Technology Integration Reflection Journals 2019-2021 Examples



Example

Grade 10,

Explorations of Trigonometric Models and Sum Identities Description

-Students were placed into teams and using their **MacBooks**, they were tasked to explore various trigonometric models using the program "Geogebra".

-Students took notes and collaborated on their findings Reflections

This was a fun break from our routine and students generally enjoy these explorative tasks.

Students have already used Geogebra on a host of occasions so creating/manipulating variables via this program is very intuitive.

Students will often **Airplay** their screens onto board to ask questions. This gives the entire class a view into how they constructed their functions, how they are manipulating their variables, and how they arrived at their conclusions.

Example 2

Grade 10, 11,

Project on Finding Challenging Distances Description

Teams were challenged with determining the length between to assigned objects without using any measuring tapes, rulers longer than a meter, and no technology/apps. (An example distance would be from the top of a pine tree on the west-side of the Micah building to the closest corner on the Crossroads Baptist Church main building.)
Teams were given two entire weeks to create a plan, take their measurements, and present their findings. Reflection

-This was an amazing project and the students had tremendous fun running around outside taking measurements! -Students kept their notes and collaborated constantly on **Keynote**.

-Presentation rubric was provided/used to grade each team.

10th Grade Chemistry - Pigment Lab Description

- Teams were assigned a legitimate inorganic pigment (currently or previously used) and tasked with synthesis of a minimum of 10 grams of their pigment.

Example

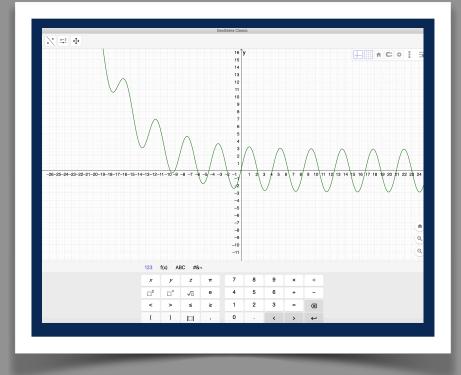
- This included constant collaboration on research and development of the pigment included safety and all necessary chemical reactions. (Many teams would spend nearly two weeks with several reactions to ultimately create their pigments.)
- The project included three checkpoints where each team had to present their findings/data at each point.

Reflections

- This lab was always the highlight of the year everyone.
 Each team was given 3.5 weeks to complete the task and involved collaborating constantly via Pages where they would share their ideas and post their discoveries.
- The culminating moment occurred when, at the very end, each product was ground into a proper pigment and they would create water-based paint, egg tempera, and oil based paint, test their efficacy, and ultimately just paint away!

Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.



	presented in a logical order.	presented in a logical order, but is still generally easy	presented in a logical order, making it difficult	logical order, making it difficult to follow.	logical order, making it difficult to follow.
		to follow.	to follow.	to tonow.	to follow.
Slide Creation	Presentation flows well and logically. Presentation reflects extensive use of tools in a creative way.	Presentation flows well. Tools are used correctly. Overall presentation is interesting.	Presentation flows well. Some tools are used to show acceptable understanding.	Presentation is unorganized. Tools are not used in a relevant manner.	Presentation has no flow. No tools used.
Slide Transitions	Transitions are smooth. Transitions enhance the presentation.	Smooth transitions are used on most slides.	Smooth transitions are used on some slid es	Very few transitions are used and/or they distract from the presentation.	No transitions are used.
Diagrams, Images	Images/diagrams are appropriate. Diagrams are pleasing to the eye yet detailed.	Images/diagrams are appropriate. Layout is cluttered but detailed.	Most images/diagrams are appropriate with some detailed.	Images/diagrams are incorrect/ confusing. Some diagrams should have been included	No images/diagrams. Diagrams are hand- drawn.
Mechanics	No spelling errors. No grammar errors. Text is in authors' own words.	Few spelling errors. Few grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Text is in authors' own words.	Some spelling errors. Some grammar errors. Most of text is in authors' own words.	Many spelling and or grammar errors. Text is copied.
Measurements	All measurements were reported correctly including significant digits, units, and a thoughtful analysis on the error of the measurement. A clear summary of the method used to obtain every measurement was included	All measurements were reported, but either significant digits, units, or a thoughtful analysis on the error of the measurement was not included for at least one measurement. A clear summary of the method used to obtain every measurement was included.	All measurements were reported. At least one measurement possessed significant error. A summary of the method used to obtain every measurement was included.	Some measurements were not reported. At least one measurement possessed significant error. Error analysis wasn't thoughtful and/or generalized. The methods used to obtain some measurements were missing.	At least one value used in the calculation was estimated roughly, assumed, or found by an inappropriate means. At least one measurement possessed significant error. Error analysis wasn't thoughtful and'or generalized.
Presentation Skills	Presentation was delivered verv	Presentation was delivered well. Few	Presentation delivery was	Presentation delivery was	Presentation was confusing/incorrect.

This phase is where you will hone your understanding of: your pigment, various reactions available, laboratory techniques, various equipment available to you, and the nature of the process you will employ in synthesizing your pigment. This phase must be complete and signed off by me in order to proceed to PHASE 2.
As you develop a plan to synthesize your pigment, it is very helpful to understand some general reactions to assist you. As you work through this content, it is important you remember these types of reactions are available and may just be the key in helping you synthesize your pigment.

Double Replacement Reactions: Double replacement reactions can be very useful in preparing numerous compounds due to the necessity of at least one product being insoluble. For instance, if we precipitate a desired product, we then can separate it from the rest of the solution easily. The same though is also true for aqueous product as we can easily separate a solid from an aqueous solution.

1. Write the balanced chemical equation between cobalt(II) nitrate and sodium hydroxide.

2. What states are necessary for reactants in a double replacement reaction? Should such reactants be soluble or insoluble?

 Determine two soluble reagents that you expect could produce copper(II) acetate. Write the balanced chemical equation according to your two reagents.

Determine two reagents that you expect could precipitate silver sulfate. Write the balanced chemical
equation according to your two reagents.

5. Suppose you require a solution of sodium nitrate yet unfortunately I do not stock this reagent. Develop

Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

Personal

Technology Integration Reflection Journal (1) 23

Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and personal during 2019 - till now.



Done ?

Technology Integration Artifact: Example 1

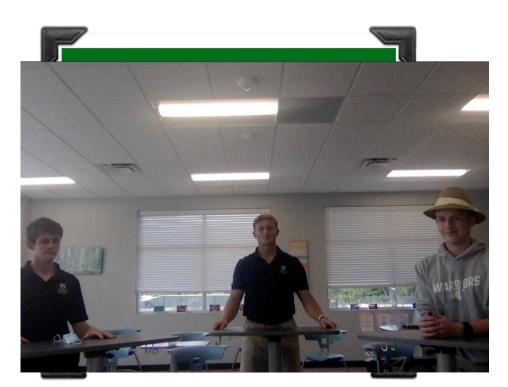
1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal.



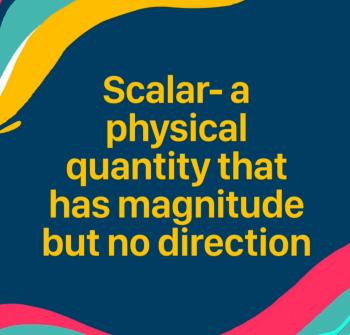
- 2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.

ample

In this physics mini-project, students in groups of three were tasked with filming a lesson on projectile motion, editing it in Apple Clips and then playing it for the class. The students could do a standard lecturestyle lesson, but many groups decided to deliver the information in a gameshow format. They had to include certain projectile terminology, showcase a problem being solved and include a biblical connection to projectile motion (such as David and Goliath's story).



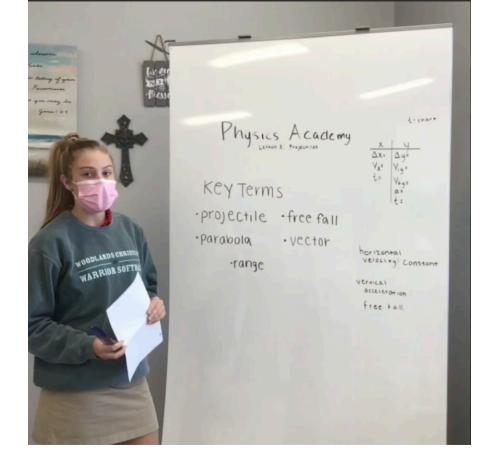
Source Information



Source Information



Source Information

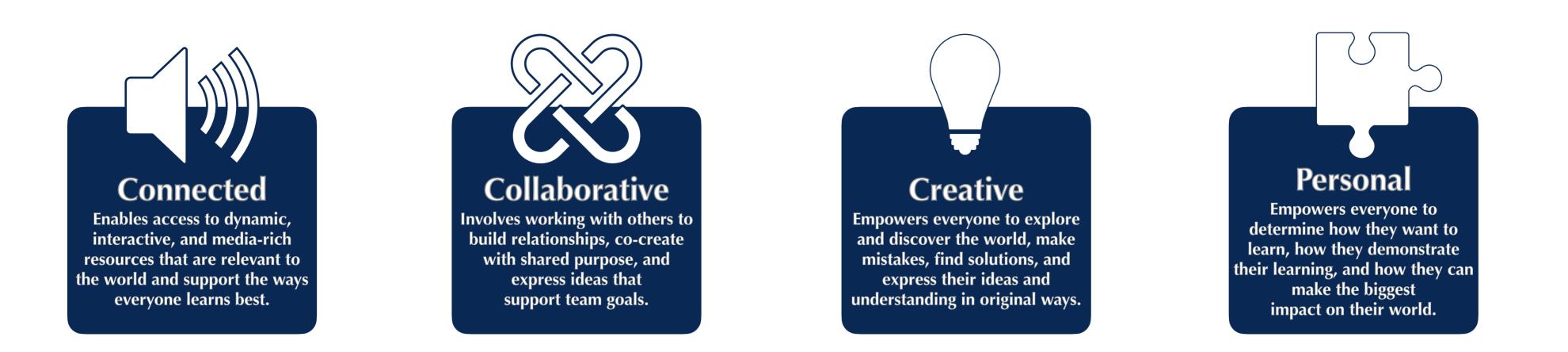


\bigotimes **Technology Integration Reflection Journal**

Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and personal during 2019 - till now.



Done ?

Technology Integration Artifact: Example 1

1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal. 2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size.

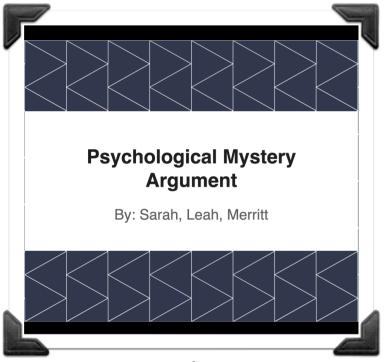


- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.

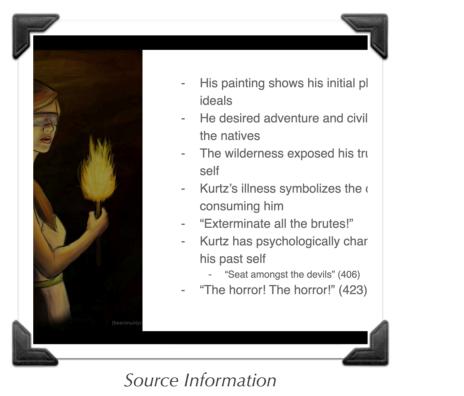
au

Teaching a high-level thinking course such as AP LITERATURE and COMPOSITION requires that students retain copious amounts of information and learn multiple forms of communicating what they learn. The images below show a sample of a group assignment done on Keynote. Students were at liberty to chose their presentation platform and this group chose keynote for its ease of use, the ability to synch their work from multiple devices (including their iPhones) via iCloud, and its customization features.

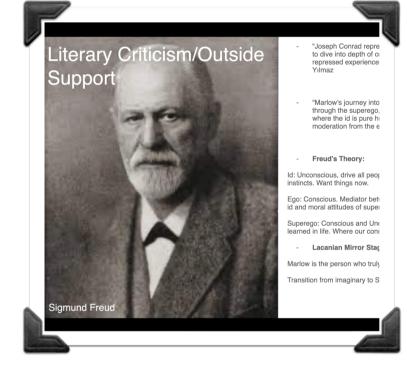
In my courses, I use Apple products integrated with other platforms for most efficient functionality for teaching and learning English writing and literature for students in the 11th/12th grades.



Source Information



Fog depicts Marlow's confusion between right and wrong e attack symbolizes Marlow's inner turmoi Battling ambivalent thoughts within himself but also b ess illuminates how much the darkness of human depravity sumed the self ustrates the inner workings of Marlow's mind ovides commentary on the "darkness" of the wilderness while mal deplorability oreshadowing -The doctor's measurement of Marlow's head indicates that pro Iwo women who guard the doors of the Company's office knitt ndicate the fragility of life and ominous approach of death Marlow's tale of a journey to the heart of darkness with an acce "very old times, when the Romans first came here" Source Information



Source Information



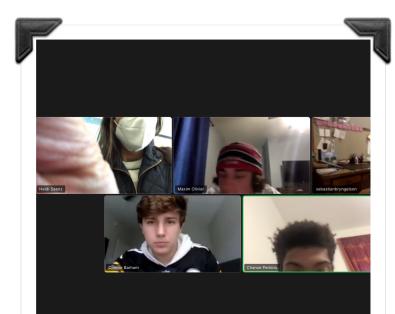
ample

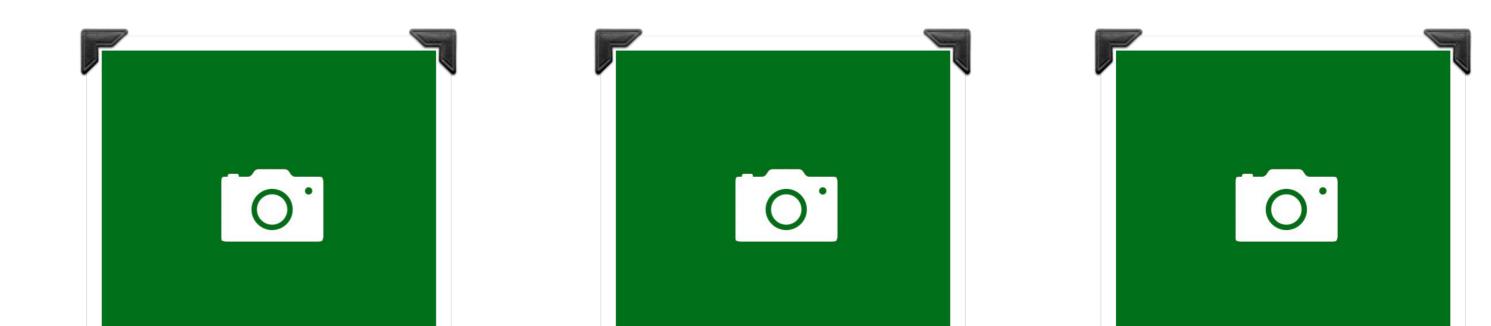
Technology Integration Artifact: Example 2

1. In the text box below share an example of how your students learning was connected, collaborative, creative, and/or personal.

- 2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.

The iPad has truly been my lifeline to my virtual learners. Despite having the privilege of teaching in person this year, there have been several students who have opted to stay home and others, such as the group below who were quarantined for a period of time. Through the use of technology we were able to stay connected, the students could continue to collaborate with each other, and most importantly, they still, each had personal access to the teacher, the teaching classroom, and all the necessary materials to ensure their success in my course.







\bigotimes **Technology Integration Reflection Journal**

Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and personal during 2019 - till now.



Done ?

Technology Integration Artifact: Example 1

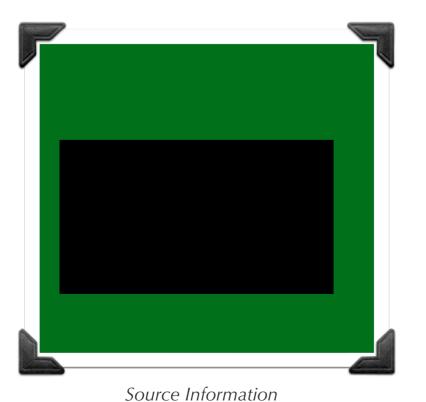
1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal. 2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size.



- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.

mple

My students' learning of the endomembrane system was both collaborative and creative. In my 9th grade Biology class, students worked in groups to to illustrate the process of protein production, packaging and transport through modeling. They used household materials such as play dough, chalk markers, beads, and pipe cleaners to model the cellular processes. Using the camera function on iPhones, they took numerous pictures of each step of the pathway. They then imported them into iMovie where they assembled them to create a stop motion film. They added voiceovers and text to complete their stop motion film. Some groups even incorporated music and video clips from other multimedia sources to enhance their movie. An example is included below.

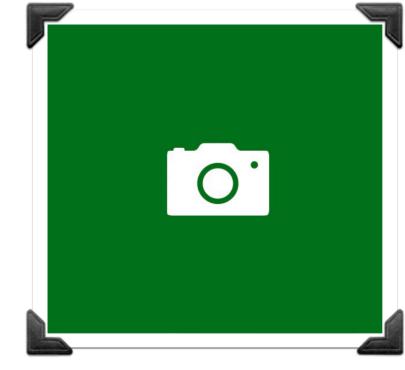




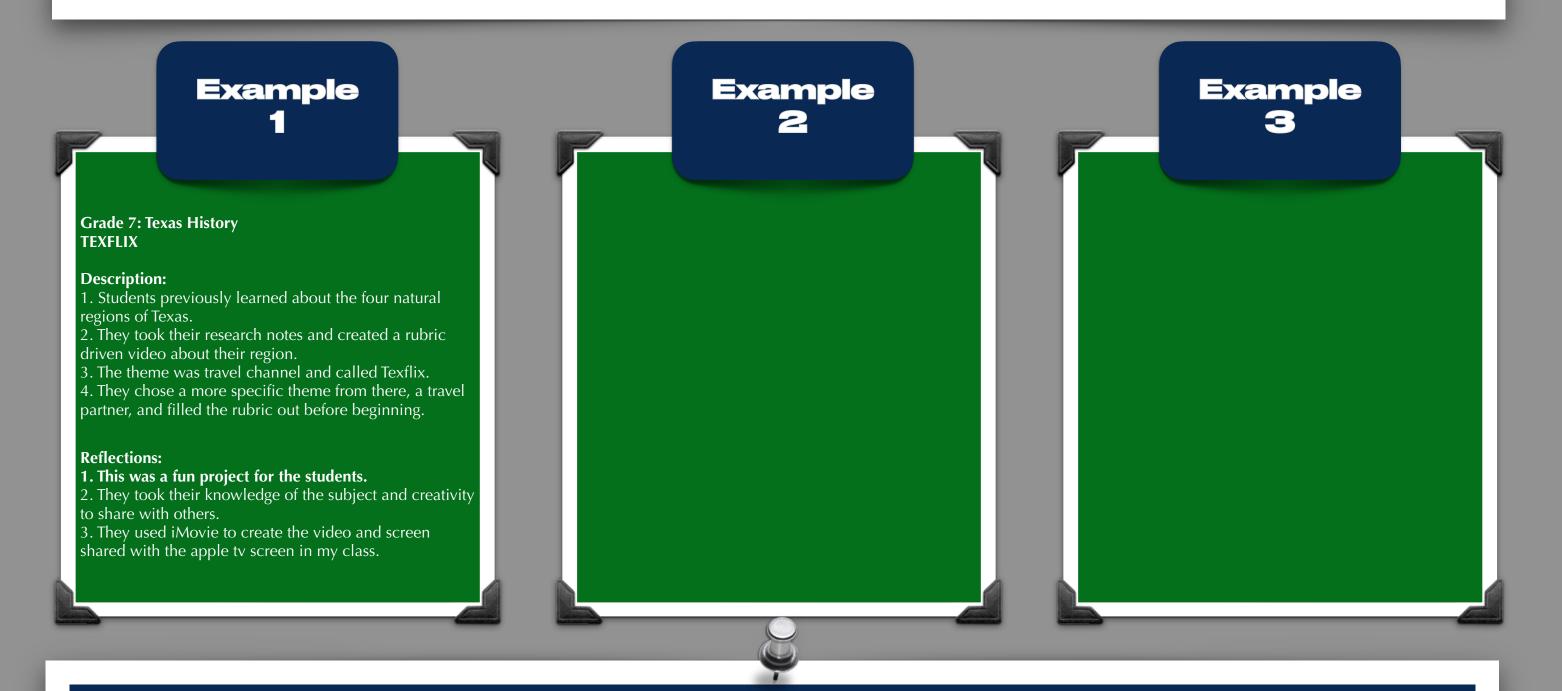
Source Information



Source Information

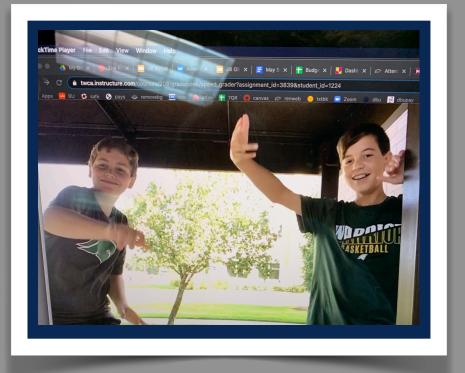


Source Information



Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.



Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

Personal

\bigotimes **Technology Integration Reflection Journal**

Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be connected, collaborative, creative, and personal during 2019 - till now.



Done ?

Technology Integration Artifact: Example 1

1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal. 2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size.



- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.



5th graders worked in partners on a Civil War newscast or a create a newspaper. Students researched important events during the Civil War and created newscast. They presented their videos in class. Students reflected and discussed what made their newscasts special and different. Apps Used: iMovie, Clips, and Pages

https://youtu.be/cf2VR7IZkko



5th Grade Civil War Newscast

Example

Students created a video to show their understanding of adding and subtracting fractions. They were able to share their videos with one another so that they could learn different strategies from one another.

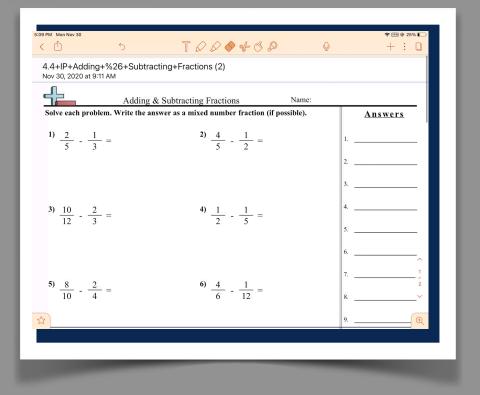
Example 2

Students used Notability and other internet resources to create a digital poster or what they've learned about a specific book in the Old Testament. Students then presented their poster by screen sharing their iPad to the Smart Board in class. This activity was especially fun for our distance learners to be able to interact with the class and present their poster via Zoom. Example 3

Students have worked all year to create a Math Journal in Notability. They put all of their notes from class in folders for the specific unit that we are in so that they can easily go back and reference notes that they have taken in class. At the end of a unit, students will turn in their journal entries on Canvas for a grade.

Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.





Nultiply NP		4 X	5	2 3 6	BLEP 5 MUltiply Across	1	4 x 3	0 5 8 0	3 6 0
Step 2 Multiply Across		+1 4 x	6 5 8	2 3 6	step 6 Multiply Up	1	+3 4 x 3 1	+1 6 5 8 0	$\begin{array}{c}2\\3\\6\\0\end{array}$
step 3 Multiply Across	1	+1 4 <u>x</u> 3	6 5 8	2 3 6	Step 7 Multiply Across	1 3	*3 4 <u>x</u> 1	6 5 8 0	2 3 6 0
step 4 Scratch, scratch, Lay an egg	1	4 x 3	6 5 8	2 3 6 0	$\frac{\text{Step 8}}{\text{Add}}$ $\frac{\text{them}}{\text{up}} + \frac{2}{2}$	$\frac{1}{3}$	4 x 3 1 4	6 5 8 0 8	2 3 6 0 6

Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

Personal



Example

Grade 8 ELA: Growth Mindset Activity

Description

The students had to use Pages to connect a growth mindset quote to our school's Bible verse for the year. They had to include a picture, color, and creative elements. This was my first introduction to them as writers.

Apple Tools Used

The students made these documents on Pages on iPads. This was their first introduction to using Pages on an iOS instead of an OS.

Example

Grade 8 ELA: Utopia Group Project Description

The students had to work together to create a Utopia. In order to do this with both in person and distance learners, the students created a shared PowerPoint (using One Drive) and worked on different elements at the same time.

Apple Tools Used

The students completed this work entirely on their iPads. Additionally, they needed to complete a reflection on Pages.

Grade 8 ELA: Heroes of the Holocaust Presentation Description

Example

-C -

The students needed to research a person who made a difference in the Holocaust. After they completed their research, they needed to build a presentation on Keynote, import it into Clips in order to narrate it, and then add an introduction and final reflection video. Finally, the students were able to share their work on a Canvas discussion board.

Apple Tools Used

The students used their iPads, Keynote, and Clips to complete all work.

Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.











Utopia Project





Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

Personal

Example

In Writing/Social Studies, students created a grade-level Padlet Timeline. Using information that they researched about an influential American, students had to place their character in the correct time interval based on their character's birth/life. Students were required to include a picture, the character's name, the dates of their character's life, and a brief description of their character's influence in the United States.

Example 2

As a culmination to our nonfiction reading unit, students created a podcast to teach others about what they have

learned.

- 1. Students read both digital and paper expository nonfiction texts.
- 2. They then took notes on their reading using <u>pages and</u> <u>the post-it app</u>.
- Next, they listened to an example podcast using the podcast app.
- 4. Students then used <u>pages</u> to write a script for their podcast.
- 5. Finally, students recorded their podcast using <u>voice</u> <u>memos</u>.
- 6. To share, students posted podcasts on <u>padlet and seesaw</u>.

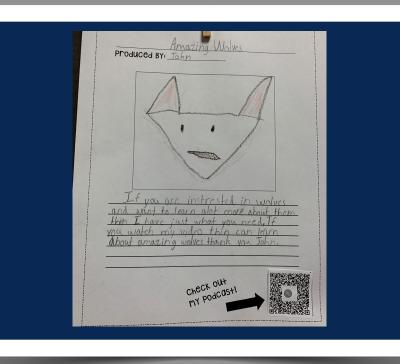
Example 3

In math class, students used a QR code to listen to a review lesson that was made using Clips on telling time to the minute. They used this to review a second grade skill. They then logged on to SeeSaw to complete an activity on Elapsed Time which is their skill for 3rd grade. They were able to explore which strategy they found most helpful (number line, T chart, or using a clock face). Students then submitted their work. They were given individual feedback from their teacher along with any corrections they needed to make.

Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.







Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

Personal

Example

Second grade collaborated with STEAM and Makerspace to create multimedia animal presentations. Students first selected an animal, researched it and wrote a nonfiction book in writing class. Apple technology and applications used in this stage include:

- Safari-This was used for finding an image for the cover of their book.
- Camera and Photos-The student's then took a screenshot of their picture and saved it to photos. This is where they referred to the image for their cover.

Example 2

The next part of this project included the use of Clips to create videos about their animal. Students imported drawings, photos and clips from other apps (like Chatter Kids) to assemble an informative and entertaining video. Students narrated their video with information they wrote during the research/writing portion of the project. Notes and AirDrop platforms were used to store and share information between teachers and students.

Students were able to be creative in this area as they selected themes, music and graphics that represented their individual style.

Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.

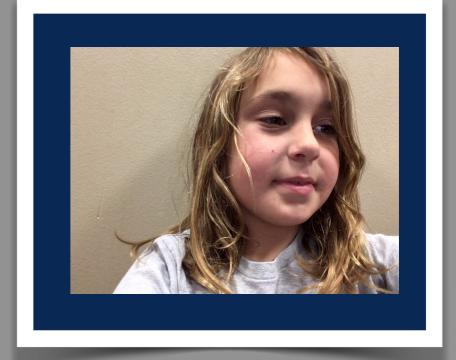


Example 3

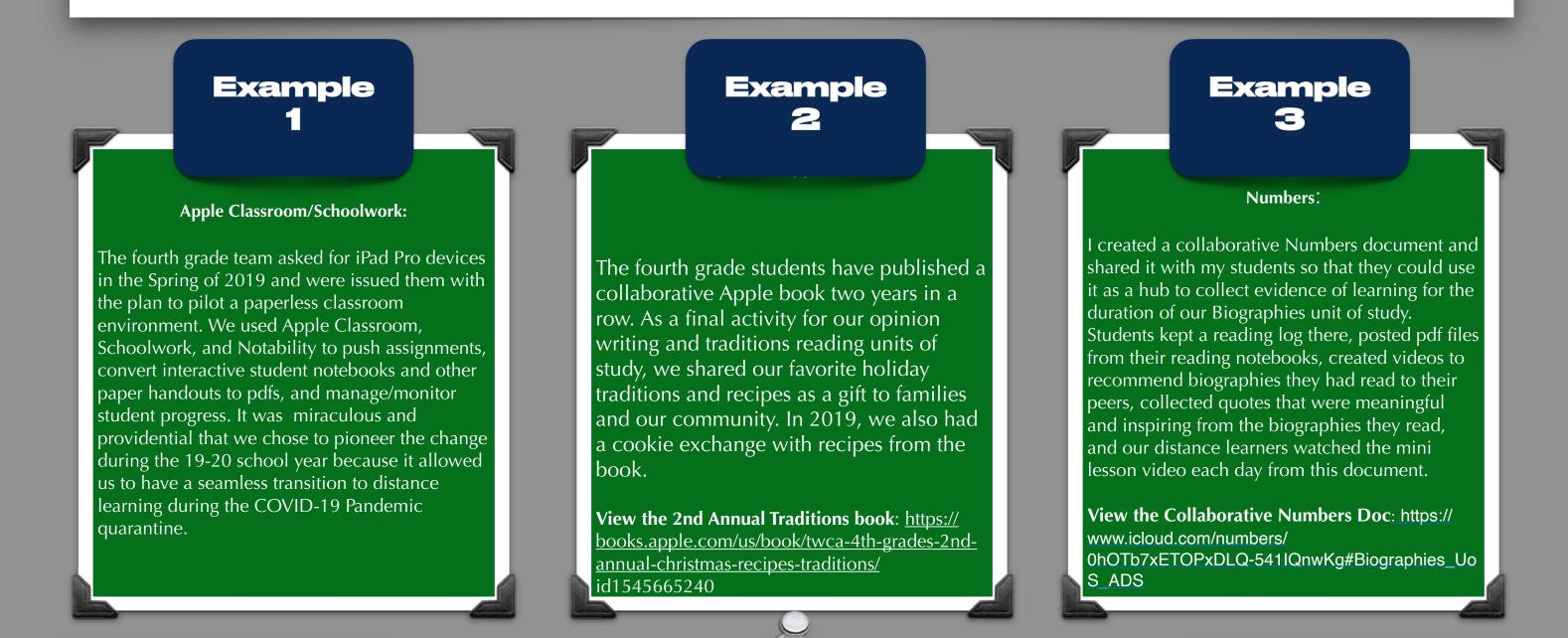
The final stage of this project allows students to collaborate and provide feedback to their peers. All video presentations will be posted to Padlets which classmates can access and view each other's presentations. We wanted to share these in a Numbers document, but the document limits video storage.

Videos will also be presented in class using Air Play/Apple TV and links to the Padlets will be shared with parents.

(This portion is still in progress.)

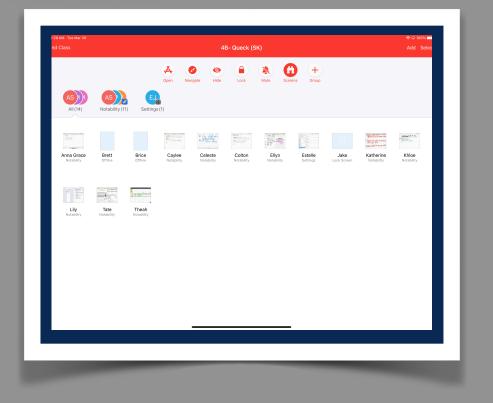


their learning, and how they can

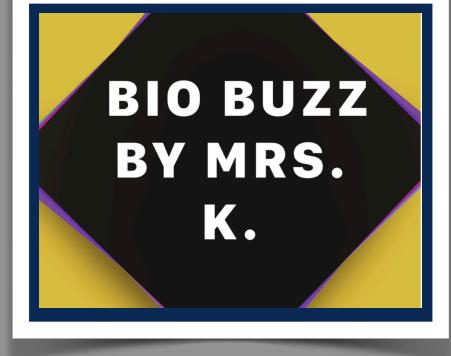


Directions

- 1. Hover over example text box, and begin typing to share each of your three examples. Tip: Need more space? Change the formatted font size.
- 2. Select the photo icon in the bottom right corner. Next, hold the command key, while you select your artifacts of learning, under each example. These can be photos, screenshots, and PDFs. Tip: Move artifacts to your desktop to have everything all in one place for a smooth upload.
- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for videos.



	iPad	iPhone	Watch TV	Music	Support	Q
Apple Books Pre	eview			Top B	ooks Top Audiobook	s Oprah's Book C
0		TWO	Ath Crode	a 2nd Annua	Christmas	Daoinas
			raditions B	s 2nd Annua ook	ii Christinas	Recipes
MA	. 🐣 🛕			Academy 4th Grad	e Students	
	N 🐥 🦀	**** 5		,		
TWCA Fourth	Grade's 2 nd Annual	View in A	pple Books 7			
	nas Recipes					
	and Traditions					
Favorite						
	k 😤 👘					
۲ <u>۳</u>						
20	20-2021					
ц						
Publisher Desc	ription					
A collection of favorite (Christmas recipes and	d traditions				
GENRE	RELEASED	LANGUAGE	LENGTH	PUBLISHER	SELLER	SIZE
TI 🕈	2020	EN	74	TWCA Press	Stephanie Koppelman	62.9
nr	December 18	English	Pages			MB



Connected

Enables access to dynamic, interactive, and media-rich resources that are relevant to the world and support the ways everyone learns best.

Collaborative

Involves working with others to build relationships, co-create with shared purpose, and express ideas that support team goals.

Creative

Empowers everyone to explore and discover the world, make mistakes, find solutions, and express their ideas and understanding in original ways.

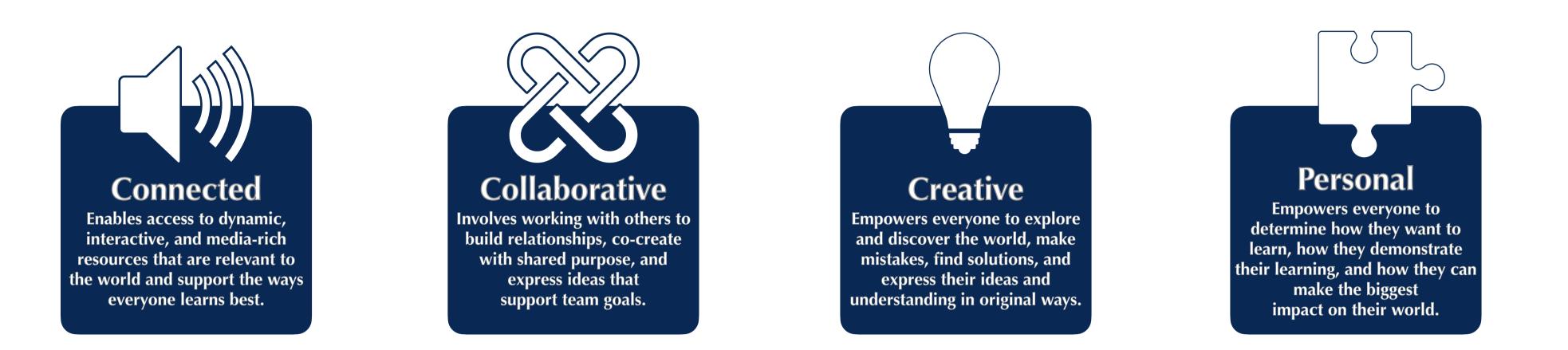
Personal

Technology Integration Reflection Journal (1) 🕄

Done ?

Directions:

Share your top three examples of how you used technology to allow your students learning to be **connected**, **collaborative**, **creative**, and personal during 2019 - till now.



Done ?

Technology Integration Artifact: Example 1

1. In the text box below share an example of how your students learning was connected, collaborative, creative, and /or personal.

2. Hover over example text box, and begin typing to share each of your example. Tip: Need more space? Change the formatted font size.



ample

- 3. If inserting videos, insert them directly onto this page. Tip: The picture boxes are not programmed for video.

Second Grade Reading Expert Project: As a culminating event to our reading nonfiction unit, students chose a topic to become an expert on. Keynote slideshows were created. Pictures were added to each slide. Next, using Clips, students practiced their fluency while reading and recording their slide shows. Students then posted their "Expert Exhibit" onto the class Padlet. Padlets were sent home to all parents with a "Virtual Exhibit" invitation.

<u>Connected</u>: The tools of Keynote and Clips combined with Padlet were all used. The project was sent digitally to all parents and select administrators with a "Virtual Exhibit" invitation.

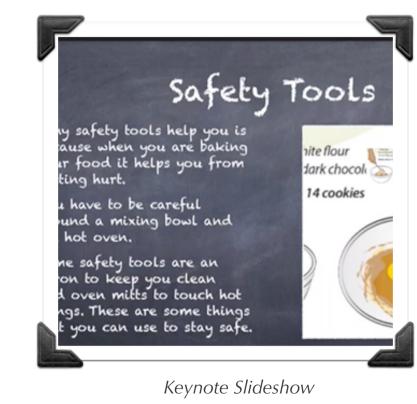
<u>Collaborative</u>: Students learn from one another as they viewed and commented on each slide show. In order to complete the class "Scavenger Hunt" students had to rely on the expertise of others. For example one question: How do shells get their color? Students had to go the "Shell Expert's" exhibit to learn and move on. Knowledge was built across many topics as they collaborated to expand their knowledge. <u>Creative</u>: Students were given a choice on the topic, how to present their information in the slide, what they valued the most, their favorite pictures, and their most interesting vocabulary related to their topic.

Personal: This project becomes an authentic documentation of their second grade reading fluency and area of interest. Students took ownership of the reading presentation they would share with the larger community.



Expert Exhibit Padlet









TWCA Reflection Journal Data									
	Teamwork	Communication & Creation	Personalization of Learning	Critical Thinking	Real-World Engagement	Connected	Collaborative	Creative	Personal
High School	16	27	20	26	24	27	17	24	24
Middle School	14	19	19	20	15	20	15	20	19
Lower School	10	20	21	20	10	23	13	19	23
School Wide	40	66	60	66	49	70	45	63	66
School Percentages									
High School	59.3 %	100.0%	74.1%	96.3%	88.9%	100.0%	63.0%	88.9%	88.9%
Middle School	70.0%	95.0%	95.0%	100.0%	75.0%	100.0%	75.0%	100.0%	95.0%
Lower School	40.0%	80.0%	84.0%	80.0%	40.0%	92.0%	52.0 %	76.0%	92.0%
School Wide Totals	55.6%	91.7%	83.3%	91.7%	68.1%	97.2%	62.5 %	87.5%	91. 7%
School Wide Percentage High School Percentage Middle School Percentage Lower School Percentage									
Number o	f Teachers	72	100.0%	27	100.0%	20	100.0%	25	100.0%
Total Sul	omission	72	100.0%	27	100.0%	20	100.0%	25	100.0%

2019-2021

Percentages Low to High

	All School	HS	MS	LS
Teamwork	55.6	59.3	70.0	40.0
Collaborative	62.5	63.0	75.0	52.0
Real-World Engagement	68.1	88.9	75.0	40.0
Personalization of Learning	83.3	74.1	95.0	84.0
Creative	87.5	88.9	100.0	76.0
Communication & Creation	91.7	100.0	95.0	80.0
Critical Thinking	91.7	96.3	100.0	80.0
Personal	91.7	88.9	95.0	92.0
Connected	97.2	100.0	100.0	92.0