

Farmington Public Schools

District THEORY OF ACTION 2022 - 2023



FARMINGTON
PUBLIC SCHOOLS
Empowering Global Citizens

Know our Students and Families

IF we deeply know our students and support positive identity development and well-being, and implement culturally responsive relationship-building strategies with their families, **THEN** all students will feel emotionally and intellectually safe to challenge themselves, develop confidence, and become **Self-Aware Individuals**.

Develop Agency and Ownership

IF we inspire students to be curious, open-minded, self-directed learners who feel supported and challenged as they employ effective learning strategies, **THEN** they will exhibit resourcefulness, pursue their own interests, and demonstrate the attributes of **Empowered Learners**.

Support Academic Excellence

IF we engage students in academic discourse and challenging tasks that demand reasoning, problem solving and creativity, and we create engaging, relevant, and meaningful learning experiences, **THEN** students will achieve at high levels and exhibit the skills and dispositions of **Disciplined Thinkers**.

Learn from Each Other

IF we model and expect students to seek and understand different perspectives and lived experiences, develop teamwork skills, and create a culture of reflection and feedback, **THEN** students will feel a sense of belonging and actively participate as contributing members to the learning community as **Engaged Collaborators**.

Engage with the World

IF we ensure that interacting with diverse people, organizations, experts, and mentors is a core element of curriculum-based projects and units of study, and teach students the rights and responsibilities of active citizenship, **THEN** students will deepen their understanding of the human condition, discover and pursue new interests, and become life-long learners and **Civic-Minded Contributors**.

Know our Students and Families

IF we deeply know our students and develop their positive identity development and well-being, and implement culturally responsive strategies for building supportive relationships with their families, **THEN** all students will feel emotionally and intellectually safe to challenge themselves, develop their confidence, and become **Self-Aware Individuals**.

We will:

- We will teach social and emotional awareness and regulation
- Support and challenge students as individuals with unique interests and talents
- Engage in identity affirming activities that develop self-confidence
- Develop curriculum-based opportunities for students to see themselves and express themselves
- Create a culturally responsive community in the classroom and school
- Know our families and understand how their unique stories impact their children as learners
- Deepen stakeholder understanding of unconscious bias and its impact
- Create resources for families to use in support of learning at home
- Develop strong systems that allow parents to monitor their students' progress and advocate for their students' needs
- Engage all students and families in school and district improvement

Sources of Evidence

- Do students actively use strategies to describe and regulate their emotions in service of becoming an effective learner?
- Does every student have at least one trusted adult at school?
- Are students engaged in inquiry-oriented learning that has personal meaning?
- Are multiple perspectives and identities represented in the curriculum?
- Do families report a sense of belonging and trust in the school's efforts to support their children?
- Are families using strategies and resources to support learning at home?
- Are families partnering with us on behalf of their children's academic, social, and emotional needs?
- Is attendance at school/family events robust and representative of the school community?
- Is teaching and learning aligned with the **FTL Principle: Meaningful Knowledge**

Develop Agency and Ownership

IF we inspire students to be curious, open-minded, self-directed learners who feel supported and challenged as they employ effective learning strategies, **THEN** they will exhibit resourcefulness, pursue their own interests, and demonstrate the attributes of **Empowered Learners**.

We will:

- Enact growth mindset practices
- Employ student-engaged assessment practices aligned with the principles of mastery-based learning
- Engage in critique protocols on process and products
- Provide regular opportunities for students to make choices about what and how they want to learn
- Use diverse role models of persistence and determination to encourage resilience
- Set up routines and structures for students to self-monitor their progress
- Implement systems of challenge and support that allow for flexible pacing and personalized pathways

Sources of Evidence:

- Can students describe themselves as learners and talk about their strengths and needs?
- Can students describe a range of strategies they use to overcome difficulties in meeting or exceeding standards?
- Are products, performances, presentations and other outcomes of learning reflective of high standards for quality and craftsmanship?
- Do all students have role models who inspire them to aim high and achieve their goals?
- Is teaching and learning aligned with the **FTL Principle: Individual Responsibility**

Support Academic Excellence

IF we engage students in academic discourse and challenging tasks that demand reasoning, problem solving and creativity, and we create engaging, relevant, and meaningful learning experiences, **THEN** students will achieve at high levels and exhibit the skills and dispositions of **Disciplined Thinkers**.

We will:

- Ask open-ended, thought provoking questions
- Teach the skills of dialogue and debate
- Insist on language clarity and precision in classroom discussions
- Regularly ask student to analyze and interpret data as critical consumers of information
- Use models and exemplars to raise the level of quality and craftsmanship
- Examine point of view and biased thinking
- Use UDL principles to provide equitable access to challenging content
- Engage students as producers of products, performances, and presentations
- Provide multiple pathways to success

Sources of Evidence:

- Are students doing most of the talking in classrooms?
- Do students effectively use the vocabulary of the discipline in writing and speaking?
- Do students exhibit the dispositions of the discipline - scientists, writers, historians, artists, etc?
- Can students offer constructive feedback and use feedback from others to revise and improve their work?
- Are more students achieving at higher levels? Are achievement gaps shrinking?
- Is enrollment in advanced courses representative of the population?
- Does the data tell the story of effective systems of challenge and support?
- Is teaching and learning aligned with the **FTL Principle: Challenging Expectations**

Learn from Each Other

IF we model and expect students to seek and understand different perspectives, and lived experiences, develop teamwork skills, and create a culture of reflection and feedback, **THEN** students will feel a sense of belonging and actively participate as contributing members to the learning community as **Engaged Collaborators**.

We will:

- Create a culture of mutual respect in which diversity is an asset
- Understand our students' interpersonal strengths and develop the skills of effective teamwork
- Develop group tasks for which successful interdependence is a necessity
- Co-create classroom and school norms to support collaboration
- Teach students to employ RULER strategies and restorative practices to solve conflicts
- Collectively deepen our understanding of microaggressions and their impact
- Share powerful stories of highly successful collaborative projects that have made an impact
- Expand interdisciplinary learning projects throughout the curriculum

Sources of Evidence:

- Are all students participating and contributing to classroom discourse without disparities across lines of difference?
- Are students holding each other accountable for shared norms?
- Do we see students working collaboratively to build understanding by seeking, responding to and affirming each other's thinking
- Do we see students developing confidence as group participants and public speakers?
- Are students independently able to solve team-based conflict in service of high quality work?
- Do students report a sense of accomplishment and success as a result of a collaborative learning approach?
- Can students use examples of real world group problem solving to describe the hallmarks of effective teamwork?
- Is teaching and learning aligned with the **FTL Principle: Active Learning Community**

Engage With the World

IF we ensure that interacting with diverse people, organizations, experts, and mentors as a core element of curriculum-based projects and units of study, and learn the rights and responsibilities of active citizenship, **THEN** students will deepen their understanding of the human condition, discover and pursue new interests, and become life-long learners and **Civic-Minded Contributors**.

We will...

- Connect students with people and places that broaden their world view and promote compassionate citizenry
- Develop field work experiences in partnership with community organizations
- Leverage technology to access professional experts and partnerships across the globe that support students' inquiry learning
- Learn more about entrepreneurship and interdependence in solving global problems
- Strengthen regional connections with public / private schools to enhance high quality programming and culturally responsive enrichment
- Build geographic, economic, and cultural understanding through "sister school" arrangements or other similar partnerships

Sources of Evidence:

- Are students producing authentic work for real audiences with purpose and impact?
- Do students have regular opportunities to engage in off-campus experiential learning?
- Are student inquiry projects enhanced through communication with experts and scholars in the area of study?
- Are outdoor learning experiences connected to many aspects of the curriculum?
- Are students participating in regional and online learning programs?
- Are we involved in sustainable cross-cultural partnerships with schools in other states and/or countries?
- Does every career pathway have summer / school year opportunities for students to engage in experiential learning?
- Is teaching and learning aligned with the **FTL Principle: Purposeful Engagement**