

6 Steps to Implement 21st Century Skills



Preparing students for the 21st century requires schools and districts to deliberately examine present practices to ensure alignment with the demands of college, career, and citizenship readiness. To accomplish this, OCM BOCES has identified this comprehensive approach. Additional information and registration links can be found at c21.ocmboces.org.

1 Increasing Awareness

It is important that all members of the educational community understand and believe in a vision for 21st Century learning. An understanding of our changing world and the changing postsecondary landscape is critical. In this step, a variety of activities, strategies and collaboration can create the broad support needed for change. [September 27th](#) or [November 22nd](#)

2 Assessing Your Current State

Use a variety of tools, including an on-line tool, that will provide you with specific information about the implementation of 21st Century Skills in your schools and districts. Reach out to the educational and business community for their input. These data provide a starting point for districts. [October 25th AM](#) or [January 7th AM](#)

3 Narrowing to a Manageable Number of Skills

Use the assessment data (from step 2) to identify and prioritize a manageable number of skills to begin with. Consider district initiatives to ensure alignment and coherence. Many districts customize the Framework for 21st Century Skills to be parallel with district instructional frameworks and long-term vision. [October 25th PM](#) or [January 7th PM](#)

4 Planning

All successful implementations begin with a common set of definitions. Using a protocol developed by Allison Zmuda, stakeholders work collaboratively to define their identified, manageable handful of skills. Continua are collaboratively developed to describe the various levels of each prioritized skill. Gap analyses are conducted to illuminate necessary adjustments to programs and curricula. [November 19th](#) or [February 16th](#)

5 Implementation

Based on their skill definitions, continua, and gap analyses, districts identify the action steps for:

- School Leadership
- Professional Development
- Curricula
- Instructional practice
- Assessments
- Learning Environments
- Partnerships
- Instructional Technology

[Due to the individualized nature of this step dates have not yet been determined.](#)

6 Evaluation and Continuous Improvement

Gathering more data to monitor progress is essential. Several tools are available to assist districts with this critical stage. Once progress is made with the implementation of your first manageable handful of skills, districts can attend to the next skills in their next handful. [Dates to be determined \(likely in 2011-2012 school year\)](#)

Partnership for 21st Century Skills: OCM BOCES and You

OCM BOCES has resources, technical assistance, and support lined up to help districts with this very important work. This is all part of the follow-up to the 2010 conference.

Training and support for all of these steps is scheduled in different timetables, depending on district readiness and the district's pace of implementation. All resources will be organized and accessible from the c21.ocmboces.org site. Training sessions will be scheduled centrally; customized, district-based training sessions can be arranged as well.