

High School Academic Expectations

Fairfield Board of Education

December 12, 2017

Context

The Academic Expectations...

- Reflect 21st Century Skills
- Guide instruction and assessment
- Are met through successful implementation of curriculum
- Help to accomplish NEASC Accreditation

History

- Multiple versions going back to previous accreditation processes – 1999, 2004, 2008/09
- NEASC feedback and changing educational landscape required revisions
- Introduction of current version in 2014
- Revision – 2017

The Academic Expectations

| Critical and Creative Thinking | Communicating and Collaborating |
|--|--|
| <p>How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions?</p> | <p>How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems?</p> |
| <p><i>Exploring and Understanding</i></p> <p>The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.</p> | <p><i>Conveying Ideas</i></p> <p>The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.</p> |
| <p><i>Synthesizing and Evaluating</i></p> <p>The student weighs evidence, arguments, claims and beliefs <u>in order to critically and effectively solve problems and to justify conclusions.</u></p> | <p><i>Using Communication (Media) Tools</i></p> <p>The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.</p> |
| <p><i>Creating and Constructing</i></p> <p>The student transforms existing ideas and knowledge into original ideas, products, and processes.</p> | <p><i>Collaborating Strategically</i></p> <p>The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.</p> |

Critical and Creative Thinking

| How do students demonstrate critical and creative thinking to effectively evaluate evidence and construct solutions? | 1 Below Standard | 2 Developing | 3 Achieving | 4 Exemplary |
|---|---|--|--|---|
| <p><i>Exploring and Understanding</i></p> <p>The student engages in an investigative process by developing a detailed plan and by using a variety of research tools and methodologies.</p> | <p>Even with continual assistance, the student identifies minimal information related to the task and/or plan developed is unrelated to the challenges presented; student struggles to understand central issues; requires continual support to maintain focus, identify appropriate research sites, find relevant data develop and follow an appropriate investigative plan.</p> | <p>With some support, the student identifies some relevant issues and central ideas; develops a limited plan to address the challenges presented in the task; identifies limited research sites; follows an investigative plan; <u>basically understands issues central to a task or argument.</u></p> | <p>The student analyzes key issues and develops a detailed plan sufficient to address the task; independently selects from a variety of relevant resources and can articulate the rationale for the choices made; creates and follows an appropriate investigative plan of action.</p> | <p>The student analyzes key issues from multiple perspectives, presents original ideas and creates a detailed plan to address the challenges presented in the task; shows persistence; seeks out a variety of relevant resources; articulates the rationale for choices; continually reflects on the effectiveness of the process <u>and adjusts the plan when necessary.</u></p> |
| <p><i>Synthesizing and Evaluating</i></p> <p>The student weighs evidence, arguments, claims and beliefs <u>in order to critically and effectively solve problems and to justify conclusions.</u></p> | <p>Even with continual assistance, the student struggles to find evidence, arguments, claims, or beliefs to defend or weigh an argument and to accomplish the task.</p> | <p>With some support, the student uses appropriate evidence to defend or weigh an argument, claim or belief and to accomplish the task.</p> | <p>The student independently uses appropriate evidence to defend or weigh an argument, claim, or belief <u>in order to effectively accomplish the task.</u></p> | <p>The student independently considers issues from multiple perspectives to defend or weigh an argument, claim or belief; is self-reflective about his/her own biases and the impact of perspective on the <u>final conclusion.</u></p> |
| <p><i>Creating and Constructing</i></p> <p>The student transforms existing ideas and knowledge into original ideas, products, or processes.</p> | <p>Even with continual assistance, the student has difficulty constructing a product or process from the synthesis of existing ideas and information; is unable to develop an original process, product or solution or explain his/her individual creative process.</p> | <p>With some support, the student constructs an original idea, product or process from the synthesis of existing ideas or information. Idea, product or process may be faulty; requires guidance to explain their individual creative process.</p> | <p>The student constructs an original idea, product or process from the synthesis of existing ideas and information; can explain individual creative process.</p> | <p>The student constructs an original idea, product, or process from the synthesis of existing ideas and information; goes beyond original task; work is reflective of sophisticated and skillful thinking; can explain individual creative process.</p> |

Communicating and Collaborating

| How do students communicate information clearly and effectively in a variety of contexts and work collaboratively to solve problems? | 1 Below Standard | 2 Developing | 3 Achieving | 4 Exemplary |
|---|---|---|--|--|
| <p style="text-align: center;"><i>Conveying Ideas</i></p> <p>The student organizes information to support a claim or assertion in a style appropriate to purpose, audience, and task.</p> | Even with continual teacher assistance, the student has difficulty articulating a claim, lacks awareness of audience and/or evidence. | With support, the student can articulate a claim or assertion to the intended audience with limited or partial information and evidence. | The student clearly and convincingly articulates a claim or assertion to an intended audience using appropriate language and evidence. | The student clearly and convincingly articulates claims, effectively responds to counterclaims; demonstrates flexibility and skill through use of strategic language and evidence to communicate. |
| <p style="text-align: center;"><i>Using Communication (Media) Tools</i></p> <p>The student makes strategic and ethical use of a range of media to enhance understanding of and interest in a claim or assertion.</p> | Even with continual teacher assistance, the student selects tools and media resources that are inappropriate; fails to use tools and media resources responsibly; ineffectively communicates ideas. | With support, the student selects and utilizes appropriate tools and media resources; responsibly communicates information with uneven effectiveness. | The student selects and utilizes appropriate tools and media resources responsibly and effectively to communicate information. | The student skillfully selects from and reflects upon choice of media; uses tools and media resources flexibly and responsibly to communicate information. |
| <p style="text-align: center;"><i>Collaborating Strategically</i></p> <p>The student takes into account prior knowledge, beliefs, and experiences of self and others; roles and relationships within the group; and the group's purpose, goals, and norms.</p> | Even with continual teacher guidance and encouragement, the student demonstrates limited participation, struggles with considering diverse perspective, lacks understanding of the group's purpose and/or is disruptive to the group process. | With support, the student contributes to the group in a limited manner, reflecting superficially and struggling to adhere to purpose, goals, roles and group norms. | The student participates in the group, taking individual responsibility for using strategies that effectively fulfill group purpose/goals while respectfully considering diverse perspectives, member roles and responsibilities, and group norms. | The student participates effectively and enhances group effectiveness by building group cohesion: eliciting feedback, helping the group to adhere to norms, considering group members' knowledge and roles and by encouraging the exploration of diverse viewpoints and experiences. |

Teacher Input

- Full pilot during 2016-17 school year (primarily focused on grades 9-11)
- Development of Performance Based Assessments (PBA's) using Academic Expectations Rubrics
- Scoring Calibration
- Feedback provided on use of rubrics
- In-house data collection

Results of in-house data collection

Students randomly identified across all classes

Percent of High School Students at the Achieving and Exemplary Levels by Different Grades

| <i>Grade</i> | <i>Exploring and Understanding</i> | <i>Synthesizing and Evaluating</i> | <i>Creating and Constructing</i> | <i>Conveying Ideas</i> | <i>Using Communication Tools</i> | <i>Collaborating Strategically</i> | <i>Count</i> |
|---------------------|---|---|---|-------------------------------|---|---|---------------------|
| 9th | 36.6% | 28.8% | 37.8% | 38.2% | 35.0% | 43.5% | 432 |
| 10th | 50.1% | 48.2% | 50.5% | 53.4% | 44.5% | 56.9% | 481 |
| 11th | 61.8% | 59.4% | 54.4% | 61.0% | 59.2% | 61.8% | 373 |
| 12th | 65.3% | 64.3% | 62.2% | 65.3% | 57.1% | 70.4% | 98 |
| Total Count | | | | | | | 1384 |

Implementation Plan

Committee of 12 teachers, 2 administrators:

- Reviewed pilot results and feedback after scoring calibration
- Revised language in the rubrics
- Developed implementation plan:
 1. Departments will assign 2 of the 6 indicators per course to assess and report out to students/families.
 2. Assessment will be done over the course of multiple assignments throughout the school year, culminating in a score report in late spring.
 3. Over four years and multiple courses, students will be assessed multiple times across all six indicators.

Sample of Implementation:

| Grade | <i>Exploring and Understanding</i> | <i>Synthesizing and Evaluating</i> | <i>Creating and Constructing</i> | <i>Conveying Ideas</i> | <i>Using Communication (Media) Tools</i> | <i>Collaborating Strategically</i> |
|------------------|---|---|---|-------------------------------|---|---|
| Grade 9 English | | | | X | | X |
| Grade 10 English | X | | | | X | |
| Grade 11 English | | X | X | | | |

Looking toward the future

Using the Expectations and Rubrics will...

- Identify critical skills for students to achieve and teachers to teach
- Contribute to designing meaningful assessments
- Provide feedback to students on these skills
- Provide parents with an understanding of achievement levels
- Consider inclusion in the revised graduation requirements

Systemic Transformation

CAPSS Seminar Series

What is the Portrait of a Graduate?

The skills and attributes the community determines should be the hallmarks of their students

<http://profileofagraduate.org/builder-tool/>

Systemic Transformation seminars

- 5 Seminars focused on creating a district Portrait of a Graduate and determining the systemic changes need to support the fulfillment of that Portrait
- Co-facilitators – Ken Kay, (EdLeader21), Jay McTighe
- Connects and builds upon the Academic Expectations adopted by the district
- Aligns with the NEASC accreditation process in which both high schools are currently engaged

Systemic Transformation seminars

- 165 educators, 19 districts
- Fairfield –

Dr. Jones

David Ebling

Vanessa Montorsi

Sara Kempner

Mike Cummings

Greg Hatzis

Caryn Campbell

Gregg Pugliese

Charles Flynn

Systemic Transformation Work

- Facilitating the creation of a Portrait of a Graduate within our community
 - Identifying stakeholder groups
 - Eliciting input to the Portrait
 - Determining the final Portrait
- Identifying current systems, processes, and courses and how they function to fulfill or not fulfill the development of our graduates

Systemic Transformation Work

- Determining what needs to be added or removed to align our PK-12 system to develop our desired graduate
 - Curriculum
 - Assessments
 - Reporting
- Developing and implementing an action plan to guide our work forward
- Aligning this work to current work around new graduation requirements

Next Steps

- Involving stakeholder groups to create the Portrait – community members, students, staff
- Determining what parts of the system need to be transformed and in what priority to best support the final Portrait of the Graduate
- Participating in a Community of Practice with other participants

Graduation Requirement Crosswalk

| New State of CT Requirements (Class of 2023) | # of Credits | Current FPS Requirements | # of Credits |
|--|--------------|--|---------------|
| Total Credits | 25 | Total Credits | 21.5 |
| Humanities, including Civics and the Arts | 9 | English Social Studies, includes .5 in Civics and 1 in US History Arts/Vocational | 4 3.5 1 |
| Science, Technology, Engineering, and Math (STEM) | 9 | Science Math | 3 3 |
| Physical Education and Wellness | 1 | Physical Education | 1 |
| Health and Safety | 1 | Health | .5 |
| Mastery Based Diploma Assessment | 1 | CAPT Proficiency Computer Info Systems Proficiency | |
| World Language | 1 | | |

Thank you

Questions?