Kenowa Hills Personal Mastery

Personal Mastery System

Level 5

- Student voice and choice → Students follow a competency-based pathway → Multi-tiered system of support
- Student grouping and class schedules are driven by student needs → Mastery is defined for each essential standard at each subject and level

Standards-Based Reporting

Level 4

- Grading handbook and policies → Learning Management System (LMS) for progress monitoring by all stakeholders
- Extended learning opportunities (extended day and school year)

Guaranteed & Viable Curriculum

Level 3

- Students set personal goals for achievement → Common pre/post assessments → Data used to monitor student achievement
- Curriculum aligned to State standards → Measurement Topics and Standards defined for every subject and course → Textbooks/Resources/Technology

Effective Instructional Framework

Level 2

- Gradual Release of Responsibility (GRR) → Differentiation and flexible grouping → Teacher evaluations focused on growth
- Professional development supports effective teaching

Safe & Orderly Environment

Level 1

- Shared Vision → All stakeholders have decision making roles
- Code of Cooperation → Standard Operating Procedures (SOP)

Kenowa Hills Public Schools
Education inspired.
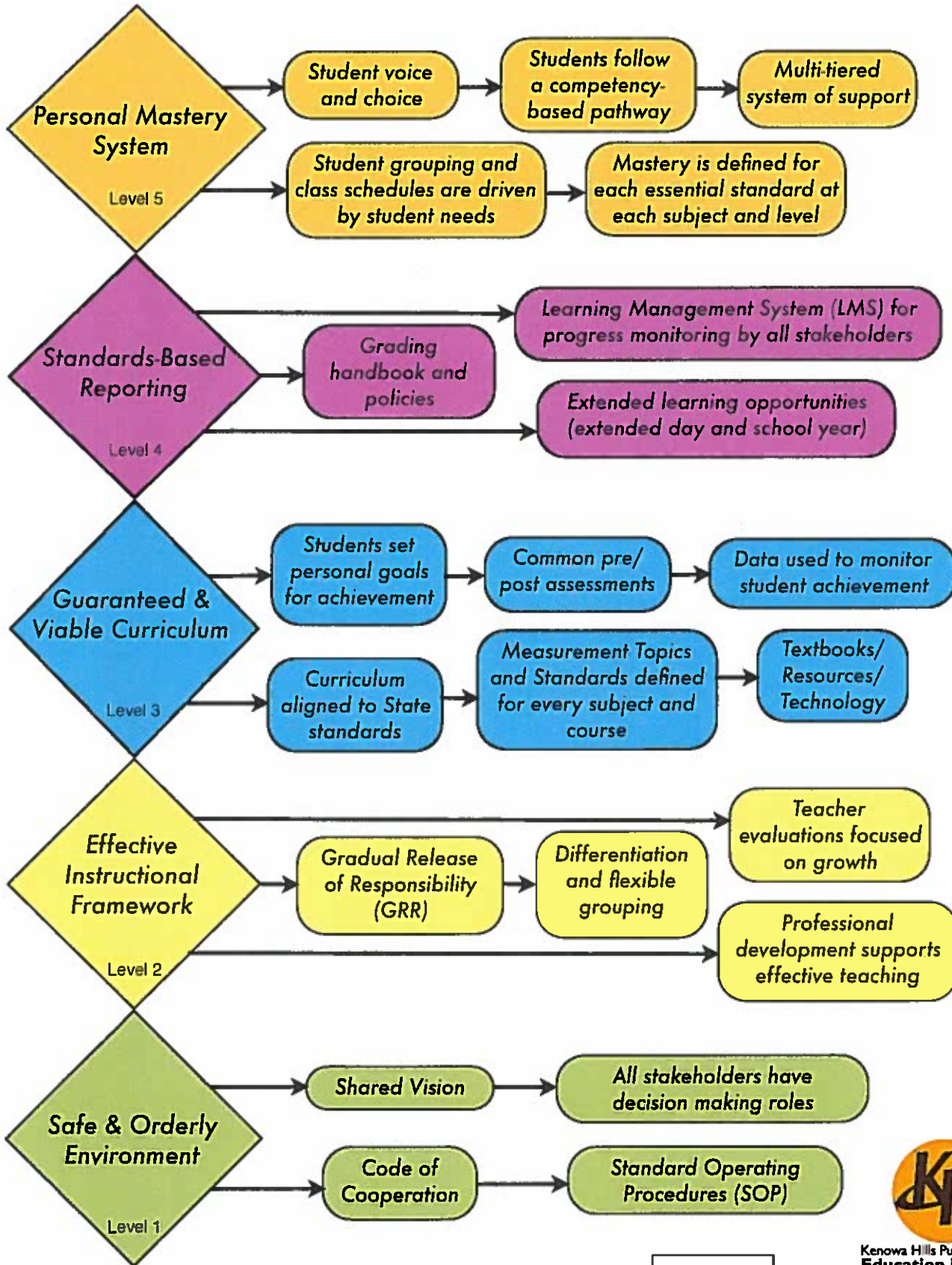
*Model Based on Marzano Research © 2012 Robert J. Marzano

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Personal Mastery
In My Classroom

Personal Mastery System
- ∝ My students have opportunities for voice, and their voice leads the classroom when it is appropriate.
- ∝ My students have opportunities for choice, and can lead this.
- ∝ My students are placed in competency-based pathways, and student groups/schedules are driven by student needs.
- ∝ For transparency, and with students, I have defined mastery for each essential standard that drives my class.
- ∝ Based on needs, my students receive multiple types of support.

Standards-Based Reporting
- ∝ I follow the current grading handbook and policies for my district.
- ∝ I use Empower for progress monitoring.
- ∝ I, in collaboration with my building, provide extended learning opportunities for students.

Guaranteed & Viable Curriculum
- ∝ In my classroom, students set and monitor personal goals for achievement.
- ∝ In my classroom, we use a variety of assessments to drive instruction, including pre and post assessments.
- ∝ Data drives my instruction.

Effective Instructional Framework
- ∝ I am working within the GRR instructional framework, as outlined by the district goals. I am working towards continuous improvement.
- ∝ I differentiate and use flexible grouping in my classroom.
- ∝ My evaluation is focused on growth.
- ∝ The professional development opportunities and choices that I have support effective teaching, and my growth goals.

Safe & Orderly Environment
- ∝ My building has a Shared Vision, and my classroom either has an aligned vision that the students created or I am using the building vision in my classroom to drive decision-making.
- ∝ My building has a student-created code of cooperation, and my classroom either uses that code or one that is very similar to support getting to the vision.
- ∝ I use Standard Operating Procedures in my classroom that build student independence, leadership, efficiency, and both class culture and content expectations. Students helped design them and/or I used student voice to approve the SOPs. I am changing and/or adding SOPs as needed.
- ∝ There is a decision-making process used in my classroom and students have a role in decisions in my classroom.

Collaborative Learning

Collaborative Learning is based on the view that knowledge is a social construct.
Collaborative activities are most often based on four principles:

* The learner is the primary focus of instruction
* Interaction and "doing" are of primary focus
* Working in groups is an important mode of learning
* Structured approaches to developing solutions to real-world problems should be incorporated into learning

Why Collaborative Learning?

Research shows that educational experiences that are **active, social, contextual, engaging, and student-owned lead to deeper learning.** The benefits of collaborative learning include:

✦ Development of higher-level thinking, oral communication, self-management, and lead

✦ Promotion of student-faculty

✦ Increase in student retention, self-esteem, and responsibility.

✦ Exposure to and an increase in understanding of diverse perspectives.

✦ Preparation for real life social and employment situations.