

Trillium Charter School Learning Process

Trillium Step # 1 INTERVIEWING

Students sit down with parent/families and brainstorm before the conference.

- Interests
- Passions
- Things you want to test out
- Strengths
- Struggles
- Things they want to work on
- Goals (if known)

They also may spend time looking over the FRAMEWORK and answer this question: “Are there things on my brainstorm list that match up with the framework?”

*This process becomes easier for students to do as they gain practice over the years.

Trillium Step #2 CONFERENCING

Students, parents, and advisors conference using the brainstorm list, previous Personalized Learning Plans (PLP), the framework and portfolios to create a new PLP (which will last about 10 weeks).

Each PLP contains the following sections.

- Goals
- Classes
- Things to test out
- Things you are into
- Passions

*Later in the year, many students are able to rewrite new PLPs with advisor guidance. This process often starts by having them use a colored pencil to circle things they want to keep, put a line through things they want to delete, and write in new ideas. A final draft can be done after that.

Trillium Step #3

DAILY ACTIVITIES & SUPPORT

Because each student has a different learning plan, each student’s day will look different. The learning plans are the heart of how kids spend their time each day. Students are choosing from several teacher-led classes (including integrated thematic studies, math, garden, art, music) as well as personal goals and activities. About 1/3 of the day is devoted to classes, while the other 2/3 is devoted to personal pursuits.

*Advisors play an important role in supporting students in their goals, activities and passions by doing the following:

- Have lots of creative resources on-hand and easy to access.
- Have organizational systems to help students keep track of work.
- Frequently meet with students to help them determine progress/struggle.
- Get families involved.

Trillium Step #4

DEMONSTRATION OF LEARNING

According to the Trillium Constitution students have the right to pursue their curiosities, interests and passions and the responsibility to demonstrate what they have learned. Beyond daily displays, this demonstration takes three main forms:

1. Portfolios- which include:
 - Writing/Paper-based work
 - Visuals (art, CDROM, video)
 - Photos of 3D work
 - Evaluations
 - Reflections
 - Past Learning Plans
2. Exhibitions- Several times per year a learning exhibition is held for the community where each student presents what they have been doing and learning at school.
3. Project Fairs, Publishing Parties, and culminating events of thematic units.

Trillium Step #5

REFLECTION, ASSESSMENT & REPORTING

Students and advisors reflect on PLPs through twice yearly report cards. Advisors type in the self reflection for students while interviewing them. This process is a chance for the student and advisor to come together to reflect on successes, struggles, and thoughts about the future. The audience for this document is the student’s family.

The document contains:

- A student reflection on their PLP
- An advisor reflection on the PLP
- Student/Teacher reflections on classes
- Advisor observations that connect to the Trillium Framework
- Suggestions and comments from the advisor.