Competency-Based Learning Series

Seminar 1

November 2016
Welcome

Great Schools Partnership partners:
Angela Hardy, Senior Associate
Ted Hall, Senior Associate
Craig Kesselheim, Senior Associate

Colorado partners:
Paul Beck, Colorado Education Initiative (CEI)
Christina Jean, Colorado Education Initiative (CEI)
Microlab Activity

Find two others who are either from a different district or who you don’t know well and set yourselves up so that you can listen to one another and not be distracted by another group’s conversation.
Microlab Activity

• Identify group members as A, B, or C
• Three rounds with a different focus question
• During each person’s time, the other two listen carefully, but do not respond
Microlab Guidelines

- Each person has equal time to talk.
- The listener(s) should not interrupt, interpret, paraphrase, analyze, give advice or break in with a personal story while the speaker is talking.
- Confidentiality should be maintained, unless the group decides to debrief the content of the questions.
- The speaker should not criticize or complain about the listener(s) or mutual colleagues during his or her turn.
Microlab Activity

Question 1

How did you decide to make a career as an educator?
Microlab Activity

Question 2

What excites you about transitioning to Competency Based Learning?
Microlab Activity

Question 3

What questions come up for you in transitioning to Competency Based Learning?
Microlab Activity

Debrief this activity as an opening activity for this seminar and how it can be used in the work in your schools.
Introductions

Please stand by tables and introduce your team to the whole group.
Who We Are

Angela Hardy
Ted Hall
Craig Kesselheim
Paul Beck
Christina Jean
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all.
Series Outcomes

Team members will be ready to lead the implementation of competency-based learning.
Series Outcomes

The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2016/17 school year.
Series Outcomes

We will broaden the **network of support** across the state of Colorado to enact a vision and implement a system of learning that supports personalization through competency-based learning and multiple and flexible pathways.
I can explain how a conceptual framework and core principles of competency-based learning can guide my work.
Seminar 1

Outcomes

I will begin to understand how to develop graduation standards and performance indicators for those standards.
Seminar 1

Outcomes

I will understand the importance of school and community engagement and how to best facilitate this work.
Seminar 1

Outcomes

I will have developed personal learning goals for the year-long seminar series.
Our school and district will have learning goals for the year-long seminar series.
Today’s Agenda

Welcome, overview, introductions (begin at 9:00 AM)

Competency-based learning introduction

How does research support competency-based learning?

An organizing system for competency-based learning

Lunch (with reading assignment)

Text based discussion of reading

Graduation standards and performance indicators

District self-assessment and beginning a plan

Reflection and feedback, end at 4:00 PM
NORMS FOR OUR WORK
Starter Norms

Respect time
Monitor your air time
Listen well
Respect differences
Support a “culture of possibilities”
Attend to your personal needs
Maintain confidentiality when needed
Foster good humor
Are there clarifications for the “starter” norms?

Do we need to add any norms?
Forming Ground Rules (Creating Norms)

Developed by Marylyn Wentworth.

Gaining agreement around Ground Rules, or Norms, are important for a group that intends to work together on difficult issues, or who will be working together over time. They may be added to, or condensed, as the group progresses. Starting with basic Ground Rules builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing regarding process.

Time
Approximately 30 minutes

Process
1. Ask everyone to write down what each person needs in order to work productively in a group, giving an example of one thing the facilitator needs, i.e. “to have all voices heard,” or “to start and end our meetings when we say we will.” (This is to help people focus on process rather than product.)

2. Each participant names one thing from her/his written list, going around in a circle, with no repeats, and as many circuits as necessary to have all the ground rules listed.
Gaining agreement around ground rules, or norms, is important for a group that intends to work together on difficult issues, or who will be working together over time.
The Importance of Norms

The **norms** may be added to, or condensed, as the group progresses.
The Importance of Norms

Starting with basic **ground rules** or **norms** builds trust, clarifies group expectations of one another, and establishes points of “reflection” to see how the group is doing regarding process.
Resources for each seminar

Folder with materials

Online Resources
Online Resources at:

www.greatschoolspartnership.org

Under the Presentations tab, you will find the Colorado link
WHY
Competency-Based Learning
<table>
<thead>
<tr>
<th>ELA</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q1</td>
<td>73</td>
</tr>
<tr>
<td>Q2</td>
<td>70</td>
</tr>
<tr>
<td>Q3</td>
<td>70</td>
</tr>
<tr>
<td>Q4</td>
<td>68</td>
</tr>
<tr>
<td>Final</td>
<td>70.25</td>
</tr>
</tbody>
</table>

Passing grade is 70
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Reading Comprehension</td>
<td>Meets</td>
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<td></td>
<td></td>
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<tr>
<td>Reading Interpretation</td>
<td>Does Not Meet</td>
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<tr>
<td>Writing: Argument</td>
<td>Meets</td>
</tr>
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<td></td>
<td></td>
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<tr>
<td>Writing: Informative and Narrative</td>
<td>Does Not Meet</td>
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<tr>
<td></td>
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<tr>
<td>Writing Process</td>
<td>Does Not Meet</td>
</tr>
<tr>
<td></td>
<td></td>
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<tr>
<td>Writing: Research</td>
<td>Meets</td>
</tr>
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<tr>
<td>Speaking and Listening: Discussion</td>
<td>Incomplete</td>
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<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Speaking and Listening: Presentation</td>
<td>Does Not Meet</td>
</tr>
</tbody>
</table>
What is Competency-Based Learning?
Ashby Bartke,
Oceanside West High School
Break
10 Principles of Competency-Based Learning
Learning Standards

1. All learning expectations are clearly and consistently communicated to students & families.

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students.
Assessment Practices

3. All forms of assessment are standards-based and criterion-referenced

4. Formative assessments measure learning progress during the instructional process

5. Summative assessments - which are integrated tasks requiring transfer of knowledge and skills, application, and performance in novel settings
6. Academic progress and achievement are monitored and reported separately from habits of work.

7. Academic grades communicate learning progress and achievement.

8. Students are given multiple opportunities.
9. Students can demonstrate learning progress and achievement in multiple ways

10. Students are given opportunities to make important decisions about their learning
RESEARCH ACTIVITY
Research Connected to Competency-Based Learning

- Competency-Based Learning is not a “thing”—it’s a constellation of practices supported by research.
- Some of the research is new; some is from seminal works in education.
- The next activity connects research to the ten principles
Instructions

1. Read the research excerpts in the envelope provided.
2. Each research excerpt you read will have a number. As you read each research excerpt, try to place its number in the box to the right of the principle(s) that it best supports. Feel free to add comments, questions, and other thoughts in this box as well.
3. Once everyone at your table is done, go through each principle and discuss which research excerpts you thought supported it best.
4. If you have time, continue the discussion by considering these questions:
   a. Which principles align with and support your current practice?
   b. Which principle might represent the greatest stretch for you (or your school) right now?

<table>
<thead>
<tr>
<th>PBL Principles</th>
<th>Supporting Research</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standards</td>
<td></td>
</tr>
<tr>
<td>1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school’s grading and reporting system).</td>
<td></td>
</tr>
<tr>
<td>2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.</td>
<td></td>
</tr>
</tbody>
</table>
Take a minute and think about how this might impact your “elevator speech?”
Visible Learning
John Hattie
As you watch this short video, think about what practices are most impactful to student learning?
VIDEO WITH JOHN HATTIE

https://www.youtube.com/watch?v=rzwJXUieD0U
What practices are most impactful to student learning?
Teachers, working together, as evaluators of their impact.

Helping students move from where they are to explicitly described criteria for success.

Errors are welcomed as opportunities to learn.
Visible Learning
John Hattie

- Maximize feedback to teachers about their impact.
- Balancing surface and deep knowledge.
- The Goldilocks principle.
Chapter 3

Putting It All Together: Standards, Assessment, and Accountability in Successful Professional Learning Communities

Douglas Reeves
TEXT-BASED DISCUSSION

The Final Word Protocol
The Final Word

Adapted by Jennifer Fischer-Mueller and Gene Thompson-Grove.

Purpose
The purpose of this protocol is to give each person in the group an opportunity to have their ideas, understandings, and perspective enhanced by hearing from others. With this protocol, the group can explore an article, clarify their thinking, and have their assumptions and beliefs questioned in order to gain a deeper understanding of the issue.

Time
For each round, allow about 8 minutes (circles of 5 participants: presenter 3 minutes, response 1 minute each for 4 people, final word for presenter 1 minute). Total time is about 40 minutes for a group of 5 (32 minutes for a group of 4, 48 minutes for a group of 6).

Roles
Facilitator/time-keeper (who also participates); participants

Facilitation
• Have participants identify one most significant idea from the text (underlined or highlighted ahead of time)
• Stick to the time limits
• Avoid dialogue
• Have equal sized circles so all small groups finish at approximately the same time
1. Read the protocol

2. Review article and pick out 1-2 passages that stand out as significant ideas from the text

3. Choose facilitator/timekeeper

4. Follow the steps in the protocol starting with #3
## Competency-Based Learning Simplified
A Great Schools Partnership Learning Model

<table>
<thead>
<tr>
<th>Graduation Requirement</th>
<th>Reporting Method</th>
<th>Assessment Method</th>
</tr>
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<tbody>
<tr>
<td><strong>YES</strong></td>
<td><strong>Transcripts and Report Cards</strong></td>
<td><strong>Cross-Curricular Graduation Standards</strong>&lt;br&gt;5–8 standards taught in all content areas</td>
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<td><strong>NO</strong></td>
<td><strong>Progress Reports</strong></td>
<td><strong>Performance Indicators</strong>&lt;br&gt;5–10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards</td>
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<td><strong>NO</strong></td>
<td><strong>Teacher Feedback</strong></td>
<td><strong>Learning Objectives</strong>&lt;br&gt;Learning objectives guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators</td>
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- **Body of Evidence**: Students demonstrate achievement of standards through a body of evidence evaluated using common rubrics.
- **Verification of Proficiency**: Students demonstrate achievement of content-area graduation standards through their aggregate performance on summative assessments over time.
- **Summative Assessment**: Graded summative assessments are used to evaluate the achievement of performance indicators.
- **Formative Assessment**: Ungraded formative assessments are used to evaluate student learning progress.

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What **DISTRICTS** Do

### Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators.

### Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards.

### Content-Area Graduation Standards
5-8 standards for each content area.

### Cross-Curricular Graduation Standards
5-8 standards taught in all content areas.

### Set meaningful expectations for K-12

### Develop clear local assessment system.

### Support pedagogical risk-taking and learning
Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators.

Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards.

Content-Area Graduation Standards
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What SCHOOLS Do

Clearly communicate expectations.
Use common scoring criteria to assess student work.
Clear feedback on instruction.
Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

Content-Area Graduation Standards
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What TEACHERS Do

Use ends for backward planning

Help students reflect on progress

Develop/refine curriculum and assessments

Design engaging learning activities
Learning Objectives
Learning objective guide the design of curriculum units that move students toward proficiency and the achievement of performance indicators

Performance Indicators
5-10 indicators for each cross-curricular and content-area standard that move students toward proficiency and the achievement of graduation standards

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What STUDENTS Do

Gather evidence of proficiency

Set goals and reflect on progress

Demonstrate proficiency and advocate for ways to show knowledge and skill

Identify learning strategies to build on strengths and address challenges
UNPACKING THE HIERARCHY OF STANDARDS
• Take out the slips of paper with sample “standards” on them.

• Order them from broadest to most specific.

• Draw a line, or separate, the standards that you can come to consensus should be required for every student in your K-12 system to learn and demonstrate.
The Envelope Please...
Robert Marzano pointed out that at one time there were 3,500 performance indicators across 14 content areas K-12.

So, what’s the problem with standards?
“You would have to change schooling from K-12 to K-22. The sheer number of standards is the biggest impediment to implementing standards.”

— Robert Marzano (2001)
(Un)Common Terms for “Standards”

- Graduation Standard
- Priority Standard
- Proficiency Standards
- Competencies
- Learning Objectives
- Performance Indicators
- Mastery Objectives
- Learning Targets
- Descriptors
- Benchmarks
- Measurement Targets
- Power Standards
Mastery is a student’s ability to transfer learning in and/or across content areas.
Proficiency is a student’s ability to transfer learning in and/or across content areas.
Competency

is a student’s ability to transfer learning in and/or across content areas.
Standards

Established norms or benchmarks for learning that define what students need to know and be able to do.
All These Terms Are Standards

Graduation Standard
Power Standards
Graduation Competency

BROAD

Performance Indicator

SPECIFIC

Learning Objectives
### Competency-Based Learning Simplified

A Great Schools Partnership Learning Model

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A Graduation Standard...

...is a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
A Performance Indicator...

...defines what students need to know and be able to do to demonstrate mastery of a graduation standard.

...is measurable.

...allows students to demonstrate their proficiency over time.

...is used to aggregate evidence of proficiency in meeting a graduation standard.
Learning Targets...

...are the component parts of a performance indicator - that is, the performance indicator has been broken down into a series of progressive steps and digestible chunks.
<table>
<thead>
<tr>
<th>Graduation Standard</th>
<th>The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.</th>
</tr>
</thead>
</table>
| Performance Indicators | • The student describes and analyzes how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.  
• The student analyzes and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.  
• The student evaluates the costs and benefits of governmental fiscal and monetary policies. |
<p>| Learning Targets | |</p>
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<td>Learning Targets</td>
<td>The student can explain how scarcity impacts a market economy and a planned economy.</td>
</tr>
<tr>
<td></td>
<td>The student can compare and contrast the allocation of goods in a market economy and planned economy.</td>
</tr>
<tr>
<td>Graduation Standard</td>
<td>The student <strong>applies understanding</strong> of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments and societies.</td>
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<tr>
<td>---------------------</td>
<td>--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
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| **Performance Indicators** | • The student **describes and analyzes** how planned and market economies shape the production, distribution, and consumption of goods, services, and resources.  
• The student **analyzes** and evaluates how people across the world have addressed issues involved with the distribution of resources and sustainability.  
• The student **evaluates** the costs and benefits of governmental fiscal and monetary policies. |
| **Learning Targets** | The student can **explain** how scarcity impacts a market economy and a planned economy.  
The student can **compare** and contrast the allocation of goods in a market economy and planned economy. |
Identifying Content-Area Graduation Competencies
Individual and Team Self-Assessment
## Colorado Competency-Based Learning Self-Assessment

### Policy and Framework

<table>
<thead>
<tr>
<th>Conceptual Framework and Core Principles</th>
<th>Initiating</th>
<th>Developing</th>
<th>Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is little agreement about the essential knowledge and skills for success after k-12 schooling or principles to guide student learning. The school/district utilizes a competency verification process that is based entirely on course success and expectations vary widely within the school/district. Educators and school committee members are unfamiliar with the state frameworks for competency-based learning.</td>
<td>Competency-based learning is focused mostly on course-level descriptions of knowledge and skill. The school/district utilizes a verification process based on course success and there are common expectations for success. Learning goals for courses are clear and assessments for courses are aligned to common standards. There is clear alignment with state frameworks for competency-based learning. Students may be required to complete capstone projects, exhibitions of learning, or performance tasks to verify competency.</td>
<td>A clear set of graduation standards exist for transferable skills (cross-curricular) and content-area knowledge and skills. These standards represent the essential knowledge and skills for success in postsecondary education, a career, and citizenship and are aligned with state frameworks for competency-based learning. The school/district utilizes a competency verification process that flexibly supports students demonstrating learning in a variety of ways. Shared criteria for success are applied across a wide variety of demonstrations of learning, resulting in greater personalization for student learning.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>District Alignment</th>
<th>Initiating</th>
<th>Developing</th>
<th>Performing</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students may experience very different expectations for meeting competency standards from classroom to classroom within a school. There appears to be little agreement within the district or schools about essential standards, assessment methods,</td>
<td>There is alignment within schools about essential knowledge and skills and work is beginning to bridge common gaps between grades and grade spans. A district-wide team has been created to act as leaders on competency-based learning and</td>
<td>All schools within the district use a common language to describe competency-based learning. A competency-based learning team that includes teachers, students, and parents plans professional learning, community outreach, and educates the school</td>
<td></td>
</tr>
</tbody>
</table>
1. Silent reading and individual self-assessment (15 min)
2. Choose a notetaker
3. Go through each of the items on the self-assessment and try to come to consensus in your school/district groups
4. Rotate the facilitation so that everyone gets a chance to facilitate
5. Whole group debrief
Preview Day 2 & Please complete the survey
Competency-Based Learning Series
Seminar 1: Day Two

November 2016
Welcome Back
Check in with Norms

Respect time
Monitor your air time
Listen well
Respect differences
Support a “culture of possibilities”
Attend to your personal needs
Maintain confidentiality when needed
Foster good humor
Some Assumptions

• We model and support your practice; you lead
• We provide Action Planning Time: you choose and enact your strategies
• We provide resources in a user-friendly site; you access these when you need them.
• We will provide structure for maximum engagement; you will take advantage of that structure.
• Questions?
Colorado Seminar Series
An Overview of the Year

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>December</td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>January 11-12</td>
<td>Assessment in a CBL system</td>
</tr>
<tr>
<td>February</td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>March</td>
<td>Webinar: Feedback in a CBL system One-hour coaching call</td>
</tr>
<tr>
<td>April 27-28</td>
<td>Reporting + Grading in a CBL system</td>
</tr>
<tr>
<td>May</td>
<td>Webinar + Facilitated Experience: Policy One-hour coaching call</td>
</tr>
<tr>
<td>June 27-28</td>
<td>Instructional Design in a CBL system</td>
</tr>
</tbody>
</table>
Today’s Outcomes

• I will understand the importance of school and community engagement and how to best facilitate this work.

• I will better understand how to develop graduation standards and performance indicators for those standards.

• Our school/district will begin to develop an action plan for competency-based learning.

• I have set personal professional growth goals for this year’s work in Competency-Based Learning.
Today’s Agenda

Welcome, overview, review of feedback (begin at 8:00 AM)

Community engagement introduction

Using design guides to understand graduation standards and performance indicators

Action planning introduction

Working lunch

Team time for action planning

Feedback from colleagues

Next steps, reflection and feedback, end at 3:00 PM
School-Community Engagement
A Tale of Two Approaches to Engagement

Coming to Common Understandings

The Engagement Spectrum
Effective Engagement

Exploring Entry Points for Engagement
A Tale of Two Approaches to Engagement
City school board takes heat for graduation requirements at low-turnout hearing

Two parents don't think students should be forced to apply to a higher-ed school in order to get a diploma.

BY NOEL K. GALLAGHER STAFF WRITER
ngallagher@pressherald.com | @noelinmaine | 207-791-6387

Only two people attended the first of two public hearings Tuesday night on proposed changes to Portland’s high school graduation requirements, and both criticized a provision requiring all students to apply to college, a vocational or technical program or the military in order to get a diploma.

“I was surprised to see this (requirement,)” said Pandika Pleqi, who has an eighth-grader and a graduating senior in the district.
Portland School Board adopts diploma standards, with changes

High schools will require students to have a post-graduation plan, but a pro-college emphasis has been dropped and more options added.

BY NOEL K. GALLAGHER STAFF WRITER
ngallagher@pressherald.com | @noelinmaine | 207-791-6387

The Portland School Board dropped a plan that would have required every high school student to apply to college, a vocational or technical program or the military to get a diploma.
Please Take Out the Following

School-Community Engagement History, Challenges, and Vision

Examples of Community Engagement Strategies

Key Questions to Consider in Developing Community Engagement Strategies

School Community Engagement: Entry Points Planning
### School-Community Engagement History

**What school-community engagement activities has your district or school worked on in the past?** What did the school-community engagement activity look like (i.e., were you informing, seeking advice, sharing decision-making, etc.)? Why did you choose to engage? Who was involved in the planning? Who participated? Was it successful? If not, why did it fail? Was school-community engagement sustained over time? If not, why?

### School-Community Engagement Challenges

**What would you identify as your school or district’s biggest challenges when it comes to school-community engagement?** Consider your capacity to engage, points of contention in your community, constituencies or stakeholders with whom your relationship could be strengthened, etc.
# Examples of Community Engagement Strategies

<table>
<thead>
<tr>
<th>Informing</th>
<th>Seeking Input</th>
<th>Deciding Together</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Learning exhibitions to feature student work</td>
<td>• Parent cafes (a social event which includes an opportunity to gather input from participants)</td>
<td>• Training programs in mentoring, homework support, engagement, etc. for students, families, educators, and community members.</td>
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<tr>
<td>• Individualized academic progress dashboard</td>
<td>• Surveys (parents, students, faculty, community)</td>
<td>• Student, family, and/or community forums designed to include dialogue, and exchange of ideas, and mechanisms for collecting input.</td>
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<td>• Newsletters, email updates</td>
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<td>• Robo-calls and text messages</td>
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<td>• Advisory councils including students, families, and community members (e.g.: internship council; student-centered learning council; service-learning council) or personalized learning design team.</td>
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<td>• Games, such as a trivia contest to inform or gather input</td>
<td>• Asset mapping of school district/community.</td>
<td></td>
</tr>
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<td>• Presentations to the community (e.g.: “State of the Schools” report)</td>
<td>• Network map of connections between families, teachers, students, and community members.</td>
<td></td>
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<td>• School leader (superintendent, principal) weekly/monthly column in local newspaper</td>
<td>• Film screening and dialogue nights.</td>
<td></td>
</tr>
<tr>
<td>• Student art exhibitions in local businesses; student music performances in community.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Conditions to Look For in Engagement Strategies:
- It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.
- It can influence governance, authority, and decision-making.
- Impact can be achieved without significant investments of time, money, resources.
- The change will be visible to and felt by people inside and outside of the school.

### Feasibility Questions
- Is short-term success likely? Can success be achieved in a manageable period of time?
- Will the change be supported by school leaders, families, and the community?
- Can the district/school find or allocate the capacity required to coordinate the work?
- Is “a coalition of the willing” already in place? Can a coalition be assembled?
- Can community assets be leveraged to increase necessary capacity or resources?

### Questions about Relevance
- Does the entry point impact multiple constituencies and stakeholders?
- Will the entry point influence governance, authority, and decision-making?
- Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?
- What might the consequences be if the reengineering work is unsuccessful?

### Questions about Affordability
- What level of time, funding, human resources, or political capital will be required to achieve the desired impact?
- Is the investment worth the potential gain? What is the likely return on the investment?
- Can the change be sustained with a reallocation of existing time, funding, and resources?
- Or will sustainability require new, additional, and/or permanent resourcing?

### Questions about Influence
- Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
- Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
- Could it lead to significant changes in school culture and governance?
- Will improvements lead to positive changes in learning experiences and pedagogy?

### What is the Narrative?
- Is the rationale for the change compelling and easy to understand?
- What rationale will appeal to busy educators and their needs, interests, and aspirations?
- Does the change have the potential to inspire and motivate?
- Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
- Will it positively impact internal and external perceptions?
| Entry Points | **What is ONE entry point for exploring, testing, and practicing stronger school-community engagement?** What policies, programs, or practices could be improved with stronger school-community engagement? What is your rationale for prioritizing the entry point?  
Entry Point:  
Description/Rationale: |
<table>
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<th></th>
</tr>
</thead>
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<tr>
<td>Stakeholders</td>
<td><strong>Who needs to be involved?</strong> Who will be affected by this school-community engagement strategy? Whose voices should be included in the planning process? Who can help make the strategy happen?</td>
</tr>
</tbody>
</table>
Let’s Get Started With

5 min: jot notes to yourself about each aspect of school-community engagement

10 min: meet with 2-3 other people not from your community/school to share your responses
### School-Community Engagement

#### History

**What school-community engagement activities has your district or school worked on in the past?** What did the school-community engagement activity look like (i.e., were you informing, seeking advice, sharing decision-making, etc.)? Why did you choose to engage? Who was involved in the planning? Who participated? Was it successful? If not, why did it fail? Was school-community engagement sustained over time? If not, why?

#### Challenges

**What would you identify as your school or district’s biggest challenges when it comes to school-community engagement?** Consider your capacity to engage, points of contention in your community, constituencies or stakeholders with whom your relationship could be strengthened, etc.
What does authentic school-community engagement mean to us?

Why do you think school-community engagement is important?
Principles of Successful School-Community Engagement

1. Inclusive and equitable
2. Intentional
3. Connected to decision-making and change
What Do People Want?

1. To belong
2. To have a legitimate voice
3. To have an impact
Positive Outcomes

Stronger and more trusting relationships
Positive Outcomes

New youth, family, and community leaders
Positive Outcomes

Increased student achievement and aspirations
Positive Outcomes

Greater community support for change and innovative solutions to vexing problems
Engagement = Inclusion
Engagement → Decision Making

Action

Change

Organizing

Engagement
School-Community Engagement Spectrum

Informing
- More school directed
- Less community involvement

Seeking Input

Deciding Together
- Less school directed
- More community involvement
Use “Examples of Community Engagement Strategies” handout
Informing

- Learning exhibitions to feature student work
- Individualized academic progress dashboard
- Newsletters, email updates
- Robo-calls and text messages
- Games, such as a trivia contest to inform or gather input
- Presentations to the community (e.g.: “State of the Schools” report)
- School leader (superintendent, principal) weekly/monthly column in local newspaper
- Student art exhibitions in local businesses; student music performances in community.
Seeking Input

• Parent cafes (a social event which includes an opportunity to gather input from participants)
• Surveys (parents, students, faculty, community)
• Weekly student discussions
• Photo booth (ask individuals to respond to a question by writing a response on a white board and take a photo while holding their response)
• Asset mapping of school district/community.
• Network map of connections between families, teachers, students, and community members.
• Film screening and dialogue nights.
Deciding Together

- Training programs in mentoring, homework support, engagement, etc. for students, families, educators, and community members.
- Student, family, and/or community forums designed to include dialogue, and exchange of ideas, and mechanisms for collecting input.
- Student-led conferences with teachers and family members.
- Advisory councils including students, families, and community members (e.g.: internship council; student-centered learning council; service-learning council) or personalized learning design team.
Mapping Entry Points
Entry Point for Engagement

An existing policy, program, or practice that can be modified to:

• Amplify stakeholder voice and involvement in district/school decision-making
• Enhance understanding of the principles and value of authentic school-community engagement
• Help people see the transformative potential of larger school-community engagement driven systems change.
“Key Questions..”
Handout in your folder has summary of following slides
Conditions to look for:

• It intersects with and impacts teachers, students, families, nonprofits, service providers, businesses, cultural groups, voters, etc.

• It can influence governance, authority, and decision-making
Conditions to look for:

- Impact can be achieved without significant investments of time, money, resources
- The change will be visible to and felt by people inside and outside of the school
Feasibility

- Is short-term success likely? Can success be achieved in a manageable period of time?
- Will the change be supported by school leaders, families, and the community?
- Can the district/school find or allocate the capacity required to coordinate the work?
- Is “a coalition of the willing” already in place? Can a coalition be assembled?
- Can community assets be leveraged to increase necessary capacity or resources?
Relevance

- Does the entry point impact multiple constituencies and stakeholders?
- Will the entry point influence governance, authority, and decision-making?
- Is there urgency? Is it enough to bring people to the table without creating a sense of crisis? Is it “sacred” to educators and/or the community? Will it create tension or confusion?
- What might the consequences be if the reengineering work is unsuccessful?
Affordability

- What level of time, funding, human resources, or political capital will be required to achieve the desired impact?
- Is the investment worth the potential gain? What is the likely return on the investment?
- Can the change be sustained with a reallocation of existing time, funding, and resources?
- Or will sustainability require new, additional, and/or permanent resourcing?
Influence

• Is the change likely to pave the way for more meaningful modifications to other policies, programs, and practices?
• Does it have the potential to shift the mindsets and overcome the biases of educators, students, families, and community members?
• Could it lead to significant changes in school culture and governance?
• Will improvements lead to positive changes in learning experiences and pedagogy?
Narrative

• Is the rationale for the change compelling and easy to understand?
• What rationale will appeal to busy educators and their needs, interests, and aspirations?
• Does the change have the potential to inspire and motivate?
• Will it challenge and overturn entrenched narratives that stakeholders have about themselves and others?
• Will it positively impact internal and external perceptions?
Developing a Plan for Next Steps for School-Community Engagement in Your School or District
## Entry Points

**What is ONE entry point for exploring, testing, and practicing stronger school-community engagement?** What policies, programs, or practices could be improved with stronger school-community engagement? What is your rationale for prioritizing the entry point?

**Entry Point:**

**Description/Rationale:**

---

## Stakeholders

**Who needs to be involved?** Who will be affected by this school-community engagement strategy? Whose voices should be included in the planning process? Who can help make the strategy happen?
Questions about community engagement
Break
Using the Design Guides to Better Understand Graduation Standards and Performance Indicators
A Graduation Standard Is...

a standard that focuses instruction on the most foundational, enduring, and leveraged concepts and skills within a discipline.
To what extent is this statement at the heart of understanding the content area and to what extent does it align with national & state standards?
To what extent does this statement provide students with knowledge & skills that will be of value beyond a particular point in time (i.e. test, unit)?
Leverage Lens:

Will this provide knowledge and skills that will be of use in multiple disciplines?
Social Studies

CIVIC ENGAGEMENT

Apply the attributes of a responsible and involved citizen to affect a real-world issue based on a local need.

Foundational?
Enduring?
Leverage?
Science

SYSTEMS + MODELS

Develop, evaluate and use models to make predictions, solve problems, and explain the relationship between and among natural and designed systems.

Foundational?
Enduring?
Leverage?
Visual + Performing Arts

DISCIPLINARY LITERACY

Show literacy in the art discipline by understanding and demonstrating concepts, skills, terminology and processes.

Foundational?
Enduring?
Leverage?
Find the...

- Cross-curricular Competency/Competencies
- Graduation Competency/Competencies
- Performance Indicator(s)
- Learning Target(s)

A. Analyze and interpret data to determine scale properties of objects in the solar system.

B. Students will understand and analyze the origins of the solar system and its position in the universe through scientific processes and practices.

C. Students will be able to relate the size of the Earth to the sun.

D. Develop and use a model to describe the role of gravity in the motions of objects within galaxies and the solar system.

E. Students will ask questions and define problems.
CROSS-CURRICULAR COMPETENCY:

E. Students will ask questions and define problems.

GRADUATION COMPETENCY:

B. Students will understand and analyze the origins of the solar system and its position in the universe through scientific processes and practices.

PERFORMANCE INDICATORS:

A. Students will analyze and interpret data to determine scale properties of objects in the solar system.

D. Students will develop and use a model to describe the role of gravity in the motions of objects within galaxies and the solar system.

LEARNING TARGET:

C. Students will be able to relate the size of the Earth to the sun.
## Social Studies Graduation Competency 1

### History
Analyze key historical periods, patterns of change over time within and across nations and cultures, and how people view, construct, and interpret history

### Elementary School
- a. Analyze historical sources from multiple points of view to develop an understanding of historical context.
- b. Analyze key periods of North American (from exploration to the American Revolution) and Colorado history, including historical eras, individuals, groups, ideas, and themes and identify patterns of change over time.

### Middle School
- a. Select and evaluate multiple historical sources with different points of view to investigate a historical question and to formulate and defend a thesis with evidence.
- b. Analyze the historical eras, individuals, groups, ideas, themes and their relationships within United States and World History.

### High School
- a. Use the historical method of inquiry to ask questions, evaluate primary and secondary sources, critically analyze and interpret data, and develop interpretations defended by evidence.
- b. Analyze key concepts of continuity and change, cause and effect, complexity, unity and diversity over time.
- c. Evaluate the significance of ideas as powerful forces throughout history.
Districts should define 5–8 standards per content area, which together will allow a district to determine students’ proficiency in that content area. Standards should be broad enough that they apply to all grade levels, PK-12. Each standard will be defined by approximately 5–10 performance indicators.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Weaker Statements</th>
<th>Stronger Statements</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Alignment</strong></td>
<td>• Do not align with national, state, and/or local standards and frameworks;</td>
<td>• Align with national, state, and/or local standards and frameworks;</td>
</tr>
<tr>
<td></td>
<td>• Are so narrow, specific, or vague that they are not central to understanding the</td>
<td>• Use precise, descriptive language that clearly communicates what is essential to</td>
</tr>
<tr>
<td></td>
<td>content area as a whole.</td>
<td>building proficiency in the content area.</td>
</tr>
<tr>
<td><strong>Transfer</strong></td>
<td>• Describe topics that are only relevant to or applicable within a unit, textbook,</td>
<td>• Require students to develop an understanding of relationships among principles,</td>
</tr>
<tr>
<td></td>
<td>resource, course, or program;</td>
<td>theories, and/or concepts;</td>
</tr>
<tr>
<td></td>
<td>• Focus on factual content without connecting the statements to enduring cross-</td>
<td>• Require students to develop and demonstrate skills and knowledge that will</td>
</tr>
<tr>
<td></td>
<td>curricular and</td>
<td>endure throughout their education, careers, and civic lives.</td>
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To what extent does the statement align with national and state standards? Is the statement central to understanding the content area? Does the statement describe knowledge, and skills that can be applied across multiple disciplines and that will be of value beyond a particular point in time?
Graduation Competencies
Colorado Examples

1. Independently examine the Colorado prepared graduate competencies for social studies

2. As a group, compare the **graduation competencies** to the **design guide**.
   - How do they align?
   - What do you wonder about or how might you reframe them?
Design Guide for Performance Indicators

Districts should define 5-10 indicators per standard, which together will allow a school/district to determine students’ proficiency on that standard. Indicators should be specific enough to be measurable at a grade span or course level, while as a set, allow multiple pathways for students to demonstrate proficiency.

<table>
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<th>Criteria</th>
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<td><strong>ALIGNMENT</strong></td>
<td>• Individually, define knowledge and skills which are not essential to the graduation standard; • Taken together, the indicators fail to define the essential skills and knowledge within the graduation standard.</td>
<td>• Use precise, descriptive language to define the essential skills and knowledge that demonstrate proficiency in the graduation standard; • Taken together, the indicators define the essential skills and knowledge within the graduation standard.</td>
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<td><strong>TRANSFER</strong></td>
<td>• Describe topics that are only relevant to or applicable within a unit, textbook, resource, course, or program; • Focus on factual content without connecting the statements to enduring cross-curricular and content-specific skills. • Are “nice to know” but not essential for students to learn if they are going to succeed in the next unit, course, or grade level.</td>
<td>• Require students to develop an understanding of relationships among principles, theories, and/or concepts; • Require students to develop and demonstrate skills and knowledge that will endure throughout their education, professional careers, and civic lives. • Answers the question: “What do we want students to remember, understand, and be able to do several years from now, perhaps long after they have forgotten the details?”</td>
</tr>
</tbody>
</table>
1. Independently examine the sample social studies evidence outcomes from Colorado.

2. As a group, compare the evidence outcomes to the design guide.
   - How do they support the design criteria?
   - What do you wonder about?
Sample Standards
Various Representations of the CBL Framework

CEI website
www.coloradoedinitiative.org
Tools and Resources

GSP website
www.greatschoolspartnership.org
Proficiency    →    State + Local Standards
Colorado Academic Standards Competency Framework

Overview:
Throughout the state of Colorado, schools and districts have begun making a shift away from time as the constant and learning as the variable in... [read more →]

Audience: Educators

Colorado Framework for School Behavioral Health

Overview:
Colorado Framework for School Behavioral Health [Download link] All In: Using Advisory to Transform School Climate

Audience: Administrators, Community Partners, Educators, Policy Makers

Health, Wellness Academics: A High School and College Success Story

Overview:
Lake County Intermediate received statewide recognition for Health and Wellness, where health outcomes for LEAD students improved dramatically.

Audience: Administrators, Partners, Educators

www.coloradoedinitiative.org/
“The chief problem is that there is simply not enough research on this topic to make it possible to be able to make a clear and certain decision as to what the right thing is. It is not just a question of subjective judgment, but of objective facts which can be demonstrated through research and evidence.”

—Mike Schmoker and Robert J. Marzano, *Realizing the Promise of Standards and Accountability*
Action Planning
Planning for Proficiency-Based Learning

**POLICY**
- Engage school board in developing conceptual understanding about proficiency-based learning
- Review existing policies
- Draft new and revised policies
- Collect feedback on draft policies from faculty, staff, students, parents, and local officials
- Refine policies based on feedback
- Adapt new and revised policies

**PRACTICE**
- Establish a district wide proficiency-based committee
- Establish a school wide proficiency-based committee
- Collaboratively develop the conceptual framework with faculty and staff
- Engage faculty and staff in professional development on proficiency-based learning
- Engage faculty in professional development on proficiency-based curriculum design and instruction
- Develop cross-curricular graduation standards
- Develop content-area graduation standards
- Develop performance indicators for cross-curricular and content-area graduation standards
- Develop body-of-evidence assessment process for demonstration of cross-curricular graduation standards
- Develop system for verifying achievement of content-area standards
- Develop system for reporting on the achievement of student learning

**COMMUNITY ENGAGEMENT**
- Create communications plan for proficiency-based learning
- Develop Record Keeping Process, Transcript, and Report Card
- Engage local media
- Engage students, parents, and the public about proficiency-based learning
- Implement system for reporting on the achievement of student learning.

**KEY**
- Policy
- Practice: Graduation Requirements
- Practice: Instructional System
- Community Engagement
## Colorado Competency-Based Learning Self-Assessment

### Policy and Framework

<table>
<thead>
<tr>
<th>Conceptual Framework and Core Principles</th>
<th>Initiating</th>
<th>Developing</th>
<th>Performing</th>
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</thead>
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<tr>
<td>There is little agreement about the essential knowledge and skills for success after k-12 schooling or principles to guide student learning. The school/district utilizes a competency verification process that is based entirely on course success and expectations vary widely within the school/district. Educators and school committee members are unfamiliar with the state frameworks for competency-based learning.</td>
<td>Competency-based learning is focused mostly on course-level descriptions of knowledge and skill. The school/district utilizes a verification process based on course success and there are common expectations for success. Learning goals for courses are clear and assessments for courses are aligned to common standards. There is clear alignment with state frameworks for competency-based learning. Students may be required to complete capstone projects, exhibitions of learning, or performance tasks to verify competency.</td>
<td>A clear set of graduation standards exist for transferable skills (cross-curricular) and content-area knowledge and skills. These standards represent the essential knowledge and skills for success in postsecondary education, a career, and citizenship and are aligned with state frameworks for competency-based learning. The school/district utilizes a competency verification process that flexibly supports students demonstrating learning in a variety of ways. Shared criteria for success are applied across a wide variety of demonstrations of learning, resulting in greater personalization for student learning.</td>
<td></td>
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<tr>
<th>District Alignment</th>
<th>Students may experience very different expectations for meeting competency standards from classroom to classroom within a school. There appears to be little agreement within the district or schools about essential standards, assessment methods,</th>
<th>There is alignment within schools about essential knowledge and skills and work is beginning to bridge common gaps between grades and grade spans. A district-wide team has been created to act as leaders on competency-based learning and</th>
<th>All schools within the district use a common language to describe competency-based learning. A competency-based learning team that includes teachers, students, and parents plans professional learning, community outreach, and educates the school</th>
</tr>
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</table>
Action Planning Process

Key Areas to Address

Action Steps | Evidence
-------------|----------
Timeline     | Coordinator
Participants | External Support
Resources    |
# Great Schools Partnership Action Planning Template

**Goal:**

**Rationale:**

**Strategy:**

<table>
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<th>Action Steps</th>
<th>Evidence</th>
<th>Timeline</th>
<th>Coordinator</th>
<th>Participants</th>
<th>External Support</th>
<th>Resources</th>
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<tr>
<td>Describe the specific action steps that will support the goal and strategy above.</td>
<td>List the data and evidence that will be collected, tracked, and analyzed.</td>
<td>Indicate when the proposed action steps will be carried out and completed.</td>
<td>Name the lead coordinator and supply any relevant information about the role.</td>
<td>List the names of additional participants and describe their roles in the process.</td>
<td>Indicate what role (if applicable) any external support provider will play in carrying out the action step.</td>
<td>List the financial and material resources that will be needed to carry out the action step.</td>
</tr>
</tbody>
</table>

For a GoogleDoc that you can copy: [http://tinyurl.com/GSPActionPlanning](http://tinyurl.com/GSPActionPlanning)
Team Time
Feedback from Colleagues
NEXT STEPS

• Webinars
• Seminars
• In-between support (Craig, Ted, and Angela)
## Colorado Seminar Series

### An Overview of the Year

<table>
<thead>
<tr>
<th>Month</th>
<th>Event Description</th>
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<tr>
<td>December</td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>January 11-12</td>
<td>Assessment in a CBL system</td>
</tr>
<tr>
<td>February</td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>March</td>
<td>Webinar: Feedback in a CBL system</td>
</tr>
<tr>
<td></td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>April 27-28</td>
<td>Reporting + Grading in a CBL system</td>
</tr>
<tr>
<td>May</td>
<td>Webinar + Facilitated Experience: Policy</td>
</tr>
<tr>
<td></td>
<td>One-hour coaching call</td>
</tr>
<tr>
<td>June 27-28</td>
<td>Instructional Design in a CBL system</td>
</tr>
</tbody>
</table>
Please complete survey
Thank You!