

Supplemental Attachment 3

Comparison of EL Education & Project Based Learning Frameworks

What Expeditionary Learning Proposed in the Original Charter

- Student excellence through:**
1. **Mastery of Knowledge** – demonstrating knowledge & skills within each discipline and capacity to transfer these to meaningful tasks; Demonstrate critical thinking; presenting ideas clearly & effectively
 2. **Character** – develop skills that will make them successful in college, careers & life (collaboration, initiative etc.); work to become ethical people (compassionate, empathic, respectful)
 3. **High Quality Student Work**-creating complex, authentic work that demonstrates craftsmanship

Equivalent Renewal Strategy Using Project Based Learning Principles

Student excellence through:

1. **Mastery of Knowledge:** Across disciplines, students will continue to demonstrate knowledge & skills, initiate questions, and challenge higher order thinking skills. For example, teachers may choose to use an ‘entry event’ to a *Maravillas/Wonders* lesson that could include almost anything: a video that concludes with a lively discussion, a guest speaker, a field trip, a walk about on school grounds to set up a lesson. By participating in such events, students begin to apply academic content to real life situations, both in and out of the classroom. Students will then be challenged to clearly and effectively articulate ‘real life’ reasons for learning the Math, Science, Social Studies concept(s) at hand: *I need to know this because this connects to something in the world I live in.*
 2. **Character** - La Academia’s newly adopted dual language curriculum, *Maravillas/Wonders*, combines the latest research-based instruction with digital tools and collaborative lessons to foster the development of metacognitive skills and an academic mindset, imbuing students with a profound sense of agency to chart their futures. Specifically, competencies acquired through the *Maravillas/Wonders* curriculum include: critical thinking, complex problem solving, working collaboratively, communicating effectively, and developing an academic mindset. In addition, La Academia is committed to developing its students to be compassionate, empathetic and respectful citizens of the world. To this end, Academia is currently:
 - Part of the Compassionate Schools Consortium;
 - Implementing a mindfulness curriculum;
 - Realizing a full-year contract with Responsive Classroom - an initiative from the University of Delaware;
 - Adhering to Restorative Justice principles and practices to build community and respond to student behavior with the goal of restoring relationships between those impacted.
- In addition, La Academia will continue SIOP best practices in its classrooms to ensure the same standard of student excellence as that which EL helped us begin to establish. These include:
- Clearly defining content and language objectives, using PBL principles to: make lessons meaningful and provide authentic activities that integrate lesson concepts with language practice opportunities such as surveys, letter writing, making models, plays, and games.
 - Link lessons to student backgrounds to bridge past experience to current learning.
 - Ensure comprehensible input.
 - Provide scaffolding and a variety of questions types.
 - Provide ample opportunities for students to interact and work collaboratively.

	<ul style="list-style-type: none"> • Afford practice, through projects and other activities ,to apply content knowledge/language knowledge. • Conduct assessment of student learning using, for example, student self-assessment, and regularly give students feedback on their output, portfolios, celebration of learnings and student-led conferences. 3. High Quality Student Work – One of the key principles of Project Based Learning is student voice and choice; the more choice and voice, the better, to ensure authentic student work. Under PBL principles, teachers provide students a menu of options for producing creative work throughout lessons -- options that fit students' styles, interests, skills and driving questions. <p>The school has also created a Student Support Team to better meet the behavioral, emotional and psycho-social needs of its students and to promote a more supportive learning environment.</p> <p>All of these elements, as implemented by leadership and faculty throughout the school year, are expected to deliver and reinforce the outcomes originally intended by EL Education's Habit & Culture practices.</p>
<p>Performance Benchmarks – Use of measurable outcomes related to mastery of core knowledge and skills, character engagement and high-quality work</p>	<p>La Academia will use the following methods of measuring outcomes related to mastery of core knowledge and skills, character engagement ,and high-quality work:</p> <ol style="list-style-type: none"> 1. Implementation of the school's UNIDOS character development framework and weekly UNIDOS celebrations, where children meet by grade levels to acknowledge ways in which students demonstrate UNIDOS behaviors; 2. Use of the UNIDOS rubric to have students identify ways in which they accomplished the school's weekly UNIDOS goal; 3. Continued use of standardized assessments (MAPS & LAS Links); 4. Continued membership with the Science Cohort – Next Generation Standards. <p>In addition, the implementation of:</p> <ol style="list-style-type: none"> 5. The <i>Maravillas/Wonders</i> curriculum and new assessment tools will allow school leadership and faculty to review and monitor student progress against school performance expectations regarding the quality of student work and state standards; 6. Character development programs and curricula mentioned above are expected to positively affect the mindset, values and beliefs students will have regarding their abilities to produce high quality work.
<p>Curriculum – Building on dual language mastery and</p>	<p>Adoption of <i>Maravillas/Wonders</i> and adherence to Project-Based Learning principles and practices in a</p>

the focus of Expeditionary Learning and educating the whole child: mind, body and spirit

dual language context, Responsive Classroom, Mindfulness, and Compassionate Schools will help ensure that the school's pedagogical approach continues to be committed to educating the whole child: mind, body, and spirit. To ensure that Expeditionary Learning experiences are adequately replaced, the school will establish a service agreement with Project-Based Learning experts, preferably via a partner with experience in implementing projects in a dual language context.

- Assessment-** Students as learners of their own learning; students as investors in their own growth. Includes the following:
1. Using data with students
 2. Models, critique, and descriptive feedback
 3. Student led conferences
 4. Celebrations of learning
 5. Passage presentations with portfolios
 6. Standard- based grading
 7. Learning targets
 8. Checking for understanding during daily lessons

Teachers will continue to:

1. Check for understanding during daily lessons
2. Prepare students for student led conferences
3. Attend Weekly Teacher Data and Grade Level Planning meetings
4. Set learning standards
5. Use standards based grading
6. Use standardized assessments:
 - a. MAP 3x per year
 - b. LAS Links 2x per year
7. Student portfolios