Educational Guides
In the past, teaching was mainly the teacher’s job. The teacher would do most of the work and just pour information into the children. Then, they would be expected to regurgitate this information out. This was fairly easy, because students could just cram, memorize all of this information for the test, and then forget it as soon as the test was over.

Sarah Barger
ECU Teacher Education Student
Next Generation Teachers consider the most recent innovations in educational policy and practice in guiding their planning, instruction, and assessments.
Instructional Supports provide instructional and learning strategies that create interim performance tasks leading students to develop cognitive & literacy skills and content knowledge required for success in completing culminating performance tasks.
Common Core State Standards guide cognitive & literacy skills students need to develop the dispositions to guide their learning and engagement.
The new Common Core State Standards push teachers and students to become active, creative members of a learning culture.

Amanda Stancil
ECU Teacher Education Student
The introduction of Common Core State Standards signals an unprecedented paradigm shift in how teaching and learning occur in U.S. Schools.

It must, then, also change how we prepare teachers to work in those schools.
Common Core State Standards change the approach teachers must take toward all three of these components of their work:

- Planning
- Instruction
- Assessment

These changes are what make them **Next Generation Teachers**
When planning their instruction and their assessments under the Common Core, Next Generation Teachers must work to engage students in a more active model of learning.

Next Generation Students don’t just passively sit in their desks completing worksheets and memorizing bites of quickly-forgotten information for a standardized test.
Planning

Common Core teachers plan performance tasks for students that will help them develop the following characteristics

As learners, the students

• Demonstrate independence
• Build strong content knowledge
• Respond to the varying demands of audience, task, purpose, and discipline
• Comprehend as well as critique
• Value evidence
• Use technology and digital media strategically and capably
• Come to understand other perspectives and cultures
The Common Core presents these characteristics as elements of **College and Career Readiness**

- Demonstrate independence
- Build strong content knowledge
- Respond to the varying demands of audience, task, purpose, and discipline
- Comprehend as well as critique
- Value evidence
- Use technology and digital media strategically and capably
- Come to understand other perspectives and cultures

Keeping these characteristics at the front of their thinking helps Next Generation Teachers along the process in planning their instruction and assessments by “Beginning With the End in Mind.”

To learn more about College & Career Readiness, click [HERE](#).
College & Career Readiness provides dispositions to guide our approach to student learning and engagement.

- Common Core State Standards
- College & Career Readiness
- Instructional Supports
- Essential Standards
- 21st Century Themes & Cultural Responsive Pedagogy
Remember: Next Generation Students learn by engaging in active performance tasks that help them develop cognitive and literacy skills as they learn content.

The Common Core State Standards emphasize these cognitive and literacy skills in their **Standards for Mathematical Practice** and in their **Anchor Standards** for English Language Arts:

- Reading,
- Writing,
- Speaking and Listening, and
- Language
View the Anchor Standards

Math

http://www.corestandards.org/Math/Practice

Reading

http://www.corestandards.org/ELA-Literacy/CCRA/R

Writing

http://www.corestandards.org/ELA-Literacy/CCRA/W

Speaking & Listening

http://www.corestandards.org/ELA-Literacy/CCRA/SL

Language

http://www.corestandards.org/ELA-Literacy/CCRA/L
Essential Standards are the curricular content as described by the state of North Carolina. They provide content to support student engagement with 21st century themes.

View the NC Essential Standards HERE.
21st Century Themes & Cultural Responsive Pedagogy
guide
“Big Ideas,”
Central Focus
& Engagement.
21st Century Themes

• Global Awareness
• Financial, Economic, Business, and Entrepreneurial Literacy
• Civic Literacy
• Health Literacy
• Environmental Literacy
Culturally Responsive Pedagogy

• Acknowledges the legitimacy of the cultural heritages of different ethnic groups, both as legacies that affect students' dispositions, attitudes, and approaches to learning and as worthy content to be taught in the formal curriculum.

• Builds bridges of meaningfulness between home and school experiences as well as between academic abstractions and lived sociocultural realities.

• Teaches students to know and praise their own and each others' cultural heritages.

• Incorporates multicultural information, resources, and materials in all the subjects and skills routinely taught in schools.
Beginning with the End in Mind also entails thinking of how performance tasks can actively engage students more fully by drawing upon their own cultural backgrounds and exploring the cultural backgrounds of others in keeping with the principles and practices of Culturally Responsive Pedagogy.
For Next Generation Teachers in North Carolina schools, the characteristics of College and Career Readiness, Common Core Standards, 21st Century Themes, and the principles of Culturally Responsive Pedagogy, should guide their planning of performance tasks through which Next Generation Students will learn the curricular content as defined by the state’s Essential Standards.
From this, it should be clear that...

**Next Generation Teachers**

**Do Not:**

promote student disengagement and passive learning
Next Generation Teachers

Do Not:

promote student disengagement and passive learning

Do:

view the learning of content knowledge as:

• an outcome of students actively engaging in performance tasks through which they simultaneously develop and apply skills in the areas of literacy, cognition, and technology

• a process through which students develop literacies across multiple dimensions of the social and natural worlds (e.g., health, civic, financial/economic, environmental)
From this, it should be clear that...

**Next Generation Teachers**

**Do Not:**
view students in generic terms like “widgets on an assembly line”
From this, it should be clear that...

**Next Generation Teachers**

**Do Not:**
view students in generic terms like “widgets on an assembly line”

**Do:**
view students in their full unique complexity as human beings who come to school

- as members of multiple communities (i.e., race, ethnicity, language, class, gender, sexual orientation), each with its own unique set of cultural and historical relations to our dominant institutions

- with different cognitive strengths and weaknesses
From this, it should be clear that...

**Next Generation Teachers**

*Do Not:*

“treat all students the same” in the name of “equality”
From this, it should be clear that...

**Next Generation Teachers**

**Do Not:**

“treat all students the same” in the name of “equality”

**Do:**

use these understandings of students to

- differentiate instruction

- develop culturally responsive and relevant learning opportunities