Transforming our district from the industrial age model to one suited for 21st Century needs creates challenges without proven solutions (Adaptive Challenges)

**Technical**: apply current knowledge to a specific context or challenge

**Adaptive**: create a new strategy for solving a problem; create the knowledge of how to solve them while they are working on them

**Adaptive challenges provide the opportunity for transformation**; only transformation will accomplish the task of building a system focused on 21st Century Competencies The single most common source of leadership failure…is that people, especially those in positions of authority, treat adaptive challenges like technical problems Heifetz (2002).

**Baseline Competencies of a World Class Education**

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| --- | --- |
| **Content Knowledge** | Master core academic content   * Learn, remember, and recall facts relevant to a content area * Extend core knowledge to novel tasks and situations in a variety of subjects * Learn and apply theories relevant ot a content area * Know and use the language specific to a content area * Apply facts, processes, and theories to real world situations   Acquire, apply and expand knowledge   * Traits not listed |
| **Cognitive Strategies** | Think critically and solve complex problems   * Formulate problems and generate hypotheses * Identify data and info needed to solve a problem * Apply tools and techniques specific to a content area to gather necessary data and information * Evaluate, integrate, and analyse multiple sources of information * Monitor and refine the problem solving process based on available data as neede * Reason and construct justifiable arguments in support of a hypothesis * Persist to solve complex problems |
| **Behaviors** | Work collaboratively   * Collaborate with others to complete tasks and solve problems successfully * Participate in a team to plan problem-solving steps and identify resources necessary to meet group goals * Communicate and incorporate multiple points of view * to meet group goals   Learn how to learn   * Traits not listed |
| **District Theory of Action**  **District Strategy**  **Benchmarks**  **Initiatives/Programming** | If the district makes major changes in academic programming, elevating the level of rigor, while at the same time providing relevant experiences for each student, within a context of choice, then all students will develop 21st century base line competencies.  Restructure the learning environment into choice based thematic pathways  Incorporate a blended learning model that will provide 24/7 access to learning  Ensure that all students will read on grade level by 3rd grade  Develop the capacity to build a culture of collaborative intrinsically motivated educators working together for student success   * Professional Learning Communities * Assessment for Learning * Teacher Leadership * Technical skill building   CH-UH students will be able to score at the international mean on the 2015 PISA  CH-UH students will be able to score at the top 10% of countries participating in the 2018 PISA  By 2015, 50% of the graduating class will receive college scholarship awards  By 2018, 80% of the graduating class will receive college scholarship awards  By 2018,  Others  All programming/initiatives must align to the district strategy and support attainment of world class benchmarks.  Examples: Programming to implement pathways  RttT  Grants |
|  | Investing in knowledge and skill is the fundamental building block of any improvement strategy. But investments in knowledge and skill create the occasion for school improvement, not the improvement itself. In order for investments in knowledge and skill to aggregate into a coherent impact on quality and performance at the classroom level and school level, they have to be placed in a broader set of strategic elements that make the use of that knowledge and skill add up to a coherent result (Elmore, 2010). |