THE NEW NORMAL
LAUNCHING
AUGUST
2018
EVERY SCHOOL

EVERY STUDENT

155

101,000
Thank you for choosing to Create Greatness.
Teach differently.
Learn differently.
Think differently.
Welcome to the
Productive Collaborator
Effective Communicator
Emerging Innovator
Backpack Success of Skills
Prepared and Resilient Learner
Globally and Culturally Competent Citizen
INTRODUCTION

WHAT IS IT?
The Backpack of Success Skills is a P-12 innovative educational initiative to ensure every single student within Jefferson County Public Schools receives an education in which academic achievement and personal development go hand-in-hand in order to empower students with the tools they need to be successful students, professionals and citizens of the world.

Our backpacks have 3 main compartments and ALL need to be cultivated through meaningful learning experiences in various content areas:

1. Numeracy and Literacy Readiness Descriptors
2. The 5 Success Skills
3. School Signature Items (skills that might be especially important to your school)

WHY NOW?

The Backpack of Success Skills is the result of ten months of taking a long, hard look at our data; acknowledging where we are; articulating where we need to be; and clearly designing a plan that ensures we increase learning and equip students with the skills they need to be successful in school and in life.

This initiative, developed with our educators and community partners, will be a national model, showing how a city can work together to provide equitable access and improved outcomes for every student—no matter what ZIP code or the type of school in which they attend. We know there are good teachers, caring leaders, and engaged families in every community with a mission to improve education for every student.

The Backpack of Success Skills is the result of those efforts, along with a comprehensive approach to planning that includes:

- A data-driven system to track student progress
- A focus on early intervention and support
- A comprehensive curriculum that addresses the needs of all students
- A support system for teachers and staff
- A focus on continuous improvement and growth

In a large school district with high student mobility, we had no way to track students’ progress across multiple schools or to make personalized instructional adjustments for struggling students during the school year. We only had state testing data from the previous school year, and each new school the student attended had to assess the student’s current content knowledge. We were wasting precious time and finding out way too late if a child was behind. This was coupled with a lack of a district-wide instructional focus. In short, we were on a journey with no map. We needed a plan to build a firm foundation with a laser-like focus on literacy and numeracy—a plan that ensures all students will be actively engaged in their learning and ready for key educational transitions, all the while developing the critical skills they need to be successful after graduation.
Transforms teaching and learning by changing instructional practice to support all students.

Students are at the center, taking an active role in their learning experiences and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.

Students are continually challenged to reflect upon their learning, set goals and create plans for on-going improvement.

In order to have the kind of evidence needed for their backpacks, ALL students must have the opportunity to take part in rich, meaningful learning experiences.

Aligned expectations from school to school and teacher to teacher for transition readiness.

KEY BENEFITS

01
Transforms teaching and learning by changing instructional practice to support all students.

02
Students are at the center, taking an active role in their learning experiences and responsibility for deciding which artifacts best represent their development of content knowledge and Success Skills during each step of their JCPS journey.

03
Students are continually challenged to reflect upon their learning, set goals and create plans for on-going improvement.

04
In order to have the kind of evidence needed for their backpacks, ALL students must have the opportunity to take part in rich, meaningful learning experiences.

05
Aligned expectations from school to school and teacher to teacher for transition readiness.

OUR GOAL

Every school will work with every student to develop a digital backpack that will track their progress from P-12 ensuring they attain key academic, cognitive, social, and self-management skills. This will ensure that every student is transition ready in:

+ Elementary School
+ Middle School
+ High School
+ College and Career
WHAT IS A DIGITAL BACKPACK?

Every JCPS student, beginning in kindergarten, will have a digital backpack in which to collect evidence of their development and fill them with a variety of learning artifacts every step of the way. Artifacts will include student reflections of the learning experience, and will be “tagged” to one of the JCPS Graduate Profile Success Skills that most closely align to the work of the student. Students will also be asked to demonstrate their readiness at key transition points throughout their education, using evidence from their digital backpacks.

In addition, every student will be provided with digital evidence of their growth and development. Eventually, each student will have a link to their digital backpack that can be used to showcase their progress.

And don’t worry – there will be lots of training for the platform. We will make sure everyone knows how it works!
P-12 LEARNING CONTINUUM

SUCCESS
SUCCESS SKILLS

1. PREPARED & RESILIENT LEARNER
2. GLOBALLY AND CULTURALLY COMPETENT CITIZEN
3. EMERGING INNOVATOR
4. EFFECTIVE COMMUNICATOR
5. PRODUCTIVE COLLABORATOR

JCPS GRADUATE PROFILE:
DEFINITION

1. Demonstrates knowledge of content skills and standards
2. Applies content knowledge to real-world contexts and in interdisciplinary ways
3. Reflects on successes and challenges, and makes appropriate adjustments in order to meet academic, personal and professional goals
4. Employs organizational and professional growth skills to achieve academic, personal and project management skills in order to meet academic, personal and professional goals
5. Sets personal goals for transition readiness, explores post-secondary options, and takes actionable steps towards realizing both academic and personal goals

Prepared and Resilient Learner
Olmsted North’s Soapbox Derby is a 6th grade cross-curricular project involving 200 students and 11 teachers (from science, math, LA, SS, ECE, ESL & engineering). Students were organized into teams of four, called pit crews. Each pit crew was assigned or chose a country to research and create presentations in SS and LA classes. In math and science, pit crews made scale models of their box car, then moved onto building with plywood. Over three days, pit crews built, painted and decorated their cars to represent their countries. Then, pit crews participated in a cultural fair. Using a scavenger hunt format, two pit crew members visited other teams to seek information, while the other two pit crew members remained with the car to present. After a period of time, the pairs flipped, so all students presented and visited other teams. Races took place on the last two days of school. Each team chose one driver, two pushers, and a statistician. Data from our statisticians was compiled to be used in math and engineering courses for next year’s 6th graders. Although this project could serve as evidence for multiple Success Skills, it provided students with many opportunities to grow as Prepared and Resilient Learners. Students had to demonstrate knowledge from multiple content areas, and had to apply that knowledge in multiple and interdisciplinary ways. They continually had to reflect when faced with challenges during the process. In addition, students had to manage their time effectively in order to complete the car on-time.

CASE STUDY 1A

**Olmsted North Middle School – Soapbox Derby Car Project**

**CASE STUDY 1B**

**J. Graham Brown School – Student Advocacy Project**

REFERENCE LINKS

1. VIDEO - Olmsted North Students Build Soap Box Cars!
2. VIDEO - Project Introduction Video

REFERENCE LINKS

1. VIDEO - J. Graham Brown School Student Advocacy Project: Amelia

Prepared And Resilient Learner
Globally & Culturally Competent Citizen

DEFINITION

1. Explores community and global issues from the perspectives of those most impacted and creates actionable solutions.
2. Employs democratic processes to come to decisions and solutions.
3. Compassionate and empathetic toward others.
4. Promotes a sense of belonging for others.
5. Respects different cultures, perspectives and beliefs.
Fourth and fifth-grade students shared their designs for Urban Planning and Sustainability to an authentic audience comprised of builders, mortgage lenders, bankers/loan officers, realtors, parents and a variety of educators from JCPS. At the beginning of the project, students learned about the history of urban sprawl and its impact on the environment. They explored their own global footprint by examining their carbon dioxide usage and consumption of our natural resources. Then students looked at ways to create a community that would reduce the negative impact on the environment. Students considered environmentally friendly transportation, local food and businesses, and green energy sources in their community designs.

Additionally, they learned about the practice of redlining and housing inequity that was created by discriminatory laws. They used this information to design their own communities that would provide equitable housing options to different economic demographics. When first created, the project aligned four math standards, and cross-curricular connections with ELA, science, social studies, music, and health/physical education. However, by the end of the project, students had engaged with more than half of all math content for both fourth and fifth grade. Additionally, they transitioned into sixth and seventh grade math content. In this case, math served the project, instead of the project serving the math. The Urban Planning Sustainability Project connected to every success skill in a student’s backpack, but the students from Dunn developed and demonstrated compassion and empathy towards others, learned a great deal about different cultures, perspectives and beliefs. Students explored community issues and gained valuable perspectives while creating actionable solutions.

CASE STUDY 2
Dunn Elementary School - The Urban Planning Sustainability Project

REFERENCE LINKS

1. CASE STUDY & VIDEOS - Dunn’s Exhibition

JCPS will send digital PDF with hyperlinks.
Emerging Innovator

DEFINITION

1. Employs a sense of curiosity and inquiry; seeks to learn
2. Asks questions to extend, challenge and clarify the thinking of self and others
3. Applies a design process (e.g., research, ideation, modeling, prototyping and testing) to create new solutions, products and processes
4. Uses relevant information and feedback to continually improve solutions, products and processes
5. Takes appropriate risks, and makes adjustments based on successes and failures
Science teacher, Mr. Brian Dunkley, leads his sixth-grade students to explore science, technology, engineering, and math (STEM) through an innovative day-long learning event called Invention Convention. Three months before the event, Mr. Dunkley and the teachers on his team help students conceive, design, build, advertise, and demonstrate an original invention, which they work on mostly at home. The steps students take to conceive and construct their inventions follow the same process that all inventors undertake. Before the students even consider ideas, he gives them a foundation in scientific methods, such as journaling, notetaking, and making observations—"all of those basic things a scientist needs to know to work in the lab." To inspire creative ideas, he asks students to consider their problems and needs and those of their family and friends. For example, ideas for helping a disabled family member such as a lamp switch enhanced to help a grandparent with arthritis. Students research their ideas at the U.S. Patent and Trademark Office, make technical scale drawings, gather materials and build their inventions. On the day of the Invention Convention, students display their work in the school gym to over 1,000 people which helps to engage students in a personal discussion of the invention process. The Invention Convention certainly provides a sense of curiosity and the ability to innovate, as well as develops the skills to apply feedback to continually improve solutions.

**CASE STUDY 3A**

Jeffersonville High School - Invention Convention

**CASE STUDY 3B**

Crosby Middle School - Invention Convention

**Emerging Innovator**

**REFERENCE LINKS**

1. Jeffersontown High Cardboard Boat Regatta 2018
   *JCPS will send digital PDF with hyperlinks.*

2. Crosby Middle - Invention Convention
   *JCPS will send digital PDF with hyperlinks.*
Effective Communicator

DEFINITION

1. Uses appropriate conventions and evidence to convey ideas clearly in writing, verbally, digitally and visually.

2. Adapts message to purpose and needs of the audience.

3. Uses discipline-specific writing conventions, formats and vocabulary to communicate ideas.

4. Uses technology effectively and responsibly.
Olmsted South's poetry project was the result of collaboration between Jennifer L. Wade Hesse, 6th Grade ELA teacher, and Jeannette Bahouth's non-profit, Young Authors' Greenhouse (YAG). Through this partnership, Olmsted established a Young Authors class to 50 students during the 2017-18 school year. The students were selected because of novice and apprentice writing scores. Each week, YAG and their volunteers (college students, retirees, professionals, stay-at-home moms) worked with the girls on a variety of writing pieces. The volunteers provided positive support and personal, collaborative feedback. They not only improved the writing skills of these young women, they transformed them into confident young authors! Forty-eight of the students will be published in an anthology. Four will also be published in an anthology on women and violence later this year. Three of the students were selected to read their writing on stage at a sold-out concert featuring Jim James of My Morning Jacket. Teddy Abrams, of the Louisville Orchestra, was at that concert and contacted Jennifer about a song-writing seminar. The two musicians spent a week with the girls, and the result was posted online by JCPS and broadcast on the news. Each of the girls contributed lines and ideas from pieces they had written throughout the year. The partnership with Young Authors Greenhouse is a model of the success possible through bringing community partners into the classroom. They have offered our students choice in their writing, opportunities to collaborate and connect with the real world, and successfully share their work through presentation and publication with a large audience. Students had to talk with one another about their writing and provide feedback. In addition, they had to make sure their purpose and message was clearly communicated to their audiences in their writing pieces.
1. Works effectively with diverse groups to accomplish a common goal

2. Gives and receives meaningful feedback

3. Assumes personal responsibility for team outcomes

4. Actively listens to understand others' ideas and perspectives

**Collaborator**
Fifth-graders became young entrepreneurs through a joint venture with students from the University of Louisville’s College of Business. Fifty Portland students learned about the many aspects of starting a business and applied what they learned through the establishment of a carefully planned lemonade stand. Throughout this project, students got to be on a college campus and gained many skills like setting goals, learning how to attract customers and making a sale. One especially emphasized and applied skill was collaboration. Students had to contribute, compromise and communicate throughout the entire process in order to best build and manage their business.

Students were required to research the origins of catapults and various historical and current models. Then they were challenged to construct a catapult with whatever materials they could find. Each team had to launch a golf ball as far as possible, high as possible, and hit a target. Students created a list of needs and assumed responsibility of various parts of the project. The group activity required students to brainstorm, sketch various items for construction and collectively agree on a design. Along the way, students had to apply the parabolic arch of their catapult and create a quadratic algorithm and graphs. The excitement of launch day provided great evidence of productive collaboration and deeper learning of the physics/science of catapult trajectories, velocity and quadratics.
The best way to predict the future is to create it.
JCPS Graduate Profile
A document outlining the knowledge and skills most essential for the success of our students.

JCPS Digital Backpack
A virtual space, or platform, where students will collect evidence of their JCPS Graduate Profile.

Defense
A presentation during which students discuss and show their readiness to transition using evidence from their JCPS digital backpacks. Specific evidence is required for all students as part of the Prepared and Resilient Learner category. Schools determine how defenses are structured to include the remaining four Success Skills. See the Tight/Loose chart for more details.

Transition Readiness
Our goal is for every student to be prepared so that he or she is successful. This means that he or she has quality evidence in his or her digital backpack for each of the five Success Skills. This includes artifacts representing application of content knowledge as well as the Success Skills. Ideally, every student will score at or above the national norm on standardized measures. NWEA MAP’s 2015 spring grade level norms are provided in this document. For fall and winter norms, it is important to reference the full chart.

In addition to the norms, it’s also important to make note of each student’s growth. If he or she is exceeding MAP growth goals, then they are growing more than what is typical for students like them. For example, if a student is currently behind the national norm, they will need to continue to exceed growth goals to reach their transition target. How long this will take depends on how far behind they are and how much more they are growing than their academic peers.

In addition to the MAP spring norms included in this document, you will also find the spring norms aligned with ACT and SAT scores. It is important to note the difference in the spring RIT norms and the spring RIT scores needed to reach specific ACT/SAT scores. You can find additional information about the MAP links to college readiness in the MAP resource materials.

Every student should make a year’s growth in both math and reading every year. However, if the student is not on grade-level, it is essential that an acceleration plan be co-constructed by teacher(s), other staff members who work with the student, parent(s), as well as the student, that is clearly articulated and understood to ensure the child is progressing sufficiently toward grade level standards. This plan may require a multi-year effort that identifies core instructional strategies and progress monitoring to ensure the goal is met.

It is also important to note that not achieving transition readiness does not automatically mean retention. Research repeatedly shows that retention is rarely effective. Instead, it is important that teachers work together to creatively plan their daily schedules to ensure every student is engaged every day in rich, meaningful learning personalized for his or her needs.
Every teacher designs learning experiences resulting in high quality evidence of Success Skills each year for every student. Students' strengths, interests, initiative, choices and relationships are used as assets in the design. Teachers may co-design experiences with students, community partners, teachers or others. The evidence of learning is owned by learners and the school community to ensure authenticity and day-to-day learning experiences.

Schools should create and implement an ongoing process for formatively reviewing digital backpacks ensuring preparation is not left to the defense years. Each student will add evidence of each Success Skill to his/her digital backpack each year. Student backpack evidence should also reflect knowledge and application of science, social studies, practical living and the arts in addition to literacy and numeracy. Student backpack evidence should reflect on-going revision and growth. Students ultimately decide which evidence best represents each of the five Success Skills (in addition to what is required for the Prepared and Resilient Learner category.) An artifact may be used for more than one Success Skill or more than one content area.

Each student will present his/her progress toward the five Success Skills to demonstrate readiness to transition to middle school, high school and a successful post-secondary path in the form of a defense. This means each student will complete at least THREE transition ready defenses during his/her K-12 journey. Schools determine when defenses take place in the transition years. Student defenses must include the following:

As evidence of being a Prepared and Resilient Learner:
1. RIT and/or ACT/SAT scores for both reading and math
2. Student generated goals and a thoughtful reflection specific to improving RIT and/or ACT/SAT scores. It is especially important to reflect on MAP growth goals. For example, is the student meeting or exceeding his growth goals? If not, what will help make sure this happens?
3. At least one artifact for both literacy and numeracy demonstrating command of 5th, 8th or 12th grade ELA/MA standards.

Student defenses must also include evidence and reflection for the remaining four Success Skills in addition to Prepared and Resilient Learner. Senior year/Graduation defenses must include, in addition to the items specified above, a post-secondary plan indicating the student is developing a viable post-secondary path. Evidence should include the following:

1. Having met graduation requirements AND CCR benchmarks;
2. College, military, specialized training or job application and/or acceptance letter;
3. Scholarship application and/or award letters;
4. Record of internship/s and/or apprenticeships;
5. Any specialized certifications earned;
6. Other evidence of post-secondary exploration, readiness and preparedness.

The goal of the post-secondary plan is to ensure every student graduates with at least one viable option in place for a successful post-secondary transition and next step. It is important that students can actually show concrete evidence of a plan.

Schools should determine the contents of defenses in addition to the requirements at left. Schools determine structure and schedule for defenses. Schools design the process for allowing students to repeat defenses as necessary. The goal is success. Schools should determine how students will be supported in preparing for successful defenses. Schools should create a clear rubric for determining transition readiness.

OPTIONS TO CONSIDER: You can find a defense, or Presentation of Learning, toolkit here. You can also find several short but very helpful videos here. However, these are only examples and are not the only possibilities.

Transition readiness is determined holistically for each student and should not be determined by a single artifact, data point or a single defense. All information about a student must be considered. This includes the digital collection of evidence representing Success Skills in a student's backpack, the defense as well as other important information indicative of a student's readiness for a successful transition.

When a student is determined not to be transition ready, those working with the student should support the student in creating and implementing a plan to ensure readiness. See previous note regarding transition readiness.

Schools should determine how students will be supported in preparing for successful defenses.
### 2015 MAP NORMS AND ACT/SAT EQUIVALENTS

**Norms will be revised in 2019**

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**Notes**
- Reading and Mathematics RIT scales are based on the MAP assessment.
- The RIT indicator refers to the RIT norm (reading and mathematics) for ACT/SAT equivalents.
- Norms will be revised in 2019.
Quality Work Descriptors

Steps to Follow:

1. Examine Student Work Samples (5 minutes)

2. Provide (5 minutes)

3. Round 1: (5 minutes)

4. Closing the Loop (5 minutes)

5. Round 2: (5 minutes)

6. Round 3: (5 minutes)

7. Round 4: (5 minutes)

8. Debrief (10 minutes)

Important to Remember:

- It’s NOT about the teacher or about the students
- For each round, there will be one minute of silent reflection so that participants may gather their thoughts.
- Three to five teachers are recommended because the protocol is most effective when teachers collaborate to evaluate student work and attend to the expectation gap surrounding quality.
- This protocol will ensure that quality work is defined consistently, no matter what school we are in. It will serve as a shared vision of what we are aiming for: what constitutes quality together. Three to five teachers are recommended.
- The suggested steps to follow will be provided.

Why Does Quality Matter?

- Requires multiple revisions (drafts, rehearsals) based on critique from others.
- A lingering question?
- A possible next step? A lingering question?
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The purpose of the Multi-Tiered Systems of Support (MTSS) Increased Engagement Toolkits is to present a select group of high-yield practices that not only foster relationships between adults and students, but also improve outcomes for all youth. The toolkits will have a laser-like focus on six, research-based, pedagogical practices resulting in increased engagement, more effective tier-one instruction, and ultimately, increased student achievement. The (MTSS) Academic Resource Teachers will provide instructional support to enhance pedagogical-efficacy for all teachers. There are a variety of instructional approaches and assessment methods that foster deeper learning and engage students which, in turn, allows them to think critically and solve complex problems, work collaboratively, communicate effectively, incorporate feedback, and develop the academic mindsets necessary to direct their own learning and master core academic content. These approaches empower students to develop the knowledge, skills, and abilities they will need for college, career and life.

**Toolkit Descriptions**

1. **Teacher Clarity:**
   - Concept Mapping
   - Goal Setting
   - Explicit Teaching Strategies
   - Scaffolding
   - Mnemonics

   Toolkit #1 focuses on the ability to name all of one's planning steps involving goals, content, methods, and media, using examples to explain them to students.

2. **Feedback (Via Engagement):**
   - Feedback
   - Classroom Discussion
   - Questioning

   Toolkit #2 focuses on feedback as information provided by an agent (e.g. teacher, peer, book, parent, or one's own experience) about aspects of one's performance or understanding.

3. **Formative Assessment:**
   - Feedback
   - Providing Formative Evaluation
   - Cooperative vs. Competitive Learning
   - Reciprocal Teaching
   - Brief and Non-graded Assessment

   Toolkit #3 focuses on the use of formative assessment data as evidence collected to inform future lesson planning and instruction.

4. **Modes of Instruction and Student Practice:**
   - Modes of Instruction:
     - Direct Instruction
     - Reciprocal Teaching
     - Problem-Solving Teaching
     - Worked Examples, Mastery Learning
     - Concept Mapping
     - Jigsaw Method

   Modes of Student Practice:
   - Spaced vs. Mass Practice
   - Cooperative Learning
   - Repeated Reading
   - Problem-Based Learning

   Toolkit #4 focuses on the manner in which teachers provide the components of instruction.

5. **Self-Reflection and Assessment:**
   - Self-reported grades
   - Metacognitive strategies
   - Self-verbalization/Self-questioning

   Toolkit #5 focuses on teaching students to set appropriate learning goals that lead to higher student learning outcomes.

6. **Classroom Systems:**
   - Student-Teacher Relationships
   - Classroom Management
   - Classroom Behavioral Practices
   - Teacher Expectations of Performance

   Toolkit #6 focuses on the correlation between behavior management and instructional management, as one and the same; thus, optimized outcomes are achieved if both are considered when planning, delivering, and assessing instruction.

**Next Steps:**

1. All principals should contact the MTSS Department Director.
2. They will receive a quick plan of action, be introduced to the assigned MTSS Resource Teacher (RT) with an established line of communication between the school and the MTSS RT to begin the process of supporting the school.
3. MTSS Resource Teacher (RT) will promptly contact the administrator and set up a time to meet.
4. The administrator and MTSS RT (with guidance from assigned Assistant Superintendent) will begin a 30-60-90 day process to establish toolkit implementation.
5. After 90 days, the MTSS RTs will continue to work with schools as follows:
   - Progress Monitoring - implementation of toolkits with fidelity
   - Coaching and Support - continuous administrative and teacher training and coaching of selected toolkit(s)
   - Self-Reflecting and Assessing - analysis of progress data (observation(s)/walkthroughs) to determine next steps
The digital backpack will allow us to check the academic pulse of students at multiple times throughout the year and provide interventions immediately for students who might not be meeting grade-level requirements or on track for key transitions. We will measure transition readiness for every student on a regular basis. We will clearly know when each student is equipped to move successfully from elementary to middle school, middle to high school, and from high school to college or career. We’ll be able to measure our progress by reviewing backpack data, and we’ll know we’re successful when every student is creating high-quality artifacts, reaching academic growth targets, and graduating with at least one plan under way leading to a successful postsecondary transition, which will in turn lead to higher student proficiency rates on state and National Assessment of Educational Progress assessments.

Every student is engaged every day in rich, meaningful learning personalized to his or her individual needs. Every student is equipped for a successful transition to middle, high and postsecondary. We will have an unprecedented focus on literacy and numeracy, and as result, we will see clear growth for every student in reading and math recorded on both state and national assessments. We will see clear growth for every student in reading and math recorded on both state and national assessments. We will care about every student. We will have an unprecedented focus on literacy and numeracy, and as result, we will see clear growth for every student in reading and math recorded on both state and national assessments.

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Outcomes

+ Decision making for students’ futures based on any single factor or data point.
+ Reserving deeper learning experiences for only students who are considered to be on level.
+ Defining student success by academics alone.
+ Continuing to promote the industrial age one-size-fits-all approach to school.
+ Providing evidence of postsecondary plans for all students without allowing students to graduate without evidence of a postsecondary plan.
+ Valuing any productive postsecondary path over another.
+ Making decisions based on any single indicator of student performance.
+ Allowing student work to be left to chance.
+ Allowing standards for school to be left to chance.
+ Allowing students to make decisions over another student’s choices.

What We Are Not

+ Allowing standards for school to be left to chance.
+ Allowing student work to be left to chance.
+ Allowing students to make decisions over another student’s choices.

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- Allowing standards for school to be left to chance.
- Allowing student work to be left to chance.
- Allowing students to make decisions over another student’s choices.
This includes the digital collection of evidence will drastically improve student achievement and ongoing collaboration to make sure all teachers information about a student must be considered. Students are expected to produce will require single artifact, data point or a single defense. All each student and should not be determined by a quality work protocol. We know the effort to ensure our schools with criteria for quality work and a Resilient Learner. In addition, we have provided transition readiness is determined holistically for our schools with criteria for quality work and a Resilient Learner. In addition, we have provided.

A: Transition readiness is determined holistically for the kind of evidence students must provide. We can be assured that students have developed the skills and what needs to happen to ensure he or she continues to make progress toward transition defenses this first year of implementation, it is important to note that there are clear expectations at the Buck Institute for Education, Envisions and others. Extensive support will be provided so that students produce?

Q: What happens when a student doesn't defend she continues to make progress toward transition? A: She will know that she is transition ready by providing quality artifacts as well as other important information.

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Be so invested in your craft that you don't have time to listen to the naysayers. No time for negativity. You're too busy creating the future. Your work, leadership, and mission are too important to allow others to define your destiny.

No matter what anyone says, just show up and do the work. If they praise you, show up and do the work. If they criticize you, show up and do the work. If no one even notices you, just show up and do the work. Just keep showing up, doing the work, and leading the way. Refuse to give up. Fight the good fight. Be stubborn. Dream big. Have faith. Lead with passion.


Show up. Do the work. You'll be glad you did. True grit leads to true success.
