

SOME EXAMPLES OF MISSION STATEMENTS THAT SUPPORT ERA 3, 21ST CENTURY OUTCOMES*

Mission statements that support Era 3, 21st century outcomes have a number of qualities:

1. They incorporate high quality outcomes for students, such as:
 - Key ideas, principles connected to content;
 - Era 3 skill development that includes such areas as reading for understanding, information processing, effective writing, research, creative thinking and the like;
 - Soft skills and habits of mind such as perseverance, curiosity, and the like;
 - Civic-citizenship education and service to others;
 - Development of individual talents and interests.
2. They provide “indicators” of success and suggestions of types of assessments to determine whether students have developed the above outcomes.
3. Mission statements and indicators of success are taken seriously and used to guide the implementation of curriculum, instruction and assessment practices.

In practice, it is hard to find examples of educational mission statements with all of the above qualities. The examples provided below may only have one of the above qualities, such as incorporating high quality outcomes but without indicators of success. Examples include:

The *Saskatchewan, Canada* curriculum is focused around three broad areas of learning (lifelong learners, sense of self, community, and place, and engaged citizens) and four cross-curricular competencies (thinking, identity and interdependence, literacy, and social responsibility). The K-12 curriculum is also described. For further information, go to:

<http://www.education.gov.sk.ca/curr-rsces>

The Coalition of Essential Schools (CES) is an organization begun by TedSizer. It focuses its mission around ten common principles that include “Learning to use one’s mind well” and “less is more, depth over coverage”. It has also developed a set of benchmarks that describe resulting practices that successfully bolster student achievement.

*Seif, Elliott. *Examples of Era 3 Mission Statements*. Revised, 10-3-12. May be duplicated, shared, adapted and revised for educational purposes. May not to be published without the express permission of the author.

To access the CES Common Principles and Benchmarks, along with a host of additional resources and professional development options, go to:
<http://www.essentialschools.org/items>

Big Picture Schools have developed a set of process goals that guide learning and create “a clear vision of our graduates’ skills, knowledge and personal qualities that will help lead them to success and fulfillment”. They focus around five key goal areas: communication, personal qualities, social reasoning, empirical reasoning, and quantitative reasoning. To access the full set of process goals and associated questions, go to:
<http://www.bigpicture.org/schools/learning-goals/>

Sir Francis Drake High School has developed four pillars of learning –

- 1) A Rigorous Academic Foundation
- 2) Necessary Skills for Success in the Workplace
- 3) Career Planning
- 4) A Sustained Work-Based Experience

along with 14 Student Learning Outcomes.

What is interesting about this high school’s “mission statement” is that it also includes detailed indicators of success for four of the outcomes. To access the pillars, outcomes and indicators, download the high school instructional guide at:

<http://drake.marin.k12.ca.us/info/InstructionalGuide09-10.pdf>

Pages 2-3 of the guide contain the four pillars, outcomes and indicators.

Grand Island Public Schools has developed an overall learning framework that focuses on building a coherent curriculum (each subject has specific beliefs and outcomes), and a well developed assessment and instruction system. For more information about this entire system, go to:

<http://www.gips.org/learning>

with special concentration on curricular areas.

The *Russell Byers Charter School*, an elementary school in Philadelphia, uses a combination of its own mission statement and *Expeditionary Learning* Core Practices and Design Principles to develop its program. For more information about Russell Byers mission, and the Expeditionary Learning principles and practices, go to:

<http://www.byerschool.org/>

Science Leadership Academy, a public high school in Philadelphia, builds its program around three questions and five core values. To see what these are, go to:

http://www.scienceleadership.org/pages/Mission_and_Vision

The Partnership for 21st Century Schools has developed a framework for 21st century learning, along with a host of resources to help implement that framework. For more information, go to:

<http://www.p21.org/>

with special emphasis on the “overview” and “tools and resources” section.

The *Francis W Parker Charter Essential School* is located in Massachusetts, and uses the Coalition of Essential School’s ten principles as its guiding vision (see *Coalition of Essential Schools, above*). The school also has a set of “criteria of excellence” that supports its mission and provides some specific goals and indicators of success. The general website for the school is:

<http://www.parker.org>

The weblink for “criteria of excellence” is:

<http://www.parker.org/Printed%20Resources/Criteria%20for%20Excellence%20new.pdf>