

Proficiency for All:

**Using Standards-Based Reporting,
Senior Capstone, and Student
Centered Learning to Achieve Your
Goals.**

Hall-Dale Middle/High School

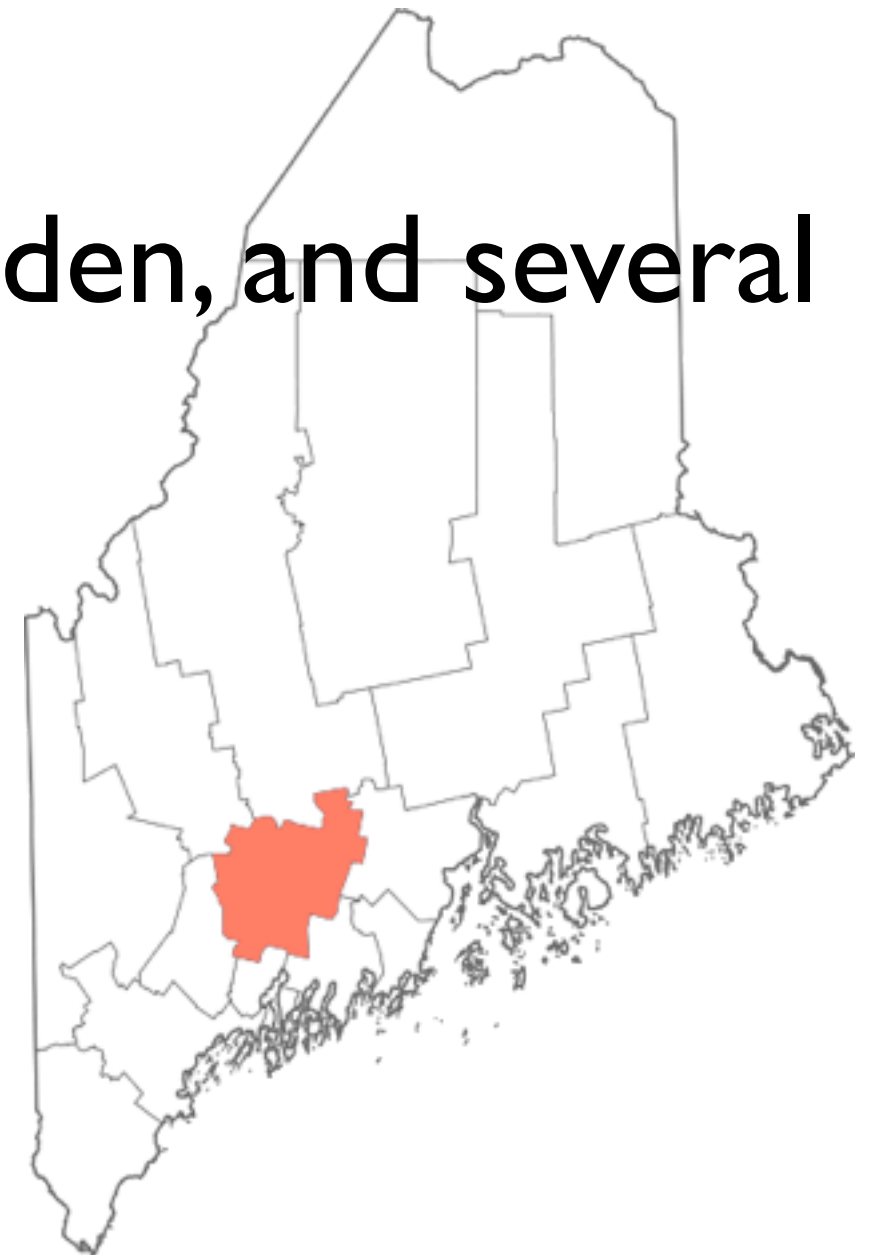
Farmingdale, ME

Serves Hallowell, Farmingdale, Dresden, and several tuition paying communities

Grade 6 – 12

Middle School Population: 215

High School Population: 320



Hall-Dale Middle and High School Presenters

Steve Lavoie – Principal

Kendra Guiou – Math

Jen Sculli – Special Education Services

Matt Shea – Math

Nora Reed – Career and Education Development

The Journey...

**From a Traditional
High School**



to... Standards Grading



TO... 

**Student Centered
Learning**

A Traditional Approach to Grading

Time and Course Based

0 – 100 Grading

**Grade Point Average, Top Ten,
Weighted Grades Scale**

Standards-Based Reporting

K - 5 SBR for a number of years

Grades 6 - 9 implementation – 2009/10

Grade 10 implementation – 2010/11

Grade 11 implementation – 2011/12

Grade 12 – implementation – 2012/13

Standards Based Reporting: What did it look like?

Identification of Standards in Each Course.

Scoring Scale of 1 – 4.

Work Ethic and Behavior Reported
Separately.

Reporting Instrument Scoring Performance
Separately.

The Journey Continues

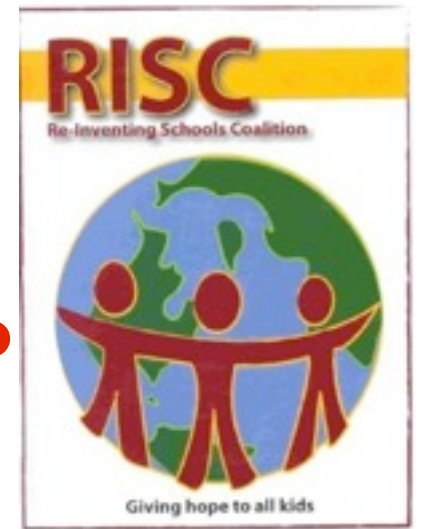


Exposure to The Re-Inventing Schools Coalition (RISC)

RISC Provides a Philosophy and Model of Student-Centered Learning

Basic Training for Individuals

RISC Training Continues....



Consolidation: Formed RSU 2 Known as The Kennebec Intra-District Schools (KIDS)

RSU Now Consists of 3 High Schools, 3 Middle Schools and 4 Elementary Schools

Fall of 2010: 3 Full Days of Training for All RSU Faculty Followed by a Vote of Support for The Direction (83% in Favor)

More RISC Training

As of Winter 2012 all HDMS/HS faculty have received an additional 3+ days of training known as Beacon Training

Maine Cohort for Customized Learning

RSU 2 is a charter member

Cohort is charged with the Development and implementation of Measurement Topics and Learning Targets (curriculum/standards)

State Level Initiatives

Superintendent of Instruction (former RSU 2 Superintendent) serves the Commissioner of Education

Sole purpose is to promote movement towards a performance-based diploma

LD 1422: in part requires a performance based diploma to be in place by 2016 (next year's freshman class)

What has changed in our journey?



Middle School



High School

From Bloom's Taxonomy to The New Taxonomy

(Marzano and Kendall, 2007)

Bloom's

- Knowledge
- Comprehension
- Application
- Analysis
- Synthesis
- Evaluation

Marzano's

- Retrieval
- Comprehension
- Analysis
- Knowledge/ Utilization
- Metacognition
- Self System Thinking

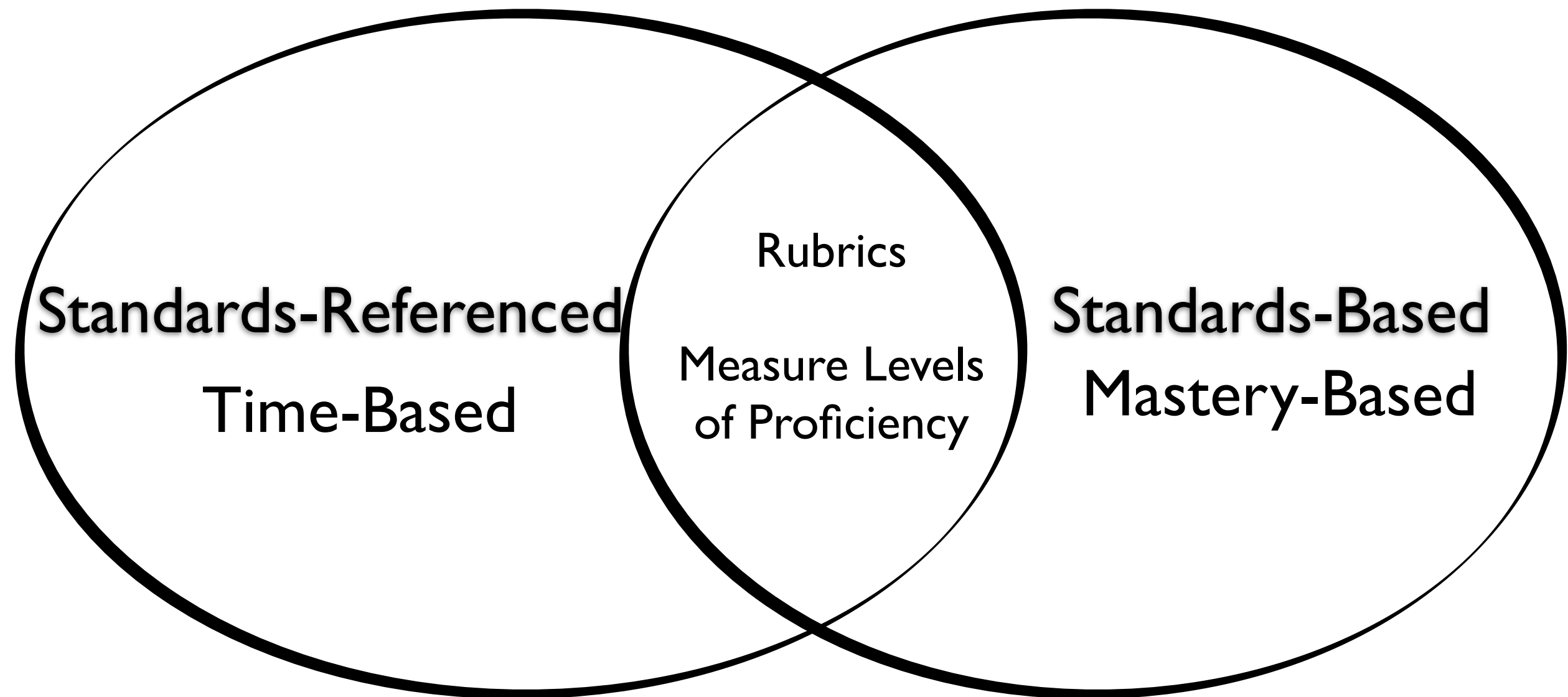
Standards Referenced Curriculum to Measurement Topics & Learning Targets

Foundational Principles for Learning:

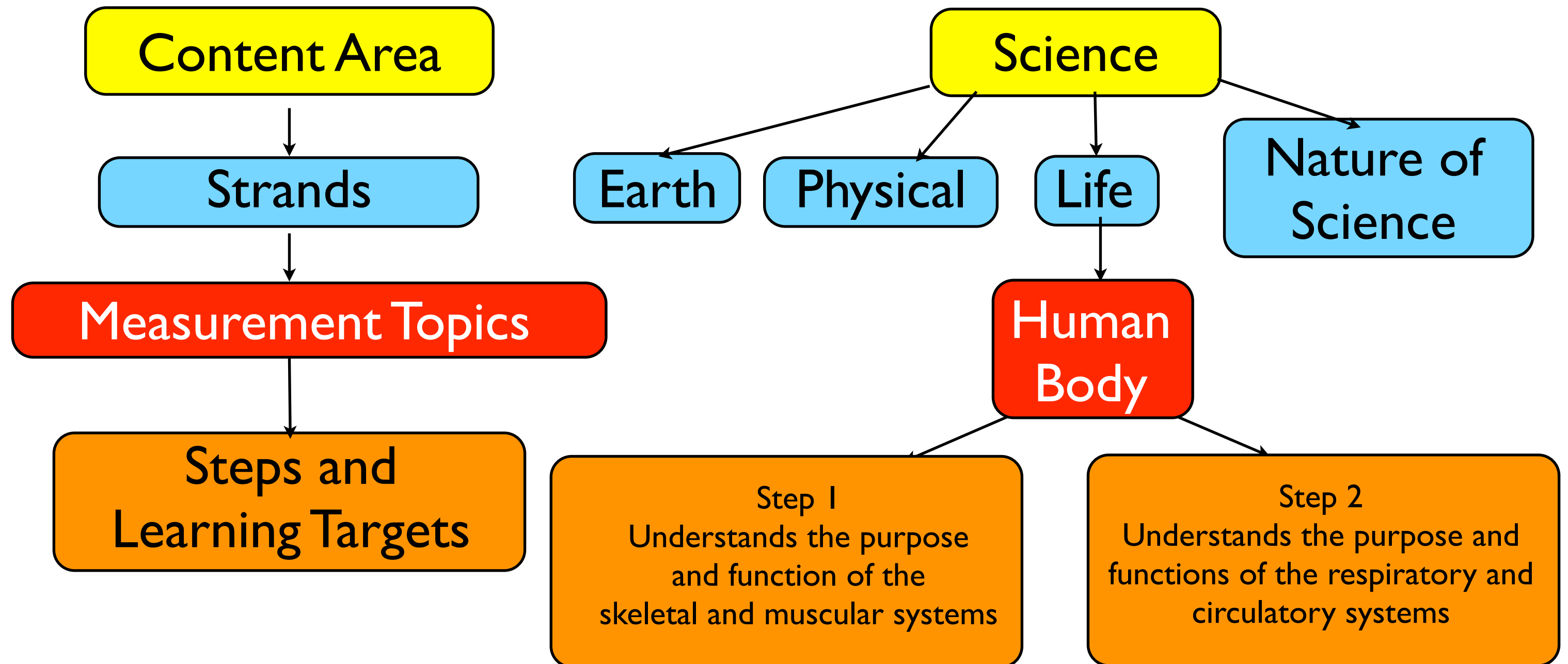
Students learn in different ways

Students learn in different time frames

Standards-Reference vs. Standards-Based

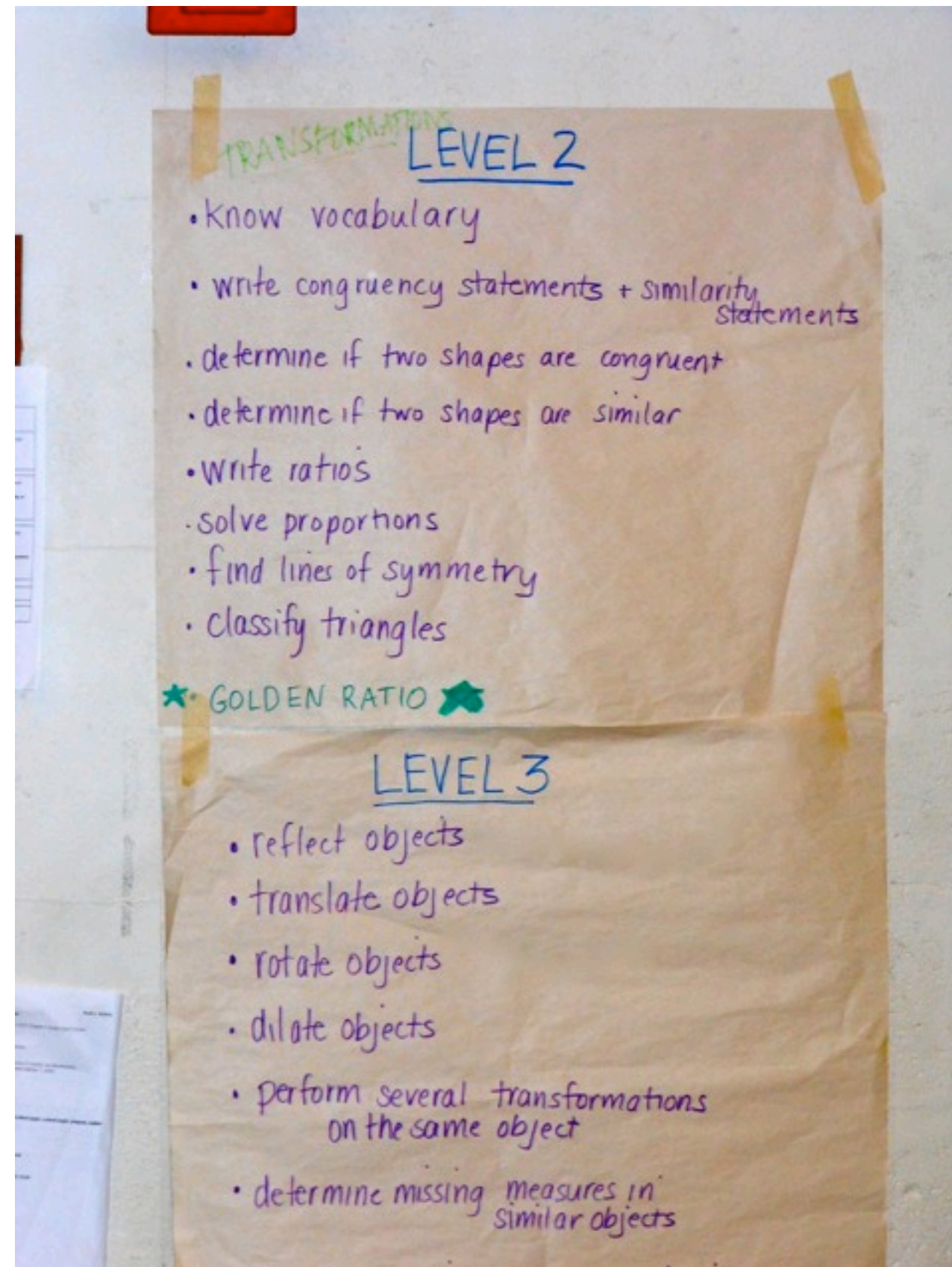


What Are Measurement Topics (MTs)?

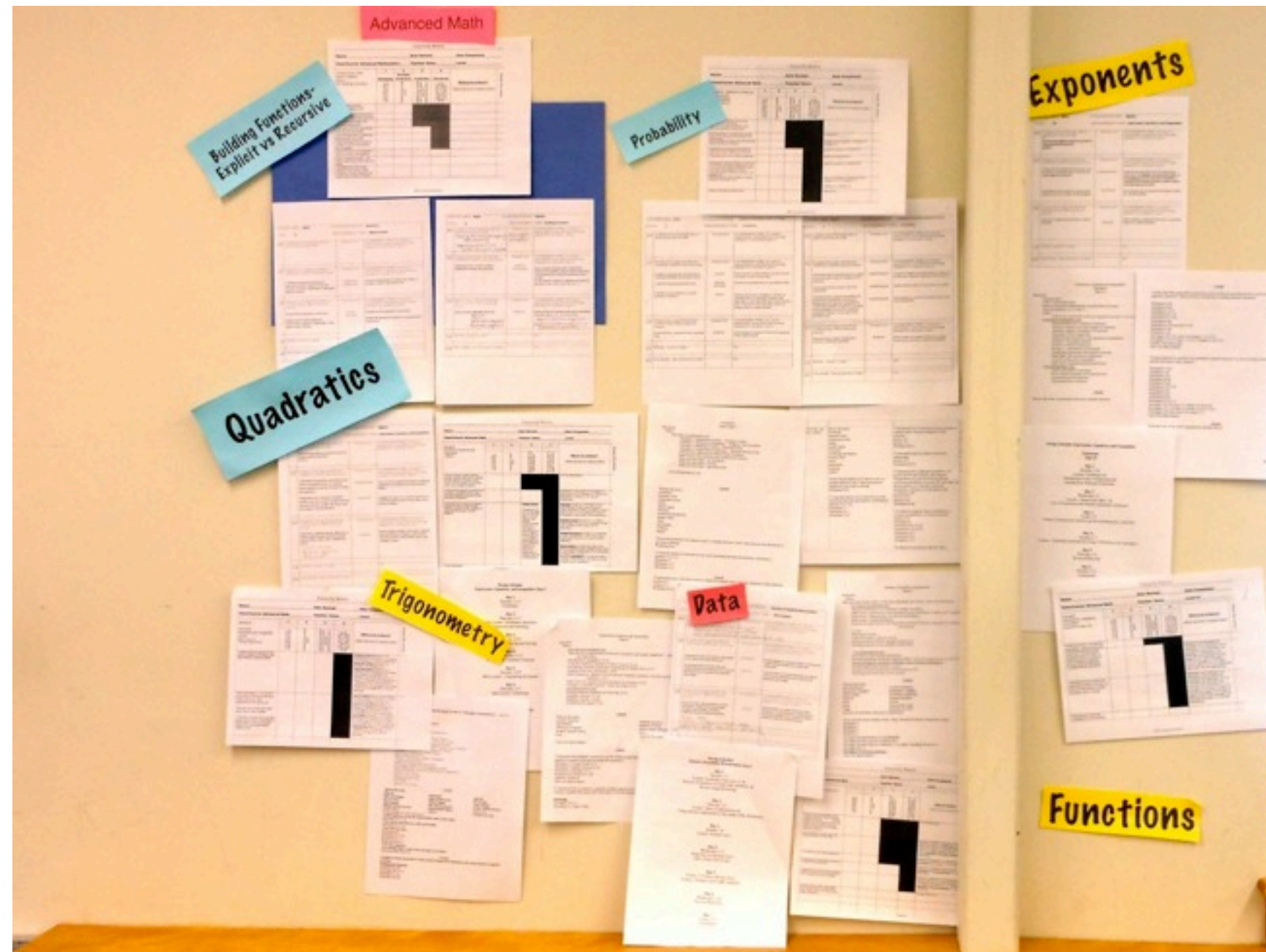


Different Levels in One Class.

Example from a Math Class



Different Levels, Measurement Topics, and Learning Targets in One Class: Example for a Math Class



From Standards-Referenced Curriculum to Measurement Topics & Learning Targets

CONTENT AREA: Math		STANDARD/STRAND: Geometry	
LEVEL: 1		MEASUREMENT TOPIC: Measurement	
4.0	<i>In addition to the 3.0 knowledge, infers or applies beyond what was taught</i>	<i>Taxonomy Level</i>	4.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 4.0, the learner is able to:</i>
3.0	<p><i>No major errors or gaps in the following TARGETED, COMPLEX ideas and processes</i></p> <p>Is skilled at finding the perimeter of a polygon</p> <p>Is skilled at finding area by counting unit squares</p> <p>Is skilled at finding area of a polygon with all right angles (rectilinear figures) by decomposing them into non overlapping rectangles</p>	<p><i>Taxonomy Level</i></p> <p>RETRIEVAL (EXECUTING)</p>	<p>3.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 3.0, the learner is able to:</i></p> <p>Calculate the perimeter of a polygon with whole number sides</p> <p>Use tiling to prove the area of a rectangle, show the number of tiles is the same as multiplying the length x width.</p> <p>Represent a polygon as being made up of two or more non-overlapping rectangles. Find the area of each rectangle add them together to find the area of the polygon.</p>
2.0	<p><i>No major errors or gaps in the following FOUNDATIONAL, SIMPLE details and processes</i></p> <p>Knows the terms: length, width, unit square, square units, area</p> <p>Knows area can be measured by counting unit squares using concrete models called tiling.</p> <p>Knows perimeter is an attribute of plane figures</p> <p>Knows polygons with right angles can be decomposed into non-overlapping rectangles</p>	<p><i>Taxonomy Level</i></p> <p>RETRIEVAL (RECALLING)</p> <p>RETRIEVAL (EXECUTING)</p>	<p>2.0 ASSESSMENT ITEMS: <i>As a result of understanding or being skilled at the knowledge identified in 2.0, the learner is able to:</i></p> <p>Label a rectangle with the following terms: length, width, unit square, square units, area</p> <p>Describe the term tiling</p> <p>Describe and show the meaning of perimeter of plane figures</p> <p>Show with pictures how to decompose polygons into non-overlapping rectangles</p>
1.0	<i>With help.....has the 2.0 content</i>		N/A
0.0	<i>Even with help.....does not have the 2.0 content</i>		N/A

What does the classroom look like and feel like?

Teacher-Centered	Learner-Centered
Focus is on teacher	Focus is on both learners and instructor
Teacher talks; learners listen	Teacher models; learners interact with teacher and one another
Learners work alone	Learners work in pairs, in groups, or alone depending on the purpose of the activity
Teacher monitors and corrects every learner utterance	Learners talk without constant teacher monitoring; teacher provides feedback/correction when questions arise
Teacher answers learners' questions about language	Learners answer each other's questions, using teacher as an information resource
Teacher chooses topics	Learners have some choice of topics
Teacher evaluates learning	Children evaluate their own learning; teacher also evaluates
Classroom is quiet	Classroom is often noisy and busy

Grade Report

How Were We Reporting Grades?

Course	Teacher	Task	T1	T2	T3		
0001-6 English 9	[Terrill, Brandon]	LA Process of Reading	3	3	3		
		Writing	3	3	3		
		Research	NA	4	4		
		Language	3	3	3		
		Listening and Speaking	NA	4	4		
		Media	NA	NA	3		
		<i>Term 2 Comments: This standard will be assessed in the third trimester.</i>					
		Behavior	3	3	3		
		Work Ethic	3	3	3		
		HDHS SB Final Course Grade				3.33	
		Course Comments			CC	CC	CC
		<p><i>Term 1 Comments:</i> has had a successful start to the year in English class. He is engaging with the material and scoring well on his assessments. He has shown proficiency on every standard that we have assessed in the first trimester - Reading, Writing, Language, and Work Ethic.</p> <p><i>Term 2 Comments:</i> did an excellent job with his research project. His ability to turn his research into a presentation and his ability to present the information orally were both evidence of proficiency with distinction. His work ethic and behavior have been outstanding all year. He is showing proficiency or proficiency with distinction in every ELA standard.</p> <p><i>Term 3 Comments:</i> had a successful year in English class. He showed proficiency with distinction in two of our six standards, and proficiency in all of them. He worked hard in intervention to improve his conventions score.</p>					
0115-3 Geometry	[Guiou, Kendra S]	Algebra Concepts	NA	NA	3		
		Numerations/Computation	NA	NA	3		
		Geometry Concepts	4	4	4		
		Behavior	3	3	3		
		Work Ethic	3	3	3		
		Course Comments			CC	CC	CC
		<p><i>Term 1 Comments:</i> has completed most of his homework on time. He is on task in class. He is currently proficient with distinction in the standard of Geometry. He is demonstrating a better understanding of the vocabulary and concepts in Geometry. (Algebra Concepts, Numeration and Data have not yet been assessed.) participates well in class. A pleasure to have....</p> <p><i>Term 2 Comments:</i> has completed almost of his homework this trimester on time. He is currently proficient with distinction in the standard of Geometry. Most recently he received a "4" on one assessment involving circle vocabulary. He is showing a solid understanding of concepts in Geometry. The standards of Algebra, Data, and Numeration have not yet been assessed. (comes to class each day with a smile prepared each day ready to learn- I appreciate this greatly!) Algebra and Numeration will be assessed third trimester. Daily homework assignments as well as scores for homework assignments are updated daily on Infinite Campus. I am usually available for questions and/or homework supervision before school every day, after school on Tuesdays and Thursdays, and during intervention period.</p> <p><i>Term 3 Comments:</i> has passed Geometry for the year. He demonstrated a solid understanding of concepts in Geometry. He continued to come to class each day with a smile prepared each day ready to learn. I look forward to watching continue to grow over the next three years. If you have any questions about this report card please email me at kguiou@halldaie.org or call 622-6211 extension 336.</p>					
0250-3 Physics First	[Mcfarland, Truax O]	Astronomy	NA	NA	4		
		Collaboration and Lab Work	3	3	3		

Standard Referenced Report Card

Student-Centered-Learning Report Card

Part I

Content Level	Periods
	T2P Score
Physical Education Teacher: (see comments section)	
Personal and Social Skills and Knowledge: Cooperative Skills and	3.5
Physical Fitness Activities and Knowledge: Health-related Fitness	2.5
Personal and Social Skills and Knowledge: Cooperative Skills and	2.5
Physical Fitness Activities and Knowledge: Health-related fitness	3.5
Health Teacher: (see comments section)	
Health Concepts: Nutritional Health: Step 5 - Lvl 05	3.0
Health Information, Products, and Services: Consumer Health: Step 3 -	3.0
World Languages Teacher: (see comments section)	
Listening: Listening Comprehension: Step 1 - Lvl 07	2.5
Writing: Vocabulary, Grammatical Forms & Structures: Step 1 - Lvl 07	2.5
Speaking: Vocabulary, Grammatical Forms & Structures: Step 1 - Lvl 07	2.5
Listening: Listening Comprehension: Step 3 - Lvl 09	2.5
Writing: Vocabulary, Grammatical Forms and Structures: Step 3 - Lvl	2.5
Reading: Word Recognition & Vocabulary: Step 3 - Lvl 09	2.5
Culture & Connections: Connections: Step 3 - Lvl 09	2.5
Speaking: Vocabulary, Grammatical Forms and Structures: Step 3 - Lvl	2.5
Reading: Comprehension: Step 3 - Lvl 09	2.5

Content Level	Periods
	T2P Score
World Languages Teacher: (see comments section)	
Culture & Connections: Culture: Step 4 - Lvl 10	2.5
Math Teacher: (see comments section)	
Algebra: Building Functions: Step 2 - Lvl 09	3.0
Statistics Probability Measurement: Probability: Step 2 - Lvl 10	3.0
Algebra: Expressions, Equations, and Inequalities: Step 8 - Lvl 11	2.5
Statistics Probability Measurement: Data Analysis: Step 8 - Lvl 11	2.5
Performing Arts Teacher: (see comments section)	
Choral Music: Performance & Repertoire: Step 5 - Lvl 09	4.0
Choral Music: Vocal Production & Technique: Step 6 - Lvl 09	4.0
Choral Music: Interpersonal Skills: Step 3 - Lvl 09	3.0
Choral Music: Ensemble Skills: Step 6 - Lvl 12	2.5
ELA Teacher: (see comments section)	
Reading: Literature: Character Development: Step 5 - Lvl 10	3.0
Reading: Literature: Use of Language: Step 6 - Lvl 10	2.5
Language: Conventions: Sentences: Step 6 - Lvl 10	2.5
Language: Vocabulary: Vocabulary: Step 6 - Lvl 12	2.5

Part II

Content Level	Periods
	T2P Score
Science Teacher: (see comments section)	
Nature of Science: Scientific Inquiry: Step 8 - Lvl 10	2.5
Physical Science: Heat Energy: Step 3 - Lvl 11	3.0
Physical Science: Heat Energy: Step 4 - Lvl 11	3.0
Physical Science: Matter: Step 8 - Lvl 12	3.0
Social Studies Teacher: (see comments section)	
World History: War and Diplomacy: Step 3 - Lvl 10	3.0
World History: War and Diplomacy: Step 4 - Lvl 10	3.0
World History: War and Diplomacy: Step 5 - Lvl 10	3.0
World History: Technology & Innovation: Step 2 - Lvl 11	4.0
World History: Technology & Innovation: Step 3 - Lvl 11	4.0

Content Area Comments
Math LVL
Kendra Guiou: Kendra Guiou, Advanced Mathematics At this point in the school year learners should have completed (at a 2.5 level or higher) the learning targets of building functions (explicit versus recursive functions), probability, and quadratics. (If you learner has not then he/ she is behind. Currently we are wrapping up our work with Data Analysis and distributions. Data analysis should be completed within the next couple of weeks. Our next topic will be exponents. Outside of class time I am available for learners before school Monday, Tuesday, Thursday and Friday, intervention period every day and after school on Monday, Tuesday, and Thursday. Please contact me with any questions or concerns regarding this report (kguiou@kidsrsu.org or 207-622-6211 extension 336).
Kendra Guiou: Work Ethic: 3 completes daily homework assignments on time Behavior: 3 is on task during lessons and usually uses class work time effectively Building Functions: at a 3 level Probability: at a 3 level Quadratics: evidence folder is currently at a 2 level; assessment level 2 has been completed.

Content Area Comments
ELA LVL
Constance Ottmann: Emily has been keeping up with teacher pace and is working at the 3-3.5 level. She needs to work on elaboration (support) in written work. Great job and class participation. Work ethic 3, behavior 3.
Constance Ottmann: Students have just finished reading the class novel "A Tale of Two Cities and have completed the Reading Standard: Literature and the measurement topic: character development. There are three learning targets under this measurement topic and students have completed three different assessments. One of the assessment pieces being used is Academicmerit.com, which is an interactive, online tool that fosters students' active engagement with literary texts. Students undertake an in-depth study of ten passages from a text (Tale of Two Cities) that assess reading comprehension, vocabulary, and short, written constructed responses. Students have also been working on the Language measurement topic. Other assessments included a character point of view letter, choice of essay analysis or dramatic monologue. Once essays and monologues are completed, measurement topic final grades will be posted.
Science LVL
Jane Gilbert: Emily works diligently to grasp the concepts and applications in Honors Chemistry and seeks extra help when she needs it. She is always pleasant and cooperative and a positive influence in the class. Keep up the good work! Work Ethic: 3 Behavior: 3
Jane Gilbert: Honors Chemistry has most recently been working on Matter Step 8 (Atoms, Electrons, and the Periodic Table) and are about to embark into the realm of Chemical Reactions (Matter Step 9.) Those who have not yet demonstrated learning in topics covered in class so far have been encouraged to seek help, either from the teacher or from a peer, in order to catch up to teacher's pace.
Social Studies LVL
John Kennedy: Emily continues to do very, very good work. She's just about to finish the current measurement topic on compromise and will transition to checks and balances in the immediate future. She continues to excel with all concepts and assessments. Her ability to grasp and understand new material and concepts continues to be stellar.

Part III

Content Area Comments
<p align="center">Social Studies LVL</p> <p>John Kennedy: The class has shifted to completing the government measurement topics, which were not completed when these students were freshmen. They'll be the topic for the bulk of the remainder of the year.</p>
<p align="center">World Languages LVL</p> <p>Jennifer Rasmussen-Norton: In Spanish 3, students continue progress with the measurement topics (MT) of Reading, Writing, Listening and Culture. I have specifically remarked on each of these LT's in individual comments. Students produce evidence daily, which ideally, is being kept in a folder in class, as well as assessments that are reported in Educate. Students have received a detailed list the expectations and LT's they are to be working on. Please encourage your student to check Educate regularly for dates that assessment items should be completed to keep on teacher pace and to not fall behind in his/ her work. If you have questions, please feel free to contact me: jrasmussen-norton@kidsrsu.org or 622-6211 ext 254.</p> <p>Jennifer Rasmussen-Norton: Work Ethic Score: 3.5 Ahead of teacher pace Behavior Score: 4 Listening Comp LT: 3.5 Reading LT: 3 Writing LT: Working at a 3 Level. Culture LT: Assessments at a 3 level.</p>
<p align="center">Physical Education LVL</p> <p>Ellen Vickers: Good job. Emily comes prepared to class, participates appropriately and is supportive of her peers. I enjoy having Macy in class.</p> <p>Ellen Vickers: This course will include competitive games in a variety of team and individual sports such as: flag football, soccer, floor hockey, badminton, ping pong, etc. The games will be played in a variety of tournament formats.</p> <p>Nancy Stetson: Basketball/ Volleyball/ Floor Hockey is a team sports PE class that focuses on these three sports with a variety of a few other games and activities. The grade is mostly on consistent active participation and good personal and social interactions.</p> <p>Nancy Stetson: Great participation and attitude.</p>

Content Area Comments
<p align="center">Performing Arts LVL</p> <p>Deborah Large: Emily is a dependable and focused student. She works hard in class, has a good voice but holds back, not quite willing to have others hear her him. Emily is also in an extra Broadway Group and doing great!</p> <p>Deborah Large: In chorus, our work has become more challenging in many ways. The types of harmonies within the music plus the extended ranges and independence of voice parts raise the majority of the music to a level 3 (in a nationally rated system of 1 to 6 with 6 being collegiate). We have also added the challenges of choreography where students have to show the beat, and move to it in precise and exact motions. Lastly there is a lot of music to be learned, almost double of that in a traditional concert. We are at a point in this music where we almost have the notes, rhythms and words together but not independent of the piano, which puts the majority of the students between a 2 and a 2.5 skill level. (The MT that reflects this work is not yet up in Educate but will be arriving soon.) Everyone is working hard to learn the choreography, and has the necessary balance of humor and focus! We are working towards our Broadway Shows which will be on March 9 & 10 with ticket sales beginning the night of February 27 (music room) and then during school lunches.</p>

A Learning Target is complete when a student has scored a 3 or better on the following 4-point scale:

4 = The student knows all of the simple and complex knowledge and skills **and goes beyond** what was taught in class to apply to knowledge.

3 = The student knows all of the simple and complex knowledge and skills.

2 = The student knows the simple knowledge and skills but not the complex knowledge and skills.

1 = With help, the student knows some of the simple knowledge and skills but not the complex knowledge and skills.

****Measurement Topic not required of all students.**

A photograph of a classroom with an American flag hanging from the ceiling. Several students are seated at desks, some working on laptops. The room has a whiteboard and bookshelves in the background. The text "Special Education and Student-Centered Learning" is overlaid in the center in a large, bold, red font. There are several grey circular markers placed over the faces of the students in the foreground and middle ground.

Special Education and Student-Centered Learning

At the Beginning...

Concerns about student success

What to do with IEPs?

Special Education?



What is Working for Students with IEPs?

Direct instruction

Clear curriculum

Demonstrate proficiencies and strengths

Frequent practice on goal setting

IEPs and Student-Centered Learning

Goals

Accommodations

Still an Individualized Education Plan!!!



Future of Special Education

Teachers as Interventionists- targeting skills

Consulting for leveling students

Providing direct instruction on basic skills

More participation in regular education setting

Special Education and Student-Centered Learning

“Working at my own pace has helped me because I don’t have to rush to get the work done. I have actually been able to get ahead in some of my classes!” Student’s quote.

Educate: from a student's perspective

educate

... education just got an upgrade

The Learning GPS

Viewing Learning Road Map for



The Learning GPS shows ...

where you'll need to go, where you are going and where you've been.

Targeted Areas 	Total # of Learning Targets Assigned	# of Learning Targets Not Yet Started 	# of Learning Targets I'm Learning 	# of Learning Targets I've Learned 
Math	21 	2	8	11
ELA	6	0	3	3
Science	10 	3	2	5
Social Studies	5 	1	0	4
World Languages	12 	1	11	0
Physical Education	4	0	4	0
Performing Arts	4	0	1	3

Click on the cells above to see details for student progress, scores and assigned work.



Learning Targets in One Place

EL.11.RLU7.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>American Realism and Mark Twain for Am Lit</u>	3.0	4.0	01/04/2012	2/16/2012
EL.11.RLU7.02.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>Early American Literature</u>	3.0	4.0	09/28/2011	10/28/2011
											<u>The Roaring 20's and The Great Gatsby</u>	2.0	4.0	11/22/2011	12/21/2011
EL.11.WRP8.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>Early American Literature</u>	3.0	4.0	09/28/2011	10/28/2011
											<u>The Roaring 20's and The Great Gatsby</u>	3.0	4.0	11/22/2011	12/21/2011
EL.11.WRP8.02.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>Early American Literature</u>	3.0	4.0	09/28/2011	10/28/2011
											<u>The Roaring 20's and The Great Gatsby</u>	3.0	4.0	11/22/2011	12/21/2011
EL.11.WTN6.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>American Realism and Mark Twain for Am Lit</u>	2.0	4.0	01/04/2012	2/16/2012
EL.11.WWP6.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>American Realism and Mark Twain for Am Lit</u>	2.0	4.0	01/04/2012	2/16/2012
EL.12.RLU8.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>Early American Literature</u>	3.0	4.0	09/28/2011	10/28/2011
											<u>The Roaring 20's and The Great Gatsby</u>	2.5	4.0	11/22/2011	12/21/2011
											<u>American Realism and Mark Twain for Am Lit</u>	3.0	4.0	01/04/2012	2/16/2012
EL.12.RLV3.01.01	x	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0	<u>Early American Literature</u>	2.5	4.0	09/28/2011	10/28/2011
											<u>The Roaring 20's and The Great Gatsby</u>	2.5	4.0	11/22/2011	12/21/2011
											<u>American Realism and Mark Twain for Am Lit</u>	3.0	4.0	01/04/2012	2/16/2012

Scores in One Place

What do I do?

Task Viewer for American Realism and Mark Twain for Am Lit

Details Targets Files Teacher Notes Reviews

Full Name	Type	Est # Minutes
American Realism and Mark Twain for Am Lit	Task	0.00

Short Name	Assign Date	Due Date
American Realism	01/04/2012	02/16/2012

Description

This unit is a seven week unit on American Realism. Students will be reading 3 short stories, The Adventures of Huckleberry Finn and writing a narrative fictional story in the style of realism. Please see the capacity matrix attached to this. There are also several power point presentations attached to help the students understand the authors and realism.

The following web site is most valuable to the students as they work through their understanding of American Realism:
http://www.ncteamericancollection.org/amer_realism.htm

Task Viewer for American Realism and Mark Twain for Am Lit

Details Targets Files Teacher Notes Reviews

Task Files

File Name and Link	File Size
<u>The Adventures of Huckleberry Finn and Mr</u>	113.6 kb
<u>Women of Local Color.ppt</u>	631.3 kb
<u>Jim Crow.ppt</u>	1,823.7 kb
<u>Vernacular.ppt</u>	192.0 kb
<u>Mark Twain combined.ppt</u>	898.6 kb

No student files have been uploaded.

Career and Education Development Senior Seminar and Capstone



What Is Senior Seminar ?



Senior Seminar: Is a one-trimester class designed to give students knowledge and understanding about career and job decision-making, college application process, and financial literacy for post-secondary life.

Helps students with:
Career Decision Making
The process of Job and
College Application.
Financial Literacy

Each student is unique and in a different level at the time he or she enters the seminar. This trimester assists students with the necessary preparation to find career paths based in personal interest or abilities; colleges that match their personalities and possibilities; and all the required steps for the college application process, including FAFSA, scholarships, and other financial resources available.

When possible and available presenters, from different backgrounds, attend to school to talk to students about their areas of expertise, the work place and its requirements, and financial literacy

What is Capstone?

Capstone Is:

A Long Individual Term Project

Student-Centered and Student Driven

An opportunity to Critically Think and Problem Solve

An opportunity to further develop or affirm soft skills
and professional habits of mind

An opportunity to reach out to the community.

Capstone Is Not...

...Community Work

Why Senior Capstone?



**Student centered
Authentic Learning
Interdisciplinary
Fosters 21st Century
Skills**

Senior Capstone: Is an individual long-term project; which takes two trimesters. The Capstone is designed to give students voice and choice through self-direction, and individual and independent structure. It also opens a platform for critical thinking, problem solving and other 21st Century Skills.

How does Capstone Work?

Big Idea/Topic ---> Research

Guiding Questions

Essential Question

Challenge

Proposal

Fieldwork

Research Paper

● The Selection of **Topic** generates research, an **Essential Question** and a **Challenge** designed to give a response to the question.

● Guiding questions, activities, and resources, help shape the Capstone

Guiding Resources

Guiding activities

♥ **Passion** is a key component for the Capstone and ownership of the project.

● The **Proposal** is the blue print of the Capstone project, and what drives the Research Paper and Fieldwork

● The **Fieldwork** is the hands on the project. Among other components. it requires a minimum of 30 hours



Fieldwork Assessments (CED)

Critical Thinking
Problem Solving
Communication
Team Work
Professionalism
Use of Technology

As students work on Fieldwork they must perform the process of planning and executing their projects. Students must give evidence of the above skills to execute a complete Capstone.



Standards and Assessments

The Research and Fieldwork generates the content for the presentation.

Research Paper and Fieldwork

Students perform the standards of organizing content and use of formal English to deliver content.

Delivery

Content

Students perform the standards of Digital Media to enhance content; thus the presentation.

Digital Media

Students reflect on their work and academic and personal gains, and publish their work: proposal, updates, fieldwork report, research paper, presentation, and student reflection in the world wide web.

Presentation

Each Student chooses a presentation day and presents a Capstone Portfolio one week before the presentation.

Publishing Student Work

Student Reflection

Capstone Final Product

Presentation – Public Speaking

Research Paper on Topic

Fieldwork – Product

Portfolio

The portfolio in a binder with evidence of all the required work for Capstone

Reflection Report

Senior Exhibition Day

Senior Exhibition Day is a day to exhibit all Capstones and celebrate students' accomplishments.

Besides a product or concept, fieldwork also includes: Time Sheets with time spent in fieldwork, contact time with expert and in-school mentors, updates, and fieldwork report

The Future of Senior Seminar and Capstone

Integration of Junior Seminar (in Process)

Integration of Sophomore and Freshmen Seminar

Organization of Eighth Grade Capstone (in Process)

Implementation of the Capstone Model in Other
Disciplines

**Let Learning be the Constant
and
Time be the Variable**

Contact Information

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