

PARENT CAFE

September 11, 2019

AGENDA

- Evergreen's Profile of a Learner
 - Silver Oak Instructional Focus - Critical Thinker
- Silver Oak's First Trimester Habit of Mind focus - Taking Responsible Risks
- Updates and questions

Preparing Students to be College and Career Ready

What will the
world be like 20
years from now?

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

What were the
conditions
around your peak
learning
experiences?



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?



What is Learner /Graduate Profile

Unlike a mission or vision statement, a graduate profile is a document that a school or district uses to specify the cognitive, personal, and interpersonal competencies that students should have when they graduate. Co-created with input from key stakeholders, this profile is a clear visualization of priority goals for teaching and learning that can be easily communicated to students, parents, faculty, and staff to align their collective efforts. Until you identify and prioritize these competencies for your school or district, you won't have a shared vision of your destination.



Evergreen School District Profile of a Learner

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

<p>Learner</p> <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. 	<p>Communicator</p> <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. 	<p>Collaborator</p> <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. 	<p>Critical Thinker</p> <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. 	<p>Innovator</p> <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. 	<p>Advocate</p> <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.
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SILVER OAK - INSTRUCTIONAL FOCUS 2019-2020

- We will be focusing on Critical Thinking – one of the six outcomes from Evergreen’s Profile of a Learner
 - 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.

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.

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.

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.

Common 4Cs Performance Assessment Project

Critical Thinking Performance Task

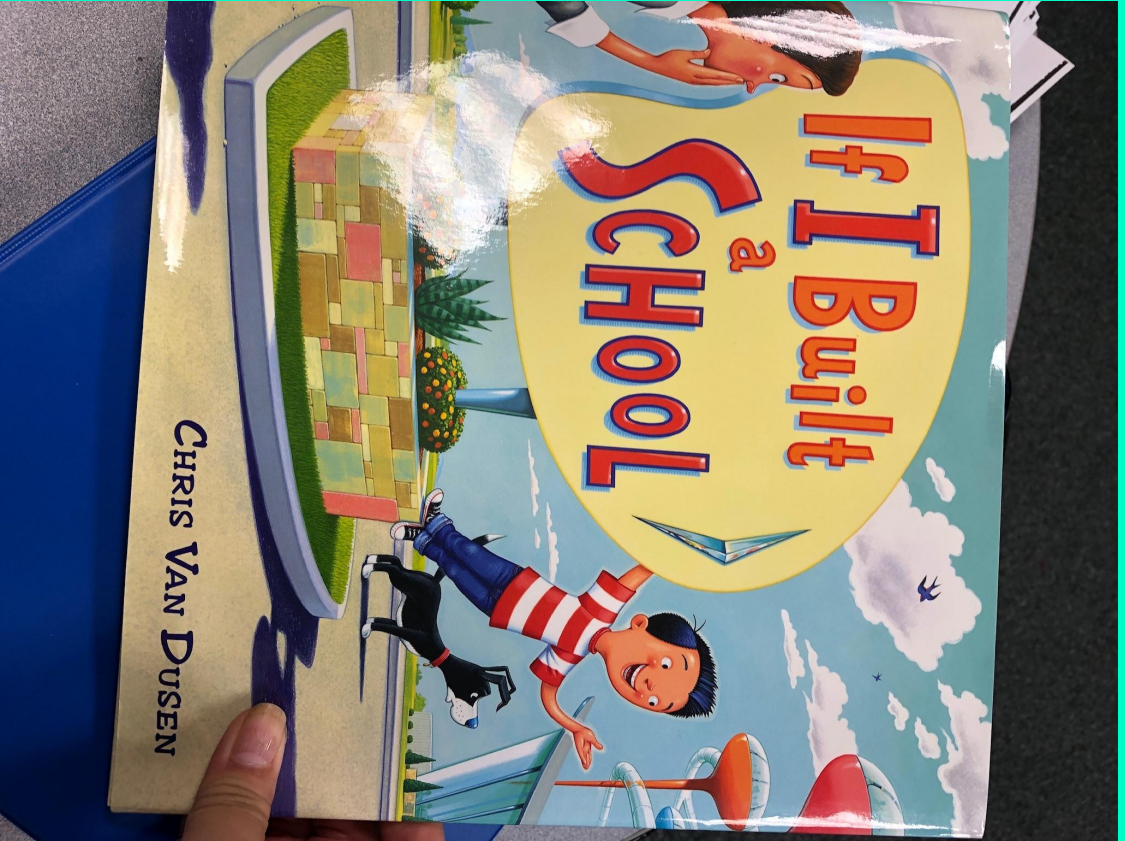
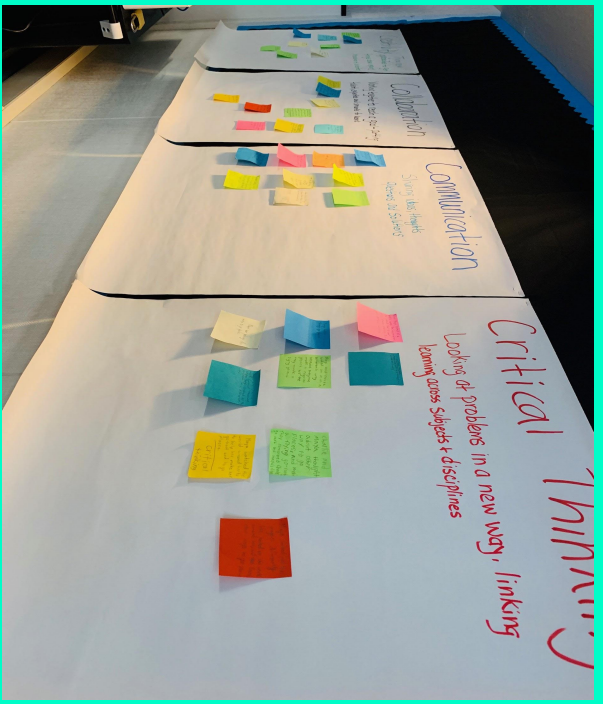
Title: 21st Century Learning Space Grades 3-4 Performance Task

Adapted from *Classroom Design Specialist*, Defined Stem

Overview:

In this challenge, students play the role of interior designers who specialize in classroom design. They have been asked by the school Principal and 3rd grade teachers at John Dewey Elementary School to submit a proposal to redesign a 3rd grade learning space where students can practice the 4Cs. After reviewing articles and pictures about the 4Cs and classroom design, students create a written Learning Space Design Proposal (up to 1 page) in which they:

- Clearly describe their proposed design for the learning space.
 - Describe at least two features that make the space effective.
 - For each feature:
 - Identify which of the 4Cs the feature supports.
 - Explain why the feature will help students learn and practice that competency.
 - Include some ideas that are surprising/unique.
- Convince John Dewey Elementary School Principal and teachers to adopt their design.
- Include a labeled drawing that shows the features.



5th & 6th Grade Critical Thinking Assessment

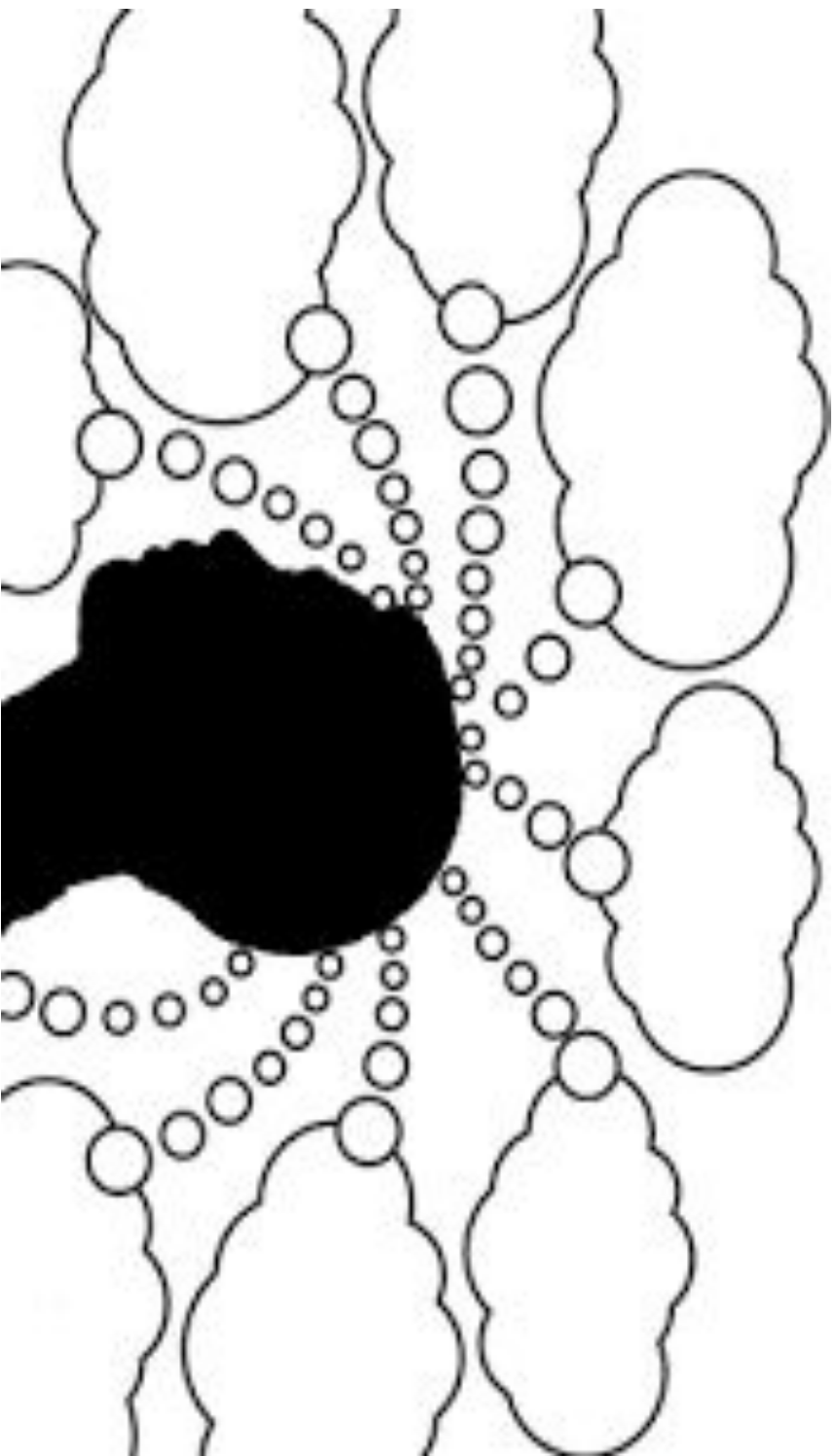
Background for Students

Only recently have scientists come to recognize that Bangladesh is positioned at the juncture of several active tectonic plate boundaries. Moreover, it sits atop the world's largest river delta located close to sea level. Thus, residents face both the risk posed by a quake and secondary risks of tsunamis and flooding in the quake's aftermath. You will read about and listen to texts describing how scientists are striving to find solutions to help earthquake prone communities, like the capital city of Dhaka, avoid disaster.

Prompt: How should the residents of Dhaka avoid disaster if an earthquake hits? After reading articles and watching videos about the earthquake risk problem, your task is to write a letter to local leaders in Dhaka in which you:

- Explain (in summary form) the risks faced by the people.
- Recommend the two highest priority actions that the residents of Dhaka should take to minimize the effects of an earthquake. Include solutions that are realistic based on the social and economic situation in Bangladesh.
- Provide strong reasons to support each recommendation.
- Support your ideas with information (evidence) from the text and video sources.

QUESTIONS, THOUGHTS, OR AHA'S



HABIT OF MIND

TAKING

RESPONSIBLE

RISKS

Student of the Month & School Focus September - November

Taking Responsible Risks



Taking Responsible Risks

- What is it? Drawing on past knowledge, being thoughtful about consequences, accepting uncertainty and risk of failure as a normal part of the process.
- Sounds like – “I wonder what will happen if...” “What would I learn from stretching myself on this?” “I think I will attempt to....”
- Looks like – Reaching for the next bar on the jungle gym.
Watching to see what to do in a new situation, then trying it if safe. Accepting challenge because of what could be learned.

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
- STEAM

