

WEBVTT

1

00:06:32.520 --> 00:06:35.970

Amie Smith: Because being a virtual reality, I said I got it.

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00:06:37.590 --> 00:06:39.870

Amie Smith: might be able to hear us, you may.

3

00:08:12.720 --> 00:08:13.590

Amie Smith: Can you hear us.

4

00:08:19.740 --> 00:08:20.400

Chuck Buseman: I can hear you.

5

00:08:22.650 --> 00:08:23.130

Amie Smith: Thank you.

6

00:12:52.020 --> 00:12:52.320

No.

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00:13:37.950 --> 00:13:41.040

Amie Smith: hi everyone, we have about a minute until 1230.

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00:13:42.120 --> 00:13:45.870

Amie Smith: And so we'll wait that extra minute and see if anyone else hops on.

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00:14:50.760 --> 00:15:01.560

Amie Smith: hi everyone, welcome to our universal constructs getting started my name is amy Smith and i'm one of the map consultants here at central rivers and i'm also a member of our future ready team.

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00:15:02.460 --> 00:15:12.840

Amie Smith: And I will let and introduce herself hi everyone i'm and Lucas and the work experience transition coordinator for central rivers and i'm also a member of the future ready team.

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00:15:13.380 --> 00:15:20.040

Amie Smith: right before you move on i'm just going to ask one more

time, can you hear us Okay, if someone were to unmute and just say we can hear you.

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00:15:21.120 --> 00:15:23.130
rzirbel: I hear you fine okay.

13

00:15:23.160 --> 00:15:23.910
Amie Smith: Thank you.

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00:15:25.410 --> 00:15:40.440
Amie Smith: Thank you all right, and also, you may notice us up in the probably the right corner of your screen and see and I, but the technology is a little glitchy still be appear and reappear in our little screen, so we have we apologize for that, but we can't fix that at this time.

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00:15:41.520 --> 00:15:51.240
Amie Smith: So once again thanks for joining us for universal constructs getting started this learning is provided to you today by central rivers at a based on the.

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00:15:51.900 --> 00:15:58.740
Amie Smith: Based on the constructs under I will core standards and the Center for competency competency based education.

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00:15:59.610 --> 00:16:12.960
Amie Smith: And so what we hope to do for you today is build your awareness and develop some deeper understanding for the universal constructs and how our students engage in those constructs to be future ready for what life holds for them.

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00:16:18.300 --> 00:16:26.040
Amie Smith: So we before we dig into the content i'd like to share the intended learning outcomes today or the learning goals and success criteria.

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00:16:26.430 --> 00:16:37.080
Amie Smith: So we hope that you understand that the universal constructs provide a framework for the competencies and habits of mind needed for future success and careers college and life readiness.

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00:16:37.470 --> 00:16:47.550

Amie Smith: and in doing so you'll be able to identify the competencies and skills desired by fortune 500 companies and their connection to ios universal constructs.

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00:16:48.150 --> 00:16:59.430

Amie Smith: and also be able to identify the likely future for students who does not have these competencies and skills and identify the resources that can be used to learn more about the universal constructs.

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00:17:01.740 --> 00:17:11.640

Amie Smith: So, to get started in our learning, I would like you to think about your educational experience preschool through 12th grade.

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00:17:12.360 --> 00:17:29.910

Amie Smith: And, as I read you the questions that are on the screen, I invite you to jot down some of your thoughts or your reflections about your experience you're going to be asked to use some of this information later in our presentation, so if you just want to quick grab a.

24

00:17:31.110 --> 00:17:36.780

Amie Smith: pencil and paper and think about what did your classes focus on.

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00:17:39.000 --> 00:17:44.340

Amie Smith: What perhaps for the summit instructional methods your teachers used.

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00:17:46.770 --> 00:17:52.830

Amie Smith: What skills, did you possess as a graduate from whatever school you attended.

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00:17:54.810 --> 00:18:01.770

Amie Smith: And, did you know what skills, knowledge and dispositions that your district felt were important for you.

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00:18:02.850 --> 00:18:05.250

Amie Smith: As a graduate to possess.

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00:18:12.510 --> 00:18:15.900

Amie Smith: So you can continue thinking and jotting some things down.

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00:18:16.950 --> 00:18:38.160

Amie Smith: we're going to watch a video from ef explore America entitled what is 21st century education and, as you watch think about how the video connects with your past educational experience and also what is the implication for the future.

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00:20:50.280 --> 00:21:03.960

Amie Smith: So the skills feature on this slide are from the past 50 years and they're a broad picture of what the fortune 500 companies valued in their new employees i'm going to pause for a moment and let you read through each list.

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00:21:38.280 --> 00:21:43.710

Amie Smith: The list from the previous slide identified skills of the fortune 500 companies and employers.

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00:21:44.790 --> 00:21:59.850

Amie Smith: valued in their employees, so now take a look at these lists from the World Economic Forum, these are predictors of the skills that will be needed for individuals to be successful and future ready again not how they change over the years.

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00:22:01.110 --> 00:22:02.970

Amie Smith: What trends do you notice.

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00:22:04.650 --> 00:22:06.120

Amie Smith: What shifts have happened.

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00:22:07.860 --> 00:22:11.580

Amie Smith: And are we providing experiences that develop these skills.

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00:22:22.530 --> 00:22:29.790

Amie Smith: So over the last two slides we examine some broad perspectives of skills valued in expected in the workplace.

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00:22:30.600 --> 00:22:47.460

Amie Smith: So here on this screen you'll see the top 10 skills, I

will employers have identified as essential as presented by Cathy leggett the future ready, I will policy advisor at I will workforce development so again take a couple of minutes and review this list.

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00:23:07.980 --> 00:23:13.320

Amie Smith: See the top 10 employability skills that you just reviewed from.

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00:23:18.060 --> 00:23:23.670

Amie Smith: I will workforce development, as well as the I will core universal constructs.

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00:23:24.270 --> 00:23:34.410

Amie Smith: So, based on the needs of the I will work force the I would Department of Education, adopted the universal constructs to prepare iowa students to be future ready.

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00:23:35.130 --> 00:23:47.370

Amie Smith: And you can see, this constructs and critical thinking complex communication creativity collaboration flexibility, adaptability productivity and accountability.

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00:23:48.750 --> 00:24:07.350

Amie Smith: I will employers have stated that if employees have these skills, we can teach them the technical requirements, so the list of the 10 employability skills really highlights the need for educators to explicitly teach the universal constructs to students.

44

00:24:10.680 --> 00:24:26.820

Amie Smith: Okay, those notes you captured at the beginning, regarding your own preschool through 12th grade educational experience take a moment and look at those six universal constructs and compare them to the list of skills, you created and dispositions you jot it down.

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00:24:28.980 --> 00:24:30.300

Amie Smith: Are there similarities.

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00:24:32.700 --> 00:24:33.690

Amie Smith: Are there differences.

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00:24:35.640 --> 00:24:46.590

Amie Smith: Development of these skills comes from direct an explicit instruction of the universal constructs within the iowa court and help students become career college and life right.

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00:24:49.740 --> 00:25:04.980

Amie Smith: There are resources available to help you dig more into the universal constructs if the universal constructs are still really new to you a good place to go to for an overview is right to our iowa core standards.

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00:25:08.130 --> 00:25:14.550

Amie Smith: And this link under I have a core.gov and you can just search the universal constructs it will take you to this page.

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00:25:16.140 --> 00:25:27.150

Amie Smith: Each construct is listed gives a nice description gives a nice summary and then some descriptors of each of those six universal constructs.

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00:25:30.900 --> 00:25:41.250

Amie Smith: Now, if you are already familiar with the constructs and you'd like to dig a little deeper the Center is a good place to go as a resource.

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00:25:44.940 --> 00:26:06.870

Amie Smith: And the Center is a group of a collaborative group consisting of at a Members across the State Department of ED future ready team school districts, businesses and some student representation, they come together and they look at just things that students in iowa need.

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00:26:08.490 --> 00:26:14.190

Amie Smith: To be successful in life, and they develop resources to help educators districts with that.

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00:26:14.820 --> 00:26:23.400

Amie Smith: And so today we're specifically talking about the universal constructs so i'm going to go over here on the left and scroll down to universal constructs adaptive competencies.

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00:26:23.910 --> 00:26:33.570

Amie Smith: And that takes us to the universal construct resources

they've developed they've developed this group has developed some comprehensive resources around each construct.

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00:26:37.710 --> 00:26:43.350

Amie Smith: And so once again the universal constructs are required by iowa or I have a core standards.

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00:26:47.010 --> 00:26:54.000

Amie Smith: And so the group has developed these progressions under banded gateways and i'll talk about that more in a minute.

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00:26:55.080 --> 00:27:06.450

Amie Smith: But each construct has a resource document that leads us through learning progressions through those banded gateways of grades K 23568 and 912.

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00:27:07.200 --> 00:27:20.850

Amie Smith: and also some additional resources to help embed those constructs and instruction let's take a look at one of the resources they've developed so like I said each construct has a different document let's just look at collaboration.

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00:27:23.940 --> 00:27:40.500

Amie Smith: Now, like I said, as this is pulling up these are comprehensive documents they are they're not to look at if the constructs are new to you, I would go back and look at the I will core summary page, but this is, if you have some you're somewhat familiar with them, and you want to dig deeper.

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00:27:42.150 --> 00:28:00.270

Amie Smith: So each competency so we're looking at collaboration has what it is how we do it, and why we do it each competency then has three key skills, with your skill monitor collaboration negotiation skills.

62

00:28:01.590 --> 00:28:10.290

Amie Smith: And then negotiating sorry personal capacity skills around collaboration and shared ownership skills around collaboration.

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00:28:12.960 --> 00:28:21.480

Amie Smith: So, then, we have these here's this progression, you can see, going across the screen, you can see my mouse moving and then we

have these banded gateways.

64

00:28:22.320 --> 00:28:32.880

Amie Smith: So here's the gateway into intermediate or upper elementary so if i'm lower elementary teachers need to the skills i'm working with my students so they're prepared for upper elementary.

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00:28:33.480 --> 00:28:42.720

Amie Smith: And then, our upper elementary teachers are preparing our students for middle school skills middle school teachers to high school and high school to college and future career ready.

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00:28:45.120 --> 00:28:54.450

Amie Smith: it's Nice that there's color coding in the competency, and you can see that color coding throughout the documents were those different skills that now, these are lots of.

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00:28:55.110 --> 00:29:12.600

Amie Smith: These are a lot that's why it's comprehensive and I said I was cautious about how to dig into this document, but these are all the what I want to call them indicators or criteria i'll call them indicators that students are engaging in through their content.

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00:29:15.330 --> 00:29:20.310

Amie Smith: So, then, we have this band gateway for each of the skills just under collaboration.

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00:29:22.410 --> 00:29:28.440

Amie Smith: As I scroll farther down the document that after those progressions we have resource links.

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00:29:29.730 --> 00:29:31.950

Amie Smith: To click on to help us embedded instruction.

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00:29:33.390 --> 00:29:35.370

Amie Smith: And then farther down the document.

72

00:29:38.760 --> 00:29:48.630

Amie Smith: The universal constructs it's the same information but it's set up in a different structure so if I was a second grade teacher.

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00:29:48.930 --> 00:30:00.720

Amie Smith: Here, all three skills put together for me to help me move my students in what they need to know and to move into upper elementary So this is the same information up above just organized differently.

74

00:30:01.620 --> 00:30:14.130

Amie Smith: And, did you want to add anything to the resource that I, maybe didn't mention that would be good to point out i'm kind of this would be lovely that you would want to work through slowly and pick up just a little bit of piece, at a time not trying to do.

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00:30:14.310 --> 00:30:24.450

Amie Smith: All six, at the same time, so again amy says it's very comprehensive but great resource, if you want to get started with implementation.

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00:30:28.500 --> 00:30:34.680

Amie Smith: Alright, so thinking about practical application, then, as we looked at some other resources that you could begin to.

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00:30:35.460 --> 00:30:45.030

Amie Smith: keep in mind the constructs may already be embedded explicitly and some of the things you're doing in your buildings under any seo or social emotional learning programs.

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00:30:45.450 --> 00:30:58.050

Amie Smith: Some of our districts engage and leader in me pb is we're doing explicit instructional activities during advisory periods homeroom periods at the elementary level warning me circle time that's what we can be direct.

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00:30:58.590 --> 00:31:06.540

Amie Smith: very direct and explicit and those skills and isolation those skills also need to be out in the content classrooms.

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00:31:07.770 --> 00:31:09.270

Amie Smith: So, how does that look some of that.

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00:31:09.330 --> 00:31:10.710

Amie Smith: may already be happening in.

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00:31:10.710 --> 00:31:22.170

Amie Smith: classrooms and it already is happening in some of the classrooms that are embedded in our standards so, for example in the literacy standards they're already embedded in those content standards.

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00:31:22.830 --> 00:31:29.820

Amie Smith: and social studies they're embedded in the new inquiry standard and then also in the content anchor standards.

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00:31:30.420 --> 00:31:40.860

Amie Smith: And math and science are deeply embedded in the practice standards so, for example, math or ethical standards for mathematical practice there's a deep connection there between the two.

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00:31:42.690 --> 00:31:54.840

Amie Smith: So some of the other ways, just to get some teachers started so sometimes we have some teachers still teaching and very traditional ways and we need to slowly make that transition look for us in the classroom.

86

00:31:55.920 --> 00:32:13.320

Amie Smith: So, like let's use a universal construct complex communication, for example, our students engaging with each other out in the math classroom science classrooms literacy classrooms are they able to work with a partner to students all work from a Google Doc together.

87

00:32:14.520 --> 00:32:27.360

Amie Smith: Our students able to take their work to the Doc cam and the classroom and share out whole group and asked her peers for some feedback or students asking questions of each other about the work display.

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00:32:28.950 --> 00:32:48.330

Amie Smith: ways to get the flexibility construct creativity construct and also complex communication construct, as well as flexibility and productivity is our students able to turn in work in a variety variety of different mediums such as.

89

00:32:49.410 --> 00:32:54.990

Amie Smith: Can students, create a slide deck to show how they solved the science experiment or math problem.

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00:32:55.560 --> 00:33:11.880

Amie Smith: Can they use a flip grid to turn in or screen cast of fine to turn in their summary to literary peace, instead of handwriting or just typing in it and submitting it, there are some small little tweaks that can be done to get our teachers going in the direction of future ready.

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00:33:13.020 --> 00:33:21.240

Amie Smith: And i'm going to talk a little bit about some authentic work experiences and these typically are from students who have a disability, who are.

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00:33:21.990 --> 00:33:30.240

Amie Smith: Working in the Community to learn some of the skills so just an example of being being able to be flexible on the job some.

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00:33:30.570 --> 00:33:46.620

Amie Smith: Students might need to do that self talk have a situation talk about what will I do if this comes up how do I handle it so really using a strategy of that self talk to be flexible also some practical application we've had.

94

00:33:47.670 --> 00:34:04.830

Amie Smith: Businesses turn over some authentic projects to an individual student One example is they were able to use their creativity in designing an ad for the website, as well as a print copy.

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00:34:06.060 --> 00:34:14.850

Amie Smith: again being flexible and adaptable, perhaps a work experience coordinator will say i'm going to make a change.

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00:34:15.270 --> 00:34:22.980

Amie Smith: And then they would demonstrate the appropriate way to respond to that change, as well as maybe an inappropriate way to respond.

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00:34:23.490 --> 00:34:37.830

Amie Smith: And then, working with that student to coach and model so that they can work through what is the importance of being able to be flexible and adaptable on the job developing communication that seems to be.

98

00:34:39.270 --> 00:34:52.710

Amie Smith: A big area in which students are able to greet customers or work with other coworkers or managers, so how can we role play and reflect to develop that communication strategy.

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00:34:53.370 --> 00:35:02.550

Amie Smith: And then productivity and accountability, having students use a rubric and look at their job, usually maybe through I can statements.

100

00:35:03.270 --> 00:35:14.550

Amie Smith: What does it look like when I do this job, how do I feel like i'm doing and then what are letters feedback from my manager my job coach my work experience for later.

101

00:35:16.440 --> 00:35:19.290

Amie Smith: Alright i'm going to stop sharing my screen.

102

00:35:20.670 --> 00:35:23.790

Amie Smith: i'm going to attempt to stop sharing my screen there we go.

103

00:35:27.390 --> 00:35:45.510

Amie Smith: And we're going to take a few moments to open up to any questions that you may have that and I can talk through or give some advice or strategies for feel free to unmute speak out or feel free to put it in the chat.

104

00:36:15.300 --> 00:36:18.930

Amie Smith: i'll speak to a specific example, I have, I remember when.

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00:36:20.460 --> 00:36:33.450

Amie Smith: I was a second grade teacher, not so long ago, and it was hard for me to let go and let kids take charge of their own learning, and so what I mean by that is.

106

00:36:35.040 --> 00:36:41.850

Amie Smith: So specifically to math and because of the math consultant, I would have students go put their work under the Doc cam.

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00:36:43.260 --> 00:37:03.720

Amie Smith: And then I would let students just explain their work, and it was so hard for me not to interrupt and want to correct a student or say, can you say that again like it was hard for me to let go and let the student explain their work.

108

00:37:04.860 --> 00:37:16.650

Amie Smith: And then let the rest of their peers raise their hand ask questions about the work, and it was hard for me to trust as a teacher that the students are going to take charge and learn on their own.

109

00:37:17.370 --> 00:37:22.350

Amie Smith: But I had to overtime I learned to trust that the students listen to each other, better than they listened to me anyway.

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00:37:23.820 --> 00:37:31.590

Amie Smith: And that they were gaining the knowledge they need it and they were doing it on their own, and I was sitting behind them and letting them.

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00:37:32.700 --> 00:37:38.310

Amie Smith: Take the charge it's a it's hard when like for me, I had been teaching for.

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00:37:39.420 --> 00:37:54.540

Amie Smith: Almost 15 years at that point, and then just switching how I did things, and it was it was a hard transition and it took a couple years to really to develop that type of structure in my classroom and have it be effective Okay, we have something in the chat.

113

00:37:56.820 --> 00:38:02.580

Amie Smith: Is there one or two universal constructs that may work best to consider, starting with.

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00:38:03.780 --> 00:38:05.970

Amie Smith: Right thanks great that's a great question.

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00:38:15.570 --> 00:38:34.110

Amie Smith: i'm not sure there's some little tweaks you can do things like I mentioned before the creativity, starting with letting students turn in work in a way that works for them like instead of submitting typing let students, submit a video or create a Google slide.

116

00:38:36.030 --> 00:38:53.550

Amie Smith: that's not a lot of work on the teachers part but it's a small tweak to develop that creativity and, indirectly, we might also be addressing productivity, because students are now engaged in a way that they prefer.

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00:38:55.200 --> 00:39:05.940

Amie Smith: So that might be one or complex communication just starting to get students to work collaboratively collaboratively in the classroom after the teacher launches an activity and content classroom.

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00:39:06.960 --> 00:39:21.210

Amie Smith: letting students work with a partner if they haven't been doing that that's an easy instructional move to start with using think pair shares many of our teachers are familiar with that, but using that as a teacher ways.

119

00:39:22.320 --> 00:39:24.000

Amie Smith: And do you have any I was just going to say.

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00:39:26.130 --> 00:39:34.980

Amie Smith: Collaboration would be something that would be fairly easy start with because you can be thinking about different ways, you can prove people or have them work together.

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00:39:35.520 --> 00:39:41.910

Amie Smith: And then that also sets sets the stage for them to be able to collaborate and work with a team that they're out on the job site.

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00:39:48.240 --> 00:39:49.920

Amie Smith: Any other questions from the group.

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00:40:07.710 --> 00:40:13.350

Amie Smith: Look here she says yes students show us their true understanding when we get out of their way.

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00:40:14.250 --> 00:40:21.930

Amie Smith: And I felt like I was standing on their way to figure that out, we have to structure our classrooms and set up routines that support their learning.

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00:40:22.590 --> 00:40:33.420

Amie Smith: But they can totally be self directed and meet expectations, when we give them the chance to collaborate and share their thinking and learning in different ways, thanks QC.

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00:40:53.400 --> 00:41:10.050

Amie Smith: So we're going to review the success criteria today's goal was for you to gain a basic understanding of the universal constructs and how they provide a framework for the competencies and habits of mind needed for future success in career college and life readiness.

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00:41:14.430 --> 00:41:21.810

Amie Smith: And as you think about this short learning opportunity around universal constructs.

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00:41:23.100 --> 00:41:30.690

Amie Smith: Think about what opportunities awaits students who have mastered these skills and competencies, what will they be able to do.

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00:41:31.920 --> 00:41:39.900

Amie Smith: As well as think about your role as an educator, how do you or how I currently interact with universal constructs.

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00:41:40.920 --> 00:41:49.650

Amie Smith: And then, what actions will I or you take to encourage your colleagues to become aware of the universal constructs.

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00:41:58.860 --> 00:42:05.340

Amie Smith: All right, thank you for joining us today learning about the universal constructs from our iowa core standards.

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00:42:06.030 --> 00:42:17.370

Amie Smith: In the future, if you have questions here are your future ready content creators and help create this morning for you today, you can always also contact your regional administrator or school

improvement consultant.

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00:42:17.880 --> 00:42:21.240

Amie Smith: And I see that we have a question about are the slides available.

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00:42:22.230 --> 00:42:34.140

Amie Smith: And I will check on that and see where we can post them and hopefully we can post them right on the agenda where you found this zoom link and we'll work on that, right after our session to get those up and on there so thanks for that question.

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00:42:35.670 --> 00:42:37.320

Amie Smith: Stop sharing my screen again.

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00:42:41.040 --> 00:42:41.700

Amie Smith: We go.

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00:42:44.910 --> 00:42:52.920

Amie Smith: Right, otherwise, thank you for joining us and we'll stick around for about one minute, if someone has I disappeared, but I hear.

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00:42:54.870 --> 00:43:01.860

Amie Smith: will stick around for about another minute before we end our session, if anyone has any other follow up questions, thank you.