

J. Graham Brown School Self-Directed Learning Framework

J. Graham Brown School students have "reasoned minds and educated hearts" of self-directed life-long learners.

- *Students are critical, open-minded, and creative thinkers who are willing to take risks and are eager for new knowledge.*
- *Students are compassionate, tolerant, and respectful human beings who value cultural diversity and contribute to the community.*

Students are expected to have mastered all the prerequisite skills in the previous level as they progress.

INDEPENDENCE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
IND-P. Students have an awareness of task demands and are learning to self-monitor.	IND-I. Students identify strategies to become effective, self-monitored problem solvers while honing evaluation skills.	IND-M. Students utilize strategies to accomplish achievable learning goals by establishing priorities, monitoring progress, and evaluating learning experiences.	IND-H. Students design a plan of strategies for meeting learning goals and can systematically, effectively carry out a plan and evaluate/revise their own performance.
<p>1. Students have an awareness of needed materials and how to get them.</p> <p><i>Teachers post visual aids to assist students in locating materials.</i></p>	<p>1. Students are establishing habits of organization, including writing assignments in their agendas, placing work in the correct folders, and turning in assignments and homework on time.</p> <p><i>Teachers spend the conclusion of each daily instructional lesson ensuring students document upcoming assignments in agendas and directing students on organizing materials and</i></p>	<p>1. Students can independently track assignments and due dates, check their grades online, and chunk long-term projects.</p> <p><i>Teachers collaborate on posting assignments and provide check points for long-term projects. Teachers will post grades at least weekly to assist students in being proactive.</i></p>	<p>1. Students can effectively, independently track assignments and due dates, check their grades online, and chunk long-term projects. Students create personal check points for long-term projects.</p> <p><i>Teachers collaborate on posting assignments. Teachers will post grades at least weekly to assist students in being proactive.</i></p>
<p>2. Students can follow established rituals and routines with frequent reminders</p> <p><i>Teachers teach and provide practice of rituals and routines Teachers model activity/lab with whole group then break into pairs or small groups for learning activities throughout the year.</i></p>	<p>2. Students can follow established rituals and routines with infrequent reminders.</p> <p><i>Teachers teach common rituals and routines across classrooms and provide time for students to practice, including lab safety. Teachers continue to monitor routines. Teachers post agendas to help</i></p>	<p>2. Students follow established rituals and routines without reminders, even if the teacher is absent.</p> <p><i>Teachers establish rituals and routines, and remind students/provide time to practice them after significant breaks, including lab safety reminders.</i></p>	

INDEPENDENCE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
<p>3. Students are working toward focusing independently for up to 45 minutes.</p> <p><i>Learning tasks are developed to ensure individual students are actively engaged and accountable for learning: Kindergarten goal – 15-20 minutes 1st grade goal – 30 minutes 2nd grade goal – 45 minutes</i></p>	<p>3. Students can focus independently and collaboratively for up to 45 minutes.</p> <p><i>Teachers intentionally teach collaborative learning strategies, group roles, procedures, and norms. Teachers develop small group assessments that focus on scaffolded tasks. These learning tasks should be complex enough to focus students for up to 45 minutes.</i></p>	<p>3. Students can effectively manage their time between school work and extra-curricular activities.</p> <p><i>Study hall teacher will ensure that each student is prioritizing their week not only for long-term projects but for after-school obligations. Using the agenda for these tasks will be stressed.</i></p>	<p>3. Students can effectively manage their time among school, extra-curricular activities, employers, and community service.</p> <p><i>Study hall teacher will spend some time during the first day of each week with students prioritizing assignments and planning for outside tasks.</i></p>
<p>4. Students can evaluate their learning using rubrics.</p> <p><i>Teachers will provide opportunities for self-assessment using basic rubrics.</i></p>	<p>4. Students can evaluate their learning and provide general feedback to others using rubrics.</p> <p><i>Teachers will provide opportunities for self and peer assessment using rubrics.</i></p>	<p>4. Students can evaluate their learning and provide specific feedback to others using rubrics.</p> <p><i>Teachers will provide opportunities for peer grading and reflective writing using rubrics.</i></p>	<p>4. Students can evaluate their learning and provide extensive critical feedback to others. Students create their own rubrics for assignments and projects.</p> <p><i>Teachers will facilitate opportunities for peer review and self-assessment using a detailed rubric; some rubrics are student created.</i></p>
<p>5. Students, with teacher guidance, identify short-term academic and behavior goals and track progress.</p> <p><i>Teachers model goal identification and goal tracking, and direct students to do so. Teachers use PBIS strategies to encourage students.</i></p>	<p>5. Students, with teacher guidance, identify short- and long-term academic and behavior goals and track progress.</p> <p><i>Teachers lead students in setting goals using SMART criteria and document their progress. Teachers use PBIS strategies to encourage students.</i></p>	<p>5. Students identify short- and long-term academic and behavior goals and track progress independently.</p> <p><i>Teachers create goal-setting activities for short- and long-term student goals, that are then implemented by students. Teachers ask students to track their own progress data. Teachers use PBIS strategies to encourage students.</i></p>	<p>5. Students identify short- and long-term goals and track progress, and can articulate their own motivations and life goals.</p> <p><i>Students write reflections on their goals and make plans to achieve them. Teachers use PBIS strategies to encourage students.</i></p>

INDEPENDENCE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
<p>6. Students have an awareness of their progress.</p> <p><i>Teachers model self-reflection for students. Teachers provide positive reinforcement and feedback for student perseverance on non-preferred tasks.</i></p>	<p>6. Students, with teacher direction, reflect on their progress toward meeting goals. Students identify steps needed to achieve goals.</p> <p><i>Teachers intentionally meet with students to provide specific feedback about current progress and coach them, fostering a growth mindset. Teachers guide students in writing a reflection on their progress toward meeting goals and the steps they need to take to achieve them.</i></p>	<p>6. Students utilize data to develop a plan for improvement, with teacher guidance, and put the plan into action.</p> <p><i>Students identify specific checkpoints for reflection on their progress toward goal attainment. Teachers ask students to write goal reflections and the steps they need to take to achieve them. Teachers suggest resources that would help students, and students implement the plan. Teachers use a common language that fosters a growth mindset.</i></p>	<p>6. Students utilize data to develop a plan for improvement, seek out resources, and put the plan into action.</p> <p><i>Students develop a plan to improve areas for growth based on self-reflection of progress data. Teachers ask students to track their own progress data and write reflections based on recent work. Teachers provide independent study resources. Students utilize ILP data school-wide.</i></p>
	<p>7. Students are learning to communicate with teachers and staff with support from their parent/caregiver.</p> <p><i>Students attend conferences with their parent/caregiver and provide input when requested.</i></p>	<p>7. Students can communicate with teachers and staff with support from their parent/caregiver.</p> <p><i>Teachers will communicate with parents that the first communication regarding student progress and assignments will be from the student. Students are learning, with parents support, to advocate for themselves. Students are learning to hold student-led conferences with support from their parents.</i></p>	<p>7. Students can communicate with teachers and staff independently and self-confidently.</p> <p><i>Teachers will encourage student-led conversations at least quarterly regarding personal progress, similar to a college student visiting a professor during office hours. All family-initiated conferences will be student-led.</i></p>

EMPATHY			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
EMP-P. Students display empathy for peers and significant adults.	EMP-I. Students display compassion for the school and community, and are willing and interested in exploring different perspectives.	EMP-M. Students display passion for social justice issues to become culturally responsive agents of change.	EMP-H. Students lead others in becoming culturally responsive agents of change.
<p>1. Students can identify ways to be a good neighbor.</p> <p><i>Teachers and guidance counselor collaborate to teach desired social/emotional behaviors and implement restorative practices.</i></p>	<p>1. Students demonstrate "upstander" characteristics and behaviors.</p> <p><i>Teachers and the guidance counselor collaborate to provide intentional instruction in acceptable behavior and upstanding behavior.</i></p>	<p>1. Students speak and write as an advocate for others (as an "upstander") and use a "we" perspective in place of a "we-they" perspective.</p> <p><i>Teachers implement classroom systems and structures that foster communal unity and transcend learning location.</i></p>	
<p>2. Students can communicate regret for negative behavior.</p> <p><i>Teachers and the guidance counselor collaborate to teach desired social/emotional behaviors and implement restorative practices.</i></p>	<p>2. Students express feelings appropriately in conflict.</p> <p><i>Teachers and the guidance counselor collaborate to model and role play appropriate social/emotional behaviors and implement restorative practices.</i></p>	<p>2. Students engage in leadership activities, mentor younger students, and use positive peer pressure to encourage positive behavior in peers. Students engage in restorative practice after an offense.</p> <p><i>Teachers develop systems in which students can mentor younger students and grow leadership skills through learning activities. Coaches teach student athletes that they are ambassadors of our school. Teachers and guidance counselor collaborate to provide social/emotional team instruction based on the middle school model. Teachers and guidance counselor collaborate to implement restorative practices.</i></p>	

EMPATHY			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
<p>3. Students can identify the needs of others and the school and express possible solutions for such needs.</p> <p><i>Teachers and the guidance counselor collaborate to reinforce positive behavior using PBIS strategies and reward systems.</i></p>	<p>3. Students can identify the needs of others and the school and express possible solutions for such needs.</p> <p><i>Teachers develop rules/rituals/routines for each class and foster school-wide expectations. Teachers and guidance counselor collaborate to use PBIS strategies and reward systems.</i></p>	<p>3. Students identify people and communities in need and ways to meet identified needs. Students can make predictions of how the implementation of plans may affect others (intended and unintended consequences).</p> <p><i>Teachers create assignments that engage students in local and global awareness. Teachers provide and teach from a diverse collection of authors and texts. Teachers provide a selection of philanthropic initiatives from which students can participate and ultimately choose as a whole class for cross-curricular learning activities.</i></p>	<p>3. Students engage in work and activities with an awareness of legacy, purpose, and hospitality.</p> <p><i>Teachers design lesson activities/projects that allow and/or require students to think, predict, and write about the ongoing outcomes of their service, actions, and interactions with others.</i></p>
<p>4. Students can express concern/compassion for family, friends, and animals (in a common language).</p> <p><i>Teachers use strategies such as classroom meetings and social stories to model and discuss the feelings and needs of others.</i></p>	<p>4. Students can identify common positive attributes of individuals/peoples and can identify positive attributes that result from differences among</p> <p><i>Teachers and the guidance counselor collaborate to implement lessons and opportunities for community collaboration that focus on good citizenship.</i></p>	<p>4. Students can discuss and write ideas from another's perspective.</p> <p><i>Teachers expose students to a wide variety of perspectives and create assignments/projects that challenge students to engage with someone else's perspective.</i></p>	<p>4. Students engage in communication/correspondence with people in other communities and throughout the world.</p> <p><i>Teachers develop lesson activities that facilitate or require students to communicate with others across the region and globe through technology. Teachers and sponsors plan and facilitate trips for students to interact in individuals who are culturally different (interaction with people; beyond sightseeing).</i></p>

INITIATIVE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
INT-P. Students exhibit willingness and develop compliance toward non-preferred learning.	INT-I. Students value rigorous non-preferred activities.	INT-M. Students identify areas for growth and seek out growth opportunities.	INT-H. Students exemplify and model intrinsic motivation.
<p>1. Students are made aware of community needs and take action.</p> <p><i>Teachers use social studies time to ensure students understand specific issues dealing with our local community and provide detail on what people can do to change them. Students work as a whole class to mitigate a community problem.</i></p>	<p>1. Students investigate community needs and address concerns to appropriate leaders.</p> <p><i>During social studies class, students will dive deep into local issues and needs and will do the following: a) learn where to find reliable sources, b) understand who they should address for each specific problem, c) learn advocacy skills, and d) create a solution to the current issue and provide the solution to the leader. Students participate in service activities as a whole class.</i></p>	<p>1. Students participate in volunteer service activities.</p> <p><i>Social studies teachers provide opportunities for students to engage in co-curricular service learning projects. Sponsors encourage student participation in collections/drives and service activities.</i></p>	<p>1. Students work together and with groups/organizations to lead, plan, implement, and complete service projects intended to benefit others.</p> <p><i>Social studies teachers provide opportunities for students to engage in co-curricular service learning projects. Sponsors encourage student participation in collections/drives and service activities.</i></p>
	<p>2. Students can demonstrate learning in different ways.</p> <p><i>Teachers provide a menu from which students can display learning on certain assignments; students choose a variety of methods to demonstrate learning.</i></p>	<p>2. Students select ways to demonstrate learning that may be more challenging for them.</p> <p><i>Teachers create projects and assignments that allow multiple products and forms of understanding. Students will be encouraged to make selections for products that will strengthen areas for growth.</i></p>	<p>2. Students extend their learning beyond the classroom.</p> <p><i>Students engage in long-term projects for graduation that strengthen areas for growth. Students would identify a need in the local community that is important to them; students will develop and implement a plan of action that could help solve the identified issue.</i></p>

INITIATIVE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
	<p>3. Students attend multicultural learning activities.</p> <p><i>Teachers intentionally incorporate multi-cultural learning activities through social studies, literature, and world languages.</i></p>	<p>3. Students participate in multicultural events.</p> <p><i>Students demonstrate learning through active participation in multi-cultural events through social studies, literature, and world languages.</i></p>	<p>3. Students participate in multicultural activities.</p> <p><i>Teachers develop projects that require students to visit, interact, and participate in differing cultural activities throughout the city/region. Teachers and sponsors plan trips for students to experience cultural events/activities (ceremonies, festivals, etc.) or engage in service projects within culturally unique contexts.</i></p>
	<p>4. Students are encouraged to develop products and submit them for review by a public audience.</p> <p>Teachers encourage students to submit products for judging/publication including science fairs, school publications, and contests.</p>	<p>4. Students develop products and submit them for review by a public audience.</p> <p><i>Teachers require students to submit products for judging/publication including science fairs, school publications, and contests.</i></p>	<p>4. Students create/defend proposals, develop real-world products, and publish their work.</p> <p><i>Teachers allow student choice to design projects and investigations. Teachers assign products such as APA papers, lab books, etc. and require real-world processes. Teachers provide opportunities for career-readiness connections. Teachers require students to submit products for judging/publication including science fairs, school publications,</i></p>
	<p>5. Students are encouraged to participate in at least one extra-curricular activity, athletic team, or academic team.</p> <p><i>Athletic director, sponsors, and coaches make families aware of opportunities for student involvement through announcements and media.</i></p>	<p>5. Students join and successfully participate in at least one extra-curricular activity, athletic team, or academic team.</p> <p><i>Athletic director meets with students during the year to encourage them and follow up on their involvement in at least one activity or team.</i></p>	<p>5. Students join and successfully participate in at least two extra-curricular activities, athletic teams, or academic teams.</p> <p><i>Athletic director meets with students during the year to encourage them and follow up on their involvement in at least two activities or teams.</i></p>

INITIATIVE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
		<p>6. Students take on leadership roles within the school.</p> <p>Teachers develop systems in which students can mentor younger students and grow leadership skills through learning activities. Coaches teach student athletes that they are ambassadors of our school.</p>	<p>6. Students take on leadership roles within the school and larger community (including modeling and mentoring).</p> <p><i>Teachers develop systems in which students can mentor younger students and grow leadership skills through learning activities. Teachers encourage students to take part in leadership opportunities within Jefferson County and beyond. Coaches provide opportunities for student athletes to give back to the school community through service projects.</i></p>