

Redesigning Kansas Schools for the 21st Century

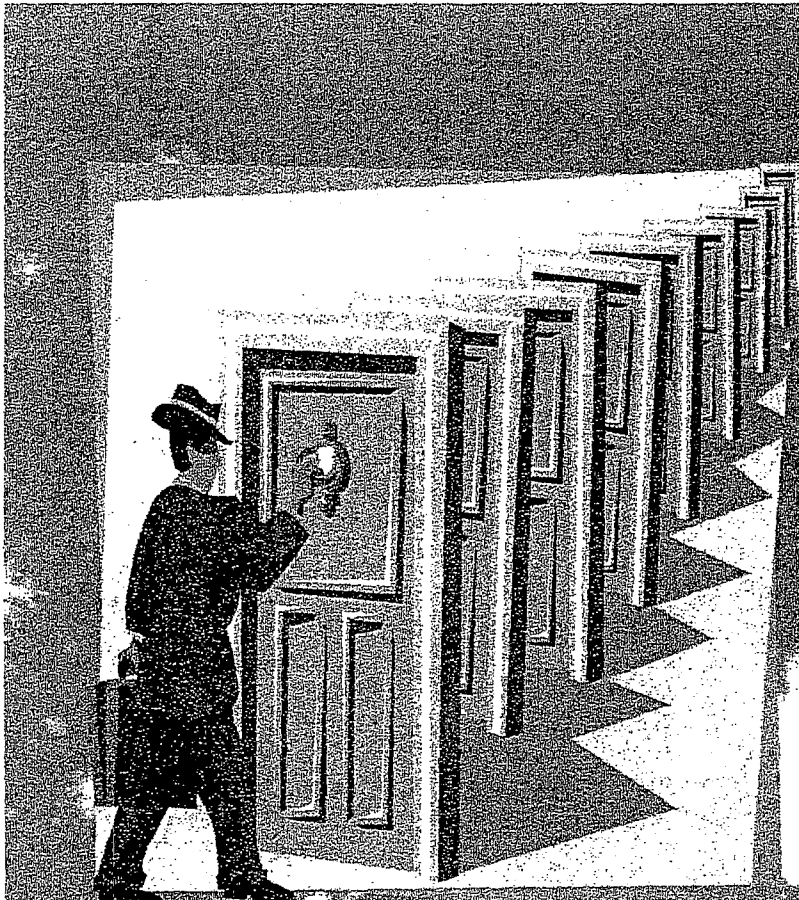
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EX. 89

990115

JUD009921



**“Any system is
designed to
produce
exactly what
it produces.”**

Tom Houlihan

A005695

990115

JUD009922

What has been the major change of mission for the educational system?

Moving from a mission of providing educational opportunity for all

TO

A mission of ensuring learning for all of essential knowledge and skills

A005696

So what have we done over the past decade to accommodate this change?

- Moved to a performance based accreditation system
- Moved to a performance based licensure system
- Utilized a standards based system to guide our performance systems

A005697

What were the three strategic goals established by the State Board in 2001 and reaffirmed in 2003?

- To increase academic achievement for all students
- To recruit, prepare, and retain highly qualified teachers and leaders
- To redesign the system to accommodate a mission of learning for all

A005698

What are the premises upon which No Child Left Behind was based?

- All children can and should achieve to high standards
- All teachers must be highly qualified
- All schools must be held to the same accountability requirements
- Parents must be able to make informed choices

A005699

What are some changes that we are likely to see in education in the 21st century?

- Increased choice
- Greater client focus
- Less emphasis on seat time - more emphasis on learning
- Increased emphasis in practice on diagnosis and intervention
- Programmatic emphasis on prevention

A005700

What are some changes that we are likely to see in education in the 21st century?

- Use of technology as a cornerstone for learning, data management, and communication
- Greater clinical preparation for faculty
- Greater emphasis in leadership preparation on teaching and learning
- Learning for and throughout life

A005701

**So what did the State
Board learn in its study
of what is needed to
redesign schools to
better ensure learning
for all?**

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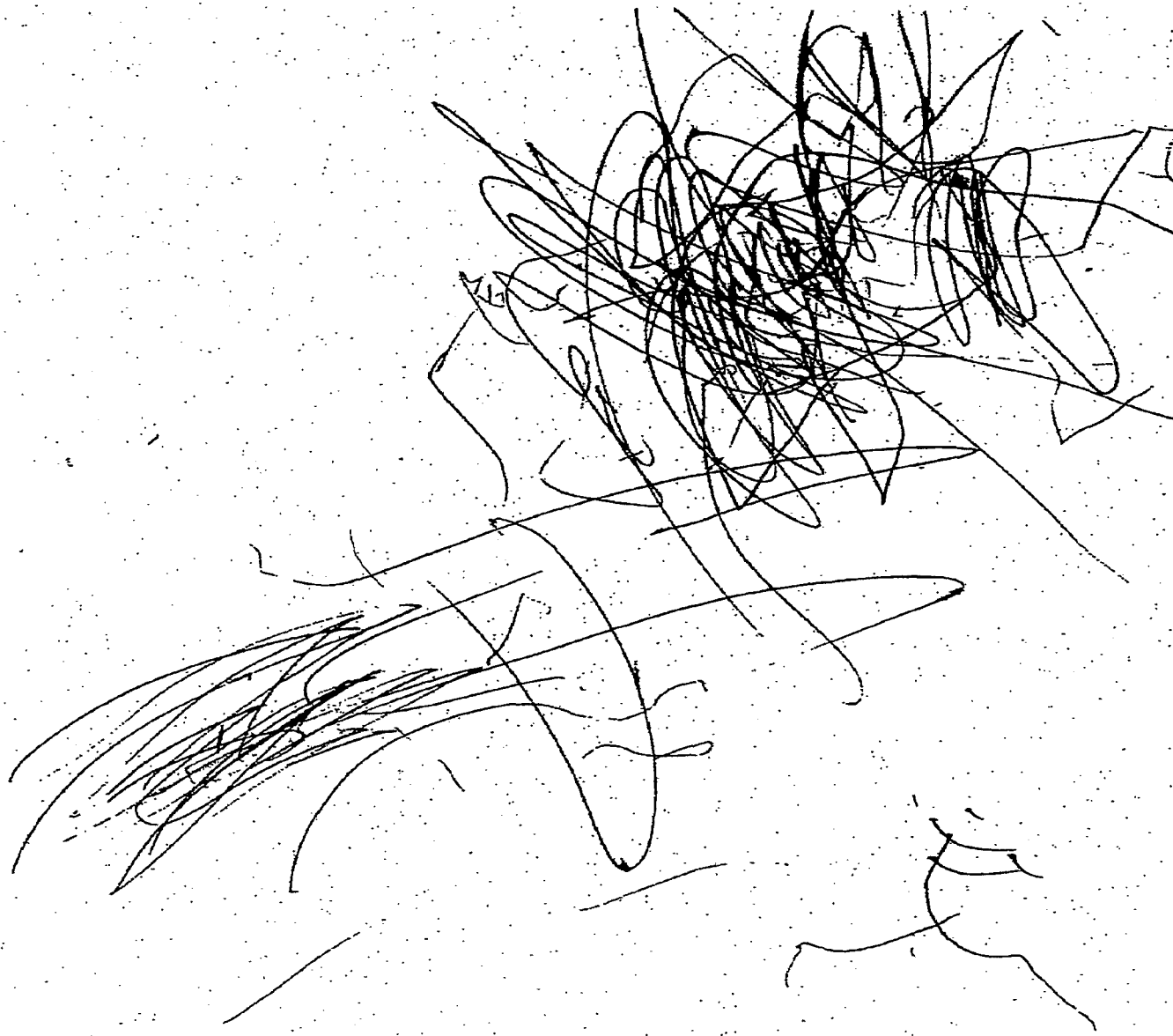


We must be pioneers, not victims...

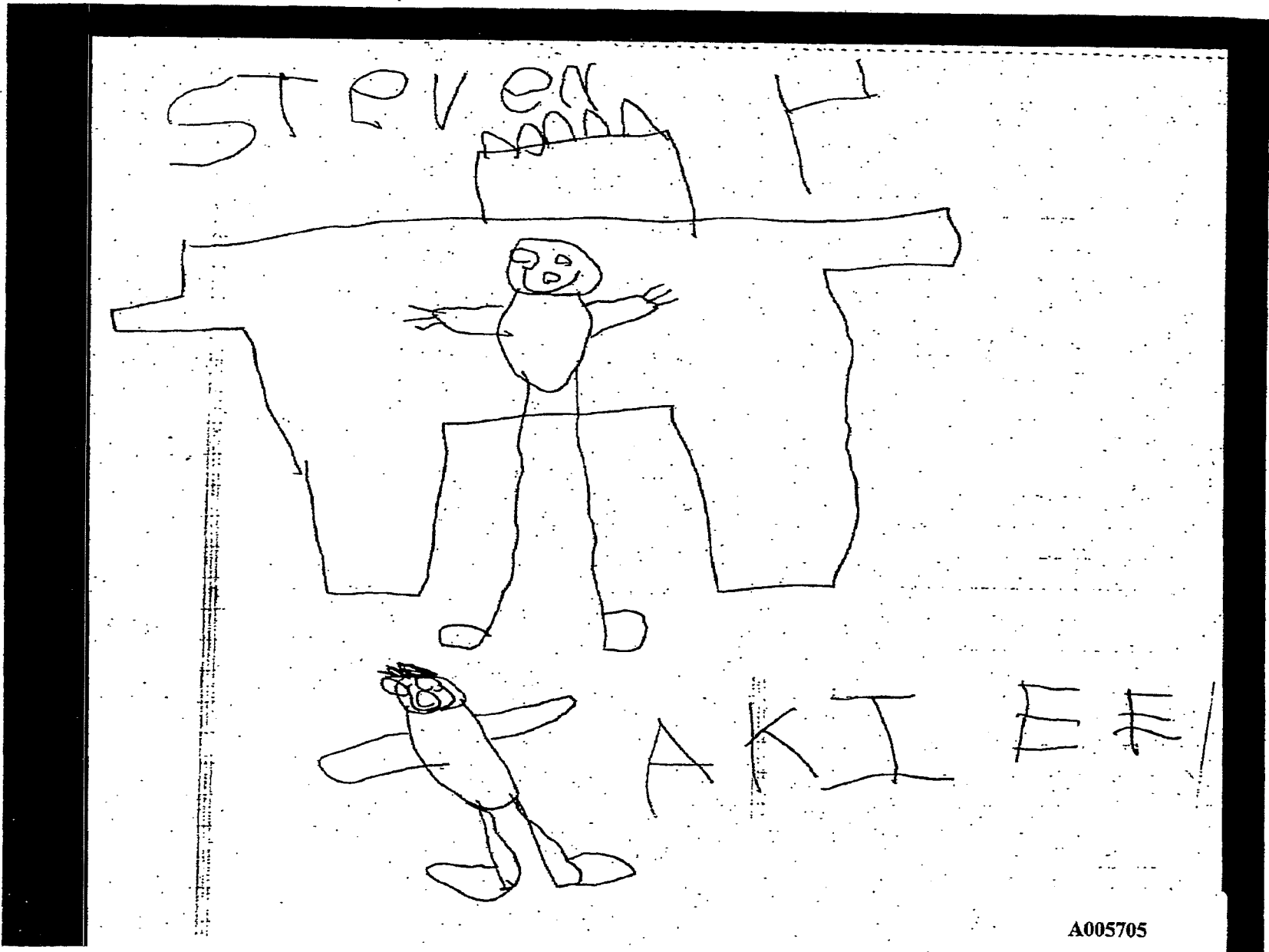
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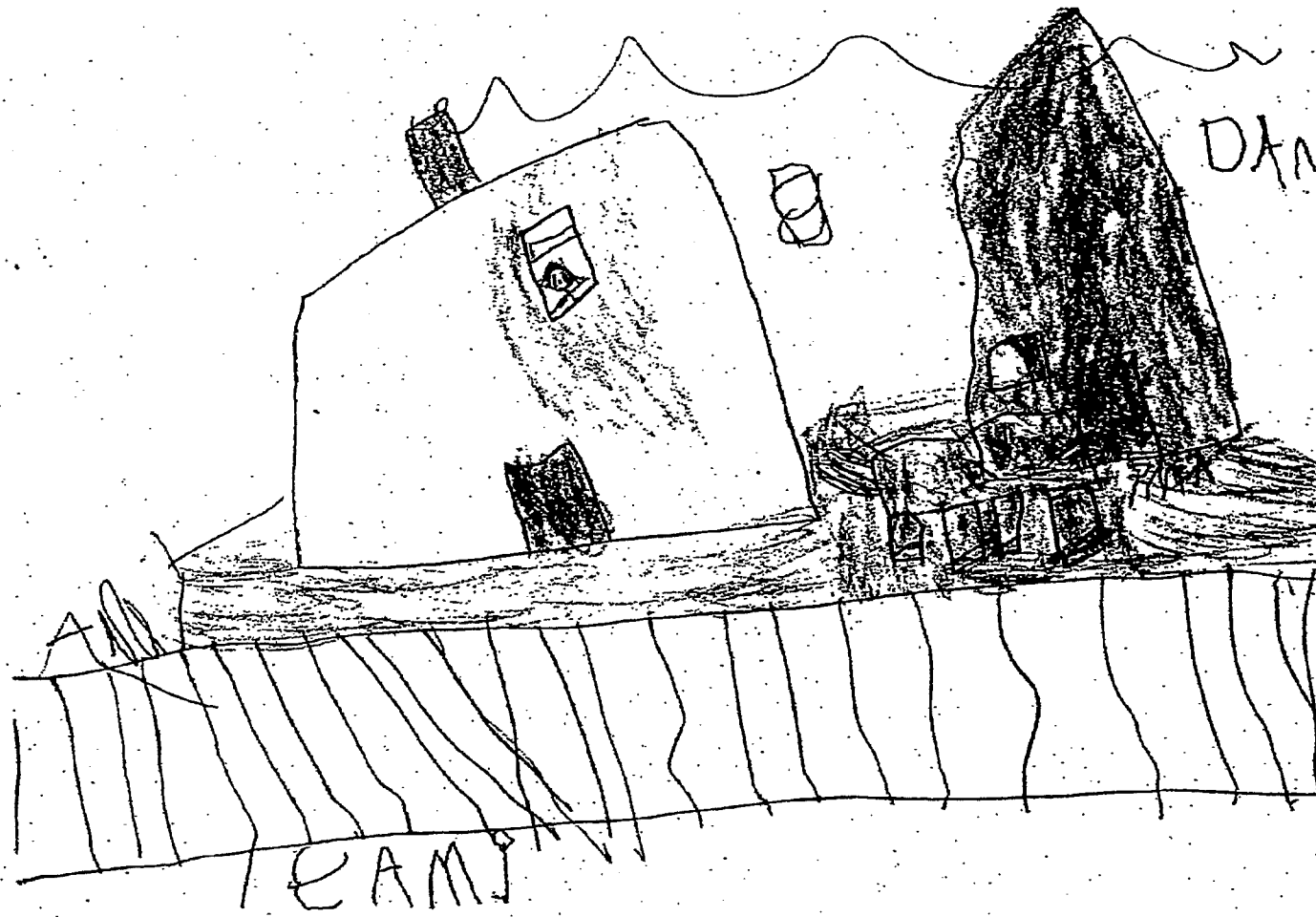
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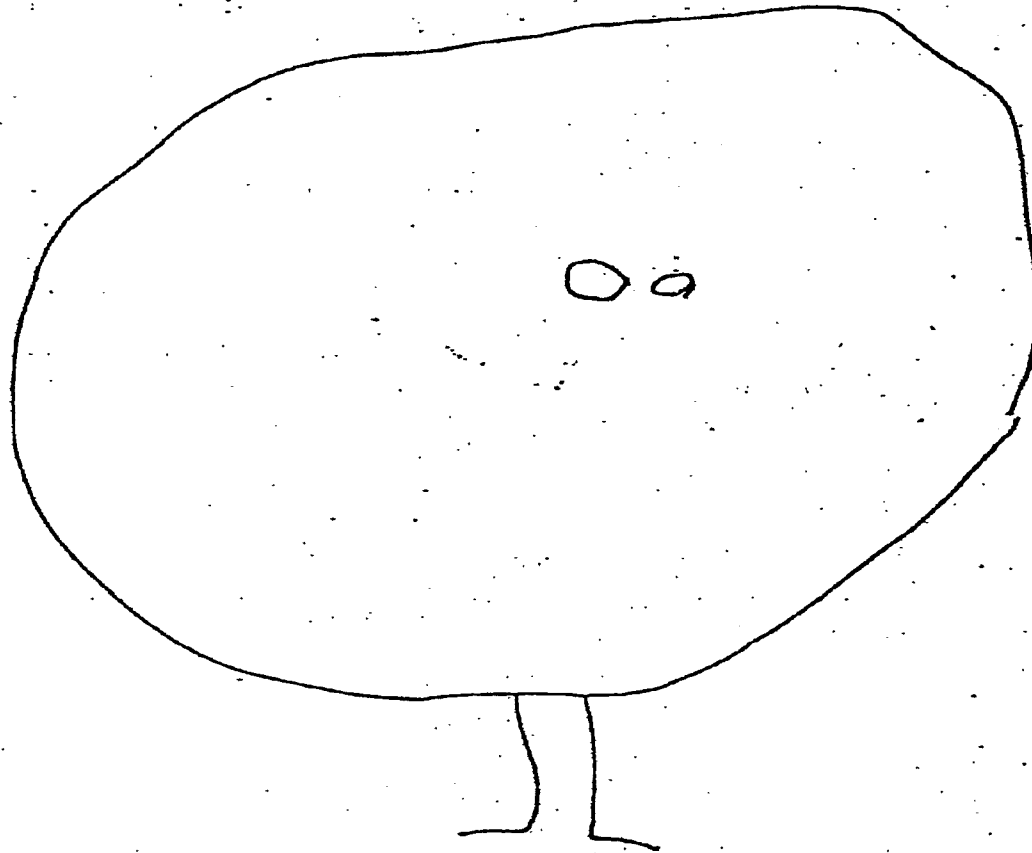
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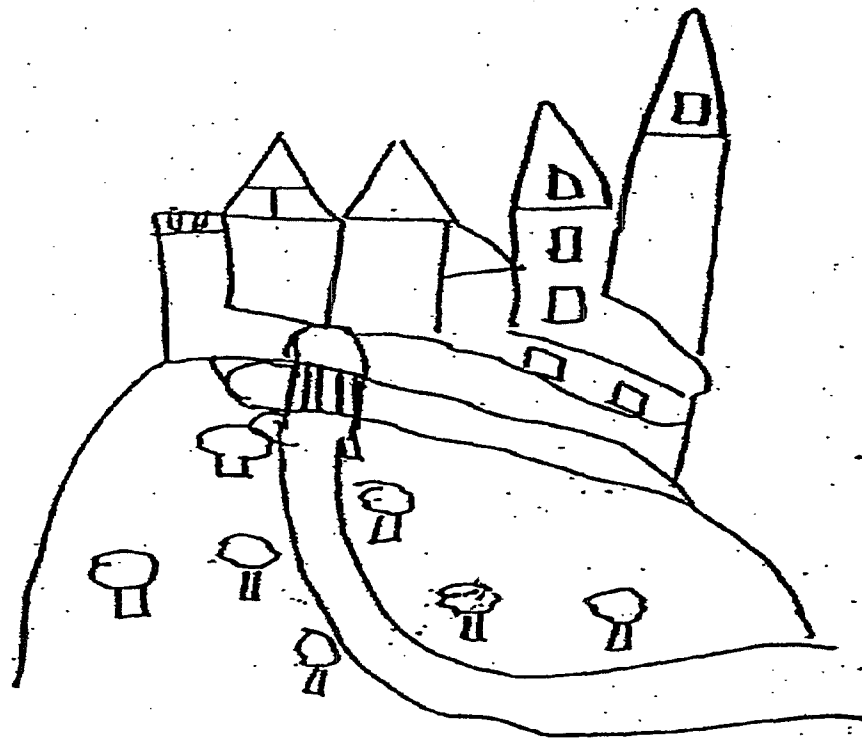
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JUD009934



Wans a pond tyn ther
was a prensas wdn bay
she got lost ni the wods

Andre w

A005708

990115

JUD009935

**Dear Dad and Mom
I'am learning about conpond
sentenses,and I have \$
4.65,and I realy like you
gies a lot. Dad I hope you
will beavohll to come home
soon . Mom I hope
teaball will start son, and I
love you.**

Alek

A005709

**You must be the change you
wish to see in the world.”**

Mahatma Mohandes Gandhi

A005710

990115

JUD009937

**“As one visits communities,
one is gradually struck by
how similar the structure and
articulated purpose of the
American high school are...
the old factory model of
thinking needs to be left
behind...”**

Sizer

A005711

Schools in the
1800s

Generalist
Teachers

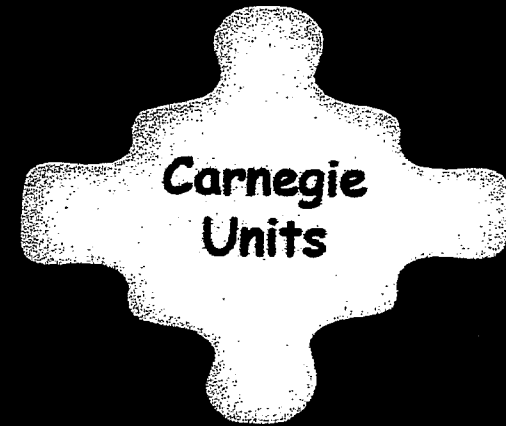
Multiage
Groups



Small
Group
Learning

A005712

Schools in the
1900s

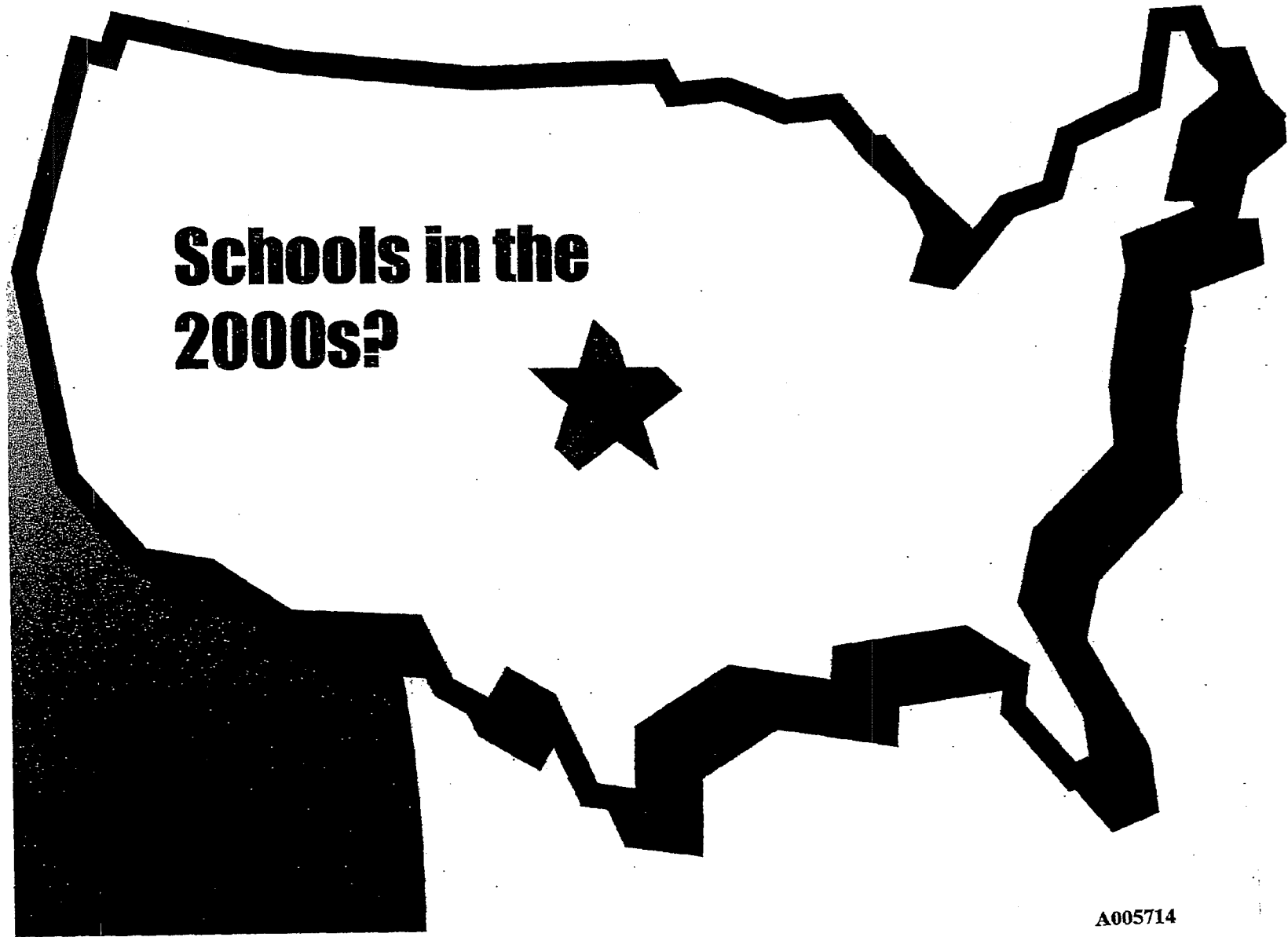


Specialist
Teachers

Lecture
Style
Teaching

Age-Based
Grade Levels

A005713



**Schools in the
2000s?**



A005714

*Philip Schlechty, Shaking Up the
Schoolhouse*

**“If the schools of America
are to survive and thrive,
American educators must
be prepared to do things
that have never been done,
under conditions that have
no precedents in our
history.”**

A005715

Prepared for Work

In 1900:

- About 50% of young men left school at 8th grade and farmed

In 1950:

- 20% of jobs were professional
- 20% were skilled
- 60% were unskilled
- 31% were factory jobs

In 2000:

- About 2% now work on farms yet they feed the nation

In 2000:

- 20% of jobs are professional
- 60% are skilled
- 20% are unskilled
- 18% are factory jobs

A005716

Prepared for Life

- The nation's economic health is increasingly linked to citizen education.
- The higher ability of citizens to acquire, comprehend, and critically analyze public policies, the more valuable their input.
- Just over 38 percent of citizens with less than a high school degree voted in the November 11, 1996 election as compared to 74 percent of baccalaureate holders.

A005717

Prepared to Achieve

In a Public Agenda poll:

- Only 32 percent of employers and 39 percent of college professors said high school graduates have the skills needed to succeed in the work world/college
- Only 31 percent of employers and 16 percent of professors rated their basic math skills as excellent or good

Public Agenda, 1999

A005718

Prepared for Learning In A New Age



- About half of our students, perhaps two-thirds, flourish
- The other one-third to one-half of our students flounder
- The key difference between the two groups is the level and quality of education available to them

A005719

What Students Really Want to Know

- How to live on chocolate alone
- How to keep food out of braces
- How to look older
- How to get a rock group that has never been out of the garage onto MTV

A005720

**“The best way to
predict the future is
to create it.”**

Unknown

A005721

99.9% or 100%?

Andrew Carnegie once said:

“The average person puts only 25% of his energy and ability into his work.

The world takes it hat off to those who put in more than 50%...

And stands on its head for those few and far between who devote 100%.[”]

A005722

99.9% or 100%?

- 2 million documents would be lost by the IRS each year
- 12 babies would be given to the wrong parents each day
- 22,000 checks would be deducted from the wrong bank account each hour
- 1,314 phone calls would be misplaced every minute

A005723

State Board Goals

- Help all students meet or exceed academic standards
- Recruit, prepare, support and retain a competent, caring and qualified teacher for every classroom and leader for every school
- Redesign Kansas schools and learning environments for a new century

A005724

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- Help all students meet or exceed academic standards
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A005725

“Life affords no greater responsibility, no greater privilege, than the raising of the next generation.”

A005726

State Board Process

- Reviewed the history of Kansas education
- Provided a literature review including actions for the future
- Heard from expert presenters on school initiatives
- Held 15 forums to engage the public in a dialogue
- Developed core principles for school redesign

A005727

Core Principles

- Challenging standards
- Appropriate instruction
- Flexible system
- Data and research-based decision making
- Professional development
- Parents engaged
- Community involvement

A005728

All students in Kansas must be held to essential and challenging learning standards as defined by the State Board.

- **Ensure students' success at the next level of learning**
- **Include a knowledge base leading to conceptual understanding**
- **Ensure students have the prerequisite skills before proceeding to the next level of learning**

A005729

Discouraged?

As Jack Canfield was driving home from work one day, he stopped to watch a local Little League game. As he sat down on a bench, he asked one of the boys what the score was.

“We’re behind 14 to nothing,” the boy answered with a smile.

A005730

WYEIWYG

W hat

Y ou

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W hat

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A005731

High Schools as Sorting Machines

“Black, Hispanic and low-income children are most intensely affected by low educational standards. They are disproportionately placed in non-college preparatory and vocational coursework...”

*President's Commission on Educational Excellence for
Hispanic Americans, 2000*

A005732

What Does Research Suggest?

- Hold high expectations for all
- Offer extended learning opportunities
- Eliminate low-level courses
- Eliminate labels for students
- Reduce pull-out programs
- Honor students cultures
- Establish clear performance standards
- Develop essential skills

A005733

All students must be provided appropriate instruction to successfully learn the essential standards.

- Provide the help needed by each student
- Offer a variety of instructional delivery systems
- Actively engage students in applying learning
- Use technology as an instructional and learning tool

A005734

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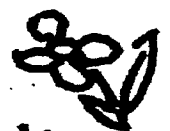

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Curriculum should “revolve around the belief that children learn most readily when they are actively and directly involved in experiences that are meaningful for them. Therefore, the teacher’s role is that of facilitator of students’ self-directed learning rather than a dispenser of information...”

A005736

~~The cat
The cat is a pet.
Patty~~

A005737

W/nupatm thr ws a
* H qrl hos nm ws
Jan n Jan ws abaulte
* btfl prns  Wn
* da Jan ~~ske~~ sad I
am so bked ~~tha~~ that I
am gnd of n the
wrd to Fin sum
avtr'  I thk I'm
gx gon' in spaz to
catg mi avter - - -
So cc Jan fld u str
stem nd when hi n outspaz
Ef u wt to ne mor abt
Jans avturs red the
nect. cpt in mi bk.
Ratty

A005738

What Does Research Suggest?

- Offer rigorous and non-repetitive curriculum
- Emphasize understanding of concepts
- Stress the application of what's learned
- Use varied, engaging and challenging instructional strategies
- Offer accelerated classes
- Use independent studies, seminars, and learning labs
- Offer career-focused, technical-based or experiential programs

A005739

The system must be flexible and adaptable to meet the learning needs of each student.

- **Provide the time each student needs to learn**
- **Ensure funding mechanisms allow for flexibility in service delivery**
- **Use an instructional management system that monitors student progress regularly**

A005740

First Day of School

A boy of 5, on his first day of school,
asked his teacher, "When am I
going to learn to read?"

A005741

**“Don’t say you don’t have enough
time. You have exactly the same
number of hours each day that were
given to:**

**Pasteur, Michaelangelo,
Mother Teresa, Helen Keller,
Leonardo Da Vinci, Thomas
Jefferson, and Albert Einstein.”**

H. Jackson Brown, Jr..

A005742

What Does Research Suggest?

- Move away from grade levels
- Allow students to progress at their own pace
- Open schools at variable times
- Base graduation on academic attainment
- Offer longer and varied blocks of instructional time
- Provide transitional years of schooling
- Use summer school as an option
- Give credit based on learning (not seat time)

A005743

Curricular and instructional decisions and corresponding policies must be based on standards, data and research.

- Study and use data about student learning to make decisions
- Conduct and use research to guide practice
- Tie student assessment to learning and instruction
- Evaluate staff and school, in part, on student learning

A005744

Patience

The bamboo seed is a nut, enclosed by a very hard skin. You plant it the first year, and add fertilizer and water. Nothing happens. You water and fertilize it for the second year, the third year, and the fourth year, and nothing happens. But when the fifth year arrives, the bamboo grows 90 feet in six weeks.

A005745

Standards, Data & Research

**“Yea, though I walk
through the valley of
criticism I will have no
fear.**

**For I have the best data
in the valley.”**

A005746

What Does Research Suggest?

- Ensure assessments of academic progress are valid
- Emphasize depth over breadth of coverage
- Use multiple assessments that guarantee meeting performance standards
- Engage students in evaluating teachers and instruction
- Engage staff in assessing the principal and administrative team
- Tie incentives and consequences to standards

A005747

Professional growth and development that increases the capacity of those who work in the system to help all children learn well must be ongoing and continuous.

- **Schedule time for teachers to plan together regarding student progress**
- **Provide sufficient opportunities for professional development**
- **Ensure higher education institutions link research to practice**
- **Ensure both prospective and practicing educators are provided deep content knowledge, pedagogy, and clinical experiences**
- **Prepare leaders with a focus on learning**
- **Measure professional development based on student progress**

A005748

**“We must rewrite the
plots of the staff
development stories we
now know.”**

A005749

New Plots in Staff Development

- The Emperor's New Clothes
- The Doubting Thomas
- HE--, No! We won't go!
- The One Trick Pony
- The Prophet
- The New Kid on the Block
- The Miracle

A005750

What Does Research Suggest?

- Provide multiple opportunities for engaging in professional development
- Ensure opportunities are provided to work with colleagues
- Allow ample time to collaborate on rigorous curriculum and effective instruction
- Ensure time is available to discuss student work

A005751

Schools must actively engage parents in the education of their children.

- **Ensure parents play an integral role in their child's learning**
- **Report student progress clearly and regularly to parents**
- **Ensure communication between home and school is meaningful**
- **Ensure parents are welcomed and their assistance is sought**
- **Ensure parents are viewed as full partners**

A005752

Parents as Partners

“WARNING...ALL VISITORS MUST REPORT TO THE OFFICE...Violators are subject to a \$500 fine or six months in jail or both.”

“Welcome. We are glad you have come to visit. Please report to the office.”

A005753

Dear Parents,

I'm writing to ask you to help me become a partner with you in your child's education. I will only have your child for a short time in this trip through life and I want to make a contribution that lasts a lifetime.

I know my teaching must begin with making your child feel at home in my classroom, and with helping all the children come together into a learning community made up of particular, unique individuals, each with his or her own learning style and interests and history and hopes. Would you help me teach well by taking a quiet moment to write me about your child? What is your child like? What are the things you, as a parent, know that would be important for me to know? What are your child's interests? I want to know how your child thinks and plays and how you see your child as a learner and a person.

**Respectfully yours,
Carol Pollock
Rose Weinstein**

A005754

What Does Research Suggest?

- View parents as their child's first and most influential teacher
- Know that what parents do to help their children learn is more important to academic success than how well-off the family is
- Inform parents that conversation is important; children learn to read, reason and understand better if parents read, talk and listen to their children

A005755

The community, through the local board of education, must be involved in establishing the expectations and determining the structure of the system and receive regular reports on its progress.

- **Use community resources to strengthen schools**
- **Engage the local community in decisions on learning and the system**
- **Report annually to the local community on the progress of the system**
- **Actively recruit members of the community to assist in helping all students learn**

A005756

The Brooklyn Bridge

The Brooklyn Bridge was inspired by a creative engineer named John Roebling...Roebling convinced his son, Washington, that the bridge could be built. The two of them planned how the obstacles could be overcome...

A005757

What Does Research Suggest?

- Provide annual reports to parents
- Use external reviewers to evaluate schools
- Develop small learning communities
- Foster stable, close and respectful relationships
- Revitalize apprenticeships
- Use the community as the classroom

A005758

**“You must do the thing you think
you cannot do.”**

Eleanor Roosevelt

A005759