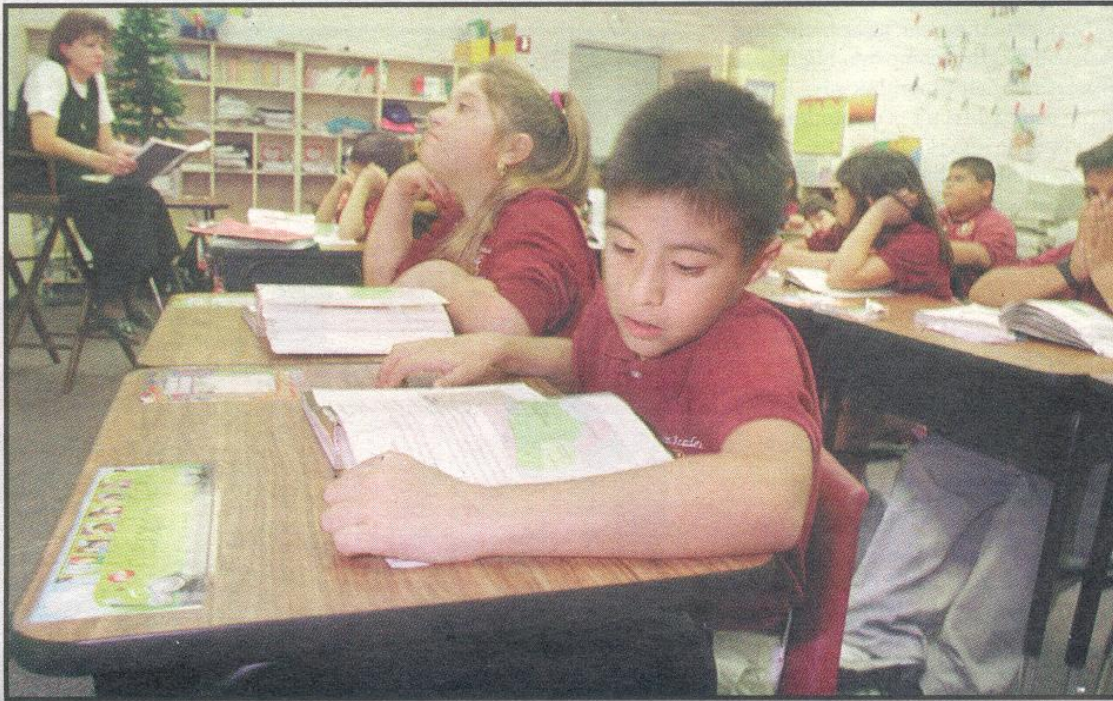


WELCOME

Mastering the Art of Teaching in the 21st Century:
Kentucky Schools Success Stories



“We need to replicate in the classroom the world in which students are living.” Alan November



Photos by Rick Korringer for Education Week



Does this look like the world in which our children are living?

A 21st Century Project CHILD classroom



Primary



Intermediate

21st century children live in a changing world.

- This generation of children have Gen X parents who are tech savvy.
- Children 6-12 spent on average 5.3 hours daily with all forms of media in the first quarter of 2011.
- 45% of children ages 11-15 visit social networking sites regularly.
- 21st century children are living in a multidimensional world!
- Are we ready for them?



The CHILD model: 21st Century Skills

- 3 teacher cross-grade teams (K-2) (3-5)
- 3 subject experts
 - reading
 - writing
 - mathematics
- 3 classroom rotations (60-90 min)
- 3 learning modes at 6 stations
 - technology
 - hands-on
 - text
- 3 years continuous progress



CHILD teachers work within a cluster-group of three classrooms.

Kindergarten,
First and
Second grades



Third, Fourth and
Fifth grades



CHILD teachers are subject specialists.

- **Math Specialist**
- **Reading Specialist**
- **Writing Specialist**



CHILD teachers work with the same team and students for multiple years.

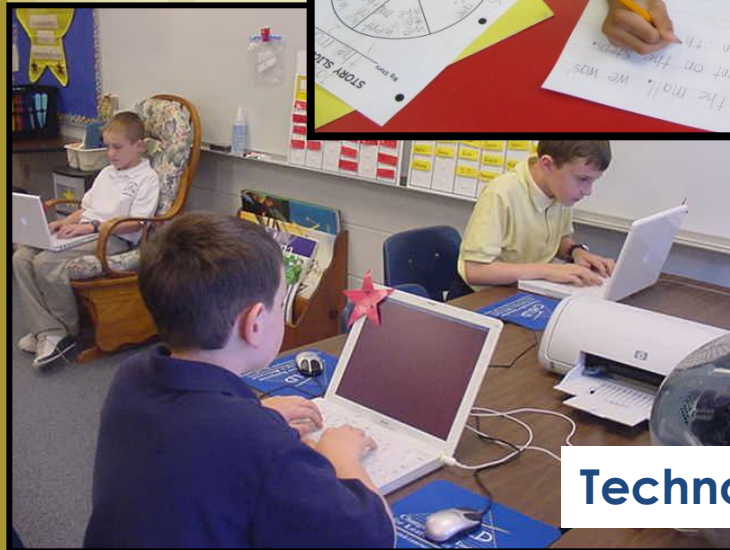


Students work at a variety of learning stations on a daily basis.

Text



Hands-On



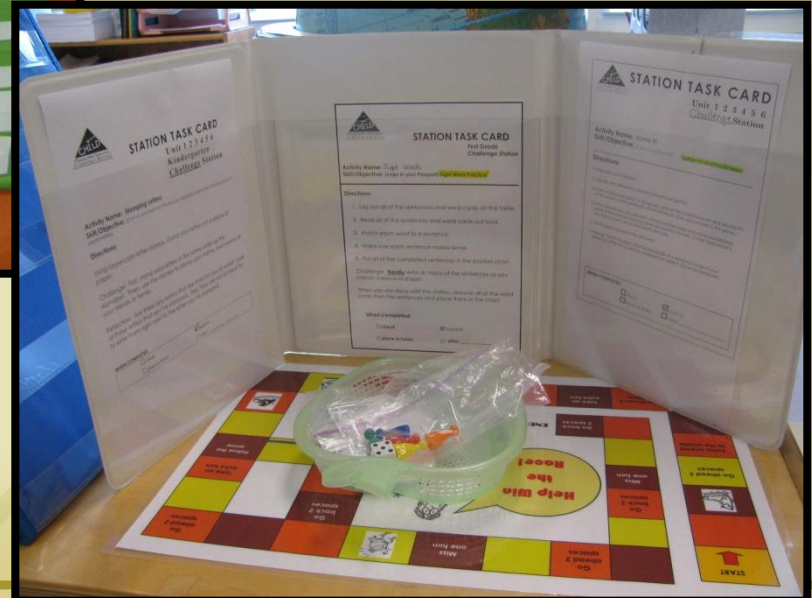
Technology

Six Learning Stations

- Computer Station
- Teacher Station
- Textbook Station
- Challenge Station
- Exploration Station
- Construction Station



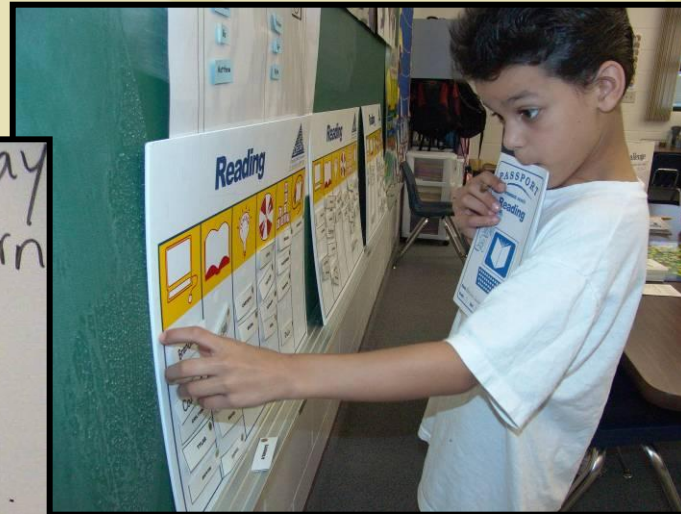
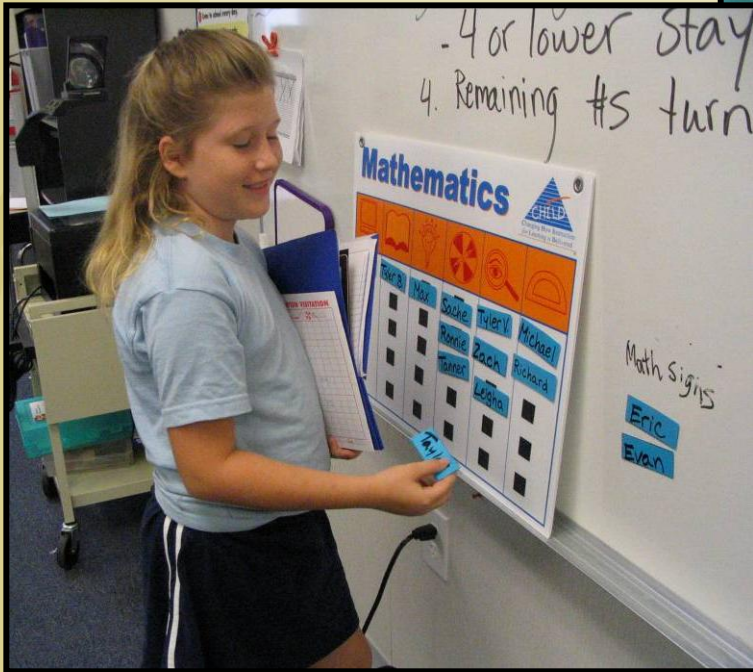
Standards- Based Instruction



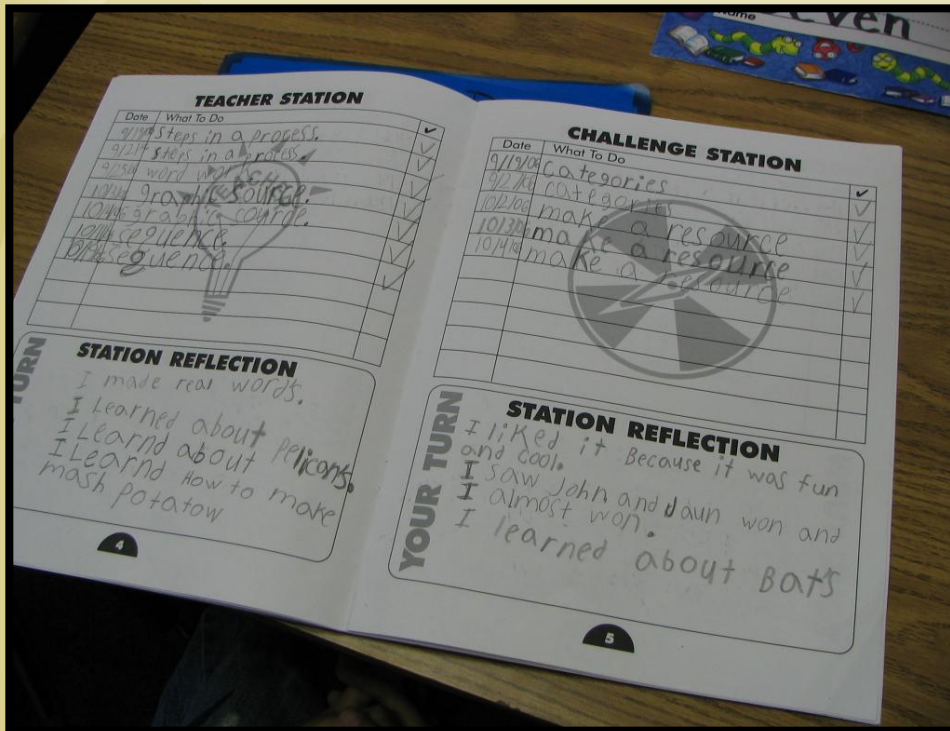
Differentiated, Rigorous Station Activities in all subjects.



Classroom Management Tools provide structure and procedures.



Students set goals, record work and reflect in a Passport.





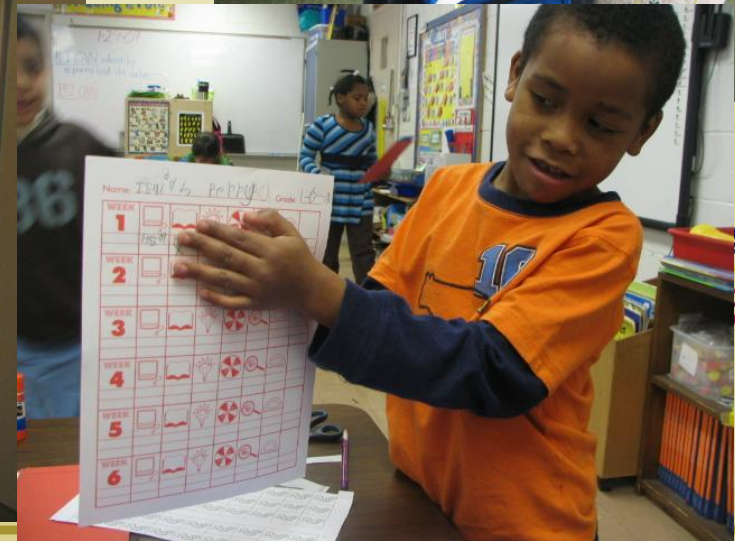
Time-on-Task

- Increase engaged time
- Decrease wasted time



Student Empowerment

- Locus of control
- Self-esteem & Respect



Learner Feedback

- Immediate
- Frequent
- Corrective



Instructional Technology

- Integrated with instruction
- Frequent access
- Equitable access



Differentiated Instruction

- Ability levels
- Learning styles
- Multiple intelligences



Differentiated
Task Cards



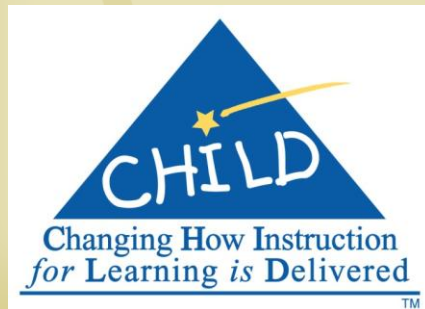
Teacher Effectiveness

- Specialists
 - Collaboration
 - Professional Development
 - High Expectations
- 20 Essential Components



Research and Validations

- U.S. Department of Education
- Florida Department of Education
- Georgia Department of Education
- Florida TaxWatch
- Evaluation Systems Design



Research and Results

- CHILD students perform at higher levels on standardized tests.
- CHILD students have fewer discipline problems and fewer absentees.
- CHILD reduces achievement gaps.
- CHILD parents report high rates of satisfaction.
- CHILD teachers report higher levels of job satisfaction.

Source: www.ifsio.org/research



Creating a professional learning community for innovators...

- CHILD Annual Conference
- Summer Institutes
- Interactive Website
- Newsletters
- Regional Support Events
- Awards
- Webinars
- On Demand Professional Development



Institute for School Innovation

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Changing How Instruction for Learning is Delivered in Bowling Green



Vicki Writsel, Associate Superintendent for Learning Programs

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Michael Wix, Principal, Dishman McGinnis Elementary

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Cheri Smith, Principal, Parker-Bennett-Curry Elementary

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Bowling Green City Schools Demographics 2010-11

	Enrollment	% Poverty	% ESL	% Special Ed
Parker-Bennett-Curry Elementary	385	98%	40%	13%
Dishman-McGinnis Elementary	340	96%	34%	16%
T.C. Cherry Elementary	271	66%	9%	19%
Potter-Gray Elementary	429	20%	3%	6%
McNeill Elementary	392	23%	8%	11%
Bowling Green Junior High School	871	58%	11%	11%
Bowling Green High School	1068	43%	6%	9.5%
Preschool				
PBC	80	90%	22%	41%
TC Cherry	40	92%	10%	40%
11th St. Alternate School	18	100%	0%	55%
TOTAL ENROLLMENT	3890	55%	13%	12%



Students Speaking Foreign Languages

(as of March 2011)

Albanian	18	Korean	2
Amahric	1	Laotian	1
Arabic	6	Mandingo	8
Bengali	1	Nepali	2
Bosnian	58	Russian	1
Burmese/Karen	12	Somali	5
Cambodian	3	Spanish	328
Chinese	9	Swahili	5
French	1	Turkish	4
Hindi	4	Vietnamese	18
Japanese	1	Yoruba	2
Kirundi	11	Other	6

Total Number of Languages Spoken – 23+

Total Number of Students Speaking Foreign Language - 507

(includes preschool)

Rev.3/11









BGISD Goals and Expectations

1. Building Relationships
2. Engaging Students
3. Teaching 21st Century Skills
 - Global Awareness
 - Innovation
 - Critical Thinking Skills
 - Collaboration Skills
 - Technology Skills
4. Personal and Professional Growth



Children Ages 5-10

Needs and Characteristics of This Age Group:

- High Energy – need lots of activity and movement
- Eager to Learn – need to be challenged
- Need to feel they are valued and their ideas count

What CHILD Offers:

- Variety of learning opportunities in a set routine
- Opportunity to apply learning through authentic learning experience
- Frequent interaction with caring adults



BGISD Goals and Expectations

Strategies to Improve Leading,
Teaching and Learning.



Build Relationships

“See” every student. Let each student know he/she is important to us.

Believe in every student and his/her potential.

Strengthen collegial relationships and schedule time for collaboration and professional dialogue.



Measure every student's progress continually and provide interventions before students fall behind.



Teaching 21st Century Skills

Provide high quality instruction for all children all the time – by engaging students in 21st Century skills.



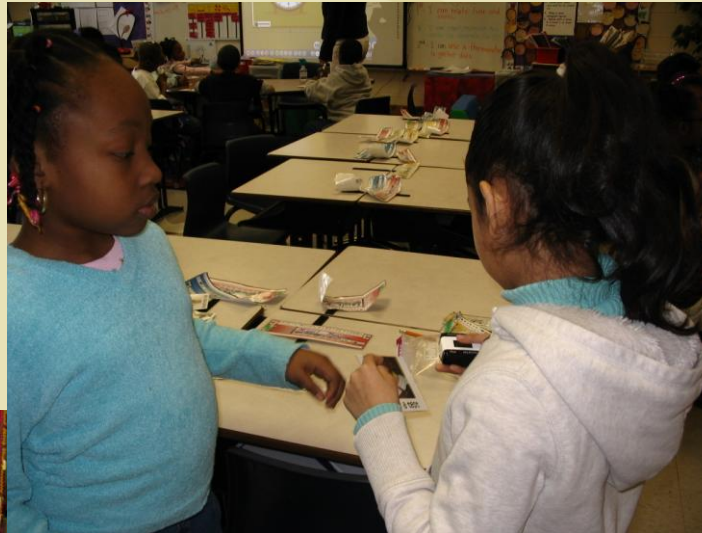
1. I will help my students develop global awareness.



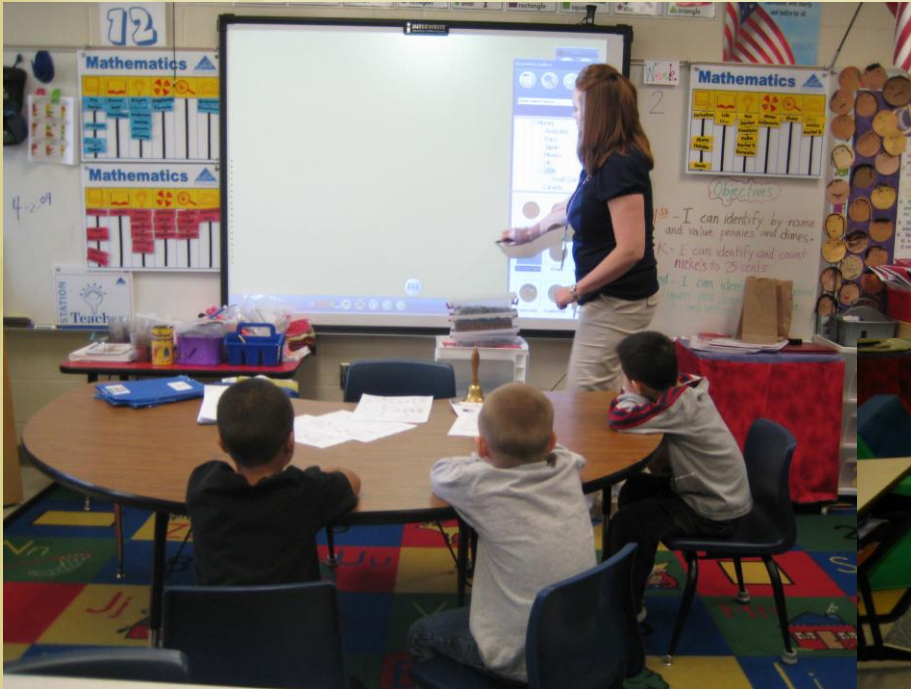
2. I will help my students develop innovation and critical thinking skills.



3. I will help my students develop communication skills.



4. I will help my students develop technology skills.



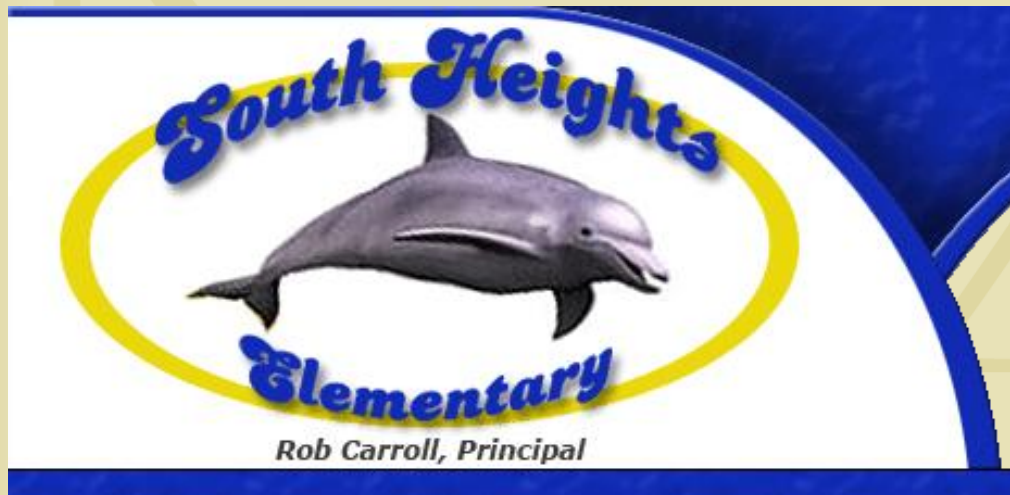
“Make the goal high test scores and you get a majority of students who get higher test scores and a minority who are turned off by learning and school. Make your priority better human beings and you’ll not only get better test scores, you’ll get cooperative, self disciplined, creative and compassionate students with a real love of learning.” Eric Jenson, 2001





EXCELLENCE IS WORTH THE EFFORT

Changing How Instruction for Learning
is Delivered
at South Heights Elementary
“Impossible is Nothing!”



Rob Carroll, Principal
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