

A Focus on Learning

- 1.) What do we want them to learn?
- 2.) How do we know they've learned it?
- 3.) What will we do if they don't learn?
- 4.) What will we do if they've already learned it?

1.) What do we want them to learn?

- Standards
- Atlas mapping
- 21st century skills
- The "guaranteed and viable" curriculum

The diagram consists of five rectangular boxes arranged in a grid-like pattern. The top row has two boxes: 'Communication and Collaboration' on the right and an empty box on the left. The second row has 'Critical Thinking, Problem Solving and Decision-Making' in the center, with empty boxes on either side. The third row has 'Technology Operations and Concepts' on the right and an empty box on the left. The fourth row has 'Digital Citizenship' in the center, with empty boxes on either side. The bottom row has 'Research and Information Fluency' on the right and an empty box on the left. All boxes are interconnected by thin lines.

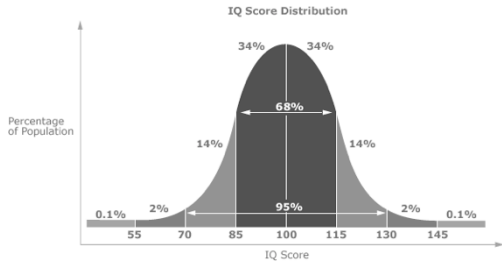
2.) How do we know they have learned it?

- Assessment vs. Testing
- Formative Assessments
- Summative Assessments
- Rubrics
- Standardized Testing
- Norm-referenced vs. Criterion-referenced testing

What do parents need to look for in a standardized test report?

- Not diagnostic and not prescriptive by itself
- Look at score column entitled "National PR-S"
 - Stanine (based on a scale of 1 to 9)
 - Percentile rank
- Look for "significant discrepancies" between subject areas or within subject areas
- Difference between "Weak/strong" and "Relatively weak/strong"
- Age-equivalent and grade-equivalent
- Scaled scores and NCE (Normal Curve Equivalent) are often not helpful to parents

What is "average"?



3.) What will we do if they don't learn?

- Pre-requisite skills
- RTI
- Remediation vs. Re-teaching

4.) What will we do if they've already learned it?

- Use of Literature
- Types of Enrichment
- Gifted vs. Advanced Learner

Collaborative Culture:

- Atlas has supported collaboration
- Search and Analyze curriculum maps
- Traditional teaching in isolation -
Community teaching in collaboration

Collective Inquiry:

- Best practices
- Current reality

Commitment to Continuous Improvement:

- Website
- OCIP
- Annual self-assessment by area
