Empowering the Next Generation
21C Movement

Trigg County Public Schools – Cadiz, Kentucky

Orientation & Personalized Learning

at

Trigg County High School

August 2017

The **VISION** of

TRIGG COUNTY HIGH SCHOOL

is to create an **innovative** learning environment where students, staff, and faculty promote a **passion for learning** through a **cognitively challenging curriculum** that is **personalized**, **fosters tolerance** and **diversity**, and teaches the academic and social skills necessary for students to **realize their potential** as 21st century citizens in both academic and career settings.

Empowering the NEXT generation at TRIGG COUNTY PUBLIC SCHOOLS

Competency BASED LEARNING

Instruction + Time = Learning
(v)   (v)   (c)

How?
- Standards Based Grading
- Students demonstrate knowledge of content through PRODUCTS & SKILLS

Capacity BUILDING

- Teachers are given resources & supports to help design PERSONALIZED LEARNING & help students MASTER content

Comprehensive SYSTEMS of SUPPORTS

- We develop Interventions & extentions frequently throughout the school year addressing student needs

MAKING Connections with Students

it's ALL about — THROUGH

Personalized LEARNING

That VALUES

Student VOICE

Blended LEARNING

LEADS TO anytime anywhere learning

FACE-to-FACE & ONLINE

Students work through the curriculum at THEIR OWN PACE

PBL PROJECT BASED LEARNING

- Infuse curriculum with 21st century Skills
- REAL WORLD Problems that need Solutions
- Service Learning
- Presentations of learning to authentic audiences

Mastery LEARNING

TCHS Class of 2017

- Highest Number of College and Career Ready Students

- Highest Percentage of College and Career Ready Students

- Highest number of Honor Graduates (40)

- 150 Graduates, 400+ college courses

- Highest Number of Internships and Co-Op Experiences

- Intersession experiences from San Diego to Virginia Tech

- Initial Cohort of students to integrate 1:1, blended learning, & PBL initiatives

Trigg County's Vision
Trigg County Public Schools will **empower** each student
to thrive, compete and excel in an ever changing world.

**Trigg County Board of Education
Mission Statement
as of 4/26/16**

Empowering the Next Generation with world class knowledge, skills, and dispositions essential for success.

**Kentucky Board of Education
Mission Statement
as of 10/4/16**

Each and every student empowered and equipped with the knowledge, skills and dispositions to pursue a successful future.

What are the

knowledge, skills, and dispositions

that are needed for high school graduates to be ready for the future?

"When I was 5 years old, my mother always told me that happiness was the key to life. When I went to school, they asked me what I wanted to be when I grew up. I wrote down 'happy'. They told me I didn't understand the assignment, and I told them they didn't understand life."

John Lennon

Attachment: A deep and enduring emotional bond that connects one person to another across time and space.

Sense of belonging: A sense that one has a rightful place in a given setting and can claim full membership in a community.

Self-regulation: Regulation of attention, emotion and executive functions for the purposes of goal-directed actions.

Stress Management: Constantly changing cognitive and behavioral efforts to manage specific external and /or internal demands that are appraised as taxing or exceeding the resources of the person.

Growth Mindset: Wherein individuals ascribe to the belief: my ability and competence grow with my effort.

Self-efficacy: The perception that one can do something successfully.

Dr. Stafford-Brizard

Happiness & Self-Sufficiency

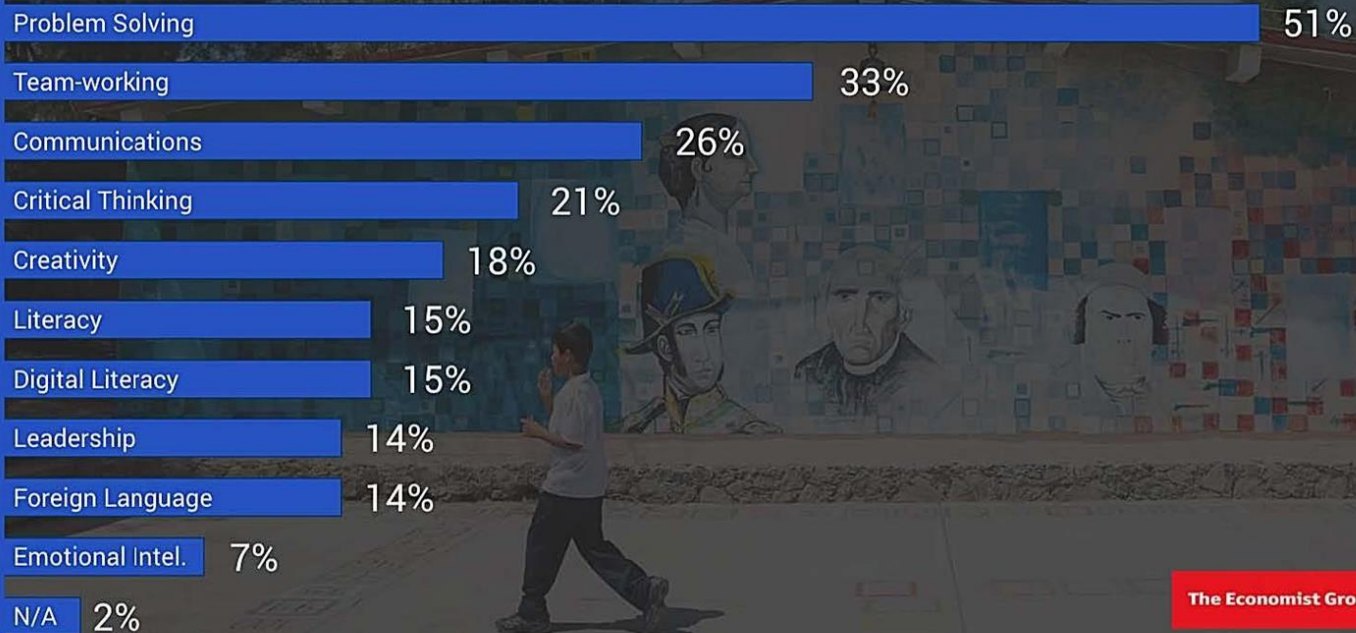# Behaviors Necessary for Success in Academic Settings

Note Taking

Reading Comprehension

Self-Assessment

Test Taking & Studying

Time Management

Top 3 Skills Currently Needed in the Workplace

Skill	Percentage
Problem Solving	51%
Team-working	33%
Communications	26%
Critical Thinking	21%
Creativity	18%
Literacy	15%
Digital Literacy	15%
Leadership	14%
Foreign Language	14%
Emotional Intel.	7%
N/A	2%

The Economist Group

*". . . And that list - thinking critically, communicating, collaborating - keeps popping up every time someone thinks about preparing students for their future, whether for college, career, or citizenship. It is a set of skills, not a body of facts. It's a list of verbs, not nouns. **If we <u>agree</u> on their importance, then we must design educational experiences that allow students to practice and teachers to coach those skills in action.**"*

~Transforming Schools, Pg. 45

Trigg County Public Schools Graduate Profile

Knowledge

Kentucky Core Academic Standards (KCAS)

Kentucky Occupational Skills & Standards

Essential Competencies (Financial, Economic, Business, & Entrepreneurial; Health; Environmental; Information & Media)

+Skills

Critical Thinking & Problem Solving

Collaboration

Communication

Creativity & Innovation

Self Awareness
⇒ Think about your own thinking
⇒ Learning how to learn

Study skills

+Dispositions

Agency (think, question, pursue, create)
⇒ Curiosity
⇒ Initiative
⇒ Perseverance

Adaptability (Flexibility)

Leadership

Ethical behavior & civic responsibility

Social Awareness & Empathy (Perspective)

TCPS Graduate Profile (2.0)
DRAFT

Critical Thinker

Effectively solves problems
Creates original work that demonstrates thoughtful and reflective approaches
Provides original solutions to problems using modeling, prototyping, and testing
Conducts research and uses multiple resources to seek solutions
Justifies decision making processes
Analyzes and evaluates information critically

Collaborator

Works effectively with others to accomplish a common goal
Assumes leadership responsibilities
Develops and maintains positive relationships with peers and adults
Engages in the community through service and civic responsibility
Demonstrates respect for different cultures, perspectives, and beliefs
Demonstrates social awareness, empathy, and ethical behavior

Mastery Learner

Demonstrates mastery of standards
Applies learning across content areas

Self-Directed Learner

Sets long and short term goals
Develops action plans related to goals
Adapts plans to achieve goals
Uses obstacles and setbacks as opportunities to learn, reflect, and improve
Prioritizes tasks and manages time effectively
Uses a variety of strategies to support learning (e.g. note taking, study skills, information literacy)
Pursues passions and interests

Communicator

Reads, writes, speaks, listens, and adapts to an audience in diverse settings
Engages in conversations and discussions
Shares thoughts and information clearly during presentations
Listens to seek understanding
Advocates for self and others

Relationships

Continuous Improvement

Personalized Learning

Mastery Learning

Authentic Learning

CORE VALUES!

Competency-Based

Transitioning away from seat time, in favor of a structure that creates flexibility, allows students to progress as they demonstrate <u>mastery</u> of academic content, regardless of time, place, or pace of learning. Competency-based strategies provide flexibility in the way that credit can be earned or awarded, and provide students with <u>personalized</u> learning opportunities.

- USDOE

Standards-based Grading in a Nutshell

- Provides opportunities for variable learning paces
- Rewards students who continue to try mastering the information/concepts
- Gives a clear indication of what students know and don't know
- Gives a clear picture of where instruction is being effective/ineffective

Equality versus Equity

Field Guide to the Species of Trigg County

Trigg County High School
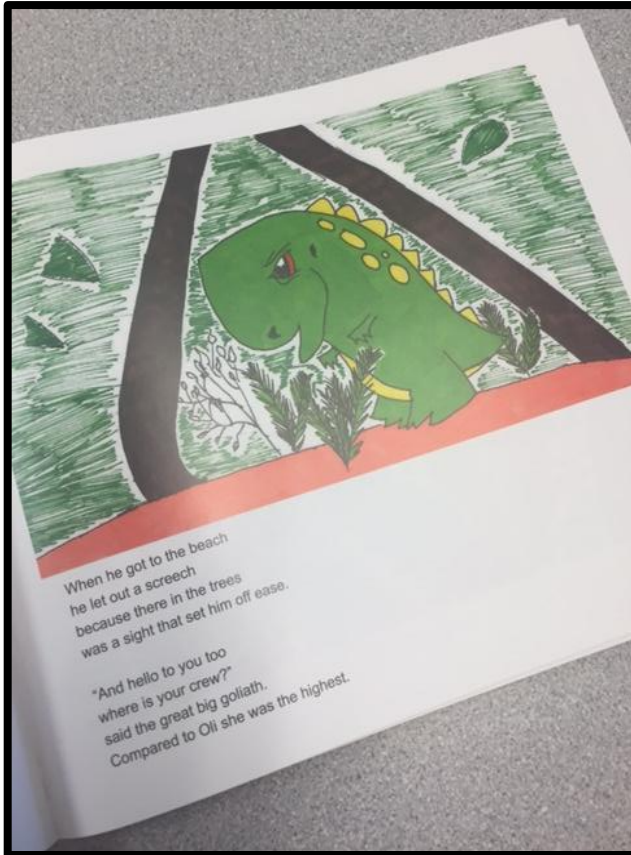Academy 2
2015-2016

Sophomore ELA & Biology Book Project

Sophomore Children's Book Project

Sophomore Classes partnered With Kindergarteners Classes

"Presenting the book to my little buddy made me want to do a better job because I knew it was for real and not just an assignment in class."

Keleigh Mabry (TCHS sophomore)

Left board

Caffeine

Definition of Caffeine

Uses of Caffeine

History of Caffeine

Facts

Function in the body:

Ascorbic Acid / Vitamin C

30 Model

COCAINE

TRIGG COUNTY HIGH SCHOOL

"KNOWLEDGE IS POWER"

Vanillin

SEROTONIN

Diazepam(Valium)

Molecule Facts

Molecule History

Molecule Function

Fluoxetine Hydrochloride
PROZAC

3D MODELS

Right board

Oxycodone

Sucralose

Melanin

DEET

Chlorophyll

Serotonin

THC (Tetrahydrocannabinol)

TRIGG COUNTY HIGH SCHOOL

"FAILURE IS NOT AN OPTION"

Melatonin

Chemical Formula $C_{13}H_{16}N_2O_2$ nonpolar

Sleep

Anti-aging

Skeletal Structure

History

Supplement

Personal Narrative Selfie Project

Project Description:

"To be yourself in a world that is constantly trying to make you something else is the greatest accomplishment." – Ralph Waldo Emerson

Teacher Reflection:

Student Reflection:

Personal Narrative Selfie Project
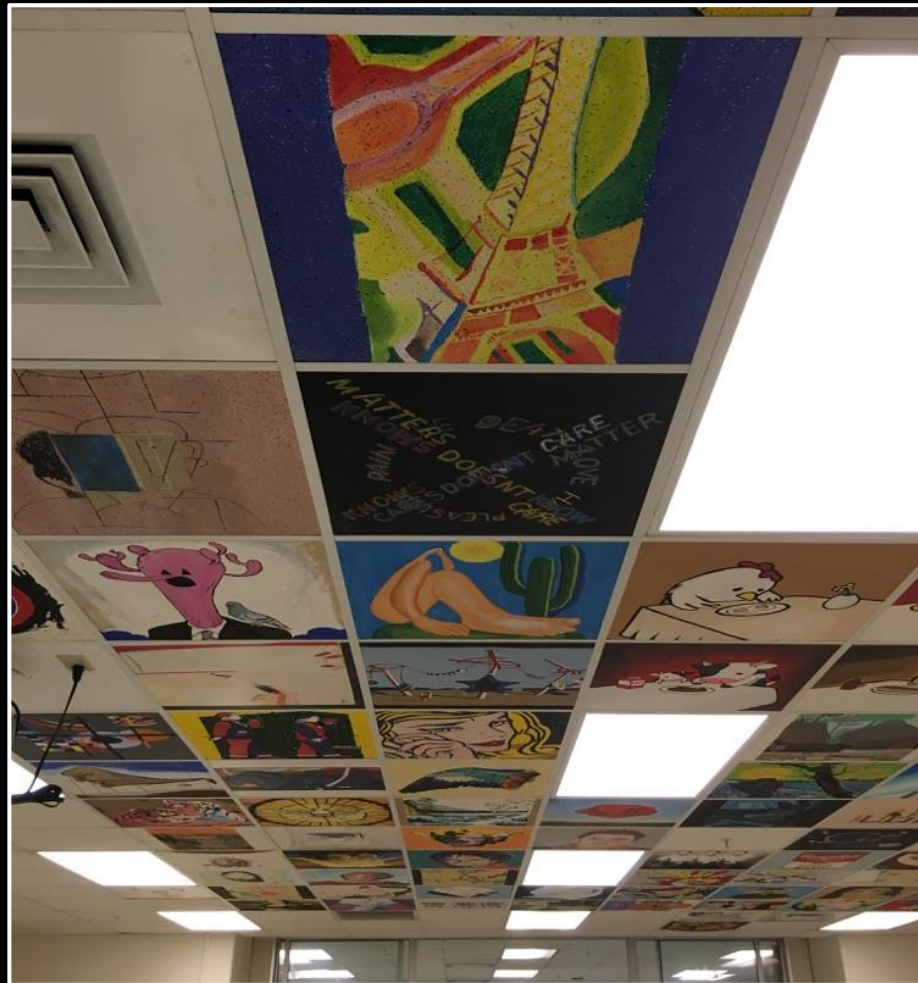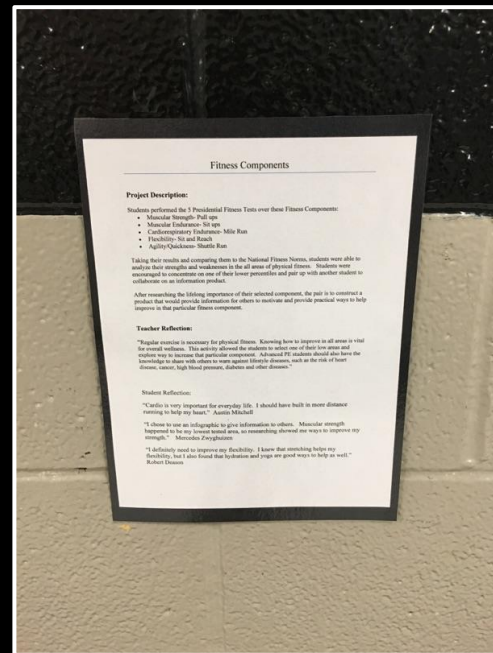
Questions You Could Ask a Student:

1. What is a thematic statement?

2. What does it mean to "show" versus "tell" when writing?

3. What is the difference between dialogue and internal monologue?

FLEXIBILITY

How does being flexible benefit you during exercise?

Stretches That Effectively Increase Your Body's Flexibility

Chest Stretch
Slow move your arms back while squeezing your shoulder blades together. This can be done while standing or sitting.

Reclining Pigeon
Lie face up in a sitting position, cross right leg over left and hold thigh up with hands. Hold this position for 45 seconds and alternate legs.

Butterfly
Sit in a tilted cross position with your feet bottoms together instead of interlinked. Lean forward.

Forward Hang
Bend down as if you were touching your toes, then raise your arms behind you back as far as you can.

Toe Touches

Modified Cobra
Lay face down on the floor. Go into a full push if possible but keep forearms on the ground. Then straighten your back around the pelvic region.

Muscular Endurance

Muscular Strength

Fitness Components

Project Description:

Students performed the 5 Presidential Fitness Tests over these Fitness Components:
- Muscular Strength- Pull ups
- Muscular Endurance- Sit ups
- Cardiorespiratory Endurance- Mile Run
- Flexibility- Sit and Reach
- Agility/Quickness- Shuttle Run

Taking their results and comparing them to the National Fitness Norms, students were able to analyze their strengths and weaknesses in the all areas of physical fitness. Students were encouraged to concentrate on one of their lower percentiles and pair up with another student to collaborate on an information product.

After researching the lifelong importance of their selected component, the pair is to construct a product that would provide information for others to motivate and provide practical ways to help improve in the particular fitness component.

Teacher Reflection:

"Regular exercise is necessary for physical fitness. Knowing how to improve in all areas is vital for overall wellness. This activity allowed the students to select one of their low areas and explore way to increase that particular component. Advanced PE students should also have the knowledge to share with others to warn against lifestyle diseases, such as the risk of heart disease, cancer, high blood pressure, diabetes and other diseases."

Student Reflection:

"Cardio is very important for everyday life. I should have built in more distance running to help my heart." Austin Mitchell

"I chose to use an infographic to give information to others. Muscular strength happened to be my lowest tested area, so researching showed me ways to improve my strength." Mercedes Zwygdsmen

"I definitely need to improve my flexibility. I knew that stretching helps my flexibility, but I also found that hydration and yoga are good ways to help as well." Robert Deacon

TRIANGLES IN ART

A NEW WAY TO ASSESS

Students will be verbally assessed over the following three areas using a setup similar to that of a photo gallery. The gallery is specially designed due to the artwork being created by the students themselves.

Congruence
States that all of their measurements are identical. A square that has sides measuring 4 inches will be congruent to another square that also has 4-inch sides. Even if the other square is placed in a different place or flipped around, the two squares are still congruent to each other.

Similarity
Two geometrical figures are known as similar figures, if either both the objects have the same shape or one possesses the same shape as the mirror image of another. An image can be similar to another by shrinking or enlarging the original image.

Modeling with Geometry
Students can apply geometric concepts in modeling situations and visualize relationships between two- and three-dimensional objects.

You Get Whatcha Get
THE STORY OF JANAY FUTRELL
By: Addison Rogers
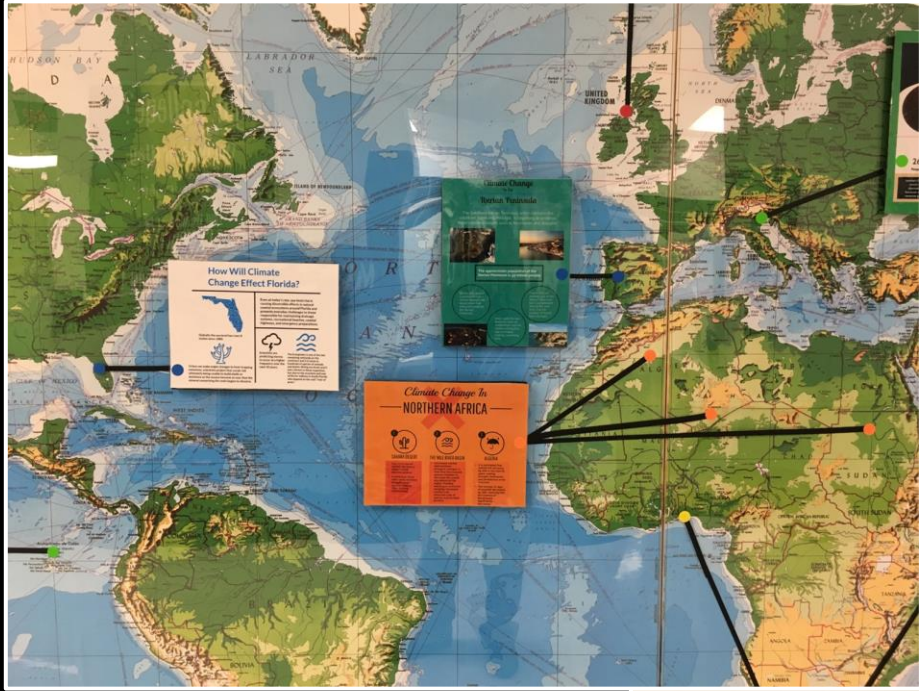
PLACE

Take It and Make It
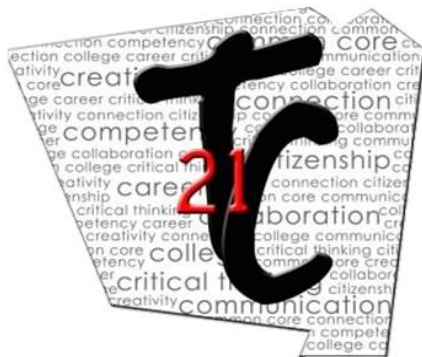
Implementing a Personalized Approach

Personalized learning empowers teachers to meet the individual needs of their students and helps students to reach their full potential.

Students become self-directed learners, building the knowledge and skills that will help them succeed in college and the workplace—like critical thinking, collaboration, and perseverance.

Connects children's long-term goals & aspirations to daily decisions, actions & behaviors.

Nurtures diverse communities of learners, where children practice & model life skills, and receive feedback to individually grow and thrive.

Engages children in deeper learning where college-ready content is applied to real, authentic situations.

Empowers children to be self-directed learners, armed with the habits & skills for academic & personal success.

Projects & Personalized Learning Time

Each student participates in blocks of time each week dedicated to projects and personalized learning at a ratio of approximately 2:1.

Projects help students develop the deeper thinking and life skills that will help prepare them for college and life. Project time is student-centered, teacher initiated, and used to support students develop the congnitive skills necessary to succeed in school, work, and life.

During Personalized Learning Time, we focus on mastering the content knowledge to apply in projects. Content knowledge is the facts and information that students learn about a particular topic. We call them Focus Areas. Each Focus Area has an associated playlist with learning resources. Teachers will check-in with students regularly about their academic progress and provide coaching and tutoring.

Personalized Learning Time (PLT)

Workshops

Teachers will use data regularly to review student performance, group students based upon need, and provide direct instruction to students in academic skills and content knowledge.

Teachers have worked together to create norms, routines, and structures for the personalized learning time environment.

Norm: Technology is for learning

Structures:

- Screens visibile to teacher at all times

- Bring pen/pencil, notebook, headphones, chromebook, & charger to class daily

- Choice of seating, cellphones, music, etc... are earned. Students must first demonstrate their ability to manage their academic behavior and be on target in order to be allowed additional freedoms.

- Individual classrooms will be designed to facilitate four actions: independent learning, teacher led workshops, collaboration between students, & assessment.

Content Assessment Norms, Routines, & Structures

Test with Integrity

- Formal assessments request process
- Assessment in a designated area
- Notes/headphone/music free
- One tab open prior to assessment
- Formula sheet provided
- Screens visible
- Work must be shown with math
- Celebration for success
- CAT for re-assessment

Content Assessment Procedures

Procedures
- Before 1st Assessment
    - Take diagnostic
    - Show some evidence of learning
- Before 2nd Assessment
    - Complete CAT
    - Provide additional evidence
- Before 3rd Assessment
    - Complete CAT with additional evidence
    - Use teacher recommended resources
    - Participate in teacher-led workshop or collaborate with a peer
- Before 4th Assessment
    - Complete CATwith additional evidence
    - Create a list of things they don't understand/what are the questions I have and what I can do (t-chart)
    - 1:1 check-in with teacher

Relationships

A commitment to know and be known as demonstrated through trusting interactions, investing time, and taking a personal interest with and among students, teachers, and community members to ensure every individual feels valued.

Mentor Time

Grades 9 & 10
➔ Each week every student meets individually with their mentor teacher for 10 minutes to:
   ◆ Discuss challenges and successes
   ◆ Reflect on previous goals
   ◆ Set new goals for the following week
   ◆ Monitor overall progress for the year
➔ As mentors we push our students to become self-directed learners who set and achieve their own goals and pursue challenges.
➔ We strive to build a relationship of trust with each mentee, understand their passions and help them develop college and career goals.
➔ Students in grades 11 & 12 have continuous academic monitoring in their content classes. Should students need additional supports, they will become eligible for increasingly intensive approaches that mirror the mentoring process provided in earlier grades.
➔ Additionally, all students in grades 9-12 have a Connections advisor that adds another level of support.

Transforming Students
to Become Self-Directed Learners

What do you want to learn?

What do you need to do in order to achieve that goal?

Did your plan work? Did you set the right goal? How will you change what you do next time?

Follow through on the steps of your plan; adjust your plan as necessary.

Demonstrate mastery of what you have learned.

Set Goal

Plan

Learn

Show

Reflect
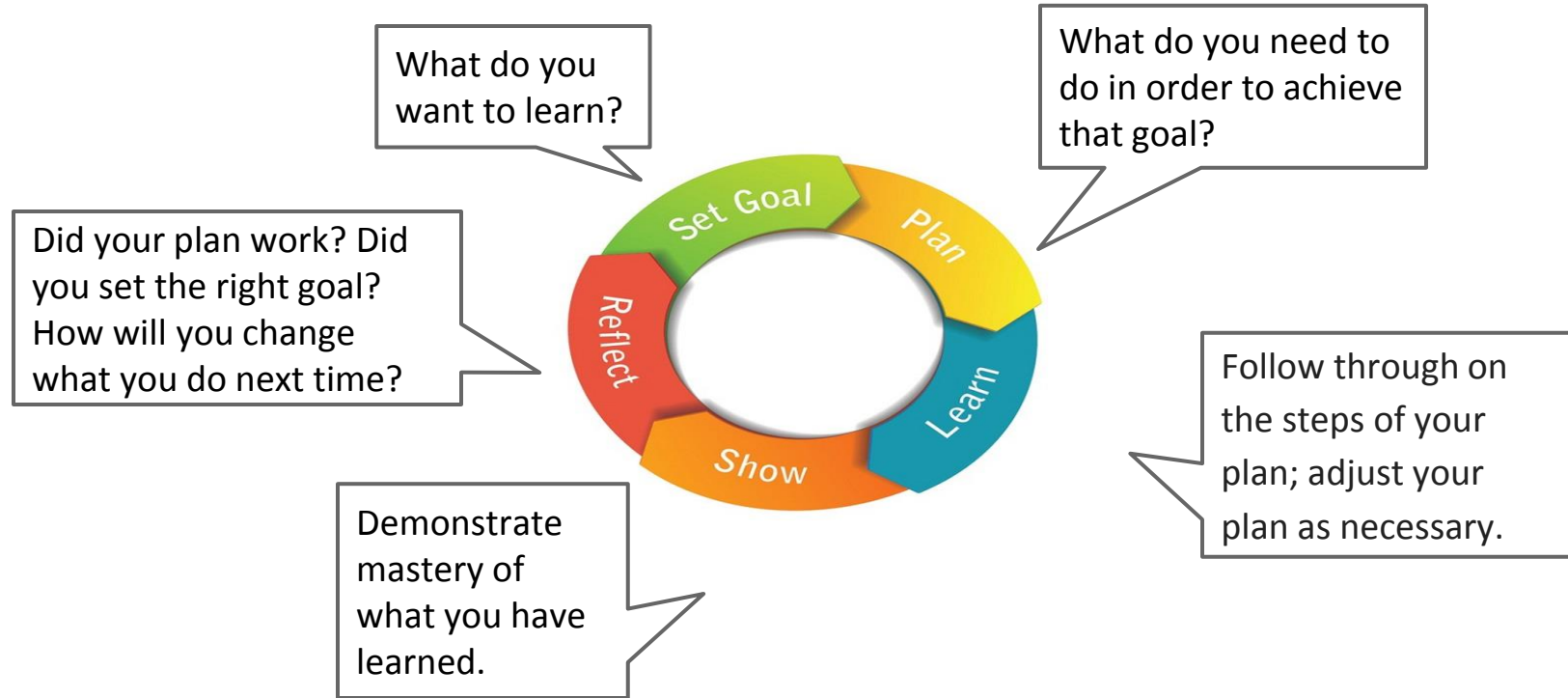
Communication Plan

- Teachers will send out bi-weekly communication informing parents about projects students are working on and other events happening in classes.

- Students will send home weekly communication informing parents of their goals and their plan to meet their goals.

- Teachers will use REMIND to send messages, notifications, and celebrations happening in classrooms.

- Additional meetings will occur on a regular basis to inform parents about student progress, the learning management system, and the effort to personalize learning at TCHS.

How Do You Gauge Your Student's Success

Grading:

Projects make up 70% of a course's grade and are graded based on a student's cognitive skills.

> Cognitive Skills are assessed through project-based learning experiences. Students develop deeper learning skills, or cognitive skills, such as critical thinking, communication, problem-solving and collaboration.

> Students must complete every project to pass a class

Focus Areas make up 30% of a student's grade with 21% made up of Power Focus Areas and 9% made up of Additional Focus Areas

> Students pass a Focus Area by passing Content Assessments (tests) to reflect the mastery of content.

> Students must receive an 80% on a Content Assessment to pass it

> Students must pass all content assessments in the Power Focus Areas to pass a class

Focus Areas 30%

Additional Focus Areas 9%

Power Focus Areas 21%

Projects 70%
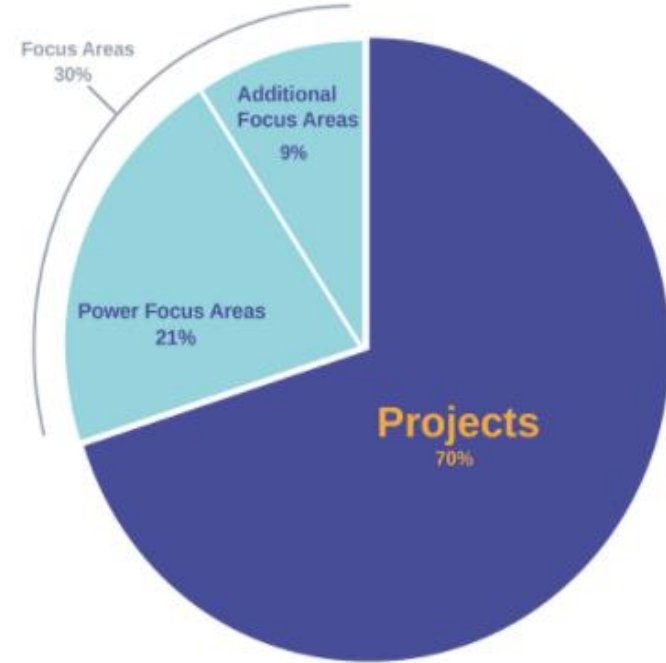
Personalized Learning Platform

Focus Area: Playlist + Content Assessment

Grading for MATH

- **30%: Projects through Cognitive Skills**

  o Students must complete all projects to pass a course

- **40%: Mastery of Math Concept Units**

- **30%: Mastery of Content in Focus Areas**

  o **2**1%: Power focus areas

    ▪ Students must pass all content assessments for power focus areas to pass a course

    ▪ 9%: Additional focus areas

Focus Areas
30%

Additional
Focus Areas
9%

Power Focus Areas
21%

Concept Units
40%

Projects
30%
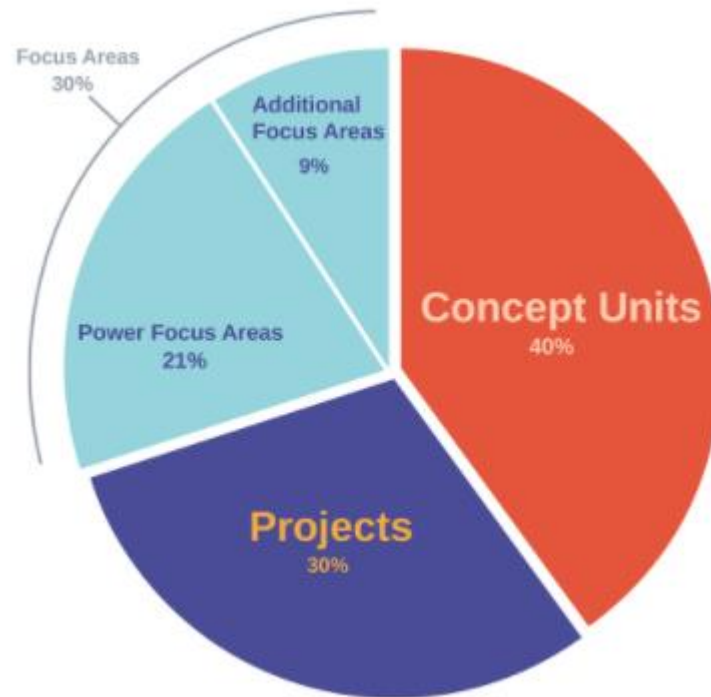
The Summit Learning Platform
will be used to:

- Meet each student where they are and help them to become self-directed learners.

- Challenge students while providing supports to help them succeed.

- Allow teachers to use data to personalize the learning experience for each student.

www.trigg.kyschools.us