

Painting a Portrait of the Student Using ASPIRE Tools

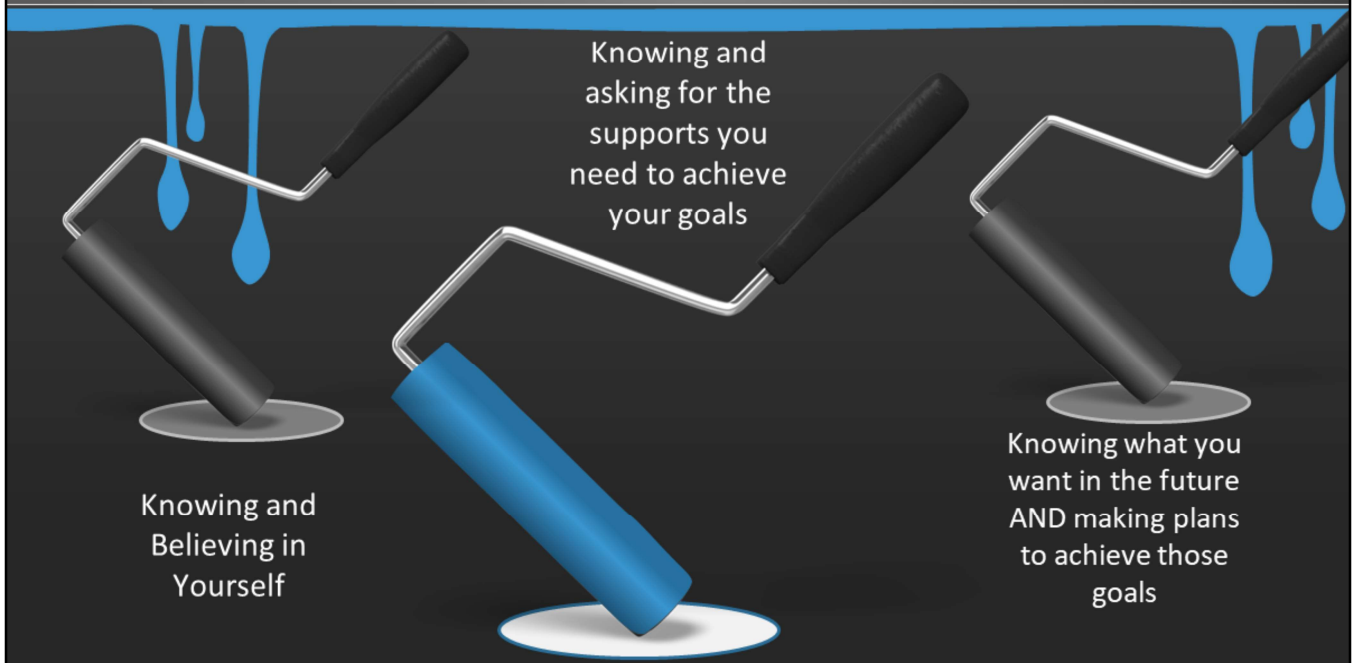
*A*ctive
*S*tudent
*P*articipation
*I*nspires
*R*eal
*E*ngagement



Educators as artists— we may not start with a blank canvas, but we’re part of the mix to help frame the life of a child by building the foundational skills that eventually paints a beautiful picture of success. Part of those skills include self-advocacy, self determination and self awareness. Some students have a canvas covered in darkness (grief or confusion) and it is also our honor to help reframe and paint a new picture of their future.

ASPIRE has 3 main components during the elementary years - getting to know your self and talking about your self, setting goals in a variety of settings and identifying the people that can help you. As we move to middle school, these skills are further developed and students move towards self-determination and self progress monitoring.

What is Self-Determination?



Before we show you how ASPIRE is used throughout the school, it's important for you to understand just how important Self-Determination is for the success of a student. It's the tool that allows the student to navigate through life confidently in academia, work, home and lesiure. We know that we can teach our students academics to the point they can regurgiate the information, but what about problem solving, setting goals and having that inner motivation to succeed?

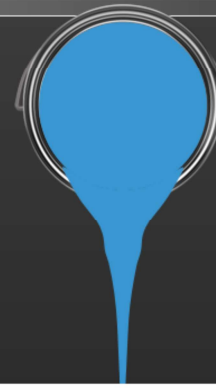
The Data Shows:



Students that are self-determined are:

- Significantly more likely to be employed for pay at higher wages one year after graduation.
- Significantly more likely to be employed in a position that provides health care, sick leave, and vacation benefits three years after graduation.
- Significantly more likely to live independently three years after graduation.

Impeding Self-Determination



Lack of self-determination can also play a role with the interaction between parents and teachers, students and teachers and parents and students. Students without self-determination can sometimes have parents that hover over them where they make all decisions. Students lack the skills to problem solve and think on their own. They also lack the confidence to talk about their needs. Others who lack self-determination have a tendency to allow everyone else to make their decisions for them. The adults have good intentions but they leave the students without the foundational skills to make critical decisions. Students then lack the skills to be painters of their own canvases. Parents and the importance of giving student ownership in conferences. Other students without self-determination are always trying to strive towards an unknown target. They don't understand why they have difficulty learning or that it's OK to have challenges. They can become overwhelmed and defeated. We've found with ASPIRE,

Rolling out the layers of ASPIRE

- **Less stressful meetings**

- Student confidence

- **Parent pride**

- IEP and Student Conferences are now celebrations

- **Students are able to advocate**

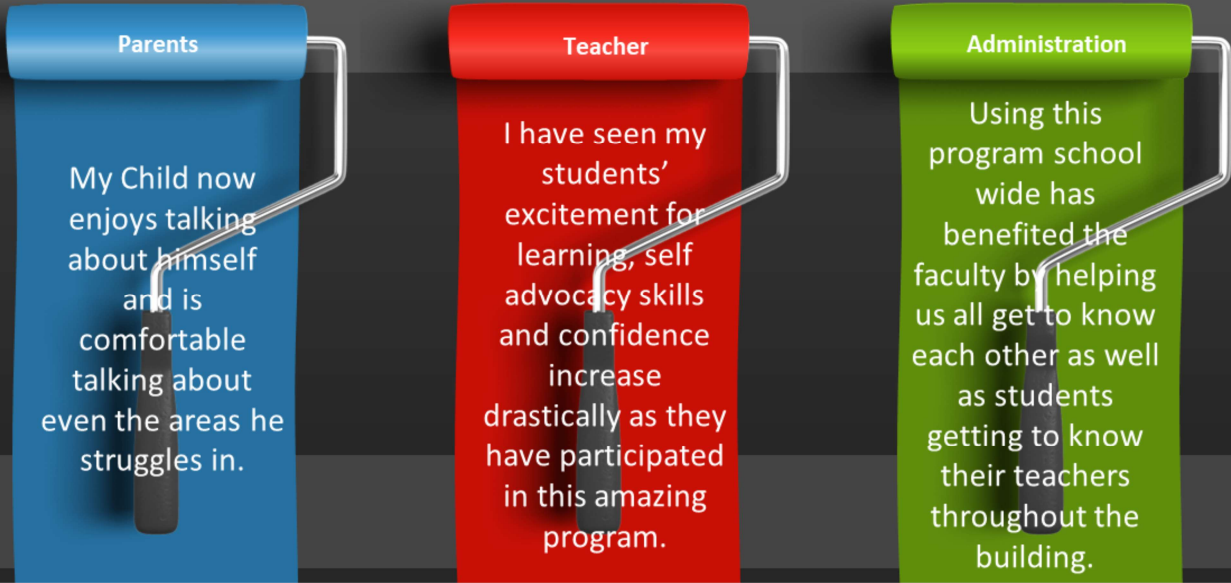
- Renewed sense of individualization

- **More appropriate accommodations**

- Stronger relationships

- **Students feel a greater sense of success**

Perspective on ASPIRE from....



Kristin

Building Relationships with Teachers, Students and Parents - Parents - changes dynamics of IEP and trust, Students - problem solving, self awareness and new view of IEP meeting, School - connecting with others and building trust within the school and among parents and students. Get quotes for each sections.

Layers of ASPIRE in Forsyth County

Teacher Leaders at Each School

Accessible Trainings and Activities

Across Settings and Easily Adaptable

All in One Resource

enroll in the itslearning site: FCS ASPIRE

ASPIRE Implementation

2017-2018

- Full Implementation with all K- 2 and all SI K-5
- Pilot 3 3rd Grade IRR students
- Provided monthly ASPIRE Applause Newsletter
- Opportunity for Glows and Grows
- Documentation of ASPIRE in IEP Present Levels

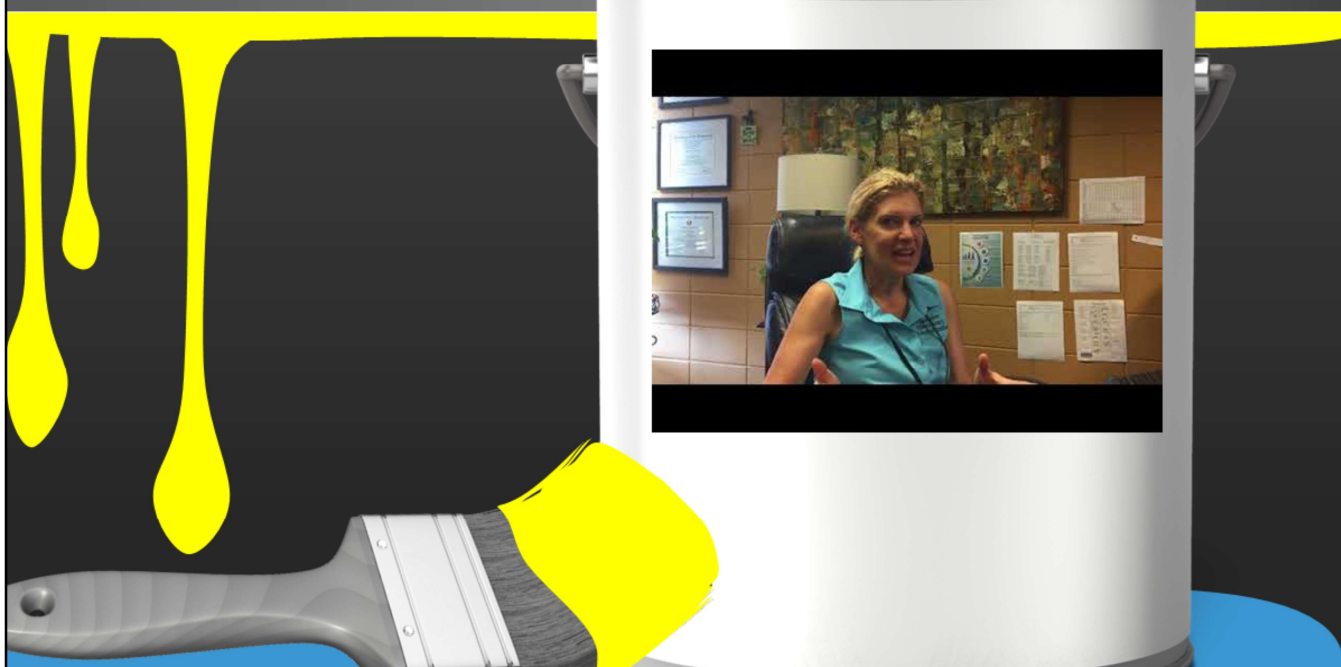
2018-2019

- Full Implementation with all K-3 and K-5 SI
- Pilot 3 4th Grade IRR Students
- Pilot all 6th SI Students with Strengths/Weakness and Goal Setting Activities
- Continue Applause
- Expectation in all K-3 IEP's.

2019-2020

- Full Implementation for K-4 IRR
- Full implementation of K-5th and 6th - 8th SI
- Piloting 5th IRR
- Quarterly Newsletters
- Teacher Leader Supports
- Added in IEP focus for 4th- 5th and 6th - 8th SI
- Aligned Activities with Progression of Expected Skills
- All ASPIRE students with ASPIRE IEP's

Building Relationships with ASPIRE

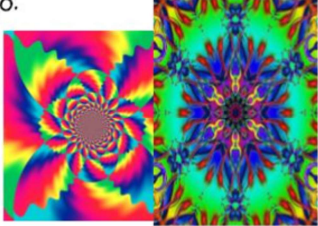


Kristin

Polly (video) - 2 minute video on school wide relationships -"Why did you implement" title


I am interested in or I Like:

I like to do Art where ever I go.





My name is BAILEY

2017-2018




I learn best when:

When it is silent.

Goals:

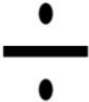
I want to run faster.



Things I need help with:

my 12,8,6,7, for multiplication and also division.

multiplication

$$\begin{array}{r} \text{coefficients} \\ 3 \times 5 = 15 \\ \text{multiplicand} \quad \times \quad \text{multiplier} \quad = \quad \text{product} \\ 3 \times 5 = 3 + 3 + 3 + 3 + 3 \text{ (five threes)} \\ = 5 + 5 + 5 \text{ (three fives)} \\ = 15 \end{array}$$


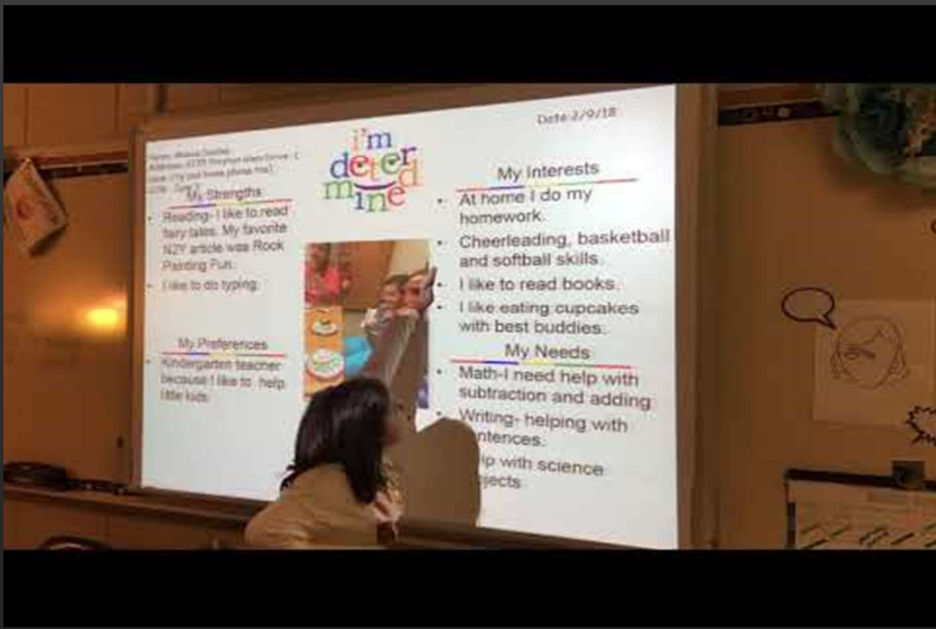
Cheryl and Jennifer-

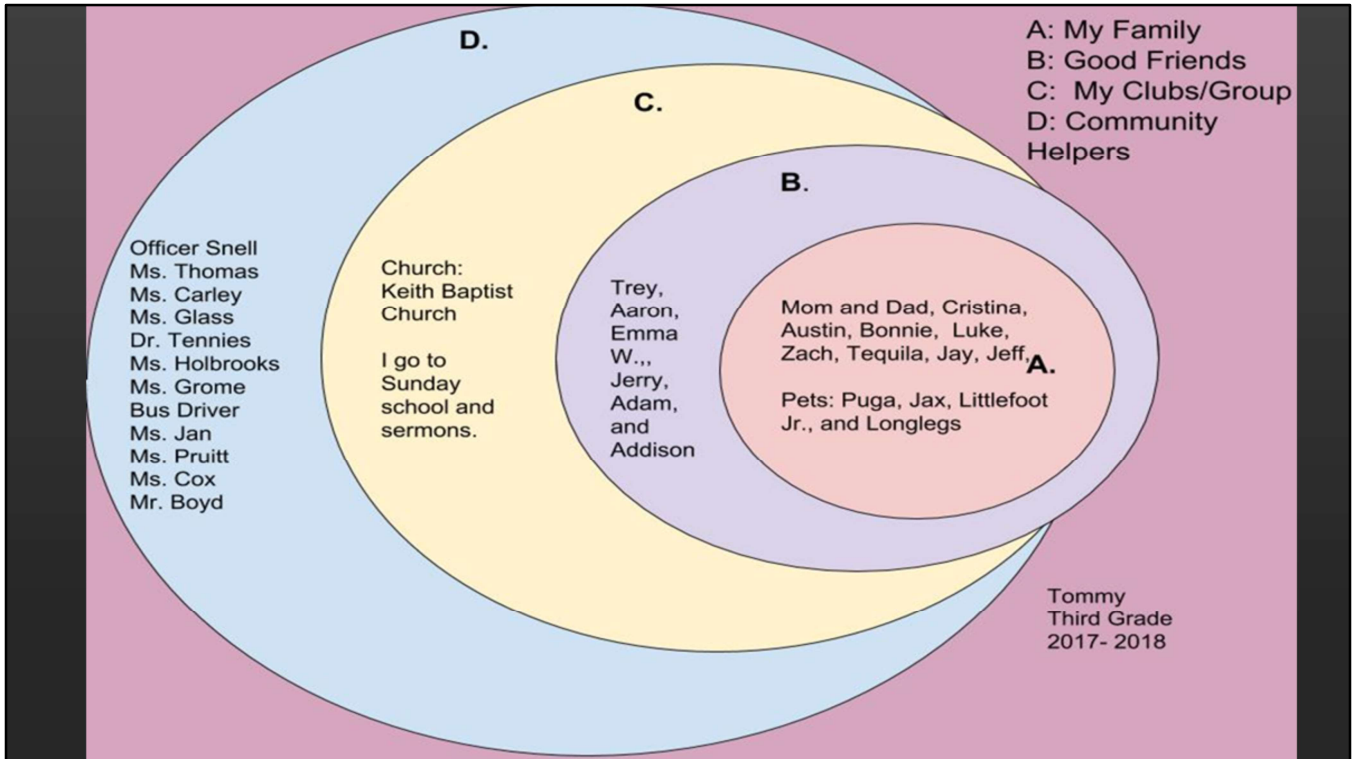
-Implementation for all students in our two inclusion third grade classrooms. Created in small groups or individually. We shared google docs with students this year and instructed class on how to add text and pics to their documents

Importance of information discovered through the projects- impact on community in classroom, students' self importance/worth, and self-awareness of personal learning styles. Role it played in parent/teacher conferences in gen. ed. setting. Introduced the idea of goal setting and self advocacy.

-IEP meetings and documentation of projects/printed out all 3 for bluebooks/saved projects in students' google drives

-In the future, plan on assigning projects via google classroom





Point out Tequila

Jennifer and Cheryl-

Promoted a strong understanding of student’s support system and home, school, and within the community.

Student self-discovery as a result of this particular project: Student learned that it was “ok” to show and talk about feelings at school: sadness, fear, and anger. Teachers could help him through it and he get back to learning.

<u>Good Day</u>	<u>Now</u>	<u>Support</u>
<p>What happens on a Good Day?</p>	<p>Does it happen now?</p>	<p>Who can help me?</p>
<p>reading on my on and extra reaccess for good deeds</p> 	<p>it happends evryday because of the frends i have and because of the sweet teachers</p> 	<p>my aunt gjenia because she said that it is ok to move around and she said that their is nothing wrong with me</p> 

Chestatee and IRR classroom-

Helped promote individual self-awareness and communication between students and teachers

Student was able to make a connection between a family comment about home behavior and his school behavior. This led the student to be more comfortable with his own learning style and need for movement in the classroom to promote his learning. Led to validation of student's behavior as being acceptable and not viewed as "wrong or negative". Student felt accepted by teachers, peers, and family.

Questions or comments?

Moving From Good Day Plan to Goal Setting

Taylor's Goal Sheet from My Good Day Plan!
To follow directions when and how they are given at school
How does "following directions" look in class?

What I need to do to get there:

- > Write my homework in my agenda so I won't forget it.
- > Write my heading: Name, date, subject on each page.
- > Focus my brain on one thing at a time and just do it.
- > No distractions!

Monday: • Turn all 4 corners over when class is over!

P.A.: • Turn my seat back, cross out my previous

A.M.: • When the teacher makes a suggestion, I need to consider choosing a different task that's more appropriate.

Wasting! • Do my work that was my teacher's suggestion to. • Stop all work until I'm done. Turn it in.

12th Semester: • Do my work without being silly. • Do not distract. Be very focused.

Resources: • Come in ready to work. • Do what I'm told when I'm told.

Reading: • Turn off all my work materials.

Classroom: • Do attention in class.

EWOR
Sign Progress
#5c Quasi...
udy

04:07

i'm determined



Awareness and Problem Solving



READY TO PAINT



Resources:

- itslearning ASPIRE course
- ASPIRE Teacher Leader
- I'mDetermined.org
- DOE Self-Determination Modules
- CASEL and SEL
- Observe



**Questions?
More Information?**

**Contact your Lead ASPIRE
Teacher, your facilitator or
anyone on the ASPIRE
Team.**

Kristin - We all have the power to stir (provide paint stick) or open (paint key) HOPE in our students' lives.

Circle back to one pager teachers filled out and discuss how they might use them.