

PARENT CAFE

October 5, 2021

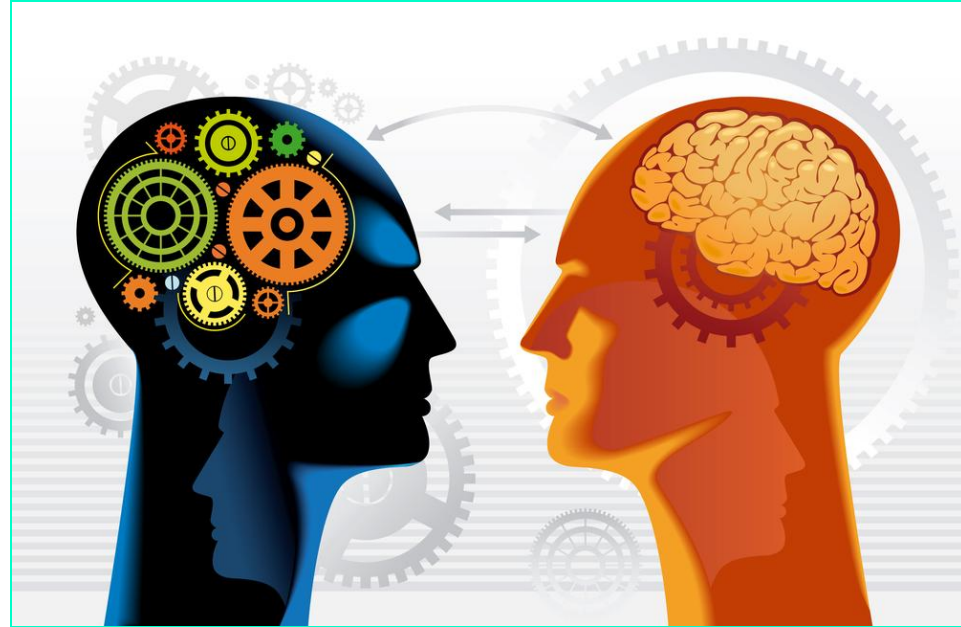
AGENDA

- Evergreen's Profile of a Learner
 - Silver Oak Instructional Focus - Critical Thinker & Advocate
- Silver Oak's First Trimester Habit of Mind focus - Managing impulsivity
- Updates and questions

Preparing Students to be College and Career Ready

What will the
world be like 20
years from now?

What were the
conditions
around your peak
learning
experience?



Source: <https://www.naesp.org/sites/default/files/resources/2/Principal/2010/J-Fp08.pdf>

Preparing Students to be College and Career Ready

What would learning look like if
we designed it around our answers
to those questions?











Evergreen School District

Profile of a Learner

We engage students in authentic learning that prepares them with the skills to be global minded citizens.

 Learner	 Communicator	 Collaborator	 Critical Thinker	 Innovator	 Advocate
<ul style="list-style-type: none"> • Demonstrates academic literacy: Reading, Writing, Math, Science, and Social Studies. • Is self-directed. Perseveres through difficult tasks. • Overcomes academic and personal barriers to set and meet goals. • Communicates effectively to share knowledge and thinking. • Uses content knowledge to lead ethically and responsibly. 	<ul style="list-style-type: none"> • Acknowledges multiple perspectives and conveys empathy in various exchanges. • Employs active listening strategies to advance understanding. • Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners. Incorporates effective writing skills for various purposes and audiences. • Uses technological skills and digital tools to exchange ideas • Expresses thoughts, ideas, and emotions meaningfully and creatively. 	<ul style="list-style-type: none"> • Works interdependently and inclusively to promote learning, increase productivity, and achieve common goals. • Seeks and uses feedback to adapt ideas and implement decisions. • Respects divergent thinking and engages others in thoughtful discussion. • Analyzes and constructs arguments to ensure examination of a full range of viewpoints. • Persists in accomplishing difficult tasks and shares the credit. 	<ul style="list-style-type: none"> • Demonstrates open-ended thought to enhance learning. • Seeks new knowledge. • Constructs arguments. • Evaluates ideas and information sources for validity, relevance, and impact. • Reasons through and weighs evidence from multiple perspectives to reach conclusions. 	<ul style="list-style-type: none"> • Engages in problem solving, inquiry, and designing solutions to overcome obstacles to improve outcomes. • Demonstrates open-ended thought to enhance the design/build process. • Take risks to build resilience through setbacks. • Creates new ideas/products with value and meaning. • Uses information in new or creative ways to strengthen comprehension and deepen awareness. 	<ul style="list-style-type: none"> • Ensures equitable conditions for underserved. • Engages in healthy and positive practices to promote and model physical and mental health. • Reflects on continuous self-improvement and self-advocacy. • Acknowledges, understands, and contributes to solutions that benefit the community on a local, national, and world level. • Promotes environmental conservation and sustainability.

How can we connect our work around the
Habits of Mind with our school wide
Profile of a Learner focus of **Critical**
Thinking and Advocate

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CRITICAL THINKING & ADVOCATE

Professional development / Professional learning community focus

- Build capacity to teach critical thinking and self advocacy
- Students will engage and demonstrate understanding of POL learning targets
- Align POL work with Nicole Anderson
- Leverage the work the IMPACT team did in 19-20

Each principal will meet with their teachers for goal setting that include a focus on the POL outcomes

- Site PLC teams have a PLC folder that include examples of student work (does not have to be amazing, just work that aligns to the outcome/s)
- Walk through tool to be used in lieu of instructional rounds
 - Data will be brought to Ed Services meeting to be used

Pilot program for 6th and 8th grade teachers

- Defense of learning project
- Open to early adopters

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CRITICAL THINKING



OUTCOMES

- Demonstrates open-ended thought to enhance learning.
- Seeks new knowledge.
- Constructs arguments.
- Evaluates ideas and information sources for validity, relevance, and impact.
- Reasons through and weighs evidence from multiple perspectives to reach conclusions.

LEARNING TARGETS

- I can use evidence to support my claim.
- I can evaluate information.
- I can ask questions to deepen my understanding.
- I can consider and apply multiple perspectives.
- I can transfer my learning/skills.

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CRITICAL THINKING



"I Can" Statements: **TK-2nd**

1. I can use clues in the pictures and words to support my answer.
2. I can explain why I agree or disagree with what I am learning.
3. I can ask questions to understand.
4. I can listen to others ideas and share my own.
5. I can apply what I have learned to do other tasks.

"I Can" Statements: **3rd-5th**

1. I can cite the evidence from a variety of sources to support my claim.
2. I can examine information and decide what is important.
3. I can ask a clarifying question to improve understanding.
4. I can listen to others ideas and determine next steps.
5. I can apply my learning to other applications.

"I Can" Statements: 6th-8th

1. I can accurately cite evidence from multiple sources to support my claim.
2. I can evaluate sources for relevance, authenticity, and validity.
3. I can ask clarifying, probing, and precise questions to better understand the task and topic.
4. I can consider and apply multiple perspectives.
5. I can transfer my learning to other applications.

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CRITICAL THINKING

Critical Thinking Rubrics



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ADVOCATE



OUTCOMES

- Ensures equitable conditions for underserved.
- Engages in healthy and positive practices to promote and model physical and mental health.
- Reflects on continuous self-improvement and self-advocacy.
- Acknowledges, understands, and contributes to solutions that benefit the community on a local, national, and world level.

LEARNING TARGETS

- I can contribute towards possible solutions by being mindful of my surroundings and my environment.
- I can speak up and/or take action for myself and others.
- I can accept others for who they are.
- I can make healthy choices for my mind and body.
- I can work with others to solve problems and find ways to contribute to our world.

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ADVOCATE



"I Can" Statements: **TK-2nd**

1. I can be mindful of my personal space.
2. I can stand up for myself and my schoolmates.
3. I can like my schoolmates even if they are different.
4. I can make healthy choices for my mind and body.
5. I can work as a team.

"I Can" Statements: 3rd-5th

1. I can contribute towards solutions by being aware of my community.
2. I can speak up and take action for myself and others.
3. I can respect people's differences.
4. I can make and promote healthy choices for my mind and body.
5. I can collaborate with others to make my community a better

"I Can" Statements: 6th-8th

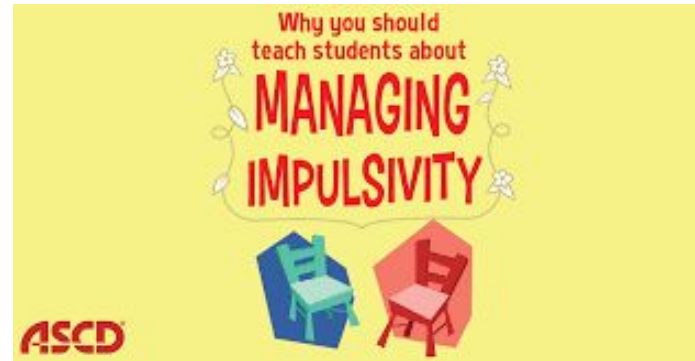
1. I can contribute towards possible solutions by being mindful of my surroundings and my environment.
2. I can speak up and/or take action for myself and others.
3. I can accept others for who they are.
4. I can aggregate information from multiple sources to build a strong awareness about issues that affect our community and world.
5. I can empathize with others to solve problems and contribute to our global community.

QUESTIONS, THOUGHTS, OR AHA'S



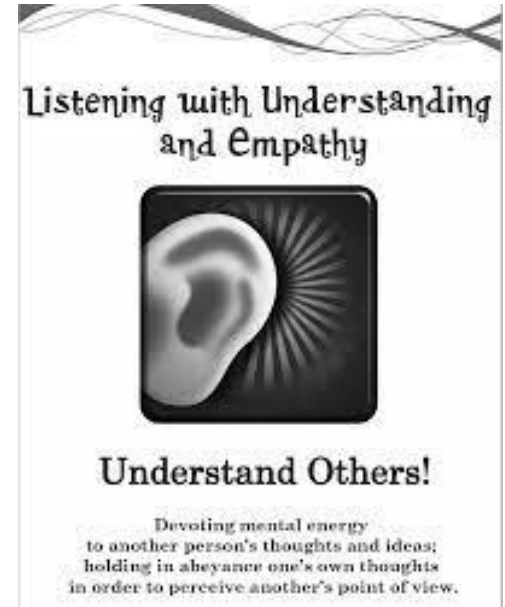
MANAGING IMPULSIVITY - HOW DO WE RETEACH CLASSROOM SKILLS?

- RAISING HANDS, TAKING TURNS
- SHARING, SOLVING CONFLICTS
- COMMUNICATING AND COLLABORATING WITH CLASSMATES



LISTENING FOR UNDERSTANDING AND EMPATHY - HOW DO WE TEACH STUDENTS TO BE RESPECTFUL?

- ASKING CLARIFYING QUESTIONS
- ACCOUNTABLE TALK, SENTENCE STEMS
- ACTIVE LISTENING



FINDING HUMOR - HOW DO WE TEACH STUDENTS TO USE HUMOR TO OVERCOME SETBACKS?

- MODEL POSITIVE SELF TALK AND HUMOR



HONORING SO STUDENT'S HARD WORK!



Exhibiting Excellence Award

Name: _____

Grade: _____ Date: _____

Referring Staff: _____ Location: _____

Reason for Recognition

- | | |
|--|--|
| <input type="checkbox"/> Persisting | <input type="checkbox"/> Thinking about thinking (metacognition) |
| <input type="checkbox"/> Thinking and Communicating with clarity and precision | <input type="checkbox"/> Taking responsible risks |
| <input type="checkbox"/> Managing impulsivity | <input type="checkbox"/> Striving for accuracy |
| <input type="checkbox"/> Gathering data through all senses | <input type="checkbox"/> Finding humor |
| <input type="checkbox"/> Listening with understanding and empathy | <input type="checkbox"/> Questioning and posing problems |
| <input type="checkbox"/> Creating, imagining, innovating | <input type="checkbox"/> Thinking interdependently |
| <input type="checkbox"/> Thinking flexibly | <input type="checkbox"/> Applying past knowledge to new situations |
| <input type="checkbox"/> Responding with wonderment and awe | <input type="checkbox"/> Remaining open to continuous learning |

Additional information: _____

What this looks like at Silver Oak

- Kick off assembly at the beginning of the trimester
- Teachers find or create lessons they can teach in their classrooms
 - Expectation is that teachers teach at least three lessons on the given Habit of Mind focus
- Each month students are nominated for demonstrating the Habit in the classroom and are recognized at Student of the Month ceremony
- We spend one trimester on each Habit

UPDATES

- Marquee
- Covid

