



NOTE: This micro-credential was created with support from Follett's Project Connect

Empowers Students as Creators

Future Ready Educators empower students as creators to support personalized student learning.

Key Method

The Future Ready Educator empowers students as creators through teaching, learning environments, and professional leadership.

Method Components

The Future Ready Educator encourages students as creators both to promote student engagement and agency in learning and to develop adaptive skills and habits of mind. This is accomplished through the design and delivery of instruction that provides opportunities for students to learn through creativity, collaboration, and design. Student creation activities can include making, coding, multimedia, digital storytelling, video production and publishing.

As a teacher, a Future Ready Educator helps students become creators and fosters a culture that promotes design thinking, innovation, and collaborative problem-solving. They build and sustain learning environments that ensure students have space, tools, and resources to support these goals. Future Ready Educators are also leaders and advocates, promoting students as creators to their peers within and beyond their school learning community. Specifically, the Future Ready Educator:

1. Teaches skills and fosters habits of mind that encourage student creation of information, ideas, and products with real-world applications, and
2. Creates capacity for student imagination, innovation, and creativity in the learning environment, and
3. As an educational leader, models and advocates for students as creators. as a school or district leader.

Examples of actions to support empowering students as creators

1. Teaches skills and fosters habits of mind that encourage student creation of information, ideas, and products with real-world applications.
 - Individual lessons have students practicing or demonstrating the 4Cs (Communication, Collaboration, Creativity and/or Critical Thinking).
 - Students learn about local or global challenges and identify or develop solutions as part of their learning.
 - Student learning goals include objectives to support students as designers and creators.
2. Creates capacity for student imagination, innovation, and creativity in the learning environment.



Except where otherwise noted, this work is licensed under:
<http://creativecommons.org/licenses/by-nc-nd/4.0/>

- The instructional space is arranged or designed to foster and facilitate student creation and collaboration.
 - Materials and resources in the learning environment support student inquiry and experimentation, and offer opportunities for individualization and choice.
3. Models and advocates for students as creators as a school or district leader.
- Participating in building teams, the educator promotes students as creators in PLCs, grade-level meetings, etc.
 - Educators participate in district workgroups or conversations connected to making, coding, publishing, student design, etc.

Supporting Research

The research surrounding students as creators recognizes their potential to engage and participate and their potential for developing agency as citizens of the world. New and emerging tools allow learners to communicate, connect, tell, and remix their stories to authentic audiences across a variety of media platforms, encouraging multi-modal literacies. Additionally, research on third spaces and the importance of individualized and informal learning, beyond the traditional curriculum, positions libraries as learning laboratories or learning commons—as spaces that equitably foster creativity and making.

From *LibraryLand*

- AASL. Explore Creativity and Innovation. Knowledge Quest. May/June 2014. Accessed 4 May 2017. <http://knowledgequest.aasl.org/explore-creativity-and-innovation-with-the-mayjune-2014-issue/>
- Bowler, Leanne. "Creativity Through Maker Experiences and Design Thinking in the Education of Librarians." Knowledge Quest, vol. 42, no. 5, 2014, pp. 58-61.
- Bush, Gail. "Creativity Literacy: The Library Media Center as a Learning Laboratory." School Library Media Activities Monthly, vol. 24, no. 6, Feb. 2008, pp. 24-26.
- Knowledge Quest. Explore Creativity and Innovation. May/June 2014 Issue (Theme issue) <http://knowledgequest.aasl.org/explore-creativity-and-innovation-with-the-mayjune-2014-issue/>
- Kurti, R. Steven, Debby L. Kurti, and Laura Fleming. "The Philosophy of Educational Makerspaces. Part 1 of Making an Educational Makerspace." Teacher Librarian, vol. 41 no. 5, Jun. 2014, pp. 8-11. Accessed 7 May 2017 <http://www.teacherlibrarian.com/wp-content/uploads/2014/07/Kurti-article.pdf>
- Loertscher, David V., et al. "Makerspaces in the School Library Learning Commons and the Utec Maker Model." Teacher Librarian, vol. 41, no. 2, Dec. 2013, pp. 48-51.
- Loertscher, David V., and Carol Koechlin. "Climbing to Excellence—Defining Characteristics of Successful Learning Commons." Knowledge Quest, vol. 42, no. 4, 2014, pp. E1–E10. <http://bit.ly/2r6v33G>
- Moorefield-Lang, Heather. "Change in the Making: Makerspaces and the Ever-Changing Landscape of Libraries." Techtrends, vol. 59, no. 3, 1 May 2015, pp. 107-112. EBSCOhost, doi:10.1007/s11528-015-0860-z.
- Small, Ruth. (2014). "The Motivational and Information Needs of Young Innovators: Stimulating Student Creativity and Inventive Thinking." School Library Research, vol. 17, pp. 1-36. Accessed 24 Apr. 2017. <http://www.ala.org/aasl/slr/volume17/small>



- Techman, Melissa. "Supporting Creativity in School: Libraries: Finding, Sharing, and Connecting." Knowledge Quest, vol. 42, no. 5, 2014, pp. 28.
- Williams, Connie. "Librarians as Incubators." Library Media Connection, vol. 32, no. 1, Aug/Sep 2013, pp. 28-31.

Research in Education and the Social Sciences

- Ito, Mizuko. et al. Hanging Out, Messing Around, Geeking Out, MIT Press, 2009.
<http://bit.ly/2r0JemB>
- Jenkins, Henry. "Confronting the Challenges of Participatory Culture: Media Education for the 21st Century. An Occasional Paper on Digital Media and Learning." John D. and Catherine T. MacArthur Foundation. 2006.
<http://files.eric.ed.gov/fulltext/ED536086.pdf>
- NMC/CoSN. Horizon Report: 2016 K-12 Edition. "Students as Creators." pp. 18-19. Accessed 24 Apr. 2017.
<https://www.nmc.org/publication/nmc-cosn-horizon-report-2016-k-12-edition/>
- Pink, Daniel H. A Whole New Mind: Why Right-Brainers Will Rule the Future. Penguin, 2006.
- Rheingold, Howard. "Using Participatory Media and Public Voice to Encourage Civic Engagement." Civic Life Online: Learning How Digital Media Can Engage Youth, MIT, 2008. pp. 97-118.

Resources

Blogs

- AASL. Knowledge Quest Blog. Makerspaces/Learning Commons and Student Engagement Teaching Models
<http://knowledgequest.aasl.org/category/blogs/maker/>
<http://knowledgequest.aasl.org/category/blogs/engage/>
- Fleming, Laura. Worlds of Learning: The World is your Platform.
<http://worlds-of-learning.com/>
- Rendina, Diana. Renovated Learning.
<http://renovatedlearning.com/>

(Note: Blogs are critical strategies for current awareness and dynamically disseminating knowledge of emerging effective practice.)

Books

- Bush, Gail. "The Creative Tapestry: Collaborative Partnerships." The Creative Imperative: School Librarians and Teachers Cultivating Curiosity Together, edited by Jami Biles Jones and Lori J. Flint, Libraries Unlimited, 2013, pp. 97-108.
- Fleming, Laura. Worlds of Making: Best Practices for Establishing a Makerspace for Your School. Corwin, 2015.
- Fleming, Laura. The Kickstart Guide to Creating GREAT Makerspaces. Corwin, 2017. (Fall 2017)



Except where otherwise noted, this work is licensed under:
<http://creativecommons.org/licenses/by-nc-nd/4.0/>

- Graves, Colleen and Aaron Graves. Challenge-Based Learning in the School Library Makerspace. Libraries Unlimited, 2017.
- Hovious, Amanda S. Transmedia Storytelling: The Librarian's Guide: The Librarian's Guide. Libraries Unlimited, 2016. EBSCOhost, <http://bit.ly/2rQZ8RJ>
- Ohler, Jason B. Digital Storytelling in the Classroom: New Media Pathways to Literacy, Learning, and Creativity. Corwin Press, 2013.
- Rendina, Diana. Reimagining Library Spaces. ISTE, 2017.

General Resources

- "ISTE Standards for Students 2016."
<http://www.iste.org/standards/standards/for-students>
- ISTE. "Redefining Learning in a Technology-Driven World: A Report to Support Adoption of the ISTE Standards for Students."
<http://bit.ly/2r6BxzE>
- "NCTE Guideline: Professional Knowledge for the Teaching of Writing."
Feb. 2016. Accessed 24 Apr. 2017.
<http://www.ncte.org/positions/statements/teaching-writing>
- "NCTE's Statement on Multimodal Literacies." Adopted by the NCTE Executive Committee, Nov. 2005. Accessed 24 Apr. 2017.
<http://www.ncte.org/positions/statements/multimodalliteracies>
- Robinson, Ken. "Do Schools Kill Creativity?" TED. Feb. 2006.
https://www.ted.com/talks/ken_robinson_says_schools_kill_creativity
- Schrock, Kathy. "Digital Storytelling."
<http://www.schrockguide.net/digital-storytelling.html>
- Jenkins, Henry. "On Participatory Culture." TEDxNYED. 6 Mar. 2010.
<https://youtu.be/AFCLKa0XRlw>

Submission Guidelines & Evaluation Criteria

To earn this micro-credential, you must earn a 'passing' evaluation for Parts 1 and 3 and a "Yes" for each component in Part 2.

These artifacts will be evaluated based on your vision for learning and the specific criteria described in the rubric below. The definition for students as creators can include a variety of student learning outcomes that can include making, coding, project-based learning, creation of multimedia, writing, etc. This micro-credential is designed to help you define what students as creators means in your specific context and provide evidence of the ways in which you support that vision through your teaching, your learning environment, and your leadership as a professional peer. Your artifacts will be evaluated on your authentic practitioner reflection, thoughtful documentation of supports for students as creators, and demonstration of a future-focused plan for further professional growth and instructional improvement. While some educators may work in professional and physical environments that strongly support students as creators, others do not. Rather than evaluate what may be outside your control, this credential aims to recognize and validate your curiosity,



Except where otherwise noted, this work is licensed under:
<http://creativecommons.org/licenses/by-nc-nd/4.0/>

commitment, and professional actions to lead, teach, and support students as creators in both the present and future.

Part 1. Overview Questions

(700-word limit total):

Please consider the following prompts as you begin your micro-credential. In Part 1, your vision for student learning should reflect your definition and understanding of students as creators. This should inform your selection of artifacts and responses. The vision for student learning will also help evaluate your submissions. Your reflection on current practices focuses on your current state. In some cases, the current state will reflect sophisticated instruction and/or spaces that support students as creators. In other cases, it will serve to provide an initial snapshot that can help guide growth in professional thinking and practice. In either case, Part 3 serves as a means for reflection on opportunities for iteration and improvement. Ideally, Part 1 begins a narrative that will continue through Part 2 and Part 3, telling the story of students as creators in your classroom, library, or school.

- **Vision for Student Learning**
 - As you consider the current and future needs of students in your school, why is it important to cultivate students as creators?
 - What will students be doing, saying, or creating?

- **Reflection on Current Practice**
 - What role do you currently play leading, teaching, and supporting students as creators?
 - In what ways do students already create information, ideas, and products as part of your instruction?
 - In what ways does your learning environment (classroom, library, makerspace) support students as creators?
 - In what ways do you, your colleagues, your school, and/or your district support students as creators?

 - **Passing:** The vision for students as learners provides specific examples of skills, abilities, or habits of mind linked to current or emerging readiness to succeed in college, career, and life. The reflection on current state provides evidence connected to instruction, the learning environment, the school or district context, and the role as a peer or educational leader. The overall response connects the vision for students as learners to current instructional practices, providing a professional and pedagogical anchor to evaluate artifacts provided as evidence in Part 2.

Part 2. Work Examples/Artifacts

To earn this micro-credential, please submit artifacts demonstrating evidence of the following method components: Reflect on your vision for student learning as you select and prepare the following artifacts. Ideally, your artifacts should offer evidence of the ways in which you teach, create learning environments, and lead peers in support of your vision for student learning.

1. Example or exemplar lesson that promotes students as creators

Artifact components:

- Lesson plan that includes components that support students as creators.
- 500-word written analysis on the lesson plan that describes content, strategies, or activities that support students as creators,
- Anecdotal or evaluative evidence that the lesson or instruction supports students as creators, and
- (Optional) Copy of peer or evaluator observational notes connected to this lesson



Except where otherwise noted, this work is licensed under:
<http://creativecommons.org/licenses/by-nc-nd/4.0/>

2. Analysis of how the current (and/or planned) learning environment supports students as creators

Visual, narrative, and/or multimedia artifact components might include:

- 500-word written analysis of how the learning environment (classroom, library, makerspace, etc.) supports students as creators,
- Annotated map or diagram of the learning environment, and/or
- Narrated video walk-through of the classroom, library, or other learning space

Note: Please clearly label your uploaded documents so that it is clear to the assessor what each submitted artifact is. Examples: Lesson Plan, Learning Environment

	"Yes"	"Almost"	"Not Yet"
Lesson Plan	The lesson clearly supports students as creators as defined by the educator's vision for student learning. Analysis of the lesson is thorough and identifies both strengths and areas for improvement.	The lesson provides some evidence of support for students as creators. Analysis doesn't sufficiently explain or specify how lesson components support students as creators.	The lesson does not clearly provide evidence of support for students as creators and/or analysis lacks clear evidence or specificity.
Learning Environment	The artifact clearly documents support for students as creators as defined by the educator's vision for student learning. Multiple sources or types of evidence are provided and include clear reflection and explanation linking back to that vision.	The artifact(s) provide some evidence of support for students as creators but either have insufficient evidence or offer evidence that doesn't clearly link to the educator's vision for student learning.	The artifact(s) do not clearly provide evidence of support for students as creators as defined by the educator's vision for student learning. Evidence and/or submission lacks specificity or is incomplete.

Part 3. Educator Reflection

As you reflect on your current practices and instructional program, please submit a video essay titled that address the topic of "Why I Support Students as Creators." All components should be presented in the same space (e.g., website, blog post, document).

Artifact components:

- 2-3-minute video essay that speaks to the specific educator's role and responsibility to support students as creators. Video must include:
 - Reference or connection to vision for student learning from Part 1
 - Some reference to current practice and philosophy in support of students as creators
- Video might include:
 - A specific story of success
 - An aspirational goal or target
 - Specific actions taken by the educator (Professional growth, strategic collaborations, new learning)
- **Passing:** The video clearly articulates why and how the educator supports students as creators. The narrative, examples, and production support the message, and the product could be used as an advocacy tool.

