ALEDO GROWTH COMMITTEE

October 24, 2022

GROUP NORMS

01 Only one speaker at a time…no side conversations

02 Respect the person speaking…value the input of others

03 Listen with an open mind and a desire to learn…do not assume you know

04 Share ideas freely in a safe environment…do not be afraid to voice your honest opinion

05 It's not personal, it's collective…focus on the district as a whole

06 Honor the groups' time commitment…attend all meetings, be on time, stay on topic

GROWING GREATNESS | CONNECTING COMMUNITY

ALL IN ALEDO®

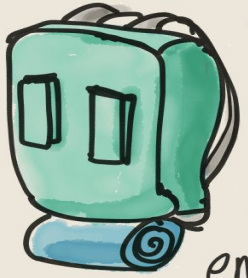
Aledo ISD Vision Statement

Growing greatness through exceptional experiences that empower learners for life.

So, why is creativity so important?

@bryanMMathers

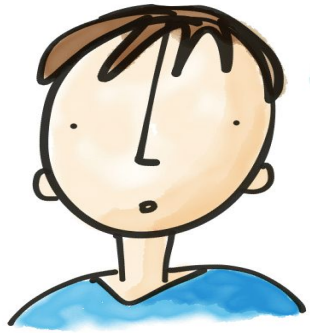
Purpose of School



Prepare Students for a world we can't envisage

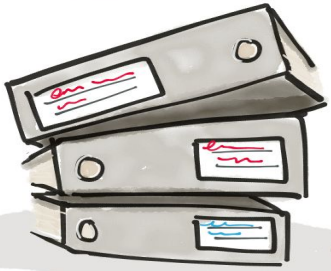
Thought: Dylan Wiliam

So when they're **STUCK** with something



they've never **SEEN** before

they choose to THINK

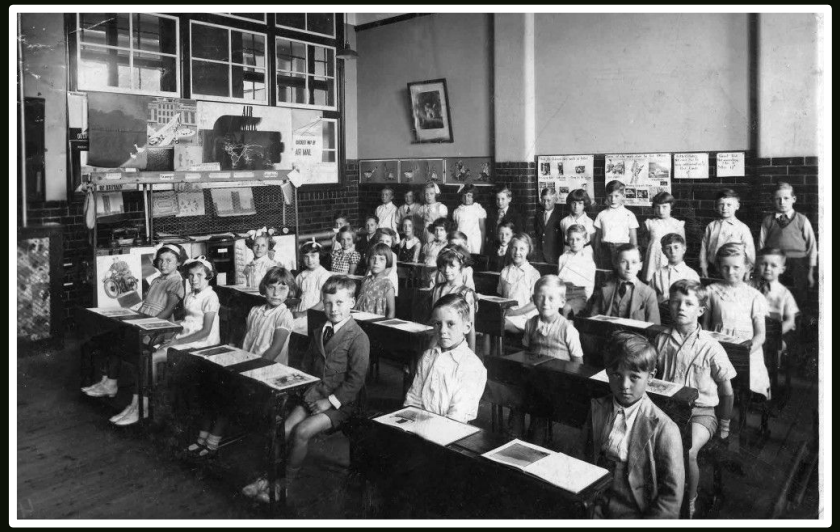


Instead of REMEMBER...

“If we teach today’s students as we taught yesterday’s, we rob them of tomorrow.”

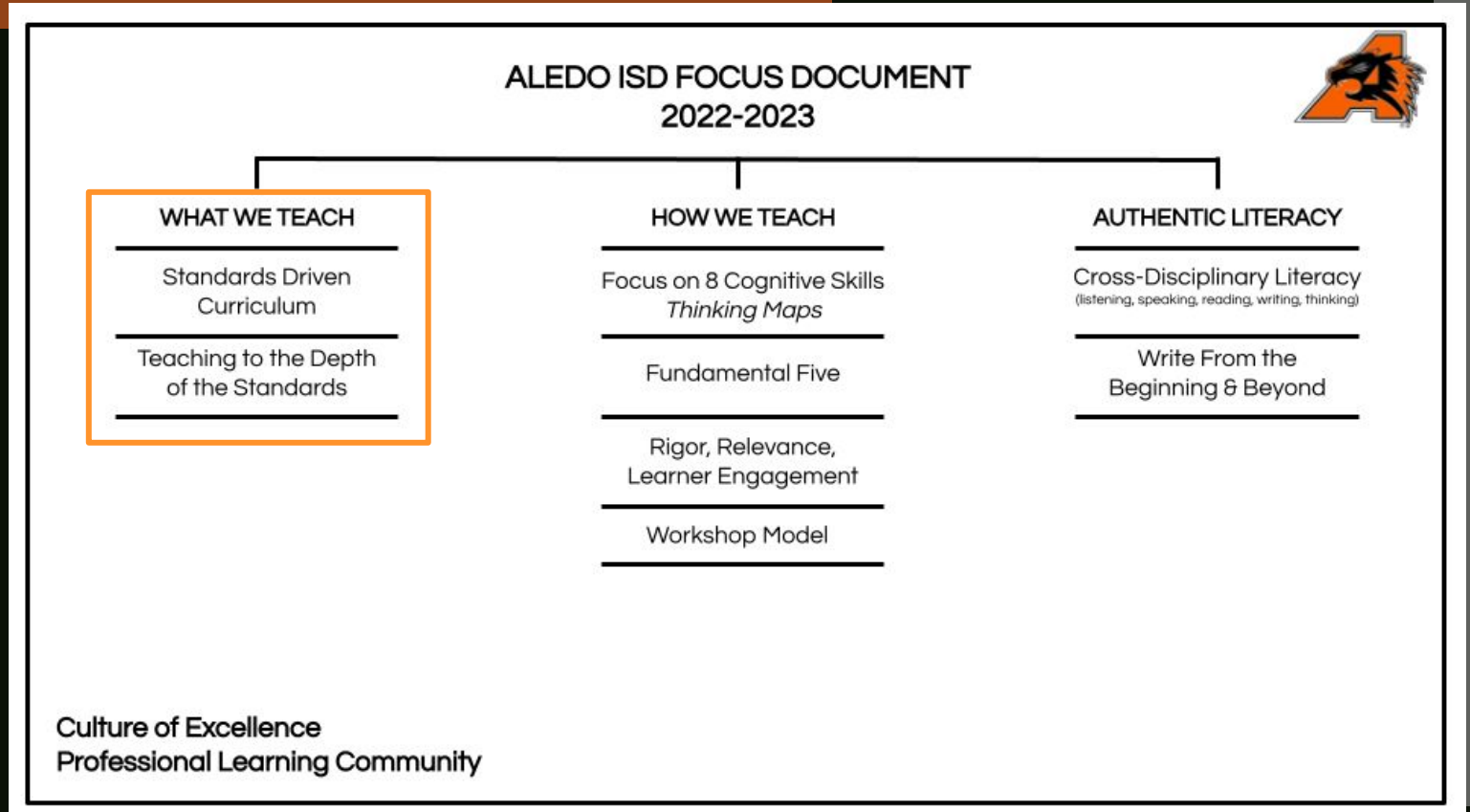
John Dewey

Yesterday



Does this learning environment cultivate creativity, innovation, and critical thinking?

Today


ALEDO ISD FOCUS DOCUMENT
2022-2023
WHAT WE TEACH
Standards Driven Curriculum
Teaching to the Depth of the Standards
HOW WE TEACH
Focus on 8 Cognitive Skills
Thinking Maps
Fundamental Five
Rigor, Relevance, Learner Engagement
Workshop Model
AUTHENTIC LITERACY
Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)
Write From the Beginning & Beyond
Culture of Excellence
Professional Learning Community

What We Teach

RLA TEKS:

Strand 1 builds a continuum of age-appropriate, learner-centered student expectations from kindergarten to senior year, working toward the following concepts and skills for collaboration:

- **Working with others** by **agreeing upon** criteria for discussion, **listening, turn-taking, consensus-achievement**, and **building upon the ideas of others**
- Determining norms, agendas, roles, note-taking, goal-making, action-step planning, and processes for **questioning and constructive feedback**

Social Studies TEKS:

The student uses problem-solving and decision-making skills, working independently and with others.

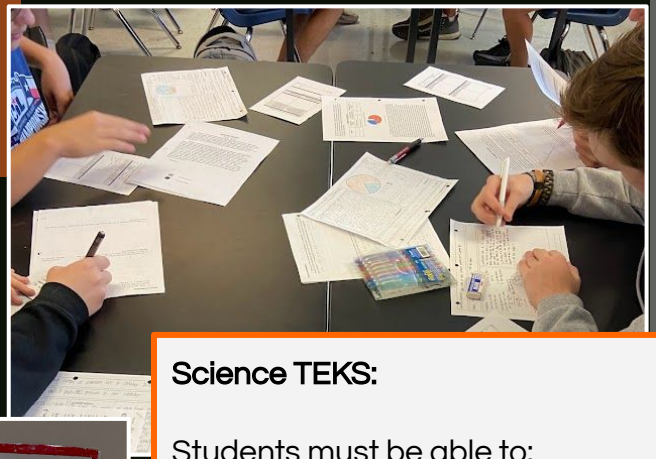
- Use **problem-solving** and **decision making** processes to **identify** a problem, gather information, list and consider options, consider advantages and disadvantages, **choose and implement** a solution, and **evaluate** the effectiveness of the solution

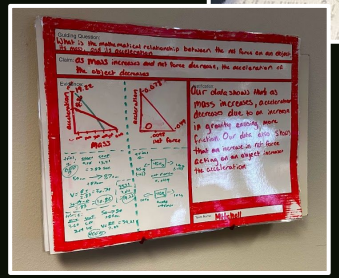
What We Teach

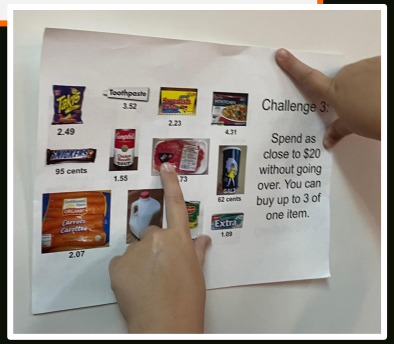
Math TEKS:

Students must be able to:

- **Apply** mathematics to **problems arising in everyday life**, society, and the workplace.
- **Display, explain, and justify** mathematical ideas and arguments using precise mathematical language in written or oral communication.





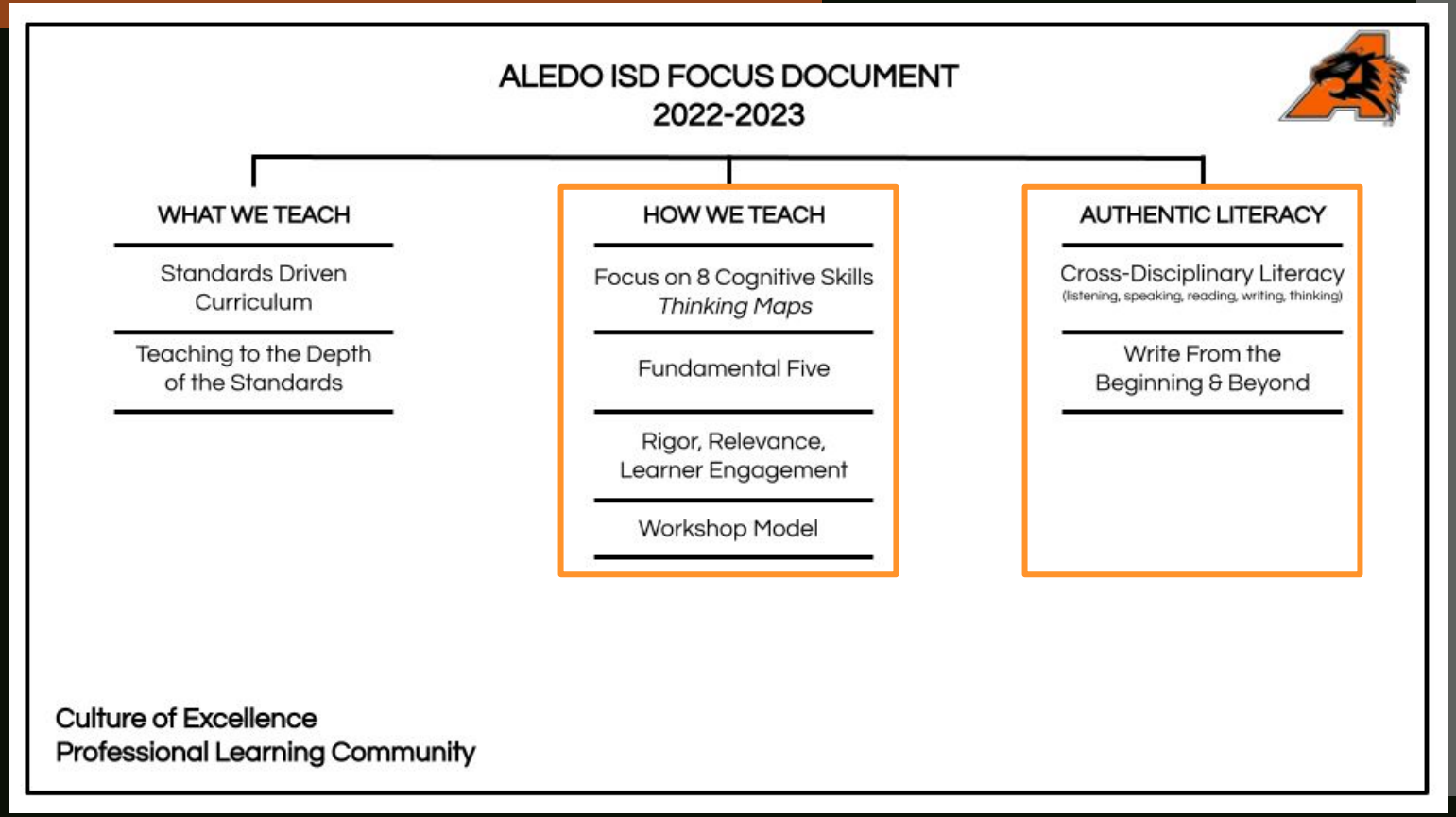


Science TEKS:

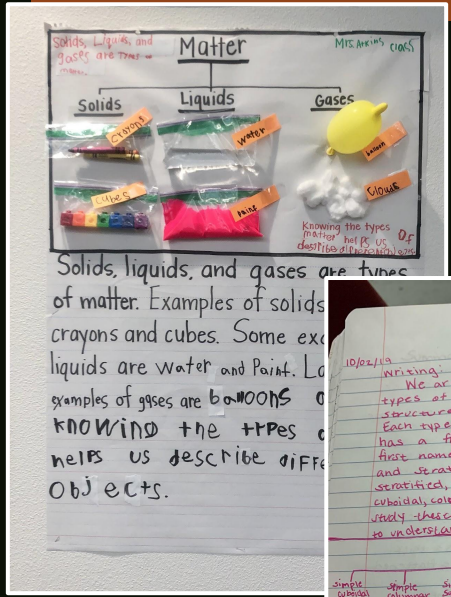
Students must be able to:

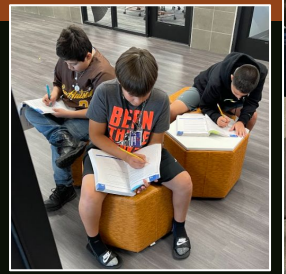
- **Analyze, evaluate,** and **critique** scientific explanations by using empirical evidence, logical reasoning and experimental and observational testing, including examining all sides of the scientific evidence of those scientific explanations so as to encourage **critical thinking** by students.
- **Communicate** and **apply** scientific information extracted from various sources.

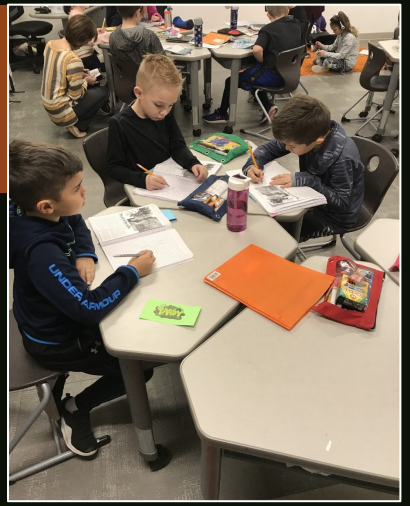
Today

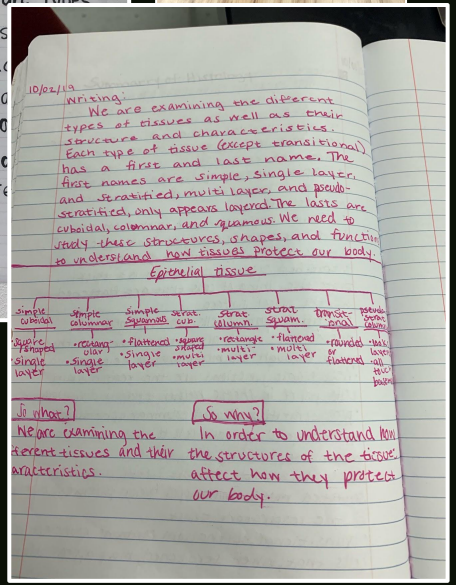

ALEDO ISD FOCUS DOCUMENT
2022-2023
WHAT WE TEACH
Standards Driven Curriculum
Teaching to the Depth of the Standards
HOW WE TEACH
Focus on 8 Cognitive Skills
Thinking Maps
Fundamental Five
Rigor, Relevance, Learner Engagement
Workshop Model
AUTHENTIC LITERACY
Cross-Disciplinary Literacy
(listening, speaking, reading, writing, thinking)
Write From the Beginning & Beyond
Culture of Excellence
Professional Learning Community

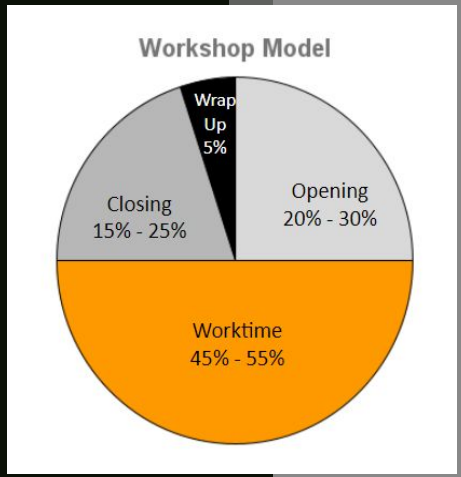
How We Teach


Matter
Solids
Liquids
Gases
Crayons
Water
Cubes
Paint
Balloon
Clouds
Solids, liquids, and gases are types of matter. Examples of solids crayons and cubes. Some exa
liquids are water and Paint. La
examples of gases are balloons
knowing the types
helps us describe diffe
objects.






10/02/19
Writing:
We are examining the different types of tissues as well as their structure and characteristics. Each type of tissue (except transitional) has a first and last name. The first names are simple, single layer, and stratified, multi layer, and pseudo- stratified, only appears layered. The lasts are cuboidal, columnar, and squamous. We need to study these structures, shapes, and functions to understand how tissues protect our body.
Epithelial tissue
So what?
We are examining the different tissues and their characteristics.
So why?
In order to understand how the structures of the tissue affect how they protect our body.


Workshop Model
Wrap Up
5%
Opening
20% - 30%
Closing
15% - 25%
Worktime
45% - 55%

Increasing Rigor & Relevance in AISD

Thoughtful Work, High-Level Questioning, Academic Discussion, Meaningful Work, Learning Connections

Analyze, Synthesize, Evaluate

Generate Questions

Fully Justify and Explain Thinking

Creativity & Originality

Real World Application

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

Rigor Rubric

Support teachers in building effective instruction based on rigorous expectations. The three indicators for rigor are: thoughtful work, high-level questioning, and academic discussion.

Thoughtful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Students demonstrate their learning by completing recall and retell tasks. Most tasks draw on memorization and focus on answering recall-type questions.	• Students demonstrate their learning by completing tasks that require comprehension. • There are opportunities for students to demonstrate mastery through learning tasks that require them to apply knowledge and comprehend content.	Students demonstrate their learning by completing tasks that validate their ability to analyze, synthesize, and/or evaluate new instructional content. Tasks include the opportunity for students to respond to content through inquiry and interpretation.	• Students develop their own learning tasks that stretch their creativity, originality, design, or adaptation. • Tasks include the opportunity for students to assess their own learning and move forward to adapt their knowledge to new activities.
Instructional Design	• Learning tasks include one assigned way for students to demonstrate their thinking.	• Learning tasks include one or more assigned ways for students to demonstrate their thinking.	Learning tasks allow students to self-select options to best represent their thinking.	• Learning tasks extend students' learning, inspiring them to pursue self-discovery.
High-Level Questioning	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students respond to questions that mainly focus on basic recall and retell. • Few students ask questions, and most questions asked focus on basic recall or retelling of content.	• Students respond to questions that demonstrate a comprehension of content. • Students have opportunities to ask questions during the lesson and most questions focus on comparing and contrasting information.	Students fully explain and justify their thinking when responding to questions that demonstrate different levels of thinking, including questions that require analysis, synthesis, and evaluation of information. During the lesson, students generate questions about content that demonstrate rigorous independent thinking.	• Students actively engage in developing rigorous questions to challenge the thinking of their peers. • Students are able to respond to rigorous questions generated by peers with little guidance from the teacher.
Instructional Design	• Lesson mainly includes questions at the recall and retell level, and/or not all students are required to respond to each question.	• Lesson includes questions at a range of levels, but not all students are required to respond to each question.	Lesson uses questioning to carefully support students in moving to higher levels of thinking, ensuring that all students have an opportunity to respond.	• Lesson is designed to inspire all students to engage in high-level questioning around the learning task with their teachers and peers.
Academic Discussion	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Student discussion is driven by the teacher and mainly remains at the retell level, mostly using everyday language, with little to no evidence of academic or domain-specific vocabulary. • Student discussion focuses on a variety of topics with each student offering his/her own thinking without using ideas from peers.	• Student discussion, structured by prompts from the teacher, includes a combination of retelling, analysis, and/or stating a claim and defending it with evidence. • Students provide explanations or evidence of their thinking and respond to their peers' comments.	Students engage with peers in teacher-guided academic discussions focused on analysis, synthesis, and evaluation of content-driven topics, using academic language to express their thinking regarding the major concepts studied. Students support their ideas with concrete explanations and evidence, paraphrasing as appropriate, and build on or challenge the ideas of others.	• Students primarily drive the discussion, consistently adding value to the dialogue with their peers and teacher, and respecting the opinion and thoughts of both; the lesson shifts to conversation rather than a Q&A session regarding the major concepts studied. • Students are able to stay focused on the activities of inquiry and engage in dialogue, using content-rich vocabulary with their peers.
Instructional Design	• Lesson mostly structures discussion as teacher-led, with the majority of interactions as teacher to student.	• Lesson structures discussion as a mix of teacher-led and peer-to-peer with the teacher facilitating the majority of discussions.	Lesson mostly structures discussion as independent peer-to-peer. The teacher facilitates and redirects the discussion as needed while evaluating the quality of	• Lesson is designed to inspire students to independently engage in dialogue and add valuable academic content around the learning tasks.

International Center for Leadership in Education
RIGOROUS LEARNING FOR ALL STUDENTS

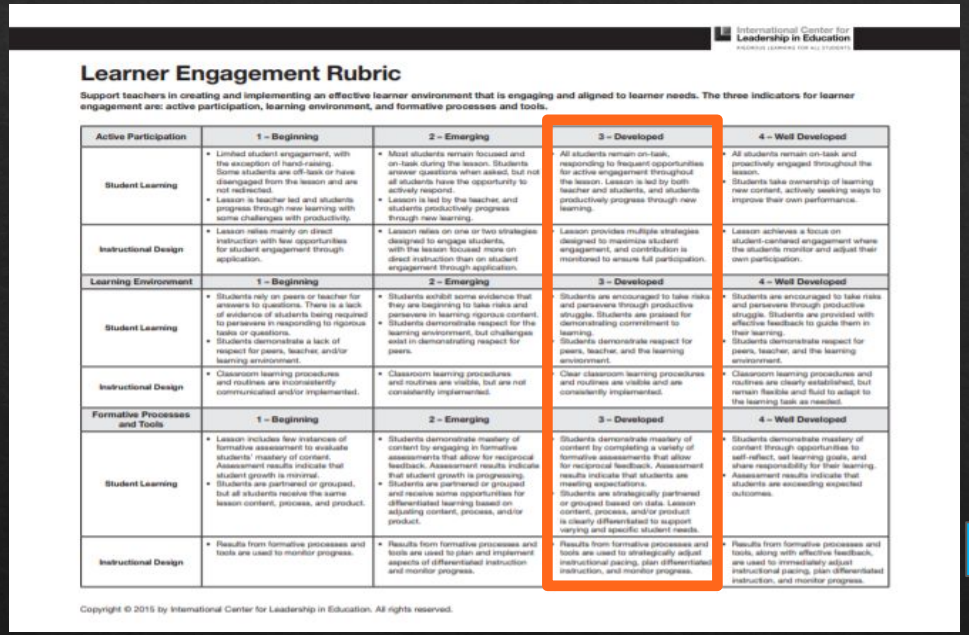
Relevance Rubric

Support teachers in building effective instruction based on relevance of experiences to learners. The three indicators for relevance are: meaningful work, authentic resources, and learning connections.

Meaningful Work	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Student work is procedural and structured, reflecting a basic understanding of information learned during the lesson/unit. • Student work focuses on class-specific content, with an emphasis on building skills, developing comprehension, or other foundational skills.	• Students think critically about content and apply information learned to address a specific task. Student work demonstrates originality. • Student work requires application of knowledge learned during the lesson/unit.	• Students think critically about content and apply information learned to address a range of cross-disciplinary tasks. Student work demonstrates creativity and originality. • Student work requires real-world predictable and/or unpredictable application that has a direct connection to a career in the related field of study.	• Students think and act critically to curate content and apply information learned to address a range of cross-disciplinary tasks which are both creative and original. • Student work requires the ability to select, organize, and present content through relevant products with multiple solutions.
Instructional Design	• Lesson provides students an opportunity to demonstrate foundational understanding of content.	• Lesson provides students an opportunity to complete a specific task that requires application of knowledge.	• Lesson provides students an opportunity to select from a range of real-world, relevant tasks, using critical thinking about new learning complete the task.	• Lesson inspires students with an opportunity to think critically about new learning to create their own real-world, relevant tasks.
Authentic Resources	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students mainly engage with one source of information for the lesson and/or unit. • Students use one source to complete tasks focused on making simple connections to content.	• Students engage with one primary source of information for the lesson and/or unit, and use secondary resources to support it. • Students use one or more sources to complete real-world tasks focused on making simple connections to content.	• Students engage with multiple sources of information, both primary and secondary, during a lesson/unit. • Students use multiple sources of information to complete real-world tasks involving comparisons, analysis, argument, and research.	• Students engage with multiple sources of information, both primary and secondary, during a lesson/unit, including multi-format resources. • Students select and use a variety of resources to solve predictable or unpredictable real-world scenarios.
Instructional Design	• Lesson relies on one source of information. The unit/lesson is organized around the structure of the content-specific text.	• Lesson is structured around an essential understanding/question, uses primary and secondary sources, and includes opportunities for students to connect content to a content-specific text and an additional resource.	• Lesson is structured around an essential understanding/question and relies on multiple authentic texts and resources to conduct comparisons, analysis, arguments, research, and other relevant, real-world tasks.	• Lesson is structured around an essential understanding/question and relies on students to select multiple authentic texts and resources to engage in real-world problem solving.
Learning Connections	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students seldom have the opportunity to engage in content that has explicit connection to real-world application. • Some students may attempt to make connections between content learned and real-world application, but these connections are volunteered rather than included as part of the lesson.	• Students occasionally engage in content that has explicit connection to real-world application. • Some students begin to articulate the connections between content learned and real-world application.	• Students engage in content that has explicit connections to real-world applications. • Students clearly articulate the connections between content learned and real-world application.	• Students discover opportunities to apply content to their lives as well as real-world application. • Students independently make thoughtful connections between content learned and real-world unpredictable situations.
Instructional Design	• Lesson provides appropriate content, but without explicit connections to real-world application.	• Lesson provides some opportunities to connect content learned to real-world application.	• Lesson provides multiple explicit opportunities for students to connect content learned to real-world applications.	• Lesson inspires students to create their own opportunities to connect content learned to their lives, as well as real-world applications.

Increasing Learner Engagement in AISD

Active Participation, Learning Environment, Differentiation



International Center for Leadership in Education

Learner Engagement Rubric

Support teachers in creating and implementing an effective learner environment that is engaging and aligned to learner needs. The three indicators for learner engagement are: active participation, learning environment, and formative processes and tools.

Active Participation	1 – Beginning	2 – Emerging	3 – Developed	4 – Well Developed
Student Learning	• Limited student engagement, with the exception of hand-raising. Some students are off-task or have disengaged from the lesson and are not redirected. • Lesson is teacher led and students progress through new learning with some challenges with productivity.	• Most students remain focused and on-task during the lesson. Students answer questions when asked, but not all students have the opportunity to actively respond. • Lesson is led by the teacher, and students productively progress through new learning.	• All students remain on-task, responding to frequent opportunities for active engagement throughout the lesson. Lesson is led by both teacher and students, and students productively progress through new learning.	• All students remain on-task and proactively engaged throughout the lesson. • Students take ownership of learning new content, actively seeking ways to improve their own performance.
Instructional Design	• Lesson relies mainly on direct instruction with few opportunities for student engagement through application.	• Lesson relies on one or two strategies designed to engage students, with the lesson focused more on direct instruction than on student engagement through application.	• Lesson provides multiple strategies designed to maximize student engagement, and contribution is monitored to ensure full participation.	• Lesson achieves a focus on student-centered engagement where the students monitor and adjust their own participation.
Learning Environment	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Students rely on peers or teacher for answers to questions. There is a lack of evidence of students being required to persevere in responding to rigorous tasks or questions. • Students demonstrate a lack of respect for peers, teacher, and/or learning environment.	• Students exhibit some evidence that they are beginning to take risks and persevere in learning rigorous content. • Students demonstrate respect for the learning environment, but challenges exist in demonstrating respect for peers.	• Students are encouraged to take risks and persevere through productive struggle. Students are praised for demonstrating commitment to learning. • Students demonstrate respect for peers, teacher, and the learning environment.	• Students are encouraged to take risks and persevere through productive struggle. Students are provided with effective feedback to guide them in their learning. • Students demonstrate respect for peers, teacher, and the learning environment.
Instructional Design	• Classroom learning procedures and routines are inconsistently communicated and/or implemented.	• Classroom learning procedures and routines are visible, but are not consistently implemented.	• Clear classroom learning procedures and routines are visible and are consistently implemented.	• Classroom learning procedures and routines are clearly established, but remain flexible and fluid to adapt to the learning task as needed.
Formative Processes and Tools	**1 – Beginning**	**2 – Emerging**	**3 – Developed**	**4 – Well Developed**
Student Learning	• Lesson includes few instances of formative assessment to evaluate students' mastery of content. Assessment results indicate that student growth is minimal. • Students are partnered or grouped, but all students receive the same lesson content, process, and product.	• Students demonstrate mastery of content by engaging in formative assessments that allow for reciprocal feedback. Assessment results indicate that student growth is progressing. • Students are partnered or grouped and receive some opportunities for differentiated learning based on adjusting content, process, and/or product.	• Students demonstrate mastery of content by completing a variety of formative assessments that allow for reciprocal feedback. Assessment results indicate that students are meeting expectations. • Students are strategically partnered or grouped based on data. Lesson content, process, and/or product is clearly differentiated to support varying and specific student needs.	• Students demonstrate mastery of content through opportunities to self-reflect, set learning goals, and share responsibility for their learning. • Assessment results indicate that students are exceeding expected outcomes.
Instructional Design	• Results from formative processes and tools are used to monitor progress.	• Results from formative processes and tools are used to plan and implement aspects of differentiated instruction and monitor progress.	• Results from formative processes and tools are used to strategically adjust instructional pacing, plan differentiated instruction, and monitor progress.	• Results from formative processes and tools, along with effective feedback, are used to immediately adjust instructional pacing, plan differentiated instruction, and monitor progress.

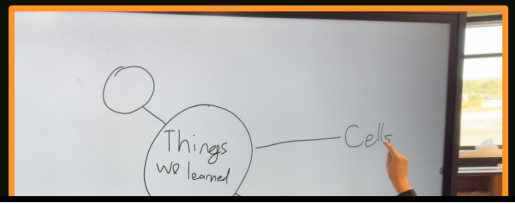
Active Engagement

Student Ownership

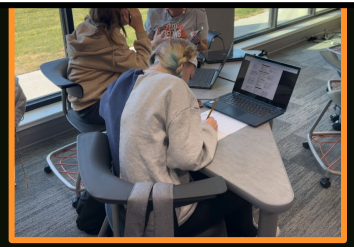
Differentiate for Specific Student Needs

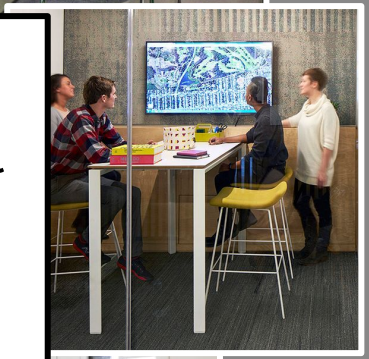
Productive Struggle

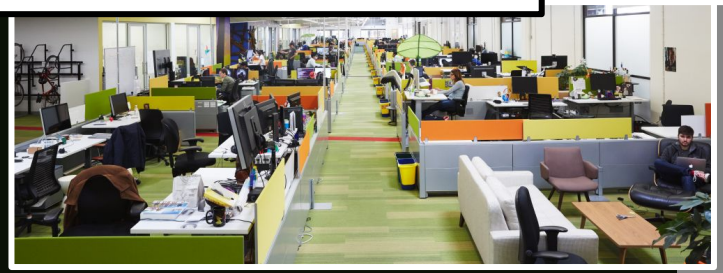
Today



How does today's learning environment cultivate creativity, innovation and critical thinking and prepare students for today's job demands?

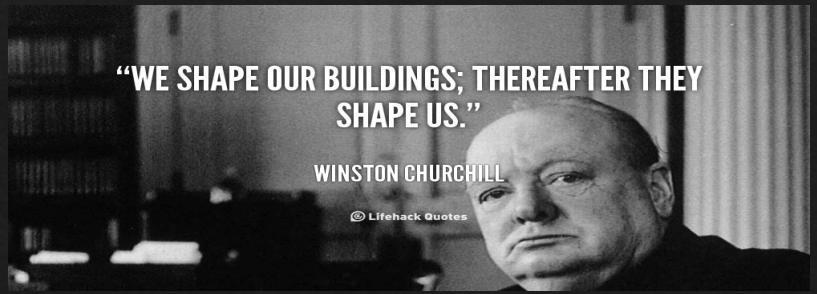






FORM follows FUNCTION

It seems obvious but is often forgotten:
Teaching and Learning
should shape the building,
not vice versa.

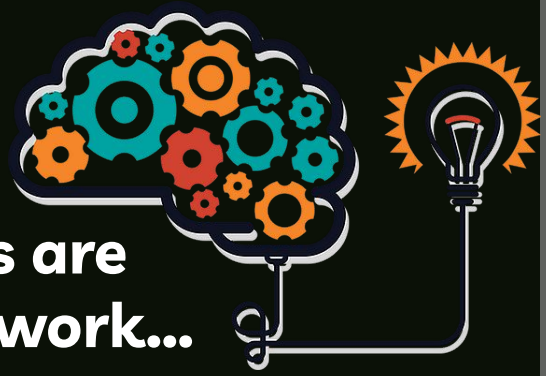


Tomorrow


WORLD ECONOMIC FORUM
Top 10 skills of 2025
Analytical thinking and innovation
Active learning and learning strategies
Complex problem-solving
Critical thinking and analysis
Creativity, originality and initiative
Leadership and social influence
Technology use, monitoring and control
Technology design and programming
Resilience, stress tolerance and flexibility
Reasoning, problem-solving and ideation
Type of skill
Problem-solving
Self-management
Working with people
Technology use and development
Source: Future of Jobs Report 2020, World Economic Forum.


The Future of Work

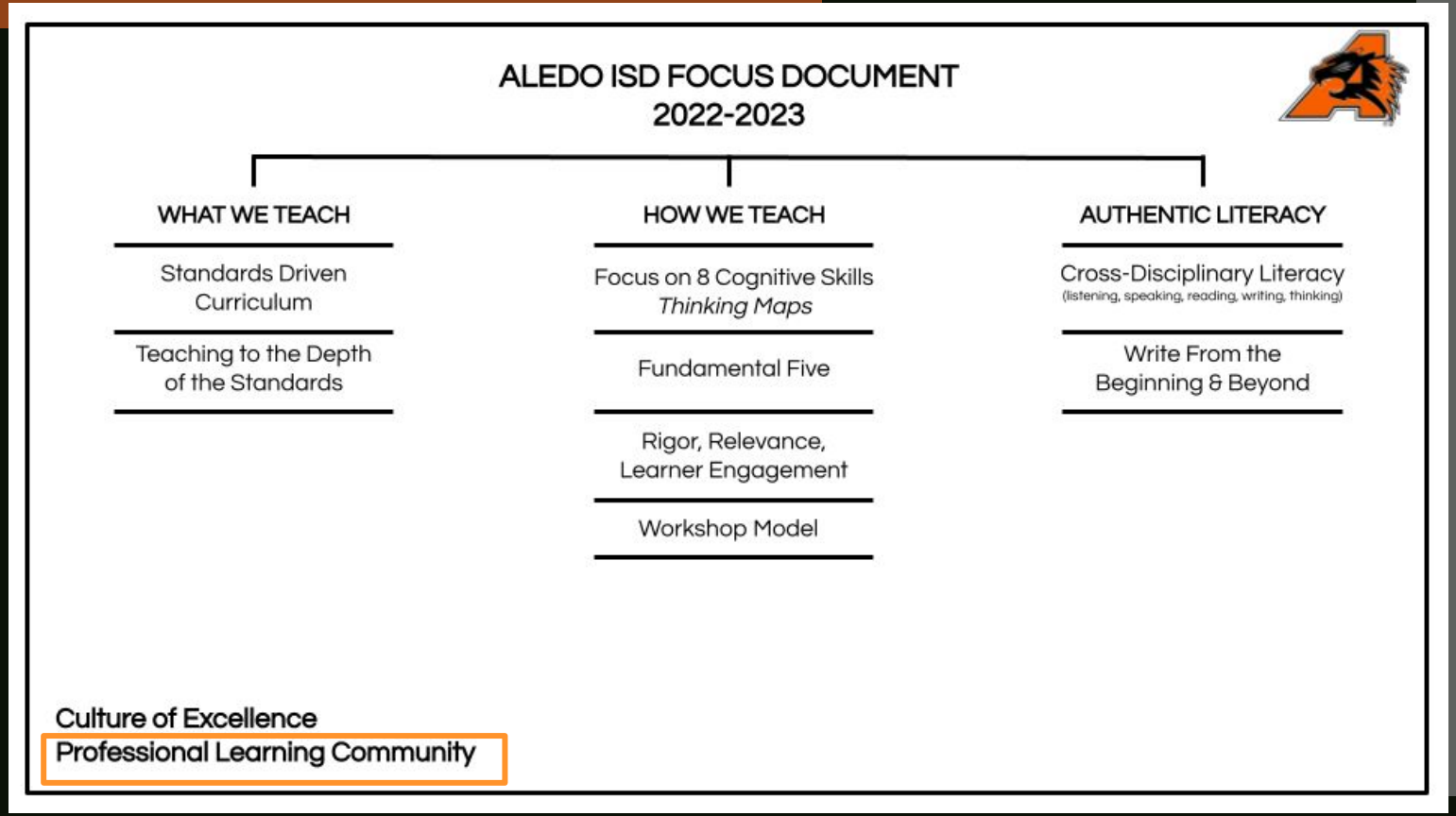
Future Ready



Knowing the skills that employers are looking for and seeing the future of work...

What do we need to prioritize to ensure that our students are prepared for the future?

Pulling it All Together



Ensuring high levels of learning for ALL students

"It does not matter which teacher your child has at our school - if your child needs extra time and support to learn at high levels, we guarantee he or she will receive it."

Four Critical Questions of a PLC at Work

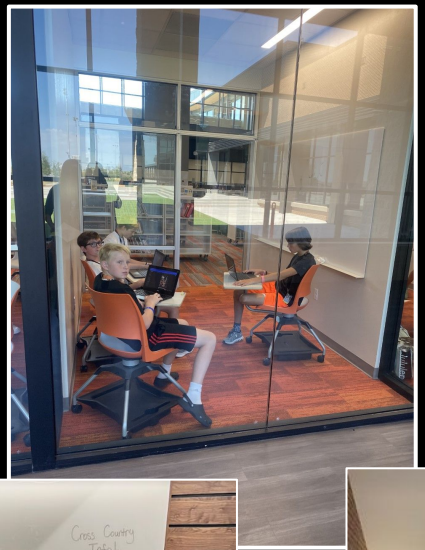
1. What is it we want our students to know and be able to do?
2. How will we know if each student has learned it?
3. How will we respond when some students do not learn it?
4. How will we extend the learning for some students who have demonstrated proficiency?

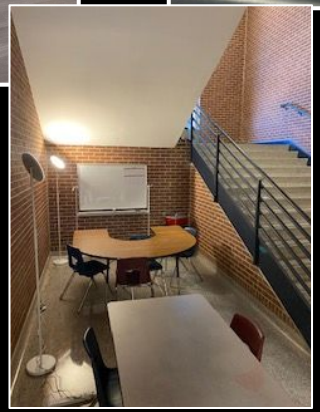
Daily WIN / Flex Time

Intervention Grouping

Extension Grouping

Exceptional Experiences that Empower Learners for Life





GROWING GREATNESS | CONNECTING COMMUNITY

ALL IN ALEDO®

Advanced Academics
&
Career Technical Education (CTE)

INTRODUCTIONS

Kim Raymond
Assistant Superintendent of Student and Community Programs
Aledo ISD

Mary Smith
Director of Career and Technical Education

Angie Wilkinson
Coordinator of Advanced Academics

Why Advanced Academics?

ALEDO ISD ADVANCED ACADEMICS

- Students taking more advanced courses score about 2.4 points higher on the ACT composite than students taking standard graduation plan courses. Students also score higher on their SAT.
- The number and quality of advanced courses a student takes is more significant than GPA or class rank for predicting college success.
- Students taking Advanced Placement (AP) courses and OnRamps courses in high school have higher GPA in college than students who do not take AP courses.
- Taking a rigorous curriculum in high school is the best predictor of students' ability to complete a bachelor's degree.

Advanced Academics Today

ALEDO ISD ADVANCED ACADEMICS

- Kindergarten-5th grade
  - UIL Academics
  - Gifted & Talented Program
- 6th-8th grade
  - Advanced Course Options
    - ELA, Social Studies, Math, Science
    - UIL Academics
    - Speak Up/Speak Out

Advanced Academics-Today

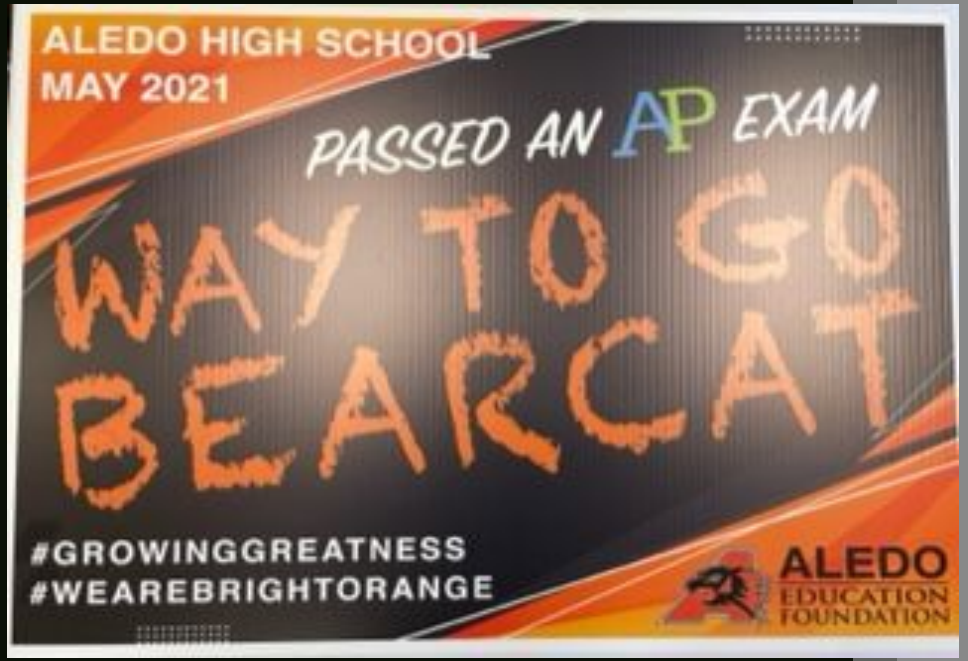
ALEDO ISD ADVANCED ACADEMICS

- 9th-12th Grade
  - Advanced Placement
  - Dual Credit
  - On-Ramps
  - UIL Academics

Advanced Academics-Today

ALEDO ISD ADVANCED ACADEMICS

- Advanced Placement (College Board)
  - College level courses that allow students to earn college credit by taking an exam in May
  - Currently offer 26 AP courses
    - 1,160 students enrolled in an AP class
  - Possible 36 AP courses



Advanced Academics Today

ALEDO ISD ADVANCED ACADEMICS

- Dual Credit (Weatherford College)
  - Actual college course that allows students to earn credit toward high school and college simultaneously
  - 8 courses
    - 168 students in a dual credit course

Advanced Academics Today

ALEDO ISD ADVANCED ACADEMICS

OnRamps (UT/Tarleton)

- Dual enrollment course taught by Aledo ISD teacher that allows students to experience college before college to earn high school credit and potentially college credit
- 3 Courses currently offered
  - 396 students enrolled in OnRamps
- 15 possible courses

Advanced Academics-Tomorrow

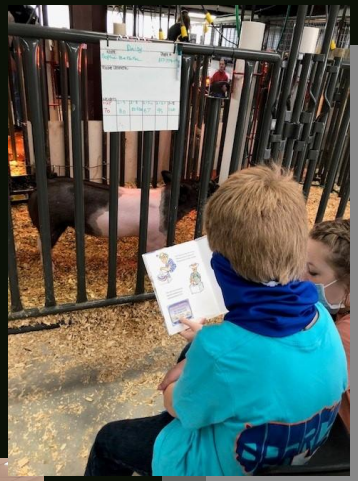
ALEDO ISD ADVANCED ACADEMICS

- Student enrollment has grown 135% in the last 5 years, unlimited potential
- Growth
  - One additional AP course for the 2023-2024 school year
  - 2 additional dual credit courses for the 2023-2024 school year
  - 3 more additional OnRamps courses
- Future Classroom needs: Flexible spaces for collaborative learning (more of a classroom setting)
- How we support kids that are underrepresented in advanced academics (5th/6th grade) intentional

Why Career Technical Education?

- CTE provides students with a strong foundation of technical knowledge and employability skills to complement their academic studies and prepare them for both college and career options.
- Six of the ten hardest-to-fill positions are in technical fields or require a CTE background.
- CTE learners have a 10% higher high school graduation rate than non-CTE students.
- CTE provides students with skills that are needed for the modern workplace, such as: critical thinking; communication; teamwork; citizenship, integrity, and ethical leadership; research tools; creativity; and innovation.
- Over 75% of CTE learners enroll in postsecondary education after high school.

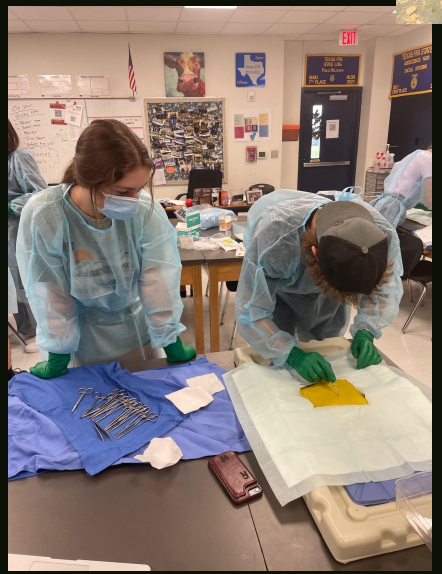
Career Technological Education Today



Programs of Study

A sequence of courses that provides students opportunities to explore the academic, technical, and employability skills of high demand/high wage occupations

- 54 approved state programs of study
- 5 additional regional programs of study
- Aledo ISD currently offers
  - 15 programs of studies
    - Which includes 59 courses
  - 19 Industry Based Certifications
  - 6 pathways for possible internships



Career Technological Education Today

Agriculture, Food & Natural Resources

- Agribusiness
- Animal Science
- Applied Agriculture Engineering
- Environmental & Natural Resources
- Food Science & Technology
- Plant Science

Business, Marketing Finance

- Accounting & Financial Services
- Business Management
- Entrepreneurship
- Marketing & Sales

Human Services

- Family & Community Services
- Health & Wellness

Energy

- Oil & Gas Exploration & Production
- Refining & Chemical Processes

Arts, Audio/Video Technology & Communications

- Graphic Design & Multimedia Arts
- Digital Communications

Architecture & Construction

- Architecture Design
- Carpentry
- Construction Management & Inspection
- Electrical
- HVAC & Sheet Metal
- Masonry
- Plumbing & Pipefitting

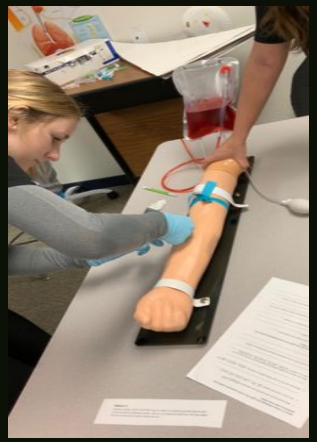
Education & Training

- Early Learning
- Teaching & Learning

Hospitality & Tourism

- Culinary Arts
- Lodging & Resort Management
- Travel, Tourism & Attractions

Career Technological Education Today



Health Science

- Exercise Science & Wellness
- Health Informatics
- Healthcare Diagnostics
- Healthcare Therapeutic
- Medical Therapy
- Nursing Science

Law & Public Service

- Emergency Services
- Government & Public Administration
- Law Enforcement
- Legal Studies

Transportation, Distribution, & Logistics

- Automotive
- Aviation Maintenance
- Diesel & Heavy Equipment
- Distribution & Logistics

Information & Technology

- Information Technolo and Services
- Networking Systems
- Web Development

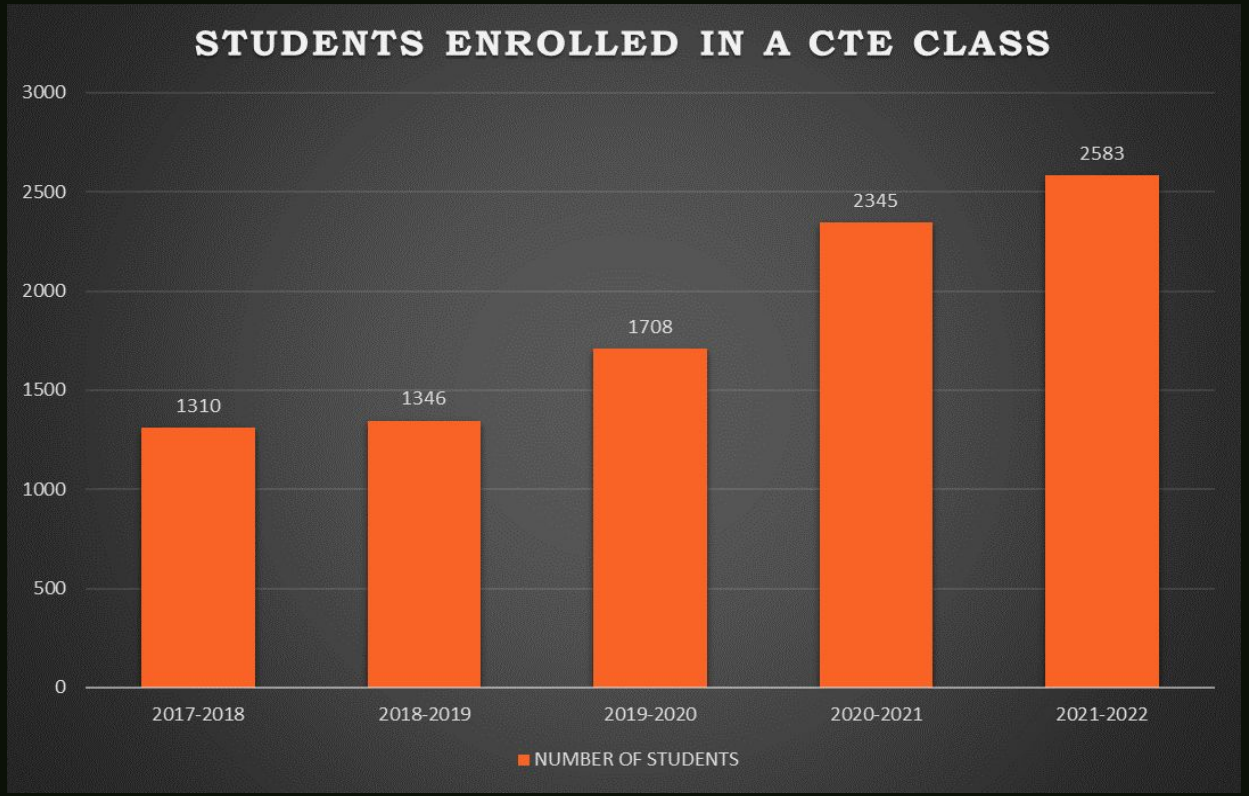
Regional Programs of Study

- Aviation
- Cosmetology & Personal Care Services
- Drone (Unmanned flight)
- Printing & Imaging Equipment
- Geospatial Engineering & Land Surveying

Science, Technology, Engineering, and Mathematics

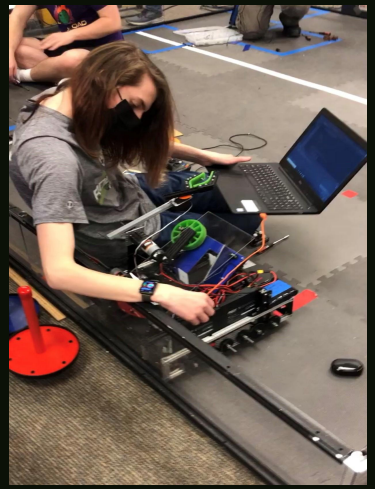
- Biomedical Science
- Cybersecurity
- Engineering
- Programming & Software Development
- Renewable Energy

Career Technological Education Today



Career Technical Education Tomorrow

- 2023-2024
  - 3 additional pathways
  - 10 courses
- High Wage/High Demand
  - Partnerships with Workforce Commission, Workforce Solutions, and InterLink
  - Student interest
- Cyber Security, architecture, aviation, EMT, construction management



Student Panel

Paul Mulenga
Olivia Fowler
Luke Deleon
Marshall Anderson
Kaylee Hopkins
Leah Bechert
Nathalie Touchet
Logan Dalton

Teacher Panel

- Kyle Christenson
- Elaina Phillips
- Aaron Clark
- Jamie Rinehart

Administrator Panel

- Angi Tims
- Carolyn Ansley
- Cheryl Jones


ADVANCED ACADEMICS
ALEDO ISD


Aledo
CTE
Career & Technical Education

QUESTIONS???

Group Debrief

- What are your top 3 questions regarding High School?