New Egypt Schools
Personalized Learning

Equipping Students for Success in College, Career, and Life

New Egypt High School
and
New Egypt Middle School
Why the change?
Apple I - 1976
Apple II - 1979
The Lisa - 1983
iMac G5 - 2005
iMac 4K - 2017
District Strategic Plan

- **Initiative 1 S2**: To create, evaluate and revise, as needed, the academic programs of all students.

  - **I1.S2.O2**: Develop a clearinghouse for the dissemination and evaluation of student-centered activities across grade levels and district to shift the focus from teacher-centered to student-centered, problem based learning to improve student achievement.

- **Activity**: The Summit Schools program will be implemented and its growth will be evaluated over the next five years.
**Personalized Learning**

- In the Summit Learning experience, students are empowered to become self-directed learners—they set goals for their learning, reflect on their progress, and build habits and mindsets to help them succeed in college, career and life.
- Teachers have the tools they need to customize instruction to meet student’s unique needs and interests, as well as the time and support to build strong relationships with students.
- Summit Learning is a personalized approach to teaching and learning inspired by the vision to equip every student to live the life they want to lead.
- Summit Learning combines core values, what science tells us on how students learn best, and cutting-edge research into a school experience that is tailored to every community’s needs.
Personalized Learning

- Based on Learning Science:
  - Research based
  - Thoughtfully designed by scientists, academics and researchers
  - Collaboration between the Harvard Center for Education Policy Research, the Buck Institute of Education, the Carnegie Foundation for the Advancement of Teaching, among others.
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- Summit Learning has three pillars to the student experience:
  - Project-based Learning - real world projects
  - One-on-one mentoring
  - Individualized pathways - student centered learning and goal setting
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- Summit Learning students graduate school with the following outcomes (Mastery):
  - Cognitive Skills - transferable lifelong skills
  - Content Knowledge
  - Habits of Success - entrenching mindsets and behaviors
  - Sense of Purpose
What are Cognitive Skills?

- Deeper learning skills that students need to develop in order to be college and career ready
- Examples of cognitive skills:
  - Justifying/constructing an explanation
  - Identifying patterns and relationships
  - Multi-media in oral presentation
  - Synthesizing multiple sources
  - Designing processes and procedures
What is Content?

- Content is discreet pieces of information that we believe students need to know
- Specific content is associated with each project
- Content is divided into 2 types:
  - Power focus area- core content that every child must learn in order to finish a course and be college-ready
  - Additional focus area- related, extra and sometimes advanced content for students who are excited about a subject
- Examples of content:
  - Function and structure of a cell
  - Understanding the 13th, 14th and 15th amendment to the Constitution
  - Commas vs. dashes vs. parentheses
  - Relate the domain and range of a function to its graph
HABITS OF SUCCESS:

Each of Summit Learning's Habits of Success draws on its own deep literature and evidence base. The sixteen skills were chosen based on three criteria:

1. They align to the development of the child as a “learner” in an educational setting;
2. They are measurable skills, behaviors, or mindsets that students can develop over time;
3. There is a strong research base demonstrating impact of the skill, behavior, or mindset on college and career success.
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SENSE OF PURPOSE:

● Students develop purpose by engaging in goal-setting and mentorship.

● A report from California ConnectedEd, entitled College and Career Readiness: What Do We Mean: A Proposed Framework, supports the importance of students’ sense of purpose.
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Student Experience:

- Support system for student-led goal setting
- Summit Learning has three pillars and each pillar corresponds with blocks of time:
  - Project-based Learning Time
  - Mentor Time
  - Personalized Learning Time
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The Role of the Teacher:

- Teachers are the driving force behind the experience
- Teacher is not REPLACED
- Role of teacher allows for personalized instructional opportunities
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The Role of the Teacher:

- Real-world situations
- Supporting students
- Mentoring students
- Giving targeted feedback
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The Role of Parents:

- Partners in helping our students achieve their educational goals
- Parents unparalleled access to their child's educational experience
- Parents also have access to a dedicated mentor
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Grading:

The grading system is based on these values:

● Cognitive skills (deep, thinking skills) are the best measure of student growth and achievement.
● Content understanding is either learned or not learned and it needs to be mastered.
● Growth is the outcome we desire and therefore it should be prioritized with the student’s best work.
Grade Reporting:

- Grading will be reported out two times per marking period.
- Grades are cumulative and not an average of 4 marking periods.
- Final grade will be posted at the end of the 4th marking period.
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For High School Athletes:

● The NJSIAA requires all high schools to run eligibility lists at the end of the first semester (end of 2nd marking period) to calculate the number of credits earned to date. The NJSIAA rule requires that all athletes must accumulate 15 credits by the end of semester one to be able to participate.

● A report of all current grades in a course will be generated at the end of semester 1 for NJSIAA eligibility purposes.

● In order to earn credit for a course a student must obtain a 65.

● These grades are not saved to transcripts. They are used for NJSIAA eligibility purposes only.

● Student work should be submitted by students before the end of marking period 2 count for this report.
The program will be utilized by 9th grade students in the following areas:

- 9th Grade Algebra I
- 9th Grade Geometry Honors
- All levels 9th Grade English
- All levels 9th Grade Physics
- All levels 9th Grade World History

The program will be utilized by 8th grade students in the area of:

- Science
Future Dates:

- August 29 @ 11:00 AM - 12:00 PM (after Freshmen Orientation) - Personalized Learning Overview
- August 30 @ 6:30 PM - 7:30 PM - Personalized Learning Overview
- September 18 @ 6:30 PM - 7:30 PM - Summit Platform for Parents