ENDS POLICY 1.5

Each student has the 21st century skills needed to succeed in the global economy.

School Board Update | March 25, 2024

EP

EDEN PRAIRIE SCHOOLS

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Agenda

- Review of 2022-2023 outcomes
- Review of approach to ongoing improvement efforts
- Targeted actions to improve outcomes for End 1.5
- Questions & discussion

Ends Policy 1.5

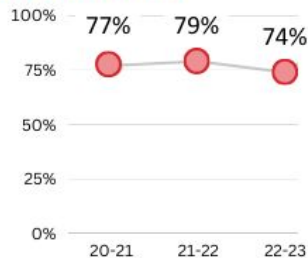Each student has the 21st century skills needed to succeed in the global economy.

Targets:
- Collaboration: 81%
- Communication: 81%
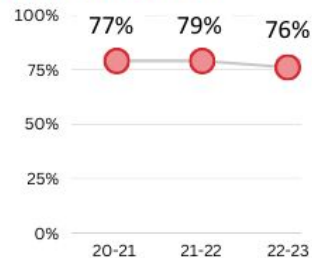- Creativity: 82%
- Critical Thinking: 79%

4Cs

21st Century Skills (the 4Cs)
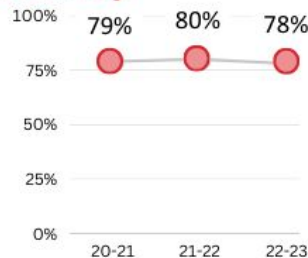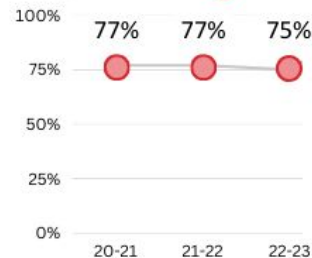
Collaboration
- 77% (20-21)
- 79% (21-22)
- 74% (22-23)

Communication
- 77% (20-21)
- 79% (21-22)
- 76% (22-23)

Creativity
- 79% (20-21)
- 80% (21-22)
- 78% (22-23)

Critical Thinking
- 77% (20-21)
- 77% (21-22)
- 75% (22-23)

Ends Policy 1.5

Each student has the 21st century skills needed to succeed in the global economy.

4Cs

22-23 4Cs Proficiency					
		Collaboration	Communication	Creativity	Critical Thinking
Early Elementary	K	27%	30%	33%	22%
	1	61%	62%	73%	63%
	2	64%	67%	72%	71%
	Total K-2	50%	53%	59%	51%
Upper Elementary	3	57%	58%	61%	51%
	4	66%	69%	70%	67%
	5	77%	77%	80%	72%
	Total 3-5	66%	68%	70%	63%
Middle	6	84%	87%	90%	88%
	7	89%	91%	94%	91%
	8	89%	93%	94%	93%
	Total 6-8	87%	90%	93%	91%
High	9	80%	79%	79%	80%
	10	78%	79%	78%	79%
	11	85%	85%	85%	87%
	12	90%	89%	89%	89%
	Total 9-12	83%	83%	83%	83%

Image Credit - **Iterate the Secret to Innovation in Schools** by Justin Reich

Resulting Actions

- Streamlined proficiency scales for teachers
- Professional development for instruction - secondary
- Professional development for instruction - elementary
- Progress monitoring

Streamlined Proficiency Scales for Teachers

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Grades 3-5 Proficiency Scales

An **essential learning target** is a specific and measurable goal that students are expected to achieve within a given timeframe.

Supporting targets are specific learning objectives that contribute to the overall attainment of an essential learning target.

Supporting targets are NOT a checklist of what a student needs to achieve the essential learning target. Supporting targets are used to evaluate whether a student has achieved the essential learning target.

Proficiency scales are banded by grade level. Students in all grades of the grade band can achieve the essential learning target; it is not a grade progression.

	Collaboration
Level IV	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility when working with others to achieve the team's goals.
Level III	**Essential Learning Target:** Student can work cooperatively and productively with team members to achieve a common academic goal.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the collaborative task: ● Demonstrates a clear understanding of the purpose and scope of the team's work and follows a plan to meet task requirements ● Takes personal responsibility in carrying out the task and willingly accepts individual roles ● Assists others in accomplishing the team goal as needed ● Shows clear understanding and appreciation of the various ideas and skills of team members. ● Provides and responds to feedback constructively and respectfully ● Uses technology tools for collaboration in ways that demonstrate cooperation and boost productivity ● Reflects on one's own collaboration skills and identifies improvements that could be made in future collaboration
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

	Communication
Level IV	Student can communicate effectively about academic topics, making choices in both oral conversation and written composition to ensure messages are understood clearly by intended audiences.
Level III	**Essential Learning Target:** Student can communicate about academic topics through speaking and writing, ensuring messages are understood clearly by specific audiences.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the communicative task: ● Conveys ideas with an appropriate number of facts and details to demonstrate conceptual understanding and knowledge. ● Organizes ideas in a manner that is logical and easy to follow from introduction to conclusion. ● Asks questions of audiences to check for understanding. ● Listens actively and attentively to other participants. ● Uses verbal & nonverbal techniques and digital media to enhance oral presentations. ● Shows understanding of how to communicate through a variety of media platforms as a responsible and respectful 21st century digital citizen, with an awareness of how one's communication contributes to an online footprint. ● Shows cultural understanding when engaging with others from other cultures, respecting differences in communication. ● Identifies potential improvements in one's communication for future work.
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Streamlined Proficiency Scales for Teachers

Creativity

Level IV	Student can generate innovative products or solutions that reflect consideration of an academic problem, refinement throughout the design process, and an openness to explore unconventional ideas.
Level III	**Essential Learning Target:** Student can invent and refine unique products or solutions to an academic challenge.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the creative task: • Explains the challenge clearly • Generates multiple ideas that are closely related to the challenge, reviews options, and identifies the best idea to meet the challenge • Displays curiosity and flexibility in exploring ideas • Asks for and listens to feedback from others while exploring ideas • Makes revisions that advance and/or improve the quality of ideas. • Creates a product or solution to the challenge that is useful and unique • Uses technology to improve the design of a product or solution • Respects existing creations that have been shared (or withheld) from open-sourced material in digital spaces • Reflects on the creativeness of one's own ideas and identifies improvements that could be made in future creative processes
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Critical Thinking

Level IV	Student can develop evidence-based conclusions to academic inquiries by analyzing and synthesizing information related to the topic of study.
Level III	**Essential Learning Target:** Student can develop conclusions to open-ended, academic questions that are based on evidence from multiple sources of information.
Level II	Supporting Targets: Student can demonstrate the following as necessary for the critical thinking task: • Describes various aspects of the academic question to be answered and explains a process for how to best answer the question • States a clear conclusion to the academic question informed by research • Gathers accurate evidence from multiple sources to support one's conclusion • Uses the Internet to find accurate and recent sources of information • Compares and contrasts one's own conclusion from differing conclusions, considering how point of view impacts the critical thinking process • Reflects on one's own critical thinking skills and identifies improvements that could be made when answering open-ended academic questions in the future
Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

Digital Citizenship

Level IV	Student has internalized being safe, kind, and responsible in a digital environment and applies this knowledge in-person and digitally.
Level III	**Essential Learning Target:** Student acts in a safe, kind, and responsible manner in-person and digitally.

Level II	Supporting Targets: Student can demonstrate the following:
	• (safe) Understand the importance of a positive digital identity for themselves whenever digital media is encountered and the inherent lack of privacy online.
	• (safe) Understand the implications of sharing personal information online.
	  ○ Including the use of effective passwords and considering sources before engaging.
	• (safe) Maintain a balance of online and offline engagement and a balance of passive and active digital media consumption.
	  ○ Examples of active engagement are creating content and collaborating with others digitally. Examples of passive engagement are extended periods of scrolling or viewing without clear purpose.
	• (kind) Promote a positive digital identity for others, which includes preventing or not engaging in cyberbullying, trolling, or scamming.
	  ○ Examples include sharing any personal information that is not yours, such as sharing pictures or video without consent.
	• (responsible) Understanding how to give proper credit to the original creators when using or sharing their work.
	• (responsible) Understanding appropriate vs. ill-intended use of digital resources and information.
	  ○ Examples of appropriate use of digital information to create original content. Examples of ill-intended use include attempting to obtain or view other persons' accounts or sharing anything that would cause harm to another.

Level I	Student's demonstration of learning shows minimal success of Supporting Targets.

EPHS - 4Cs Cohort Learning
Professional Development for Teachers

Example Student Self Assessment

	4	3	2	1
Communication	Student can communicate about academic topics in an *in-depth* manner that is both convincing and *highly engaging, regularly* making strategic choices to *diversify* and *enhance* modes and *styles* of communication based on a *genuine interest* for diverse audiences.	Student can communicate *convincingly* about academic topics, making *strategic* choices in both oral conversation and written composition to ensure messages are understood clearly by *diverse* audiences.	Student can communicate clearly about academic topics in both oral and written composition for diverse audiences.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
Circle what score 1-4 you would give yourself on the Communication rubric based on today's task. Explain why.			**How can you improve your Communication skills based on the rubric above?**	
Collaboration	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to *motivate* and *empower* others to *better* achieve the team's goals.	Student can work cooperatively & productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and *initiative* when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
Circle what score 1-4 you would give yourself on the Collaboration rubric based on today's task. Explain why.			**How can you improve your Collaboration skills based on the rubric above?**	

rubric

	1	2	3	4
Collaboration	Student's demonstration of learning shows minimal success of the 4C skill being assessed.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and *initiative* when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to *motivate* and *empower* others to *better* achieve the team's goals.

What score 1-4 would you give yourself on Collaboration based on today's task?

Why?

How can you improve your Collaboration skills?

EPHS - 4Cs Cohort Learning
Professional Development for Teachers

Example Rubric Integrated with an Assignment

	4	3	2	1
Communication	Student can communicate about academic topics in an *in-depth* manner that is both convincing and *highly engaging, regularly* making strategic choices to *diversify* and *enhance* modes and *styles* of communication based on a *genuine interest* for diverse audiences.	Student can communicate *convincingly* about academic topics, making *strategic* choices in both oral conversation and written composition to ensure messages are understood clearly by *diverse* audiences.	Student can communicate clearly about academic topics in both oral and written composition for diverse audiences.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
What's this look like in the role play?	• Clearly & accurately makes a strong case for figure using SFIs • Thoughtful, well researched, historically accurate, & prepared • Makes sure figure's point of view is included in the role play • Explained facts & quotes & applied to statement/situation			
Collaboration	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility, initiative, and the ability to *motivate* and *empower* others to *better* achieve the team's goals.	Student can work cooperatively & productively with diverse team members in pursuit of a collective academic task, demonstrating flexibility and *initiative* when working with others to achieve the team's goals.	Student can work cooperatively and productively with diverse team members in pursuit of a collective academic task.	Student's demonstration of learning shows minimal success of the 4C skill being assessed.
What's this look like in the role play?	• Works with group members to create a cohesive and convincing argument • Willing to hear and implement ideas of group members • Offer ideas and suggestions to the group			

EPHS - 4Cs Cohort Learning
Professional Development for Teachers

Oak Point Elementary
Professional Development for Teachers

EPO - 4Cs Progress Monitoring

KEY		
On-Track	OT	Student has completed most work at a "proficient" mastery level in the given instructional area in the past 20 school days
Developing	D	Student has completed most work at a "developing" mastery level in the given instructional area in the past 20 school days
Beginning	B	Student has completed most asyncronous work at a "beginning" mastery level in the given instructional area in the past 20 school days
Incomplete	I	Student has inconsistently completed (summative) work in the given instructional area in the past 20 school days such that an accurate evaluation of learning mastery is not possible
Not Assessed	NA	Student has not completed any meaningful work in the given instructional area in the past 20 school days such that any evaluation of learning mastery is not possible

STUDENT NAME (Last Name, First Name)	LITERACY		MATH	SCIENCE	SS	SPECIALS ROTATIONS				4C's			
	Reading	Writing	Math	Science	Social Studies	Art	Music	Spanish	PhyEd	Communication	Collaboration	Creativity	Critical Thinking
Rasputin, Piotyr	D	D	B	B	D	OT	I	NA	NA	OT	OT	NA	B
McCoy, Hank	OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	OT
Summers, Scott	OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	D
Grey, Jean	OT	OT	OT	OT	OT	OT	OT	NA	NA	OT	OT	NA	OT
Munroe, Ororo	B	B	OT	OT	OT	OT	OT	NA	NA	D	B	NA	OT
Drake, Bobby	I	I	I	I	I	I	I	NA	NA	I	I	NA	D

Questions & Discussion