



Campbell Union School District
Community Advisory Group
December 7, 2017

Ken Kay, CEO, EdLeader21

DAY 2

- CONTINUE WORK ON COMPETENCIES
- BEGIN WORK ON VISUAL
- BEGIN THINKING ABOUT IMPLICATIONS



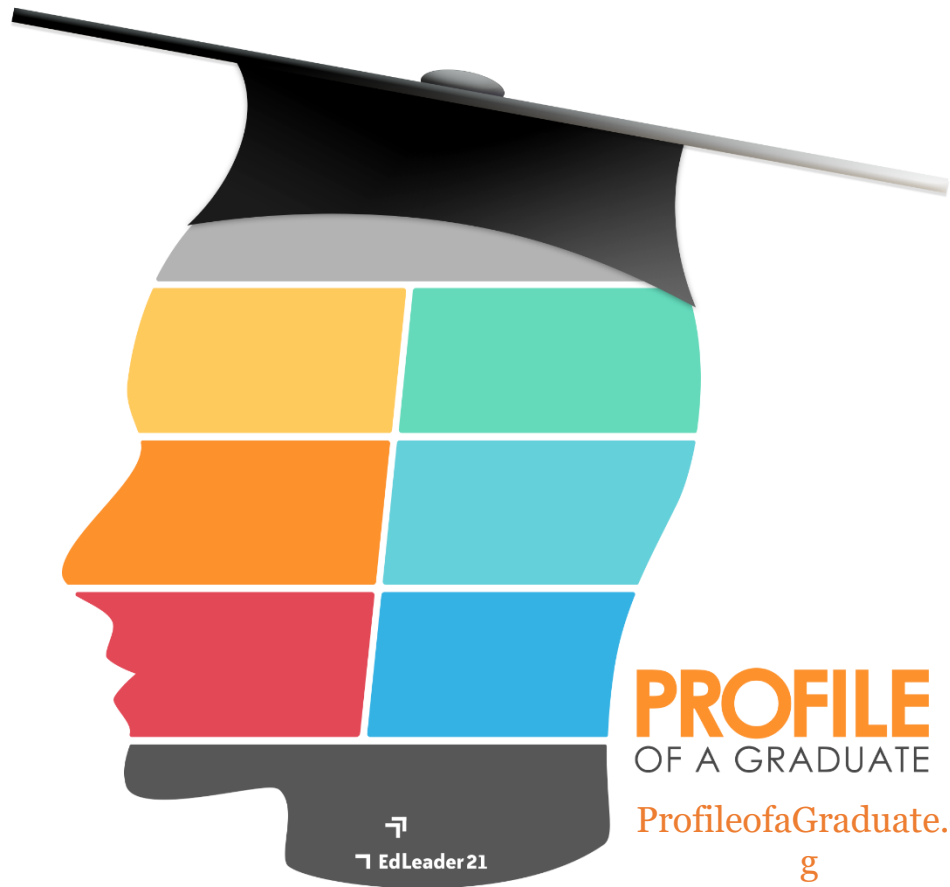
DAY 3

- RECEIVE COMMUNITY FEEDBACK
- FINALIZE WORK ON COMPETENCIES
- FINALIZE WORK ON VISUAL
- MAKE RECOMMENDATIONS ON OUTREACH
- FINALIZE WORK ON IMPLICATIONS





IMPLICATIONS OF A PROFILE OF A GRADUATE





The 4Cs

STUDENTS



4Cs COMPETENCIES

EDUCATORS



4Cs PEDAGOGY

CULTURE



4Cs CULTURE

ADMINISTRATORS



4Cs LEADERSHIP

OPERATIONS



4Cs POLICIES

A composite image. The left half is dark with white text. The right half shows a child from behind, sitting on a rug and playing with wooden blocks. A large, arched window in the background looks out onto a sunlit landscape with trees and a red-roofed building. The scene is warmly lit by natural light from the window.

1. PEDAGOGY

2. ASSESSMENT

3. CULTURE

4. LEADERSHIP



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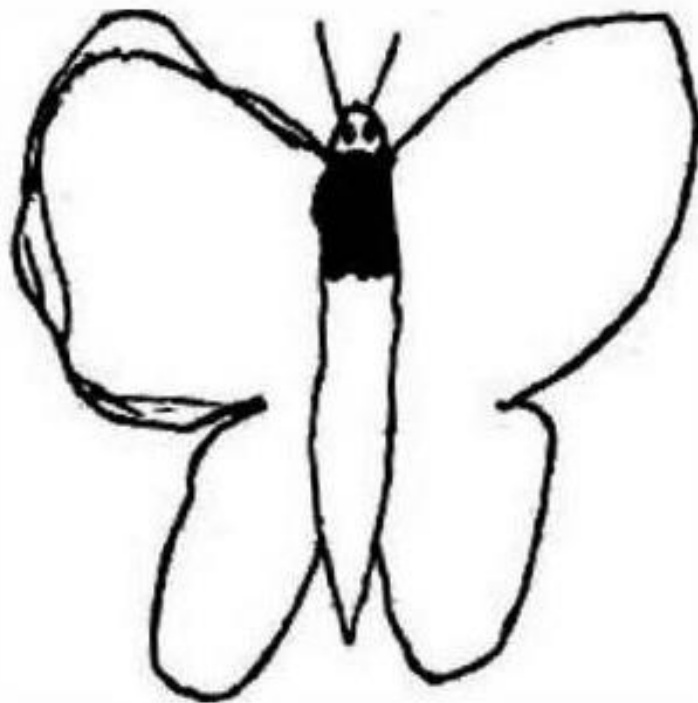
1. PEDAGOGY

2. ASSESSMENT

3. CULTURE

4. LEADERSHIP





AUSTIN'S BUTTERFLY



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Austin



AUSTIN'S BUTTERFLY



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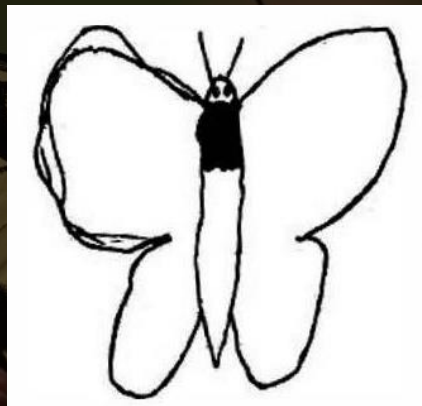
ASSIGNMENT PHOTO



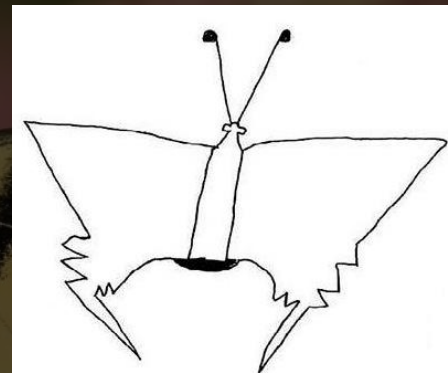
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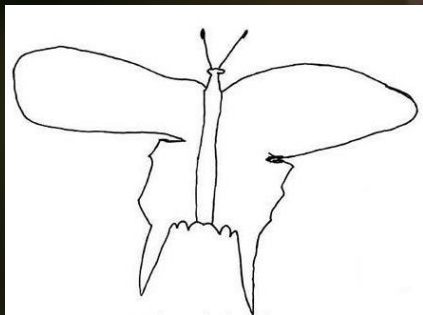
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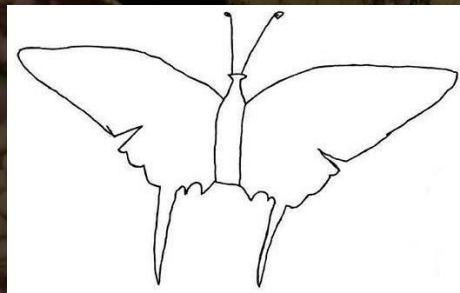
DRAFT 1



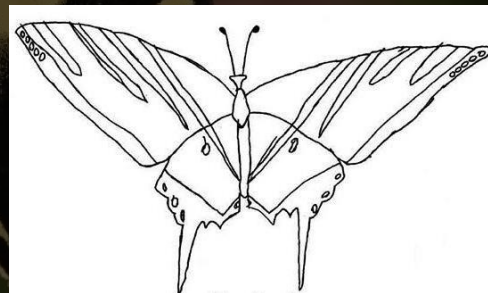
DRAFT 2



DRAFT 3



DRAFT 4



DRAFT 5



Austin



DRAFT 6



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CCSS
ALIGNED

PROJECT BASED LEARNING
TOOLKIT SERIES



PBL FOR 21ST CENTURY SUCCESS

*Teaching Critical Thinking, Collaboration,
Communication, and Creativity*



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1. PEDAGOGY

2. ASSESSMENT

3. CULTURE

4. LEADERSHIP



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creativity RUBRIC

11th/12th GRADE

DOWNLOAD

<http://www.edleader21.com/rubric>

PROMO CODE: **CREATIVITY17**

PERFORMANCE AREA

1

2

3

4

Openness & Courage to Explore



Describes and explores ideas in black-and-white terms with little attention given to diverse points of view (or "shades of gray"); displays low tolerance for ambiguity; rarely challenges existing parameters or ideas.

Is beginning to develop curiosity, flexibility, and openness to ambiguity in exploring ideas, but needs encouragement and support; sometimes challenges existing parameters or ideas.

Is curious, flexible, and open to ambiguity in exploring ideas; consistently challenges existing parameters or ideas.

Clearly describes the larger context surrounding the issue with few errors.

Demonstrates high levels of curiosity, imagination, tenacity, and a sense of humor in exploring new concepts and ideas.

Displays a sophisticated understanding of and empathy for the context of a problem.

Pursues simple questions that lead to a limited understanding of the full context of the question or problem.

Represents a single, often inflexible, perspective in pursuing ideas.

Frequently stops exploring ideas when encountering moments of failure or constructive criticism.

Has an unclear vision of the end product or performance. Frequently uses a single,

Describes the larger context surrounding the issue with few errors, but the description may lack clarity.

Is beginning to show willingness to challenge and go beyond one's underlying assumptions or beliefs when exploring ideas and solutions.

Usually perseveres in exploring ideas when encountering moments of failure or constructive criticism.

Has a vision of the end

Displays sufficient willingness to challenge and go beyond one's underlying assumptions/beliefs when exploring ideas and solutions.

Consistently perseveres in exploring ideas when encountering moments of failure or constructive criticism; shows resilience in situations in which failure is part of the experience.

Has a clear vision of the end product or performance. Displays sufficient resilience

Comfortably takes risks, tolerates ambiguity, learns from mistakes, and displays a willingness to grow.

Often identifies problems or challenges before others are aware of them.

Critically examines conventional or authoritarian assertions; challenges one's own assertions or beliefs; willing to explore unpopular ideas.





4CS PERFORMANCE ASSESSMENT

critical thinking
RUBRIC

11th/12th GRADE

creativity
RUBRIC

11th/12th GRADE

collaboration
RUBRIC

11th/12th GRADE

communication
RUBRIC

11th/12th GRADE

PERFORMANCE AREA

Problem
Solving/
Solution
Finding

1

Is hesitant to share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question.

Is beginning to use systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part, but is unable to predict what will happen if a part is missing.

Shows an inability to test ideas, assess the outcome, and decide if a new solution is necessary.

2

Shares ideas about how to best solve the problem, meet the challenge, or answer the inquiry question, but the explanation is somewhat unclear.

Uses systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part and predicts what would happen if a part is missing, but is unable to describe the subsystems.

Tests ideas. With assistance, assesses the outcome, but the explanation may be somewhat unclear. Is beginning to show ability to assess results and decide if a new solution is necessary.

3

Clearly explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question; clearly describes why their ideas make sense.

Uses systems thinking in problem solving. Describes the function of the whole system, describes the subsystems, and describes how a change in the subsystems influences the entire system.

Tests ideas. With little assistance, assesses and clearly describes the outcome and decides if a new solution is necessary.

4

Ideas about how to best solve the problem, meet the challenge, or answer the inquiry question are very convincing.

When using systems thinking in problem solving, defines if the system is in equilibrium or is changing explains how the system interacts with another system.

Tests ideas with patience, precision, and accuracy; Carefully assesses outcome and draws logical conclusions about next steps.

CRITICAL THINKING RUBRIC





1. PEDAGOGY
2. ASSESSMENT
3. CULTURE
4. LEADERSHIP

NORMS

- Hard on the content, soft on the people
- Be kind, helpful & specific
- Share the air (or “step up, step back”)
- Reflect on use of protocol

PROJECT TUNING PROTOCOL



1. PEDAGOGY
2. ASSESSMENT
3. CULTURE
4. LEADERSHIP





LEADER A

AUTHORITATIVE
TOP DOWN STYLE
EXPERT
MANAGER

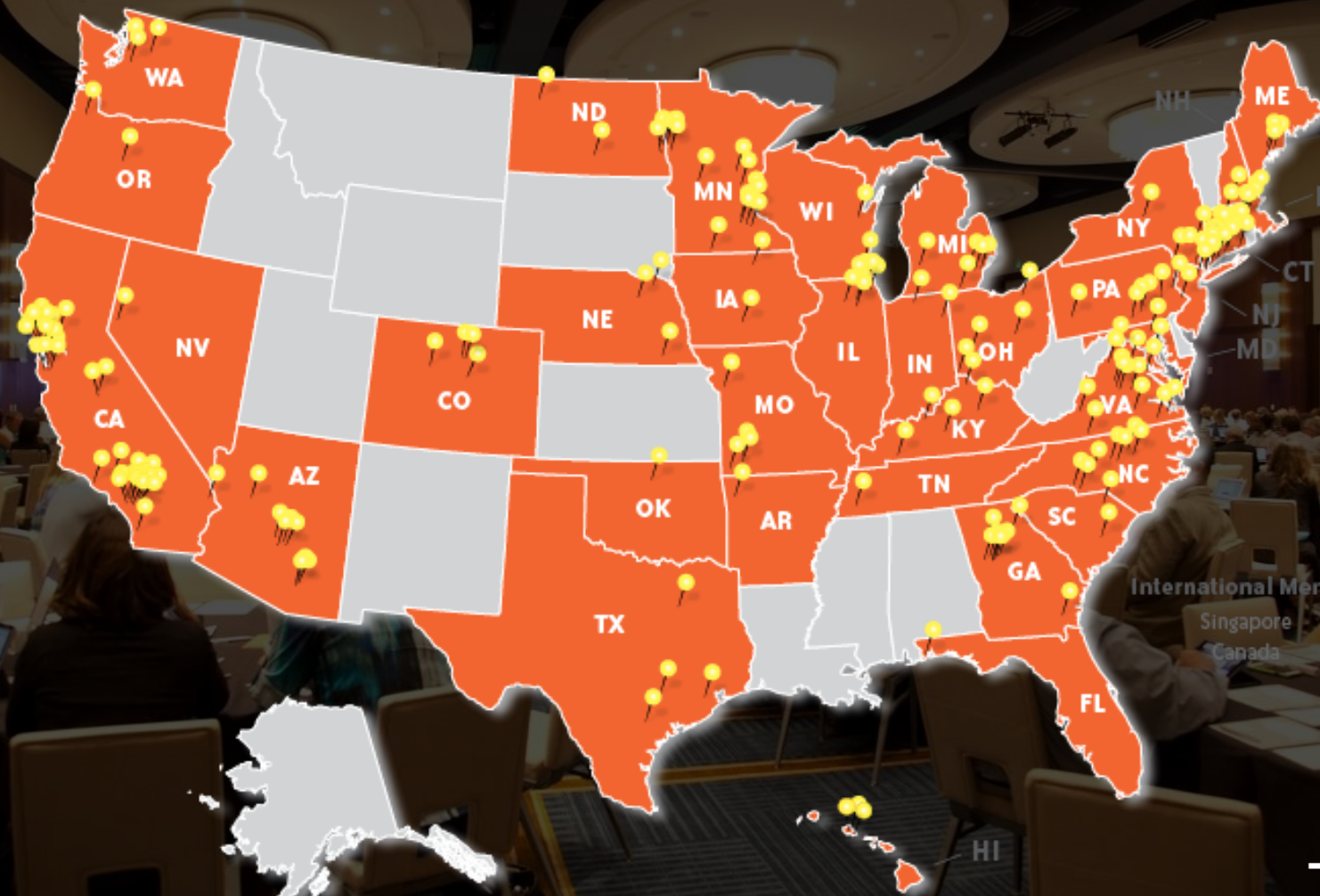


LEADER B

CREATIVE PROBLEM SOLVER
EFFECTIVE COMMUNICATOR
COLLABORATOR
CREATIVE & INNOVATIVE

EdLeader21 is a
professional learning
community
of leaders focused on
the 4Cs in K-12
education.







STUDENT A

MATH
SCIENCE
ENGLISH
SOCIAL STUDIES



STUDENT B

CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY



QUESTIONS?



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