



CCESA Ed Talk

for Coconino County Educators
Office of Innovation and Development

Upcoming Topics:

December

Student VS Learner

January

Creating a culture of learners

February

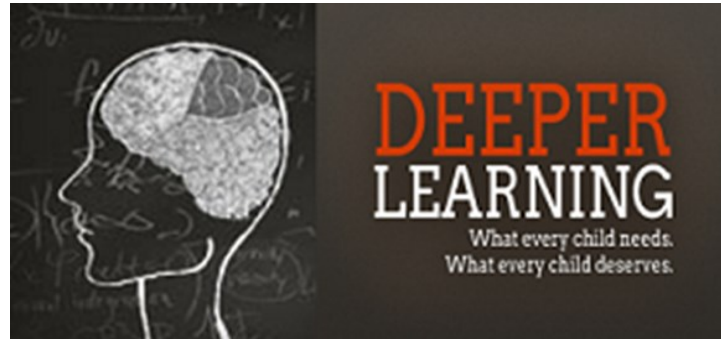
Developing Student Agency

March

Teacher Agency & Support

April

Agency in Classroom Culture



According to the Hewlett Foundation, “experts predict that nearly two-thirds of elementary school students will one day hold a job that has not yet been created. We live in a fast-changing world. Every two years, the amount of digital information more than doubles.” Classrooms need to build deeper

learning skills in students to help them succeed in school and get the jobs of tomorrow. Classrooms need to develop and support STUDENT AGENCY.

In classrooms where deeper learning is the focus, you will find students who are motivated and challenged—who look forward to their next assignment. They apply what they have learned in one subject area to newly encountered situations in another. They can see how their classwork relates to real life. They are gaining an indispensable set of knowledge, skills, and beliefs, including:

Mastery of Core Academic Content: Students build their academic foundation in subjects like reading, writing, math, and science. They understand key principles and procedures, recall facts, use the correct language, and draw on their knowledge to complete new tasks. Students take their content knowledge to the next level by applying it to their explorations.

Critical Thinking and Problem Solving: Students think critically, analytically, and creatively. They know how to find, evaluate, and synthesize information to construct arguments. They can design their own solutions to complex problems. Teachers support students in this process by providing opportunities for research and design practices.

Collaboration: Collaborative students work well in teams. They communicate and understand multiple points of view and they know how to cooperate to achieve a shared goal. The students know that shared responsibility is essential to meet the learning expectations, and this process creates a community of learners working towards a common goal.

Effective Communication: Students communicate effectively through writing and in oral presentations. They structure information in meaningful ways, listen to and give feedback, and construct messages for particular audiences. Teachers provide multiple opportunities for students to practice communicating as a writer, scientist, mathematician, and historian.

Self-directed Learning: Students develop an ability to direct their own learning. They set goals, monitor their own progress, and reflect on their own strengths and areas for improvement. They learn to see setbacks as opportunities for feedback and growth. Students who learn through self-direction are more adaptive than their peers. Students are able to turn “failures” into learning experiences.

An **“Academic Mindset”**: Students with an academic mindset have a strong belief in themselves. They trust their own abilities and believe their hard work will pay off, so they persist to overcome obstacles. They also learn from and support each other. They see the relevance of their schoolwork to the real world and their own future success. Teachers provide support by discussing what it means to persevere. The idea of “mindset” becomes part of the culture in the classroom.

When students are developing knowledge, skills, and academic mindsets simultaneously, they learn more efficiently. They acquire and retain more academic knowledge when engaged, believe their studies are important, and are able to apply what they are learning in complex and meaningful ways.

Mastery of academic content is critical to a student’s future success in college, career, and life,

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