

A LONG RANGE PLAN



2009/2014

**Housatonic Valley
Regional High
School**

Long Range Planning Committee

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Housatonic Valley Regional High School
Core Values and Beliefs

The HVRHS community promotes personal and academic growth, as well as independence of thought and spirit for all its members, within a culture of respect, responsibility and safety.

The core values that support this statement include a commitment to 21st Century academic expectations which encourage all members to grow to their potential, accept and respect different learning styles, solve problems and think analytically, and communicate their ideas effectively.

Members of the school community are also expected to make ethical choices, demonstrate social and civic responsibility, and show pride and care for the school and its environment.

Executive Summary

Process Overview

Housatonic Valley Regional High School (HVRHS) located in Regional School District #1, serves the rural communities of Canaan, Cornwall, Kent, North Canaan, Salisbury, and Sharon. These communities have been sending their 9th-12th grade students to HVRHS since 1939, when it became New England's first regional high school.

In the fall of 2007 the Board of Education, faced with programming and funding challenges, embarked on a long range planning process by hiring a consultant and forming a committee comprised of local citizens, staff volunteers, and Board of Education members. The goal of this planning team was to develop a written guide defining a program of continuous improvement at Housatonic Valley Regional High School, one responsive to community concerns, the board's need for a longer range view at budget time, and the requirements of innovation and changes in curriculum and instruction.

The first phase of planning was a data collection process that included a community survey and public comments at forums in all six member towns. The committee studied existing school programs and mechanisms for curricular, program, and instructional changes. The recent Standards for Accreditation report from the New England Association of Schools and Colleges was reviewed. With this firm foundation of information, the planning team focused its efforts on everything significant enough to begin constructing a template for long-term systemic change. The critical areas of concern are:

- The need to identify, teach and assess essential 21st Century Skills that students will be required to master to live and work successfully in the 21st Century. An exploration of the meanings of the 21st Century Skills appears in Appendix B.
- The critical importance of challenging and engaging all learners in the educational process so that they will remain in school and graduate prepared to lead productive lives contributing to society.
- The requirement for better alignment, measurement, tracking, and reporting of the performances of all the major systems – human resources, financial resources, policy development, curriculum, instructional, professional development, teacher evaluation, data and assessment, leadership, communications, and facility management – that support the educational core values and beliefs of the school.
- The need to ensure that resource allocation decisions are made prudently and in a fashion that is aligned with expressed core values and beliefs.

With these findings identified, the Long Range Planning Team agreed on four measurable and observable goals with associated indicators of success. It is the team's understanding that these goals are all critical to the future success and health of HVRHS. Its members believe that a unique relationship and interdependence exists among the four goals. As the Long Range Planning Team began the process of mapping each of these goals, it soon recognized that success at some level in one area depended on success in others. They hope readers will recognize the many connections that exist among these foundational goals and also get a sense of how important it is for the school to succeed in pursuing all of these pathways over the next three to five years.

Goals

1. Agree on a set of core values and beliefs as well as a common academic, civic and social expectations for all learners, based on measurable 21st Century Skills.
2. Engage all students in relevant and rigorous work across all disciplines and courses.
3. Align major systems – human resources, financial resources, policy development, curriculum, instructional, professional development, teacher evaluation, data and assessment, leadership, communications, and facility management – with long-term school goals.
4. Align resource allocation with core values and beliefs as well as common academic, civic and social expectations for all learners.

Goals, Indicators and Implementation Guidance

GOAL 1: Agree on a set of core values and beliefs as well as a common academic, civic and social expectations for all learners, based on measurable 21st Century Skills.

Indicators of Success:

- A. The representative HVRHS community agrees upon core values and beliefs as well as a common academic, civic and social expectations for all learners.
- B. There is consensus among the HVRHS community on the meaning and intent of 21st Century Skills as they relate to school, work, the global economy, and citizenship.
- C. There is evidence of identified 21st Century Skills throughout all curricular and instructional practices.
- D. Valid and reliable assessments reflect teachers' high expectations for all learners, resulting in qualitative and quantitative data that demonstrate the attainment of stated skills and student progress.

Goal 1 / Indicator A: The representative HVRHS community agrees upon core values and beliefs as well as common academic, civic and social expectations for all learners.

Initial State	Beginning	Progressing	Accomplishing
The faculty has progressed beyond the above three stages.			<ul style="list-style-type: none"> • This goal was accomplished in 2009.

Goal 1 / Indicator B: There is consensus among the HVRHS community on the meaning and intent of 21st Century Skills as they relate to school, work, the global economy, and citizenship.

Initial State	Beginning	Progressing	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 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 21st Century Skills. 	<ul style="list-style-type: none"> ▪ 21st Century Skills are reviewed and discussed. 	<ul style="list-style-type: none"> ▪ Teachers are familiar with 21st Century Skills and discuss their integration into the curriculum. 	<ul style="list-style-type: none"> ▪ Most members of the community are familiar with 21st Century Skills.

Goal 1 / Indicator C: There is evidence of identified 21st Century Skills throughout all curricular and instructional practices.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> There is minimal common understanding of and agreement on best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is an emerging common understanding and agreement of best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is wide-spread alignment on the best practices for teaching 21st Century Skills. 	<ul style="list-style-type: none"> There is school-wide alignment on the best practices for teaching 21st Century Skills.
<ul style="list-style-type: none"> Few curricula identify specific 21st Century Skills. 	<ul style="list-style-type: none"> Some curricula identify specific 21st Century Skills. 	<ul style="list-style-type: none"> Curricula integrates 21st Century Skills across content areas and grade levels. 	<ul style="list-style-type: none"> All curricula integrates 21st Century Skills across content areas and grade levels.

Goal 1 / Indicator D: Valid and reliable assessments reflect teachers’ high expectations for all learners resulting in qualitative and quantitative data that demonstrate the attainment of stated skills and student progress.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> Systems are either limited or lacking for the assessment of 21st Century Skills. 	<ul style="list-style-type: none"> Systems are designed for the assessment of 21st Century Skills. 	<ul style="list-style-type: none"> A school-wide system is being implemented to specifically and reliably assess and analyze the application of 21st Century Skills. 	<ul style="list-style-type: none"> A school-wide system is in place to specifically and reliably assess and analyze the application of critical thinking skills.
<ul style="list-style-type: none"> Limited coordination exists among systems for data collection to assess and analyze the application of 21st Century Skills. 	<ul style="list-style-type: none"> Coordination is improving among existing systems for data collection to assess and analyze the application of 21st Century Skills. 	<ul style="list-style-type: none"> A “dashboard” to measure system-wide competency of 21st Century essential skills is being developed. A system is being implemented to respond to trends in 21st Century Skills performance. (A simple graphical presentation of diverse data that can be used to illustrate information quickly.) 	<ul style="list-style-type: none"> There is a “dashboard” to measure system-wide competency of 21st Century Skills. There is a system in place to respond to trends in critical thinking skills, commitment, preparedness and focus over time. The data demonstrates the steady progress of all students toward the attainment of 21st Century Skills.

GOAL 2: Engage all students in relevant and rigorous work across all disciplines and courses.

Indicators of Success:

- A. Identify, agree upon and track measurable indicators of engagement, relevance and higher order thinking skills for all students.
- B. Develop teacher evaluation, supervision, curriculum, and professional development processes that focus on engagement, relevance, rigor, and student-teacher relationships over the long-term.
- C. All students independently use appropriate tools, such as digital and other research resources, for learning in the 21st Century.
- D. Individual student talents, needs and interests guide the development of each student’s personal academic plan.

Goal 2 / Indicator A: Identify, agree upon and track measurable indicators of engagement, relevance and higher order thinking skills for all students.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> ▪ While people generally agree that it is important, there is a limited shared definition of student engagement, relevance and higher order thinking, what their value is; and how to measure them. 	<ul style="list-style-type: none"> ▪ Staff begins to share a definition of student engagement, relevance and higher order thinking and can articulate their value. There is a growing interest in measuring and improving their occurrence. 	<ul style="list-style-type: none"> ▪ There is a commonly shared definition of student engagement, relevance and higher order thinking. Their value is articulated and there is research and pilot testing regarding possible measurement processes. 	<ul style="list-style-type: none"> ▪ There is a commonly shared definition of student engagement, relevance and higher order thinking. Their value is articulated, and effective data collection and analysis mechanisms are in place, driving improvement in these areas.
<p>The faculty has progressed beyond the initial state.</p>	<ul style="list-style-type: none"> ▪ Content at all academic levels may be relevant or connected to student lives, may be applied in real world applications and may be dependent on teacher interest. 	<ul style="list-style-type: none"> ▪ More often content at all academic levels is sometimes relevant or connected to student lives and is sometimes applied in real world applications. 	<ul style="list-style-type: none"> ▪ Content at all academic levels is relevant and connected to student lives and interpreted and applied in real world applications.
<ul style="list-style-type: none"> ▪ Systems are either limited or lacking for the assessment of 21st Century Skills. 	<ul style="list-style-type: none"> ▪ Systems are designed for the assessment of 21st Century Skills. 	<ul style="list-style-type: none"> ▪ A school-wide system is being implemented to specifically and reliably assess and analyze the application of 21st Century Skills. 	<ul style="list-style-type: none"> ▪ A school-wide system is in place to specifically and reliably assess and analyze the application of critical thinking skills.

Goal 2 / Indicator B: Develop teacher evaluation, supervision, curriculum, and professional development processes, that focus on engagement, relevance, rigor, and student-teacher relationships over the long-term.

Initial State	Beginning	Progressing	Accomplishing
<p>The faculty has progressed beyond the initial and beginning stages.</p>		<ul style="list-style-type: none"> ■ There is some consistent evidence that curriculum implementation is as designed and intended. 	<ul style="list-style-type: none"> ■ There is abundant evidence that curriculum implementation is as designed and intended, and there is close alignment between articulated and taught curriculum.
	<ul style="list-style-type: none"> ■ Some curricular areas are not articulated and teachers must decide what to do and what to leave out without knowing what others are doing. 	<ul style="list-style-type: none"> ■ There is more articulation in recently reviewed curricular areas but teachers still must decide what to do and what to leave out without knowing what others are doing. 	<ul style="list-style-type: none"> ■ Engagement, relevance, rigor and relationships are articulated at most levels and most of the curriculum is taught as designed.
<ul style="list-style-type: none"> ■ Some curriculum is not digital in format, web-enabled, frequently reviewed, updated or accessible to all staff, students and parents at all times. 	<ul style="list-style-type: none"> ■ More curriculum is digital in format, web-enabled, frequently reviewed, updated and accessible to all staff, students and parents at all times. 	<ul style="list-style-type: none"> ■ Most curriculum is digital in format, web-enabled, frequently reviewed, updated and accessible to all staff, students and parents at all times. 	<ul style="list-style-type: none"> ■ Curriculum is digital in format, web-enabled, frequently reviewed, updated and accessible to all staff, students and parents at all times.
<p>The faculty has progressed beyond the initial stage.</p>	<ul style="list-style-type: none"> ■ There is some agreement on goals in some subjects, and developing common language and standards for benchmarks and assessment areas. 	<ul style="list-style-type: none"> ■ Some agreement in goals in all subjects, some benchmarks, language and standards are leading to the emergence of shared local assessments. 	<ul style="list-style-type: none"> ■ Common agreement on goals and outcomes lead to developmental benchmarks and guidelines that are used to track progress towards goals.
<ul style="list-style-type: none"> ■ Major systems are managed separately with coincidental alignment. 	<ul style="list-style-type: none"> ■ There is a shared dialogue between the major systems and the indicators of success. The dialogue includes the need for alignment around the key goals of engagement, relevance, rigor, and relationships. 	<ul style="list-style-type: none"> ■ There is a shared understanding between the major systems and the indicators of success. There is progress toward the alignment of the key goals of engagement, relevance, rigor, and relationships. 	<ul style="list-style-type: none"> ■ There is a shared understanding between the major systems and the indicators of success. There is continuous and steady progress in performance of the key goals of engagement, relevance, rigor, and relationships.

Goal 2 / Indicator C: Independently use appropriate tools, such as digital and other research resources, for learning in the 21st century.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> ▪ Teachers assign Internet text readings or video viewings in which students may complete a problem-solving process with intermittent processing or questioning or involvement of the student. 	<ul style="list-style-type: none"> ▪ Teachers ask some higher order questions that seek broad answers. Students are able to manipulate some of the technology problem-solving equipment like probes or graphing calculators. 	<ul style="list-style-type: none"> ▪ While students may use technology to create displays of information and analysis, they still depend on processes initiated and directed by the teacher when engaging in problem-solving. When guided, students can usually graph or create their own visual displays to help explain their own conclusions, paraphrase that of others, and test parts of their ideas against provided criteria, rubrics and models. 	<ul style="list-style-type: none"> ▪ While problem-solving, students routinely and without prompting take the initiative to use technology to graph, analyze data, present explanations of their own conclusions and paraphrase that of others' to formulate alternative ways to solve problems, demonstrate how conditions could be replicated, test their ideas against criteria, rubrics and models of their own creation, create outputs that are exemplary as judged by the criteria/ rubrics/models.
<ul style="list-style-type: none"> ▪ Without sustained adult intervention, most work processes would not occur. 	<ul style="list-style-type: none"> ▪ Most work processes are completed with minor adult intervention or guidance. 	<ul style="list-style-type: none"> ▪ Most works processes are completed without adult intervention. Students may seek information, but do so on their own initiative. 	<ul style="list-style-type: none"> ▪ Most work processes are completed without adult intervention and are clearly above common expectations for the task at hand. Students seek information and feedback, but do so on their own initiative.
<ul style="list-style-type: none"> ▪ Students are infrequently expected to use thinking and problem-solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems and think critically, creatively and systematically. 	<ul style="list-style-type: none"> ▪ Students are occasionally expected to use thinking and problem-solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems and think critically, creatively and systematically. 	<ul style="list-style-type: none"> ▪ Students consistently use thinking and problem-solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems, and think critically, creatively and systematically. 	<ul style="list-style-type: none"> ▪ Students consistently and independently systemically use thinking and problem-solving tools (such as spreadsheets, decision support, design tools) to manage complexity, solve problems and think critically, creatively and systematically in a variety of contexts for a variety of purposes.

Goal 2 / Indicator D: Individual student talents, needs and interests guide the development of each student’s personal academic plan.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> ▪ Teachers plan for most classes in a traditional manner. 	<ul style="list-style-type: none"> ▪ There is an exploration of best practices related to differentiation based on learning exceptionalities. ▪ School staff research individual learning plans for the general school population. 	<ul style="list-style-type: none"> ▪ Pilot projects explore various grouping and assessment strategies according to student learning exceptionalities and personal needs/interests. ▪ Individualized learning plans are piloted with a general education group. 	<ul style="list-style-type: none"> ▪ All teachers demonstrate commitment to various grouping and assessment strategies according to student learning exceptionalities and personal needs/interests. ▪ All students have a personal academic success plan.
<ul style="list-style-type: none"> ▪ Data are used to recommend student placement. 	<ul style="list-style-type: none"> ▪ Teachers explore the use of data as an improvement tool. 	<ul style="list-style-type: none"> ▪ Data collection and analysis is focused on needs – closing achievement gaps, reducing failure and raising performance. 	<ul style="list-style-type: none"> ▪ Data are used to serve individual children’s needs and help them obtain success and meet high standards of performance.

GOAL 3: Alignment of major systems with policies, programs and long-term school goals.

Indicators of Success:

- A. There is evidence of increased integration of major systems - human resources, financial resources, curriculum, instructional, professional development, teacher evaluation, data and assessment, leadership, communications, and facility management - with stated 21st Century Skills.
- B. Students, parents and interested parties have access to critical school/district events and data through multiple sources, such as radio broadcasts, print media, television, and the Internet, and use them to create engagement and accountability for all parties.

Goal 3 / Indicator A: There is evidence of increased integration of major systems (curriculum, instructional strategies, professional development, teacher evaluation, data and assessment, leadership, communications, budgeting) with stated 21st Century goals for learning.

Initial State	Beginning	Progressing	Accomplishing
The faculty has progressed beyond the initial state.	<ul style="list-style-type: none"> ■ While there may be a systemic school plan and coherent vision for the future, constituent understanding of the plan is uneven. 	<ul style="list-style-type: none"> ■ There is a systemic school plan and coherent vision for the future, and constituent understanding of the plan is progressing. 	<ul style="list-style-type: none"> ■ There is a systemic school plan and coherent vision for the future, and constituent understanding of the plan is substantial.
The faculty has progressed beyond the initial state.	The faculty has progressed beyond the beginning state.	<ul style="list-style-type: none"> ■ Programs and initiatives are thoughtfully recommended, and there is an attempt to integrate and build a rationale for why they are being implemented. 	<ul style="list-style-type: none"> ■ Programs and initiatives are thoughtfully recommended and always accompanied by a well-articulated and communicated rationale for how they will be integrated and why they are being implemented.
The faculty has progressed beyond the initial state.	<ul style="list-style-type: none"> ■ 21st Century goals for learning are the articulated rationale for goals and connections between major systems that support the school's performance. 	<ul style="list-style-type: none"> ■ 21st Century goals for learning are the articulated rationale for goals and connections between major systems that support the school's performance, and there are attempts to coordinate these systems. 	<ul style="list-style-type: none"> ■ There is evidence of increased integration of major systems (curriculum, instructional strategies, professional development, teacher evaluation, data and assessment, leadership, communications, budgeting) with stated 21st Century goals for learning.

Goal 3 / Indicator B: Students, parents and interested parties have access to critical school district events and data through multiple sources and use them to create engagement and accountability for all parties.

Initial State	Beginning	Progressing	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"> ▪ School websites are current ▪ The website is user friendly/makes the information more comprehensive. ▪ Communication strategies are successful. ▪ Engagement of the school community increases constituent support of school and community. ▪ An increased number of constituents have the information they need to be successful participants.
<ul style="list-style-type: none"> ▪ Hard copies of academic progress are provided to parents periodically. 	<ul style="list-style-type: none"> ▪ Some online information is available. 	<ul style="list-style-type: none"> ▪ Most online information is available. 	<ul style="list-style-type: none"> ▪ Current real time online student grade information is available.

GOAL 4: Align resource allocation with core values and beliefs as well as common academic, civic and social expectations for all learners.

Indicators of Success:

- A. Programs and initiatives are evaluated for funding based on demonstrated ability to contribute qualitatively and quantitatively to goals.
- B. Resource allocation decisions are based consistently on *priority criteria* associated with the stated goals of the school.

Goal 4 / Indicator A: Programs and initiatives are evaluated for funding based on demonstrated ability to contribute qualitatively and quantitatively to goals.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> ▪ Program and initiative decisions are based primarily on annual presentations with developing priorities throughout the budgeting process. 	<ul style="list-style-type: none"> ▪ Administration builds a framework for programming and budgeting decision-making. This framework includes criteria for: <ul style="list-style-type: none"> • alignment with priority goals for learning • number of students impacted • efficient utilization of staffing • probable depth of impact of the program on performance • potential alternatives • adherence to current board policies (class size guidance, etc.) 	<ul style="list-style-type: none"> ▪ Administration applies the decision-making framework to evaluate existing programs and initiatives to determine their long-term viability. ▪ Prospective programs or initiatives are reviewed through this process prior to their introduction. ▪ Board discussions focus on the objective criteria and the value return. 	<ul style="list-style-type: none"> ▪ Due to the transparency of the board's budget and decision-making process, community support will be evident in the successful passing of the budget.

Goal 4 / Indicator B: Resource allocation decisions are based consistently on priority criteria associated with the stated goals of the school.

Initial State	Beginning	Progressing	Accomplishing
<ul style="list-style-type: none"> ▪ Board and budget decisions are based primarily on past practice. 	<ul style="list-style-type: none"> ▪ The board begins a dialogue to define its priority criteria based on the school's academic, civic and social goals. 	<ul style="list-style-type: none"> ▪ The board begins to use its defined priority criteria to create the budget. 	<ul style="list-style-type: none"> ▪ Board consistently implements priority criteria in allocating resources.

**Appendix A
Housatonic Valley Regional High School
Falls Village, Connecticut**

**SAMPLE
ACTION PLANNING WORKSHEET**

EACH GOAL WILL HAVE ACTION PLANS FOR EACH INDICATOR OF SUCCESS. YOU WILL FIND ATTACHED AN EXAMPLE OF ONE ACTION PLAN. THE ACTION PLANS WILL BE DEVELOPED BY THE FACULTY, ADMINISTRATION AND BOARD OF EDUCATION. A COPY OF THE ENTIRE LONG RANGE PLAN DOCUMENT MAY BE FOUND AT: www.region1schools.org.

GOAL STATEMENT: Agree on a set of core values and beliefs as well as common academic civic and social expectations for all learners based on measurable 21st Century Skills.

Improvement Objective: To obtain consensus among HVRHS community on the meaning & intent of 21st Century Skills as they relate to school work, the global economy and citizenship through internal and external meetings.

	Tasks <i>What is going to be done?</i>	Responsibilities <i>Who is going to do it?</i>	Timeline <i>When is it going to be completed?</i>	Evidence of Success <i>How do we know we succeeded?</i>
1.	Introduction of Long Range Plan Goals 1 & 2 / Overview of 21 st Century Skills	Asst. Superintendent, Superintendent & Consultant	Nov. 09-2010	Formal presentation
2.	Research and facilitate a shared understanding of the intent of the 21 st Century Skills as related to the Long Range Plan.	Department Chair Leaders & Faculty	Dec. / Jan.	Feedback from Dept. Chairs/meeting minutes
3.	Survey faculty to ascertain knowledge and understanding of 21 st Century Skills.	Asst. Superintendent & Faculty	Dec. / Jan.	Survey results
4.	Distribute existing information of 21 st Century Skills to all faculty and staff (this includes copies of the lists from NCREL/engage, ISTE/NETS, the Partnership for 21 st Century Skills, and Costa's synthesis of the list (along with measurable outcomes – see Appendix B)	Principal		
5.	To develop an understanding of the overall goal and rationale for 21 st Century Skills and identify characteristics that faculty believe to be most valued for student achievement at HVRHS	Principal & Asst. Superintendent	Dec. / Jan.	Presentation outside expert
6.	Facilitate a discussion of the samples of 21 st Century Skills within their departments to clarify questions or misunderstandings (What the skill looks like in the classroom...)	Dept. Chair Leaders & Faculty	Jan. / Feb.	Minutes of meeting/questions
7.	“Bird walk” through the chart paper lists to determine common areas and provide opportunity for feedback to departments. (Dept. Chairs present collective beliefs... sharing with whole staff)	Principal, Asst. Superintendent & Dept. Chairs	Feb.	Feedback collected & shared at faculty council
8.	Consensus list of skills with departmental interpretations of what the skills will look like in the classroom (Final list of skills created based on the chart paper and subsequent comments and consensus).	Dept. Chairs & Faculty	March	Consensus list from each dept. to faculty council
9.	Discuss, clarify and reach consensus on the lists, determine strategies to make the language of the 21 st Century Skills a common language across the HVRHS community	Dept. Chair Leaders, Principal & Faculty	March	Consensus list of 21 st Century Skill back to whole faculty
10.	Determine supporting professional development for integration of the 21 st Century Skills in classroom instruction that will continue to improve student achievement at HVRHS by using the pre survey as a post survey demonstrating a common understanding with faculty & administration.	Principal, Dept. Chair Leaders, Professional Development Committee Representatives & Faculty	April	Professional Development needs shared with Committee

	Tasks <i>What is going to be done?</i>	Responsibilities <i>Who is going to do it?</i>	Timeline <i>When is it going to be completed?</i>	Evidence of Success <i>How do we know we succeeded?</i>
11.	Presentation of agreed upon and understood 21 st Century Skills to internal & external constituents to include: Professional Development Committee, Curriculum Council, Middle School/High School team meetings, & parent organizations, Business Partners, Alumni, BOE etc. to promote/support a shared vision and commitment to 21 st Century Skills.	Principal, Asst. Superintendent & Faculty	May/June	Recorded presentation to each group of final consensus of 21 st Century Skills with report back to the LRP
12.	As part of curricula development a template will be created to support the integration of 21 st Century Skills for all authors of curricula. (This will be addressed in detail in the curriculum action plan.)	Asst. Superintendent, Curriculum Council & Faculty	May	Template developed for summer work
13.	An informal and formal data sheet will be created to support and encourage faculty/administrators to utilize 21 st Century Skill on a daily and routine basis. Consistent adherence to the implementation of 21 st Century Skills and instructional strategies will be incorporated into goal setting and supervision plan.	Asst. Superintendent, Principals & Professional Development Committee	April/June	Format to be presented in the August Administrative Meeting

Leadership Team Systems /Structures in Place: Curriculum, Professional Development and Supervision

Leadership teams with clear purpose must be in place. Curriculum integrated with 21st Century Skills identified and supporting professional development needs based on teacher feedback.

Challenges and Factors or Elements Beyond Our Control

Time

Impact on Financial Resources

Possible need to hire assistance to provide outside expertise for professional development on 21st Century Skills.

Appendix B

EDUCATION CONNECTION 21st Century Skills Crosswalk

** This document was produced by Jonathan Costa reflecting three institutions' understanding of 21st Century Skills.
The right hand column is a consensus of the three groups. See the footnotes located on page 26. **

- *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>	<ul style="list-style-type: none"> Evaluate, locate, synthesize, and use information effectively and accomplish these functions using technology. 	<ul style="list-style-type: none"> Plan strategies to guide inquiry. Select sources and digital tools based on the appropriateness of specific tasks. 	<ul style="list-style-type: none"> Access, evaluate, and use information actively and creatively. Use technology as a tool to research, organize and evaluate – function in a knowledge economy 	1. <u>Use real-world digital and other research tools to access, evaluate and effectively apply information appropriate for authentic tasks.</u>
	<ul style="list-style-type: none"> Can use technology to efficiently and effectively to achieve specific goals. 	<ul style="list-style-type: none"> Locate, organize, analyze, evaluate, synthesize - use from a variety of sources. 	<ul style="list-style-type: none"> Use appropriate tools for the problem at hand. 	
	<ul style="list-style-type: none"> Use real-world tools (hardware, software, networking, and peripheral devices) in real-world days. 	<ul style="list-style-type: none"> Demonstrate a sound understanding of technology concepts, systems and operations. 	<ul style="list-style-type: none"> Use digital technology and communications tools appropriately. 	
		<ul style="list-style-type: none"> Troubleshoot systems and applications. 	<ul style="list-style-type: none"> Understand how media messages are constructed and for what purposes. 	
		<ul style="list-style-type: none"> Transfer current knowledge to new technologies. 	<ul style="list-style-type: none"> Understand how media can be interpreted differently, how values are included or excluded, and how it can influence beliefs and behaviors. 	
<ul style="list-style-type: none"> Ethically use information. 	<ul style="list-style-type: none"> Fundamental understanding of the ethical and legal issues related to information use. 			

Domain	NCREL/ enGauge	ISTE/ NETS	21 st Century Skills Partnership	Consensus Alignment <i>Six Among Equals</i>
<i>Learning and Innovation Skills</i>	<ul style="list-style-type: none"> • Teaming and collaboration to create, solve problems and master content. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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>
	<ul style="list-style-type: none"> • Read and manage their own and others emotions, motivations and behaviors. 		<ul style="list-style-type: none"> • Assume shared responsibility for collaborative work. 	
	<ul style="list-style-type: none"> • Generate meaning using a range of contemporary tools, transmissions and processes. 	<ul style="list-style-type: none"> • Communicate information and ideas effectively to multiple audiences. 	<ul style="list-style-type: none"> • Articulate thoughts and ideas clearly and effectively through speaking and writing. • Develop, implement and communicate new ideas. 	
	<ul style="list-style-type: none"> • Desire to know, a spark of interest that leads to inquiry. • Set goals, plan, and independently manage and assess the quality of learning. 	<ul style="list-style-type: none"> • Personal responsibility for life-long learning. 	<ul style="list-style-type: none"> • Demonstrate commitment to learning as a lifelong process. • Monitor own understanding and learning needs. • Go beyond to explore and expand own learning. 	
	<ul style="list-style-type: none"> • Bring work into existence that is original (personally or culturally). 	<ul style="list-style-type: none"> • Apply existing knowledge to generate new ideas, products or processes – create original works as a means self-expression. 	<ul style="list-style-type: none"> • Demonstrate originality and inventiveness in work. • Work effectively in a climate of ambiguity and change. 	
	<ul style="list-style-type: none"> • Willing to make mistakes, advocate unconventional positions, or take on challenging problems to enhance growth. 	<ul style="list-style-type: none"> • Use multiple processes and diverse perspectives to explore alternative solutions. 	<ul style="list-style-type: none"> • 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. 	
	<ul style="list-style-type: none"> • Adept at cognitive processes of analysis, inference, synthesis, and evaluation in a range of contexts and domains. 	<ul style="list-style-type: none"> • Identify trends, forecast possibilities and use models to explore complex systems and issues. • Identify and define authentic problems and significant questions for investigation. • Collect and analyze data to identify solutions. 	<ul style="list-style-type: none"> • Make complex choices, understand interconnected systems, identify and ask significant questions, clarify points of view. • Frame, analyze and synthesize information in order to solve problems and answer questions. 	

Domain	NCREL/ enGauge	ISTE/ NETS	21 st 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. 	6. <u>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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*Consensus Alignment, Six Among Equals by Jonathan Costa & Dan Cogen-Drew, Center for Digital Learning & Center for 21st Century Skills respectively @ EDUCATION CONNECTION.

Note: This document is from our Regional Education Service Center – Education Connection, Litchfield Connecticut.

EDUCATION CONNECTION
21st Century Skills Assessment

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

Skill	Possible 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 tools 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 • Applied solutions/products demonstrate a high degree of alignment between task and solution/product. • Apply a fundamental understanding of the ethical and legal issues surrounding the access and use of information. 	<p style="text-align: center;">Process Evidence</p> <p>Video/written self-reports, self-reflections from students (blogs, video diaries)</p> <p>Comments from teachers, mentors, based on examples of student work in progress.</p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence</p> <p>Most digital products such as: websites, videos, podcasts, voice-threads, and other media are potential sources.</p> <p style="text-align: center;"><u>Product Sample (Student Movies)</u></p> <p style="text-align: center;"><u>Product Sample (Student Website)</u></p>
		<p style="text-align: center;">Scale, Mechanism & Data Considerations</p> <p style="text-align: center;"><u>Draft/Sample Research Tools Rubric</u></p> <p style="text-align: center;"><u>Sample Student Accumulative Data Skill Sheet</u></p> <p style="text-align: center;"><u>Sample Individual Student Data Skill Sheet</u></p>	

Skill	Possible Indicators Of Attainment	Assessment Considerations & Data	
<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 and 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. • 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 contributions made by each team member. 	<p style="text-align: center;">Process Evidence</p> <p>Video/written self-reports, self-reflections from students (blogs, video diaries).</p> <p style="text-align: center;"><u>Collaboration Reflection 1.</u></p> <p style="text-align: center;"><u>Collaboration Reflection 2.</u></p> <p>Comments from teachers, mentors, based on examples of student work in progress.</p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence</p> <p>Most digital products such as: websites, videos, podcasts, voice-threads, and other media are potential sources.</p> <p style="text-align: center;"><u>Product Sample (Student Movies)</u></p> <p style="text-align: center;"><u>Product Sample (Student Website)</u></p>
<p style="text-align: center;">Scale, Mechanism & Data Considerations</p> <p style="text-align: center;"><u>Draft/Sample Collaboration/Independent Work Tools Rubric</u></p> <p style="text-align: center;"><u>Sample Student Accumulative Data Skill Sheet</u></p> <p style="text-align: center;"><u>Sample Individual Student Data Skill Sheet</u></p>			

Skill	Possible Indicators Of Attainment	Assessment Considerations & Data	
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 as well as assess their impact • Use a variety of communication tools for a range of purposes (e.g. to inform, instruct, motivate, and persuade). There is evidence of thoughtful selection of strategy to align with message, audience and purpose. • Communicate effectively in diverse environments (including multi-lingual) 	<p style="text-align: center;">Process Evidence</p> <p>Video/written self-reports, self-reflections from students (blogs, video diaries)</p> <p>Comments from teachers, mentors, based on examples of student work in progress</p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence</p> <p>Websites, podcasts, other media products</p> <p>A student with highly developed skills in this area would be able to explain how the choices that they made in design, expression and presentation reflect specific understandings about the audience; showing an example of the same content presented in two or more ways for specific audiences would be strong evidence of this</p> <p style="text-align: center;"><u>Communication Evidence</u></p>
		<p style="text-align: center;">Scale, Mechanism & Data Considerations</p> <p style="text-align: center;"><u>Draft/Sample Communication Skills Rubric</u></p> <p style="text-align: center;"><u>Sample Student Accumulative Data Skill Sheet</u></p> <p style="text-align: center;"><u>Sample Individual Student Data Skill Sheet</u></p>	

Skill	Possible Indicators Of Attainment	Assessment Considerations & Data	
4. Demonstrate innovation, flexibility and adaptability in thinking patterns, work habits and working/learning conditions.	<ul style="list-style-type: none"> • Is aware of his/her 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 evaluate their own ideas in order to improve and maximize creative efforts • 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 	<p style="text-align: center;">Process Evidence</p> <p>Video/written self-reports, self-reflections from students (blogs, video diaries)</p> <p>Comments from teachers, mentors, based on examples of student work in progress</p> <p style="text-align: center;"><u>Peer Reflection Evidence</u></p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence</p> <p>Thoughtful annotations within a portfolio could offer strong evidence of this skill; stronger still if in the context of a dialogue with a teacher or mentor about their own work over time</p>
		<p style="text-align: center;">Scale, Mechanism & Data Considerations</p> <p style="text-align: center;"><u>Draft/Sample Innovation Rubric</u></p> <p style="text-align: center;"><u>Sample Student Accumulative Data Skill Sheet</u></p> <p style="text-align: center;"><u>Sample Individual Student Data Skill Sheet</u></p>	

Skill	Possible 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 evaluate evidence, arguments, claims, and beliefs • 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 	<p style="text-align: center;">Process Evidence Journals, video blogs and other work produced during formative stages</p> <p style="text-align: center;"><u>Conflict/Flexibility Evidence</u></p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence Final product that is designed to illustrate stages of the work in progress, offering the student room to indicate where they made changes in response to feedback</p>
		<p>Scale, Mechanism & Data Considerations</p> <p><u>Draft/Sample Analysis and Synthesis Rubric</u></p> <p><u>Sample Student Accumulative Data Skill Sheet</u></p> <p><u>Sample Individual Student Data Skill Sheet</u></p>	

Skill	Possible Indicators Of Attainment	Assessment Considerations & Data	
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 others • Embraces and respects all identities and cultures • Acts consistently with personal and community values 	<p style="text-align: center;">Process Evidence</p> <p>Self-reporting is perhaps the most convincing; we have managed to capture this in reflection videos in which we ask students to reflect on the process that they went through (or are currently engaged in) to demonstrate desired behaviors.</p> <p style="text-align: center;"><u>All Skills Link</u></p>	<p style="text-align: center;">Product Evidence</p> <p>Product evidence needs to be clear not to leave anything to the viewer’s assumptions; that is, it is not easy to infer that a group of students worked in a responsible and culturally sensitive manner simply by looking at a paper that they co-wrote and seeing a picture of the students that indicates that they are of different ethnic origins</p>
		<p>Scale, Mechanism & Data Considerations</p> <p><u>Draft/Sample Personal Responsibility Reflection Framework</u></p> <p><u>Sample Student Accumulative Data Skill Sheet</u></p> <p><u>Sample Individual Student Data Skill Sheet</u></p>	

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