



# **Building America's Economy:**



## **From the Schoolhouses to the Workplace**





# DETERMINING A NATION'S WEALTH.

## CENTURY

- 15-16<sup>th</sup>** Country with most gold
- 17-19<sup>th</sup>** Country with most colonies
- 20<sup>th</sup>** Country with greatest  
industrial production
- 21<sup>st</sup>** Country with the best schools





# QUESTIONS WE NEED TO ANSWER

1. What does a world class school look like?
2. What skills and aptitudes do world class graduates need to have in the 21st century?
3. What skills does a world class teacher and school administrator need to have?





# SCHOOLS ARE IMPROVING

The problem is that the improvement is not systemic, predictable, measured or happening as quickly as are needed by society and the workplace.



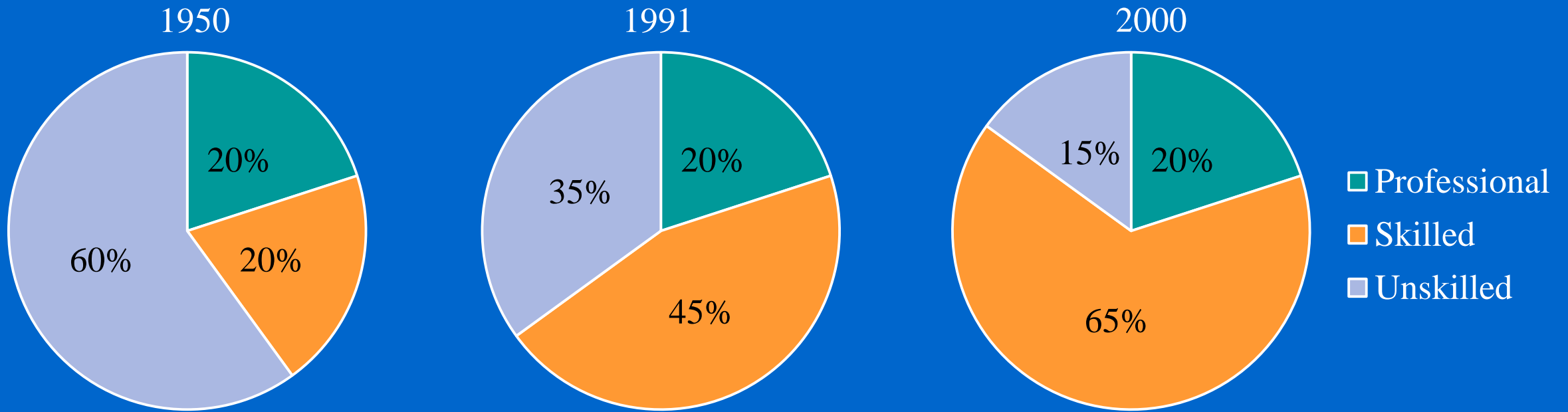
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**EDUCATION IS A ONE-TIME  
EXPENDITURE.**



**Ignorance is a lifetime cost.**

# DEMAND FOR SKILLED WORKERS TRIPLES (% of Total Workforce)

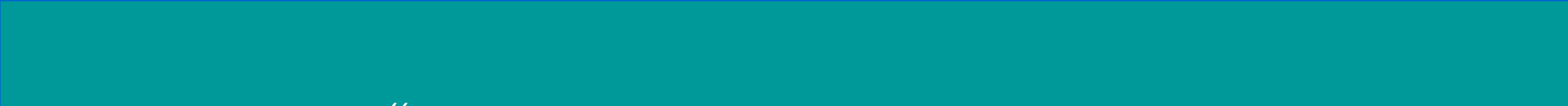


Source: U.S. Bureau of Labor Statistics

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# TOMORROW'S FACTORY



“The factory of the future will have two employees, a man and a dog. The purpose of the man is to feed the dog; the purpose of the dog is to keep the man away from the machinery.”



**Warren Benis**

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# IN THE 21ST CENTURY A COUNTRY NEEDS GRADUATES WHO:

- are systems thinkers,
- understand work as a process,
- are committed to improvement,
- make decisions based on data,
- are active, life-long learners,
- are team oriented,
- have practical knowledge of quality tools and processes,
- are technologically qualified,
- know core competencies,
- are thinking, problem-solving, proactive workers,
- are customer oriented.





# WORLD CLASS GRADUATES

- Know how to manage time.
- Can teach others
- Works well with others
- Capable of multi-tasking
- Can correct performance
- Can design and improve systems
- Know how to apply technology
- Know core competencies
- Persistent
- Know how to answer questions

# WORLD CLASS GRADUATES


- Respectful to others
- Committed to getting the job done
- Know how to gather information and turn it into knowledge
- Interdependent
- Can evaluate data
- Flexible
- Communicate well
- Make decisions
- Honest
- Responsible
- Team players
- Solve problems
- Self-confident
- Patient

# THE GROWING DIVIDE

- **THE HAVES**
- **People With Information Age Skills**
  - Teaming, questioning, self-directed, interdependent, interested in continuous improvement, Technologically capable
- **THE HAVE NOTS**
- **People With Industrial Age Skills**
  - Rote memorization, repetition, regurgitation



# Illiteracy


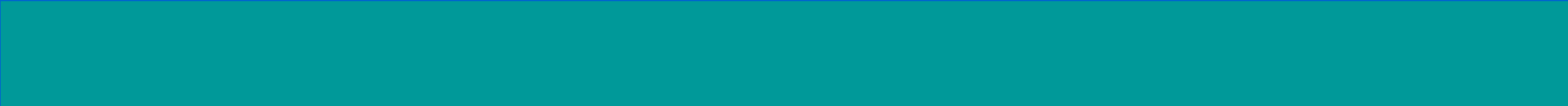


“The illiterate of the future will not be the person who cannot read. It will be the person who does not know how to learn.”

Alvin Toffler



# SOLVING PROBLEMS



“The significant problems we face cannot be solved by the same level of thinking that created them.”

Albert Einstein



# MORE AND LESS

**MORE experiential, inductive, hands-on learning**

**MORE active learning with all the attendant noise of students doing, talking, collaborating**

**MORE deep study of a smaller number of topics**

**MORE choice for students: e.g., picking their own books, etc.**





# MORE AND LESS

- **MORE** responsibility transferred to students for their work: goal setting, record keeping, monitoring, evaluation
- **MORE** attention to affective needs and varying cognitive style of students
- **MORE** cooperative, collaborative activity
- **MORE** reliance on descriptive evaluations of student growth





# MORE AND LESS

- LESS whole class teacher-directed instruction
- LESS teaching what to think and more of how to think
- LESS student passivity, sitting, listening, receiving
- LESS student time reading textbooks
- LESS attempts by teachers to cover large amounts of material







# MORE AND LESS

LESS rote memorization of facts and details

LESS stress on competition and grades

LESS use of and reliance on standardized tests





# WHAT DO WORLD CLASS TEACHERS LOOK LIKE?

## Teaching Style



Assertive

Friendly

Relaxed

Positive

Set boundaries

Confident about subject

Sensitive to Ethnic & Cultural Differences

Bullying in Secondary Schools -Sullivan, Cleary and Sullivan

Schargel Consulting, Copyright 2016





# WHAT DO WORLD CLASS TEACHERS LOOK LIKE?

## Relationships

Fair

Defender of the weak

Supportive

Good humored



Bullying in Secondary Schools -Sullivan, Cleary and Sullivan

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# WHAT DO WORLD CLASS TEACHERS LOOK LIKE?

## Relationships

Differentiated

Variety of approaches

Variety of resources

Knowledgeable

Teaches with passion

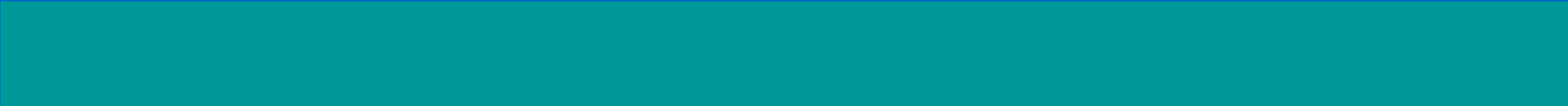
Interested in students

Gives feedback/marking of homework





# **Commission on the Skills of the American Workforce**




***“America’s choice [is] high skills or low wages. Either America will do whatever is necessary to create high-performance work organizations and the high skill levels need to sustain them, or the country will continue to slide toward low skills and the low pay that goes with them. The choice is ours to make.”***





# **John Akers, former Chairman of IBM**



***"Education isn't a social concern, it's a major economic issue. If our students can't compete today, how will our companies compete tomorrow?"***

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**Jack A. MacAllister, Chairman and  
CEO, US WEST, Inc. and co-chair  
Business Partnership of the Education  
Commission of the States.**

*“At the rate we're going America's labor force will simply not have the skills necessary to keep us competitive in the global market place by the year 2000. The quality of our schools determines the quality of our workforce. Far too many young people leave school untrained and unskilled.”*




# **"Head to Head"** **by Lester Thurow**



*"In the 21st century, the education and skills of the work force [will] end up being the dominant competitive weapon."*



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“No country has succeeded  
without educating its people;  
education is the key to  
sustaining growth and  
reducing poverty.”

James D. Wolfensohn  
President, The World Bank