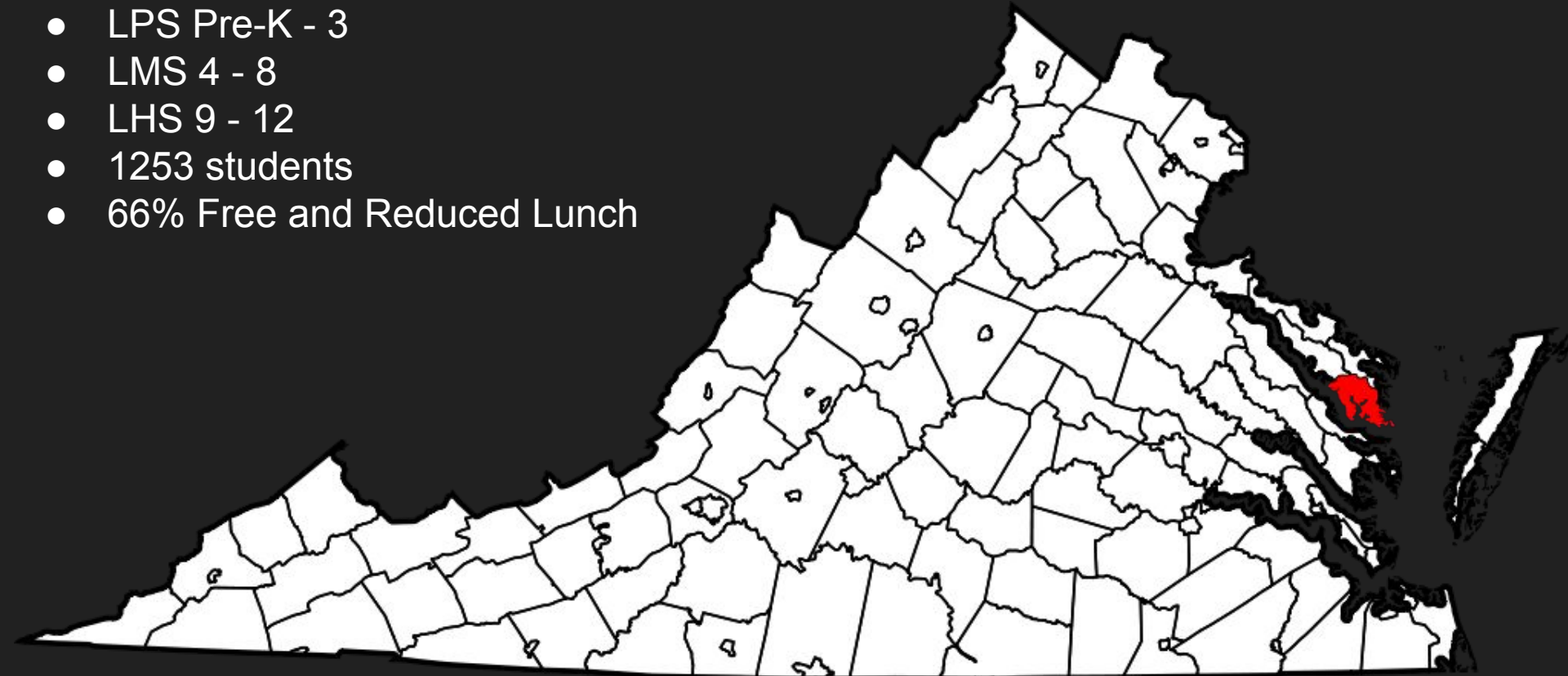


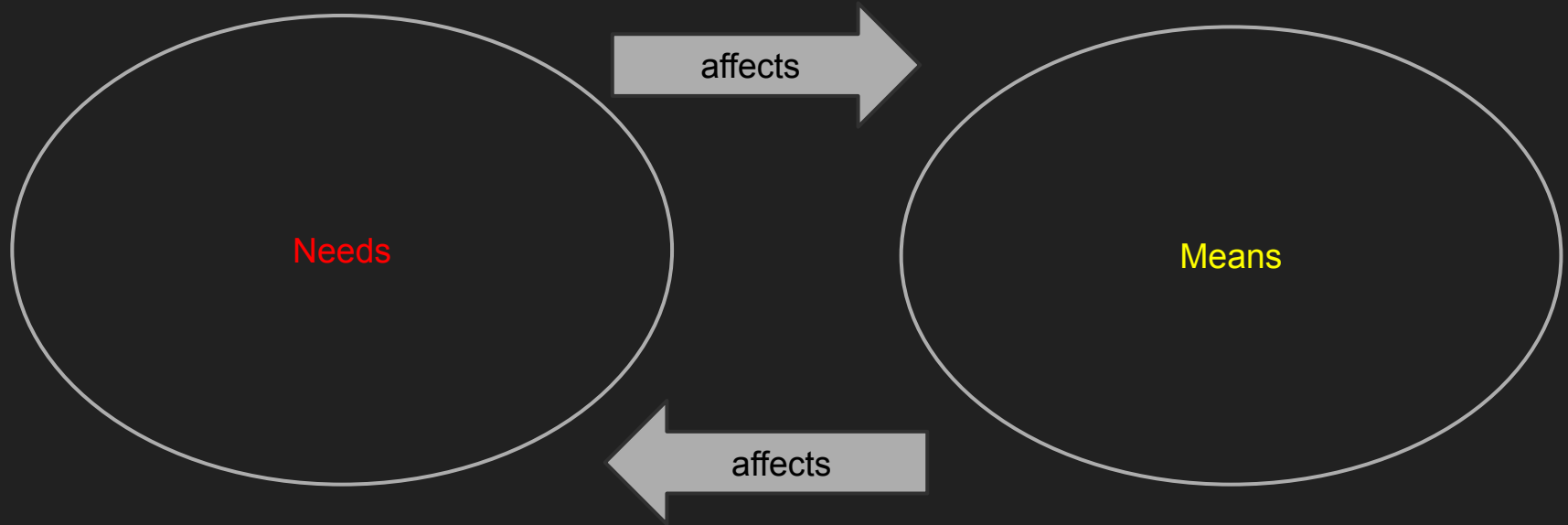


# Re-inventing the wheel

Liz Hood  
Lancaster High School  
Lancaster, Virginia

- Small rural district
- Three schools
- LPS Pre-K - 3
- LMS 4 - 8
- LHS 9 - 12
- 1253 students
- 66% Free and Reduced Lunch





# BLOOM'S REVISED TAXONOMY

Higher-order thinking

## **Creating**

Generating new ideas, products, or ways of viewing things  
Designing, constructing, planning, producing, inventing.

## **Evaluating**

Justifying a decision or course of action  
Checking, hypothesising, critiquing, experimenting, judging

## **Analysing**

Breaking information into parts to explore understandings and relationships  
Comparing, organising, deconstructing, interrogating, finding

## **Applying**

Using information in another familiar situation  
Implementing, carrying out, using, executing

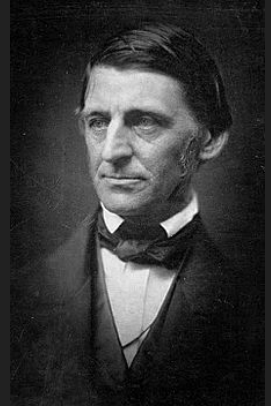
## **Understanding**

Explaining ideas or concepts  
Interpreting, summarising, paraphrasing, classifying, explaining

## **Remembering**

Recalling information  
Recognising, listing, describing, retrieving, naming, finding

We are students of words: we are shut up in schools, and  
colleges, and recitation-rooms,  
for ten or fifteen years, and come out at last with a bag of  
wind, a memory of words,  
and do not know a thing...  
(Emerson, 1844).

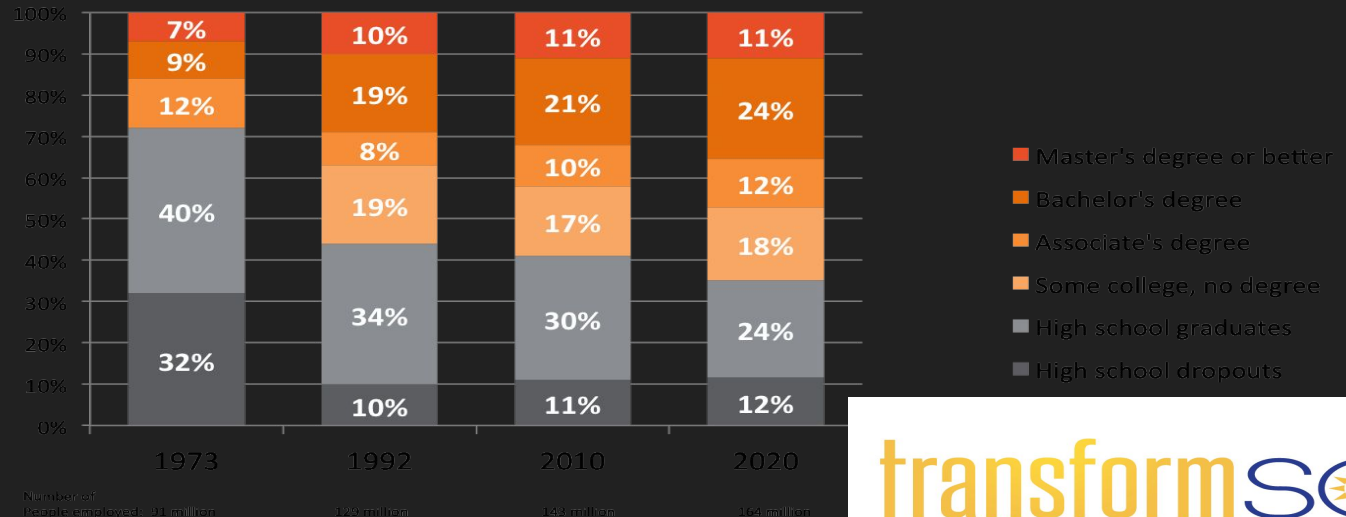


# Business Viewpoint

The number one issue for companies looking to expand or locate in S. C. is a sustainable, educated and highly qualified workforce that can constantly raise its skills in a globally competitive economy.

# 2020 Educational Requirements

By 2020, 65% of all jobs will require post-secondary education, training and/or certification.



# World Class Knowledge

- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering mathematics, arts and social sciences

# World Class Skills

- Creativity and innovation
- Critical thinking and problem solving
- collaboration and teamwork
- communication, information, media and technology
- Knowing how to learn

# Life and Career Characteristics

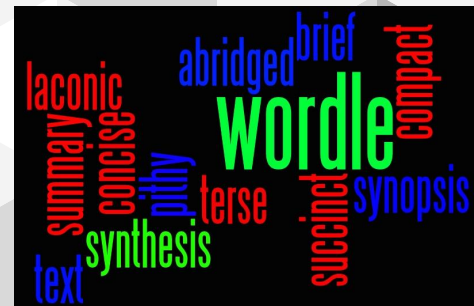
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

# The Virginia College and Career Readiness Initiative is designed to:

- Ensure that college and career-ready learning standards in reading, writing and mathematics are taught in every Virginia high school classroom.
- Strengthen students' preparation for college and the work force before leaving high school.







**Go**Animate FOR SCHOOLS

[World Readiness Standards](#)

[Authentic Assessment](#)



**MAKEBELIEFS**COMIX





# Google

← Spanish 1 Test La Ciudad

SEND

QUESTIONS

RESPONSES 22

22 responses

SUMMARY

INDIVIDUAL

Accepting responses ☒

Insights

Average  
0 / 0 points

Median  
0 / 0 points

Range  
0 - 0 points

Total points distribution

# of respondents

25

20

15

10

5

# Core Beliefs

constructivism

communities of practice

students rise to the level of  
expectation

every student is capable of  
mastery

content is consistent, time is variable

prepare students for the future

transferable skills

rights of the whole > rights of one

involvement escalated. In sum, these results indicate that increasing levels of disciplinary involvement place students at significantly greater risk of scoring below math proficiency, and the risk is even greater when the consequences of disciplinary involvement take the form of in-school or out-of-school suspension.

Table 4. Cross Tabulation and Chi Square Analysis of Math Proficiency by Student Suspension Status

Disciplinary involvement	School suspension status	At proficiency	Not at proficiency	Total	$\chi^2$	df	p
0 discipline referrals	0 suspensions	50.7% <sup>a</sup>	49.3% <sup>b</sup>	100.0%	--	--	--
	1 or more suspensions	n/a	n/a	n/a			
1 discipline referral	0 suspensions	39.8% <sup>a</sup>	60.2% <sup>b</sup>	100.0%	85.4	1	<0.0001
	1 or more suspensions	33.2% <sup>a</sup>	66.8% <sup>b</sup>	100.0%			
2 to 4 discipline referrals	0 suspensions	34.0% <sup>a</sup>	66.0% <sup>b</sup>	100.0%	246.3	1	<0.0001
	1 or more suspensions	23.1% <sup>a</sup>	76.9% <sup>b</sup>	100.0%			
5 or more discipline referrals	0 suspensions	25.8% <sup>a</sup>	74.2% <sup>b</sup>	100.0%	85.1	1	<0.0001
	1 or more suspensions	16.8% <sup>a</sup>	83.2% <sup>b</sup>	100.0%			
Total	0 suspensions	48.6% <sup>a</sup>	51.4% <sup>b</sup>	100.0%	5529.1	1	<0.0001
	1 or more suspensions	23.8% <sup>a</sup>	76.2% <sup>b</sup>	100.0%			

Each superscript letter denotes a column proportions that do not. Column cells with different superscript letters differ at  $p \leq 0.05$ .

ALA Accreditation

School Rankings

State Priority Schools

School Accountability

Turn Around School  
Districts

# Classroom Clips



# AAR

- what worked
- what did not work
- improvements

# Call to Action

What can I control?

discipline

engagement (?)



# Re-invent the wheel

Liz Hood  
[cybrarianliz@gmail.com](mailto:cybrarianliz@gmail.com)