

Title: A Case Study of 21<sup>st</sup> Century Skills in High Achieving Elementary Schools in Pennsylvania

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This study examines if practices that advocate for 21<sup>st</sup> century skills are in conflict with the mandates of NCLB. Interviews with influential school leaders of high achieving elementary schools focused on collecting data about 21<sup>st</sup> century skills. This study was designed to (a) Determine if 21<sup>st</sup> century skills are addressed in high achieving elementary schools while maintaining the proficiency requirements of NCLB. (b) Investigate the extent 21<sup>st</sup> century skills are being implemented into instruction and learning practices in high achieving elementary schools (c) Explore how 21<sup>st</sup> century skills are addressed in high achieving elementary schools.

The sample for this study consisted of nine influential school leaders of high achieving elementary schools in Pennsylvania. A pilot study was conducted with five influential school leaders outside of the formal participant pool. Following the pilot study, a formal study was conducted and its data underwent a descriptive analysis. Results were analyzed to make recommendations to help address 21<sup>st</sup> century skills in elementary schools. This study offers ways the state of Pennsylvania can help facilitate the implementation of 21<sup>st</sup> century skills in elementary schools.