

FOCUS SEGMENT:



USING THE LEARNING CRITERIA TO ENHANCE STUDENT SUCCESS

DESIGNED FOR:
K-12 EDUCATORS

INTRODUCTION

FOCUS Segments are intended to assist a designated facilitator lead educators through 60-90 minute collaborative professional development activities. All *FOCUS Segments* are divided into five featured areas.

- **Foundation** - presents information about which SPN resources will be shared among the group as part of the activity.
- **Overview** - provides a clear learning objective for the session.
- **Connect** - creates a common experience for all group members around a SPN resource.
- **Unpack** - describes the learning activity educators will use to expand their knowledge base around the topic.
- **Strategize** - helps participants reflect on learned material and design a plan for implementation.

FOCUS Segments are written for groups of educators, described in the “Unpack” section. These groups may be organized in a variety of ways: content areas, grade levels, experience, or deliberately mixed. Some *FOCUS Segments* are labeled “For K-12 Educators” when they target foundational teaching and learning topics. Some are targeted for specific grade levels, noted at the top of the page.

For each *FOCUS Segment*, a facilitator should be designated to download SPN resources, print handouts and gather other needed materials. Additionally, the facilitator should be prepared to lead discussion and activities during the session.

Please share your feedback via the SPN Website and look for new *FOCUS Segments* each month.



Successful Practices Network

FOUNDATION

In this FOCUS Segment, teachers will develop an initial understanding of the Learning Criteria and analyze classroom instruction and overall school goals in each of the four dimensions.

Download or have access to

- The webinar - *School Improvement Planning Using the Data Analysis and the We Surveys*
- Provide copies of the activity - *Using the Learning Criteria in Classroom Instruction & Assessment*
- Have available copies of the answer sheet for the activity.
- Have a whiteboard or flipchart available to record participant responses

OVERVIEW

Teachers will gain an understanding of the Learning Criteria and use it to reflect on their classroom instruction and assessment.

CONNECT | 30 MINUTES

View the webinar - *School Improvement Planning Using Data Analysis and the We Surveys*. If time is constrained, view the webinar up to the point where the presenter begins to discuss the *We Surveys*.

Reconvene the group and ask them:

- if they need any clarification regarding the four dimensions of the Learning Criteria;
- if they believe that focusing on these dimensions can have an impact on student learning and successes



UNPACK | 40 MINUTES

Provide participants with the activity - *Using the Learning Criteria in Classroom Instruction & Assessment*.

Ask participants to divide into groups of 3-5 to identify specific instructional goals, programs, or applied student learning experiences in each of the dimensions of Learning Criteria in their classrooms. Provide approximately 20-25 minutes for this discussion and ask that one member of the group be prepared to present.

Reconvene the participants and have each group report out on their discussions and conclusions. It may be appropriate to record the main points on a whiteboard or flipchart. Provide them with the model that accompanies this FOCUS Segment to extend or expand the discussion.

STRATEGIZE

After all groups report out, engage them in a discussion regarding long-range implications:

- How should we use the Learning Criteria as a reflective tool for school improvement at a classroom level?
- Are there implementation steps to using the Learning Criteria as an overall School Improvement Planning template?

For Additional Review	Ready for Next Segment
<p>On the SPN website, click on the Learning Criteria feature bubble on the main page. This link provides an overview of the Learning Criteria. At the end of this page is a link to the document, <i>Learning Criteria to Support 21st Century Learners</i>. This is a pdf that provides an extensive review of the Learning Criteria.</p>	<p>Technical Bulletin #70 - <i>Implementing the Learning Criteria to Support Rigor, Relevance and Relationship</i>. Note - This bulletin is helpful to schools intending to use the Learning Criteria as a school wide improvement planning tool.</p>
<p>Review a Model School Case Study to see how these schools have addressed the Learning Criteria. Moanalua High School is a good example.</p>	<p>There are several excellent videocasts on the website related to the Learning Criteria. Of particular use on this topic is <i>Jensen Beach High School - Measuring What Matters</i>.</p> <p>Note - There are additional videocasts on specific Dimensions such as Stretch Learning and Student Engagement.</p>
<p>Provide copies of Technical Bulletin #72 - <i>Creating a Culture for Success</i>.</p>	

MODEL | USING THE LEARNING CRITERIA IN CLASSROOM INSTRUCTION & ASSESSMENT



<p>Foundation Learning - Achievement in the core subjects of English language arts, math and science, and others identified by the school.</p>	<p>Stretch Learning - demonstrates rigorous and relevant learning beyond minimum requirements (participation and achievement in higher level courses, specialized courses, etc.).</p>
<p>Student Engagement - Is the extent to which students (1) are motivated and committed to learning, (2) have a sense of belonging and accomplishment, and (3) have relationships with adults, peers, and parents that support learning.</p>	<p>Personal Skill Development - Measures (1) personal, social, service, and leadership skills and (2) demonstrations of positive behaviors and attitudes.</p>

INSTRUCTIONS - Place the letters “FL “ next to any item that relates to Foundation Learning, “SL” for Stretch, “SE” for Student Engagement and “PSD” for Personal Skills Development.

- PSD There is a focus on success after high school.
- SL Enrichment and challenging activities are available in a variety of areas to challenge students at all levels and with varying interests
- SL Advanced Placement courses
- SL International Baccalaureate program is in place
- PSD Students have an opportunity to participate in leadership activities in the classroom and the school.
- PSD Number of students participating in student leadership activities in the classroom and the school
- PSD/SE/SL Select questions from the We Learn/We Teach surveys
- SE Highly engaging activities are used in the classroom that focus on rigor and relevance

MODEL | USING THE LEARNING CRITERIA IN CLASSROOM INSTRUCTION & ASSESSMENT, CONTINUED



- SE Co-curricular and extra-curricular activities are in place that keep students engaged
- SE Classroom instruction is engaging
- PSD Activities are in place that, help students learn “real world” skills such as, responsibility, honesty, integrity, etc.
- PSD These skills are reinforced throughout the daily classroom activities and routine
- PSD Career information is incorporated into classroom instruction where appropriate
- SE Every effort is made to keep all students actively engaged in classroom instruction
- SE Participation rates in fine arts, CTE programs, interscholastic and intramural athletics, extra-curricular and co-curricular clubs and activities (this data should also be disaggregated by all subgroups)
- SL Enrichment activities are available to students who perform well in particular subjects
- SL Excellent courses in the fine arts are available
- SL Strong offerings exist in Career and Technical Education
- SL AP exams
- FL Standardized tests
- FL Grade level exams
- FL State Exams
- SL IB exams
- SL NOCTI Exams
- SL Participation rates in AP, IB, fine arts and CTE programs (this data should also be disaggregated by all subgroups)
- FL Excellent classroom instruction that focuses on high rigor and relevance
- FL High expectations for all children

USING THE LEARNING CRITERIA IN CLASSROOM INSTRUCTION & ASSESSMENT



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- _____ Enrichment and challenging activities are available in a variety of areas to challenge students at all levels and with varying interests
- _____ Advanced Placement courses
- _____ International Baccalaureate program is in place
- _____ Students have an opportunity to participate in leadership activities in the classroom and the school.
- _____ Number of students participating in student leadership activities in the classroom and the school
- _____ Select questions from the We Learn/We Teach surveys
- _____ Highly engaging activities are used in the classroom that focus on rigor and relevance

USING THE LEARNING CRITERIA IN CLASSROOM INSTRUCTION & ASSESSMENT, CONTINUED



- _____ Co-curricular and extra-curricular activities are in place that keep students engaged
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- _____ Participation rates in AP, IB, fine arts and CTE programs (this data should also be disaggregated by all subgroups)
- _____ Excellent classroom instruction that focuses on high rigor and relevance
- _____ High expectations for all children