

# New Vision for Public Education in Texas

## Orientation to the New Vision

**“A New Vision for Public Education in Texas”**

Monday, October 3, 2011

**Texas Business and Education Coalition**

# The Visioning Institute, TASA and the New Vision for Public Education in Texas

- A group of superintendents from across the state (originally 35) has been engaged in this visioning work for the past several years.
- The work of this Visioning Institute resulted in the document “Creating a New Vision for Public Education in Texas.”

## ***The Vision--***

*“We envision schools where all children succeed, feel safe and their curiosity is cultivated. We see schools that foster a sense of belonging and community and that inspire collaboration.*

*We see learning standards that challenge, and intentionally designed experiences that delight students, develop their confidence and competence, and cause every child to value tasks that result in learning.*

*Ultimately, we see schools and related venues that prepare all children for many choices and that give them the tools and attitudes to contribute to our democratic way of life and live successfully in a rapidly changing world.”*

*--page 4*

# Envisioning our students' education

We've all engaged in visioning processes in our districts. We've asked ourselves such things as...

- Is our vision clear, compelling, far-reaching?
- Will achieving it prepare our students for college/life/work of the 21<sup>st</sup> century?
- How do we realize this vision?
- Where do we start?
- What the barriers to realizing that vision?

These same questions are being examined across the state and nation.

# The New Vision document is built around six major conceptual areas (articles).

- Article I: The New Digital Learning Environment
- Article II: The New Learning Standards
- Article III: Assessments for Learning
- Article IV: Accountability for Learning
- Article V: Organizational Transformation
- Article VI: A More Balanced and Reinvigorated State/Local Partnership

# Implementing the New Vision

In collaboration with district leaders from across the state, TASA has developed a “field guide” of tools to assist districts with implementation.

- *District self-evaluation survey*
- *Implementation Matrix (progressive levels)*
- *Exemplars and Research Links*
- *Opportunities for online district to district collaboration*

# Field Guide Purposes

- To provide an accessible practitioner's guide to understanding the New Vision premises and principles
- To provide a set of best practice tools and processes to guide district staff through the New Vision principles in support of district transformation
- To build cross-district support systems and training tools for sharing best practices
- To serve as a “roadmap” for going to scale across all district instructional and support systems.

# Field Guide Architecture

## *Four Components—*

- 1 District/School Self-Analysis Tool
- 2 New Vision Implementation Matrix
- 3 Exemplars, Research, & System Requirements
- 4 District Networking and Collaboration

# Field Guide Architecture—Component 1

## New Vision Self-Analysis Tool for District/School Use

- Questionnaire/survey format
- Identifies a district's approximate levels of implementation by New Vision article and premise
- Links to “next steps” levels on implementation rubric

# Field Guide Architecture—Component 2

## Implementation Matrix

- Illustrates progressive “levels” of implementation for New Vision articles and premises
- Describes a “picture” of levels I, II, III, and then IV alignment to the New Vision
- Includes examples of “preconditions of success” (system requirements)
- Indicates areas for e-links supports and tools such as exemplars, research,

# Implementation Matrix


The New Vision for Public Education in Texas  
Implementation Rubric

## Article I: The New Digital Learning Environment

### Statement of Principle

Digitization and miniaturization of information processing power are expanding exponentially and are changing the world, our lives, and our communities at an overwhelming speed. To be viable, schools must adapt to this new environment. We must embrace and seize technology's potential to capture the hearts and minds of this, the first digital generation, so that the work designed for them is more engaging and respects their superior talents with digital devices and connections.

[Suggested Research/Readings](#)

Premises	Level I:                      Level II:                      Level III:			Level IV:	
					
1.a The technologies that make this new digital world possible must be viewed as opportunities and tools that can help us in educating and socializing the young both in and outside of school.	Policies, practices, and/or procedures <b>prohibit</b> student or teacher digital communication and use of digital devices in learning contexts.	Policies, practices, and/or procedures <b>inhibit</b> student or teacher use of digital devices and digital communication in learning contexts.	Students <b>have access</b> to digital tools to support and extend their learning. Digital learning opportunities are an enhancement to classroom instruction. The district has policies, practices, and procedures that allow for and/or encourage student and teacher digital communication and the use of digital devices in learning contexts.	Students <b>have access to and regularly use</b> digital technologies as tools for learning as an integral part of in and out of school learning. Policies, practices, and/or procedures provide guidance, definition, and clarity regarding use of digital devices and digital communication for learning. These expectations are supported with the tools and training needed for successful and ethical use of digital technologies and media.  <i>Exemplars</i>	<input type="checkbox"/> A robust network underlying the whole enterprise. <input type="checkbox"/> Reliable network services that provide what the students and teachers need to do their work <input type="checkbox"/> An array of digital devices in the hands of students and teachers. <input type="checkbox"/> Powerful software that lets students create and communicate with these devices. <input type="checkbox"/> Solid curriculum content, in digital form

# Field Guide Architecture—Component 3

## Exemplars, research, & system requirements

- Policies, procedures, processes, initiatives, plans, video vignettes, etc. (*underway*)
- Linked to levels of implementation descriptors
- Suggested research articles/references for further study (*sampling*)
- System requirements—the “conditions for success” (*district specific*)

# Field Guide Architecture—Component 4

## District Networking and Collaboration

*(underway)*

- Web-based process for on-going dialogue
- Process and tools for cross-district partnering
- E-access and online venues/opportunities

# SB 1557, 82<sup>nd</sup> (Carona/Strama)

- Texas High Performance Schools Consortium
- Evolved from the work of **TASA's Public Education Visioning Institute**
- Establishes: A consortium of up to 20 districts and open-enrollment charters through commissioner selection process
- Purpose: To inform the governor, legislature, and commissioner of innovative ways to transform standards, assessment, and accountability systems

# SB 1557

- Focus: On digital learning, high-priority standards, local control/parental involvement, multiple assessments of learning
- Process: District or designated campuses submit plan to commissioner who selects up to 20 participants by July 2012
- Reports: Commissioner submits to governor and legislature in 2012 and 2014
- Implementation strategies and timelines in place