



Draft 85%

Make Comments Online: www.goo.gl/AhqzhU
(case-sensitive URL)

Informed Learner

Digital-Age Literacy

Twenty-first Century *Students* rely on visual and information literacies that require them to find, navigate through, evaluate, and create information in multiple formats.

Teachers provide research opportunities for students to develop and employ digital literacies.

Critical Learner

Critical Thinking & Problem Solving

Twenty-First Century *Students* utilize higher order thinking and reasoning to solve problems.

Teachers provides activities, experiences and feedback needed for students to develop higher-order thinking skills.

Creative Learner

Creativity & Innovation

Twenty-first Century *Students* develop original ideas and create relevant products by using inventive thinking, research, communication, and collaboration.

Teachers provide experiences that allow students to create unique ideas and products that have value beyond school.

Communicative Learner

Communication & Collaboration

Twenty-First Century *Students* apply knowledge to communicate and collaborate in order to reach a common goal or create a product.

Teachers structures a variety of communication methods to encourage substantive conversations and produce collaborative projects.

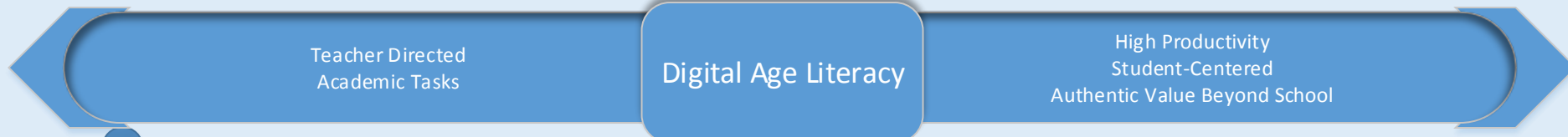
Relationships between DCSD Initiatives and The 21st Century Continuum

Blooms New Taxonomy	Digital Age Literacy	Communication & Collaboration	Critical Thinking & Problem Solving (existing ideas)	Creativity & Innovation (new ideas)
	Understand & Remember	Apply	Analyze & Evaluate	Create & Produce
TIPC Revision May 2013	Digital Age Literacy	Communication & Collaboration	Inventive Thinking	Curiosity, creativity, and risk-taking
DCSD 21 st Century Framework 2012	Digital Age Literacy Literacy Standards	Effective Communication Interaction	Inventive Thinking Creation	High Productivity Management
Assessment for Learning	Knowledge (content)	Performance (Skill)	Reasoning (Process)	Product (Product)
Authentic Intellectual Work	Construction of Knowledge Prior and new, in-depth knowledge	Disciplined Inquiry Substantive conversation	Construction of Knowledge Problem-solving	Value Beyond School Utilitarian, aesthetic & personal value
DCSD Performance Character	Informed Learner ...	Communicative Learner Personal, civic, social responsibility	Critical Learner Critical, creative, innovative, reasonable thinking	Creative Learner Production of relevant, high quality products
Characteristics of Effective Instruction	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> <p>Make Comments Online: www.goo.gl/AhqzhU (case-sensitive URL)</p> </div>			
RtI				
PBL				
Collaborative Data Inquiry				

Twenty-first Century *Students* rely on visual and information literacies that require them to find, navigate through, evaluate, and create information in multiple formats. *Teachers* provide research opportunities for students to develop and employ digital literacies.

The Student

Entry (1)	Developing (2-3)	Approaching (4-5)	Ideal/Target (6-7)
<ul style="list-style-type: none"> Acquires information using provided resources. Follows teacher direction to complete task Responds to teacher prompt. 	<ul style="list-style-type: none"> Uses search techniques Determines accuracy of sources using tools with strategies provided by teacher. Responds with limited analysis of information sources. 	<ul style="list-style-type: none"> Constructs own questions to guide research Incorporates varied search techniques Assembles and prioritizes information Uses appropriate formatting and citing 	<p>As might be required in college and/or career, student uses industry-standard tools to</p> <ul style="list-style-type: none"> find, evaluate and justify sources assemble and synthesize information formulate and test research questions attribute intellectual property create new information and authentic tasks



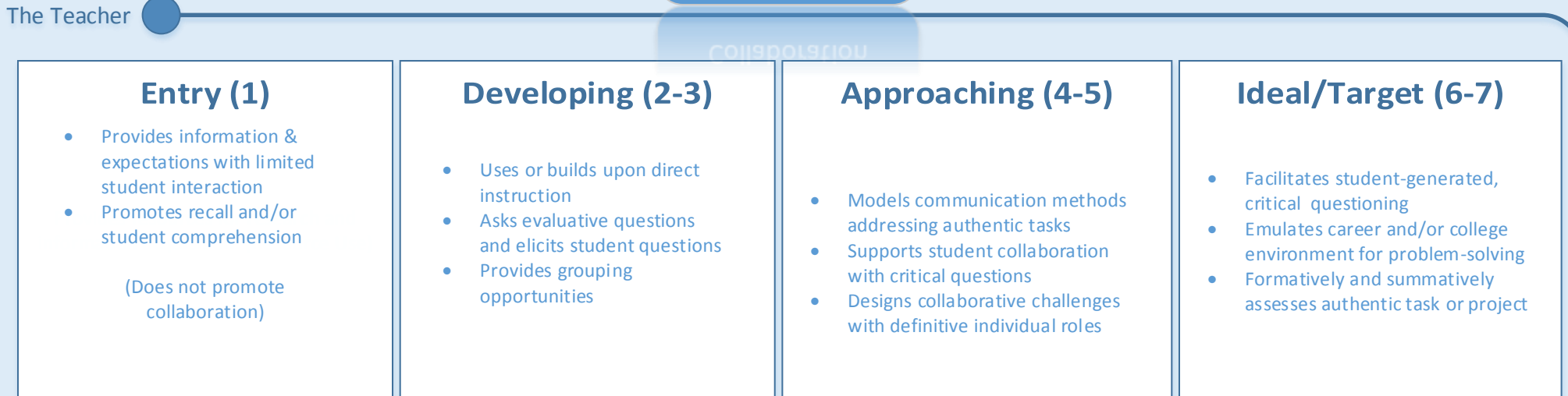
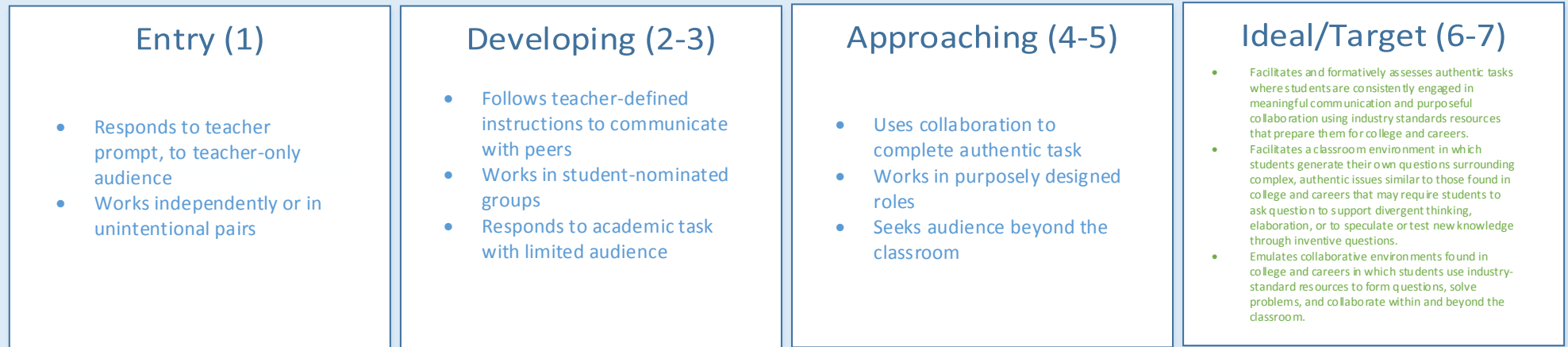
The Teacher

Entry (1)	Developing (2-3)	Approaching (4-5)	Ideal/Target (6-7)
<ul style="list-style-type: none"> Provides resources Directs student use of pre-selected sources States topics and research questions 	<ul style="list-style-type: none"> Models* search techniques and/or analysis of various sources Models* how to determine authority and accuracy of sources Provides limited student choice in sources 	<ul style="list-style-type: none"> Models* or reinforces investigative strategies Designs challenges to address an authentic task Guides students as they acquire, evaluate, and apply information 	<p>To prepare students for college and/or career success, the teacher</p> <ul style="list-style-type: none"> Designs lessons requiring solutions to real-world questions, problems, or situations Facilitates and assesses authentic tasks that incorporate industry-standard resources Requires evidence of multicultural perspectives

*or has built upon previous instruction

Twenty-First Century *Students* apply knowledge to communicate and collaborate in order to reach a common goal or create a product.

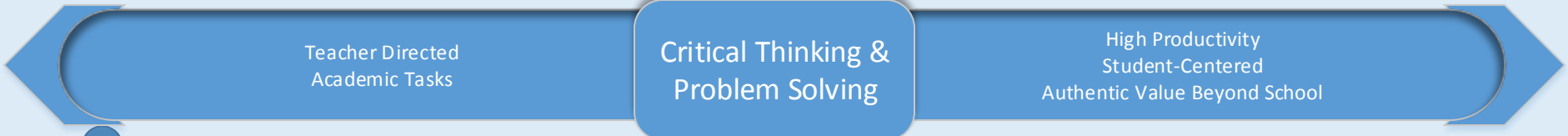
The Student *Teachers* provides a variety of communication methods to encourage substantive conversations and produce collaborative projects.



Twenty-First Century *Students* utilize higher order thinking and reasoning to solve problems. *Teachers* provides activities, experiences and feedback needed for students to develop higher-order thinking skills.

The Student

<p>Entry (1)</p> <ul style="list-style-type: none"> Respond to, but do not justify their answers to teacher-initiated questions. Work on class assignments through recollection of knowledge. Work from a single or imposed perspective in academic tasks. 	<p>Developing (2-3)</p> <ul style="list-style-type: none"> Elaborates on prompt requiring critical thinking or problem-solving Applies digital tools to elaboration Recognizes limited perspectives in academic task 	<p>Approaching (4-5)</p> <ul style="list-style-type: none"> Regulates learning by discerning effective and ineffective strategies Engages in higher-order thinking to complete an open-ended, authentic task Considers multiple perspectives while completing complex, authentic tasks* 	<p>Ideal/Target (6-7)</p> <ul style="list-style-type: none"> Engages in metacognitive and reflective activities Selects appropriate, industry-standard tools and resources to solve authentic tasks Considers how authentic problems can be solved in various ways given multiple perspectives
--	--	---	--



The Teacher

<p>Entry (1)</p> <ul style="list-style-type: none"> Directs student thought processes and responses. Provides class assignments that emphasize recall and comprehension. <p>Example Link:</p>	<p>Developing (2-3)</p> <ul style="list-style-type: none"> Applies (or has applied) direct instruction to limited critical thinking and problem-solving strategies Designs lessons requiring critical thinking or problem-solving to complete <p>OR</p> <ul style="list-style-type: none"> Directly instructs critical thinking and/or problem-solving Requires students to use critical thinking or problem-solving to complete task 	<p>Approaching (4-5)</p> <ul style="list-style-type: none"> Models critical thinking and/or problem-solving strategies in authentic context Designs challenging lessons requiring solution of authentic task Facilitates additional critical questioning to further student progress 	<p>Ideal/Target (6-7)</p> <ul style="list-style-type: none"> Designs authentic lessons requiring use of industry-standard tools needed for college or career Creates learning environment necessitating conceptual thought and/or the synthesis of multiple concepts Facilitates and formatively assesses students' ability to draw conclusions and solve problems
---	--	--	--

Twenty-first Century *Students* develop original ideas and create relevant products by using inventive thinking, research, communication, and collaboration. *Teachers* provide experiences that allow students to create unique ideas and products that have value beyond school.

The Student

Entry (1)	Developing (2-3)	Approaching (4-5)	Ideal/Target (6-7)
<ul style="list-style-type: none"> Responds to teacher direction to complete class assignments. Work on standard products following teacher direction. Work on assignments with predictable outcomes and little or no apparent risk. 	<ul style="list-style-type: none"> Question, summarize and make predictions on existing knowledge using provided resources in an academic setting. Work on class assignments that blend limited aspects of personal choice to generate new ideas and products in an academic setting. Work on standard products that may have multiple, but known solutions requiring students to generate new ideas or test existing perception within confined limits of risk. 	<ul style="list-style-type: none"> Synthesize existing and self-generated knowledge to create new ideas and products in an authentic context using industry-standard tools. Analyze trends and make predictions that inspire new solutions to authentic problems or tasks. Work on complex, authentic problems that require students to take risks in an environment supportive of experimentation and possible failure. 	<ul style="list-style-type: none"> Collaborate effectively within and beyond the classroom to create substantive, innovative ideas and products as a response to authentic tasks that require the use of industry-standard tools and resource in order to prepare for college and careers. Apply critical thinking and research methods using industry-standard tools and resources to create meaningful, original, and potentially innovative responses to authentic problems or tasks that prepare them for college and careers. Work on open-ended, complex, and sometimes chaotic problems or situations drawn from the real world that require students to use industry-standard tools and to choose strategic risks that support innovation in order to prepare them for college and careers.

Teacher Directed Academic Tasks

Creativity & Innovation

High Productivity Student-Centered Authentic Value Beyond School

The Teacher

Entry (1)	Developing (2-3)	Approaching (4-5)	Ideal/Target (6-7)
<ul style="list-style-type: none"> Directs a learning environment with limited options for student choice or creativity. Provides class assignments that emphasize student response over process. Provides assignments with limited or known outcomes requiring little or no risk taking. 	<ul style="list-style-type: none"> DIRECTLY INSTRUCTS TO ACCOMMODATE A LIMITED RANGE OF LEARNING STYLES, INTERESTS, AND ABILITIES THAT SUPPORT SOME STUDENT CHOICE OR CREATIVITY. INCLUDES CONNECTIONS BETWEEN SUBJECT MATTER AND CONTEMPORARY ISSUES AND/OR NEW IDEAS IN ACADEMIC ASSIGNMENTS. PROVIDES SOME OPPORTUNITIES FOR STUDENT TO TAKE LIMITED RISK WITHIN WELL-DEFINED ACADEMIC ACTIVITIES. 	<ul style="list-style-type: none"> Differentiates instruction Designs opportunities for synthesis of research to complete an authentic task Models risk-taking, creativity, and craftsmanship with a variety of resources 	<ul style="list-style-type: none"> Creates an environment whereby students use industry-standard tools to create and innovate authentic products Designs learning opportunities affording creative thinking in order to solve the challenges of ambiguity and/or complexity Designs opportunities where students feel free to engage in risk-taking and original thinking as might be expected in college and/or a career

Concept of expanded document



The Teacher

Entry (1)

- Provides resources for research and information acquisition
- Directs student use of limited/pre-selected information sources.
- States topics and questions to be researched.

Developing (2-3)

- Directly instructs or builds on past instruction on search techniques and/or analysis of various information sources.
- Directly instructs or builds on past instruction on how to determine the authority and accuracy of sources.
- Provides limited flexibility for student choice in terms of research or information access.

Approaching (4-5)

- Models or reinforces evidence-based or industry-accepted strategies to guide student investigation and analysis of information sources.
- Designs challenges that promote synthesis of varied, valid resources used to address an authentic task.
- Supports students as they acquire, evaluate, and apply information from various relevant information sources.

Ideal/Target (6-7)

- Facilitates and assesses authentic tasks where students are consistently conducting or using research and incorporating digital-age literacies that prepare them for using data, information, and/or resources necessary for success in college or careers.
- Designs authentic tasks that incorporate industry-standard resources, information, and technologies that prepare students for success in college or careers.
- Supports students as they use digital-age literacies to formulate solutions to real-world questions, problems, or situations that prepare them for success in college or careers.