



PUSD SENIOR

DEFENSE RETREAT





OUTCOMES FOR THE DAY

- ESTABLISH SHARED OWNERSHIP OF THE SENIOR DEFENSE PROCESS
- TO DETERMINE SUPPORT POINTS FOR STUDENTS ACROSS THE K-12 CONTINUUM

TEAM BUILDER



→ PLEASE OPEN THIS JAMBOARD



Conclusion

- I want to go into biology pre med
- Possibly looking into psychology, and neurology
- Pursue my own works in writing and comics





LPI CONSIDERATIONS

- 1. Bring more educators into senior defense focused professional development opportunities at the district and school levels.
- 2. Streamline communication and messaging about the expectations and purpose of the senior defense across stakeholder groups.
- 3. Build on the strong supports within specialized programs like College & Career Academies and International Baccalaureate to ensure that all students are well prepared for the senior defense.
- 4. Expand existing promising practices for supporting English learners and students with IEPs to ensure that all students are equitably prepared for the senior defense.
- 5. Build on the existing strong supports offered by site coordinators by more broadly distributing senior defense duties as staff understanding of and buy-in continues to increase at school sites.
- 6. Foster greater vertical alignment of curriculum at the school-level.

BREAK OUT 1 - 30 MINUTES

ZOOM LINKS



NEXT STEP GOALS

- LOOK THROUGH THE LPI FINDINGS
- WHAT FINDINGS SPEAK TO YOUR TEAM?
- CELEBRATE YOUR WINS!
- FIND PLACES TO PUSH YOUR PRACTICE?



ELEMENTARY

BREAK OUT 2 (2 HOURS)

GOOGLE MEET: ELEMENTARY

GROUP 1: SAN RAFAEL, DON BENITO, NORMA COOMBS,
WASHINGTON

GROUP 2: ALTADENA, LONGFELLOW, ROOSEVELT, HAMILTON

GROUP 3: SIERRA MADRE, JACKSON, WEBSTER, FRANKLIN

GROUP 4: JEFFERSON, WILLARD, FIELD, MADISON

TEAM OUTCOMES:

- DEEP DIVE INTO PUSD GRADUATE PROFILE
- MODIFY LANGUAGE FOR ELEMENTARY SETTING
- WHAT DOES AN ALTERNATIVE ASSESSMENT LOOK LIKE FOR ELEM?

GRADUATE PROFILE

OUR GRADUATES...

CRITICAL THINKER

- Analyze and evaluate information critically and competently
- Propose solutions based upon studied data
- Have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
- Demonstrate perseverance
- Effectively solve problems

CREATIVE & INNOVATIVE THINKER

- Create original work that demonstrates thoughtful and reflective approaches
- Provide original solutions to problems, analysis, modeling, prototyping, and testing
- Use obstacles and setbacks as opportunities to learn, reflect, and improve

COMMUNICATOR

- Acquire multilingual verbal and written skills
- Advocate for their future and communicate personal values
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Deliver information effectively in multiple formats

COLLABORATOR

- Share responsibility for collaborative work, and value individual contributions made by each team member
- Practice interpersonal and social skills in order to build positive relationships with peers and adults
- Work effectively on diverse teams
- Build consensus while making decisions

PUSD graduate profile is aligned to district and pathway initiatives. Our guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness. There are seven major components to our graduate profile



PREPARED FOR COLLEGE & CAREER

- Demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing, and math)
- Gather, filter and synthesize information from a wide variety of sources
- Create new ideas based upon strong content knowledge
- Possess self-discipline and appreciate the importance of goal-setting
- Acquire strong organizational skills to support academic and personal growth
- Have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
- Are prepared for the post-secondary program of their choice in college, career, vocation or employment
- Are reliable, punctual and professional with proper etiquette
- Possess financial literacy and basic money management skills
- Are equipped with a range of interpersonal, academic, vocational, and technological skills
- Possess career skills that will enable them to compete locally and globally

EXTERNAL & INTERNAL VALUES- CULTURALLY COMPETENT CITIZEN

- Are contributing members of society
- Understand their own and others' cultural heritage
- Use their cultural knowledge to engage in a diverse world
- Value and use the arts as a fundamental form of human expression
- Behave with integrity; are responsible for their behavior, actions and choices
- Are compassionate and have empathy toward others
- Volunteer and give back to the community
- Value and support family and community
- Connect learning to local, national and global events
- Return to PUSD community

HEALTHY MIND & BODY

- Become lifelong learners and find joy and satisfaction in learning
- Are positively motivated
- Are internally driven and resilient to overcome challenges
- Have respect for themselves and others
- Build self-confidence and pursue their passions
- Are independent and self-sufficient





PUSD GRADUATE PROFILE

CRITICAL
THINKER



CREATIVE &
INNOVATIVE
THINKER



COMMUNICATOR



COLLABORATO
R



OBJECTIVES



OBJECTIVE 1

- LOOK AT THE COMPONENTS AND CREATE I CAN STATEMENTS FOR THE COMPETENCIES (BULLETS WITHIN THE HEADING).
- THE STATEMENTS SHOULD BE APPROPRIATE AND ATTAINABLE FOR 5TH GRADE STUDENTS
 - ◆ IF THERE IS TIME, CREATE "I CAN" STATEMENTS FOR K-2?
- HERE IS A GOOD SAMPLE FROM EVERGREEN SCHOOL DISTRICT, SAN JOSE

OBJECTIVE 2

- HOW WILL STUDENTS DEMONSTRATE THEIR MASTERY OF THESE STANDARDS (ADD IDEAS TO SLIDE 16)?



RECOMMENDED GROUP ROLES



FACILITATOR

TIME KEEPER

RECORDER

PROCESS OBSERVER

CRITICAL THINKER



I CAN...

3rd-5th Grade

- ✘ I can determine the difference between a fact and an opinion.
- ✘ I can find reliable sources to support my claim.
- ✘ I can make sense of charts and graphs to propose solutions.
- ✘ I can keep trying when I encounter a task that is difficult for me.
- ✘ I can ask questions about things I do not know.
- ✘ I can transfer my learning and skills.

K-2nd Grade

- ✘ I can categorize/sort different information.
- ✘ I can use a graph/chart for information.
- ✘ I can keep trying.
- ✘ I can ask questions about what I am learning.
- ✘ I can relate my learning to my world.

CREATIVE & INNOVATIVE THINKER

I CAN...

- ✘ I CAN CREATE ORIGINAL WORK THAT SHOWS I AM A THOUGHTFUL AND REFLECTIVE LEARNER.
- ✘ I CAN USE CREATIVE AND INNOVATIVE STRATEGIES TO SOLVE PROBLEMS.
- ✘ I CAN LEARN FROM MY MISTAKES AND REFLECT ON HOW TO IMPROVE.

K-2

I CAN BE CREATIVE AND SHOW THAT I'M A THINKER AND A LEARNER.

I CAN USE NEW AND DIFFERENT IDEAS TO SOLVE PROBLEMS.

I CAN LEARN FROM MY MISTAKES AND REFLECT ON HOW TO IMPROVE.

COMMUNICATOR



I CAN...

I can statements for 3rd - 5th grade

- I can synthesize the key elements of multilingual verbal and written skills after listening.
- I can explain who I am and use tools to communicate my personal values that define my future goals and values
- I can write in an organized manner that focuses on the appropriate topic and audience
- I can synthesize other's opinions and perspectives by listening attentively.
 - a. I can restate and add on to what others say
- I can clearly express information effectively in multiple formats.

I can statements for Kindergarten - 2nd Grade

- I can speak and write about what I know
- I can explain what is important to me to all audiences
- I can write about information I know and stay on topic so my audience can understand
- I can listen carefully so I understand the meaning and feeling/intent of the speaker's message
- I can speak, write, and present information.

COLLABORATOR

I CAN...



K – 5TH GRADE:

I can work in my assigned job with my team.

I can use positive statements to respond to my group members.

I can use my social skills like eye contact, listening, respecting personal space, and being polite to build positive relationships with others.

I can practice kindness, respect and empathy to build positive relationships with others.

I can listen to and value the unique and multiple ideas of others that may be different from my own.

I can make sure no one is left out when making a group decision.

WHAT COULD A CULMINATING PROJECT LOOK LIKE?



BRAINSTORM SESSION

COLLABORATOR: BLACK HISTORY LIVING MUSEUM PROJECT - SMALL GROUPS COULD RESEARCH, WRITE, PRESENT

COMMUNICATOR: ORAL PRESENTATION HIGHLIGHTING A KEY MEMORY FROM THE PRE-K-5TH GRADE SCHOOLING, INCLUDE VISUAL REPRESENTATION (VIDEO, SLIDE, DRAWING, ARTIFACT, ETC.); CREATE A SLIDE AS A CULMINATING 5TH GRADE PROJECT TO EXPRESS WHO THEY ARE AND WHAT IS IMPORTANT TO THEM EXAMPLES: CULTURAL BELIEFS, SOCIAL INJUSTICES, RELIGION, SEXUAL ORIENTATION, ETC.; DO AN ORAL PRESENTATION ON WHAT A NEW 5TH GRADER CAN LOOK FORWARD TO IN THE 5TH GRADE; CREATE A PORTFOLIO ON "WHY BILINGUALISM IS IMPORTANT"-DLIP AND/OR "IMPORTANCE ON WHAT I HAVE LEARNED"/EDUCATION USING PICTURES, ARTIFACTS, WRITING, POEMS/MONOLOGUE, ETC.; COMMUNITY SERVICE PROJECT REFLECTION: EXAMPLES: DISCUSS ACCOMPLISHMENTS TO A LOCAL BUSINESS, GIVING BACK PURPOSE, WHAT DID YOU LEARN.

SENIORS PRESENTING IN FRONT OF 5TH GRADERS

CREATIVE: WORK ON A SLIDE A YEAR AS STUDENTS (1 IN 1ST GRADE, 2 IN 2ND, ETC.) AND THEN PRESENT WHEN THEY ARE 5TH GRADERS

PORTFOLIOS: - DLIP BILINGUAL CERTIFICATION COULD BE USED

"PASSION PROJECTS" - EVERY GRADE

BREAK OUT 2 (2 HOURS)

ZOOM LINK



MIDDLE SCHOOL TEAM OUTCOMES



- ORIENTATION TO GRADUATE PROFILE RUBRICS
 - ◆ CREATIVITY, PRESENTATION, REFLECTION, RESEARCH

- ESTABLISHMENT COMMON 8TH GRADE PROMOTION PORTFOLIO PROCEDURE

- SITE-SPECIFIC ACTION PLAN
 - ◆ TIMELINE
 - ◆ TEACHER INVOLVEMENT DECISIONS

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USING THE RUBRICS

HOW DO THEY **FIT** INTO OUR SCOPE AND SEQUENCE?

CREATIVITY RUBRIC

SEE NOTES

RESEARCH RUBRIC

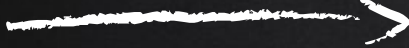
REFLECTION RUBRIC

PRESENTATION RUBRIC



"AGREED UPONS" FOR USING THE RUBRICS

REFLECTION RUBRIC



PRESENTATION RUBRIC





ESTABLISHMENT OF “8TH GRADE PROMOTION PORTFOLIO”

LEARNER-FOCUSED OPTIONS:



SITE-SPECIFIC ACTION PLAN



ACTION STEPS:

1. IDENTIFY TEACHERS WHO WANT TO BEGIN IN 20-21
2. DEVELOP A TIMELINE OF STEPS, COMMUNICATIONS, STUDENT INVOLVEMENTS AND "8TH GRADE PRESENTATION" CALENDAR

BREAK OUT 2 (2 HOURS)

ZOOM LINK



HIGH SCHOOL



TEAM OUTCOMES

→ PERSONALIZE YOUR SENIOR DEFENSE PLAYBOOK

- ◆ COMMUNICATION
- ◆ RUBRIC USAGE
- ◆ SCHEDULING
- ◆ PLAN FOR PD

→ SITE-SPECIFIC ACTION PLAN

- ◆ TASK ASSIGNMENT TEMPLATE
- ◆ TIMELINE

PURPOSE AND OUTCOME



PURPOSE

- THE SENIOR DEFENSE PLAYBOOK IS INTENDED TO SERVE AS A PLANNING DOCUMENT FOR YOUR SCHOOL SITE IN **IMPLEMENTING A THOUGHTFUL, ROBUST PROCESS** THAT RESULTS IN SUCCESSFUL SENIOR DEFENSE PRESENTATIONS. THIS PLAN SHOULD ENCOMPASS ALL RELEVANT STAKEHOLDERS, AS THE PROCESS THAT CULMINATES IN SUCCESSFUL SENIOR DEFENSE PRESENTATIONS IS ONE THAT INVOLVES ALL 4 YEARS OF HIGH SCHOOL.
- WITH YOUR SCHOOL-SITE TEAM, USE THIS **PLAYBOOK** TO COLLABORATE AND DETERMINE AN ACTION PLAN THAT BEST SUITS YOUR SITE'S SYSTEMS AND STRUCTURES. THE SENIOR DEFENSE STUDENT HANDBOOK IS LINKED HERE TO SERVE AS A GUIDING DOCUMENT



GROUP ROLES



→ FACILITATOR

(WILL SET UP GOOGLE MEET AND INVITE:

ORTEGA.JOSE@PUSD.US AND VALADEZPAEZ.SOFIA@PUSD.US)

→ RECORDER

WILL MAKE A COPY OF THE PLAYBOOK AND PERSONALIZE IT

→ COMMUNICATOR

POINT PERSON TO COMMUNICATE WITH
JOSE AND SOFIA DURING THE BREAKOUT

COME TOGETHER

→ TEAMS SHARE OUT:

- ◆ ELEMENTARY
- ◆ MIDDLE SCHOOL
- ◆ HIGH SCHOOL

→ WHAT HAS YOUR GROUP DECIDED AS ACTIONABLE ITEMS?

→ IS THERE ANYTHING YOU ARE CHANGING FROM 2019-2020 PRACTICE?

→ ANY WOWS ! OR WONDERS ? YOU WANT TO SHARE WITH THE GROUP?



PUSD CONTINUOUS IMPROVEMENT

2015-2016

- IDENTIFY SITE COORDINATORS
- SHARE RUBRICS AND MATRIX W/ PRINCIPALS
- PD: SHARE COMPONENTS AND RUBRICS
- PD: ELA AND LIBRARIANS
- TRAIN STUDENTS TO UPLOAD WORK INTO PORTFOLIOS

2016-2017

- MEET WITH SITE COORDINATORS
- A-MONDAY TIME TO EXAMINE/ ASSESS STUDENT WORK
- PD WORLD HISTORY
- RE-TEACH UPLOADING
- TEACH 9TH GRADE TO UPLOAD

2017-2018

- MEET WITH SITE COORDINATORS
- A-MONDAY TIME TO EXAMINE/ ASSESS STUDENT WORK
- PD: U.S. HISTORY
- RE-TEACH UPLOADING TO 11TH AND 10TH GRADE STUDENTS

2018-2019

- MEET WITH SITE COORDINATORS
- A-MONDAY TIME TO EXAMINE/ ASSESS STUDENT WORK
- TRAINING FOR 12-TH GRADE ENGLISH AND GOVERNMENT TEACHERS
- ALL STUDENTS COMPLETE SD

2019-2020

- ERWC & SPED ENGLISH ALIGNMENT W/ REFLECTION
- MIXED PANEL MEMBER
- 75% PRESENTATION CRITERIA
- MIDDLE SCHOOL PRESENTATIONS
- ONLINE PRESENTATIONS

2020-2021

- NEXT STEPS
- PUSHING PRACTICE AROUND LPI RECOMMENDATIONS
- QUALITY OF TEACHING/LEARNING
- SPED & ELD TRAINING
- RUBRIC ADJUSTMENT
- QUALITY OF PANELISTS

→ 2015-2018

→ 2018-2019

→ 2019-2020

→ 2020-2021



THANKS!

ANY QUESTIONS?