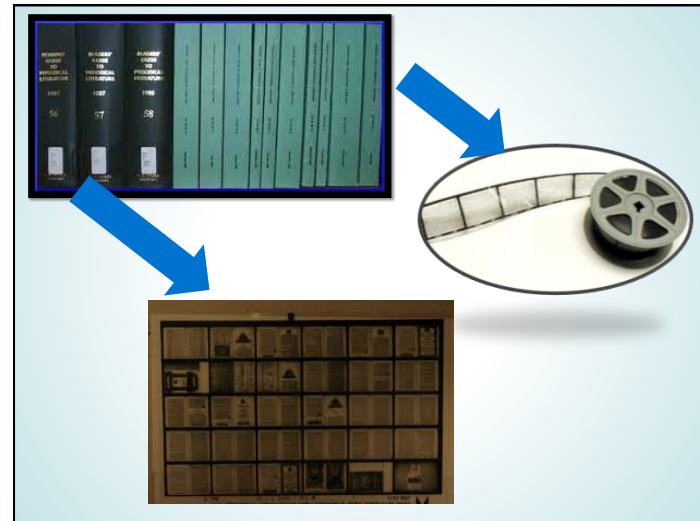


Charging Toward 21st Century Teaching and Learning



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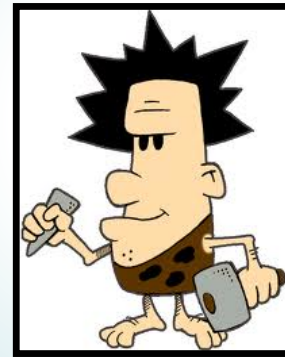




Bloom's Taxonomy



Our World Has Changed



The Digital Age.... The Information Age



Recording Information



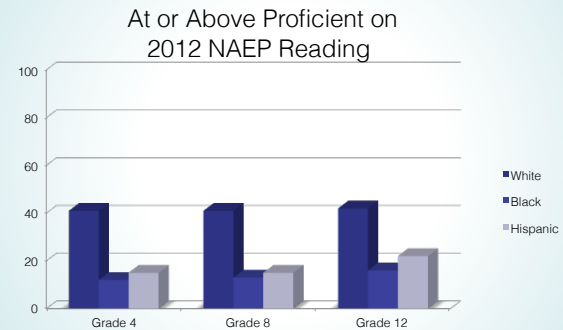
A 21st Century Interpretation of Bloom's Taxonomy



We Have Powerful Tools for Differentiating Learning



What do we know about our students?



Accessibility of Information

Preparing our Students for College and Careers in the 21st Century

Key Questions

What are the **expectations** of the Common Core State Standards in English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects? (The Standards and Assessments)

How can we begin an **exploration** of the standards in schools? (Exploring Strategies)

What might the **application** of standards look like in practice, particularly in text and task selection? (Strategies for Supporting the Common Core Adoption in Teacher Education Courses and Schools)

Why New Standards?

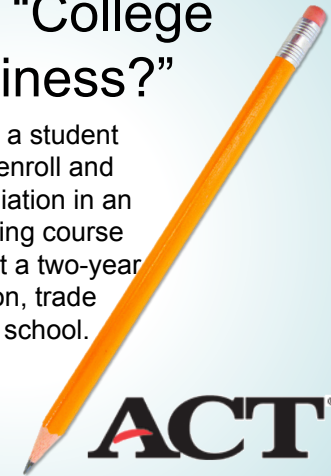
Students are not **reading** at levels sufficient for college and career readiness in content areas.

Only slightly more than half (53%) of the members of the 2009 high school graduating class were ready for college-level and workplace training-level reading.



What is “College Readiness?”

The level of preparation a student needs to be ready to enroll and succeed without remediation in an entry-level, credit bearing course (in each content area) at a two-year or four-year institution, trade school, or technical school.



ACT[®]

Who Should be Worried about “College Readiness?”

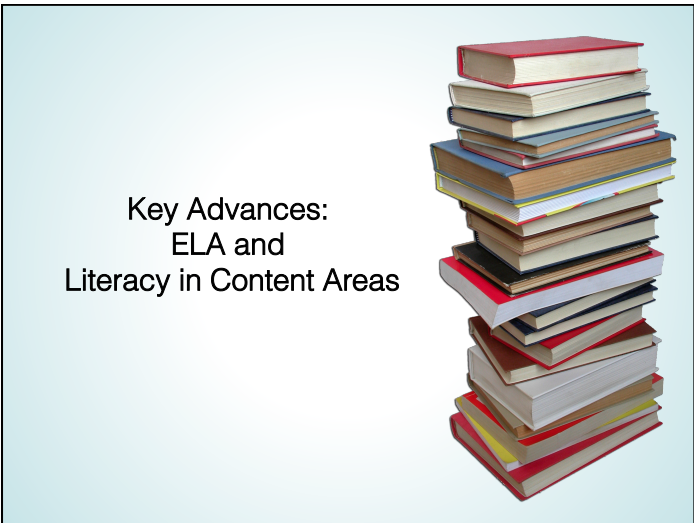
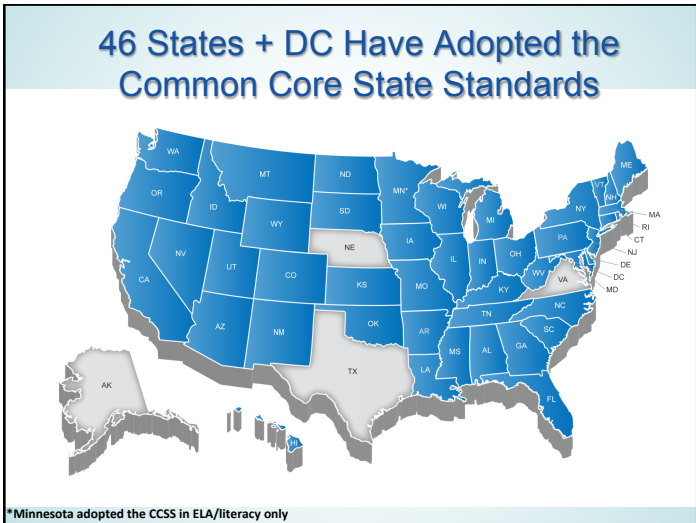


**College
readiness
IS for
EVERY ONE!**

Common Core State Standards Development

The Common Core State Standards Initiative is a state-led effort coordinated by the National Governors Association Center for Best Practices (NGA Center) and the Council of Chief State School Officers (CCSSO).

The standards were developed in collaboration with teachers, school administrators, and experts to provide a clear and consistent framework to prepare our children for college and the workforce.



Reading: Balance of literature and informational texts + Text complexity

Writing: Emphasis on argument and informative/explanatory writing + Writing about Sources

Speaking and Listening: Inclusion of formal and informal talk

Language: Stress on general academic and domain specific vocabulary

Standards for reading and writing in history/social studies, science, and technical subjects: Complement rather than replace content standards

***Mathematical Practices Standards also include Argument**

SHIFTS RESPONSIBILITY for TEACHING with TEXT to ALL TEACHERS

Structure Standards for ELA and Literacy

Anchor Standards
These are College and Career Readiness Standards that “anchor” the Common Core State Standards. They define general expectations that must be met to ensure students enter college and workforce training programs ready to succeed.

Strand
A broad idea that describes the area of focus for an English Language Arts standard.

Organizing Elements
Categorize ideas and standards within the strand.


Grade-Specific Standards
Define end-of-year expectations and cumulative progressions designed to enable students to meet college and career readiness expectations no later than the end of high school.

Anchor Standards: Clear Simple Targets

Anchor standards for Reading and Writing across genres and subject areas allow students to develop mutually reinforcing skills, required across a range of texts and classrooms

Reading and Writing standards are closely tied to the standards for listening and speaking.


21st Century skills in research and technology, particularly regarding the interpretation and production of multi-media texts are also featured.



Key Grade Band Features

K-5 Foundational Skills
(Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency)

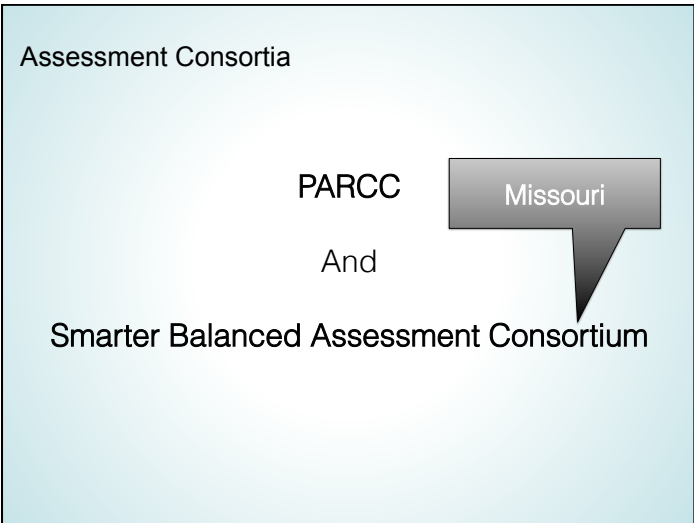
6-12 Literacy in History/Social Studies, Science, and Technical Subjects



MATHEMATICS SHIFTS

FOUNDATIONAL FEATURES: MATHEMATICS	
K-12 GRADES	
FEATURES	MATHEMATICS SKILLS
Focus	Teachers focus deeply on the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer skills across concepts and grades.
Coherence	Principals and teachers carefully connect learning within and across grades so that concepts spiral across grade levels and students can build new understanding onto foundations built in previous years.
Fluency	Students are expected to have speed and accuracy with simple calculations, teachers structure class time and/or homework time for students to memorize core functions.

<p>Deep Understanding</p>	<p>Teachers teach more than "how to get the answer" and instead support student's ability to access concepts from a number of perspectives. Students demonstrate understanding by applying core math concepts to new situations as well as writing and speaking about them.</p>
<p>Application</p>	<p>Teachers provide opportunities for students to apply math concepts in "real world" situations; students are expected to choose the appropriate concept for application. Teachers in content areas outside of math ensure that students are using math to access and interpret content.</p>
<p>Dual Intensity</p>	<p>Teachers create opportunities for students to participate in "drills" and make use of those skills through extended application. The amount of time spent practicing skills and learning application varies, depending on the concept.</p>



Assessment Consortia

Alliances made up of states representing half of the country working to develop a common set of K-12 assessments in English and Math (Beginning in 2014).

Each assessment system will include:
Multiple-choice, short answer, open response, and performance based items.

Assessment Systems

The computer-based assessments will:

- Produce real-time snapshots of students' knowledge.
- Give parents, students and teachers the ability to adjust accordingly rather than waiting until the end of the school year when it's too late to make changes.

The assessments will be scored:

- By a combination of artificial intelligence (AI) and human scoring.
- States will individually determine the extent to which teachers will be involved in scoring.

The Common Core State Standards do not provide . . .

- a complete scope and sequence,
- a course outline, or
- *all* the essential skills and knowledge students *could* have.

The Common Core State Standards do . . .

- outline the most important essential skills and knowledge *every* student needs to master to succeed in college and careers.

Leading the Discussion: Strengths of CCSS

Aligned with college and work expectations.

Include rigorous content and application of knowledge through higher order skills.

Build upon strengths and lessons of current state standards.

Informed by top-performing countries, so that all students are prepared to succeed in our global economy and society; and,

Evidence and/or researched-based.

A Final Message...

Generative

The Work of Educators



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For more materials and updated powerpoint, see my blog at www.KatherineMcKnight.com

