

# ECOSYS Public Education Issues Framing v1.3a 11/15/09

FED DOE & STATE will have considerable focus for 2009-2010 consumed by ARRA "Race to the Top" \$4.3B Competitive Fund  
 ECOSYS framing is at: <http://sourcepov.wordpress.com/category/ecosystem/>

# Last updt: P1B, P1F, P9&P10-new & ARRA-RTTT X-Ref

What needed innovation is not addressed w/ ARRA-RTTT? Where are synergies? How can we help?

Scope	FED DOE Xref	Prob	A	B	C	D	E	F	G					
Ecosystem (with Domain Boundaries)	ARRA \$4.3B RaceToTheTop (cross reference)	Problem Statement (summary)	Process Description (detailed framing)		Stakeholders (actors)	Process Model (picture)	Process Rules (constraints)	Outcomes (desired)	External Context (Inputs/Outputs)					
<b>National Public K12 Education</b> Governed by STATE Boards of Education, with local admin by School DISTRICT/LEA's, (typically at county or city level)	ARRA \$4.3B RaceToTheTop (cross reference)	<b>P1</b> <b>P1A. LEARNING CULTURE.</b> Insufficient priority placed on learning, having significant impact on national EDU ecosystem. Initiator: Chris 10/19	<b>P1B. How &amp; why has this happened? 11/9 (a.)</b> Horace Mann: PS goal was 'social harmony' & public education as 'great equalizer' (b.) <b>Factory Model</b> w/ Industrial Rev supplanted Societal Mandate (Christensen). (c.) <b>Vending Machine mentality</b> (put money in the system, out comes an educated kid - T.O'Reilly?) (d.) <b>Parent engagement</b> (driven by 2-parent work reqmt, some lack higher ED, distrust of bureaucracy, stress) (e.) <b>Social-Economics</b> factors lead to disengaged parents, but also highly variable across districts (f.) <b>Community Mandate</b> schools don't act indepently, need community & voter support.		<b>P1C. PARENT, COMMUNITY, TEACHER, STUDENT, Administrator, State Board, Community</b>	<b>P1D. DEFINE INTERACTIONS -</b> What are the forces that create a Learning Culture?	<b>P1E.</b> What are constraints (actual, implied)?	<b>P1F.</b> An evolutionary system for Education, geared toward diversity (not conformity); preparing children for productive engagement in the workforce so that they might create the future & not be shaped by it; prepared to take on cultural, social & economic challenges; with ability to make local impacts that have global implications.	<b>P1G.</b> What FAMILY priorities are competing with Learning?					
			<b>P2</b> <b>INCENTIVES.</b> Professional compensation is not aligned w/ overall learning objectives; what are other motivators. Initiator: Chris 10/19; updt 11/2 John							2B. Teacher pay is set by STATE using National Average as norm. <u>Data points needed</u>	<b>STATE BOARD;</b> Administrators; Teachers	2G. What STATE funding priorities are competing with Teacher Pay?		
		<b>B. STATE Standards &amp; Assessments C. DATA SYSTEMS</b> (Opt Priority 4 Longitudinal Data Systems)		<b>P3</b> <b>METRICS, DATA &amp; PURSUIT OF QUALITY.</b> We tend to measure what is easiest to measure, and the system tends to focus on improving those measurements. Need to develop a quality improvement model. Initiator: Jay 10/16; updt 11/2 John	3Ba. 360 Review idea (Teresa); b. Concern over 'teaching to the tests' (Daphne)		<b>STATE BOARD;</b> Administrators; Federal DOE, Teachers							
					<b>F. EDU Funding as STATE Priority</b>	<b>P4</b> <b>RESOURCES &amp; FUNDING.</b> Discussion tends to be around 'splitting up the pie' of a standard allocation scheme. What are alternative models? Init: Jay 10/16						4B (a.) Budget constraints take the life out of the ecosystem (Daphne).		<b>STATE LEGISLATURE;</b> State Board; Administrators
												<b>A. STATE Agenda &amp; Capacity</b> (Priority 1: Comprehensive Approach; Opt Prior 5: P-20 Coordination; Vert & Horiz Alignment)	<b>P5</b> <b>WORKFORCE / JOB CREATION.</b> Need additional focus on job creation, both in context of high schools, community colleges, and options available to displaced workers. Initiator: Bill 10/27; updt Chris & Jay	STATE BOARD; Community Colleges, HS Administrators, HS Teachers
		<b>D. Low Perform. Turnaround</b> (Opt Priority 6: School level reform)	<b>P6</b> <b>I&amp;P &amp; CUSTOM CURRICULUM.</b> Focus on individualized student needs, vs. trying to address aggregation of needs across population. Initiated: Claudia & Diane 11/2	<b>6B. Discussed challenges 11/2 (a.)</b> at both ends of learning continuum; discussed GT; discussed "pace" of learning & intro'd "right brain" factors, ADHD, etc. (b.) <b>Intro'd benefits of 1-2rm school house model &amp; home schooling.</b>		<b>TEACHER, STUDENT.</b> Increased reliance on Teacher to detect, administer & adjust.								
				<b>(Priority 2: STEM; Opt Priority 3: Early Learning Outcomes)</b>	<b>P7</b> <b>ECOSYSTEM DYNAMICS.</b> Who are players, and what are roles. Initiated John 11/2	<b>7B. Brainstormed 11/2 (a.)</b> Pervasive comm problems (lack of open & honest communication) (b.) <b>Silo Issues</b> (trust) (c.) <b>Address PTA Dynamics &amp; Ensure Effective Engagement.</b> Mixed messages ("engage, but not too much")		<b>7C. DEFINE ALL EDU ECOSYS PLAYERS -</b> Macro, for entire Ecosystem	<b>7D. DEFINE INTERACTIONS -</b> Macro, for entire Ecosystem	<b>7E. DEFINE TARGET BEHAVIORS</b> (await flesh out of other contributing problems)	<b>7F. DEFINE DESIRED OUTCOMES -</b> Macro, for entire Ecosystem	<b>7G. DEFINE EXTERNALITIES -</b> Macro, for entire Ecosystems		
		<b>E. Talent Pool</b>	<b>P8</b> <b>EQUITY.</b> Same opportunities available for all students, regardless of geography or socio economic standing. Initiated Chris 11/2			FEDERAL DOE; State Board; Administrators		<b>9F. ENSURE ALIGNED w/ P7 Ecosystem &amp; P5 Workforce Needs.</b>						
				<b>(Priority 3: Early Learning Outcomes)</b>	<b>P9</b> <b>CURRICULUM REFORM.</b> Create focus on 21st Cent Skills, incl. Critical Thinking & Right Brain learning. Initiated Julian 11/9	STATE LEGISLATURE; State Board; Administrators; TEACHERS								
		<b>E. Talent Pool</b>	<b>P10</b> <b>TALENT.</b> Ensure strong skillset in place via recruiting, developing, rewarding & retaining effective teachers & principals			STATE LEGISLATURE; State Board; Administrators								

