



LILIE, LLC Course Information

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Title of Course (45 hours): 21st Century College and Career Skills

Course Description:

This course allows teachers to explore and define 21st century and college career skills necessary for students to be exposed to in 21st century classrooms. Elements of the course will focus on the CCSSI, critical thinking and problem solving, 21st century communication and technology as well as relevant skills specific to certain content areas. Ultimately teachers will gain knowledge in this specific APPR facet in order to adjust their methods and strategies in teaching content.

Overall Course Objective and Expectation(s) :

The objectives of this course are to: develop a clear understanding of what 21st Century Skills are, identify reasons why 21st Century Skills exist, provide ideas for 21st Century Skills learning opportunities in your classroom, and build a “toolbox” of 21st Century Skills resources, techniques, strategies and ideas to improve instruction and attain Highly Effective HEDI ratings.

Opportunities for Common Core Standards Alignment:

Course work will, when applicable, demonstrate the practice of common core standard shifts. This practice by instructors of LILIE courses may act as a model for implementation of learned information and skills into common core aligned classroom practice. Depending on the nature and thrust of the course objective, the course will make attempts to balance informational and literary texts, provide for deeper and more critical knowledge in the discipline(s), provide for a staircase of complexity, offer ways in which to demonstrate text-based answers, offer opportunities of writing from various sources applicable to course content and offer tiered academic vocabulary through resources, assignments and instructor-peer and peer-peer dialogue.

Course Instructional Materials:

All courses maintain a fully developed and dynamic webpage that houses all resources, reference material and various other required informational texts, videos and alike that is both active and relevant to course objectives and content. Course web pages are routinely updated to reflect most current research and available readings therefore instructional materials used to teach course objectives are subject to change.

Instructor Consultation and Interaction:

Real time consultation and instruction is provided through the LILIE, LLC discussion boards for each course/classroom on a daily basis.

Suggested Readings (*subject to change*):

Communication Skills for the 21st Century: How to Understand and Be Understood by Bill Swetmon

Curriculum 21: Essential Education for a Changing World by Heidi Hayes Jacobs

Teaching 21st Century Skills: An ASCD Action Tool by Sue Beers

21st Century Skills: Learning for Life in Our Times by Bernie Trilling, Charles Fadel

Teaching Critical Thinking: Using Seminars for 21st Century Literacy by Terry Roberts & Laura Billings

College and Career Ready: Helping All Students Succeed Beyond High School by David T. Conley

<http://www.bobpearlman.org/Learning21/books.htm> (any book from this website)

Proof of Course Completion:

LILIE, LLC is committed to assuring that enrollees fully participate in and receive the educational benefits contemplated by the course. Enrollees must demonstrate participation by making detailed postings designed to foster dialogue among colleagues and instructors. These enrollee postings must be made four times each week in separate sessions. Enrollees will be required to submit a detailed log documenting at least 45 hours of course work, including discussion board posts, and will be required to apply information and strategies acquired from the course content to weekly classroom instruction. Attempts to falsify logs or discussion board entries will result in denial of credit and a report to the enrollee's employer.

Scope & Sequence/Weekly Topics and Objectives

Week I

Topic(s):

During week 1, we will start off with participant introductions and course goals. We will research and discuss the background, overview, and framework of 21st Century College and Career Ready Skills.

Objectives:

Teachers will: explain the history and importance of 21st Century skills, analyze 21st Century pedagogy, describe the characteristics of a 21st Century teacher, identify traits of today's learner, differentiate between a 20th Century classroom and a 21st Century classroom and understand the framework of 21st Century Skills.

Impact on Classroom Instruction:

Participants will be able to explain new ideas, insights understandings of the importance of the 21st Century skills acquired from the weekly resources. They will take a look at their current practices and begin to modify and adapt them by adopting the 21st Century philosophies, principles, skills and themes.

Learner Outcomes:

Teachers will be able to: recognize the reasoning behind the 21st Century Skills movement, understand the connection to college and career readiness and the importance of producing 21st Century learners, and identify informative, helpful resources relating to 21st Century Skills.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading, research, and video assignments, plus discussion questions.

1. How is 21st Century learning defined? What constitutes a 21st century learning environment?
2. Summarize the philosophies, principles and perspectives of 21st Century Skills.
3. Identify the 21st Century skills and themes?
4. Describe the role of the teacher in 21st century education.
5. Which professional perspective do you most relate to currently? Why?



Week II

Topic(s):

During week 2, we will be researching the 4 Cs and the *Learning and Innovation* of 21st Century content. We will also touch upon problem based learning and flipped classrooms.

Objectives:

Teachers will be able to: identify and briefly describe the 4 Cs, explain how the 4 Cs relate to the CCLS, describe how project based learning and inclusion of 21st Century content will help to increase student achievement. They will also analyze pros and cons of a flipped classroom

Impact on Classroom Instruction:

Participants will reflect upon how they can become more intentional and purposeful about the 4 Cs as competencies that our youth will possess by graduation. They will identify ways to incorporate more 21st Century content and project based learning activities into their lesson plans.

Learner Outcomes:

Teachers will adapt lesson planning to include 21st Century content (4 Cs) while identifying informative, helpful resources relating to 21st Century Skills. Sources of information will include (but are not limited to) articles, videos, blogs, apps. Current teaching practices will be modified to include 21st Century learning opportunities.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading, research, and video assignments, plus discussion questions.

1. List the 7 main topics of 21st Century content. Which one(s) you could most easily incorporate into your lesson plans? How?
2. Summarize, analyze, and reflect on (a minimum of) 3 articles relating to the 4Cs.
3. How could you possibly incorporate Project Based Learning?
4. What is a flipped classroom? Describe the benefits and possible drawbacks.

**Between Weeks 2 and 3, start creating a 21st Century lesson to be shared in Week 4 (title of lesson, grade level, content, standards, activities, materials, resources, assessments (if applicable), closure – 21st Century Connection)*



Week III

Topic(s):

During week 3, we will be focusing on the 21st Century fluencies ... Information, Media and Technology and creating either a teacher presentation or an assignment for student use.

Objectives:

Teachers will be able to: explain the 3 fluencies: information, media, and technology, describe Bloom's Digital Taxonomy, differentiate between various technology tools, their purpose and benefits of use in classroom, critique online resources and compile an information, media, and technology toolkit.

Impact on Classroom Instruction:

Participants will identify, understand, question, evaluate, and critique a variety of information, media and technology resources available. They will choose ones that best fit their educational setting and will implement use of them with their students.

Learner Outcomes:

Teachers will assess and evaluate valuable online media, information and technology resources including Bloom's Digital Taxonomy. They will design curricula and plan instruction based on knowledge of the 3 fluencies.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading, research, and video assignments, plus discussion questions.

1. Describe the 3 fluencies and their roles. Technology fluency, Information fluency, Media fluency.
2. Review and the elements of Bloom's Digital Taxonomy.
3. Study and explain the impact of technology on current educational practices.
4. After visiting the 21stcenturyschoolteacher.com website, share any technologies you are familiar with and choose at least 3 technologies you could see yourself trying out in classroom. Pick one and create something (either a teacher presentation or an assignment for student use).
5. Using the 33 skills checklist link provided, explain the implications for your professional practice in relation to information, media and technology?

**Between Weeks 2 and 3, start creating a 21st Century lesson to be shared in Week 4 (title of lesson, grade level, content, standards, activities, materials, resources, assessments (if applicable), closure – 21st Century Connection)*



Topic(s):

During week 4, we will be describing Life, College, and Career Skills in context. Finally, we will be reflecting on our learning throughout the course.

Objectives:

Teachers will be able to: redefine “School”, “Teacher” and “Learner” as they relate to the 21st Century, list 8 life and career skills for successful living, explain college and career readiness, identify common employability skills employers are looking for and share a real world relevant lesson/activity you created to be used in classroom.

Impact on Classroom Instruction:

Participants will apply new information gleaned throughout the course to implement 21st Century strategies, ideas and concepts to help improve teaching and prepare students to be college and career ready.

Learner Outcomes:

Teachers will read and discuss research- based information on college and career readiness skills and explore how the context of real world relevancy impacts learning. They will demonstrate how 21st Century skills integrate with and reinforce basic skills. Teachers will modify current teaching practices based on real world connections/context.

Assessment of Understanding and Learning/ Weekly Assignments *(including but not limited to posting requirements set forth by LILIE, LLC):*

Reading, research, and video assignments, plus discussion questions.

1. Redefine “School”, “Teacher” and “Learner” as they relate to the 21st Century.
2. List and briefly describe the 8 life and career skills needed for successful lives?
3. Explain real world connections and relevancy of your lessons and your content area.
4. What are the skills both colleges and employers are looking for? How can/do your lessons promote them?
5. Share lesson created in week 2/3.

6. Reflect back on the month ... How have you defined a framework and created a language for understanding and promoting 21st Century Skills?
7. Record 5+ MVP (most valuable points). Have you met your goals set in week one? Please explain.