

# Preparing Students for the 21<sup>st</sup> Century

DISTRICT STRATEGIC FRAMEWORK COMMITTEE

Report to the Burnt Hills-Ballston Lake Board of Education

February 23, 2010



Burnt Hills-Ballston Lake Central Schools

*Ensuring opportunities for learning, personal growth & social responsibility*

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## **1. Background & Board of Education Charge to the Committee:**

The Burnt Hills-Ballston Lake School District is very proud of our tradition of excellence. We are known for our quality academic program characterized by top-notch instruction and high levels of student learning and achievement. We are perennially among the highest performing districts in the Capital Region. Along with our accomplishments in core academic areas, we are deeply committed to providing students with a comprehensive educational experience, with high levels of participation and distinguished accomplishment in athletics, the arts, career and technical education, and an array of clubs and organizations.

While we are committed to excellence, the BH-BL School District is also deeply committed to continuous improvement as we strive to fulfill our District's mission of ensuring opportunities for learning, personal growth and social responsibility. In an effort to guide our continuous improvement efforts, the BH-BL Board of Education formed the District Strategic Framework Committee.

### *Strategic Framework Committee Charge:*

Our District is engaged in directing the instructional component of our BH-BL Culture, Team, Data Strategic Framework by asking the essential question: What do our students need to know and be able to do in order to be successful in the 21<sup>st</sup> Century?

As part of our strategic planning the Board of Education charged a committee to determine the 3-4 questions related to the following outcomes that will guide the direction of our instructional planning and budgeting for the next 10 to 15 years.

### **Successful programs in the Burnt Hills-Ballston Lake School District allow for the following outcomes:**

- 1) Students demonstrate acquisition of essential knowledge and skills as identified in the District Standards of Excellence and New York State Standards and Assessments.
- 2) Students are effectively prepared to function and succeed in society, post secondary, and the workforce with the necessary 21<sup>st</sup> Century skills across disciplines.
- 3) Students apply their understanding of the skills, content and aptitudes of a discipline beyond the classroom.

## 2. Committee Approach

The Strategic Framework Committee of 10 members began meeting in September 2009 to fulfill the above charge. Committee members (see Appendix A) were chosen to represent a cross-section of the local and educational community, and input was solicited from hundreds more interested individuals.

In an effort to gain extensive information from varying perspectives, several tools were used to collect and synthesize data simultaneously. A survey was designed and posted on the BH-BL district website to collect input from residents, staff and students at large. The survey was advertised aggressively and resulted in much interest. A total of 699 people completed the survey, whose results are described below.

While survey input was being collected, members of the committee worked on reading and analyzing educational research related to 21<sup>st</sup> century skills and collected additional input from constituent groups outside of the target survey audience.

Committee members made a preliminary report of their findings to the Board of Education in December.

Structured input sessions were held with teachers, administrators, and support staff, soliciting input on 21<sup>st</sup> Century skills, themes, and guiding questions. Questions and suggestions from these meeting were used in preparing this final report.

## 3. Strategic Framework Committee Survey Results:

The purpose of the survey was to gain a sense of the perceptions of parents, students and staff regarding student preparedness for the 21<sup>st</sup> century. The survey results assisted the committee with identifying skills, themes and guiding questions.

There were 699 surveys completed over a 6 week period. Respondents included:

- 30% BH-BL parents
- 57% Students
- 21% Staff
- 24% BH-BL graduates

Note: In many cases respondents may represent more than one constituent group.

**Approximately one-third** of the survey respondents rated the BH-BL district **highly effective** at developing abilities, skills, and attitudes for future success.

**Slightly less than one-half** of respondents rated the district **somewhat effective** at developing abilities, skills, and attitudes for future success.

Highlights from survey comments from staff, students, and parents are as follows:

Overall, the survey results indicate that staff, students and parents are very satisfied with the education received in the BH-BL schools. There is pride in our record of accomplishment and achievement. The district's comprehensive education has provided students with sound foundation courses along with an array of curricular and extra-curricular opportunities that cultivate student interests and capabilities in multiple areas. Staff, students, and parents also conveyed a concern that the emphasis on testing detracts from the educational experience by reducing time spent on engaging students and giving them opportunities to think, problem solve, and be creative.

Some key abilities and attitudes recommended in the survey included:

- Critical and Creative Thinkers
- Good Communicators
- Lifelong Learners
- Good Global Citizens
- Responsible and Motivated Learners

#### 4. Strategic Framework Committee Research Sources:

The committee conducted research utilizing the following sources:

- National Organizations – Think Tanks
  - Partnership for 21st Century Skills
  - ACT (The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School – 2008)
- Leading Thinkers – Visionaries
  - Pink, Daniel (*A Whole New Mind: Why Right-Brainers Will Rule the Future* - 2005)
  - Barth, Rowland (*On Common Ground* - 2005)
  - Sisodia, Raj; Sheth, Jaq; and Wolfe, David B (*Firms of Endearment* - 2007)
  - Robinson, Sir Ken (*The Element* - 2009)
  - Klaus, Peggy (*The Hard Truth About Soft Skills* - 2005)
- Leading Educational Institutions
  - National Governors Association and the Council of Chief State School Officers (National Education Initiative: Common Core State Standards - 2009)
  - National Center for Educational Statistics - 2006
  - International Center for Leadership in Education (Preparing Students for Their Future - 2005)
  - New York State Education Department (initiatives in progress)
- Regional Research
  - Center for Governmental Research (Preparing Students for Tech Valley and Global Economy - 2006)
  - Krieger Solutions, LLC and Appel Research, LLC plus New York State Department of Labor (Regional Talent Pipeline Study: Report to the Greater Capital Region Workforce Investment)
  - Tech Valley High School (What are 21st Century Skills? - 2009)
- Workforce Research
  - The Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills and Society for Human Resources Management (Are They Really Ready to Work? - 2006)
  - Silva, Elena (Measuring Skills for the 21st Century - 2008)
  - Workforce Alliance, Washington DC (America's Forgotten Middle-Skill Jobs - 2007)
  - National Center on Education and the Economy (Tough Choices or Tough Times: Report of the New Commission on Skills for the American Workforce - 2007)
  - Qatar Foundation (World Innovation Summit for Education - 2009)

The key findings from each of the research documents are summarized in Appendix B.

## **5. Strategic Framework Committee Recommendations:**

The Strategic Framework Committee recommends that the District adopt the definition of 21<sup>st</sup> Century Learning, themes, skills, and guiding questions as outlined below:

### **Definition of 21<sup>st</sup> Century Learning:**

*21<sup>st</sup> Century Learning includes the essential skills, knowledge, expertise and attitudes students must possess to succeed in school, post secondary, work and life.*

### **Themes and Skills:**

Based on research, survey results, interviews and focus groups, the following themes and skills emerged to be adapted for 21<sup>st</sup> Century learners:

#### **Themes:**

##### 1. Global Awareness:

- Understanding global issues such as economic changes, competition for natural resources, and growth of the worldwide middle class
- Understanding, appreciating, and working with individuals representing diverse cultures, religions, etc.

##### 2. Energy & Sustainability:

- Demonstrating an understanding of the environment and conditions affecting it such as air, climate, land, food, energy, water and ecosystems
- Understanding society's impact on the natural world
- Taking action towards addressing environmental issues

##### 3. Life Balance & Wellness:

- Taking charge of your life through balancing academics, extracurricular activities, sports, families, friends, media consumption and use of electronic devices, etc.
- Making appropriate choices regarding health and wellness
- Understanding preventative health measures such as: nutrition, exercise, risk avoidance, stress reduction

##### 4. Meaning/Purpose/Passion:

- Discovering and cultivating talents, interests and passions
- Seeing the relevance of what is being learned in a clear and compelling way

##### 5. Desire to Learn:

- Discovering what ignites an interest to learn more
- Feeling capable and competent as learners

##### 6. Ethics, Civic & Personal Responsibility:

- Exercising the rights and responsibilities of citizenship
- Demonstrating integrity and ethical behavior
- Acting responsibly by keeping the interests of others in mind

##### 7. Leadership:

- Using interpersonal and problem solving skills to influence and guide others toward a common goal
- Utilizing the strengths of others to accomplish desired results
- Inspiring others to reach their best through example

##### 8. Character Development:

- Treating self and others with empathy, respect, compassion, etc.
- Acting responsibly toward self, others and surroundings

**Skills:**

1. Communication:

- Articulate thoughts and ideas using a variety of forms such as: oral, written, nonverbal, and electronic
- Use active listening to understand others' messages
- Communicate for a variety of purposes such as to inform, instruct, motivate, and persuade

2. Problem Solving/Critical Thinking:

- Solve real-life problems in conventional and innovative ways
- Ask questions that clarify various points of view that lead to better solutions
- Interpret various forms of information, draw conclusions and solve problems
- Reflect critically on learning experiences and processes

3. Teamwork/Collaboration:

- Interact positively and effectively with others
- Collaborate and cooperate effectively within and among diverse teams
- Hold self and others accountable for time, work production and quality results

4. Manage, Analyze and Synthesize Information:

- Access information efficiently and effectively
- Evaluate information thoughtfully and critically
- Use information accurately, creatively, and ethically for the issue or problem at hand
- Manage the flow of information from a wide variety of sources

5. Innovation/Creativity:

- Create new ideas
- Work creatively with others
- Act on creative ideas and innovations

6. Media Literacy:

- Understand, create, and utilize the most appropriate media tool to communicate to a variety of audiences (i.e. PowerPoint, podcast, blog, short animation, etc.)
- Understand the ethical/legal issues surrounding the use of media

7. Adaptability:

- Be flexible with varied roles, responsibilities, schedules, and situations
- Work effectively in a climate of ambiguity and change
- Deal positively with praise, setbacks and criticism

8. Productivity:

- Set and achieve goals
- Manage time and projects effectively
- Produce and be accountable for results
- Work independently and with others to complete tasks without direct oversight
- Demonstrate initiative to gain knowledge and enhance skills

9. Financial Literacy:

- Know how to make appropriate personal economic choices
- Understand the role of the economy in society

**Guiding Questions:**

Based on the Strategic Framework Committee’s findings, we propose the following guiding questions:

1. What instructional strategies and tools should be used to maximize learning, engagement and achievement of 21<sup>st</sup> Century students?
2. How will this lesson, unit, or course explicitly teach students to think, read, write and express themselves like an expert in the particular content area?
3. In what new ways can we motivate and inspire students to want to learn about the subject area?
4. What opportunities will students have to apply 21<sup>st</sup> Century Learning to relevant, real-life situations?
5. How will effective teaching and assessment of 21<sup>st</sup> Century Learning be balanced with required standardized testing?
6. What partnerships will enhance the learning experience? Examples of partnerships include but are not limited to: intra-district, inter-district, parents, businesses, not-for-profits, community agencies, and post secondary institutions.

# *Appendices*

## Appendix A: Committee Members & Timeline

### **Committee Members:**

John Blowers, Board of Education

Nora Cerniglia, CSEA

John Capano, Instructional Technology Coordinator

Linda Doherty, Facilitator

Maryanne Doyle, Teacher

Rick Evans, Chair, Central Administration

Robert Hull, Parent, Post-Secondary

Tony Hynes, Parent, Business

Rie Posillico, Administrator

Eileen Stone, Parent, Business

### **Committee Timeline & Approach:**

September 2009 – Initial meeting

October – (3 meetings)

- Develop Plan
- Identify Constituents
- Educate Ourselves

November – (3 meetings)

- Gather Data from Survey/Interviews/Focus Groups
- Conduct Research
- Synthesize Results

December – (1 meeting)

- Develop Initial Recommendations
- Prepare & Present Update for School Board

January 2010 – (1 meeting)

- Prepare document outlining definition of 21<sup>st</sup> Century Learning, Themes and Skills, and Guiding Questions
- Establish and implement a process for gathering input on the proposed guiding questions as outlined in the District Shared Decision Making Guidelines

February – (2 meetings)

- Devise a final committee report with themes, skills, and guiding questions based on research, survey results, and constituent group input
- Present the committee report to the BH-BL Board of Education

## Appendix B: Strategic Framework Committee Research Findings:

### National Organizations- Think Tanks

1. **The Partnership for 21st Century Skills** – (Framework: *The Framework for 21<sup>st</sup> Century Learning* – 2008)
  - Leading advocacy organization focused on infusing 21st century skills into education
  - Comprised of over 30 businesses, education agencies, and policy makers in the US
  - 88% of voters believe that the nation's schools can and should play a vital role in teaching 21st century skills (Partnership for 21st Century Skills 2007)
  - 21<sup>st</sup> Century Skills defined: the skills, knowledge, and expertise students must master to succeed in college, work and life.
  
2. **ACT** – (Report: *The Forgotten Middle: Ensuring that All Students are on Target for College and Career Readiness before High School* – 2008)
  - Independent, not-for-profit organization that provides assessment, research, information, and program management services in the broad areas of education and workforce development
  - Serves millions of people in high schools, colleges, professional associations, businesses, and government agencies, nationally and internationally.
  - Under current conditions, the level of academic achievement that students attain by eighth grade has a larger impact on their college and career readiness by the time they graduate from high school than anything that happens academically in high school. If students are not on target for college and career readiness by the time they reach the end of 8<sup>th</sup> grade the impact may be nearly irreversible.
  - This report examines the specific factors that influence college and career readiness and how these factors can have their greatest impact during a student's educational development.
  - College and career readiness is the result of a process that occurs throughout all the years of a student's education. College and career readiness is a K-12 issue; not just a high school issue.
  
2. **Kaiser Family Foundation** – (“*Generation M2: Media in the Lives of 8-18 Year Olds*” - 2009)
  - *Generation M<sup>2</sup>: Media in the Lives of 8- to 18-Year-Olds* is the third in a series of large-scale, nationally representative surveys by the Kaiser Foundation about young people's media use. It includes data from all three waves of the study (1999, 2004, and 2009), and is among the largest and most comprehensive publicly available sources of information about media use among American youth.
  - Americans ages 8 to 18 devote an average of seven hours and 38 minutes a day to using media for recreational purposes. This represents more than 53 hours per week devoted to digital media- accessing television, music, and the Internet.
  - The dramatic rise in the number of young people owning their own cell phones, iPods and MP3 players is the main contributor to the rise in media use, an increase of one hour and 17 minutes from 2004.
  - About half of students classified as heavy media users reported they received fair or poor grades, compared with about a quarter of light users. Heavy media users also reported they “got in trouble a lot” and were often bored or unhappy.
  - Students have become accustomed to being connected and receiving information digitally, and they may become uninspired, disengaged, or bored because they experience a lack of technology in their daily school lives. Therefore, “schools need to think about how to tap students' enthusiasm for technology used to access media and apply that to education.”
  - The study reveals that “media has captured young people's attention in ways that schools should try to tap...Kids love media, but the vast amount of their media use is not related to learning. If we can shift that, it's all the better.”

## Leading Thinkers- Visionaries

### 1. Pink, Daniel – (Book: *A Whole New Mind: Why Right-Brainers Will Rule the Future* – 2005)

- Pink's book describes the 19th Century as the *Industrial Age*, the 20th Century as the *Information Age* (the knowledge worker) and the 21st Century as the *Conceptual Age* (the age of creators and empathizers)
- Pink believes that we are moving from an economy built on logical, linear, computer like capabilities of the *Information Age* to an economy and society build on the inventive, empathetic, big picture capabilities – the *Conceptual Age*..
- In essence, “society's emphasis on left-brained capabilities of logic and analytics (with respect to schools, the over emphasis on test-taking) will not be sufficient for success in the 21st Century. We need to also utilize and “exercise” our right-brained capabilities with the same level of importance as has been placed on left brain directed thinking”..
- Pink believes we will need to balance Left-Brained reasoning by developing 6 essential Right-Brained aptitudes: **Design**: paying attention to aesthetics when carrying out any task. **Story**: conveyance of information to students through storytelling techniques. **Symphony**: the ability to put pieces together to create a holistic picture. **Empathy**: indentifying with and understanding another person's circumstances, feelings, and motives. **Play**: putting fun into every activity to enhance both pleasure and creativity. **Meaning**: extend the value of an activity beyond the moment and self.

### 2. Barth, Rowland;- (Chapter in Book: *On Common Ground* – 2005)

- 50 Years ago, students graduated from high school knowing most of what they would need to know for the rest of their lives, in the workplace, in their family, and for life in general. Today, high school graduates leave school knowing much less of what they will need to know in the future.
- Knowledge doubles every 3 years; technology goes through a new generation every 18 months.
- “The most important attitude that can be formed is that of the desire to go on learning.”
- It has been estimated that 85% of what goes on in schools is teacher-directed, didactic instruction. Unfortunately ample research suggests that a student does not typically retain what he/she was told with much success. This conventional teaching and learning is a weak strategy.
- An essential question for educators: “How can I promote profound levels of human learning other than by talking?”
- Would it not be astonishing if life long learning became the “standard” against which schools, school professionals, and students were evaluated?

### 3. Robinson, Sir Ken (Book: *The Element* – 2009)

- The high school drop out rate and the fact that students are disengaged is because school is not made to be relevant and invigorating. Schools tend to alienate students from all of their talents, interests, and passions, and therefore from the whole process of education.
- People perform better when they are doing things that inspire them.
- “Creativity is a process of having original ideas that have value....to look at new ways to look at and do things. When someone combines personal aptitude with passion for the same thing, he/she goes into a different place creatively.”
- “There is something wrong with a system with impersonal forms of communication, people sitting in rows, and not discovering things that impassion them or invigorate them.”

4. **Klaus, Peggy** (Book: *The Hard Truth About Soft Skills* – 2005)

- Klaus defines soft skills as: “*competencies that go from self awareness to attitude, to managing one’s career, to handling critics, not taking things personally, taking risks, and getting along with people*”.
- Klaus states that these skills are undervalued by people, especially in academia. *Recruiters come back and say this batch of second-year MBAs are brilliant at quantitative skills, but they don’t know things like how to get along, work in a team, or be good communicators.*”

## Leading Educational Institutions

1. **National Governors Association and the Council of Chief State School Officers** (National Education Initiative: Common Core State Standards – November 2009)

- The Common Core State Standards Initiative’s goal is to develop common core state standards. This state-led process will allow states to work together to develop common standards that will ensure our students are prepared for the future and is the first step toward the transformation of our state education system.
- The College and Career Readiness Standards are common standards that define the knowledge and skills students should have to be ready to succeed in entry-level, credit-bearing, academic college courses and in workforce training programs.

2. **National Center for Educational Statistics** – (2006)

- Only 28% of the 12th grade high school students believe that their school work is meaningful
- 21% believe their courses are interesting and only 39% believe that school will have any bearing on their success in later life.

3. **International Center for Leadership in Education** (Report: *Preparing Students for Their Future* – 2005)

- There are four major trends impacting the US which must be addressed to assure that our nation’s students are prepared to meet today’s challenges:
  - Globalization
  - Changing demographics
  - Technology
  - Changing values and attitudes

4. **New York State Education Department** (Current initiatives in progress)

- *Future Direction of SED under the leadership of Commissioner Richard Steiner* (Presentation: Stevens, Jean C. – December 4, 2009, Ms. Stevens is the *Associate Commissioner for Instructional Support and Development* in the NYS Education Department)
- 9 points summarize the future direction of NYSED:
  - Sequenced, spiraled, content-rich curriculum (rather than narrowly focused)
  - Revamp assessment system
  - Redesign teacher preparation and effectiveness
  - Replace failing schools
  - Increase graduation rate
  - Prepare strong leaders
  - Reorganize NYSED
  - P-20 Data System (rather than P-16)
  - Early Childhood Education

- Creation of a Career-Readiness work group
  - Include a broad experience of what students need for the 21<sup>st</sup> century for graduation requirements
  - Revamp testing system
  - Seat time vs. performance time
  - Redesign HS
  - Extension of CTE to engage students
  - *Second chance* system
- *Regents Statewide Educational Technology Plan* (updated May 2009)
- *Future Directions Initiative: An Action Plan for NYS Secondary and Postsecondary Career & Technical Education* (draft 2009)

## Regional Research

### 1. Center for Governmental Research (CGR) (Report: *Preparing Students for Tech Valley and Global Economy – Tech Valley Consortium – 2006*)

- 1st Study: Conducted a Technology Needs Assessment in 31 school districts within the WSWHE BOCES region to ascertain the level of preparedness students have for high tech positions.
  - Found that students are lacking in chemistry and computer programming.
- 2nd Study: Studied the regional labor market requirements focusing on the soft skills needed for success.
  - Found that many careers in our region will require some post-secondary education but not necessarily 4 or more years.
  - Students need more math and science.
  - Work skills employers feel are very important but are lacking: professionalism/work ethic; oral communication; critical thinking/problem solving; written communication.
  - A strategy to develop a 21<sup>st</sup> Century workforce includes collaboration among business, K12 education, higher education.

### 2. Krieger (Alan) Solutions, LLC and Appel (Steven) Research, LLC plus the NYS Department of Labor (Report: *Regional Talent Pipeline Study: Report to the Greater Capital Region Workforce Investment Board – 2009*)

- Shortage of workers for emerging jobs.
  - There will be a large demand for highly skilled technicians that the current workforce cannot fill.
- Insufficient capacity in the training system to meet anticipated demands
  - Projected 1200 technicians needed by Global Foundaries and GE in two years
- Four-year college preparation is the education system's primary mission.
- High schools do not connect with business, nor offer helpful career guidance.
  - More collaboration is needed to close the gaps in the networks

### 3. Tech Valley High School (*What are 21<sup>st</sup> Century Skills? – 2009*)

- Tech Valley HS identifies the following as 21<sup>st</sup> Century Learning Skills
  - Taking initiative in their learning and becoming lifelong learners
  - Working successfully on a team
  - Taking responsibility for their work and their learning
  - Confronting and solving unforeseen problems
  - Managing and planning for short and long-term goals
  - Presenting and defending what has been produced

## Workforce Research

### 1. The Conference Board, Corporate Voices for Working Families, The Partnership for 21<sup>st</sup> Century Skills, and Society for Human resource Management (Report: *Are They Really Ready to Work?* – 2006)

- Looked at employers' perspectives on the basic knowledge and applied skills of new entrants to the 21<sup>st</sup> Century workforce.
- Surveyed 400 employers to identify skills needed by recently hired graduates from HS, technical schools, 2-year colleges, and 4-year colleges needed to succeed in the workplace.
- Employers note that basic skills are needed by so are applied skills, Professionalism, teamwork, and oral communication were rated at the top as being *very important* by the largest percentage of respondents.
- Only ¼ of respondents report that new entrants with 4-year college degrees have *excellent* basic knowledge and applied skills.
- Emerging skills:
  - Critical thinking and creativity/innovation are expected to increase in importance.
  - 75% of employers report that making appropriate choices concerning health and wellness is the #1 emerging theme.
  - The business community overwhelmingly identified schools as most responsible for creating a workforce ready to compete.
  - Partnerships are needed among businesses, educators, community leaders and policy makers to address this issue.

### 2. Silva, Elena (Report: *Measuring Skills for the 21<sup>st</sup> Century* – 2008)

- The emphasis in education needs to be on what students can do with knowledge rather than on what units of knowledge they have. US students do well on mastery of material, but not the application of material to real-life problems.
- Different organizations have developed different frameworks to identify the skills that students need to succeed and to help educators integrate 21st century skills into existing educational programs:
- Models of assessment that can cover both basic and 21st century skills are emerging.

### 3. Workforce Alliance, Washington DC (Report: *America's Forgotten Middle-Skill Jobs* – 2007)

This report was written as part of the Skills2Compete Campaign.

- Substantial demand remains and is projected for the future for individuals to fill skilled jobs in the middle of the labor market (more than a high school diploma; less than a 4-year degree).
- *High Skills* jobs are defined as those that are in the professional, technical and managerial fields.
- *Low Skills* jobs are defined as those in the service and agricultural fields.
- We need to provide career pathways and skills for all students.

### 4. National Center on Education and the Economy (Report: *Tough Choices or Tough Times: Report of the New Commission on Skills for the American Workforce* – 2007)

This is a follow-up to the 1990 Report: *America's Choice: High Skills or Low Wages!*

*The best employers the world over will be looking for the most competent, most creative and most innovative people on the face of the earth and will be willing to pay them top dollar for their services. This will not be true just for the top professionals and managers, but up and down the length and breadth of the workforce.*

- This necessitates being:
  - Academically strong
  - Comfortable with ideas and abstractions
  - Good at both analysis and synthesis
  - Creative and innovative
  - Self-disciplined
  - Well organized
  - Able to learn very quickly
  - A good team member
  - Able to adapt quickly to frequent changes in the labor market as the shifts in the economy occur more quickly and are more dramatic.
- Nations are outpacing us in the education race. Students in other industrialized nations are increasingly getting more education and a better education than Americans students (from 3 continuing comparative studies).

#### **5. Qatar Foundation (World Innovation Summit for Education [WISE] – November 16-18, 2009)**

WISE is a global event whose ambition is to create a new international multi-disciplinary platform to shape education models of the 21<sup>st</sup> century. Opinion leaders and decision makers from around the world came together with educational experts to share their visions and actions.

The outcomes of the Summit indicate that this is *the beginning of a new era in global collaboration on education*.

Ten strategic priorities were declared:

- Access to *quality* education
- A fully integrated approach
- Global citizenship
- Education embedded in the local community
- Protecting education and educators
- Reconciliation
- *WISE pioneers* to monitor progress
- Innovating new ways to learn
- Pursuing sustainable development
- A future built on multi-stakeholder partnership

### **Appendix C: Copy of Survey Instrument**

(See attached.)



[Exit this survey](#)

## How well are we preparing our students?

### *BH-BL Strategic Framework Survey*

The Burnt Hills-Ballston Lake School District is committed to having all of our students experience success. While we are proud to be among the highest performing districts in the region, we remain committed to continuously improving our educational programs for all students.

To this end, the BH-BL Board of Education has charged the District Strategic Framework Committee to develop recommendations regarding:

- What should we be doing to prepare students for success in school, college, the workforce, and society in the 21st century?
- How effectively are we preparing students now for success in school, college, the workforce, and society in the 21st century?
- What questions should be considered as we make instructional and program decisions to prepare students for success in school, college, the workforce, and society in the 21st century?

Your answers to the following questions will help us improve our instructional program to best prepare our students to meet the needs of the 21st century.

Survey responses should be completed by Monday, November 16, 2009, in order to be included in our report to the Board of Education. Thank you for your valuable input.

#### **1. What abilities, skills and attitudes should students possess when they graduate from BH-BL?**

**2. Overall, how effective is the BH-BL school district at developing the abilities, skills and attitudes you identified in question #1?**

1-Highly  
Ineffective

2-Somewhat  
Ineffective

3-Somewhat  
Effective

4-Highly  
Effective

I do not have  
enough  
experience or  
information  
with BHBL to  
answer

Please Rate:

Please Explain:

**3. What factors should our district consider as we make instructional and program decisions to ensure students possess the abilities, skills, and attitudes you identified in question #1?**

**4. Do you have children CURRENTLY attending the BH-BL Schools?**

- Yes
- No
- Not now, but one or more has graduated from BH-BL
- Not now, but they will attend when they are older.

**5. Please pick the best answer below to indicate your EMPLOYMENT status. I am currently:**

- A BH-BL staff member
- Employed at another K-12 educational institution
- Employed in higher education
- Employed in a business
- Employed in a governmental or not-for-profit institution.
- A full or part time student
- Not employed / homemaker
- A retiree

Where do you work? (business, school or employer name)

**6. Please indicate any other connections you have to the BH-BL Schools. Check all that apply.**

- I am currently a BH-BL student.
- I am a BH-BL graduate.
- I am a resident/taxpayer of the BH-BL school district.
- I used to work for the BH-BL school district.
- I am an employer or potential employer of BH-BL students.
- I am a current or former BH-BL school board member.
- I have a grandchild attending the school district.

Other (please specify)

**7. Other general comment.**

We appreciate your taking the time to answer this survey. Thank you!

Done