SPAC Public Engagement 3/11/08
Table Results

1. What skills will students need for jobs we don't know will exist?

Scott Benefield table

- Communication skills – second language –verbal, written, technical
- Decision making skills –judgment around information, ethical use of info. And resources
- Problem solving – able to "stick" to it vs. instant gratification – learn to feel what success really is (goal setting)
- Resource finding – how to measure resources that will help them be successful
- Mathematics, Science
- Able to connect and integrate all skills to access and use knowledge
- Seek challenge, teamwork, relationships (beyond 4 walls of classroom)
- Knowledge of own skills, learning style, and strength

Jane Barnes table

- Traditional skilled labor jobs not being addressed
- Adaptation
- Hands on experience, real time learning
- Evaluate a problem and arrive at a solution
- Technology use
- Self confidence and risk taker
- Human relations
- Creativity and innovation
- Critical thinking, develop hypothesis
- Future orientated/multiple jobs – flexibility
- Decision making, forward thinking
- Analytical skills –what's real/not, important/not
- Good communication skills

Vince Chowdhury table

- "process is more important than the product"
- Research skills –fact verification, multiple sources, healthy skepticism
- Communication skills
- Creative problem –solving
- Mastery of the English language
- Working collaboratively – teamwork
- Project management/time management
- Self- reliance
- Mathematics and financial literacy
- Some basic knowledge of history

Dave Thomas table

- Adaptability –flexibility –can be taught – adapt to changes –"working around"
- Critical thinking - questioning, not accepting info. As true w/o research, analysis
- Teaching the consequences of info. They post – ethics, honesty (employers do Google search on perspective employees)
- Core issues –writing, spelling (texting issue)- articulation and communication skills (now text instead) –Social skills lacking – interpersonal skills (when did we last review contextual learning contract)
- Math – sub prime mortgages is an example of lack of understanding- basic math (at least through Algebra II)
- Life skills- basics of living –checking/loans
- Collaborative/Teamwork
- Project/Time management

Sue Marinelli table

- Life skills – creative problem solving – critical skills – developing thinking skills
- Discerning use of information
- Information literacy
- Working with other people – cooperation/group skills
- Collaboration and teamwork –teaching them to get to the end goal
- Communication skills w/wide set of people
- Written communication
- Basic skills of reading, writing, listening, speaking
- Oral communication
- Critical thinking throughout the grade levels so that it is well developed
- Learn to ask appropriate skills
- Ability to adapt to change and know what change is.

2. How can we tell if a child is a continual learner?

Scott Benefield table

- Curiosity – how do teachers keep the fire lit?
- Problem solvers – synthesize information
- Have a teachers in the classroom sensitive enough to child – provide opportunities
- Recognize gender differences – gender specific classrooms

Jane Barnes table

- Asks own questions
- Engages in learning at own initiative
- Has relationships with teachers
- Interest/understanding of their his/her environment
- Seeks the challenge of investigating the unknown
- A kid who knows himself/interests, talents
- Risk taker

Vince Chowdhury table

- Can child master long sequence of activities?
- Does child take initiative in finding new opportunities to learn?
- Is the child curious?

Dave Thomas table

- Excited about knowledge accusation in any form
- Curiosity – be a researcher
- Reading! (parents need to model and example this)
- Reading!
- Reading! Instill a love of reading. Are they reading?

Sue Marinelli table

- Capitalizing on mass information students learn without us
- Human beings are always learning
- Assessments along the way
- Inquisitive learner – when a student asks questions
- When they demonstrate their problem–solving skills
- When students integrate their skills
- Putting together what appears to be unrelated things to create something
- How they use multiple intelligences
- Keep questioning

3. What does a global perspective mean to you?

Scott Benefield table

- Interactive, long distance, real-time learning - beyond our district classroom walls
- Encourage diversity, respect for other cultures
- Knowledge of world, national events
- Teachers who can facilitate all of the above
- Clubs, activities outside of school to interact with other cultures, politics, national and world events.

Other thoughts:

- Idea of multiple pathways is important with strong core curriculum
- Need to prepare kids for jobs we can't outsource
- Need to think about "end" for teacher (i.e. Is my "end" to have kids learn geometry or is my "end" to help kids learn to communicate?) – teachers need skills to teach multiple ways
- Should we consider gathering info from Jeffco alumni – those who've been out of school multiple years (ex. 25 - 28 yr. olds) – What do we need as a high school student?

Jane Barnes table

- No Boundaries
- World citizen
- Appreciation of cultures
- Multiple languages are known/spoken
- Understanding of world events, geography
- Exposure to arts, music, culture
- Understanding protocols across a wide variety of audiences.

Vince Chowdhury table

- Awareness and appreciation of other cultures
- Global economy
- Knowledge of diversity within society

Dave Thomas table

- Ability to communicate across the world in real time
- Tolerance – w/ knowledge comes understanding/tolerance (U.S. way is not the only way)
- Geography is wealth – understanding physical geography/weather/customs
- Understanding history of world/countries/ethnic regions

Other thoughts: More information to parents on curriculum – details (Holocaust) – No more "eduspeak"!

Sue Marinelli table

- Adapting solutions to fit other countries
- Communication is vital – other languages
- Learn beyond boundaries
- Our (American) status may be changing and we need to be open to other perspectives
- National boundaries and standards may be hard to maintain throughout the world
- Understanding cultural differences – not necessarily agreeing or accepting
- Appreciation for differences
- Understanding how different brains work
- Understanding how different things may be honored in different cultures.