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# League of Innovative Schools

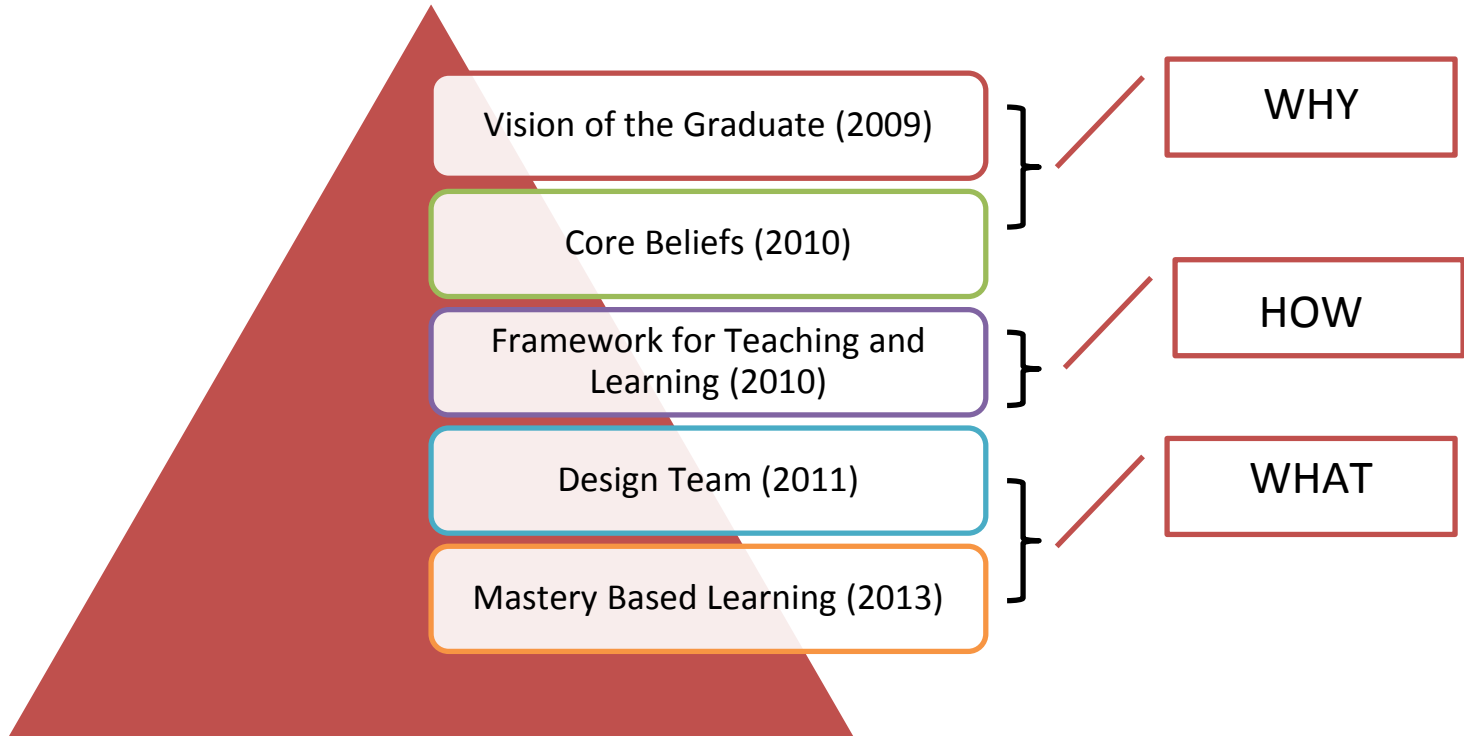
## Mastery Based Learning

November 10, 2014

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# FPS - Designing for Continuous Improvement



# ***Farmington Public Schools: All Students Meeting Global Standards of Achievement, Leadership, and Citizenship***

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## **Vision of the Graduate**

Graduates will acquire an understanding of the essential knowledge and skills in the core academic disciplines and develop the thinking and learning skills needed to meet the challenges of local, national and global citizens in a rapidly changing world.

**Critical Thinking and Reasoning  
Communication and Collaboration  
Problem Solving and Innovation  
Self-direction and Resourcefulness**

## **Core Beliefs – That Guide the District's Work**

**Expectations Matter  
Effort Matters  
Instruction Matters  
Relationships Matter  
Results Matter**

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# Relationships Matter

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All staff members create and maintain an environment that promotes respect, trust, and understanding, and fosters communication and problem-solving. We nurture the whole child and ensure that each student receives a new opportunity every day to perform at his/her best. We believe that developing caring and supportive relationships between and among educators, students, and parents leads to higher levels of student achievement.

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# ***Farmington Public Schools: All Students Meeting Global Standards of Achievement, Leadership, and Citizenship***

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## **Framework for Teaching and Learning**

Active Learning Community  
Challenging Expectations  
Meaningful Knowledge  
Purposeful Engagement  
Individual Responsibility

## **Design Team**

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# Farmington Public Schools

## Framework for Teaching and Learning

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### Core Principals of Learning **Teaching Expectations**

#### **Principle #1: ACTIVE LEARNING COMMUNITY**

Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.

#### **Principle #2: CHALLENGING EXPECTATIONS**

Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.

#### **Principle #3: MEANINGFUL KNOWLEDGEMENT**

Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.

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# Farmington Public Schools

## Framework for Teaching and Learning

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### Core Principals of Learning **Teaching Expectations**

#### **Principle #4: PURPOSEFUL ENGAGEMENT**

**Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.**

#### **Teachers**

- Structure learning tasks that engage students in authentic work of the discipline
  - Develop inquiry-oriented lessons in response to essential questions
  - Pose complex, intriguing and challenging problems for students to solve
  - Stimulate critical and creative thinking and model active listening
  - Use multi-media and technology tools to enhance learning outcomes
  - Seek and provide real audiences for student work
  - Act as coaches, facilitators, and guides to promote engagement and develop leadership in students
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# Farmington Public Schools

## Framework for Teaching and Learning

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Core Principals of Learning  
**Teaching Expectations**

### **Principle #5: INDIVIDUAL RESPONSIBILITY**

**Students learn best when they make choices about and take responsibility for their own learning goals and progress.**

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# Farmington Public Schools

## Framework for Teaching and Learning

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Core Principals of Learning  
**Student Learning Expectations**

### **Principle #1: ACTIVE LEARNING COMMUNITY**

Students learn best when they have a sense of belonging to a positive learning community in which they have regular opportunities to work collaboratively.

### **Principle #2: CHALLENGING EXPECTATIONS**

Students learn best when they understand performance expectations and are individually supported in meeting challenging standards.

### **Principle #3: MEANINGFUL KNOWLEDGEMENT**

Students learn best when they see content as meaningful and organized around big ideas and questions and can transfer learning to new contexts.

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# Farmington Public Schools

## Framework for Teaching and Learning

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### Core Principals of Learning

### Student Learning Expectations

#### **Principle #4: PURPOSEFUL ENGAGEMENT**

**Students learn best when they are actively engaged in authentic learning tasks and given opportunities to construct meaning and develop understanding.**

#### **Students**

- Actively seek answers to their own questions and explore their interests
  - Hypothesize, analyze, question, and evaluate ideas within the work of the discipline
  - Accept opportunities to assume partnership and leadership roles in the classroom
  - Take initiative to bring interesting ideas and resources into the classroom community
  - Think critically and use reasoning skills to develop understanding
  - Think creatively and use problem solving skills to develop innovative ideas
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# Farmington Public Schools

## Framework for Teaching and Learning

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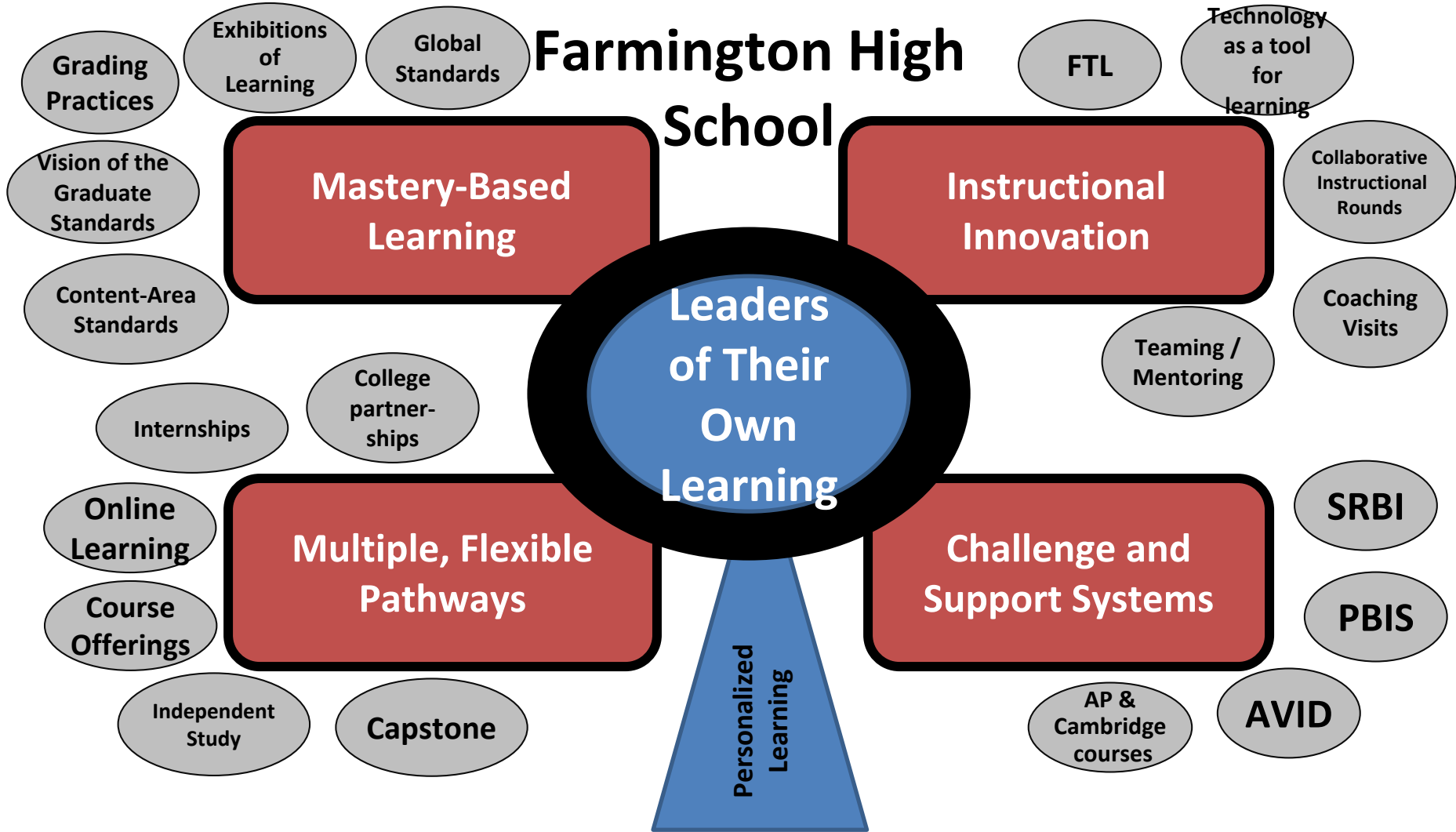
Core Principals of Learning  
**Student Learning Expectations**

### **Principle #5: INDIVIDUAL RESPONSIBILITY**

**Students learn best when they make choices about and take responsibility for their own learning goals and progress.**

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# Farmington High School



# Farmington High School Design Team

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*The Charge: The Design Team will review data, research exemplary practices, and consider stakeholder feedback toward the end of producing a report that summarizes the findings and outlines a set of recommendations for the pervasive engagement of students throughout the high school that include but are not limited to:*

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# Design Team Recommendations

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**Accelerate Instructional Innovation**

**Create Student-driven learning Pathways**

Students take an active role in planning their own education. A strong advisory and guidance program helps students explore college and career options and make thoughtful decisions. Students customize a learning pathway that aligns with their interests and goals. All students have access to alternative learning options including advanced studies, certificate programs, blended learning and other options as they emerge both within and outside of the classroom. By using student success plans, and portfolios, rubrics and online course management tools, teachers help students direct their own educational experience.

**Redefine Graduation Standards**

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# Design Team Recommendations

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## Build a Continuum of Independence

The schools schedule, curriculum, and learning opportunities are all intentionally designed to build capacity for self-directed, independent learning on the part of every student. The ninth grade curriculum provides a foundation for more sophisticated and complex learning in the upper grades. Students establish and maintain a culture of respect and responsibility that allows for greater independence in each success grade. Peer mentoring supports a strong commitment to scholarship, leadership and respectful relationships. The entire faculty feels collectively responsible for the academic success, personal growth and well-being of every student.

## Benchmark Against Global Standards

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# Design Team Recommendations

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## **Make Achievement the Constant and Time the Variable**

The schools schedule, curriculum, and learning opportunities are all intentionally designed to build capacity for self-directed, independent learning on the part of every student. The ninth grade curriculum provides a foundation for more sophisticated and complex learning in the upper grades. Students establish and maintain a culture of respect and responsibility that allows for greater independence in each success grade. Peer mentoring supports a strong commitment to scholarship, leadership and respectful relationships. The entire faculty feels collectively responsible for the academic success, personal growth and well-being of every student.

## **Design Space for Self-Direction and Collaboration**

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# League of Innovative Schools

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**Presentation available at:**

<http://casci.ac/1106>

