

21st Century Learning in Kansas

A Work in Progress

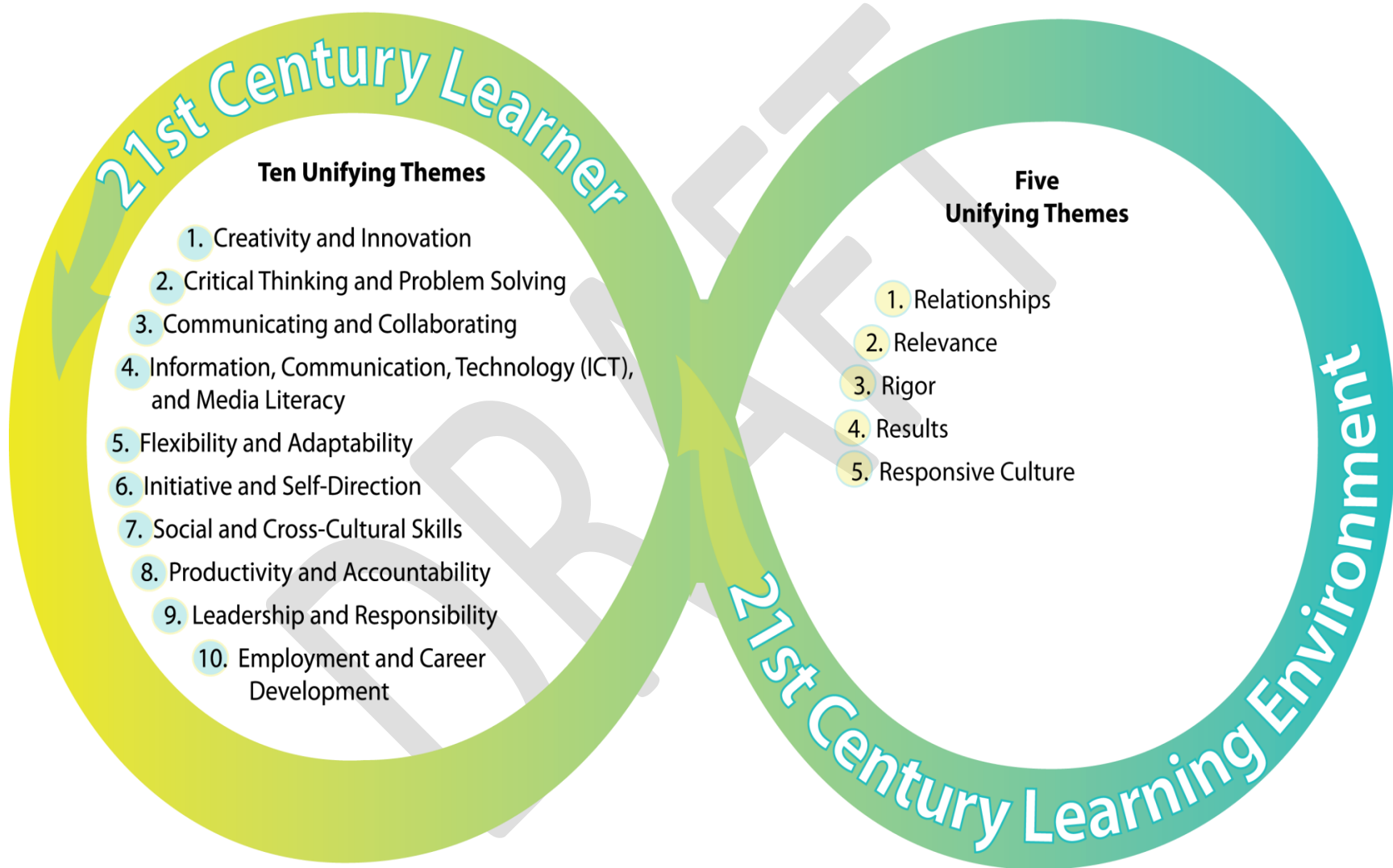
*for Conversation
and Further Development*



www.ksde.org/learn21

For more information regarding 21st Century Learning in Kansas,
please contact one of the following individuals:

Profiles of the...



The Profile of the 21st Century Learner

Unifying Theme 1: Creativity and Innovation

Statement of Unifying Theme

Creativity—the ability to think unconventionally, question the herd, imagine new scenarios, and produce astonishing work—and innovation—the ability to recognize and act on opportunities and the willingness to embrace risk and responsibility in the creation of new services, processes, and products—are integral components of many of our fastest-growing jobs and emerging industries and also integral components of our expressions of the human experience.

Supporting Actions

The learner:

- 1.a demonstrates originality and inventiveness in work;
- 1.b develops, implements, and communicates new ideas to others;
- 1.c is open and responsive to new and diverse perspectives; and
- 1.d acts on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 1: Creativity and Innovation

If we embraced this UNIFYING THEME and its SUPPORTING ACTIONS:

What changes might we expect to see?

In our standards and curriculum?

In our instruction?

In our assessments?

How will these changes impact student learning?

What new capacities will we need and how will we develop them?

What concepts, ideas, and/or practices do we need to let go of to facilitate these changes?

How will these changes impact our professional learning as educators?

What new capacities will we need and how will we develop them?

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How will these changes impact the environment in which educators, learners and communities work?

What do we need to move this work forward and from whom?

The Profile of the 21st Century Learner

Unifying Theme 2: Critical Thinking and Problem Solving

Statement of Unifying Theme

The barrage of information that comes our way everyday—on the Web, in the media, in schools, in homes, in our communities, and everywhere else—necessitates the growth of our abilities to think critically and make judgments. Critical thinking empowers us to assess the credibility, accuracy, and value of information; analyze and evaluate information; make reasons decisions; and take purposeful action. In our increasingly complex world, critical thinking and our ability to apply that thinking in situations for which no routine solutions exist are extremely important.

Supporting Actions

The learner:

- 2.a exercises sound reasoning in understanding;
- 2.b makes complex choices and decisions;
- 2.c understands the interconnections among systems;
- 2.d identifies and asks significant questions that clarify various points of view and lead to better solutions;
- 2.e frames, analyzes, and synthesizes information in order to solve problems and answer questions; and
- 2.f reflects critically on learning experiences and processes (metacognition).

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 2: Critical Thinking and Problem Solving

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Unifying Theme 3: Communicating and Collaborating

Statement of Unifying Theme

In a world that is truly global, connected, and increasingly competitive in scope and character, communicating in a variety of media and languages; for a variety of purposes and audiences; and in cooperation with teams of people across cultural, geographic, and language barriers is essential. To thrive and succeed, we all must communicate effectively and work together with one another competently and respectfully.

Supporting Actions

The learner:

- 3.a understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts and for a variety of purposes;
- 3.b demonstrates ability to work and communicate effectively with diverse teams;
- 3.c exercises flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal; and
- 3.d assumes shared responsibility for collaborative work.

Reflections, Questions,
Recommended Revisions/Additions

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Unifying Theme 4: Information, Communication, Technology (ICT), and Media Literacy

Statement of Unifying Theme

Information comes to us in a wide variety of media and through a wide variety of technologies. Not only must we develop skills with a range of technology hardware—computers, servers, mainframes, networked storage, mobile phones, MP3 players, etc.—we must also develop skills with diverse types of application software and use such technology to access, interpret, evaluate, create, and communicate information.

Supporting Actions

The learner:

- 4.a accesses information efficiently and effectively, evaluates information critically and competently, and uses information accurately and creatively for the issue or problem at hand;
- 4.b understands how media messages are constructed, for what purposes and using which tools, characteristics, and conventions;
- 4.c examines how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors;
- 4.d uses digital technology, communication tools, and/or networks appropriately to access, manage, integrate, evaluate, and create information in order to function in a knowledge economy;
- 4.e uses technology as a tool to research, organize, evaluate, and communicate information; and
- 4.f possesses of a fundamental understanding of the ethical/legal issues surrounding the access and use of information.

Reflections, Questions,
Recommended Revisions/Additions

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Unifying Theme 5: Flexibility and Adaptability

Statement of Unifying Theme

As our learning and our work continues to shift and expand within the context of our 21st century world, we must remain pliable and nimble, constantly adapting to change and the opportunities created by change. In our roles and responsibilities and also our interactions with others and their diverse views and beliefs, being open and responsive to new ideas and innovations is indispensable.

Supporting Actions

The learner:

- 5.a adapts to varied roles, responsibilities, schedules, and environments;
- 5.b works effectively in a climate of ambiguity and changing priorities; and
- 5.c seeks and embraces opportunities created by change.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 5: Flexibility and Adaptability

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Unifying Theme 6: Initiative and Self-Direction

Statement of Unifying Theme

As our world and our responsibilities grow more complex and inter-related, our need to demonstrate initiative and self-direction also increases. By leveraging our power and ability to follow through with plans and projects energetically and to guide and orchestrate our own learning and growth, we reach higher levels of success both as individuals and as communities.

Supporting Actions

The learner:

- 6.a monitors his or her own understanding and learning needs;
- 6.b goes beyond basic mastery of skills and/or curriculum to explore and expand his or her own learning and opportunities to gain expertise;
- 6.c utilizes time efficiently and manages workload;
- 6.d initiates, prioritizes, and completes tasks with minimal oversight; and
- 6.e demonstrates initiative to advance skill levels towards a professional level and a commitment to learning as a lifelong process.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 6: Initiative and Self-Direction

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Unifying Theme 7: Social and Cross-Cultural Skills

Statement of Unifying Theme

As business, societies, and learning become more global in nature, it is more important than ever to reach across cultural, geographic, and language boundaries. We must embrace cultural differences and seize upon the opportunities that a diverse variety of backgrounds, perspectives, and experiences can provide by learning and working productively, intelligently and respectfully with one another.

Supporting Actions

The learner:

- 7.a works appropriately and productively with others;
- 7.b leverages the collective intelligence of groups when appropriate; and
- 7.c bridges cultural differences and uses differing perspectives to increase innovation and the quality of work.

Reflections, Questions, Recommended Revisions/Additions

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Unifying Theme 8: Productivity and Accountability

Statement of Unifying Theme

With so many roles and responsibilities competing for one's time in our rapidly changing world, it becomes critical that we have the ability to set and meet goals, even in the face of obstacles and challenge; prioritize, plan, and manage work to achieve the intended result; and multi-task and cooperate actively with others to produce quality work.

Supporting Actions

The learner:

- 8.a demonstrates diligence and a positive work ethic (e.g., being punctual and reliable);
- 8.b self-monitors the process of developing quality work; and
- 8.c sets and meets high standards and goals for delivering quality work on time.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 8: Productivity and Accountability

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Unifying Theme 9: Leadership and Responsibility

Statement of Unifying Theme

In our collaborative world, our ethical behavior and our ability to leverage and inspire others to accomplish a common goal are essential. Our actions must demonstrate integrity and our influence and power must be wielded ethically with the interests of the larger community in mind.

Supporting Actions

The learner:

Reflections, Questions,
Recommended Revisions/Additions

9.a demonstrates integrity and ethical behavior;

9.b acts responsibly with the interests of the larger community in mind (civic awareness and responsibility);

9.c uses interpersonal and problem-solving skills to influence and guide others toward a goal; and

9.d leverages strengths of others to accomplish a common goal.

Unifying Theme 9: Leadership and Responsibility

If we embraced this UNIFYING THEME and its SUPPORTING ACTIONS:

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The Profile of the 21st Century Learner

Unifying Theme 10: Employment and Career Development

Statement of Unifying Theme

The rapidly changing nature of the 21st Century workplace environment requires that we know and understand the importance of employability skills; explore, plan, and effectively manage our careers and career opportunities; and know and understand the importance of entrepreneurship skills.

Supporting Actions

The learner:

- 10.a embraces the importance of employability skills;
- 10.b effectively explores, plans, and manages career choices and goals; and
- 10.c recognizes and acts upon requirement for career advancement by planning continuing education, training, and/or professional development.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 10: Employment and Career Development

If we embraced this UNIFYING THEME and its SUPPORTING ACTIONS:

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In our instruction?

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How will these changes impact student learning?

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The Profile of the 21st Century Learning Environment

Unifying Theme 11: Relationships

Statement of Unifying Theme

Relationships—a state of interconnectedness among people, curricula, programs, projects, and communities—are critical in establishing connections that result in high performing learning environments.

Supporting Actions

The learning environment:

- 11.a fosters positive relationships and partnerships among all stakeholders;
- 11.b ensures every leader at all levels is responsible for every learner;
- 11.c provides early and ongoing academic and career guidance and planning;
- 11.d facilitates seamless transitions among various levels of education and connects prior learning completed in one level to new learning in another level;

Reflections, Questions,
Recommended Revisions/Additions

11.e encourages, supports, and models collaborative relationships among all educators at all levels;

11.f creates partnerships with businesses and opportunities for learners to pursue experience-based learning; and

11.g considers perspective, representation, voice, and experience when selecting leadership team members.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 11: Relationships

If we embraced this UNIFYING THEME and its SUPPORTING ACTIONS:

What changes might we expect to see?

In our relationships among educators?

In our relationships among educators and students?

In our relationships among school, home, and community?

How will these changes impact student learning?

What new capacities will we need and how will we develop them?

What concepts, ideas, and/or practices do we need to let go of to facilitate these changes?

How will these changes impact our professional learning as educators?

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The Profile of the 21st Century Learning Environment

Unifying Theme 12: Relevance

Statement of Unifying Theme

Relevance—the power and ability of specific information to meet the needs of its user—strengthens learner motivation and allows learning to become more engaging, empowering, connected, applicable to the real-world, and socially significant.

Supporting Actions

The learning environment:

- 12.a provides a curriculum that is connected to real-world contexts through project-based learning;
- 12.b provides ubiquitous access to technology that supports teaching and learning;
- 12.c supports opportunities that involve real world experts collaborating with learners;
- 12.d involves students in decision-making about their academic development;

Reflections, Questions, Recommended Revisions/Additions

	Reflections, Questions, Recommended Revisions/Additions
12.e provides early and ongoing academic and career guidance and planning;	
12.f ensures academic and behavioral data will be used to inform instructional decisions; and	
12.g ensures educational priorities are aligned to support the community, state, and national workforce needs and the academic and career goals of each student.	

Unifying Theme 12: Relevance

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The Profile of the 21st Century Learning Environment

Unifying Theme 13: Rigor

Statement of Unifying Theme

Rigor—a relentless pursuit of that which challenges and provides opportunity to demonstrate growth and learning—is essential in addressing the needs of our rapidly expanding society and world.

Supporting Actions

The learning environment:

- 13.a provides a rigorous, research-based, standards-based core academic curriculum geared to students' individual needs;
- 13.b integrates academic curriculum with rigorous career and technical education curriculum;
- 13.c weaves 21st century interdisciplinary themes (e.g., global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy) into core subjects;
- 13.d provides accelerated learning opportunities;

Reflections, Questions, Recommended Revisions/Additions

- 13.e creates conditions in which educators work together to make improving instructional quality and student learning the priority;
- 13.f ensures an empowering culture which creates collective responsibility for learner success;
- 13.g reviews current practices to identify those that yield evidence of effectiveness, addressing areas that are missing, and replacing ineffective or inefficient approaches with those that are supported by research and address an area of need; and
- 13.h requires every leader be responsible for planning, implementing, and evaluating continuous learning.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 13: Rigor

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Unifying Theme 14: Results

Statement of Unifying Theme

Focusing on results—witnessable evidence of growth and learning—allows curriculum and instruction to be delivered in a timely fashion based on the needs and desires of the individual learner. Informative and summative assessment, coupled with research-based effective teaching practices, can provide the data and information necessary to fuel teaching and empower learning.

Supporting Actions

The learning environment:

- 14.a empowers each learner to excel to his/her highest potential using a wide range of indicators of success;
- 14.b facilitates communities of practice that review academic data, behavioral data, evidence-based promising practices, and informative assessments to build and improve on instruction;
- 14.c provides a coherent continuum of evidence-based, system-wide practices to support a rapid response to academic and behavioral needs, with frequent data-based monitoring for instructional decision-making to empower each learner to achieve high standards (i.e., MTSS);

Reflections, Questions, Recommended Revisions/Additions

- 14.d engages educators in evidence-based professional learning;
- 14.e facilitates the development of methods to monitor the fidelity of implementation of a multi-tier system of supports; and
- 14.f expects every educator will continuously gain knowledge and develop expertise to build capacity and sustain effective practice.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 14: Results

If we embraced this UNIFYING THEME and its SUPPORTING ACTIONS:

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In our leadership?

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What new capacities will we need and how will we develop them?

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How can we maximize our current resources to promote timely feedback to all stakeholders?

How will these changes impact the environment in which educators, learners and communities work?

What do we need to move this work forward and from whom?

The Profile of the 21st Century Learning Environment

Unifying Theme 15: Responsive Culture

Statement of Unifying Theme

A responsive culture—one that readily reacts to suggestions, influences, appeals, efforts, or opportunities—empowers all stakeholders to become respectful of, responsible for, and involved in learning, the learning process, and the learning community.

Supporting Actions

The learning environment:

- 15.a empowers students' interests, learning styles, aptitudes, and choices;
- 15.b fosters a culture that motivates, challenges, engages, and inspires all stakeholders;
- 15.c fosters a culture that respects and reinforces leadership and service to the community;
- 15.d fosters a culture that focuses on continuous improvement; and
- 15.e embraces and empowers innovation and creativity.

Reflections, Questions, Recommended Revisions/Additions

Unifying Theme 15: Responsive Culture

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Kansas State Board of Education

120 S.E. 10th Avenue • Topeka, Kansas 66612-1182

Education Priorities of the Kansas State Board of Education

- Ensure that all students meet or exceed high academic standards and are prepared for their next steps (e.g., the world of work and/or post secondary education) by:
 - redesigning the delivery system to meet our students' changing needs;
 - providing an effective educator in every classroom;
 - ensuring a visionary and effective leader in every school; and
 - improving communication with all constituent groups and policy partners.

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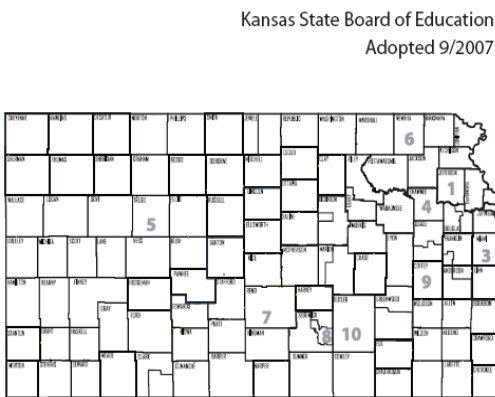
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Kansas State Board of Education
Adopted 9/2007



Kansas State Department of Education



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An Equal Employment/Educational Opportunity Agency

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