

# DUIP Performance Challenges & Root Causes

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OCTOBER, 2019 DAC

# Potential root causes for performance dips

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As the district *transitions* to the Jeffco Generations vision plan:

- Supporting students to connect their learning from authentic experiences in a variety of settings, including state tests, *has been inconsistent.*
- *Jeffco students may be experiencing fewer opportunities* to demonstrate higher-level thinking skills on district, school, and classroom tasks and tests.

# Priority Performance Challenge

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There is a greater need across the district to implement a balanced approach to authentic student learning experiences (also known as “deeper learning”) that more specifically emphasizes content knowledge and factual information for all students.

# Theory of Change

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If Jeffco educators and leaders include mastery of content knowledge in a more balanced approach to deeper learning, then all students and student subgroups will be engaged in relevant and real-world application of their learning that meet the high expectations within Colorado Content Standards.

# Major Improvement Strategies

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- Alignment of deeper learning student problem/project tasks with curriculum standards and the use of the Jeffco Learning Model
- Add formative assessment processes to supplement the MAP district benchmarks
- Intentional time for teacher collaborative planning aligned to content standards and data analysis
- Continue to support the whole child in preschool through 3rd grade
- Expansion of a GT Talent Pool model, defined as a group of students who demonstrate an advanced/exceptional ability in a particular area, but at this time do not meet the formal criteria for gifted identification, to better identify high potential students in subgroups.



# NOVEMBER DIGITAL CITIZENSHIP RESOURCE

Dear Families,

The digital age has made it easy for anyone to create content online. However, it is not always obvious who created something, why they made it, and whether it's credible. As our students increase use of their 1:1 TechForEd devices for research and exploration of topics, Media Literacy becomes a critical skill.

During the month of November, many of our fifth and ninth grade classrooms will engage in digital citizenship learning related to **Media Literacy**. Media Literacy addresses important concepts such as bias, opinion, author's purpose, and critical thinking. It also includes asking specific questions and backing up your opinions with facts.

At home you can support your students in understanding Media Literacy in a variety of ways. With young kids, you can discuss things they are familiar with such as commercials, food wrappers, and toy packages. With older kids, you can talk about YouTube videos, ads, and news outlets. With each, ask questions like "who made this," "what do they want you to believe or do," and "why would they want that" to help them continue to process the concepts of bias, opinion, and author's purpose.

**Monthly Motto:** *We are critical thinkers and creators.*

**Discussion Question for School and Home:** How can I be a critical consumer and creator of news and media?

## **News and Media Literacy Family Activities:**

- Kindergarten [English](#)
- Grade 1 [English](#)
- Grade 2 [English](#)
- Grades 3-5 [English Spanish](#)
- Grades 6-8 [English Spanish](#)
- Grade 9-12 [English](#)

## **Family Tips Sheet**

- Help Kids Spot Fake News and Decode Media Messages: Grades K-12  
[English](#) [Spanish](#)

## **Additional Family Engagement Resources**

Common Sense Media [Resources](#)

[Jeffco's Tech for Ed Website](#)