Ephrata Area School District

2018-2019 LAUNCH WEEK
<table>
<thead>
<tr>
<th>Date</th>
<th>Times and Events</th>
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<tbody>
<tr>
<td>Monday, August 20</td>
<td>8:00 – 11:30 AM: Building-level meetings&lt;br&gt;11:30 AM – 1:00 PM: Lunch on your own&lt;br&gt;1:00 – 3:30 PM: Room prep</td>
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<tr>
<td>Tuesday, August 21</td>
<td>7:45 – 8:30 AM: Light Breakfast Treats, Middle School cafeteria&lt;br&gt;8:30 – 11:00 AM: District Opening, Middle School auditorium&lt;br&gt;11:05 – 11:15 AM: United Way Presentation, Middle School auditorium&lt;br&gt;11:15 AM – 12:45 PM: Lunch on your own&lt;br&gt;12:45 – 3:30 PM: Room prep</td>
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<tr>
<td>Wednesday, August 22</td>
<td>8:00 – 11:00 AM: Staff Development (High School cafeteria and auditorium)&lt;br&gt;11:00 AM – 12:30 PM: Lunch on your own&lt;br&gt;12:30 – 3:30 PM: Staff Development (High School cafeteria and auditorium)</td>
</tr>
<tr>
<td>Thursday, August 23</td>
<td>8:00 AM – 12:00 PM&lt;br&gt;<strong>K-4:</strong> Fulton Cafeteria&lt;br&gt;<strong>Grades 5-12:</strong> Building-level meetings&lt;br&gt;12:00 – 1:30 PM: Lunch on your own&lt;br&gt;1:30 – 3:30 PM: Special Event (War Memorial Field or HS cafeteria if necessary)</td>
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Welcome back!

@GoMounts       @GoMountsEASD       @EphrataAreaSD
Our mission is to provide all students a secure learning environment and exemplary academic programs that inspire all students to reach their full potential.

Achieving Success
ONE STUDENT AT A TIME
WE BELIEVE

1. **TRUSTING RELATIONSHIPS** are essential to our success.
2. **HIGHLY SKILLED** and **COMPASSIONATE TEACHERS** are the most important components of any school district.
3. **TECHNOLOGY** is another instructional tool.
4. **THE WORLD** is changing at a more and more rapid rate.
5. Learning happens at the **INDIVIDUAL LEARNER** level.
6. **A GROWTH MINDSET** should be modeled and promoted – none of us is as good as we can be.
TIM STAYER, School Board President
EDUCATION HAS CHANGED WHETHER YOU LIKE IT OR NOT
We are each part of a school system that has taken on the challenge of reaching higher for our students and preparing them to be empowered learners equipped with the Knowledge, Skills, and Dispositions that will ensure their success in life.

This is much more difficult than simply aiming at the high-stakes testing targets placed before us.
THIS WORK IS HARD, OFTEN NON-LINEAR, MESSY, AND REQUIRES TEAMWORK AND TRUST.
Valerie Greenhill
President & Co-Founder of EdLeader21, the national PLC for 21st century education leaders

@Val_Green
@EdLeader21
“Demand is growing for comprehensive, relevant, and rigorous learning environments that empower students to reason, to analyze, and to create and collaborate with others to develop solutions and apply what they are learning in a real-world context. Students must be creative, strategic thinkers who can relate and compete on a global scale – and shape their own futures in a time of exponential change.”

“More than anything, and regardless of what they do after graduation, students must have the capacity and the desire to continue learning. Personalized, competency-based learning empowers learners to do just that, by providing educators with the flexibility and necessary opportunities to understand each learner’s needs, strengths, and challenges.”
21st CENTURY TARGETS
Life Ready Graduate

COMPONENTS

**KNOWLEDGE**
- Content Mastery
- Healthy Living, Wellness, & Self-Awareness
- Civics, Leadership, & Service
- Digital Literacy & Technological Proficiency

**SKILLS**
- Communication
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Collaboration & Teamwork

**DISPOSITIONS**
- Honesty, Integrity, & Responsibility
- Adaptability
- Continual Learning & Growth Mindset
- Resilience & Grit

www.easdpa.org
@GoMounts
#EASDLifeReady
Student Ownership

• Ownership of learning is by the individual.
• Personalization of learning allows students to have more ownership of the content and process used to acquire knowledge and skills AND in how they demonstrate learning.
• The more students can exercise voice and choice the more ownership they will feel for their learning
• Engagement parallels ownership.
• Learning parallels engagement.
1. Everything needs to be personalized.
2. Students should be able to choose everything independently.
3. There is never direct or whole group instruction.
4. Assessments are all “performance/project-based.”
5. Personalized learning cannot be collaborative.
Students comply with a one-size-fits-all curriculum and assessment program that is not always relevant or important to their lives.

Each student is personally-engaged and charting his/her own unique path forward.
WHY COMPETENCIES

• Clearly identify students’ strengths and gaps in their learning toward demonstrating mastery.

• Students can take responsibility of learning of the content/skill.

• The idea that a competency is transferable allows the student to personalize it. Students are able to co-plan with teachers about ways students can apply what they learned to demonstrate understanding.
• A **LEARNING TARGET** is a component of knowledge that is discrete and measurable.

• A **KNOWLEDGE COMPETENCY** is a collection of connected and transferable learning targets within a given content area. Students master a competency when they successfully demonstrate all of its learning targets.
<table>
<thead>
<tr>
<th>Competency</th>
<th>5th Grade: Learning Targets</th>
<th>6th Grade: Learning Targets</th>
<th>7th Grade</th>
<th>8th Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can apply writing conventions to effectively communicate ideas and information.</td>
<td>I can use punctuation appropriately to convey ideas.</td>
<td>I can use punctuation appropriately to convey ideas.</td>
<td>I can use punctuation appropriately to convey ideas.</td>
<td>I can use punctuation appropriately to convey ideas.</td>
</tr>
<tr>
<td></td>
<td>• end punctuation</td>
<td>• commas with phrases</td>
<td>• commas with phrases</td>
<td>• commas with appositives</td>
</tr>
<tr>
<td></td>
<td>• commas in sequence</td>
<td>• commas with compound sentences</td>
<td>• ellipse</td>
<td>• colons &amp; semicolons</td>
</tr>
<tr>
<td></td>
<td>• apostrophes</td>
<td>• quotations with dialog</td>
<td>• quotations with text evidence</td>
<td>• parentheses</td>
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<tr>
<td>I can use capitalization appropriately to convey ideas.</td>
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<tr>
<td>I can use grade appropriate spelling to communicate clearly.</td>
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<tr>
<td>I can use appropriate sentence structure to convey ideas.</td>
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<td>I can use appropriate sentence structure to convey ideas.</td>
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<tr>
<td>• complete sentences</td>
<td>• compound/complex sentences</td>
<td>• clauses/ phrases</td>
<td>• adjective phrases</td>
<td>• adverb phrases</td>
</tr>
<tr>
<td>• subject/predicate</td>
<td>• prepositional phrases</td>
<td>• clauses/phrases</td>
<td>• adverb phrases</td>
<td>• adverb phrases</td>
</tr>
<tr>
<td>• verb tense</td>
<td>• subject/verb agreement</td>
<td>• prepositional phrases</td>
<td>• conjunctions</td>
<td>• conjunctions</td>
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<tr>
<td>I can use parts of speech correctly to convey ideas.</td>
<td>I can use parts of speech correctly to convey ideas.</td>
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</tr>
<tr>
<td>• nouns</td>
<td>• adverbs</td>
<td>• direct &amp; indirect objects</td>
<td>• parallel structure</td>
<td>• active &amp; passive voice</td>
</tr>
<tr>
<td>• pronouns</td>
<td>• prepositions</td>
<td>• direct &amp; indirect objects</td>
<td>• active &amp; passive voice</td>
<td>• active &amp; passive voice</td>
</tr>
<tr>
<td>• verbs</td>
<td>• interjections</td>
<td>• direct &amp; indirect objects</td>
<td>• active &amp; passive voice</td>
<td>• active &amp; passive voice</td>
</tr>
<tr>
<td>• adjectives</td>
<td>• conjunctions</td>
<td>• direct &amp; indirect objects</td>
<td>• active &amp; passive voice</td>
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DEFINING MASTERY

YOU are the expert... YOU know your content... WE WILL EXPLORE TOGETHER.

BY WORKING TOGETHER, WE WILL DEFINE MASTERY

TEACHERS DEFINE MASTERY

ADMINISTRATORS DEFINE MASTERY
NEXT STEPS

Take existing competency work and use the definition to refine the work.

Think about ways that you would like to start tracking competencies and experiment.

This is a process....

...which can be messy at times.
WHAT ARE TRAUMA INFORMED PRACTICES?

Things students need...

Personalized Learning & Positive Behavioral Intervention & Supports

- Connection
- Confidence
- Community

WHERE WE’VE BEEN AND WHERE WE’RE HEADED...

What is trauma?

Trauma results in...

Why are we thinking about trauma?
Staff - in groups of three - will participate in the 4Cs Construction Challenge.

Each member of the winning team received an extra personal day!

Brooke Gerlach, Jan Smith, Sam Merkey
Please rate your overall satisfaction with the District-wide presentations held on Tuesday morning and on Wednesday.

I now have a better understanding of why the "traditional" model of education is not the best we can do.
I now have a better understanding of why we are trying to create more personalized experiences for our students.

I now have a better understanding of why we need to have Competencies.

Agree and Strongly Agree: 95.7%

Agree and Strongly Agree: 90.34%