



Building 21st Century Schools Today

Falmouth Public Schools August 30, 2006

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Tomorrow's Schools Today, LLC





Building 21st Century Schools Today

- 1. Welcome**
- 2. Highlights of Summer Work with Instructional Leadership Team, School-Community Group, Administrative Council, and School Committee**
- 3. A Master Challenge**
- 4. Research on High Achieving Schools and Districts**
- 5. Closing Comments: Superintendent Richards**
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Summer work...

Research on High Achieving Schools

*Administrative Council, Instructional Leadership Team
and School-Community Group*

- *Self-perception and analysis*
- *Strengths and areas for growth*

Mission and Core Beliefs

*School-Community Group
Instructional Leadership Team*





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The “Big Picture”

Consistency and Uniqueness for the district and the schools

- ~ Mission and Core Beliefs*
- ~ Leadership Teams*
- ~ Self-Assessment*
- ~ Strategic/Improvement plans
(Tactical Plans)*





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Building 21st Century Schools Partners in Learning: Master Challenge





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A look into the future...

A synthesis of the research, literature and discussions of:

Mary Butz

Jeffery Fouts

Gene Bottoms

Linda Darling-Hammond

Kenneth Jones

Anthony Byrk

Fredd Newman

Judy Coddling

Patricia McNeil

Eric Benson

Ben Canada

Bernard Fox

Howard Fuller

Wayne Sweeney

Tom Glennan

Tom Vander Ark

Michael Timpane

Thomas Toch

Ted Sizer

Tony Wagner

Ray Griffin

Laurence Steinberg

Paul Hill

Kyra Kester

Kathy Klock

Mike Knapp

Andrea Sledge





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Characteristics of High Achieving Schools and Districts

- Clear and Common Focus
- Instruction
 - Curriculum, Instruction, and Assessment
 - High Standards and Expectations
 - Supportive/Personalized and Relevant Learning Environments
 - Frequent Monitoring, Accountability, and Assessment
- Leadership
 - Parent and Community Involvement
 - Professional Development
 - Time and School Structure





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Clear and Common Focus

*Mission
and
Core Beliefs*

Instruction

Curriculum, Instruction, and Assessment

High Standards and Expectations

*Supportive/Personalized, and Relevant
Learning*

*Frequent Monitoring, Accountability, and
Assessment*

Leadership

Parent and Community Involvement

Professional Development

Time and School Structure



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Clear and Common Focus

Mission

- Short, very specific, related to student learning ~ leading to:
 - use of standards
 - measurement
 - accountability
 - elimination of sorting students

Core Beliefs

- Constructivist theory as a guiding principle
- Developing discriminating users of information
- No one fails





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Instruction

- **Curriculum, Instruction, and Assessment**
- **High Standards and Expectations**
- **Supportive/Personalized, and Relevant Learning Environments**
- **Frequent Monitoring, Accountability and Assessment**





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Curriculum, Instruction and Assessment

- Curriculum is aligned and based on exit assessments accurately reflecting achievement
- Students excel on state and criterion referenced assessments
- Students demonstrate proficiency on demanding state standards
- Teachers use research-based teaching strategies
- Focus on:
 - academics and arts
 - problem solving
 - research skills
 - oral presentation skills
 - cooperative skills





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Curriculum, Instruction and Assessment

- Requires academic and intellectual rigor
 - self-construction of knowledge
 - disciplined inquiry
 - demonstrations of learning
- Teachers have an understanding of learning
- Instruction is based on moving students from the novice to the expert





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High Standards and Expectations

- Evidence all teachers believe “all students can learn, and I can teach them...”
- Dedicated to helping every student achieve at high rates
- All students are engaged in rigorous coursework
- Learning is constant and time is variable





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Supportive, Personalized and Relevant Learning Environments

- Small, safe, healthy and intellectually stimulating
- Students are engaged in learning and are committed to acquiring the skills, knowledge, attitude, and behaviors needed to be successful in the 21st Century.





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Frequent Monitoring, Accountability, and Assessment

- Teaching and Learning are continually adjusted
- Assessment results are used to improve individual student performance and the instructional program





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Leadership

- **Parent/Community Involvement ,
Communication and Collaboration**
- **Professional Development**
- **Time and Structure**





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Leadership

- Builds capacity of all stakeholders
- Enhances the skills and knowledge of the people in the organization
- Creates a common culture of expectations
- Holds individuals accountable for contributions to the organization





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Parent/Community Involvement and Collaboration

- Parents are knowledgeable of student's academic progress, attendance and school behaviors.
- Parents and community members are actively engaged in school improvement efforts.





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Professional Development

- On-going
- Aligned with common focus and high expectations
- Teacher learning is extensive, research-based, and supported until routinely used in the classroom





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School Structure

- Schools and programs should be designed to consider size: smaller is better...100 per grade level optimum.
- Transitions should be limited and instructional time periods extended.
- Technology should be frequently and effectively used to help students learn in school and at home.





Developing Tomorrow's Schools Today

School Structure Continued

- Extended days and years are needed to provide all students the time needed to meet the expected academic standards.
- Programs should be designed to meet individual needs.
- Program decisions are based on assessment data.
- Cooperation and collaboration with parents on student work is essential.
- Learning is designed to occur beyond the school day and year.





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FALMOUTH PUBLIC SCHOOLS...

- INITIAL EFFORTS TO DATE
- MISSION, CORE BELIEFS,
AND GUIDING PRINCIPLES
- INSTRUCTION AND LEADERSHIP
- FUTURE DIRECTION





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Thank you...!

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

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Closing remarks:

Dennis Richards, Superintendent





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Getting Along...

Words of Encouragement

