

**Biennial Review of  
District Shared  
Decision-Making Plan**

Section 100.11 of Commissioner's Regulations requires school districts and BOCES to biennially review their school-based planning and shared decision making plans and to keep the results of the review on file and available for review. Regulations also require districts and BOCES to submit information about the review to the State Education Department.

Therefore, be it **RESOLVED**, that the Board of Education endorses the updated District Shared Decision Making Plan as required by the NYS Education Department.

Motion by Stalls, 2<sup>nd</sup> by Watt, Carried 9-0-0

Adopted by the Board of Education on April 2, 2012

**I**  
**East Irondequoit**  
**Shared Decision-Making**  
**Model**

**Procedural Guidelines**

**A. Model for Decision-Making**

Definition - We believe that CONSENSUS is a general agreement resulting from a systematic decision-making process. It is achieved when each member of the group agrees:

- I believe you understand my point of view.
- I believe I understand your point of view.
- Whether or not I prefer this decision, I will support it because it was reached in an open and fair manner.

Additionally, in the spirit of CONSENSUS, it is understood that each individual has an equal opportunity to influence the outcome.

Support - means each team member will back the team's decision professionally and enthusiastically.

Quorum – 2/3 members present.

**B. Operational Principles**

We will work together and are committed to providing a useful and workable plan by:

- Being open, honest, candid, and sincere.
- Being fair, non-judgmental, and accepting of individual differences.
- Coming to meetings prepared, focused, and ready to contribute.

- Being responsible and accountable for making and supporting our decisions.
- Building trust.
- Using data and information in making decisions.
- Using innovative and creative thinking where appropriate to go beyond current practices and status quo.

**C. Roles / Responsibilities**

The teams will share the roles of Leader, Facilitator, Recorder, Time-Keeper, Minutes Taker, and all roles will be rotated. (see Glossary, pg. 21)

## II The Plan for Participation

### A. **Shared Decision-Making**

Definition - Shared decision-making is a group process by which stakeholders will focus on improving student achievement in the East Irondequoit Central School District. Teams will utilize a process of discussion, analysis and resolution of educational issues by consensus. Team members will be fully supportive of and accountable for all decisions.

### B. **Structure - Shared Decision-Making**

In the East Irondequoit Central School District, the structure for shared decision-making shall include a District Based Team and Site Based Teams as outlined in this document.

### C. **Stakeholder Groups**

Administration - Includes Principal, Assistant Principal, Chief School Officer, Deputy/Assistant Superintendent, and Athletic Director.

Parent/Guardian - Adult having a child being served in the East Irondequoit Central School District. No employee or officer of the district.

Board of Education\* - Any of the nine members of the Board of Education of the East Irondequoit Central School District.

Teachers\* - All members of the teachers' bargaining unit.

Non-Instructional Staff\* - Employees excluding teachers and administrators as defined.

Business/Community Person\* - Any member of the community not represented within the other stakeholder groups.

Student\* - Any secondary student registered in East Irondequoit Central Schools.

Senior Citizen\*

\* Suggested, but not required.

### **III The District Based Team**

#### **A. District Based Team**

Definition - A representative team of organizational stakeholders (including members from building site-based teams, the superintendent, and president of the teachers association) who agree to periodically convene and adhere to a specific set of principles and practices in decision-making. The team is empowered to support and facilitate shared decision-making within the district.

#### **B. Purpose**

- To manage the long range plan for facilitating shared decision-making in the district. It is required that the Plan for Participation be reviewed annually.
- To prepare and/or revise guidelines for the operation of District Based Team and Site Based Teams.
- To facilitate an ongoing network of communication between the District Based Team and Site Based Teams; Site Based Team to Site Based Team, as well as other (as deemed appropriate) stakeholder groups. District Based Team will be aware of cross district programming and strive to maintain equity.
- To provide technical assistance and guidance to Site Based Teams regarding their functioning and the decision-making process. (i.e. training and development needs, process checking, issues which implicate limitations as per statute, district policy, contract.)
- To provide assistance to Site Based Teams that wish to pursue waivers/variances.
- To provide supportive intervention for Site Based Teams when necessary.
- To assess functioning and outcome of District Based Team and Site Based Teams.

**C. Composition**

**District Based Team**

Superintendent  
Teacher Union President  
Elementary Administrator  
Secondary Administrator  
Elementary Parent  
Secondary Parent  
Board Member (optional)

6 Site Based Teams Representatives \*

\*If all 6 Site Based Team representatives are teachers, the Team will stand as is.

If fewer than 6 are teachers, one teacher representative will be added to each non-teacher Site Based Team representative to meet contractual agreement.

**Election/Selection Process for District Based Team**

Elementary Administrator selected by Administrators' Association  
Secondary Administrator selected by Administrators' Association  
Elementary Parent selected by PTA  
Secondary Parent selected by PTSA  
Board Member selected by Board of Education  
Site Based Team representatives by Site Based Teams

**Length of Term:** The District Based Team will stagger terms so that, as transitions occur, the entire team will not consist of entirely new members.

**D. Procedural Guidelines - District Based Team**

**Suggested Roles and Responsibilities**

Minimum: Leader, Facilitator (note: shared facilitation is desirable), Time Keeper, Minute Taker

The team may use team roles as listed. It is up to each team to determine who assumes which role and for how long (Reference: Glossary)

**Vision Statement**

The District has adopted the following vision statement:

*“The East Irondequoit Central School District will be the destination of choice for families that place the highest value on education and student achievement, as measured by our ability to perform with the best districts in Monroe County.”*

### **Operational Principles**

These will be developed by each District Based Team.

### **Areas of Decision Making**

When teams are involved in decision-making, it is understood that the East Irondequoit Decision-Making Matrix will be used as a frame of reference for decision-making.

### **Levels of Authority**

The District Based Team is authorized or empowered to make decisions according to the East Irondequoit Decision-Making Matrix. It is understood that district-based decisions using a consensus model will stand.

### **Team Practices**

Teams will use the continuous cycle of Agenda Setting, Discussion, Planning, Problem Solving and Minutes Reporting/Communication in accordance with the training provided by the district.

### **Management Information System (MIS)**

The District Based Team will communicate as needed with the Board of Education, Site Based Teams and the educational community. District Team meeting minutes will be posted on the EI Net website.

### **Schedule**

The District Based Team will arrange a meeting schedule which, to the maximum extent possible, will accommodate all team members. This schedule will be distributed to Site Based Teams and the Board of Education.

### **Model for Decision Making**

The Team will use consensus as a model for decision making (Reference: Glossary). The Team will determine quorum. (Refer to pg. 2.)

**Budget**

Budget requests should come through the district budgetary process.

**Training**

Training for the District Based Team will be provided annually by the end of October. The Director of Professional Development will deliver training prior to team decision-making.

**Assessment/Evaluation**

The District Based Team will assess its functioning, as well as the Site Based Teams, on an ongoing basis. The District Based Team will assess its outcomes, as well as Site Based Teams, on an annual basis. Subsequently, District Based Team will submit updates to the Board of Education.



## IV Site Based Teams

### A. Site Based Teams

Definition - A representative team of organizational stakeholders who agree to regularly convene and adhere to a specific set of principles and practices in decision making. The team is empowered to plan, problem solve and provide input to improve student achievement.

### B. Purpose

- To prepare, lead and manage a building plan which focuses upon site issues and reflects the district focus.
- To communicate with the District Based Team, other Site Based Teams and stakeholder groups regarding issues and results.
- To build support and ownership for decisions, facilitating implementation.
- To foster innovation, creative thinking and meaningful problem solving through a team approach.
- To assess functioning and outcomes of the Site Based Team.

### C. Composition

#### Elementary (K-2) Sites:

Required: 1 principal, 4 teachers, minimum of 1, up to 3 parents

Optional: 1 at large\* stakeholder and 1 teacher

\*Could include but not limited to business/community, non-instructional staff, senior citizen.

Intermediate (3-5) Sites

Required: 1 principal, 4 teachers, minimum of 1, up to 3 parents

Optional: 1 at large\* stakeholder and 1 teacher

\*Could include but not limited to business/community, non-instructional staff, senior citizen.

East Irondequoit Middle School

Required: 1 principal, 5 teachers, minimum of 1, up to 4 parents

Optional: 3 at large\* plus corresponding number of teachers.

\*Could include but not limited to business/community, non-instructional staff, senior citizen.

Eastridge Senior High School

Required: 1 principal, 7 teachers, minimum of 1, up to 4 parents, 2 students

Optional: Up to 2 at large\* plus corresponding number of teachers.

\*Could include but not limited to: administrator, senior citizen, non-instructional staff.

**Election/Selection Process**

Required: principal appointed by position; teachers selected by EITA; parents selected by PTA/PTSA; student selected by student government; business/community selected by Site Based Team.

Optional: at large stakeholders -- administrator selected by AEIA; students selected by student government; all others (business/community, senior citizen, non-instructional staff) to be selected by Site Based Team.

**Length of Service for All Sites**

principal	ongoing term
teachers	staggered 2 year terms
parents	staggered 2 year terms
business/community	one year terms

**D. Procedural Guidelines**

**Roles and Responsibilities**

Minimum: Leader, Facilitator (shared facilitation is desirable), Time Keeper, Minute Taker

Each team will use team roles as listed. It is up to each team to determine who assumes which role and for how long (Reference: Glossary)

**Vision Statement**

The District has adopted the following vision statement:

*“The East Irondequoit Central School District will be the destination of choice for families that place the highest value on education and student achievement, as measured by our ability to perform with the best districts in Monroe County.”*

**Operational Principles**

These will be developed by each Site Based Team.

**Levels of Authority**

The Site Based Team is authorized or empowered to provide input according to the East Irondequoit Decision-Making Matrix.

**Team Practices**

Teams will use the continuous cycle of Agenda Setting, Discussion, Planning, Problem Solving, Evaluating, and Minutes Reporting/Communication in accordance with the training provided by the Director of Professional Development.

**Management Information System (MIS)**

Each Site Based Team will communicate with stakeholder groups and with the educational community. Meeting minutes will be posted on EI Net website.

**Schedule**

It is recommended that each team will arrange a meeting schedule which, to the maximum extent possible, will accommodate all team members. This schedule will be distributed to all stakeholder groups.

### **Model for Providing Input**

Each team will use consensus as a model for providing input (Reference: Definition, Page 2.) The team will determine quorum (Refer to page 2.)

### **Budget**

Budget requests should come through the district budgetary process.

### **Training**

Training for Site Based Teams will be provided annually by the end of October by the Director of Staff Development prior to team decision-making.

### **Assessment/Evaluation**

Site Based Teams are encouraged to assess their internal functioning on an ongoing basis.

Teams will periodically assess outcomes as per designated goals and annually report results to the District Based Team in written form by June 30 of each year. The Superintendent will communicate this to principals who will work with their teams to prepare the assessment.

V  
**The Decision-Making Matrix**

**Foundation Statement**

- Input from all stakeholders is welcomed and encouraged.
- Shared Decision-Making Teams (DBT and SBT's) will make decisions or provide input in compliance with statutory, contractual and policy regulations.
- A periodic review of this matrix is strongly suggested.

**Decision-Making Matrix**

"I" Input -- is part of the overall interactive communication process in which information is either sought or freely given, in spirit of trust and responsibility, for consideration in decision-making.

"D" Decision-Making -- is a process where Input is weighed and considered in order to reach and implement a plan of action. The Decision-Maker(s) consider the Input and is/are ultimately responsible.

**Definitions for Areas of Shared Decision-Making**

1. Strategic Long-Range District Plan: Long-range planning for district goals.
2. Strategic Long-Range Site Plan: Long-range plans which reflect the district focus and address site issues.
3. Elementary Extracurricular: Student activities which occur beyond the school day.
4. Hiring of Teachers and Building Administrators: Selection of personnel for recommendation to Superintendent of Schools.
5. District Conduct: Setting standards for behavior and accountability.
6. Scheduling: Time and space considerations for delivery of elementary and secondary programs.
7. Student Attendance: Rules/regulations to govern student attendance.
8. School Based New Staff Orientation/Support: Ways to help new staff become familiar with school structures and community. Also to provide support to "new-to-the-school" staff.

9. Instructional Programs: How educational programs are selected, implemented and monitored.
10. Instructional Resources: The materials, equipment, and supplies used for instruction.
11. Curriculum: Sequential K-12 educational program which describes concepts and objectives and is aligned with NYS standards and assessments.
12. Professional Development: Professional development opportunities.
13. Community Relations / Organizational Communication: The promotion of positive school/community interaction and rapport and improvement of intra-school communications.
14. New Course Offerings: Design and content of new instructional courses.
15. Recognition and Incentives: These may include assemblies, honor roll, special events, attendance awards, etc. to acknowledge achievement.
16. School Climate: Policies, practices, and procedures relating to the culture in the schools.
17. Student Evaluation/Grading Policies: Setting standards for student success.
18. Security/Safety in Buildings: Procedures for assuring safe environments for children and adults in all buildings.

## East Irondequoit Central School District Decision Making Matrix

Areas for Decision Making	DBT	SBT	Superintendent	Building Administrators	Curriculum Leaders/ Grade Level Leaders	CSDC	District PLC	Bargaining Units	PTA/ PTSA	Student Gov't	Central Ofc Administrators	Teachers	Parents
Strategic Long Range District Plan	D	I				I	I						
Strategic Long Range Site Plan	I	D			I								
Elementary Extra Curricular		I		D				I	I			I	
Hiring of Teachers & Building Administrators			D	I	I				I		D	I	I
Code of Conduct				I					I	I	D	I	I
Scheduling		I	D	D	I			I		I	D	I	
District/School Based Staff Orientation/Support											D		
Instructional Program		I		D	I	I	I		I		D	I	I
Instructional Resources				D	D						D	D	
Curriculum			I	I	D	I					D	I	
Professional Development			I	I	I	I	I	D			D	I	
Community Relations/ Organizational Communications	I	I	D	I		I	I		I	I	I	I	
New Course Offerings			D	D	I	I					D	I	
Student Recognition/Incentives		I		D					I			I	
School Climate		I	D	D	I	I	I	I	I	I	I	I	I
Student Evaluation/Grading Policies		I	D	D	I				I	I	D	I	I
Security/Safety in Buildings		I	D	D					I		D	I	I

I = Input D = Decision
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\* Some decisions may require Board of Education approval

\* All decisions must be in compliance with current NYS and Federal laws and Commissioners regulations (same as on Pg 13 2<sup>nd</sup> bullet)

## VI. Accountability

### Accountability

It is understood that the teams will accept responsibility for their functioning and outcomes. In particular, each Site Based Team will be accountable for abiding by the Purpose as outlined in this document. (Reference: Page 9.) As a Site Based Team, it is understood that qualitative and quantitative measures (data) will be used as a method for assessing outcomes. Site Based Teams will submit building-level plans each year to the District Based Team.

Any decision that did not produce intended results should be modified. Site Based Teams should not be afraid to abandon a plan if it did not show the expected results in student achievement. Where student achievement goals are not met, the Site Based Teams should rethink the plan and change direction.

In order to do this, members of the Site Based Teams must be willing risk-takers and not feel defeated if their original ideas do not produce the expected outcomes.

The District Based Team reports to the Board of Education and strives to carry out the goals put forth by the Board of Education. Quantitative and qualitative measures\* (data) will be used to assess outcomes. The District Based Team will report results to the Board of Education and other stakeholder groups as needed.

The District Based Team is empowered to support shared decision-making within the district and may, accordingly, on a biennial basis recommend structural changes regarding the Plan For Participation to the Board of Education.

\* per district data protocols.



## **Beliefs**

All shared decision-making teams will operate according to the East Irondequoit Belief statements as follows:

- We believe in educating all children of all abilities and from all backgrounds. This is a basic premise of public education.
- We believe all children can learn and all can succeed. It is our job as public educators to find a way.
- We believe all children should have up-to-date curriculum in basic subject areas and in enrichment areas.
- We value a trained, professional, educational staff.
- We believe all students have the opportunity to graduate. We will take extraordinary measures to ensure student success.
- We have high standards and hold our children to these standards. To that end we are encouraging more high school students to enroll in rigorous courses.
- We value our students with disabilities and believe in "inclusion" of all children.
- We value safe schools and do not permit violence, drugs or other unsafe practices.
- We value well maintained, clean buildings.
- We believe our children deserve up-to-date textbooks, technology and other educational materials.
- We believe schools should provide a range of extracurricular activities among which are interscholastic sports and band.
- We value our schools as community schools. We are providers for children, parents, and for adult learners in the East Irondequoit community.
- We value all our students and believe that their education is the key to our future.

## **VII Dispute Resolution Process**

### **Dispute Resolutions**

#### **Site-Based Teams**

When a dispute, concern or issue arises at the level of the Site Based Team, the following sequence will be used for mediation:

Level 1: The Site Based Team, using its structures and strategies, will arrive at a solution.

Level 2: The Site Based Team will appeal to the District Based Team for assistance. This may include providing an external facilitator, training and development or any other mediums or resources as deemed appropriate. It is understood that any expenditure would require approval by the Board of Education.

#### **District Based Team**

When a dispute, concern or issue arises at the level of the District Based Team, the following sequence will be used:

Level 1: The District Based Team, using its structures and strategies, will arrive at a solution.

Level 2: The District Based Team will appeal to the Board of Education for resources. This may include providing an external facilitator, training and development or any other mediums or resources. It is understood that any expenditure would require approval by the Board of Education.

## **VIII Student Achievement**

### **Student Achievement**

In order for students in the East Irondequoit Central School District to function in the global society, become productive employees and contribute as responsible citizens, each Site Based Team and the District Based Team will promote the framework as presented in the document entitled "P21 Partnership for 21<sup>st</sup> Century Skills," as well as the IB Learner Profile, through all decision-making processes. (See Appendix B-1, B-2)

**IX**  
**Parental Involvement**  
**State and Federal Regulations**

State/Federal Regulations

In the East Irondequoit Central School District, the following state/federal programs are in operation:

2004 Individuals with Disabilities Education Improvement Act (IDEA)

- Preschool, 3-5 Section 4410 Education Law
- 504 – 1990 Americans with Disabilities Act
- Title I No Child Left Behind

Committee on Pre-School Special Education/Committee on Special Education (CPSE / CSE)

Drug Free Schools & Community Act

Parental Involvement

The following parent programs exist to meet federal and state requirements for planning and decision-making:

CARE - Concerned Adults for Rights in Education

CPSE\* / CSE\* - Committee on Pre-School Education/Committee on Special Education

Chemical Awareness Team -- advisory group

Title I – Parent Advisory

\* mandated

In order to coordinate decision-making within the district, the aforementioned groups will be involved in the decision-making process as mandated..

For assistance contact the Pupil Personnel Services office.

## **X. Glossary**

### **Team Roles**

- Leader:** Directs and focuses the team on task; responsible for helping the team to achieve desired outcomes; coordinates with other roles.
- Facilitator:** Helps team follow the process; assists in building and maintaining productive climate and open communication.
- Recorder:** Captures and documents the team's output during sessions.
- Time Keeper:** Tracks time and offers ongoing alerts; usually, time is called at half intervals.
- Minutes Taker:** Records/summarizes the team's output and distributes to members on a timely basis.
- Observer:** Operates as an "external consultant;" steps outside and observes/tallies specific aspects of the team's work and process.

**XII**  
**Appendix**

**East Irondequoit Central School District**  
**Site-Based Team Training Program**

Characteristics of a Team

Building Blocks for Successful Teamwork

Stages of Team Growth

Team Roles & Responsibilities

Facilitator

Timekeeper

Recorder

Process Observer

Scribe

Team Member

Communication Skills

Team Task Behaviors

Team Maintenance Behaviors

Problem-Solving Process

Meeting Management Skills

## Appendix B-1

### **Partnership for 21<sup>st</sup> Century Skills**

#### P21 Framework

The framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills *student outcomes* (as represented by the arches of the rainbow) and 21st century *skills support systems* (as represented by the pools at the bottom).

**While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.**

#### 21ST CENTURY STUDENT OUTCOMES

The elements described in this section as "21st century student outcomes" (represented by the rainbow) are the skills, knowledge and expertise students should master to succeed in work and life in the 21st century.

#### ***CORE SUBJECTS AND 21<sup>st</sup> CENTURY THEMES***

Mastery of **core subjects and 21st century themes** is essential for students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move beyond a focus on basic competency in core subjects to promoting understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

### **Global Awareness**

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English **languages**

### **Financial, Economic, Business and Entrepreneurial Literacy**

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

### **Civic Literacy**

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

### **Health Literacy**

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that are health enhancing
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

## ***LEARNING AND INNOVATION SKILLS***

Learning and innovation skills increasingly are being recognized as the skills that separate students who are prepared for increasingly complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

### **Creativity & Innovation**

- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs



### **Critical Thinking & Problem Solving**

- Exercising sound reasoning in understanding
- Making complex choices and decisions
- Understanding the interconnections among systems
- Identifying and asking significant questions that clarify various points of view and lead to better solutions
- Framing, analyzing and synthesizing information in order to solve problems and answer questions

### **Communication & Collaboration**

- Articulating thoughts and ideas clearly and effectively through speaking and writing
- Demonstrating ability to work effectively with diverse teams
- Exercising flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assuming shared responsibility for collaborative work

## ***INFORMATION, MEDIA AND TECHNOLOGY SKILLS***

People in the 21st century live in a technology and media-suffused environment, marked by access to an abundance of information, rapid changes in technology tools, and the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

### **Information Literacy**

- Accessing information efficiently and effectively, evaluating information critically and competently and using information accurately and creatively for the issue or problem at hand.
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

### **Media Literacy**

- Understanding how media messages are constructed, for what purposes and using which tools, characteristics and conventions.
- Examining how individuals interpret messages differently, how values and points of view are included or excluded and how media can influence beliefs and behaviors.
- Possessing a fundamental understanding of the ethical/legal issues surrounding the access and use of information

### **ICT (Information, Communications & Technology) Literacy**

- Using digital technology, communication tools and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy.
- Using technology as a tool to research, organize, evaluate and communicate information, and the possession of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

## ***LIFE & CAREER SKILLS***

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

### **Flexibility & Adaptability**

- Adapting to varied roles and responsibilities
- Working effectively in a climate of ambiguity and changing priorities

### **Initiative & Self-Direction**

- Monitoring one's own understanding and learning needs
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrating initiative to advance skill levels towards a professional level
- Defining, prioritizing and completing tasks without direct oversight
- Utilizing time efficiently and managing workload
- Demonstrating commitment to learning as a lifelong process

### **Social & Cross-Cultural Skills**

- Working appropriately and productively with others
- Leveraging the collective intelligence of groups when appropriate
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work

### **Productivity & Accountability**

- Setting and meeting high standards and goals for delivering quality work on time
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable)

### **Leadership & Responsibility**

- Using interpersonal and problem-solving skills to influence and guide others toward a goal
- Leveraging strengths of others to accomplish a common goal
- Demonstrating integrity and ethical behavior
- Acting responsibly with the interests of the larger community in mind

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and (learning environments/essential conditions) must be aligned to produce a support system that produces 21st century outcomes for today's students.

### **21st Century Standards**

- Focuses on 21st century skills, content knowledge and expertise.
- Builds understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasizes deep understanding rather than shallow knowledge
- Engages students with the real world data, tools, and experts they will encounter in college, on the job, and in life--students learn best when actively engaged in solving meaningful problems
- Allows for multiple measures of mastery

### **Assessment of 21st Century Skills**

- Supports a balance of assessments, including high-quality standardized testing along with effective classroom formative and summative assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness at reaching high levels of student competency in 21st century skills

### **21st Century Curriculum and Instruction**

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

### **21st Century Professional Development**

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice and help them identify

what activities they can replace/de-emphasize.

- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills.
- Enables 21st century professional learning communities for teachers that models the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and to create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development
- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scaleable and sustainable model of professional development

### **21st Century Learning Environments**

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allows equitable access to quality learning tools, technologies and resources
- Provides 21st century architectural and interior designs for group, team and individual learning.
- Supports expanded community and international involvement in learning, both face-to-face and online

## Appendix B-2

### **International Baccalaureate Programme Learner Profile**

The IB's Mission Statement translated into a set of learning outcomes for the 21<sup>st</sup> century.

IB Learners strive to be:

- Inquirers
- Knowledgeable
- Thinkers
- Communicators
- Principled
- Open-minded
- Caring
- Risk-Takers
- Balanced
- Reflective