Competency-Based Learning Series:

Instructional Strategies, Community Engagement & Action Planning

Seminar #4
Welcome

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

Colorado partners:
Samantha Olson, Vice President, Strategic Learning and Organizational Development, CEI
Christina Jean, Director of Innovation and Choice, CDE
Welcome

Opening Activity
A quick trip of where we have been...
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
WHAT ARE PERSONAL LEARNING PLANS?

A NEW LEADERSHIP IN ACTION BRIEFING

Personal learning plans can bring greater focus and purpose to the decisions students make about their education.

Click here to learn more
Colorado Seminar Series

Competency-Based Learning: A Systemic Approach is a seminar series focused on supporting districts in Colorado to implement competency-based learning. Here, you can find all the meeting materials, our webinar archive, and essential guiding documents and resources to support your work.

Guiding Documents and Resources

→ Guiding Documents

→ Resources

Webinars

→ Upcoming

→ Archive

Meeting Sessions

→ November 16-19, 2015 | Seminar 1
Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.
Seminar 4

Outcomes

I will be able to identify the instructional and school strategies that best represent competency-based learning.
I will explore the importance of community engagement in school change.
I will work with my team to advance and refine action plans incorporating the tools and resources acquired over our year-long partnership.
Agenda: Day One

Welcome, Overview, Connections

Context Setting: Where have we been? Where are we going?

Breakout Sessions on Instructional Elements, Unit Design, and Community Engagement

Learning from Each Other: Jigsaw around break-outs

Considering the Student Experience

Reflection and Survey
Agenda: Day Two

Welcome, Overview, Connections
Fostering a Collaborative, Collegial Culture
Learning from Each Other: Reflection and Take Aways
Break
Team Time, Round 1
Lunch and Team Planning
Team Time with Another School Partner
“Back to the Future” Celebration
Evaluations and Adjourn
REVIEW NORMS FOR OUR WORK TOGETHER
Norms from November

- Stay on schedule
- Stay future focused
- Stay learner centered
- Be open minded
- Assume best intentions
- Celebrate and validate each others’ journeys
- Create team time
- Be engaged
- Be focus and outcome oriented
Norms from November

- Think interdependently
- Operate with a growth mindset
- Think out of the box
- Be solution oriented towards learners
- Find humor in the work
- Assume positive intentions
- Support the work and concerns of others
Norms from November (continued)

• Make sure this is a safe place to learn and ask tough questions
• Speak in truth
• Listen for understanding and empathy
• Be child centered
• Use technology only to support the process
• Look for ways to honor and celebrate the work
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.

• We’ve been intentional about mixing groups; you can build the Colorado network.
A Brief Look Inside Three Classrooms
Elements of Personalized Learning in the Classroom

- Learning Environment
- Clear, Shared Outcomes
- Varied Methods of Instruction and Materials
- Complex Thinking and Transfer
- Practice and Feedback
The classroom learning environment supports learning for all students. This includes the physical environment, the routines and procedures, classroom management practices and the development of a physically and socially/emotionally safe and supportive environment for taking risks, asking questions and making mistakes.
Clear, Shared Outcomes

The learning outcomes are shared and understood by teacher/s and students. These outcomes are used as an anchor to guide the choice of instructional activities, materials, practice assignments, and assessment tasks. These outcomes are understood by students and used to prompt self-reflection and goal setting.
Varied Methods of Instruction and Materials

Ideas, information and material are presented and worked with in varied ways so that a wide range of learners can find access points to the learning.
Complex Thinking and Transfer

Students are coached and taught to do higher order thinking through instructional activities and practice tasks. Assessments are designed to prompt complex thinking, integration of concepts and ideas, and application of learned skills to new material or situations.
Practice and Feedback

Students are given **opportunities to practice** what they are learning and given timely **feedback** based on their current performance in relation to the desired outcomes.
A Brief Look Inside Three Classrooms

- https://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills
- https://www.teachingchannel.org/videos/learning-through-experiences
- https://www.teachingchannel.org/videos/high-school-algebra-lesson
Defining Personalization

Equitable Personalized Learning = Competency Based Graduation + Flexible Pathways + Learner-Centered Accountability
Is not a stand-alone intervention
Is a suite of practices resulting from the thoughtful combination of best practices currently used by expert educators with solid support in the literature.
Concurrent Sessions

Community Engagement

Unit Design

Instructional Strategies
Jigsaw Activity

Groups of approximately 6 (2 from each breakout) with about 10 minutes per session
Using Student Feedback

We will be using a resource called *iWalkthrough* that can be used to collect student perception data through a survey.
Using Student Feedback

Start by taking the student feedback survey.
Using Student Feedback

- While taking the survey, picture one of your high school teachers.
- Answer the survey questions as if that teacher were asking you for your anonymous feedback on their class.
Using Student Feedback

1. Go to: www.studentfeedback.org

2. Enter this code: YGZJHKMC

3. Click: "Start Survey"
Using Student Feedback

Use the iWalkthrough Data Protocol to look at a sample school’s data using this student survey
Using Student Feedback

• Developed using the questions from the Measures of Effective Teaching (MET) Project.

• Correlated with improvements in student learning.

• Surveyed 2,500 classrooms across the United States giving us the national data.
Using Student Feedback

• The Project reported the average distribution of student responses on each of the 36 questions from the student survey.

• This distribution can give you a sense of where this school’s results fall in the typical distribution.
Using Student Feedback

• Fifty percent student agreement on one question might be toward the lower-end of the average responses, but on another question, 50% agreement might be in the top quartile.

• The data from the MET Project will help schools place their results in a larger context.
Using Student Feedback

To compare to the national results, look at the chart and estimate the sum of “totally true” and “mostly true” (green blocks).

RELATIONSHIPS: My teacher in this class makes me feel that s/he really cares about me.

about 78%
Using Student Feedback

Then use that number to fill in the chart

1. My teacher in this class makes me feel that s/he really cares about me.
Using Student Feedback

Tips for the use of the protocol

- Choose a facilitator
- Follow the steps carefully
Using Student Feedback

Debrief of the use of this protocol and student perception data
Student perception surveys can help answer some critical questions

- Why do some classrooms or schools produce more learning than others, even with similar students?
- What aspects of teaching practice make some teachers more effective at helping students learn?
Student perception surveys can help answer some critical questions

• Can student observations and experiences be used as a valid source of feedback for teachers and principals?
Potential uses of student survey data

- Use as an analytical tool to compare individual feedback with school-wide results
- Use as basis for conversations with administrators, colleagues, and students
- Gather data to implement changes in teacher/leader practice immediately
- Provide formative, relevant feedback to teachers and principals
- Use data to drive and inform professional development
- Identify exemplary & high leverage practices connected to student achievement
- Provide formative, relevant feedback to teachers and principals
Using Student Feedback

How else could this be used with schools and individual teachers?

A few short examples to illustrate
Feedback from Today

Please complete the survey at:

http://tinyurl.com/Day1Snowmass
QUESTIONS?
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Proficiency-Based Learning Simplified

10 WAYS TO IMPROVE YOUR SCHOOL

A free monthly webinar series

#EdChatME

A weekly Twitter chat for Maine educators
Colorado Seminar Series

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Agenda: Day Two

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Fostering a Collaborative, Collegial Culture

Walkabout: Learning from Each Other and Reflection

Break

Team Time, Round 1

Lunch and Team Planning

Team Time with Another School Partner

“Back to the Future” Celebration

Evaluations and Adjourn
Review of Reflections
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• Look for ways to honor and celebrate the work
Supporting a Collegial Culture

Colorado Seminar Series
June 13, 2016
Outcomes

To consider the critical components of a professional community
Outcomes

To reflect on your professional community’s strengths and areas for growth
Where are we now?
In my school, collegial conversations are:

- **supported by structures** (such as meeting schedules, groupings, etc.); and

- **run by skilled facilitators** who feel equipped to handle challenges that arise
In my school, collegial conversations are:

- **collaborative, authentic communities** of practice where teachers generate their own agendas; and

- **share real dilemmas** and challenges from their work.
In my school, teachers perceive collegial conversations as:

• an **integral part of professional development** work; and

• a valued use of their time.
"OK, all those in favour of delegating decision-making, shrug your shoulders"
GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool for Secondary Learning
### 3.3 Shared Leadership

**Step 1 >> Read the Performance Descriptions**

**1 Initiating**

The school’s governance structure and decision-making process have not been clearly articulated or publicly shared, and participation in major school decisions remains closed to most stakeholders. Most decisions are top-down and made with little input from the staff despite some attempts to broaden participation in governance. The school has not institutionalized processes that encourage and support aspiring teacher-leaders, and school-supported professional development does not explicitly address leadership-building skills. School priorities have not been clearly articulated or communicated, which has created confusion about staff responsibilities and led to a general reticence about taking risks or trying new approaches.

**3 Developing**

The school has developed a shared governance structure, but roles, operational specifics, and accountability procedures remain somewhat vague and undefined. Teachers and other staff members have a greater understanding of the rationale for and intention of decisions made by the principal, and efforts to improve communication and transparency are fostering greater trust and confidence in the administrative team. Leadership roles are routinely offered to the staff, but decision-making authority is limited and leadership responsibilities fall within narrowly defined parameters. Teachers do not feel entirely comfortable questioning administrative decisions, suggesting alternative approaches, or incorporating new strategies into their classroom practice. The principal operates under the belief that he or she needs to be involved in every school decision, which creates a “bottleneck” when it comes to implementing and advancing new initiatives.

**5 Performing**

The school has created a leadership committee made up of a representative selection of stakeholders (administrators, teachers, students, parents) from diverse socioeconomic, cultural, and special-needs backgrounds. A consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role in leading school-improvement efforts, shaping the school’s strategic plan and academic goals, advocating for the concerns of staff and students, and improving communication and understanding between the administration (school board, superintendent, school administrators) and all stakeholders in the school community. All teachers are held to high expectations, but they are also given the decision-making autonomy they need to address and remain responsive to student needs. The school culture is collaborative, respectful, and collegial, and the staff members take pride in conducting themselves in a professional and respectful manner during interactions with students, parents, and the public. The faculty is involved in critical instructional decisions, including the selection of instructional resources, the design of professional development, and the creation of the school’s action plan. Administrators and other school leaders listen to and honor all voices in the school community, especially voices that have traditionally been marginalized or underrepresented.

**Step 4 >> Score Your School**

Place an X on the scale below to indicate your school’s performance in this dimension.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Not Addressed</strong></td>
<td>Initiating</td>
<td>Developing</td>
<td>Performing</td>
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### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

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<th>3 DEVELOPING</th>
<th>5 PERFORMING</th>
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<tbody>
<tr>
<td>Teaching practice is largely individualistic and uninformed by current research, collegial feedback, formative assessments, or student data. Classroom doors are generally closed and faculty members rarely observe one another teaching or have focused discussions about specific instructional strategies or student needs. The administrative team is largely focused on managerial responsibilities, and only a limited amount of time is devoted to investigating proven best practices, analyzing student-performance trends, and participating in professional learning. School policies do not explicitly support ongoing professional learning, and teacher schedules and workloads do not provide time for collaborative work and study. Some tensions among the faculty may go unresolved for long periods of time.</td>
<td></td>
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<tr>
<td>Teacher interactions indicate that there is a growing sense of trust, appreciation, and mutual respect for one another’s contributions to the school community. Several teachers have been trained to facilitate professional sharing among teachers, and a significant percentage of the teaching faculty meets every month to discuss student work and instructional strategies. The administrative team has taken steps to stay informed about current research, analyze student data, distribute best-practice literature to the faculty, and support the ongoing professional learning of every teacher. Time for collaborative preparation and planning is provided to teachers during the school day, but this time is often unstructured, loosely facilitated, or unproductive in terms of improving classroom instruction across the school.</td>
<td></td>
<td></td>
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<tr>
<td>Faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly observe one another’s practice and provide constructive feedback that is based on a shared understanding of effective teaching, learning goals, and student needs. The faculty has developed a “shared language” for discussing instruction, assessment, and other critical elements of teaching and learning. All teachers are involved in consistent, group-based professional conversations that are well-established, organized, skillfully facilitated, and goal-driven. Group agendas and conversations focus on addressing the specific tasks and strategies of student-centered, inquiry-based teaching and assessment. Faculty meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes, particularly among traditionally underperforming student subgroups.</td>
<td></td>
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### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school’s performance in this dimension.

- [ ] NOT Addressed
- [ ] Initiating
- [ ] Developing
- [ ] Performing

- [ ] Not Addressed
- [ ] Initiating
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- [ ] Performing
All teachers are involved in consistent, group-based professional conversations that are well established, organized, skillfully facilitated, and goal-driven.

Faculty meetings are characterized by enthusiasm, intellectual curiosity, and a sense of collective responsibility for improving student learning and outcomes for all students.
Essential Ingredients

Purpose
Time
Facilitator
Agenda
Norms
Protocols
Cycle of Inquiry

Data
Attendance
Behavior
Course Success
SAT, NECAP, NWEA, etc.

Trends & Patterns
Root Causes

Student Work
Writing samples
Assessments
Projects

Improved Student
Learning Experiences

Increased Student
Achievement

Text
Articles, websites
Book discussion
Video clips

Adult Work
Lesson/Unit Plans
Assessment
Classroom Maps

Instructional Strategies
Professional Growth: Time

1. It is intensive and ongoing
Professional Growth: Instructional Focus

2 It is focused on the teaching + learning of specific academic content
Professional Growth: Cohesion

3 It is connected to + aligned with other school initiatives
Professional Growth: Relationships

It builds strong working relationships among teachers.
Relationships Matter
“I’m right there in the room, and no one even acknowledges me.”
Norms

Why Establish Norms?

- School culture
- Individual styles
- Individual vs group needs
Why Establish Norms?

Getting past “nice” and passive resistance; the work should be hard at times if it’s the right stuff.
Revisit, Reflect + Refine Norms

2014 GSP Norms

• Maintain a sense of humor
• Remember that each of us is more than our work
• Let off steam, but don’t crank open the valve
Norms

Revisit, Reflect, + Refine Norms

2015 GSP Norms

Seek Balance

Our work is fast-paced and requires each of us to manage multiple projects simultaneously. We support each other by recognizing that each of us is more than our work, by offering assistance and respecting each other’s time when asking for help. We encourage balance through intentional connections when we gather, and maintaining humor, empathy, and respect for each other.
Reflect + Talk

Do you have norms and are they a living document?
COMPASS POINTS

Action

Structure

Meaning

Caring
1. What are the strengths of your style? (4 adjectives)
2. What are the limitations of your style? (4 adjectives)
3. What style do you find most difficult to work with and why?
4. What do people from the other directions or styles need to know about you so you can work together effectively?
Reflect + Talk

How might you build further understanding about the members of your learning community to support a collegial culture?
PERSONALITIES

INTROVERTS + EXTROVERTS
The Power of Introverts

Susan Cain
Protocols

How do protocols help the learning community?

- Safe space
- Shared air time
- Time for independent thinking, listening, and contributing
- Flexibility
- Efficiency
Reflect + Talk

Is there a balance of time for independent productivity and for collegial collaboration in your workplace?

Is there a balance in your classrooms?

How might you strike a balance?
With groups of about 3, share learning from breakout sessions and talk about what you are bringing to the team planning session.
Team Time Structure

Team Time from now until 12
Lunch from 12-1
Back in Team Time from 1-1:45
Tuning with School Teams 1:50-2:30
Plan for Celebration from 2:30-3:00
Celebration, evaluation, adjourn from 3-3:45
Team Time Suggestions

Review and revisit **Team Norms**

Decide what you want to achieve and how

Access resources as needed

Think about how to use us as resources

Decide on tuning focus
TEAM TIME
LUNCH
Planning for Celebration

No more than 5 minutes

Doesn’t have to involve every member

Talk in the past tense

Choose your future date

Encourage creativity and fun
ENDING THE EXPERIENCE WITH ONE FINAL SURVEY

http://tinyurl.com/Day2Snowmass
Thank You