

Vision of Student as Learner

Students will be lifelong learners and critical thinkers who are motivated, welcoming of a challenge, resilient, and exhibit a curiosity about the academic content and the world in which they live.

These characteristics will be demonstrated by students' ability to:

- **work independently and collaboratively**
- **analyze and synthesize information from a variety of sources**
- **problem solve by creating and investigating inquiry questions**
- **participate in rigorous discourse**
- **develop and defend arguments based on evidence**
- **apply knowledge and understanding to their everyday life across content areas**
- **create original work and new questions of inquiry**

Vision of Student as Citizen

Students will be empathic, responsible, and active members of a local and global community, as demonstrated by their ability to:

- **communicate with each other in culturally responsive ways**
- **develop self-awareness and self-understanding**
- **think critically and reflect upon the choices they make and the impact they have on society and the environment**
- **apply an understanding of their role in the local and global community through personal action**
- **act responsibly by recognizing and working to resolve issues of social inequity**

Thoughts:

To start, I would ask the following questions:

1. Does our **current curriculum** represent a global community perspective (i.e. Is it Eurocentric? Do we teach inclusivity, do we teach responsibility, collective responsibility and collective problem solving....)?
2. Does our **teaching approach** (often dictated by our curriculum) teach global citizenship (i.e. Does our approach promote collective process/ collaboration? Is it truly inquiry-based....)? This teaching

- Would love to imagine that actually the word 'student' would go away, and we would just talk about our vision of people. This would then include all the faculty and staff, and frankly, the parents, too!
- Appreciate that there is no explicit mention of college preparation!
- In the second bullet of the 'Student as Learner' section, it is suggested that some language be added to note that 'variety of sources' should be understood to be 'variety of voices'; explicitly mentioning that sources come from historically marginalized peoples.
- Wondering if some language could be added that notes that a graduate of APS "understands that the school system is a place of support with resources accessible when one inevitably needs assistance"

Any feedback regarding the descriptions in general? Wording edits?

1. **The first sentence is grammatically a mess.** Try this: "Students will be lifelong learners and critical thinkers who welcome a challenge, exhibit a curiosity about the academic content and the world in which they live, and are motivated and resilient." Or break into more than one sentence, maybe?
2. I think inquiry means "by questioning", so maybe instead: Use an inquiry based approach to problem solving
3. What are "questions of inquiry"?
4. "Working independently and collaboratively" is super vague, and covers two completely opposite ideas. Why not combine working collaboratively with one of the other bullet points that is more closely related.
5. The grade six team likes what they see.
6. Second to last bullet change to: "apply knowledge and understanding to their everyday life and across content areas"
7. In the global citizen part, second bullet, students should not just be self-aware, but also aware of the needs of others. How do your actions affect others?

Does this convey what we want from a student learning...? Edits?

1. These sound like the standards for mathematical practice. (I agree, just more broad)
2. 8th grade team is happy?
3. The student as a learner set is very math-ish. It sounds really good for math. The global citizen things sound good, but are just more general.

5th Grade	Something about being great communicators (oral and written) Intrinsically motivated	Persevere and have a growth mindset
Specialists Art, Music, PE,	Lifelong appreciation of the arts, music, literature, and physical activity.	<ul style="list-style-type: none"> • Value your contributions and personal accomplishments • Make a connection between yourself and the wider world • Create healthy habits • Establish a foundation skill set
Learning Specialists/Reading/Math		<ul style="list-style-type: none"> • Persevere through problem solving using a variety of strategies • Use technology efficiently and responsibly • Commitment to lifelong learning • Effectively communicate in a variety of manners; oral, written, non-verbally • Develop sense of their own learning style
ELL (English Language Learners)	"embrace and work well in diverse communities" - maybe add this to the first bullet.	<ul style="list-style-type: none"> • Valuing the perspective of others • Making personal connections to content
SPED	Delete "the academic content" and just leave the "world in which they live"	<ul style="list-style-type: none"> • work independently and collaboratively with others not like themselves • Develop growth mindset/resilience • Develop a sense of mindful awareness • Compassionate, kind, considerate • Just be nice • Reflective and respectful communicators • Good listeners •

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SPED	compassionate	Develop self-compassion Self-care Acceptance Reflective and respectful communicators
Learning Specialist/Math Reading		<ul style="list-style-type: none"> ● Physical and Emotional Health and wellness ●
ELL (English Language Learner)		<ul style="list-style-type: none"> ● Being open minded. ● Use "kindness" somewhere ●

		<ul style="list-style-type: none"> • Lifelong learning implies a growth mindset and a willingness to take on new challenges, to know where to seek information and how to use it, and to value learning as an end in itself, but none of this is spelled out explicitly. <p>“Demonstrated by students’ ability to”:</p> <ul style="list-style-type: none"> • express one’s ideas effectively through writing, speaking, and art. • Determine learning goals and plans to achieve them • Ask academic questions to clarify or extend understandings (Quality Questioning) • Effectively work across diverse partnerships • Respectfully build-on and debate ideas
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- act responsibly by recognizing and working to resolve issues of social inequity

Observations and Questions:		
<ul style="list-style-type: none"> • What evidence and research were used to generate this list? • 		
Recommendations:		
Keep What we feel strongly should remain	Toss What we don’t see as part of the vision	Add/Adjust What we feel strongly should be included
<ul style="list-style-type: none"> • Reflect upon the choices they make... 	Self-awareness and self-understanding seem duplicative	<ul style="list-style-type: none"> • Develop an appreciation for one’s own cultural identity and that of others • Develop a responsibility to social justice

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Student as Learner and Citizen

Grade _ thinks that we should not be afraid to discuss race and race issues as we read about the Depression with a protagonist who is a black boy. We also teach a reading unit based around the time period of pre-Civil War slavery. We need to be aware that we cannot put ourselves in the role of any person. We can speak from our own perspective but we cannot take on their voice in acting or in writing.

To whoever now has to teach the white explorers, please know that there is a TON of info on Columbus's bias in 5th grade.

