Summit Model

Overall, the Summit model is designed to have students drive their own learning using the habits of success through a fully personalized curriculum. All the learning the students do is on the Personalized Learning Platform (PLP). The PLP holds the playlists, the projects, the goals, and the cognitive rubric. This changes the role of the student and a teacher from a traditional model.

Student role:
During PLT to drive their own learning based on goal setting, feedback, and reflection
During Project Time to work collaboratively to master cognitive skills
During Mentor Time to work on refining their goal setting process

PLT	Project Based Learning	Mentor Time
Students work through playlists to master content skills -System where students can use pretest data to improve their content skills -Once a student feels confident with the content they can take a content assessment -The feedback from the content assessment drives their next steps -Student retake content assessments until they master them -Students individual goal setting for this time drives the learning	**Students work together to complete a project using project based learning** -The project are collaborative and are based on the content they are mastering in PLT -The projects measure cognitive skills, rigorous skills that are pervasive in CCSS and NGSS -Student use resources from their PLP to understand the expectations and steps for the project -Students are assessed on the cognitive skills for the part of the project they completed	**Students work with the teacher (mentor) to refine their goal setting** -Student meets with the teacher 1 on 1 for 10 minutes -Together the team looks through the student's progress on the PLP to help set bi-weekly goals -Student is led through reflection using the Habits of Success

Teacher Role
During PLT to facilitate small group instruction or check ins based on data
During Project based time to coach teams using feedback
During Mentor time to help facilitate reflection based on feedback and data
Teacher does not deliver content instruction whole class

Facilitative Teacher	Coach	Mentor
-leading small groups based on content or skill needs -facilitating discussion in teams or small groups -facilitating reflection on project or PLT	-providing feedback to teams -leading reflection and helping create plans for improvement	-1 on 1 check ins using data and feedback to guide the student driven learning process

Grades
-The Summit program has a clear grading policy that uses 70% of a student's ability to master cognitive skills (on the rubric), 21% on content and 9% on additional focus areas (similar to extra credit)
-The PLP holds all of the grading, feedback, and goals setting platforms
-The grading system is a cognitive based grading system that utilizes a rubric. The cognitive skills are the same for students throughout their time at UPA. Their scores are 1-8, 6th grade is between a 3-5, 7th grade a 4-6, and 8th grade a 5-7 (check scores)

Curriculum
Summit has an extensive curriculum library that all participants may use. All units have a content lesson plan (playlist) and a project centered on the same theme. For example, All teachers have the option of creating units or adapting their to fit the Summit model.

Master schedule
The schedule of the day changes to make times for PLT, Project time, and mentor time. Here is the 6th grade example. For 7th grade we would have to make it work with de-cored Math and Science classes.