

College & Career Readiness Skills Anchor Chart: Professional Behaviors v1

Please use these as a guide for our work. Support each other with guidance to follow these behaviors for the selected 21st Century Skills. Thank you.

Collaboration

- | | |
|----|--|
| 1. | Listens to others, fully present to other's ideas and questions. |
| 2. | Contributes to group's work/conversations. |
| 3. | Dependable for completing assigned tasks. |
| 4. | Helpful to partners' who need assistance with their responsibilities/tasks |
| 5. | Follow classroom/group norms that support learning and professional culture. |

Communication

- | | |
|----|--|
| 1. | Listens to others, fully present to other's meaning. |
| 2. | Seek to understand before being understood. |
| 3. | Encouraging through verbal and nonverbal cues (Interpersonal). |
| 4. | Express ideas and questions in clear and concise language. |
| 5. | Uses pitch and tone to express thoughts in appropriate manners. |
| 6. | Mindful of communication skills when having difficult conversations. |

Critical Thinking

- | | |
|----|---|
| 1. | Gathers and evaluates information using evidence from reliable sources. |
| 2. | Uses inquiry to conduct research, generate new questions, and get expert opinions/feedback. OR Generate and respond to purposeful questions. |
| 3. | Considers alternative positions and counter arguments through evaluation of positions as supported by evidence. |
| 4. | Reflective of one's actions and thinking for changes, improvements, and/or validation. OR: Reflect on one's roles as critical thinkers and/or problems solvers and set goals for future growth. |
| 5. | Justify decision-making and/or problem-solving practices. |



College & Career Readiness Skills Anchor Charts v2

Collaboration

1. Listens to others, fully present to other's ideas and questions.
2. Contributes to group's work/conversations.
3. Dependable for completing assigned tasks.
4. Helpful to partners' who need assistance with their responsibilities/tasks
5. Follow classroom/group norms that support learning and professional culture.

Communication

1. Listens to others, fully present to other's meaning.
2. Seek to understand before being understood.
3. Encouraging through verbal and nonverbal cues (Interpersonal).
4. Express ideas and questions in clear and concise language.
5. Uses pitch and tone to express thoughts in appropriate manners.
6. Mindful of communication skills when having difficult conversations.

Critical Thinking

1. Gathers and evaluates information using evidence from reliable sources.
2. Uses inquiry to conduct research, generate new questions, and get expert opinions/feedback. OR Generate and respond to purposeful questions.
3. Considers alternative positions and counter arguments through evaluation of positions as supported by evidence.
4. Reflective of one's actions and thinking for changes, improvements, and/or validation.
OR: Reflect on one's roles as critical thinkers and/or problems solvers and set goals for future growth.
5. Justify decision-making and/or problem-solving practices.

Self-Management

1. Organize work to track and complete by deadlines. May use a calendar and/or reminder system.
2. Follow directions.
3. Ask questions and/or help in a timely fashion.
4. Communicate needs and guidance to others.
5. Submit completed work and tasks on time.



College & Career Readiness Skills Anchor Chart: Professional Behaviors v3

Please use these as a guide for our work. Support each other with guidance to follow these behaviors for the selected 21st Century Skills. Thank you.

| | | Collaboration | | Communication | | Critical Thinking |
|------------|----|--|----|---|----|--|
| K-3 | 1. | I participate in team activities. | 1. | I have good eye contact when listening to others. | 1. | I find new information using texts and technology. |
| | 2. | I listen to others. | 2. | I use different ways to share my ideas. | 2. | I come up with new questions about my learning. |
| | 3. | I use kind, specific, and helpful feedback. | 3. | I use respectful body language when listening to others. | 3. | I think about my actions. |
| | 4. | I help my team by doing my part. | 4. | I explain my work by using detail. | 4. | I change my thinking based on my new learning. |
| | | | | | | |
| 4-6 | 1. | I listen to other's ideas and questions. | 1. | I listen to others with my whole body. | 1. | I will gather information using evidence from reliable sources |
| | 2. | I contribute to group work/conversations. | 2. | I seek to understand before being understood. | 2. | I come up with new questions about my learning. |
| | 3. | I am dependable for completing assigned tasks. | 3. | I give verbal and nonverbal encouragement. | 3. | I think about my actions. |
| | 4. | I am helpful to partners and others who need assistance. | 4. | I express ideas clearly with an appropriate amount of detail and description. | 4. | I change my thinking based on my new learning. |
| | 5. | I follow classroom norms and culture. | 5. | I use appropriate pitch and tone to express myself. | 5. | |



College & Career Readiness Skills Anchor Chart: Professional Behaviors v3

Please use these as a guide for our work. Support each other with guidance to follow these behaviors for the selected 21st Century Skills. Thank you.

| | | Collaboration | | Communication | | Critical Thinking |
|-----|----|--|----|--|----|---|
| 7-8 | 1. | Listens to others, fully present to other's ideas and questions. | 1. | Listens to others, fully present to other's meaning. | 1. | Gathers and evaluates information using evidence from reliable sources. |
| | 2. | Contributes to group's work/conversations. | 2. | Seek to understand before being understood. | 2. | Uses inquiry to conduct research, generate new questions, and get expert opinions/feedback. OR Generate and respond to purposeful questions. |
| | 3. | Dependable for completing assigned tasks. | 3. | Encouraging through verbal and nonverbal cues (Interpersonal). | 3. | Considers alternative positions and counter arguments through evaluation of positions as supported by evidence. |
| | 4. | Helpful to partners' who need assistance with their responsibilities/tasks | 4. | Express ideas and questions in clear and concise language. | 4. | Reflective of one's actions and thinking for changes, improvements, and/or validation. OR: Reflect on one's roles as critical thinkers and/or problems solvers and set goals for future growth. |
| | 5. | Follow classroom/group norms that support learning and professional culture. | 5. | Uses pitch and tone to express thoughts in appropriate manners. | 5. | Justify decision-making and/or problem-solving practices. |
| | 6. | | 6. | Mindful of communication skills when having difficult conversations. | 6. | |



College & Career Readiness Skills Anchor Chart: Professional Behaviors v3

Please use these as a guide for our work. Support each other with guidance to follow these behaviors for the selected 21st Century Skills. Thank you.

| | | Collaboration | | Communication |
|------|----|---|----|--|
| 9-12 | 1. | I listen to others' ideas and questions | 1. | I listen to others meaning in their statements |
| | 2. | I actively contribute to group's work/conversations | 2. | I seek to understand before being understood |
| | 3. | I am a dependable group member | 3. | I am encouraging through verbal and nonverbal cues |
| | 4. | I am helpful to others in my group | 4. | I express ideas in a clear, concise manner |
| | 5. | I give kind, specific and helpful feedback | 5. | I use appropriate pitch and tone to express ideas |
| | 6. | I take initiative in ensure that my tasks are complete (agency) | 6. | |



Strategy Guide List for CCRS (21st Century) Skills

Use this list of strategies to teach the related 21st Century Skill, which supports College and Careers Readiness Skills (CCRS).

- Curriculum-Based Strategies
These strategies are used by teachers when teaching curriculum. Through facilitated reflection, students unpack the CCRS skill that supports the learning experience, such as collaboration & collaboration or critical thinking and problem solving.
- Tech Tools/Strategies + SAMR Level
Using technology to support academic learning can also address the CCRS. [Applying the SAMR](#) Model at the Transformational level has the greatest impact.
- 21st Century Skills Strategies
These strategies directly support the CCRS or 21st Century Skills, depending on your use of terms. Consider how these strategies can be adopted or adapted to meet academic needs.

Research and Informational Skills

| Curriculum-Based Strategies | Tech Tools/Strategies + SAMR Level | 21st Century Skills Strategies |
|---|--|---|
| <ul style="list-style-type: none"> • Project computer based research • Service information research • How to access information on computer and/or digital device etc. • Research norms • Choosing good search terms • Socratic Seminar https://www.teachingchannel.org/video/s/using-socratic-seminars-in-classroom • Philosophical Chairs https://www.teachingchannel.org/video/s/reading-like-a-historian-taking-positions • Levels of Inquiry https://www.teachingchannel.org/video/s/inquiry-protocol-nvps • Marking the Text • Cornell Notes and Summarizing | <ul style="list-style-type: none"> • Google Advanced Search terms - SAMR 2-4 • Snap and Read- Research tools with support for referencing original source and accessibility - SAMR 3-4 • Writing for the web: Nielsen/Norman usability.gov • How to read (or create!) a website (online table of contents/filtering strategies/etc.); can use online shopping as a real-world example for older students • Project R.E.D. - Project RED: A Global Toolkit for Education Transformation • Intranet (potential launchpad once redesigned) - SAMR 1-4 • Next-Generation Learning Systems • APS online library resources/databases | <ul style="list-style-type: none"> • Read and discuss article. • Inquiry research models (such as Barbara Stripling's) • Seven Habits of Highly Effective Tech-leading Principals (7.1) • Britannica Online vs. Wikipedia (compare and contrast info available on same topic) • Creative Commons Search Engine http://search.creativecommons.org/ • Evaluating fake news (School Library Journal article) • Essential questions |



- Charting the Text, Writing in the Margins, Prompt Writing.
- Socratic Dialoguing

- Google image search tools (free-to-use): [Help article](#) - SAMR 2-4
- [Licenses for Usage](#)
- [Google Trends](#) (explore topics, trends, people, etc.) - SAMR 2-4
- [Best for learning list](#) (Common Sense Media -apps, games, websites, etc.) - SAMR 1-4
- Supported research sites for kids-- [kiddle](#) or [sweetsearch](#) as a teaching Tool
- Using primary resource sites such as [American Memory](#) or [TeachingHistory.org](#) or [Library of Congress](#)
- Local primary resources from UNM Libraries Center for Southwest Research: [NM Digital Collections](#)
- [Research and Citation Tools for Students](#) (Common Sense Education) - SAMR 2-3
- [Bookshare](#) Accessible Library for individuals with Print Disabilities
- [Khan Academy](#) SAMR 3
<https://www.khanacademy.org>
- Elements 4D
<http://elements4d.daqri.com> SAMR 3-4
- Wikicommons media
https://commons.wikimedia.org/wiki/Main_Page SAMR 2
- Epic
<https://www.getepic.com/educators> SAMR 2-3



Communication & Collaboration Skills

| Curriculum-Based Strategies | Tech Tools/Strategies + SAMR Level | 21st Century Skills Strategies |
|--|--|---|
| <ul style="list-style-type: none"> ● Kagan - Round Robin: Article - video ● Kagan - Rally Coach (Article - video) ● Kagan - Think, Pair, Share (Article - video) ● Kagan - Rally Robin (Article) ● Kagan - Carousel ● role play scenarios ● Telephone Etiquette ● Think/Pair/Share ● American Entrepreneur Presentation ● Characteristics and Skills Presentation ● Interviews ● Skits ● Internship opportunities ● Collaborative strategies for small work groups ● Use Learning Profile Cards to intentionally create academic groups. ● How Learning Profiles can Strengthen Your Teaching ● Escape room “puzzles” or “Breakout” activities to build problem solving skills/Critical Thinking ● Digital Citizenship and Safety https://www.common sense media.org/videos/the-importance-of-teaching-digital-citizenship ● Mindset | <ul style="list-style-type: none"> ● Comment & track change using MS Word for critique & revision feedback conferencing - SAMR 3 ● Explore in Google Docs/Sheets: sheets video Docs Article - SAMR 3-4 ● Use of SEESAW http://web.seesaw.me/ for digital collaboration and product sharing (SAMR 3-4) <ul style="list-style-type: none"> ○ Use Seesaw for offering many many ways of adapting and differentiating digital turn in of work ● Use book review feature in online library catalog to leave feedback for fellow students (this link may not work) SAMR 1-2 ● Use library catalog MyQuest feature to recommend books to fellow students. SAMR 1-2 ● Digital Teachers, Digital Principals: Transforming the Ways We Engage ● Poll/survey using Poll Everywhere https://www.polleverywhere.com/ SAMR 2-3 ● Schooly Classroom system like Google Classroom, Course Site, and Edmodo. Includes discussion boards for conversations and reflections. Can give | <ul style="list-style-type: none"> ● Establishing group norms ● Use a talking stick for turn taking ● Information fluency, persuasion, communication, collaboration, and problem solving https://www.solutiontree.com/catalogsearch/result/?q=Teaching+the+iGeneration ● Taking a leap into Blogging https://www.teachingchannel.org/videos/teach-blogging ● Communication (and other 21st C. skills resource sites at: http://www.khake.com/page66.html ● Global Collaboration Strategies: https://www.iste.org/explore/articleDetail?articleid=608 ● Teach students how to resolve problems that occur within the team. Use: The Mediation Process ● Establish use of contracts that students use to agree on team work: Sample contracts ● Use Team Building Activities to coach communication and collaboration. ● The Use of Online/Social Media Tools for Efficient and Effective Communication |



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| | <p>parents a view into the work as it is a closed system. - SAMR 1</p> <ul style="list-style-type: none"> • Create PADLET site for working groups to submit, access, share resources, make comments etc... www.padlet.com • Google Classroom - SAMR 2-4 • Camera app (students share thinking, ideas, beliefs, values, how they came to know) SAMR 2-3 • Chatterpix http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/ SAMR 2-4 • Edmodo https://www.edmodo.com/home SAMR 2-4 • Wiki spaces/blogs SAMR 3-4 | |
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Critical Thinking & Problem Solving

| Curriculum-Based Strategies | Tech Tools/Strategies + SAMR Level | 21st Century Skills Strategies |
|--|---|--|
| <ul style="list-style-type: none"> • Strategy Based Diagnosis • Case study • Peer review • Guided notes • Identify diseases based on signs/symptoms. • Peer Evaluation and feedback while practicing skills. • Given a scenario students will perform | <ul style="list-style-type: none"> • Survey Monkey or Google Forms to survey & review data charts - SAMR 2 • Poll/survey using Poll Everywhere https://www.polleverywhere.com/ SAMR 2-3 • World building tools such as Minecraft SAMR 3-4 • Educreations https://www.educreations.com SAMR 3-4 | <ul style="list-style-type: none"> • Question Formulation Technique • Team Building Exercises • http://www.criticalthinking.org/ • Evaluating Resources: http://guides.lib.berkeley.edu/evaluating-resources • How to Reason Effectively-->provide evidence, justification for position • Make viable judgements and decisions https://www.brown.edu/about/administr |



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| <p>skills.</p> <ul style="list-style-type: none"> Journaling and reflection on topic Evaluating and reporting on case studies. DOK questioning strategies Mindset Challenge from community- hands on problem solving in an authentic Scientific Thinking Engineering Design Universal Design for Learning | <ul style="list-style-type: none"> Video Game learning platform and educational experiences like Elegy for a Dead World and Valiant Hearts, Symbolic Math Apps Digital Storytelling apps (iMovie, Adobe Spark, Magisto, Origami, Tellagami, Toontastic, Garageband) Coding Apps (Swift Playground, Code.org, Kodeable, girls who code, code academy) VR storytelling and experiences Google Cardboard and more Camera app (students share thinking, ideas, beliefs, values, how they came to know) Notability Nearpod Socractive | <ul style="list-style-type: none"> ation/sheridan-center/teaching-learning/effective-classroom-practices/interactive-classroom-activities Hess Cognitive Rigor Matrix http://static.pdesas.org/content/documents/M1-Slide_22_DOK_Hess_Cognitive_Rigor.pdf |
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Creativity & Innovation Skills

| Curriculum-Based Strategies | Tech Tools/Strategies + SAMR Level | 21st Century Skills Strategies |
|--|---|---|
| <ul style="list-style-type: none"> Puzzle creation using course vocabulary Quizlet - quiz bowl or quiz polling Short video presentation - related video research Powerpoint presentations StoryTelling approaches through Public Speaking and Presenting skills Audience behaviors Properties of differing materials Experimentation (process) and creative | <ul style="list-style-type: none"> Mind map ideas using Popplet, Edynco, or Mindmup + SAMR 1 Use Pictochart to explain a concept through a visual learning chart + SAMR 2 Toontastic (K-5) presentation app SAMR1-4) Adobe Spark Video K-12 presentation app (SAMR1-4) Presentation software apps (SAMR 1-4) | <ul style="list-style-type: none"> Brainstorming Visual Mapping: http://www.inspiration.com/visual-learning/mind-mapping Implement Innovations http://www.designorate.com/the-six-hats-of-critical-thinking-and-how-to-use-them/ Announcing P21 Professional Development Courses on the 4Cs Perseverance (trial runs, reflection and |



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| <p>design http://sirkenrobinson.com/</p> <ul style="list-style-type: none"> • Foster curiosity and exploration http://curiosityteaching.com/welcome#intro • Reggio Approach to exploration in learning http://www.naeyc.org/yc/node/324 • Sensory Design • Multi-Media Design • Setting parameters | <ul style="list-style-type: none"> ○ Prezi ○ Powerpoint ○ Dash/Dot Robotics ○ Lego Mindstorms ○ GarageBand <ul style="list-style-type: none"> • Chatterpix http://www.duckduckmoose.com/educational-iphone-itouch-apps-for-kids/chatterpix/ SAMR 2-4 • Digital Storytelling apps (iMovie, Adobe Spark, Magisto, Origami, Tellagami, Toontastic, Garageband) • Coding Apps (Swift Playground, Code.org, Kodeable, girls who code, code academy) • Crafting arts-- such wearable tech such as Arduino and curriculum • Creativity in Every Classroom • Meme Makers (Typorama, Word Swag, Canva, Font Candy) | <p>redesign processes) https://www.edutopia.org/research-made-relevant-grit-perseverance-walk-video</p> <ul style="list-style-type: none"> • Question Formulation Technique • Six Word Memoirs |
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