Case Studies:

http://www.apple.com/mac/

https://www.chase.com/personal/home-lending/mortgage

http://www.globalprepacademy.com/

https://www.tuftandneedle.com/

http://beauwalker.com/

cultivating 21st century skills

global leaders

Hero Image and Page

Scenario 1:

Perfect test scores and GPA are not enough to get you into an elite university.

Public education does not prepare you to be a successful global leader. (is stuck in the last century.)

Test Prep centers operate with little knowledge of the reality of the US college admissions process

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Test Prep academies operate on a

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Acceptance rate changeses:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| School | 2016 | 2015 | 2014 | 2005 |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Harvard University | 5.2% | 5.3% | 5.9% | 11% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Stanford University | 4.69% | 5.05% | 5.07% | 13% |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| University of California – Berkeley | 14.8% | 15.3% | 17.3% | 27% |

Application inflation is linked, he believes, to the Common App, an application and essay that works for multiple schools, so there’s no extra paperwork associated with applying to many more places. In 1998, the Common App went online, and today, the vast majority of “selective colleges” allow students to use it—driving up their own selectivity.

As a practitioner, I'm fearful, along with many colleagues, that these goals and all that is involved in achieving them is currently being compromised by the policies of accountability and undesirable consequences that are in place. One result is that what happens in schools is to focus on what is easily measured by the assessments for 'accountability' such as (arithmetic, spelling, comprehension), at the expense of other skills and understandings that are not easily measured (such as responsibility, collaboration, global competence, critical thinking).

Like many other concerned educators, Rubenstein decries the current trend toward "uniformity and conformity" and says that raising standardized test scores "is now the only goal" of public education. As a results, says Rubenstein, "the creativity, flexibility, and spontaneity that create authentic learning environments have been eliminated."

Rubenstein, who came to teaching as a second career describes how field trips, projects, and recess have been cut in favor of skill and drill assignments and testing. And although employees from all professions are "happiest when given autonomy," Rubenstein also says that's no longer what's happening for teachers. Teachers are routinely disrespected, she says, and now even tenured educators can lose their jobs if their students are too loud in the halls or if they take more time to teach their students a particular concept.

"Federal and state mandates for testing and curriculum have expanded, and the bar for student achievement has been raised."

Scenario 2:

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