

AUSL Reflections

Follow-up to the AUSL Visit

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Key Initiatives

- Team Development
- ACT Prep
- BMC
- Planning and Preparation
- Classroom Environment:
Standard of Excellence

Team Development Based Upon Core Values

Personal Responsibility	Collaboration	Realization	Fortitude	Community Connection	Problem Solving	Self Efficacy	Emotional Experience
Integrity	Teamwork	Achievement	Perseverance	Patriotism	Adaptability	Empowered	Love
Accountability	Belonging	Excellence	Resilience	Citizenship	Resourceful	Confident	Caring
Ethical	Family	Intelligence	Commitment	Respectful	Innovation	Growth	Faithful
Responsibility	Acceptance	Self Disciplined	Relentless		Critical Thinker	Independent	Playfulness
Maturity	Equality				Logical	Goal Oriented	
Character							

Core Value and Mission Statement

Guiding Students to Bright Futures

Academic

Social Emotional

Personalized Pathways

Enrichment

- 4-5 core values
- Align the values to the “North, South, East, and West”
- Use of values to link to our mission and vision statements
- Use of values to align to weekly point totals

ACT Preparation & Staff Mandates

- Weekly ACT question for warm-up: provided next week by Adam
- November 29: mandatory ACT assessment for individual subject matter for teachers
- Lesson planning and item analysis for the ACT warm-ups, and how to decipher with students
- November 30: Math and Science practice assessment
- Posters

We must embed more ACT elements into our classrooms, lessons, and school.

SAT vs ACT Quick Comparison Chart

SAT

ACT

GENERAL

- Questions are slightly more complex
- More time per questions and fewer questions (154 Total)
- 3 Longer Sections
- Letter responses don't alternate - easier to make fill in mistakes
- Reading section first
- No dedicated science section, but science questions interspersed in all three sections

- Questions more-straightforward
- Less time per question and more questions (215 total)
- 4 shorter sections
- Spacing between problems is easier to read and letter responses alternate-easier to catch mistakes
- English section first
- Dedicated science section and a science reading passage

WRITING & LANGUAGE / ENGLISH

- 48 seconds per question
- 35 minutes
- Includes science graphs and charts that require interpretation of main idea

- 36 seconds per question
- 45 minutes
- More questions about the re-ordering of words, sentences and paragraphs

SAT vs ACT Quick Comparison Chart

SAT

ACT

READING

- 75 seconds per questions
- 65 minutes
- Topics: World Literature (1), Science (2), Social Studies (2); one of five will be two shorter comparison passages (no predetermined order)
- Questions in sequential order
- Informational blurb preceding each passage gives some sense of main idea
- Vocabulary is familiar words in unfamiliar ways and more nuanced

- 52 seconds per question
- 35 minutes
- Topics: Prose Fiction, Social Sciences, Humanities, natural Sciences (always in that order)
- Questions on passage in random order
- Vocabulary in context tends to be more idiomatic and/ or homophones

SCIENCE

- No distinct science section, but...
- Two science Reading passages
- Graph and Chart interpretation in the Math and Writing sections
- Graphs tend to be easier to understand

- 52 seconds per question
- 35 minutes
- Design and interpretation of science experiments
- Graphs tend to be more complex and require interpolation

SAT vs ACT Quick Comparison Chart

SAT

ACT

MATH

- 1 minutes 23 seconds per question
- 80 minutes (2 sections)
- Most formulas provided
- Calculator cannot be used in one section
- Grid-in questions in both math sections
- More complex, multi-step problems
- Limited geometry and trigonometry
- Figures often not drawn to scale

- 1 minute per question
- 60 min
- Formulas not provided
- Calculator for all problems
- More concepts covered (geometry, trigonometry, matrices) but generally not at the same depth
- Figures generally drawn to scale

OPTIONAL ESSAY

- 50 minutes
- Read and essay. Analyze and interpret it

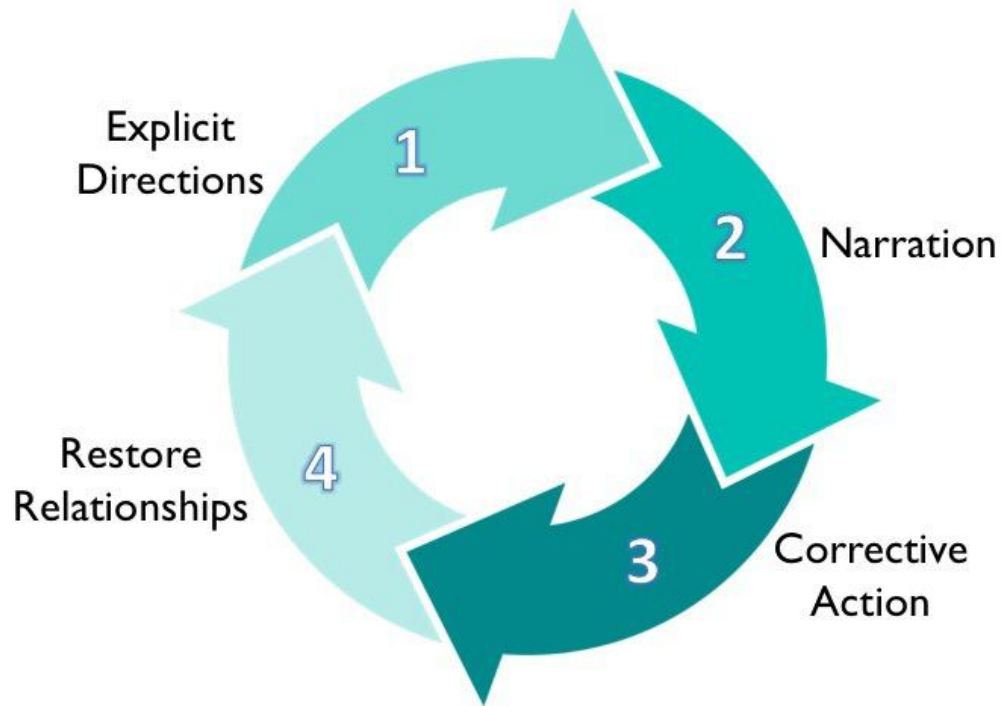
- 40 minutes
- Read and take a point of view drawing on your general knowledge

*EXTRA

- Allotted per section

- Allotted in aggregate – can distribute across

Behavior Management Cycle



Giving Explicit Instructions

1. Attention getting signal
2. Directions for verbal, movement, & participation
3. Check for understanding
4. Cue to start!

*Please remember to think about what you want students to be able to do, and be **specific** and **direct** in your directions.*

Planning and Preparation

- Importance of taking time to develop pacing guide
- Importance of lesson planning, in a detailed fashion
- Use of the curriculum planning tool, and/or unit planner.
- Grade book usage
- ***At least one new grade per class per week.***

Classroom Environment: Standards of Excellence

- Anchor charts: key team posters and academic charts
- Labeled accessibility for folder system and utilitarian materials
- Visible system for make-up assignments
- Objectives and agenda posted daily prior to students entering

Expectation for thoughtful seating structures in all classes, following through on key rules (dress code, cell phones, etc.), and use of time management to ensure that your spaces are ready to be taught in as soon as students enter.

5 minutes

Average time it is taking classes to enter on the Youth Side of the building between classes. This average needs to decrease to **3 minutes**.

Leaving the Class

Use of bathroom passes:

Students are just leaving the class. Students should not need to leave the class on a daily basis, especially not more than one time.

3 bathroom passes for the remainder of the semester?