Integrating Innovation Skills in the Common Core for College & Career Readiness

video

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Today’s students must …
Introductions and Expectations...

- Courtesies and logistics
- Standards for participation
- Anything else to consider?
Essential Questions

1. What must students know and be able to do in order to be productive and successful in their world today?

2. What must teachers know and be able to do to cultivate an environment conducive to cultivating these skills?
Outcomes for Today

1. Identify innovation skills students need to be College and Career Ready.

2. Identify teacher practices and considerations to promote these skills.

3. Apply this awareness to evaluating and creating innovative lessons plans.
Myth: 21st Century skills are all about technology.
Truth: 21st Century skills are all about students meeting the needs of their world.
Common Core State Standards in ELA: "capacities of a literate student"

- They demonstrate independence.
- They build strong content knowledge.
- They respond to varying demands of audience, task, purpose discipline.
- They comprehend as well as critique.
- They value evidence.
- They use technology and digital media strategically and capably.
- They come to understand other perspectives and cultures.
Partnership for 21st Century Skills
Learning and Innovation Skills:

Focus On

Critical Thinking
Communication and Collaboration
Creativity
Myth: Critical thinking is “thinking hard” and doing puzzles.
Truth: Critical thinking is...

- Reason Effectively
- Use Systems Thinking
- Solve Problems
- Make Judgments and Decisions
Myth: Communication/collaboration means working in groups.
Truth: Communication/collaboration is...

- Communicating coherently
- Tailoring message to audience
- Valuing diverse ideas
- Critique constructively
- Achieving a common goal
Myth: Creativity is for artists.
Truth: Creativity is...

- Think Creatively
- Implement Innovations
- Work Creatively with Others
Today’s teachers must…
Guiding questions in instructional planning:

Are **conditions** conducive to learning?

Are **learning goals** clear, standards-based, and understood by students?

Are **instructional methods** balanced and **facilitative when possible**?

Are **performance tasks** relevant and purposeful?

Are **students** engaged?

If not, how can they be re-engaged?
FACILITATIVE TEACHING

• Creating a socially-supportive environment through clear expectations and modeling of respect and value of diverse perspectives and contributions.

• Ensuring academic tasks are appropriately challenging, enriching tasks as needed.

• Offering appropriate academic scaffolding as needed that is designed to lead to autonomy.

• Ensuring academic tasks are purposeful, relevant, and applicable to students’ lives.
FACILITATIVE TEACHING

• Allowing student choice and decision-making related to academic tasks.

• Including students in determining and monitoring their learning goals.

• Encouraging students to interact and discuss ideas with both their teachers and peers.

• Promoting widespread student participation in discussion by emphasizing what is correct in a response, allowing students time to think, and encouraging them to confer with peers.
FACILITATIVE TEACHING

- Encouraging peer cooperation, as an integral part of the learning process.
- Offering encouragement that emphasizes improvement, effort, and process.
Guiding questions in lesson planning:

- Are **conditions** conducive to learning?
- Are **learning goals** clear, standards-based, and understood by students?
- Are **instructional methods** balanced and **facilitative when possible**?
- Are **performance tasks** relevant and purposeful?
- Are **students** engaged?
  
  If not, how can they be re-engaged?
Planning with Intention

Our task:
Work together in groups to evaluate and create lessons that cultivate true College and Career Readiness.
## Teaching with Intention: Planning Considerations

<table>
<thead>
<tr>
<th>Questions to Consider</th>
<th>Comments and Observations</th>
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<tbody>
<tr>
<td>How does the learning task promote learning and innovation skills?</td>
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<tr>
<td>• Critical thinking</td>
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<tr>
<td>• Communication and Collaboration</td>
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<td>• Creativity</td>
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<td>How does the learning task correlate with Common Core capacities of a literate student?</td>
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<td>What would a teacher need to consider when creating an environment that facilitates this kind of learning?</td>
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"From the beginning, one must begin by creating a respectful atmosphere toward others. In the absence of civility, other educational goals prove infinitely harder to achieve."

Howard Gardner
www.isbe.net:
Find “Learning Supports” under “Teachers/Administrators.”
The Common Core Professional Learning Series

The professional learning series is a tool designed to help district personnel facilitate and maintain the implementation of the Common Core State Standards. There are three levels within the framework, each of which contains tools and resources aligned to the appropriate phase of implementation described by each category. A short description of each level is given below. Simply read the description, CLICK THE LEVEL HEADING, and begin engaging with resources.

Level 1 - Knowledge and Understanding - Level 1

The first level of Common Core implementation in the classroom is a basic knowledge and understanding of the standards. Resources at this level help teachers gain the basic information and foundational knowledge needed for initial classroom implementation.

Level 2 - Content Knowledge and Application - Level 2

The second level of Common Core implementation is content knowledge and application. Resources within this level correspond to the four dimensions of the Tri-State Rubrics and PARCC assessment readiness. It is suggested that teachers implement a few lessons at a time and build progressively toward full implementation of Common Core units.

Level 3 - Deep Understanding and Integration - Level 3

The third and final level of implementation is a deep understanding and integration of Common Core practices. Learning resources at this level are designed to help users continually increase the number of Common Core lessons and units in their classroom. These resources are also designed to help teachers facilitate dynamic lessons within the true spirit of the Common Core State Standards. Similar to Level 2, categories within this level correspond to the four dimensions of the Tri-State Rubrics and PARCC assessment readiness.

COMMON CORE CLASSROOMS

Full Common Core implementation is achieved when all lesson and units align with the rigor and the key areas of focus outlined by the standards. In addition, to achieve full implementation aligned to the spirit of the Common Core, all classroom lessons and units reflect the Tri-State rubric elements pertaining to instructional support and aligned assessment. Full implementation results in students prepared for success in college and career. It is important to note that district progress toward full implementation can be measured and monitored within the Rising Star on IIRG continuous improvement tool by targeting the following indicators:

- **Aligned/Cohesive Curriculum (Rising Star IC05)**
- **Interventions & Supports (Rising Star D13)**
- **Student Learning Maps (Rising Star D11)**
- **Aligned/Embedded Assessments (Rising Star D7)**
A Comprehensive System of Learning Supports:

- Promotes the necessary conditions for learning which includes:
  - A safe, caring, participatory, and responsive school climate and;
  - The development of academic, physical, social, emotional, and behavioral competencies.

- Addresses barriers to learning and teaching such as: bullying, disengagement, absenteeism, and behavioral health issues.

A Comprehensive System of Learning Supports based on a Public Health 3-tiered Model which offers a full continuum of behavioral health programming based on local needs and includes:

Equal attention to Learning Supports is essential so that:

- Every student will demonstrate academic achievement and be prepared for success after high school;
- Every student will be supported by highly prepared and effective teachers and school leaders; and
- Every school will offer a safe and healthy learning environment for all students.
Please provide feedback on the provided evaluation form.

Thank you for participating!