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### **Learning Guide - Blended Study Group Version**

#### **Teaching in the 21st Century: The Need for Change**

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Use this guide as you progress through the course to organize your thoughts and to help you plan ways to apply the content you have learned in your building/district. At times, you may be prompted to refer to the learning guide for specific directions or activities. This course is structured using units, sections, and topics. For further explanation, please refer back to the online orientation.

Throughout this course you will demonstrate an understanding of the course content and practice the skills discussed. There will be activities requiring planning, applying, reflecting metacognition, and sharing.

Note that some activities will require that you submit responses electronically. All work can be created in a word processing program and then be copied and pasted into the collection fields on screen.

#### **As you progress through the course, be sure to:**

- Read and listen to the information presented.
- Print and read additional materials as directed.
- Follow the Learning Guide closely as you progress through the multimedia portions of the course. It contains step-by-step instructions for all activities.
- Complete all activities, some of which require application in your building/district.
- Participate actively and frequently in all discussion activities.
- Add information to your Learning Log as directed and at any other time you choose.
- Visit the "Links" section and navigate through the additional web resource links.
- Create a course resource binder for future reference by collecting all printed course materials and activities that

will help you successfully complete the culminating activity.

## Section 1.1: Introduction

### Topic 1.1.2 Course Overview

This course is divided into five units. The first unit is an introduction to the objectives and materials of the course. The second unit will provide the rationale for 21st Century change by examining students and workplace. The third unit will examine the roles and responsibilities required of teachers to prepare students for the 21st Century workplace. The fourth unit explores how supporting systems must conform in order to accomplish the 21st Century transformation in the classroom. In the last unit, the completion of the culminating activity based on the collection of reflections and results from course activities will occur.

The following is an estimate of the time it will take to complete each unit.

Unit 1	Unit 2	Unit 3	Unit 4	Culminating Activity	Total
1 hour & 10 minutes	9 hours & 50 minutes	6 hours & 30 minutes	8 hours & 30 minutes	4 hours	30 hours

At the beginning of each unit you will have the opportunity to print a activity time breakdown document that explains how much time each individual unit activity requires.

### Topic 1.1.3 Learning Objectives

**As a result of this course, you will be able to:**

- Identify the needs and preferences of the 21st Century learners
- Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21st Century workplace
- Understand the role collegial collaboration plays in establishing a 21st Century classroom
- Establish more effective communication among stakeholders

### Topic 1.1.4 Course Materials

#### Sync Point Discussion Activity

In this activity you will participate in a discussion with the other members of your study group regarding the key concepts considered in this unit.

1. Print the rubric your facilitator will use to provide feedback for your participation in sync point discussion activities. Save this rubric for reference for these activities throughout the course.
2. Close the "print" window.
3. You will be notified when your facilitator has posted a topic for this discussion. You cannot complete this activity until he/she has done so. Be sure to check your "Inbox."
4. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and select "Discussion."
5. On the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 1.
6. You must **post a response** to your facilitator's topic and either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating. Part of your grade will be based on the quality and frequency of your participation in these discussions.
7. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
8. Close the browser window to return to the course.

### **Personal Notes for Implementation:**

## **UNIT 2: RATIONALE FOR 21ST CENTURY CHANGE**

### **Unit Overview:**

This unit will present compelling arguments for the need for change in our educational practices in order to improve student achievement. 21st Century skills are needed by all students, regardless of race, geographic locale, or socioeconomic level.

The learner will explore the characteristics of 21st Century students and the skills needed for their successful transition into the 21st Century workplace. Also, the learner will assess his/her own instructional practices to gauge the level at which they are preparing students for the 21st Century workplace.

### **Section 2.1: The 21st Century Student**

### Topic 2.1.1: How Do 21st Century Students Communicate?

#### Course Activity: Rationale for 21st Century Change K-L-D Chart

In this activity you will reflect on the rationale for 21st Century change.

1. Print and read the "Planning Guide: An Explanation of the K-L-D Chart."
2. Print the "Rationale for 21st Century Change K-L-D Chart."
3. Close the "print" windows.
4. Complete the "K" column of the chart, recording what you already know about the topic.
5. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
6. Return to the course to continue.

#### Personal Notes for Implementation:

#### Course Activity: Personal Use of Technology

In this activity you analyze your personal use of technology.

1. Complete the following quiz that will help you identify yourself as a digital immigrant or a digital native.
  - a. Place an X in the appropriate box.
  - b. Add the number of Xs in the "yes" column and record the total in the "total" row.

Question	Yes	No
Do you sometimes feel that you speak a different language than your students when it comes to technology?		
Have you ever made a "Did you get my email" follow up phone call or walk over to ask the person?		

Do you ever seek student assistance when using technology in the classroom?		
Do you feel like you are always playing catch up to learn about new technologies?		
Do you prefer to have your email printed for you to read?		
Do you prefer to edit hard copies of your documents rather than the electronic version?		
When you find an interesting website to share do you invite people to come view it at your computer (as opposed to sending them a URL)?		
<b>TOTAL</b>		

2. Using your total number of "yes" responses, determine where you fall on the digital immigrant/digital native continuum provided.

Digital Native ←1—2—3—4—5—6—7→ Digital Immigrant

3. Using the following chart reflect on your personal use of technology.

<b>Are you using...</b>	<b>Yes</b>	<b>No</b>	<b>How Often (Daily, Monthly, Never?) Describe your usage.</b>
Computers (Laptop or Desktop)			
Calculators			
PDA's			
Cameras, Still or Video			
Microscope camera projector			
DVD Player			
LCD Projector			
Educational management software (e.g. attendance, grades, and lesson plans)			
Word processing			
Data management, graphing, or analysis software (Spreadsheets, EXCEL)			
Database Software (FileMaker Pro, Microsoft Access)			
Presentation Software (PowerPoint, Keynote)			
Internet for Research			
Email			
Blogs			
Podcasts			
Online Communities			
Wikipedia			
RSS: Really Simple Syndication			
Instant Messaging			





4. Explain how you incorporate technology in your instruction. Note the example in the first row.

Technology	How technology is used in my classroom:
Blogs	I assign each of my students the role of a soldier from a different civil war state. Using blogs, students are required to write entries recording their experiences and feelings as a soldier from that state as though they were keeping a journal.

5. Return to the course to continue.

**Personal Notes for Implementation:**

### **Job-embedded Activity: Student Focus Group Protocol**

In this activity you will choose a cross section of students for your student focus group.

Note—For learners taking this course during the summer, please identify six students in your community to serve as your student focus group. Your best results will be realized if you are able to identify 2 for each of the following categories.

1. Select two students who are "low academic performers."

a.
b.

2. Select two students who are "average academic performers."

a.
b.

3. Select two students who are "high academic performers."

a.
b.

- 4. As you progress through the course, you will utilize these six students throughout various activities in this course. As directed, record your results of these activities.
- 5. Return to the course to continue.

**Personal Notes for Implementation:**

**Job-embedded Activity: Student Use of Technology**

In this activity you will analyze your students' use of technology.

- 1. Print "Learning Log Rubric".
- 2. Close the print window.

3. Using the following chart, interview the members of your student focus group.

<b>Are you using...</b>	<b>Yes</b>	<b>No</b>	<b>How Often (Daily, Monthly, Never?) Describe your usage.</b>
Computers (Laptop or Desktop)			
Calculators			
PDA's			
Cameras, Still or Video			
Microscope camera projector			
DVD Player			
LCD Projector			
Educational management software (e.g. attendance, grades, and lesson plans)			
Word processing			
Data management, graphing, or analysis software (Spreadsheets, EXCEL)			
Database Software (FileMaker Pro, Microsoft Access)			
Presentation Software (PowerPoint, Keynote)			
Internet for Research			
Email			
Blogs			
Podcasts			
Online Communities			
Wikipedia			
RSS: Really Simple Syndication			
Instant Messaging			





5. Summarize your responses in the space provided. You will enter your summary in the Learning Log. (Additions will be made to the Learning Log throughout the course. It will be used for reference during the Culminating Activity at the end of the course.):
  
6. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Student Use of Technology.")
7. Close the Learning Log window to return to the course.

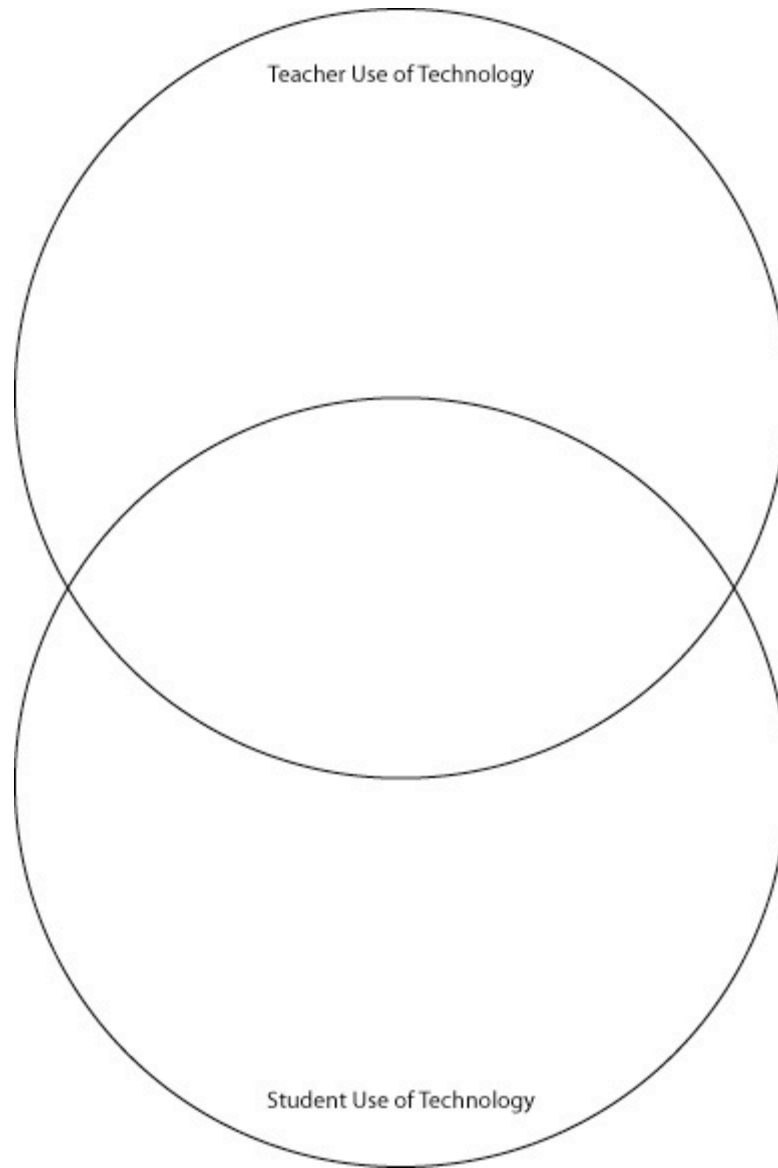
**Personal Notes for Implementation:**

**Prediscussion Activity: Technology Reflection**

In this activity you will reflect on you and your students' use of technology.

1. Using the Venn Diagram, identify similarities and differences between your use and your students' use of technology.





2. Answer the following questions.

- a. Are you a digital immigrant or a digital native?
  
  - b. How are you and your students using technology in similar ways? In what ways does your use differ?
  
  - c. Why do you think your students' use differs from your use?
  
  - d. What opportunities exist for you to use technology in order to better meet student needs?
3. For the purpose of the online discussion, summarize your responses in the space provided.

4. Fill in the "L" and "D" columns of your "Rationale for 21st Century Change K-L-D Chart."
5. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

### **Personal Notes for Implementation:**

### **Topic 2.1.2: How Do 21st Century Students Think Differently?**

#### **Prediscussion Activity: Student Thinking Patterns**

In this activity you will reflect on student thought processes.

1. Using the questions provided, reflect on your knowledge about students thinking patterns.
  - a. What did you learn about "neuroplasticity" from reading the article? How does this term apply to education in the context of this course?
  
  
  
  
  
  
  
  
  
  - b. What is "malleability" through the lens of neuroscience? What implications does this concept have on education?

- c. What is the difference between "neuroplasticity" and "malleability"?
- d. Why do many children have short attention spans for school but not for computer games? Describe the disconnect.
- e. Is there any information presented in the article that resonates deeply with you when thinking about students in your classroom? Please describe the connection.
2. For the purpose of the online discussion, summarize your responses in the space provided.
3. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

**Personal Notes for Implementation:**

**Topic 2.1.3: Why Are 21st Century Students Disengaged?**

**Prediscussion Activity: Student Engagement**

This activity will require you to reflect on student engagement in your classroom.

1. Print and read "Learning Indicators for Engagement."
2. Close the "print" window.
3. Determine if the following learning indicators are clearly identified in your classroom. Place a checkmark in the appropriate box on the following checklist.

**Engaging Instruction Checklist**

Learning Indicators for Engagement	My Classroom does not address	My Classroom addresses
<b>Students are...</b>		
Responsible for Learning		
Energized by Learning		
Strategic		
Collaborative		

<b>Classroom Instruction is...</b>		
Challenging		
Authentic		
Integrative/interdisciplinary		
<b>Classroom Assessments are...</b>		
Performance-Based		
Generative		
Interwoven with Curriculum and Instruction		
Equitable Standards		
<b>Instructional Strategies are...</b>		
Interactive		
Generative		

<b>Learning Context contains...</b>		
A Knowledge-Building Learning Community		
Collaboration		
Empathy		
<b>Classroom environment contains...</b>		
Heterogeneous Groups		
Flexible Groups		
Equitable Groups		
<b>I am a...</b>		
Facilitator		
Guide		
Co-Learner and Co-Investigator		

<b>Students play the role of a/an...</b>		
Explorer		
Cognitive Apprentice		
Producers of Knowledge		

4. Using the "Learning Indicators for Engagement" article, develop student interview questions to identify your students' level of engagement. Here are a few examples to get you started.
  - a. Are you excited to learn in my classroom?
  - b. Do you find the tasks that I give you challenging?
  - c.
  - d.
  - e.
  - f.
  - g.



5. Using the questions you created, interview the six students in your student focus group.
6. Answer the following questions.
  - a. Do you identify with the views of your students? Please describe.
  
  
  
  
  
  
  
  
  - b. How do you engage students in your classroom?
  
  
  
  
  
  
  
  
  - c. Is there evidence of disengagement in your classroom? If yes, please describe.
  
  
  
  
  
  
  
  
  - d. What could be causing disengagement in your classroom?
  
  
  
  
  
  
  
  
  - e. What specific steps could you take to increase student engagement?

7. For the purpose of the online discussion, summarize your responses in the space provided.
  
8. Fill in the "L" and "D" column of your "Rationale for 21st Century Change K-L-D Chart."
9. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

**Personal Notes for Implementation:**

**Section 2.2: The 21st Century Workplace**

**Topic 2.2.1: How Is the 21st Century Workplace Different Than the 20th Century Workplace?**

**Course Activity: Classroom Organization**

In this activity you will reflect on the organization of your classroom and draw conclusions about student preparedness for the 21st workplace.

1. Answer the following questions.
  - a. Is your current classroom organization preparing students for the 20th Century workplace or the 21st Century workplace? Please describe.

b. What role do classroom management and organization play in student preparation for the 21st Century workplace? Please describe.

c. What changes would you make to better prepare your students?

2. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Classroom Organization.")

4. Close the Learning Log window to return to the course.

**Personal Notes for Implementation:**

## **Topic 2.2.2: What Are the 21st Century Skills Needed by Students?**

### **Job Embedded Activity: 21st Century Skills**

In this activity you will analyze your infusion of technology when teaching 21st Century skills. Then, you will survey your student focus group about their career choices and investigate the skills needed for success.

1. Use the following chart to analyze your infusion of technology when teaching 21st Century skills. Place an "X" in the column that best represents your infusion of technology when teaching a specific 21st Century skill.

	Low	Medium	High
<b>Digital Age Literacy</b>			
Basic, scientific, mathematical, technological literacies			
Visual and information literacies			
Cultural literacy and global awareness			
<b>Inventive Thinking</b>			
Adaptability/ability to manage complexity			
Curiosity, creativity, and risk taking			
Higher-order thinking and sound reasoning			
<b>Effective Communication</b>			
Teaming, collaboration, and interpersonal skills			
Personal and social responsibility			
Interactive communication			
<b>High Productivity</b>			
Ability to prioritize, plan, and manage for results			
Effective use of real-world tools			
Relevant, high-quality products			

\*Chart Adapted with Permission from NCREL-EnGauge 21st Century Skills Report

2. Survey the members of your student focus group about the types of careers that they are considering pursuing using the provided tool.
  - a. First, interview your student focus group members and document their career choices in the left column.
  - b. Second, use the Internet to research the skill sets required to be successful in the identified professions for the 21st Century and document your results in the right hand column.



Career Choice	Required Skill Sets / Technology

3. Answer the following questions.

- a. Does your instruction currently meet the skill sets necessary for success in the careers your students have chosen?
  - If yes, please describe the instructional techniques that you employ.
  - If no, what adjustments can be made to your instruction

- b. What types of programs does my school offer that will encourage the development of skills and characteristics conducive to success in the 21st Century workplace?

4. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

5. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "21st Century Skills.")
6. Close the Learning Log window to return to the course.

### **Personal Notes for Implementation:**

### **Sync Point Discussion Activity**

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or
2. **Option 2:** Your study group will have an online sync point discussion.



Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

### **Option 1 Instructions: Face-to-Face Sync Point Meeting**

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss the following with the group

- a. The disconnect between what effective instruction looked like in the 20th Century and what effective instruction should look like in the 21st Century was not established overnight. From the information presented in this unit and from your personal experience, what do you identify as the most critical reason that many schools are "stuck" in the 20th Century modality? Why do you feel that the world changed but not our schools? What is your rationale for identifying this reason as the most critical?
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

### **Option 2 Instructions: Online Sync Point Discussion**

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 2.
4. You must **post a response** to your facilitator's topic and also either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

**Personal Notes for Implementation:****UNIT 3: THE 21ST CENTURY TEACHER****Unit Overview:**

This unit will explain that building the skills of students to critically think and collaborate with others will prepare students for the 21st Century workplace.

In this unit the learner will explore the new role of the 21st Century classroom teacher and the pedagogical skills needed to carry out the new responsibilities. Finally, the learner will be exposed to the perceived challenges to 21st Century teaching.

**Section 3.1: The 21st Century Teacher****Topic 3.1.1: What Is the Role of the Teacher in a 21st Century Classroom?****Course Activity: The 21st Century Teacher K-L-D Chart**

In this activity you will reflect on the characteristics of the 21st Century teacher.

1. Print the "The 21st Century Teacher K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
5. Return to the course to continue.

**Personal Notes for Implementation:**

### Course Activity: Instructional Practice Analysis

In this activity you will analyze your overall instructional practices.

1. Print the "Instructional Practice Analysis Tool."
  2. Close the "print" window.
  3. Follow the directions and complete the analysis tool.
  4. Answer the following questions.
    - a. Can you identify a correlation between your frequently used instructional activities, levels of complexity and student engagement levels?
    - b. What do you identify as your strongest areas of 21st Century skill development? Where are there major opportunities for improvement? What information do you need to begin to address your improvement areas? Where will you seek out this information?
  5. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.
- 
6. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Instructional Practice Analysis")
  7. Close the Learning Log window to return to the course.
  8. Return to the course.

### Personal Notes for Implementation:

**Course Activity: Personal Change**

In this activity you will analyze the results of the Instructional Practice Analysis activity and determine what personal changes you need to make in order to make the 21st Century transformation.

1. For each item in the following chart place an "X" in the appropriate column that represents your reaction to each statement.

Statement	To a Great Extent	Some what	Very Little	Not at All
I prepare a classroom environment that promotes the skills students will need to be successful in the 21st Century workplace.				
I make use of local and community resources in planning lessons.				
I effectively plan my instruction to meet the needs of all learners through readiness, interest, and learning profile.				
I am comfortable allowing my students to take a greater role in prescribing their learning.				
I effectively develop challenging situations where students take the role of explorer, scientist, engineer etc; using inquiry to guide their learning.				
I effectively design and deliver authentic and engaging project-based activities in my classroom.				
I currently teach skills and use activities that engage students.				
My instruction could be considered "facilitation of learning".				
I prepare authentic experiences for my students.				

My instruction engages students of diverse backgrounds.				
I adapt my lessons based on student feedback.				
I maintain accurate records in order to provide immediate feedback on student progress.				
I have identified the deficiencies that exist between my current practices and the best practices of a 21st Century classroom.				
I feel that there are changes that could be made in my classroom that could promote a 21st Century shift.				

2. Discuss the following items with your principal or department leader via email or face to face communication. Be sure to elicit feedback from your principal or department leader.
  - a. What did you learn about yourself after completing the Instructional Practice Analysis and the previous chart? Summarize your personal findings.
  
  
  
  
  
  
  
  
  
  
  
  - b. What areas of personal change do you plan to make in order to improve your instruction?
  
  
  
  
  
  
  
  
  
  
  
  - c. What are professional development and pedagogical supports currently available to you that will help you improve your instruction?

- d. What professional development and pedagogical supports do you need to investigate to improve your instruction and make the 21st Century transition?
  
3. Summarize your personal reflection and your principal or department leaders correspondence in the space provided. Be prepared to add the summary to your Learning Log.
  
4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Personal Change.")
5. Close the Learning Log window to return to the course.

**Personal Notes for Implementation:**

**Topic 3.1.2: What Knowledge and Skills Are Needed by the Teacher to Meet the Needs of 21st Century Students?**

**Course Activity: Skill Application Reflection**

In this activity you will analyze your current use of differentiated instruction, inquiry-based learning, and project-based learning.

1. Use the following questions to analyze your current use of differentiated instruction:
  - a. What did you learn after reading the article focusing on differentiated instruction?

- - b. Describe an activity where you currently employ differentiated instruction in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.

- - 
  - c. How does differentiated instruction enhance student learning in your discipline?

- - 
  - 
  - d. Where specifically in your curriculum can you apply differentiated instruction to enhance student learning? Please provide examples and rationale.

2. Use the following questions to analyze your current use of inquiry-based learning:
  - a. What did you learn after reading the article focusing on inquiry-based learning?
  
  
  
  
  
  
  
  
  
  
  - b. Describe an activity where you currently employ inquiry-based learning in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.
  
  
  
  
  
  
  
  
  
  
  - c. Why is inquiry-based learning a viable option for instruction in your discipline?
  
  
  
  
  
  
  
  
  
  
  - d. Where specifically in your curriculum can you use inquiry-based learning as an effective teaching tool? Please provide examples and rationale.
  
  
  
  
  
  
  
  
  
  
3. Use the following questions to analyze your current use of project-based learning:
  - a. What did you learn after reading the article focusing on project-based learning?



b. Describe an activity where you currently employ project-based learning in your classroom. If you do not currently use this strategy, please identify opportunities that exist in your current curriculum.

c. Why is project-based learning a viable option for instruction in your discipline?

d. Where specifically in your curriculum can you use project-based learning as an effective teaching tool? Please provide examples and rationale.

4. Fill in the "L" and "D" column of your "The 21st Century Teacher K-L-D Chart."

5. Return to the course to continue.

**Personal Notes for Implementation:**

### **Prediscussion Activity: Success and Challenges**

In this activity you will reflect on your prior successes and challenges in utilizing the 21st Century instructional techniques.

1. Reflect on the previous articles and activity focusing on differentiated instruction, inquiry-based learning, and project-based learning.
  
2. Answer the following questions.
  - a. What technique do you utilize most prominently (inquiry-based learning, differentiated instruction, project-based learning)?
  
  - b. What is your most significant success in implementing this technique? Describe why you consider this a success.
  
  - c. What is your most challenging 21st Century technique to implement (inquiry-based learning, differentiated instruction, project-based learning)? Describe why you consider this a challenge.

d. What can you do to overcome this challenge?

3. For the purpose of the online discussion, summarize your responses in the space provided.

4. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.

**Personal Notes for Implementation:**

**Topic 3.1.3: What Are the Perceived Obstacles to 21st Century Teaching?**

**Prediscussion Activity: Current Status of Readiness**

In this activity you will reflect on whether you are ready to initiate the necessary changes and identify the challenges that must be overcome during your 21st Century shift.



## Sync Point Discussion Activity

Now that you have reached the end of this unit, you will take part in a sync point discussion with other members of your study group. There are two different ways this can occur:

1. **Option 1 (preferred):** Your study group will be asked to meet for a 1 hour face-to-face meeting with your facilitator, or
2. **Option 2:** Your study group will have an online sync point discussion.

Your facilitator will contact you to let you know which option you are using for the end of this unit. Once you are notified, please follow the corresponding instructions below:

### Option 1 Instructions: Face-to-Face Sync Point Meeting

This option will have you meet with your study group members and your facilitator for a 1 hour face-to-face meeting. For this meeting, be prepared to discuss the following with the group

- a. Knowing what you have learned about 21st Century instruction, how would you assist a brand new teacher coming into your school make the 21st Century transformation? What would you teach him/her first? How would you teach them this? What would you teach them last? Would your assistance change if it was a veteran teacher coming into your school? What would be the difference?
- b. What have you learned and what insights gained from this unit?
- c. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Follow his/her instructions. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

### Option 2 Instructions: Online Sync Point Discussion

This option will have you discuss topics from this unit with others in your study group online.

1. You will be notified when your facilitator has posted a topic for this discussion. You can not complete this activity until he/she has done so. Be sure to check your "Inbox."
2. Open the discussion group by clicking on "Course Resources" menu on the top left of the screen and selecting "Discussion."
3. In the discussion page, select the "Sync Point" discussion group and look for your facilitator's posting for Unit 3.

4. You must **post a response** to your facilitator's topic and also either **reply** to the postings of others, or ask them questions. If you choose, you may start a new, related topic to discuss a specific concept in more detail. A study group discussion is a key element of the course and much can be learned from participating.
5. Return to this discussion frequently to monitor the discussion and add your inputs. Bear in mind that the quiz at the end of the unit will in part be based on this discussion.
6. Close the browser window to return to the course.

### **Personal Notes for Implementation:**

## **UNIT 4: WORKING TOGETHER TO ACCOMPLISH THE 21ST CENTURY TRANSFORMATION**

### **Unit Overview:**

In this unit, learners will understand how the supporting systems must align in order to accomplish the 21st Century transformation in the classroom. The supporting systems include teachers, departments, and stakeholders.

### **Section 4.1: Accomplishing the Transformation**

#### **Topic 4.1.1: What Is the Importance of a Shared Vision?**

#### **Course Activity: Accomplishing the Transformation K-L-D Chart**

In this activity you will reflect on the accomplishments of the transformation.

1. Print the "Accomplishing the Transformation K-L-D Chart."
2. Close the "print" window.
3. Complete the "K" column of the chart, recording what you already know about the topic.
4. Save the chart for later use. You will be directed when to fill in the "L" and "D" columns. This information will be used to complete the culminating activity.
5. Return to the course to continue.

**Personal Notes for Implementation:**

**Prediscussion Activity: Shared Vision**

In this activity you will reflect on your school's current status in terms of developing a shared vision.

1. Answer the following question. Using your response of yes or no, identify the appropriate column and complete the items in that column of the chart.
  - a. Do you feel that your school has a shared vision?

<b>Yes</b>	<b>No</b>
Describe your school's shared vision:	Describe what is preventing your school from establishing a shared vision.
Describe the process used to establish the shared vision:	Describe the process that your school could use to develop a shared vision.
Describe the roles that the following individuals played in developing the shared vision:  Principal:	Describe the roles that the following individuals should play in developing a shared vision.  Principal:

<p>Faculty:</p> <p>Community Members:</p>	<p>Faculty:</p> <p>Community Members:</p>
<p>How is the shared vision reinforced on a regular basis?</p>	<p>How could the shared vision be maintained over time?</p>
<p>Describe opportunities for improvement:</p>	<p>Describe the steps that you need to help your school develop a shared vision.</p>

2. For the purpose of the online discussion, summarize your responses from the chart in the space provided.

3. Return to the course and advance to the next screen in order to receive further instructions to share your summary online.



## **Personal Notes for Implementation:**

### **Topic 4.1.2: How Is the Interaction Between Teachers Different in the 21st Century?**

#### **Course Activity: Teacher Interaction**

In this activity you will analyze the types of interaction currently occurring in your school.

1. For each item in the following chart place an "X" in the appropriate column.

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
I seek out mentors and/or coaches frequently.				
I consider myself a leader in my school.				
Collaborative activities occur at a high frequency in my school.				
My classroom is open to coaches, mentors, or other colleagues.				
My school is accepting of new staff members by providing resources needed for success.				
My school has a process for working through disagreements among colleagues.				
My school interacts and really feels like a team.				
My colleagues and I frequently share information that will benefit instruction and student needs.				
I collaborate with my colleagues to create lessons and we review the results.				

I interact with my colleagues frequently and in a meaningful way within my discipline.				
I interact with my colleagues frequently and in a meaningful way outside my discipline.				
I approach my principal with an open mind and seek instructional advice.				
I collaborate with colleagues outside of my department to design lessons.				
Co and team teaching occurs in my school.				
My colleagues and I explore professional resources and share the information with each other.				
I use student data to develop instruction with my fellow teachers.				
I can expand my role in promoting meaningful, collaborative activities among colleagues.				
Student work and achievement is frequently the subject of collegial interaction within my department.				
Student work and achievement is frequently the subject of collegial interaction outside of my department.				

2. Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
3. Return to the course.

**Personal Notes for Implementation:**

**Course Activity: Specific Actions**

In this activity you will identify specific actions that will enable you to better serve as a change agent in your school.

1. Complete the following chart.
  - a. Identify a specific action to promote change in your school.
  - b. Explain how this action will contribute to change in your school.

<b>Specific Actions in My Classroom</b>	<b>Contribution to Change</b>
<b>Specific Actions in My School</b>	<b>Contribution to Change</b>

<b>Specific Actions in My Community</b>	<b>Contribution to Change</b>

2. Summarize your responses in the space provided. Be prepared to add the summary to your Learning Log.

3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Specific Actions.")
4. Close the Learning Log window to return to the course.

**Personal Notes for Implementation:**

**Topic 4.1.3: How Do Academic Departments Transform in the 21st Century?****Course Activity: Department Analysis**

In this activity you will analyze your department actions to identify areas of success and opportunities for growth.

1. For each item in the following chart place an "X" in the appropriate column.

<b>Statement</b>	<b>Strongly Agree</b>	<b>Agree</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
Department meeting time is used to develop lessons as a collaborative group.				
Department meeting time is used as a source for staff support and growth.				
Department members actively participate in the departmental meetings.				
My department is comfortable with change.				
There is a sense of trust among department members.				
Department members are comfortable observing students in other classrooms.				
My department places a high value on professional development.				

My department has developed protocols for managing the meetings and activities.				
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The departmental meetings are geared towards improving student achievement.				
The department meetings identify student needs and set goals for improvement.				
My department reviews student work as a tool for improvement.				
My department reviews student data to direct future instruction.				
Department members seek each other out for opinions on lesson planning and improving student achievement.				
My department assesses collaboratively created lessons and reviews the results.				
My department uses videotaping as a tool to learn how students are responding to instruction.				
Department members participate in co-mentoring opportunities outside of the meetings.				
My department seeks student input on school policy and instructional procedures.				
Department members encourage other teachers, professionals, and/or students to observe their classroom instruction.				
My department shares protocols and outcomes with other departments.				



2. Discuss the following items with your principal or department leader via email or face to face communication. Be sure to elicit feedback.
  - a. Identify areas where your department is successful.
  - b. Identify opportunities where your department can improve.
3. Summarize your personal reflection and your principal/department leader correspondence in the space provided. Be prepared to add the summary to your Learning Log.

4. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Department Analysis.")
5. Close the Learning Log window.
6. Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
7. Return to the course.

**Personal Notes for Implementation:**

**Topic 4.1.4: How Do You Communicate 21st Century Approaches to Stakeholders?**

**Course Activity: Stakeholder Communication Analysis**

In this activity you will analyze your communication with stakeholders.

1. For each item in the following chart place an "X" in the appropriate column.

Statement	Strongly	Agree	Disagree	Strongly
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	<b>Agree</b>			<b>Disagree</b>
I can clearly identify all of the internal stakeholders critical to student achievement improvement.				
I can clearly identify all of the external stakeholders critical to student achievement improvement.				
There is a common language shared among all stakeholders.				
I have success engaging stakeholders in multiple ways.				
I am able to locate a common ground when communicating with various stakeholders.				
I have sufficient tools for communicating with community members.				

My communication with administrators is both open and meaningful.				
My communication with parents is both open and meaningful.				
Students and staff participate in community projects; and local, state, and professional organizations.				
I have sufficient tools for communicating with parents.				
I am able to communicate with students about the paradigm shift occurring in my classroom.				
Stakeholders are involved in decisions affecting students and encouraged that their input is valued.				
There are high expectations for parents to be involved in the school and their child's education.				
I am open to forming new partnerships with community entities such as businesses.				

- Summarize your responses to the chart in the space provided. Please include which 21st Century stakeholder communication practices are in place and those practices which still must be developed. Be prepared to add the summary to your Learning Log.

3. Enter your summary in your **Learning Log** by clicking on "Resources" and then "Learning Log." (Label your entry "Stakeholder Communication Analysis.")
4. Close the Learning Log window.
5. Fill in the "L" and "D" column of your "Accomplishing the Transformation K-L-D Chart."
6. Return to the course.

### **Personal Notes for Implementation:**

### **Sync Point Discussion Activity**

Now that you have reached the end of the final content unit, you will take part in a discussion meeting with other members of your study group. This will be a 3-hour session that will enable you and your fellow study group members to debrief on the experiences in the course in order to improve instruction and student achievement.

As the meeting date approaches, you should think about the following questions:

1. Throughout the course you have completed numerous self assessment tools. What are your growth areas and what specifically can you do to improve your transformation? What can you do to improve teacher interaction? What can you do to improve stakeholder communication? How can you contribute to the shared vision and departmental activities?
2. What have you learned and what insights gained from this course?
3. What unanswered questions have been raised in your mind?

Your facilitator will let you know where and when this meeting will be. Be sure to participate conscientiously, as part of your course grade will be based on your contribution to this discussion.

## **UNIT 5: CULMINATING ACTIVITY**

### **Unit Overview:**

In this unit, you will tie together all aspects of the course. You will synthesize the information learned in the course and will consider how to use this information and data to improve your teaching skills.

### **Section 5.1: Plan Step 1**

#### **As a result of this course, you are now able to:**

- Identify the needs and preferences of the 21st Century learners.
- Recognize the gap that exists between current instructional practices and the skill set needed by students for success in the 21st Century workplace.
- Understand the role collegial collaboration plays in establishing a 21st Century classroom.
- Establish more effective communication among stakeholders.

It is time to synthesize the information you have learned and the data you have analyzed. How will you use this information and data to improve student learning and achievement?

#### **Personal Notes for Implementation:**

### **Section 5.2: Plan Step 2**

In the culminating activity you will:

1. Select one or two of the critical actions from the DO section of the K-L-D charts that you want to accomplish.
2. Write an action plan to implement or enhance 21st Century teaching in your classroom. Use the suggested changes you circled in the "D" column of your K-L-D charts as the basic framework for your action plan. Use the following resources when developing your plan:

- Your current school district curriculum
  - What is already in place? Where are the gaps?
  - Information from your principal, colleagues, and stakeholders
  - How can these individuals assist you in implementing or improving your teaching methods?
  - Data you collected on students in your classroom
  - Quantitative data (ex. assessment scores)
  - Qualitative data (ex. observation in the classroom, interest surveys)
  - Based on the data, what are your students' strengths and areas of need?
  - The K-L-D charts (prior knowledge, new learning, and ideas for implementation)
  - Ideas you gained from the narration, course documents, course activities, and online discussions
  - Notes, reflections, and responses to questions recorded in the Learning Guide
3. On which area of improvement will you focus?
  
  4. What are the steps you will follow for your action plan? Be sure to include student experiences and activities as part of your plan. (please number your steps)
  
  5. For each step in your plan, what resources will you need?
  
  6. For each step in your plan, how will you know it worked?

7. Return to the course and prepare to submit your plan online.

**Personal Notes for Implementation:**

### **Section 5.3: Reflect**

**Personal Notes for Implementation:**

### **Section 5.4: Share**

**Personal Notes for Implementation:**

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