Develop tool to capture baseline understanding and delivery of CONNECTED skills for educators
- Establish and launch ongoing individual professional learning plans for teachers by year end
- Establish methods for knowledge transfer for District 39 staff
 - Professional Learning Communities
 - Online vehicle for best practices sharing and collaboration
 - Embed CONNECTED Learning into collaboration time
- Design and deliver community-wide launch of CONNECTED

Build the Foundation 2010-2011



Core Curriculum and Content

- Incorporate CONNECTED into core curriculum and content
 - Establish Curriculum Task Force Committee
 - Evaluate effectiveness of current curriculum mapping schedule in relation to defined CONNECTED Learning goals
 - Begin curriculum mapping to embed CONNECTED Learning

Structural Platform

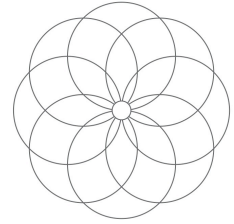
- Establish a district committee focused on infrastructure needs
 - Review District 39 infrastructure around 21st Century Learning
 - Consider:
 - Technology needs
 - Hiring practices
 - Class sizes
 - Teacher evaluations
 - Student evaluations
- Establish superintendent goals for CONNECTED Learning

CONNECTED Measurement

- Evaluate professional development training in real time by surveying immediately following each training module
- Superintendent report at year end
 - Evaluate progress on key deliverables
 - Identify lessons learned
 - Celebrate and share successes
- Reflect and revise plan as needed

The Launch

2011-2012



CONNECTED Learning

- Establish effective and engaging channels of communication for parents and the community
 - Real-time CONNECTED information
 - Feedback mechanisms
 - Sharing of successes
- Continue professional development schedule
- Complete roll-out of all individual professional development plans to District 39 educators

Core Curriculum and Content

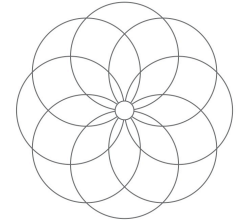
- Continue to integrate CONNECTED Learning into current core curriculum and content following revised curriculum mapping schedule

Structural Platform

- District continues to allocate resources necessary for any identified infrastructure changes in structural platform

CONNECTED Measurement

- Monitor professional development plan activity
- Monitor professional learning communities
- Superintendent report at year end
 - Evaluate progress on key deliverables
 - Identify lessons learned
- Reflect and revise plan as needed



This Is It! CONNECTED Learning Is Here 2012-2014

CONNECTED Learning

- Students engage in CONNECTED experiences throughout their day
- Roll out ongoing communication plan to parents and community
- Continue professional development schedule
- Celebrate and share successes

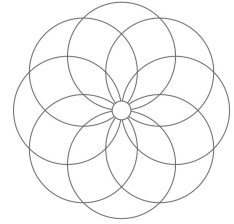
Core Curriculum and Content

- Integrate CONNECTED into current curriculum following curriculum mapping schedule
- Implement ongoing recommended curriculum enhancements
- Continue infrastructure enhancements

CONNECTED Measurement

- Establish and monitor ongoing measurement tools for students at determined intervals of development
- Establish and monitor ongoing assessment tools for teachers gauging successful implementation of CONNECTED Learning into the core curriculum
- Evaluate progress reporting in relation to CONNECTED Learning goals
- Superintendent report at year end to evaluate progress on key deliverables
- Reflect and revise plan as needed

How We Are Doing and Where We Are Going 2014-2015



CONNECTED Learning

- Continue professional development schedule

Core curriculum and content

- Implement ongoing recommended curriculum enhancements

Structural Foundation

- Continue infrastructure enhancements

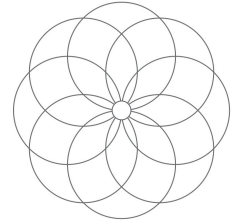
CONNECTED Measurement

- Evaluate and adjust:
 - Student learning experience to determine progress on criterion-based assessment
 - Curriculum enhancements
 - Professional development
- Evaluate progress on key deliverables via Superintendent year-end report
- Continue implementation; revise as new ideas surface

Five Year Plan

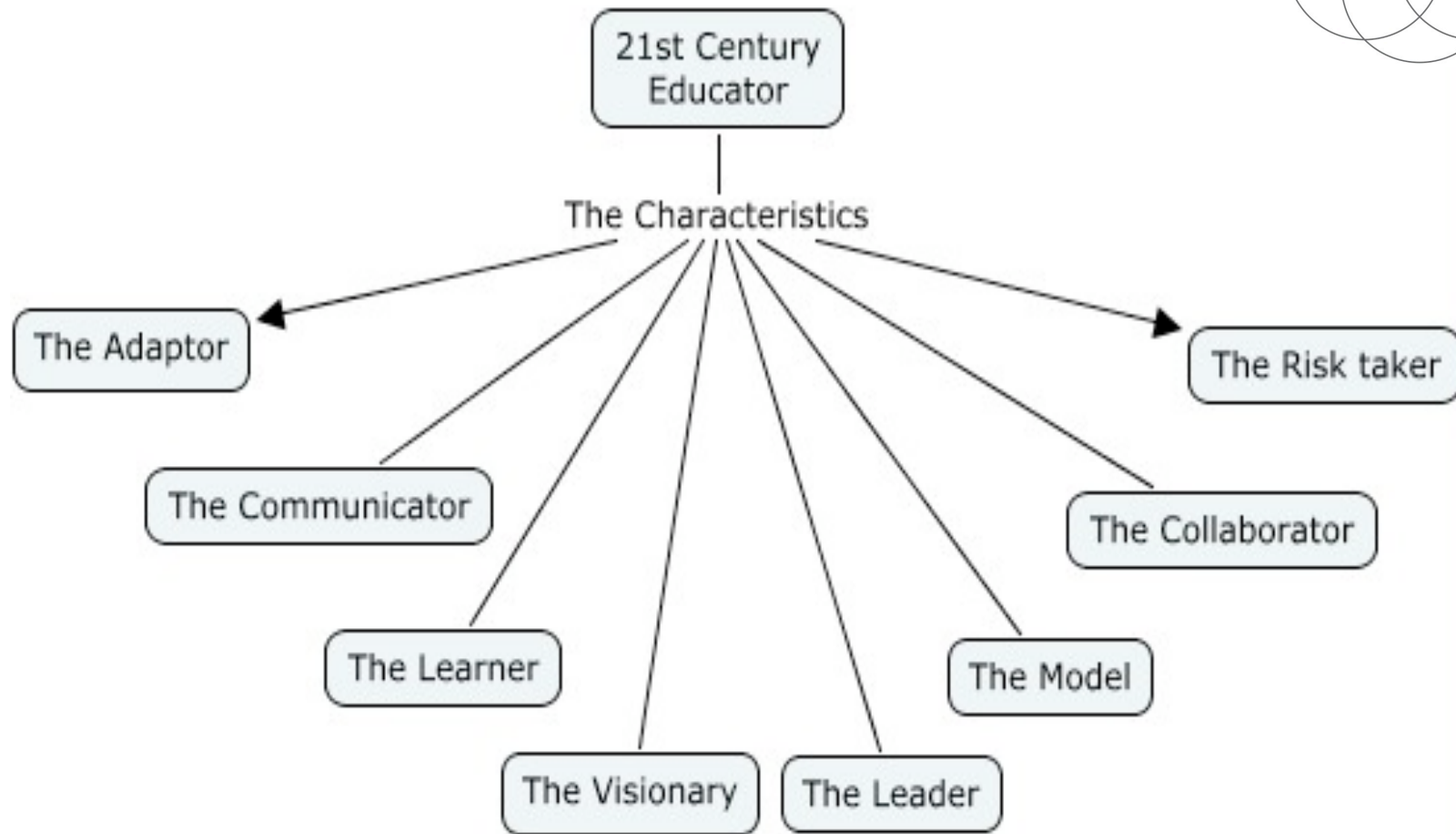
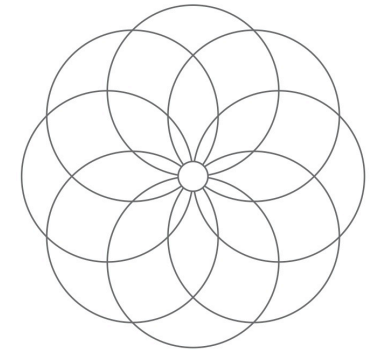
Wilmette D39 is CONNECTED to 2015 Strategic Vision

	CONNECTED LEARNING	Core Subject and Content	Structural Foundation	CONNECTED Assessment
Year 1 2010-2011	Design and launch Professional Development Assess current delivery of CONNECTED Skills Establish and launch PDP's Establish Methods for Knowledge Transfer within D39 for Educators, Parents, and Community	Establish Curriculum Task Force Evaluate current Curriculum mapping schedule Begin integration of CONNECTED into Curriculum Maps	Establish Committee Focused on Infrastructure Needs Review D39 Infrastructure around CONNECTED learning Include CONNECTED learning in Superintendent goals.	Evaluate Professional Development in real-time Establish and execute Superintendent year end report Revise strategic objectives as necessary Celebrate and share successes
Year 2 2011-2012	Establish channels of communication for parents and community Continue a professional Development Schedule Establish Professional Learning Communities (PLC's) Complete roll-out of PDP's	Integrate CONNECTED into Curriculum Maps Begin to implement curriculum recommendations	Allocate necessary resources for identified infrastructure changes	Monitor PDP activity Monitor professional Sharing Networks Superintendent year end report Revise strategic objectives as necessary Celebrate and share successes
Years 3-4 2012-2014	Engage students in CONNECTED learning experiences Roll out ongoing communication plan to parents and community Continue Professional Development Schedule	Integrate CONNECTED into Curriculum Maps Implement ongoing recommended curriculum enhancements	Continue Structural Enhancements	Establish and monitor ongoing quantifiable assessment tools for students, community, and educators Superintendent year end report Revise strategic objectives as necessary Celebrate and share successes
Year 5 2014-2015	Continue Professional Development Schedule Continue to provide students with CONNECTED Learning experiences	Implement ongoing recommended curriculum enhancements	Continue Structural Enhancements Review D39 Infrastructure around implemented CONNECTED learning	Evaluate and adjust ongoing assessment tools Superintendent year end report Celebrate and share successes



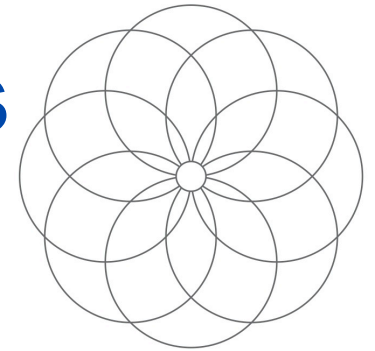
TEACHER EDUCATION PLAN

Teacher Education Plan



District 39 differentiated professional development programs will target the development of the characteristics of a CONNECTED educator including all educators in the District.

Definitions of Characteristics of CONNECTED Educators



The Adaptor

The 21st century educator must be able to adapt the curriculum and the requirements to teach to the curriculum in imaginative ways. We must also be able to adapt to a dynamic teaching experience. We must understand and apply different learning styles. We must be able to adapt our teaching style to be inclusive of different modes of learning.

The Visionary

The 21st century educator must see the potential in the emerging tools and web technologies, grasp these and manipulate them to improve teaching and learning. We can look at others' ideas and envision how we would use these in our classes. We also look across the disciplines and through the curricula.

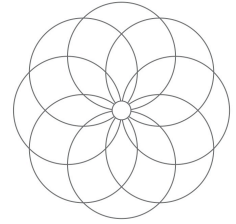
The Collaborator

The 21st century educator must be able to leverage collaborative tools to enhance and captivate our learners. As professionals, we must be collaborators - sharing, contributing, adapting and inventing. We must also recognize the collaborative potential between educator and student.

The Risk Taker

The 21st century educator must take risks and venture outside of our comfort zones. With supports in place, we can incorporate alternative learning designs to provide new and exciting delivery of curricula as well as incorporate global perspectives into our lessons.

Definitions of Characteristics of CONNECTED Educators



The Learner

The 21st century educator must continue to absorb experiences and knowledge. We must endeavor to stay current. Because knowledge, understanding, and technology are fluid and dynamic, we must continue to change and learn by using vehicles such as: learning communities, coaching, mentoring, team teaching and professional development opportunities.

The Communicator

The 21st century educator must be fluent in tools and technologies that enhance communication and collaboration. We must go beyond simply learning how to do it, we must also know how to facilitate it, stimulate and control it, moderate and manage it.

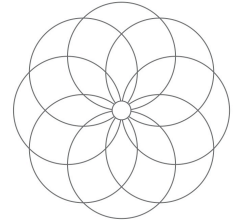
The Model

The 21st century educator must model the habits of mind that are expected from our students. We model reflective practice, whether it's the quiet, personal inspection of our teaching and learning, or through reflective practice via blogs, twitter and other medium - we look both inwards and outwards.

The Leader

The 21st century educator must lead by example--both with students and colleagues. We are facilitators of learning and guides to what is essential. We will not only have to teach traditional subjects in new ways that acknowledge our digital future, we will also have to introduce topics that we may not be familiar with and have never taught before. Therefore, professional development should be a part of a comprehensive emphasis on 21st century skills, including updates to standards and assessments.

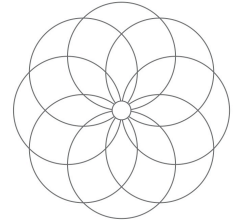
Teacher Education Plan



Goals for differentiated professional development:

- Establish the vision and standards for CONNECTED Learning.
- Correlate professional development with CONNECTED standards and vision.
- Hire teachers that have knowledge and experience with CONNECTED teaching and learning.
- Provide new teachers with substantial training and support throughout their first two years.
- Create a CONNECTED needs assessment.

Teacher Education Plan

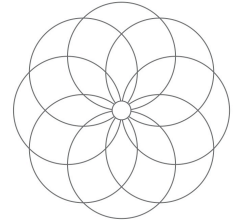


2010-2011:

Design and Launch Professional Development Needs for CONNECTED Education

- Develop a professional development steering committee.
- Define CONNECTED teaching and learning.
- Identify vision for CONNECTED teaching and learning that describes what it will look like in classrooms, buildings and district.
- Conduct a CONNECTED pre-assessment and provide results to educators.
- Establish common language with educators and community.
- Develop Professional Learning Communities based on learning needs and gap analysis.

Teacher Education Plan

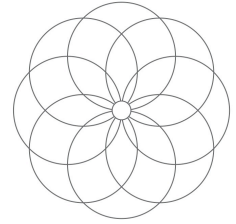


2011-2012:

Establish Professional Learning Communities

- Each Professional Learning Community (PLC) will determine the necessary resources and training.
- Each PLC will set goals and develop a professional development plan that aligns with the District 39 CONNECTED Learning standards.
- Each educator will develop personal learning plans that align with PLC goals or CONNECTED Learning standards.
- Educators will have an opportunity to reflect and redirect PLC goals or professional learning plans.
- Administrators will be part of Professional Learning Communities.

Teacher Education Plan



2012-2014:

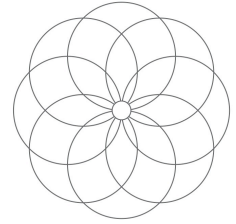
Continue Professional Development and Work Within Professional Learning Communities

- Educators will participate in professional development hours that relate to CONNECTED Learning.
- Educators will share learning experiences with other educators in the method of their choice (blog, podcast, face-to-face trainings).
- Professional Learning Communities will present breakout sessions during institute days.
- Educators will have an opportunity to reflect and redirect PLC goals or professional learning plans.
- Administrators will continue to participate in CONNECTED professional development opportunities and share with other educators.

Teacher Education Plan

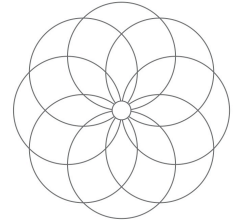
2014-2015:

Work Within Professional Learning Communities and Re-Evaluate



- Educators continue to participate in professional development hours that relate to CONNECTED learning.
- Re-evaluate progress towards District 39 CONNECTED vision and standards.
- Educators will have an opportunity to reflect and redirect PLC goals or professional learning plans.

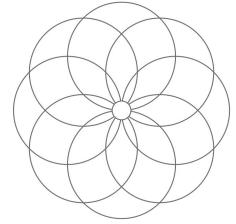
Teacher Education Plan



Considerations for Professional Development Design:

- How can professional development time be reallocated to focus on CONNECTED vision and standards?
- How might the CONNECTED vision be tied in with building School Improvement Plans?
- What opportunities can be identified for observing, practicing, embedding, sharing, and self-assessing CONNECTED Learning?
- How is progress assessed toward CONNECTED vision?
- What venues might be used to celebrate the successes with CONNECTED implementation?

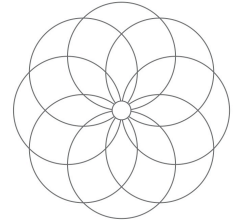
Teacher Education Plan



Current Professional Development Meeting Times in District 39 Per Year:

- Four 6-hour institute days
- Four 1-hour department meetings
- Eight 1-hour faculty meetings
- Four SIP-related meetings
- Academy 39 classes
- New Teacher Week
- New Teacher Mentoring

Some of these meeting times might be considered for reallocation to professional development for CONNECTED Learning.

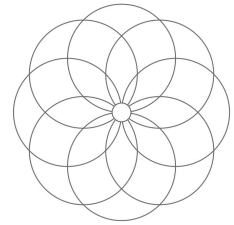


COMMUNITY EDUCATION PLAN

Community Education

2010-2011:

Establish Methods for Knowledge Transfer for **CONNECTED Learning for Parents and Community**

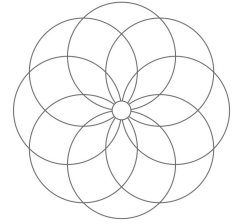


- Superintendent to send introductory letter to parents introducing CONNECTED ideas
- Each school to consider in their School Improvement Plan how the CONNECTED themes will be communicated
- Ensure that each plan incorporates the eight themes
- Each plan should take into consideration the school's unique make-up and needs
- Maintain consistency of message across district
- Create a PTA/PTO liaison for CONNECTED Learning
- Solicit information from principals as to how they have educated the community about CONNECTED Learning and disseminate among schools
- Survey parents to assess their desired form of communication on CONNECTED Learning initiatives

Community Education

2011-2012:

Establish Channels of Communication for Parents and Community



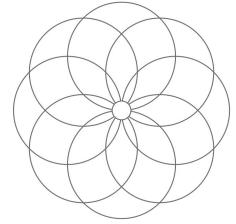
Possible communication vehicles would include:

- Curriculum night
- Blogs
- Book lists/book talks
- MP 3's, downloadable audio info
- Videos
- Weekly school communications that include a link for parents to website
- Teacher emails with links
- Express 39
- Podcast series from superintendent on how CONNECTED Learning looks at different grade levels in the district (educators to help prepare and view podcast before sending for general viewing)

Community Education

2011-2012:

Establish Channels of Communication for Parents and Community

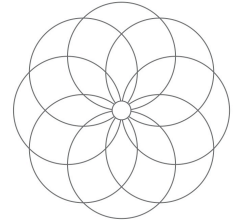


- Speakers, live or virtual
- Technology demonstrations of lessons
- Concrete examples of “old school” versus 21st Century
- Handouts/articles
- Bulletin boards in schools representing 21st Century Learning themes
- Books and articles in school lobbies
- Virtual discussion groups
- Coffees
- Website on CONNECTED Learning that is linked from the District 39 website could include videos, book lists, speaking engagements in area relevant to eight themes

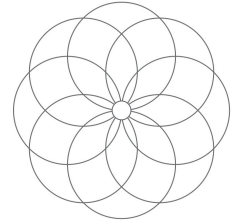
Community Education

2012-2014:

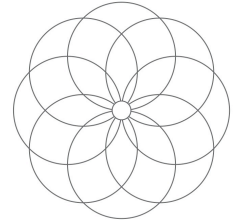
Roll Out Ongoing Communication Plan to Parents and Community



- Target goals:
 - By spring 2013, 80% of parents surveyed can cite CONNECTED initiatives in their schools.
 - By spring 2014, 50% of parents surveyed can cite ways their children are becoming CONNECTED Learners
- Resurvey parents on success of communication methods and refine as indicated
- Provide speakers and workshops for parents to help assimilate themes into their homes
- Coordinate with community organizations (e.g., FAN) and other district resources (e.g., iLearn, iTeach) to facilitate CONNECTED Learning
- Further develop website to include notice of community events relevant to CONNECTED Learning and continuously reflect and revise as indicated



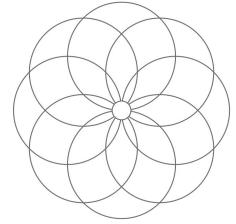
RECOMMENDATIONS FOR CURRICULUM REVIEW COMMITTEE



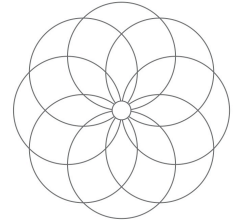
Recommendations for Curriculum and Instruction

- The CRC recognizes that success of CONNECTED Learning is contingent upon successful integration of the eight designated themes into the current District 39 curriculum.
- The CRC recommends that the membership of the Curriculum Review Committee include a consistent member across all subject reviews who is well versed in the principles of CONNECTED Learning.
- These people could include: Assistant Superintendent for Curriculum and Instruction, the Director for Technology and Library Media Services, CRC participants, library media teachers, technology teachers, differentiation support teachers, curriculum coordinators, and other teachers.
- The Curriculum Review Committee needs to establish effective communication channels between the committee and the educators to maintain continuous information flow of CONNECTED Learning. Suggested vehicles might include the Administrators' Council, faculty meetings, and district grade-level and department-level meetings

Considerations and Ideas for Curriculum Committee

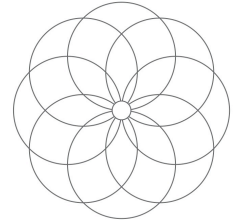


- Many ideas for integration into the curriculum were generated from the 2009 CRC report and this year's research with District 39 educators.
- See the Appendix for the following:
 - Suggestions on how the curriculum committee could embed CONNECTED Learning into the curriculum along the continuum of developing (4th grade), understanding (6th grade), and mastering (8th grade)
 - Toolbox of additional ideas for consideration
 - These materials are intended as a stimulus for discussion, not directives
 - For more detail see the 2009 CRC report on 21st Century Learning and transcripts from educator focus groups



NEXT STEPS

Next Steps



- Communicate findings to educators by end of school year and thank them for help in the process
- Align CRC report with professional development plans for August launch
- Reflect on Dr. Lechner's response due this summer
- Suggest potential CRC topics for Fall that aid implementation of CONNECTED Learning