



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



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 <small>(Reflecting minimum g</small>		MINIMUM SCORE REQUIRED				
LANGUAGE ARTS REQUIREMENTS		DEMONSTRATION	English	Math	Science	Social studies
9th Grade	10th Grade					
Intro to Literature S1 & S2	American Literature S1 & S2					
MATH REQUIREMENTS - 40 C						
9th Grade	10th Grade	ACT	18	19	TBD	-
Algebra 1 S1 & S2	Geometry S1 & S2	AP	3	3	3	3
SOCIAL STUDIES REQUIREMENTS						
9th Grade	10th Grade	ASVAB (military entrance)	50	50	-	-
*2 semesters of a Social Studies Course S1 & S2	US History 1 S1 & S2	CMAS	-	-	TBD	TBD
SCIENCE REQUIREMENTS - 30 C						
<small>Required credits must be taken</small>						
9th Grade	10th Grade	Capstone project	TBD	TBD	TBD	TBD
3 years required: 2 years (4 semesters) MUST be from Earth Science, Bio		Concurrent enrollment	C-	C-	C-	C-
*PHYSICAL EDUCATION OR EQUIVALENT (Dance, Marching Ba		Industry certificate	TBD	TBD	TBD	TBD
*FINE ARTS, CAREER & TECHNICAL EDUCA						
OTHER ELECTIVES - 60 CRED						
WORLD LANGUAGE - 20 CREDITS						
100 ELECTIVE CREDITS TOTAL						
9th Grade	10th Grade	IB	3	3	3	3
*Physical Education or Equivalent S1 & S2	Elective S1 & S2	PARCC	4	4	-	-
Fine Arts or CTE Course S1 & S2	Elective S1 & S2	SAT	430	460	-	-
World Language S1 & S2 (Recommended)	World Language S1 & S2 (Recommended)					

*See your counselor for approved lists

DSISD 4-Year Course Overview

Class	9 th	10 th	11 th	12 th	13 th
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	ASCENT YEAR <i>First Year of College Tuition Free</i> <i>Students who earn 12 college credits and are on grade level for reading, writing and math</i>
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	
Science	Honors Physics	Honors Chemistry	Honors Biology (AP Biology)	AP Physics/ Chemistry/Bio College Science Course	
Math	Algebra 1/Geometry	Geometry/Algebra 2	Algebra 2/Pre-Calculus/ College Algebra *MAT121	Pre-Calculus, (AP Calculus/AP Statistics) Developmental Math	
Engineering	Intro to Engineering Design	Principles of Engineering	Environmental Sustainability (AP Environmental Science)	Engineering Capstone Project	
Social Entrepreneurship	Career Survey AAA 109 Job Shadows	Public Speaking & Entrepreneurship COM 115/220 Professional Mentoring	College Prep Seminar & Internship	Social Entrepreneurship Capstone Project	
Electives/FLEX	PE/FLEX	PE/Spanish/FLEX	PE/Spanish/FLEX	PE/Spanish/FLEX	

DSISD Grading 101: Giving Grades Meaning

1. Table Groups will...
 - a. Review the DSISD **Grading Policy** 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
1. **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!!!

