

HOSTING ACADEMIC INTERNS



Want to Host a HTHCV Academic Intern?

Please contact:

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Director of Community Partnerships

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What our Interns are Saying

Going to the staff meetings at my internship made me realize that collaboration with my peers is as important as my teachers have always said. I really have to listen to what others are saying to do the best job I can; I need to work well with everyone.

I get a chance to talk to more people than just my mentor and people give me real work to do. Because of this, I feel like I'm more than just an intern here, I'm an employee.

I didn't realize what I was good at until I started my internship. At my internship, I've come to recognize my strengths are not just in math, but in organization and communicating with others - even adults who are a lot older and more experienced than I am.

Program Summary

Goals

1. To teach students workplace and academic skills through project-based learning in a real-world environment.
2. Provide local organizations with a well-supported, enthusiastic and capable Intern who provides a modest return on investment.
3. Foster students' personal growth and understanding of the adult world of work and learning.

Structure

On site: Each student is paired with a caring and motivated mentor who understands and supports the HTH philosophies. A project is planned for at least half of the Intern's time.

On campus: Weekly class time with assignments that include but are not limited to: project description, mentor interview, weekly journal entries with new vocabulary, project presentation, and updated resume.

Specifics

Insurance: Interns are covered by HTH liability insurance while on-site.

Pay: The HTHCV Academic Internship Program is academic in nature and therefore interns are usually unpaid. Interns may be paid after successful work, or in the summer at mentor's discretion. Donations are accepted to the program for transportation and other expenses.

Schedule: Daily for several weeks in May of each academic year.

Transportation: Provided (either by the students own car, a HTH shuttle, mass transit, or parent.)

HTHCV ACADEMIC INTERNSHIP

2011-2012 Site Information

Key Dates

January 31, 2012

Interview Day: Mentors and community members participate in a "Hiring Bonanza" where students show off their interviewing skills while receiving vital feedback regarding the process. For those mentors interested in interviewing prospective students prior to placement, the Interview Day provides a great opportunity to "hire" for the right fit!

May 10, 2012

First On Site Visit: Students will visit their internship site to get acclimated to the climate and their mentor at the workplace.

May 14, 2012-June 8, 2012

Student Internship: Students will go to their internship sites Monday - Friday for the entire work day, with the exception of the first Friday, May 18th.

Academic Internship Projects Should...

- » Provide a meaningful one-on-one mentoring experience for Interns
- » Serve a need for the mentor and his or her organization
- » Take about half of the Intern's time
- » Is something the Intern is interested in
- » Is academically rich
- » Provide opportunity for Interns to develop professional skills
- » Result in several products (visual or written) that are reviewed by the Intern and mentor. This can be proposals, research, screen shots of documents with editing marks, or shots of different versions of a design or video. It can be pictures of sketches, or before and after shots, etc.
- » Produce polished and approved deliverables
- » Is presented to mentors, or if possible, mentor's bosses, in its finished form.

What Our Mentors Are Saying

"Meals-on-Wheels is very fortunate to be part of the High Tech High Chula Vista internship program. This is a wonderful opportunity to infuse leadership skills and community involvement with high school students and develop sustainability for the organization by partnering with youth. We look forward to each new term of students."

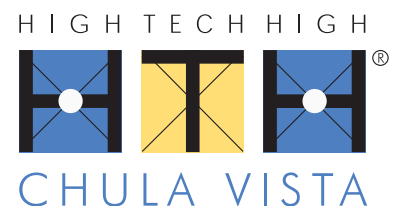
Debbie Case, President and CEO Meals-on-Wheels

HTHCV Academic Internship Program

The Academic Internship Program at High Tech High Chula Vista immerses students in community organizations and local businesses in order to promote opportunities for a greater understanding of the link between academics and careers, affording students an opportunity to participate in authentic and meaningful real-world experiences.

Students collaborate with their mentor to design the project and implement it while becoming a contributing member of the organization.

There is no better experience than the hands-on experience that the HTHCV Academic Internship provides for students. The Academic Internship Program provides students with an opportunity to explore their interests, discover areas for future academic study, and make professional connections within their community. Near the end of the junior year, every student will enter the workplace of a local business or organization and proceed to work alongside a mentor on a project that will benefit both the student intern and the organization.



Imagine

Imagine yourself at 17 and answer the following questions:

Identify three areas where you struggled?

1. _____

2. _____

3. _____

What three things would have changed your life if you knew then what you know now?

1. _____

2. _____

3. _____

Lisa Davis Online Presentation:

<http://prezi.com/qcx6x8xe1r4w/get-them-out-how-internships-can-change-the-world/>



PARTNERSHIP FOR
21ST CENTURY SKILLS

Preparing Every Child for the 21st Century

Partnership for 21st Century Skills
National School Board Association
Orlando, FL
March 29, 2008



Overview

- Who is the Partnership and what is the Framework for 21st Century Skills?
- The state perspective.
- The school board perspective.
- What should school boards do?

P21 Members





Who is the Partnership?

A unique partnership between
business, education and
policymakers

With support from the U.S. Department
of Education



Who is the Partnership?

The Partnership is a catalyst to define and promote a powerful vision for:

- 21st Century Citizens
- 21st Century Workers
- 21st Century Education



P21 Partner States

Current State Partners

- Maine
- Massachusetts
- North Carolina
- South Dakota
- West Virginia
- Wisconsin

TBA: Iowa, Kansas, New Jersey

Why are 21st century skills so important?

There are new
21st Century
Contexts

Global Competition

Global Cooperation

Information Growth

More Jobs & Careers

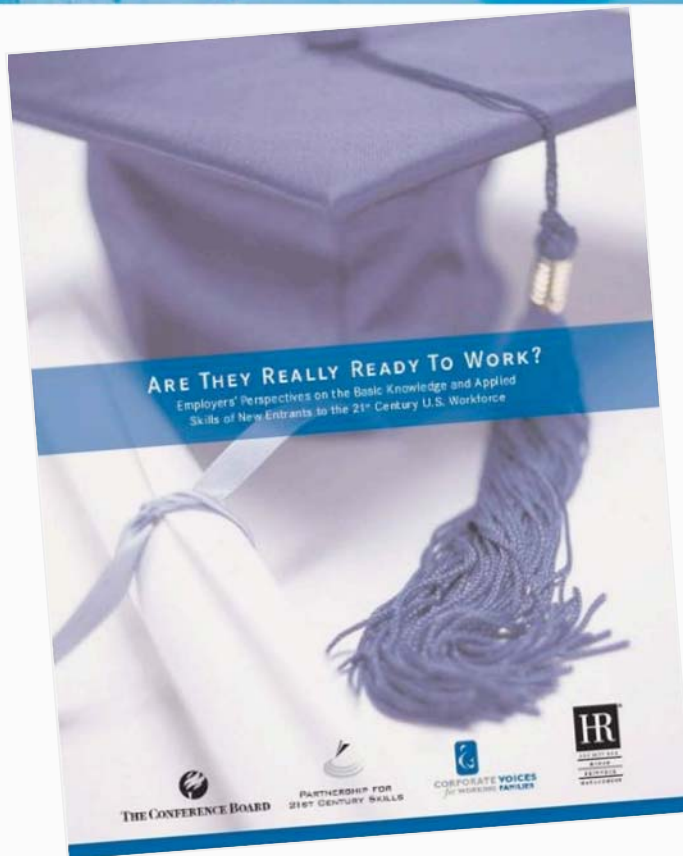
Service Economy

New Context

Skills Required

Global Competition:	•Global Awareness •Self-Direction
Global Cooperation:	•Global Awareness •Collaboration •Information & Communication Technology (ICT) Literacy
Information Growth:	•Information Literacy •Critical Thinking •Problem Solving
More Jobs & Careers:	•Critical Thinking & Problem Solving •Innovation & Improvement •Flexibility & Adaptability
Growing Service Economy:	•Communication Skills •Life and Career Awareness Skills

Why are 21st century skills so important?



The requirements
of the workforce
are changing

Why are 21st century skills so important?

- What skills are most important for job success when hiring a high school graduate?

Work Ethic	80%
Collaboration	75%
Good Communication	70%
Social Responsibility	63%
Critical Thinking & Problem Solving	58%

Why are 21st century skills so important?

- Of the high school students that you recently hired, what were their deficiencies?

Written Communication	81%
Leadership	73%
Work Ethic	70%
Critical Thinking & Problem Solving	70%
Self-Direction	58%

Why are 21st century skills so important?

- What skills and content areas will be growing in importance in the next five years?

Critical Thinking	78%
I.T.	77%
Health & Wellness	76%
Collaboration	74%
Innovation	74%
Personal Financial Responsibility	72%

Why are 21st century skills so important?



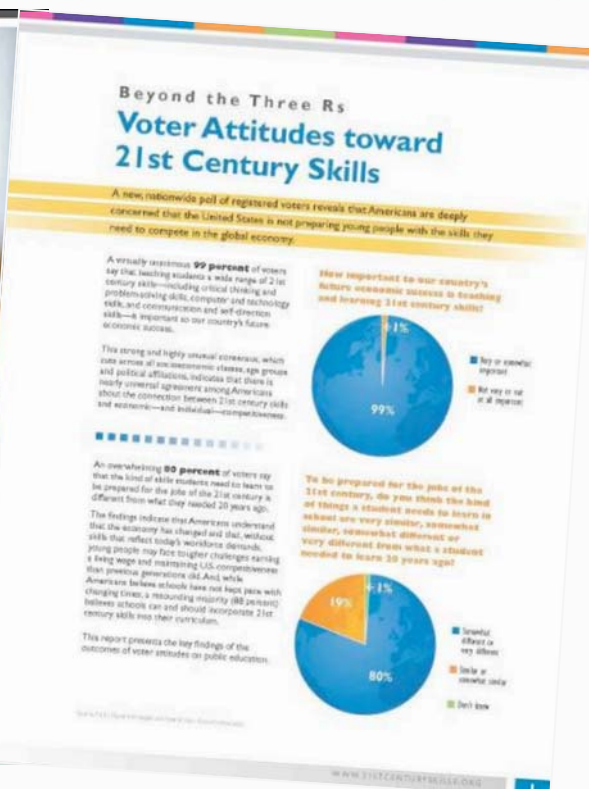
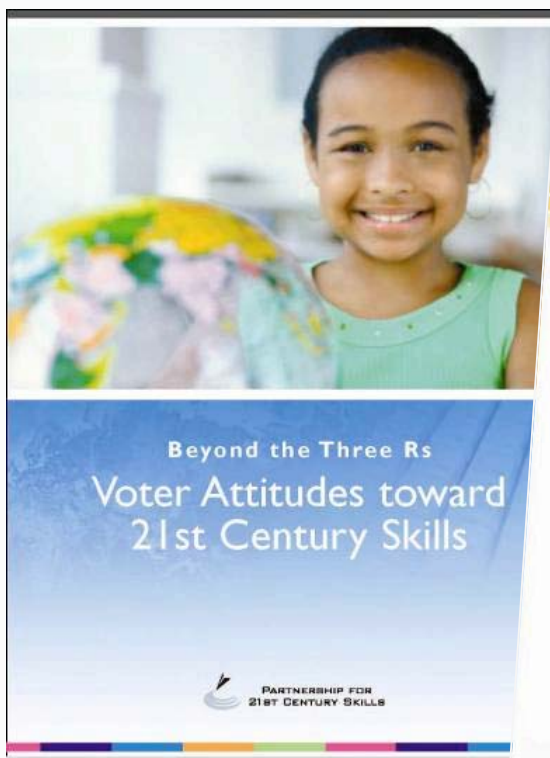
PUBLIC OPINION

STRATEGIES

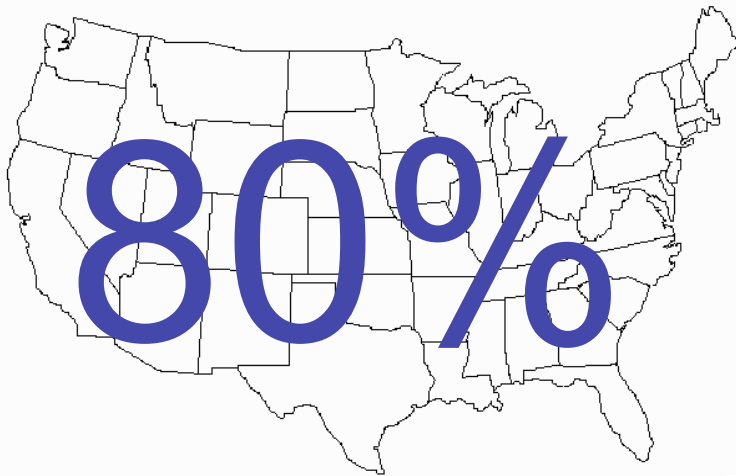
Peter D.
HART

RESEARCH
ASSOCIATES

 PARTNERSHIP FOR
21ST CENTURY SKILLS

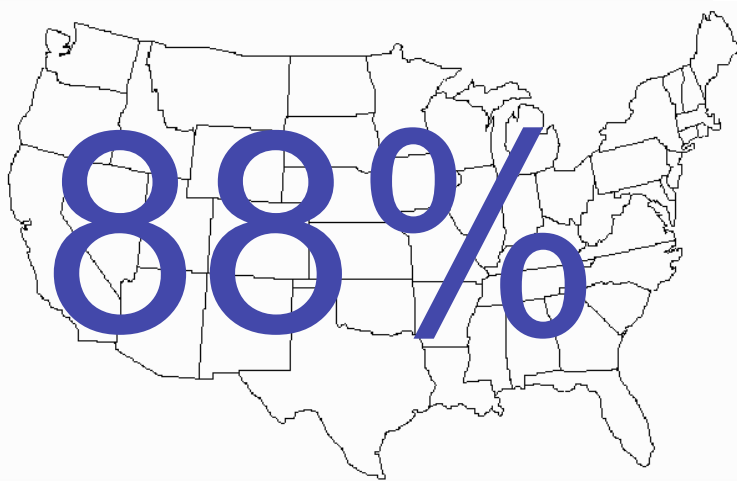


Voter Attitudes toward 21st Century Skills



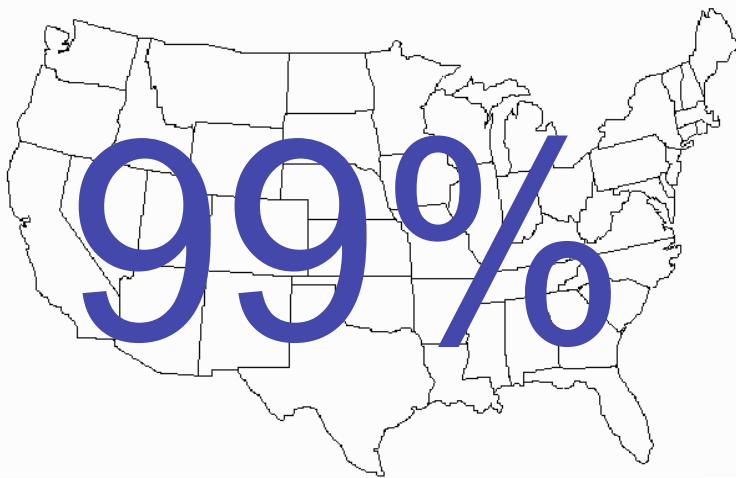
The things students need to learn in school today are different than what they were 20 years ago.

Voter Attitudes toward 21st Century Skills



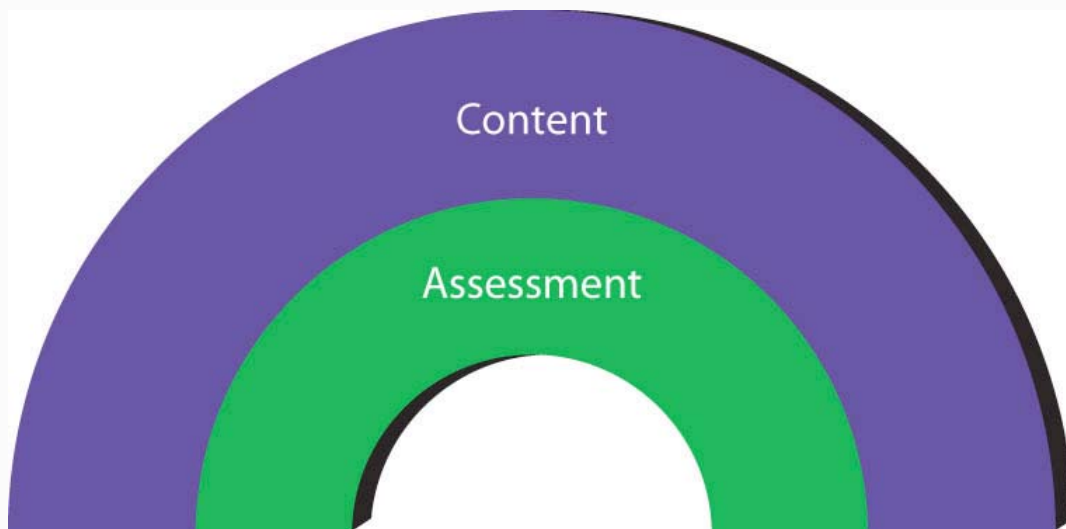
21st century skills are important for schools to teach.

Voter Attitudes toward 21st Century Skills

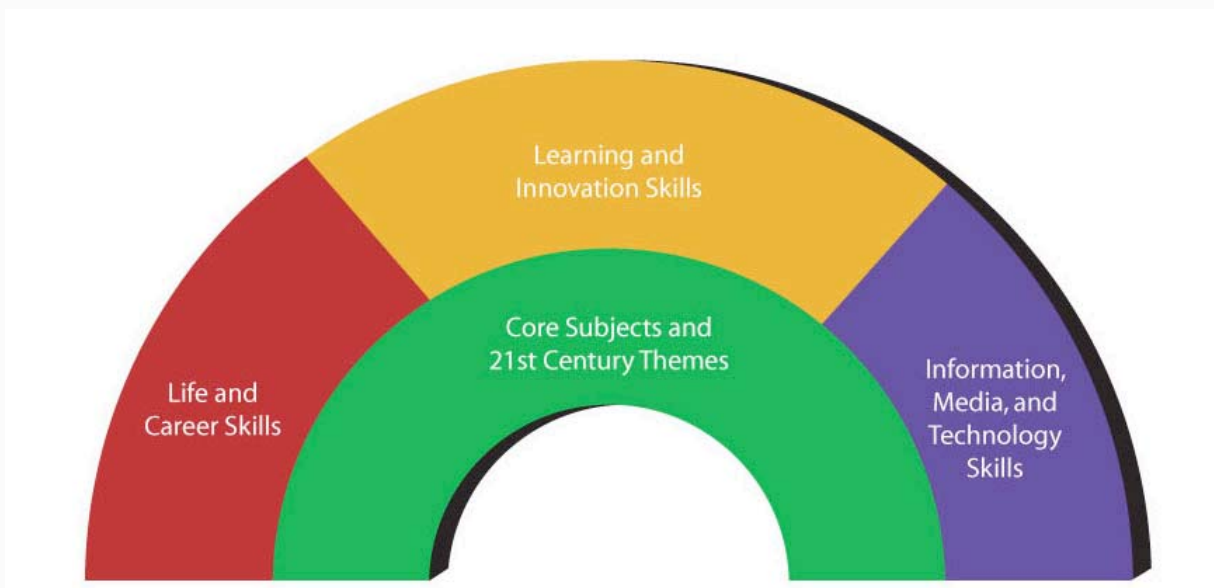


Teaching and learning 21st century skills are very important to our country's future economy.

20th Century Education Model



21st Century Skills Framework



21st Century Skills Framework

Core Subjects

- Economics
- English
- Government
- Arts
- History
- Geography
- Reading or Language
- Arts
- Mathematics
- Science
- World Languages
- Civics

21st Century Themes

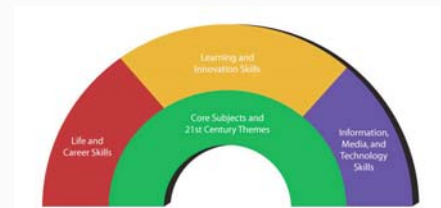
- Global Awareness
- Financial, Economic, Business & Entrepreneurship Literacy
- Civic Literacy
- Health Literacy



21st Century Skills Framework

Learning & Innovation Skills

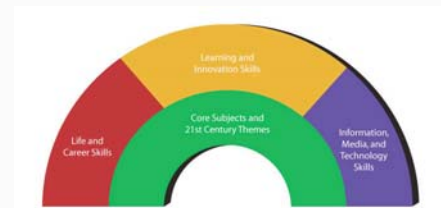
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Communication & Collaboration



21st Century Skills Framework

Information, Media & Technology Skills

- Information Literacy
- Media Literacy
- ICT (Information, Communications & Technology) Literacy



21st Century Skills Framework

Life & Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility



Route 21

The screenshot shows the Route 21 website. At the top is a green navigation bar with links for Login, My Profile, about Us, Help, Search Materials, and an Advanced Search button. Below this is a blue header featuring the Route 21 shield logo and four buttons: 21st Century Skills, 21st Century Support Systems, Resources for 21st Century Skills, and 21st Century States. The main content area has a white background. On the left is a sidebar with a map, a 'what's new' section listing 81 materials, 31 recently added, 15 members, and 7 recently joined, a 'TAKE A TOUR' button, and a login form with fields for Username and Password. The main content area displays 'Welcome to Route 21' and a paragraph about the Partnership for 21st Century Skills. Below the text is a large, colorful graphic of a rainbow arching over a series of concentric circles. The rainbow segments are labeled: Learning and Innovation Skills (yellow), Information, Media and Technology Skills (purple), Core Subjects and 21st Century Themes (green), and Life and Career Skills (red). The concentric circles are labeled from top to bottom: Standards and Assessments, Curriculum and Instruction, Professional Development, and Learning Environments.

ROUTE 21

Login | My Profile | about Us | Help | Search Materials GO Advanced Search

21st Century Skills 21st Century Support Systems Resources for 21st Century Skills 21st Century States

65

what's new

NEWS & ANNOUNCEMENTS

81 materials
31 recently added
15 members
7 recently joined

show more

TAKE A TOUR

login

Username

Password

Done

Welcome to Route 21

The Partnership for 21st Century Skills is pleased to offer Route 21, a one-stop-shop for 21st century skills-related information, resources and community tools. To get started, [take a tour](#) or [explore the P21 framework](#).

The diagram illustrates the P21 Framework. It features a rainbow arching over four concentric circles. The rainbow segments are labeled: Learning and Innovation Skills (yellow), Information, Media and Technology Skills (purple), Core Subjects and 21st Century Themes (green), and Life and Career Skills (red). The concentric circles are labeled from top to bottom: Standards and Assessments, Curriculum and Instruction, Professional Development, and Learning Environments.

How do I learn more about 21st century skills?



Overview

- Who is the Partnership and what is the Framework for 21st Century Skills?
- The state perspective.
- The school board perspective.
- What should school boards do?



The State Perspective

The State Board of Education's
new mission:

FUTURE-READY STUDENTS
for the 21st Century



The State Perspective

FUTURE-READY STUDENTS **for the 21st Century**

The guiding mission of the North Carolina State Board of Education is that every public school student will graduate from high school, globally competitive for work and postsecondary education and prepared for life in the 21st century.



The State Perspective

New Standards for a New Mission

- **Principal Standards**
- **Teacher Standards**



The State Perspective

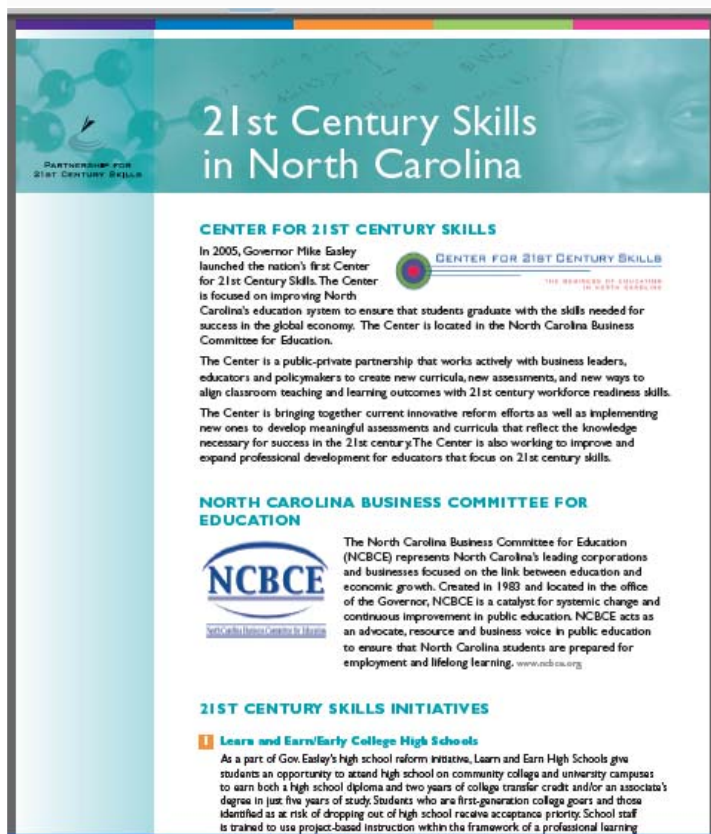
Graduation Project

- Paper
- Portfolio
- Product
- Presentation



www.ncpublicschools.org/graduationproject

The State Perspective



21st Century Skills in North Carolina

CENTER FOR 21ST CENTURY SKILLS

In 2005, Governor Mike Easley launched the nation's first Center for 21st Century Skills. The Center is focused on improving North Carolina's education system to ensure that students graduate with the skills needed for success in the global economy. The Center is located in the North Carolina Business Committee for Education.

The Center is a public-private partnership that works actively with business leaders, educators and policymakers to create new curricula, new assessments, and new ways to align classroom teaching and learning outcomes with 21st century workforce readiness skills.

The Center is bringing together current innovative reform efforts as well as implementing new ones to develop meaningful assessments and curricula that reflect the knowledge necessary for success in the 21st century. The Center is also working to improve and expand professional development for educators that focus on 21st century skills.

NORTH CAROLINA BUSINESS COMMITTEE FOR EDUCATION


www.ncbce.org

The North Carolina Business Committee for Education (NCBCE) represents North Carolina's leading corporations and businesses focused on the link between education and economic growth. Created in 1983 and located in the office of the Governor, NCBCE is a catalyst for systemic change and continuous improvement in public education. NCBCE acts as an advocate, resource and business voice in public education to ensure that North Carolina students are prepared for employment and lifelong learning. www.ncbce.org

21ST CENTURY SKILLS INITIATIVES

1 Learn and Earn/Early College High Schools

As a part of Gov. Easley's high school reform initiative, Learn and Earn High Schools give students an opportunity to attend high school on community college and university campuses to earn both a high school diploma and two years of college transfer credit and/or an associate's degree in just five years of study. Students who are first-generation college goers and those identified as at risk of dropping out of high school receive acceptance priority. School staff is trained to use project-based instruction within the framework of a professional learning

21st Century Skills in North Carolina



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The School Board Perspective

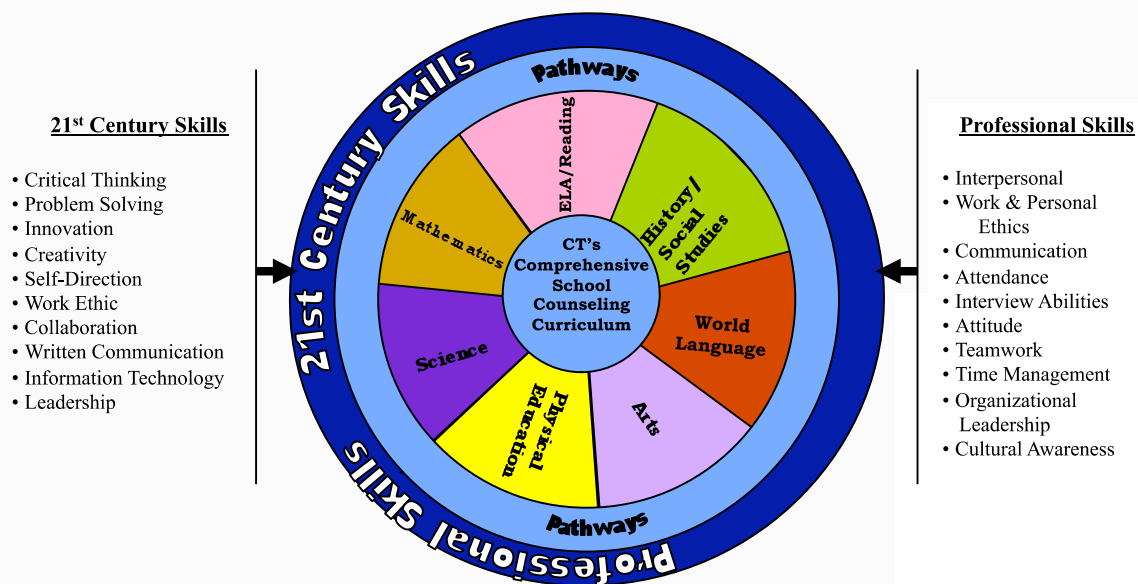
- 24 Credits
- A Core Curriculum of Required Courses
- 21st Century Learning Skills Embedded in State-developed Model Curricula
- End-of-Course Assessment Examinations
- End-of-Course Performance Tasks
- Student Success Plans with Career Path Options
- A Senior Demonstration Project

A Matrix of Requirements and Choices

<i>Draft 12/5/07</i>	<i>Required Credits Distribution</i>	<i>State Model Curricula</i>	<i>Embedded 21st Century Skills</i>	<i>State EOC Examination</i>	<i>State EOC Performance Task</i>	<i>Local EOC Performance Task</i>	<i>Locally Scored</i>
Core Curriculum							
Mathematics	3						
Algebra I	1	x	x	x			
Geometry	1	x	x				
Algebra II	1	x	x	x			
Science	3						
Biology	1	x	x	x			
Chemistry or Other Full-year Physical Science Course (See N	1	x	x		x (Chemistry)	x (Other)	x
Full-year Lab Course in Physical or Life Science	1					x	x
English, LA & Reading	4						
English I	1	x	x				
English II	1	x	x	x			
Literature & Composition I	1						
Literature & Composition II or Full-year Elective	1						
History/Social Science	3						
International Studies	1					x	x
US History	1	x	x	x			
Civics	0.5	x	x				
Half-year Elective	0.5						
World Language	2						
Career & Technical Education and The Arts	2						
Combination of Full or Half-Year Elective Courses							
Careers and Technical Education	.5 or 1 or 2						
The Arts	.5 or 1 or 2						
Health and Wellness	2						
Health, Nutrition & Wellness	0.5	x	x				
Physical Education	1.5	x	x				
Electives: Full and Half-Year Courses	4						
Senior Demonstration	1					x	x
Total	24	11	11	5	1	4	4

Note 1: Model Curriculum for Chemistry Only

Components of Student Success Plan



Foundation: Rigorous academic courses and a related sequence of elective courses aligned to a specific career pathway in providing:

- Experiential Learning: Job Shadows, Internships, Community Service
- Dual/Concurrent Credit
- Senior Project Design
- 21st Century and Professional Skills across-the-curriculum
- Evolving post-secondary plan

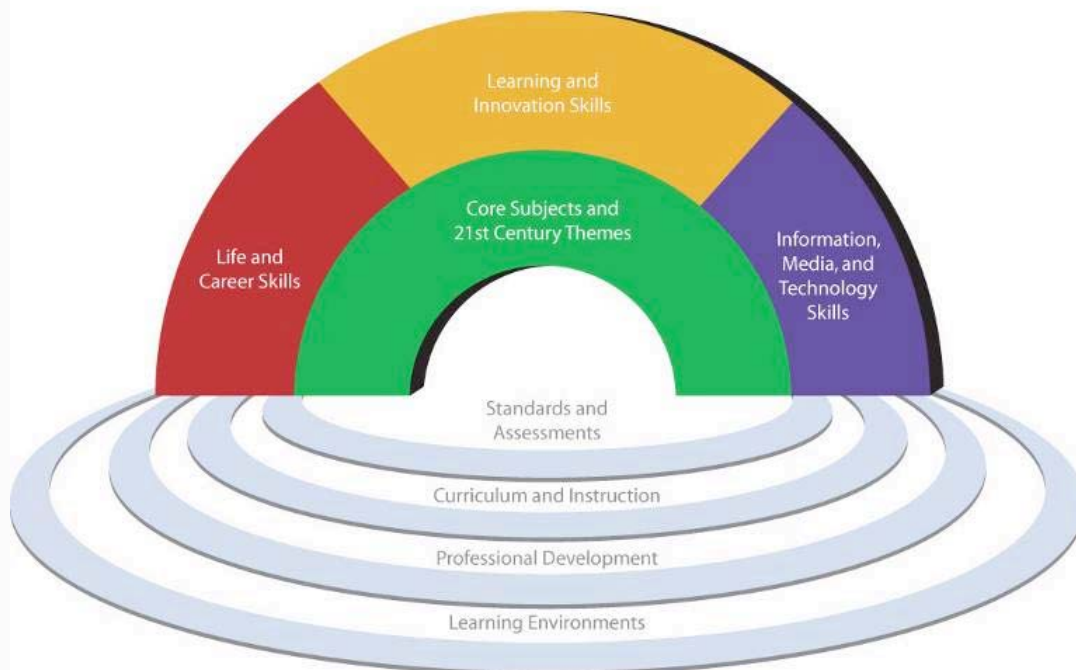


Overview

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21st Century Student Outcomes and Support Systems



What should school boards do?

1. Develop a “Partnership” Focused on 21st Century Outcomes

Develop a consensus among the key stakeholders on the 21st century skills needed by your students. Be sure the business community is included.



What should school boards do?

2. Embed 21st century skills into professional development and teacher preparation for P-16 education.

(e.g. West Virginia, Lawrence Township/Indianapolis, North Carolina)



<http://wvde.state.wv.us/teach21/>

What should school boards do?

3. Embed 21st century skills into the assessments used in P-16 education.



(e.g. North Carolina Science Assessment, new Tech High, CWRA, PISA.)

Conclusion

Are our students ready for the
new global economy?

Conclusion

Are our students critical thinkers and problem solvers?



Are our students globally aware?

Are our students self-directed?

Are our students good collaborators?



Conclusion

Are our students information and technology literate?



Are our students flexible and adaptable?

Are our students innovative?



Are our students effective communicators?



Conclusion

These skills should become the “design specs” for 21st century education in every district.

Contact Us

177 North Church Ave.
Suite 305
Tucson, AZ 85701
(520) 623-2466



www.21stcenturyskills.org

P21 Framework Definitions

To help practitioners integrate skills into the teaching of core academic subjects, the Partnership has developed a unified, collective vision for learning known as the Framework for 21st Century Learning. This Framework describes the skills, knowledge and expertise students must master to succeed in work and life; it is a blend of content knowledge, specific skills, expertise and literacies.

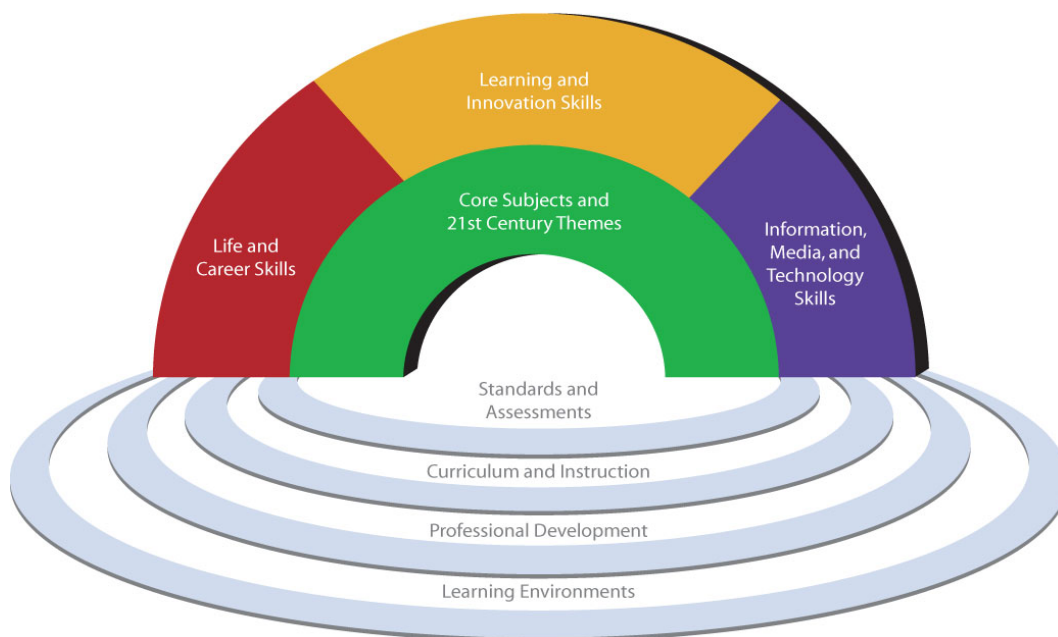
Every 21st century skills implementation requires the development of core academic subject knowledge and understanding among all students. Those who can think critically and communicate effectively must build on a base of core academic subject knowledge.

Within the context of core knowledge instruction, **students must also learn the essential skills for success in today's world, such as critical thinking, problem solving, communication and collaboration.**

When a school or district builds on this foundation, combining the entire Framework with the necessary support systems—standards, assessments, curriculum and instruction, professional development and learning environments—students are more engaged in the learning process and graduate better prepared to thrive in today's global economy.

While the graphic represents each element distinctly for descriptive purposes, the Partnership views all the components as fully interconnected in the process of 21st century teaching and learning.

21st Century Student Outcomes and Support Systems



21st CENTURY STUDENT OUTCOMES

The elements described in this section as “21st century student outcomes” (represented by the rainbow) are the knowledge, skills and expertise students should master to succeed in work and life in the 21st century.

CORE SUBJECTS AND 21st CENTURY THEMES

Mastery of **core subjects and 21st century themes** is essential for all students in the 21st century. Core subjects include:

- English, reading or language arts
- World languages
- Arts
- Mathematics
- Economics
- Science
- Geography
- History
- Government and Civics

In addition to these subjects, we believe schools must move to include not only a focus on mastery of core subjects, but also promote understanding of academic content at much higher levels by weaving **21st century interdisciplinary themes** into core subjects:

Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal, work and community contexts
- Understanding other nations and cultures, including the use of non-English languages

Financial, Economic, Business and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national and global levels
- Understanding the local and global implications of civic decisions

Health Literacy

- Obtaining, interpreting and understanding basic health information and services and using such information and services in ways that enhance health
- Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance and stress reduction
- Using available information to make appropriate health-related decisions
- Establishing and monitoring personal and family health goals
- Understanding national and international public health and safety issues

Environmental Literacy

- Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water and ecosystems
- Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.)
- Investigate and analyze environmental issues, and make accurate conclusions about effective solutions
- Take individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues)

LEARNING AND INNOVATION SKILLS

Learning and innovation skills increasingly are being recognized as those that separate students who are prepared for a more and more complex life and work environments in the 21st century, and those who are not. A focus on creativity, critical thinking, communication and collaboration is essential to prepare students for the future.

CREATIVITY AND INNOVATION***Think Creatively***

- Use a wide range of idea creation techniques (such as brainstorming)
- Create new and worthwhile ideas (both incremental and radical concepts)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts

Work Creatively with Others

- Develop, implement and communicate new ideas to others effectively
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes

Implement Innovations

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

CRITICAL THINKING AND PROBLEM SOLVING***Reason Effectively***

- Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation

Use Systems Thinking

- Analyze how parts of a whole interact with each other to produce overall outcomes in complex systems

Make Judgments and Decisions

- Effectively analyze and evaluate evidence, arguments, claims and beliefs
- Analyze and evaluate major alternative points of view
- Synthesize and make connections between information and arguments
- Interpret information and draw conclusions based on the best analysis
- Reflect critically on learning experiences and processes

Solve Problems

- Solve different kinds of non-familiar problems in both conventional and innovative ways
- Identify and ask significant questions that clarify various points of view and lead to better solutions

COMMUNICATION AND COLLABORATION***Communicate Clearly***

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, values, attitudes and intentions
- Use communication for a range of purposes (e.g. to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness a priori as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

Collaborate with Others

- Demonstrate ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member

INFORMATION, MEDIA AND TECHNOLOGY SKILLS

People in the 21st century live in a technology and media-suffused environment, marked by various characteristics, including: 1) access to an abundance of information, 2) rapid changes in technology tools, and 3) the ability to collaborate and make individual contributions on an unprecedented scale. To be effective in the 21st century, citizens and workers must be able to exhibit a range of functional and critical thinking skills related to information, media and technology.

INFORMATION LITERACY

Access and Evaluate Information

- Access information efficiently (time) and effectively (sources)
- Evaluate information critically and competently

Use and Manage Information

- Use information accurately and creatively for the issue or problem at hand
- Manage the flow of information from a wide variety of sources
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information

MEDIA LITERACY

Analyze Media

- Understand both how and why media messages are constructed, and for what purposes
- Examine how individuals interpret messages differently, how values and points of view are included or excluded, and how media can influence beliefs and behaviors
- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of media

Create Media Products

- Understand and utilize the most appropriate media creation tools, characteristics and conventions
- Understand and effectively utilize the most appropriate expressions and interpretations in diverse, multi-cultural environments

ICT (Information, Communications and Technology) LITERACY

Apply Technology Effectively

- Use technology as a tool to research, organize, evaluate and communicate information
- Use digital technologies (computers, PDAs, media players, GPS, etc.), communication/networking tools and social networks appropriately to access,

manage, integrate, evaluate and create information to successfully function in a knowledge economy

- Apply a fundamental understanding of the ethical/legal issues surrounding the access and use of information technologies

LIFE AND CAREER SKILLS

Today's life and work environments require far more than thinking skills and content knowledge. The ability to navigate the complex life and work environments in the globally competitive information age requires students to pay rigorous attention to developing adequate life and career skills.

FLEXIBILITY AND ADAPTABILITY

Adapt to Change

- Adapt to varied roles, jobs responsibilities, schedules and contexts
- Work effectively in a climate of ambiguity and changing priorities

Be Flexible

- Incorporate feedback effectively
- Deal positively with praise, setbacks and criticism
- Understand, negotiate and balance diverse views and beliefs to reach workable solutions, particularly in multi-cultural environments

INITIATIVE AND SELF-DIRECTION

Manage Goals and Time

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently

Work Independently

- Monitor, define, prioritize and complete tasks without direct oversight

Be Self-directed Learners

- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process
- Reflect critically on past experiences in order to inform future progress

SOCIAL AND CROSS-CULTURAL SKILLS

Interact Effectively with Others

- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner

Work Effectively in Diverse Teams

- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Respond open-mindedly to different ideas and values
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work

PRODUCTIVITY AND ACCOUNTABILITY

Manage Projects

- Set and meet goals, even in the face of obstacles and competing pressures
- Prioritize, plan and manage work to achieve the intended result

Produce Results

- Demonstrate additional attributes associated with producing high quality products including the abilities to:
 - Work positively and ethically
 - Manage time and projects effectively
 - Multi-task
 - Participate actively, as well as be reliable and punctual
 - Present oneself professionally and with proper etiquette
 - Collaborate and cooperate effectively with teams
 - Respect and appreciate team diversity
 - Be accountable for results

LEADERSHIP AND RESPONSIBILITY

Guide and Lead Others

- Use interpersonal and problem-solving skills to influence and guide others toward a goal
- Leverage strengths of others to accomplish a common goal
- Inspire others to reach their very best via example and selflessness
- Demonstrate integrity and ethical behavior in using influence and power

Be Responsible to Others

- Act responsibly with the interests of the larger community in mind

21st CENTURY SUPPORT SYSTEMS

The elements described below are the critical systems necessary to ensure student mastery of 21st century skills. 21st century standards, assessments, curriculum, instruction, professional development and learning environments must be aligned to produce a support system that produces 21st century outcomes for today's students.

21st Century Standards

- Focus on 21st century skills, content knowledge and expertise

- Build understanding across and among core subjects as well as 21st century interdisciplinary themes
- Emphasize deep understanding rather than shallow knowledge
- Engage students with the real world data, tools and experts they will encounter in college, on the job, and in life; students learn best when actively engaged in solving meaningful problems
- Allow for multiple measures of mastery

Assessment of 21st Century Skills

- Supports a balance of assessments, including high-quality standardized testing along with effective formative and summative classroom assessments
- Emphasizes useful feedback on student performance that is embedded into everyday learning
- Requires a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st century skills
- Enables development of portfolios of student work that demonstrate mastery of 21st century skills to educators and prospective employers
- Enables a balanced portfolio of measures to assess the educational system's effectiveness in reaching high levels of student competency in 21st century skills

21st Century Curriculum and Instruction

- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills
- Encourages the integration of community resources beyond school walls

21st Century Professional Development

- Highlights ways teachers can seize opportunities for integrating 21st century skills, tools and teaching strategies into their classroom practice — and help them identify what activities they can replace/de-emphasize
- Balances direct instruction with project-oriented teaching methods
- Illustrates how a deeper understanding of subject matter can actually enhance problem-solving, critical thinking, and other 21st century skills
- Enables 21st century professional learning communities for teachers that model the kinds of classroom learning that best promotes 21st century skills for students
- Cultivates teachers' ability to identify students' particular learning styles, intelligences, strengths and weaknesses
- Helps teachers develop their abilities to use various strategies (such as formative assessments) to reach diverse students and create environments that support differentiated teaching and learning
- Supports the continuous evaluation of students' 21st century skills development

- Encourages knowledge sharing among communities of practitioners, using face-to-face, virtual and blended communications
- Uses a scalable and sustainable model of professional development

21st Century Learning Environments

- Create learning practices, human support and physical environments that will support the teaching and learning of 21st century skill outcomes
- Support professional learning communities that enable educators to collaborate, share best practices and integrate 21st century skills into classroom practice
- Enable students to learn in relevant, real world 21st century contexts (e.g., through project-based or other applied work)
- Allow equitable access to quality learning tools, technologies and resources
- Provide 21st century architectural and interior designs for group, team and individual learning
- Support expanded community and international involvement in learning, both face-to-face and online

About the Partnership for 21st Century Skills

The Partnership for 21st Century Skills is a national organization that advocates for the integration of skills such as critical thinking, problem solving and communication into the teaching of core academic subjects such as English, reading or language arts, world languages, arts, mathematics, economics, science, geography, history, government and civics.

The Partnership and our member organizations provide tools and resources that help facilitate and drive this necessary change.

Learn more and get involved at <http://www.21stcenturyskills.org>.

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SKILL/INTERNSHIP COMMUNITY SCAN

Before/Afterschool Program

1.

2.

3.

School

1.

2.

3.

District

1.

2.

3.

Before/Afterschool Program

School

District

Community: Parents

Community

Community: Parents

1.

2.

3.

Community At Large

1.

2.

3.

4.

5.

Includes businesses,
non profits, government,
other schools (K-12), sub
contractors, etc.