

Real World Learning



**Every Lebanon R-3 Student Will
Graduate With a Clear Plan for
Their Future!**



Meet the Lebanon R-3 Team



Dr. David Schmitz
Superintendent



Dr. Holly Schrage
Assistant Superintendent
Quality Learning &
Experiences



Dr. Kati O'Quinn
High School
Principal



Mr. Nathan Wilkerson
Middle School Principal



Check In on Current Understanding



Are all students graduating
with a *clear plan* for their
future?



Lebanon R-3 Mission

Inspire a passion for learning through positive relationships, personalized experiences, and a focus on the future.



Lebanon R-3 Vision

An adaptive learning community that empowers all learners with the knowledge, skills, and dispositions to be ready for their futures.





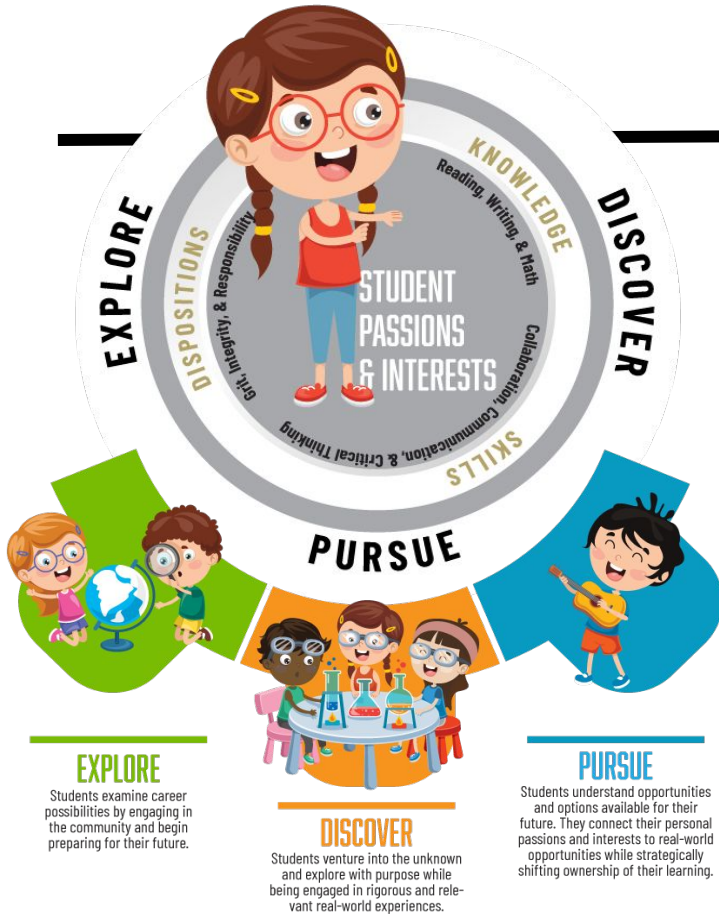
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Real World Learning

Why place such an emphasis on *real world learning*?

Discovery of passions and interests is key to fueling engagement.

Rigor through relevance...

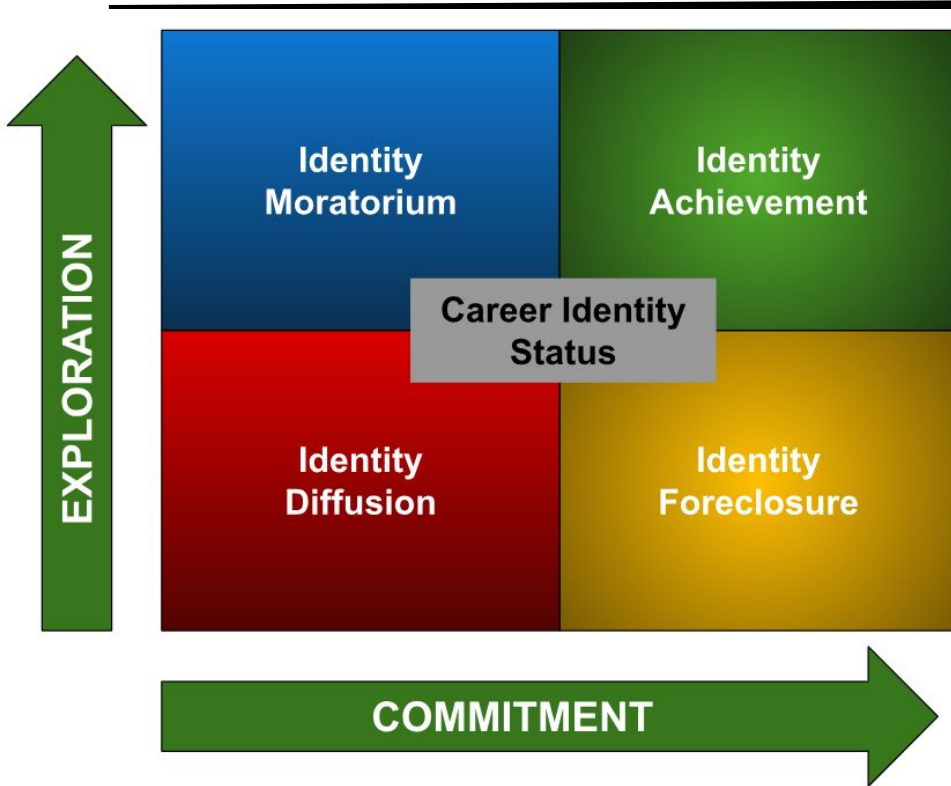


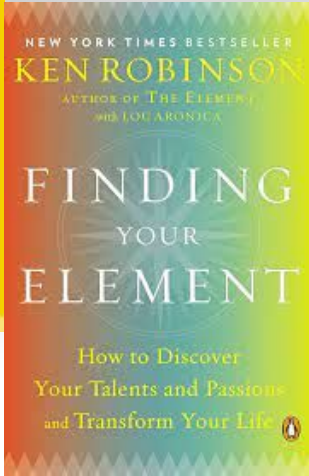
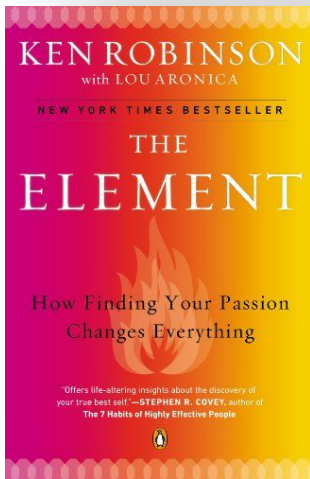
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Real World Learning

Why place such an emphasis on
real world learning?

Exploration and Commitment
inform “career identity”
- James Marcia





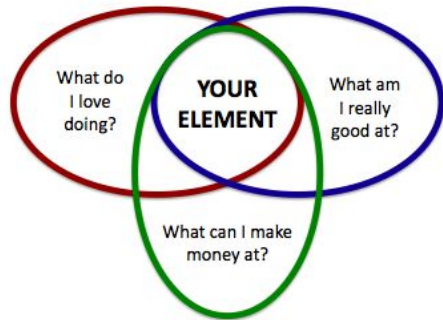
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Real World Learning

Why place such an emphasis on *real world learning*?

“Being in your *element* is not only about *aptitude*, it’s about *passion*: it is about loving what you do...tapping into your natural energy and your most authentic self.”

- Ken Robinson



#1 NEW YORK TIMES BESTSELLER

SWITCH

HOW TO CHANGE THINGS

WHEN CHANGE IS HARD

CHIP HEATH & DAN HEATH

THE BESTSELLING AUTHORS OF MADE TO STICK

Lebanon R-3 Schools *Real World Learning*

How do we make *real world learning* a part of our students' experience?

“...as you go through your day, notice how many times people have tweaked the environment to shape your behavior...If you change the path, you'll change the behavior.”

- Chip and Dan Heath

SWITCH Principles CHIP HEATH FEB 27, 2013

This is your **BRAIN**:
 NATIONAL RIDER
 EMOTIONAL ELEPHANT

In any conflict, the RIDER is OVERMATCHED. PUT IF BOTH ARE ON BOARD, CHANGE IS EASY.

SWITCH Principles
 DIRECT the RIDER: HEADLINE THE ELEPHANT
 MOTIVATE the ELEPHANT: SHAKE the PATH
 HEADLINE SPOTS FEELING: TWEAK the ENVIRONMENT
 CEREAL MOVES: SIMPLE CHANGES: BUILD HABITS
 EXPLANATION: SOCIAL PEOPLE: RALLY the HERD

FRAMEWORK: Use it to explore your CASE STUDY.

YOUR TOOLS:
 Follow the BRIGHT SPOTS.
 Script the CRITICAL MOVES.
 Point to the DESTINATION.

DIRECT the RIDER:
 PYRAMID
 PLATE
 Simple rules

MOTIVATE the ELEPHANT:
 Our procurement system is inefficient.
 This is CRAZY!
 We can FIX this!
 400+ kinds of GLOVES.
 YOUR TOOLS:
 Find the FEELING CHANGE.
 Find the EMOTION!
 GROW your PEOPLE.

SHAPE the PATH:
 Fundamental Attribution Error
 Blaming the person and discounting the ENVIRONMENT.
 YOUR TOOLS:
 Tweak the ENVIRONMENT.
 Build HABITS.
 Rally the HERD.

Notes by RACHEL SMITH | @rsmich

Jump in the Real World Learning Ring!

5 Ideas Shaping
Students' Tomorrow



Success Ready Student Network



DEMONSTRATION PROJECT

with School Innovation
Waiver Request

**Affton - Branson - Center - Confluence Academy
Fayette - Lebanon - Lee's Summit - Lewis County
Liberty - Lindbergh - Lonedell - Mehlville - Neosho
Ozark - Parkway - Pattonville - Raymore-Peculiar
Ritenour - Ste. Genevieve - Shell Knob**

1

Demonstration Project Mindset Shift

FROM

tools designed to:

- provide feedback at the **system level (MAP)**
- measure system performance using lagging indicators **(MSIP)**


TO

the **right tools** that:

- provide **continuous feedback to students, teachers and parents on individual learner growth to high school, college, career and workplace readiness**



Missouri's Personalized CBL/RWL Mindset

- 
1. **Students are empowered daily** to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
 2. **Assessment is a meaningful**, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
 3. **Students receive timely, differentiated support** based on their individual learning needs.
 4. **Students progress based on evidence of mastery**, not seat time.
 5. **Students learn actively using different pathways and varied pacing.**
 6. **Strategies to ensure equity for all students are embedded** in the culture, structure, and pedagogy of schools and education systems.
 7. **Rigorous, common expectations for learning** (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.
 8. **Students engage in Real World Learning experiences** that support high school, college, career and workplace readiness.*



Robert W. Plaster Center for Student Success

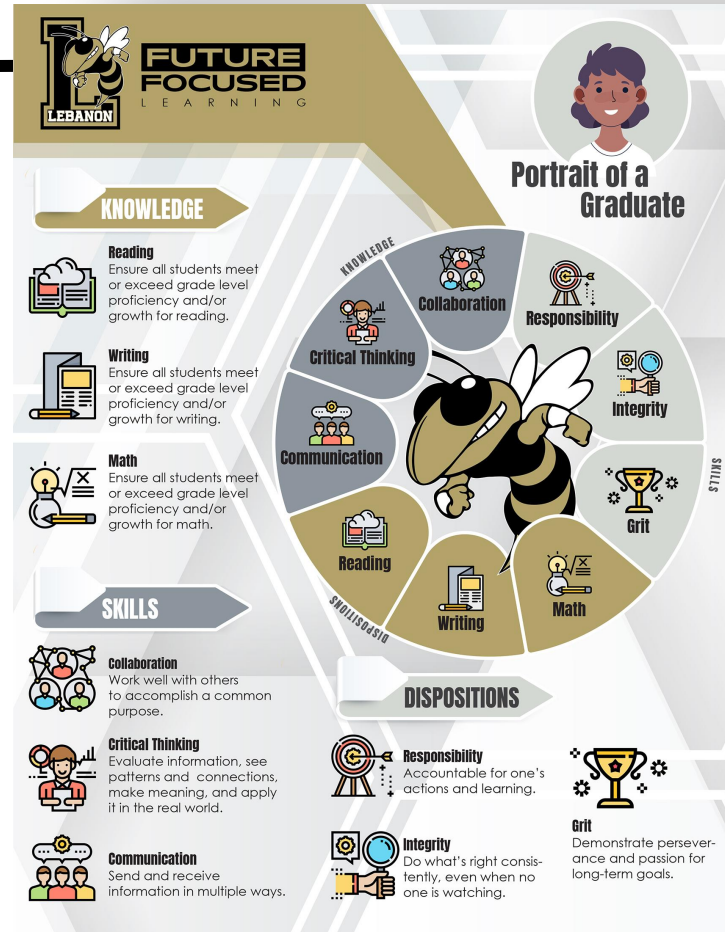
R-3 School Board approves Mall purchase



2

Lebanon R-3 Schools

Portrait of a Graduate



Knowledge, Skills, and Dispositions

3

Knowledge, Skills, and Dispositions

YELLOWJACKET
Summit



KNOWLEDGE, SKILLS AND DISPOSITIONS



Individual Learner Profile			
Student Name:			
Skills - What we want students to do well.	Not Yet	Starting To	Yes
Communication			
Send and receive information in multiple ways. (Habit 5 Language: Seek First to Understand, Then To Be Understood)			
<ul style="list-style-type: none"> Organizing Ideas through multiple mediums (spoken, written, digital, etc.) Conveying Ideas through multiple mediums (spoken, written, digital, etc.) Listening and interpreting ideas through multiple mediums (spoken, written, digital, etc.) 	<ul style="list-style-type: none"> Communicates to Inform and Instruct. Speaks to share thoughts and ideas clearly. Develop and apply listening skills Presents Individually or with a Group Writes and designs original work/material with purpose Effectively organizes thoughts Acknowledges others input Uses feedback to inform and improve. ↑ 		
Critical Thinking			
Evaluate information, see patterns and connections, make meaning, and apply it in the real world. (Habit 2 Language: Begin with the End in Mind)			
<ul style="list-style-type: none"> Explores and Finds Solutions. Solves Problems and Makes Decisions Using Data Sets. 	<ul style="list-style-type: none"> Analyzes by Breaking Problems into Component Parts for Understanding and Problem-Solving. Identifies, prioritizes, and selects alternative solutions. Analyzes and Evaluates to form a judgment 		
Collaboration			
Work well with others to accomplish a common purpose. (Habit 6 Language: Synergize)			
<ul style="list-style-type: none"> Interdependence: Assumes Shared Responsibility in a Team Environment. Looks at Problems from Different Perspectives. Seeks Feedback, Provides Purpose, Direction, and Motivation. 			

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Individual Learning Profile

Feedback on Knowledge, Skills, and Dispositions is critical!

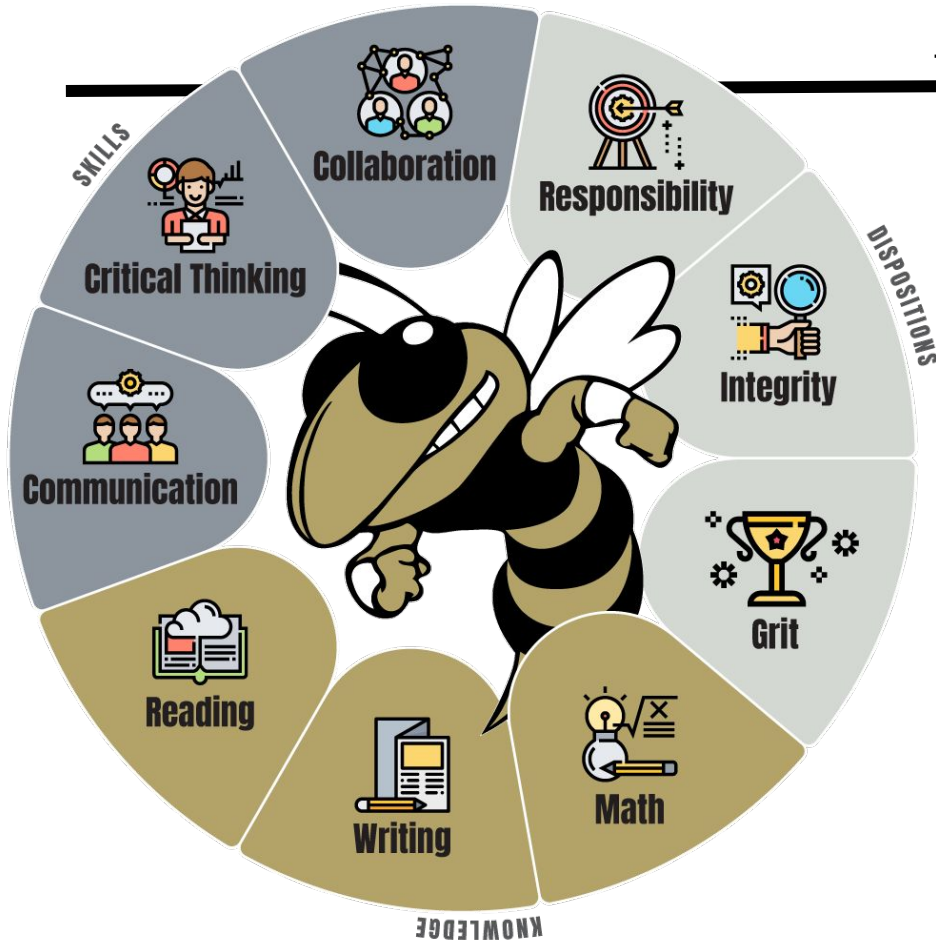
Dispositions - What we want students to be	Not Yet	Starting To	Yes
Grit			
Demonstrate perseverance and passion for long-term goals.			
<ul style="list-style-type: none"> Recognizes personal interests Passion with purpose Deliberate Practice 	<ul style="list-style-type: none"> Growth-mindset Perseverance Goal setting Has a meaningful impact on the world around me 		
Integrity			
Do what's right consistently, even when no one is watching. (Habit 4 Language: Think Win-Win) Also Habit 1?			
<ul style="list-style-type: none"> Appropriate behavior in all circumstances Honest 	<ul style="list-style-type: none"> Displaying strong work ethic Self-monitoring 		
Responsibility			
Accountable for one's actions and learning. (Habit 3 Language: Put First Things First).			
<ul style="list-style-type: none"> Meeting goals and timelines Prioritize tasks and goals 	<ul style="list-style-type: none"> Adherence to norms and expectations Considers impact on others 		



Lebanon R-3 Schools

Real World Learning

Authentic workplace experiences provide students opportunities to test drive their knowledge, skills, and dispositions!





**FUTURE
FOCUSED**
LEARNING

Market Value Assets

What is a Market Value Asset?

A market value asset (MVA) is a cornerstone experience that prepares a student for future learning and employment. MVAs are authentic previews of the world of work or post secondary education. While the professional and academic worlds are ever changing, the outgrowths students develop when they work on authentic projects with real employers and mentors are durable enough to benefit them throughout their lives.

4

REAL WORLD LEARNING CREATES A PURPOSE MINDSET

Regionally-vetted Market Value Assets (MVAs)



work experiences

- Client connected project
- Internship



**industry-recognized
credentials**



college credit



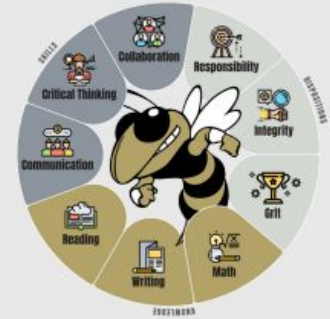
**entrepreneurial
experiences**



Explore, Discover, and Pursue with Career Exploration, Planning, and Adult Guidance and Support



Lebanon High School ACADEMY OF BUSINESS



**Students progress based on
evidence of mastery,
not seat time.**

5

Lebanon R-3 Schools

College, Career & Workforce

CAREER EXPLORATION



Ready
Students engaged in active
career exploration...

- Career interest inventories
- Career related clubs & activities
- Service Learning
- Career related research
- Job shadowing
- Internships



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College, Career & Workforce

Ready

All stakeholders equipped to support the career exploration journey...

- Parent education
- Teacher training and empowerment
- Counselors as leaders
- Community mentorship
- Resources
 - College applications
 - FAFSA
 - Scholarship applications

**ADULT
GUIDANCE
& SUPPORT**



Lebanon R-3 Schools

College, Career & Workforce

Ready



CAREER PLANNING



Student planning supports
future success...

- ICAP guides and aligns course selection
- Establish educational and career goals
- Authentic Experiences



Lebanon R-3 Schools

College, Career & Workforce

Ready

We have “shaped the path” to engage students.

We want students to explore, discover, and pursue their passions and interests...*by design,*

...because it will not happen by *default!*



Join Us In The RWL Ring!



What is one idea in the RWL arena that you could take back to your team?

