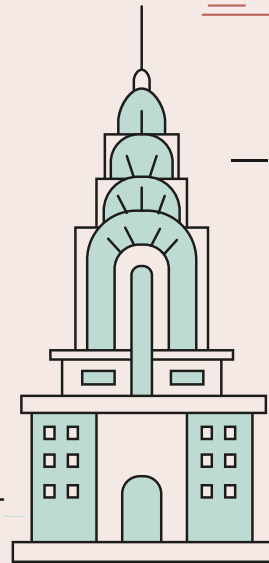
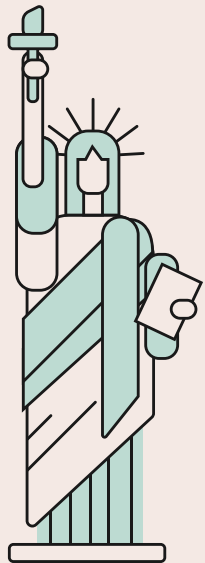


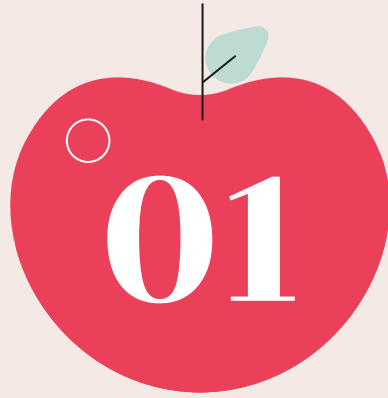


SEL Cohort

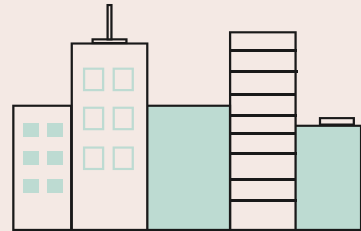
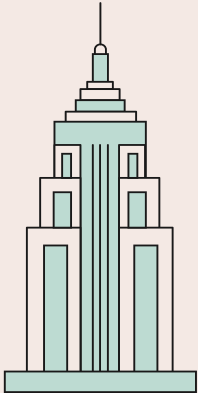
Mineola Public
Schools Site Visit

Highlights & Takeaways
From New York





Learner- Centered Environment



Learner Identity



Student vs. Learner

Why Learner?

How do we cultivate a learner identity?



A LEARNER...	A STUDENT...
learns anytime, anywhere	learns in classroom
directs & supports their own learning	is directed by the teacher
works at their own pace	works within a defined time
is motivated by the mastery of skills	is motivated by grades
develops own learning goals and monitors own progress	follows goals that are set & monitored by the teacher
achieves by active collaboration & feedback with others	achieves by listening and following instructions
designs learning experiences based on passions & interests	experiences teacher-designed activities & projects

a learner...

Believes that anyone can change their current intelligence and abilities
 Believes that learning is a skill.
 Believes that learning is their control.



Understands **mistakes**, **obstacles** and **setbacks** and **struggle** are a normal and necessary part of learning and expects them to happen.



Acknowledges **effort** and **discomfort** as a normal and necessary part of getting better



Makes the choice to frame **challenges** into opportunities to grow instead of reasons to get frustrated, give up, blame or deflect.



Leans in to the discomfort that may arise, focusing on the **process** and the incremental growth that results.



Learner Portfolios

What is a Learner Portfolio?

In grades 3 & 4, Jackson Avenue you will explore and learn about yourself as a learner as you develop a learner portfolio.

Your learner portfolio will serve as a space to document your growth throughout your years in Mineola.

In the portfolio, learners will:

- Reflect on your interests, values, passions
- Set personal and academic goals
- Document and reflect on progress
- Make decisions about next steps

Why do you think creating a learner portfolio is important?

What is VALUE?

According to Merriam-Webster Dictionary,

VALUE is a strongly held belief about what is valuable, important, or acceptable - usually plural.

When people talk about values, they talk about the ideas that are important to them.

For example, America was founded on the values of freedom and justice for all.

Different cultures have different values.

Her values are very different from mine.

VALUES:

TYPES

- Cultural
- Moral
- Religious
- Traditional
- Conservative
- Liberal, etc.

EXAMPLES

- Honesty
- Reliability
- Efficiency
- Positivity
- Creativity
- Optimism
- Respect
- Courage
- Patriotism
- Etc.

What are your INTERESTS?

Let's talk about your interests. If you can identify your interests, you can easily improve your knowledge of something you are passionate about. Besides, you can make friends with the people who have the same interests.

Remember, interest is:

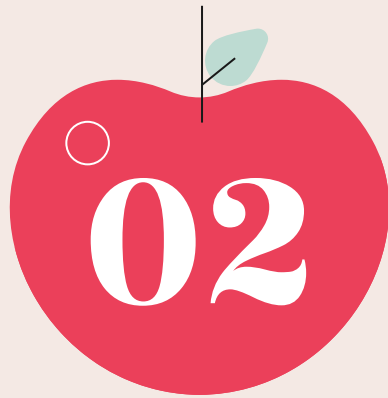
- something you love talking about with others
- something you enjoy doing every day
- something you know a lot about and want to learn more

I'm passionate about _____

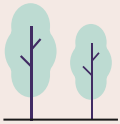
I know a lot about _____

I'm good at _____

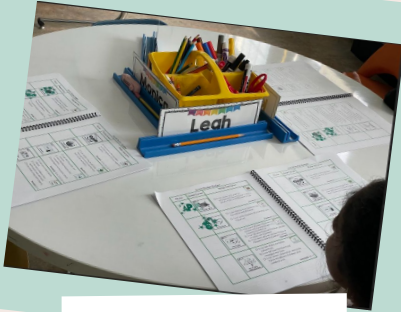
© Always Things To Do



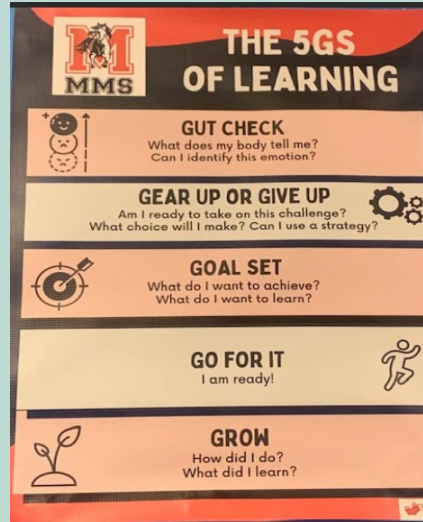
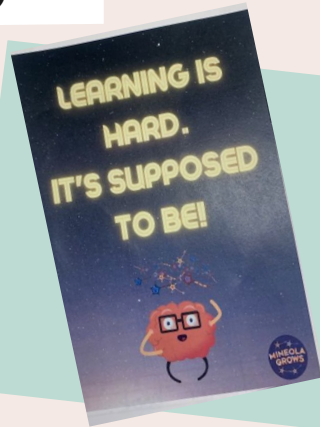
Learner Agency



Growth Mindset/ Building Lifelong Learners

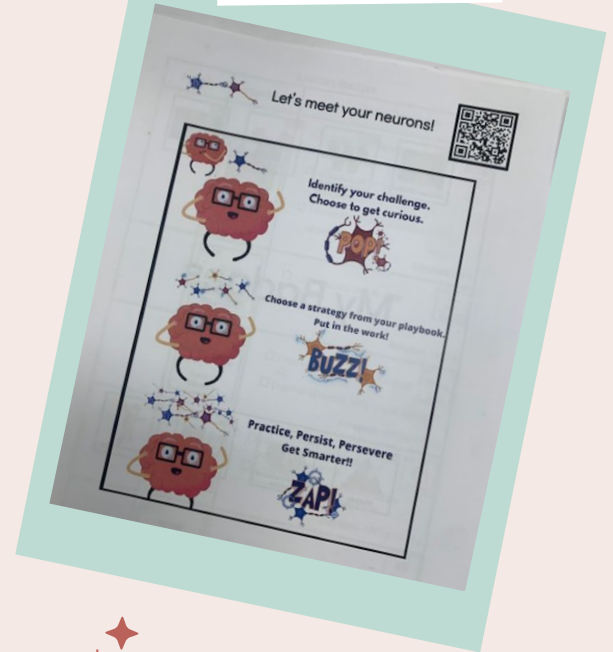


**Badge Books
(K-2)**

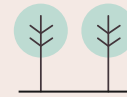
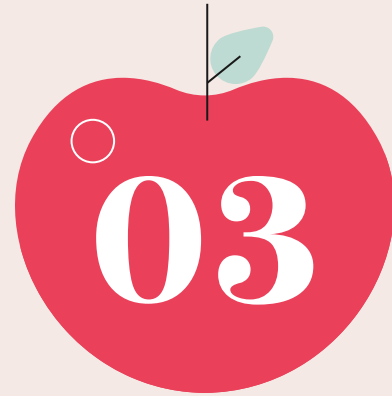


**5 G's Of
Learning (5-7)**

**Pop, Buzz,
Zap! (K-2)**



Visible Learning



Learning Intentions and Goals

Proficiency Scales

Central Idea

Application

- I explain the theme statement or central idea by using relevant details from the text.
- I explain the main or central idea by using relevant details from the text.



Knowledge

I demonstrate evidence that I know and understand important vocabulary, terms and concepts such as: theme, central idea, summarize, relevant, irrelevant, inference

- I make logical inferences.
- I use story elements to determine the theme.
- I identify the main idea or central idea by summarizing portions of a text.
- I identify key details of the text such as: character, setting, problem and solution.

Insight

- I am on my way to demonstrating evidence of learning.

Transfer

I use the knowledge, understanding and skills that I acquired in Application to make inferences and connections beyond what was directly taught.

Standards: 4R2,4R

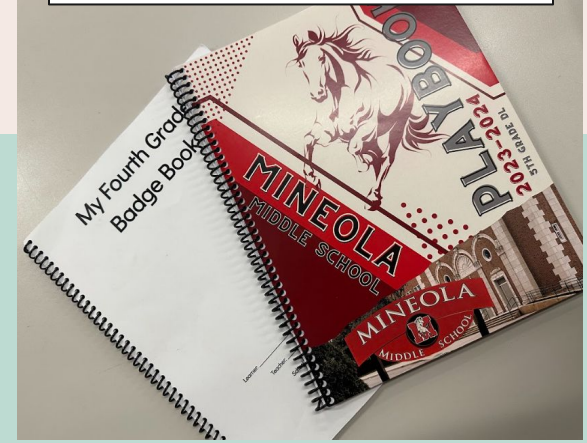
SEL + Goals



Goal Setting Weekly



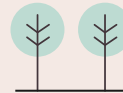
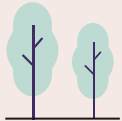
Badgebooks/Playbooks



Neuron Stickers



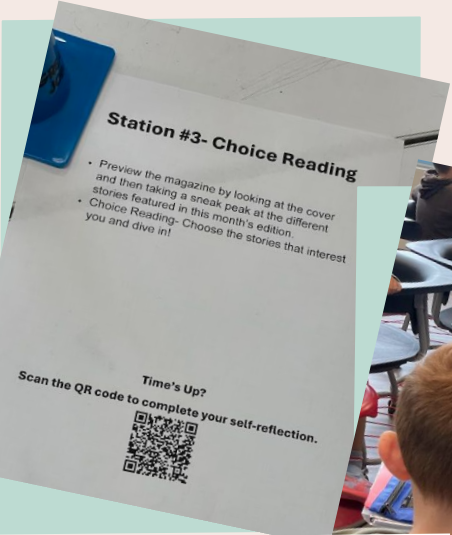
Collaborative Learning Culture



Responsive Practices



**Conferencing
& Feedback**



**Station
Rotations**



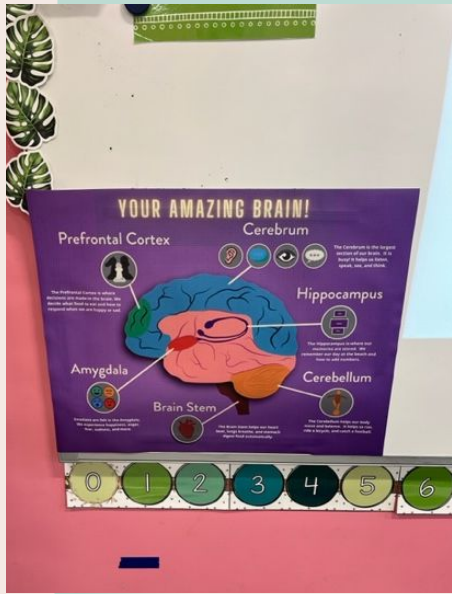
**Design
Thinking**



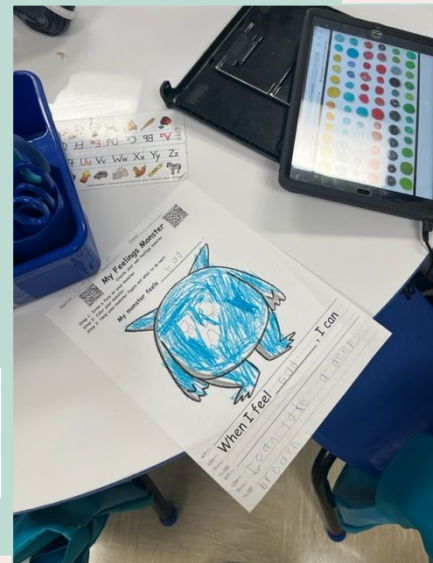
Building-Wide Initiatives

Jackson BRAVE Values	Classroom	Cafeteria	Recess	Hallway	Bussing
<p>Be collaborative</p> <ul style="list-style-type: none"> - Be a positive group member - Help a peer - Participate - Share with others - Treat your table as a team 	<ul style="list-style-type: none"> - Clean up- if it's not yours- pick it up! - Participate - Encourage others to follow the rules 	<ul style="list-style-type: none"> - Invite others to join a game - Take turns 	<ul style="list-style-type: none"> - Stay on line with your classmates - Stay on bus line to enter and exit the bus 	<ul style="list-style-type: none"> - Share your seat with your classmates - Stay on bus line to enter and exit the bus 	<ul style="list-style-type: none"> - Share your seat with your classmates - Stay on bus line to enter and exit the bus
<p>Respect Others</p> <ul style="list-style-type: none"> - Follow rules and directions - Take turns - Use appropriate language - Do not discriminate 	<ul style="list-style-type: none"> - Use appropriate volume when speaking - Follow the teacher and aide directions - Respect others food choices 	<ul style="list-style-type: none"> - Respect others volume when speaking - Listen to your aide - Keep hands to yourself - Use appropriate language and help others use appropriate language 	<ul style="list-style-type: none"> - Stay in line spot - Walk quietly - Keep hands to yourself - Use appropriate language 	<ul style="list-style-type: none"> - Follow bus driver's directions and rules - Use appropriate language 	<ul style="list-style-type: none"> - Follow bus driver's directions and rules - Use appropriate language
<p>Ask Safety</p> <ul style="list-style-type: none"> - Stay on task - Participate - Ask permission to leave classroom - Use materials appropriately 	<ul style="list-style-type: none"> - Ask permission to leave your seat - Use utensils appropriately - Use materials appropriately 	<ul style="list-style-type: none"> - Ask permission to use the bathroom - Listen to the nurse - Keep hands to yourself - Listen to the aide and stay with your class - Don't skip class 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions
<p>Make Connections</p> <ul style="list-style-type: none"> - Ask questions - Explore new topics - Ask questions about others - Share your favorite book 	<ul style="list-style-type: none"> - Try new foods - Ask questions about others' books and topics 	<ul style="list-style-type: none"> - Try new foods - Ask questions about others' books and topics - Ask permission to use the bathroom - Listen to the nurse - Keep hands to yourself - Listen to the aide and stay with your class - Don't skip class 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions 	<ul style="list-style-type: none"> - Stay in bus line - Stay in line and listen to directions
<p>Practice It</p> <ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others 	<ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others 	<ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others 	<ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others 	<ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others 	<ul style="list-style-type: none"> - Observe and practice - Practice with others - Practice with others - Practice with others

Explicit skill instruction for behaviors



October Theme: Emotions Detectives



Initial Timeline

Year 01

- Develop a Learner Profile and shift from “students” to “learners”
- Work with teacher teams to create a common expectation for behaviors
- Adult learning on creating a sense of belonging through community circles

Year 02

- Adult Learning/Implement community circles
- Grade level teams begin to unpack the standards and create proficiency scales for each content area.

Year 03

- Grade level teams continue to work on unpacking standards and creating badge book proficiency scales.



I ♥ NY



Thank you for this great learning opportunity!

