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As per your request, here is my presentation at the AEP Summit in Washington, DC on 11 June 2007.

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- Attribution when you use the presentation (in full or in part)
- Let me know when you do use the presentation (in full or in part)
- Share with me any changes or feedback you receive on the presentation

In this way I can learn who is interested in these ideas and participate in what you and others have to add to these thoughts.

I look forward to hearing from you!

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AEP Summer Summit '07 Big Picture Thinking

Curriculum: Time for Fundamental Change

Michael Jay, Educational Systemics Inc.



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Learner 2.0

- Begging for constructivism
- National Park Service approach
- Finally the GBTS
 - Ownership
 - Engagement
- Shift in what is considered authoritative
- Requires a different type of engagement



Assess This!

- Fact Knowledge vs. Process Knowledge
- Tension and the shift
- Is there really a feedback loop to curriculum and instruction
- Metacognitive skills... teaching to the test?
No. Test is only one type of assessment
- Making summative more formative



What Works in Schools

Robert Marzano and ASCD

School Level

Guaranteed and viable curriculum

Challenging goals and effective feedback

Parent and community involvement

Safe and orderly environment

Collegiality and professionalism

Teacher Level

Instructional strategies

Classroom management

Classroom curriculum design

Student Level

Home environment

Learned intelligence and background knowledge

Motivation



Putting the Art back in Articulation

- Getting out of re-cover-y
- Intervention and remediation
- The new spiraled curriculum
- Driving concepts younger and building depth of understanding
e.g. calculus, research
- Asynchronous learning



DIY:

'Do it Yourself' or 'Differentiated Instruction Y'all?'

- Term implies something we do TO learners
- Issue of granularity - class vs. student
- Small schools, small class, large student
- Infrastructure Issues
 - Resource management
 - Classroom management
- Integrated Professional Development



The Changing Teacher: Diversity vs. Extinction

- Alike but different?
- Serving many masters while pleasing none
- The Professional Educator
 - Professional communities of practice
 - Resetting expectations for new teachers
 - Instructional resources as sources of PD
- The 'Education Practice'



mAlignment:

Moving beyond the Standards Game

- Is this just a political game?
- How much time and money is spent representing and correlating to Standards?
- Automate, Automat, or meaningful use?
- What role do Curriculum Standards play?
- Using standards to guide and measure
- Best case: Seed conceptual org for curriculum



Hold It Right There: The Threat of National Standards

- Politics and the Pedagogue
- What scale is required for change?
District, State, or National
- All play a role... where is the accountability
- Shift from Frameworks to Standards
- Supporting educators as constructivists
- Supporting reflective practice in curriculum



3D Data Specifications: Making Specs into Platforms

- Increasingly greater access to data
- Recombination of instructional resources
- DRM or DooM? Not 'us' vs. 'them'
- Interoper-what?
- Creating learning platforms that integrate analog and digital media
- Content packaging and metadata context

SIFA & IMS GLC & ADL SCORM



Artifacts of the Institution

- NCLB was a catalyst - ECHA is the goal
Every Child Helped Ahead
- Infrastructure is available to focus on the learner
- Changes the nature of the instructional resource
- Courses, classes, and grade level



Biggest Challenges

- Shifting the locus of control
- 'Meeting' standards while addressing the learner
- Designing for alternative media/engagement
- Assessing for learning
- Content Interoperability
- Supporting communities of professional practice



Thank you



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