

**PARCC Results:
Spring 2018 Administration**

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**Measuring
College and
Career
Readiness**

NEW JERSEY'S STATEWIDE ASSESSMENT PROGRAM

- **2018 marks the 4th administration of the Partnership for Assessment of Readiness for College and Careers (PARCC) and the second opportunity to compare year-to-year results.**
- **Students took PARCC English Language Arts and Literacy Assessments (ELA/L) in grades 3 – 11 and Mathematics Assessments in grades 3 – 8 and in Algebra I, Geometry, and Algebra II.**
- **HS Graduation requirements continue to be connected to PARCC (ELA 10 and Algebra I), but continue to be revisited by the NJDOE, and were recently updated by the DOE in May 2018 for students in the class of 2020**
- **There are current proposed changes in the state legislature related to the duration of PARCC testing as well as its influence of teacher evaluation, it is likely that these changes will be finalized prior to the Spring 2019 administration.**

PARCC PERFORMANCE LEVELS

- Level 1: Not yet meeting grade-level expectations
- Level 2: Partially meeting grade-level expectations
- Level 3: Approaching grade-level expectations
- Level 4: Meeting grade-level expectations
- Level 5: Exceeding grade-level expectations

ROXBURY STRATEGIC PLANNING GOAL #1

- Enhance an active, inclusive and multifaceted learning experience that maximized each student's potential and empowers individual achievement
 - Instructional Leadership Training for Administration (Collective Efficacy, Formative Assessment)
 - Implementation of AP Capstone Program
 - Student educational experience surveys
 - **Data analysis: IXL, PARCC, WIDA ACCESS 2.0, and district-created benchmark assessments**
 - Mindfulness initiative to support SEL and self-care

COMPARISON OF ROXBURY'S SPRING 2016, SPRING 2017, & SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY - PERCENTAGES

	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change In Level 1 and Level 2 From 2016 to 2018	Change in Level 4 and Level 5 From 2016 to 2018**
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
3	5%	6%	10%	15%	12%	12%	25%	27%	25%	50%	43%	46%	5%	7%	7%	↑ 2%	↓ 2%
4	4%	8%	4%	8%	13%	11%	28%	24%	22%	51%	41%	43%	9%	15%	20%	↑ 3%	↑ 3%
5	4%	4%	4%	19%	14%	10%	33%	25%	30%	42%	51%	51%	1%	5%	5%	↓ 9%	↑ 13%
6	4%	4%	2%	13%	10%	8%	33%	30%	20%	39%	49%	57%	11%	7%	14%	↓ 7%	↑ 21%
7	6%	3%	9%	6%	7%	11%	19%	23%	21%	44%	44%	35%	25%	23%	25%	↑ 8%	↓ 9%
8	8%	7%	4%	8%	8%	7%	27%	19%	18%	46%	47%	50%	12%	20%	21%	↓ 5%	↑ 13%
9	8%	9%	6%	14%	10%	13%	33%	28%	20%	40%	44%	47%	5%	9%	14%	↓ 3%	↑ 16%
10	35%	19%	18%	18%	18%	16%	21%	29%	23%	20%	29%	30%	7%	5%	13%	↓ 19%	↑ 6%
11*	51%	45%	40%	26%	25%	22%	14%	16%	24%	8%	12%	12%	1%	2%	2%	↓ 15%	↑ 5%

*Grade 11 does not include students who took an AP/IB test. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2016, SPRING 2017, & SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS - PERCENTAGES

Grade	Not Yet Meeting Expectations (Level 1)			Partially Meeting Expectations (Level 2)			Approaching Expectations (Level 3)			Meeting Expectations (Level 4)			Exceeding Expectations (Level 5)			Change in Level 1 and Level 2 From 2016 to 2018	Change in Level 4 and Level 5 From 2016 to 2018**
	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018	2016	2017	2018		
3	6%	7%	6%	13%	12%	15%	35%	21%	29%	37%	50%	44%	10%	10%	5%	↑ 2%	↑ 2%
4	6%	4%	4%	15%	12%	13%	29%	32%	35%	46%	46%	39%	3%	6%	8%	↓ 4%	↔ 0%
5	4%	2%	4%	17%	12%	15%	38%	32%	29%	36%	49%	46%	5%	5%	6%	↓ 2%	↑ 11%
6	5%	5%	2%	20%	14%	18%	32%	29%	29%	37%	44%	44%	6%	8%	7%	↓ 5%	↑ 8%
7	5%	4%	6%	13%	14%	15%	33%	34%	27%	42%	41%	45%	7%	7%	6%	↑ 3%	↑ 2%
8*	12%	14%	11%	23%	17%	17%	32%	37%	37%	32%	31%	35%	0%	0%	0%	↓ 7%	↑ 3%
Alg I	7%	5%	5%	18%	20%	13%	25%	27%	25%	48%	43%	52%	3%	6%	5%	↓ 7%	↑ 6%
Alg II	34%	37%	35%	20%	21%	25%	15%	19%	15%	29%	22%	26%	1%	2%	0%	↑ 6%	↓ 4%
Geom	10%	5%	6%	33%	28%	23%	38%	36%	39%	19%	30%	31%	0%	1%	1%	↓ 14%	↑ 13%

*Approximately 30,000 New Jersey students in grade 8 participated in the PARCC Algebra I assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole. **Level 4 and Level 5 is an indication a student is on pace to be college and career ready.

Notes: Data shown is preliminary. Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2018 PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY TO NEW JERSEY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
Grade 3	10.2%	13.5%	11.6%	13.5%	25.3%	21.4%	46.2%	43.5%	6.7%	8.1%
Grade 4	3.5%	7.6%	11.3%	12.3%	22.2%	22.1%	42.6%	39.1%	20.4%	18.9%
Grade 5	3.8%	6.9%	10.2%	12.6%	29.7%	22.4%	51.3%	47.2%	5.1%	10.8%
Grade 6	1.9%	6.2%	7.7%	13.6%	19.9%	24.0%	56.7%	41.3%	13.8%	14.9%
Grade 7	8.8%	8.6%	11.2%	10.2%	20.9%	18.5%	34.5%	34.1%	24.5%	28.6%
Grade 8	4.2%	8.7%	7.2%	11.1%	18.1%	19.8%	49.8%	39.9%	20.8%	20.4%
Grade 9	6.2%	12.3%	12.9%	12.5%	20.0%	21.1%	46.8%	38.0%	14.1%	16.1%
Grade 10	18.4%	18.3%	15.7%	12.8%	22.5%	19.0%	30.4%	31.8%	13.0%	18.1%
Grade 11*	39.6%	23.1%	22.0%	16.6%	23.8%	22.2%	12.3%	29.1%	2.2%	9.0%

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS TO NEW JERSEY- PERCENTAGES

	Not Yet Meeting Expectations (Level 1)		Partially Meeting Expectations (Level 2)		Approaching Expectations (Level 3)		Meeting Expectations (Level 4)		Exceeding Expectations (Level 5)	
	District	State	District	State	District	State	District	State	District	State
Grade 3	6.3%	8.0%	14.8%	15.3%	29.1%	23.7%	44.4%	37.8%	5.4%	15.2%
Grade 4	4.3%	7.5%	12.6%	16.8%	35.2%	26.3%	39.1%	41.8%	8.7%	7.6%
Grade 5	3.8%	7.5%	15.3%	17.0%	28.8%	26.7%	45.8%	38.5%	6.4	10.4%
Grade 6	1.5%	8.5%	17.9%	20.1%	29.4%	27.9%	44.3%	35.6%	6.9%	8.0%
Grade 7	6.4%	7.7%	15.1%	20.3%	26.7%	28.6%	45.4%	36.0%	6.4%	7.4%
Grade 8*	11.1%	22.0%	17.0%	22.7%	37.4%	27.1%	34.5%	27.2%	0.0%	1.0%
Algebra I	5.0%	11.3%	13.3%	18.6%	25.1%	24.3%	51.7%	39.3%	5.0%	6.5%
Algebra II	34.6%	31.0%	24.6%	22.4%	14.6%	18.0%	25.8%	24.6%	0.4%	4.0%
Geometry	5.5%	9.4%	23.3%	31.5%	38.7%	29.6%	31.2%	24.6%	1.4%	4.9%

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

COMPARISON OF ROXBURY'S 2016 TO 2018 SPRING PARCC ADMINISTRATIONS ENGLISH LANGUAGE ARTS/LITERACY





































	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Roxbury		State		Roxbury		State	
Grade 3	↑	2%	↓	2.4%	↓	2%	↑	4.1%
Grade 4	↑	3%	↓	1.8%	↑	3%	↑	4.5%
Grade 5	↓	9%	↓	1.9%	↑	13%	↑	4.7%
Grade 6	↓	7%	↓	1.7%	↑	21%	↑	3.9%
Grade 7	↑	8%	↓	3.3%	↓	9%	↑	6.3%
Grade 8	↓	5%	↓	3.3%	↑	13%	↑	5.2%
Grade 9	↓	3%	↓	3.9%	↑	16%	↑	5.7%
Grade 10	↓	19%	↓	5.3%	↑	6%	↑	6.6%
Grade 11*	↓	15%	↑	2.0%	↑	5%	↓	1.1%

*Grade 11 does not include students who took an AP/IB test.

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

COMPARISON OF ROXBURY'S 2016 TO 2018 SPRING PARCC ADMINISTRATIONS MATHEMATICS

	% Change in Level 1 and Level 2				% Change in Level 4 and Level 5			
	Roxbury		State		Roxbury		State	
Grade 3	 2%	 0.7%	 2%	 1.3%				
Grade 4	 4%	 2.2%	 0%	 2.8%				
Grade 5	 2%	 0.2%	 11%	 1.6%				
Grade 6	 5%	 0.6%	 8%	 0.5%				
Grade 7	 3%	 1.1%	 2%	 4.7%				
Grade 8	 7%	 2.1%	 3%	 2.6%				
Algebra I*	 7%	 4.1%	 6%	 4.6%				
Algebra II	 6%	 2.8%	 4%	 3.6%				
Geometry	 14%	 0.7%	 13%	 2.5%				

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: Percentages may not total 100 due to rounding.

- An up arrow indicates an increase of the % change from the previous year where a down arrow shows a decrease of the % change from the previous year.

ROXBURY'S 2018 SPRING PARCC SCHOOL- & GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Grade 9 % ≥ Level 4	Grade 10 % ≥ Level 4	Grade 11 % ≥ Level 4
State	52	58	58	56	63	60	54	50	38
Franklin	40	38							
Jefferson	65	84							
Kennedy	63	67							
Nixon	46	65							
L/R			56	71					
EMS					59	71			
RHS							61	43	14

ROXBURY'S 2018 SPRING PARCC SCHOOL- & GRADE-LEVEL OUTCOMES MATHEMATICS

	Grade 3 % ≥ Level 4	Grade 4 % ≥ Level 4	Grade 5 % ≥ Level 4	Grade 6 % ≥ Level 4	Grade 7 % ≥ Level 4	Grade 8 % ≥ Level 4	Algebra I % ≥ Level 4	Algebra II % ≥ Level 4	Geometry % ≥ Level 4
State	53	50	48	44	43	28	45	31	30
Franklin	43	26							
Jefferson	58	67							
Kennedy	58	51							
Nixon	40	50							
L/R			54	51					
EMS					51	35	98		
RHS							42	26	32

**COMPARISON OF ROXBURY'S
STUDENTS TESTED
SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS
ENGLISH LANGUAGE ARTS/LITERACY**

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	224 (99%)	225 (98%)	-1%
Grade 4	224 (98%)	230 (99%)	+1%
Grade 5	249 (97%)	236 (98%)	+1%
Grade 6	233 (97%)	261 (98%)	+1%
Grade 7	261 (97%)	249 (98%)	+1%
Grade 8	305 (95%)	265 (84%)	-11%
Grade 9	304 (65%)	340 (97%)	+32%
Grade 10	316 (89%)	293 (93%)	+4%
Grade 11*	243 (68%)	227 (66%)	-2%
TOTAL	2359	2326	

Note: "Students Tested" represents individual valid test scores for English Language Arts/Literacy.

COMPARISON OF ROXBURY'S STUDENTS TESTED SPRING 2017 AND SPRING 2018 PARCC ADMINISTRATIONS MATHEMATICS

	Students Tested		Year to Year Increase
	2017	2018	
Grade 3	225 (99%)	223 (97%)	- 2%
Grade 4	224 (98%)	230 (99%)	+ 1%
Grade 5	251 (98%)	236 (98%)	0%
Grade 6	235 (98%)	262 (98%)	0%
Grade 7	261 (97%)	251 (99%)	+ 2%
Grade 8*	221	171	
Algebra I	332	362	
Algebra II	251	292	
Geometry	317	260	
TOTAL	2317	2287	

*Some students in grade 8 participated in the PARCC Algebra I assessment in place of the 8th grade Math assessment. Thus, PARCC Math 8 outcomes are not representative of grade 8 performance as a whole.

Notes: "Students Tested" represents individual valid test scores for Mathematics.

ROXBURY'S 2018 SPRING PARCC SCHOOL & GRADE-LEVEL OUTCOMES ENGLISH LANGUAGE ARTS/LITERACY

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
District (Gr 3)	10%	12%	25%	46%	7%	53%
Franklin (Gr 3)	13%	16%	31%	34%	6%	40%
Jefferson (Gr 3)	6%	9%	20%	60%	5%	65%
Kennedy (Gr 3)	7%	10%	20%	46%	17%	63%
Nixon (Gr 3)	15%	11%	29%	44%	2%	46%
District (Gr 4)	3%	11%	22%	43%	20%	63%
Franklin (Gr 4)	10%	13%	40%	32%	6%	38%
Jefferson (Gr 4)	0%	5%	10%	41%	43%	84%
Kennedy (Gr 4)	0%	16%	18%	51%	16%	67%
Nixon (Gr 4)	3%	12%	19%	48%	17%	65%

ROXBURY'S 2018 SPRING PARCC SCHOOL & GRADE-LEVEL OUTCOMES MATHEMATICS

	Not Yet Meeting Expectations (Level 1)	Partially Meeting Expectations (Level 2)	Approaching Expectations (Level 3)	Meeting Expectations (Level 4)	Exceeding Expectations (Level 5)	% >= Level 4
District (Gr 3)	6%	15%	29%	44%	5%	49%
Franklin (Gr 3)	6%	19%	31%	35%	8%	43%
Jefferson (Gr 3)	3%	12%	26%	55%	3%	58%
Kennedy (Gr 3)	7%	10%	24%	51%	7%	58%
Nixon (Gr 3)	9%	16%	35%	36%	4%	40%
District (Gr 4)	4%	13%	35%	39%	9%	48%
Franklin (Gr 4)	13%	25%	37%	24%	2%	26%
Jefferson (Gr 4)	0%	2%	31%	53%	14%	67%
Kennedy (Gr 4)	2%	8%	39%	39%	12%	51%
Nixon (Gr 4)	2%	14%	34%	41%	9%	50%

ROXBURY'S SUBGROUP SPRING 2018 PARCC ADMINISTRATION ELA - PERCENTAGES

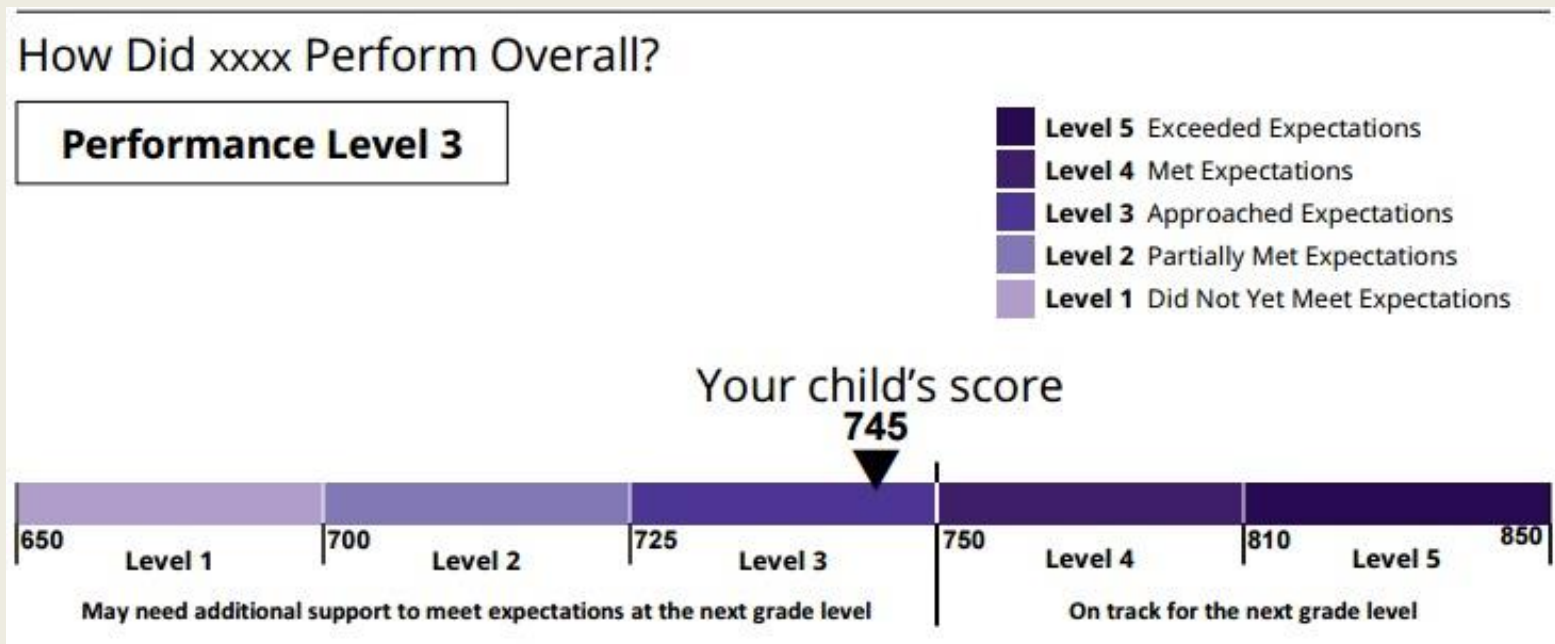
	Not Meeting Expectations (Level 1 – 3)									Meeting Expectations (Level 4 & 5)								
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	Gr 10	Gr 11	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Gr 9	G 10	G 11
Female	41.0	32.0	41.1	21.4	26.5	13.6	31.4	39.2	78.9	59.0	68.0	58.9	78.6	73.5	86.4	68.6	60.8	21.1
Male	52.0	43.1	46.4	37.0	52.9	45.1	47.3	70.6	89.8	48.0	56.9	53.6	63.0	47.1	54.9	52.7	29.4	10.2
Hispanic	57.8	55.6	53.3	34.6	38.6	44.0	50.8	67.4	92.3	42.2	44.4	46.7	65.4	61.4	56.0	49.2	32.6	7.7
Asian	20.0	18.7	0	0	8.3	5.0	15.8	76.9	62.2	80.0	81.3	100	100	91.7	95.0	84.2	23.1	27.8
African - American	50.0	50.0	66.7	71.4	28.6	37.5	37.5	50.0	100	50.0	50.0	33.3	28.6	71.4	62.5	62.5	50.0	0
White	44.9	32.2	43.6	26.5	44.7	28.0	38.7	54.3	84.0	55.1	67.8	56.4	73.5	55.3	72.0	61.3	45.7	16.0
Econ Disadv'ed	62.1	52.8	57.1	53.8	42.4	47.4	50.0	73.5	88.9	37.9	47.2	42.9	46.2	57.6	52.6	50.0	26.5	11.1
Students with Disabilities	79.5	69.2	80.0	80.0	87.5	83.6	87.7	86.4	91.3	20.5	30.8	20.0	20.0	12.5	17.4	12.3	13.6	8.7
ELLs	100	75.0	100	100	100	100	100	100	100	0	25.0	0	0	0	0	0	0	0

ROXBURY'S SUBGROUP SPRING 2018 PARCC ADMINISTRATION MATHEMATICS - PERCENTAGES

	Not Meeting Expectations (Level 1 – 3)									Meeting Expectations (Level 4 & 5)								
	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Alg I	Alg II	Geom	Gr 3	Gr 4	Gr 5	Gr 6	Gr 7	Gr 8	Alg I	Alg II	Geom
Female	49.6	53.9	54.8	45.7	46.1	65.9	37.4	68.9	68.7	50.4	46.1	45.4	54.3	53.9	34.1	62.6	31.1	31.3
Male	50.9	49.9	40.2	51.8	49.9	65.1	49.8	77.6	66.5	49.1	50.1	59.8	48.2	50.1	34.9	50.2	32.4	33.5
Hispanic	60.4	66.7	66.7	67.9	65.2	74.4	53.2	81.4	84.0	39.6	33.3	33.3	32.1	34.8	25.6	46.8	18.6	16.0
Asian	10.0	31.3	14.3	0	8.3	33.4	22.2	59.9	50.0	90.0	68.7	85.7	100	91.7	66.6	77.8	40.1	50.0
African - American	75.0	66.6	66.6	71.5	57.2	66.6	46.7	90.6	66.6	25.0	33.4	33.4	28.5	42.8	33.4	53.3	9.4	33.4
White	47.5	49.1	44.3	44.4	47.5	63.8	42.8	72.6	65.1	52.5	50.9	55.7	55.6	52.5	36.2	57.2	27.4	34.9
Econ Disadv'ed	67.9	66.8	69.0	58.9	61.7	74.2	62.0	90	91.5	32.1	33.2	31.0	41.1	38.3	25.8	38.0	10.0	8.5
Students with Disabilities	86.4	69.2	59.9	88.5	85.0	85.7	82.6	100	97.7	13.6	30.8	40.1	11.5	15.0	14.3	17.4	0	2.3
ELLs	85.8	83.4	100	50.0	100	100	100	100	100	14.2	16.6	0	50.0	0	0	0	0	0

RESOURCES FOR PARENTS

- [Information on the 2017-18 PARCC Student Reports](#)
- Understanding the student score reports (with translations): understandthescore.org/



WHAT DOES OUR DATA IDENTIFY?

- Improvement in all areas with the exception of Grade 3 and Grade 7.
- Many areas of growth are two or three times the state average.
- Substantial improvement in Algebra I and ELA 10 (two test currently required to meet HS Graduation requirements).
- Title I Supports continue to be implemented at Franklin and Nixon.
- Participation rates exceed the state expectation.
- A continued focus is needed to support students with disabilities, economically disadvantaged, and learning English.

ROXBURY STRATEGIC PLANNING GOAL #1

- Enhance an active, inclusive and multifaceted learning experience that maximized each student's potential and empowers individual achievement
 - Instructional Leadership Training for Administration (Collective Efficacy, Formative Assessment)
 - Implementation of AP Capstone Program
 - Student educational experience surveys
 - **Data analysis: IXL, PARCC, WIDA ACCESS 2.0, and district-created benchmark assessments**
 - Mindfulness initiative to support SEL and self-care

OUR WORLD IS CHANGING...ARE WE?



NETFLIX



amazon



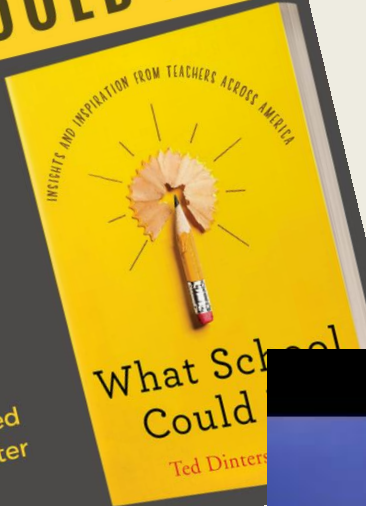
Instagram

ENHANCE AND INNOVATE

4 KEY TAKEAWAYS FROM "WHAT SCHOOL COULD BE"

1. The Future of Work is Changing Rapidly
2. Innovation is Happening & We Need to Empower It
3. Testing & Accountability is Driving Curriculum & Teaching in Unhealthy Ways
4. Too Much Ed Reform Policy is Geared Toward Doing Obsolete Things Better

teachthought **ED** Professional Development
WE GROW TEACHERS



...IN OUR SCHOOLS

- **Elementary**
 - PEAK time for all...Genius Hour
 - Regular embedded formative assessment in math and ELA instruction
 - “Messy” science experiences
 - Title I Parent Academies
 - Performance-based evaluation (outcome/growth oriented)
- **Middle Level**
 - Development of consistent research protocols
 - Experiential cycles with performance opportunities
 - Public/Peer speaking expectations
 - Maker Spaces with autonomous programming opportunities
- **High School**
 - Re-examining the role of final exams
 - Innovative instructional programs
 - Development of digital learning experiences
 - Maker Spaces with autonomous programming opportunities

...IN THE CLASSROOM EACH DAY

- Entirety of Student Achievement – BOE Initiative
 - Formative Assessment & Feedback
- Collective Efficacy
- Value of students' perception of their experience
- Mindfulness

- What do we want students to learn, become, love?
- How can student connect what we are teaching to their lives?
- How to include fun, freedom, failure (productive struggle), friction (disrupting the status quo), and fear (exploration outside of the comfort zone)?
- Will what we are teaching/doing become a valuable life-long memory? (Lawrenceville Prep)
- If they had to buy a ticket to come...would they?

EFFECTIVE VS EFFICIENT

SAFE LEARNING ENVIRONMENT
PERSONAL INVESTMENT
REAL WORLD APPLICATION
FUN
RELEVANCE TO THEIR LIVES
SOCIAL
INTERESTING QUESTIONS
POSITIVE LEARNING ENVIRONMENT
REAL AUDIENCE
PASSION
TEACHERS/MENTORS
FEEDBACK
AUTONOMY AND AGENCY
CHALLENGING
CROSS-DISCIPLINES
NOT TIME CONSTRAINED
FLOW

SITTING IN ROWS
45/60/88 MINUTE BLOCKS
DISCRETE CURRICULUM
ONE SUBJECT AREA FOCUS
AGE GROUPED CO-LEARNERS
NO REAL WORLD APPLICATION
TEACHER CONTROLLED
SOMEONE ELSE'S QUESTIONS
STANDARDIZED ASSESSMENTS
EMPHASIS ON GRADES
CARROTS AND STICKS
NO CHOICE/NO AGENCY
LACK OF RELEVANCE
"HANDING IT IN"
LIMITED ACCESS

FUTURE READY MINDSET

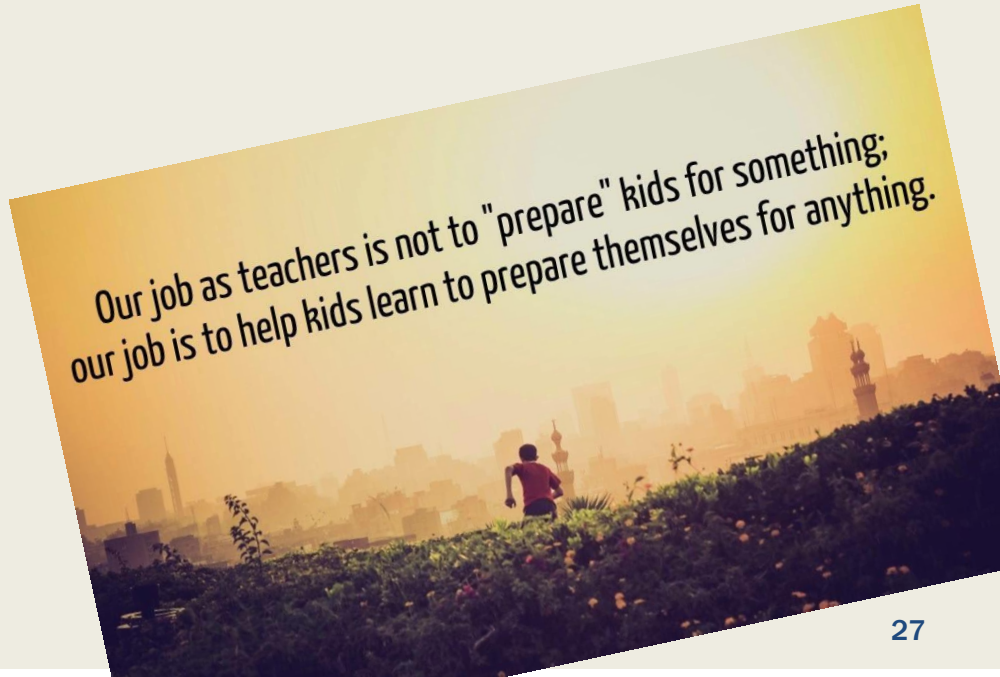
- Don Wettrick suggests...
 - 50% of our instructional week is HAVE TO. Cover those standards!
 - 30% is geared toward the NEED TO. We need to make our curriculum relevant and include more avenues toward relevancy.
 - 20% is WANT TO. Our students will WANT to put those skills to use, when they have the mindset of service, innovation, and entrepreneurialism!



Top 10 skills in 2020

1. Complex Problem Solving
2. Critical Thinking
3. Creativity
4. People Management
5. Coordinating with Others
6. Emotional Intelligence
7. Judgment and Decision Making
8. Service Orientation
9. Negotiation
10. Cognitive Flexibility

Source: *Future of Jobs Report*, World Economic Forum 2016

A photograph of a person standing on a grassy hill, looking out over a city skyline at sunset. The sky is a mix of orange and yellow, and the city buildings are silhouetted against the light. The person is in the foreground, slightly to the right, looking towards the city.

Our job as teachers is not to "prepare" kids for something;
our job is to help kids learn to prepare themselves for anything.

QUESTIONS/COMMENTS

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