

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.*

The mission of the J. Graham Brown School community is to cultivate innovative thinking and foster independence, empathy, and initiative within a culturally responsive learning environment.

Students are expected to have mastered all the prerequisite skills in the previous level before they transition.

INDEPENDENCE			
<i>Grades K-2 students</i>	<i>Grades 3-5 students</i>	<i>Grades 6-8 students</i>	<i>Grades 9-12 students</i>
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.
1. Students have an awareness of needed materials and how to get them.	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.	1. Students can independently track assignments and due dates, check their grades online, and chunk long-term projects.	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.
<i>Teachers post visual aids to assist students in locating materials.</i>	<i>Teachers spend the conclusion of each daily instructional lesson ensuring students document upcoming assignments in agendas and directing students in organizing materials and work.</i>	<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>	<i>Teachers collaborate on posting assignments. Teachers will post grades at least weekly to assist students in being proactive.</i>
2. Students can follow established rituals and routines with frequent reminders	2. Students can follow established rituals and routines with infrequent reminders.	2. Students follow established rituals and routines without reminders, even if the teacher is absent.	
<i>Teachers teach and provide practice of rituals and routines. Teachers model activity/lab with whole group then break</i>	<i>Teachers teach common rituals and routines across classrooms and provide time for students to practice, including lab safety.</i>	<i>Teachers establish rituals and routines, and remind students/provide time to practice them after significant breaks, including lab safety reminders.</i>	

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into pairs or small groups for learning activities throughout the year.

Teachers continue to monitor routines. Teachers post agendas to help guide students.

INDEPENDENCE

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3. Students are working toward focusing independently for up to 45 minutes.	3. Students can focus independently and collaboratively for up to 45 minutes.	3. Students can effectively manage their time between school work and extracurricular activities.	3. Students can effectively manage their time among school, extra-curricular activities, employers, and community service.
<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>	<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>	<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>	<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>
4. Students can evaluate their learning using rubrics.	4. Students can evaluate their learning and provide general feedback to others using rubrics.	4. Students can evaluate their learning and provide specific feedback to others using rubrics.	4. Students can evaluate their learning and provide extensive critical feedback to others. Students create their own rubrics for assignments and projects.
<i>Teachers will provide opportunities for self-assessment using basic rubrics.</i>	<i>Teachers will provide opportunities for self and peer assessment using rubrics.</i>	<i>Teachers will provide opportunities for peer grading and reflective writing using rubrics.</i>	<i>Teachers will facilitate opportunities for peer review and self-assessment using a detailed rubric; some rubrics are student created.</i>
5. Students, with teacher guidance, identify short-term academic and behavior goals and track progress.	5. Students, with teacher guidance, identify short- and long-term academic and behavior goals and track progress.	5. Students identify short- and long-term academic and behavior goals and track progress independently.	5. Students identify short- and long-term goals and track progress, and can articulate their own motivations and life goals.
<i>Teachers model goal identification and goal tracking, and direct students to do so. Teachers use PBIS strategies to encourage students.</i>	<i>Teachers lead students in setting goals using SMART criteria and document their progress. Teachers use PBIS strategies to encourage students.</i>	<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>	<i>Students write reflections on their goals and make plans to achieve them. Teachers use PBIS strategies to encourage students.</i>

INDEPENDENCE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
6. Students have an awareness of their progress.	6. Students, with teacher direction, reflect on their progress toward meeting goals. Students identify steps needed to achieve goals.	6. Students utilize data to develop a plan for improvement, with teacher guidance, and put the plan into action.	6. Students utilize data to develop a plan for improvement, seek out resources, and put the plan into action.
<i>Teachers model self-reflection for students. Teachers provide positive reinforcement and feedback for student perseverance on non-preferred tasks.</i>	<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>	<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 to implement the plan. Teachers use a common language that fosters a growth mindset.</i>	<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>
7. Students are learning to communicate with teachers and staff with support from their parent/caregiver.	7. Students are learning to communicate with teachers and staff with support from their parent/caregiver.	7. Students can communicate with teachers and staff with support from their parent/caregiver.	7. Students can communicate with teachers and staff independently and self-confidently.
<i>Teachers initiate student-led conferences.</i>	<i>Teachers initiate student-led conferences.</i>	<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>	<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>

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EMPATHY			
<i>Grades K-2 students</i>	<i>Grades 3-5 students</i>	<i>Grades 6-8 students</i>	<i>Grades 9-12 students</i>
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.
1. Students can identify ways to be a good neighbor.	1. Students demonstrate "upstander" characteristics and behaviors.	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.	
<i>Teachers and school counselor collaborate to teach desired social/emotional behaviors and implement restorative practices.</i>	<i>Teachers and the school counselor collaborate to provide intentional instruction in acceptable behavior and upstanding behavior.</i>	<i>Teachers implement classroom systems and structures that foster communal unity and transcend learning location.</i>	
2. Students can communicate regret for negative behavior.	2. Students express feelings appropriately in conflict.	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.	
<i>Teachers and the school counselor collaborate to teach desired social/emotional behaviors and implement restorative practices.</i>	<i>Teachers and the school counselor collaborate to model and role play appropriate social/emotional behaviors and implement restorative practices.</i>	<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 school counselor collaborate to provide social/emotional team instruction based on the middle school model. Teachers and school counselor collaborate to implement restorative practices.</i>	

EMPATHY			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
3. Students can identify the needs of others and the school and express possible solutions for such needs.	3. Students can identify the needs of others and the school and express possible solutions for such needs.	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).	3. Students engage in work and activities with an awareness of legacy and purpose.
<i>Teachers and the school counselor collaborate to reinforce positive behavior using PBIS strategies and reward systems.</i>	<i>Teachers develop rules/rituals/routines for each class and foster school-wide expectations. Teachers and school counselor collaborate to use PBIS strategies and reward systems.</i>	<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>	<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>
4. Students can express empathy for family, friends, animals and community.	4. Students can express empathy for community having engaged in the exploration of different perspectives.	4. Students explore issues of social justice from various perspectives.	4. Having served in a leadership role, students promote change in response to issues of social justice after consideration of various perspectives.
<i>Teachers use strategies such as classroom meetings and social stories to model and discuss the feelings and needs of others.</i>	<i>Teachers and the school counselor collaborate to implement lessons and opportunities for community collaboration that focus on good citizenship.</i>	<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>	<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 with individuals who are culturally different (interaction with people; beyond sightseeing).</i>

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.
1. Students are made aware of community needs and take action.	1. Students investigate community needs and address concerns to appropriate leaders.	1. Students participate in volunteer service activities.	1. Students work together and with groups/organizations to lead, plan, implement, and complete service projects intended to benefit others.
<i>Teachers use instructional 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>	<i>During 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>	<i>Teachers provide opportunities for students to engage in co-curricular service learning projects. Sponsors encourage student participation in collections/drives and service activities.</i>	<i>Teachers provide opportunities for students to engage in co-curricular service learning projects. Sponsors encourage student participation in collections/drives and service activities.</i>
2. Students can demonstrate learning in a variety of ways.	2. Students can demonstrate learning in different ways.	2. Students select ways to demonstrate learning that may be more challenging for them.	2. Students extend their learning beyond the classroom.
<i>Teachers provide options from which students can display learning on certain assignments; students choose a variety of methods to demonstrate learning.</i>	<i>Teachers provide a menu from which students can display learning on certain assignments; students choose a variety of methods to demonstrate learning.</i>	<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>	<i>Teachers engage students in long-term projects for graduation that strengthen areas for growth. Students will identify a need in the local community that is important to them; students develop and implement a plan of action to solve the identified issue.</i>
3. Students are exposed to multiculturalism.	3. Students attend multicultural learning activities.	3. Students participate in multicultural events.	3. Students participate in multicultural activities.
<i>Teachers introduce multicultural experiences to students.</i>	<i>Teachers incorporate multicultural learning activities.</i>	<i>Teachers introduce and require students to demonstrate learning through active participation in multi-cultural events.</i>	<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>

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INITIATIVE			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
<p>4. Students are encouraged to develop products and submit them for review by a public audience.</p> <p><i>Teachers encourage students to submit products for judging/publication to include science fairs, school publications, and contests.</i></p>	<p>4. Students are encouraged to develop products and submit them for review by a public audience.</p> <p><i>Teachers encourage students to submit products for judging/publication including science fairs, school publications, and contests.</i></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, contests.</i></p>
<p>5. Students assume leadership roles in the classroom.</p> <p><i>Teachers provide opportunities in which students can develop leadership skills through learning activities and classroom systems.d</i></p>	<p>5. Students assume leadership roles in the school.</p> <p><i>Teachers develop systems in which students can mentor younger students and develop leadership skills through learning activities. Coaches teach student athletes that they are ambassadors of our school.</i></p>	<p>5. Students assume leadership roles in the school.</p> <p><i>Teachers develop systems in which students can mentor younger students and develop leadership skills through learning activities. Coaches teach student athletes that they are ambassadors of our school.</i></p>	<p>5. Students assume leadership roles in the school and community.</p> <p><i>Teachers develop systems in which students can mentor younger students and develop 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>
	<p>6. Students are encouraged to participate in school or community-based extra-curricular activity, athletic team, academic team, or enrichment activity.</p>	<p>6. Students join and successfully participate in school or community-based extra-curricular activity, athletic team, academic team, or enrichment activity.</p>	<p>6. Students join and successfully participate in multiple school or community-based extracurricular activities, athletic teams, academic teams, or enrichment activities.</p>
	<p><i>Athletic director, sponsors, and coaches make families aware of opportunities for student involvement through announcements and media.</i></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><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>

INNOVATION			
Grades K-2 students	Grades 3-5 students	Grades 6-8 students	Grades 9-12 students
INN-P. Students persevere through the creative process to learn about innovation.	INN-I. Students exhibit originality through the creative process.	INN-M. Students use creativity to refine conventional ideas.	INN-H. Students apply creativity to develop unconventional products.
1. Students will develop their own creative ideas.	1. Students will analyze and evaluate when developing their own creative ideas.	1. Students analyze, evaluate, and refine their original ideas to improve their creative works.	1. Students elaborate, analyze, evaluate, and refine their own ideas to improve and maximize creative efforts.
<i>Teachers will provide opportunities for students to express their creativity by applying their choices to the same or similar products or projects.</i>	<i>Teachers will plan for students to make choices about products and apply creative choices in the making of these products</i>	<i>Teachers will plan projects in which students can decide from their own experience, what products they will make. and apply creative choices to the making of these products.</i>	<i>Teachers will plan projects in which students decide which products will have the greatest impact on the communication of ideas. They will be given opportunities to apply creative choices to the making of these products.</i>
2. Students will create an artifact using the Engineering Design Process.	2. While using the Engineering Design Process, students will create original artifacts that demonstrate the understanding of real world limits.	2. Students demonstrate the use of the Engineering Design Process by creating original products or artifacts that reflect an awareness of real world limits while adopting new ideas to generate better solutions.	2. Students will create an original artifact that demonstrates mastery of the Engineering Design Process, and reflects real world limits while adopting new ideas to generate better solutions.
<i>Teachers will create activities for students to create artifacts that demonstrate knowledge of grade-level standards.</i>	<i>Teachers will create projects in which students select from a variety of artifacts to demonstrate the knowledge of grade level standards.</i>	<i>Teachers plan projects that give students choice of products from their own experiences to demonstrate knowledge of grade level standards</i>	<i>Teachers provide students with opportunities to create original and/or innovative ideas. These problem solving situations will allow students to create an original or apply innovative ideas to a conventional product that has real world implications.</i>
3. Students will learn to persevere.	3. Students will learn that failure is an opportunity to learn.	3. Students will identify the failures and strengths of their own work to improve current and future products and practices.	3. Students view failure as an opportunity to learn and demonstrate an understanding that creativity and innovation are part of a long-term, cyclical process of small successes and frequent mistakes.
<i>Teachers will encourage students to see failure and frustration as opportunities to learn.</i>	<i>Teachers will provide opportunities for students to evaluate their own learning through learning checks so that students can improve work prior to turning it in.</i>	<i>Teachers will provide opportunities for students to create their own rubrics as well as provide opportunities for students to evaluate their peers and themselves during learning checks prior to the final evaluation of a project, a product, or other student work.</i>	<i>Teachers will provide opportunities for students to create their own rubrics. Teachers will present opportunities for students to evaluate their peers and self-assess during learning checks prior to the final evaluation of a project, a product, or other student work.</i>