

Mastery, Rigor, & Support 11/19/15 PUBLIC CSC Meeting



Mastery NIGHT AGENDA

4:15-4:25: Ice breaker...connecting to personalization 4:25-4:40 Competency Based Education 101 4:40-5:10 Cognitive Skill deep dive & DSISD Grading 5:10-5:30 Differentiation by Course: Acceleration & Supports

Personalized Learning & DSISD Vision



DSISD's Vision: To empower ALL students to OWN their learning, SHAPE their dreams, and CREATE a better world.

5 Phases of Personalized Learning (four corners: What phase is DSISD in?)

- 1. <u>Assessment phase</u> Teacher and students work together in a formative manner to identify strengths and weaknesses.
- 2. <u>Teaching and learning phase</u> Teachers and students select learning strategies.
- 3. <u>Curriculum choice phase</u> Student chooses the curriculum, creating a pathway for student choice.
- 4. <u>Radical departure from typical education models phase</u> Built on student progress, this phase provides teachers the flexibility to choose their own teaching strategies.
- 5. <u>Education beyond the classroom phase</u> Using social and community connections, students personalize their surroundings (with the help of the teacher, when needed) to create their ideal learning environment.

What is "Competency" or "Mastery" Based Education

Table Based Close Read

- 1. Silently read the article and make annotations on points that stood out or that created questions
- 1. Write down 2-3 ways you have seen or heard these concepts at DSISD?
- 1. Jot down three questions that you still have
- 1. Discuss as table group
- 1. Have someone synthesize & share out

Cognitive Skills and Projects Focus Areas Focus Area	Sequ	Jence	Focu	IS Area S	Standa	rds																
															Cog	nitive	Skill	Dom	ains ar	nd Dir	nensi	ions
		Spea	eaking/Listening		Textual Analysis (Close Reading)			Using Sources			Inqu	iry	1	Analysis & Synthesis								
	Total assessments across dimensions	Discussion / Contribution	Norms / Active Listening	Preparation	Development	Point of View/Purpose	Structure	Theme/Central Idea	Word Choice	Contextualizing Sources	Selecting Relevant Sources	Synthesizing Multiple Sources	Asking questions	Designing Processes and Procedures	Hypothesizing	Comparing/ Contrasting	Critiquing the Reasoning of Others	Identifying Patterns and Relationships	Interpreting Data/Info	Justifying / Constructing an Explanatio	Making Connections & Inferences	Modeline
Projects [edit] [new]	27	•	•	•		2		0		0	0				(3		1	2	1		•
Skills of a Geographer Socratic Seminar and Photo Analysis	4																					
Human and Physical Geography of Malawi	2																					
Presentation with Fusion Table Depiction of Development	6																					
Culture or Religion Field Study and Research Paper	5																					
Language and Ethnicity	0																					
Migration	0																					
Urban Patterns	0																					
Sample	0																					
Population and Health Presentation	5																					
Geography Orientation	0																					
Development (literacy mini-project)	5																				-	

How the Cognitive Skills Support "Competency" & "Mastery"

The Cognitive Skills: DSISD's Mastery based skill continuum quick facts

- Developed by Stanford SCALE dept. in Collaboration with Summit Public Schools
- Skills are on a continuum that spans a 6-13th+ grade level
- Draws on rigorous Standards for ACT, AP and College Readiness (CCSS, CAS, & Next Gen. Science)
- tool for teaching and measuring critical thinking and application of learning
- Measure for all projects and 70% of students' grades

The primary lever for our competency based approach!!!

Application: Two DSISD learners

-table groups will score two student artifacts on 2-3 cog skills

- 1. Review the prompt and rubric for each cog skill at a level 4 and 5
- 2. read and score each writing piece by cog skill
- 3. Discuss next steps for each student and the role of revision and growth mindset

Beginning with the End in Mind: Graduation Requirements as North Star for Grades

Past and Current Graduation Guidelines (Seat Time) Future Graduation Guidelines (Competency Demonstrations/ Class of 2021)

	HIGH SCHOOL ACADEMIC P (Reflecting minimum g		MI		ORE REQUIR	ED
9th Grade Intro to Literature S1 & S2	ANGUAGE ARTS REQUIREMENTS 10th Grade American Literature S1 & S2	DEMONSTRATION	English	Math	Science	Social studies
	MATH REQUIREMENTS - 40 ci	ACT	18	19	TBD	_
9th Grade Algebra 1 S1 & S2	10th Grade Geometry S1 & S2	AP	3	3	3	3
9th Grade	SOCIAL STUDIES REQUIREMENTS 10th Grade	ASVAB (military entrance)	50	50	-	_
*2 semesters of a Social Studies Course S1 & S2	US History 1 S1 & S2	CMAS	-	-	TBD	TBD
9th Grade	SCIENCE REQUIREMENTS - 30 0 Required credits must be take 10th Grade	Capstone project	TBD	TBD	TBD	TBD
	mesters) MUST be from Earth Science, B <mark>io</mark> DR EQUIVALENT (Dance, Marching Ba	Concurrent enrollment	C-	C-	C-	C-
*FIN	E ARTS, CAREER & TECHNICAL EDUCA OTHER ELECTIVES - 60 CRED WORLD LANGUAGE - 20 CREDIT	Industry certificate	TBD	TBD	TBD	TBD
9th Grade *Physical Education	100 ELECTIVE CREDITS TOTAL 10th Grade	IB	3	3	3	3
or Equivalent S1 & S2	Elective S1 & S2	DARCO	4			
Fine Arts or CTE Course S1 & S2	Elective S1 & S2	PARCC	4	4	_	_
World Language S1 & S2 (Recommended)	World Language S1 & S2 (Recommended)	SAT	430	460	_	_

DSISD 4-Year Course Overview

Class	9 th	10 th	11 th	12 th	13th
Language Arts	Honors Intro to Language and Composition	Honors Language & Composition (AP Language & Composition)	Honors American Literature ENG121	AP Literature & Composition ENG 121 ENG 122	θ
Social Studies	Honors Human Geography (AP Human Geography)	Honors Economics /Civics (AP Government & Politics)	Honors US History (AP US History)	World History (AP World History) College History Course	Free are on grade ath
Science	Honors Physics	Honors Chemistry	Honors Biology (AP Biology)	AP Physics/ Chemistry/Bio College Science Course	AR uition its and a and mat
Math	Algebra 1/Geometry	Geometry/Algebra 2	Algebra 2/Pre- Calculus/ College Algebra *MAT121	Pre-Calculus, (AP Calculus/AP Statistics) Developmental Math	ENT F College College ading, wri
Engineering	Intro to Engineering Design	Principles of Engineering	Environmental Sustainability (AP Environmental Science)	Engineering <u>Capstone</u> Project	AS fear earn
Social Entrepreneurship	Career Survey AAA 109 Job Shadows	Public Speaking & Entrepreneurship COM 115/220 Professional Mentoring	College Prep Seminar & Internship	Social Entrepreneurship Capstone Project	First Students who leve
Electives/FLEX	PE/FLEX	PE/Spanish/FLEX	PE/Spanish/FLEX	PE/Spanish/FLEX	

DSISD Grading 101: Giving Grades Meaning

- 1. <u>Table Groups will...</u>
 - a. Review the DSISD Grading Folicy and ask and clarify questions
 - a. Review the DSISD Grading Policy Addendum and Basic Fact Sheet to have context on how grades will be awarded at trimester and transcribed
 - a. Develop a list of additional questions for parking lot



Differentiation: Support and Acceleration by Class DSISD Teachers share how they are differentiating in their classes to ensure acceleration and support...

- Human Geography & AP Human Geography
- Honors Lit & AP Language Cohort
- Honors Physics
- Algebra & Geometry
- Engineering (PLTW)
- Career Survey (AAA 109- College Credit)

Parent Role in the DSISD School Design

- 1. ADVISOR: Build a relationship with your child's ADVISOR
- PLP: Become Familiar with the Personalized Learning Plan...keep you in the know...get with your Advisor if you need support
- 1. Ownership, Assets, Dreams: Support ownership and student AGENCY and connecting strengths to college and career goals

Please commit to engage as a parent and advocate in these three areas!!!





