

Scenario 1: 21st Century Learning and Productivity in the Lincoln Public Schools

The Learning Environment:

The traditional school day and school year has been replaced by a learning environment that ensures the curriculum is accessible to students, parents, teachers, and administrators twenty-four hours per day, seven days per week, year-round. Both synchronous and asynchronous learning environments are in place to accommodate student learning. Students continue to occupy school buildings for face-to-face learning, meetings with faculty and academic coaching. Students document learning achievements outside of the school walls during times they are not in a school facility. **Learning and access to learning is an anytime, anyplace phenomenon.**

The content of the entire LPS curriculum plus **district developed student tutorials and on-line learning packages are accessed via cloud computing.** Likewise, the evidence students provide to document their learning resides in the cloud; all of it safely accessible to students, teachers, tutors, academic coaches, parents, and school administrators. The foundation for the LPS curriculum is constructed on criteria identified by the Partnership for 21st Century Skills and other 21st Century learning organizations.

Educators are accountable for the design and delivery of coursework accessed by groups of students or individual students for whom they are responsible. Educators collaborate with colleagues inside and outside the school district to integrate course content throughout the curriculum (integrated learning). **Educators direct students to supportive web-based and print material not connected to traditional textbooks.**

The school district requires completion of an **approved course of study** from kindergarten through graduation, however, each student has an **individualized learning program (ILP)** that outlines the essential knowledge and skills they need in order to function as citizens of the 21st Century. The ILP is initiated at the time a student enters the Lincoln Public Schools and continues to be developed until they graduate. The ILP, a collaborative effort of educators, parents, and students, is focused on learning standards developed by LPS and The Nebraska Department of Education, Federal education agencies, and other developers of educational standards for youth. Students, their parents or guardians, and educators continuously monitor student learning, the accomplishment of student goals, and progress toward graduation via formative and summative assessments. Students work both independently and in collaboration with other students on large and small group assignments and learning projects designed to apply the knowledge they acquire.

The curriculum is fluid: it is in a constant state of redesign. As new educational standards are developed or crucial information needed by students and educational agencies emerges, the curriculum can immediately reflect the changes. **Pilot programs and specifically focused schools** for emerging technologies provide constant feedback to curriculum developers about emerging educational opportunities.

Please recommend actions that, when implemented, will move LPS in the direction of this scenario.

Scenario 2: 21st Century Learning and Productivity in the Lincoln Public Schools

Technology and Information Management:

Technology infrastructure, support, and information management are basic requirements for doing business in a 21st Century school, just as insurance, utilities, personnel, and facilities are basic requirements of schools and school districts.

The district technology plan is driven by learner outcomes, increased teacher effectiveness and improved staff productivity; informs the purchase, acquisition, and implementation of digital tools; and provides for professional development of all staff. It recognizes and acknowledges identified essential conditions to leverage technology. Further, it calls for the development of digital and information literacy requiring the adoption of digital resources capable of supporting learning outside traditional school boundaries. **All students and staff have at least one Internet accessible device capable of delivering media rich applications.**

Data systems support integrated data services capable of presenting both a real-time indication of learning/operational conditions, along with truly accessible predictive analytics that include longitudinal data. In essence, the **systems** facilitate the gathering and reporting of data and the **services** facilitate data use.

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Scenario 3: 21st Century Learning and Productivity in the Lincoln Public Schools

Human Resources:

Classroom Teachers:

Teachers employed by the Lincoln Public Schools **demonstrate knowledge of the content specific to their areas of responsibility, are experts in the use of specific technology identified to facilitate learning** for their students, and **leverage technology to model life-long learning**. Teachers who work in a 21st Century learning environment **are available to mentor/coach students and parents pursuing their ILP**. Time at work and contracted time are configured much differently from traditional schools.

School Administrators:

School administrators employed by the Lincoln Public Schools **demonstrate creative strategies to assist 21st Century teachers and students**. They leverage technology and collaborate with teachers, students, and parents to extend learning beyond traditional time and space requirements. **Time at work and contracted time are configured much differently from traditional schools**.

Elementary and Secondary Students:

Students enrolled in Lincoln Public Schools are **engaged in their own learning through an ILP developed in collaboration with teachers, parents, and school administrators**. Students provide evidence of their learning via an **electronic learning portfolio** initiated when they enter the Lincoln Public Schools. The e-learning portfolio documents student progress and the accomplishment of standards tied to 21st Century knowledge. Student assessment data is contained in the e-portfolio.

Support Staff:

Support Staff employed by the Lincoln Public Schools demonstrate **technological competence and knowledge of 21st Century Skills**. Support staff play an important role in the delivery of learning materials, the interface among technology users and the learning environment, communication with parents and community members, and decision-making related to the effective organization of the school district to conduct its business.

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Scenario 4: 21st Century Learning and Productivity in the Lincoln Public Schools

Facilities:

School facilities are updated on a regular basis to provide learning spaces in which teachers and students plan, work, and collaborate to learn essential knowledge and skills. **When considering new, remodeled, or leased facilities, school district officials reflect on the time necessary for students and teachers to be in a building and the purposes for which a building is used to meet the learning requirements.**

As the school district enrollment increases decisions are made to modify existing space, construct new facilities, or enhance the capacity of the school district to utilize existing facilities on a 24/7 basis. The investment in brick and mortar are offset by investments in ‘clicks and mortar.’

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