

**DO WE NEED A DIFFERENT
KIND OF SYSTEM?**

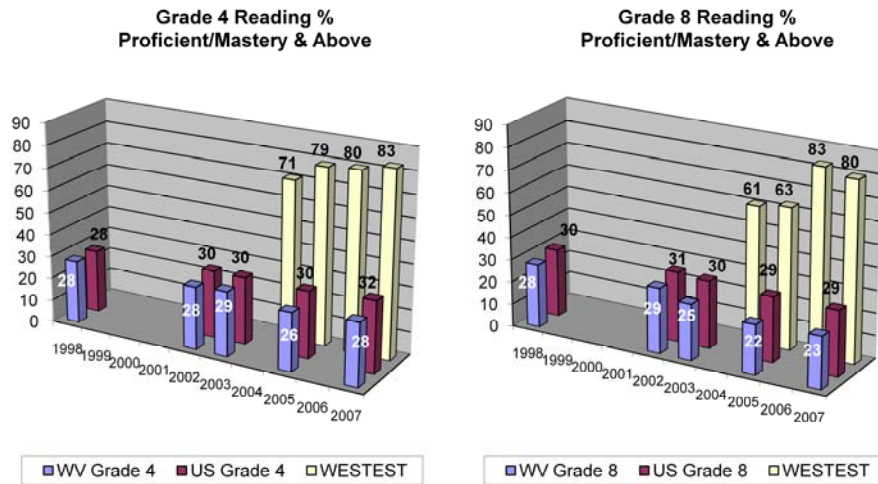


GLOBAL21
Students deserve it • The world demands it

As we have built our stakeholder capacity to understand the needs of our children in the 21st Century...there is concurrence that a different system of educating our children is essential

We answered this question with our stakeholders ---ABSOLUTELY!!

Reading (WV)



So how did we start on this journey.

Recognition of substantial difference in performance of students on WESTEST and NAEP.

Superintendent challenged us....Why?

2005 Data

4th Grade Reading

WV WESTEST 79% Proficient/Mastery

WV NAEP 26% Proficient/Mastery

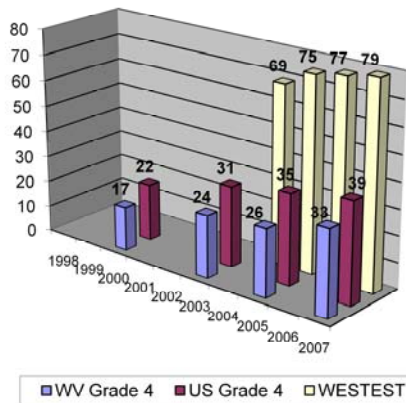
8th Grade Reading

WV WESTEST 83% Proficient/Mastery

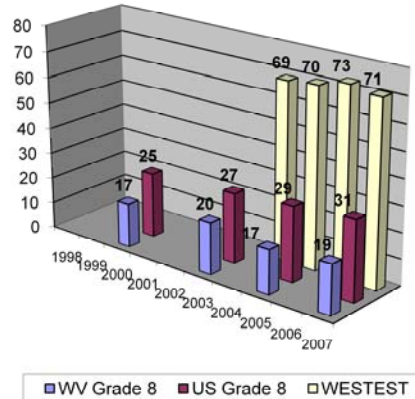
WV NAEP 22% Proficient/Mastery

Mathematics (WV)

Grade 4 Mathematics % Proficient/Mastery & Above



Grade 8 Mathematics % Proficient/Mastery & Above



MATH 2005

4th Grade

WVWESTEST

75% Proficient/Mastery

WVNAEP

26% Proficient

8th Grade

WVWESTEST

70% Proficient/Mastery

WVNAEP

17% Proficient/Mastery

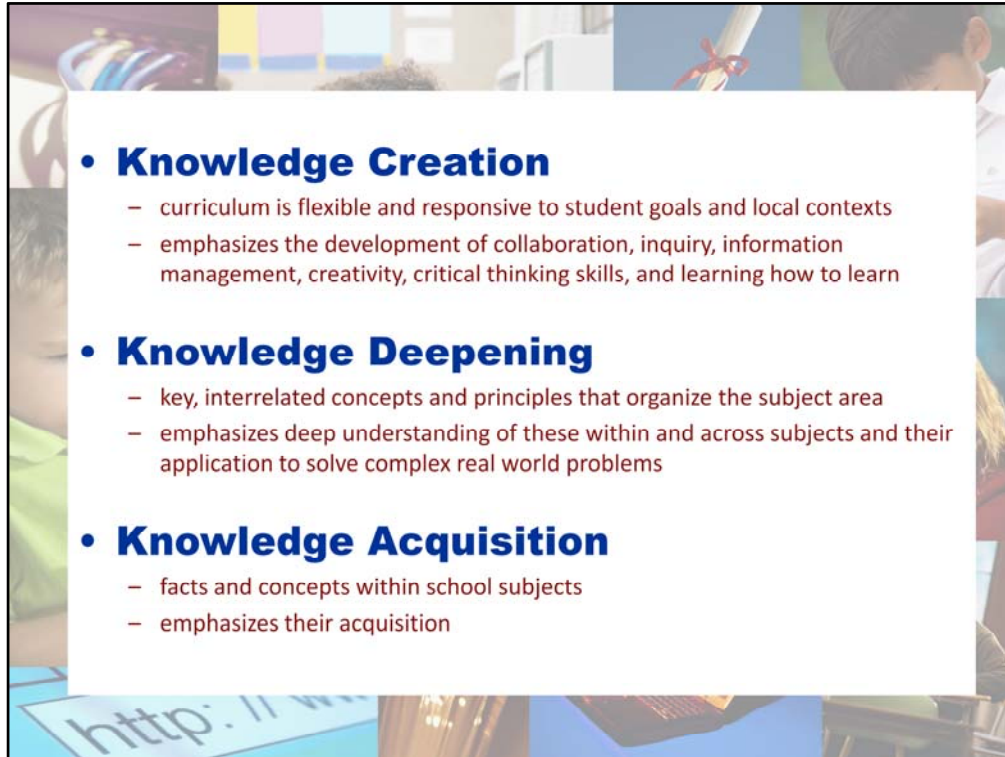
Statisticians say two different types of assessments

Other Indicators of Performance on SAT & ACT

Promise Scholarship – Validictorians graduating who miss the 22 established criteria for performance on ACT

WHY --Obvious answer curriculum not rigorous enough?

Led to Analysis of our CSOs



- **Knowledge Creation**

- curriculum is flexible and responsive to student goals and local contexts
- emphasizes the development of collaboration, inquiry, information management, creativity, critical thinking skills, and learning how to learn

- **Knowledge Deepening**

- key, interrelated concepts and principles that organize the subject area
- emphasizes deep understanding of these within and across subjects and their application to solve complex real world problems

- **Knowledge Acquisition**

- facts and concepts within school subjects
- emphasizes their acquisition

But first...

Definition:

Virtual learning moves us from:
bottom first.)

(Remember these come up beginning at the

3

Knowledge Creation

curriculum is flexible and responsive to student goals and local contexts
emphasizes the development of collaboration, inquiry, information management, creativity, critical thinking skills, and learning how to learn

2

Knowledge Deepening

key, interrelated concepts and principles that organize the subject area
emphasizes deep understanding of these within and across subjects and their application to solve complex real world problems

1

Knowledge Acquisition

facts and concepts within school subjects
emphasizes their acquisition

ESTABLISHING 21ST CENTURY STANDARDS AND PERFORMANCE DESCRIPTORS

Fundamentally important to establishing 21ST Century Standards is a defined process for their development. The process should include the following elements and structures to measure implementation/use of defined elements:

ELEMENTS FOR DEVELOPING CORE STANDARDS

<u>Rigor/Relevance Framework</u>	<u>Increase DOK Levels</u>	<u>Alignment with National/International Standards</u>	<u>Inclusion of Emerging Content</u>	<u>Integration of 21st Century Learning Skills & Technology Tools</u>
Evidence that content supports Quadrant D Learning; content that requires skills of analysis, synthesis & evaluation while applying knowledge across disciplines to both real world predictable and unpredictable situations.	Evidence of increasing average of DOK levels across grade levels	Evidence of alignment with valued National/Intern. Standards: NAEP, SAT, ACT, PISA, TIMMS, Focal Points, etc.	Evidence of integration of global awareness financial, economic & civic literacy & personal health & wellness	Evidence of the defining of standards for 21 st Learning Skills (Communication, Thinking & Reasoning, Personal & Workplace Skills) and Technology Tool standards and embedding within content standards or instructional designs that triangulate content with learning skills and technology tools.

EACH ELEMENT RESULTS IN THE DEVELOPMENT OF BUILDING UNDERSTANDING OF WHAT STUDENTS SHOULD KNOW & BE ABLE TO DO IN EACH SUBJECT AREA AT EACH GRADE LEVEL

(PERFORMANCE DESCRIPTORS)

Teach 21

<http://wvde.state.wv.us/teach21>



Teach 21 is truly living up to its mission: to be a dynamic place where West Virginia educators can look for resources that exemplify rigorous and relevant instructional design and delivery. Something new is being added almost daily.

21st Century Curriculum, Instruction & Assessment --- How It Works

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Built on World Class Curriculum Standards for	Content,	Learning Skills &	Technology Tool Skills
	Reading/English Language Arts, Math, Science and Social Studies Rigorous 21 st Century Themes Global Awareness, Financial & Civic, & Personal Health	Information/Communication Thinking/Reasoning Personal/Work Place	ISTE Standards

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The Development of WV 21st Century Content Standards and Objectives, Learning Skills and Technology Tools

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**Initial Analysis of West Virginia's 20th Century
Content Standards and Objectives**
(Analysis)

- ↓
- [2005 Content Standards and Objectives](#)
 - [2006 Depth of Knowledge \(DOK\) Alignment Study](#)
 - [NAEP Alignment](#)
 - [Rigor & Relevance Framework Application](#)
 - [21st Century Partnership](#)

**Resulting WV 21st Century Content Standards Objectives, Learning
Skills and Technology Tools**
(Indicators of Quality)

- ↓
- [Increased Content Rigor](#)
 - [Increased DOK Levels and Alignment Study](#)
 - [Incorporated Emerging Content](#)
 - [Established/Integration of 21st Century Learning Skills & Technology Tools](#)
 - [Increased Alignment to NAEP](#)
 - [Increased Alignment & SAT and ACT](#)
 - [WESTEST2 Alignment Study to CSOs](#)
 - [College Readiness](#)
 - [Dr. William Schmidt Alignment of Math and Science CSOs to TIMSS Standards](#)
 - [Mathematics Program Improvement Review Documents \(including 21st Century Elements\)](#)

[21st Century Standards Based Curriculum – How It Works!](#)