

# A STRATEGIC FRAMEWORK FOR THE FUTURE OF EDUCATION

STRONG FOUNDATIONS. MULTIPLE PATHWAYS. DEEPER THINKING. REAL-WORLD IMPACT.



**BUILD THE FOUNDATIONS. THEN REACH HIGHER.**

Strong foundations create limitless possibilities.



**EFFECTIVE LEARNING ACTIVATES MULTIPLE PATHWAYS.**

Stronger connections. Deeper understanding. Endless potential.



**DEPTH OF KNOWLEDGE (DOK) LEVELS HELP CLARIFY WHAT SCHOOLS MUST PROTECT.**

Focus on DOK 3 and 4.



**SHIFT POLICY LANGUAGE FROM KNOWLEDGE TO CAPABILITY.**

This is the future of education.



**THE GOAL: EMPOWER LEARNERS TO THINK DEEPLY, APPLY WISELY, AND LEAD BOLDLY.**

## ACTION 1 PROTECT K-2 FOUNDATIONAL LITERACY AND NUMERACY

- Mandate explicit instruction in:
- ✓ Phonics
  - ✓ Reading fluency
  - ✓ Writing development
  - ✓ Oral language
  - ✓ Number sense
  - ✓ Mathematical fluency



AI use should be highly restricted in foundational years.

## ACTION 2 ESTABLISH AI USE EXPECTATIONS BY GRADE BAND

- EARLY YEARS (K-2)**  
Minimal AI exposure
- ELEMENTARY (3-5)**  
Guided use with teacher supervision
- SECONDARY + HIGHER EDUCATION**  
Explicit AI literacy, prompt engineering, verification, and responsible use



AI must be taught intentionally—not informally.

## ACTION 3 REDESIGN ASSESSMENT AROUND APPLICATION

- Require students to demonstrate:
- ✓ Reasoning
  - ✓ Explanation
  - ✓ Presentation
  - ✓ Problem-solving
  - ✓ Reflection
  - ✓ Transfer of knowledge



Separate AI-supported work from independent work.

## ACTION 4 REQUIRE MULTI-SENSORY INSTRUCTIONAL MODELS

- Instructional frameworks must include:
- ✓ Speaking
  - ✓ Writing
  - ✓ Movement
  - ✓ Collaboration
  - ✓ Visual and oral processing
  - ✓ Project-based learning



Learning must be designed for the brain.

## ACTION 5 TRAIN TEACHERS IN LEARNING SCIENCE + AI INTEGRATION

- Professional development must include:
- ✓ Science of Reading
  - ✓ Cognitive learning theory
  - ✓ Multi-sensory instruction
  - ✓ DOK levels
  - ✓ AI literacy and prompt engineering



Technology should never be implemented before pedagogy.

## ACTION 6 SHIFT POLICY LANGUAGE FROM KNOWLEDGE TO CAPABILITY

- Policy frameworks should NOT prioritize content coverage but prioritize:
- ✓ Capability development
  - ✓ Application
  - ✓ Mastery
  - ✓ Problem-solving
  - ✓ Independent thinking



This is the future of education.

## DEPTH OF KNOWLEDGE (DOK) LEVELS

<b>DOK 1</b> RECALL AND REPRODUCTION 	Retrieve information from memory.  Examples: <ul style="list-style-type: none"> <li>• Recall facts</li> <li>• List, define, identify</li> <li>• Repeat or reproduce information</li> </ul>
<b>DOK 2</b> SKILLS AND CONCEPTS 	Use information in familiar situations.  Examples: <ul style="list-style-type: none"> <li>• Apply methods</li> <li>• Solve routine problems</li> <li>• Use concepts or procedures</li> </ul>
<b>DOK 3</b> STRATEGIC THINKING 	Analyze and evaluate in complex situations.  Examples: <ul style="list-style-type: none"> <li>• Analyze and compare</li> <li>• Explain reasoning</li> <li>• Draw conclusions</li> <li>• Justify thinking</li> </ul>
<b>DOK 4</b> EXTENDED THINKING AND TRANSFER 	Apply learning to new contexts and real-world challenges.  Examples: <ul style="list-style-type: none"> <li>• Solve non-routine problems</li> <li>• Create and innovate</li> <li>• Synthesize information</li> <li>• Transfer learning</li> </ul>

## EFFECTIVE LEARNING ACTIVATES MULTIPLE PATHWAYS



VISUAL



AUDITORY



VERBAL



WRITTEN



PHYSICAL



COLLABORATIVE

STRONGER CONNECTIONS. DEEPER UNDERSTANDING. MULTIPLE PATHWAYS. ENDLESS POTENTIAL.



AI PERFORMS EXCEPTIONALLY WELL AT DOK 1 AND 2. >>>

SCHOOLS MUST FOCUS INCREASINGLY ON DOK 3 AND 4.