

Elements of Learning

Critical Thinking

Engage students in analysis, interpretation, synthesis, evaluation, or solution generation. Students are challenged to address nonroutine problems or explore open questions for which there are multiple correct answers.

Vision of a Minuteman

Creates Solutions

Embraces the world and skillfully uses critical thinking to bring creative solutions to problems. Minutemen focus on authentic tasks with a real world purpose and impact.

Academic Rigor

DOK-1: Recall

Recognizes, responds, remembers, memorizes, restates, absorbs, describes, demonstrates, follows directions, applies routine processes, definitions, and procedures.

Elements of Learning

Teamwork

Students participate in group work, interacting in pairs or small groups on learning activities and collaborative documents. Teamwork is fostered when students act as thought partners or reviewers for each other, while they all have primary responsibility for their own products.

Vision of a Minuteman

Learner's Mindset

Stays curious to maximize opportunities and grow perspectives through a willingness to learn, unlearn and relearn information in pursuit of mastery. Minutemen apply financial, media, technical and information literacy skills to foster decision-making and intellectual growth

Academic Rigor

DOK 2: Skill / Concept

Solves routine problems/tasks involving multiple decision points and concepts, constructs models to show relationships, demonstrates use of conceptual knowledge, compiles and organizes, illustrates/explains with examples or models, examines.

Elements of Learning

Communicate / Create

Students are asked to create products that express what they know or think. In particular, it's the combination of communication and creation that makes these activities more instructionally meaningful.

Vision of a Minuteman

Confidence / Empathy

In groups and individual work, Minutemen demonstrate awareness, sensitivity and compassion for others' experiences while persisting to overcome obstacles and creating joint reasoning.

Academic Rigor

DOK 3: Strategic Thinking

Uncovers and selects relevant and credible supporting evidence for analyses, critiques, debates, claims and judgments; plans, initiates questions, disputes, argues, tests ideas/solutions, sustains inquiry into topics or deeper problems, applies to the real world.

Elements of Learning

Personalization

Make learning experiences meaningful and appropriately challenging for each student. Accomplished by varying tasks to match needs, giving students choices about what they'll learn, and providing equitable access to learning experiences.

Vision of a Minuteman

Persevere / Adapt

Works effectively in a climate of ambiguity and changing priorities. Minutemen are agile and respond productively to feedback with a focus on positive outcomes.

Academic Rigor

DOK 4: Extended Thinking

Designs, takes risks, researches synthesizing multiple resources, collaborates, plans, organizes, and modifies, creates concrete tangible products.

Elements of Learning

Real World Engagement

Connect academic learning with issues and applications in real-life settings. Connecting academic concepts to realistic examples can help students understand and relate to academic content.

Vision of a Minuteman

Engage with Purpose

Takes initiative and acts intentionally to benefit the broader community and greater good. Minutemen seek personalization in variety of tasks, make significant choices and strive for equitable access.

Instructional Practice

Authentic Assessment

A set of methods or techniques for assessing the academic achievement of a student that includes activities requiring the application of acquired knowledge and skills to real-world situations.

SAMR Model

Substitution

Technology acts as a direct substitute, with no functional change.

Vision of a Minuteman

Communicates Truth

Seeks mutual understanding through effective verbal, written and non-verbal communication while considering the audience. Minutemen actively listen, honoring diverse perspectives to create collective commitment and action.

Instructional Practice

Student Choice

Empowering students to establish what they want to learn. It allows freedom and power in the classroom. It provides students the autonomy to determine the route in which they want to go to learn new skills.

SAMR Model

Augmentation

Technology acts as a direct substitute, with functional improvement.

Instructional Practice

Differentiation

A wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, or learning environment.

Instructional Practice

Student Engagement

The degree of attention, curiosity, interest, optimism, and passion that students show when they are learning, which extends to the level of motivation they have to learn and progress in their education. Learning improves when students are inquisitive, interested, or inspired.

SAMR Model

Modification

Technology allows for significant task redesign.

Resources

High Quality Student Data

Student data that is aligned to learning standards, measures what is intended, demonstrates evidence of student learning, provides trustworthy results, and is not driven by bias.

Instructional Practice

Inquiry

An approach to learning that involves a process of exploring the natural or material world, and that leads to asking questions, making discoveries, and testing those discoveries in the search for new understanding.

SAMR Model

Redefinition

Technology allows for the creation of new tasks, previously inconceivable.

Instructional Practice

Project Based Learning

A teaching method in which students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge.

Instructional Practice

Formative Assessment

A wide variety of methods that teachers use to conduct in-process evaluations of student comprehension, learning needs, and academic progress during a lesson, unit, or course.

Resources

Curriculum Maps

The process indexing or diagramming a curriculum to identify and address academic gaps, redundancies, and misalignments for purposes of improving the overall coherence of a course of study and, by extension, its effectiveness.

Resources

Content Standards

Describe the knowledge and skills that students should attain, the "what students should know and be able to do." They indicate the ways of thinking, working, communicating, reasoning, and investigating the important and enduring ideas, concepts, issues, dilemmas and knowledge essential to the discipline.

Resources

Common Assessments

A test that more than one teacher creates together and administers to all of their students across multiple sections or classrooms. They are not standardized tests, but instead, created and owned by the teachers.

Professional Practice

Staff Collaboration

To work jointly with others or together to improve professional practice.

Professional Practice

Equitable Access

Every student in any classroom should have the same opportunity as any other student for being taught by a great teacher who understands how to enhance learning and create quality learning experiences for all students.

Professional Practice

OTES 2.0

A professional growth model to assist educators in enhancing teacher performance. The model considers a teacher's strengths while supporting identified areas for improvement according to the profile of each educator. This process is to be collaborative, ongoing and supportive of the teacher's professional growth.

Professional Practice

Individualization

Instruction calibrated to meet the unique pace of various students. The academic goals remain the same for a group of students, but individual students can progress through the curriculum at different speeds, based on their own particular learning needs.

Professional Practice

Growth / Learner Mindset

Belief that the most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment.