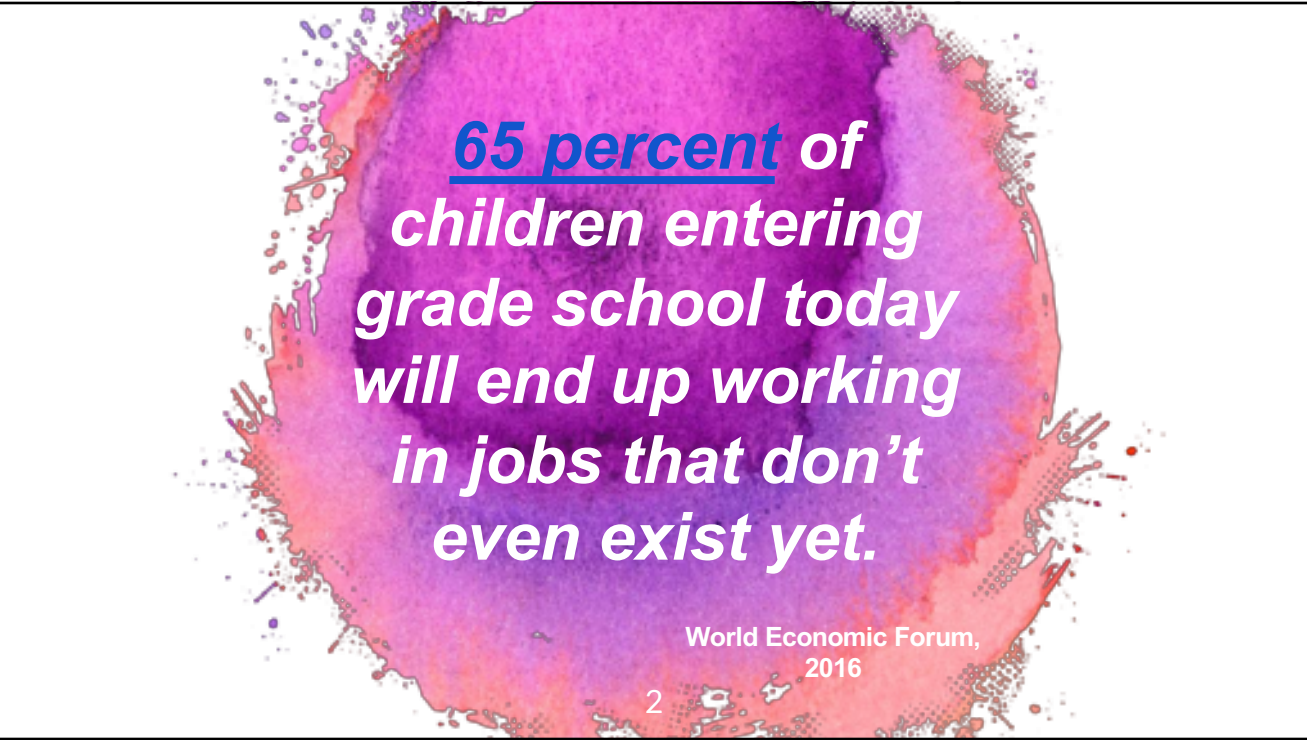




# 21st Century Learning

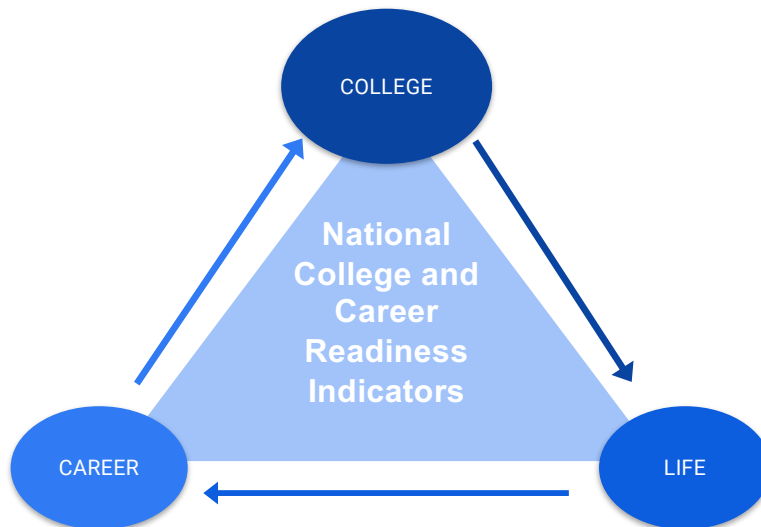
Crystal Conley and Liz Webb  
Consortium for Educational Change



**65 percent of  
children entering  
grade school today  
will end up working  
in jobs that don't  
even exist yet.**

World Economic Forum,  
2016

# 21st Century Learning



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## College Ready

### Common Core - Necessary Shift!

CCSS are only for ELA and Math

**Math** - Students will learn concepts in a more organized way both during the school year and across grades. The standards encourage students to solve real-world problems. FOCUS - COHERENCE - RIGOR

**ELA** - Students will be challenged and asked questions that push them to refer back to what they've read. This stresses CRITICAL-THINKING, PROBLEM-SOLVING, and ANALYTICAL SKILLS that are required for success in college, career, and life.

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# College Ready

- b. 809 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones
- c. 571 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones
- d. 160 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones
- e. 67 = \_\_\_\_\_ hundreds, \_\_\_\_\_ tens, \_\_\_\_\_ ones
- f. \_\_\_\_\_ = 3 hundreds, 4 tens, 8 ones
- g. \_\_\_\_\_ = 6 hundreds, 0 tens, 2 ones
- h. \_\_\_\_\_ = 0 hundreds, 0 tens, 5 ones
- i. \_\_\_\_\_ = 0 hundreds, 7 tens, 0 ones



- 6) 106 = 1 hundred + \_\_\_\_\_ tens + \_\_\_\_\_ ones
- 7) 106 = \_\_\_\_\_ tens + \_\_\_\_\_ ones
- 8) 106 = \_\_\_\_\_ ones
- 9) 90 + 300 + 4 = \_\_\_\_\_

Are these comparisons true or false?

- 10) 2 hundreds + 3 ones > 5 tens + 9 ones

11) 0 tens + 2 hundreds + 4 ones < 924

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# College Ready

5. Using the ideas below from "Bubblology", decide which two items on the list are main ideas from the article, and write them on the chart. Then use the list again to write in one supporting detail for each main idea you have chosen. One main idea and one supporting detail have already been written in the chart for you as an example. Note that you will NOT use all the details listed.

## Details from "Bubblology"

Bubbles act like prisms.  
Bubble walls are made of soap.  
Bubbles appear colorful.  
Bubbles with sugar last longer

Walls of houses are made strong with boards.  
Bigger bubbles are sturdier.  
Adding things to the soapy water can strengthen bubbles.

Main Idea	Supporting Detail
Bubbles show a process that is similar to something that happens in our bodies.	Air moves between bubbles.

Grade 5

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# College Ready

## Helping at Home with Homework

- How might I be of help?
- How did you do this in class?
- Can I see your work from class today?
- How do you know that? (Ask this question of both right *and* wrong answers.)
- What do know how to do very well on this assignment?
- What do you not know how to do very well on this assignment?
- How can you get help at school outside of your regular math time when you need it?

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# College Ready

Per the College and Career Indicators, Students are **College Ready** if they meet either the academic indicators **OR** standardized testing benchmarks.

*Elementary/Middle Level* - NWEA MAP Test

*Middle/High School* - See College and Career Indicators document

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# Career Ready

Students are **Career Ready** if they have identified a career interest and meet two of the behavioral and experiential benchmarks.

90% Attendance

25 hours of Community Service

Workplace Learning Experience

Industry Credential

Dual Credit Career Pathway Course

Two or more organized Co-Curricular activities

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# Life Ready

Leave high school with:

- ★ **grit** and **perseverance** to tackle and achieve their goals
- ★ **growth mindset** to promote resiliency and achievement
- ★ **self-control** to focus, prioritize and regulate emotions
- ★ **mindfulness** to control anxiety due to the stressors of school and life
- ★ ability to make their own **decisions** and take **ownership** for them

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# Parents Are The Child's First Teacher...

“Through guidance and reminders, parents help their kids organize their time and support their desires to learn new things in and out of school.”

Why a Parent's Role is Essential to a Child's Success  
The New Times by Lydia Atieno, August 2018

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# You Know Your Child Best!

Research shows the biggest problems currently for our youth (and most adults) are:

- lack of sleep
- little to no live interaction with others
- too much screen time
- depression and anxiety is on the rise
- stress is “wrecking (havoc on our kids' brains)” \*

TSDC, STIXRUD AND JOHNSON, p8

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# Extra Curricular Activities

Research shows that athletics, fine arts and academic extracurricular activities can:

- Increase GPA's (especially during the season)
- Reduce dropout rates, (especially athletics)
- Increase commitment to School and School Values

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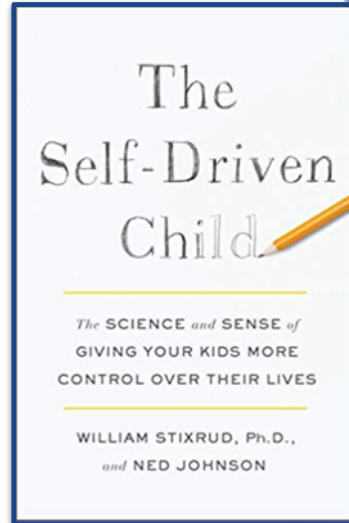
# When Is It Too Much?

- Watch And Listen To Ideas, Concerns
- Monitor Sleep
- Monitor Behaviors, Interests
- Talk, Listen, Ask Questions
- Attend/Show Interest
- Set Example - Be Involved In Your Own Interests
- Don't Assume Same Interests
- Try Different Things
- Monitor Time (especially screen time)

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## Excellent Resource for Parents & Teachers

CH 1: The Most Stressful Thing in the Universe  
CH 2: "I Love You Too Much to Fight with You About Your Homework: The Parent as Consultant  
CH 3: "It's Your Call": Kids as Decision Makers  
CH 4: The Non-anxious Presence: How to Help Your Kids Find a Sense of Control by Finding Your Own  
CH 5: Inner Drive- How to Help your Kids Develop Motivation  
CH 6: Radical Downtime  
CH 7: Sleep: The Most Radical Downtime  
CH 8: Taking a Sense of Control to School  
CH 9: Wired 24/7: Taming the Beast of Technology  
CH 10: Exercising the Brain and Body  
CH 11: Navigating LD, ADHD and Autism Spectrum Disorders  
CH 12: The SAT, ACT, and Other Four Letter Words  
CH 13: Who's Ready for College  
CH 14: Alternate Routes



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## False Assumptions

- #1: Narrow path to success, stakes are too high to let our child make decisions for himself, competitive at all times, no matter the price
- #2: Doing well in school is directly linked to doing well in life
- #3: "Pushing more will lead our children to becoming more accomplished and more successful adults." Packing schedules to compete with other countries will help them learn more and do more
- #4: The world is more dangerous nowadays- we have to supervise and lead their decisions

TSDC, Stixrud and Johnson, p. 34

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# A Great Explanation: STRESS

## NUTS

N- Novelty- Something you have not experienced before

U- Unpredictability- Something you had no way of knowing would occur

T- Threat to the Ego- Your safety or competence as a person is called into question

S- Sense of Control- You feel you have little or no control over the situation \*

Sonia Lupien, Centre for Studies on Human Stress, TSDC, Stixrud and Johnson, p. 9

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# Stress Is a Part of Life

**You can't (and shouldn't!) protect them from all kinds of STRESS. . .**

1. Positive Stress- helps us to grow, take risks and perform (as in preparing for a play, tournament)
1. Tolerable Stress- brief periods, can build resilience- adults present, time to recover (as in a short exposure to arguments, being bullied, even death of a loved one)
1. Toxic Stress- severe, daily, no adult present. Does not prepare kids for real world, "damages their ability to thrive."

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# Where Can We Go For Help?

**ParentsMatterToo.org**

**KidsMatterToo.org**

- Currently- there are over 50 videos that parents can watch whenever needed.
- Parents can find out:
  - Tips from getting a child to bed more easily
  - How to get children to communicate more openly
  - Can a 5 year old be diagnosed with ADD/ADHD?
  - What if my child isn't interested in school?
  - Drug and alcohol awareness, use, abuse...
  - What heroin looks like
  - How do I know if my child is experimenting with drugs or alcohol?
- And MUCH MORE!

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# What Can We Do?

Foster and support your child with:

- ★ **grit** and **perseverance** to tackle and achieve their goals
- ★ **growth mindset** to promote resiliency and achievement
- ★ **self-control** to focus, prioritize and regulate emotions
- ★ **mindfulness** to control anxiety due to the stressors of school and life
- ★ ability to make their own **decisions** and take **ownership** for them

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# How Do We Do That?

**Work Together- Get Together**

**Learn More- Listen, Share**

**Empower Parents**-provide more opportunities for parents to learn and share

**Empower Kids**- provide opportunities for our kids to learn and share

**Empower Your Community**-reach out to the experts:  
PD, FD, All First Responders, Mayor, Other Leaders:  
Therapists, Counselors, Social Workers, Authors

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***Thoughts or  
questions?***

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***Thank you!***

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