

## Webinar Facilitator's Guide to: Integrating Innovation Skills



### Session Description

Participants will gain awareness regarding innovation skills students need to be college and career ready and how these skills are reinforced and integrated with Common Core State Standards. This includes practice planning for and incorporating innovation skills in lesson planning.

### Goal of the Session

Participants will be better equipped to implement Critical Thinking, Creativity, Communication, and Collaboration within their instructional planning.

### Expected Outcomes:

By the conclusion of the webinar or presentation, **participants** will:

- Identify the innovation skills students need to be college and career ready
- Understand how Common Core State Standards reinforce these skills
- Identify teacher practices and considerations to promote these skills
- Apply this awareness to evaluating and creating lesson plans

TIME	CONTENT/ACTIVITIES	MATERIALS
2 min	<p><b>“Introduction”</b></p> <p><b>Slide 1</b></p> <p><b>Set Up:</b> Use tent cards to organize participants in groups (elementary, middle and high school). Ask them to go into their corresponding groups when they enter the room.</p> <p><b>As participants enter:</b> Play P21 video and/or help to establish poll everywhere accounts if used</p> <p><b>Script:</b> “Welcome to the session on Integrating Innovation Skills within the Common Core for College and Career Readiness.”</p> <p><b>Note:</b> Then follow by introducing yourself. You may ask participants to introduce themselves to group or neighbor too.</p>	<p>P21 video or poll: <a href="http://www.polleverywhere.com">www.polleverywhere.com</a></p>

TIME	CONTENT/ACTIVITIES	MATERIALS
1 min	<p><b>“Expectations”</b></p> <p><b>Slide 2</b></p> <p><b>Script:</b> “For your information, restrooms are located (give directions). Please use them as needed. Please also take any necessary phone calls outside of the room and, if you can, please silence your phone when you are in this room. This session also has an expectation of participation. This will be interactive, so we would encourage you to participate as much as possible. Are there any other considerations?”</p>	
1 min	<p><b>“Essential Questions”</b></p> <p><b>Slide 3</b></p> <p><b>Script:</b> “These essential questions address the “why” of our time together. In other words, what are the broad questions that drive our exploration of today’s topic? These questions are not to be answered specifically, but to generate deep thought behind the purpose of our activity. We begin by asking essential questions, just as classroom instruction should stem from "big questions" of meaning and relevance to our lives.”</p> <p><b>Note:</b> Read questions out loud.</p>	
0.5 min	<p><b>“Outcomes for Today”</b></p> <p><b>Slide 4</b></p> <p><b>Script:</b> “The essential questions are then scaled down to targets for our class/session. These targets are tangible goals with concrete takeaways in the form of knowledge and skills.”</p> <p><b>Note:</b> Read the outcomes out loud</p>	
0.5 min	<p><b>“Myth: 21<sup>st</sup> Century Skills are all about technology”</b></p> <p><b>Slide 5</b></p> <p><b>Script:</b> “The myth states that 21<sup>st</sup> century skills are all about technology.”</p>	
0.5 min	<p><b>“Truth: 21<sup>st</sup> Century Skills are all about students”</b></p> <p><b>Slide 6</b></p> <p><b>Script:</b> “The truth is technology is only a small part of it, a tool to use when cultivating broader skills. We are focusing on more broadly-applicable learning and innovation skills cultivated in students during this presentation.”</p>	

TIME	CONTENT/ACTIVITIES	MATERIALS
4 min	<p><b>“Today’s Students Must...”</b></p> <p><b>Slide 7</b></p> <p><b>Script:</b> “Take a moment to think about this, in the context of the students in your classroom... What skills will they will need most to survive and thrive in this world? Now take a moment, to ““think, pair, share”- your thoughts.</p> <p><b>Note:</b> Participants may write one idea per post it note and post around the room.</p>	<p>Post-its or chart paper Pens/Markers</p>
3 min	<p><b>“Today’s Teachers Must...”</b></p> <p><b>Slide 8</b></p> <p><b>Script:</b> “After listening to the answers about what our students must be able to do, the obvious questions are - How does our goal to cultivate 21<sup>st</sup> century skills affect our teaching?</p> <p><b>Note:</b> Here teachers can brainstorm responses and share them. Ideas may include things like...</p> <p>Teachers must provide students with challenges, while making the possibility of mistakes and failure acceptable. Teach students that mistakes and failures are opportunities to learn and grow.</p> <p>A great deal of time will be spent on planning projects that may cross content areas, requiring collaboration with other professionals not only in your building, but possibly in collaborative learning groups online.</p> <p>Quite possibly teachers will be learning technology from their students as the classroom moves along with different projects and new technology. This will be a new experience for most students and teachers, and both will need to learn to work together. The students are truly the “experts” in the technology field as they have been using technology throughout their entire lives. We need to allow ourselves the freedom to learn from them.</p>	

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2 min	<p><b>“Guiding Questions”</b></p> <p><b>Slide 9</b></p> <p><b>Script:</b> “These are questions to consider individually while watching the video, and process briefly as a group following the video.”</p> <p><b>Note:</b> Refer participants to Guided Questions handout.</p>	Guided Questions Handout
3 min	<p><b>“Observe 21<sup>st</sup> Century Students in Action”</b></p> <p><b>Slide 10</b></p> <p><b>Note:</b> show VIDEO clip – “Deeper Learning”</p> <p>Show first 2 ½ minutes of 2013 PBS video highlighting relevant, project-based learning.</p>	Video clip #2- “Deeper Learning”
1 min	<p><b>“Common Core ELA Capacities of Literate Student”</b></p> <p><b>Slide 11</b></p> <p><b>Script:</b> “Consider this list of Capacities of a Literate Student, the Common Core description of skills and attributes needed by students in the 21<sup>st</sup> Century. They describe the attributes and habits of literate students, to be obtained through focusing on the ELA content standards. What on this list do you admire about your students, because they do it well? What on this list would you like to help them to do better?”</p>	Common Core Standards Handout
2 min	<p><b>“Partnerships for 21<sup>st</sup> Century Skills”</b></p> <p><b>Slide 12</b></p> <p><b>Script:</b> “Yet, the voluntary movement to Common Core State Standards did not arise out of a vacuum.</p> <p>Employers, educational institutions, and experts in human development have all joined the research effort to determine exactly where we should focus our efforts as educators.</p> <p>There are many ways to list these skills, and the framework we see here is a result of the influential Partnership for 21<sup>st</sup> Century Skills project.</p> <p>Note, their framework involves core academic subjects in addition to Life and Career Skills; Information, Technology, and Media Skills; and Learning and Innovation Skills.”</p>	<p>P21 Framework Handout</p> <p>P21 &amp; Common Core Handout</p>

TIME	CONTENT/ACTIVITIES	MATERIALS
1 min	<p><b>“Focus on Learning &amp; Innovation Skills”</b></p> <p><b>Slide 13</b></p> <p><b>Script:</b> “For our purpose today, we are going to focus on the Learning and Innovation Skills and how they intersect with Common Core State Standards. These are skills that employers and educators alike stress as important in a modern context. Of course, these skills are not new to classrooms, nor do they exist in isolation. Today we will explore ways to be <i><b>even more intentional</b></i> in our cultivation of these skills.”</p>	
1 min	<p><b>“Myth: Critical Thinking”</b></p> <p><b>Slide 14</b></p> <p><b>Script:</b> “The myth states that critical thinking is a hard crossword puzzle. In reality, we all know it is much more than that. Critical thinking and problem solving are considered by many to be the new basics of 21<sup>st</sup> century learning. Critical thinking can be characterized by the four statements: reason effectively, use systems thinking, make judgments and decisions, and solve problems.”</p>	

2 min	<p><b>“Truth: Critical thinking is...”</b></p> <p><b>Slide 15</b></p> <p><b>Script:</b> “<u>To reason effectively</u> students should be able to use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. For example, they will need to use reason effectively to validate sources they find on the internet.</p> <p><u>To use systems thinking</u> students should be able to analyze how parts of a whole interact with each other to produce overall outcomes in complex situations.</p> <p><u>To make judgments and decisions</u> students should be able to effectively analyze and evaluate evidence, arguments, claims and beliefs.</p> <p><u>To solve problems</u> students should be able to identify and ask significant questions that clarify various points of view and lead to better solutions.”</p>	
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2 min	<p><b>“Myth: Communication/Collaboration...”</b></p> <p><b>Slide 16</b></p> <p><b>Script:</b> “While communication- the sharing of ideas, and collaboration- working towards a common goal, are two separate skills, they are inextricably linked. They are also worth examining closely.  <u>Myth:</u> Collaboration is achieved once you have put students in work groups.  <u>Fact:</u> It is much more complicated than this.  Consider this image... What is different about this? What is troublesome about this? What is great about this? How must we redefine our views of communication and collaboration in order to embrace changes in society and prepare students for THEIR world?  Some learning standards are designed to preserve skills that may otherwise be at risk. Consider face-to-face speaking and listening skills, for example. Other learning standards incorporate new technologies in order to forecast skills our students will need most in a rapidly changing world.</p>	
2 min	<p><b>“Truth: Communication/ Collaboration is..”</b></p> <p><b>Slide 17</b></p> <p><b>Script:</b> “Truth: Communication and collaboration involves specific skill sets that have the power to tremendously increase likelihood of student success in their professional and personal lives.  Both verbally and through written works, students must be able to:</p> <ul style="list-style-type: none"> <li>• Communicate coherently and succinctly for accurate understanding.</li> <li>• Tailor their message to the audience, and consider the intention of the author/speaker when consuming information from others.</li> <li>• Value a diverse exchange of ideas when collaborating so as to enhance the intended outcome.</li> <li>• Learn to constructively critique and/or disagree in a way that engages, not alienates, collaborators.</li> <li>• Work collectively toward tangible end products that reflect the contribution of group members.</li> </ul> <p>As you can see, the development of social, emotional, and behavioral skills are necessary for success in communicative and collaborative processes. This does not happen overnight. <i>It is necessary for classroom teachers to actively model and facilitate an environment that is affectively and physically conducive to this kind of learning.”</i></p>	

TIME	CONTENT/ACTIVITIES	MATERIALS
2 min	<p><b>“Myth: Creativity is for Artists”</b></p> <p><b>Slide 18</b></p> <p><b>Script:</b> “Given the 21<sup>st</sup> century demands to continuously innovate new services, better processes, and improved products for the world’s global economy, and for the creative knowledge work required in more and more of the world’s better-paying jobs, it should come as no surprise that creativity and innovation are very high on the list of 21<sup>st</sup> century skills. The Knowledge Age is quickly giving way to an Innovation Age. Creativity is based on something that virtually everyone is born with: imagination. Creativity and innovation can be nurtured by learning environments that foster questioning, patience, openness to fresh ideas, high levels of trust, and learning from mistakes and failures. Thinking creatively closely related to thinking critically and solving problems, is at the core of creative work.</p>	
1 min	<p><b>“Truth: Creativity is...”</b></p> <p><b>Slide 19</b></p> <p><b>Script:</b> “<u>To think creatively</u> students should be able to create novel, new and worthwhile ideas (both incremental and radical concepts)  <u>To work creatively with others</u> students should be able to be open and responsive to new and diverse perspectives; they should be able to incorporate group input and feedback into their work  <u>To implement innovations</u> students should be able to act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.”</p>	

TIME	CONTENT/ACTIVITIES	MATERIALS
1 min	<p><b>“Teaching with Intention”</b></p> <p><b>Slide 20</b></p> <p><b>Script:</b> “Think back to the answers you gave in our first few minutes together, when we discussed: “What must teachers do to promote College and Career Readiness?” Our task now is to build on the positive things you already do to promote these skills and more intentionally correlate planning to promote the Common Core capacities of a literate student. For our next activity, please collaborate with your group and evaluate and then create a lesson plan that incorporates the 4cs and Common Core literacy goals. Think about <i>your</i> classroom and what you would have to do to facilitate this kind of learning.”</p>	
10 min	<p><b>“Teaching with Intention: Planning Considerations”</b></p> <p>Group activity based on grade-level groupings (elementary, Middle, high):</p> <p><b>Slide 21</b></p> <p><b>Script:</b> “Included in your handouts is a template that looks similar to this. Using the template included in your handouts, evaluate this lesson plan for inclusion of learning and innovation skills and Common Core capacities of a literate student. Please process as a group with the facilitator-directed questions.”</p> <p><b>Note:</b></p> <p>Instead, can we put: “groups will present their chosen standard and describe the lesson for the group. They will then give their thoughts and/or provide the answers to the questions on the worksheet to promote further discussion.”</p>	<p>Learning Task Evaluation worksheet</p> <p>Sample Lesson Plans (Grades 4, 8, 12)</p> <p>Pens/Markers</p>



TIME	CONTENT/ACTIVITIES	MATERIALS
1 min	<p>“ISBE Website”</p> <p>Slide 22</p> <p>Script: “Hopefully this session has sparked an enhanced way of thinking about your lesson planning in relation to cultivating learning and innovation skills as well as promoting the Common Core capacities of a literate student. For more resources to assist with implementation of the Common Core and Learning Supports, please refer to the “ISBE Resources” handout provided in your packet.</p>	Give ISBE resource handout
0.5 min	<p>“PLS”</p> <p>Slide 23</p> <p>Script: “The Professional Learning Series is a vetted catalogue of online resources designed to assist educators in implementing Common Core State Standards.”</p>	
0.5 min	<p>“ISBE Website: Learning Supports”</p> <p>Slide 24</p> <p>Script: “The Learning Supports Home Page is a hub of information and resources related to creating conditions for learning, addressing barriers to learning, and engaging and re-engaging students in the learning process.”</p>	
0.5 min	<p>“Learning Supports Home Page”</p> <p>Slide 25</p> <p>Script: “Note conditions for learning indicators and A-Z index as additional support resources.”</p>	
0.5 min	<p>“Exit Survey”</p> <p>Slide 26</p> <p>Script: “Please take a few moments to fill out the survey in your packet.”</p>	Give Exit Survey