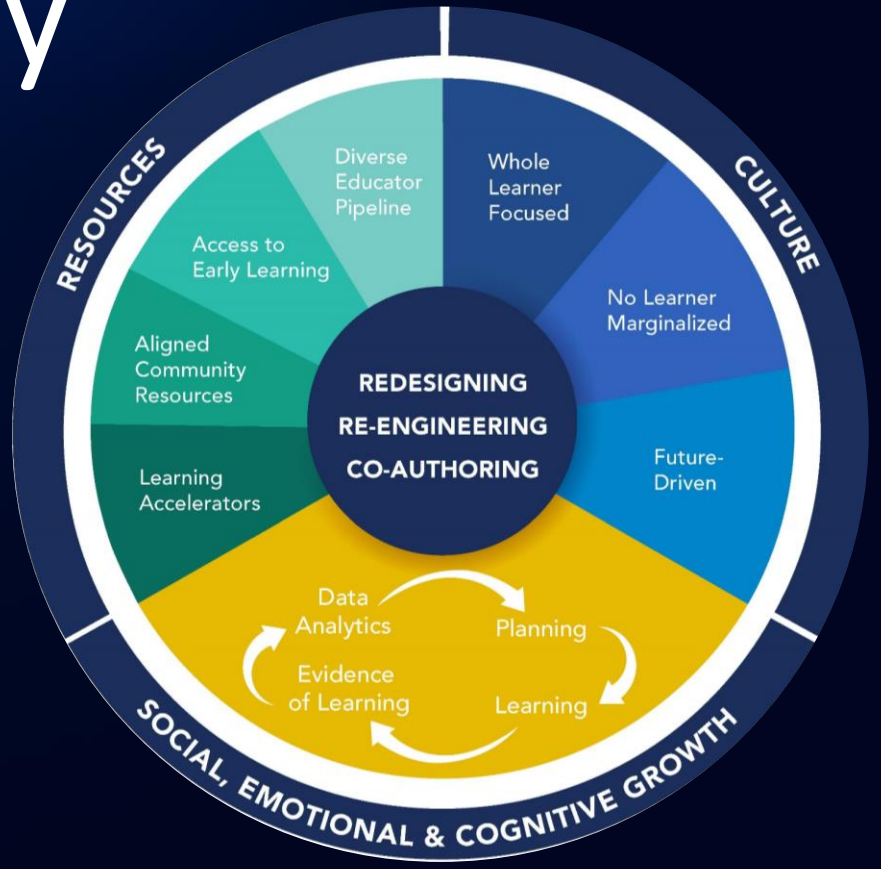
The Why, What and How for Transformation Redesign of Instruction and Assessment the Nation's Most Rapidly Improving Districts

Dr. Bill Daggett

Montana School Administrator Association

April 13, 2023



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Webinars Series

- March 16 – Focusing on Mental Health Supports for Students and Staff Using Community Partnerships and Best Practices

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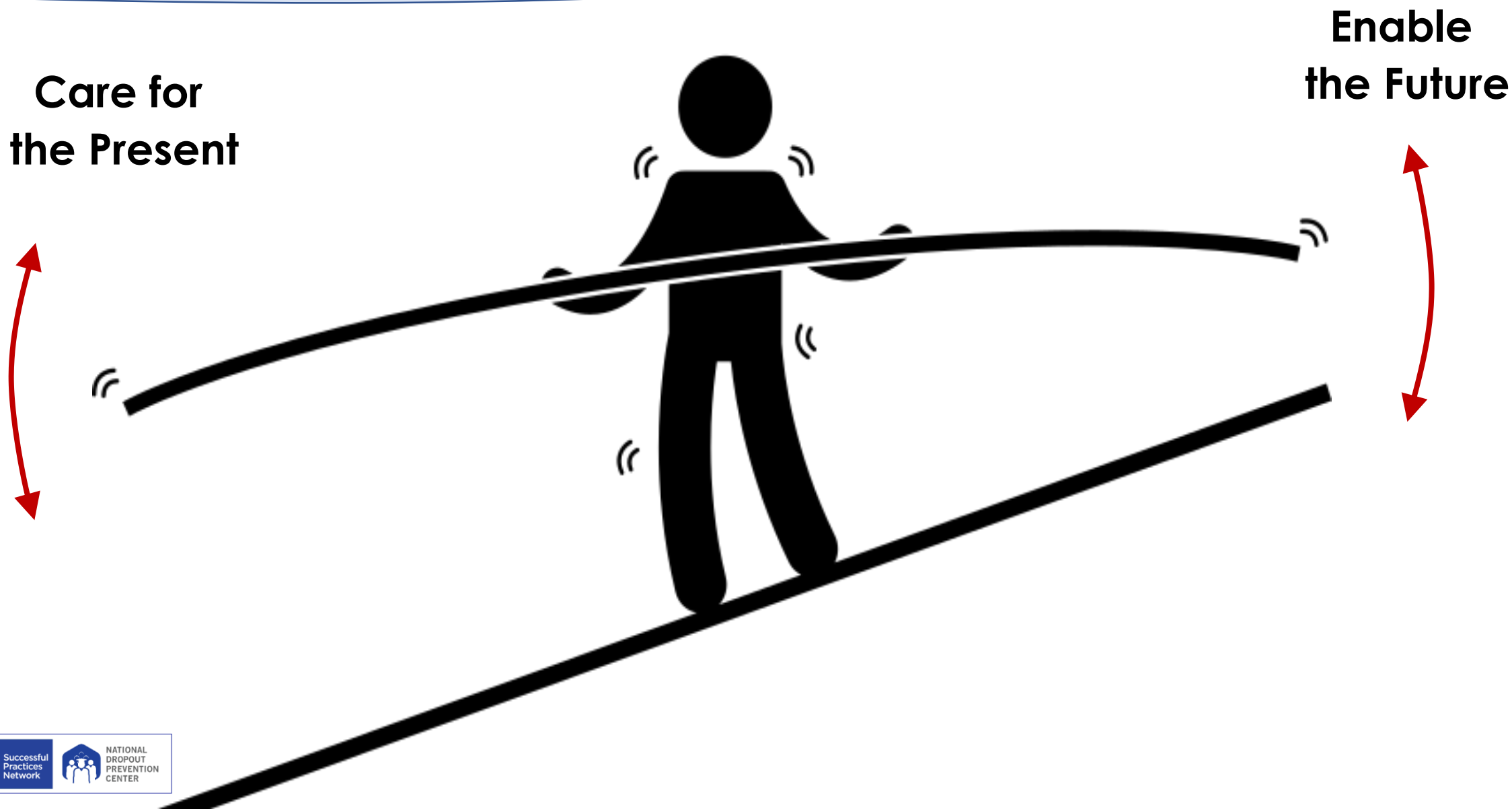
- April 27 – Preparing ALL Students to be Career and Life Ready

Discussion

You can not change faster than the rate of readiness and trust.

From Stabilizing to Transitioning the System



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Were are you on this Journey and where do you want to be in 2 years?

Pressing Challenges

Pressing Challenges

- Learning Loss

Pressing Challenges

- Learning Loss
- How To Do School

Pressing Challenges

- Learning Loss
- How To Do School
- Mental Health

Pressing Challenges

- Learning Loss
- How To Do School
- Mental Health
- Workforce Pipeline

Pressing Challenges

- Learning Loss
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- Mental Health
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- Parent/Community Pressure

Pressing Challenges

- Learning Loss
- How To Do School
- Mental Health
- Workforce Pipeline
- Parent/Community Pressure
- School Safety

Pressing Challenges

- Learning Loss
- How To Do School
- Mental Health
- Workforce Pipeline
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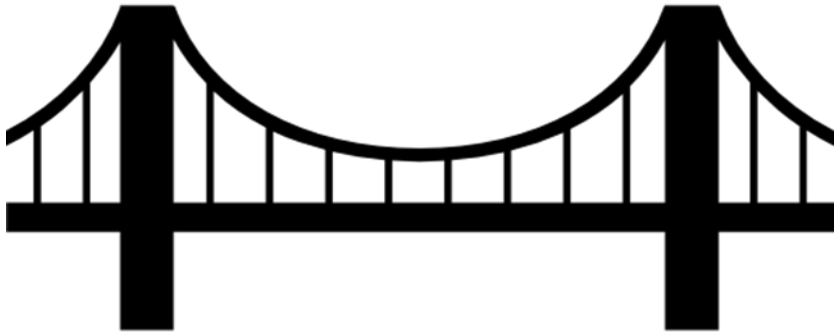
- School Safety
- Future Driven

Our Kids Are Different

Our Kids Are Different

Workplace, Home, and Society

Our Kids Are Different



How do
SCHOOLS
Bridge the Gap?

Workplace, Home, and Society

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Needed

- Knowledge
- Skills
- Attributes
- Dispositions

56 foundational skills that will help citizens thrive in the future of work.

56 DELTAS across 13 skill groups and four categories

SOURCE: Marco Dondi, Julia Klier, Frederic Panier, and Jorg Schubert; *Defining the skills citizens will need in the future world of work;* McKinsey & Company, June 2021

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AASA THE SCHOOL SUPERINTENDENTS ASSOCIATION

PORTRAIT OF A GRADUATE

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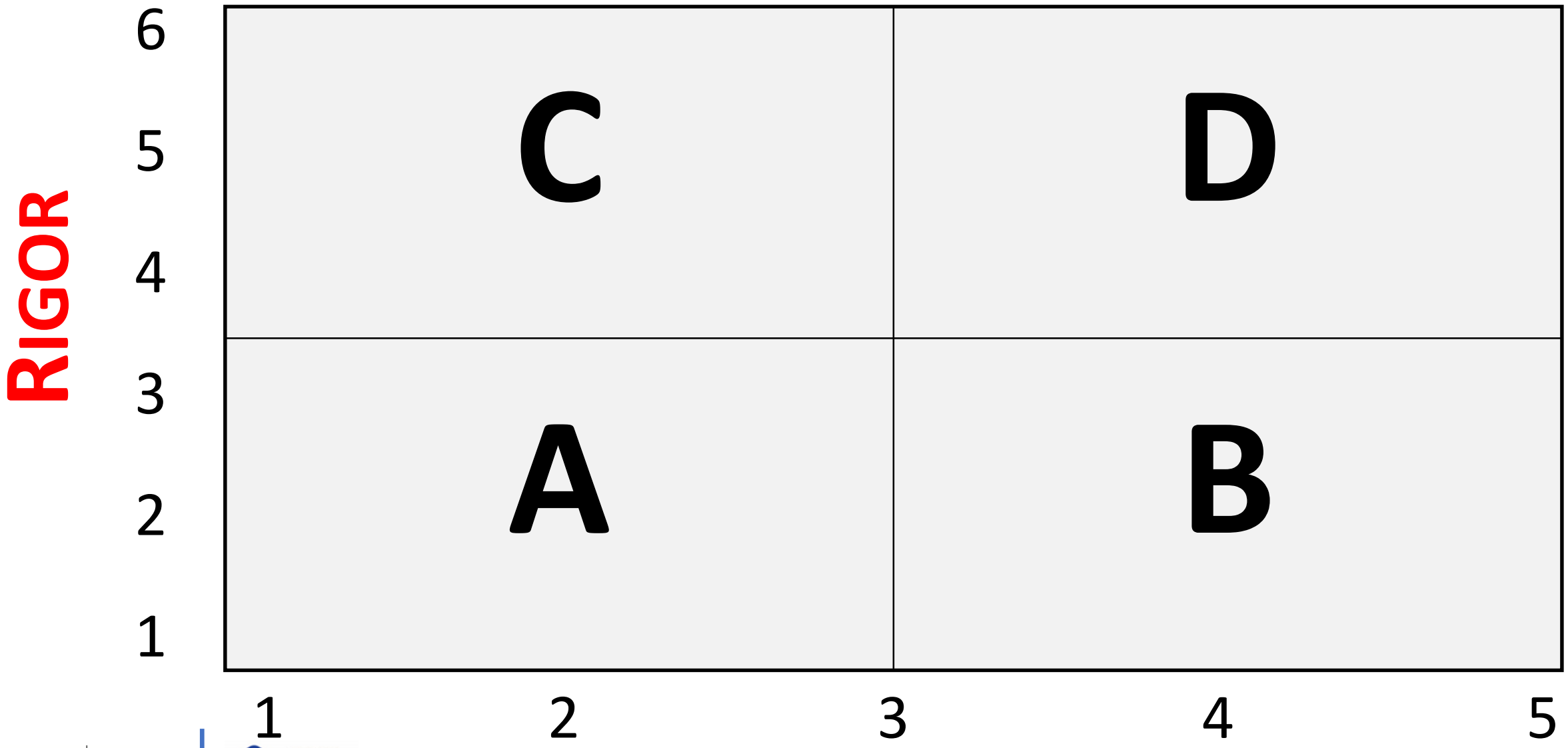
Rigor/Relevance Framework™



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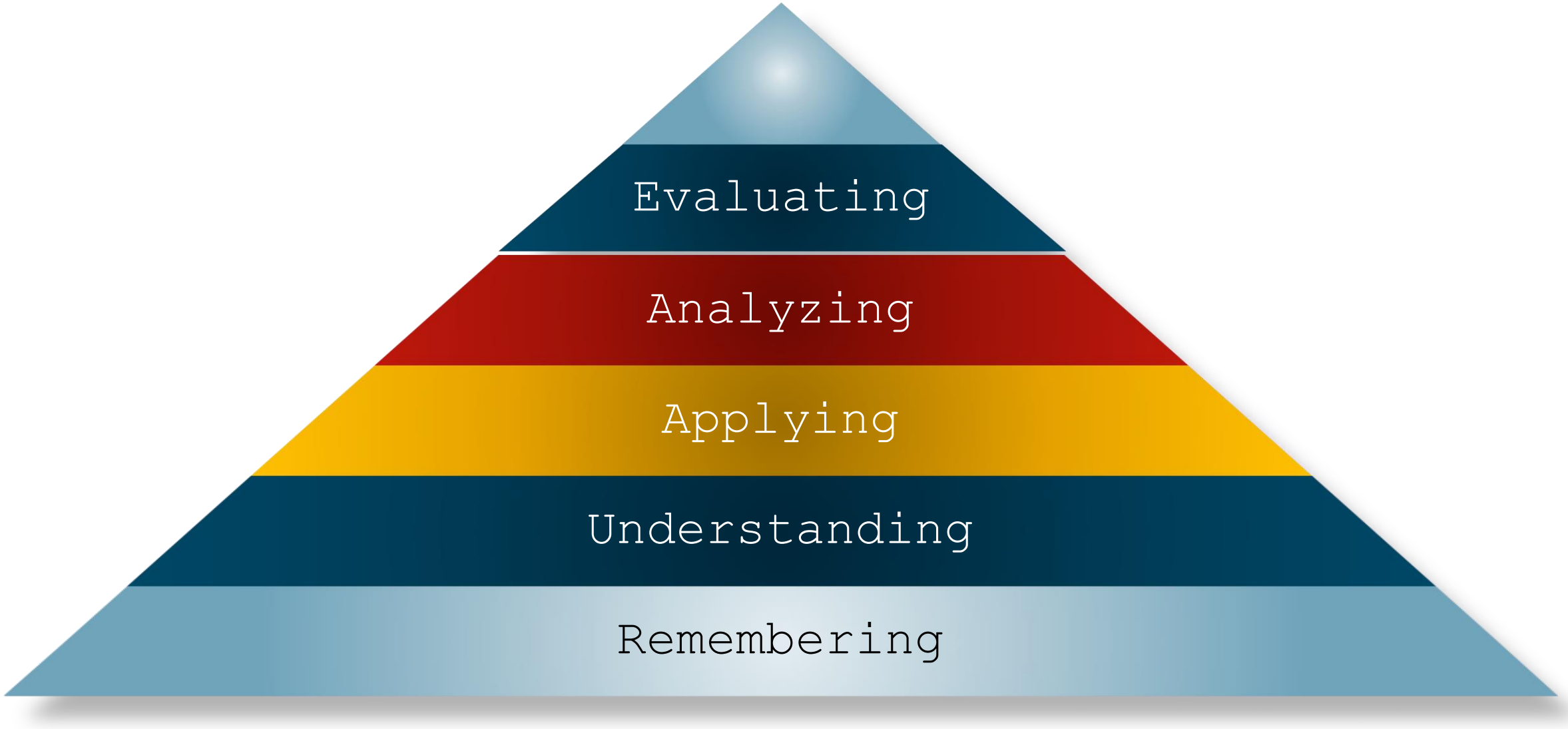
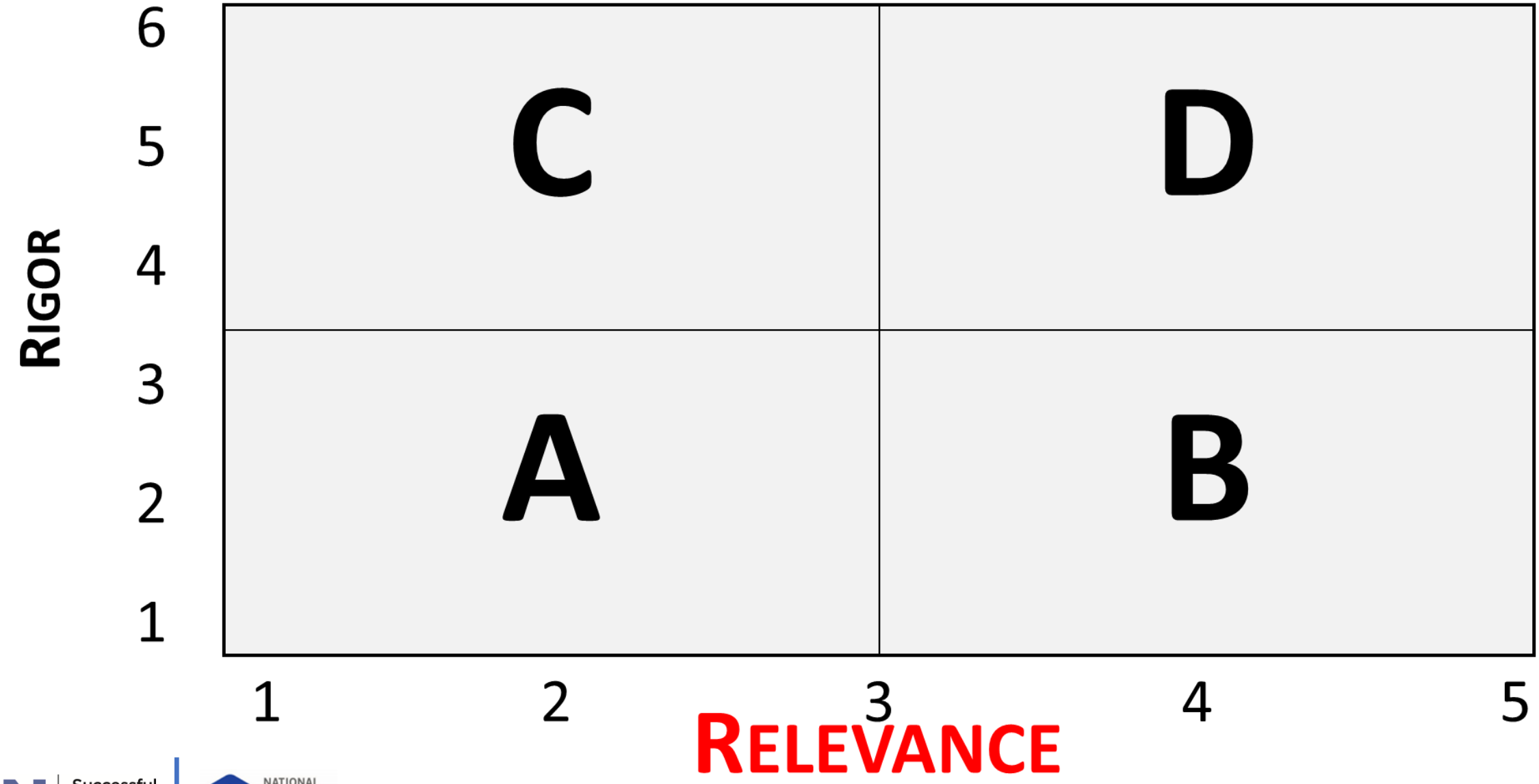
Revised Bloom's Taxonomy



RIGOR/RELEVANCE FRAMEWORK™



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Application Model

1. Knowledge in one discipline
2. Application within discipline
3. Application across disciplines
4. Application to real-world predictable situations
5. Application to real-world unpredictable situations

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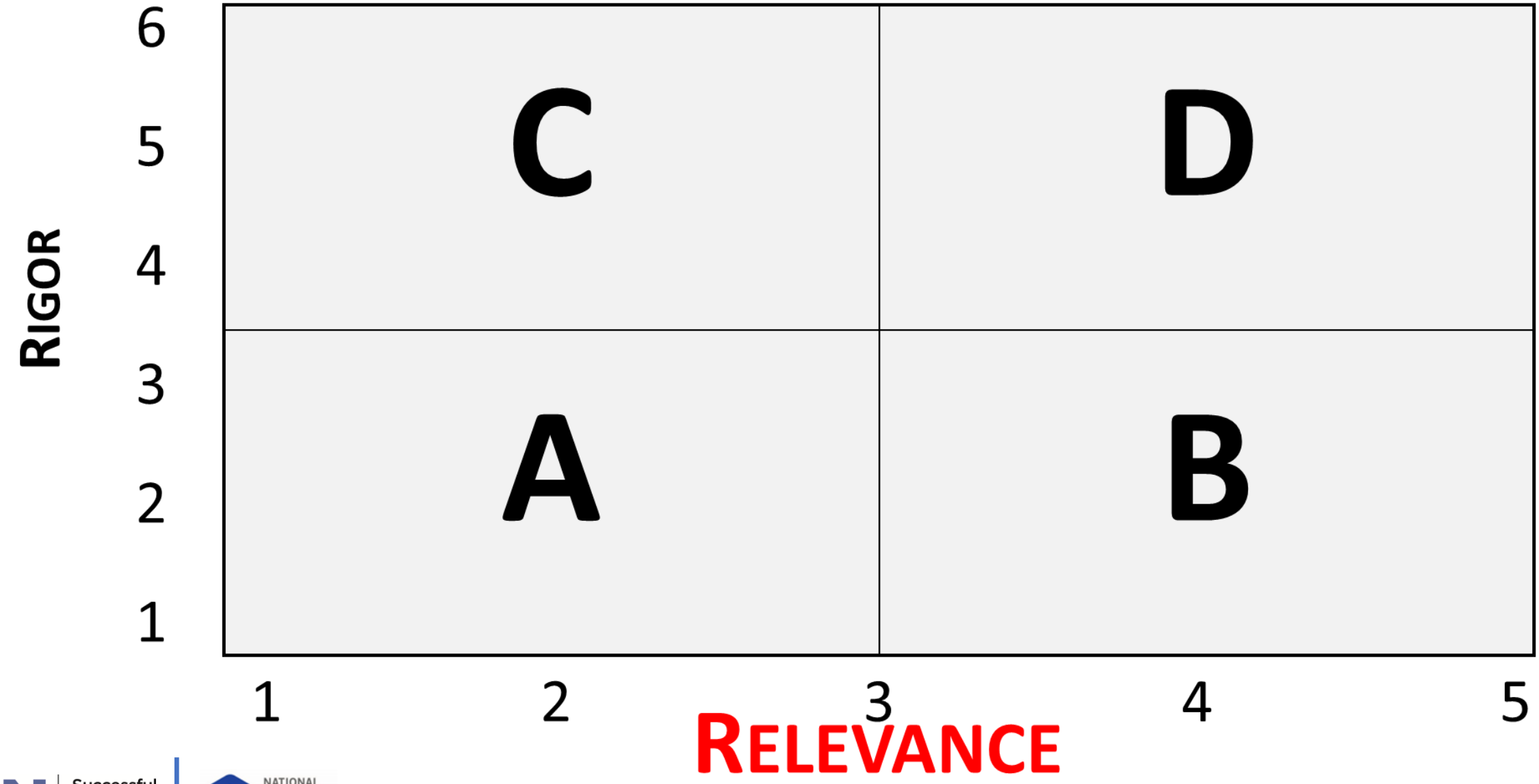

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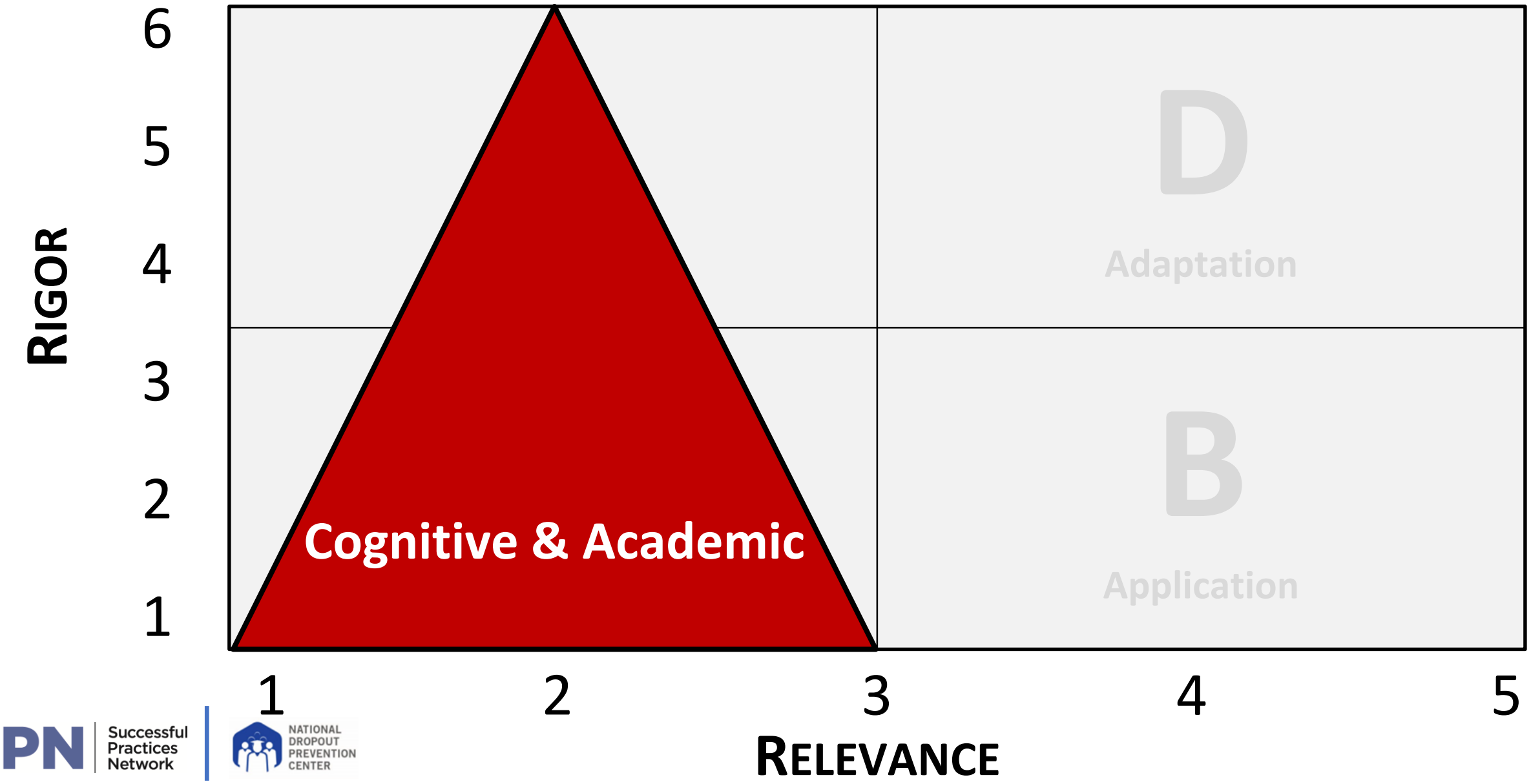
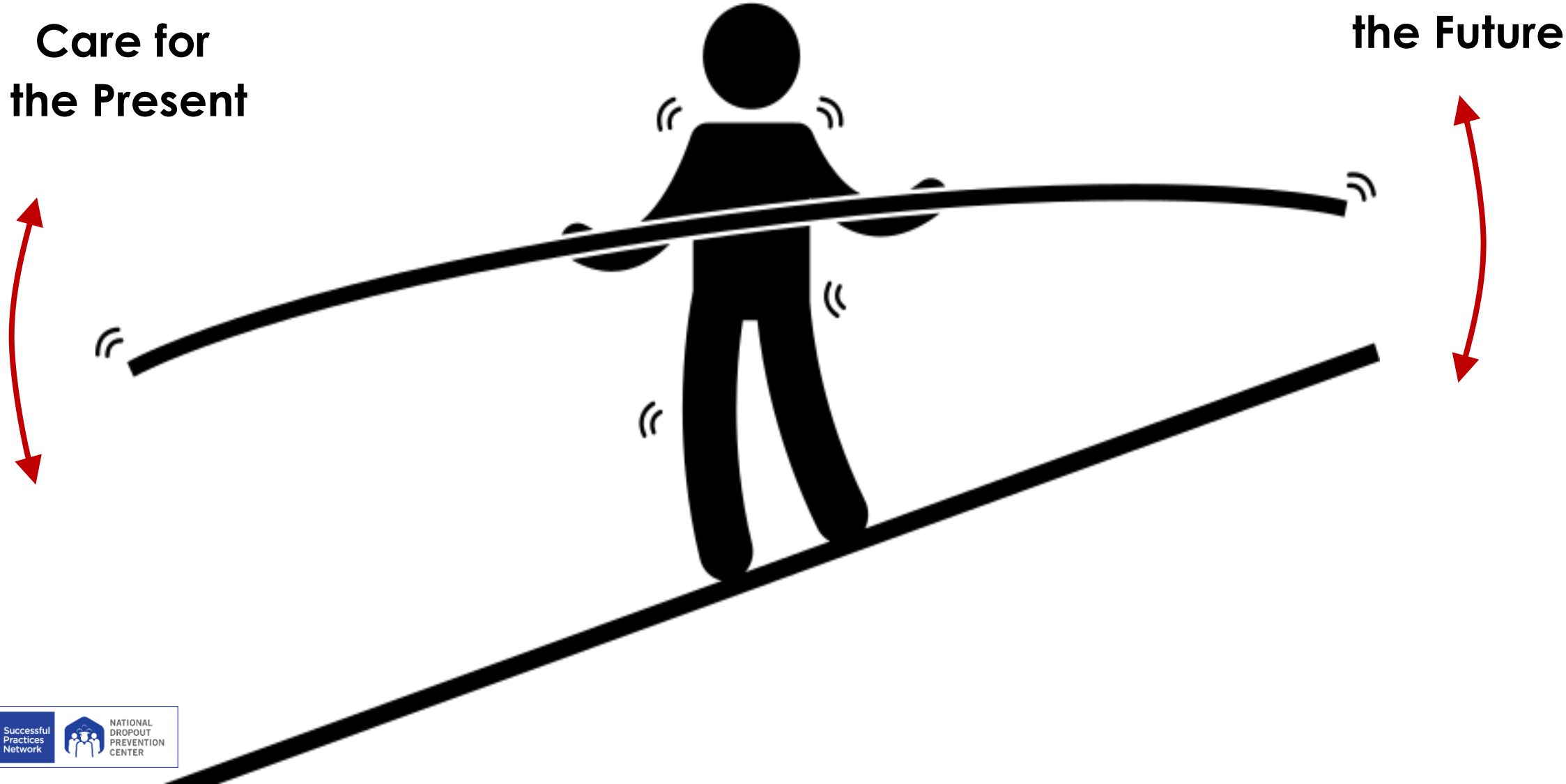


Stabilizing the System

Care for the Present

Enable the Future



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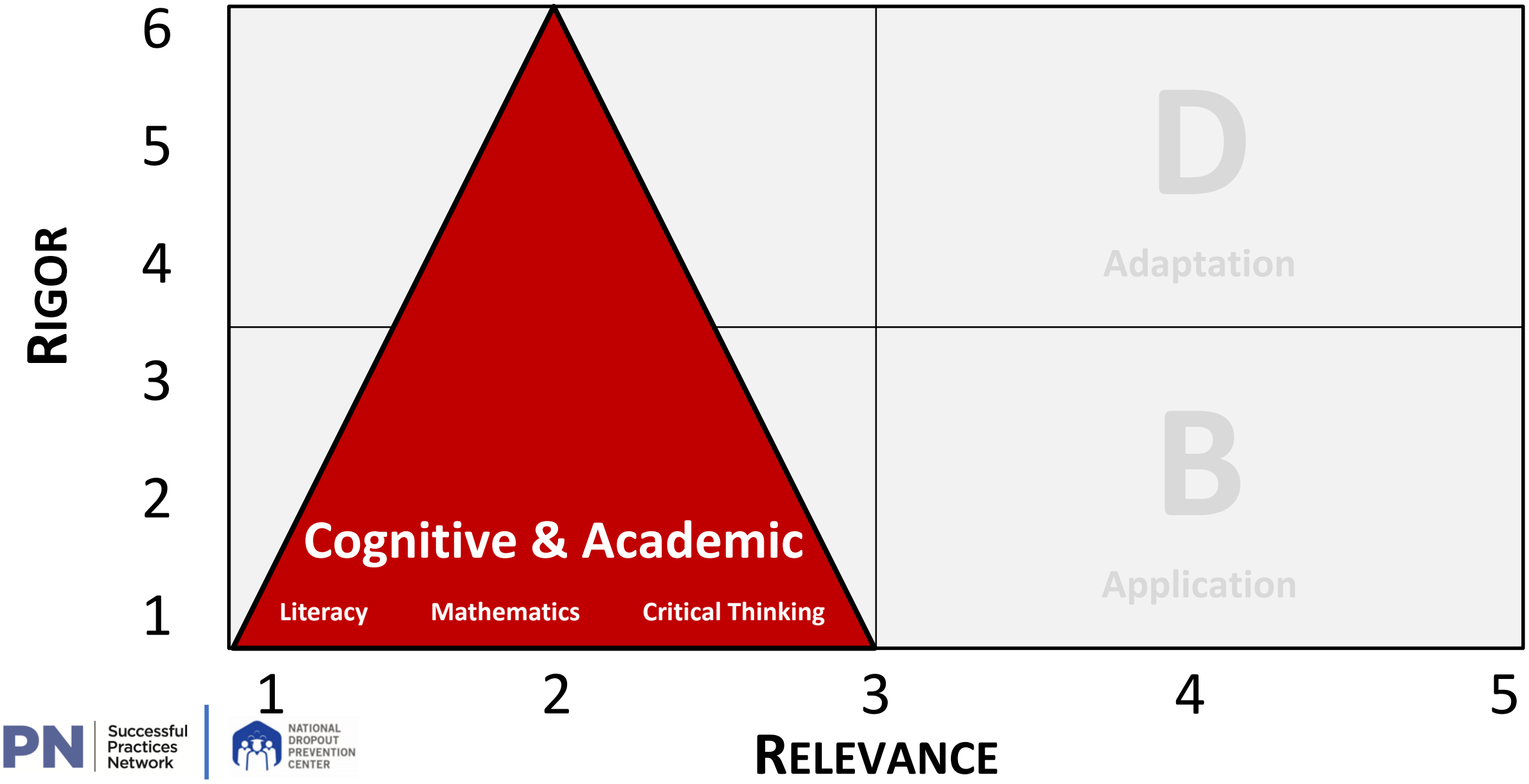

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Shift from Content to Skills.

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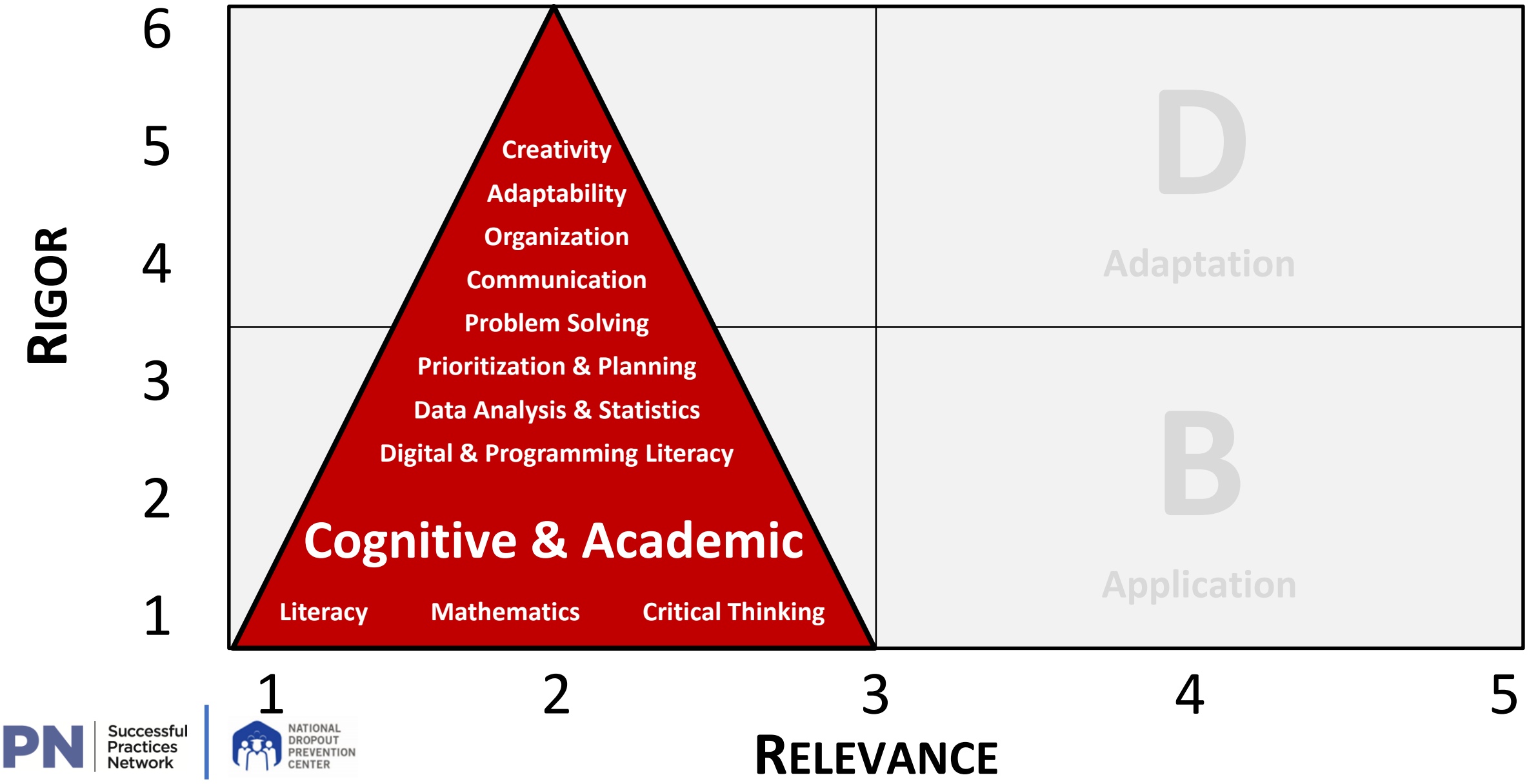

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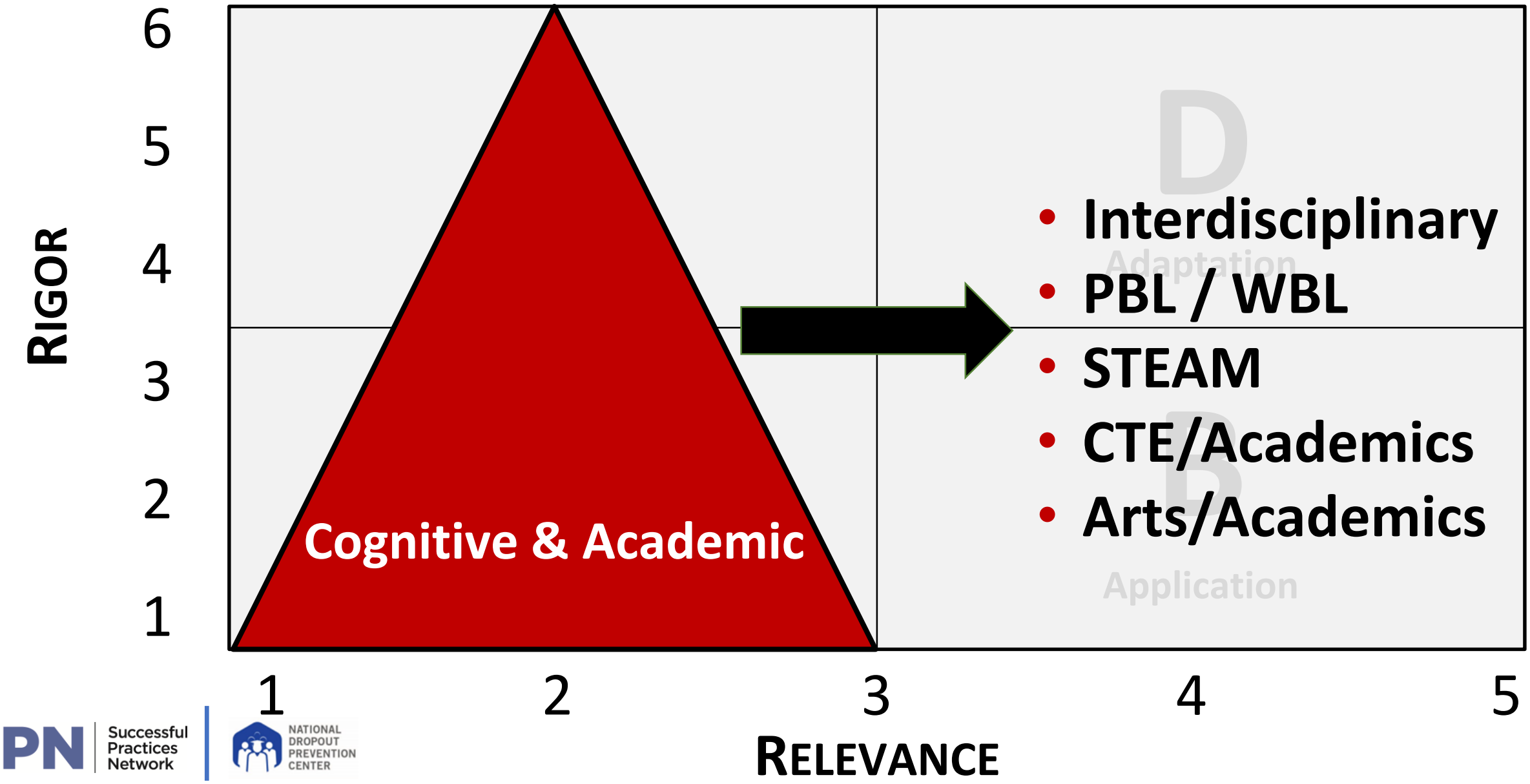

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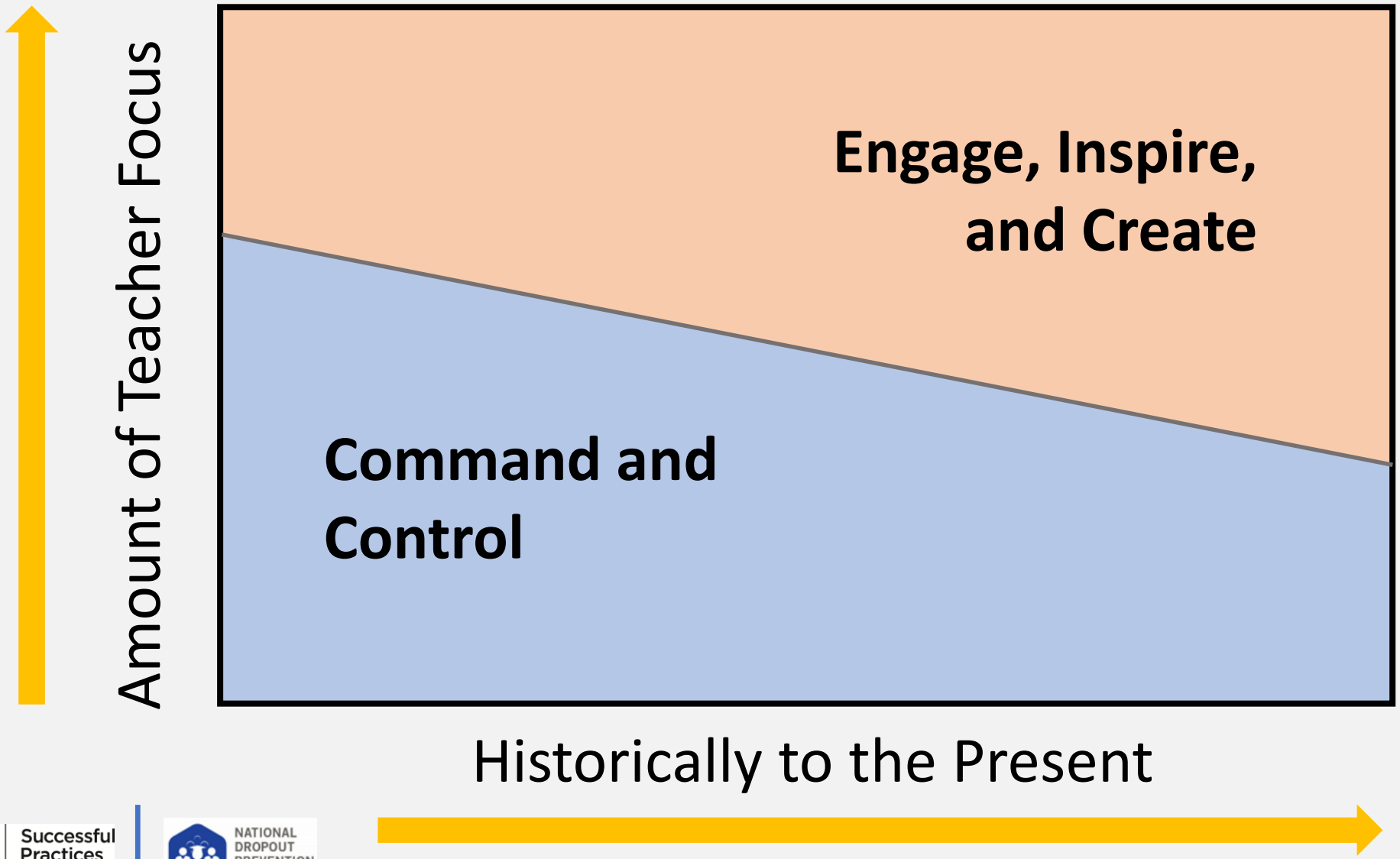
We saw a shift in instructional practices from command and control to engage, inspire, and create.

A Shifting Environment



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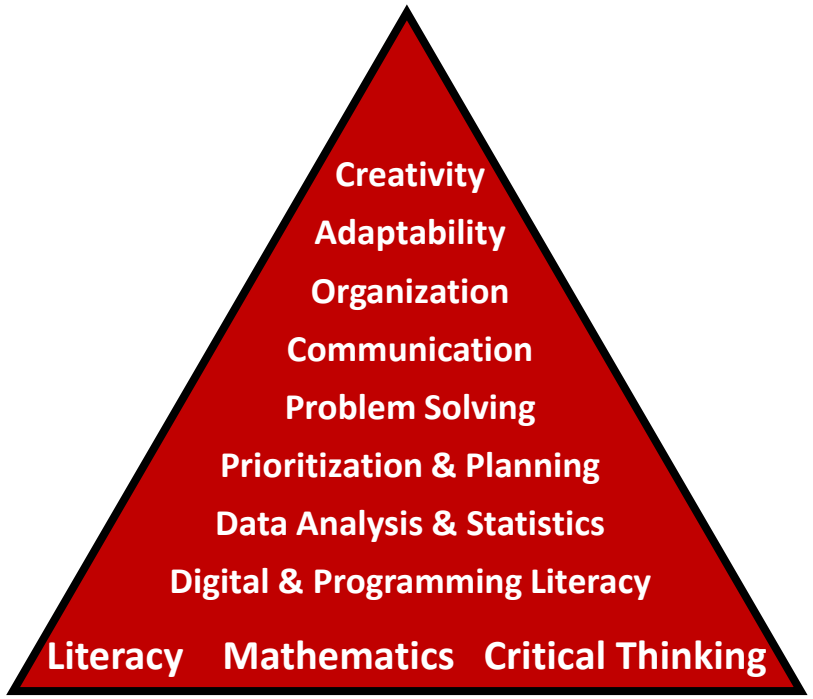
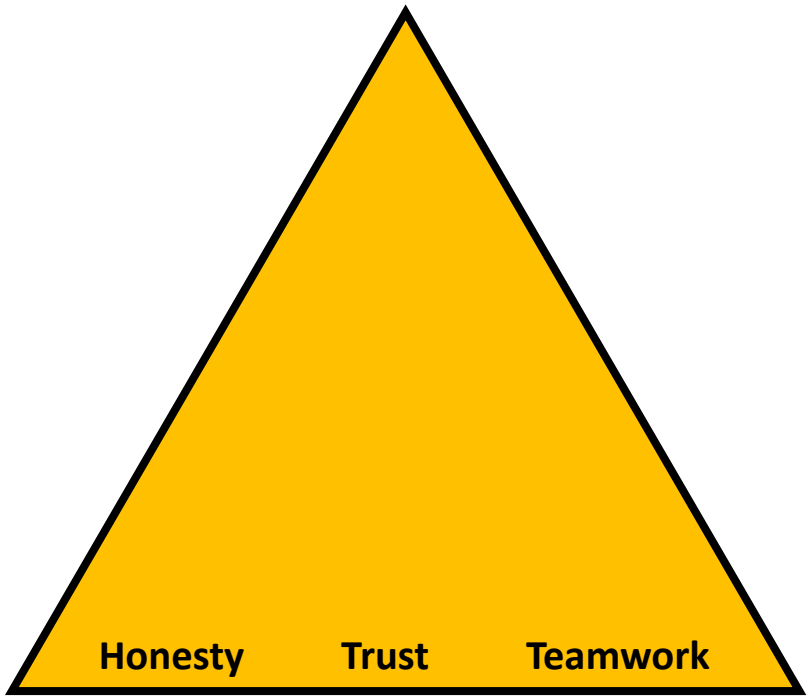
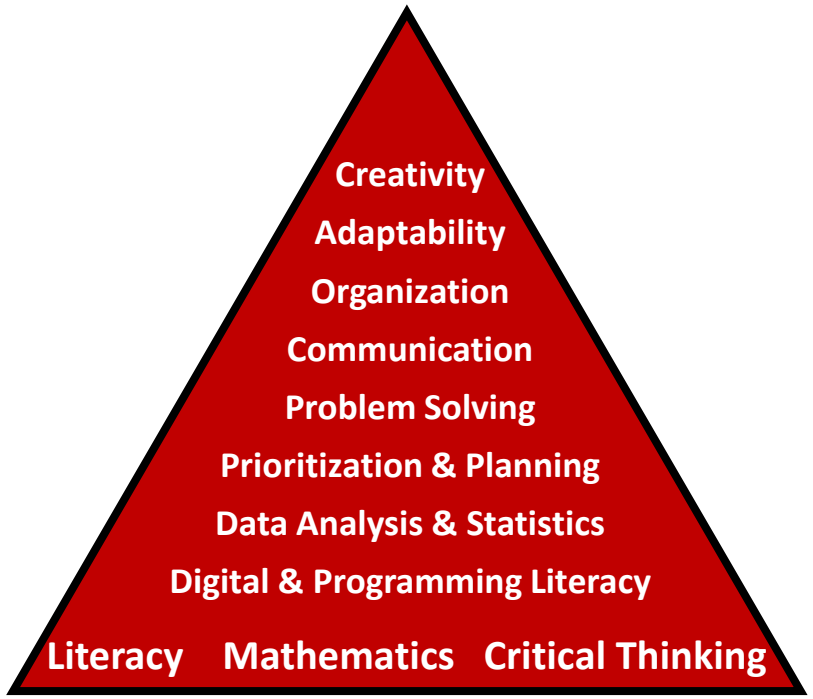


Cognitive & Academic



Interpersonal



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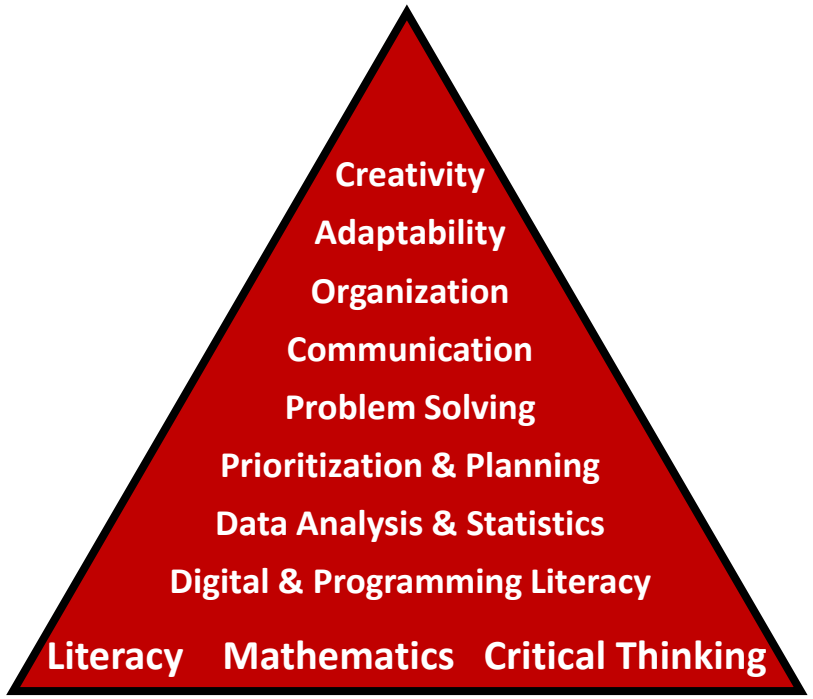
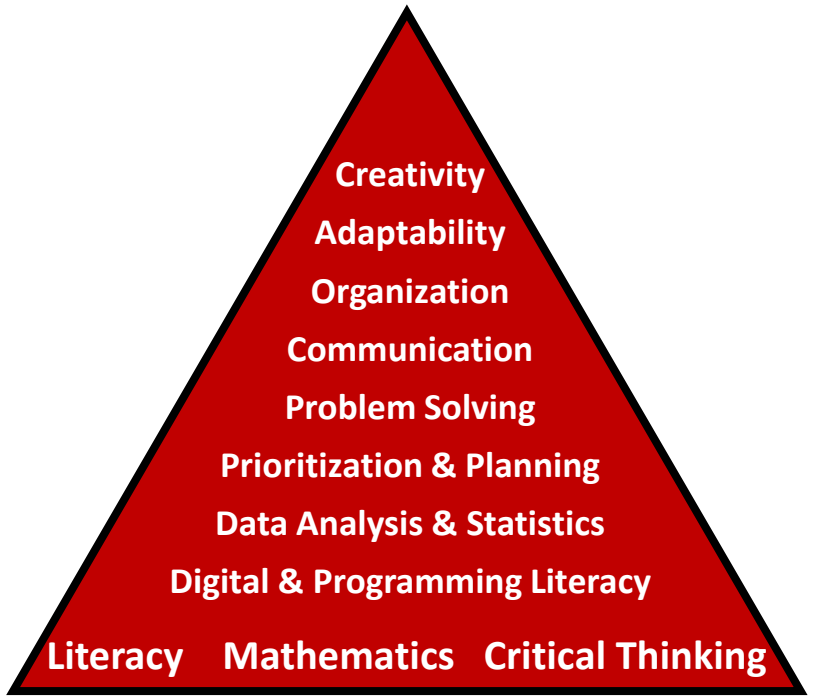


Cognitive & Academic

Interpersonal

Self-Leadership



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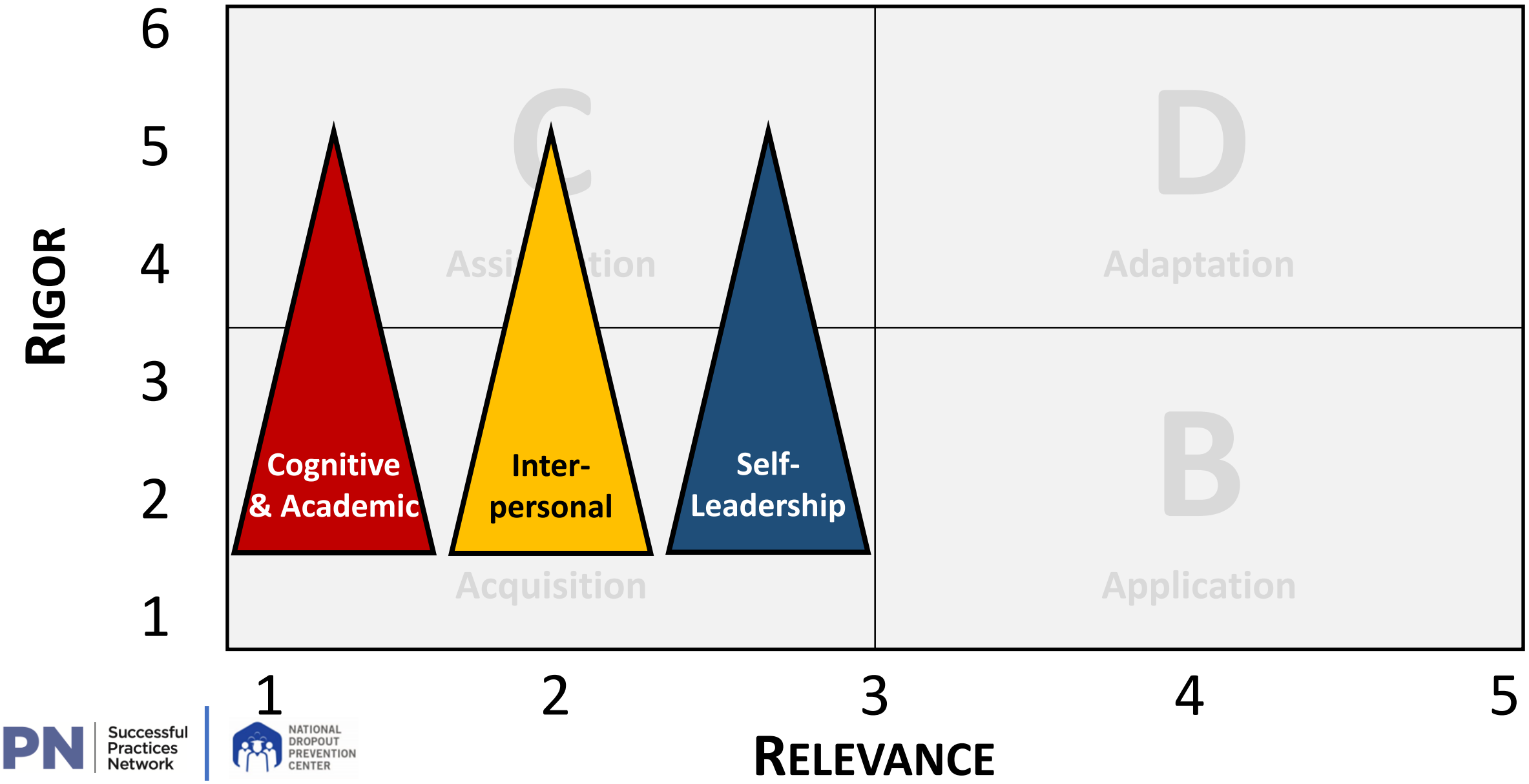
Self-Leadership

Rigor/Relevance Framework™



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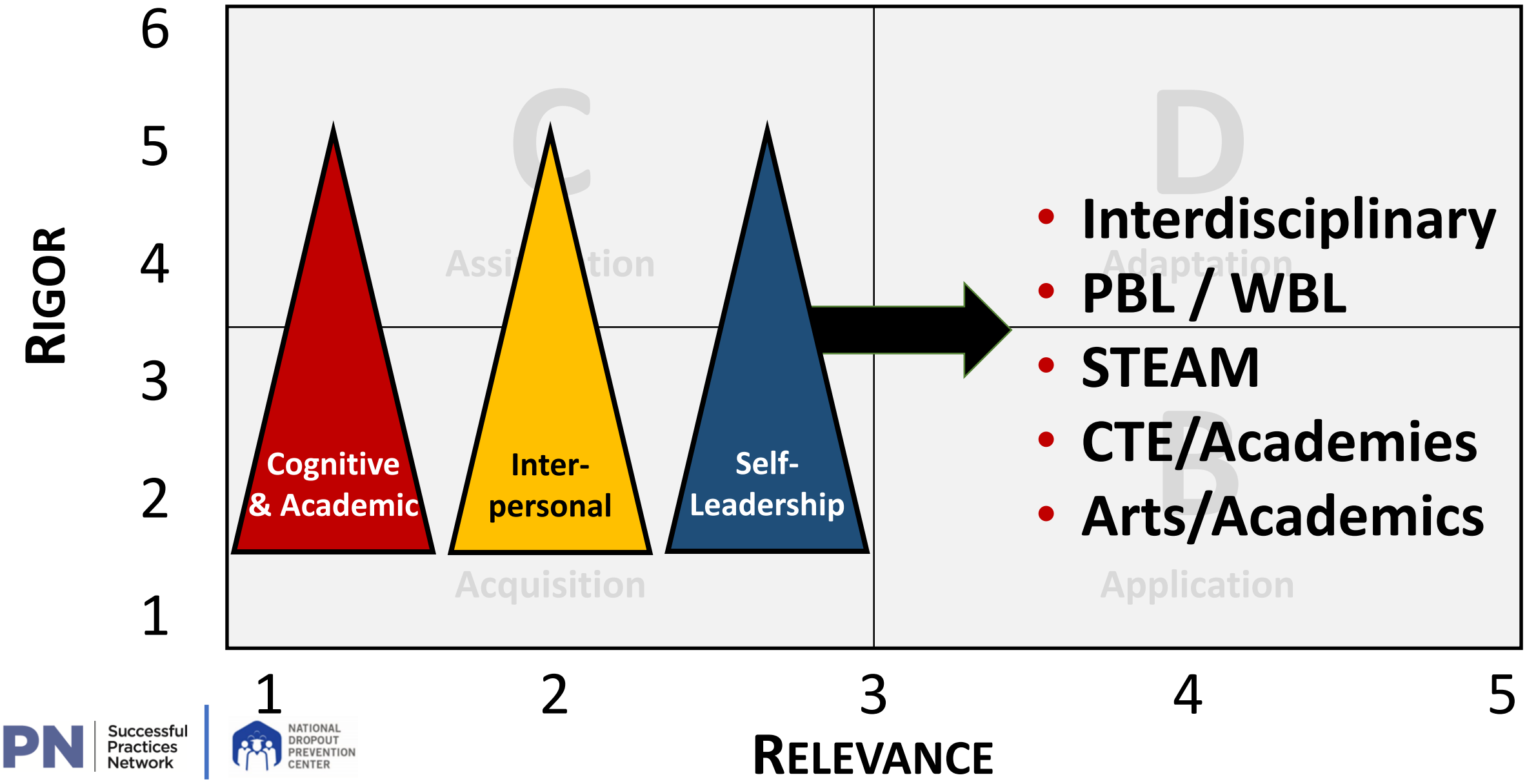

From Stabilizing to Transitioning the System

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Enable
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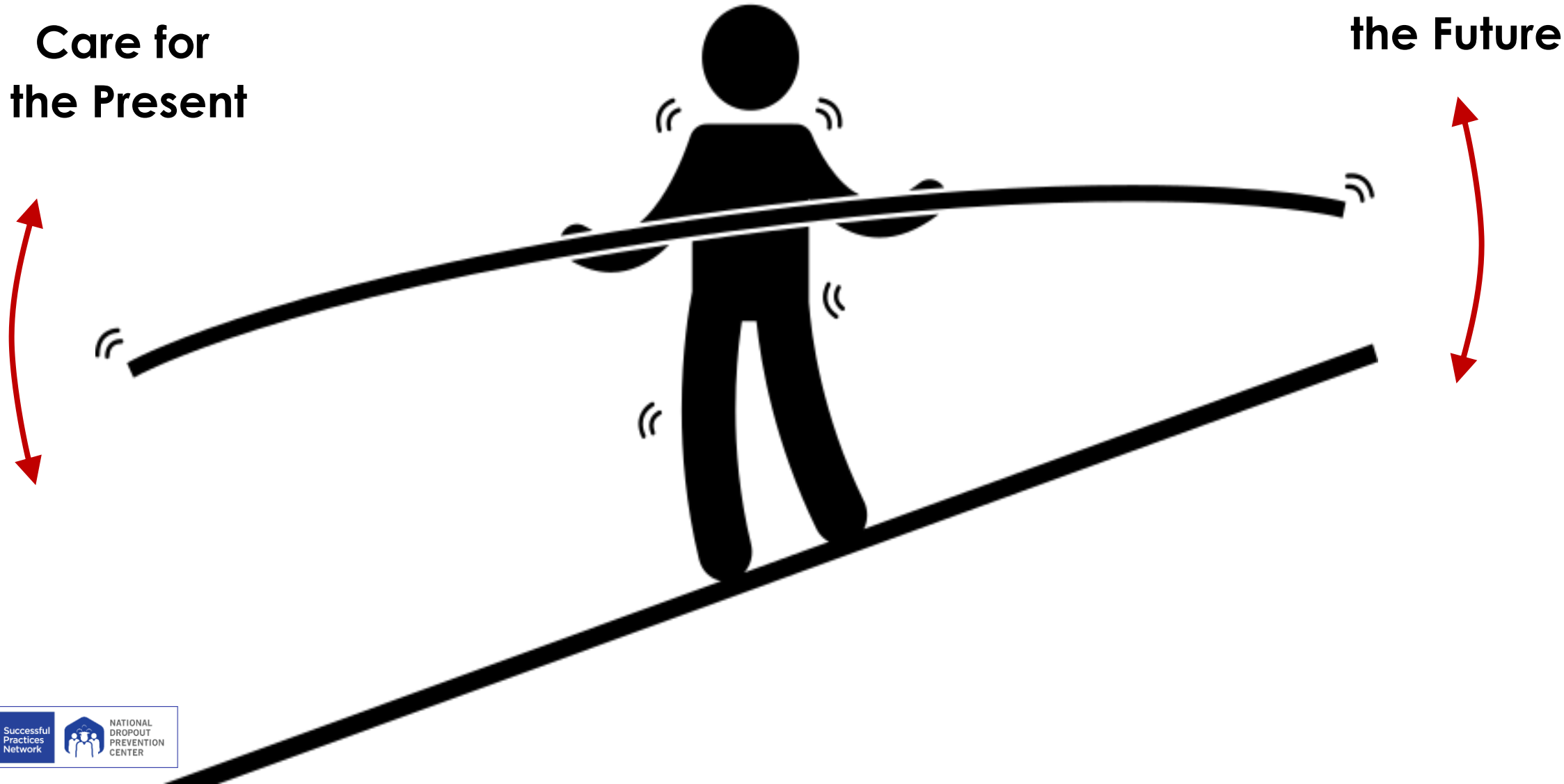

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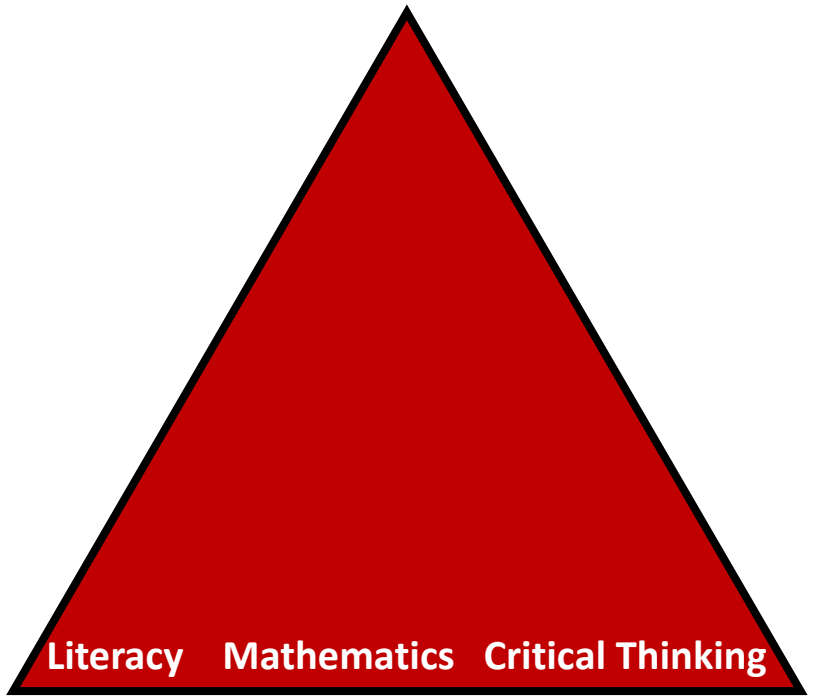

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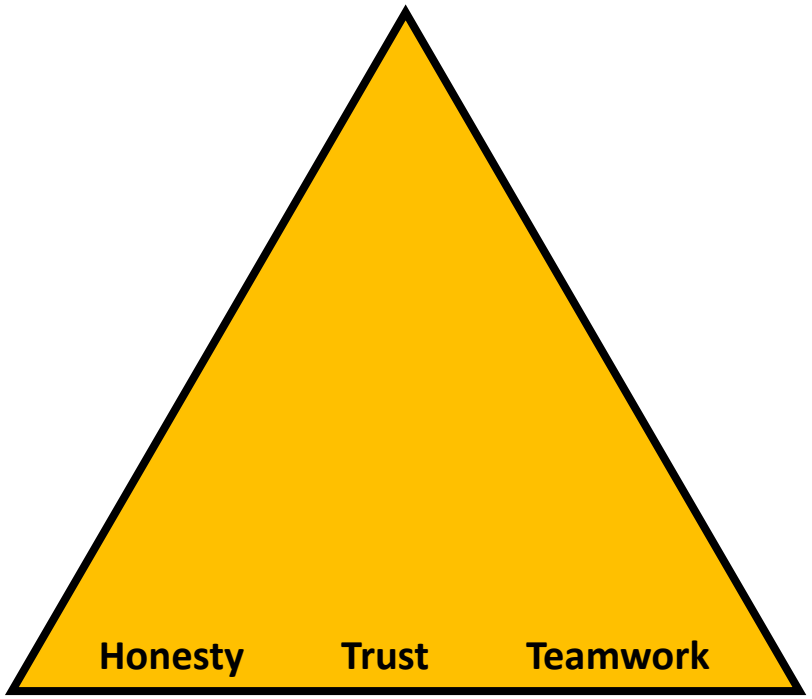
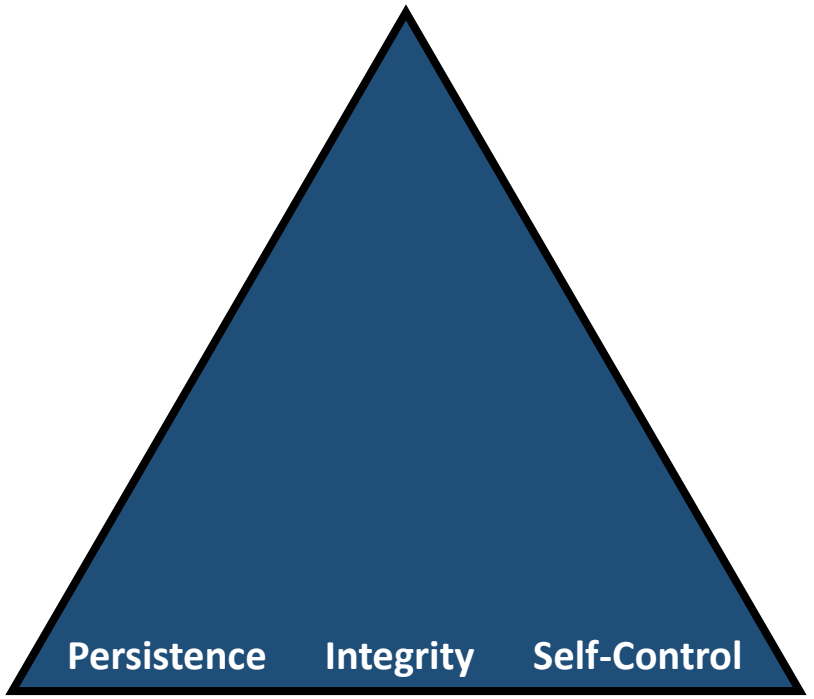
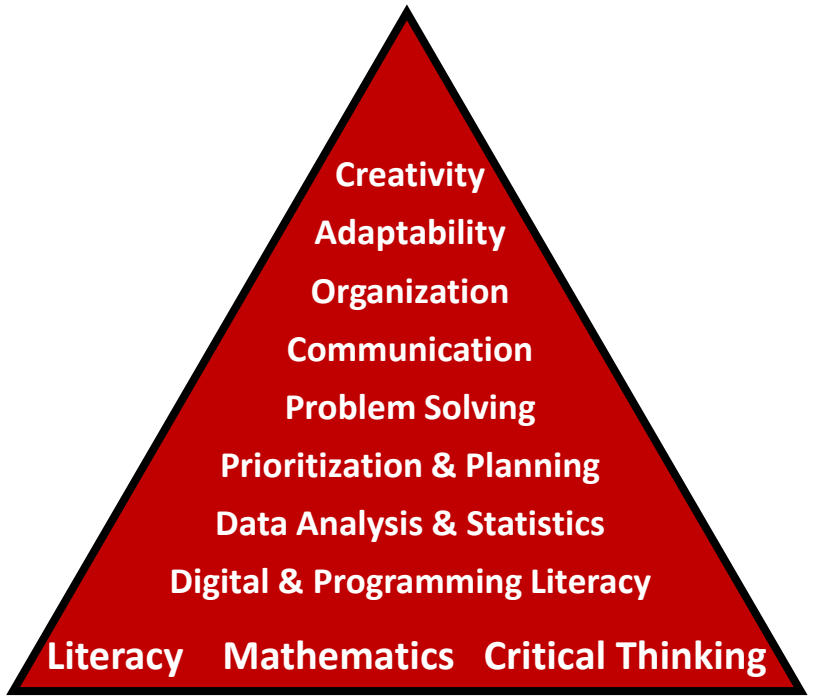


Interpersonal



Self-Leadership

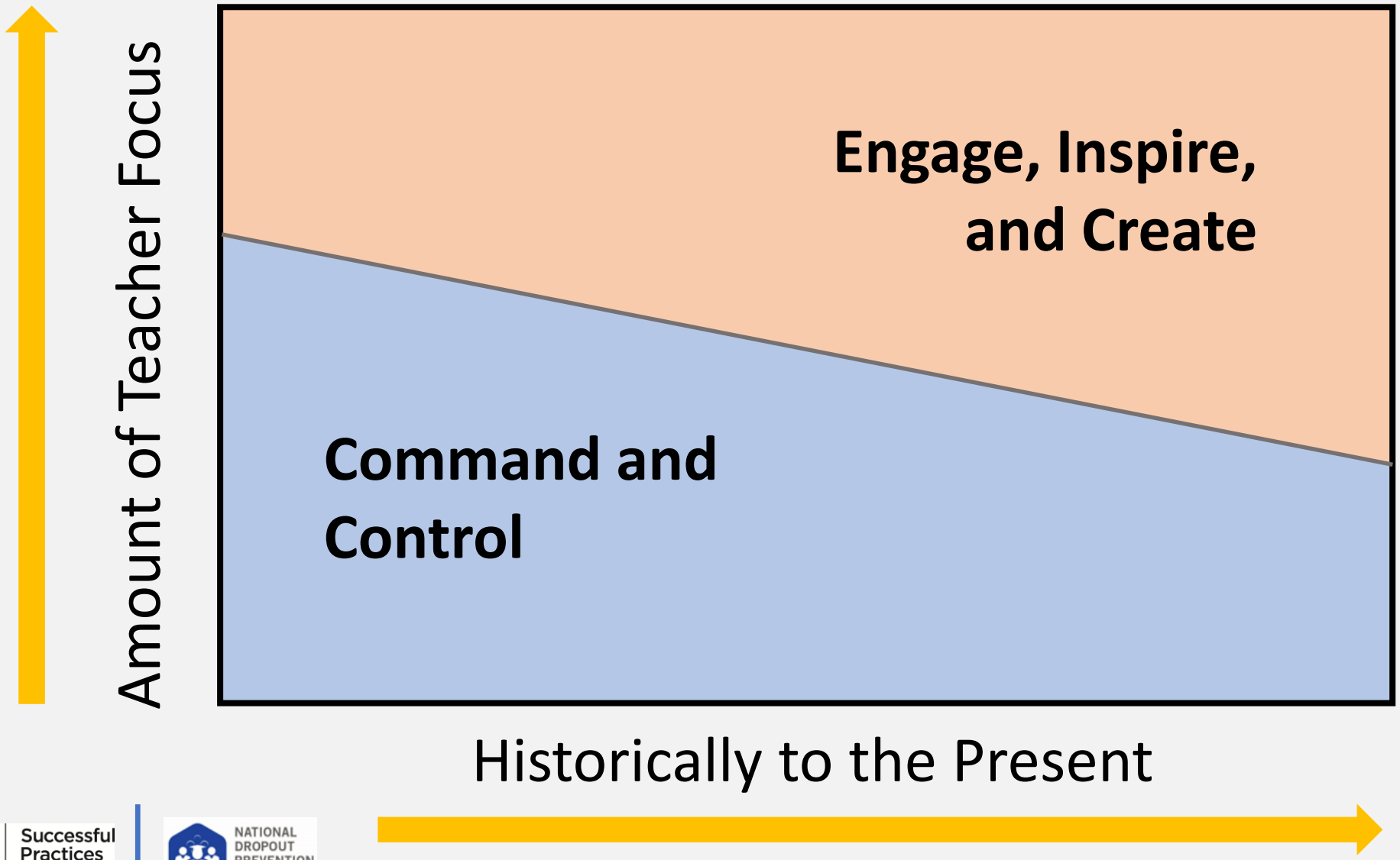


Cognitive & Academic

Interpersonal

Self-Leadership

A Shifting Environment



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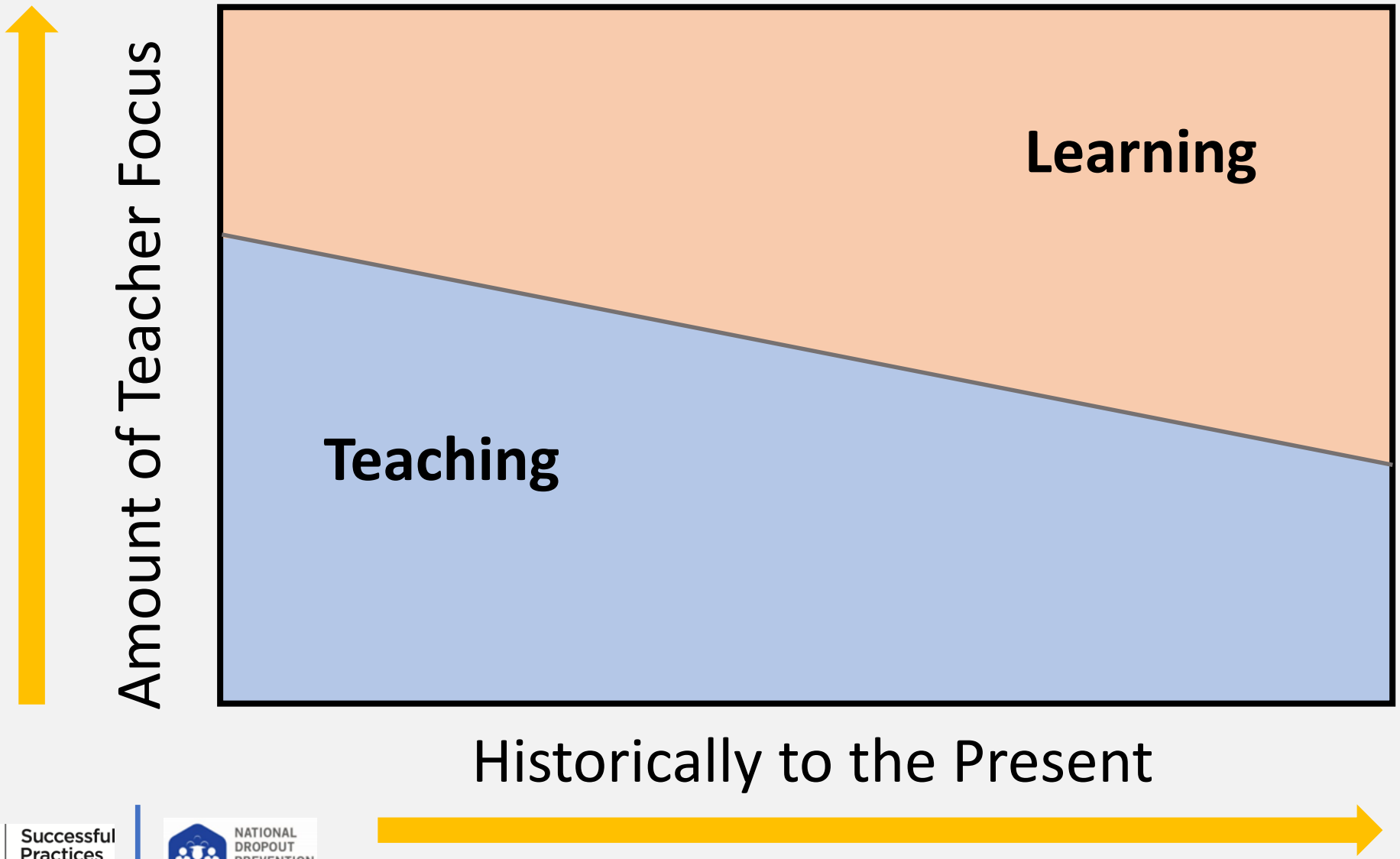

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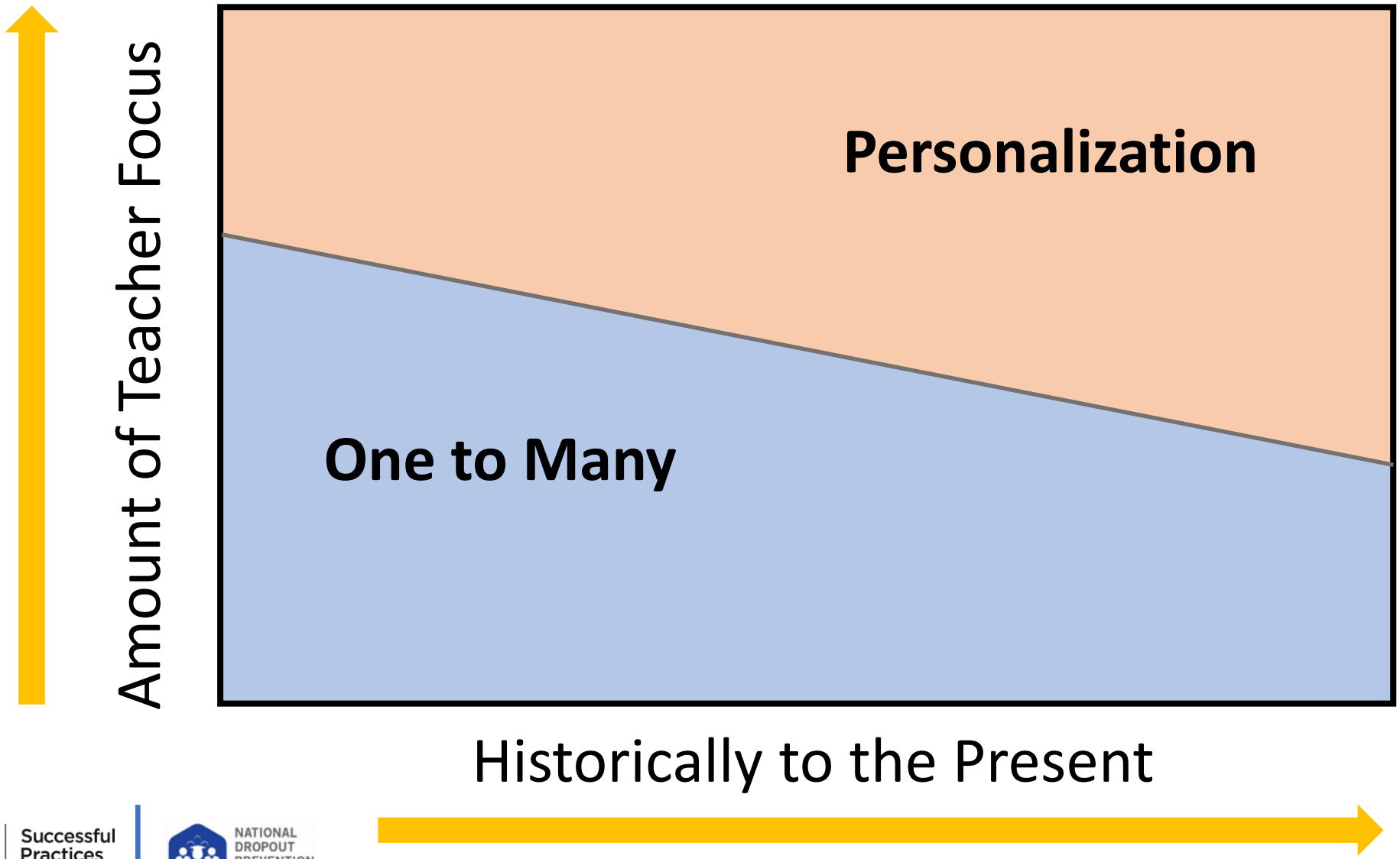
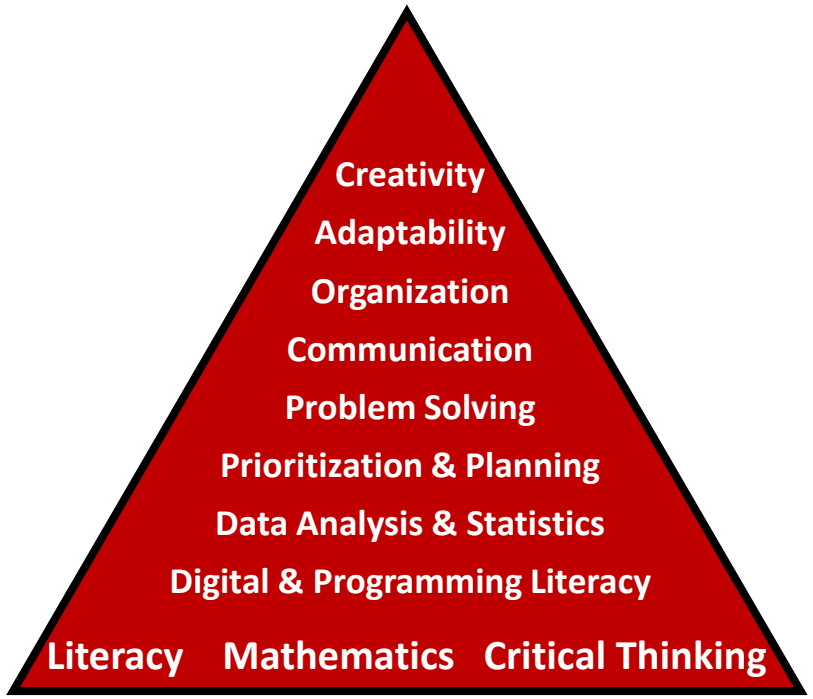


Discussion

HOW

Rubrics



Cognitive & Academic

Interpersonal

Self-Leadership

The Rubrics for Future-Focused Success classify the degree to which the **Curriculum**, **Instruction**, and **Assessment** exhibit future-focused characteristics in the classroom. Additionally, a fourth category allows the teacher to rate the level at which **Students** are modeling future-focused skills, knowledge, and dispositions.

The Rubrics for Future-Focused Success have three domain categories: **Cognitive & Academic**, **Interpersonal**, and **Self-Leadership**.

Cognitive & Academic Rubrics

Cognitive & Academic skills and knowledge are traditionally taught and measured by existing forms of assessments, such as state and local assessments. These skills and knowledge are important because they help instructional leaders “tend to the present”. Future-Focused learners in this domain interact with content that is engaging, relevant, and rigorous and that elicits a productive struggle. The key focus areas of this domain are Literacy, Mathematics, and Critical Thinking.

Cognitive & Academic

Focus Areas

- **Literacy** – The ability to actively read, analyze, and write about grade-level informational text; ability to handle digital data.
- **Mathematics** – The ability to perform grade-level mathematical operations and tasks, solve difficult problems, analyze data and generate statistical insights.
- **Critical Thinking** – The ability to seek relevant information, understand biases, draw logical conclusions, prioritize, adapt to changing circumstances, use imagination to generate ideas.

COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Literacy The ability to actively read, analyze, and write about grade-level informational text; ability to handle digital data.	**Curriculum**: Curriculum documents do not reflect literacy skills and are inconsistent in providing opportunities for active reading, writing, and listening to analyze, synthesize information, ask questions, reason logically, and think critically.	**Curriculum:** Curriculum documents may reflect literacy skills but are inconsistent in providing opportunities for in-depth active reading, writing and listening to analyze, synthesize information, ask questions, reason logically and think critically.	**Curriculum**: Curriculum documents in all disciplines are firmly rooted in literacy skills with content that provide students with opportunities to actively read, write and listen to analyze, synthesize information, ask questions, reason logically and think critically.	**Curriculum:** Curriculum documents in all disciplines are firmly rooted in literacy skills with content that require students to demonstrate the ability actively read, write and listen to analyze, synthesize information, ask questions, reason logically and think critically.
	Instruction: Teachers minimally provide learning opportunities for students to actively read and write, and assignments do not require students to access complex texts.	**Instruction:** Teachers are inconsistent in providing learning opportunities for students to actively read and write, or assignments do not always provide for in-depth work by the students to access complex text.	**Instruction**: Teachers provide learning opportunities for students to work independently and with others to actively read and write to analyze and evaluate complex information to construct meaning by asking questions, thinking critically, and conducting relevant research.	**Instruction**: Teachers provide learning opportunities that require students to work independently and with others to actively read and write to analyze and evaluate complex information to construct meaning by asking questions, thinking critically, and conducting relevant research.

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COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Literacy The ability to actively read, analyze, and write about grade-level informational text; ability to handle digital data.	**Assessment**: Students are not evaluated on their ability to demonstrate active reading, writing and listening, or are evaluated on simplistic texts that do not require in-depth analysis.	**Assessment:** Students are sometimes evaluated on their ability to demonstrate active reading, writing and listening, or are evaluated on assignments that do not provide students with opportunities for in-depth work with complex text.	**Assessment**: Students are evaluated on their ability to demonstrate how actively reading, writing and listening has enabled them to analyze, synthesize information, ask questions, reason logically and think critically to understand and evaluate complex information.	**Assessment:** Students evaluate their ability to demonstrate how actively reading, writing and listening has enabled them to analyze, synthesize information, ask questions, reason logically and think critically to understand and evaluate complex information.
	Students need teacher direction to actively read informational text and digital data. They need support through questioning and instructional scaffolds to analyze and synthesize information and reason logically. Their ability to think critically to understand and evaluate complex information is generally simplistic and largely dependent on the instruction.	**Students** actively read informational text and digital data when assigned. When the teacher provides questions and direction, they can analyze and synthesize information and reason logically. Their ability to think critically to understand and evaluate complex information is largely dependent on the instruction.	**Students** can independently and actively read informational text and digital data. They can analyze and synthesize information, ask questions, reason logically and think critically to understand and evaluate complex information. They work with others to discuss ideas and conclusions and are willing to see other points of view.	**Students** are self-motivated to actively read informational text and digital data. They can analyze and synthesize information, ask questions, reason logically and think critically to understand and evaluate complex information. They work with others to discuss ideas and conclusions and are willing to see other points of view and adjust their thinking as appropriate.

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COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Mathematics The ability to perform grade-level mathematical operations and tasks, solve difficult problems, analyze data and generate statistical insights.	**Curriculum:** Curriculum documents do not present complex real-world problems or may present simplistic real-world problems. Curriculum may be rooted in traditional mathematical instruction that requires computation, using formulas, or solving word problems.	**Curriculum:** Curriculum documents may present real-world problems but are inconsistent in providing students opportunities to use and adapt mathematical information to compute, create, interpret, and explain solutions that are logical and adaptable.	**Curriculum:** Curriculum documents are rooted in presenting complex real-world problems that provide students with opportunities to compute, create, interpret, and explain solutions that are logical and adaptable.	**Curriculum:** Curriculum documents are firmly rooted in presenting complex real-world problems that require students to compute, create, interpret, and explain solutions that are logical and adaptable.
	Instruction: Teachers may provide learning opportunities for students to solve simplistic real-world problems but rely more on traditional mathematics instruction giving students instruction and practice in computation, solving equations or word problems.	**Instruction**: Teachers are inconsistent in providing learning opportunities that allow students to use and adapt mathematical knowledge to create, interpret and explain solutions to real-world problems, or assignments do not provide students with challenging, complex problems that require simplistic solutions.	**Instruction**: Teachers provide learning opportunities for students to work independently and with others to use and adapt mathematical knowledge to present, defend, and explain logical solutions when solving complex real-world problems.	**Instruction**: Teachers provide learning opportunities that require students to work independently and with others to use and adapt mathematical knowledge to present, defend, and explain logical solutions when solving complex real-world problems.

COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Mathematics The ability to perform grade-level mathematical operations and tasks, solve difficult problems, analyze data and generate statistical insights.	**Assessment:** Students may be evaluated on their ability to demonstrate how they solve simplistic real-world problems or are evaluated on their ability to demonstrate how they compute, solve equations, or word problems.	**Assessment:** Students are sometimes evaluated on their ability to use and adapt mathematical knowledge in solving complex real-world problems or are evaluated on their ability to solve simplistic real-world problems that require basic mathematical knowledge and interpretation.	**Assessment**: Students are evaluated on their ability to demonstrate how they solve complex real-world problems by explaining how they use and adapt mathematical knowledge to compute, create, and interpret solutions that are logical and adaptable.	**Assessment**: Students evaluate their ability to demonstrate how they solve real-world problems by explaining how they use and adapt mathematical knowledge to compute, create, and interpret solutions that are logical and adaptable.
	Students need teacher direction to solve real-world problems as assigned. They need support and direction by the teacher though questioning and instructional scaffolds to explain how they use and adapt mathematical knowledge. Solutions are often simplistic.	**Students** can solve real-world problems when assigned. Through instruction and direction by the teacher, they can explain how they use and adapt mathematical knowledge to compute, create, and interpret solutions that are logical and, perhaps, adaptable.	**Students** demonstrate independence in how they solve real-world problems. They can explain how they use and adapt mathematical knowledge to compute, create, and interpret solutions that are logical and adaptable. They work with others to engage in discussing solutions and are willing to adjust thinking as appropriate.	**Students** are curious about how to solve real-world problems and are self - motived to pursue solutions. They can independently explain how they use and adapt mathematical knowledge to compute, create, and interpret solutions that are logical and adaptable. They work with others to engage in discussing solutions and are willing to adjust thinking as appropriate.

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COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Critical Thinking The ability to seek relevant information, understand biases, draw logical conclusions, prioritize, adapt to changing circumstances, use imagination to generate ideas.	**Curriculum:** Curriculum documents in every area do not include rigorous objectives on critical thinking, conducting research, prioritizing information and generating ideas.	**Curriculum:** Curriculum documents directly include critical thinking objectives for problem solving; however, it is not consistent in all areas.	**Curriculum**: Curriculum documents in all disciplines are firmly rooted in critical thinking skills that require students to seek relevant information, apply logic, prioritize information, and use imagination and creativity within any subject area.	**Curriculum:** Curriculum documents in all disciplines explicitly incorporate critical thinking skills that require students to seek relevant information, apply logic, prioritize information, and use their imagination and creativity to any situation.
	Instruction: Lessons are primarily teacher-directed, and critical thinking activities are generally very structured and teacher-directed. While clear guidelines may be provided, the goal is mastery of the academic content rather than the development of students' critical thinking skills.	**Instruction:** Teachers provide opportunities for students to conduct research, seek relevant information, and draw conclusions, but it is not present in every classroom. Lessons that involve critical thinking are often teacher-directed. Students do conduct research and generate ideas, but it is not consistent. There is not a school/district requirement regarding critical thinking; these opportunities may be determined by specific content or preference by the teacher.	**Instruction**: Teachers provide learning opportunities for students to assess information, determine bias, implement literacy skills, and apply information to solve complex problems. Lessons include opportunities for students to work independently and with others to analyze and evaluate complex information, draw conclusions, and justify their solutions with logic.	**Instruction:** Teachers consistently challenge students with activities and projects that encourage students to think creatively and independently, analyze information, collaborate with others, and test their solutions.

COGNITIVE & ACADEMIC

Focus Area	Beginning	Developing	Proficient	Future-Focused
Critical Thinking The ability to seek relevant information, understand biases, draw logical conclusions, prioritize, adapt to changing circumstances, use imagination to generate ideas.	**Assessment:** Students are primarily evaluated on finding the correct answer or meeting the teacher's standards. There is little evidence of students being asked to implement critical thinking skills. Students are assessed mostly on their content mastery rather than their ability to use their imagination, generate ideas, and solve complex problems.	**Assessment:** Student evaluation is primarily teacher-based on the academic content. In some classes, teachers assess students on critical thinking, but there is not consistent evidence in all classes.	**Assessment**: Students are evaluated on their ability to prioritize complex information, detect bias, draw conclusions, and generate and defend solutions to complex problems.	**Assessment:** Students are evaluated and assess themselves on their ability to research information they need to solve problems, be aware of any biases, determine a course of action, use their imagination, and collaborate with a team to test their plan and revise if necessary.
	Students need direction through teacher instruction and questioning to analyze information, recognize biases and draw logical conclusions to generate ideas, solve problems or determine a course of action. Their ideas are often simplistic and demonstrate a lack of imagination.	**Students** rely on teacher direction to analyze information, recognize biases, and draw logical conclusions to generate ideas, solve problems, or determine a course of action. Their ideas can be creative, but often demonstrate a lack of imagination.	**Students** are independent in their ability to seek and analyze relevant information, recognize biases and draw logical conclusions to generate ideas and use their imagination to solve problems or determine a course of action. They are able to work with others to discuss and revise thinking as appropriate.	**Students** are thoughtful, adaptable, and curious in their ability to seek and analyze relevant information, recognize biases, and draw logical conclusions to generate ideas and use their imagination to solve problems or determine a course of action. They are able to work with others to discuss and revise thinking as appropriate.

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Interpersonal Rubrics

Interpersonal skills, knowledge, attributes, and dispositions are critical for success in the modern workplace and society. Future-Focused learners immerse themselves in a culture that empowers them to inspire trust, communicate effectively, build solid relationships with others, and claim ownership over their own learning. The key focus areas of this domain are Honesty, Trust, and Teamwork.

Cognitive & Academic

Focus Areas

- **Honesty** – The ability to be just, demonstrate integrity in decision-making and character, present information fairly; the ability to communicate fairly and responsibly.
- **Trust** – The ability to build relationships with others, show concern and empathy for others, create environments in which it is safe to work, discuss, disagree, and make decisions.
- **Teamwork** – The ability to be collaborative, work with others, serve as a role model and coach when appropriate, delegate activities and decisions, demonstrate humility, motivate others to work toward a collective goal.

INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Honesty The ability to be just, demonstrate integrity in decision-making and character, present information fairly; the ability to communicate fairly and responsibly.	**Curriculum:** Curriculum documents do not include objectives on the meaning of honesty, exaggeration, and deceit, or how honesty can impact the outcome of decisions, or student responsibility to be honest.	**Curriculum:** Curriculum documents directly include objectives regarding what honesty means, differences between honesty, exaggeration and deceit, and how honesty can impact decisions in some disciplines; however, it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly include objectives regarding what honesty means, differences between honesty, exaggeration, and deceit, and how honesty can impact different disciplines.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of honesty, the impact of exaggeration and deceit, and the responsibility of student actions. Students are required to create their own projects and assessments that demonstrate their application of honesty and integrity in their actions and in judging the work of others.
	Instruction: Lessons are primarily teacher directed, focused on academic content rather than honesty and the impact of honesty and deceit in decision making.	**Instruction:** Lessons that include the differences between honesty, exaggeration and deceit are not consistently implemented and may be determined by preference of the teacher. There is not a school/district requirement regarding student engagement with these objectives.	**Instruction:** Teachers articulate expectations on honesty, integrity, personal responsibility, and the consequences of not being honest (cheating, or lying, for example). Lessons include opportunities for students to engage in discussions and decision-making activities to understand the impact of their decisions on others.	**Instruction:** Teachers consistently challenge students with activities and projects that challenge their honesty and integrity, and students engage with each other to deal with complex and challenging issues that have moral and ethical implications.

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INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Honesty The ability to be just, demonstrate integrity in decision-making and character, present information fairly; the ability to communicate fairly and responsibly.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students being asked to engage in decision making that challenges the value of honesty or to evaluate the impact of their decisions on others.	**Assessment:** Student evaluation is primarily teacher-based on the academic content. In some classes teachers assess students on their honesty, but there is not consistent evidence in all classes.	**Assessment:** Teachers assess students on their ability to display honesty, judge fairly, and understand the impact of their decisions.	**Assessment:** Students are evaluated on their honesty in decision making, responsibility and ethics, and they assess themselves on these qualities and how their decisions impact others.
	Students need strong guidelines about how to interact with their teachers and peers and often do not look at long term consequences for their decisions or behavior that may be deceitful. Concerned about what their peers may think rather than what is the right thing to do.	**Students** generally demonstrate responsible decision making and behavior in interactions with teachers and peers but will sometimes need guidance on the right thing to do. Can sometimes be influenced by peer pressure in decision making.	**Students** demonstrate integrity in their interactions with teachers and peers; understands the impact of exaggeration and deceit in interactions. Take responsibility for their actions, even if consequences result. Make decisions based on what is the right thing to do rather than based on peer pressure or fear of consequences.	**Students** demonstrate integrity in their interactions with teachers and peers and show a moral conscience about their decisions and actions. Take responsibility for their actions regardless of consequences. Lead by example and act as a positive role model to peers, demonstrating why it is important to do the right thing. Helps peers understand the impact of their actions.

INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Trust The ability to build relationships with others, show concern and empathy for others, create environments in which it is safe to work, discuss, disagree, and make decisions.	**Curriculum:** Curriculum documents do not include objectives on the importance of building trust, developing relationships and showing empathy and concern for others.	**Curriculum:** Curriculum documents directly include objectives regarding what building trust means, how to develop relationships, and show empathy and concern; however, it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly include objectives regarding the importance of building trust, developing relationships, and demonstrating empathy.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of building trust, developing relationships, and demonstrating empathy. Students are required to create their own projects and assessments that demonstrate their application how they have fostered positive relationships and demonstrated empathy for others.
	Instruction: Lessons are primarily teacher-directed, focused on academic content rather than building trust and developing positive relationships, and providing opportunities for debate and discussion.	**Instruction:** Lessons that include opportunities to develop relationships, develop trust, debate and discuss issues are not consistently implemented and may be determined by preference of the teacher. There is not a school/district requirement regarding student engagement with these objectives.	**Instruction:** Teachers articulate expectations on trust, how to treat others, and develop positive relationships. Lessons include opportunities for students to engage in activities that develop positive relationships, and provide forums for debate, discussion, and disagreement.	**Instruction:** Teachers consistently challenge students with activities and projects that encourage students to work together, even when they don't agree; conduct debates and challenge each other with empathy and respect.

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INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Trust The ability to build relationships with others, show concern and empathy for others, create environments in which it is safe to work, discuss, disagree, and make decisions.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students being asked to engage in building trust, relationship building, or working together.	**Assessment:** Student evaluation is primarily teacher-based on the academic content. In some classes teachers assess students on their ability to build trust and develop relationships, but there is not consistent evidence in all classes.	**Assessment:** Teachers assess students on their ability to develop positive relationships, conduct discussions, disagree with evidence and respect, and show empathy and concern for others.	**Assessment:** Students are evaluated on their ability to create positive relationships, build trust with fellow students, show empathy and concern, and assess themselves on these qualities and how their decisions impact others.
	Students have limited understanding of how their relationships with peers and teachers impact their success. Tend to stay within their own peer group rather than reach out to others. Sometimes need direct teacher reminders to include and support others. Not always tolerant of their peers differing points of view.	**Students** demonstrate concern for others but sometimes need teacher guidance on how to support and include their peers. Generally positive in groupwork situations but will sometimes struggle to accept differing opinions. Often respectful to others but reticent to step forward and take the lead with others.	**Students** demonstrate a genuine concern for the needs and concerns of others. Work positively with others and accept different ideas and perspectives. Respectful of peers and teachers and exhibits respectful behavior even when others may disagree. Seen as a reliable partner in any groupwork situations.	**Students** see the needs and concerns of others as important as their own in making decisions. Seen as a leader among their peers and teachers because of their ability to motivate and support others. Respectful, inclusive, and supportive of peers from various social and cultural groups to develop common understanding for all. Shows leadership when others may be exhibiting behaviors that can hurt others.

INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Teamwork The ability to be collaborative, work with others, serve as a role model and coach when appropriate, delegate activities and decisions, demonstrate humility, motivate others to work toward a collective goal.	**Curriculum:** Curriculum documents do not include objectives on teamwork, collaboration, or collective goal setting.	**Curriculum:** Curriculum documents directly include objectives regarding teamwork, collaboration, and goal setting for the group, however it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly include objectives regarding goal setting, collaboration, collective goals, communication, and developing solutions that benefit the group.	**Curriculum:** Curriculum documents in all disciplines explicitly incorporate collaborative goal setting, communication, and developing team solutions. Students create their own projects, opportunities, and assessments in which team results exceed individual success.
	Instruction: Lessons are primarily teacher directed, and teamwork activities are generally very structured and teacher-directed. While clear group project guidelines may be provided, the goal is mastery of the academic content rather than the development of students' collaborative skills.	**Instruction:** Lessons that include teamwork are included but are mostly teacher-directed group work activities. Students do work together, but there is limited team goal setting. Often communication is teacher-directed and student roles often teacher-assigned. There is not a school/district requirement regarding collaborative activities for the students; opportunities are not consistently implemented and may be determined by preference of the teacher.	**Instruction:** Teachers articulate expectations on the importance of teamwork and collaboration and incorporate regular activities that develop collaborative skills, the ability to compromise, and how to delegate responsibilities. Lessons include opportunities for students to engage in teamwork, setting individual and group goals, communicating effectively and respectfully, delegating responsibilities, and dealing with conflict within the group.	**Instruction:** Teachers consistently challenge students with activities and projects that encourage students to collaborate, and students are empowered to develop opportunities to work with peers, communicate effectively and respectfully in person and online toward the collective goal; students coach and motivate each other.

INTERPERSONAL

Focus Area	Beginning	Developing	Proficient	Future-Focused
Teamwork The ability to be collaborative, work with others, serve as a role model and coach when appropriate, delegate activities and decisions, demonstrate humility, motivate others to work toward a collective goal.	**Assessment:** Students are primarily evaluated on finding the correct answer or meeting the teacher's standards. There is little evidence of students being asked to set collective goals and work collaboratively to achieve them. Students are assessed mostly on their individual contributions rather than the group achievement.	**Assessment:** Student evaluation is primarily teacher-based on the academic content. In some classes teachers assess students on teamwork, collective goal setting and collaboration, but there is not consistent evidence in all classes.	**Assessment:** Teachers assess students on their ability to be collaborative, set team goals, plan for achieving the goals, and communicating positively with the team.	**Assessment:** Students are evaluated and assess themselves on their ability to be collaborative, set goals, motivate and coach others toward achieving goals, communicate effectively, and evaluate the success of their collective endeavor.
	Students struggle during cooperative activities; sometimes uncomfortable with the groupwork. Prefer to work independently. Not always open to the suggestions of others. Need teacher direction and structured guidelines in group situations to be successful.	**Students** are cooperative in group work situations, although generally do not take leadership roles. Supportive with their peers, but not always open to diverse viewpoints. Can struggle to compromise. Will sometimes either complete the work without much input from others, or complete minimum requirements.	**Students** understand the importance of working together toward a collective goal, determine steps to move toward that goal, delegate roles, and motivate and support others in working toward the goal. Seen as a reliable partner in any groupwork situations.	**Students** understand the importance of working together toward a collective goal, create opportunities for collaboration to achieve collective goals, and support and encourage peers. Able to appreciate and incorporate different points of view; supports peers in working together and hold themselves and others accountable for successes or failures, showing humility in working with the team.

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Self-Leadership Rubrics

Self-Leadership skills, knowledge, attributes, and dispositions are, too, critical for success in the modern workplace and society. Future-Focused learners have confidence in themselves and their ability to take chances, have a passion that motivates them, and are able to cope with setbacks. The key focus areas of this domain are Persistence, Integrity, and Self-Control.

Self-Leadership

Focus Areas

- **Persistence** – The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.
- **Integrity** – The ability to be moral and honest in planning and decision making, understand personal strengths and weaknesses, use fair judgment, feel responsibility for achieving an outcome.
- **Self-control** – The ability to be rational, control emotions and behaviors even in emotionally charged moments; have trust in one's abilities but seek and accept feedback from others to improve and achieve the goal.

SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Persistence The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.	**Curriculum:** Curriculum documents do not directly include building persistence, student goal setting, and challenging students.	**Curriculum:** Curriculum documents directly include building persistence, student goal setting, and challenging students in some disciplines, however it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of students persisting toward clear goals. Lessons consistently include multiple steps for students and explicit strategies for problem solving	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of students persisting toward clear goals. Lessons consistently include multiple steps for students and explicit strategies for problem solving and students setting their own goals and how to reach them.
	Instruction: Lessons are primarily teacher-directed; often not at grade-level standards. When asking questions, teachers do not consistently stay with students, which requires them to struggle.	**Instruction:** Lessons that challenge students with multistep problems and grade-level activities are not consistently implemented and often determined by who the teacher is. There is not a school/district requirement regarding students rewriting and resubmitting work.	**Instruction:** Teachers consistently challenge students with multistep activities and projects that challenge them; students are required to rewrite and resubmit work to demonstrate mastery.	**Instruction:** Teachers consistently challenge students with multistep activities and projects that challenge them; students are required to rewrite and resubmit work to demonstrate mastery. Students create their own plans for achieving their goals.

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SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Persistence The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students being encouraged to rewrite, redo, or resubmit their work. There is little evidence of students' self-assessment on meeting their goals.	**Assessment:** Student evaluation is primarily teacher-based. In some classes, student effort is assessed, and students are required to resubmit work, but there is not consistent evidence in all classes	**Assessment:** Students are evaluated on their problem-solving and effort, as well as the solution. Students assess themselves on how they have met their goals.	**Assessment:** Students are evaluated on their problem-solving and effort, as well as the solution. Students assess themselves on how they have met their goals, created their own timelines, and implemented feedback.
	Students need teacher direction to set and articulate clear goals and determine timelines and action steps to reach their goals; follow through on their action steps requires teacher reminders; struggle to accept constructive feedback seeing it as negative; must be directed to revise and resubmit work.	**Students** set goals for themselves, but struggle with timelines and action steps to reach them; follow through on their action steps requires teacher support; accept feedback from the teacher, but sometimes doesn't follow through with implementation of feedback. When required by the teacher, will revise and resubmit but doesn't usually take the initiative.	**Students** set and articulate clear goals and determine timelines and action steps to reach their goals; follow through on their action steps and accept constructive feedback; revise, rewrite, and redo work as necessary, based on feedback by teacher and peers; explore other options for achieving their goals when their first plan wasn't successful.	**Students** set and articulate clear goals with timelines and action steps to reach their goals. Goals reach beyond the classroom toward their future. Students desire constructive feedback on plans and action steps; are self-motivated to revise, rewrite, and redo based on feedback of teacher peers and their self-assessment; design options for achieving their goals when their first plan wasn't successful.

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SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Integrity The ability to be moral and honest in planning and decision making, understand personal strengths and weaknesses, use fair judgment, feel responsibility for achieving an outcome.	**Curriculum:** Curriculum documents do not include objectives on student responsibility, fairness, moral decision making, and rigorous questioning.	**Curriculum:** Curriculum documents directly include objectives on student responsibility, fairness, moral dilemmas, and rigorous questions in some disciplines, however it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly include objectives regarding student responsibility, fairness, moral dilemmas, and rigorous questions to prompt meaningful discussions.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of ethical behavior, decision making, and responsibility for actions. Students are required to create their own projects that demonstrate their application of moral and ethical principles.
	Instruction: Lessons are primarily teacher-directed, often not at grade-level standards, focused on academic content rather than moral principles, ethical behavior and judgment.	**Instruction:** Lessons that include moral principles, ethical behavior, and judgment are not consistently implemented and often determined by who the teacher is. There is not a school/district requirement regarding student engagement with these objectives.	**Instruction:** Teachers articulate expectations on academic integrity, moral principles, ethics, and consequences of unethical behavior. Lessons include opportunities for students to engage in decision making activities understanding the impact of their decisions on others.	**Instruction:** Teachers consistently challenge students with activities and projects that challenge their ethics and integrity, and students engage with each other dealing with complex and challenging issues that have moral and ethical implications.

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SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Integrity The ability to be moral and honest in planning and decision making, understand personal strengths and weaknesses, use fair judgment, feel responsibility for achieving an outcome.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students being asked to engage in moral and ethical decision making, or to evaluate the impact of their decisions on others.	**Assessment:** Student evaluation is primarily teacher-based on the academic content. In some classes, teachers assess students on ethics and integrity, but there is not consistent evidence in all classes.	**Assessment:** Teachers assess students, and students assess themselves, on their ability to empathize, judge fairly, and understand the impact of their decisions.	**Assessment:** Students are evaluated on their decision making, responsibility, and ethics and they assess themselves on these qualities and how their decisions impact others.
	Students have limited understanding of the impact of their behavior on others' feelings and actions; are reluctant to speak out on an issue until hearing what others think; can sometimes exhibit intolerance toward the opinions of others.	**Students** demonstrate respectful behavior toward their teacher and peers. With teacher guidance and support, can take a stand on an issue, but somewhat concerned about the opinions of peers; are generally cooperative and supportive with others, but reticent to step forward and take the lead.	**Students** demonstrate responsible behavior toward their teacher and peers; give encouragement and support; are willing to take a stand on an issue, based on evidence and morals, regardless of popularity; lead by example and act as a positive role model for peers; can explain reasons behind their decision-making.	**Students** demonstrate responsible behavior toward their teacher and peers; give encouragement and support; act on a high level of cultural understanding and respect for others; appreciates diverse opinions; are willing to take a stand on an issue, based on evidence and morals, regardless of popularity; lead by example and act as a positive role model for peers; can explain reasons behind their decision-making.

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SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Self-control The ability to be rational, control emotions and behaviors even in emotionally charged moments; have trust in one's abilities but seek and accept feedback from others to improve and achieve the goal.	**Curriculum:** Curriculum documents do not directly include self-control, self-motivation, and the importance of feedback and improving work based on feedback.	**Curriculum:** Curriculum documents include limited inclusion of the importance of self-control, emotions, self-motivation, and the importance of feedback.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of self-control, emotions, self-motivation, and the importance of feedback.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of self-control, emotions, self-motivation, and the importance of feedback. Students are taught to understand their own triggers and the impact they have on their emotions and judgments and can apply this to situations beyond the classroom.
	Instruction: Lessons are primarily teacher-directed and often not at grade-level standards. Teachers do not consistently teach students how to control their emotions, focus, and accept and apply feedback.	**Instruction:** Lessons that challenge students with activities and projects that require them to prioritize, avoid distractions, meet deadlines, and accept feedback and apply criticism are not consistently implemented and often determined by who the teacher is. There is not a school/district requirement regarding students rewriting and resubmitting work.	**Instruction:** Teachers consistently challenge students with activities and projects that require them to prioritize, avoid distractions, meet deadlines, accept and apply feedback and criticism.	**Instruction:** Teachers consistently challenge students with activities and projects that challenge them to exercise self-control, judgment, and incorporate feedback into their action planning.

SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Self-control The ability to be rational, control emotions and behaviors even in emotionally charged moments; have trust in one's abilities but seek and accept feedback from others to improve and achieve the goal.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students accepting and applying feedback to improve their work. There is little evidence of students' self-assessment on meting their goals.	**Assessment:** Student evaluation is primarily teacher-based with limited evidence on how they have maintained focus and improved their work based on feedback, but there is not consistent evidence in all classes	**Assessment:** Students are evaluated on their ability to stay focused, on-task and control their emotions, especially with other students, and how they apply feedback to improve their work. Students assess themselves on how they have maintained focus, and improved their work based on feedback from the teacher or their fellow students.	**Assessment:** Teachers evaluate students and students evaluate themselves on their ability to exercise self-discipline and accept and apply feedback from others to improve their performance.
	Students often let their emotions dictate their response and can lose control of their behavior; see feedback as negative or criticism and rarely implements suggestions; can exhibit frustration when things don't go their way; sometimes end up in conflicts with teacher or peers when working toward a goal.	**Students** are usually in control of their emotions but can struggle with control in stressful or confrontational situations; understand the importance of feedback, but sometimes sees it as negative and is reluctant to implement; usually exhibit appropriate body language, but sometimes exhibit frustration when working with others in difficult situations.	**Students** demonstrate the ability to control their emotions, even in stressful circumstances; demonstrate responsibility for achieving an outcome, understanding the impact of their demeanor on the result; continuously seek to improve and accept the feedback of others; exhibit appropriate body language when working with others.	**Students** demonstrate the ability to think about how their emotions could impact decisions; understand how their demeanor impacts the results of decisions; show respect, compassion and a commitment to continuous improvement and inviting of the feedback of others; demonstrate compromise and collaboration.

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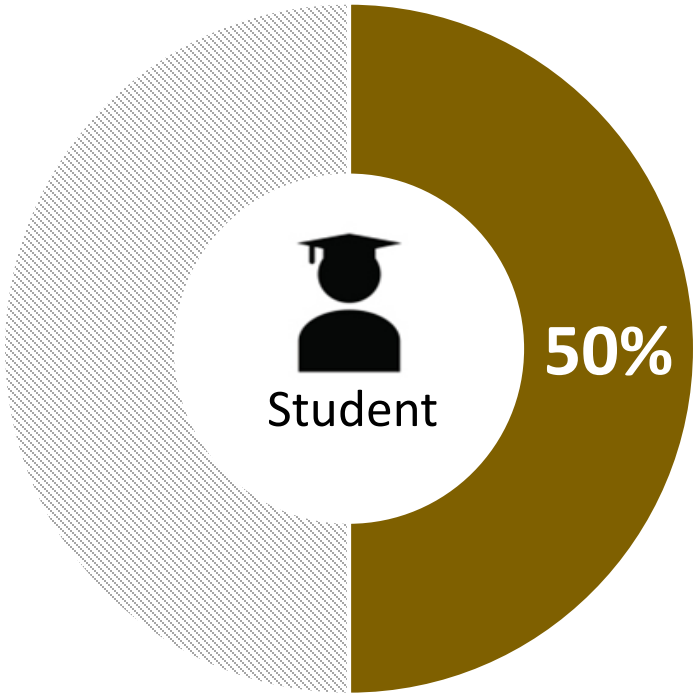
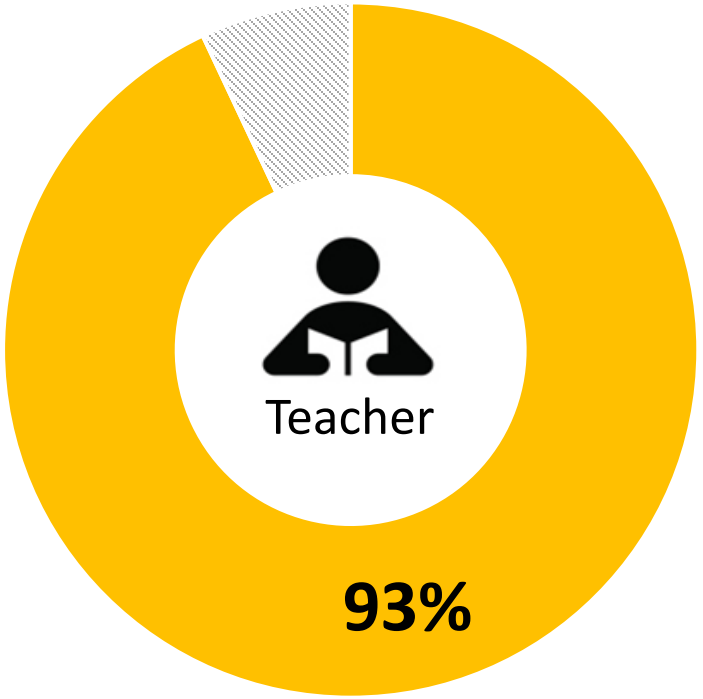
Interpersonal



% Total in Agreement



Student: My teachers are aware when I am struggling with my work.

Teacher: I am aware when any of my students are struggling or disengaged.

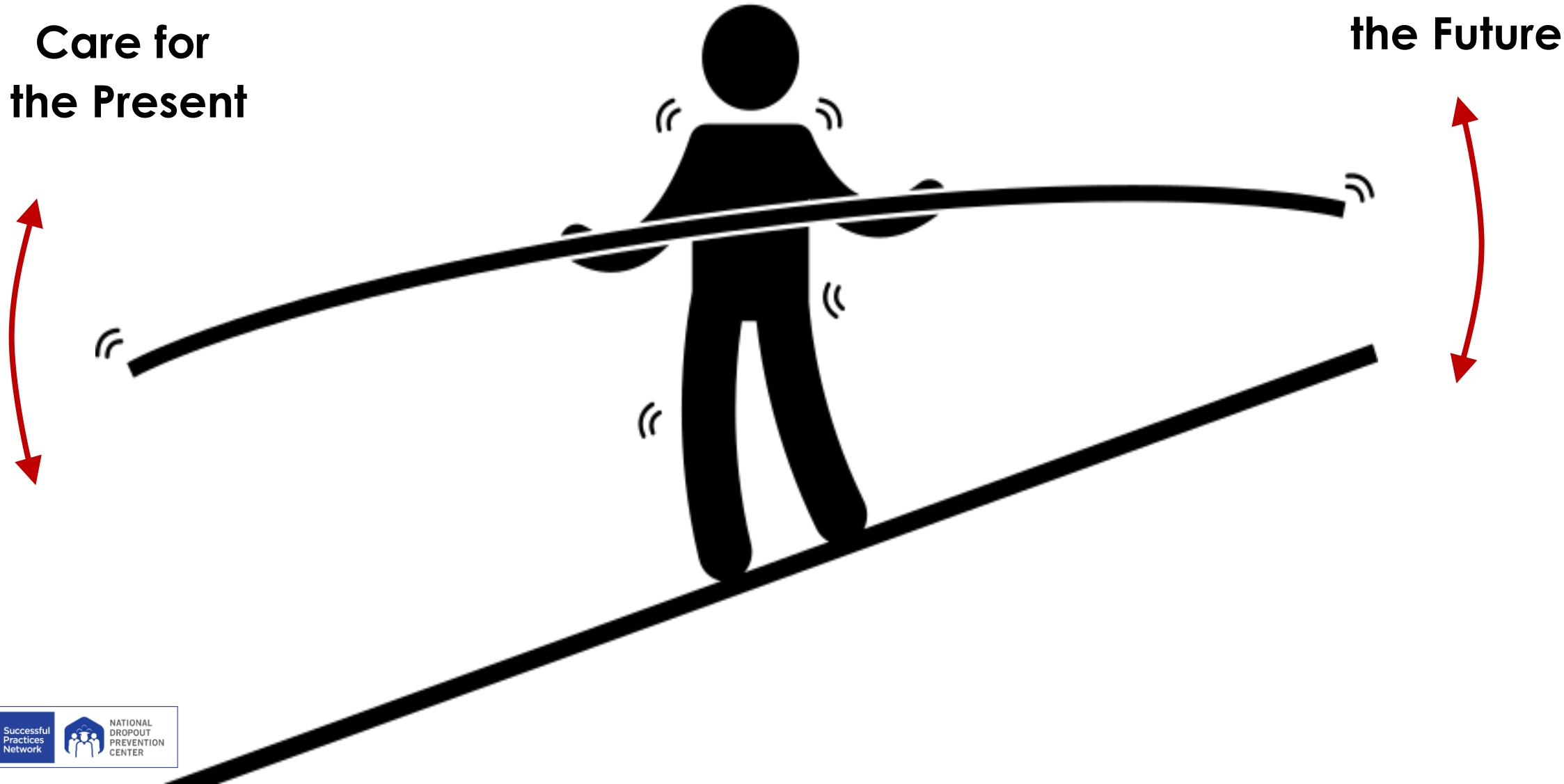
Discussion

Where are you on this Journey and where do you want to be in 2 years?

From Stabilizing to Transitioning the System

Care for
the Present

Enable
the Future



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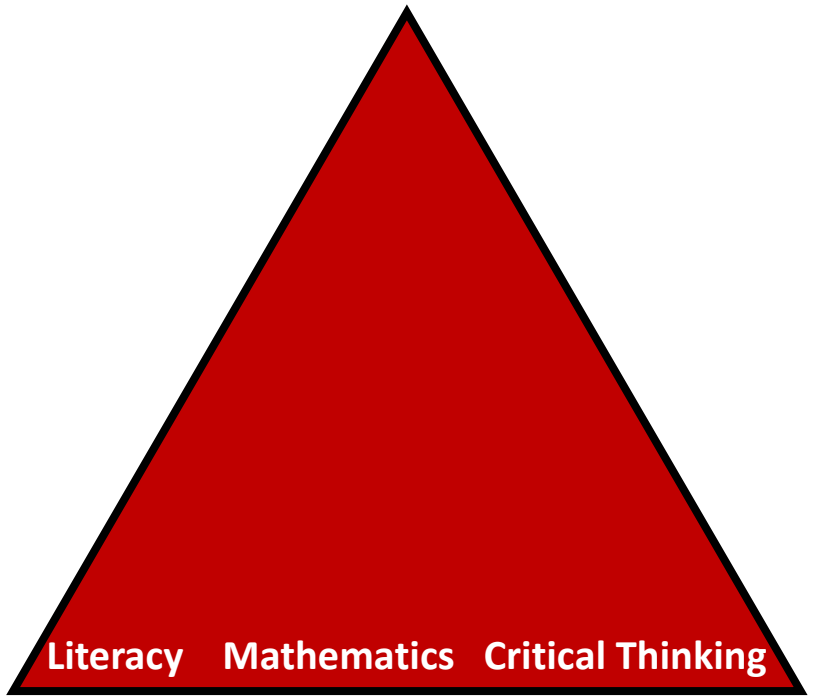
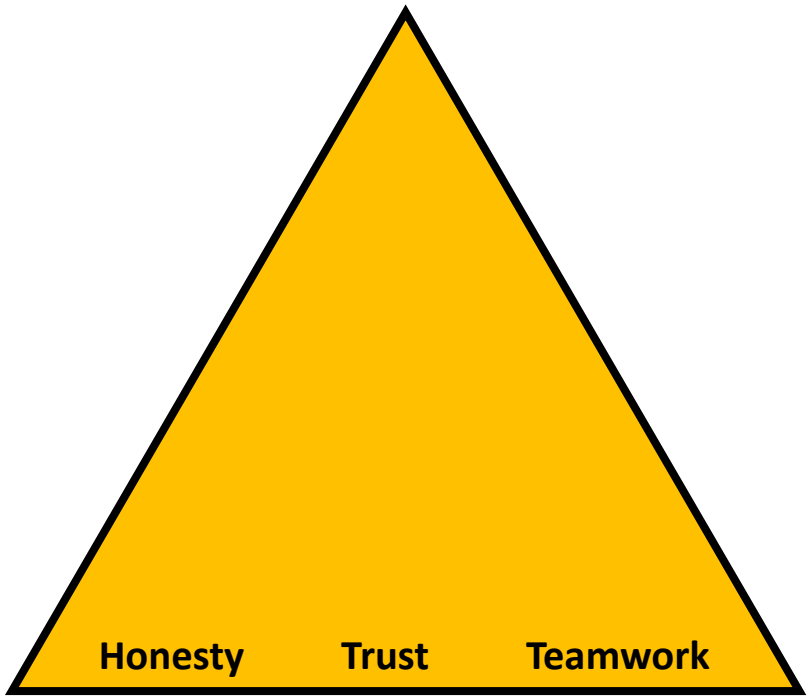
Transitioning to the Future

Caring for the present



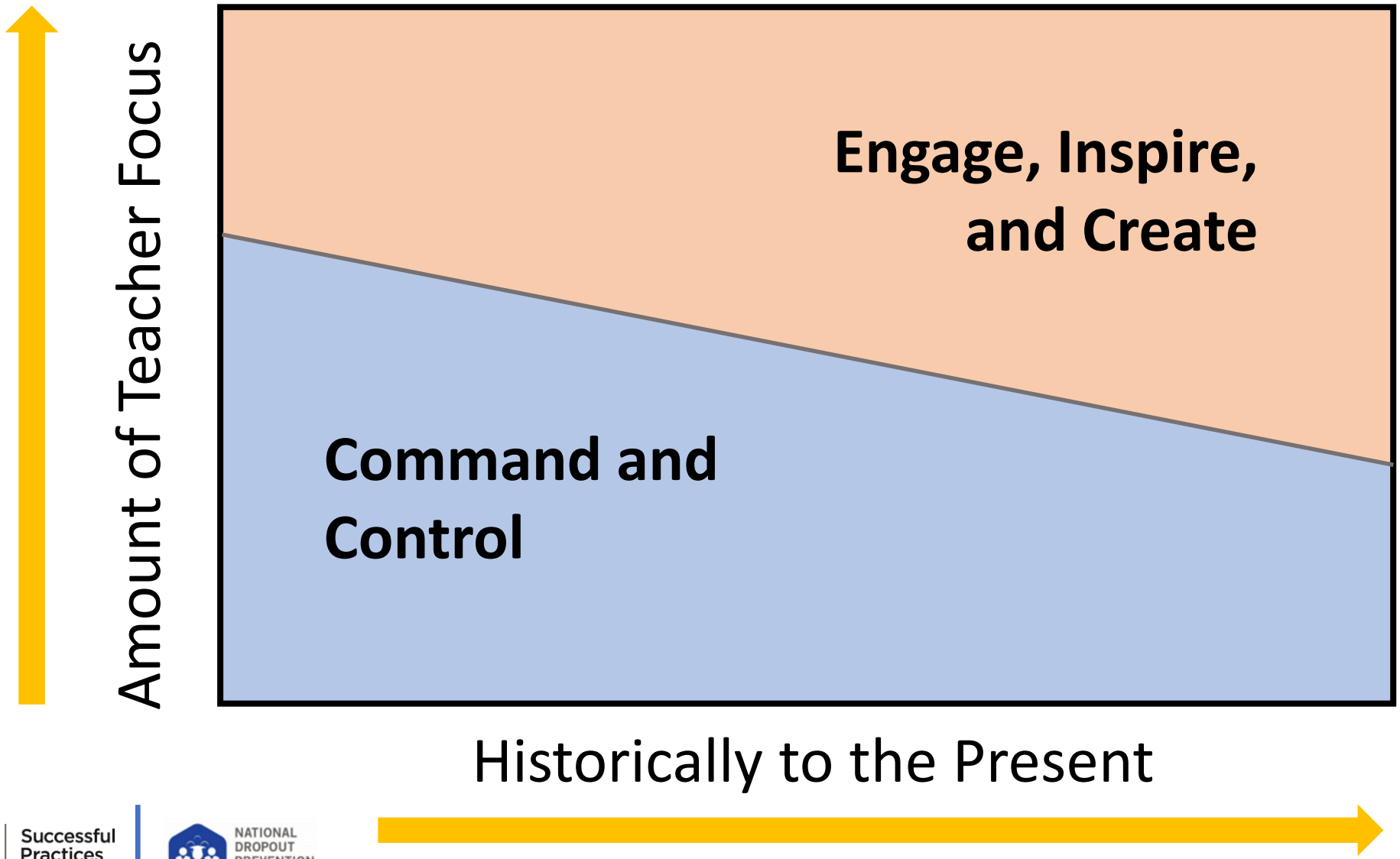
Cognitive & Academic



Interpersonal

Self-Leadership

A Shifting Environment



Transitioning to the Future

Caring for the present

Vision / Culture

Strategies to Build a Future Focused Culture

- Staff and board presentations
- Community forums
- Portraits of a Graduate
- Lead staff assignments
- Surveys

ChatGPT	GPT-4	GPT-5
• 500 Billion words • Based on a 2021 data base • Always learning and improving	• Based on up to the minute data base • 10 Trillion words • Pictures, graphs, charts, tables • DALL·E 2 - 650 Million images - Brushstroke style of Renaissance master vs. Enlightenment master	• Every video on the Internet • Embedded chips • Social media

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56 foundational skills that will help citizens thrive in the future of work.

56 DELTAS across 13 skill groups and four categories

SOURCE: Marco Dondi, Julia Klier, Frederic Panier, and Jorg Schubert; *Defining the skills citizens will need in the future world of work;* McKinsey & Company, June 2021

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Transitioning to the Future

We have …

- an **Instructional Design** Issue

We have …

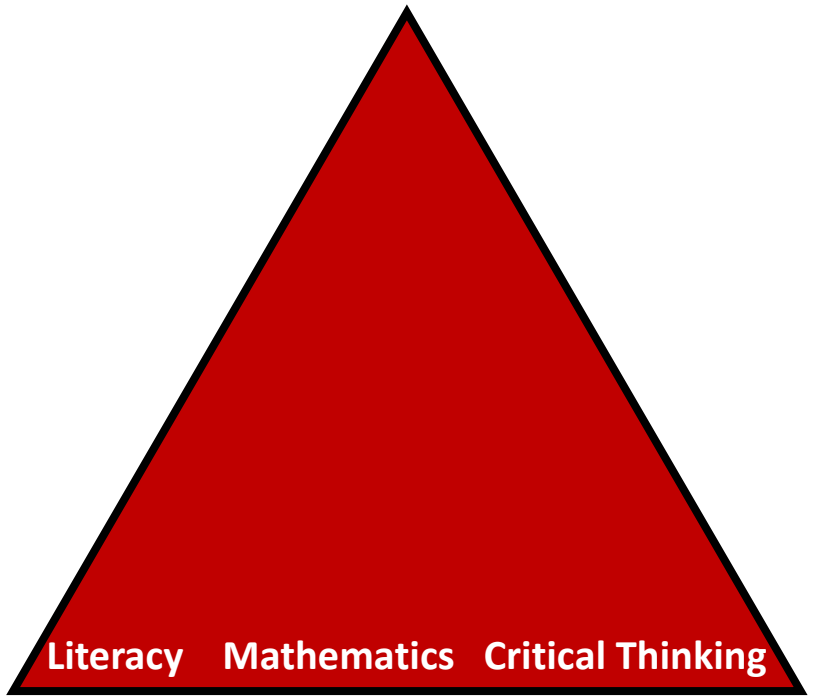
- an Instructional Design Issue
- a **Workforce Design** Issue

We have …

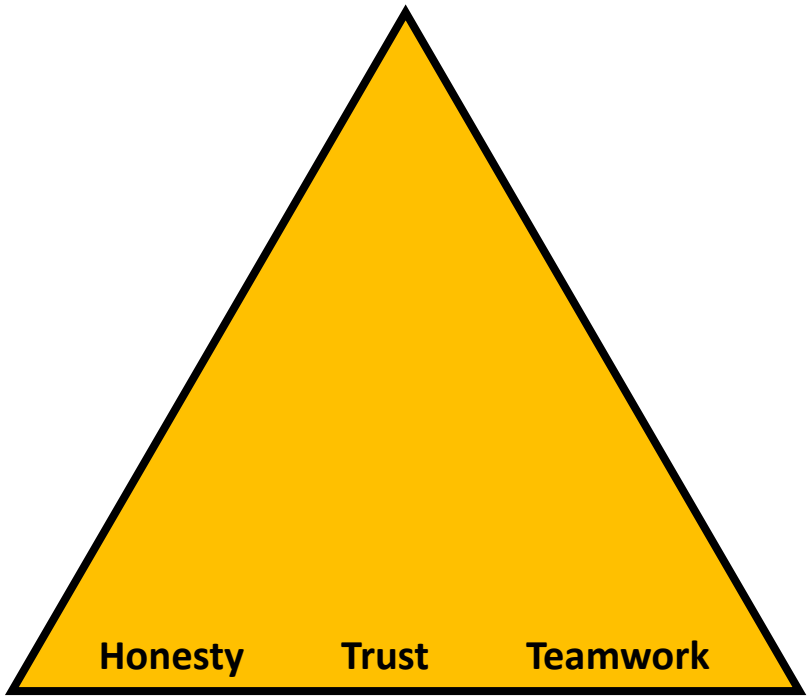
- an Instructional Design Issue
- a Workforce Design Issue
- a **Learning Space** Issue

We have …

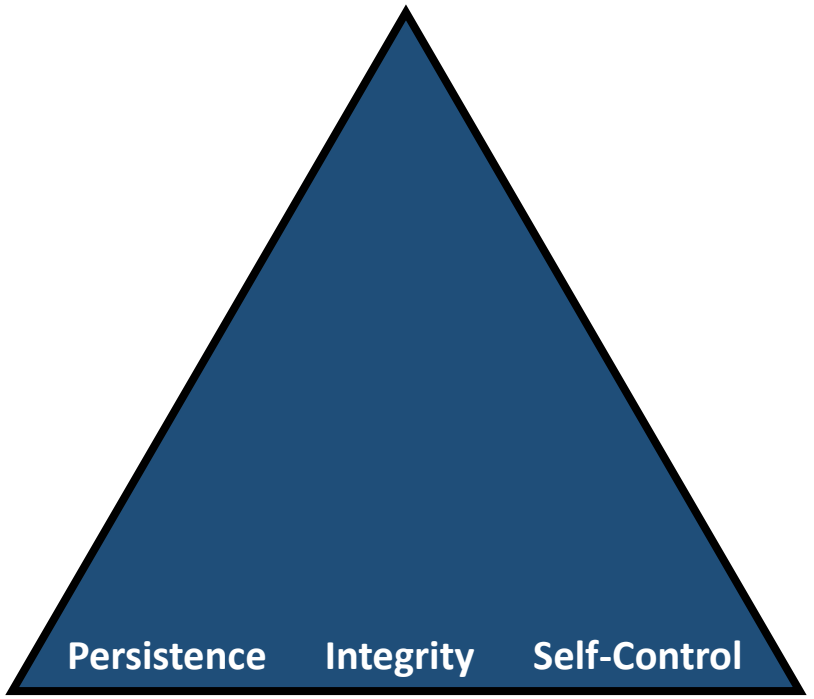
- an Instructional Design Issue
- a Workforce Design Issue
- a **Learning Space** Issue
- an Assessment Issue



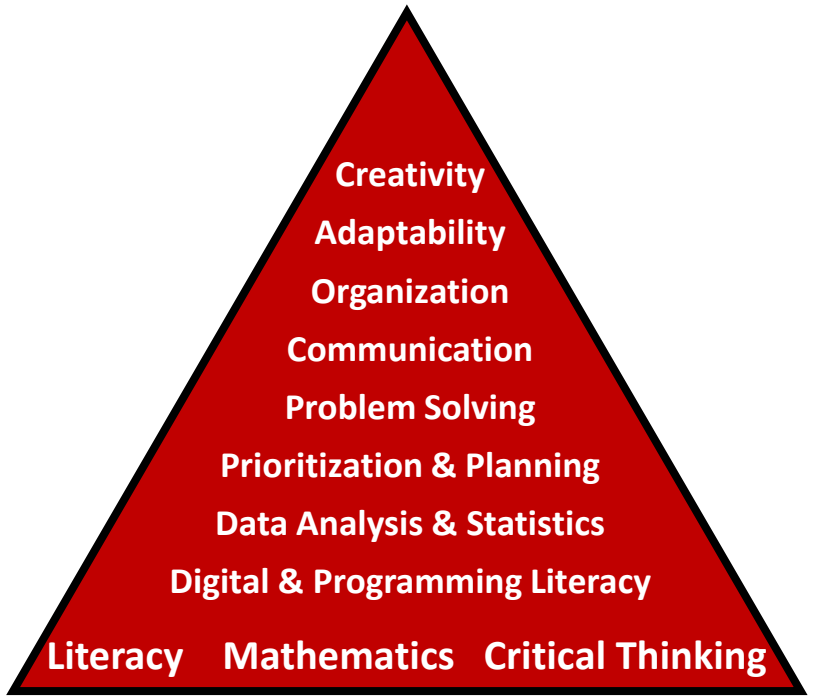
Cognitive & Academic



Interpersonal



Self-Leadership



Cognitive & Academic

Interpersonal

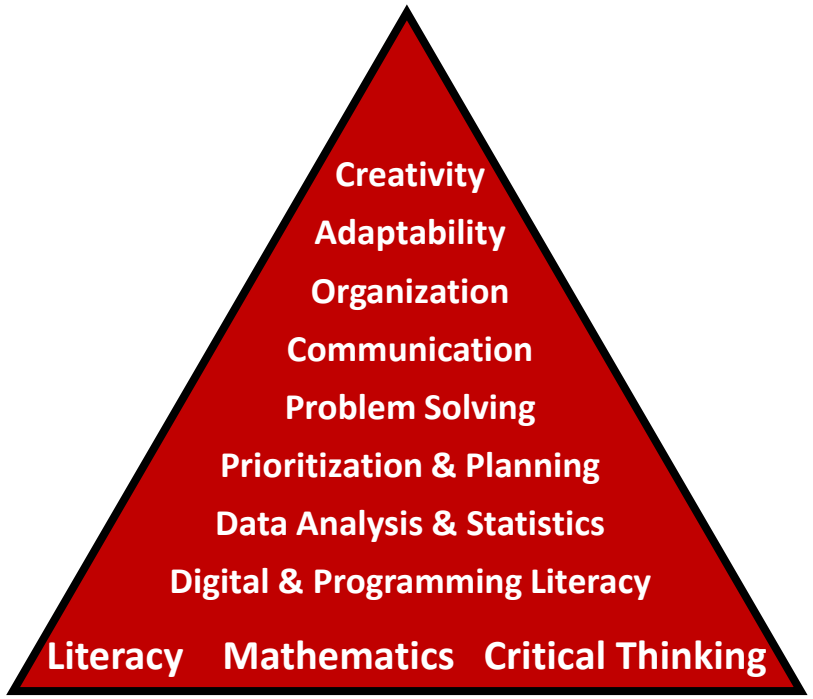
Self-Leadership

Transitioning to the Future

We need to rethink …

- What we teach

Shift from Content to Skills.



Cognitive & Academic

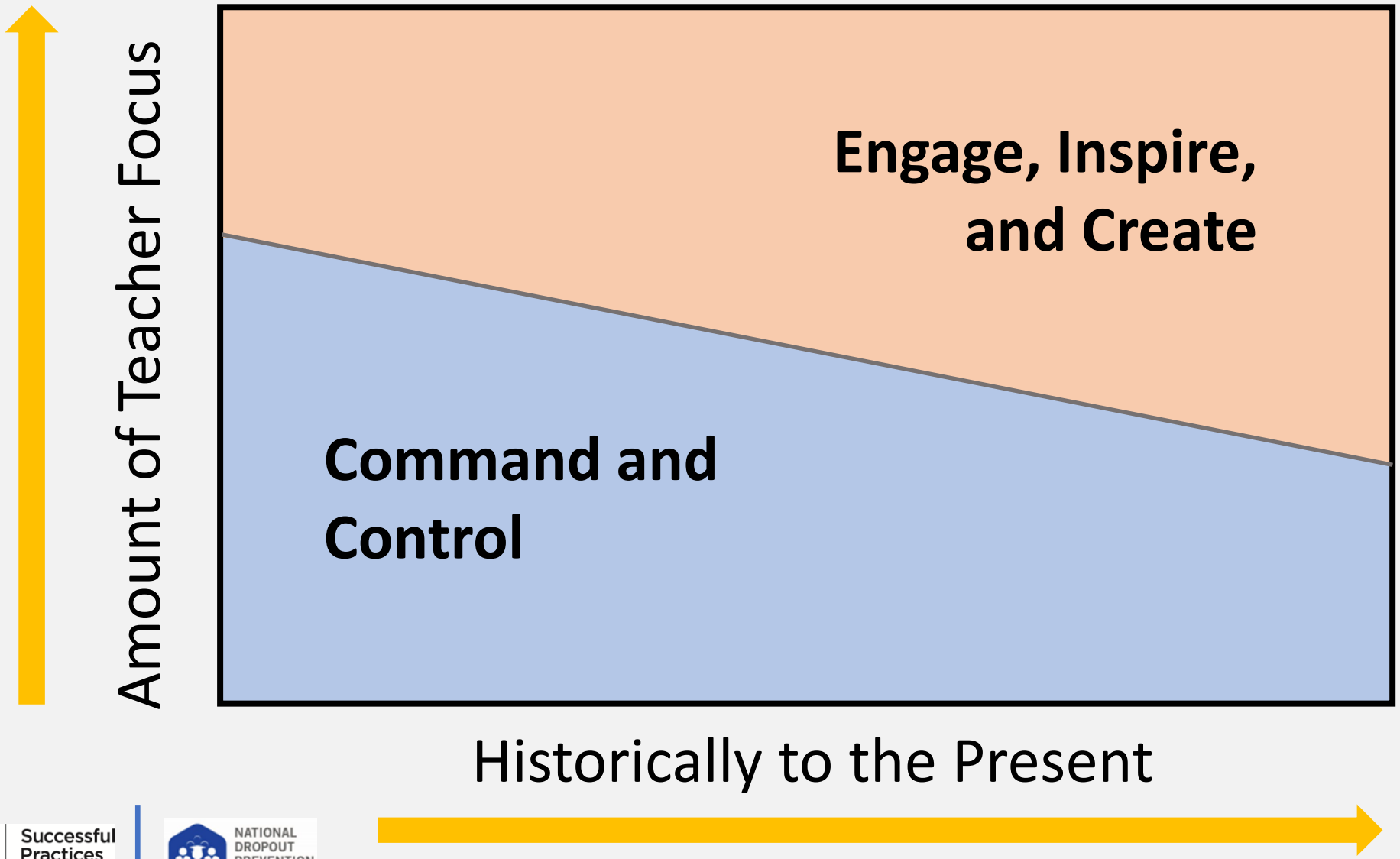
Interpersonal

Self-Leadership

We need to rethink …

- What we teach
- How we teach

A Shifting Environment



We need to rethink …

- What we teach
- How we teach
- How we assess students

Self-Leadership

Focus Areas

- **Persistence** – The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.
- **Integrity** – The ability to be moral and honest in planning and decision making, understand personal strengths and weaknesses, use fair judgment, feel responsibility for achieving an outcome.
- **Self-control** – The ability to be rational, control emotions and behaviors even in emotionally charged moments; have trust in one's abilities but seek and accept feedback from others to improve and achieve the goal.

SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Persistence The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.	**Curriculum:** Curriculum documents do not directly include building persistence, student goal setting, and challenging students.	**Curriculum:** Curriculum documents directly include building persistence, student goal setting, and challenging students in some disciplines, however it is not consistent in all areas.	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of students persisting toward clear goals. Lessons consistently include multiple steps for students and explicit strategies for problem solving	**Curriculum:** Curriculum documents in all disciplines explicitly detail the importance of students persisting toward clear goals. Lessons consistently include multiple steps for students and explicit strategies for problem solving and students setting their own goals and how to reach them.
	Instruction: Lessons are primarily teacher-directed; often not at grade-level standards. When asking questions, teachers do not consistently stay with students, which requires them to struggle.	**Instruction:** Lessons that challenge students with multistep problems and grade-level activities are not consistently implemented and often determined by who the teacher is. There is not a school/district requirement regarding students rewriting and resubmitting work.	**Instruction:** Teachers consistently challenge students with multistep activities and projects that challenge them; students are required to rewrite and resubmit work to demonstrate mastery.	**Instruction:** Teachers consistently challenge students with multistep activities and projects that challenge them; students are required to rewrite and resubmit work to demonstrate mastery. Students create their own plans for achieving their goals.

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SELF-LEADERSHIP

Focus Area	Beginning	Developing	Proficient	Future-Focused
Persistence The ability to move ahead despite obstacles, take risks, cope with challenges, demonstrate strength of character; the ability to continue ahead despite a delay in achieving success.	**Assessment:** Students are primarily evaluated on finding the correct answer. There is little evidence of students being encouraged to rewrite, redo, or resubmit their work. There is little evidence of students' self-assessment on meeting their goals.	**Assessment:** Student evaluation is primarily teacher-based. In some classes, student effort is assessed, and students are required to resubmit work, but there is not consistent evidence in all classes	**Assessment:** Students are evaluated on their problem-solving and effort, as well as the solution. Students assess themselves on how they have met their goals.	**Assessment:** Students are evaluated on their problem-solving and effort, as well as the solution. Students assess themselves on how they have met their goals, created their own timelines, and implemented feedback.
	Students need teacher direction to set and articulate clear goals and determine timelines and action steps to reach their goals; follow through on their action steps requires teacher reminders; struggle to accept constructive feedback seeing it as negative; must be directed to revise and resubmit work.	**Students** set goals for themselves, but struggle with timelines and action steps to reach them; follow through on their action steps requires teacher support; accept feedback from the teacher, but sometimes doesn't follow through with implementation of feedback. When required by the teacher, will revise and resubmit but doesn't usually take the initiative.	**Students** set and articulate clear goals and determine timelines and action steps to reach their goals; follow through on their action steps and accept constructive feedback; revise, rewrite, and redo work as necessary, based on feedback by teacher and peers; explore other options for achieving their goals when their first plan wasn't successful.	**Students** set and articulate clear goals with timelines and action steps to reach their goals. Goals reach beyond the classroom toward their future. Students desire constructive feedback on plans and action steps; are self-motivated to revise, rewrite, and redo based on feedback of teacher peers and their self-assessment; design options for achieving their goals when their first plan wasn't successful.

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Where are you on this Journey and where do you want to be in 2 years?

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