

Customizing Learning, Nurturing Potential... Delivering Excellence.

- Meeting students where they are
- Content of interest
- Matching learning style
- Appreciating uniqueness of all children




Philosophy of the Board Education

“To develop a rigorous and academically stimulating curriculum that includes tangible and measurable goals as a prerequisite designed to meet the educational needs of all students. In implementing this curriculum, all instructional processes will be designed according to the concept of continuous progress, i.e. each student shall be taught according to the individual’s rate and level of achievement.” ADOPTED: May 23, 1967



Current Mission Statement

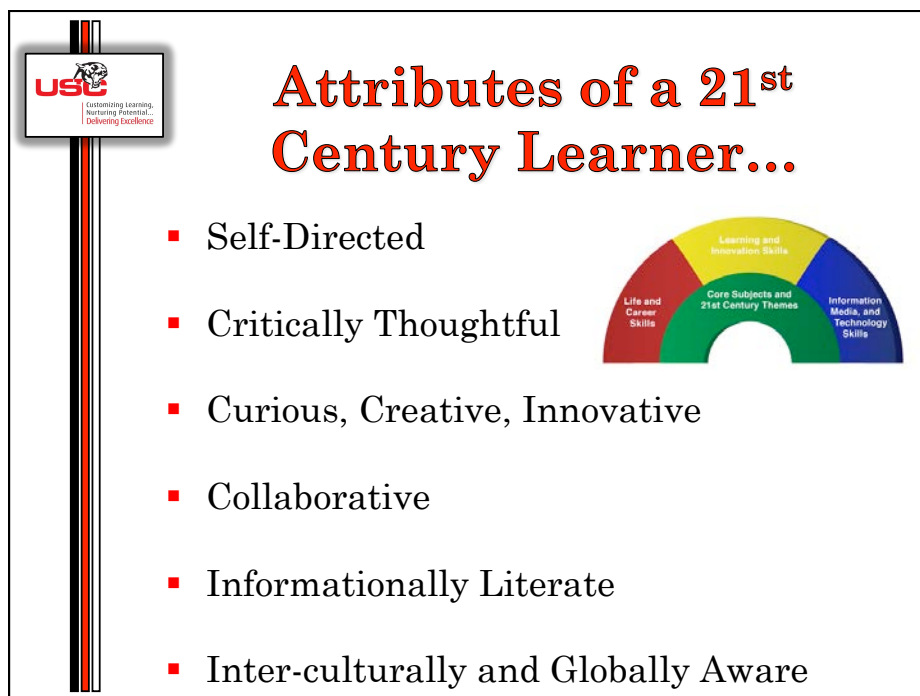
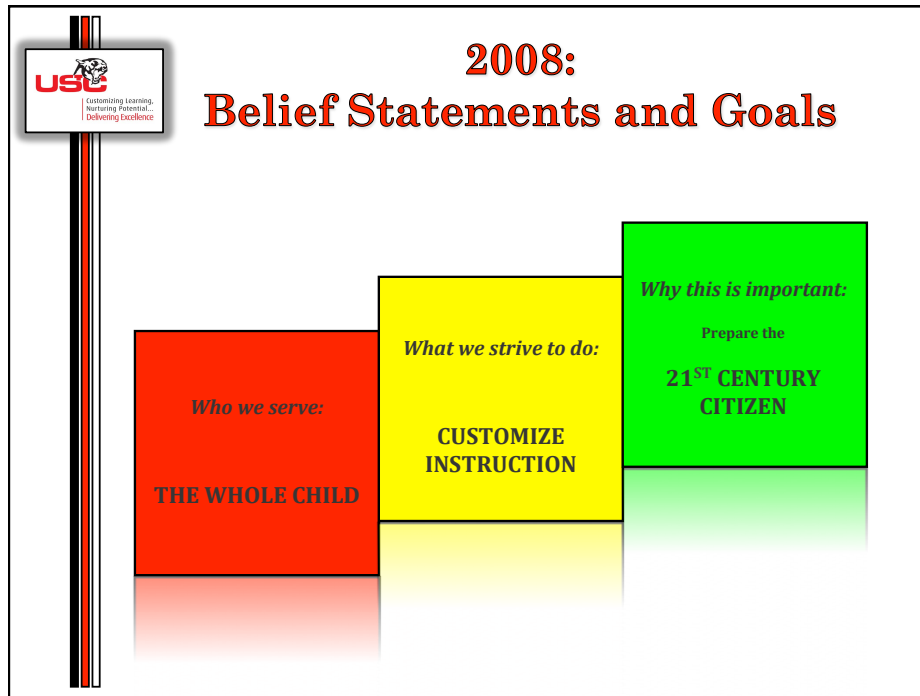
“Developing lifelong learners and responsible citizens for a global society is the mission of the Upper St. Clair School District, served by a responsive and innovative staff who in partnership with the community provides learning experiences that nurture the uniqueness of each child and promote happiness and success.”



**2008:
Belief Statements
and Goals**



**Board Goals
for 2015**





Vision Teams

- Technology
- STEAM
- Safety and Security
- The High School Experience
- Professional Learning Communities

Technology Vision Team



Mr. Raymond Berrott
Chair

Mr. Brad Wilson
Co-Chair

Mr. Matt Henderson
Co-Chair

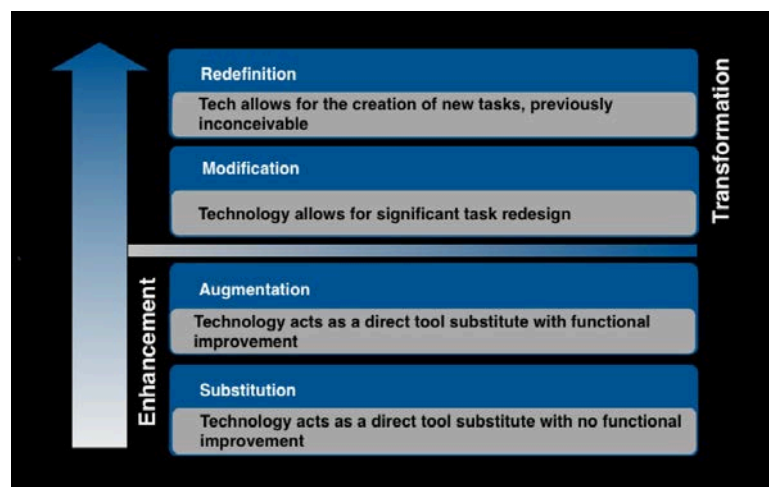


Goal

Continue to customize instruction by leveraging technology, specifically the expansion of one-to-one initiatives - including BYOD refinement while exploring cost-sharing policies for technology purchases.



Goal





To be clear...

Learning ~~Technology~~ Initiative



Focus Areas

- ✓ Technology Tools & Infrastructure
- ✓ Blended/Online Learning
- ✓ 1:1 Learning Initiative





Tech History

- ✓ Classrooms for the Future (2006-2007)
- ✓ Elementary Tech Investment
- ✓ Google Apps / BlendedSchools (PD began in 2008)
- ✓ Pilot Classrooms / 21st Century Skills
- ✓ School Visits & Middle School Renovation Forums
- ✓ Executive Briefing/Retreat
- ✓ Professional Development
- ✓ 1:1 Expansion @ Boyce & Fort Couch



Role of Technology

Tech is one part of the equation!

Progressive Tools

Best Instructional Practices

Skilled Instructors

+ 21st Century Skill Infusion

Innovative Customized Classrooms



Framework

- ✓ Feedback and Assessment
- ✓ Access to Content
- ✓ Collaboration and Communication
- ✓ Creativity
- ✓ Self-Directed and Self-Paced Learning
- ✓ Engagement



Feedback & Assessment


What does it take to win a war? *Title?*

In 1775 the British were taxing the colonist of the New England colonies. They were fighting because the colonist were rebelling and nothing was working. The colonists just wanted to have their own country and make their own rights. Even though the British had more resources and more men but the Rebels still won the Revolutionary war. The reason the Rebels won the revolutionary war was they had leadership of Thomas Paine and George Washington, ~~the~~ *it.* motivations from the pamphlet *The Crisis* and fighting for their own land, and resources from other countries.


The Rebels had great leaders. *With great leaders it will be easier to win the war.* They were George Washington and Thomas Paine. Washington took his men across the Delaware river on a bitter cold Christmas day at 6 a.m in the morning. The Hessian army was not expecting the ambush in the morning. Washington figured out that if he would ambush them in the morning it would be very sudden and they wouldn't expect it coming at all. (4) Thomas Paine wrote the pamphlet *Common Sense* to motivate the untrained soldiers. Paine sacrificed a lot to make

Wording

What battle? Trenton?



Access to Content



BLENDED SCHOOLS

NETWORK

Unit 6. America's Government and The Constitution

Forms of Government

Attached Files: [Forms of Government.pptx](#) (26.526 MB)
[Forms of Government Graphic Organizer.pdf](#) (2.975 MB)
[BBC News Somalia.pdf](#) (112.723 KB)
[The Mirror - North Korea.pdf](#) (173.256 KB)
[Russia - Government Profile.pdf](#) (17.271 MB)

Thursday, November 20th AND Friday, November 21st, 2014

Today, we will begin our new unit on American government and the US Constitution!


This lesson is an introduction to the concept of government. This lesson will introduce the three main forms of government. Class will begin with an enhanced PowerPoint to explain each of the three forms. Next, students will engage in a Top Secret CIA spy mission to gain an understanding of governments around the globe that fit into the different categories.

The Articles of Confederation


Attached Files: [Articles of Confederation Homework.pdf](#) (70.944 KB)
[Articles of Confederation Graphic Organizer.pdf](#) (321.88 KB)
[Articles of Confederation Textbook.pdf](#) (4.922 MB)


Monday, November 24th, 2014 AND Tuesday, November 25th, 2014

Today, students will explore the structure, weaknesses, strengths, successes and demise of the Articles of Confederation.



Communication & Collaboration





Creativity

Self-Paced/Directed Learning

Section 7-1 through 7-4

- Section 7-1
Defining Ratios and Proportions
- Section 7-2
Rates, Unit Rates, Unit Prices, and Better Buys
- Section 7-3
Analyzing and Converting Units
- Section 7-4
Solving Proportions
- Sections 7-1 through 7-4 Quiz

Unlocked by instructor

Adding and Subtracting Integers

Integers are sets of whole numbers, including 0, and their opposites. The sum of two opposite integers is zero.

-3 and 3 are opposites

0 is the zero opposite

Negative integers

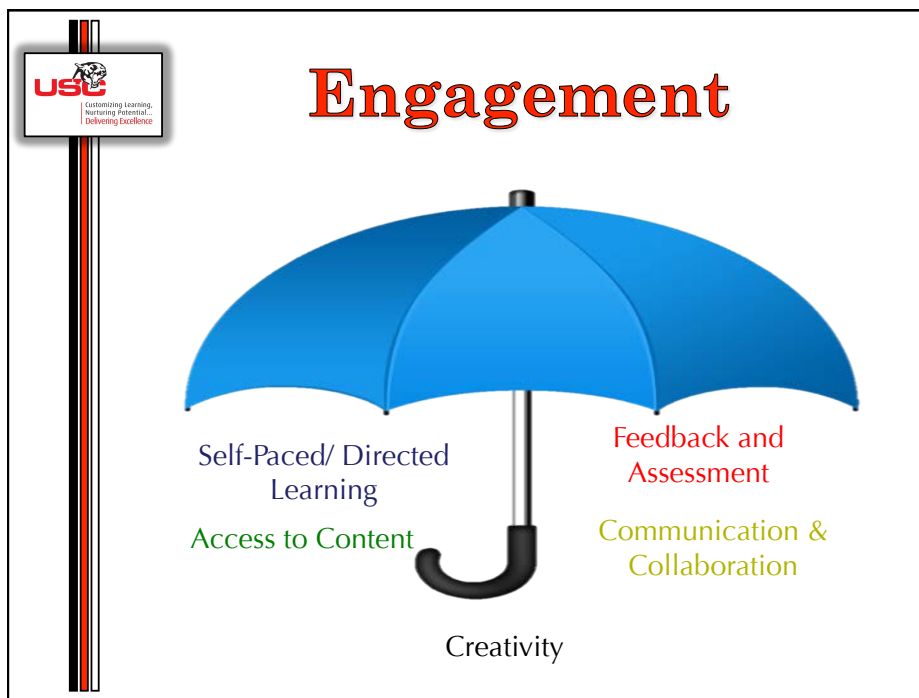
The absolute value of a number is the distance from zero

On the number line, the absolute value of -4 is 4, and the absolute value of 4 is 4.

This can also be written as $|-4| = 4$ and $|4| = 4$.

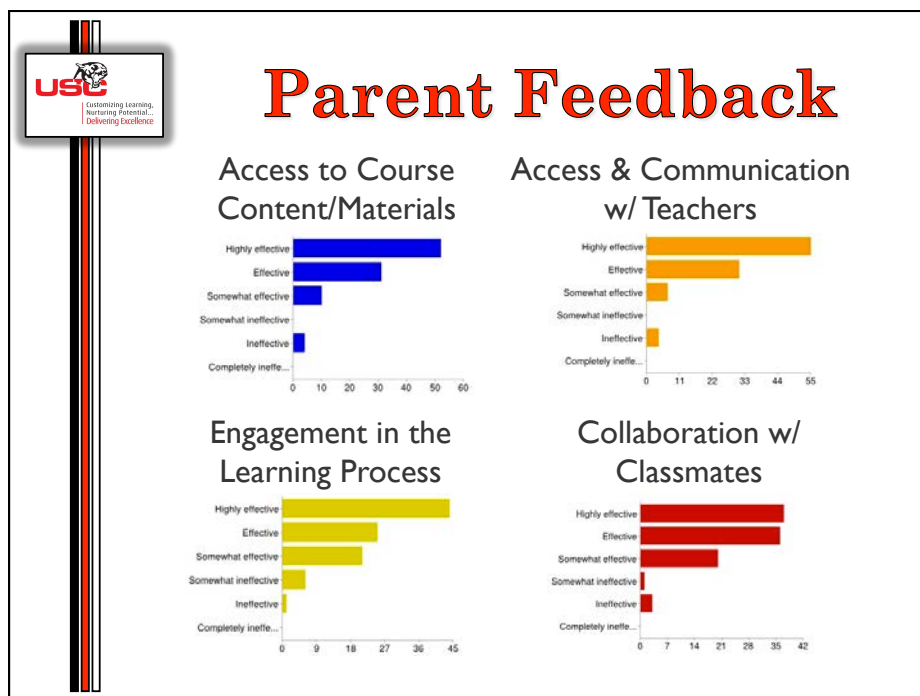
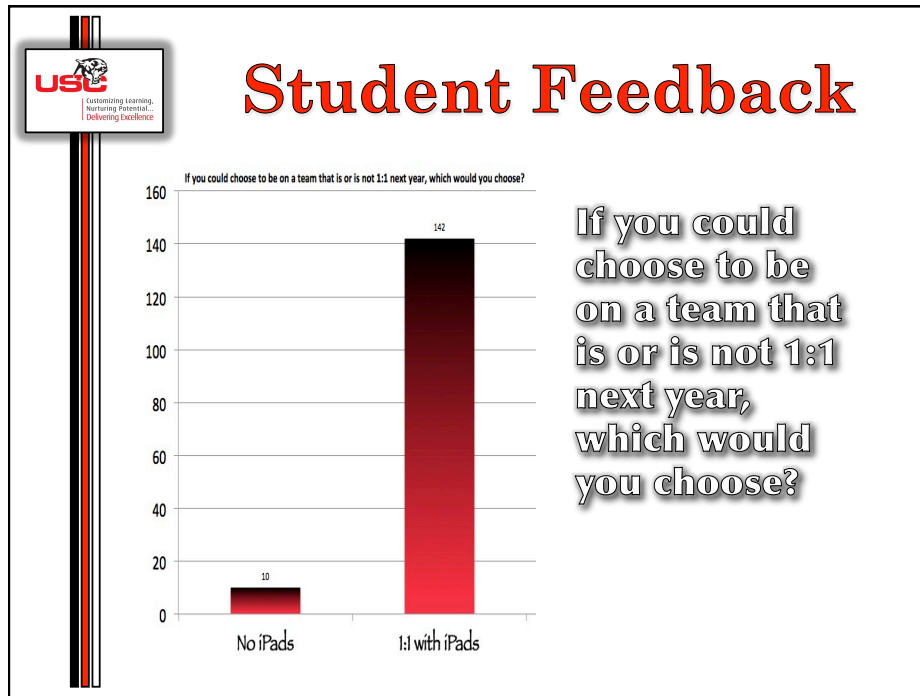
Adding and Subtracting Integers.mp4

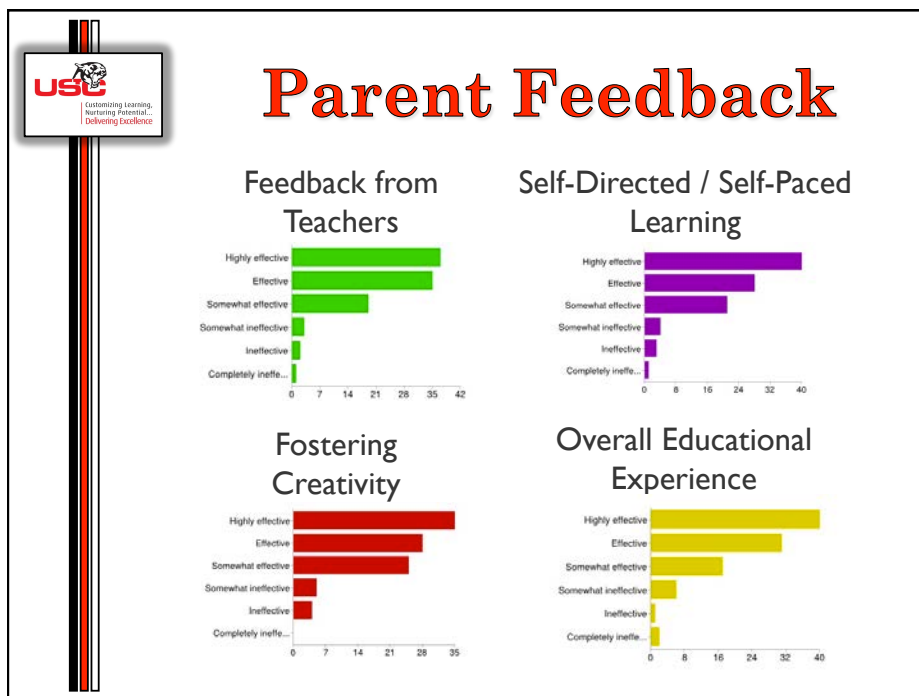
165 views



Student Feedback

- ✓ How effective have our pilots been?
- ✓ 153 of 165 participated in survey
- ✓ Students strongly agreed (5 or 6 on 6-point scale) that iPads help to improve all aspects of education, including:
 - ✧ Self-Paced (85%) & Self-Directed w/ Ownership (86%)
 - ✧ Access to Content/Materials (92%) & Teachers (86%)
 - ✧ Creative Skills (80%) & Opportunities (93%)
 - ✧ Collaboration (86%) & Feedback from Classmates (79%)
 - ✧ Assessment Variety (95%) & Real World Focus (86%)
 - ✧ Feedback from Teachers (89%)
 - ✧ Enjoy School (61%) & w/o Increased Distraction (70%)
 - ✧ Efficiency (86%) & Work-Quality (76%)





Conclusion

- ✓ What investment is needed in technology tools and infrastructure to support the Customization of Learning?
- ✓ What should the District goals be for blended and online learning?
- ✓ Should the District expand the 1:1 Learning Initiative to all grade levels?



Vision Team



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Dr. Judy Bulazo
Chair

Ms. Lynn Kistler
Co-Chair



Mr. Steve Miller
Co-Chair



Science • Technology • Engineering • Arts • Math

Definition:





STEAM education in USC integrates and connects all content areas, as students pursue an inquiry-based approach to learning in the areas of Science, Technology, Engineering, Arts, and Mathematics. Through a problem-solving and design-process approach, students will apply their learning in ways that promote creativity, collaboration, and innovation.

Science • Technology • Engineering • Arts • Math

Vision:

All students will be provided with systematic STEAM-focused experiences in their K-12 educational progression

Science • Technology • Engineering • Arts • Math

Extended Vision:

- Students will be able to select additional STEAM opportunities, both coursework and extra-curricular activities, as their interests develop.
- As a result of intentional programming, more students will understand the opportunities inherent in STEAM professions and will take into consideration the viability of STEAM careers.



Science • Technology • Engineering • Arts • Math

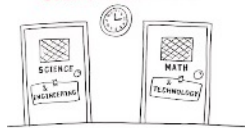
So, once again, what is STEAM??!

What does this mean in terms of how we could/should teach our students?



Science • Technology • Engineering • Arts • Math

SCHOOL ORGANIZATION




TEACHER PREPARATION




STUDENT ASSESSMENT







STEAM
Science • Technology • Engineering • Arts • Math



versus

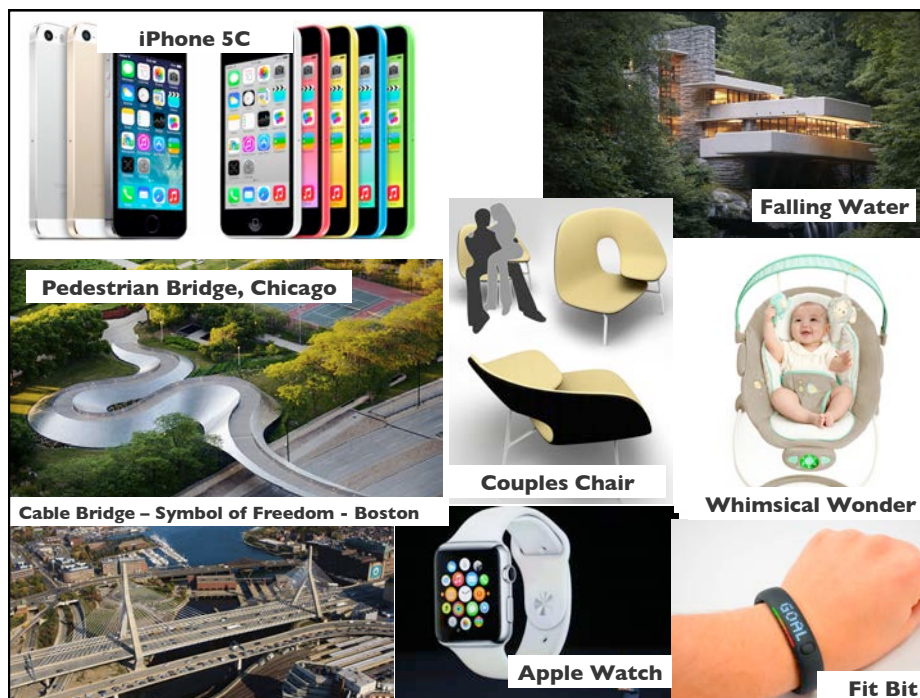


What's the "A" got to do with it?



STEM v. STEAM
What's the "A" got to do with it?

- Form, functionality, creativity
- Design, creative planning
- American progress and ingenuity



STEAM

Science • Technology • Engineering • Arts • Math

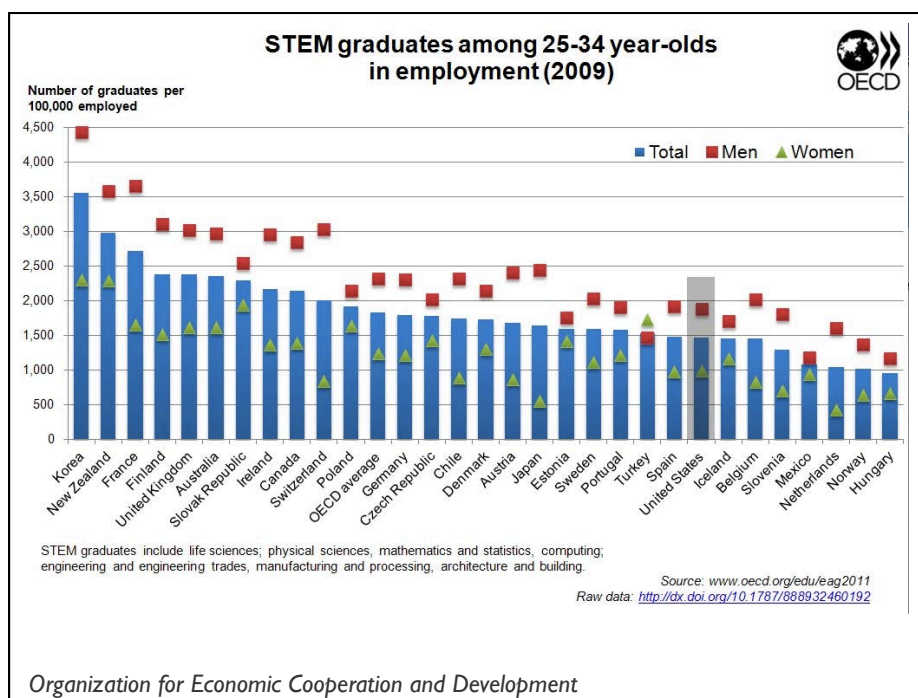
I've never believed that they're separate. Leonardo da Vinci was a great artist and a great scientist. Michelangelo knew a tremendous amount about how to cut stone at the quarry. The finest dozen computer scientists I know are all musicians. Some are better than others, but they all consider that an important part of their life. I don't believe that the best people in any of these fields see themselves as one branch of a forked tree. I just don't see that. People bring these things together a lot. Dr. Land at Polaroid said, "I want Polaroid to stand at the intersection of art and science," and I've never forgotten that. I think that that's possible, and I think a lot of people have tried.

— Bill Gates, Time, October 10, 1999



Why STEAM

- Economic growth requires innovation
- US lagging behind in STEAM workforce
- Job opportunities – various levels *welders to Ph.D*
- Workplace need for greater gender diversity in STEAM



Status of STEAM in USC

We have a lot going on,
but a lot of work to do.

Status of STEAM in USC

- You may see schools participating in STEAM “events”. These are great, but we need STEAM to be part of a well-articulated K-12 vision and mission.
- ALL students need STEAM experiences in order to know what options exist for them.



STEAM

Status

Partnerships/Collaboration



CARNEGIE SCIENCE CENTER

















STEAM

Elementary



- Inquiry-based science – ASSET
- Intro engineering and design cycle
- Gifted options/experiences
- Summer School Camps

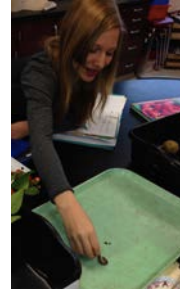






Middle School

- Inquiry-based science - ASSET
- Pilots: 21 Time; Robotics in Art and Tech Ed
- 21 T course
- Summer School Offerings
- Interdisciplinary Teaming



High School

- Innovation Hub
- MIT Fab Lab
- Steam Course
- Programming
- Robotics
- Engineering and Architecture
- Summer Academy
- Adding Digital Music & Digital Arts to Innovation Hub





STEAM Gaps

Systematic, well-articulated K-12 STEAM Programming for All Students

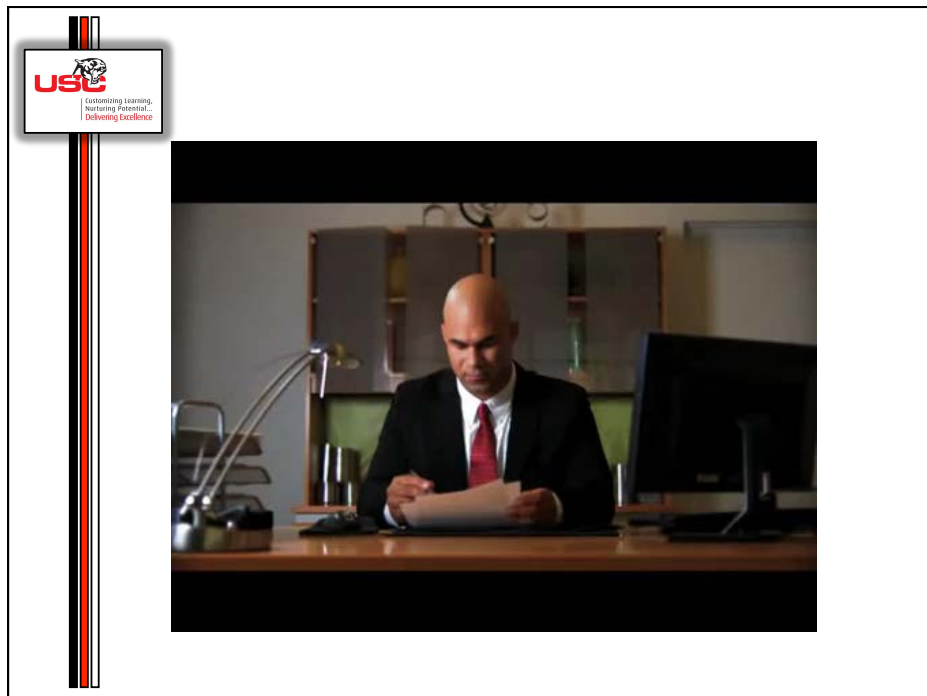
- Systemic Coding – K-12
- Systemic Robotics – K-12
- Engineering
- Design Software
- Continued focus on Content Literacy – Reading and Writing
- Investigation into the Maker Movement and Connected Learning
- Innovation Hub Expansion – at the High School and All Levels
- Focus on Innovation and Creativity
- Increase the Number of Girls in STEAM Electives



We Need You



- Help us to formulate goals and prioritize:
- What do you value about STEAM education?
- What experiences do you feel students should have? Where and when?
- What are the best practices? Where are they occurring? How can we replicate them?



Safety & Security Vision Team



Ms. Eloise Stoehr
Chair

Dr. Patrick McClintock-Comeaux
Co-Chair

Ms. Lauren Madia
Co-Chair



Board Goals

- Continue the implementation of safety/security enhancements, emergency preparedness, and training including a strong prevention focus on student connectivity to school, relationships, and analysis of related student survey data.
- Implement changes to practices and policies related to recent state legislation regarding volunteers, background checks and child abuse





Our Task

- Safety and security concerns
- Emotional well-being of our students and staff.

Therefore, the Safety and Security initiative of the Upper St. Clair School District is to continually assess ways to plan and provide for the physical and emotional well-being of our students, staff, and families.



Our Approach

- Focus on proactive, positive relationship-building among students and between students and adults
- Empower all staff and parents to be part of the safety/security team
- Work closely and collaboratively with Township resources



Safety/Security Efforts

- Physical Plant
- Policies and Procedures
- Programs
 - Student
 - Community/Parent



Physical Plant

- Captive Entrance
- Locked Doors / ID badges for Staff Access
- Raptor
- School Police Presence K-12
- Camera system





Policies / Procedures / Training

Response-centered

- Child abuse
- Bullying / Harassment
- Comprehensive Crisis Management
- AED / CPR
- Evacuations

Preparedness-Centered

- Emergency drills
- Safety training
- Simulations / scenarios
- Safety Committee
- Classroom resources (Safety Flip Chart)
- Volunteer clearances



Student Support Structure

- Proactive Approach
 - Student-centered programming
 - Goal of emotionally and physically well students
- Levels of Support
 - All Students
 - Students at Risk
 - Students in High Need





All Students

- Professional Staff
 - Long-term commitment to student-focused efforts
 - Certified School Nurses, School Counselors in all buildings
- Prevention Programming
 - Olweus Bullying Prevention; drug, alcohol, and tobacco curriculum; CPR training; building-specific initiatives
- Collaborative Efforts
 - Teaching teams, Advisor Time, solution-focused PLC meetings, transition planning



Students at Risk

- Student Support Services (S³)
 - Connecting students and families with resources
- Collaborative Efforts
 - Student tutors, Mentors, Natural Helpers
- Targeted Interventions
 - Use of threat assessments, individual/group counseling





Students in High Need

- Special Education
 - Emotional Support program

- Individual Interventions
 - Collaborate with families and outside agencies



Dilemmas

Risk

- Magnitude of emergency
- Likelihood of event
- Change to our culture
- Priorities
- Routine vs Unusual

Response

- Level of preparedness
- Time
- Financial impact
- Necessity
- Collaboration



School Preparedness & Emergency Planning



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Delivering Excellence

Preparedness Pays



High School Experience Vision Team



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Dr. Louis Angelo Chair	Ms. Christine Mussomeli Co-Chair	Mr. Dan Beck Co-Chair	Dr. Tim Wagner Co-Chair
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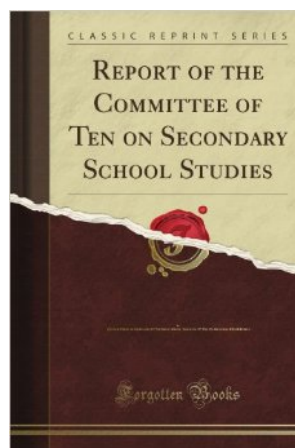


1894

- First public showing of Thomas Edison's kinetoscope
- The International Olympic Committee is founded
- Karl Benz of Germany receives US patent for gasoline-driven auto
- The Committee of Ten standardizes the American high school curriculum



History of HS Experience

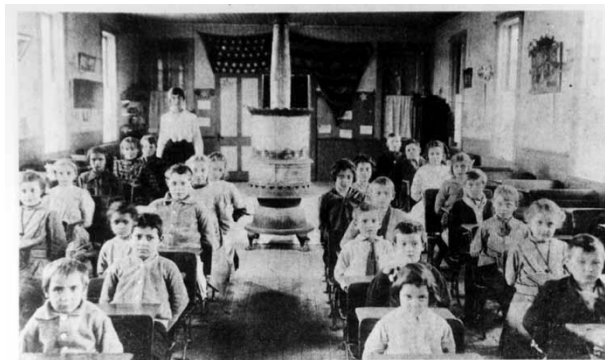




2015



1912



THE ONE ROOM schoolhouse housing eight grades sat on the corner of Wolf Rd. and Harrison St. Among classmates in the winter of 1912, taught by Miss Peroni, were Joseph Porter, Mildred Cotugno, Lillian Fringel, Elsie Haveman, Arnold Haveman, George Dickopf, Wilbert Kummick, Thomas Sellhelms, Lydia Becker, Anna Millies, Fred Millies, Caroline Diekopf, Mildred Cotugno, Harriet Porter, Helen Grogan, Raymond Becker, Grace Cotugno, Ann Cotugno, Frieda Hahnke, Marian Bales and Leonard Bales. Reminiscent of the early one room schools is the incomparable pot-bellied stove.



1920



1930s





1940s



1950





1961



1970



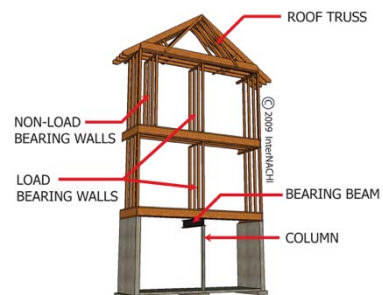


1980



Weight-bearing Walls

LOAD AND NON-LOAD BEARING WALLS





Success at USCHS: Local, Regional, & National Accolades

USC Learners Today

Innovation Hub
Multimedia Journalism
SMART Desk
Summer Physical Education
Career Exploration Opportunities
Resource Center Peer Tutoring
Verizon App Challenge



2015



2014 End-of-Year Faculty Needs Assessment

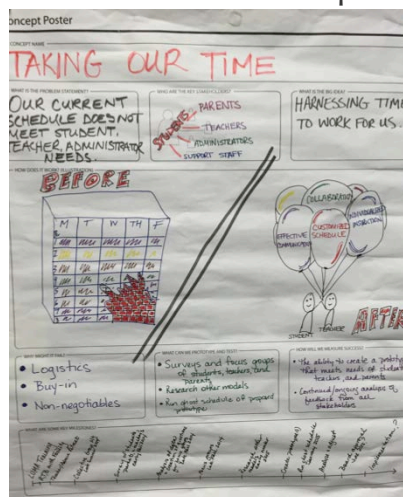
- LUMA Institute & Human-Centered Design:
 - Looking, Understanding, Making
 - Rose, Thorn, Bud
 - Affinity Clustering



The culture at USCHS exists due to the culture of learning and innovation, *and by being collegial*, by encouraging the creation of collegial groups, and by encouraging teams and teamwork (Schwahn & Spady, 2002).



LUMA Institute: Concept Map





Teacher, Parent, & Student Preliminary Needs Assessments

- “Exploration is the open, thorough, and stimulating search for, dialogue about, concert formation of preferred pictures of the possible for the total organization and its employees and constituents functions at their best to achieve the cleared purpose” (Schwahn & Spady, 2002)
- Flexible use of time & structure
- Addressing all learners through authenticity & real-world application
- Business and community engagement



2014 Student Focus Groups

	Students	Cohort
Clarity	What am I aiming to do here?	What am I asking for students to help us understand?
Context	Why should I care?	Why is the student voice essential to understanding the high school experience?
Culture	Who is invested in this process?	How can we analyze student perspective in relation with other stakeholders?
Challenge	How is it working for me?	How can we support students in their voice being heard? How do we balance their perspective with other stakeholders?



Forward Progress

- Student Voice Session: August, 2014
- Focus Group: September, 2014 @ Duquesne
- Faculty Meeting, October 10th, 2014
 - Overview *Re-Imagining the H.S. Experience*
 - Group Dialogue *Our needs, common themes*
- Focus Group: November, 2014 @ Duquesne
 - Brainstorming Committee Topics
- Performance Based Assessments
- Student Voice Session: December, 2014
- In-Service day, Feb 13th
 - HS Experience
- Focus Group: March 2015 @ Duquesne



Fast Track Curriculum Recommendation January 2015


- Study and research alternative models to the traditional high school experience with consideration to ways to provide better means by which to develop the interests and meet the needs of 21st century high school students.

Collaboration, Excitement, & Ownership


My Drive > Re-Imagining the High School Experience

Name ↑

- 2/13/15 In-Service Materials
- 9th Grade Redesign
- Applied Learning Support
- Assessments
- Blended Learning
- Building Infrastructure
- Co-teaching
- Course Design
- Course Selection
- Digital Badges or Certifications



Why get involved?





Why get involved?



Why get involved?



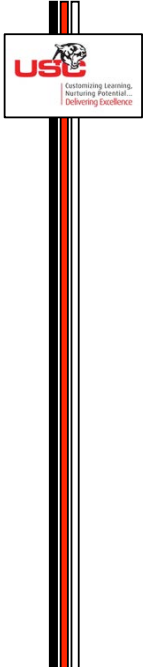


Why get involved?




Why get involved?





Why get involved?



Professional Learning Communities



Customizing Learning,
Nurturing Potential...
Delivering Excellence

Mark Miller
Chair

Erin Peterson
Co-Chair
Shannon Dominick
Co-Chair



- What is a **FOCUSED** PLC?
- Why do we need a **FOCUSED** PLC?
- What is the status of our **FOCUSED** PLC at USC?
 - Where are we currently?
 - What's ahead?
- What's Its Impact on the Culture?
 - Belief System
 - Collaboration with a **FOCUS**!
 - Instructional Delivery
- K – 12 Experience
 - No Matter the Building or Grade Level



Professional Learning Communities

- What is a **FOCUSED** PLC?

*A professional learning community, or PLC, is a group of educators who meet regularly, share expertise, and work collaboratively to **improve teaching skills and the academic performance of students.***



Professional Learning Communities

The Mayo Clinic Motto Putting the Needs of the Patient First

"The needs of the patient come first," and we will meet those needs through "the practice of team medicine" and "unsurpassed collaboration" (Mayo Clinic Mission and Values).

As Berry and Seltman write in "Management Lessons From Mayo Clinic"(2008):

"In the Mayo Clinic, teamwork is not optional-It is mandatory" (p. 51)

"Patients don't get a doctor: They get the expertise of the entire organization" (p. 50)

"Collaboration, cooperation, and coordination are the three dynamics supporting the practice of team medicine at Mayo Clinic" (p. 65)



▪ Why do we need a ***FOCUSED*** PLC?

**Students Answer the Question,
"What does it feel like when you feel lost in class?"**

- *I feel scared. Sometimes I try to listen harder but mostly it doesn't work.*
- *I get mad.*
- *I want to go home and watch TV.*
- *After a while, I give up.*
- *I wish the teacher would know how I feel and would help me.*
- *I feel dumb.*
- *I don't like the subject very much.*
- *I tell myself maybe I'll get it tomorrow.*
- *I daydream.*
- *Sometimes I get in trouble.*
- *I play with my hair. My mom doesn't like when I do that.*
- *I wish I was smart.*



ASCD



▪ Why do we need a ***FOCUSED*** PLC?

**Students Answer the Question,
"What does it feel like when classes move too slowly?"**

- *I always play with my shoes.*
- *I read ahead in the book.*
- *I draw tanks and airplanes.*
- *I make up complicated math problems.*
- *I plan out my day.*
- *I color my nails with my pen.*
- *I try my best to pay attention, but it can be really hard. I try to copy down absolutely everything so I can maybe learn something.*
- *When I had braces, I used to play with my braces, and I had braces for four years!*
- *One thing my sister taught me to do is to listen to music in my head, or to think back to a movie, to its funny parts.*



ASCD



▪ Why do we need a ***FOCUSED*** PLC?





Professional Learning Communities

- What is the status of our ***FOCUSED*** PLCs at USC?
 - *What have we accomplished so far?*
 - *Where are we currently?*
 - *What's Ahead?*



Professional Learning Communities

- What's Its Impact on the Culture?
 - *Change in Belief System*

DID THEY LEARN IT?
as opposed to *DID WE TEACH IT?*

*Our primary goal is to focus on whether students learn the intended concepts, as opposed to focusing on the fact that we taught the curriculum and we need to move on. It sounds simple, but this belief is critical in providing individualized and meaningful instruction to **each student**.*



Professional Learning Communities

▪ What's Its Impact on the Culture?

- Collaboration with a ***FOCUS!***

“Collaborative cultures, which by definition have close relationships, are indeed powerful, but unless they are focusing on the right things they may end up being powerfully wrong.”

- Fullan, *Leading in a Culture of Change* (2001)



Professional Learning Communities

▪ What's Its Impact on the Culture?

- Reflection on Instructional Delivery

“Anyone too busy to reflect on one's practice, is also too busy to improve.”

- Robert Garmston



Professional Learning Communities

▪ K through 12 Experience

Our belief is that EVERY child will get equal opportunity to receive individualized instruction, challenges, and supports no matter the grade level, classroom, or course.

USC's BELIEFS FOR GROWING LEARNERS

▪ By scheduling effectively and working together, every child should receive **INSTRUCTION BASED ON WHERE THEY ARE AS LEARNERS.**

Through the use of strategies such as flexible grouping and using ALL staff efficiently and effectively we are committed to differentiating and individualizing our instruction to meet the needs of all students. All instruction should match your child's level of academic readiness, interest level, or learner style.

▪ **DID THEY LEARN IT? as opposed to DID WE TEACH IT?**

Our primary goal is to focus on whether students learn the intended concepts, as opposed to focusing on the fact that we taught the curriculum and we need to move on. It sounds simple, but this belief is critical in providing individualized and meaningful instruction to each student.

▪ **SECOND CHANCE LEARNING OPPORTUNITIES ARE A MUST!**

We are committed to providing timely, focused supports in order to give our students SECOND CHANCE LEARNING OPPORTUNITIES! We assess after each lesson to determine if our students learned the concept. It is not enough to wait until the chapter test to see if students have learned.

▪ **Unwavering belief in FOCUS ON STUDENT LEARNING! Together.**

▪ **COLLABORATION with a FOCUS!**

No longer is our culture looking through the lens of a single classroom teacher of "My 25 students." We believe we can better meet the needs of our students by utilizing the entire faculty and resources with a mindset of "Our 500 students."

▪ **RESPOND SYSTEMATICALLY!**

Our belief is that EVERY child will get equal opportunity to receive individualized instruction, challenges, and supports no matter the grade level or classroom.



Professional Learning Communities

Our Checklist

- Ensuring building **culture is set up to support & deliver individualized and differentiated instruction**
- Ensuring building schedules are **created to increase student learning**, as opposed to adult conveniences
- Ensuring students are provided **extra time and support** for learning
- Ensuring our responses are **timely**
How quickly are we able to identify the kids who need extra time and support? Does our focus prompt timely intervention or enrichment?
- Ensuring our response is **directive** rather than invitational
Are kids **invited** to put in extra time or does our system **ensure** they put in extra time?
- Ensuring our response is **systematic**
Do kids receive this intervention or enrichment according to a school-wide plan rather than at the discretion of individual teachers? **Luck of the draw is NOT acceptable.**



Professional Learning Communities

YOUR IMPORTANCE?

Your role is vital as we value input from all stakeholders. Everyone, in some cases your children, is greatly impacted by the work we are about to embark on.



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▪ **It Takes All Of Us!**

