**Developing the Student Learning Focus**

The 2017-2018 Certified Evaluation Plan includes development of a Student Learning Focus. The statement will highlight the work of teachers across the district as they move forward with deeper learning in individual classrooms.

***Jefferson County Public Schools Vision 2020 includes:***

**Focus Area: Learning, Growth, and Development**

**Goal: Deeper Learning –** Each student will progress toward mastery of both academic standards and the development of capacities and dispositions necessary for success in college, career, community, and life.

**Strategy 1.1.1 – Adopt a broader definition of learning**

**Strategy 1.1.2 – Personalize learning**

Other included strategies reference conditions that promote deeper learning.

***Jefferson County Public Schools 2017-2018 Certified Evaluation Plan includes (page 8):***

**Student Learning Focus**

In addition to the Self-Reflection and Professional Growth Plan, evaluatees shall develop a Student Learning Focus - a statement regarding at least one focus area of deeper learning, tailored to the needs of their students. The Student Learning Focus statement shall be shared and discussed with the evaluator by Oct. 1. Learning and progress shall be discussed at the summative evaluation conference, and reviewed and adjusted as needed during the school year.

**As educators develop the Student Learning Focus:**

Teachers and counselors shall reference the JCPS Deeper Learning Framework when writing the statement. The framework includes as Capacities: Thinking, Caring, and Communicating, and as Dispositions: Perseverance, Compassion, Respect, Negotiation, Voice, Collaboration, Problem-Solving, Reflection, and Innovation.

* The format, procedure, and documentation are all school-level decisions. The Instructional Leadership Team may assist in development of the specifics.
* The E2 form or a school-developed form may be used to document the Student Learning Focus.
* The due date of October 1 provides teachers with time to get to know their students before developing the Student Learning Focus. The statement is to be personalized to the needs of the students.
* Teachers will have various entry points for a Student Learning Focus that includes deeper learning in their classrooms. Some may choose to begin with a small step as they implement deeper learning strategies. Some will be ready to jump in fully or continue with their current work, as they have gained knowledge on deeper learning through the Deeper Learning Symposium, participation in the UK Next Generation sessions, or have been doing this type of work for years and are ready to take it to the next level.
* The plan is to be flexible and adjusted as needed throughout the year.

**When developing the Student Learning Focus, consider these questions:**

* What student needs have become evident in the first weeks of school?
* What will be the area of focus for deeper learning (thinking, caring, and/or communicating)?
* What will you have students do or create as you address the need?
* How will you have students demonstrate their growth?

**For educators just beginning with implementation of deeper learning, their SLF statement might read\*:**

*Based upon observation, students in my classroom have difficulty with sharing their ideas and collaborating in small groups. I will establish conditions in my classroom to encourage and include one-to-one and small group discussions and projects to engage students more fully in the learning process. When planning lessons, I will intentionally include opportunities for purposeful student talk and group work. Evidence of my work with this student learning focus will be demonstrated through positive increase in student perceptions regarding their voice and input, administrator feedback on walkthroughs and formal observations, and inclusion of purposeful student discussion and small group opportunities in lesson plans.*

*-or-*

*The initial student writing pieces demonstrate that development of written communication skills is a need of the majority of students in my class. I will assist students in their ability to interpret historical events, express their ideas in writing, and influence others. Throughout the year, persuasive writing will be emphasized in pieces that center on a historical event in which students defend a point of view. The student pieces will be compiled to create individual student booklets to be placed in the classroom library. The persuasive writing rubric will be utilized to provide students with goals for their writing and to measure growth.*

**For educators further along the Deeper Learning path, the SLF statement might read:**

*Through an initial student perception survey, students provided topics that they would be most interested in studying this year. I want to expand my ability to provide learning that is project-based and allows students to demonstrate knowledge of content in ways beyond paper/pencil tasks. Students will demonstrate improvement in critical thinking and oral and written communication skills through completion of two passion projects during the 2017-2018 school year. Students will choose their passion projects, the method of presentation, and audience for their presentation. The class will collaboratively* develop *a rubric as a measure of success.*

*-or-*

*During class discussions, students in my classroom share their concern for our neighborhood and the larger community and have a strong desire to make a difference. Students in my class will demonstrate problem-solving, compassion, and perseverance through work with a collaborative team on completion of a service learning project that addresses a community need. Students will utilize written and oral communication skills and utilize content knowledge across the Kentucky Academic Standards in their work. Upon completion of the project, teams will develop a presentation to communicate outcomes of the project to the school community.*

**\*Please note that these examples are provided as a starting point for discussion and are abbreviated. As the focus statement is developed, the teacher is encouraged to expand on activities that tie to the focus and student work.**