

# Charting the Course:

Learner-Centered,  
Future-Ready Systems in  
Silver Valley USD



# Today We Will Cover

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## A Look Ahead

At the global trends on the horizon that our students today will face and key attributes of our young people

## A Look Around

At what a Learner Centered Future Ready entails

## A Look Inward

At the strengths and opportunities for growth in our current system as we continue on this journey

# Why This Session...In This Moment

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- A rapidly changing context—new trends constantly
- New trends defining a new world for which our young people will need to be prepared
- Our efforts around strategic planning leading us to this moment and ensuring our readiness to chart the course





## SVUSD Mission

To prepare students to be confident, collaborative, and creative learners for success in a rapidly changing society.



“ Youth are hopelessly lost in their screens,  
drowning in the pursuit of digital affirmation  
through social media.”  
~ Jonathan Haidt, social psychologist



Young people leveraging technologies to  
**solve the intractable problems** that older  
generations have proven unable or  
unwilling to address.



# Gen Z: Highly Educated Change-makers



**6%**

of Gen Z in the U.S. between ages 18-20 have dropped out of high school, a **much lower dropout rate** than among Millennials and Gen X

**57%**

of college-aged Gen Z in the U.S. are enrolled in college, putting them on track to be the **best-educated generation yet**

**70%**

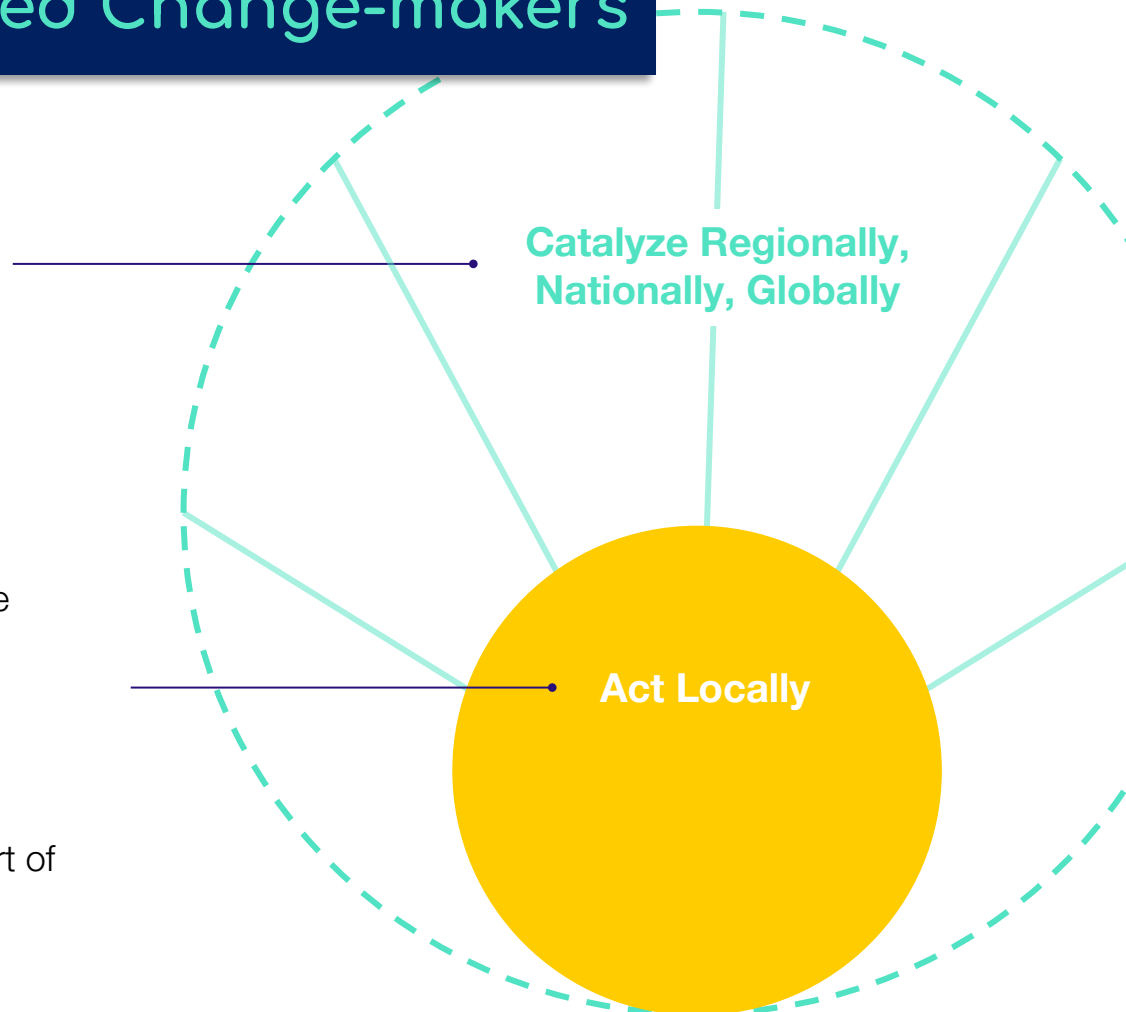
of Gen Z globally are engaged in activism to **“create change for a common good”**

# Gen Z: Highly Educated Change-makers

Young people are forming large, diverse communities with a shared vision, seeking solutions, and taking collective action on substantive, relevant issues.

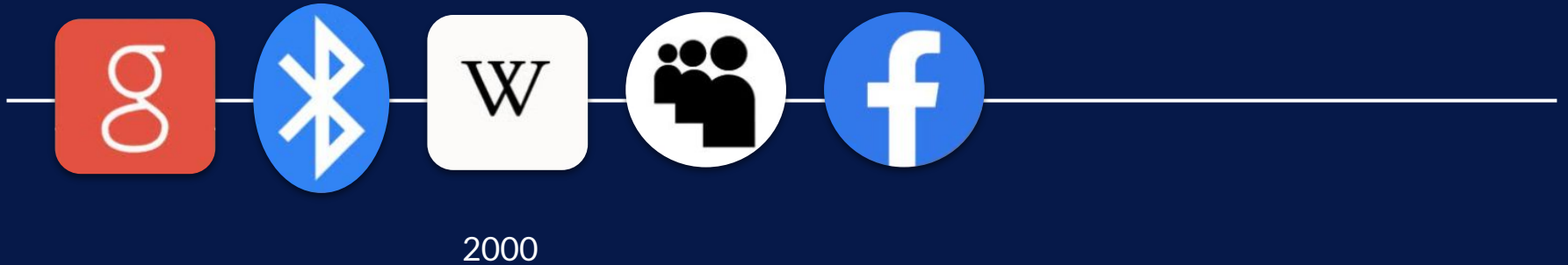
Through challenges, projects, and school and community activations local youth cultivate the skills to be critical thinkers, storytellers, and solution seekers. They take action in their communities and work collectively with other youth leaders.

Local networks are networked together as part of a larger community.



# How the World Has **Changed** for Our Students

**University**  
Born between  
2002-2005





# How the World Has **Changed** for Our Students

**High School**  
Born between  
2006–2009

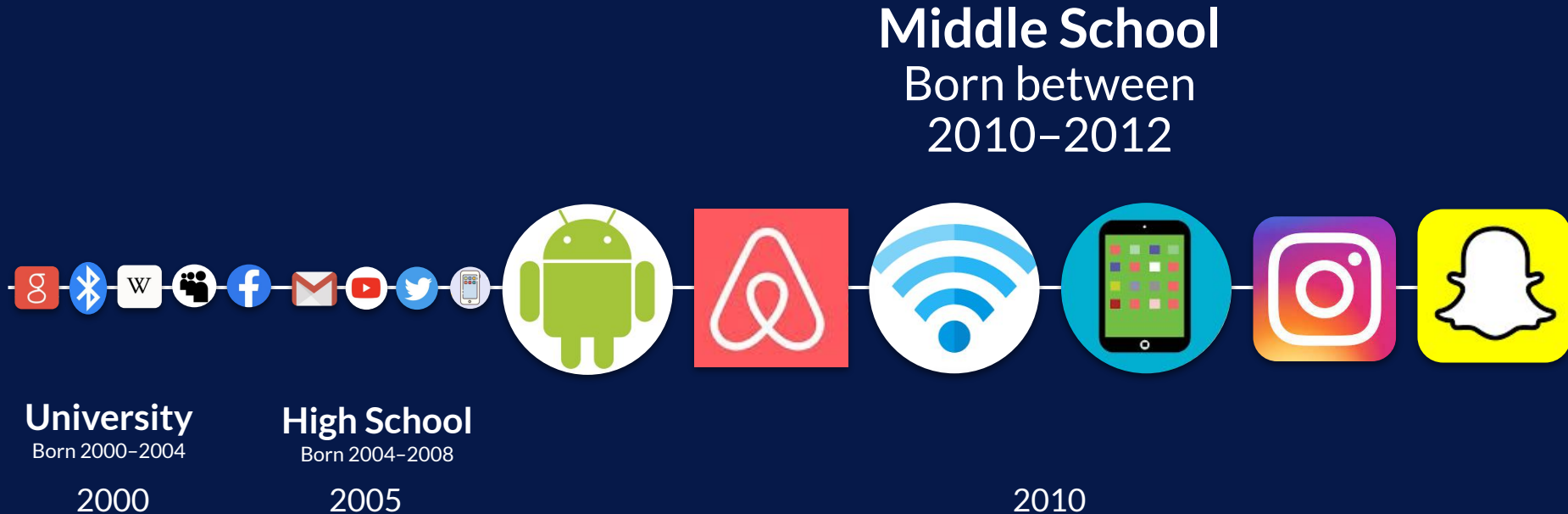


**University**  
Born 2000–2004

2000

2005

# How the World Has **Changed** for Our Students

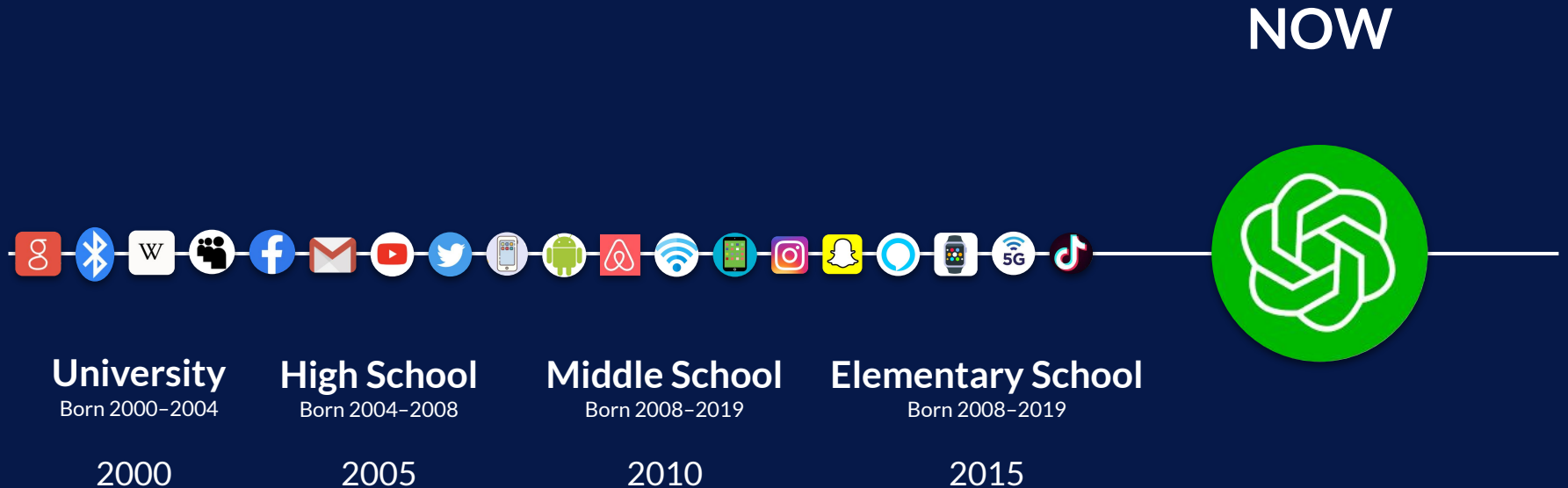


# How the World Has **Changed** for Our Students

## Elementary School Born 2013–2018



# How the World Has **Changed** for Our Students





The Future of Work

# Demand Across Industries



Top 20 job roles in increasing and decreasing demand across industries

## Fastest-Declining Jobs

1. Bank clerks and related
2. Postal service clerks
3. Cashiers and ticket clerks
4. Data entry clerks
5. Administrative and executive secretaries
6. Material-recording and stock-keeping clerks
7. Accounting, bookkeeping, and payroll clerks
8. Legislators and officials
9. Statistical, financial, and insurance clerks
10. Door-to-door sales workers and related

## Fastest-Growing Jobs

1. AI and machine learning specialists
2. Sustainability specialists
3. Business intelligence analysts
4. Information security analysts
5. Fintech engineers
6. Data analysts and engineers
7. Robotics engineers
8. Electrotechnology engineers
9. Agricultural equipment operators
10. Digital transformation specialists

# Current Core Top Skills




## Ranked by Importance

- |                                                                                  |     |                                          |                                                                                   |     |                                           |
|----------------------------------------------------------------------------------|-----|------------------------------------------|-----------------------------------------------------------------------------------|-----|-------------------------------------------|
|  | 1.  | Analytical thinking                      |  | 14. | Resource management and operations        |
|  | 2.  | Creative thinking                        |  | 15. | AI and big data                           |
|  | 3.  | Resilience, flexibility, and agility     |  | 16. | Reading, writing, and mathematics         |
|  | 4.  | Motivation and self-awareness            |  | 17. | Design and user experience                |
|  | 5.  | Curiosity and lifelong learning          |  | 18. | Multi-lingualism                          |
|  | 6.  | Technological literacy                   |  | 19. | Teaching and mentoring                    |
|  | 7.  | Dependability and attention to detail    |  | 20. | Programming                               |
|  | 8.  | Empathy and active listening             |  | 21. | Marketing and media                       |
|  | 9.  | Leadership and social influence          |  | 22. | Networks and cybersecurity                |
|  | 10. | Quality control                          |  | 23. | Environmental stewardship                 |
|  | 11. | Systems thinking                         |  | 24. | Manual dexterity, endurance and precision |
|  | 12. | Talent management                        |  | 25. | Global citizenship                        |
|  | 13. | Service orientation and customer service |  | 26. | Sensory-processing abilities              |

-  Cognitive skills
-  Engagement skills
-  Ethics
-  Management skills
-  Physical abilities
-  Self-efficacy
-  Technology skills
-  Working with others

# Bottom Line of the Economic Analysis...



40 years ago  
there were still  
plenty of good  
jobs for those  
with basic skills

Those jobs are  
rapidly  
disappearing  
due to tech &  
international  
competition

New jobs will be  
created, but  
they will require  
different skills

Only states that  
educate all  
students to high  
levels will  
compete

...AND THE FORCES AT WORK ARE RAPIDLY ACCELERATING!



# Social Trends Are Also Shaping the Future





## Pause for Reflection

- What's new and/or surprises you?
- What excites you?
- What would you add?



# What Do Young People Need to Thrive Now and in The Future?

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## **Shift to and prioritize Developmental relationships**

Build trust, scaffold and fade supports, continually increase challenge and increase autonomy



## **Co-Create a belonging environment**

Shared expectations, norms and routines; affirming and sustaining practices; co-regulatory and restorative practices



## **Focus on Whole Child learning**

Develop knowledge, skills and mindsets; personalized goal setting; authentic collaborative learning experiences; build on students' interests; develop metacognition and assess formatively



## **Individualize Supports**

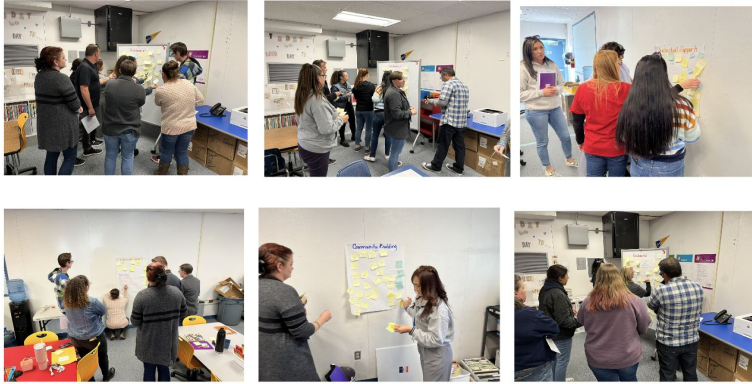
Asset-based approach; intervention and enrichment opportunities; continuum of supports; and coordinated access to wraparound services.

## Building from where SVUSD is today:

1. District Strategic Plan
2. District wide learning on Learner Centered, Future Ready classrooms, schools, and district
3. Summer retreat to center on our 4 Calls to Action
4. Intentional benchmarks August-present for starting points across schools



# 1 of 2 School Examples

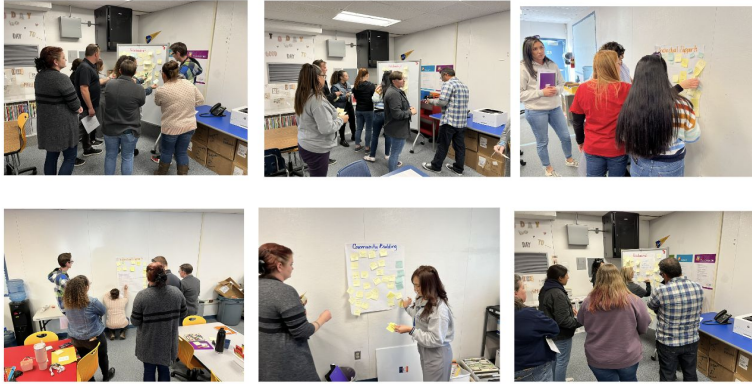


## Building understanding of the 4 Calls to Action

Understanding the research  
Identifying current practices that support  
Practicing writing as a staff



# 1 of 2 District Examples



## Building understanding of the 4 Calls to Action

- Understanding the research
- Identifying current practices that support
- Practicing writing as a staff





# Impact in Action: Whole District



## Small Groups:

Share ways that you see work around our 4 Calls to Action evident in the district this year.





# Envisioning a New System



## Learner-Centered

Being learner-centered means **thinking holistically** about students and **engaging students in the messy work of learning**.

Learners are co-creators of their educational experience, making decisions about what and how they are learning, and what action they want to take.



## Future-Ready

Being future-ready means attending to and **anticipating the needs of society and the future labor market** when considering the goals of schooling. It is important to consider global economic trends and environmental changes along with local history and culture.





# Student Agency

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Setting Goals



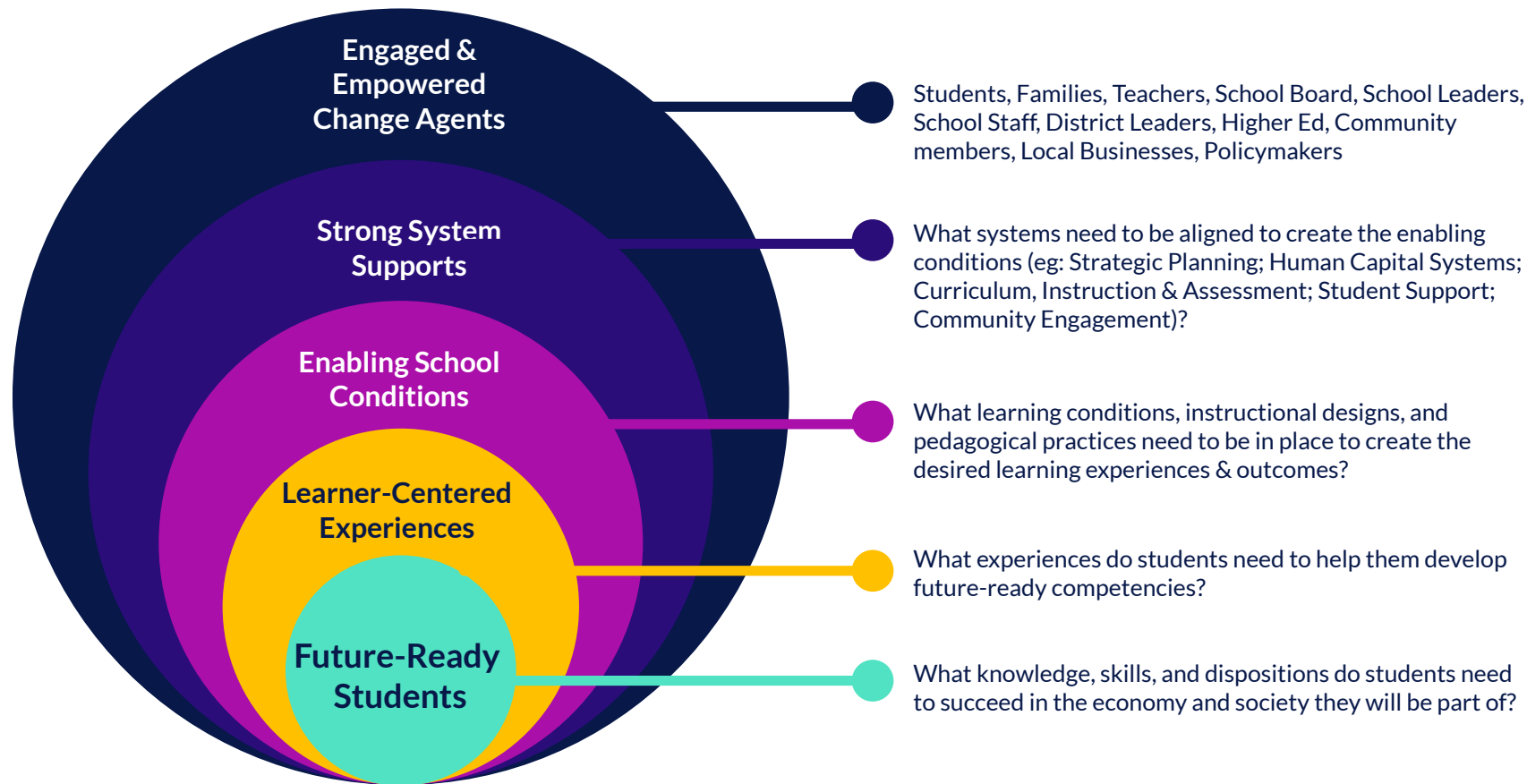
Taking action towards those goals



Reflecting on and regulating progress towards those goals

Students need support from adults to develop and exercise their agency, so agency becomes part of the learning experience and a learner goal.

# Learner-Centered, Future-Ready Vision






# Reflection

Consider how the different learner outcomes impact system design

Traditional	Future-Ready
<b>Students will be proficient in:</b>	<b>Students will be:</b>
English Language Arts	Knowledgeable Learners
Mathematics	Critical Thinkers
Science	Problem Solvers
History	Effective Communicators
	Innovative
	Adaptable
	Principled
	Future Builders






# Reflection

Consider the long-term impact of each approach on students' attitudes towards learning, critical thinking skills and agency

Traditional	Learner Centered
Curriculum-centered	Person-centered
Teacher-directed	Self-directed
Content (why)	Process (how)
Covering subject matter	Constructing understanding
Knowledge-based	Inquiry-based
Memorizing	Thinking
Instruction	Relationships
Lecture	Experiential methods
Competition	Cooperation
Passive	Active
Teaching	Learning
Telling	Showing
Professing	Facilitating
Norm referenced	Criterion referenced



# Partnership Principles

- A robust research base exists to guide improvement and transformation
- Educators know their context best and bring the wisdom of practice to co-design new solutions
- There isn't a single answer or solution- context matters and there are multiple pathways and entry points to a learner-centered, future-ready system
- The demands for 21st-century schooling are constantly evolving requiring adaptive and distributed leadership



# Discovery & Analysis

Benchmark district alignment  
against a learner-centered,  
future-ready system design

- Document & artifact review
- Instructional observations
- Stakeholder interviews & focus groups

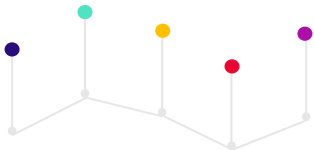
Shared visioning given unique  
assets and needs of district



# Design In Action

## School and District Level

- Applied learning sessions to deepen understanding and reimagine practice grounded in the latest research
- Brainstorm and evaluate actionable pathways to achieve goals
- Design labs to test, reflect, and work through implementation and monitoring processes
- Support for executive cabinet to ensure coherence and alignment across departments and initiatives

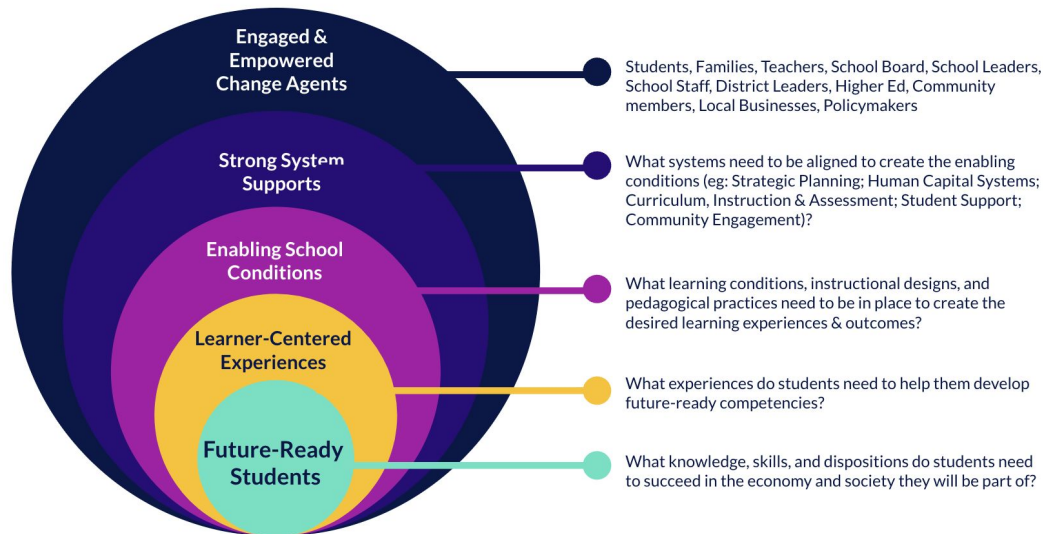


# Considering Next Steps

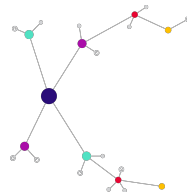
What questions would you like to explore before we wrap up?

How do you see your role in developing/supporting this vision for SVUSD?

## Learner-Centered, Future-Ready Vision







# Key Research

- [Building a World-Class Learning System](#), Geoff Masters, NCEE (2023)
- [Leading High-Performance School Systems: Lessons from the World's Best](#), Mark Tucker, NCEE (2019)
- [How People Learn II: Learners, Contexts, and Cultures](#), NAP (2018); [How the Science of Learning and Development Can Transform Education: Initial Findings](#), SOLD Alliance (2020); [Design Principles for Schools: Putting the Science of Learning and Development Into Action](#) by Linda Darling-Hammond, Pamela Cantor, Christina Theokas, Laura E. Hernández, Abby Schachner, Sara Plasencia, and Elizabeth Tijerina, SOLD Alliance(2021)
- [The Devil is in the Details: System Solutions for Equity, Excellence, and Student Well-Being](#), Michael Fullan & Mary Jean Gallagher(2020); [Coherence](#), Michael Fullan & Joanne Quinn (2015)
- [Learning to Improve: How America's Schools Can Learn to Get Better and Better](#). Carnegie Foundation (2015)

