

Strategic Plan Pillar 1: 21st Century Learning 2014 - 2019

Pelham Public Schools Board of Education Meeting
November 27, 2018

Dr. Steven M. Garcia, Assistant Superintendent for Curriculum, Instruction & Personnel
Dr. Maria Thompson, Director of Humanities
Dr. Thomas Callahan, Director of Math & Science
Mr. John Sebalos, Director of Technology

Strategic Plan Pillar I *Defined*: 2014-2019

Systemically integrate the principles and content of **21st Century learning** into academic and co-curricular programs to prepare all students to meet current and future challenges.

In order to meet current and future challenges of the 21st Century, all Pelham students will:

- Think **critically** and **creatively** to solve problems with multiple literacies
- **Collaborate** and **communicate** effectively as **self-directed** learners
- **Integrate technologies seamlessly** to enhance excellence in learning
- Become productive members of a **diverse global community**

K-12 Innovation and Creativity Steering Committee



- MakerSpace Exploratory Team
- Active Learning Spaces
- 21st Century Learning Environments

Expanding World Languages



- IB MYP required the expansion of World Languages into 6th Grade
- Introduction of Mandarin 6 - 12
- FLES in Spanish expected to grow from 2nd - 5th grades

IB programs on the rise in Westchester

Colleen Wilson, cwilson2@lohud.com

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In the last 10 years, seven schools in the county began offering authorized IB programs, up from just two a decade before that.



(Photo: Tania Savayan/The Journal News)

Sixth-grade students in Maria Buckley's science class at Pelham Middle School couldn't get their hands in the air fast enough to take part in a discussion about a pretty mundane item: paper towels.

The students had researched the history and various uses of paper towels in different countries, tested five brands for absorbency, measured the results and jotted down the findings in groups.

Buckley's taught the lesson before, but this time was different. Pelham implemented a new program this year for its sixth- through 10th-grade students called the [International Baccalaureate](#) ([/story/news/education/2014/09/09/newsweek-blind-brook-top-high-schools/15343359/](#))(IB) Middle Years Program. The strategy emphasizes learning and instruction that combines hands-on work with additional

research to make real-world connections.

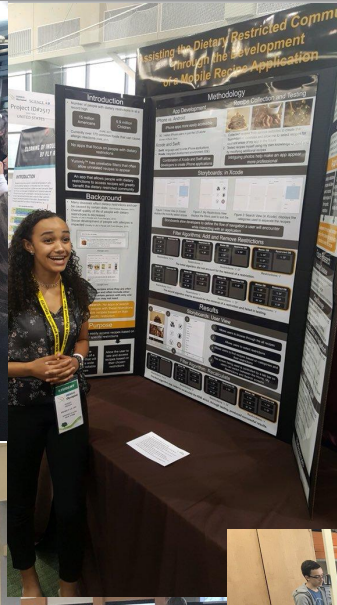
"I've never extended (the lesson) to the children doing research, finding companies that provide alternatives to paper towels," Buckley said. "Those connections wouldn't have been made and I think they're important — they're the 'why' behind the learning."

Pelham is considered a candidate school and is not expected to be eligible for full authorization until 2019, said Sean Llewellyn, Pelham's IB coordinator.

Mobile Devices in Pelham Public Schools - Equity of Access



Integrate STEAM strand K - 12



- Design Thinking
- Maker Mindset
- Computer languages
- STEAM Days
- Science Research Mindset
- Next Gen Science



Create Systems and Venues for Collaborative Work for Teachers



- PLCs
- Workshops
- Committee Meetings

Study / Create K-5 Learning Opportunities Available to Students Across Elementary Schools

[Literacy, Math, Science, Social Studies, Diversity]



ABC
123

Parent Math and Literacy Nights

K-2 Parents: Thursday, Oct. 11;
7:00-8:15 pm at Siwanoy School

Gr.3-5 Parents Thursday, Oct. 18;
7:00-8:15 at Colonial School

Join us to learn grade-specific tips to help students with
ading, writing, and math learning at home.

VP by email:
berzohn@pelhamschools.org bfinkeinstein@pelhamschools.org
Subject: Math and Literacy Night (specify K-2 or 3-5). Please indicate the number
adults attending)

Looking forward to seeing you there!

Develop capstone performance-based assessments for grades 5, 8, and 12 / Expand authentic learning experiences

5th Grade Performance Based Assessment

The Make A Change (MAC) 5th grade Performance Based Assessment is a district-wide project asking students to design and execute an action plan addressing an issue of concern within their own school building. This assessment requires students to respond to the essential question, “Can I make a difference?” Throughout the period of designing and executing their plan students document the process through journal entries and then create a visual presentation of their work using a tool of their choice. Presentations are shared with various audiences, i.e. BOE, administration, and parents.



Strategic Plan Pillar I *Action Steps*: Ongoing Process

- Promote flexibility among students' academic groupings at the secondary level
- Provide effective feedback and effective questions to students to foster critical and creative thinking
- Create an electronic bank of best practices and resources for K - 12 educators
- Field experiences that are culturally rich and diverse and which open new doors to the practices of 21st Century work and problem solving
- Implement student mentoring programs
- Create systems and venues for collaborative work for students; internally and beyond district borders
- Design curriculum content that activates the emotional connection and commitment to the use of critical thinking with multiple literacies

**In what ways do we engage and
empower all learners?**

ENGAGING STUDENTS

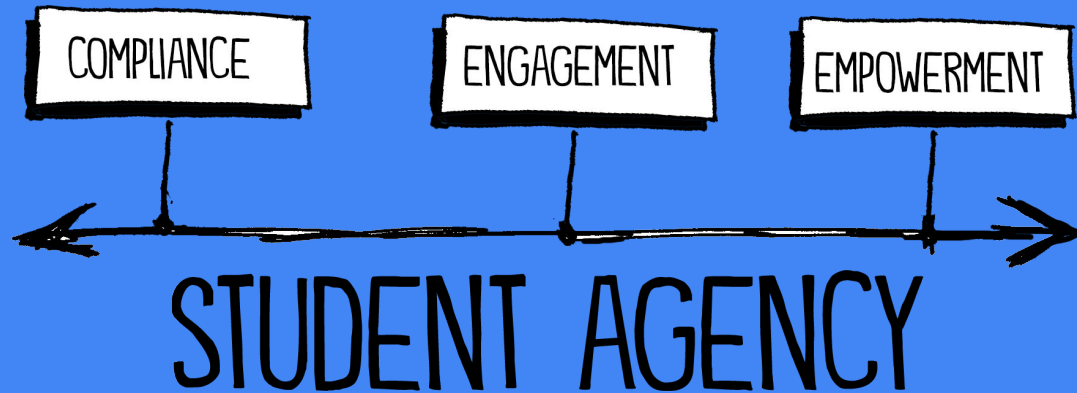
MEANS GETTING KIDS
EXCITED ABOUT

OUR: - CONTENT
- INTERESTS
- CURRICULA.

EMPOWERING STUDENTS

MEANS GIVING KIDS
THE KNOWLEDGE AND
SKILLS TO PURSUE

THEIR: - PASSIONS
- INTERESTS
- FUTURE





WHAT DO YOU WANT KIDS TO DO WITH TECHNOLOGY? v.2

WRONG ANSWERS

- ADD TO FLIPGRIDS
- START BLOGS
- CONTRIBUTE TO SEESAW STREAMS
- LEARN TO CODE
- PRODUCE GREEN SCREEN VIDEOS
- CREATE GOOGLE DOCS, SLIDES, AND DRAWINGS
- BUILD DIGITAL PORTFOLIOS

RIGHT ANSWERS

- RAISE AWARENESS
- JOIN CONVERSATIONS
- FIND ANSWERS (TO THEIR QUESTIONS)
- REFLECT (ON THEIR OWN LEARNING)
- IMAGINE NEW POSSIBILITIES
- MAKE A DIFFERENCE
- TAKE ACTION
- SOLVE COMPLEX PROBLEMS

TECHNOLOGY IS A TOOL,
NOT
A LEARNING OUTCOME.

BY: @PLUGUSIN + @RERDMANN

Classroom Learning Spaces

Based on David D. Thornberg's *Campfires in Cyberspace*, adapted by Emily Fintelman and the students of 4/5F

Campfire



A place for a community of learners to sit together, listen to each other and learn from storytellers

Watering Hole



A place for learning from peers in small groups

Cave



An area to be alone and to reflect or work independently, without interruption or distraction from others.

Swamp



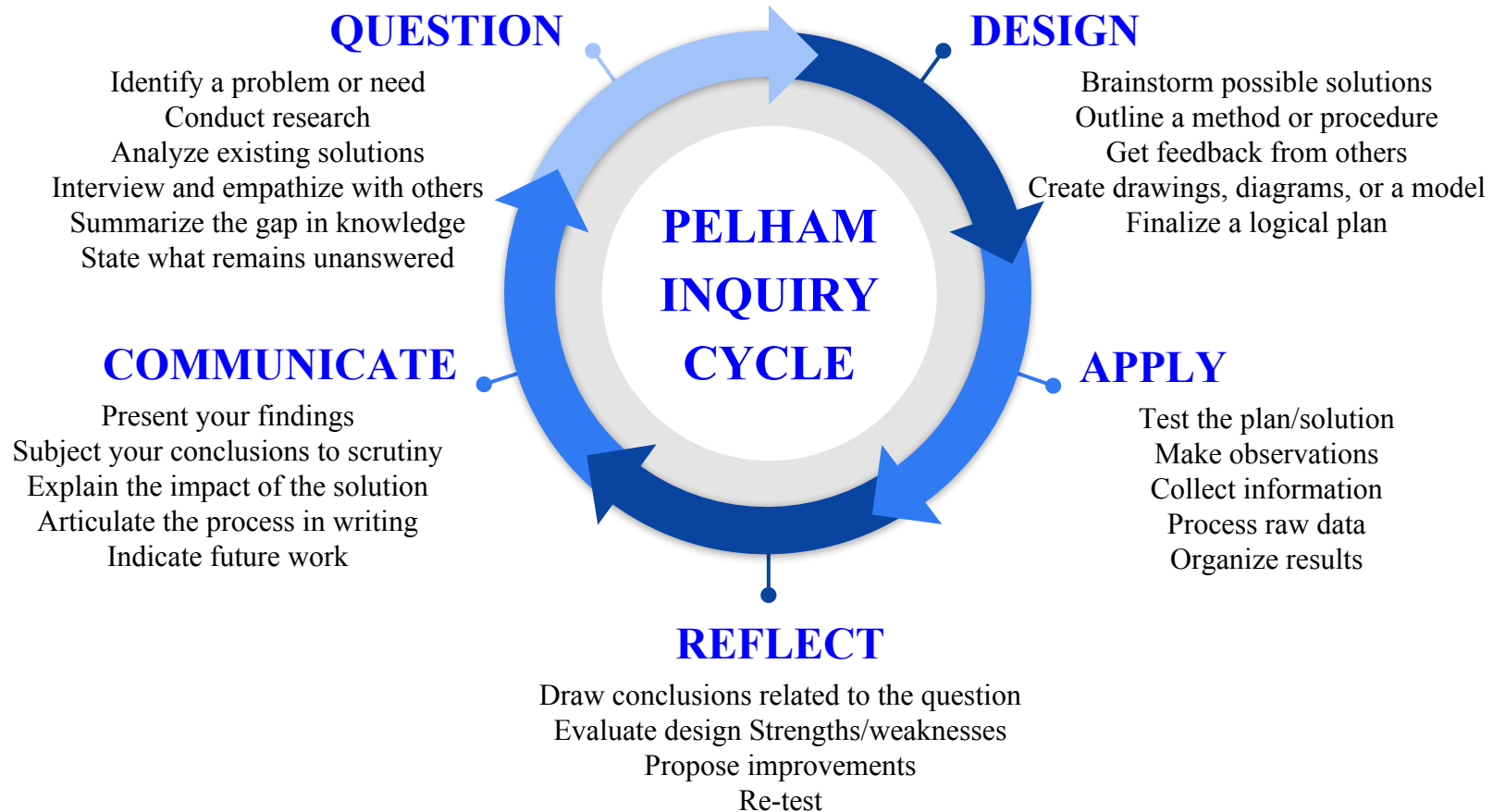
For when when we get stuck on a task or concept and need to meet in a group with an expert.

Plains



For when everyone is working independently, spread out wherever they need to be.





Blending the Focus: The Four C's, Plus 3

GLOBAL COMPETENCIES FOR DEEP LEARNING – 6 C'S

SIX GLOBAL COMPETENCIES DEFINE WHAT IT MEANS TO BE A DEEP LEARNER. DEEP LEARNING EXPERIENCES ARE ENGAGING, RELEVANT, AUTHENTIC AND BUILD THE 6 C'S.

CREATIVITY

Having an 'entrepreneurial eye' for economic and social opportunities, asking the right inquiry questions to generate novel ideas, and leadership to pursue those ideas and turn them into action.



CRITICAL THINKING

Critically evaluating information and arguments, seeing patterns and connections, constructing meaningful knowledge, and applying it in the real world.



COMMUNICATION

Communicating effectively with a variety of styles, modes, and tools (including digital tools), tailored for a range of audiences.



CHARACTER

Learning to deep learn, armed with the essential character traits of grit, tenacity, perseverance, and resilience; and the ability to make learning an integral part of living.



CITIZENSHIP

Thinking like global citizens, considering global issues based on a deep understanding of diverse values and worldviews, and with a genuine interest and ability to solve ambiguous and complex real-world problems that impact human and environmental sustainability.



COLLABORATION

Work interdependently and synergistically in teams with strong interpersonal and team-related skills including effective management of team dynamics and challenges, making substantive decisions together, and learning from and contributing to the learning of others.



CURIOSITY is what fuels our imaginations. It drives us to learn and explore and expand our view of what this world could be.