Teaching and Assessing 21st Century Skills

Shalee Lindsey and Melissa Beberniss
21st Century Literacy
Westridge Middle School

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**TRYING TO ANSWER THE QUESTION,**

"WHAT EXACTLY IS 21ST CENTURY?"

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**About Us**

**Melissa Beberniss**
*BA - Middle School Education*
*MA - Administration*
*18 years teaching*
*6th, 7th, 8th grade Math and Algebra*
*Math Coach grades 5-9*
*7th grade 21st Century Literacy*

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**Shalee Lindsey**
*BA - Elementary Education*
*MA - Literacy*
*16 years teaching*
*Title I - K-6*
*Lower/Upper Elementary*
*7th grade Language Arts and 21st Century Literacy*
**Why 21st Century?**

“Aside from all of the typical factors that drive a class, (schedule, teacher capacity, etc.) 21st century was created because there was a major authentic integration gap. At the time, everything we were trying to do with technology at the middle schools appeared isolated, and quite honestly, irrelevant at times. In order to create authentic learning experiences and bridge the integration gap, 21st century was created.”

-Josh McDowell, GIPS Chief Academic Officer

**The Four C’s**

- Communication
- Collaboration
- Creativity
- Critical Thinking

**Grit Video**
“It’s not about how smart you are, it’s about how hard you work.”

“People don’t talk about the small guy, but the thing they really don’t talk about is the people who are working and potentially barely are “still” alive, live up at the last year, it’s so heartbreaking. Atlantic, Atlantic, Atlantic, you can’t touch it, either you have it or you don’t.”


“The most important thing in a functional society is a well-informed public. What we have now is not only uninformed but misinformed masses. That’s something that should scare us all.”

21st Century Standards

COG. 1 - Analyze and utilizing information
1.1 Navigating digital resources
1.2 Identifying common logical errors
1.3 Generating conclusions
1.4 Presenting and supporting claims

COG. 2 - Addressing complex problems and issues
2.1 Focus
2.2 Divergent and convergent thinking
2.3 A problem-solving protocol

COG. 3 - Creating patterns and mental models
3.1 Identifying basic relationships between ideas
3.2 Creating graphic representations
3.3 Drawing and sketching
3.4 Generating mental images
3.5 Conducting thought experiments
3.6 Performing mental rehearsal

CON. 1 - Understanding and controlling oneself
1.1 Becoming aware of the power of interpretations
1.2 Cultivating useful ways of thinking
1.3 Avoiding negative thinking

CON. 2 - Understanding and interacting with others
2.1 Perspective taking
2.2 Responsible interaction
2.3 Controversy and conflict resolution

Bloomington, IN: Marzano Research Laboratory, 2011. Print.
Scales vs. Traditional Assessments

Basic Unit Outline

❖ Introduction of scale
❖ Teach Score 1.0 content
➢ Academic vocabulary
❖ Revist scale
❖ Teach Score 2.0 content
➢ Notes, summarizing, paraphrasing
❖ Revist scale
❖ Teach Score 3.0 content
➢ Apply knowledge/Practice
❖ Revist scale
❖ Assessment

Assessment Schedule

❖ Day One
➢ Score 1.0 assessment
➢ Score 2.0 assessment
❖ Day Two
➢ Score 1.0 & Score 2.0 Autopsy
➢ Score 3.0 Assessment
❖ Day Three

Example Unit: COG 2.1 - Perspective Taking

❖ Scale
❖ 1.0 - Academic vocabulary
❖ 2.0 - Steps for Perspective Taking
➢ Guided Practice
➢ Assignment
❖ 2.0 - 6 Different Perspectives
➢ Student Notes and Guided Practice
❖ 3.0 - Critical vs. Noncritical
Questions

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