



Allen County Schools “Sharing Our Story”

Wednesday, August 2, 2023

NEW VISION





ACS Community Feedback

Fall 2021

Timeline for Our Work



We asked ACS students, parents, faculty, staff, and community members...



What kind of skills or qualities will make ACS students successful (i.e. well prepared to contribute and compete in a global, innovative economy)?



Following screenings of Most Likely to Succeed, the audience responded with these skills:

- Problem-solving
- Collaboration
- Critical Thinking
- Perseverance
- Grit
- Communication/listeners
- Self-advocate
- Agency
- Soft skills
- Ability to plan
- Grit
- Time management
- Perseverance
- Open minded
- Creativity
- Divergent thinking
- Information Literacy Skills
- Accountability to self and others
- Aware of other people's ideas
- Resilience
- Communication
- Sustained attention
- Confidence
- Basic background (basic skills to move on to each grade)
- Drive
- Ability to look up what they know/search for data
- Attention to detail
- Reasoning skills
- Collaboration
- Planning and managing time in order to complete a project by a deadline (many times open ended and arbitrary tasks)
- Ability to create
- Resourcefulness, resiliency, and growth mindset
- Innovative thinking
- Willingness to try something new, fail, and learn from it
- Giving and receiving feedback
- Communicator, Researcher, Ability to leverage technology
- *soft skills (collaboration, communication, confidence, critical thinking, time management, perseverance, grit)
- innovative thinking, risk taking, decision making, tech skills
- Creative
- Collaborative
- Critical thinkers
- Communicators
- Resourceful
- Resilient
- Respectfully disagree
- Creative
- Critical thinking
- Question norms
- Forward-thinking
- Build systems
- Collaboration/Team-work
- Failure is seen as growth
- Different is accepted
- Soft skills - confidence, work ethic, responsibility, collaboration, perseverance, resourcefulness, grit as well as creativity and willingness to share their thinking, listen to others, ability to make decisions, being willing to try something new and different, be innovative, and have a growth mindset.
- Students need a sense of purpose.
- perseverance, soft skills, grit, determination
- "The New Smart": Communicating, Knowing how to learn, Creativity, Collaboration, Resourceful, Resilient, Critical Thinking, Being able to take criticism and grow from it
- Communication, critical thinking, collaboration, problem solving, creativity, adaptability, leadership
- Problem solving, collaboration, perseverance, communication, grit, listeners, self-advocates, personal agency
- Collaboration/working well with others, critical thinking, problem solving, communication skills/listening, specific skill sets learned through various pathways in CTE courses.
- accountability, determination, growth mindset, curiosity, perseverance
- Leadership, collaboration/teamwork, effective communication (between peers and to share learning/projects in an authentic, relevant way), perseverance, growth mindset (encourage risk taking, making mistakes, and learning from mistakes), confidence, the ability to problem solve, the ability to think critically and creatively
- taking risks (and feeling safe enough to take those risks), supporting each other even when they disagree, being proactive, willing to work collaboratively (and being able to work collaboratively), creativity, a strong work ethic, a desire to learn and continue learning, perseverance, leadership skills, communication skills, and self-regulation/coping/problem-solving skills.

- Thinker
- Resilience
- Work Ethic
- Self-Awareness



ACS Faculty and Staff Leadership Development Series

During a leadership development series, ACS school and district leaders indicated these are essential skills:

- Collaboration, Resiliency, Curiosity
- Ownership
- Critical Thinking
- Creativity
- Resourceful
- Communication
- Growth Mindset
- Strategic Thinking
- Takes Initiative
- empathy, know themselves, perseverance, question readers, agency
- hopeful, daring, risk-takers, active listener, joy, leader/follower, team builders
- motivated, self-efficacy
- global citizen,
- collaborators
- Problem solvers, resourceful, communication, confident,
- Communicate, collaborate, lead, think creatively, critically, persevere, make connections, take risks and learn from mistakes, growth mindset
- leverage technology, think globally, reflect, solve problems, self-regulation, confidence, emotional IQ
- problem-solvers, critical thinkers, confident, communicator, listener, collaborator, empathetic, risk-taker, creative, innovative, curious, know how to learn, happy, respectful, self-driven, efficacy, responsible, engaged
- Growth mindset, SEL, choice, collaboration, communication, flexible, problem-solving, purpose, empathy, team work, decision-making, doing now, matters later,
- Perseverance, cooperation, collaboration, initiative, critical thinking, communication, kindness, role models/leader, citizenship, proactive, ambitious, work ethic, helpful/giving back, contributor, problem-solver



ACS "Certified for Life" Document

The ACS "Certified for Life" document articulates many of the foundations of success for ACS students.



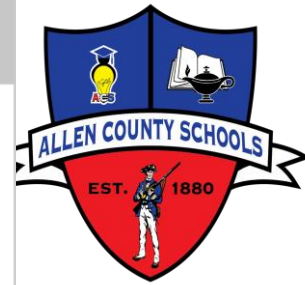
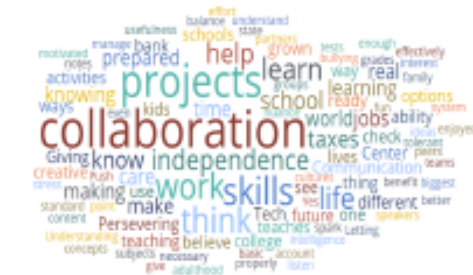
Overall Data Combined

When all data is combined, here is an overview of the responses. Note that the larger the word, the more often it was provided as an answer.



What Students Said

Here's how ACS students answered the question: What do ACS students need to know and be able to do?



PROFILE OF A *Patriot*



Resilient Learner

- Demonstrates mastery of academic skills
- Perseveres through difficulties
- Assumes risks as a natural part of learning
- Demonstrates initiative by setting goals for individual learning
- Invites and receives feedback in order to grow
- Demonstrates a growth mindset



Effective Communicator

- Speaks and writes intentionally and clearly with well-supported ideas
- Utilizes active listening techniques, summarizes, and asks clarifying questions
- Demonstrates awareness of audience and atmosphere and demonstrates the ability to adapt to the situation
- Utilizes multimedia or digital tools as appropriate
- Creates a purposeful and respectful response to the audience that demonstrates an understanding of proper ethics



Creative Problem Solver

- Recognizes a problem as simple or complex
- Deconstructs the problem into manageable parts and creates a plan
- Generates questions and ideas to explore
- Utilizes various innovative strategies to explore solutions
- Evaluates multiple perspectives
- Determines and analyzes the solution



Engaged Global Citizen

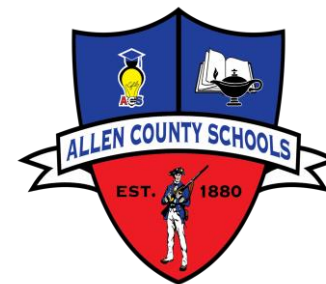
- Demonstrates respect and empathy for differences
- Recognizes how contributions and choices impact self and others
- Identifies and advocates for issues important to self and community
- Impacts the community and the world in a positive way
- Implements safe, legal, and ethical decision-making



Accountable Collaborator

- Values individual contributions
- Seeks diverse perspectives and listens with empathy
- Gives, receives, and implements constructive feedback
- Contributes in such a way to support common goals and holds self and others accountable
- Works effectively in a team, challenging and encouraging team members





INSTRUCTIONAL MODEL

Allen County Schools

AUTHENTIC LEARNING

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences and community partnerships



Resilient Learner Effective Communicator Creative Problem Solver Accountable Collaborator Engaged Global Citizen



MEANINGFUL ASSESSMENT

The purpose of assessment is redefined in terms of assessment as, of and for learning

Resilient Learner Effective Communicator Creative Problem Solver Accountable Collaborator Engaged Global Citizen

PERSONALIZED LEARNING

Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs. Learners have voice, choice, empowerment, and ownership



Resilient Learner Effective Communicator Creative Problem Solver Accountable Collaborator Engaged Global Citizen



MASTERY-BASED

An evidence-based instruction, assessment, and feedback cycle that drives learning based on progress toward desired competencies

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EQUITABLE LEARNING ENVIRONMENT

Collaborative and culturally relevant learning communities where every learner feels they belong and can tap into their full academic and social potential contributing to the collective success of their community



Authentic Learning



Meaningful Assessment



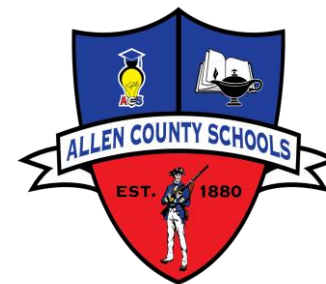
Personalized Learning



Mastery-Based



Equitable Learning Environment



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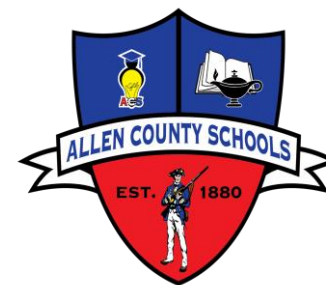
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Authentic Learning

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences & community partnerships.

- Design real-world learning experiences
- Promote anytime/anywhere learning
- Spark collaboration



INSTRUCTIONAL MODEL

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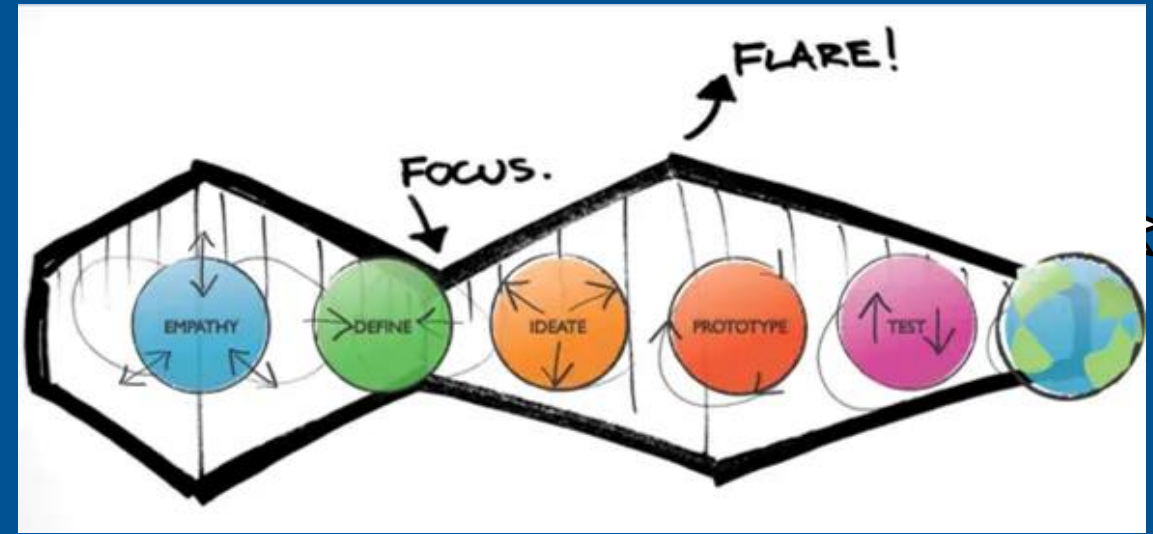
Meaningful Assessment

The purpose of assessment is redefined in terms of assessment as, of, and for learning.

- Assessment OF learning: summative **performance tasks**
- Assessment FOR learning: formative feedback
- Assessment AS learning: student metacognition & reflection

Define

The Allen County Community wants an educational system that prepares students to address and improve the economic, social, and workforce challenges of our community. However, the current system only assesses mastery of a narrow set of academic standards and doesn't address districts' obligation to develop students' skills, passion, and interests.



- How might we empower our students with the skills and dispositions they need to pursue their passion and interests and address community needs?
- How might we assess students' growth of the skills and dispositions needed to pursue their passions and interests and measure their growth over time?
- How might we communicate this to our community? How might we increase community understanding of this?

Defense of Learning Prototype Storyboard

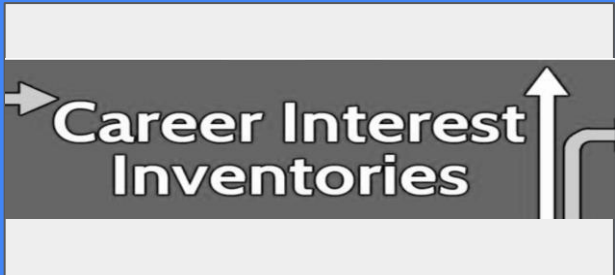


Students present their learning, grounded in artifacts/evidence from their own work, to a panel of peers and adults who can offer feedback and support for next steps.

L3



School system, community, and parents come together to develop and frequently review the **Profile of a Patriot** to ensure that there are clear criteria that demonstrates learning



Student interest inventories are used to identify student passions in order to connect learning to their individual interests and then allow student choice to drive some areas of focus.



Project-based learning that occurs in a classroom environment where students focus on multidisciplinary skill development and prepare to showcase and explain their learning.



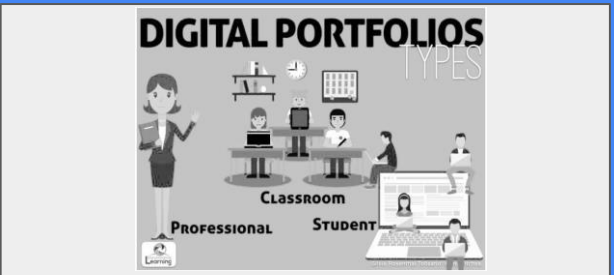
Students need the ability to go into the community and participate in internships & receive real-world experience within their area of interest.



Students participate in small scale presentations prior to the actual defense/ practice / science fair type presentations



Students have opportunities for critique, feedback, and revision and use case studies develop a clear understanding of what good work looks like.



Students compile artifacts over time that demonstrate individual growth, skill mastery, and advancement. Evidence of learning will be maintained in a digital (or similar) portfolio with examples of previously completed projects.



Students have opportunities to present and are given the chance to demonstrate learning in ways that best fit their needs/preferences.

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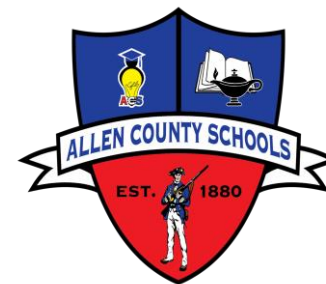
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- Invites and receives feedback in order to grow
- Uses challenges, mistakes, and failures as opportunities to learn and grow

Grades K-3 Performance Outcomes	Grades 4-6 Performance Outcomes	Grades 7-8 Performance Outcomes	Grades 9-12 Performance Outcomes
<ul style="list-style-type: none"> • Students will describe their learning and make connections to their lived experiences • With support, students will set academic and personal goals and use strategies to reach goals • Students will listen and summarize feedback from others in order to improve • Students will demonstrate growth by identifying strengths, successes, and challenges • Students will celebrate growth in self and others by affirming with encouraging words 	<ul style="list-style-type: none"> • Students will describe how learning connects to prior learning, and apply to other disciplines and relevant contexts • With support, students will identify academic and personal goals and create a plan to reach those goals • Students will summarize and implement feedback from others in order to improve • Students will demonstrate growth by describing strengths, successes, challenges and failures and making adjustments until I desired results/goals are achieved • Students will celebrate growth in self and others by affirming with encouraging words and providing examples 	<ul style="list-style-type: none"> • Students will explain how knowledge and skills connect and apply across disciplines, to authentic contexts, and real world situations • Students will set realistic academic and personal goals and create and implement a plan to reach those goals • Students will collect and strategically implement feedback to improve • Students will demonstrate growth by explaining strengths, successes, challenges and failures and making adjustments until desired results/goals are achieved • Students will celebrate growth in self and others by citing specific examples of behaviors and interactions 	<ul style="list-style-type: none"> • Students will analyze how knowledge and skills connect and apply across disciplines, to authentic contexts, and real world situations • Students will create, implement, and refine a plan to reach academic and personal goals • Students will intentionally collect and strategically implement feedback to improve. • Students will demonstrate growth by evaluating strengths, successes, challenges and failures and making adjustments until I desired results/goals are achieved • Students will persevere through adversity toward key goals by explaining and evaluating how they adapted their approach to successfully achieve desired outcomes.

Defense of Learning Prototype Storyboard

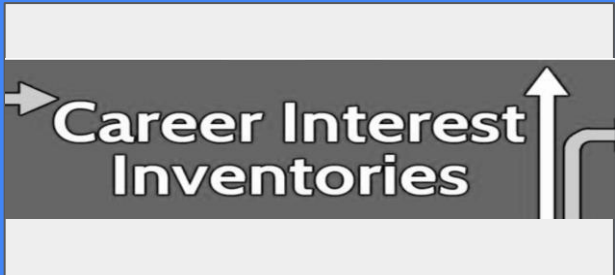


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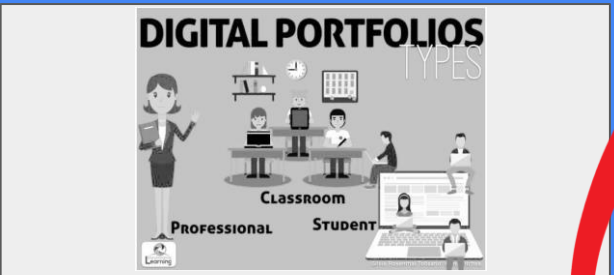
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Students compile artifacts over time that demonstrate individual growth, skill mastery, and advancement. Evidence of learning will be maintained in a digital (or similar) portfolio with examples of previously completed projects.



Students have opportunities to present and are given the chance to demonstrate learning in ways that best fit their needs/preferences.

Testing the Prototype



Exhibition





“I’ve never worked so hard on anything in my entire life.”

How might we know we have been successful?

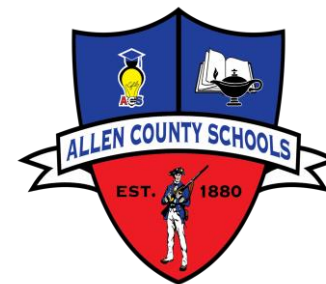


- Number of Students Participating
 - Exhibitions
 - Defenses of Learning
- Number/percentage of Students successfully completing on first attempt.
- Percentage of students meeting the performance outcomes at each grade span.
- Percentage of students who are meeting each PoP competency.
- Survey Data from participants - students, parents, community members. What we would we want to know?
- Data from Career Interest Inventories?

How might we know we have been successful?

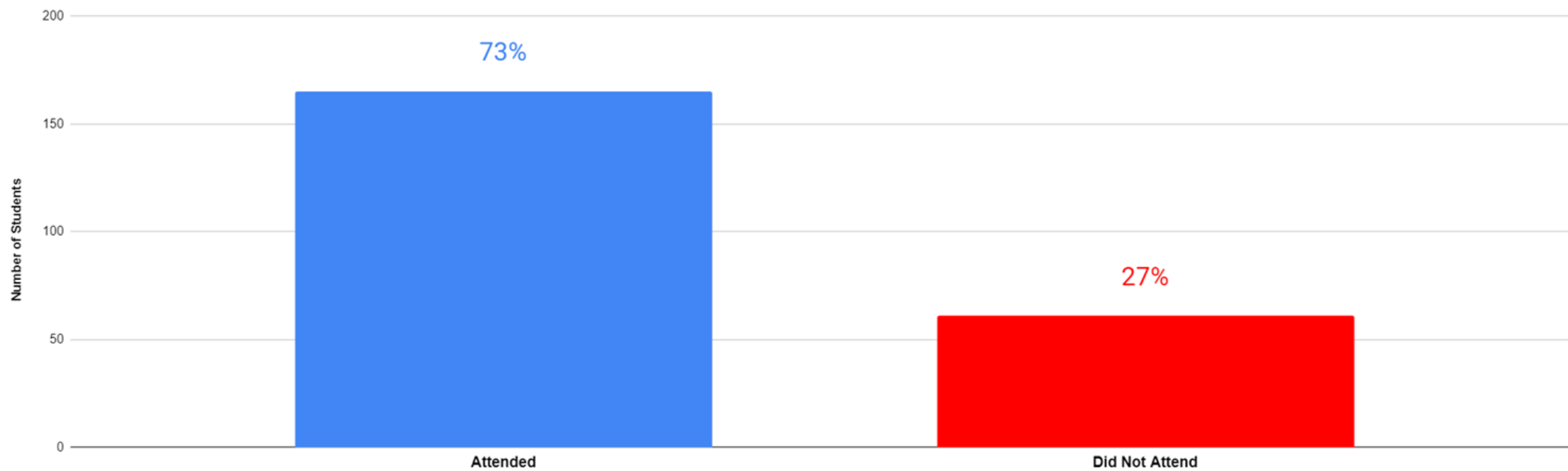


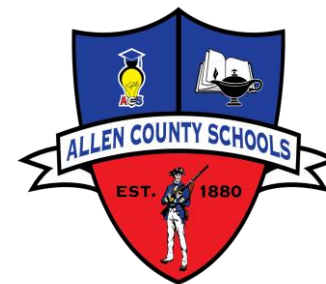
- Number of Students participating in Apprenticeships, Internships, etc.
- Survey Data from business/community partner of students participating in Apprenticeships, internships, etc. What would we want to know?



ACPC Exhibition Night Student Attendance

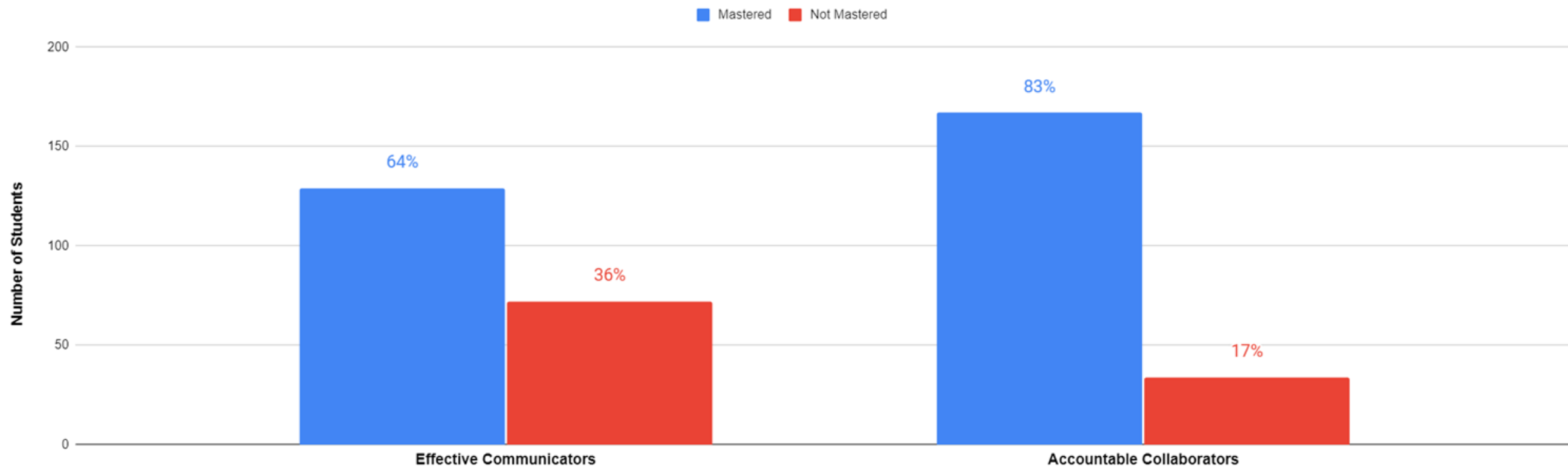
Grade 2

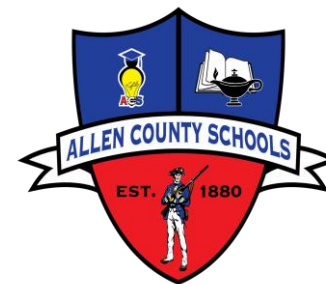




Overall Mastery of Profile of a Patriot Competencies

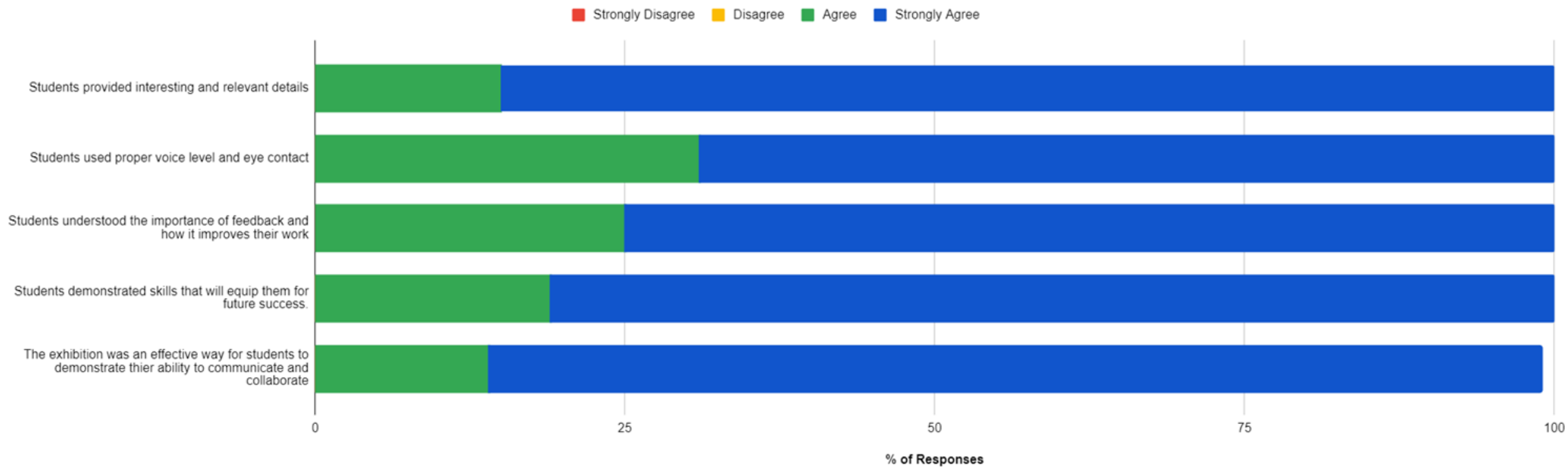
ACPC Exhibition Night: Grade 2





ACPC Family/Community Perception Data

Grade 2 Exhibition Night





Creative Problem Solver

ACPC



With support, students will generate questions to explore a topic/ problem



Students will use information to distinguish between fact and opinion to construct possible explanations/solutions



Students will collaboratively identify, create, and evaluate a solution



Students will generate relevant questions about an authentic topic and/or problem



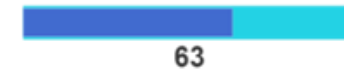
Students will analyze a problem's cause and effect relationships to determine if it requires simple or complex solutions.



Students will identify and summarize reliable information from multiple sources



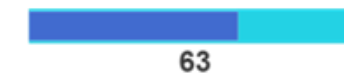
Students will develop a solution and analyze its effectiveness.



Students will generate clear and precise questions to investigate an authentic topic and/or problem



Students will analyze and evaluate a problem's cause and effect relationships to determine if it requires simple or complex solutions.



Students will analyze information from a variety of sources and evaluate the credibility of evidence



Students will generate an answer or solution and provide evidence to support its validity and evaluate the impact of the solution



Students will generate clear and precise questions to investigate a complex and authentic topic, problem, issue, experience, need, etc



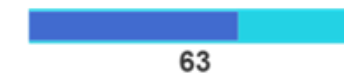
ACIC



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Students will analyze and evaluate a problem's cause and effect relationships in order to construct simple or complex solutions.



Students will analyze information/arguments from a variety of sources, critique perspectives, and evaluate the credibility of sources and arguments



Students will develop creative and realistic approaches, solutions, products, or unique work; and evaluate the impact of approaches on the potential or actual outcome of the work



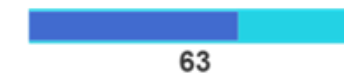
JEBMS



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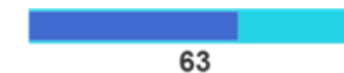
ACSHS



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