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4Cs Transformation: How to Get Started

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Introductions

Introduce yourself at your table:

- Name, position and organization
- Where are you on your 4Cs transformation journey?
- What is one thing you hope to learn during this session?

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4Cs Transformation: How to Get Started

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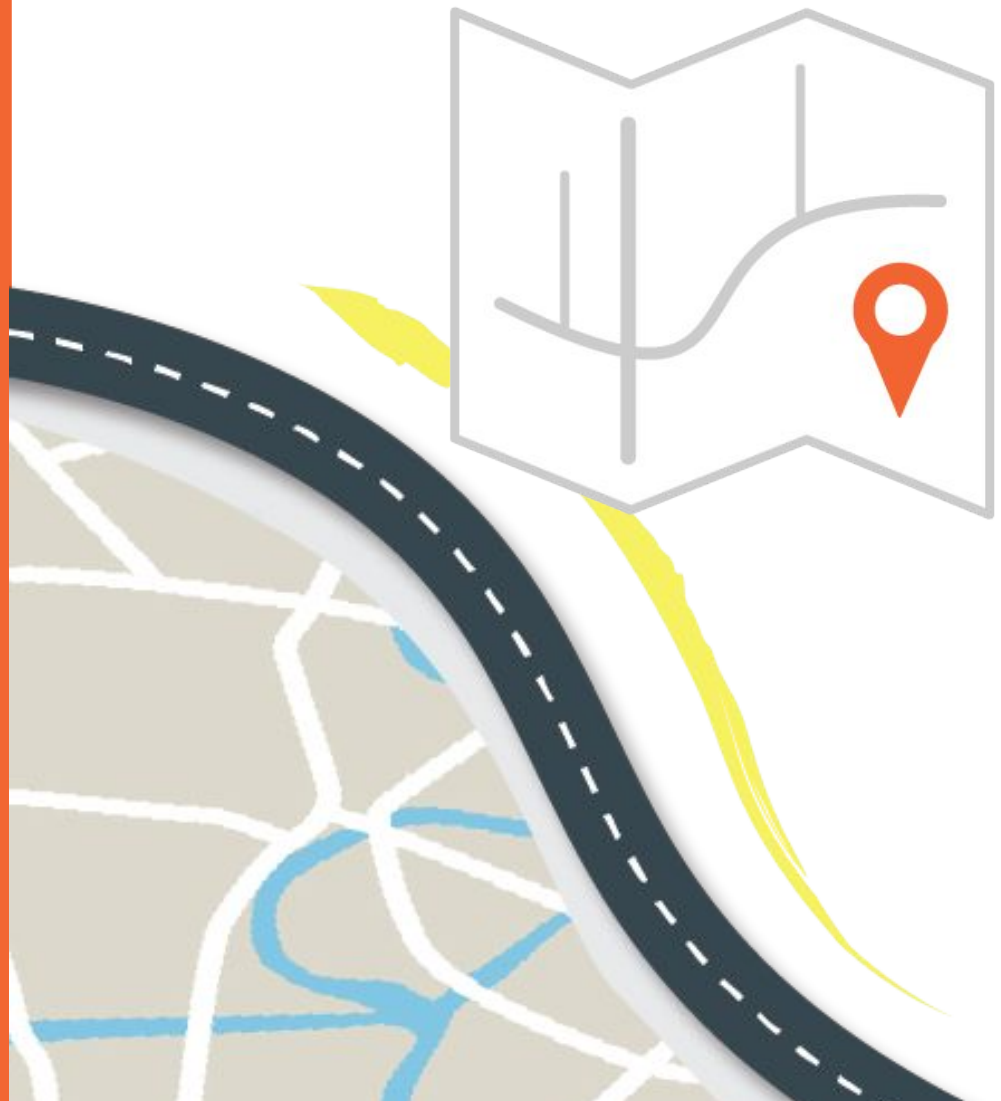

3 YEAR ROADMAP

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Bird's Eye View

3 YEAR ROADMAP

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Roadmap Organization

Each Year Includes:

- Outcomes/Deliverables
- Primary Actors
- Actions
- Key Resources

Organized by:

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YEAR 1 | Vision & Plan

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your Teachers & Students	Step 7: Improve & Innovate
OUTCOMES / DELIVERABLES	A clear vision for 21st century student outcomes is established. Finalization of a Profile of a Graduate (PoG) clearly aligned to vision is visible to and available to stakeholders. Multi-strategic action plan to accomplish vision is drafted and ratified.	Representatives from all key stakeholder groups have	Visible consistent dedication to Vision/PoG is evident	The Professional Learning (PL) portion of the strategic	The Curriculum and Assessment portion of the strategic	The Instruction (teaching and learning) portion of	Continuous improvement attitudes are modelled to
PRIMARY ACTORS	Central office/ Cross-organization Leadership team						
ACTIONS	Vision-building processes that take into consideration perspectives of societal changes and equity issues are undertaken. Visual representation of Vision/PoG developed. Strategic action planning processes to implement Vision/PoG are undertaken Media coverage of vision building events are shared.					possible responses to a shifting future.	

YEAR 1 | Vision & Plan

	Step 1: Adopt Your Vision	Step 2: Create Consensus	Step 3: Align Your System	Step 4: Build Professional Capacity	Step 5: Focus Your Curriculum & Assessment	Step 6: Support Your T & Studen
KEY RESOURCES	**EdLeader21 Resources:** *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* - Step 1 Profile of a Graduate Website Profile of a Graduate Builder Tool Profile of a Graduate Gallery **External Resource:** Standford 2025 (Higher ed example)	**EdLeader21 Resources:** *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* - Step 2 Profile of a Graduate Implementation Guide Stakeholders Outreach Toolkits **Videos on 21st Century Education:** • Making 21st Century Education Happen • Above and Beyond • Most Likely to Succeed **Books:** *21st Century Skills: Rethinking How Students Learn* (Bellanca & Brandt) *The Global Achievement Gap* (Tony Wagner)	**EdLeader21 Resources:** *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* - Step 3 **Videos (webinar):** Developing the 4Cs with Systems Thinking **External Resource:** Partnership for 21st Century Skills MILE Guide	**EdLeader21 Resources:** *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* - Step 4 EdLeader21 Events Professional Learning Days EdLeader21 Annual Event **Videos (building capacity):** The Role of Leaders in 21st Century Education **External Resource:** World cafe method	**EdLeader21 Resources:** *The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts* - Step 5 Videos (curriculum & assessment): Assessing the Four C's: The Power of Rubrics Big Thinkers: Linda Darling-Hammond on Becoming Internationally Competitive **External Resources:** Understanding by Design Assessing What Matters (Educational Leadership)	**EdLeader21 Reso** *The Leader's Guide Century Education: Schools and Distric* **External Resourc** Buck Institute for E ect-based learning Literacy Design Co Mathematics Desig orative For shifting mindse Habits of Mind Growth Mindset

3 YEAR ROADMAP

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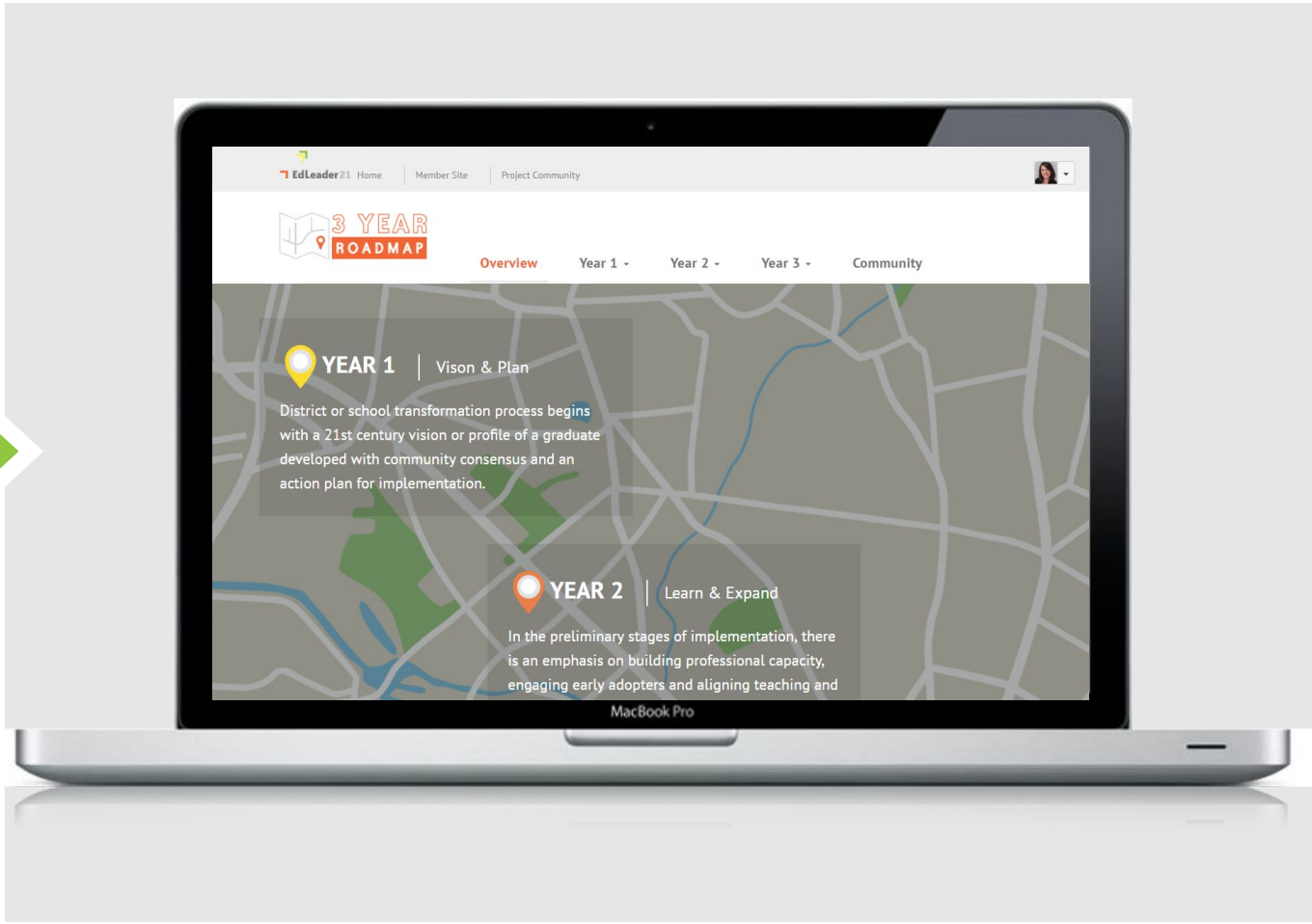
Access 3 Year Roadmap Website

community.edleader21.com/3YearRoadmap

- Go to community.edleader21.com/3YearRoadmap.
- Click on “Sign In” button.
- Login using your existing username and password for member site OR click the create a new password button and follow the steps.



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Pair & Share

- **[3 mins]** Individually, review the overview page of the 3 year roadmap and reflect on the question:

  Where is my school or district on this roadmap?

- **[4 mins]** Find a partner and take turns sharing your response.

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STUDENT A

MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

STUDENT B

CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY
GLOBAL COMPETENCE
SELF-DIRECTION

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Why did you begin your 21st century education journey?

AMARILLO INDEPENDENT SCHOOL DISTRICT

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EPHRATA AREA SCHOOL DISTRICT

Track Record of Success

BEST HIGH SCHOOLS
U.S.News & WORLD REPORT

BEST Communities for MUSIC EDUCATION

Google for Education

pennsylvania
DEPARTMENT OF EDUCATION
2014-2015 SCHOOL PERFORMANCE PROFILE
16TH IN PENNSYLVANIA

DISTINGUISHED SCHOOL
National Title I Association

PA PUBLIC SCHOOLS
SUCCESS STARTS HERE

TRIBECA FILM FESTIVAL 2015
Official Selection 2015 sundance

Three Questions Activity

- What are the biggest changes in society in the last 25-30 years?
- List 2-3 skills that your children/students need to address the changes in society you described above.
- Looking at the skills you listed in answering the previous question, how intentional is your district in helping your students develop these skills?

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Table Discussion

How intentional is your school or district in helping your students develop the skills they need to address changes in society?

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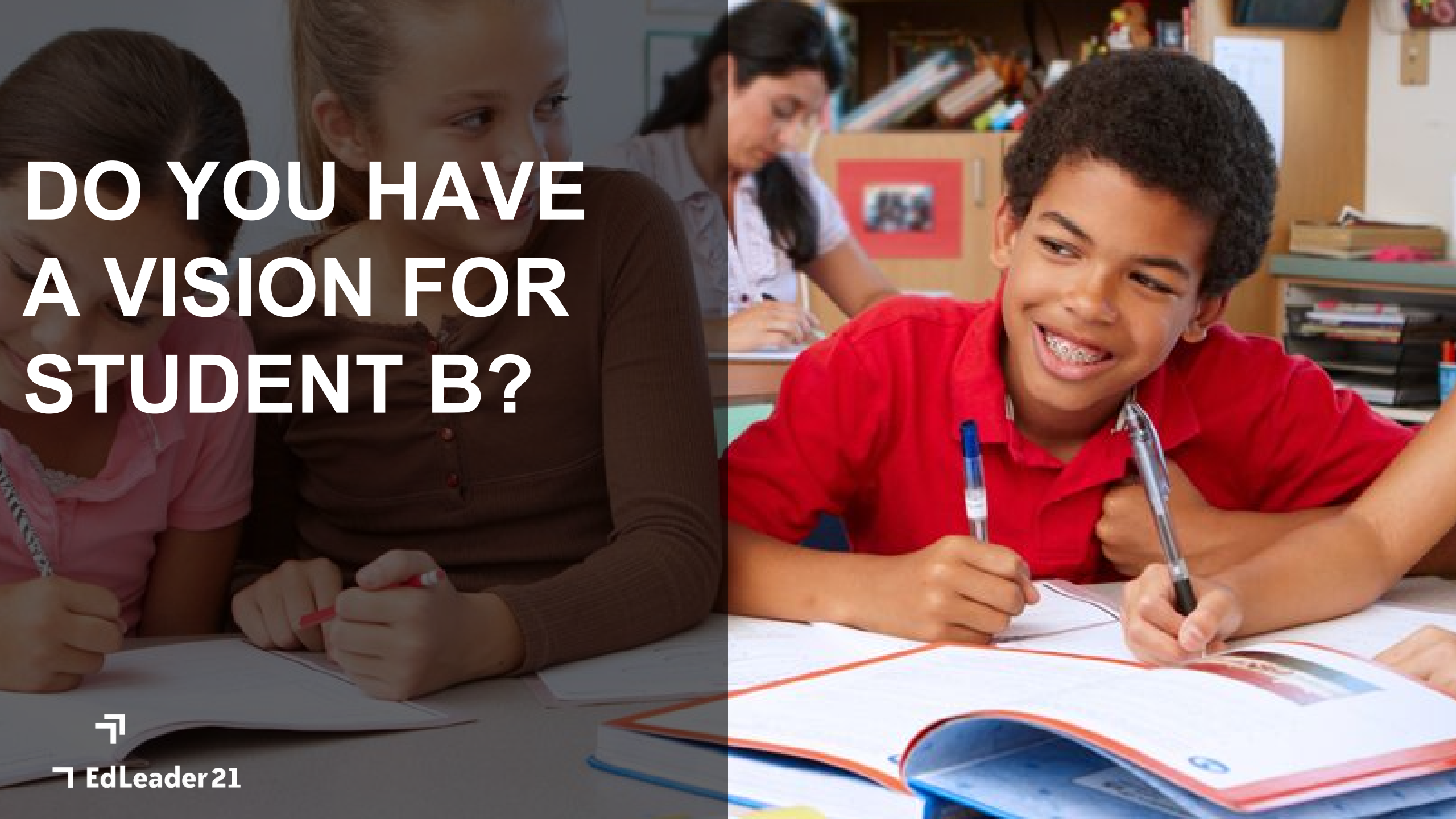
DO YOU HAVE A VISION FOR STUDENT B?



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WHAT IS THE PROFILE OF A GRADUATE?

PROFILE OF A
THINKER
COMMUNICATOR
COLLABORATOR
CONTRIBUTOR
GRADUATE
AMARILLO ISD

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PORTRAIT OF A GRADUATE

D102 APTAKISIC-TRIPP SCHOOL DISTRICT 102

Skilled Communicator & Collaborator

- Speaks and writes for authentic purposes
- Communicates in multiple formats
- Listens actively to understand
- Designs communication for target audiences

Effective Problem Solver & Decision Maker

- Exhibits curiosity
- Evaluates ideas based on evidence
- Considers multiple points of view
- Seeks new solutions

Ethical & Open-minded Global Citizen

- Embraces unique perspectives of others
- Disagrees respectfully
- Exhibits integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, civic, social, and global responsibility

Determined & Empowered Individual

- Accepts feedback and grows from it
- Works persistently to reach goals
- Embraces change with confidence
- Seeks balance in life

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FAIRFAX COUNTY PUBLIC SCHOOLS

PORTRAIT OF A GRADUATE

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FAIRFAX COUNTY PUBLIC SCHOOLS

PORTRAIT OF A GRADUATE

Student Achievement Goals: Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

Communicator	Collaborator	Global Citizen	Creative and Critical Thinker	Goal-Directed and Resilient Individual
• Applies effective reading skills to acquire knowledge and broaden perspectives • Employs active listening strategies to advance understanding • Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners • Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts • Uses technological skills and contemporary digital tools to explore and exchange ideas	• Respects divergent thinking to engage others in thoughtful discussion • Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals • Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints • Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks	• Acknowledges and understands diverse perspectives and cultures when considering local, national and world issues • Contributes to solutions that benefit the broader community • Communicates effectively in multiple languages to make meaningful connections • Promotes environmental stewardship	• Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes • Uses information in novel and creative ways to strengthen comprehension and deepen awareness • Demonstrates divergent and ingenious thought to enhance the design/build process • Expresses thought, ideas, and emotions meaningfully through the arts • Evaluates ideas and information sources for validity, relevance, and impact • Reasons through weighs evidence to reach conclusions	• Engages in healthy and positive practices and relationships to promote physical and mental wellness • Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals • Uses time and financial resources wisely to set challenging goals, complete tasks, and manage projects • Shows strong understanding and belief of self to engage in reflection for individual improvement and self advocacy • Acts responsibly and ethically to build trust and lead

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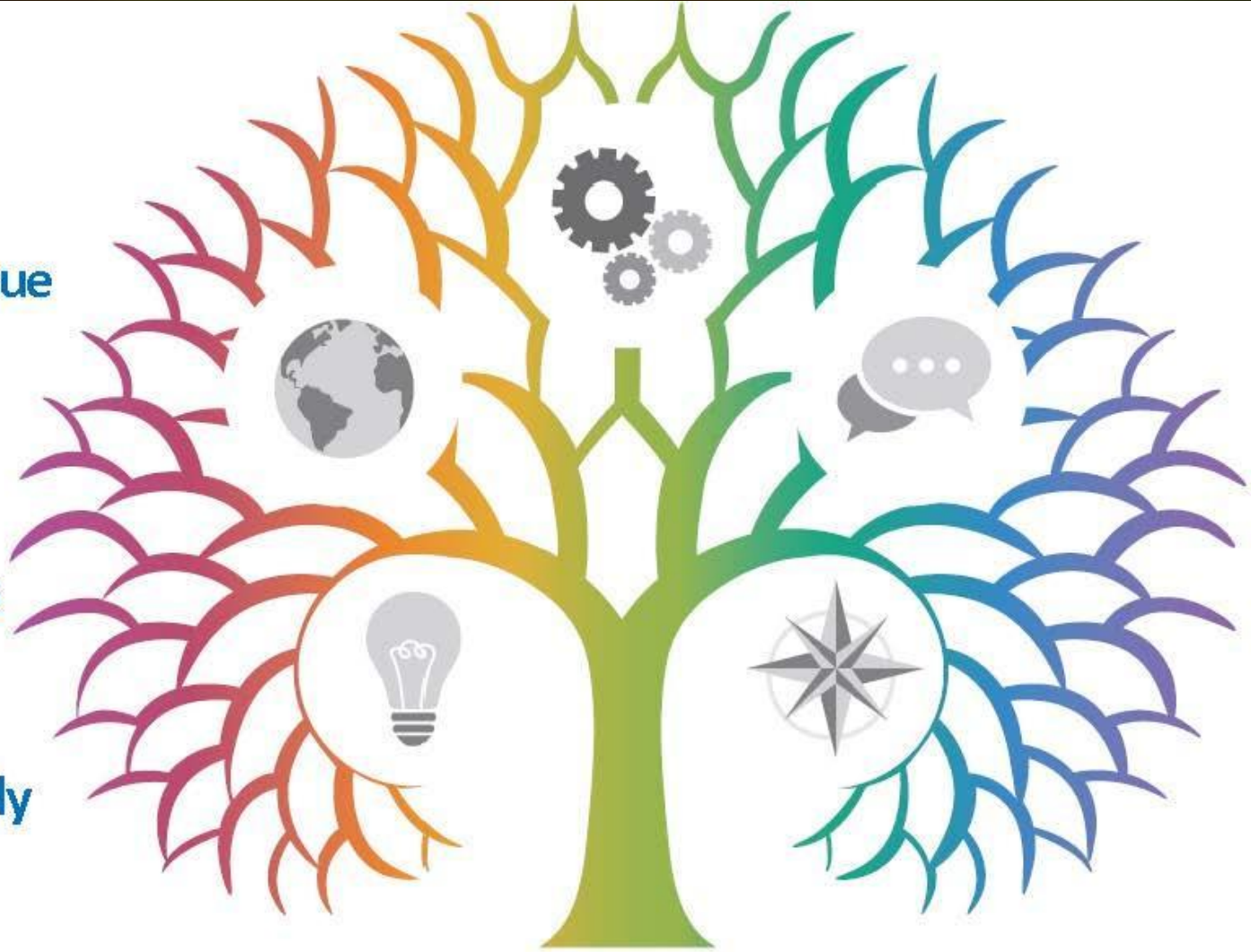
In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:



JEFFCO 2020 Vision

Content Mastery | Civic & Global Engagement | Communication

Critical Thinking & Creativity | Self-Direction & Personal Responsibility

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Profile of a VBCPS Graduate

VIRGINIA BEACH CITY PUBLIC SCHOOLS
CHARTING THE COURSE

Problem Solvers and Value Creators

Cross-Culturally Competent

Knowledgeable

Communicators and Collaborators

Thinkers and Inquirers

Balanced

Personally and Socially Responsible

Resilient Learners

COMPASS to 2020
Charting the Course

JEFFCO PUBLIC SCHOOLS

In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:

Content Mastery	Critical Thinking & Creativity	Civic & Global Engagement	Communication	Self-Direction & Personal Responsibility
• English Language Arts • World Languages • Science • Mathematics • Financial & Economic Literacy • Technology • Social Studies • Global Understanding • Arts • Physical Education	• Problem Identification • Problem Solving • Analysis & Decision-making • Innovation & Imagination • Adaptability	• Leadership • Community Service • Citizenship • Cultural Proficiency	• In all Forms • Collaboration • Active Listening • Conflict Management • Humor • Respectfulness	• Perseverance • Emotional Intelligence • Integrity • Personal Accountability • Health and Wellness • Lifelong Learning • Self-advocacy

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THE 21ST CENTURY

MOUNT VERNON MIND

SOLUTION SEEKER

- Formulates meaningful questions
- Inquires, evaluates, synthesizes, and discerns cross-disciplinary knowledge and perspectives
- Sets goals, develops a plan of action, and tests solutions

CREATIVE THINKER

- Challenges assumptions
- Suspends judgement
- Imagines, improvises, and adapts as new challenges and opportunities arise

ETHICAL DECISION-MAKER

- Exhibits integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, social, and civic responsibility
- Develops understanding of emerging ethical issues regarding new technologies

INNOVATOR

- Explores and experiments in a climate of change
- Builds resilience through risk-taking and setbacks
- Creates unique ideas/ products with value and meaning

COLLABORATOR

- Builds strong partnerships within a diverse team
- Teaches, coaches, and leads others by example
- Accepts feedback, implements decisions, and shares the credit

COMMUNICATOR

- Listens attentively, speaks effectively, and writes clearly
- Understands and expresses ideas with a variety of audiences, media, and formats
- Cultivates interpersonal skills

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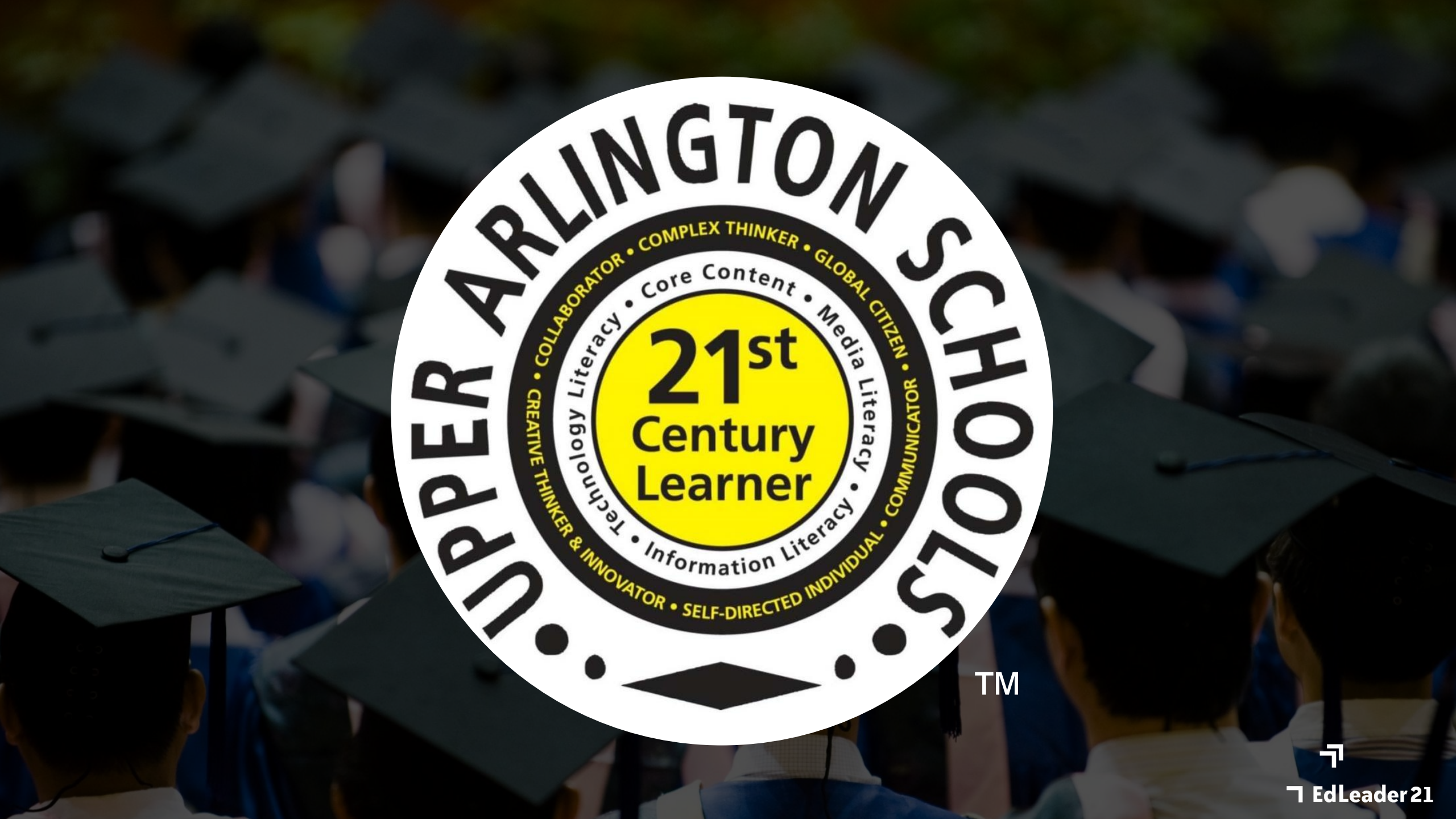
UPPER ARLINGTON SCHOOLS
COLLABORATOR • COMPLEX THINKER • GLOBAL CITIZEN • COMMUNICATOR • SELF-DIRECTED INDIVIDUAL • INFORMATION LITERACY • CREATIVE THINKER & INNOVATOR • TECHNOLOGY LITERACY • CORE CONTENT • MEDIA LITERACY •
21st Century Learner
TM
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Describe the Profile of a Graduate process in your district?

How do you encourage stakeholder involvement?

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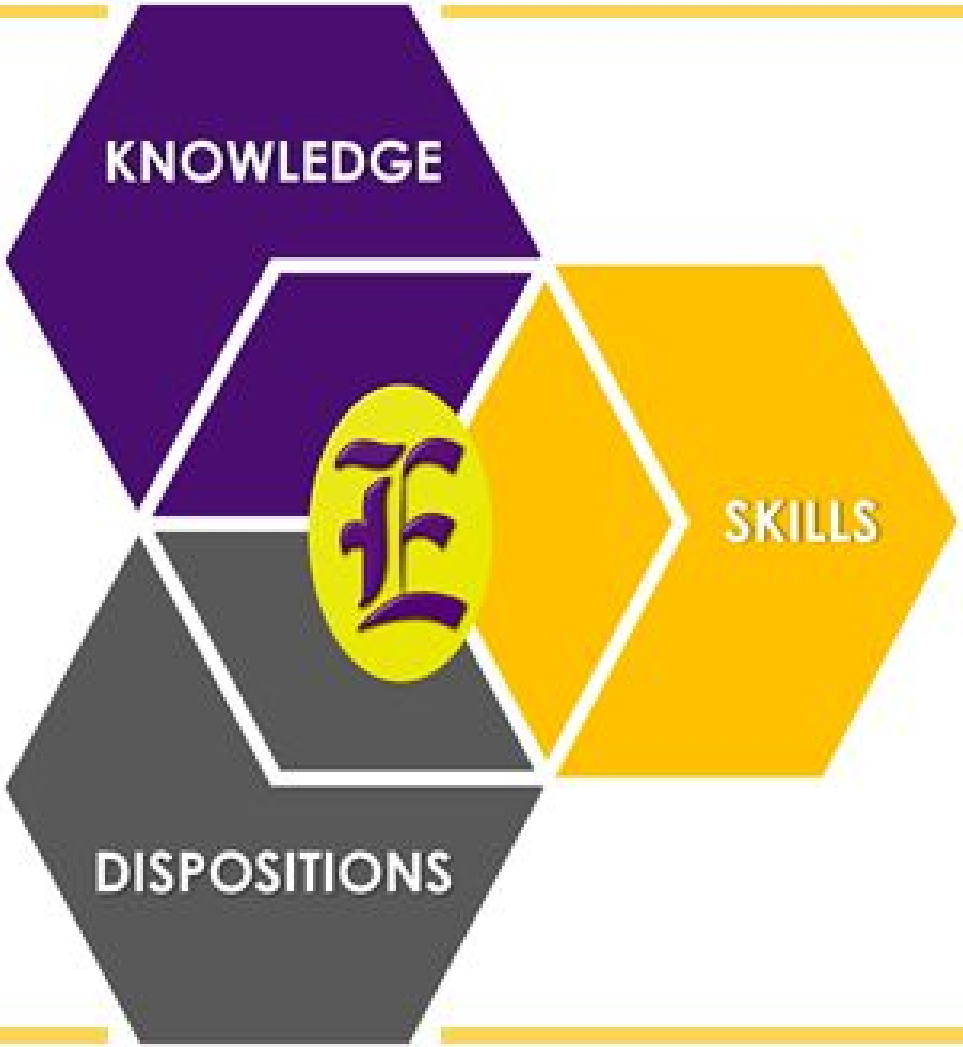
It is the mission of the Ephrata Area School District provide all students a secure learning environment and exemplary academic programs to inspire all students to reach their full potential.

LIFE READY GRADUATE



What is a Life-Ready Graduate?

Embodiment of the

KNOWLEDGE, SKILLS, AND DISPOSITIONS

to find success after graduation

KNOWLEDGE

The theoretical or practical understanding of someone or something

CONTENT MASTERY
A core foundational knowledge in multiple subject areas is critical to make informed decisions.

HEALTHY LIVING, WELLNESS, & SELF-AWARENESS
A healthy lifestyle provides balance in one's life that improves physical, social, and emotional well-being.

CIVICS, LEADERSHIP & SERVICE
Local, national, and global understanding and respect for cultural and societal diversity are critical to being a global citizen.

DIGITAL LITERACY & TECHNOLOGICAL PROFICIENCY
The ability to adapt, connect, and thrive in an ever-changing society are vital components of success in a digitally-competitive global environment.

SKILLS

The capacities and strategies that enable learners to apply knowledge to novel situations, engage in higher order thinking, problem solve, collaborate, communicate effectively, and plan for the future

COMMUNICATION
Communication is a foundational skill for all learning. It is vital to be able to share and understand information in a variety of contexts and media.

CRITICAL THINKING & PROBLEM SOLVING
It is important to evaluate, reflect, and justify all possible avenues towards making an informed decision. Good decision making is critical for independence.

CREATIVITY & INNOVATION
Preparing students for current and future challenges requires adaptability and flexibility that is learned through creative and innovative practices. It is important to imagine, visualize, and brainstorm new possibilities.

COLLABORATION & TEAMWORK
Solving complex problems requires the sharing of Ideas from a variety of perspectives and experiences. People work together to cultivate a sense of community and improve the quality of outcomes.

DISPOSITIONS

The behaviors and ways of being that contribute to a learner fulfilling his or her full potential (character traits)

HONESTY, INTEGRITY, & RESPONSIBILITY
In order to be a trusted and valuable member of society, graduates must possess a consistency among their words, actions, and the facts of any situation. Owning one's actions and the results that they produce is a valued characteristic in all areas of adult life.

ADAPTABILITY
An ability to recognize and react to challenges and changing circumstances will lead to higher levels of success in reaching one's goals in all areas of life.

CONTINUAL LEARNING & A GROWTH MINDSET
Possessing an understanding that learning is both iterative and continues long after formal schooling is complete will enable graduates to grow throughout life.

RESILIENCE & GRIT
Understanding that there are things beyond one's control, develops plans for success, and recovers from temporary setbacks along any path forward.

Life Ready Graduate Project Timeline

April 2016 - Initial research, identification of themes

May 2016 - Concept endorsed by School Board

Fall 2016 - Model refined by faculty

Fall 2016 - Feedback received from Rotary & Ephrata/Cocalico LCCI Consortium

January 2017 - Graduate and community survey

March 2017 - Completion of Life Ready Graduate profile

August 2017 - Development of five-year implementation

September 2017 - Grade level planning

October 2017 - Introduce Life Ready Graduate certificate

Profile
OF A GRADUATE

Observations

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There isn't a cookie cutter for 21st-century competencies...

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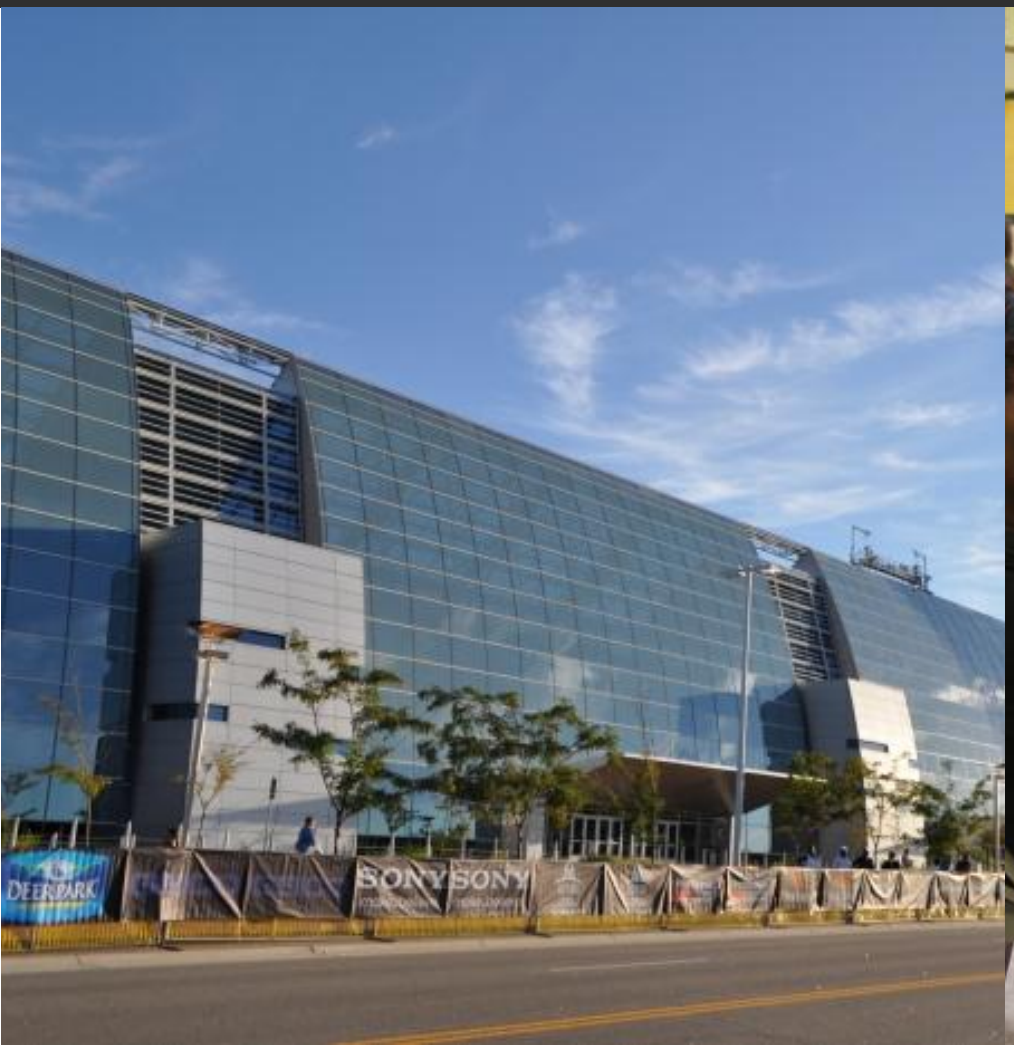
There also isn't a cookie cutter for community engagement…



Profile
OF A GRADUATE

ProfileofaGraduate.org

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Profile of a Graduate

Implementation Guide

Parents and community members want to engage...

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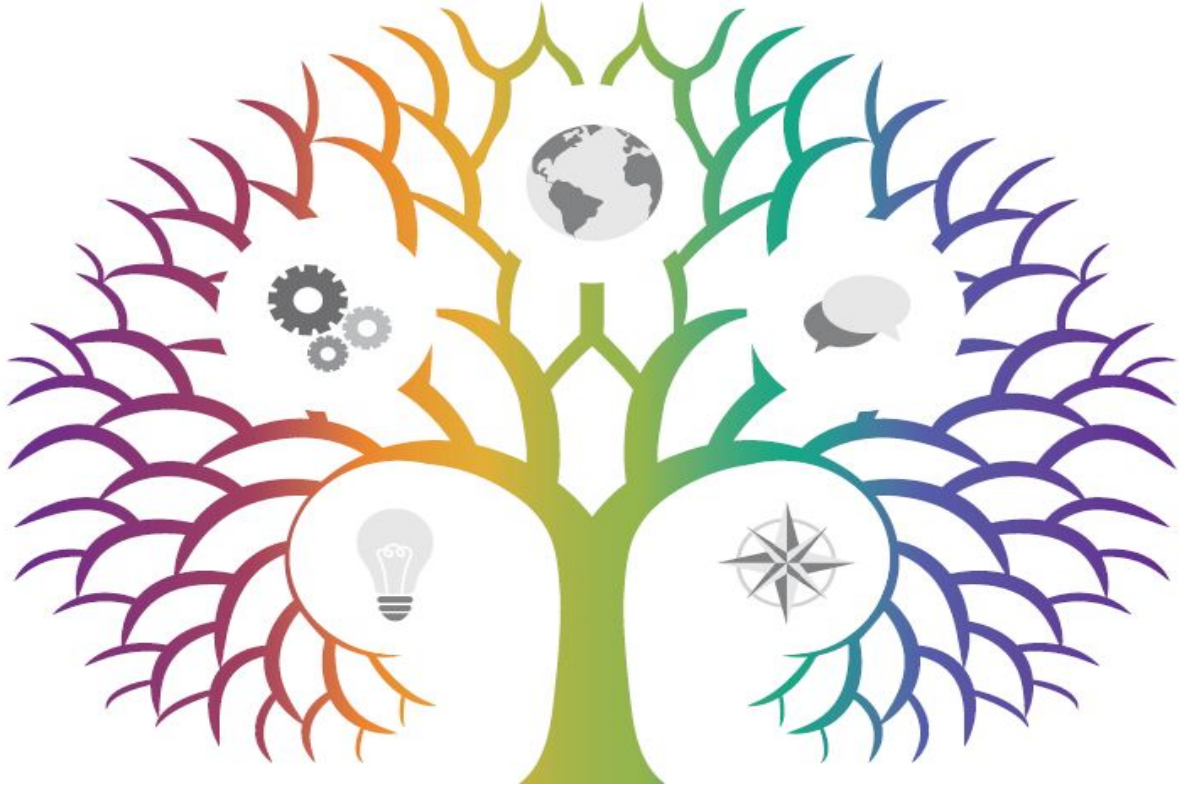
The work is inspiring…

The use of visual imaging is powerful…



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The Profile of a Graduate is only the beginning…

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21st Century Plate Activity

- **Draw or list the skills that students should demonstrate upon graduation on your plate.**
- **Take turns presenting your 21st Century Plate.**
- **In small groups, discuss the questions:**
  - **To what degree are these skills present/addressed in your current strategic plan?**
  - **What gaps exist?**

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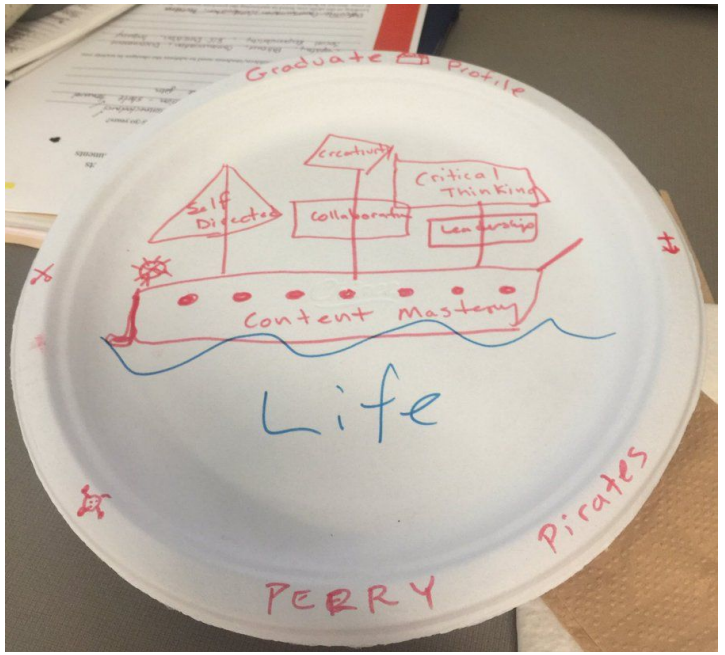
Share Your Plate

#edleader21

#profileofagraduate



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Q & A

Break

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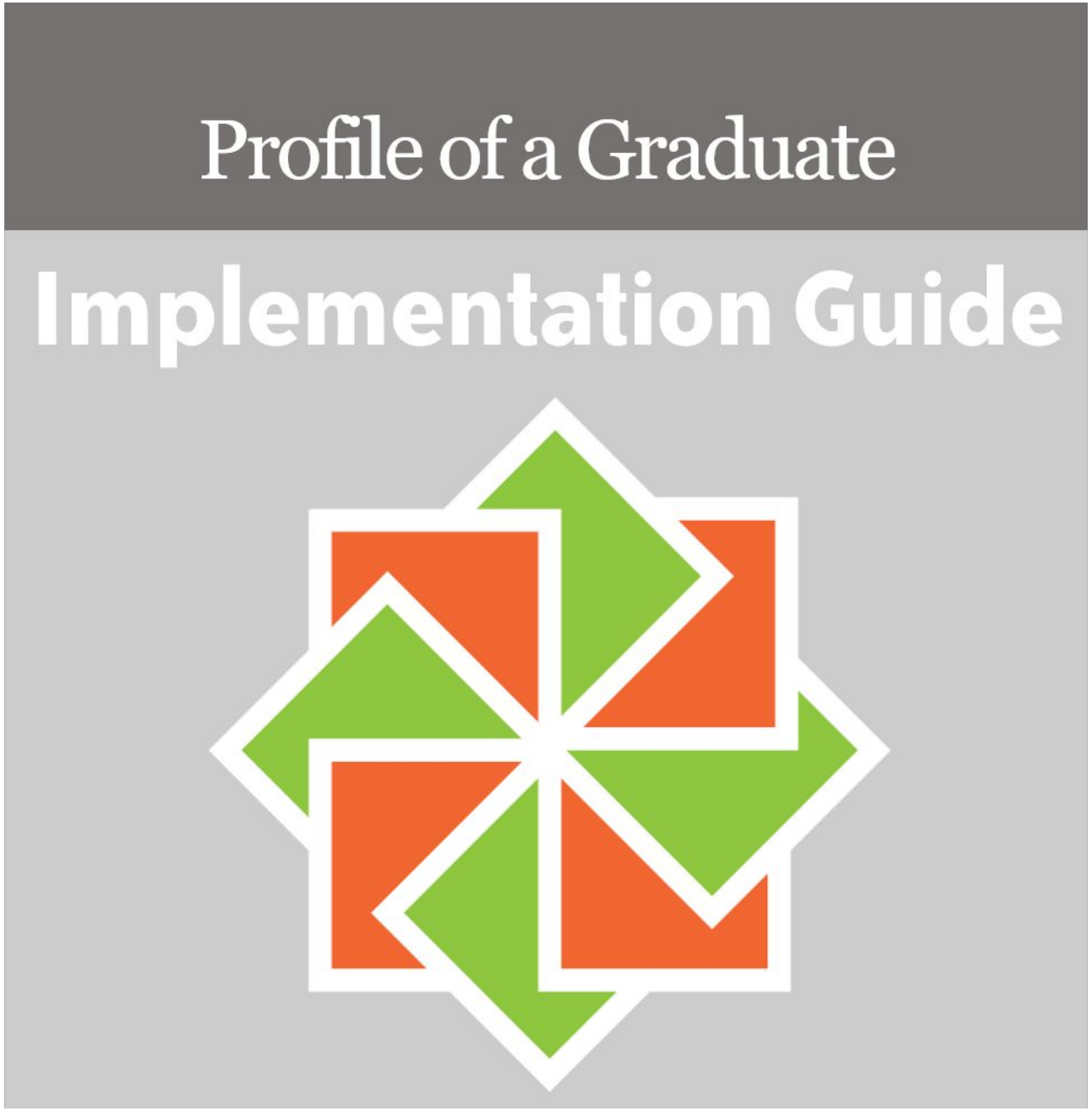

Profile
OF A GRADUATE

ProfileofaGraduate.org

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Year 2 in a Nutshell

Build leadership capacity to use 4Cs to lead

Engage early adopters in preliminary implementation steps

Align curriculum and assessment with competencies of your Profile of Graduate

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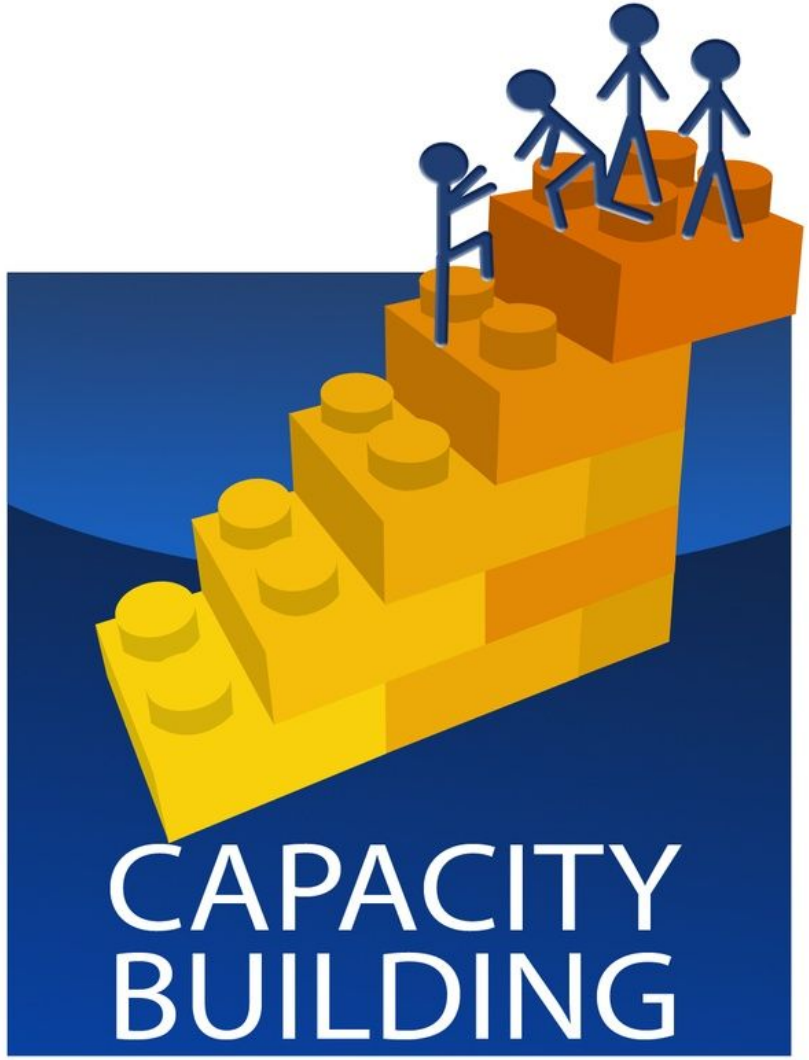
Build Capacity



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Engage Early Adopters

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Leading with the 4Cs

Example is the school of mankind, and they will learn at no other.

- Edmund Burke

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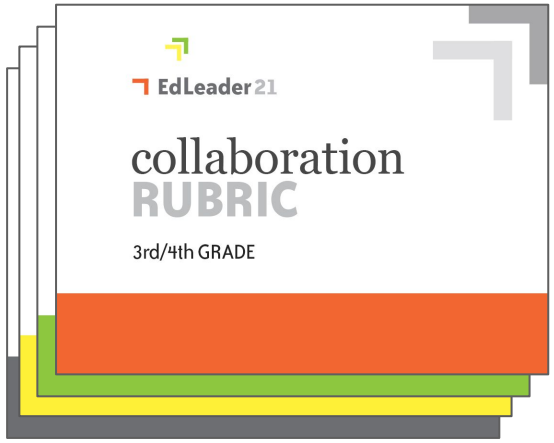
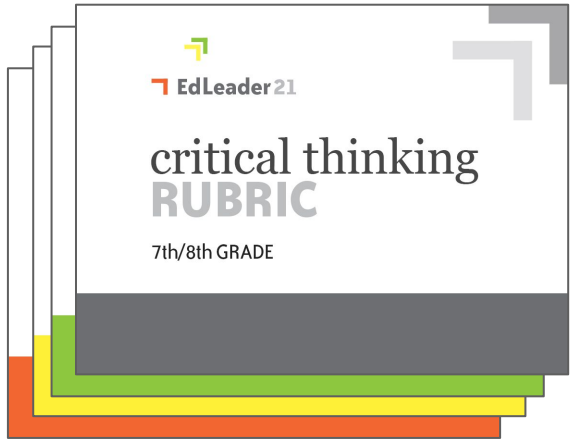
Lead Using the 4Cs

3rd & 4th grade



7th & 8th grade



11th & 12th grade

PERFORMANCE AREA	1	2	3	4
Problem Solving/ Solution Finding	Is hesitant to share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question.	Shares ideas about how to best solve the problem, meet the challenge, or answer the inquiry question, but the explanation is somewhat unclear.	Clearly explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question; clearly describes why their ideas make sense.	Ideas about how to best solve the problem, meet the challenge, or answer the inquiry question are very convincing.

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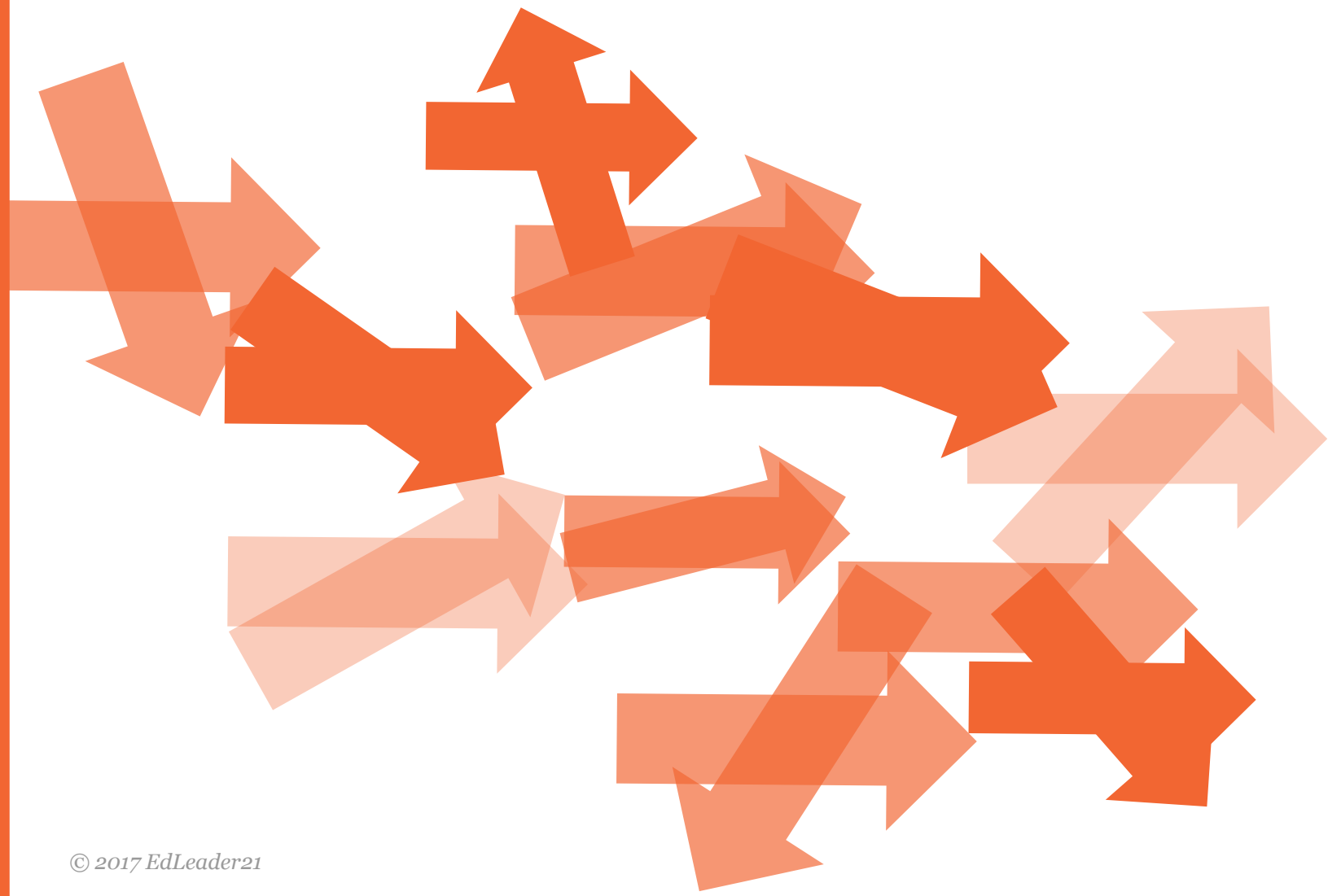
Align Curriculum & Assessment



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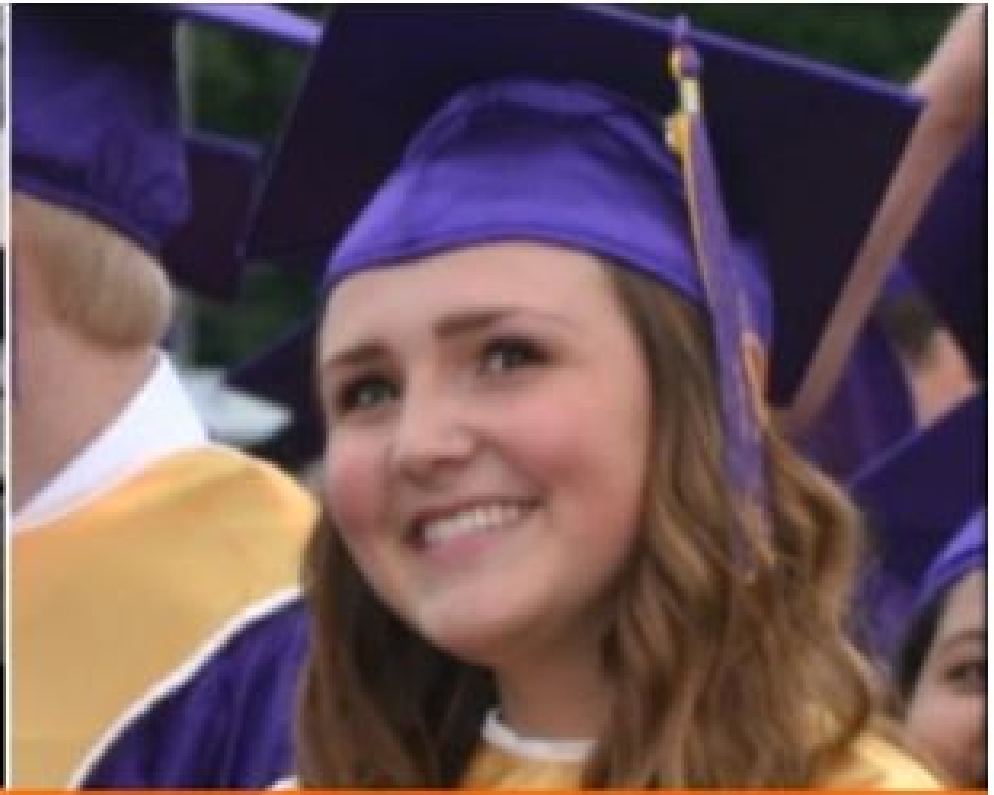
What does early implementation look like in your district?



STUDENT A

MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

STUDENT B

CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY

APPLICANT A

MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

APPLICANT B

CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY

EMPLOYEE A

MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

EMPLOYEE B

CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY

TEAM MEMBER A	TEAM MEMBER B
MATH	CONTENT MASTERY
SCIENCE	CRITICAL THINKING
ENGLISH	COMMUNICATION
SOCIAL STUDIES	COLLABORATION
	CREATIVITY

Using the 4Cs Rubrics with Adults

- Individually, review and use the 7/8th grade Creativity Rubric to self assess.

- For each performance area, indicate where you fall on the rubric.

PERFORMANCE AREA	1	2	3	4
Works Creatively with Others	Almost always works in isolation; is hesitant to communicate ideas and provide feedback to others.	Works collaboratively with others. Is beginning to communicate ideas and feedback to others, but sometimes struggles to make connections between or to build upon others' ideas to generate new and unique insights.	Works collaboratively with others. Communicates ideas and feedback to others effectively; usually makes connections between and builds upon others' ideas to generate new and unique insights.	Works collaboratively with others. Communicates ideas and feedback to others effectively; often makes connections between and builds upon others' ideas to generate new and unique insights.

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What is one piece of advice about how to best get started?

Final Reflections

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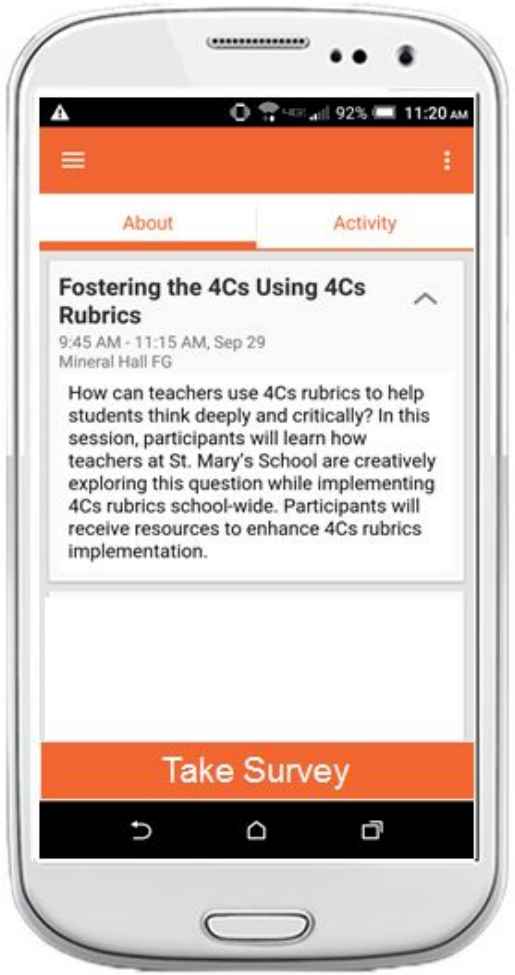
Session Feedback



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- Find the session you want
- In the Details/About section, tap **Take Survey**

  AND
- Click on **Rate and Review** to give it an overall rating

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Thank You

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