

Corvallis SD #1

RISE Charter School

& Academies: ** distance learning academy*
** pathway learning academy*

Objective: To inform our school community on the changing landscape of public education in the State of Montana, and the unbelievable opportunity we have to improve the lives of our families and school personnel.

RISE Charter School of Corvallis

- ***R***ealize - *Your Potential*
- ***I***magine - *Your Future*
- ***S***erve - *Your Community*
- ***E***xplore - *Your Learning*

RISE Charter School: Academies

Distance Learning Academy: *The distance learning academy meets the needs of all its students by offering an almost infinite number of software program options for distance learning. The DLA also, gives families options for part distance learning and part on campus instruction as an additional flexibility. This academy will provide an educational experience that provides opportunity, with its focus on digital and hybrid learning, that students would not otherwise receive in a traditional brick and mortar setting. In addition, the DLA will provide alternative placements on our campus within our (a) K-12 Learning Centers, (b) our Independent High School, (c) and face to face electives / core classes based on availability.*

Pathway Learning Academy: *The pathway learning academy allows students to explore educational interests and eventually a career path that best suits their abilities. Beginning in kindergarten and continuing throughout their educational career, students work to spark their imagination by actively participating in their learning. In addition, the PLA is uniquely correlated to our community and provides opportunities for families and students to explore a plethora of school to work pathways. Those pathways include; (a) Farm to Food (b) Salute to Service (c) Medical (d) Construction (e) Stream to STEAM. It is our intent to develop a K-12 academy that provides every student an opportunity to engage in a multitude of educational experiences through direct instruction, field trips, guest speakers, internships, micro-credentials and dual enrollment classes.*

RISE - UP: Transformational Learning

Academic Excellence

**Corvallis School
District #1**

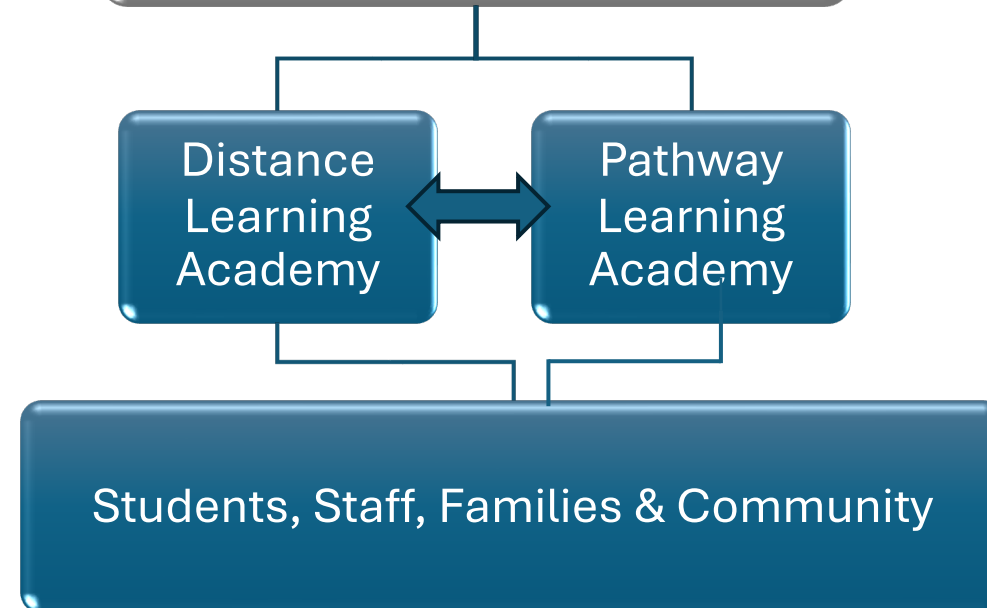
**CSD #1
RISE Charter School**

Distance Learning Academy

- > *Independent High School*
- > *K-12 Learning Centers*
- > *Harmony EDU*
- > *Montana Digital Academy*

Pathway Learning Academy

- > *Farm to Food*
- > *Stream to STEAM*
- > *Construction*
- > *Medical*
- > *Salute to Service*
- > *Business*



Transformational Learning

Transformational Learning / 21st Century Education

What it's not... Passing a class or curriculum alterations

What it is... a flexible system of pupil-centered learning that is designed to meet the Montana Constitutional mandate of "fully develop[ing] the educational potential of each person."

Connections... Personalized Competency Based Education



Competency – Based Education

Competency-Based Education (CBE) involves promoting students to the next level of instruction after they have achieved learning expectations for content at the previous level. CBE emphasizes: a body of evidence that shows students meet learning outcomes (via students demonstrating mastery), a deemphasis on seat time, flexible time to demonstrate mastery, multiple types of instruction, adaptable content, and self-navigation skills.

- Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
- Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
- Students receive timely, differentiated support based on their individual learning needs.
- Students progress based on evidence of mastery, not seat time.
- Students learn actively using different pathways and varied pacing.
- Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and educational systems.
- Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable ([CompetencyWorks, 2019](#)).

Defining Curriculum, Assessment & Instruction within Transformational Learning



***Competency Based: Portfolio / Project Oriented Instruction**

***Personalized: Individualized Learning Plans "ILP's"**

Proficiency Scales “PBE”

Curriculum Cohorts & Mapping

Proficiency Based Education is an approach to curriculum design, instruction, and assessment practices intended to improve learning outcomes. Unlike instructional approaches based on the amount of time students work on academically related tasks (referred to as 'seat time'), PBE is rooted in students demonstrating competency on specific learning tasks, which make up curricular standards. In this way, assessments play a key role in the learning process as the evidence of mastery (i.e., the metrics) and means by which students advance. Given this larger role, proficiency scales (or performance scales) are often used by teachers to plan lessons and develop assessments.

Performance Scales:

"Performance scales" are very similar to proficiency scales. This term is promoted by Hess et al. (2020) to show how performance can be assessed beyond grading. They suggest performance scales should...

- Be developed for each competency (rather than for each standard).
- Be written to be task neutral.
- Be developed so increasing complexity and cognitive demand are represented.
- Describe how students typically learn and develop expertise over time.



| Competency Statement: | | | |
|--|--|--|--|
| Grade Level, Course, or Unit of Study: | | | |
| EXPANDING Score 4.0 Construct new knowledge/(far) transfer, extend thinking | In addition to score 3.0 performance, in-depth insights, solutions, and/or applications go beyond what was explicitly taught. The student: | | Evidence From This Unit or Course (List Instructional or Assessment Tasks) |
| | | | |
| | 3.5 | In addition to score 3.0 performance, exhibits some in-depth insight or applications with partial success = attempts to go beyond what was taught; extends thinking, but was not completely successful. | |
| PROFICIENT Score 3.0 Integrate skills and knowledge (near and far) transfer with more complex tasks | The student exhibits <i>no major misconceptions</i> , no key factual inaccuracies, nor relevant omissions. The student: | | |
| | | | |
| | 2.5 | In addition to score 2.0 performance, no major errors and partial knowledge of most of the 3.0 content and skills. Evidence of some flawed explanations, thinking/misconceptions. | |
| DEVELOPING Score 2.0 Perform or understand the less complex aspects (e.g., parts in isolation) required for more complex tasks | There are no major errors or omissions regarding <i>the basic details, facts, and routine processes</i> . The student may exhibit some <i>key misconceptions</i> regarding the integration of more complex ideas and processes. The student: | | |
| | | | |
| BEGINNING Score 1.0 Demonstrate foundational skills | With extensive scaffolding and added supports, demonstrates a partial understanding of some basic details, terms, and routine processes. The student: | | |
| | | | |

Classroom without walls: *Site Based Curriculum*

- Community Members
- Real world placements
- Projects within the pathways
- Internships / Apprenticeships
- On Site work / education
- Rotations: Exposure & Engagement
- Supervision & Accountability



Individualized Learning Plans: ILP's

Individualized Learning Plans are created by the learner and managed by the teacher and are composed of multiple different goals (plans to achieve these goals) and outcome measures used to determine when the goal has been met.

- An ILP serves as an action plan to direct learning.
- Goals are a significant part of an ILP, but just creating a goal is not enough.
- A plan will be in place to meet the goal(s).
- ILP allows for individualization of learning on the basis of the learner's unique needs.
- Support for the potential positive effect of ILPs comes from the educational theory of learner-centered education... ***Transformational Learning***

Internships & Apprenticeships

4 Tiers of work-based learning within the RISE Charter & Academies..

- *Career & Pathway Exploration: K-6 (Pathway Exposure)*
- *Career Awareness: 7 – 8 (Interest surveys & Job Site Rotations)*
- *Career Preparation: Freshman / Sophomore (Site Based Grading)*
- *Career Implementation: Junior / Seniors (Internships and Apprenticeships)*

Internships & Apprenticeships:

Internships: Students take on a temporary role completing tasks and/or projects; employer provides training. Many employers use internship as a way to evaluate potential employees as a qualifier for apprenticeships.

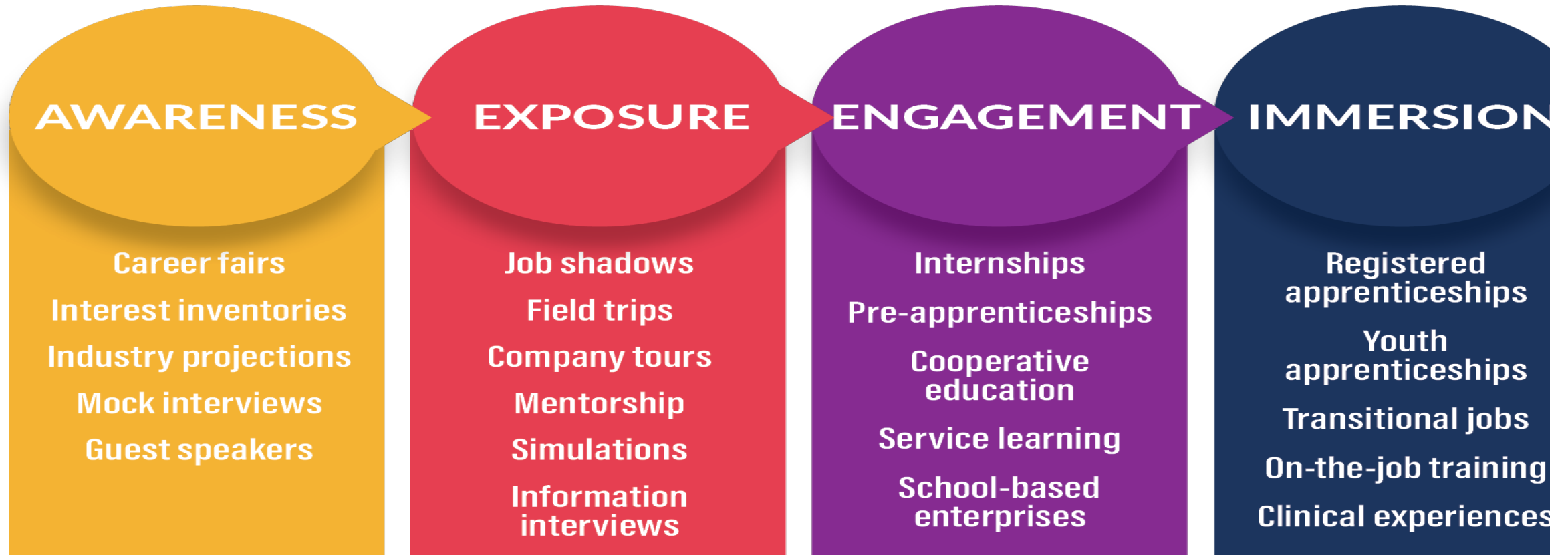
Apprenticeships: To increase skill/knowledge base; to become expertly proficient in an occupation through on-the-job training and related education. Driven in part by the skilled trades gap, registered apprenticeship is a popular option.

Serving Community: Finding local businesses that fit the RISE Charter mission to create collaborative educational experiences that are sustainable now and into the future. Our school to work coordinator will manage and direct students as they progress through their chosen pathways.

Whole-Child Competencies

- **What it is...** focus on the development of five competencies: self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Connections... community development

Continuum of Work-Based Learning Models Across Phase



SHIFT TO GROWTH MINDSET

01

Tell
yourself
a
different
story

02

Set
learning
goals

03

Capitalise
on
your
failures

04

Choose
Goldilocks's
tasks

05

Be
consistent
and
flexible

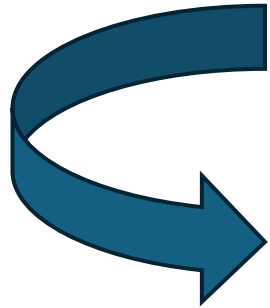
Growth Mindset: Critical reflection / review of previous experiences directly correlated to learning and meaning.

Most Importantly, Celebrate and Build Off of What is Going Right.

Corvallis School District #1


Public Charter & Academies

*RISE-UP
Corvallis*



RISE CHARTER OF CORVALLIS

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CHARTER

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The End - Thanks

- RISE – UP...
Q & A

Key Words / Terms:

Unique & Innovative

Transformational Learning

Competency Based

Pathway Mapping & Curriculum Cohorts

Community Development & Connections

Sustainability & Stability

Differentiated Instruction

Opportunity & Outcomes

