

Amphitheater's Journey toward Personalized Learning

Julie Valenzuela

Director of 21st Century Education

jvalenzuela@amphi.com

Elizabeth Jácome

Director of Curriculum and Assessment

Ejacome@amphi.com



Amphitheater Educator Panel Participants

A.J. Malis

Principal, Amphitheater High School

Laurie Sheber

K-12 Social Studies Coordinator

Matteo Arredondo

Math Teacher, Amphitheater High School

Kelsey Glavin

School Improvement Specialist, Holaway Elementary School

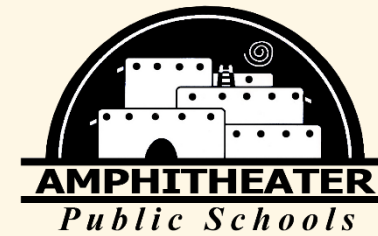
Karen Rosson

Special Education Teacher, Amphitheater High School





Amphitheater's existing Vision and Beliefs Statement



Our Vision

Amphitheater schools and facilities are places where students thrive academically; places parents want their children to go; places where highly skilled people work; and places community members respect because of the high student achievement, caring environment, and focus on individual needs.

Our Mission

To empower all students to become contributing members of society equipped with the skills, knowledge, and values necessary to meet the challenges of a changing world.

We Value

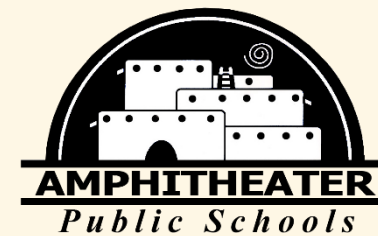
Achievement, caring, creativity, curiosity, diligence, diversity, fairness, honesty, kindness, respectfulness, responsibility, and service to the community.

We Believe

- All students can learn and achieve;
- Everyone has unique strengths, talents, and needs;
- All students and staff should be responsible for and dedicated to educational excellence;
- Education requires cooperation, honesty, and respect among the students, parents, school staff, and community;
- The school community deserves a safe and caring environment;
- Our actions reflect our values and dedication to meet student needs fairly and equitably;
- Ample resources are essential to accomplish the Mission.



And the journey begins...



1993

AMPHITHEATER EXIT OBJECTIVES

A Vision of a Productive Member of the Democracy and Its Economy

<p style="text-align: center;">INDEPENDENT LEARNER</p> <p>Sets goals Seeks and accepts challenges Is resourceful</p> <ul style="list-style-type: none"> • Gathers information • Uses tools/skills of various disciplines <p>Organizes and plans Is self-motivated/shows initiative</p> <ul style="list-style-type: none"> • Willing to engage in tasks • Views themselves as capable learners <p>Is reflective</p> <ul style="list-style-type: none"> • Monitors and evaluates their goals, actions and progress 	<p style="text-align: center;">PROBLEM SOLVING/CRITICAL THINKING</p> <p>Uses problem-solving models and processes Uses reasoning Makes thoughtful decisions Values intuition and open-mindedness Uses logic Thinks creatively</p>	
<p style="text-align: center;">BASIC SKILLS</p> <p>Communicates</p> <ul style="list-style-type: none"> • Reads • Writes • Speaks • Listens <p>Expresses oneself through the fine arts Expresses oneself in more than one language Understands and uses mathematical concepts and procedures Accesses technology Understands and uses scientific concepts Understands wellness issues Is globally and historically aware</p>	<p style="text-align: center;">WORK ETHIC</p> <p>Shows responsibility</p> <ul style="list-style-type: none"> • Is reliable and dependable • Manages time effectively • Shows initiative <p>Cooperates with others Shows integrity Values/produces quality work</p> <ul style="list-style-type: none"> • Sets goals • Seeks to improve work environment, product and self • Takes pride in work • Perseveres <p>Is adaptable to changes</p>	<p style="text-align: center;">CITIZENSHIP</p> <p>Participates in community responsibilities Participates in the political process Understands financial responsibility Understands environmental responsibility Understands skills required to fulfill varying life roles Understands conflict resolution strategies Abides by the laws of society Respects self and others</p> <ul style="list-style-type: none"> • Is aware of and appreciates

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Steps toward the creation of our Promise of a Graduate and our move towards Personalized Learning

- 2017 Ed Leader 21 Conference with district and site leaders – emphasis on the 4Cs: critical thinking, creative thinking, collaboration, communication
- Creation of a shared vision for all learners
 - Need to ensure equitable learning for all learners
 - Need to increase rigor across all sites
 - Need to create and update our strategic plan





Steps toward the creation of our Promise of a Graduate and our move towards Personalized Learning (Part 2)

- Input into the top skills determined to be relevant to today
 - All Team: top skills employers want, future of jobs/job training
 - Sites: staff, students, families
 - Superintendent Advisory groups
 - Community stakeholders
- Creation of the logo
- Convenings begin
- COVID interruption
- Creation of College and Career Ready Framework to guide our work



Key Partnerships through Arizona Personalized Learning Network (PLN)

- Center for the Future of Arizona
- KnowledgeWorks
- Mesa Unified School District
- Santa Cruz Valley School District
- Yuma Unified School District



Scaling and Growing through the AZ Personalized Learning Network

- 2019-2020 9 Schools in the Amphitheater High School feeder pattern
- 2020-2022 Pause during COVID
- 2022-2023 Addition of 4 more schools, plus the creation of the **Amphitheater College and Career Readiness Framework**
- 2023-2024 District-wide implementation, refining the Portrait of a Graduate
- 2024-2025 From Portrait to Promise of a Graduate



Personalized Learning in Amphi

- Students make key decisions about their learning, creation, and demonstration of knowledge.
- Assessment provides meaningful, timely, and actionable feedback.
- Students receive timely, differentiated support based on individual needs.
- Progress is based on mastery, not seat time.
- Students learn actively through varied pathways and pacing.
- Equity strategies are integrated into school culture, structure, and pedagogy.
- Clear, measurable, and transferable expectations for learning are set for all students.

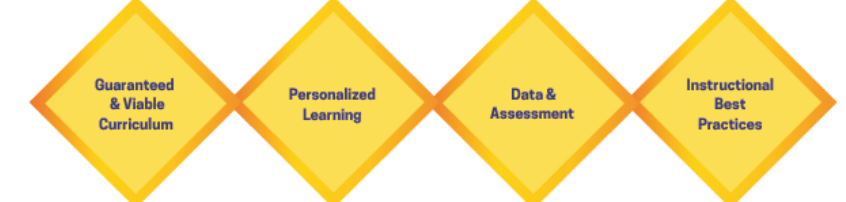
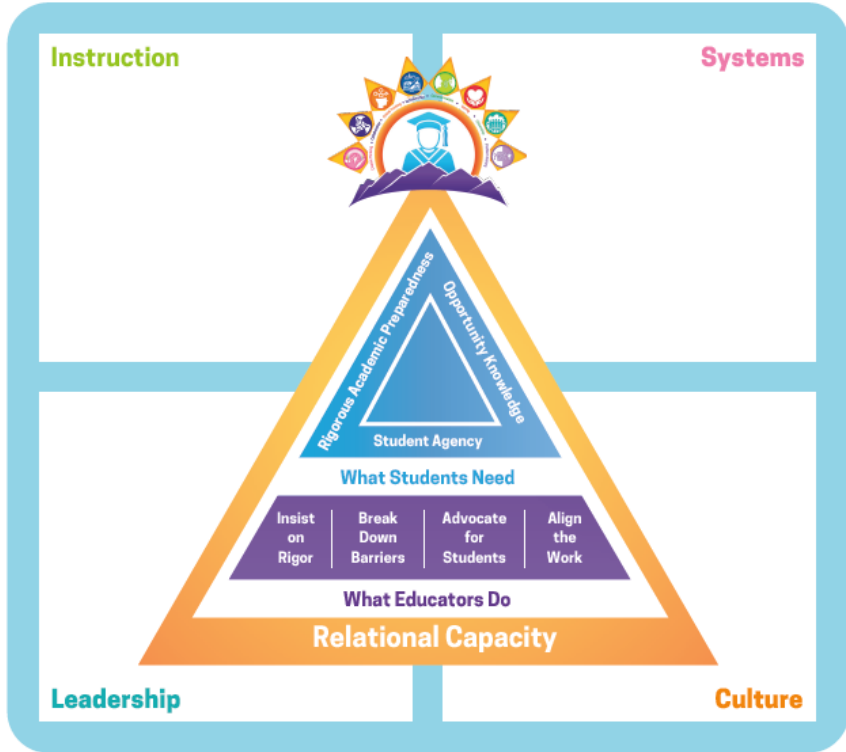




Living the Promise...



AMPHITHEATER COLLEGE & CAREER READINESS FRAMEWORK



ADAPTED FROM AVID/CCR FRAMEWORK

WHAT STUDENTS NEED

STUDENT AGENCY
Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate transitions to the next level.



RIGOROUS ACADEMIC PREPAREDNESS
Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.



OPPORTUNITY KNOWLEDGE
Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.



INSIST ON RIGOR
Educators provide learning experiences in which every student is challenged, engaged, and develops a greater ownership of their learning through increasingly complex levels of understanding.



BREAK DOWN BARRIERS
Educators actively identify and work to eliminate structural and perceptual barriers that limit students' access to relevant and challenging learning opportunities.



ALIGN THE WORK
Educators increasingly align policies, practices, and beliefs to the shared vision of all students succeeding in college, career, and life.



ADVOCATE FOR STUDENTS
Educators extend social, emotional, and academic support to students and challenge policies, practices, or beliefs that limit potential.



WHAT EDUCATORS DO

Living the Promise...

NEW



Amphitheater Public Schools Promise of a Graduate Characteristics



Scholarship

- Academic knowledge
- Research skills
- Intellectual curiosity
- Continuous learning
- Information literacy



Problem Solving

- Resourcefulness
- Decision-making
- Adaptability
- Systematic approach
- Shared responsibility



Communication

- Active listening
- Clear expression
- Respectful dialogue
- Nonverbal awareness
- Concise writing



Caring

- Empathy
- Kindness
- Respectfulness
- Emotional intelligence
- Inclusivity



Critical Thinking

- Analytical reasoning
- Logical evaluation
- Evidence-based judgement
- Problem deconstruction
- Inquisitiveness



Collaboration

- Teamwork
- Interpersonal skills
- Cooperation
- Conflict resolution
- Relational intelligence



Creative Thinking

- Innovative mindset
- Originality
- Flexibility
- Imagination
- Open-mindedness



Citizenship

- Civic engagement
- Social responsibility
- Ethical behavior
- Respect for diversity
- Community involvement



Amphitheater Public Schools
PROMISE OF A GRADUATE

Panel Discussion

