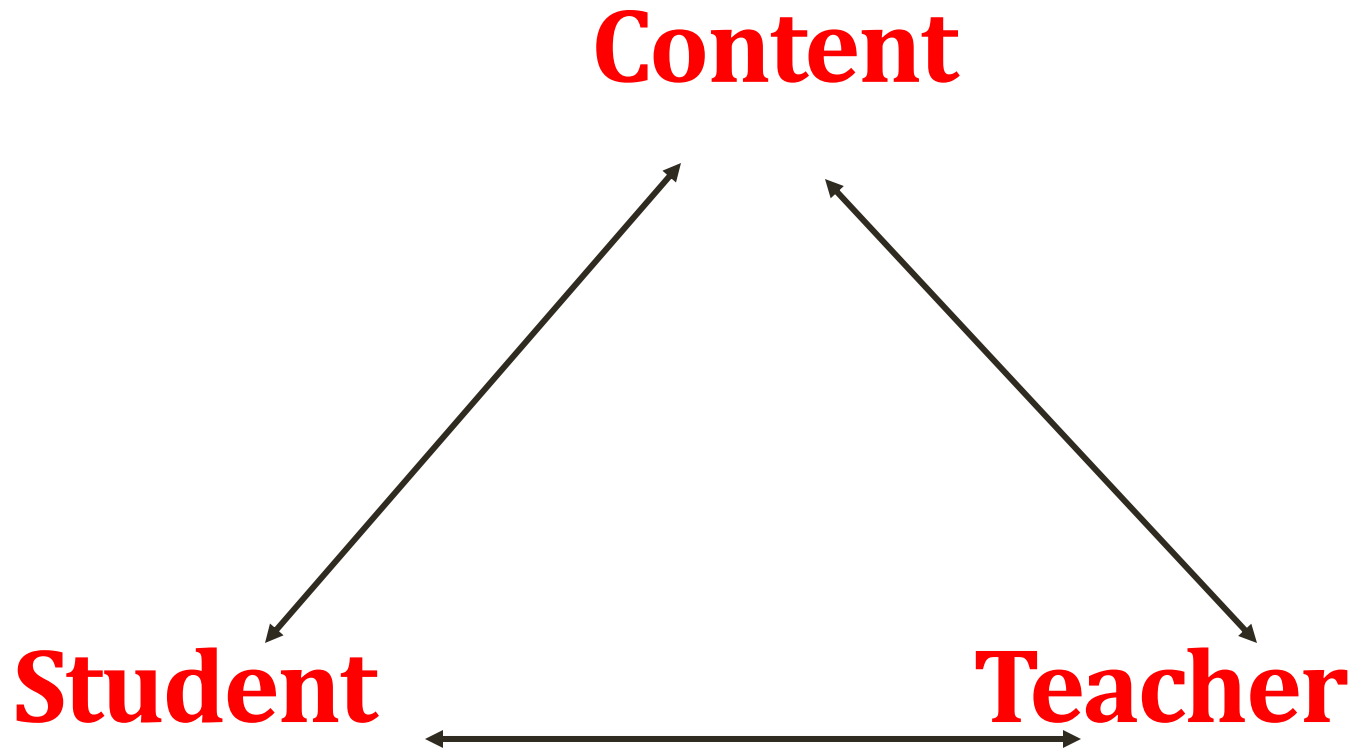




FARMINGTON PUBLIC SCHOOLS

Pioneers | Scholars | Contributors | Citizens

The Instructional Core



Involving students as active agents in their own learning and directly addressing the student point of the triangle acknowledges the important and complex role that students play in their own learning.

Rachel E. Curtis and Elizabeth A. City

Today's Learning Targets

- *I can describe elevating the role of the student in the learning process.*
- *I can identify leadership strategies and routines that promote school and district-wide coherence.*

Your Role:

What do I notice?

What do I wonder?



District Information

- 4,000 Students
- Elevating the Role of the Student in the Learning Process
- Farmington's Theory of Action:
 - *Leveraging Social Capital*
 - *Elevating the Role of the Student*
 - *Transparency of Leadership*
 - *Systems Thinking and Evidence-based Improvement*

Student-Led Conferences at Noah Wallace School



I can learn more about how NWS students lead their own learning through student led conferences.

Reading

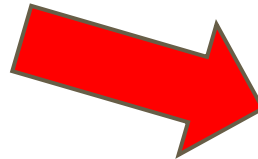
I can read independently with stamina at home and at school.

- *Rewards & Challenges*
- *Self Evaluate*
- *Set Goal*
- *Reflect on progress*
- *Use Evidence*

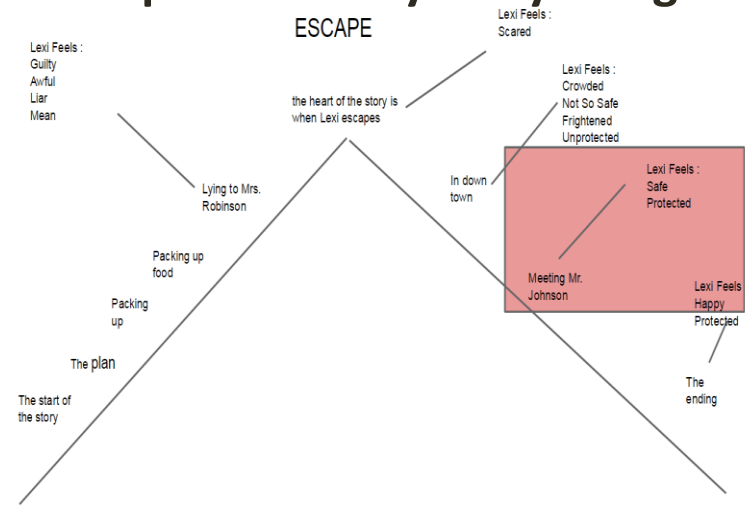
Date	Title of Book	Name of Student	Pages Started	Pages Finished	Minutes Read	Genre	Star Rating
1-11-15	The Stranger Next Door	S	1	20	25	MC	★★★★
1-24-15	The Stranger Next Door	S	24	01	30	MC	5
2-2-15	The Journal of James Edmond Ross	S	1	15	20	HF	3
2-9-15	One Corpse Home	S	1	13	15	MC	2
2-9-15	One Corpse Home	S	13	24	35	MC	4
2-16-15	One Corpse Home	S	24	45	15	MC	4
2-16-15	The Journal of Edmond Ross	S	18	28	10	MC	3
2-16-15	The Journal of Edmond Ross	S	28	45	35	MC	4
2-16-15	One Corpse Home	S	44	2	5	MC	4
2-13-15	One Corpse Home	S	78	101	15	MC	5
2-23-15	The Sanding of Pearl Harbor	S	1	62	40	MC	4
2-24-15	The Sanding of Pearl Harbor	S	62		?	MC	5

Writing

- *Models, rubrics and exemplars*
- *Finding **evidence** to support the learning target*



I can keep my draft focused and organized by using a story arc to help me plan how my story will go.



"Maybe I can ask somebody for directions?" Lexi went up to a man who was turned in a way that made it hard for Lexi to see his face She felt very frightened. "What if this man was just like Mrs. Robinson?" she whispered to herself. Lexi shook all the fear out of her body decided to be brave.

She decided to tap on the large man's shoulder. "Excuse me sir... May I please have some directions to twenty two Hart Lane?" the man turned around with a look of question on his face. He responded, "Why, I live there! Let me show you the way!"

Lexi knew that this man was nothing like Mrs. Robinson. This man was actually comforting! He was not threatening at all. "Come on. Let's go" said the man.

Lexi just followed the man down the bustling streets of Dallas. "So why do you want to come to my house?" asked the man.

"Well I am a slave and my parents lived there before I was taken away, so I thought that I could find them".

"Oh one of my daughters was taken away from this awful lady named Mrs. Robinson". My heart broke into pieces that day. It never truly repaired.

"What was your daughter's name?" Lexi asked. "Lexi Ann Johnson." He responded. He went on to say "Oh... and my name is Mr. Johnson" Suddenly Lexi stopped. Then and there she noticed that this man was no stranger. This man was her father!

Math

- *Body of Evidence*
- *More than one way to show our thinking*

I can solve multi-step word problems using the four operations.

1. Caden attempted to score 15 soccer goals. He made $\frac{2}{3}$ of the shots.

- What fraction of the shots did he not make?
- How many shots did he not make?

check:

$$\begin{array}{r} 10 \\ + 5 \\ \hline 15 \end{array}$$

Good!

Evidence

math 11/5/14

2,127 receive 6,381 pieces of candy on halloween

On Halloween, 6,381 pieces of candy were given out to children. Each child received 3 pieces of candy. How many children received candy on Halloween?

1st way:

$$\begin{array}{r} 2127 \\ \times 3 \\ \hline 6381 \end{array}$$

2nd way:

ones	tens	hundreds	thousands
1	2	1	2
3	6	3	6

3rd way:

$$\begin{array}{r} 6381 \\ \div 3 \\ \hline 2127 \end{array}$$

4th way:

Multiple Ways

Rate Yourself Before The Activity: (circle one box)

<input checked="" type="radio"/> I can teach/coach others!	<input type="radio"/> I understand the problem.	<input type="radio"/> I am almost there. I need to think about it.	<input type="radio"/> I don't know where to begin.
--	---	--	--

(in my head)

- $3 - \frac{4}{9} = 2\frac{5}{9}$
- (make the mixed number) $(1 - \frac{4}{9}) + 2 = 2\frac{5}{9}$
- (Bar Model)
- (actual picture, vertical objects)
- (count with fingers)
- (mixed number to improper fraction)

Self Evaluating

Work habits

I can improve my work habits and learning behaviors through goal setting and self reflection.

- *Growth mindset*
- *Learning from mistakes*
- *Grit*
- *Work Habits*

	I can listen thoughtfully to the ideas of others.	I can contribute to discussions and collaborative work.	I can set learning goals and reflect on my progress.	I can show initiative and self-direction.	I can show respectful, responsible and safe behavior.	I can complete my work consistently.	I can organize my work and my materials.
E	Dark blue	Dark blue	White	White	Red	Dark blue	White
M	Dark blue	Dark blue	Red	Red	Red	Dark blue	White
N	Dark blue	Dark blue	Red	Red	Red	Dark blue	Dark blue
B	Dark blue	Dark blue	Red	Red	Red	Dark blue	Dark blue

Evidence: Please explain why/ how you evaluated yourself for each learning target.

I give myself an E because I am always a respectful listener and try to learn from my classmates.
I gave myself an M because I always try to participate but sometimes get nervous to speak in front of the class. I gave myself an M because I try to have a growth mindset. I gave myself an M because I try to figure out work on my own or ask a friend before asking my teacher. I gave myself an E because I always try to show CARE behavior and be a bucket filler. I gave myself an E because I always give full effort and I try to be persistent. I gave myself an N because I am respectful of materials but I have a hard time keeping my desk neat.

Reflection

I can learn more about how NWS students lead their own learning through student led conferences.

Five Leadership Moves at the Elementary Level

- *Relationships Matter*
- *We're all lifting the same heavy load*
- *Here she is AGAIN!*
- *And she's bringing an entourage!*
- *Student voice and choice*

Learning Targets at West Woods Upper Elementary School





I can express how empowering teachers to use learning targets changes the role of students.

Learning targets are...

- *learning objectives*
- *specific and measurable*
- *kid friendly*
- *positive*

Students CAN do the work!

Students say learning targets create...

responsibility

advocates of learning

self-success

self-direction

independence

*a criteria
for success*

resourcefulness

Students say...

Importance of learning targets:

- *leadership role*
- *students focus*
- *know what they're learning*

My own experience:

- *focus*
- *know what the goal is*

Students Create Learning Targets

How we create learning targets:

We use what we could be *doing* in the period to decide what we will be *learning* in the period.



I can think deeply about my historical fiction book.

I can show this by:

- meeting with my book club and discussing the historical fiction book I am reading
- writing my book club response
- thinking about the emotional and physical atmosphere and make sure I've taken notes on it
- reading or re-reading my book to understand the physical and emotional atmosphere
- using past strategies to understand my reading better
- taking notes on my historical fiction book to prepare for my book club meeting
- noticing how characters react to their time period

Learning targets help students to be...

- *independent*
- *self-directed*
- *more resourceful*
- *leaders*



5 Key Leadership Strategies

1. *Shared text*
2. *Professional development*
3. *Lead learner*
4. *Empower teachers*
5. *Celebrate!*



Collaborative Instructional Rounds at Farmington High School



Collaborative Instructional Rounds at Farmington High School

Students and educators together observe and discuss the teaching and learning that is taking place in our classrooms

-Whole school

-Departmental

-Vertical Team (K-12) or Program (Literacy)

Collaborative Instructional Rounds at Farmington High School

- *We began in the Spring of 2013 with 2 sets of collaborative instructional rounds*
- *In 2013-2014: 5*
- *In 2014-2015: 8*
- *Over 100 students over three years have participated*

Collaborative Instructional Rounds at Farmington High School

- *The role of the student in the learning process has changed*
- *Student engagement is a two-way street*
- *Relationships have changed among students, teachers, and administrators*
- *Teaching and learning are changing in the classroom*

From the student's perspective...

My Freshman Year (2011-2012)

- *Rigid curriculum*
- *Content driven*
- *Separation between students teachers/administrators*
- *Few options for creativity and student directed learning*

My Senior Year (2014-2015)

- *VOG, FTL, Core Beliefs*
- *Flexible curriculum and lesson plans*
- *Thinking and learning skills driven classes*
- *More opportunities to get involved and have a voice (collaborative instructional rounds)*
- *More opportunities to show mastery of skills (varied assessments—time the variable)*
- *More opportunities to study subjects that interest the individual student*
- *Capstone Research Project*
- *Student-Teacher Partnership*

5 Key Leadership Strategies

- *We're all in this together*
- *It's all about the learning*
- *Continuous improvement*
- *Communication*
- *Student voice and agency*

Think, Discuss, Jot...

What did you notice?

What did you wonder?

Farmington Public Schools: Achieving K-12 Coherence



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Farmington's History of Learning and Continuous Improvement

- *Standards-led district*
- *Systems oriented*
- *Established New Five Year Goals in 2010 – major shift from Content only to 21st Century Thinking and Learning Skills*
- *Established The Framework for Teaching and Learning in 2011*
- *Articulated the district's Core Beliefs*
- *White Paper – Learning 2.0*
- *FHS Design Team Recommendations launched in 2013*

WHY?

Core Beliefs



WHAT?

Five Year Goals and Vision of the FPS

Graduate
March, 2010



HOW?

Framework for Teaching and Learning

Sept., 2010



Aligned to Common Core State Standards

Vision of the Farmington Public Schools



FARMINGTON PUBLIC SCHOOLS “Vision of the FPS Graduate”

*Farmington Graduates:
Reaching Global Standards of Achievement,
Leadership, and Citizenship*

Farmington Public Schools’ Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills necessary to meet the challenges of local, national and global citizenship in a rapidly changing world.

Critical Thinking and Reasoning: Students access, interpret, analyze, and evaluate ideas and information, draw evidence-based conclusions, synthesize new learning with prior knowledge and reflect critically on learning.

Collaboration and Communication: Students participate effectively in a variety of teams, actively listen and respond to the ideas of others, share responsibility for outcomes, articulate ideas clearly in multiple formats and use technology tools to enhance communication.

Problem Solving and Innovation: Students identify problems, analyze data, ask questions, utilize a variety of resources, think flexibly, make connections and seek practical, innovative and entrepreneurial solutions.

Self-Direction and Resourcefulness: Students explore interests, take initiative, set learning goals, demonstrate persistent effort, adapt to change with resiliency and exhibit ethical leadership and responsible citizenship.

Farmington Public Schools

- ✓ *National list of 25 schools “Worth Visiting” (The only school in Connecticut listed as “Worth Visiting” in Education Week)*
- ✓ *NerdWallet: #5 in Connecticut for the “Best Schools for your Buck”*
- ✓ *Full Chapter in book, School-based Instructional Rounds (Lee Teitel)*
- ✓ *Partnership with Jackson Lab (JAX)*
- ✓ *P21 National District Exemplar*
- ✓ *National and State Level Rankings—top 10 in Connecticut (U.S. News and World Reports, Washington Post and Daily Beast)*
- ✓ *PISA ranked Farmington among the top performing school districts worldwide in reading and math*
- ✓ *First Ever FPSF Innovative Initiative Grant (Engineering Labs 5-12)*
- ✓ *Maker Spaces K-6*



Farmington's Focus on Coherence and Improvement At Scale....



*How do we
create
coherence at the
district level?*



Farmington Public Schools: Learn more about our school district by visiting our website....



www.fpsct.org