

Setting the Stage for Student Success: Skills Focus

Skills are defined behaviours that provide a focus and structure for individual development through competencies. Inspire Skills are described as “competencies” that we use as the backbone for all that we teach and learn - they are interdisciplinary, transferable and timeless. These defined behaviours vary from person to person or place to place, but aim to develop qualities that can be transferred to any more tangible content area (learning objectives) in which a student is required to “do something”.

Planning

Each course or lesson is planned based around a common Inspire Skill and related competency to develop. You will highlight the skills that describe the specific competencies and tasks that you would like a student to be able to perform **by the end of each Module**. The following are a set of six Inspire Skills within which competencies are described across CCD2.

Communication

Collaboration

Self Agency

Critical Thinking and Inquiry

Innovation, Entrepreneurship and Creative Thinking

Citizenship

Understanding the Inspire Skills - Competencies and Indicators

At the beginning of the Module, while you are building your community, spend time talking about and rehearsing the Inspire Skills. Decide what they mean and how students can achieve them.

1. ESTABLISH CLEAR CRITERIA

Handout or post a copy of Inspire Skills Criteria that you want to focus on. Modify by age if needed. They can tape it into their planner, journal or binder.

As a class brainstorm what these mean: what are a person’s actions (looks like), feelings (feels like), and what the outcomes (how do you know if you are successful?) associated with each skill?

2. COMPARE TO THE CLASS CRITERIA TO THE INDICATORS TO SET CLEAR EXPECTATIONS

Start here by comparing your criteria to the class findings. This will help you with the language of each skill and how to give appropriate feedback to address the specific to the skill being assessed.

3. SET THE STAGE FOR EACH ASSIGNMENT - TRY SINGLE POINT RUBRICS

Now that you are developing a common language, it is important to highlight what will you be looking for, and giving feedback about - directly to students. Try using the single point rubric that you find at the end of this document - developed by Jennifer Gonzalez. This type of rubric is different in that it highlights three things: the criteria, opportunities for further learning, and areas of exceptional engagement. More specifically these types of rubrics are easier to read by students, easier to create

by teachers and most importantly they allow for higher quality feedback, rather than generic lists of descriptions.

In a nutshell:

1. Choose the skills that are relevant in any particular assignment, course, or process.
2. Highlight what is expected with the students in each area and talk about what to LOOK FOR in their work and behaviour.
3. Provide a single point rubric that is catered to the highlighted critical skills.
4. Give ongoing and specific feedback about the competency or skill in question according to the rubric.

CCD2 Skills Development

Growth Opportunities for Further Learning	Criteria Standards for Proficient Performance	Achieved Exceptional Engagement
	Communication	
	Collaboration	
	Self Agency	
	Critical Thinking and Inquiry	
	Innovation, Entrepreneurship and Creative Thinking	
	Citizenship	

CCD2 Skills Development

Criteria Standards for Proficient Performance	1	2	3	4	Feedback Explain the number score, gives suggestions for improvement or further extensions
Communication					
Collaboration					
Self Agency					
Critical Thinking and Inquiry					
Innovation, Entrepreneurship and Creative Thinking					
Citizenship					

1 = standards not met; 2 = standards partially met; 3 = standards met; 4 = exceeds expectations