



Making the Shift - North Coast Technology Integration Program

“Connecting Common Core to 21st Century Learning”



21st Century
Fluency Project





The Objective

Making the shift to a 21st century learning environment

Simply stated, the objective is to deliver a program with accountability and measurable deliverables, grounded in the curricular objectives, that solidifies an understanding of the application of the 21st Century Fluencies. Additionally, to guide teachers in the development of unit plans for a 21st century learning environment, providing a process, framework and common language for faculty and students to unite the District moving forward.

The elements of 21st century learning environments

In a 21st century learning environment, students use higher-level thinking to create products as solutions to relevant real-world problems. This involves well-crafted scenarios that provide problems that the students are challenged to solve through the application of the 21st Century Fluencies—structured processes for problem-solving, creativity, media production, information processing and collaboration.

Though this is project and process-based learning, there is a significant difference. The scenarios are grounded in relevance to the student, not to the teacher. For learning to take place, there must always be clear relevance to the student, so this is our top priority when working with teachers to create scenarios. We also focus on creating, which is the pinnacle of Bloom's Digital Taxonomy. In order for students to create, they must be able to remember, understand, apply, analyze and evaluate. By not scripting the learning, or the outcome, and providing students the opportunity to express themselves through creativity, they constantly amaze us with how talented they are and how much more they are capable of learning.

As much as possible, we encourage developing scenarios that are based on real-world tasks or simulations of real-world tasks. Simply put, real-world is well, real. So the question "When would I use this in the real world?" is never asked. It instantly creates relevance.



Relevance + Creating + Real-world

21st Century Learning



21st Century Fluency Institute

This intensive and dynamic session is about moving past the rhetoric, to make meaningful change at the classroom level. Designed to engage lateral thinking, to foster creativity, and optimized to expedite the shift to the 21st century classroom, we begin with the 21st Century Fluencies. While some participants may have been introduced to these before passively in our keynote presentations, having the opportunity to revisit them experientially takes comprehension to a whole new level. This is not a lecture—we are putting ideas in your hands, and we will be there to help you get to work.

Working in small teams from a mix of grade levels and subject areas, we move on to scenario development, connecting curriculum to relevant real-world situations. We keep the process shifting and spiraling up until each group has created a solid, completely written scenario, learning progressions and rubrics for authentic assessment, identifying all the standards it addresses.

The learning continues, anytime and anywhere

After the workshop, participants will be able to continue to develop unit plans through the Fluency21 Unit Planner, which includes hundreds of complete units written by our team. Through the cloud-app they can co-author, share, and source unit plans with a global community of educators.

More importantly, post-workshop, participants will be given access our Fluency21 coaching team. The coach will work remotely, one-on-one, to support the teacher who now works independently to develop a unit for implementing in the classroom. This is a great self-directed learning opportunity for teachers to excel on their own time, and at their own pace, wherever and whenever they choose.

By the end of the coaching program, the participant will have developed as many complete units for their class as they wish, which, through the support of the coach, will be of the highest standard—on par with the units we certify for publishing ourselves.

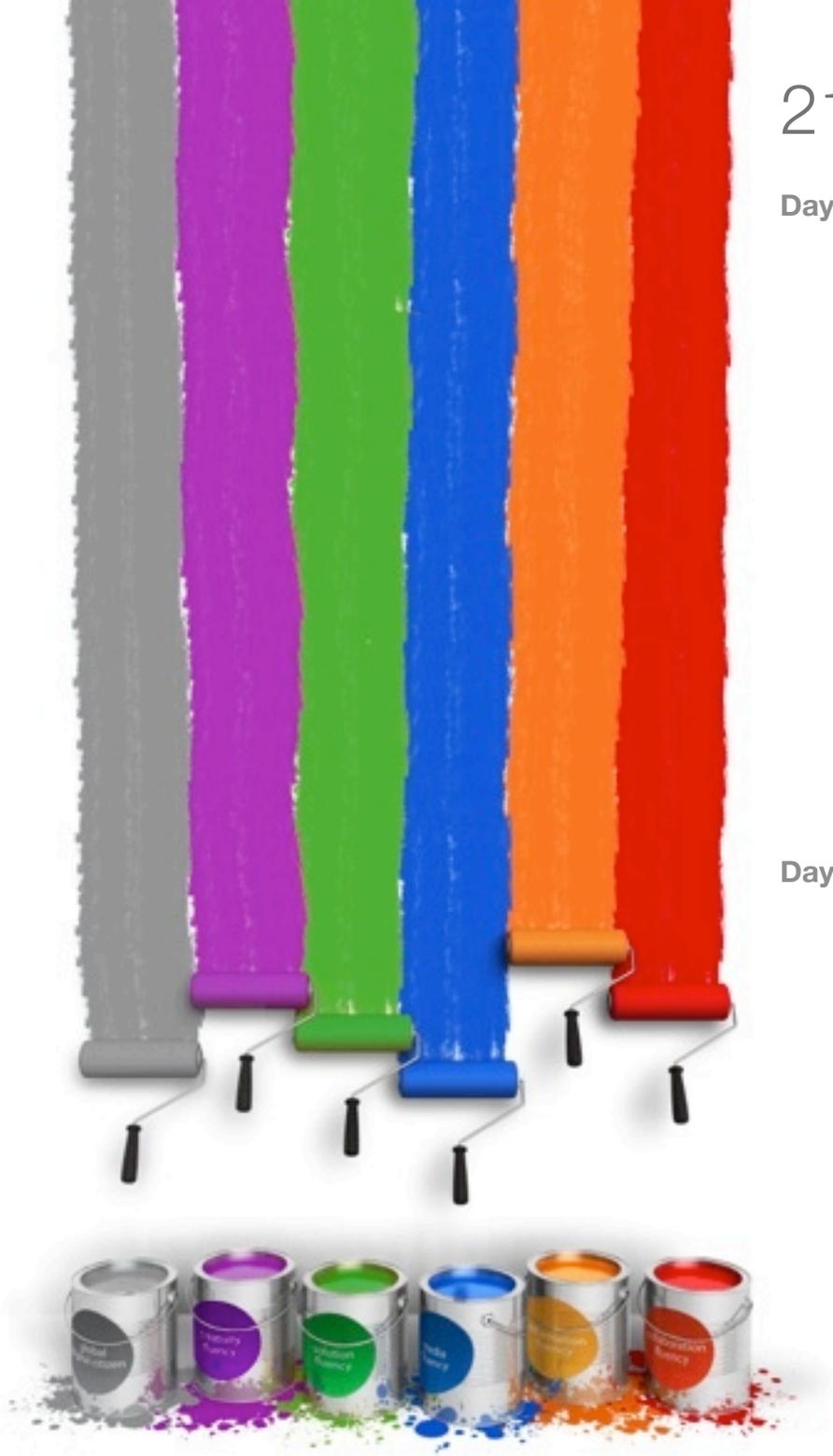
21st Century Fluency Institute

Day 1 Topics and Activities

- The Rise of the Creative Class and the Future of Work
- The Disconnect and Disruptive Innovation
- The Critical Skills for the 21st Century
- The Elements of a 21st-Century Learning Environment
- Solution Fluency in Action
- Unit Plan Scenario Development Part 1 - Relevance
- Introduction to Authentic Assessment
- Information Fluency in Action
- Unit Plan Scenario Development Part 2 - The Big Picture and Essential Questions
- Unit Plan Scenario Development Part 3 - High Tech, Low Tech, No Tech Adaptations
- Unit Plan Scenario Development Part 4 - Pitching the Relevant Challenge
- Group Elevator Pitches and Formative Feedback

Day 2 Topics and Activities

- Debrief and Reset
- Making the Shift to the Facilitator of Learning
- Unit Plan Scenario Development Part 5 - Rubrics and Assessment
- Creativity Fluency in Action
- Unit Plan Scenario Development Part 6 - The Learning Progressions
- Media Fluency in Action
- Unit Plan Scenario Development Part 7 - The Fluency Matrix
- Resources, Coaching, Collaboration
- Building Backwards, Managing Expectations, Deliverables,



Mission Plan - Phase I

It takes a lot of planning to get a successful mission launched. We have to know where we are, and determine where we are going. Once the engines are fired, it takes massive effort to escape the pull of gravity. With our efforts aligned, this resistance is overcome and our mission is underway! Though every mission is different, below are some elements we find often appear in our collaborative plan.

Launchpad to 21st Century Learning

This thorough process involves site visits and interviews with students, parents, teachers and school and District administrators. The purpose is to create a baseline of the state of teaching, learning and assessment through an analysis of over 120 attributes, summarized by 21 elements contained within four key aspects:

- **Readiness:** readiness of the District for change and innovation
- **Environments:** environments in which teaching and learning are occurring
- **Capacity:** current ability of the District to support changes in learning environments
- **Deployment:** how resources are currently distributed within the District

Liftoff Stage One - Vision and Alignment

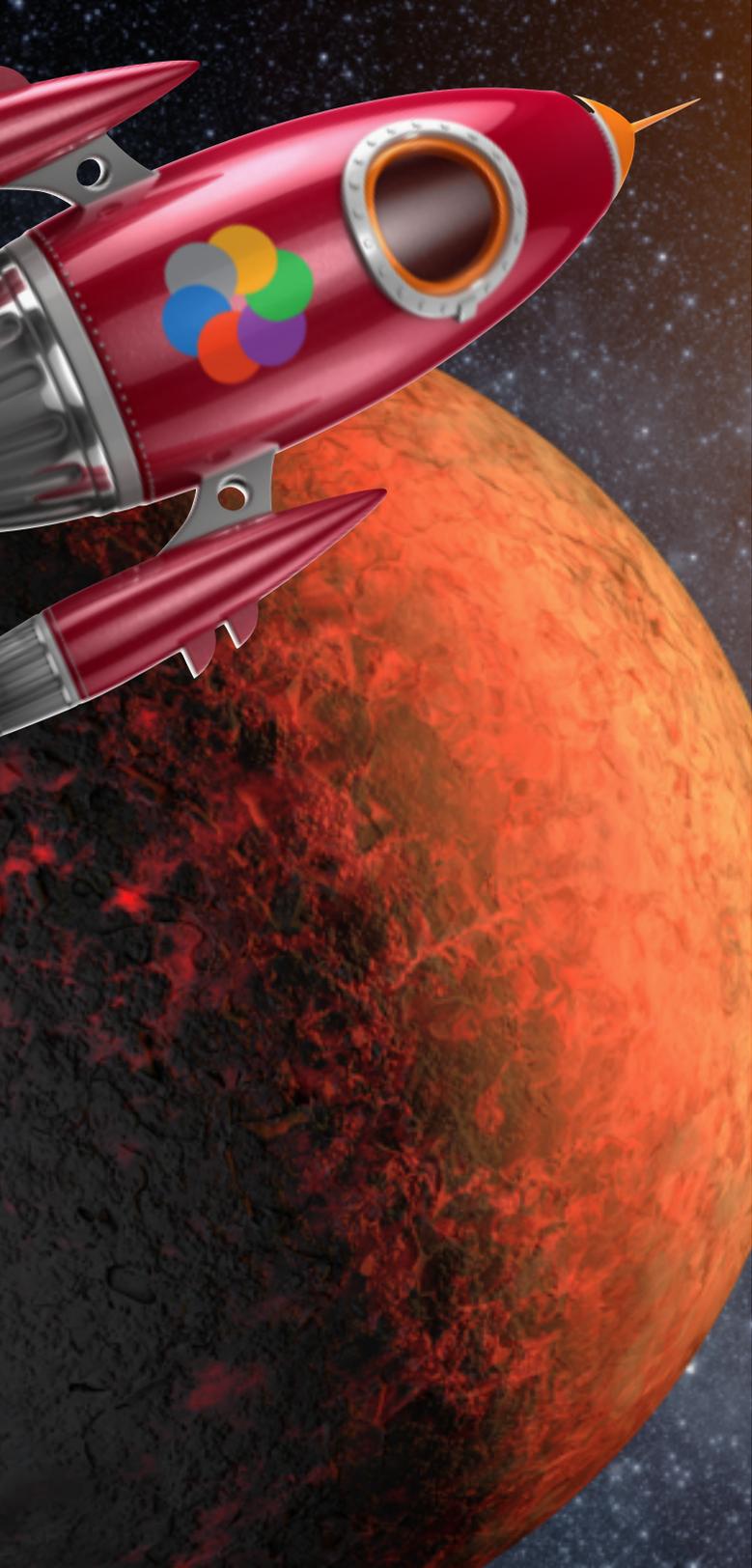
With a firm understanding of where we are, our efforts focus on where we are going and how we are going to get there. Collaboratively we will develop a long-term vision for this mission and identify critical milestones as reference points along the way. To ensure this vision is commonly understood, we will identify opportunities to create alignment with all stakeholders including parents, teachers, students, support staff and leadership.

Liftoff Stage Two - Leadership and Early Adopters

We will begin the transition by identifying early adopters and working closely with them to begin the shift. This may be current teacher-leaders or others keenly interested in facilitating this shift. This team will become our champions as we move into our next stages, so it is critical that they develop the skills to a level of mastery so that they may guide others through the process.

At the same time, we will be working with school leadership to build capacity to measure and support this initiative. This is a real shift to the process of pedagogical leadership as well as educational management.





Mission Plan - Phase II

The focus in the first stage is heavily focused on where we are, and on breaking free. Now with momentum of flight in zero gravity, there is little resistance and small efforts result in big movements. It is during this second phase that things become their most fun and dynamic as we leave the past behind and look to the future!

Liftoff Stage Three - Adjusting the Headings

Before moving into our next phase, however, it's critical we take time to evaluate where we are and identify what is working and what needs fine-tuning. Things change over time and now that our mission is underway there may be changes in the requirements or the course to the destination. This may mean the creation of new programs or escalation of those already in place. Either way, we must ensure we are on course, that our bearings are right, and make the necessary adjustments.

The Jump to Light Speed

In our first cohort we cultivated a team of committed and capable teachers, able to be leaders to their peers. As they will have demonstrable success in “the classroom across the hall,” they will be able to help support their colleagues as we expand the mission to include the whole school.

This process is similar to that which was undertaken with the early adopters. This time however, the early adopters will work in tandem to assist in coaching a small group. During this process, they will have the opportunity to begin to cultivate the skills to lead this process in the third phase.

Interstellar Collaboration

There are thousands of teachers in our network in over a dozen countries. Both your faculty and students will have the opportunity to work in partnership to create a level of learning and engagement that is out of this world! This is an excellent opportunity to foster Global Digital Citizenship as you work with others in a mentoring and collaborative atmosphere.



Mission Plan - Phase III

Entering the third phase, we start to progressively withdraw. As much as we'd like to stay with you, it is our goal that by the end of this process, it is self-sustaining. This capacity-building started happening early on, identifying leadership potential and continued in the second phase as we started transferring leadership responsibility to early adopters.

Explore Strange New Worlds

We don't know exactly what this phase will look like, but we do know it will be exciting! Through collaboration with other schools and by the natural enthusiasm of faculty and students, new directions, new initiatives and new possibilities will arise. As always, these need to be carefully considered for alignment with our initial goals. Again, the goals may need to be revised; it is normal that fine-tuning happen throughout this process.

As new opportunities appear, programs for their implementation will now happen internally, while we facilitate the process. We are here to support and to guide, but it is critical that at this point the responsibility starts to shift back to the key stakeholders.

To Infinity and Beyond

Before our time together is done, we need to evaluate where we are and that we have accomplished what we set out to do. This cycle of assess, debrief, adjust, has been present from the beginning, and continues to the end. It's also essential that we collaboratively develop a new plan for where you will be in the future, and how you will get there. Our work is only done when we are confident you have all the capacity to accomplish this independently.

Where will you go from here? What will you do next? Whatever it is, it will be amazing, and the focus will be what is best for students, as it should be.

Committed to Common Core

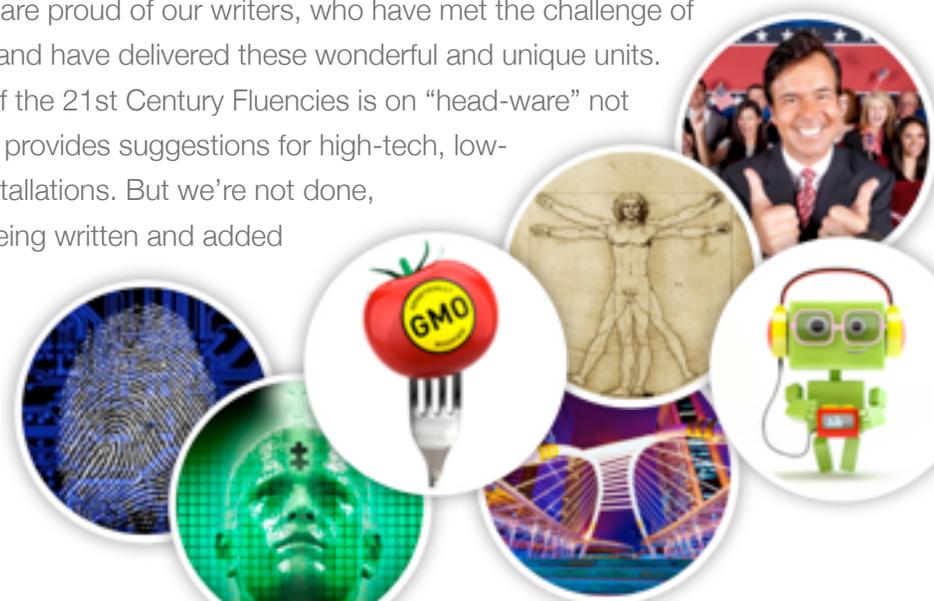
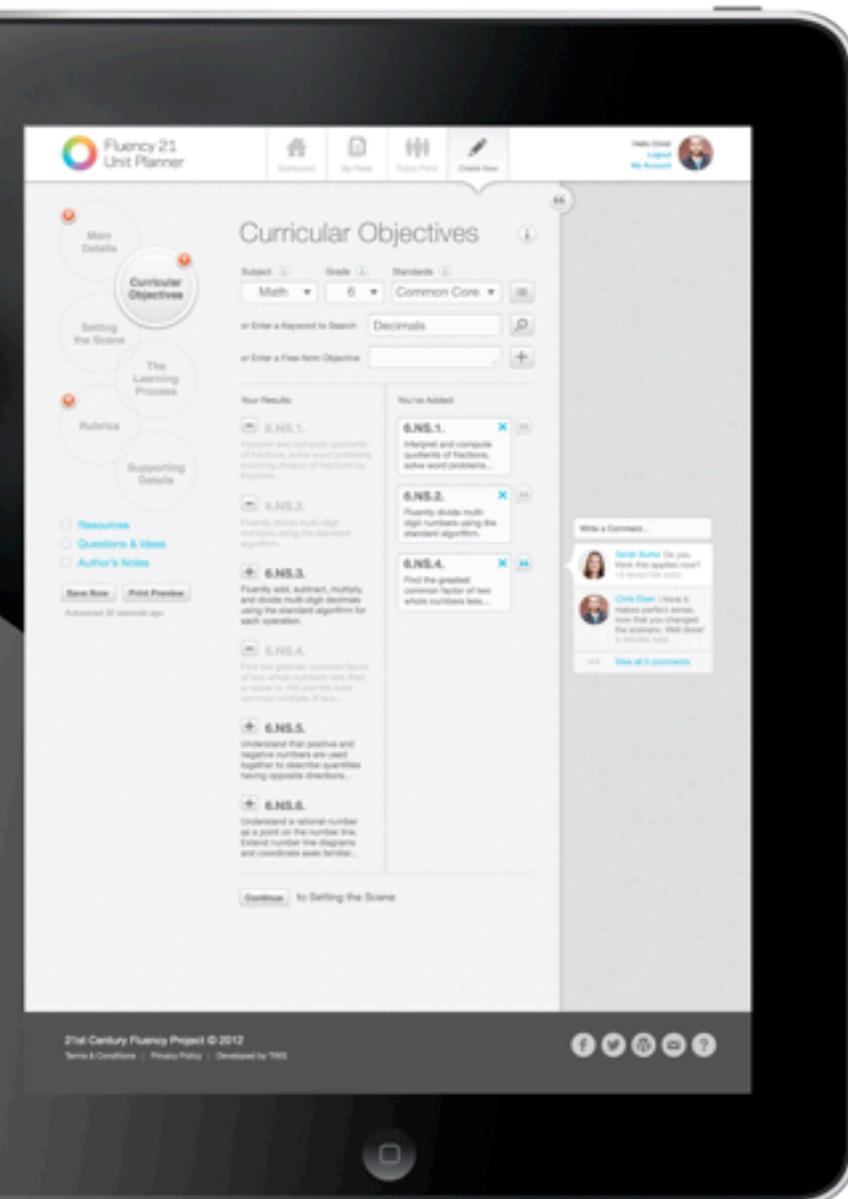
What gets measured gets done.

We understand that every teacher at every level is accountable for ensuring the standards are met. The very nature of the 21st century learning environment is that it addresses multiple curricular objectives in multiple subject areas.

Our Fluency21 Unit Planner cloud-app includes Common Core as well as standards for ISTE, Australian Curriculum, New Zealand, Australia and Canada. Your teachers will be able to identify all the applicable standards for their unit. By grouping plans into a collection they can plan for the year as our web-app will instantly determine which standards have not been addressed. The unique collaboration features allow administrators, coaches and teachers to comment on any aspect of a unit plan, fine tuning for the best possible learning outcomes. Teachers can even send a shout-out to their PLN for input and assistance, to one of our Fluency21 Coaches, or to the global community of teachers collaborating through our cloud-app.

Here's a few hundred to get you started.

Everyone needs some samples to really understand how to write these units, and the Fluency21 team has developed an extensive collection of top-notch unit plans for your teachers to use. We are proud of our writers, who have met the challenge of our high-standards, and have delivered these wonderful and unique units. Because the focus of the 21st Century Fluencies is on “head-ware” not hardware, each plan provides suggestions for high-tech, low-tech and no-tech installations. But we're not done, new unit plans are being written and added every day!



It's all about you

Scalable and sustainable

We normally start with your learning coaches, and if possible, administrators. We include the administrators because being present demonstrates to staff their commitment to lead this change, and also because it is difficult for them to lead a process they have not gone through themselves. Once the learning coaches are familiar with creating and delivering these modules, we then roll out the training to the faculty, using the learning coaches as the facilitators, and supporting them as they take over the training and manage the teachers and the process.

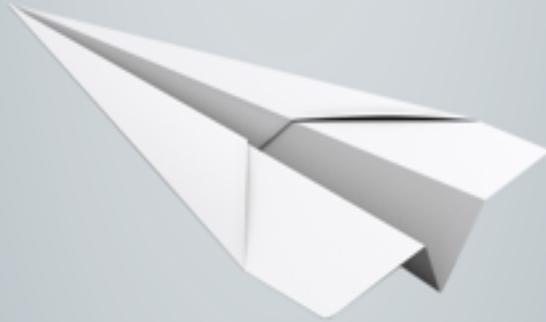
Our intention is, that by the end of the process, they are self-sufficient. Our aim is to develop a holistic 21st century educator in line with the changes underway within education in the United States. We want to not only support you with great resources, but also make sure your teachers develop the skills to continue to create resources of their own.

Professional development without follow-through is malpractice

Throughout the process we are very clear that in order for change to happen, there must be accountability and deliverables with specific, firm deadlines. We are committed to providing the very best training and support to your faculty, and they are expected to be committed to the process as well. For example, participants will be expected to create or implement a unit plan within a specified timeframe. These are developed before the process begins, and depends on your timeline.

A little or a lot

The level of our involvement in your process is up to you. We can design, develop, and deliver a complete multi-year strategic plan, or we can provide a single day of training. It's you that's painting the picture of what teaching, learning and assessment will look like in your District, and we want to support you in any way we can. Based on our conversations, the following is what we have been asked to provide. We would be happy to discuss expanding this at any time should you require additional support.





21st Century Fluency Project

The 21st Century Fluency Project is all about change. In today's world new technologies allow us to go places and do things that would have been unimaginable even a few short years ago.

This has become the essence of life in the 21st Century, but more specifically the lives of our children. As students, they have a whole new way of thinking and learning that many educators are unable to understand, and that most schools are unable to accommodate. That's where we come in.

The 21st Century Fluency Project is a collaborative initiative that was created to develop exceptional educational resources to assist in transforming learning so that it is relevant to life in the 21st century.

Our mission is simple - to instill awareness of the importance of the change that is happening today, to help educators understand the need to "catch up" to today's students by re-evaluating current instructional and assessment methods, and to provide guidance in how to make change a beneficial thing for both student and teacher.

Our focus is not on professional development, but professional transformation!

We work with educators in over a dozen countries to help them make the shift to a 21st-century learning environment—learner centered learning where the focus is relevance ... to the learner.

To help facilitate this change we have developed extensive resources, including several best-selling books and videos of our most popular keynotes, and an amazing cloud-app, The Fluency21 Unit Planner. All these tools are designed to accompany you in the journey forward—your professional transformation. We are here to support you!

Your Team and the DRI

We invite you to visit our website www.fluency21.com to become more familiar with your team. Many of whom you will have the opportunity to meet during our time working together. Though there are many of us, there will always be one person we identify as the DRI, (Directly Responsible Individual), who will be your primary contact point and be responsible for creating and managing this contract for the most successful possible outcome. For your district this will be Ian Jukes and Lee Crockett who are featured on the following pages.



Ian Jukes

Ian Jukes has been a teacher, an administrator, writer, consultant, university instructor and keynote speaker. As co-founder of The 21st Century Fluency Project, an international consulting group that provides leadership and program development, Ian has worked with clients in more than 70 countries and made more than 10,000 presentations.

To date he has co-written more than a dozen books. His most recent books are: *Teaching the Digital Generation*, *Living on the Future Edge*, *Understanding the Digital Generation*, and *Literacy Is Not Enough*. He has also the publisher of the *Committed Sardine Blog*, which is electronically distributed to almost 100,000 people in over 60 countries.

First and foremost Ian is a passionate educational evangelist. From the beginning, Ian's focus has been on the compelling need to restructure our educational institutions so that they become relevant to the current and future needs of the digital generation - and to prepare them for their future and not just our past.



Lee Crockett

Lee Crockett is a national award winning designer, artist, author and international keynote speaker. He is the Managing Partner of The 21st Century Fluency Project, and is co-author of Understanding the Digital Generation, The Digital Diet, Living on the Future Edge, and the best-seller, Literacy is not Enough.

Lee is a "just in time learner", constantly adapting to the new programs and technologies associated with today's communications and marketing media. He is the creative force behind the Fluency21 Unit Planner cloud-app which has created a culture of collaboration as educators around the world can share and source unit plans aligning to the structure of a 21st century learning environment as outlined in his works.

Understanding the need for balance in our increasingly digital lives, Lee has lived in Kyoto, Japan where he studied Aikido and Tea Ceremony as well as Florence, Italy, where he studied painting.

Lee works with educators in several countries, helping them shift to regain relevance and establish culture of excellence.



Our Commitment to you.

As every district is different, the specifics of the program will have to be developed as part of the process. Our commitment is to do whatever it takes to support this program.

We will be using a train-the-trainer model, first working with the champions and administrators, then rolling out the process to the entire faculty. This happens with a combination of on-site work as well as extensive virtual support and training through our Fluency21 Cloud-app.

- Scoped to the faculty, students and administration
- Two main cohorts, the Early Adopters or Champions, and the rest of the faculty. The Champions will be trained extensively and used as both facilitators and coaches for the rest of the faculty
- Unlimited virtual support and coaching through Fluency21 cloud-app
- Top-level access to Fluency21 Unit Planner for all faculty and administration
- Top-level access to upcoming Fluency21 virtual products, apps, and the upcoming Fluency21U for all faculty, students, and administration.

Total Investment - \$800,000