

2007

Dysart Unified School
District #89

New Century Learner
Advisory Committee



NEW CENTURY LEARNER ADVISORY COMMITTEE REPORT

An overview of the process and recommendations for incorporating new century skills into the educational experience of all Dysart Unified School District students.

New Century Learner Advisory Team Overview

The Dysart Unified School District Governing Board established a mission statement and goals focused on increasing in excellence. The goal areas identified are rigor, relevance, relationship and reflection. Dysart is dedicated to going beyond providing preschool through grade 12 students with just the educational basics. The Dysart District must prepare students for the challenges and the opportunities of the 21st Century. Increasing in excellence requires working collaboratively with all stakeholders and actively involving parents and community members as partners. To accomplish this task a Dysart New Century Learner Initiative was planned and implemented at the start of the 2007-08 school year.

This NCL Initiative process was designed to generate a description of the Dysart graduate who is fully prepared to take on the challenges and reap the rewards of being a citizen of the new century. The New Century Learner (NCL) Initiative established an advisory committee of business and community leaders, government leaders, representatives from higher education, parents, students, teachers, administrators and staff tasked with researching and analyzing information about what skills are needed to prepare students for success in the 21st century. In addition, through a series of stakeholders' meetings at the local campus level, at department levels and with a community forum, input on this critical topic was gathered that contributed to the work of the NCL Advisory group.

The NCL Advisory Committee acted as umbrella group. The committee funneled research and information resulting in a framework of skills to be incorporated into the Dysart educational system through the strategic planning process.

The following objectives were set forth and accomplished by the Dysart New Century Learner Advisory Committee:

- To create a dialogue among stakeholders about the importance of 21st century skills.
- To develop a shared understanding of where the district is currently with bringing 21st century skills into the educational system.
- To articulate the new century skills that must be a part of the system.
- To create a report to be utilized for strategic planning.

The remainder of this document provides a final report of the process and the recommendations of the New Century Learner Advisory Team. This work would not be possible without the dedicated members of the NCL Advisory Committee. In addition, credit must be given to the administration and staff at the campuses and departments across the Dysart District who contributed to the work of the New Century Learner Initiative. Finally, the Dysart Governing Board Members must be applauded for their vision and support of this critical process.



Advisory Team Members

- Todd Aakhus, Higher Education
- Evan Allred, Administrator
- Diana Bass, Parent
- Filmore Bender, Civic Leader
- Jeanne Blackman, Business
- Daniel Bruner, Student
- April Castillo, Teacher
- Dr. Spencer, Government
- Alejandro Esquivias, Student
- Doris Flax, Education
- Nikki Frye, Teacher
- Stephanie Garnes, Community
- Ed Galindo, Teacher
- Tim Gallen, Community
- John Hagen, Government
- Ray Hayes, Community
- Megan Hays, Student
- Manuel Hernandez, Former Student
- Dr. Teddy Irvine, Administrator
- Shelly Isai, Teacher
- Dr. George Jeffers, Higher Education
- David Lewis, Business
- Dr. Anne Lin, Higher Education
- Collean Lufkin, Staff
- Judge Joseph W. Malka, Community
- Anthony Napodano, Administrator
- James Rumpeltes, Government
- Lyn Truitt, Civic Leader
- Brian Kennedy, Business

Facilitators

- Dr. Tammy Hall, Principal
- Ken Hicks, Director of Finance
- Dr. Gail Pletnick, Superintendent
- Dr. Quinn Kellis, Assistant Superintendent
- Dr. Cyndi Miller, Assistant Superintendent
- Lynn Montanya - Munier, Executive Director of Human Resources and Legal Council
- Scott Thompson, Executive Director of Business Services

Governing Board Members

- Mr. Charles Otterman
- Ms. Bridget Pauletich-Otterman
- Ms. Christine A. K. Pritchard

Sessions

The sessions planned for the New Century Learner Initiative were interactive, engaging and resulted in compelling conversation between informed stakeholders. Each session built and expanded on the previous sessions culminating in a powerful framework that will be a major data element for strategic planning in the Dysart Unified School District. The information below provides an overview of each New Century Learner Advisory Committee meeting with additional information available online at <http://dysart.org/ncl/index.html>. The online information contains video summaries of each session. In addition, the report appendix contains documents that summarize key data points from the sessions.

Session 1: Planning the Future: External and Internal Information

Date: August 29, 2007 6:00 PM - 8:30 PM

Location: Dysart Learning Center, Board Room

Presenters:

The Global Perspective

Mary J. Cullinane, Director US Partners in Learning
Microsoft Corporation

The Arizona Perspective

Ms. Debra Raeder, Executive Director
Governor's P-20 Council

The Dysart Perspective

Dr. Quinn Kellis, Parent and Assistant Superintendent
Dysart Unified School District

Outcome: Understand the needs of the new century learner from the global, state, and local perspectives

Session 2: Reflection and Consensus

Dates: September. 19, 2007 6:00 PM – 8:00 PM

Facilitated Activities

Outcomes: Shared understandings of new century skills based on readings and dialogue

Session 3: Evaluate Current Practices

Dates: October 17, 2007 6:00 PM - 8:00 PM

Facilitated Activities

Outcomes: Determine the current status of the district as it relates to developing new century learning skills

Session 4: Analyze, Synthesize and Recommend

Dates: November 7, 2007 6:00PM -8:00 PM

Facilitated Activities

Outcome: The research, information and discussions from the NCL Advisor Team sessions will be analyzed and synthesized by the group to produce a final report that includes a recommended framework of 21st century skills to be incorporated into the teaching and learning experience of all Dysart students

Sessions were held at Dysart schools and in departments to provide an opportunity to share information on the New Century Learner Initiative. Input gathered at these meetings was incorporated into the final session of the Advisory Team. These meetings included:

Ashton Ranch	October 30, 2007	Sonoran Heights	October 23, 2007
Canyon Ridge	October 23, 2007	Sundown Mountain	October 12, 2007
Cimarron Springs	October 1, 2007	Sunset Hills	October 16, 2007
Countryside	September 20, 2007 and October 1, 2007	Surprise	September 27, 2007
Dysart	October 29, 2007	Thompson Ranch	October 11, 2007
Dysart High	October 17, 2007	Valley Vista High	October 30, 2007
El Mirage	October 18, 2007	Western Peaks	November 18, 2007
Luke Elementary	October 18, 2007	West Point	September 17 & 24, 2007
Marley Park	October 4, 2007	Willow Canyon High	October 22, 2007
Mountain View	October 2 & 31, 2007	Educational Services	October 22, 2007
Parkview	October 18, 2007	Human Resources	October 15, 2007

Resources and References

Speakers

Mary J. Cullinane, Director US Partners in Learning, Microsoft Corporation
Ms. Debra Raeder, Executive Director Governor's P-20 Council
Dr. Quinn Kellis, Parent and Assistant Superintendent, Dysart Unified School District

Articles

Governor's P-20 Council. (2006) "P-20 Council Education Recommendations and Work Plans". <http://www.governor.state.az.us/P20/>
Hirth, Marilyn A. (2007) "Twenty Years and Beyond . . . Applying Futurist Ideas to School Growth and Expansion". School Business Affairs.
Levine, Mel. (2007), "The Essential Cognitive Backpack". Educational Leadership 64(7): 16-22.
Metiri Group.(2003) "Twenty-First Century Skills". <http://ncrel.engage.org>
Partnership for 21st Century Skills. (2007) "Framework for 21st Century Learning". www.21stcenturyskills.org
Salpeter, Judy. (2003) "21st Century Skills: Will Our Students Be Prepared?". techLEARNING
<http://www.techlearning.com/showArticle.php?articleID=15202090>
Casner-Lotto, Jill and Barrington, Linda. (2006) "Are They Really Ready For Work?" Conference Board BED-06-Workforc
<http://www.conference-board.org>.
Stewart, Vivien. (2007) "Becoming Citizens of the World". Educational Leadership 64(7): 8-14.

NEW CENTURY LEARNER INITIATIVE

Recommendations for Framework of the Dysart New Century Learner Skills

Governing Board Goals	Dysart New Century Learner Skills
<h1>Rigor</h1>	<p>Core Subjects Core subjects include:</p> <ul style="list-style-type: none">• English, reading or language arts• World languages• Arts• Mathematics• Economics• Science• Geography• History• Government and Civics <p>Entrepreneurial Skills</p> <ul style="list-style-type: none">• Core knowledge mastery – with emphasis on math and science• Acute knowledge of health literacy• “Renaissance” thinker access to liberal arts education• Ability to make connections among and between disciplines and real-world experiences• Critical thinker who can solve problems <p>Global Awareness (Collaboration)</p> <ul style="list-style-type: none">• Work collaboratively with individuals representing diverse cultures• Global citizenship with local/national participation• Flexibility and adaptability to navigate through the ever-changing social boundaries• Appreciation and mutual respect for other cultures• Understand what it means to be a citizen of the world and to act ethically

Governing Board Goals	Dysart New Century Learner Skills
<h1>Relevance</h1>	<p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> • Exercising sound reasoning in understanding • Making complex choices and decisions • Understanding the interconnections among systems • Identifying and asking significant questions that clarify various points of view and lead to better solutions • Framing, analyzing and synthesizing information in order to solve problems and answer questions • Process driven and collaborative in creative and innovative work. • Inductive and deductive logic • Independent, creative, critical, collaborative thinker • Understanding the interconnections among experiences and systems • Real life application of skills • Critical thinkers who can frame, analyzing and synthesize information in order to solve problems and answer questions. <p>Communication and Collaboration</p> <ul style="list-style-type: none"> • Articulate thoughts and ideas clearly and effectively through speaking and writing • Demonstrating ability to work effectively with diverse teams • Outcomes driven collaboration • Lifelong learning (all members of the community) • Facilitation and presentation skills

Governing Board Goals	Dysart New Century Learner Skills
<h1>Relationships</h1>	<p>Personal Productivity</p> <ul style="list-style-type: none"> • Work appropriately and productively with others • Define, prioritize and complete tasks without direct oversight • Flexibility & adaptability • Adapt to varied roles and responsibilities • Utilize time efficiently and managing workload <p>Social Skills</p> <ul style="list-style-type: none"> • Confident/"Comfortable with one's self • Positive influence to others <p>Ethical Behavior</p> <ul style="list-style-type: none"> • Instill core values • Demonstrate integrity and ethical behavior • Act responsibly with the interests of the larger community in mind • Demonstrate interpersonal skills using integrity, responsibility, diligence and positive work ethic <p>Initiative & Self-Direction</p> <ul style="list-style-type: none"> • Monitor one's own understanding and learning needs • Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise • Demonstrate initiative to advance skill levels towards a professional level • Define, prioritize and complete tasks without direct oversight • Utilize time efficiently and managing workload • Demonstrate commitment to learning as a lifelong process • Be confident taking initiative and trying new things • Be responsible for one's own productivity and make contributions to the whole

Governing Board Goals	Dysart New Century Learner Skills
<h1>Reflection</h1>	<p>Information Skills</p> <ul style="list-style-type: none"> • Independent thinking as well as thinking collaboratively • Life-long learners who continuously strive to improve themselves by using information accurately and creatively for the issue or problems at hand • Access, evaluate, and use information accurately and creatively for the issue or problem at hand • Possess a fundamental understanding of the ethical issues surrounding the access and use of information • Habit of obtaining 360 degree feedback from all levels for every person • Introspective (analyzing and synthesizing information) • Interpret, process and problem solve large amounts of information and adapt to changes

Appendix Contents

- Bibliographies of Presenters - Session 1
- MILE Survey Results
- Input Summaries - Dysart Schools and Departments
- Data Collection Summary - Sessions 2, 3 and 4

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Bibliographies of Presenters Session 1



Mary J. Cullinane
Director
US Partners in Learning
Microsoft Corporation

Mary Cullinane comes to Microsoft after being a teacher, Director of Technology and Administrator at a regional secondary school in Scotch Plains, New Jersey for 10 years. In 1997, while there as Director of Technology, Ms. Cullinane implemented an Anytime Anywhere Learning Program, providing notebook computers for all 9th – 12th grade students.

After leaving education, Mary helped to establish, EdGate.com, a start-up internet company focused on creating online learning communities for schools and districts. There, Ms. Cullinane managed the development of the user experience and strategic business initiatives.

In October of 2000 Mary Cullinane joined Microsoft as Manager of Microsoft's Anytime Anywhere Learning program. As such she was responsible for program development and expansion, evangelism of 1:1 access and future strategic planning. In August of 2002, Ms. Cullinane assumed responsibilities for the K-12 segment and managed Microsoft's national programs, marketing activities, and strategic initiatives with national associations and Departments of Education.

In 2003, as a result of a partnership between the School District of Philadelphia and Microsoft Corporation, Ms. Cullinane accepted the position of School of the Future Technology Architect. Moved under the auspices of the Microsoft Partners in Learning Initiative, Ms Cullinane managed strategic education projects and relationships for Microsoft including the creation of the new School of the Future located in West Philadelphia. In February of 2006, Ms. Cullinane assumed responsibility for the US Partners in Learning business and manages a team of individuals focused on expanding the impact and presence of digital inclusion in the US.

Ms. Cullinane has spoken at national and international conferences on the topics of educational technology and strategic leadership and provides board support for numerous organizations. A resident of New York City, Ms. Cullinane holds a Master's of Public Policy and Administration Program from Columbia University with a concentration in International Economics and Policy Development and a Bachelor of Arts Degree from The College of New Jersey.



**Debra Raeder,
Executive Director of
Governor Napolitano's
P-20 Council**



Debra Raeder is the Executive Director of Governor Napolitano's P-20 Council. The P-20 Council, established by Executive Order in 2005, serves as the framework to build a better educational system starting with early education through graduation and workforce training. Council membership includes a wide spectrum of education, business and community leaders and policy makers.

Prior to her appointment to this position, Debra served as Director of Policy for the Arizona Department of Commerce's Workforce Division. In this role, Debra staffed the Governor's Council on Workforce Policy (GCWP), a 35-member council made up of business, state and educational leaders. Through the GCWP and in working with local workforce investment boards, the Policy Division provided direction, research and support for the state's business-led workforce investment system.

Debra also currently serves as a member of the Peoria Unified School District Governing Board, a position she has held for over 11 years. Debra has a B.S. Degree in Political Science from Arizona State University West.



Quinn Kellis, Ed.D
Assistant Superintendent
Dysart Unified School District
and
Future Visioning Committee Member

Quinn Kellis is an Assistant Superintendent in the Dysart Unified School District. Dr. Kellis' first engagement with the Dysart District started over a year ago as volunteer parent on a middle level restructuring committee and as a participant in a recent Dysart visioning workshop.

Dr. Kellis comes to Dysart with experience as a High School English and Spanish teacher, Department Chair and Assistant Principal, Middle School Principal, and Director of School Accountability and Technology. He has participated in the Apple, Inc. 21st Century Leadership Project in partnership with Arizona State University. In 2005 he initiated Arizona Distance Learning, a consortium of Districts offering online learning programs. In 2006 Dr. Kellis was named one of the "20 to Watch" for the next 20 years by the National School Board Association.

Dr. Kellis received a BA in Spanish from Brigham Young University, an MA from Chapman University, and an Ed.D. from Arizona State University. His current responsibilities in the Dysart Unified School District encompass student services, community education, public relations, athletics, and instructional technology.

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MILE Survey Results

The Partnership for 21st Century Skills created a MILE Online Assessment Survey to help schools/districts gauge their effectiveness in integrating 21st century skills into the learning process. The assessment allows educational institutions to assess where their schools stand in implementing 21st century skills.

ONLINE ASSESSMENT

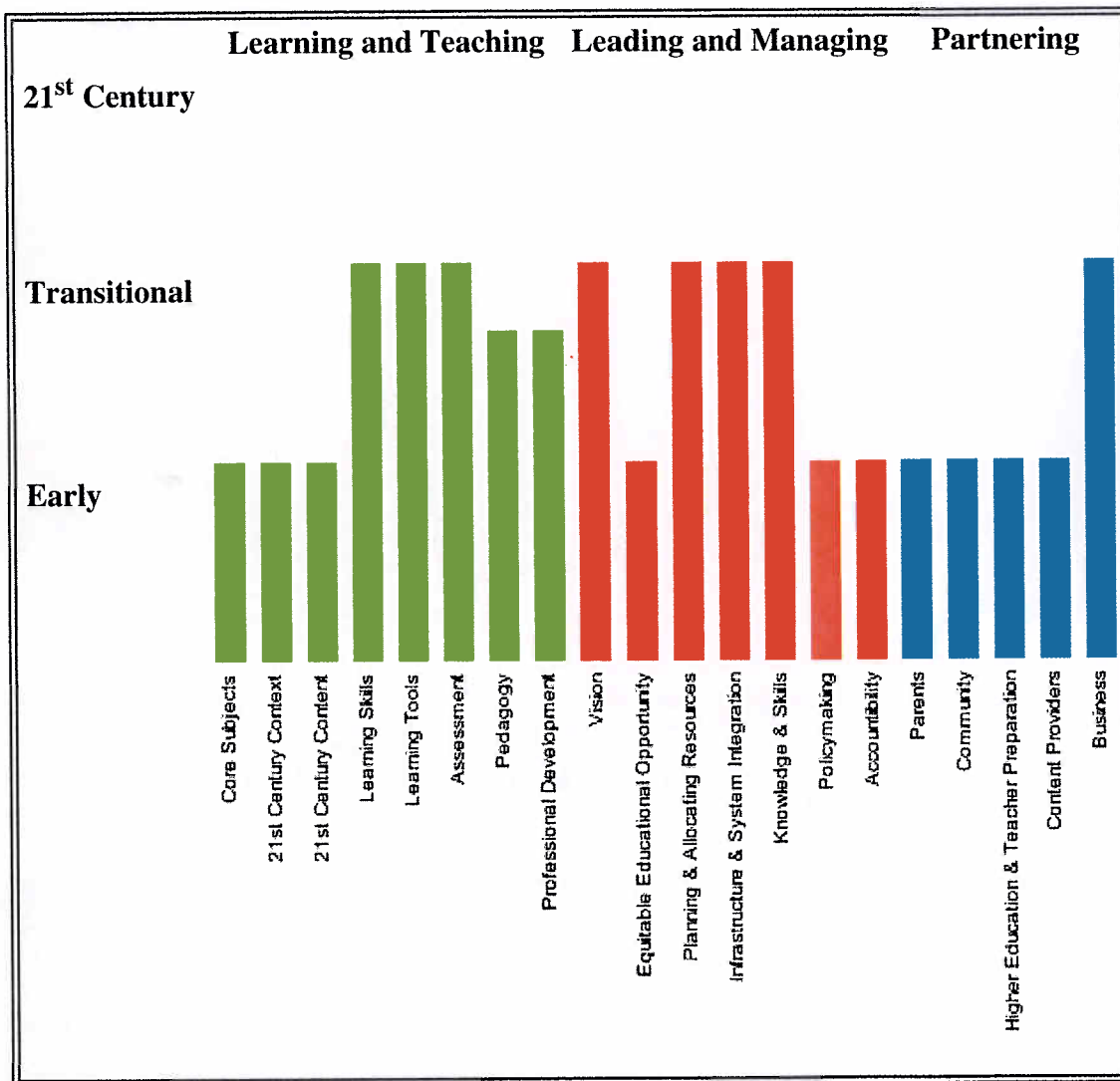
Results

In the Learning and Teaching section you are at the **Transitional Stage**.

In the Leading and Managing section you are at the **Transitional Stage**.

In the Partnering section you are at the **Transitional Stage**.

- In the Transitional Stage- you have already implemented a number of important changes to integrate 21st Century Skills into your school. The roles of management and leadership have started to change and you have actively created new partnerships to continue such change.



NEXT STEPS

MILE SURVEY RESULTS

GROUP 1

Page 1 of 2

November 7, 2007

Part I:

- Embrace a powerful vision of public education that includes 21st Century Skills
- Develop priorities for 21st Century Skills
- Make sure students have equitable access to a 21st Century Education
- Collaborate with outside partners
- Plan collectively and strategically for the future

Part II:

- Increase your own ICT Literacy
- Improve assessments to measure 21st Century Skills
- Increase knowledge in content area and use of classroom assessment methodologies
- Make sure that learning goals, curriculum, teaching tools, instructional practices and student assessments are aligned in support of 21st Century Skills.

ONLINE ASSESSMENT

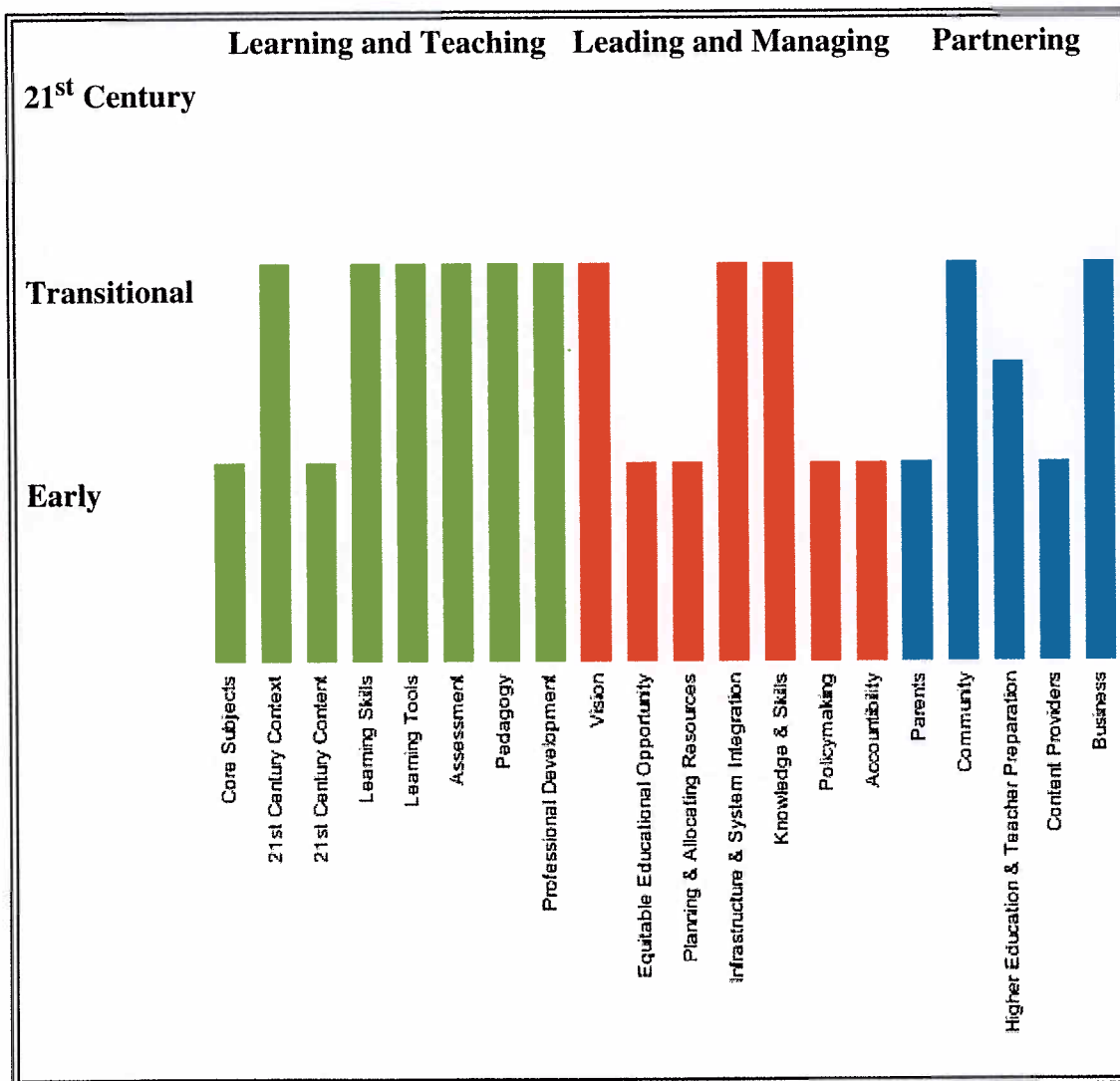
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NEXT STEPS

MILE SURVEY RESULTS

GROUP 2

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November 7, 2007

Part I:

- Embrace a powerful vision of public education that includes 21st Century Skills
- Develop priorities for 21st Century Skills
- Make sure students have equitable access to a 21st Century Education
- Collaborate with outside partners
- Plan collectively and strategically for the future

Part II:

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ONLINE ASSESSMENT

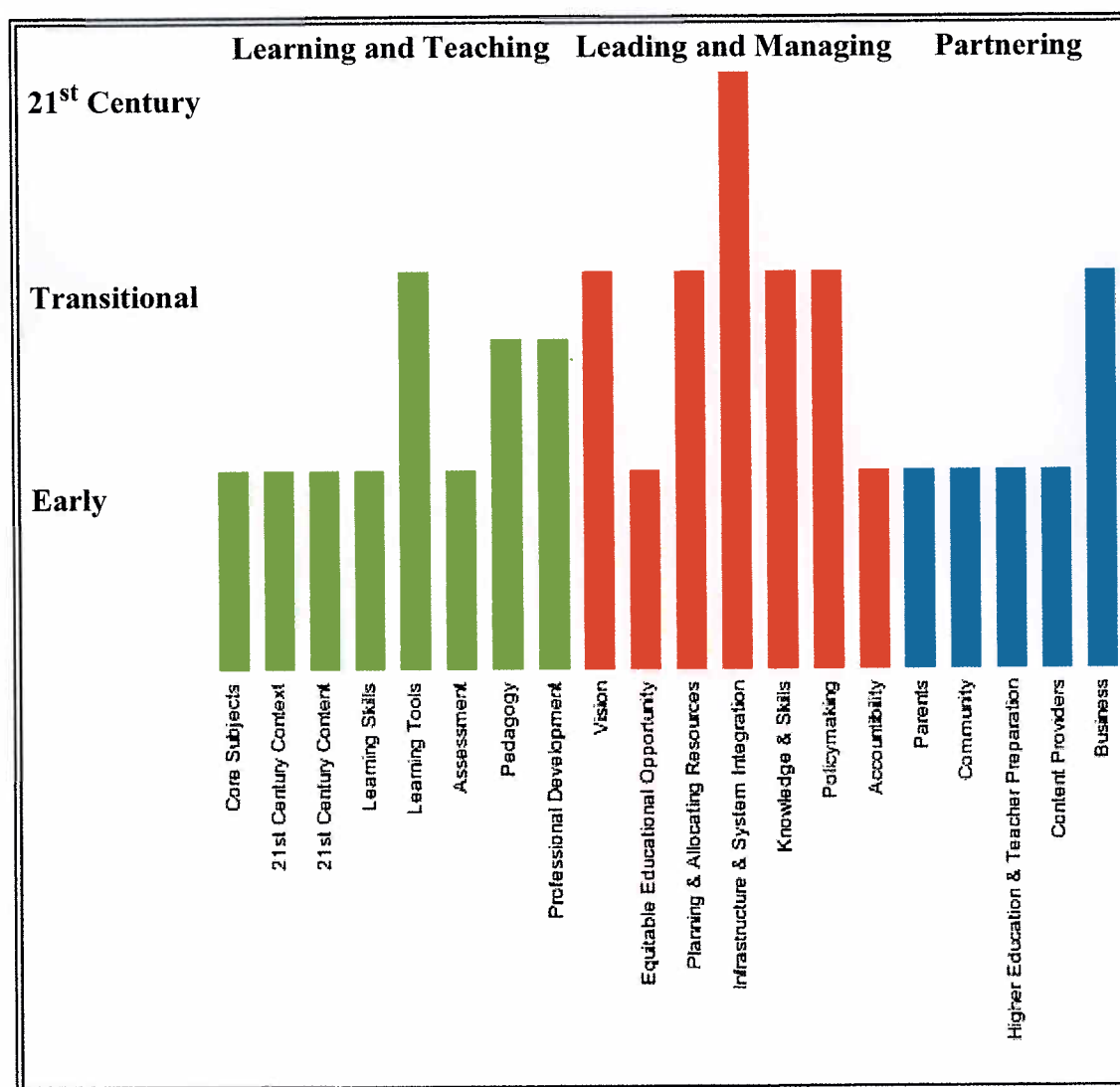
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NEXT STEPS

MILE SURVEY RESULTS

GROUP 3

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November 7, 2007

Part I:

- Embrace a powerful vision of public education that includes 21st Century Skills
- Develop priorities for 21st Century Skills
- Make sure students have equitable access to a 21st Century Education
- Collaborate with outside partners
- Plan collectively and strategically for the future

Part II:

- Increase your family's use and understanding of technology tools and learning skills.
- Partner with teachers to support your children's development of 21st Century Skills.
- Urge schools to integrate ICT literacy into core subjects and develop new 21st Century context, content and assessments.

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Input Summaries Dysart Schools and Departments

**Ashton Ranch
New Century Learner
October 30, 2007**

New Century Learner Forum held Tuesday, October, 30, 2007 gave members of the ARES community the opportunity to learn the DUSD, New Century Learner plans as well as give input to the district level forum. Participants at our forum gave their input toward two Essentials Questions:

1. What should the New Century Learner look like when graduating from DUSD?
2. What do we expect to see in our community when we have graduated students prepared for the New Century?

Some key findings to the two questions include the following:

- Technical Literacy is a vital skill for all DUSD graduates
- The community should expect more job growth and needs in the technology sector
- Problem solving is a vital skill for all DUSD graduates
- The community should expect to benefit from creative problem solvers who can become involved citizens.
- Human relations will become a particularly vital skill for all DUSD graduates
- The community should expect to benefit from citizens with solid social skills and good character.
- Life-long learning and applying that learning is a vital skill for all DUSD graduates.
- The community should build and provided a variety of learning institutions.

**Canyon Ridge School
New Century Learner
October 23, 2007**

1. What should the New Century Learner look like when graduating from DUSD?

Creative thinkers
Problem solvers
Bilingual
Possess global awareness
Understand the importance of using technology to enrich experiences and used as a tool for simple items
Innovator
Well connected
Skilled in diversity
Adaptable - have the ability to learn, re-learn, and unlearn
Technologically savvy
Organized
Explorer
Able to connect to and work with others
Cooperative
Leader
Ability to think outside of the box
Lifelong learners

2. What do we expect to see in our community when we have graduated students prepared for the New Century?

High percentage of globally bound college students
Culture of pursuing higher education
Multicultural, bilingual society
Technology available to all within the community
Greater fiber optics and technology infrastructure
Higher education institutions in Surprise
High school offerings in languages other than the Latin Romantics
Businesses seeking to relocate to Surprise and bring partnerships and higher employment opportunities
Creation of a creative class
Multiple internships within the City of Surprise
A community of lifelong learners

**Cimarron Springs Elementary School
New Century Learner
October 1, 2007**

What will a 21st Century Learner look like?

- Self-directed
- Problem solver
- Capable of Inventive Thinking
- Goal driven
- Practices ethics and responsibility
- Adapting to change
- Curiosity to learn (a need to discover)
- Critical thinker
- Real World Experiences

Countryside Elementary School
New Century Learner
August 9, August 16
September 20, October 1

Countryside School has had six public gatherings where we have discussed NCL, we used information that we learned through McRel and the Model Schools Conference in Washington, D.C.:

- Two Site Council Meetings
- One PTO Meeting
- Three Teacher Trainings

The Countryside Community started with what a 21st Century Learning Environment would look like:

- Creates learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Supports professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enables students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allows equitable access to quality learning tools, technologies and resources
- Provides 21st century architectural and interior designs for group, team and individual learning.
- Supports expanded community and international involvement in learning, both face-to-face and online
- Demonstrating originality and inventiveness in work
- Developing, implementing and communicating new ideas to others
- Being open and responsive to new and diverse perspectives
- Acting on creative ideas to make a tangible and useful contribution to the domain in which the innovation occurs

In the next step, we researched what skills a new century learner would need to be effective:

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

Having mastered these new century learning skills, our community would expect to see citizens that are:

- Prioritizing, Planning, and Managing for Results
- Effectively using “Real-World Tools”
- Able to Produce Relevant, High-Quality Products
- Prioritizing, Planning, and Managing all aspects of their life

Our Community would be successfully self-sustainable while being incorporated into a global economy!

**Dysart Elementary School
New Century Learner
October 29, 2007**

The team felt that these themes were vitally important:

- Technological Environment ~ we need to have an environment that embeds technology into the curriculum and makes it part of the daily expectation for learning
- Business, School and Community collaboration
- Three Dimensional Shift ~ this is not a linear process
- Parental Involvement and raised level of knowledge and awareness
- Teacher preparation
- Teaching how to think, learn and apply the skills
- See possibilities and not obstacles

**Dysart High School
New Century Learner
October 17, 2007**

Dysart High School's NCL Forum was held October 17 in conjunction with a Site Council meeting.

In attendance:

Ryan Grubb – student	Marlene Walz – teacher
Jim Grieshaber – administrator	Jennifer Manwaring – teacher
Rachel Holmes – teacher	Ceaser Lara – parent
Dianne Johnson – office manger	Carol Solomon – parent & teacher
Christine Mitchell – community member	Tonia Selfridge – parent
Teddy H. Irvine – principal	

Agenda

- Overview of NCL – shared history and purpose of initiative and watched Shift Happens 2.0 video
- Discussion of video
- Discussion of the question: *What should the new Century Learner look like when graduate from DUSD?*
 - Prepared for college and life
 - Communication skills in a global economy
 - Having the capacity for work and leadership

Discussion of the questions: *What do we expect to see in our community when we have graduated students prepared for the New Century?*

- Enhanced partnerships between education and business
- The idea that “it takes a village to raise a child”
- Turning back of the “brain drain” of educated citizens leaving Arizona

Concluding discussion about what we are doing here at DHS.

**El Mirage Elementary
New Century Learner
October 18, 2007**

The following is a summary of issues, concerns, and requests from parents during the New Century Learner Meeting on Thursday October 18th, 2007. The thirty-five (35) parents in attendance were asked to collaborate in small groups after viewing the video "Did You Know," and reviewing the New Century Learner initiative in the DUSD. Parents were divided into cooperative groups to discuss the NCL concepts, write down on chart paper some of the things they want to see their children learn and report out to the whole group. Parents were also asked to describe what programs they would like to have available at El Mirage Elementary School and the Dysart Unified School District to facilitate NCL over the next decade. This was a very interact group of parents who truly want the best education possible for their children.

1. Parents expressed a need to improve home/school communication. Many parents feel that there is room for improvement on both sides of the equation. They feel that by working together, parents and teachers/administrators can make a significant impact on the education and lives of our students.
2. A majority of the parents in attendance would like to see foreign languages taught to their children at an early age in order to compete in a global economy and job market.
3. Parents would like their children to be taught the proper use of technology and the internet. They want to make sure that their children use computers to enhance their education and not just use it to play games. Parents also want to make sure their children do not have access to dangerous or inappropriate material on the internet.
4. Many in attendance also expressed a desire to learn more about computers and the internet themselves, they would like computing/technology classes for adults.
5. Parents would like to have an opportunity to take GED classes in order to complete their education and serve as a positive example to their children.
6. A majority of the parents in attendance were monolingual Spanish speakers and they expressed a strong desire for our schools to provide English classes for adults. They feel that by learning English they can better help their children learn and be a positive influence in their child's education.
7. Parents would like to learn more about how to fund their children's college education. Parents wanted to know about financial aid and college requirements and how they can make possible their children's dream of going to college.
8. Some parents wanted to know how the schools were going to address the issue of undocumented, non-legal resident students. They wanted to know if the schools were going to help pave the way for these students to continue their education after high school by eliminating some of the obstacles that can keep them from attending college. One issue that was brought up was the cost of tuition for a legal resident versus that of a non-legal resident.
9. Parents want to learn how to supplement their children's education at home. Some parents suggested workshops or training on how to effectively continue their children's education outside of school hours.
10. Parents would like to see the schools provide self defense or personal safety classes for students and adults.
11. Parents would like for their children to learn more about the arts and music. They suggested that the school teach classes such as piano and guitar.
12. Parents would like to see classes such as home economics and wood/metal shop along with other vocational/career type classes introduced at the Jr. High level.
13. Parents would like to see the schools introduce sexual education programs aimed at students in the 6th, 7th, and 8th grades.
14. Parents would like for the school to provide more programs for those students who are underperforming or below grade level.
15. Parents would like for those students who are excelling or performing above grade level receive the praise and recognition they deserve. They suggested special awards or prizes be given to these students to encourage them to keep working hard.
16. Parents would like to see the elementary schools establish a intramural sports league for students in K through 6th grade.

**Luke Elementary
New Century Learner
October 18, 2007**

Themes

Innovations will be ongoing and continuous.
Changes will be rapid – sometimes unpredictable.
There will be an uncertainty in predicting future needs.

New forms of communication and technology will continue to develop at a faster and faster pace..
People and information will be totally available – always connected.

The lines between home, work, and school will be blurred.
There will be physical and location changes in the workplace and school.
There will be different relationships between home, work, and school.

There will be a global workforce.
Leadership will require facilitation – can't dominate or force.
Shifts will be made in work practices, thinking, and expectations.

Marley Park Elementary School
New Century Learner
October 4, 2007

1. New Century Learner Graduate

- Effective communication skills
- Proficient in a foreign language
- High level of math and science skills
- Effective user of technology
- Exposure to a variety of professions
- Exposure to a variety of disciplines, i.e. the arts
- Excellent critical thinking skills

2. New Century Community

- Job availabilities beyond the service industry
- Recruitment of engineering and biotechnology companies
- Businesses partnerships helping to provide programs within the schools, i.e. robot technology
- Information about school and community integrated and easily accessible
- Graduates returning to Surprise and starting families
- Increased day care opportunities provided to families

**Mountain View School
New Century Learner
October 2, 2007
October 31, 2007**

Mountain View students should leave Mountain View exposed to various technologies (computers, internet, distance learning, etc.) and be able to utilize various technology mediums to be prepared for High School implementation and real world applications (school to work partnerships in high school). Students access to technology should be continuous and updated as technologies change.

Mountain View students/DUSD graduates will also be problem solvers, critical thinkers, and be able to find solutions when technologies are not available.

DUSD should continue to expand/build relationships with various businesses/industry to partner with our schools (Adopt a school partnerships) to foster relationships that encourage students being taught the skills employers are seeking from our graduates.

**Parkview Elementary School
New Century Learner
October 18, 2007**

Themes:

In response to the question what should the new century learner look like after graduating from DUSD?

- 1) Focused goals
- 2) Educationally and socially able to succeed in the world
- 3) Ambitious

In response to "what will our community look like?"

- 1) Booming community beyond the normal commercial businesses
- 2) Bigger technology businesses
- 3) Better interpersonal relationships

Sonoran Heights Elementary School
New Century Learner
October 23, 2007

Question 1:

What should the New Century Learner look like when graduating from Dysart Unified School District?

- Global
- Able to access information 24/7
- Flexible
- Interconnected
- Creative thinker
- Adaptable
- Work from home
- Communicator
- Team player
- Tech savvy
- Use both sides of the brain
- Ask questions and make changes
- Master of fine arts
- Multi-perspectives
- Strategic
- Look to and plan for the future

Question 2:

What do we expect to see in our community from graduated students prepared for the new century?

- Respect for educators
- Funds
- Business partnerships
- Global interconnectivity
- Community education
- Different types of technology (transformational)
- Partnerships with other school districts and communities worldwide
- Web based resources
- 24/7 access to global technology and communications
- Schools become community centers
- Training for parents and educators
- Old Century Learners become New Century Learners
- Web-Casts
- Information available 24/7
- Opportunities for families to access technology
- Parent development rooms/classes
- Facilities
- Grant writers (other avenues of funding)
- Attract the best talent
- Exponential Users
- Prosperity
- Caring and pride in the community
- Better living conditions
- Solar cars, monorail
- Tolerance
- Giving to the community
- Versatile workers
- Business involvement
- Environmentally friendly
- Connection to school, home and business
- Less traffic
- Increased arts (music, architecture, etc.)
- Global
- "Out of the Box"
- Increased funds
- Increased business

**Sundown Mountain
New Century Learner
October 12, 2007**

1. What will a 21st Century Graduate look like?

- More than “reading, writing and arithmetic”
- Core subject knowledge
- Technology Skills (Technology is now the driving force)
- Life Skills
- Career Skills
- Be able to read and write critically
- Will have visual literacy
- Cultural literacy
- Global Awareness

2. What can we expect to see within our community?

- Increased communication via new technology (Things we haven't yet seen)
- Global communication
- High Productivity
- Effective communication

**Sunset Hills
New Century Learner
October 16, 2007**

What should the New Century Learner look like when graduating from DUSD? What do we expect to see in our community when we have graduated students prepared for the New Century?

Central Themes:

Students should be connected:

- to their community through volunteering
- belong to professional, personal organizations
- ultimately working toward the benefit of themselves and others

Students should be capable:

- technologically advanced
- problem solvers
- able to work independently and cooperatively
- possess initiative and ambition
- flexible and adaptable
- prepared for challenges

Students should be of good character:

- continue character education
- life-long learners
- responsible
- compassionate
- honest

**Surprise Elementary School
New Century Learner
September 27, 2007**

Themes:

Scared that our kids won't be ready for the future.
Scared a \$1,000 computer would know more than the human brain.
Parents are trying so hard to help teachers prepare students for the 21st Century.

We can:

Try to help change the perceptions of education. Teachers should be valued as professionals like doctors and lawyers.
Show video to more parents to educate.
Create more established partnerships with parents to help educate parents who will then help more in educating their children.
Institute specialized programs

NCL Graduate Looks like:

Has core set of basic knowledge and the ability to apply their skills in the workplace.
Makes appropriate choices concerning health and wellness
Knows the importance of learning to communicate in writing and orally is paramount.
Someone who can speak more than one language and is learning the global marketplace languages.
Technology literate
Has facilitation skills yet can work independently
Can telecommute and/or communicate over space and time
Tolerant of other cultures
Can work with diverse backgrounds

Our Community Changes with NCL:

Our community will give back to itself improving the quality of life in our community
There will be more community centered activities
It will be sought out as a place to live because status will rise
Community will have internship programs within the schools to prepare for the immediate skills needed for job
Placement assistance for workforce

**Thompson Ranch Elementary
New Century Learner
October 11, 2007**

Information received from our NCL presentation.

- Parents want their children exposed to more computer information
- More Literacy
- Life and Social Skills (this came up over and over)
- Basic and Social Interaction (this came up over and over)
- More communication Skills (this came up over and over)
- Quality time at home
- Community Service
- Stabilization in child's Life (this came up over and over)
- Become more aware of other cultures
- More time in the classroom
- Smaller class sizes
- Internet access to parents to look up their child's progress and home work
- World Pen-Pal through Internet

**Valley Vista High School
New Century Learner
October 30, 2007**

What do we want our students to leave high school with?

We want our students to be. . .

- problem solvers
- independent thinkers
- literate (in subject areas, in technology, in culture)
- creative
- highly motivated
- technological savvy
- fully prepared for work, college, and life
- students who are globally competitive
- people who make things happen

Why is it better to work as a group to achieve this?

Many minds are better than one
Different perspectives
More “buy in”

More creative solutions.
Helps to create community

In this way we can create more partnerships

What must be done to create this?

We must “break ranks”
Infuse learning with rigor and relevance
Adult advocate programs
Flexible use of time and scheduling
Create more opportunities for student leadership
Continued professional development
Opportunities to collaborate with peers from around the world via technology
Provide more opportunities for families/ community to participate
Create outside opportunities for students
Maintain clearly defined high standards

Individualize the learning
Actively engage all students
Integrate curriculum
Increase real life opportunities

**West Point Elementary
New Century Learner
September 17 & September 24, 2007**

What will a 21st Century Learner look like when they graduate from DUSD?

- * Able to work in teams with peers
- * Strong knowledge base on current world events
- *Very strong tech. skills in the classroom and how they interface with the work place.
- *Higher order thinking skills
- *Social responsibility in the community
- * Strong Communication skills

What do we expect to see in our community when we have graduated students prepared for the New Century?

- *Improved tech. skills that can support the businesses in our community.
- * Involved citizens, who will give back to the community.
- *Students that can communicate in many different methods and media.
- * A work force that is creative and able to work collaboratively.
- * Students that have a global perspective and understand how the world is interconnected.

**Western Peaks School
New Century Learner
November 18, 2007**

Main Themes from Our NCL Discussion:

- There was a strong sense of needing to foster teamwork among staff and students. Employers are looking for people who can work in collaborative teams to solve problems and achieve common goals yet in education we promote individual achievement.
- With the rapidly changing world of technology, there was an identified need to help give students the skills to adapt to new technologies and embrace the need for technology. Many felt kids are doing this already and we may even inhibit it!
- Everyone agreed that foreign language instruction was needed, beginning at the elementary school level. There was discussion about what languages would be most important. Dialogue identified Mandarin Chinese and Spanish as the top two, in that order.
- There was some discussion about the need to support staff, parents, and community members in technological proficiency - and whether that was within the scope of the school's responsibilities or not.
- There was some discussion about the volume of information and how to balance having students know facts versus having the skills to find the information they need. This led to some sidebar dialogue about calculator use for kids who do not develop basic math proficiency.

**Willow Canyon High School
New Century Learner
October 22, 2007**

Question #1: What does the NCL look like for the DUSD graduate? (3 major themes)

Life long/Global Learners
Strong Communication skills- verbal/written
Well prepared for college/career choices

Question #2: What do we expect to see in our community when we have graduated students prepared for the New Century? (3 main themes)

Becoming a global community
Attract high tech businesses
Graduates return/remain in the community in order to contribute to its social/economic growth

**Educational Services
New Century Learner
October 22, 2007**

The New Century Learner Forum held October 22, 2007 provided information regarding the New Century Learner Initiative to the Educational Services department. Participants gave their input toward two essential questions:

1. What will a 21st Century Learner look like when they graduate from DUSD?
2. What do we expect to see in our community when we have graduated students prepared for the New Century?

Some key findings to the two questions include the following:

- Community funnels money to the District
- World Connectedness - Interaction with others from around the world
- Students leave with the desire to return and work in the community
- Critical Thinkers, Problem Solvers
- Job Shadowing
- No conventional job sites: What about social interactions
- Student recruited globally but can stay locally to do the job
- Globalization: World-wide network
- Community full of multi-taskers who are connected to each other and the world
- More trade schools and colleges within the community at the high school level.

Human Resources
New Century Learner
October 15, 2007

What should the New Century Learner look like when graduating from DUSD?

- Desire to continue education
- Be prepared educationally
- Ethical values
- International Focus/No boundaries
- Critical Thinker
- Excellent Technology Skills
- Ability to learn and re-learn
- Global diversification
- Cognitive Learning
- New Basic Competencies

What do we expect to see in our community when we have graduated students prepared for the New Century?

- Rising academic achievement
- Environmental awareness
- Attract business
- Peace – We all just get along
- Ready for new opportunities – Business, Education, Growth
- Stronger Families (Economically and Connected)
- Economic Strength
- Stronger Communities – Business, Jobs, Economics
- Global Community
- Multi-Lingual
- Community in which people want to live and work

2007

Dysart Unified School
District #89

New Century Learner
Advisory Committee
Report

APPENDIX

Input Summaries Dysart Schools and Departments

**NEW CENTURY LEARNER INITIATIVE
DATA COLLECTION SHEET
November 7, 2007**

SESSION 2

World Café Themes

What should the New Century Learner look like when graduating from the Dysart District?

- Prepared for Learning
- Excited about where they are going
- Relationships, higher order thinking
- Good social skills, citizen of the world
- Life long learner
- Problem solver-finder
- Multi-skilled
- Connected to the world
- Open to incorporate new knowledge
- International preparation/world application
- Literate, sociable, open minded
- Good thinking skills
- Happy / productive
- Technology savvy
- Adaptable
- Prepared to compete and succeed

How does working as a community allow us to succeed?

- Collaboration “pooling” our knowledge to maximize our resources
- Smaller realms of community pull together to create need for education and students
- Community comes together to bridge gaps
- One person versus four people pulling together
- Meeting of the minds - reaching out to others
- Cannot succeed alone
- Continuing Education
- Multiple generations = multiple mindsets = + Life long learner

SESSION 3

MILE Survey Results

**Learning and Teaching - Transitional Stage
Leading and Managing - Transitional Stage
Partnering - Transitional Stage**

In the Transitional Stage Dysart has already implemented a number of important changes to integrate 21st Century Skills into District schools. The roles of management and leadership have started to change and the District has actively created new partnerships to continue.

NEXT STEPS

- Embrace a powerful vision of public education that includes 21st Century Skills
- Develop priorities for 21st Century Skills
- Make sure students have equitable access to a 21st Century Education
- Collaborate with outside partners
- Plan collectively and strategically for the future.
- Increase your own ICT Literacy
- Improve assessments to measure 21st Century Skills
- Increase knowledge in content area and use of classroom assessment methodologies
- Make sure that learning goals, curriculum, teaching tools, instructional practices and student assessments are aligned in support of 21st Century Skills.
- Increase your family’s use and understanding of technology tools and learning skills.
- Partner with teachers to support your children’s development of 21st Century Skills
- Urge schools to integrate ICT literacy into core subjects and develop new 21st Century context, content and assessments.

SESSION 4

Analyze and Synthesize Information

Analyzing input from schools, departments and the district forum on what new century skills are critical to Dysart District graduates

See appendix for data.

Analyzing results of MILE Survey

See appendix for data.

Synthesizing data from session 1, 2, and 3

Result framework as presented

**NEW CENTURY LEARNER INITIATIVE
DATA COLLECTION SHEET
November 7, 2007**

**SESSION 2
World Café Themes**

- Community success
- None of us is as smart as all of us
- Access to more resources
- Global community coming together
- Problem based learning

What do we expect to see in our community when we have graduated students prepared for the New Century?

- Attracting international business because of assets, location and highly trained workforce
- Successful and vibrant global community
- Global industries within community
- Economic Impact positive
- Long distance learning
- Collaboration
- Building ties

**SESSION 3
MILE Survey Results**

**Milestones for Improving Learning & Education (MILE)
Group Discussions**

Learning and Teaching

Critical factors include:

- Apply learning to relevant situations
- Identify the outcomes or goals for graduates
- Post-secondary education
- Flexibility/adaptability
- Prepared so they don't have to remediate or redo at post-secondary level

Support needed:

- Competitive resources, materials and tools
- Mentoring
- Social skills
- Ability to work on teams
-

Practices or structures needing change:

- Walls down
- Outreach
- Flexibility
- No time or place boundaries (get rid of silos)

Leading and Managing

Critical factors include:

- Economic and legislative
- We may need to think of resources in a different way;
- Mock trial support; Judicial training to teach at High School
- Parent support – parents invest time learning about possible unique programs- need parent help

**SESSION 4
Analyze and Synthesize Information**

NEW CENTURY LEARNER INITIATIVE
DATA COLLECTION SHEET
November 7, 2007

SESSION 2
World Café Themes

SESSION 3
MILE Survey Results

SESSION 4
Analyze and Synthesize Information

- Remind ourselves when do something different – it takes time – for the change process
- Community needs to take an academic risk
- Relationships: getting kids to work in teams and be collaborative – personalization aspect
- Schools need to be structured in the 21st century to make sure every student is known well by at least 1 adult – smaller schools- teachers are facilitations

Support needed:

- Flexibility
- Proactive
- Collaborative
- Shared leadership
- Building smaller communities/relationships
- Respect for other peoples ideas
- Receptive of other peoples thoughts and ideas
- Communication between key change agents - get the politicking out of it
- Decisively collaborative – inclusive

Important partners:

- Ideally it is everyone -Settle for representation from all stakeholder groups
- Student Leaders – from student council- key club- link crew
- Parent booster organizations
- Board of friends – community members who have an interest in the success of your school and the community
- Administrators selected with leadership qualities reflect the values and reflect what is important

**NEW CENTURY LEARNER INITIATIVE
DATA COLLECTION SHEET
November 7, 2007**

**SESSION 2
World Café Themes**

**SESSION 3
MILE Survey Results**

**SESSION 4
Analyze and Synthesize Information**

- Board members who are voted in by public who have confidence in them
- Teacher Leaders – administrators are not day to day in the trenches... it is the teacher leaders who are addressing the needs of the NCL
- Bottom line: what is going on in the classroom

Partnering

Critical factors include:

- Clear and common definition of partnership
- Relationships

Support needed:

- Community members
- Talking one on one

Important partners:

- Community members
- Parents
- Students
- International partners