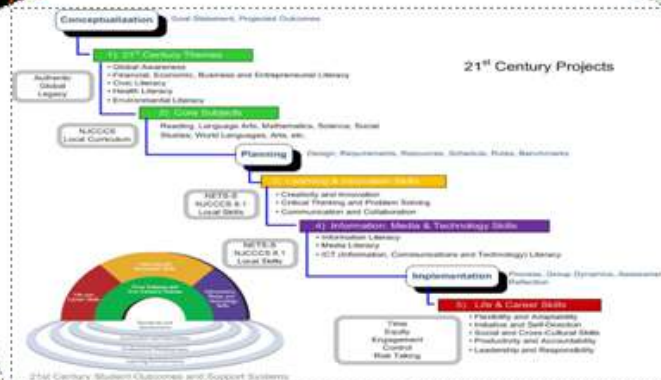




# 21st Century Skills

## The three Rs and four Cs:

critical thinking and problem solving,  
communication,  
collaboration,  
creativity and innovation



N.J.A.C. 6A:8  
STANDARDS AND ASSESSMENT FOR STUDENT  
ACHIEVEMENT

---

To prepare students for success in life, future education, and work in an economy driven by information, knowledge, and innovation requires a public education system where teaching and learning are aligned with 21st century learning outcomes.

These outcomes move beyond a focus on basic competency in core subjects and foster a deeper understanding of academic content at much higher levels by promoting critical thinking, problem solving, and creativity.

This is accomplished by . . .

The Core Curriculum Content Standards that specify expectations in nine academic content areas

Cumulative progress indicators at benchmark grade levels to further clarify expectations for student achievement

Twenty-first century themes and skills integrated into all content standards areas

District boards of education shall ensure that standards, assessments, curriculum, instruction, and professional development are aligned in a local support system that enables all students to achieve 21st century outcomes through the establishment of student-centered learning environments.

In these 21<sup>st</sup> Century learning environments, students will:

Learn in meaningful, real world contexts through rigorous and relevant curriculum that promotes engagement in learning by addressing varying postsecondary goals

Access and use quality learning tools, technologies, and resources

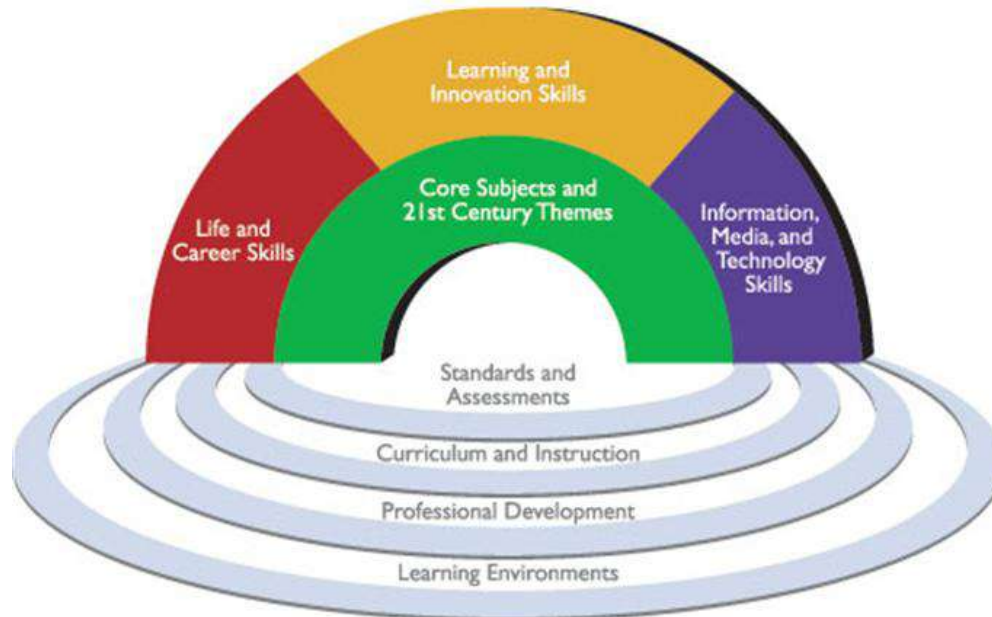
Become self directed seekers of knowledge able to evaluate, apply, and create new knowledge in varying contexts

Use effective communication, communication technology, and collaboration skills to interact with cultural sensitivity in the diverse local and world community

## Framework for 21st Century Learning

The Framework presents a holistic view of 21st century teaching and learning that combines a discrete focus on 21st century student outcomes (a blending of specific skills, content knowledge, expertise and literacies) with innovative support systems to help students master the multi-dimensional abilities required of them in the 21st century.

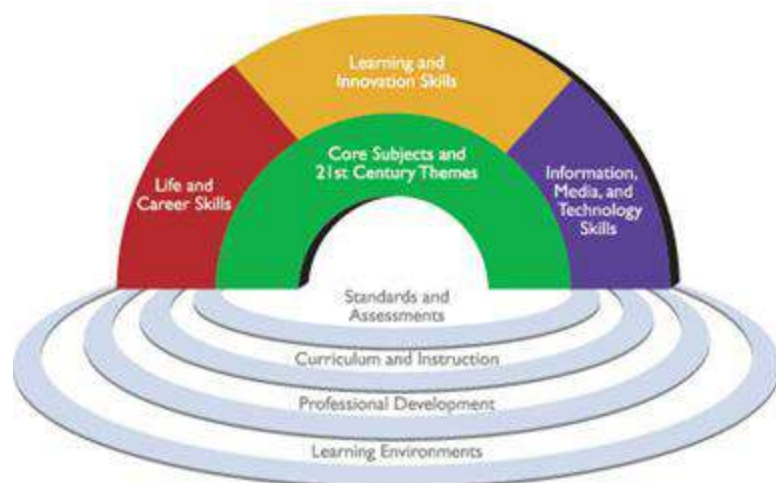
The key elements of 21st century learning are represented in the graphic and descriptions below. The graphic represents both 21st century skills **student outcomes** (as represented by the arches of the rainbow) and 21st century skills **support systems** (as represented by the pools at the bottom).



21st Century Student Outcomes and Support Systems

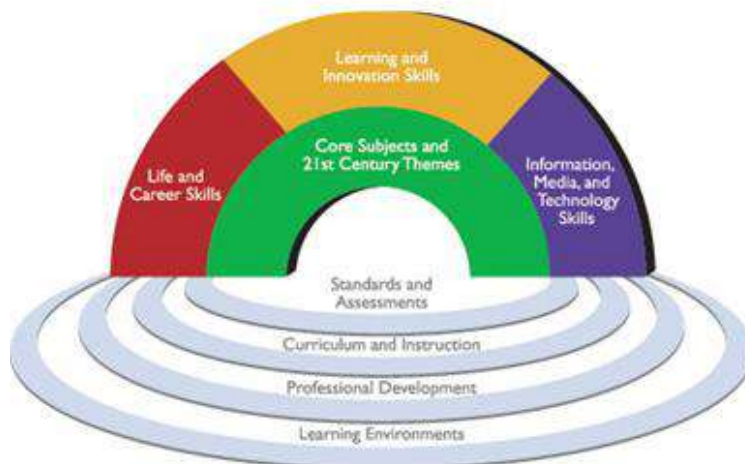


## 21<sup>st</sup> Century Projects



21st Century Student Outcomes and Support Systems

## 21<sup>st</sup> Century Projects



21st Century Student Outcomes and Support Systems

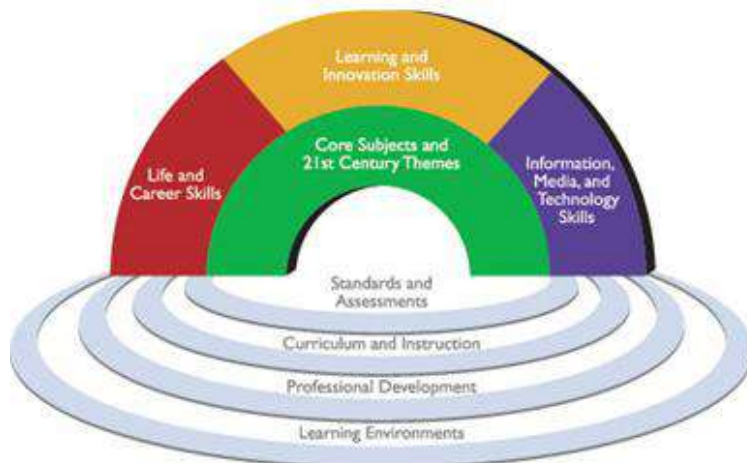
## Conceptualization

Goal Statement, Projected Outcomes

### 1) 21<sup>st</sup> Century Themes

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy
- Environmental Literacy

## 21<sup>st</sup> Century Projects



21st Century Student Outcomes and Support Systems

## Conceptualization

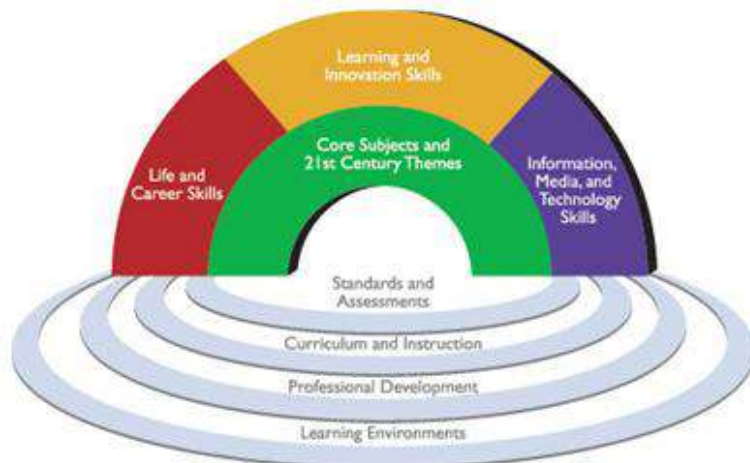
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Authentic  
Global  
Legacy

## 21<sup>st</sup> Century Projects



21st Century Student Outcomes and Support Systems

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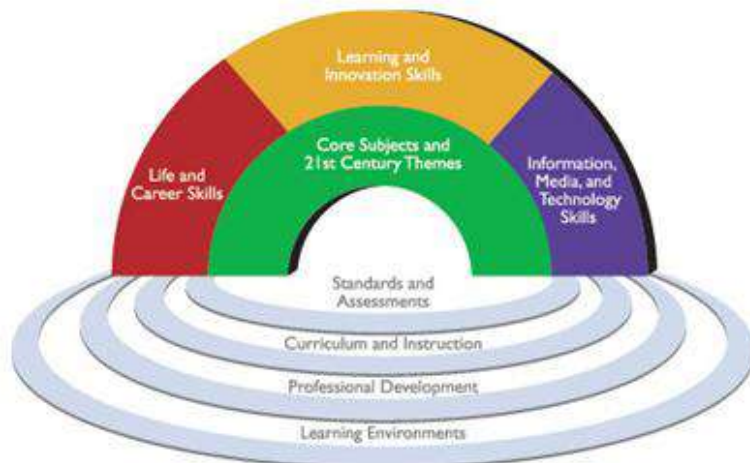
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### 2) Core Subjects

Reading, Language Arts, Mathematics, Science, Social Studies, World Languages, Arts, etc.

Authentic  
Global  
Legacy

## 21<sup>st</sup> Century Projects



21st Century Student Outcomes and Support Systems

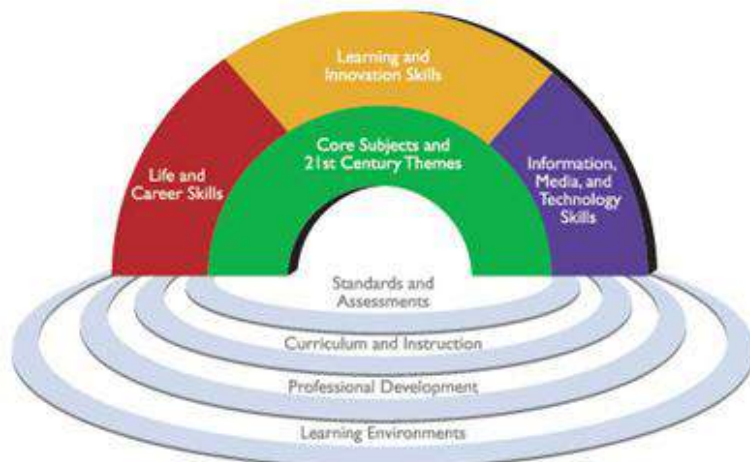
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Global  
Legacy

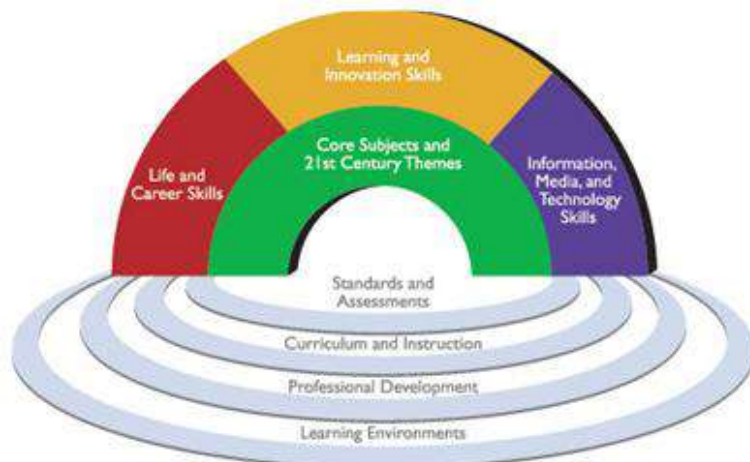
NJCCCS  
Common Core  
Local Curriculum

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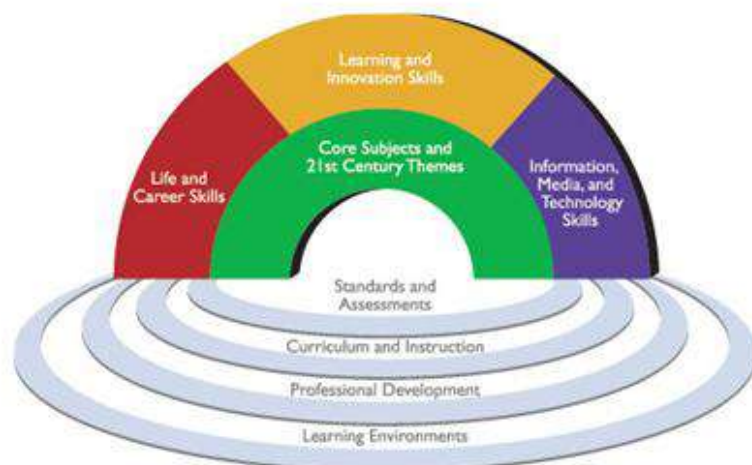


## 21st Century Student Outcomes and Support Systems





21<sup>st</sup> Century Student Outcomes and Support Systems

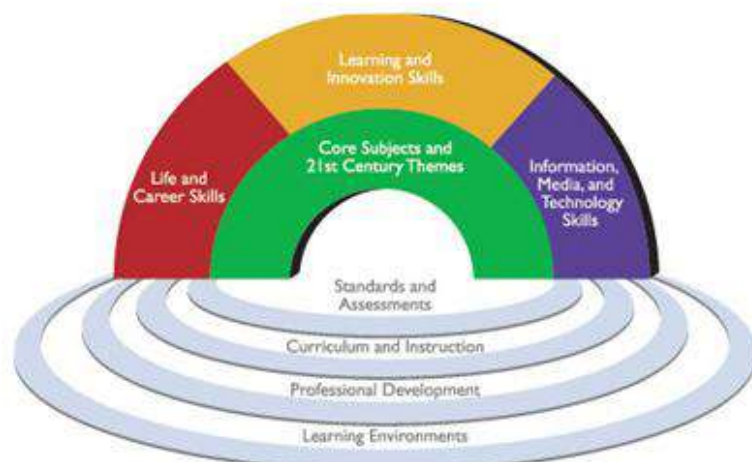


21st Century Student Outcomes and Support Systems





## 21<sup>st</sup> Century Projects



21<sup>st</sup> Century Student Outcomes and Support Systems

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## Planning

Design, Requirements, Resources, Schedule, Roles, Benchmarks

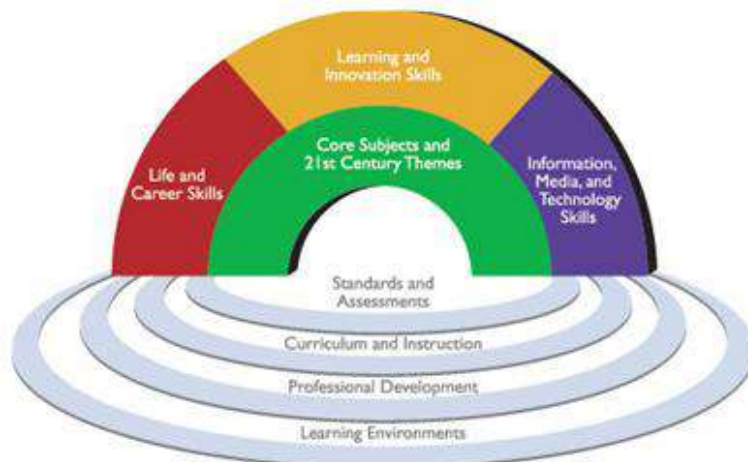
### 3) Learning & Innovation Skills

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

NETS-S  
NJCCCS 8.1  
Local Skills

### 4) Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications and Technology) Literacy



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21st Century Student Outcomes and Support Systems

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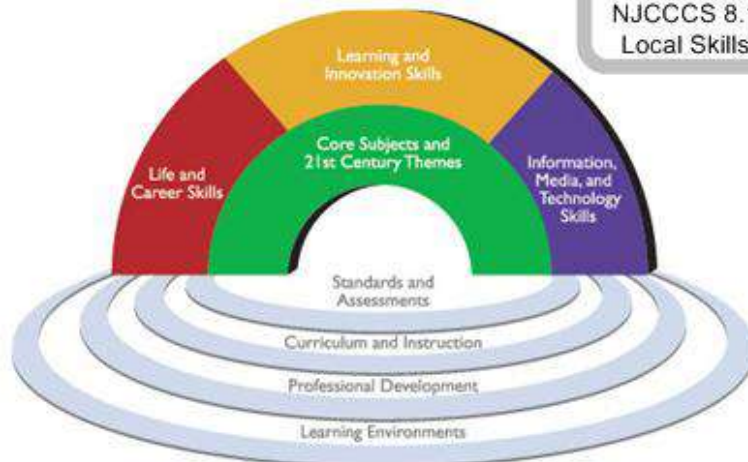
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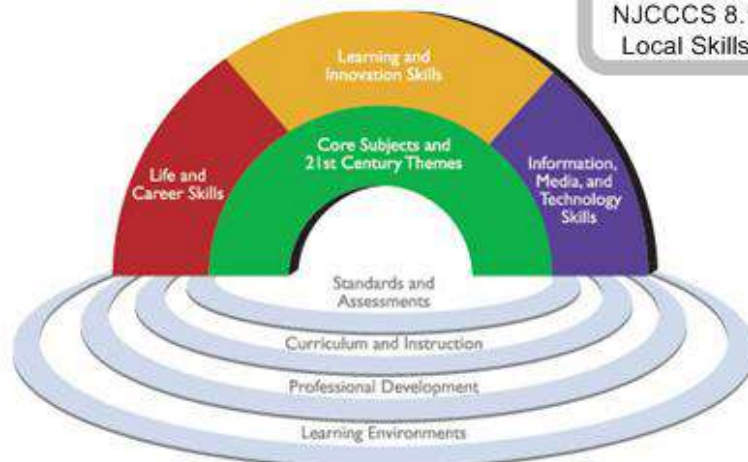
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NJCCCS 8.1  
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## Implementation

Process, Group Dynamics,  
Assessment, Reflection



21st Century Student Outcomes and Support Systems

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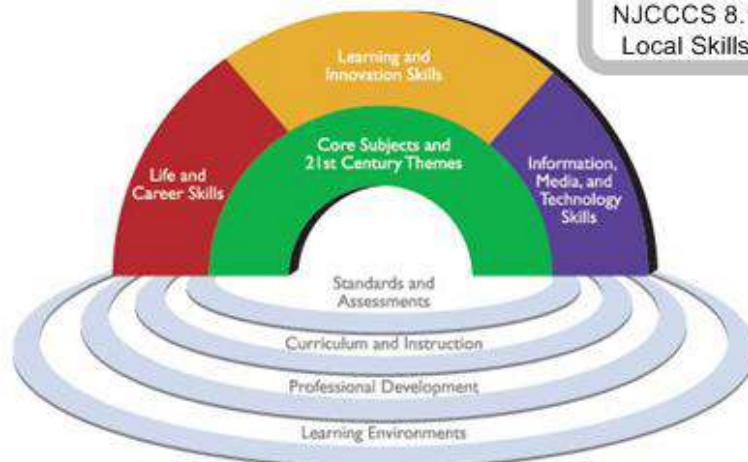
NETS-S  
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Local Skills

## Implementation

Process, Group Dynamics,  
Assessment, Reflection

### 5) Life & Career Skills

- Flexibility and Adaptability
- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility



21st Century Student Outcomes and Support Systems

# 21<sup>st</sup> Century Projects

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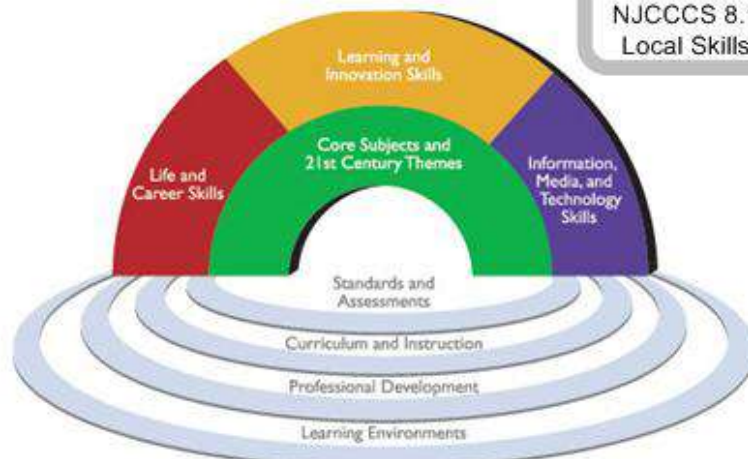
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Time  
Equity  
Engagement  
Control  
Risk Taking

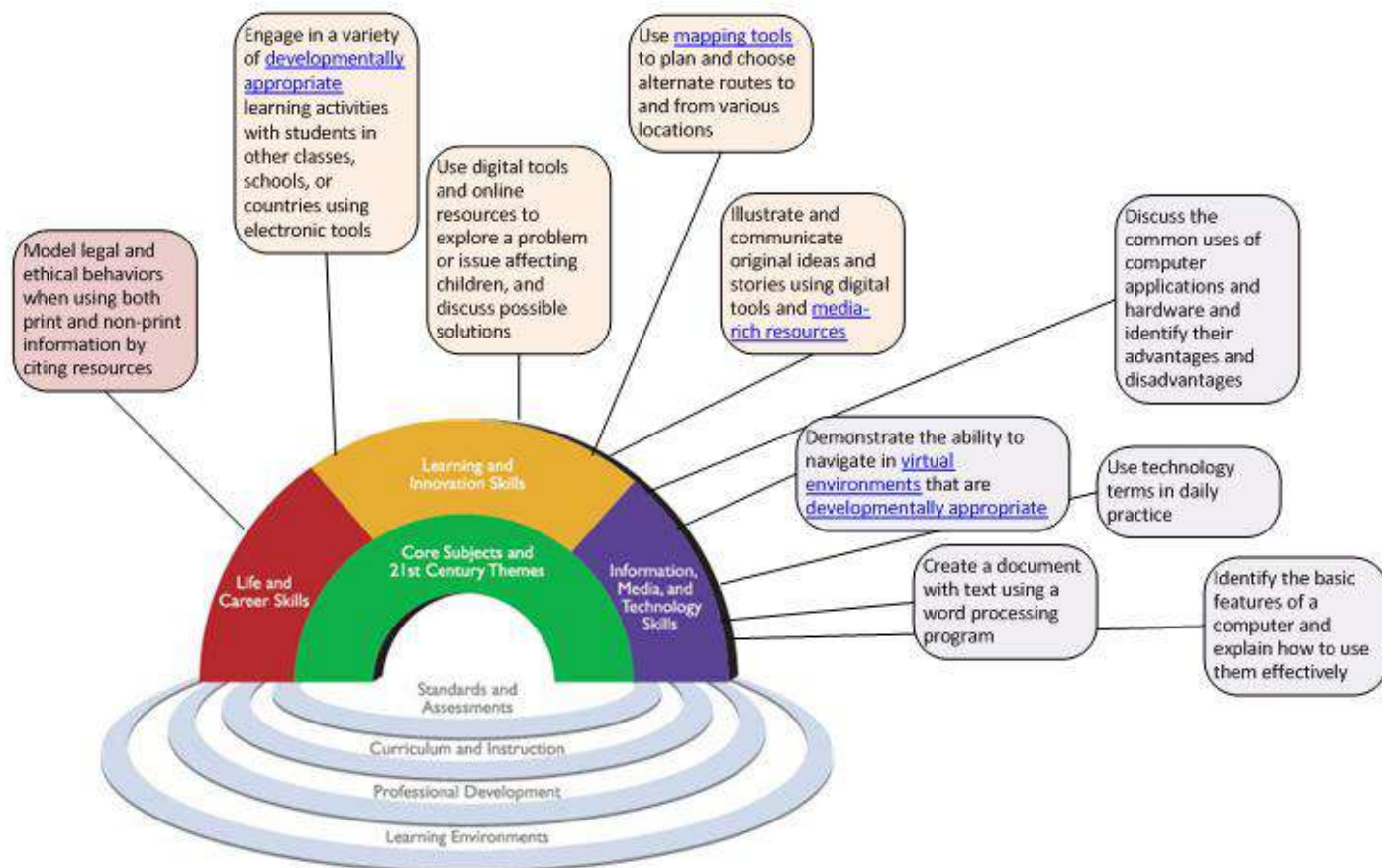


21st Century Student Outcomes and Support Systems

# 21<sup>st</sup> Century Projects



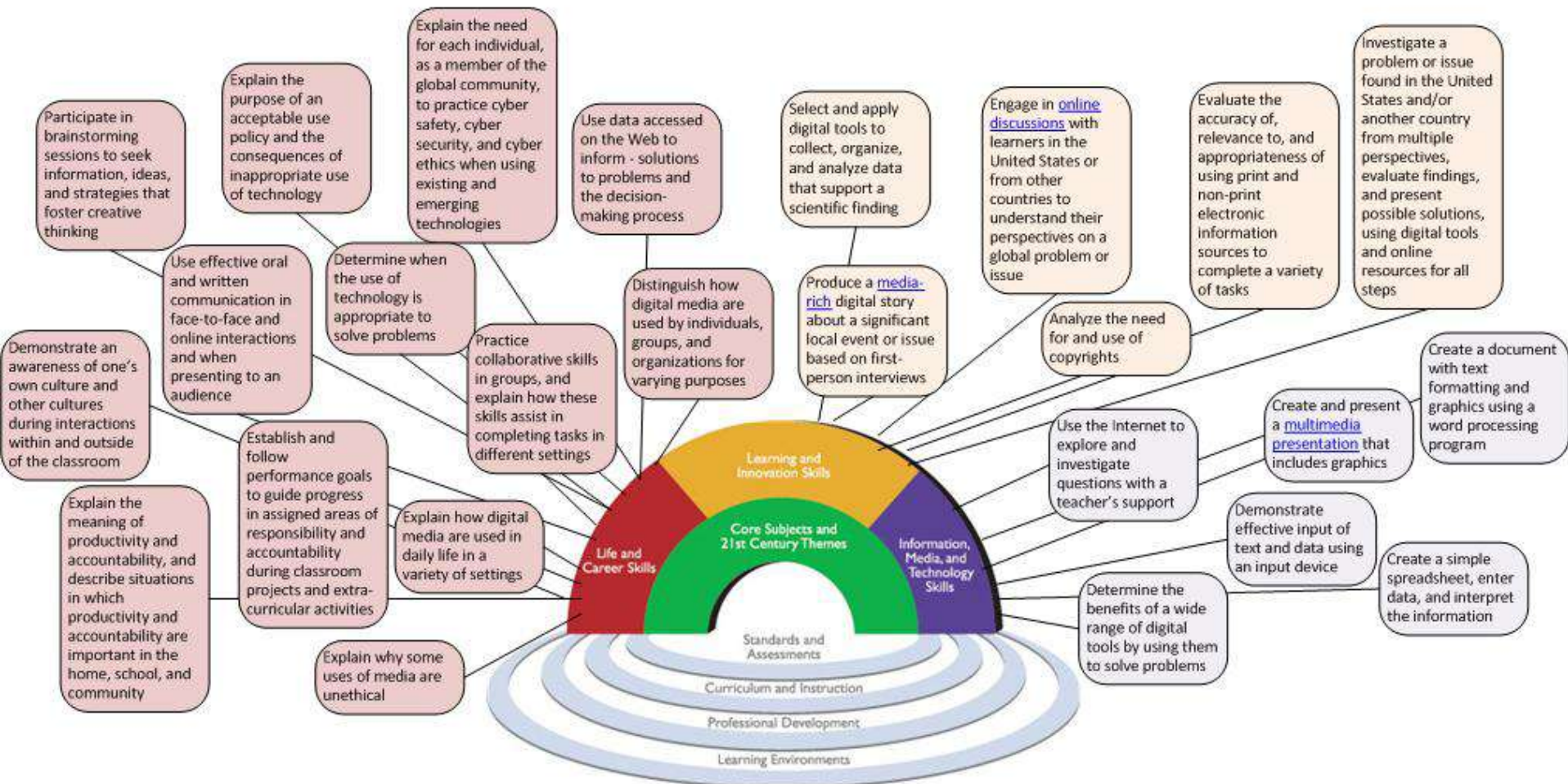
2009 New Jersey Core Curriculum Content Standard 8.1 "Technology" & Standard 9.1 "21<sup>st</sup> Century Life & Career Skills"  
Cumulative Progress Indicators (CPIs) – By the End of Grade 2



21st Century Student Outcomes and Support Systems

# 2009 New Jersey Core Curriculum Content Standard 8.1 "Technology" & Standard 9.1 "21<sup>st</sup> Century Life & Career Skills"

## Cumulative Progress Indicators (CPIs) – By the End of Grade 4

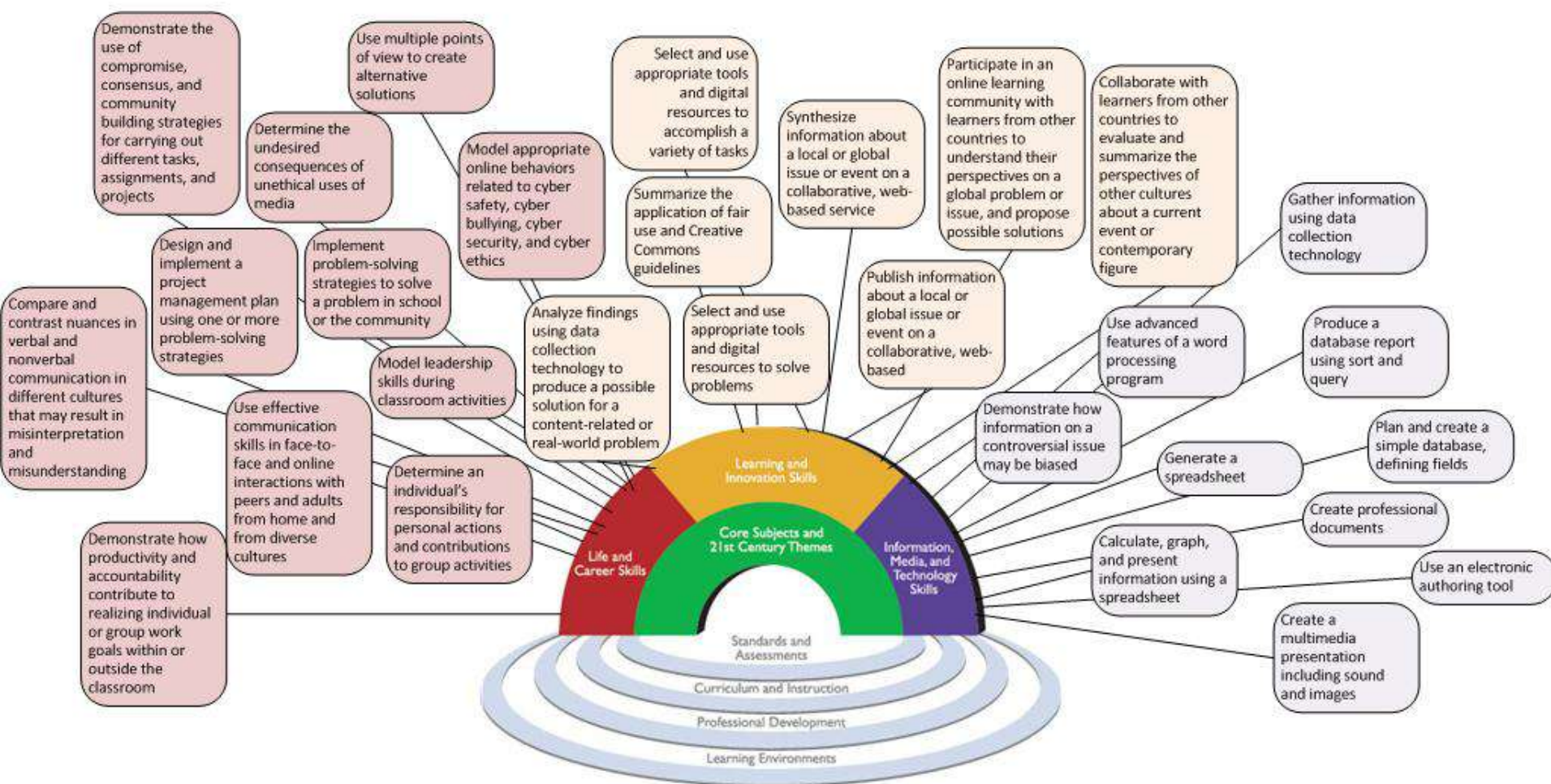


21st Century Student Outcomes and Support Systems



2009 New Jersey Core Curriculum Content Standard 8.1 "Technology" & Standard 9.1 "21<sup>st</sup> Century Life & Career Skills"

Cumulative Progress Indicators (CPIs) – By the End of Grade 8

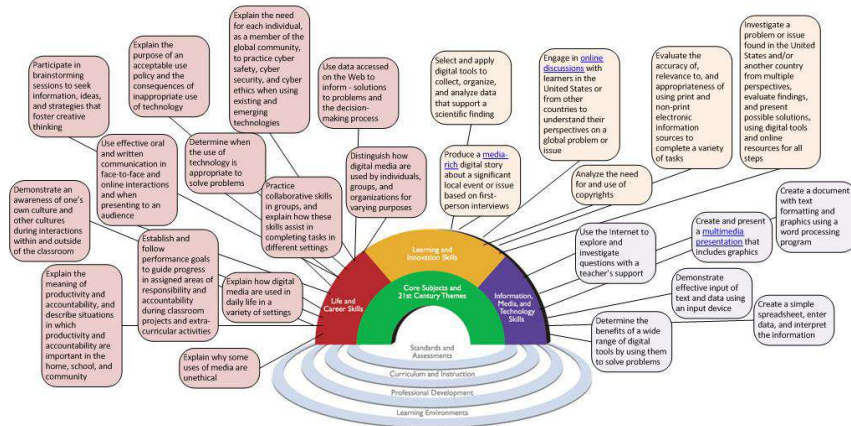


21st Century Student Outcomes and Support Systems

# Framework for 21<sup>st</sup> Century

2009 New Jersey Core Curriculum Content Standard 8.1 "Technology" & Standard 9.1 "21<sup>st</sup> Century Life & Career Skills"

Cumulative Progress Indicators (CPIs) – By the End of Grade 4



21st Century Student Outcomes and Support Systems

2009 Standards Assessment Sheet - Hamilton - example.xlsx - Microsoft Excel

Microsoft Excel ribbon showing tabs: Home, Insert, Page Layout, Formulas, Data, Review, View. The ribbon is set to the 'Page Layout' tab. The 'Font' group shows Arial, size 10, bold, italic, underline, and color options. The 'Paragraph' group shows bullet points, numbering, and alignment options. The 'Styles' group shows conditional formatting, table styles, and cell styles. The 'Insert' group shows text boxes, images, and charts. The 'Delete' group shows clearing and deleting options. The 'Formulas' group shows the AutoSum button and fill/clear options. The 'Review' group shows the Sort & Find & Filter options.

COMPUTER AND INFORMATION LITERACY STUDENT ASSESSMENT (NJTAP-IN Rubric)																		
A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S

COMPUTER AND INFORMATION LITERACY STUDENT ASSESSMENT (NJTAP-IN Rubric)																	
<p><b>CLASS OF 2016</b></p> <p>NJTAP-IN General Proficiency Indicator that is used on this form to derive proficiency. The color code used in each cell indicates the grade level at which the assessment score was made or created for a student. For each indicator, a score of "2" shows that "Proficiency" has been achieved. A score of "1" shows "Adverse Proficiency" and a score of "0" shows "Partial Proficiency". A score of "0" indicates that the student is "Not Proficient", while the absence of any color shows that degree of proficiency cannot be determined. A composite score of 20 is required for any student to be identified as "Technologically Proficient" by the end-of-life Grade 5.</p>																	
<p>Number Enrolled: 0</p> <p>Number Assessed: 0</p> <p>Number Not Assessed: 0</p> <p>Number Proficient: 20</p> <p>Percent Proficient: 100%</p>																	

Grade 5	Grade 6	Grade 7	Technology Operations and Concepts					Creativity & Innovation	Communication & Collaboration	Digital Citizenship		Research & Information Literacy	Critical Thinking, Problem Solving, and Decision-Making		
Last Name	First Name	ID#	English Score	Create professional documents (e.g., newsletter, personalized learning plan, business letter or flyer) using advanced features of a word processor.	Plan and create a simple database, define fields, input data, and produce a report using sort and query.	Create a multimedia presentation including graph, and sound and images.	Generate a spreadsheet to calculate, graph, and present information.	Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.	Synthesize and publish information about a local or global issue or event on a collaborative, web-based service (also known as a blog, wiki, or social media site).	Participate in an online learning community with learners from other countries to understand their perspectives on a global problem or issue, and propose possible solutions.	Model appropriate online behaviors related to other's safety, other bullying, other security, and other ethics.	Summarize the application of fair use and Creative Commons guidelines.	Demonstrate a how information on a controversial issue may be biased.	Use an electronic authoring tool in collaboration with learners from other countries to evaluate and summarize the perspectives of other cultures about a current event or contemporary issue.	
Student list exported from GENESIS on 8/15/2011															8.1.B.1
19			2	2	2	2	2	2	2	2	2	2	2	2	
20			2	2	2	2	2	2	2	2	2	2	2	2	
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99			2	2	2	2	2	2	2	2	2	2	2	2	
100			2	2	2	2	2	2	2	2	2	2	2	2	

Ready | Class of 2016 | 70%

For NJSmart

Each Student  
by name

Score of 31/32 = proficiency

# 3 – Full Days for Osage AM & PM

- Osage
  - Training –
    - Day 1 - 1/27
    - Day 2 – 2/19
    - Day 3 - 3/18

# Agenda - Day 1

bring flash drive

- 8:30 – 11:30 morning session
  - Dr. Young – 20 mins. – 30 mins.
  - [Overview of Standards & 21<sup>st</sup> Century](#)
  - [Collaborative Planning Options](#)
  - [What is an Authentic Task?](#)
  - [Design Process](#)
  - [Drives](#)
  - Demonstrate Global Project – [Geography of a Pencil](#)
    - Teacher log in as students – S1
- 11:30 – 1:00 – lunch
- 1:00 – 2:30 afternoon session
  - Finish Project - [Geography of a Pencil](#)
- 2:30 – 3:30 [student assessment](#)

# Student Educational Technology (Literacy) Standards

## **– Voorhees School District Website**

### 8.1 Standards – CPI Relationship to Framework for 21<sup>st</sup> Century Learning

- **Word Document with project ideas (past & current)**
- **Global Projects**
- **Global Connections**



## Collaborative Planning Options for Teachers and Technology Specialist

- Schedules - Groupwise Calendar
- Email ideas and collaboration
- Templates on R: for all to share
  - Make folders under their name on the R:
- Manage student's **portfolios** and student webs



# What is an Authentic Task?

- Writing an Authentic Task
  - 21<sup>st</sup> Century Life & Career Skills Framework
  - CPI
  - Interdisciplinary Study
  - Project based not activity based
    - 3 days at least
  - Requires students demonstrate proficiency
    - Bridge between curriculum you teach and why it's important in the real world
- Show slide 25
  - Handout, on screen (Dr. Young)



## Project Based Learning – Project Design Process

### Steps of **Actual Project (3-5 projects, )**

- Establishing the Process
- Come up with idea – write name of lesson
- Product – what will the student produce
  - Slide Show, newsletter, brochure, video, web pages
    - Define these based on standards (ie: multimedia presentation = PPT)
- What software, hardware, and resources will you use
  - Publisher, ppt, word, excel, web links
  - Lab, laptops, iPads, microphones, headphones
    - Resource management – proxy list
      - » Signing out equipment
- Create Finished Project – show them pencil project
  - Steps to designed – ie: 3 columns
- Work backwards to create student template and save I:
  - Mention partial template
- Type step by step directions for students
  - ALT + Print Screen
  - How to write directions, Inserting shapes
- Review your directions





# Drives – bring a flash drive

- H: - Student's home directory where portfolio folder
- R: - Drive that students and teachers can access
- S: - Teachers can look at all students projects but cannot change them
  - Used for grading and checking progress
  - Teacher will practice a Hands On
- E: or F: - Flash drive
- Email to teachers
- Teachers can look student web pages
  - Must be signed in
  - Practice
- Student team projects
- Get photos from school hardware (ie: iPads – e-mail to yourself, or connect to pc)
- Save all to your flash drive
  - Checklist of the process
  - Geography of the Pencil
    - Finish project and template



# Project Based Learning Roles & Task Assignments

- Roles & Task Assignments
  - Time Management
    - Year Round, Marking Period, Month, Week – How many days
      - For state – has to be three days (5 days)
        - » Does not mean a word doc. over three days
  - Digital Portfolio Maintenance – Tech Spec will do with students
  - **Rename Portfolio**
    - Last Name, First Name Portfolio
      - **Save web pages**
      - Student Web Pages
  - Student Assessment
  - Student Assessment – last year
  - Reporting Responsibilities
    - Report to Technology Specialist

# **Student Assessment**

## **Day 1 – 2:30 – 3:30**

- The need for ongoing, cooperative efforts for student assessment related to meeting NJCCCS 8.1 standards.
  - This will include procedures for evaluating and reporting student progress throughout the year, and maintaining student records year-by-year until 8th grade graduation (NJSMART Reporting).
- Additional time, if any, could be used to review any of the resources or procedures covered in earlier sessions.



# Extensions – Additional Session Ideas:

- **Participants Complete Project Design Process Start to Finish**
  - **Come with idea**
- Participants Gather/Brainstorm Project Ideas; Explore Web Resources & Best Practices
- Open Work Session – Increase Competency Using Chosen Tools via Practice

# Schedule Day 2

- 8:30 – 11:30 morning session
- 11:30 – 1:00 – lunch
- 1:00 – 2:30 afternoon session
- 2:30 – 3:30

# Session 2 & 3:

# Instructional Management

- Involve demo lessons that put the participants in the role of students in the classroom.
  - Limited # of hardware
- Participants will work together using a variety of available software and online resources, including the procurement, distribution, operation, monitoring, troubleshooting and collection of various devices.
- Conditions for using prepared media (content) samples in projects will be discussed, along with [digital citizenship and network etiquette issues](#).

# Expectations for Acceptable Use, Digital Citizenship

- [Safety](#) – Voorhees Township School District
- [AUP](#)
- [BYOD](#)



# Student Behavioral Expectations and Consequences (on-and off-tasks)

- Posting rules
  - Develop your own
  - What are you allow to do with your BYOD/personal device?
  - What happens with your personal device
- Back-Up Plan
  - What would that look like
  - What if the smartboard went out?
- Classroom Management
  - Sign Out Sheet
  - Number devices
  - What happens with inappropriateness?
  - Back up charges
  - Get and returning technology
  - Using devices safely and correctly

# @ School

- Student-Directed (loosely governed) Learning Structures
- 1:1, 2:1, 3:1, 4:1 Strategies
- BYOD Strategies
- Cooperative Learning Groups
- Learning Center Approach
- Large Group (interactive) Presentation
- Student Response System Utilization
- Digital Storytelling-over time, a project, not activity
  - PPT, Web Authoring, MML
- Games
  - Virtual Worlds

# @ Home

- Identify Resources Accessible from Home
  - Website, Nimbus, Netstorage, Library Database, Pearson
    - NetStorage (formally Virtual Office, read directions carefully)
      - myID.all staff users.HES
- Potential Extended Learning Activities
- Flipped Classroom
  - Pearson, Khan Academy, IXL.com, Study Island, Remind 101 (VMS), group e-mail, flash drives
- Blended Learning Activities with Web 2.0 Resources
  - Wordle, Tagxedo, content goes both ways

# Technology Tools and Activities for use in Classroom

- BYOD use iPad
  - List of Opportunities and Constraints
  - Nearpod
    - Quadrilateral
- QR Codes
- Socrative Website
- Nimbus
- Laptops

# BYOD as a Tool

## use iPad

- Brainstorm [List of Opportunities and Constraints](#)
- Nearpod
  - Website
  - iPads
  - Quadrilateral

# QR Codes

- [Qrstuff.com](http://Qrstuff.com)
- [Qrcode.Kaywa.com](http://Qrcode.Kaywa.com)
  - [Directions](#)
- - Dynamic
  - Need QR Reader on iPad or smartphone
  - ScanQrather
  - Scanner
- Sample projects
  - [School Calendar](#)
  - Countries

# Socrative Website

- Socrative [handout](#)
- [User Guide](#)
  - Free App
  - Teacher use PC connected to smartboard
  - Students use iPads

# Nimbus – Collaborative Tool

## Step by Step

1. Sign into Nimbus through Zenworks
  - Have all teachers sign into Nimbus and log out
  - Create a group – Name it
  - Make it a closed group
2. Model Sample Ideas – Literature Circles
  - Meaningful Collaboration in Literature Circles -Talk about stories/novels read
  - Can collaborate, share files, documents (can all work on the same file)
  - Appropriate - Teaching Formal Language rather than texting forum
  - Persuasive Writing, sentence structure, typing
  - Create a grade level group across district



# Nimbus – Collaborative Tool

## Getting Started - Step by Step Directions

1. Sign into Nimbus through Zenworks
  - Have all teachers sign into Nimbus and log out prior to session
    - Have all students log in and find group before using
  - Create a group – Name it
    - Make it a closed group
2. Students
  - Find group and apply to it
3. Create assignment, **online group discussion**
4. Teacher has to accept each student
5. Students complete assignment

# Nimbus – Collaborative Tool

## Working with **Collaborative files**- Step by Step Directions

1. Sign into Nimbus through Zenworks
  - Have all teachers sign into Nimbus and log out prior to session
    - Have all students log in and find group before using
  - Create a group – Name it
    - Make it a closed group
2. Students
  - Find group and apply to it
3. Create assignment, collaborative word doc., power point between a group of students
4. Teacher has to accept each student
5. Students complete assignment

# Developing your own lesson

# Timelines for Project Benchmarks or Checks

- Each Marking Period
  - Submit Timeline of Projects
    - [Portfolio Timeline example](#)
  - Discuss Project Progression with Technology Specialist
  - Request on-going assistance from technology specialist
    - Groupwise calendar or use of e-mail
- For End of Year
  - Meet with Technology Specialist in May
    - Submit [Literacy Assessment Scores](#)
  - Show Student Web Pages to building principal

# Schedule Day 3

- 8:30 – 11:30 morning session
- 11:30 – 1:00 – lunch
- 1:00 – 2:30 afternoon session
- 2:30 – 3:30

# Session 4 & 5:

## Resource Management

- Will focus on Resource & Content Management, and will also involve demo lessons that put the participants in the role of students in the classroom.
- Participants will work together using a variety of available software and online resources, including the procurement, distribution, operation, monitoring, troubleshooting and collection of various devices.
- Conditions for using prepared media (content) samples in projects will be discussed, along with digital citizenship and network etiquette issues.



# Hardware, Software, Online

- Overview of Existing Technology Resources and Options
- Resource Selection
- Knowing Strengths & Limitations of Hardware & Software Resources Considered
- Open vs. Closed Resources and Potential Risks
- Obtaining the Resources Needed for Classroom Use
- Teacher Operation (specific required tasks) and Basic Troubleshooting
- Student Operation Responsibilities, Device Assignments, Monitoring
- 1:1, 2:1, 3:1, 4:1 Logistics
- BYOD Logistics
- Collaborative Learning Tools
- Social Media Tools
- Website Content
- Distance Learning (e-mail, Videoconferencing, Messaging, etc.)
- Productivity Applications
- When to use the Computer Lab
- When to Punt (Have a Plan B)

# Content

- Evaluating Sources of Information
- Use of Media Samples / Copyrights
- Crediting Sources
- Consolidating Group Work (Student Created Media)
- Network/Web File Management