

North Florida, Sunshine, & South Carolina Regions



Common Core ^{TIP} Corner



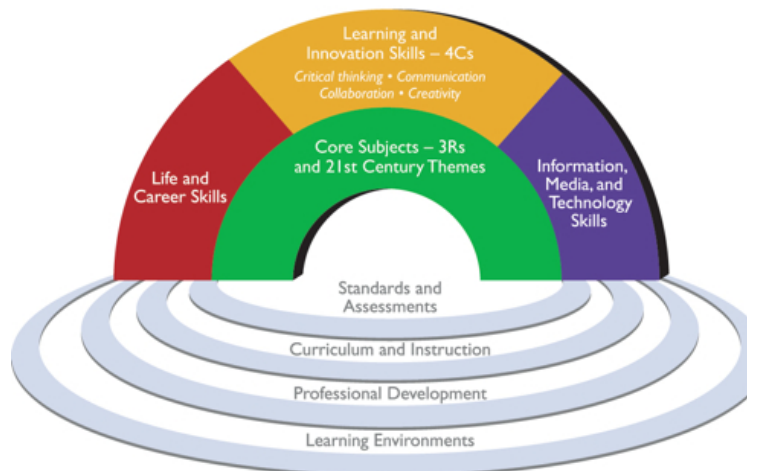
LET FREEDOM RING
4TH OF JULY
STARS AND STRIPES
red★white★blue
SWEET LAND OF LIBERTY
JUSTICE FOR ALL
INDEPENDENCE
God Bless the USA
LAND OF THE FREE

21st Century Skills and the Common Core

Overall, the CCSS are infused with many 21st Century skills such as critical thinking, communication, information literacy and collaboration. Using 21st Century skills and the CCSS to prepare students for career and college readiness will allow students to work creatively with other, think creatively on their own and implement innovations.

Explicitly calling for higher-order thinking skills, creative problem solving the CCSS asks us to also integrate more technology and key performance outcomes. Preparing our students for the essential skills of today's world while still building on the foundational skills lifelong learners need to succeed.

21st Century Student Outcomes and Support Systems



In addition to this month's newsletter you can find more information at www.p21.org

What DOES that LOOK like in YOUR CLASSROOM?

A 21st Century Classroom truly is about the rich learning taking place. In our world today, technology must be used to drive the rich learning so that are students are prepared for various challenges they'll be faced with as adults and because students are fluent in "tech language." Regardless, the qualities of a 21st Century Classroom include the following:

- Creativity
- Collaboration
- Communication
- Critical Thinking
- Media Literacy
- Information Literacy
- Technology Skills
- Life and Career Skills

The above criteria of a 21st Century Classroom make for a unique learning environment. Rather than completing worksheets, reading from a textbook, completing the questions in the back, and taking tests at the end of units, students are engaged in critical thinking throughout units in the form of project based learning.

A Tale of Two classrooms

Classroom A

Teacher knows everything.

Mistakes = ☹

Teacher Questions.

Kids listen.

Goal is good grades.

Memorize Facts.

Finish Pages.

One Size Fits All.

Rules enforced.

good
for robots

VENSPIRED.COM

Classroom B

Teacher as learner.

Mistakes = Learning

Kids Question.

Kids think.

Goal is learning.

Solve Problems.

Create.

One Size Fits EACH.

Rules unnecessary.

great for
kids

Ten best teaching practices...

The Instructor Provides a Road Map for the Student

The Instructional Activities Support the Learning Objectives

The Instructor Uses the Entire Classroom Space

The Instructor Makes The Material Relevant

The Instructor Helps Students Develop Superior Learning Skills

Students Learn to be Responsible for Their Own Learning

The Teacher Re-Teaches When Necessary

The Instructor Gives Every Student a Chance to Excel

Instructor Provides Timely Feedback to Help the Student Grow Academically

The Instructor Keeps Students Engaged and Interested

Conclusion

Good teaching practices help produce students who excel academically as well as who can engage critically with the world around them, and who are not merely able to reproduce what their text books tell them, but to develop a critical understanding of their world. The above practices are aimed at providing a framework for achieving the most out of a classroom experience and for creating a safe environment that promotes opportunities for mutual understanding and learning across students of diverse backgrounds. I hope you found them helpful 😊





What is College and Career Ready?

"I ask every American to commit to at least one year or more of higher education or career training. This can be community college or a four-year school; vocational training or an apprenticeship. But whatever the training may be, every American will need to get more than a high school diploma."

President Obama, Address to Joint Session of Congress, February 24, 2009

It is commonly said that the goal of high school reform is to ensure all students graduate "college and-career- ready." But as often as this mantra is repeated, confusion remains over what it actually means.

Simply put, "college and career readiness" refers to the content knowledge and skills high school graduates must possess in English and mathematics – including, but not limited to, reading, writing communications, teamwork, critical thinking and problem solving – to be successful in any and all future endeavors. Of course, readiness for college and careers depends on more than English and mathematics knowledge; to be successful after high school, all graduates must possess the knowledge, habits and skills that can only come from a rigorous, rich and well-rounded high school curriculum.

What is "COLLEGE" ready?

College today means much more than just pursuing a four- year degree at a university. Being "college-ready" means being prepared for any postsecondary education or training experience, including study at two- and four-year institutions leading to a postsecondary credential (i.e. a certificate, license, Associates or Bachelor's degree). Being ready for college means that a high school graduate has the English and mathematics knowledge and skills necessary to qualify for and succeed in entry-level, credit-bearing college courses without the need for remedial coursework.

What is "CAREER" ready?

In today's economy, a "career" is not just a job. A career provides a family-sustaining wage and pathways to advancement and requires postsecondary training or education. A job may be obtained with only a high school diploma, but offers no guarantee of advancement or mobility. Being ready for a career means that a high school graduate has the English, and mathematics knowledge and skills needed to qualify for and succeed in the postsecondary job training and/or education necessary for their chosen career (i.e. technical/vocational program, community college, apprenticeship or significant on-the-job training).

Is ready for COLLEGE and ready for CAREER the same thing?

With respect to the knowledge and skills in English and mathematics expected by employers and postsecondary faculty, the answer is yes. In the last decade, research conducted by Achieve as well as others shows a convergence in the expectations of employers and colleges in terms of the knowledge and skills high school grads need to be successful after high school. Economic reality reflects these converging expectations. Education is more valued and more necessary than ever before. The bottom line is that today ALL high school graduates need to be prepared for some postsecondary education and/or training if they are to have options and opportunities in the job market.

- Thirty five years ago, only 12% of U.S. jobs required some postsecondary training or an associate's degree and only 16% required a bachelor's degree or higher.
- Nearly eight in ten future job openings in the next decade in the U.S. will require postsecondary education or training. Forty-five percent will be in "middle skill" occupations, which require at least some postsecondary education and training, while 33% will be in high skilled occupations for which a Bachelors degree or more is required. By contrast, only 22% of future job openings will be "low skill" and accessible to those with a high school diploma or less.
- While the U.S. still ranks 3rd in the adult population (25-64 year olds) with an associates degree or higher among 30 countries, we now rank 10th among 25-34 year olds with a two-year degree and above. Competing countries are catching up to – and even outpacing – the U.S. in the educational attainment of their new generation of adults.
- Higher levels of education lead to elevated wages, a more equitable distribution of income and substantial gains in productivity. For every additional average year of schooling U.S. citizens complete, the GDP would increase by about 0.37 percentage points – or by 10% – over time.



The Common Core:

What Teachers Really Think



58% feel "somewhat" prepared for the new standards.

14% feel "very" prepared.

23% don't feel prepared at all.

ABOUT HALF

are "very" or "somewhat" concerned about finding aligned resources for math, ELA, science and social studies.

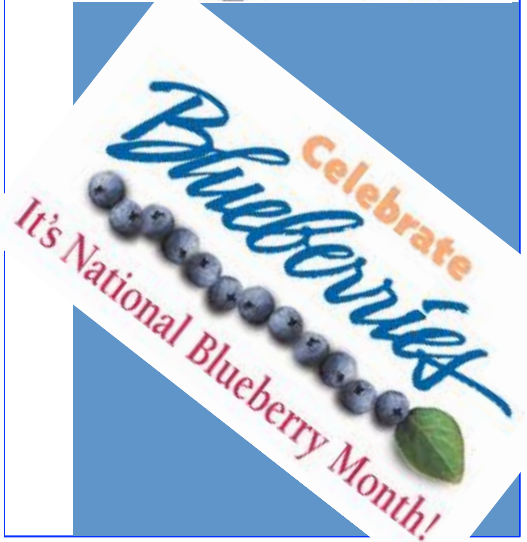
ONLY 1 in 5

say their students' parents are aware of the Common Core.

TOP CONCERNS

- Understanding the standards
- Assessment
- Student engagement
- Lack of professional development

**Based on a July 2012 WeAreTeachers survey of 540 K-12 teachers.*



"If we use these common standards as the foundation for better schools, we can give all kids a robust curriculum taught by well prepared, well supported teachers who can help prepare them for success in college, life and careers."

Randi Weingaertner, President, American Federation of Teachers

Make a Difference

Once upon a time, there was a wise man who used to go to the ocean to do his writing. He had a habit of walking on the beach before he began his work.

One day, as he was walking along the shore, he looked down the beach and saw a human figure moving like a dancer. He smiled to himself at the thought of someone who would dance to the day, and so, he walked faster to catch up.

As he got closer, he noticed that the figure was that of a young man, and that what he was doing was not dancing at all. The young man was reaching down to the shore, picking up small objects, and throwing them into the ocean.

He came closer still and called out "Good morning! May I ask what it is that you are doing?"

The young man paused, looked up, and replied "Throwing starfish into the ocean."

"I must ask, then, why are you throwing starfish into the ocean?" asked the somewhat startled wise man.

To this, the young man replied, "The sun is up and the tide is going out. If I don't throw them in, they'll die."

Upon hearing this, the wise man commented, "But, young man, do you not realize that there are miles and miles of beach and there are starfish all along every mile? You can't possibly make a difference!"

At this, the young man bent down, picked up yet another starfish, and threw it into the ocean. As it met the water, he said, "It made a difference for that one."



Meet our new GROUP!
We now 7 schools located in

South Carolina,
North Florida and Sunshine Regions!
EVP: Diane Beatty

Region Directors:

Jennifer Fornes, South Carolina

Lisa O'Grady, North Florida

Lori McCarley, Sunshine

Group Academic Director: Stephanie Sherman