

Cromwell
Public Schools

2009-2014

A descriptive vision for the continuous improvement of the Cromwell Public Schools.

Strategic
Planning
Executive
Summary

Process Overview and Refined Mission and Beliefs

Cromwell, Connecticut is a suburban community located southeast of Hartford. Experiencing the challenges that come with growth, the public schools have enjoyed a performance profile more aligned with communities with much greater resources. In the better part of assessment data, Cromwell students perform above the average for their reference groups, and survey data shows that the vast majority of the public school community believes the schools are doing a good job.

Aware that past success is no guarantee of future performance, in the fall of 2008, the Cromwell Board of Education embarked on a Strategic Planning Process designed to help the schools take stock of their status, review current performance, better understand their place in the world, and review how external change forces in the learning environment have had an impact on the district's ability to meet the needs of its students in an era of accelerating change. In pursuing this process, a representative Strategic Planning Team was formed. The following members of the community, volunteering up to 50 hours of their own time, agreed to serve on this team, and their affiliations follow their names in this listing:

Shirley Banic	Cromwell Board of Education, Chairperson
Dr. Mark Benigni	Principal, Cromwell High School
Dr. Matt A. Bisceglia	Superintendent of Schools
Katherine Bremer	Teacher, Woodside Intermediate School
Lucille DiTunno	Principal, Edna C. Stevens Elementary School
Robert Jahn	Cromwell Resident
Michael Gengler	Cromwell Board of Finance, Chairperson
John Maloney	Principal, Cromwell Middle School
Bo Ryan	Principal, Woodside Intermediate School
Sheryll Petrosky	Teacher, Cromwell High School
Ray Southland	Assistant Principal, Cromwell High School
Jeremy Shingleton	Cromwell Board of Selectmen, 1 st Selectman
Debra Stachura	Teacher, Edna C. Stevens Elementary School
Lynn Talmont	Teacher, Cromwell Middle School
Dr. Paula Talty	Assistant Superintendent for Curriculum, Instruction, and Evaluation
Jennifer Tine	Title I Literacy Coach, Edna C. Stevens Elementary School/Cromwell Parent
Christine Trousdale	Cromwell Board of Education and Cromwell Parent
Amy Valerio	Teacher, Woodside Intermediate School

Once the team was formed, an outside facilitator was hired, and a process plan was agreed upon. The first phase of the plan was an extensive data collection process. The representative Strategic Planning Team broke into six data collection groups and spent twelve weeks surveying the community, exploring data, and gathering information from a variety of sources related to each of the following areas of current and future school system performance:

- A. Existence and alignment of foundational systems. Data in this area sought to explore how systemic thinking and processes work to support the Mission and Beliefs of the organization.*
- B. Alignment and coherence of systems, leadership, curriculum, assessment, data, and instruction. Data in this area sought to determine how in-sync the key teaching and learning systems of the organization are with key organizational goals and priorities, as well as with best practices and current research.*
- C. Use of 21st Century content, skills, tools for learning, and digital literacy applications throughout the system. Data in this area sought to explore the state of the digital learning environment by identifying what phase of integration the district has achieved and how well it is positioned for the future.*
- D. Impact of demographics, economics, and legislation. Data in this area sought to understand funding, the way schools are regulated, and how changes in population will have an impact on the way we plan to do business in the future.*
- E. Impact of technology, globalism, culture, and competition. Data in this area sought to gauge the changes that impact schools on a macro level; this is especially important as it relates to the kinds of preparation we provide for students so that they can be successful in these environments.*
- F. Special cause considerations, local context, and other factors. Data in this area sought to understand the context of factors that may influence either goal development or implementation issues related to the plan. Special or unique circumstances, issues of dysfunction, and/or local histories find their home here.*

In addition to these areas, the Strategic Planning Team developed a community survey designed to provide context for decision-making. The Team asked 58 different questions, and over 300 people gave their responses. This data was sorted and analyzed, and subsequently, a report on its implications was created.

With this data collected, the Strategic Planning Team convened for a series of retreats in which the six data teams and the survey group presented and discussed their findings. The primary purpose of this analysis phase was to uncover patterns of responses that were present in all or most of the data collection areas. It is only these consistently surfacing trends that are significant enough to demand the type of extraordinary efforts that accompany long-term systemic changes. Through this process, a series of critical areas of concern and focus emerged. Generally stated, these areas were:

1. Better, more systemic integration of technology with a focus on “tools for learning” that help prepare students for the world of work and learning that they will encounter beyond their K-12 education.
2. Integration, modernization, and alignment of curriculum with the 21st Century Skills needed for success in life, school, and work.
3. Revision and upgrading of Board policies and practices to better position the district for its current and future challenges.
4. Improved communications and engagement with the district’s primary stakeholders.
5. Continued focus on budget efficiencies and effectiveness over time.

With these findings identified, the Strategic Planning Team revisited the district’s existing Mission statement. Through hours of deliberation, the Team emerged with a refined and refocused statement of purpose and beliefs to guide the work of the staff and community in the years ahead. As that task was completed, the group turned its attention to meeting the identified data-based needs which ultimately led to the identification and commitment to the five goals and associated indicators of success.

Cromwell Public Schools – Mission and Belief Statements

The Cromwell Public Schools educate and inspire all students to apply the essential skills needed to become productive and responsible citizens in a rapidly changing world.

In pursuing this Mission, the Cromwell Public School community believes that:

- **All students are valued and deserve an education that addresses their academic, physical, and social/emotional needs.**
- **All members of the community have a right to a safe, supportive, and engaging learning environment.**
- **All members of the community value effective communication and the involvement of all partners in the educational process.**
- **All members of the community celebrate, respect, and appreciate diversity.**
- **All members of the community must uphold high expectations, be accountable, and demonstrate a commitment to excellence.**

Cromwell Public Schools
Draft Goals (1/23/09) and Indicators of Success

- 1. Integrate, modernize, and align all content area curriculum with the 21st Century Skills needed for success in life, school, and work.**
 - Identify and agree upon vital, research-based 21st Century Skills for all students.
 - Identify and develop standards and clear methods of assessment for these skills.
 - Implement and integrate these defined skills and assessments across the curriculum.
- 2. Integrate appropriate tools and strategies for 21st Century learning that increase the degree to which all students are engaged in relevant and rigorous work across all disciplines and courses.**
 - Identify, agree upon, and track measurable indicators of engagement and relevance for all students.
 - Gather and analyze evidence of student performance to ensure continuous progress.
 - Ensure that the content of teacher evaluation, supervision, curriculum, and professional development processes focus on engagement, relevance, rigor, and relationships.
 - Evaluate student independent use of appropriate 21st Century Skills for learning.

3. Revise and update Board of Education policies and practices to ensure a flexible, efficient, and effective digital learning environment.

- Identify best practice indicators for major BOE systems.
- Identify best practice indicators for major policy areas.
- Consider implications for digital learning environments.

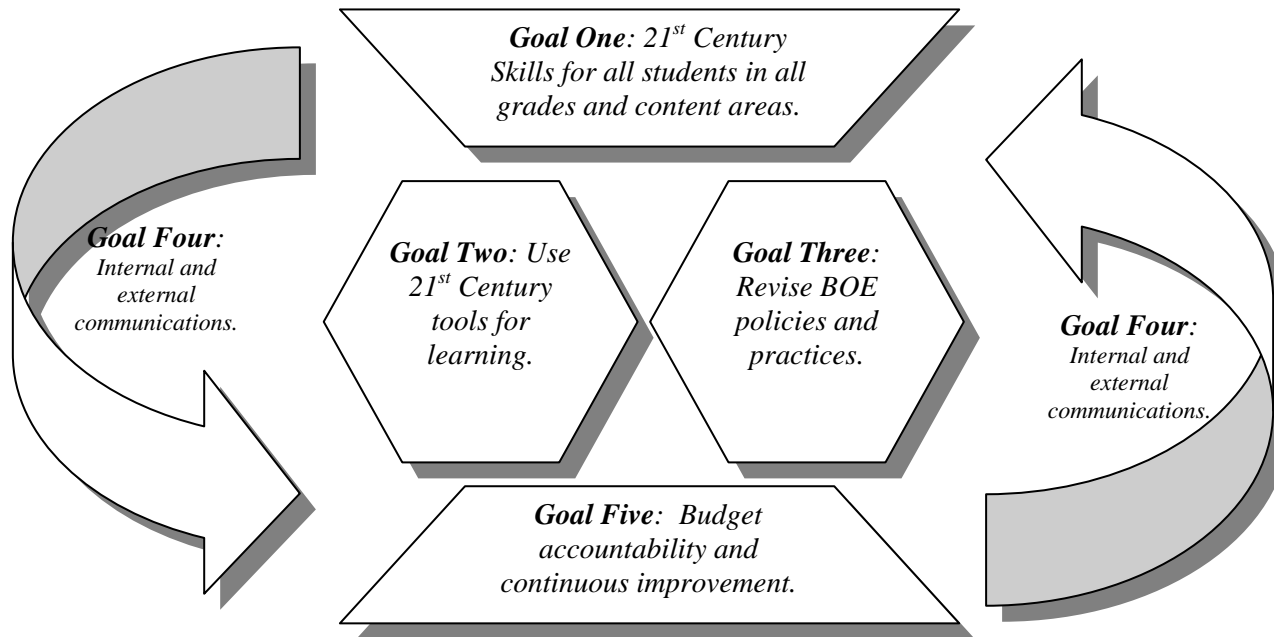
4. Design and promote systems that ensure effective communication and engagement among the administration, staff, students, parents and community.

- Address critical and common communication needs of parents and community.
- Communicate important initiatives, issues, events, and information effectively.
- Promote informed, collaborative, and productive decision-making.
- Address critical and common communication needs of BOE.

5. Align resource allocations with core values and beliefs.

- Allocate resources based on the stated Mission and Goals of the district.
- Evaluate programs and initiatives based on demonstrated ability to contribute to meeting district goals (quality and quantity).

When reviewing the substance of the goals, it is important to understand that these areas are all critical to the future success and health of the Cromwell Public Schools and must be considered as a totality. This implies that there is a unique relationship and interdependence that exists among all of them. As the Strategic Planning Team began the process of mapping each of these goals, it recognized early on that success at some level in one area depended on related successes in others. That is why, as one reviews the plans for each goal, one will recognize the many connections that exist among these foundational goals, and one will also get a sense of how important it is for the district to succeed in pursuing all of these pathways over the next 3-5 years. Additionally, it should be noted that in the Performance Continuum/Innovation Configuration Maps that accompany each goal, the term “**Present State**” implies the current state of the described item in the district at the time the goals were set in January of 2009. Finally, for those who would like further definitions, a current exploration of the meaning of the term “21st Century Skills,” a partial definition and explanation from the Center for 21st Century Skills, is provided after goal five.




With these goals and indicators set, Planning Teams formed around each goal area. These Planning Teams set out to map the planning environment by identifying those systems, factors, and restraining forces that might influence the outcome in each of the goal areas. Additionally, in a final step prior to Board of Education review, the Planning Teams worked together to build a cohesive vision of what the achieved goals would look like. This process is called Innovation Configuration Mapping, and these “maps” describe each goal area across a four-phase continuum of progress toward the achievement of each of the five strategic planning goals.

1. Integrate, modernize, and align all content area curriculum with the 21st Century Skills needed for success in life, school, and work.


Systems (structures in place)	Factors (elements beyond our control)
<ul style="list-style-type: none"> • Creating curriculum maps • Developing common formative assessment • Core area task forces • 7 full days for professional development and monthly ½ days • Bi-weekly leadership team meetings • Various professional development activities • District walk-throughs • Offering on-line courses • District, school and teacher websites • Early intervention plans • StarBoards and tech upgrades • Academic academies • Differentiated instructional practices 	<ul style="list-style-type: none"> • Cost • Community support and perceptions • Reluctance for change • Space • Time restrictions • Federal and state mandates • Standardized testing requirements
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Knowledge and understanding of 21st Century Skills • Resources (time and money) • Scheduling • Reliance on traditional assessment 	

Component One: Vital, research-based 21st Century Skills for all students are identified and agreed upon.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is limited knowledge and understanding of 21st Century Skills. 	<ul style="list-style-type: none"> There is a dialogue about 21st Century research-based Skills. 	<ul style="list-style-type: none"> An agreement develops around a draft list of 21st Century Skills. 	<ul style="list-style-type: none"> There are clearly defined and agreed upon 21st Century Skills.
<ul style="list-style-type: none"> There is limited discussion and sharing of research-based 21st Century Skills. 	<ul style="list-style-type: none"> 21st Century Skills research is gathered and discussed. 	<ul style="list-style-type: none"> Teachers are familiar with 21st Century Skills research and are discussing integration into the curriculum. 	<ul style="list-style-type: none"> Members of the community are familiar with 21st Century Skills research.

Component Two: Standards and clear methods of assessment for these skills are identified and developed.



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is minimal common understanding and agreement of best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is an emerging understanding of best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is wide-spread alignment of best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is district-wide alignment of best practices for teaching 21st Century Skills.
<ul style="list-style-type: none"> Few curriculum areas have identified 21st Century Skills. 	<ul style="list-style-type: none"> Some curricula have identified 21st Century Skills. 	<ul style="list-style-type: none"> Many curricula have identified 21st Century Skills. 	<ul style="list-style-type: none"> All curricula integrate 21st Century Skills.
<ul style="list-style-type: none"> Few curriculum assessments incorporate 21st Century Skills. 	<ul style="list-style-type: none"> Some curriculum assessments incorporate 21st Century Skills. 	<ul style="list-style-type: none"> Many curriculum assessments incorporate 21st Century Skills. 	<ul style="list-style-type: none"> Assessments incorporate 21st Century Skills.

Component Three: The defined skills and assessments are integrated and implemented across the curriculum.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is minimal integration of 21st Century Skills and assessments in current curriculum. 	<ul style="list-style-type: none"> Some curricula implement and integrate 21st Century Skills and assessments. 	<ul style="list-style-type: none"> Many curricula integrate and implement 21st Century Skills and assessments. 	<ul style="list-style-type: none"> All curricula incorporate 21st Century Skills and assessments.
<ul style="list-style-type: none"> Evidence of integrated 21st Century Skills is not systemically collected. 	<ul style="list-style-type: none"> Evidence of integrated 21st Century Skills is collected in key areas. 	<ul style="list-style-type: none"> Evidence of integrated 21st Century Skills is collected in most areas. 	<ul style="list-style-type: none"> Evidence of integrated 21st Century Skills is collected in all areas.

2. Integrate appropriate tools and strategies for 21st Century learning that increase the degree to which all students are engaged in relevant and rigorous work across all disciplines and courses.


Systems (structures in place)	Factors (elements beyond our control)
<ul style="list-style-type: none"> • Professional Development system • Curriculum Development and implementation • Educator Evaluation system • Assessment structure • Data collection • Classroom organizational structure • Educator & student schedules • Common Planning meetings • Language arts & math intervention blocks (intermediate) • Tutoring program (intermediate, middle, high) • Afterschool homework program (middle) • Mentor Program (intermediate, middle) • Title support services (elem., intermediate, middle) • Special Education support • CCSU Intern Program • PTO sponsored cultural events 	<ul style="list-style-type: none"> • Time constraints • Resources (time and money) • State testing • Special Education legislation • Alignment of schedules with needs • Range of offerings as compared to the range of need • Federal and state legislation
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Current public and staff understanding of 21st Century Skills • Staff support • Professional development training • Resources (materials) • Lack of technology 	

Component One: Identify, agree upon and track measurable indicators of engagement and relevance for all students.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • There are no measurable indicators of engagement and relevance for all students. 	<ul style="list-style-type: none"> • 21st Century Skills are discussed and identified in the district. 	<ul style="list-style-type: none"> • 21st Century Skills have been identified and integrated into the curriculum. 	<ul style="list-style-type: none"> • Curriculum and instructional practice evidence measurable indicators of engagement and relevance for all students.

Component Two: Gather and analyze evidence of student performance to ensure continuous progress.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> Standardized assessment data is gathered and analyzed. 	<ul style="list-style-type: none"> Standardized assessments with some 21st Century Skills assessments are gathered and analyzed to determine student performance over time. 	<ul style="list-style-type: none"> Standardized assessments with many 21st Century Skills assessments are gathered and analyzed to determine student performance over time. 	<ul style="list-style-type: none"> Standardized assessments with 21st Century Skills assessment evidence student performance over time.
<ul style="list-style-type: none"> Common assessment data is inconsistent. 	<ul style="list-style-type: none"> Some common assessment data is consistent. 	<ul style="list-style-type: none"> Most common assessment data is consistent. 	<ul style="list-style-type: none"> Common assessment data is consistent across all areas.

Component Three: Ensure that the content of teacher evaluation, supervision, curriculum, and professional development processes focus on engagement, relevance, rigor, and relationships.



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> Professional development focuses on student learning. 	<ul style="list-style-type: none"> Professional development focuses on identifying essential 21st Century Skills. 	<ul style="list-style-type: none"> Some professional development goals reflect 21st Century Skills. 	<ul style="list-style-type: none"> All professional development goals reflect 21st Century Skills.
<ul style="list-style-type: none"> A teacher evaluation and supervision plan is in place but does not reflect use of 21st Century Skills and practice. 	<ul style="list-style-type: none"> A teacher evaluation and supervision plan is being reviewed to reflect use of 21st Century Skills and practice. 	<ul style="list-style-type: none"> A teacher evaluation and supervision plan is revised and reflects use of 21st Century Skills and practice. 	<ul style="list-style-type: none"> A teacher evaluation and supervision plan is in place that reflects use of 21st Century Skills and practice.

Component Four: Evaluate student independent use of appropriate 21st Century Skills for learning.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is no formal system for evaluation of student independent use of appropriate 21st Century Skills for learning exists. 	<ul style="list-style-type: none"> A formal system of evaluation of student independent use of appropriate 21st Century Skills for learning is designed. 	<ul style="list-style-type: none"> A formal system of evaluation of student independent use of appropriate 21st Century Skills for learning is designed, evaluated, and assessed. 	<ul style="list-style-type: none"> A formal system of evaluation of student independent use of appropriate 21st Century Skills for learning is in place.

3. Revise and update Board of Education policies and practices to ensure a flexible, efficient, and effective digital learning environment.

Systems (structures in place)	Factors (elements beyond our control)
<ul style="list-style-type: none"> • BOE meeting schedules • BOE agendas and responsibilities • BOE guidelines for revision of existing policies 	<ul style="list-style-type: none"> • Federal and state mandates • BOE governance statutes • Robert’s Rules of Order
Restraining Forces	
<ul style="list-style-type: none"> • Past practices • Political agendas and implications • Current print based paradigm for schools, learning, and governance. 	

Component One: Identify best practice indicators for major BOE systems.



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • There is some identification of best practice indicators for major BOE systems. 	<ul style="list-style-type: none"> • There are continued discussion and review of best practice indicators for major BOE systems. 	<ul style="list-style-type: none"> • There are systems in place to review best practice indicators for the major BOE systems. 	<ul style="list-style-type: none"> • BOE has explored and incorporated indicators for successful practices in the areas of leadership (instruction), management (labor, budget), and communications practices.
<ul style="list-style-type: none"> • There are some systemic methods in place to review existing practice indicators for major BOE systems. 	<ul style="list-style-type: none"> • There are some systems in place to review best practice indicators for major BOE systems. 	<ul style="list-style-type: none"> • There are systems in place to review best practice indicators for major BOE systems. 	<ul style="list-style-type: none"> • BOE has systemically reviewed existing practices for consistency and adherence to these indicators.

Component Two: Identify best practice indicators for major policy areas.

I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is some identification of best practice indicators for major policy areas. 	<ul style="list-style-type: none"> There are discussion and review of best practice indicators for major policy areas. 	<ul style="list-style-type: none"> There are systems in place to review best practice indicators for the major policy areas. 	<ul style="list-style-type: none"> BOE has explored and agreed upon its appropriate policy role.
<ul style="list-style-type: none"> There are some systemic methods in place to review existing practice indicators for major policy areas. 	<ul style="list-style-type: none"> There are discussion and review of best practice indicators for major policy areas. 	<ul style="list-style-type: none"> There are systems in place to review best practice indicators for major policy areas. 	<ul style="list-style-type: none"> BOE has demonstrated understanding of the importance and implications of policy impact and alignment.
<ul style="list-style-type: none"> There is a BOE policy sub-committee in place to review and update existing policies. 	<ul style="list-style-type: none"> BOE begins discussion on developing systematic approach to policy review. 	<ul style="list-style-type: none"> BOE begins implementation of systematic approach to policy review. 	<ul style="list-style-type: none"> BOE has systemically reviewed existing policies for consistency and adherence to these frameworks.

Component Three: Consider implications for digital learning environments.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There are some existing policies addressing digital learning. 	<ul style="list-style-type: none"> BOE identifies policies with digital learning implications. 	<ul style="list-style-type: none"> BOE begins revision and updates of policies with digital learning implications. 	<ul style="list-style-type: none"> BOE has revised and updated all BOE policies based on a consideration of the implications of a digital learning environment.

4. Design and promote systems that ensure effective communication and engagement among the administration, staff, students, parents, and community.


Systems (structures in place)	Factors (elements beyond our control)
<ul style="list-style-type: none"> • Email • Newsletters/mailings/notices • Alert-Now • PTO meetings and events • Curriculum coffees • Counselor meetings • Faculty meetings • Press releases/articles • Team meetings • Study groups • Leadership meetings • Student council • Public comment at BOE meetings • Reader boards • Websites • Open house • Parent teacher conferences/meetings • Youth services • Bulletin boards • Public access TV • Student handbook • Faculty handbook 	<ul style="list-style-type: none"> • Parents' other priorities/time restraints • Reader attentiveness • Technology • Reader subscription • Cable access • Student to parent communication • Newspaper article bias • Computer ownership
Restraining Forces	
<ul style="list-style-type: none"> • Parent involvement • Parental interest • Perception of environment • Meeting attendance • District scheduling conflicts • Staying current on contact information • Clear and concise news releases 	

Component One: Address critical and common communication needs of parents and community.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> All websites are not consistently updated. 	<ul style="list-style-type: none"> Some websites are consistently updated. Other strategies to communicate are being developed. 	<ul style="list-style-type: none"> Most websites are consistently updated. Strategies to communicate are being implemented. 	<ul style="list-style-type: none"> All town, district, school websites are current. The website is user- friendly which makes the information more comprehensive. Communication strategies are successful.
<ul style="list-style-type: none"> Hard copies of academic progress are provided to parents periodically. 	<ul style="list-style-type: none"> Some on-line information of academic progress is available. 	<ul style="list-style-type: none"> Most information about academic progress is available on-line. 	<ul style="list-style-type: none"> Current on-line student grade information is available.

Component Two: Communicate important initiatives, issues, events and information effectively.




I – Present State	II – Beginning	III – Progressing	IV – Accomplishing
<ul style="list-style-type: none"> Schools provide written and e-mail communication on a monthly basis or on an as needed emergency basis. Some perceive that this communication is not effective. 	<ul style="list-style-type: none"> Schools continues to provide written and e-mail communication. Strategies are being developed to improve the quality and consistency of communication to the community. 	<ul style="list-style-type: none"> Most written and e-mail communication is provided. Most strategies have been implemented to improve the quality and consistency of communication to the community. 	<ul style="list-style-type: none"> Phone and e-mail communication is substantive. The community is receiving consistent and quality communications.

Component Three: Promote informed, collaborative, and productive decision-making.



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • Memos, e-mails, and/or meetings provide information or articulate expectations, but there is a perceived need for improvement. 	<ul style="list-style-type: none"> • Some information is provided on a timely basis. 	<ul style="list-style-type: none"> • Most information is provided on a timely basis. 	<ul style="list-style-type: none"> • Information is communicated timely.
<ul style="list-style-type: none"> • It is perceived that decisions are made by BOE members without greater community input. 	<ul style="list-style-type: none"> • Some decisions are made with community input. • Strategies are being developed to include/identify individuals and/or groups who should participate. 	<ul style="list-style-type: none"> • Most decisions are made with community input. • Strategies are being implemented to include/identify individuals and/or groups who should participate. 	<ul style="list-style-type: none"> • Community input or opinion is considered and valued consistently across the district. • Individuals and/or groups are participating in BOE/community decisions.

Component Four: Address critical and common communication needs of the BOE.




I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • BOE has a limited system in place to monitor the actions/inactions of other community boards, commissions, or committees to determine if the responsibilities and the authority of the BOE are affected. 	<ul style="list-style-type: none"> • Identify the community boards, commissions, and committees who, by their actions/inactions, could have an impact on the responsibilities and authority of the BOE. 	<ul style="list-style-type: none"> • The BOE has established liaisons with those community boards, commissions, and committees who, by their actions/inactions, could have an effect on the responsibilities and authority of the BOE. 	<ul style="list-style-type: none"> • The BOE is interfacing with all community boards, commissions, and committees on all decisions that directly or indirectly impact the responsibilities and authority of the BOE.

5. Align resource allocations with core values and beliefs.


<p style="text-align: center;">Systems (structures in place)</p> <ul style="list-style-type: none"> • Budgets • State reporting • Teacher input • Facilities records • Performance pathways • BOE budget subcommittee • Financial management software • Alternate funding sources-grants, Choice • Student information system • Building committees/process • New mission statement 	<p style="text-align: center;">Factors (elements beyond our control)</p> <ul style="list-style-type: none"> • Economic conditions • Unfunded mandates • Special education • Community expectations • NCLB • Declining state contributions
<p>Restraining Forces</p> <ul style="list-style-type: none"> • Financial limitations • Declining enrollments 	

Component One: Allocate resources based on the stated Mission and Goals of the district.



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> • There has been a revision of Mission and Goals of the district. 	<ul style="list-style-type: none"> • There is dialogue within the school community concerning Mission and Goals of the district. 	<ul style="list-style-type: none"> • Effective means for communicating the Mission and Goals to the school community are developed. 	<ul style="list-style-type: none"> • The school community knows and applies the current Mission and Goals of the district.
<ul style="list-style-type: none"> • There is a limited connection between resource allocation and the Mission/Goals of the district. 	<ul style="list-style-type: none"> • There is dialogue within the school community concerning the connection between resource allocation and the Mission/Goals of the district 	<ul style="list-style-type: none"> • Methods and procedures to be utilized when determining allocation of resources are developed. 	<ul style="list-style-type: none"> • All budgetary decisions and financial impact align with the Mission and Goals of the district.

Component Two: Evaluate programs and initiatives based on demonstrated ability to contribute to meeting district goals (quality and quantity).



I – Present State	II – Beginning	III – Progressing	IV - Accomplishing
<ul style="list-style-type: none"> There is no consensus on indicators of success for class/programs. 	<ul style="list-style-type: none"> There is some discussion to delineate indicators of success. 	<ul style="list-style-type: none"> There is a growing consensus of indicators of success. 	<ul style="list-style-type: none"> There is agreement on indicators of success for classes/programs.
<ul style="list-style-type: none"> There is availability of a student data warehouse. 	<ul style="list-style-type: none"> A process to input and update information is developed. 	<ul style="list-style-type: none"> There is training for the school community to utilize data/software. 	<ul style="list-style-type: none"> Decisions on programs and initiatives are based upon data.
<ul style="list-style-type: none"> There is limited communication between schools and community regarding programs, initiatives, and future needs. 	<ul style="list-style-type: none"> There are some means of communication to inform and involve the community. 	<ul style="list-style-type: none"> There are increased means of communication to inform and involve the community. 	<ul style="list-style-type: none"> The community is well-informed and supportive of school needs as delineated by the school community.

EDUCATION CONNECTION

21st Century Skills Crosswalk

- Six Critical Skills that Form the Foundation for 21st Century Success -



Domain	NCREL/ enGauge	ISTE/ NETS	21 st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<i>Information, Media And Technology Skills</i>	- Evaluate, locate, synthesize and use information effectively and accomplish these functions using technology.	- Plan strategies to guide inquiry. - Select sources and digital tools based on the appropriateness of specific tasks.	- Access, evaluate, and use information actively and creatively. - Use technology as a tool to research, organize and evaluate – function in a knowledge economy	<u>1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</u>
	- Can use technology to efficiently and effectively to achieve specific goals.	- Locate, organize, analyze, evaluate, synthesize - use from a variety of sources.	- Use appropriate tools for the problem at hand.	
	- Use real-world tools (hardware, software, networking, and peripheral devices) in real-world days.	- Demonstrate a sound understanding of technology concepts, systems, and operations.	- Use digital technology and communications tools appropriately.	
		- Troubleshoot systems and applications.	- Understand how media messages are constructed and for what purposes.	
		- Transfer current knowledge to new technologies.	- Understand how media can be interpreted differently, how values are included or excluded, and how it can influence beliefs and behaviors.	

		- Ethically use information.	- Fundamental understanding of the ethical and legal issues related to information use.	
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Domain	NCREL/ enGauge	ISTE/ NETS	21st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<i>Learning and Innovation Skills</i>	- Teaming and collaboration to create, solve problems, and master content.	- Interact, collaborate and publish with peers, experts and others employing a variety of digital tools and media. - Contribute to project teams to produce original works or solve problems.	- Ability to work effectively with diverse teams. - Work appropriately and productively with others. - Leverage collective intelligence of groups – use different perspectives to increase innovation and work quality. - Flexibility and willingness to make necessary compromises to accomplish a common goal. - Use interpersonal and problem solving skills to influence and guide others toward a goal.	<p>2. <u>Work independently and collaboratively to solve problems and accomplish goals.</u></p> <p>3. <u>Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.</u></p> <p>4. <u>Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.</u></p> <p>5. <u>Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.</u></p>
	- Read and manage their own and others emotions, motivations and behaviors.		- Assume shared responsibility for collaborative work.	
	- Generate meaning using a range of contemporary tools, transmissions and processes.	- Communicate information and ideas effectively to multiple audiences.	- Articulate thoughts and ideas clearly and effectively through speaking and writing. - Develop, implement and communicate new ideas.	
	- Desire to know, a spark of interest that leads to inquiry. - Set goals, plan, and independently manage and assess the quality of learning.	- Personal responsibility for life-long learning.	- Demonstrate commitment to learning as a lifelong process. - Monitor own understanding and learning needs. - Go beyond to explore and expand own learning.	
	- Bring work into existence that is original (personally or culturally).	- Apply existing knowledge to generate new ideas, products or processes – create original works as a means self-expression.	- Demonstrate originality and inventiveness in work. - Work effectively in a climate of ambiguity and change.	
	- Willing to make mistakes, advocate unconventional positions, or take on challenging problems to enhance growth.	- Use multiple processes and diverse perspectives to explore alternative solutions.	- Be open and responsive to new and diverse perspectives. - Bridge cultural differences and use differing perspectives to increase the innovation and work quality. - Adapt to varied roles and responsibilities.	
	- Adept at cognitive processes of analysis, inference, synthesis and evaluation in a range of contexts and domains.	- Identify trends, forecast possibilities, and use models to explore complex systems and issues. - Identify and define authentic problems	- Make complex choices, understand interconnected systems, identify and ask significant questions, clarify points of view.	

		and significant questions for investigation. - Collect and analyze data to identify solutions.	- Frame, analyze, and synthesize information in order to solve problems and answer questions.	
Domain	NCREL/ enGauge	ISTE/ NETS	21st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<i>Life and Career Skills</i>	<ul style="list-style-type: none"> - Manage multiple environments, goals, tasks and inputs while understanding and adhering to organizational constraints (time, resources, and systems). - Organize to efficiently achieve the goals of specific projects or problems. 	<ul style="list-style-type: none"> - Plan and manage activities to develop a solution or complete a project. 	<ul style="list-style-type: none"> - Leverage strengths of others to accomplish a common goal. - Define, prioritize and complete tasks without direct oversight. - Utilize time efficiently and manage workload. - Demonstrate diligence and positive work ethic. 	<u>6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.</u>
	<ul style="list-style-type: none"> - Develop intellectual, informational, or material products that serve authentic purposes. 		<ul style="list-style-type: none"> - Set and meet high standards and goals for delivering quality work on time. 	
	<ul style="list-style-type: none"> - Social and civic responsibility. 	<ul style="list-style-type: none"> - Exhibit leadership for digital citizenship. - Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity. 	<ul style="list-style-type: none"> - Act responsibly with the interests of the larger community in mind. 	
	<ul style="list-style-type: none"> - An appreciation for the legal and ethical issues related to technology – there is balance and integrity in the perception and approach. 	<ul style="list-style-type: none"> - Advocate and practice safe, legal, and responsible use of information and technology. 	<ul style="list-style-type: none"> - Demonstrate integrity and ethical behavior. 	
	<ul style="list-style-type: none"> - Recognize and appreciate similarities and differences between the customs, values, and beliefs of their own culture and the cultures of others. - Recognize and understand relationships among various entities across the globe. 	<ul style="list-style-type: none"> - Cultural understanding and global awareness 	<ul style="list-style-type: none"> - Use 21st Century skills to address global issues. - Learn from and work with individuals who represent diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in a variety of contexts. 	
	<ul style="list-style-type: none"> - Basic language, scientific, economic, and visual literacy proficiencies. 			

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EDUCATION CONNECTION

21st Century Skills Assessment

- Measuring the Six Critical Skills that Form the Foundation for 21st Century Success -

Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
1. Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.	<ul style="list-style-type: none"> • Use digital technologies as a tool to access, research, organize, and apply information efficiently (time) and effectively (sources) • Manage the flow of information from a wide variety of sources • Evaluate information critically and competently • Use information accurately and creatively for the issue or problem at hand • Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information. • Applied solutions/products demonstrate a high degree of alignment between task and solution/product. 	Process Evidence	Product Evidence
		Scale/Mechanism <u>Rubric</u>	Scale/Mechanism

Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
<p>2. Work independently and collaboratively to solve problems and accomplish goals.</p>	<ul style="list-style-type: none"> • Works independently when appropriate without being prompted. • Completes independent work thoroughly. • Listens actively and assists individuals and the group in achieving their goals. • Contributes useful ideas with authentication and encourages others to use their ideas as well. 	Process Evidence	Product Evidence
	<ul style="list-style-type: none"> • Responds open-mindedly to different ideas and values • Applies strategies to improve group efforts and completion of group tasks. • Is willing to undertake a variety of group roles and supports others in their roles as well. • Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments • Assume shared responsibility for collaborative work, and value the individual 	Scale/Mechanism	Scale/Mechanism

	contributions made by each team member.		
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Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
3. Communicate information clearly and effectively using a variety of tools/media in varied contexts for a variety of purposes.	<ul style="list-style-type: none"> • Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions • Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts • Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact 	Process Evidence	Product Evidence

	<ul style="list-style-type: none"> • Use a variety of communication tools for a range of purposes (e.g. to inform, instruct, motivate and persuade) and there is evidence of thoughtful selection of strategy to align with message, audience, and purpose. • Communicate effectively in diverse environments (including multi-lingual) 	Scale/Mechanism	Scale/Mechanism
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Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits, and working/learning conditions.	<ul style="list-style-type: none"> • Is aware of their own creative process and the environments in which his/her own thinking is enhanced or inhibited. • Use a wide range of idea creation techniques (such as brainstorming) • Create new and worthwhile ideas (both incremental and radical concepts) • Elaborate, refine, analyze and 	Process Evidence	Product Evidence

	<p>evaluate their own ideas in order to improve and maximize creative efforts</p> <ul style="list-style-type: none"> • Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work • Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas • View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes 	Scale/Mechanism	Scale/Mechanism
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Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
5. Effectively apply the analysis, synthesis, and evaluative processes that enable productive problem solving.	<ul style="list-style-type: none"> • Identify and ask significant questions that clarify various points of view and lead to better solutions • Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems • Effectively analyze and 	Process Evidence	Product Evidence

	evaluate evidence, arguments, claims and beliefs <ul style="list-style-type: none"> • Synthesize and make connections between information and arguments • Interpret information and draw conclusions based on the best analysis • Reflect critically on learning experiences and problem solving processes • Solve different kinds of non-familiar problems in both conventional and innovative ways 	Scale/Mechanism	Scale/Mechanism
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Skill	Indicators of Attainment	<i>Assessment Considerations & Data</i>	
6. Value and demonstrate personal responsibility, character, cultural understanding, and ethical behavior.	<ul style="list-style-type: none"> • Act responsibly with the interests of the larger community in mind • Shows respect for all members of the community • Is responsible for one's behavior and its effect on the community • Demonstrates empathy for 	Process Evidence	Product Evidence

	<p>others</p> <ul style="list-style-type: none"> • Embraces and respects all identities and cultures • Acts consistently with personal and community values 	Scale/Mechanism	Scale/Mechanism
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*Consensus Alignment by Jonathan Costa & Dan Cogen-Drew, Center for Digital Learning & Center for 21st Century Skills respectively @ EDUCATION CONNECTION.

*Consensus Alignment, Six Among Equals by Jonathan Costa & Dan Cogen-Drew, Center for Digital Learning & Center for 21st Century Skills respectively @ EDUCATION CONNECTION.