

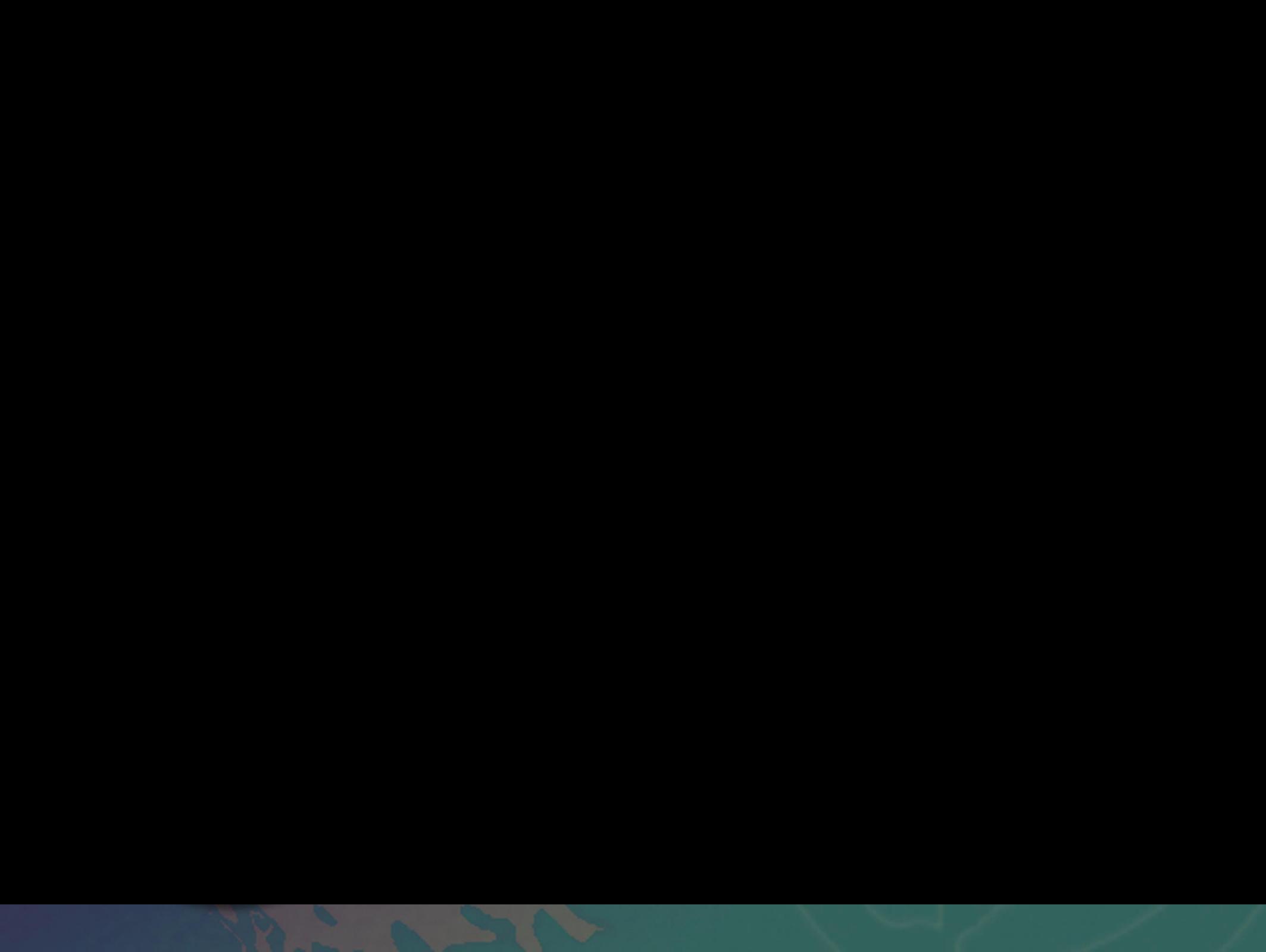


# International Center for Leadership in Education



**Using the Learning Criteria to Support Rigor,  
Relevance and Relationships**

**Raymond McNulty, Senior Vice President,**  
International Center for Leadership in Education  
Successful Practices Network



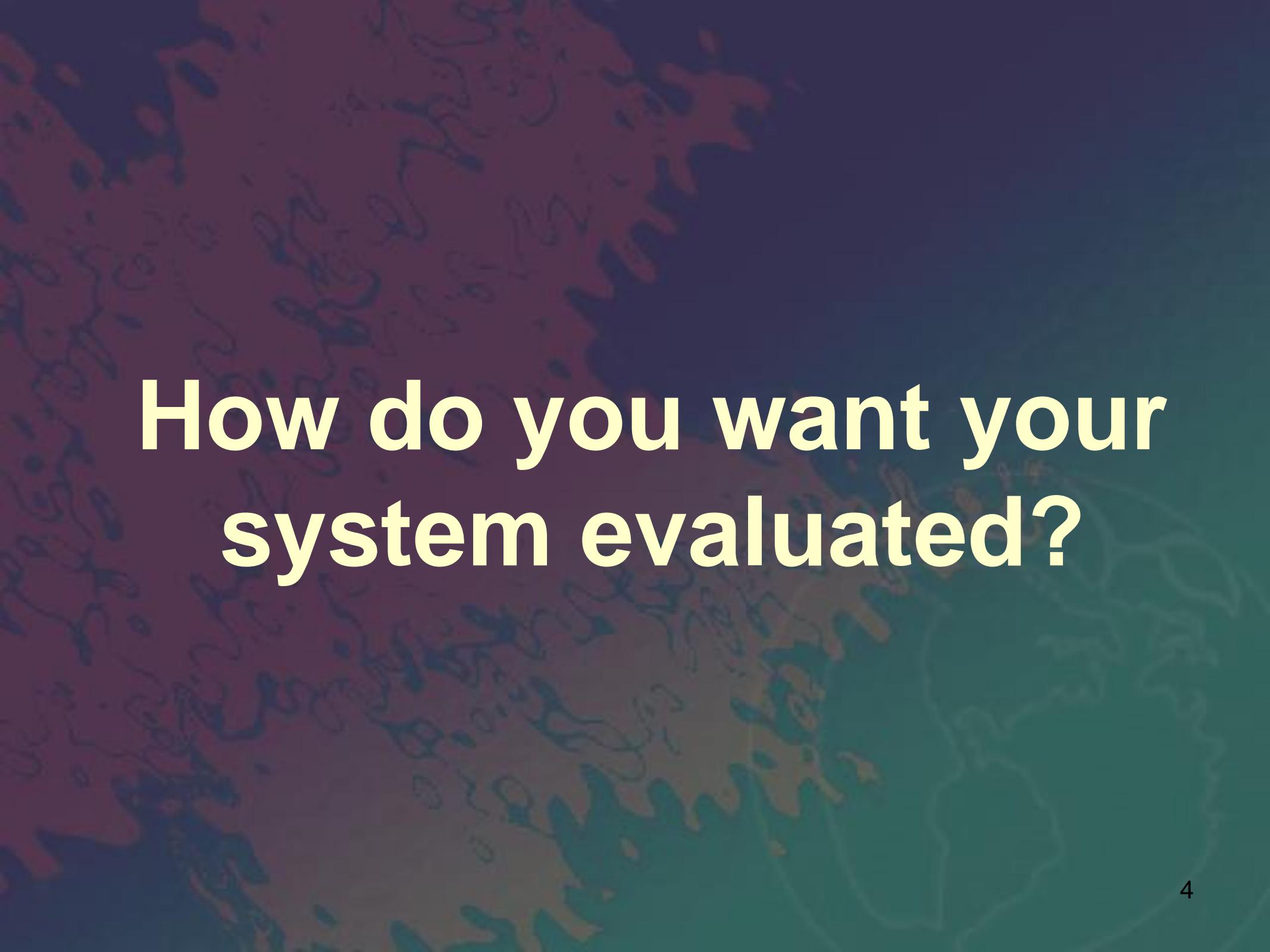
# Learning from Life

## Living Things

- Living things are
- made of cells
- obtain and use energy
- grow and develop
- reproduce
- adapt to their environment

## Living Schools

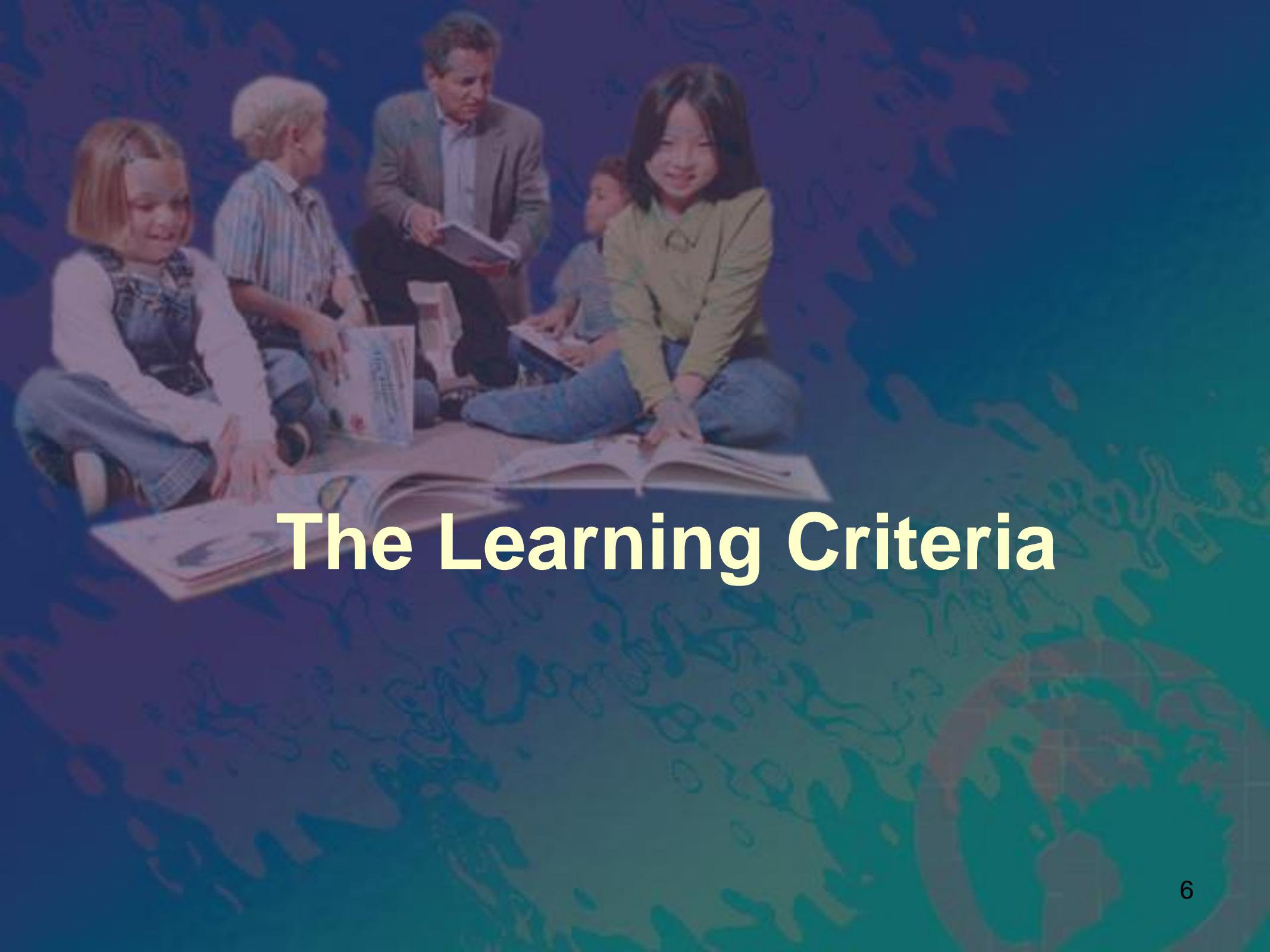
- Living schools have
  - identity
  - vitality
  - maturity
  - sustainability
  - adaptability



# How do you want your system evaluated?

# Evaluation Systems

**Many of our systems are incomplete because we over measure some things and not measure enough of others.**

A photograph of a classroom scene. Five children are sitting on the floor, looking at large, open books. A teacher stands behind them, also looking at a book. The background is a dark blue wall.

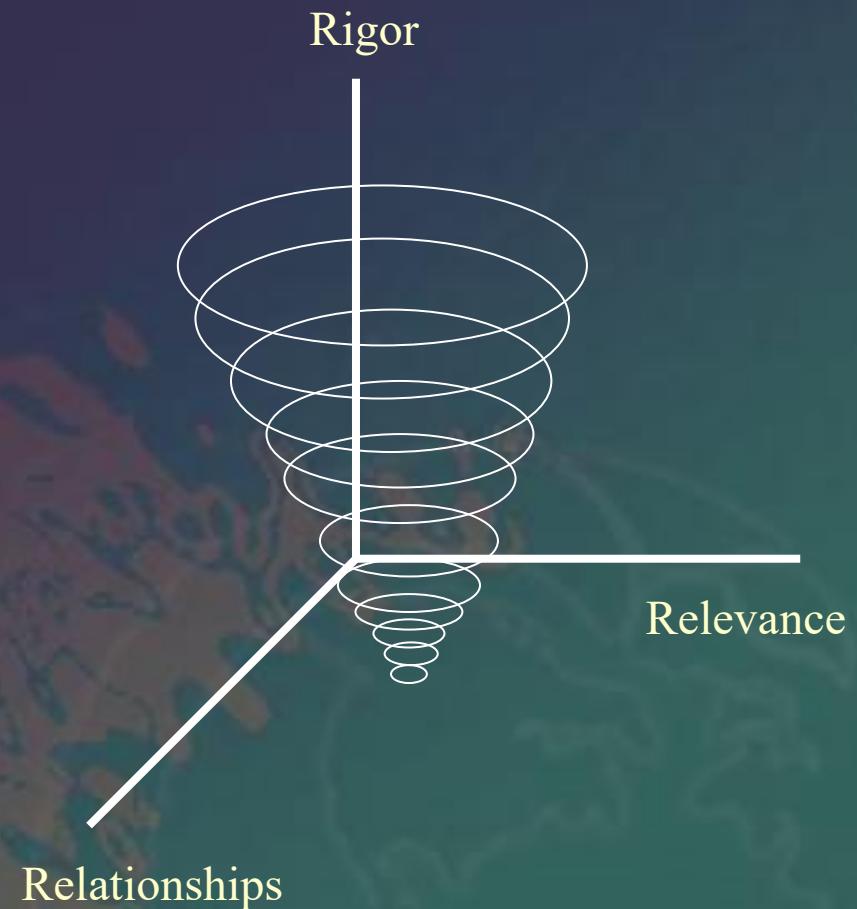
# The Learning Criteria

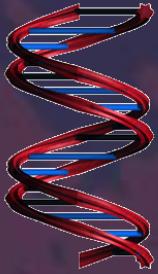
# Learning Criteria to Support Rigor, Relevance & Relationships

- **Every school has its own DNA.**
- **School success is measurable beyond the tests.**
- **Data must drive school improvement initiatives.**
- **School growth and continuous improvement is an ongoing, collaborative process.**

# Success Beyond the Test

- Core Academics
- Stretch Learning
- Student Engagement
- Personal Skill Development





# Learning Criteria

- ❑ Core Academic Learning
- ❑ Stretch Learning
- ❑ Student Engagement
- ❑ Personal Skill Development

## Definition

Core academic learning in English language arts (reading/writing), mathematics, and science.

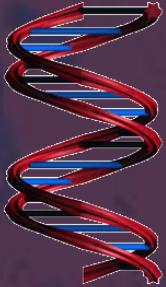


# The Four Essential Questions

- What is the core learning that you will stand behind for each and every student?
- How do you insure that you are stretching each and every learner?
- How do you know your students are motivated, committed and engaged in their learning?
- What evidence supports the development of positive behaviors and attitudes, and how do you measure personal, social, service, and leadership skills?

# Core Learning

Data Indicators	School Performance	Sustained	Disaggregated	Benchmarked (Target)



# Learning Criteria

- ❑ Core Academic Learning
- ❑ Stretch Learning
- ❑ Student Engagement
- ❑ Personal Skill Development

## Definition

Demonstration of rigorous and relevant learning beyond minimum requirements (e.g., achievement and participation in higher level courses, specialized courses)

# The Four Essential Questions

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# Stretch Learning

Data Indicators	School Performance	Sustained	Disaggregated	Benchmarked (Target)
Student Growth	High	High	High	High
Teacher Development	Medium	Medium	Medium	Medium



# Learning Criteria

- ❑ Core Academic Learning
- ❑ Stretch Learning
- ❑ Student Engagement
- ❑ Personal Skill Development

## Definition

The extent to which students are committed to learning as indicated by satisfaction with school, demonstrating behaviors leading to continuous learning and having positive relationships with adults, peers and parents that support learning.

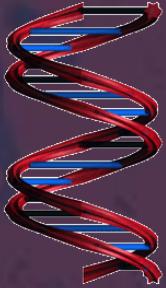


# The Four Essential Questions

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# Student Engagement

Data Indicators	School Performance	Sustained	Disaggregated	Benchmarked (Target)



# Learning Criteria

- ❑ Core Academic Learning
- ❑ Stretch Learning
- ❑ Student Engagement
- ❑ Personal Skill Development

## Definition

Measures of student personal skills such as work habits, interpersonal effectiveness, leadership, service to others, responsibility, and self-management.

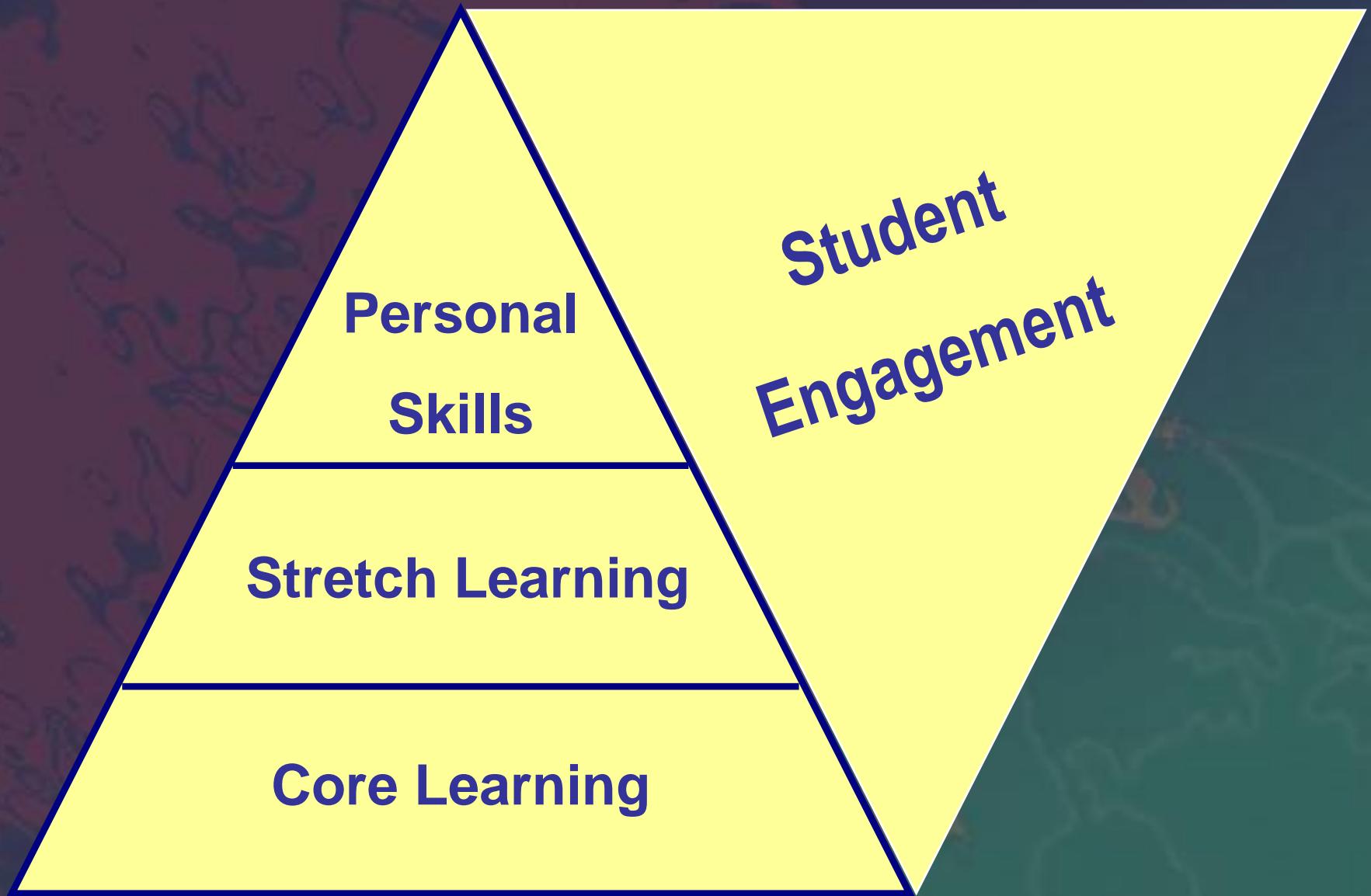


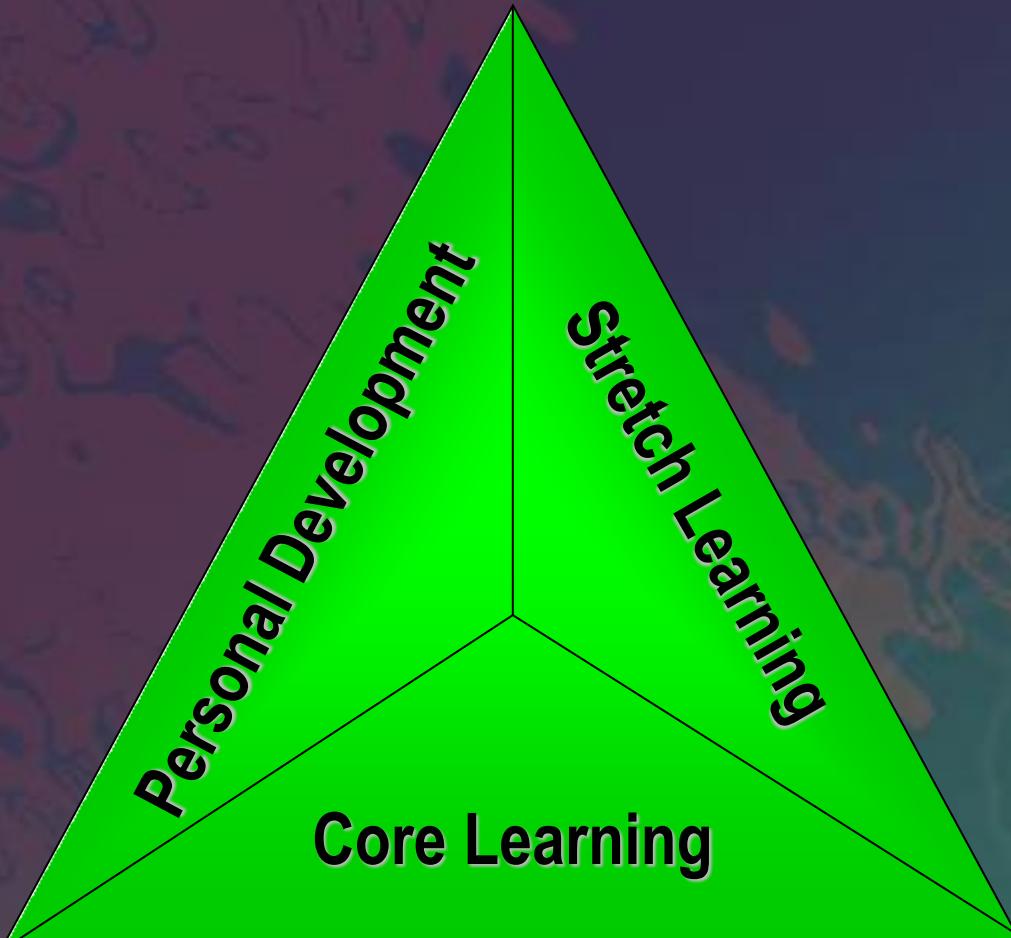
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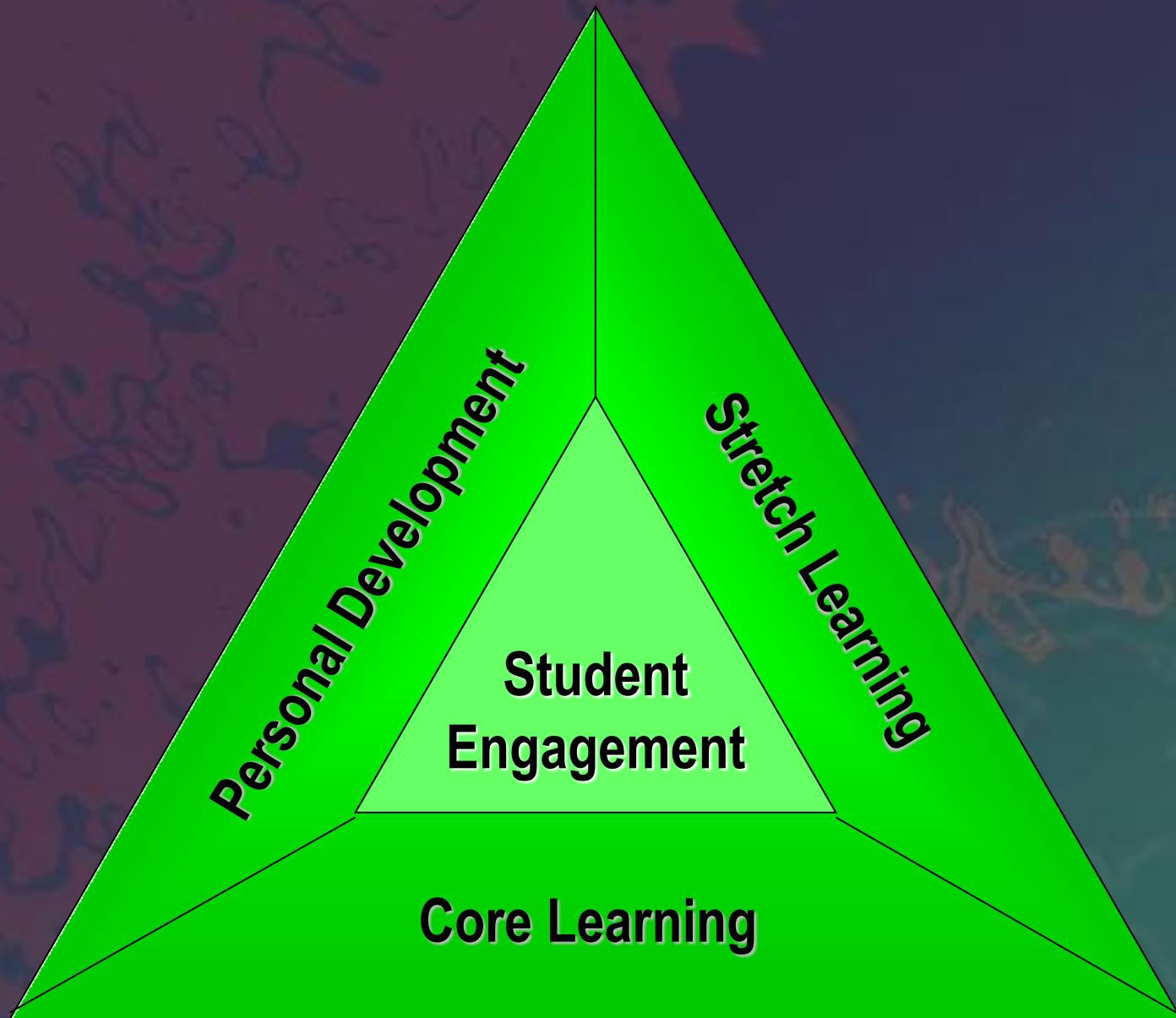
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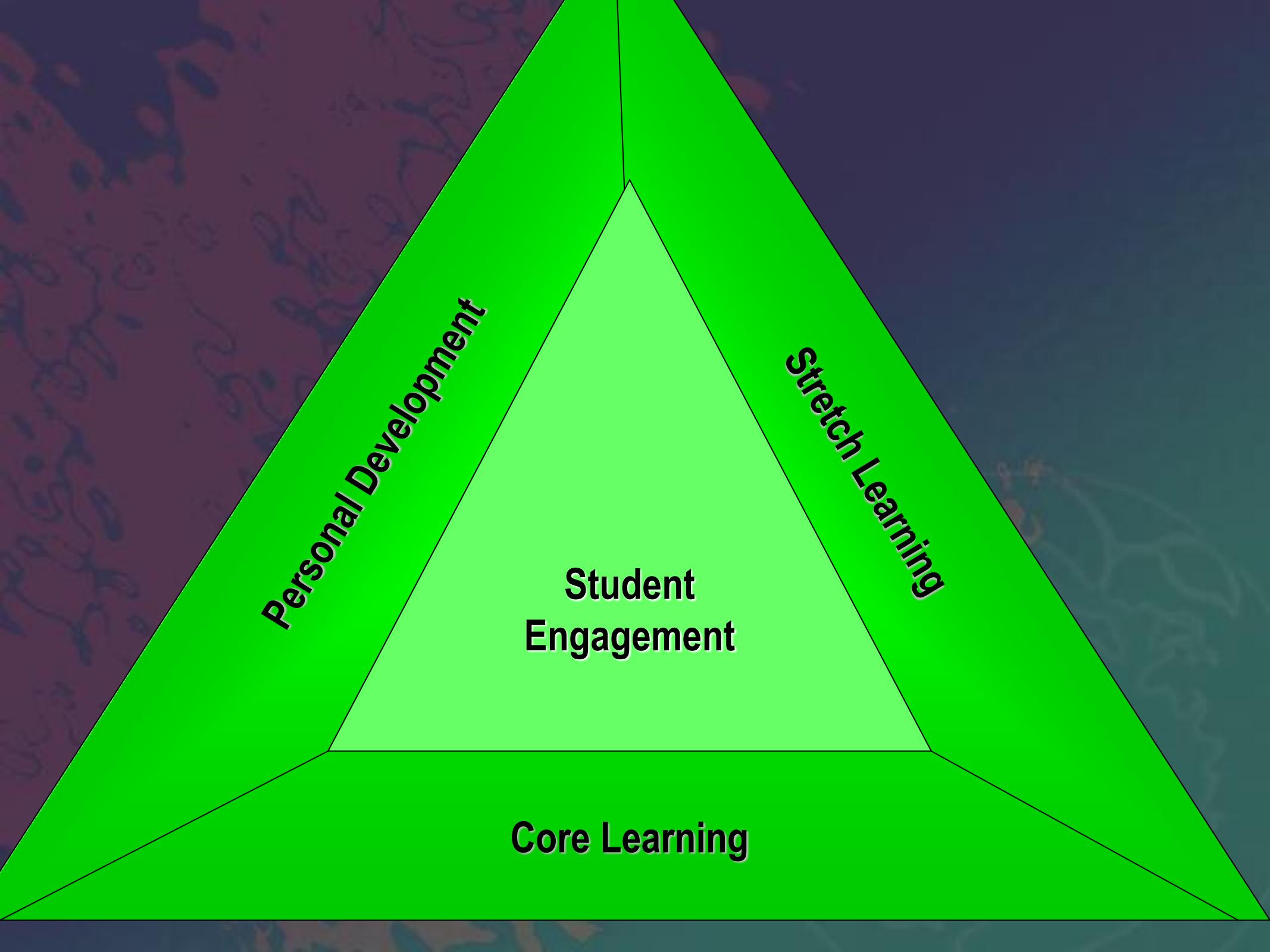
# Personal Skill Development

Data Indicators	School Performance	Sustained	Disaggregated	Benchmarked (Target)





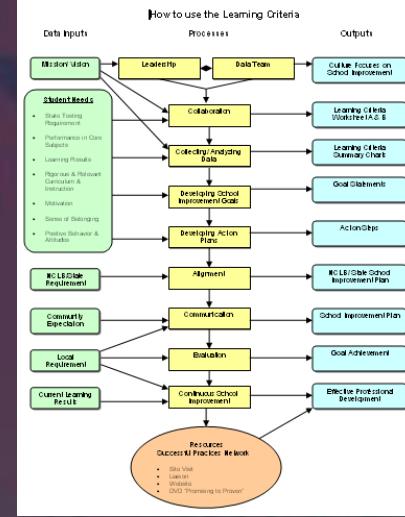




Use the Learning criteria as a  
rubric to evaluate your school  
“Action Plan or SIP”

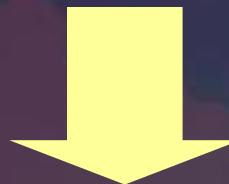
# Learning Criteria Tools

- Process Flowchart
  - Things to do checklist
  - Data Indicator Worksheets
  - Summary Charts
  - Goal Statements & Action Planning

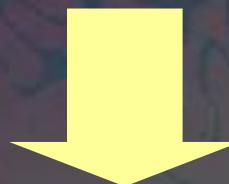


Learning Criteria Process Checklist		
Object	Characteristics	Process
Initial Assessment	<input checked="" type="checkbox"/> The initial assessment reflects the characteristics of the learning criteria and identifies the student's current level of achievement in relation to the learning criteria. <input checked="" type="checkbox"/> The initial assessment measures the student's achievement in relation to the learning criteria. <input checked="" type="checkbox"/> The initial assessment identifies the student's strengths and areas for improvement. <input checked="" type="checkbox"/> The initial assessment identifies the student's learning needs and provides feedback to the teacher. <input checked="" type="checkbox"/> The initial assessment identifies the student's learning style and provides feedback to the teacher.	Identify Initial Assessment
Student Learning Objectives	<input checked="" type="checkbox"/> The student learning objectives are clearly defined and aligned with the learning criteria. <input checked="" type="checkbox"/> The student learning objectives are challenging and appropriate for the student's current level of achievement. <input checked="" type="checkbox"/> The student learning objectives are measurable and can be assessed using specific criteria. <input checked="" type="checkbox"/> The student learning objectives are attainable and realistic for the student to achieve within the specified time frame.	Define Student Learning Objectives
Learning Activities	<input checked="" type="checkbox"/> The learning activities are designed to support the achievement of the student learning objectives. <input checked="" type="checkbox"/> The learning activities provide opportunities for students to practice and apply the knowledge and skills required to achieve the learning objectives. <input checked="" type="checkbox"/> The learning activities are varied and engaging, providing different ways for students to learn and demonstrate their understanding. <input checked="" type="checkbox"/> The learning activities are aligned with the learning criteria and provide opportunities for students to demonstrate their learning progress.	Design Learning Activities
Formative Assessment	<input checked="" type="checkbox"/> The formative assessment is used to monitor student progress and provide feedback to the teacher. <input checked="" type="checkbox"/> The formative assessment provides opportunities for students to self-assess and reflect on their learning progress. <input checked="" type="checkbox"/> The formative assessment is used to identify areas where students may be struggling and provide targeted support. <input checked="" type="checkbox"/> The formative assessment is used to provide feedback to the teacher about the effectiveness of the learning activities and make adjustments as needed.	Monitor Formative Assessment
Summative Assessment	<input checked="" type="checkbox"/> The summative assessment is used to evaluate student achievement at the end of the learning process. <input checked="" type="checkbox"/> The summative assessment provides a final grade or mark for the student's overall achievement. <input checked="" type="checkbox"/> The summative assessment is used to provide a formal record of the student's learning progress and achievement. <input checked="" type="checkbox"/> The summative assessment is used to provide feedback to the teacher about the effectiveness of the learning activities and make adjustments as needed.	Evaluate Summative Assessment
Feedback and Revision	<input checked="" type="checkbox"/> The teacher provides timely and specific feedback to the student based on the results of the assessment. <input checked="" type="checkbox"/> The teacher provides feedback that is focused on the learning objectives and helps the student understand what they did well and what they need to improve. <input checked="" type="checkbox"/> The teacher provides feedback that is encouraging and motivates the student to continue learning. <input checked="" type="checkbox"/> The teacher provides feedback that is specific and provides clear directions for revision and improvement.	Provide Feedback and Revision
Reflection and Metacognition	<input checked="" type="checkbox"/> The teacher encourages the student to reflect on their learning process and identify what they have learned and what they still need to work on. <input checked="" type="checkbox"/> The teacher encourages the student to think critically about their learning and identify what strategies worked best for them. <input checked="" type="checkbox"/> The teacher encourages the student to set goals for future learning and plan how they will achieve them.	Promote Reflection and Metacognition
Student Self-Assessment	<input checked="" type="checkbox"/> The student is encouraged to self-assess their own learning progress and identify what they have learned and what they still need to work on. <input checked="" type="checkbox"/> The student is encouraged to reflect on their learning process and identify what strategies worked best for them. <input checked="" type="checkbox"/> The student is encouraged to set goals for future learning and plan how they will achieve them.	Encourage Student Self-Assessment
Peer Assessment	<input checked="" type="checkbox"/> The student is encouraged to assess their peers' work and provide feedback to help them improve. <input checked="" type="checkbox"/> The student is encouraged to reflect on their own work and identify what they can do to help their peers improve.	Facilitate Peer Assessment
Teacher Self-Assessment	<input checked="" type="checkbox"/> The teacher is encouraged to self-assess their own teaching practices and identify what they have learned and what they still need to work on. <input checked="" type="checkbox"/> The teacher is encouraged to reflect on their teaching process and identify what strategies worked best for them. <input checked="" type="checkbox"/> The teacher is encouraged to set goals for future teaching and plan how they will achieve them.	Encourage Teacher Self-Assessment
Student Portfolio	<input checked="" type="checkbox"/> The student is encouraged to keep a portfolio of their work and reflect on their learning progress over time. <input checked="" type="checkbox"/> The student is encouraged to select their best work and showcase it to demonstrate their learning progress.	Encourage Student Portfolio
Parent-Teacher Conference	<input checked="" type="checkbox"/> The teacher and student are encouraged to have a conference with the student's parents to discuss the student's learning progress and set goals for future learning.	Encourage Parent-Teacher Conference

- Moving From *Promising* to *Proven*
- Create a Common Agenda
  - (Action steps to move from promising to proven)



- Student Learning Criteria



- Personalized Action Plan
- for Each School



# International Center for Leadership in Education



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# International Center for Leadership in Education



## ARE THEY REALLY READY TO WORK?

Employers' Perspectives on the Basic Knowledge and Applied Skills of New Entrants to the 21st-Century U.S. Workforce

THE CONFERENCE BOARD

Four-Year-Old  
and Grown-Up

CORPORATE PARTNERS  
IN WORKFORCE



- **Basic Knowledge/Skills**

- English Language (spoken)
- Reading Comprehension (in English)
- Writing in English (grammar, spelling, etc.)
- Mathematics
- Science
- Government/Economics
- Humanities/Arts
- Foreign Languages
- “Are they Ready To Work?” History/Geography

- **Applied Skills**

- Critical Thinking/Problem Solving
- Oral Communication
- Written Communication
- Teamwork/Collaboration
- Diversity
- Information Technology Application
- Leadership
- Creativity/Innovation
- Lifelong Learning/Self Direction
- Professionalism/Work Ethic
- Ethics/Social Responsibility

- Agricultural Age... Farmers
- Industrial Age... Factory Worker
- Informational Age... Knowledge Worker
- Conceptual Age... Creator / Empathizer

Last few decades have belonged to a certain kind of mind:

Computer programmers who crank code

Lawyers who craft contracts

MBA's who crunch numbers

But the keys to the kingdom are changing....

# Three reasons for this...

- Abundance
- Asia
- Automation

# #1 Abundance

- Malls, Target, PetsMart, Best Buy,
- Homes, Cars
- Self Storage
- Trash .... USA spends more on trash bags than 90 countries spend on everything

Abundance has produced an ironic result...

Lessened the significance of things because  
you can get it anywhere.

(no longer enough to create a product that's  
reasonably priced and functional)

Products must be more R – Directed  
beautiful, unique, meaningful, “aesthetic  
imperative”

# Abundance Elevates R – Directed Thinking

Electric lighting was rare a century ago...  
Today it is common place and abundant.

Yet,,,,,

Candles who needs them anymore?  
2.4 Billion dollar business a year

# #2 ASIA

- Knowledge workers new competition.. India, Philippines, China
- Programmers 70k – 80k are paid what a Taco Bell worker makes
- Chip designers 7k in USA ....1K in India
- Aerospace Engineers USA 6K... \$650 in Russia
- Accountant USA 5K... \$300 in Philippines

# #3 Automation

- Last century machines proved they could replace human backs
- This century new technologies are proving they can replace human “left brains”
- Any job that depends on routines is at risk.
- Automation is changing even doctors work.
- Outsource.com

Left hemisphere is sequential, logical and analytical. The Left powered the Information age. Still necessary, but no longer sufficient.

Right hemisphere is non linear, intuitive and holistic. The Right qualities of inventiveness, empathy, joyfulness and meaning will power the Conceptual age.

# A new age valuing....

- High Concept: the capacity to detect patterns / opportunities to create, to be artistic / emotional beauty and to combine seemingly unrelated ideas into something new.
- High Touch: involves the ability to empathize with others, understand the subtleties of human interaction to find joy and elicit it to others

# High Concept / High Touch

- GM's top leader... I see us being in the art business.
- MBA's becoming the blue collar worker for the conceptual age.
- Graphic designers have increased ten fold in the last decade.
- Since 1970, 30% more people are earning a living as writers.
- More Americans today work in art, entertainment and design than lawyers, accountants and auditors.

- Sears
- IBM
- Digital.... “In Search of Excellence”
- XEROX

## BANKING

# Selected Data—My Voice Survey (n ≈ 150,000)

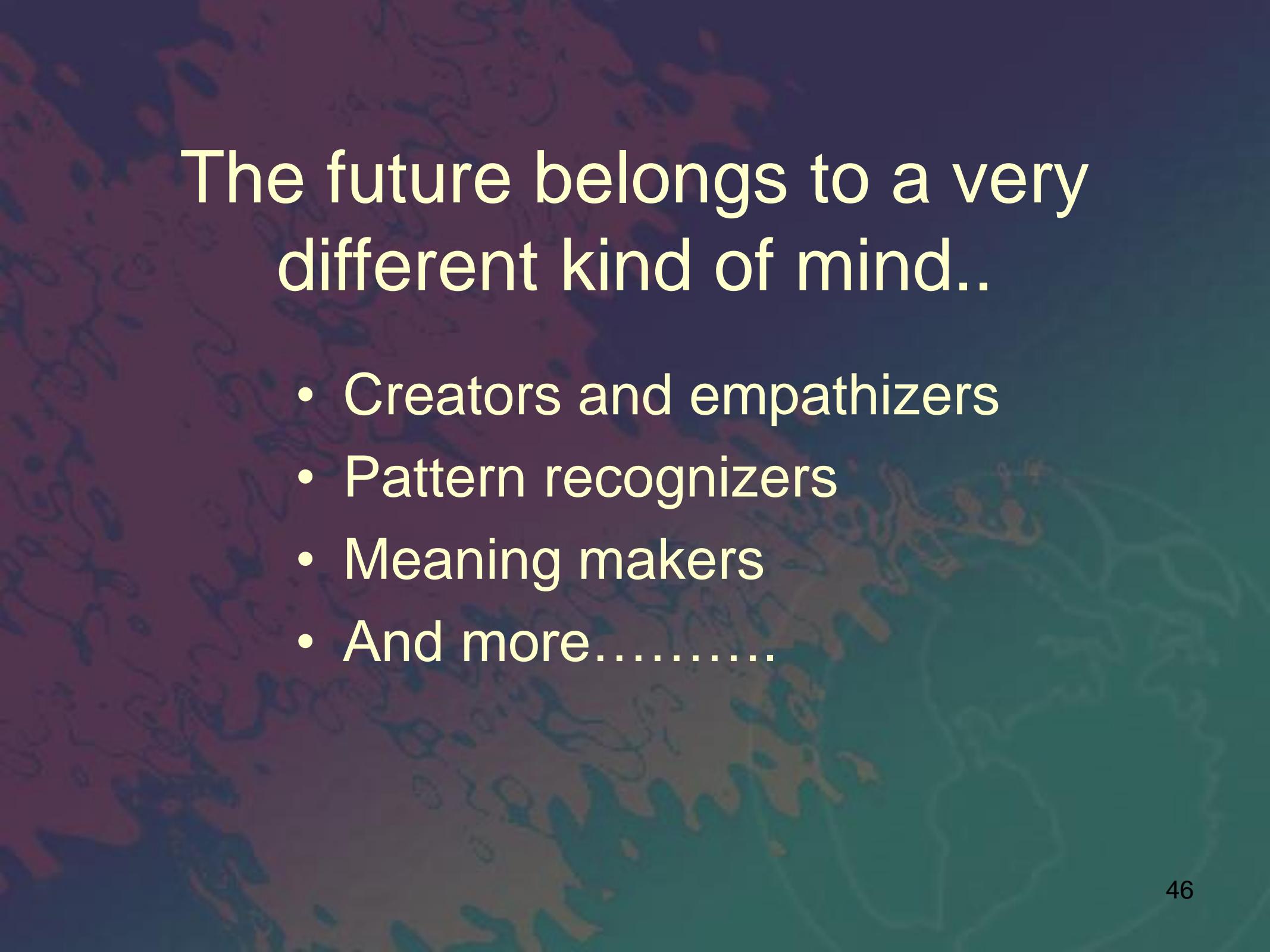
## SCHOOL/CLASSES

- 46% School is boring.
- 58% At school I am encouraged to be creative.
- 38% Students council represents all students at school.
- 40% My classes help me understand what is happening in my everyday life.

A photograph of two young children, a boy and a girl, looking upwards towards a globe. The boy is on the left, wearing a patterned shirt, and the girl is on the right, wearing a dark top. A world map is visible in the background.

A Major Shift Has Occurred..

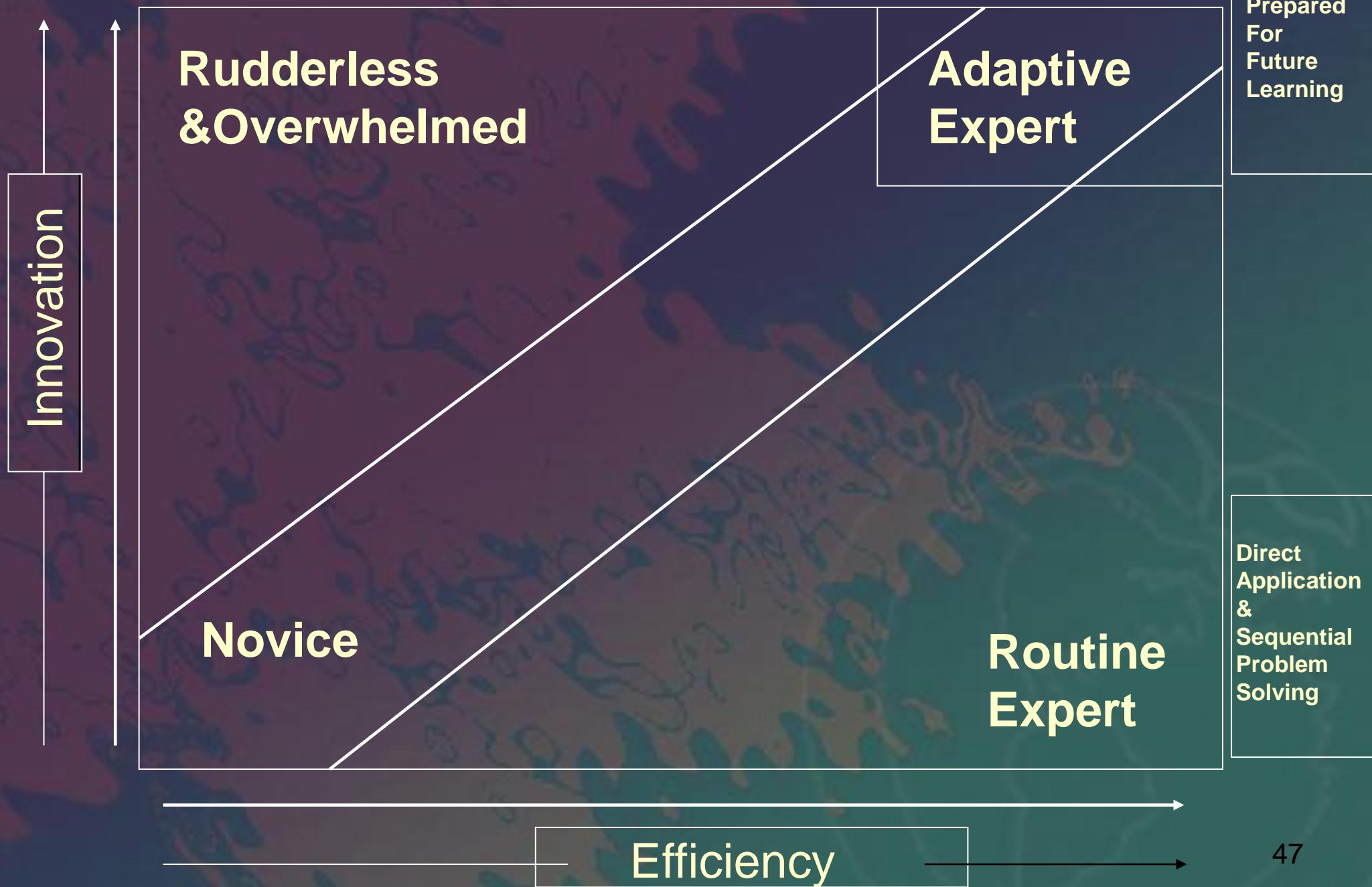
Conceptual Age



# The future belongs to a very different kind of mind..

- Creators and empathizers
- Pattern recognizers
- Meaning makers
- And more.....

# John Bransford's Argument in a Nutshell



# Rigor/Relevance Framework

# Knowledge Taxonomy

- 1. Awareness
- 2. Comprehension
- 3. Application
- 4. Analysis
- 5. Synthesis
- 6. Evaluation

# *Thinking Continuum*

Assimilation  
of knowledge



Acquisition  
of knowledge

# **Application Model**

- 1. Knowledge of one discipline
- 2. Application within discipline
- 3. Application across disciplines
- 4. Application to real-world predictable situations
- 5. Application to real-world unpredictable situations

# *Action Continuum*

Acquisition  
of knowledge



Application  
of knowledge

# *Rigor/Relevance Framework*



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Evaluation 6

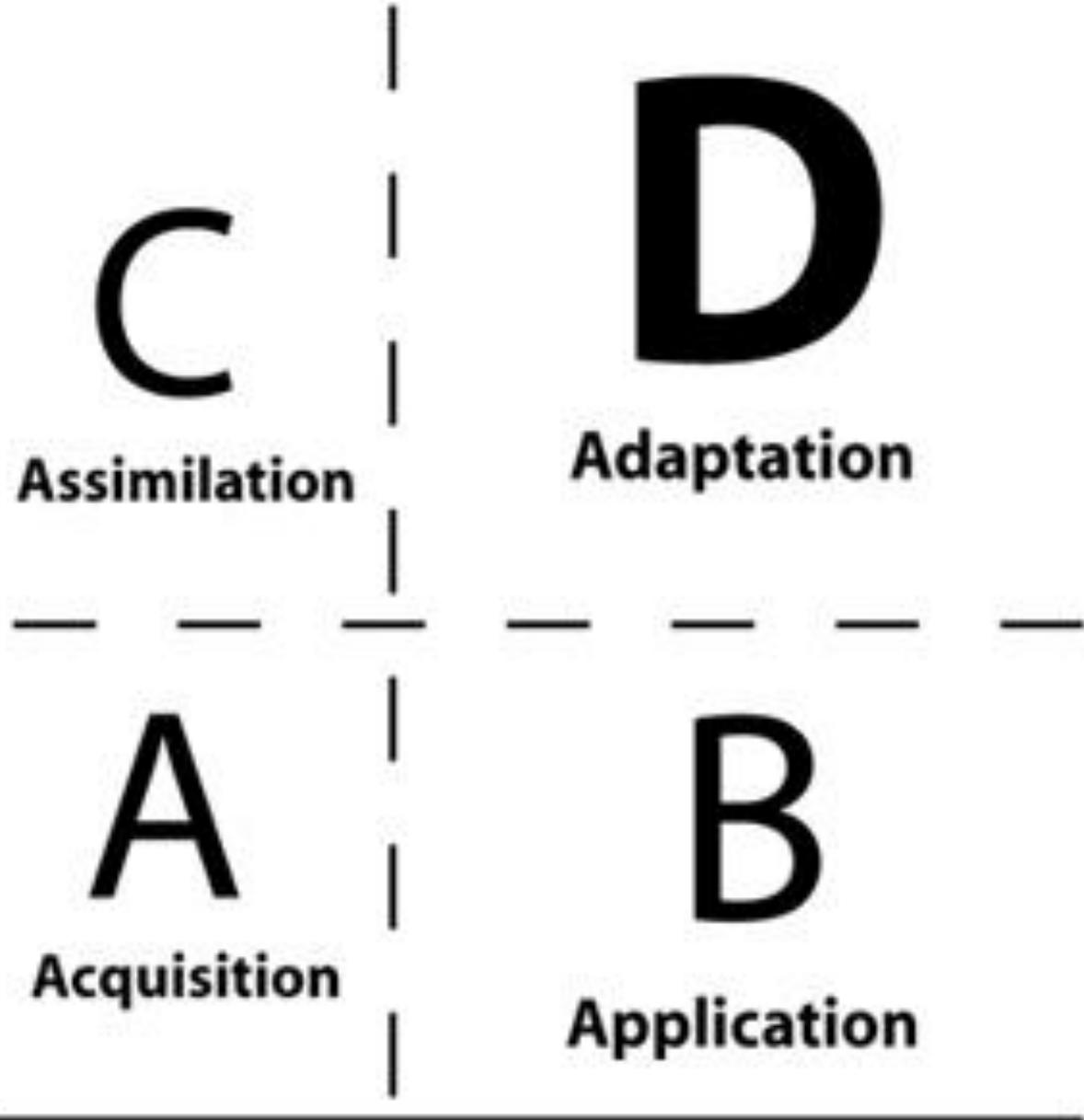
Synthesis 5

Analysis 4

Application 3

Comprehension 2

Knowledge/  
Awareness 1



## APPLICATION MODEL

1 Knowledge in one discipline

2 Apply in discipline

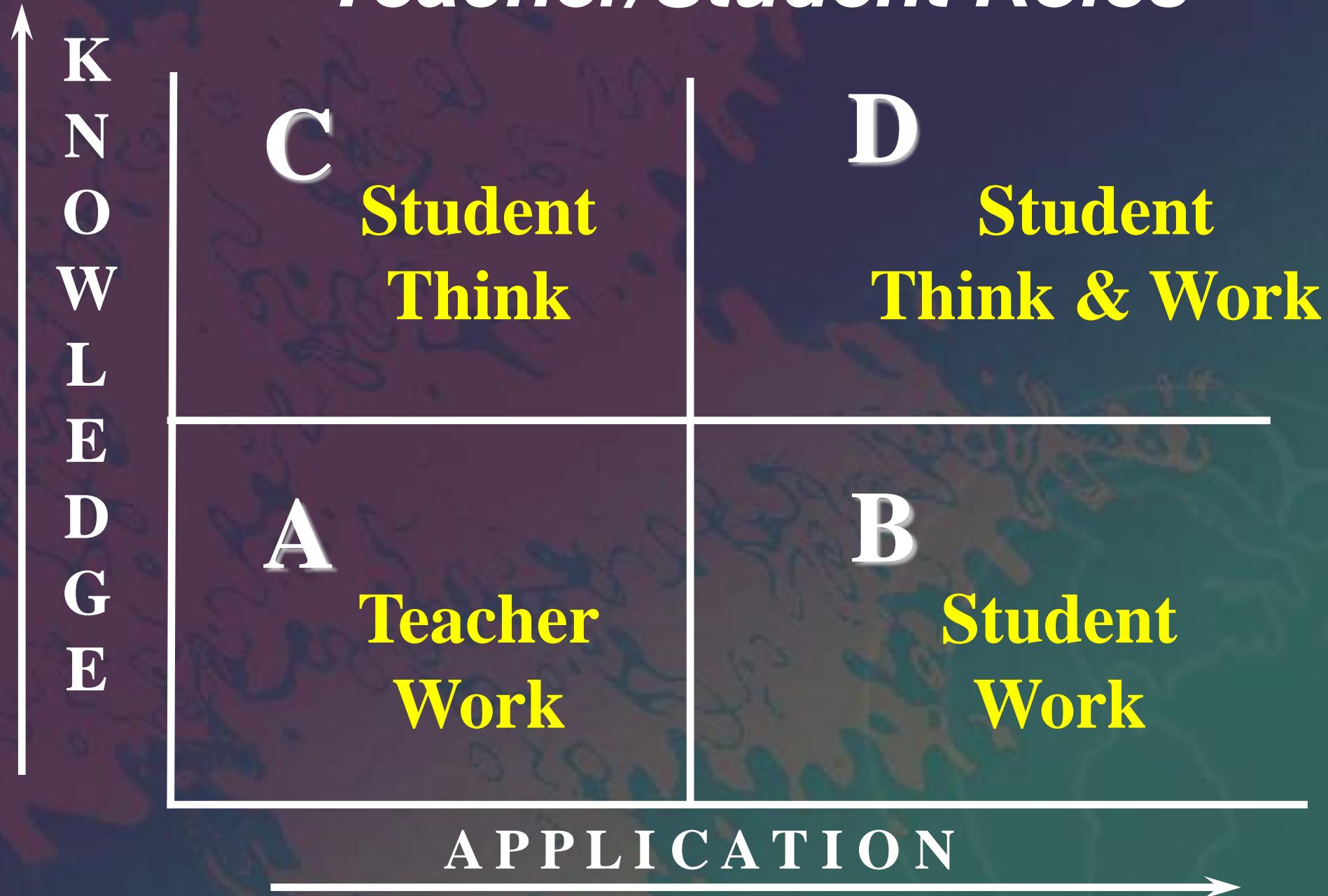
3 Apply across disciplines

4 Apply to real-world predictable situations

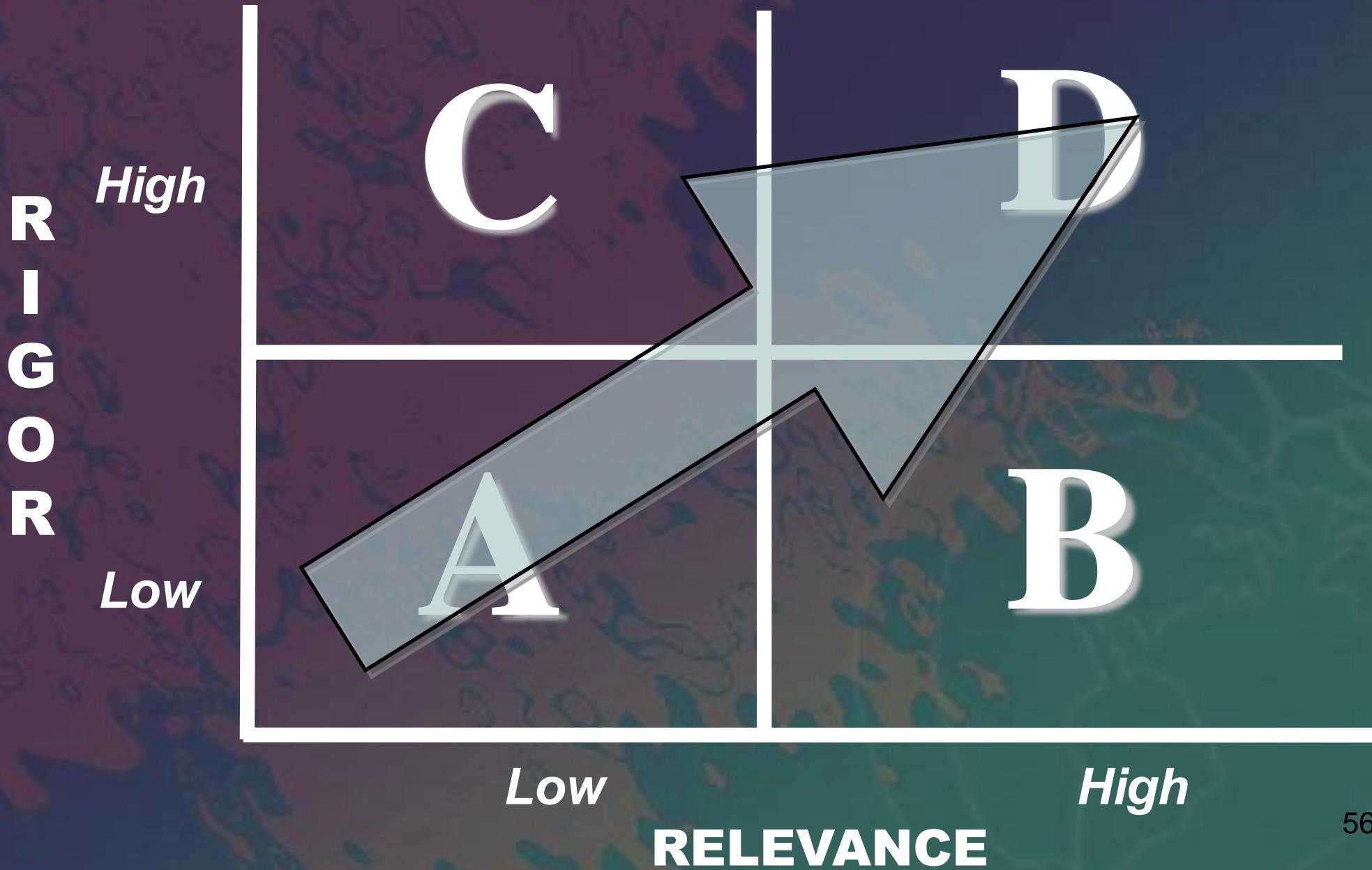
5 Apply to real-world unpredictable situations

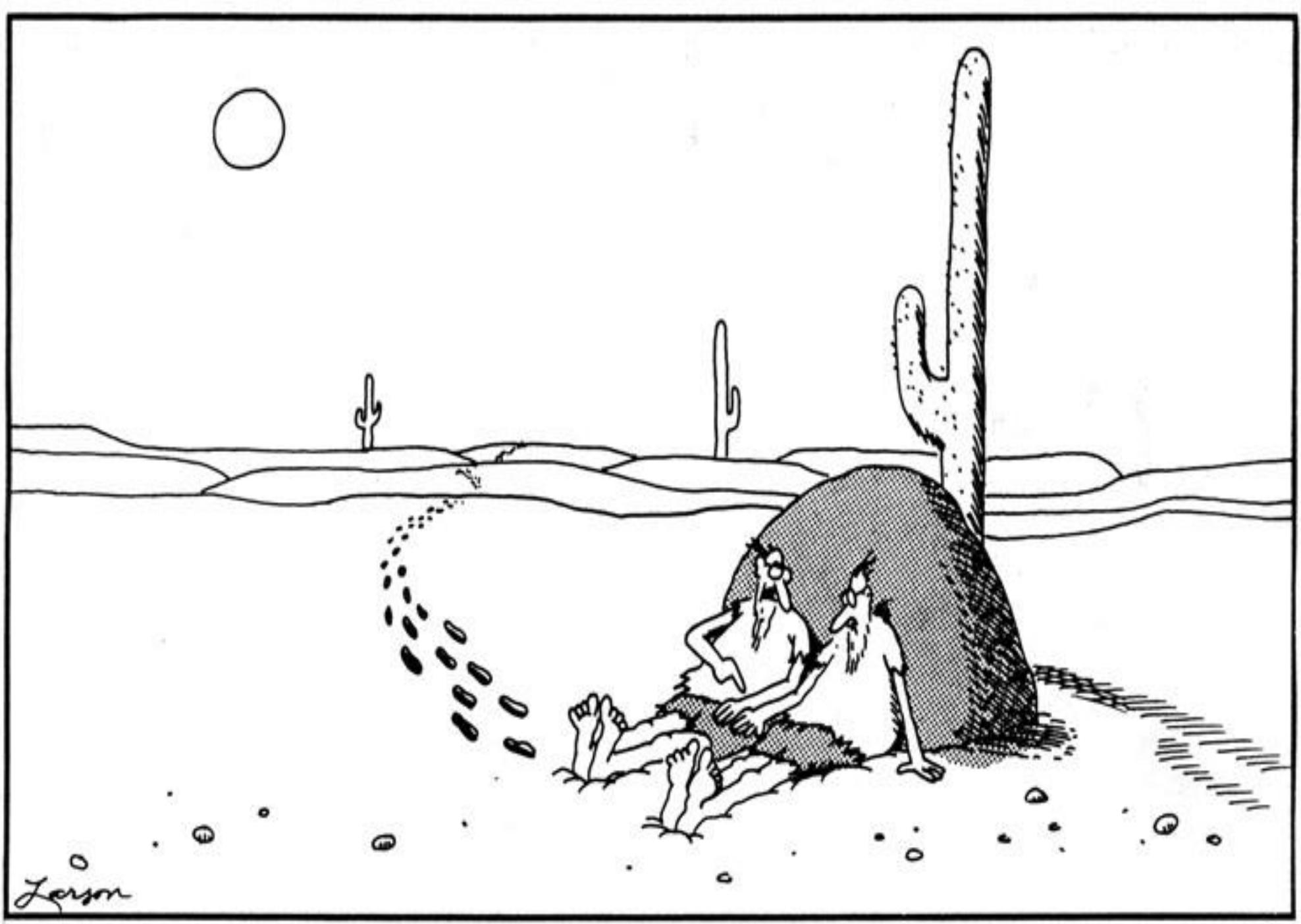
# Rigor/Relevance Framework

## *Teacher/Student Roles*



# Increasing Rigor/Relevance





"Are you serious? Look at our arms! If anything, I'm twice as tan as you are."



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*2007 Model Schools Conference*



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