

Compass Student *Levels of Autonomy*



At Compass Community Collaborative School (CCC), we recognize that the most important aspect of schooling go beyond the specific content and projects that students will explore while at CCC. What will stay with students long after they move on to adulthood are the skills and competencies that they develop and are able to utilize in any aspect of their lives, whether it be college, career or as a community member. In order to facilitate this growth, CCC has created a system that allows students to clearly understand and track their individual development as students.

Rather than the age-based grade levels used in traditional middle and high schools, students at Compass CCC will move through four levels of student autonomy and leadership (**Explorer, Surveyor, Navigator, Pathfinder**). Students will move through these four levels of autonomy based on skill development and demonstration of aptitude in the eight *Compass Competencies* ranging from *Novice* to *Expert* (tiers of development).

Novice	●○○○	Practitioner	●●●○
Learner	●●○○	Expert	●●●●

Each tier is worth 10 degrees so that students are able to work towards the maximum of 360 degrees of development (eight *Compass Competencies* with four tiers of development + four graduation requirements). Although our goal is for all students to reach the maximum of 360 degrees, we recognize that all of our students enter CCC with their own individual strengths and areas of brilliance. They each also have areas of growth. The CCC levels of autonomy honor individual student skills while also holding them to high standards of growth and development. More importantly, it has been designed so that students and their individual support team of parents, staff members and community mentors (360 Team) can clearly understand skill expectations, set appropriate goals, demonstrate and share their growth and track their progress in each of the eight competencies.

Tiers of Development Descriptors

Novice  <i>Observation</i>	Learner  <i>Emulation</i>	Practitioner  <i>Demonstration</i>	Expert  <i>Self-Regulation</i>
<ul style="list-style-type: none"> Begins to understand what the distinguishing characteristics of the appropriate skills are and how they are utilized <p style="text-align: center;">UNDERSTANDING</p>	<ul style="list-style-type: none"> Works through the appropriate skills in a step-by-step fashion. Seeks clarification on how and when to use them 	<ul style="list-style-type: none"> Fully understands the distinguishing characteristics of the appropriate skills and is able to flexibly use them in different contexts 	<ul style="list-style-type: none"> Can thoughtfully teach others the appropriate skills and how to use them in a variety of contexts.
<ul style="list-style-type: none"> Observes others' task performance and use of the skills needed <p style="text-align: center;">PERFORMANCE</p>	<ul style="list-style-type: none"> Copies others' use of the skills needed in an appropriate task. 	<ul style="list-style-type: none"> Able to demonstrate skills needed in an appropriate task when given instruction or by thinking through the process before beginning 	<ul style="list-style-type: none"> Able to perform needed skills in an appropriate task with no instruction from others and without thinking through the process first.
<ul style="list-style-type: none"> Many forms of scaffolding are needed from teachers and mentors including explanations, training and structural support <p style="text-align: center;">SCAFFOLDING</p>	<ul style="list-style-type: none"> Some scaffolding needed from teachers and mentors including performance correction and answering of questions 	<ul style="list-style-type: none"> Minimal scaffolding is needed from teachers and mentors including setting goals and assessing outcomes 	<ul style="list-style-type: none"> No scaffolding from teachers or mentors is needed.
<ul style="list-style-type: none"> Errors are frequent and not recognized <p style="text-align: center;">ERRORS</p>	<ul style="list-style-type: none"> Errors occur but are recognized and corrected with assistance 	<ul style="list-style-type: none"> Errors are recognized and corrected quickly 	<ul style="list-style-type: none"> Errors are corrected automatically
<ul style="list-style-type: none"> Recognizes how the appropriate skills can be utilized with familiar content in familiar situations. <p style="text-align: center;">CONTEXT</p>	<ul style="list-style-type: none"> Applies the appropriate skills with familiar content in familiar contexts and situations 	<ul style="list-style-type: none"> Applies the appropriate skills with unfamiliar content in familiar contexts and situations 	<ul style="list-style-type: none"> Applies the appropriate skills with unfamiliar content in unfamiliar contexts and situations
<ul style="list-style-type: none"> Recognizes how self-evaluation can lead to greater understanding of personal strengths and weaknesses <p style="text-align: center;">SELF-EVALUATION</p>	<ul style="list-style-type: none"> Works with others to describe and practice self-evaluation strategies 	<ul style="list-style-type: none"> When asked to, practices and applies self-evaluation strategies with feedback from others 	<ul style="list-style-type: none"> Consistently utilizes self-management strategies to reflect on personal growth and development. Does so independently without prompting.

Based on this system of development, students are able to progress through the levels of autonomy while also recognizing their strengths and areas needing growth. All students entering CCC will be designated an Explorer and must earn a minimum of “Novice” ranking in all eight Compass Competencies in order to move to the next student level (total of 80 degrees). As students move through the remaining three levels of autonomy, they must meet specific standards in order to “level up”. This includes a minimum gain of an additional 80 degrees in competency growth for each level.

As self-regulation is a fundamental component of success at CCC, each student will regularly meet with their 360 team to reflect on their personal and academic development within the *Compass Competencies*. As part of these meetings, students will determine their individual path to graduation and plan their projects and community opportunities accordingly including internships and apprenticeships.

In addition to the 320 degrees possible within the Compass Competencies, all students must earn an additional 40 degrees by completing four graduation requirements that push them beyond the traditional content and skills emphasized in schools.

Graduation Requirements	<i>Compass Competency Degrees – Levels of Autonomy</i>	<i>Minimum of one Internship Completed</i>	<i>Post-Graduation Plan Completed with 360 Team</i>	<i>Minimum of one College Course Completed</i>	<i>Digital Portfolio Completed to be used for post-graduation opportunities</i>	Total Degrees Possible
	(Outlined Below)					
	320 degrees (possible)	10 degrees	10 degrees	10 degrees	10 degrees	360 Degrees

The next chart outlines the Compass Competency Degrees and provides an example of how a student may move through the levels of autonomy. This, however, is not the only possible path. In addition, the standards that students must meet in order to “level up” are also included below.

Compass Competencies	Level of Autonomy (Student Example)				
	Explorer	Surveyor	Navigator	Pathfinder	Graduation Requirements
Social-Emotional Intelligence and Mutually Beneficial Relationship Skills (SEL)	○○○○○	●○○○○	●○○○○	●●●○○	●●●●
Communication and Foundational Literacies (Literacy)	○○○○○	●○○○○	●●●○○	●●●●	●●●●
Community Outreach, Generous Collaboration and Leading by Influence (Collaboration)	○○○○○	●○○○○	●●○○○	●●●○○	●●●○○
Information and Media Literacy (Research)	○○○○○	●○○○○	●○○○○	●●●○○	●●●○○
Original Thinking and Problem Solving in an Uncertain World (Thinking)	○○○○○	●○○○○	●●○○○	●●●○○	●●●●
Curiosity, Imagination and Creativity (Imagination)	○○○○○	●○○○○	●●●○○	●●●○○	●●●●
Initiative, Innovation and Entrepreneurship (Innovation)	○○○○○	●○○○○	●●○○○	●●○○○	●●●○○
Agility and Adaptability (Agility)	○○○○○	●○○○○	●●○○○	●●●○○	●●●○○
Standards for “leveling up” to this <i>Level of Autonomy</i>	All students enter CCC at this level.	80 degrees in any combination with a minimum of 10 degrees (“novice”) in <u>all</u> eight competencies	160 degrees in any combination	240 degrees in any combination with a minimum of 20 degrees (“learner”) in <u>all</u> eight competencies	280 degrees in any combination with a minimum of 30 degrees (“practitioner”) in <u>all</u> eight competencies

Compass Student Experiences	Explorer	Surveyor	Navigator	Pathfinder
	Level of Autonomy - Approximate % of time on and off-campus			
<p><u>On-Campus</u></p> <p>Group/Individual Venture Projects School Project Rotations Expert Workshops & Seminars Campus Conclave ○ Demonstrations Media Research ○ Topic Exploration Teacher-led Investigations Design Challenge ○ Arts Exploration</p> <p>CCCX: Optional week-long after-school courses led by local experts - writers, artists, chefs, entrepreneurs, scientists, etc. <i>(open to all students in Fort Collins)</i></p>	90%	70%	50%	30%
<p><u>Off-Campus</u></p> <p>Individual Venture Projects Internships / Apprenticeships / Job Shadows Community Project Collaboration FRCC / CSU Excursions ○ Research Teaching Opportunities ○ Local Speakers Outside Coursework ○ Data Collection Volunteer Work ○ Observations</p>	10%	30%	50%	70%