DESIGNING SCHOOLS FOR THE 21ST CENTURY AND BEYOND

Kevin Miller, School Innovation Consultant
Welcome and... thank you! ...
...for being here today!!
• Polling
• Feedback
• Questions
CONTEXT – CURRENT SCHOOL DESIGN

• Age-based cohorts
• Roughly nine months/180 days of classes
• Meet Monday to Friday
• Meet approx. 8:00 a.m. until 3:30 p.m.
• Grades K-12
• Instruction delivered on an annual timeline
• Instruction delivered by content area
• Grades on a 4.0 scale
• HS credits awarded by Carnegie Units
WHAT ABOUT CHARTER OR OTHER INNOVATIVE SCHOOLS?
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SCHOOL REDESIGN PRETEST

1. Current school model effective for most students?
2. Current school model effective for about half of students?
3. Current school model effective for few students?
4. Current school model effective for no students?
5. Current school model is detrimental to most students?
6. New design would be beneficial for most students?
7. New design could be implemented in next 10 years?
8. New design would be less expensive than current design?
FORD MODEL T

TESLA MODEL 3
TESLA MODEL 3

THE FORD MOTOR COMPANY
PIQUETTE AVENUE PLANT
IT IS IMPERATIVE THAT WE REPLACE THE FACTORY MODEL OF SCHOOLS WITH A MODEL DESIGNED IN AND FOR THE 21ST CENTURY.

WHAT WILL HAPPEN IF WE DON’T?
IT IS IMPERATIVE THAT WE REPLACE THE FACTORY MODEL OF SCHOOLS WITH A MODEL DESIGNED IN AND FOR THE 21ST CENTURY.

WHAT WILL HAPPEN IF WE DON’T?
IT IS IMPERATIVE THAT WE REPLACE THE FACTORY MODEL OF SCHOOLS WITH A MODEL DESIGNED IN AND FOR THE 21ST CENTURY. WHAT WILL HAPPEN IF WE DON'T?
With No Power, Comes No Responsibility
• CHAPTER 0 – Unsustainable
• CHAPTER 1 – Achievement and opportunity gaps
• CHAPTER 2 – Premised on teaching, not on learning
• CHAPTER 3 – Standards based on averages
• CHAPTER 4 – Focus on compliance
• CHAPTER 5 – The vast diversity in life experiences of students
• CHAPTER 6 – The need for flexibility in an ever-changing world
• CHAPTER 7 – Normalizing compliance and devaluing moral courage
• CHAPTER 8 – Preserving our democracy
• CHAPTER 9 – Students with disabilities
• CHAPTER 10 – Freeing teachers to pursue their calling
• CHAPTER 11 – The cost of college and student loan debt
• CHAPTER 12 – Technology and Instant access to nearly unlimited info
• CHAPTER 13 – How people (including children) learn and are motivated
• CHAPTER 14 – Collaboration between families and schools
• CHAPTER 15 – A baker’s dozen more reasons
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  • Gender equity
  • Social emotional learning and developing resiliency
  • Intellectual & emotional well-being of future generations
  • Fostering institutional adaptability and resilience
  • Fostering cooperation, collaboration, and respect for differing ideas and beliefs
  • Teacher shortages and attrition
  • Accommodating diverse family situations
CHAPTER 15 – A baker’s dozen more reasons (continued)
- Accommodating diverse student circumstances and needs
- Countering societal challenges
- Growing and shrinking student populations
- Creating a true sense of community for all students
- Economic vitality and the “skills shortage”
- Strong, effective national security and defense
Summitville Learning Community
BOOK PART 3

REPLACING A CENTURY’S OLD INSTITUTION

• The risks for children individually
• The risks for children collectively
• The financial cost of reinvention
• Education laws and rules
• Momentum and inertia
REINVENTING PUBLIC EDUCATION
IN YOUR COMMUNITY
ASSISTANCE WITH FOSTERING INNOVATION IN YOUR SCHOOLS

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