



Early Adopters in CBE

Frederick High School

November 8, 2017

TODAY'S

FACILITATORS

From the Great Schools Partnership

Don Weafer, Senior Associate



Is a non-profit support organization based in Portland 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

Outcomes

To self-evaluate using the Elements of Effective Instruction and determine an area for learning;

Outcomes

To use the Elements of Effective Instruction and revise or develop materials or structures for use in your classroom/work.

Outcomes

To build capacity to share and explain learning with colleagues.

Resources

<http://greatschoolspartnership.org/fcps/>

Agenda: Nov. 8

Introduction, Outcomes, Agenda Review

Samples of CBE at work: Parker and Harwood Practices

Elements of Effective Instruction: Overview and Self-Assessment

Elements of Effective Instruction: Review Resources

Lunch (11:00-11:45)

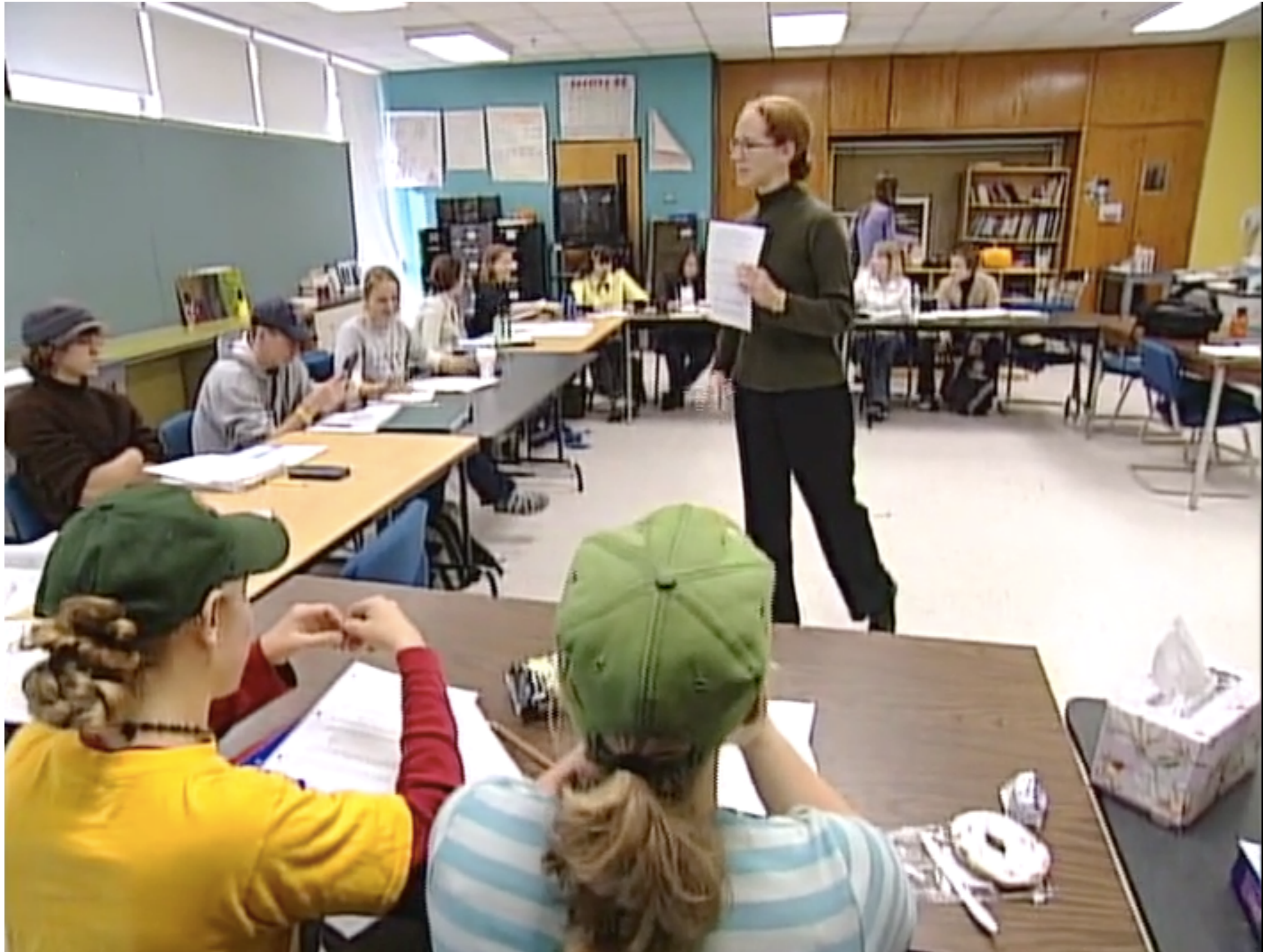
Team and individual work and planning time

Commitments and Closing

Norms

- Be present (attend to time, listen actively, ask questions)
- Monitor and share air time
- Take risks as learners
- Be open to new possibilities

Learning from Student Work



Implications for Learning Environment

What did these students do that we want our students to do?

What about the learning environment supported them?

What can we do to foster and create those conditions?

Learning from Student Work

Photosynthesis and Foliage Inquiry



Investigative Question: How does the lack of sunlight affect the color of a Red Maple leaf in the fall?

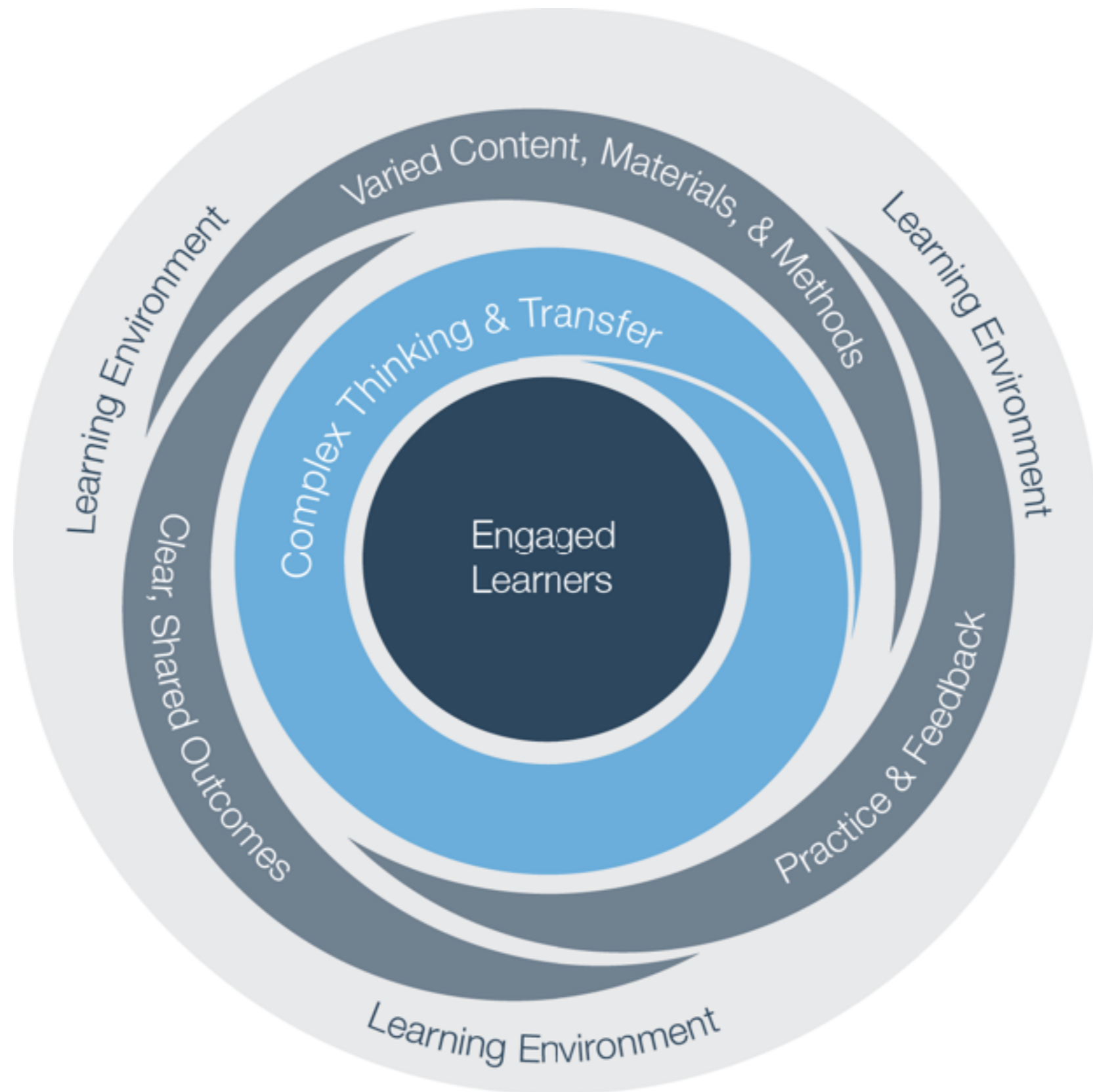
Prediction / Hypothesis: If there is lack of light on a red maple leaf in fall, then the leaf will turn..... because...

Implications for Clear, Shared Outcomes

In what ways did the teacher make sure that students understood and shared ownership of the outcomes of the task?

How did the teacher use her content to teach students important skills?

Elements of Effective Instruction



Student Engagement

Key to Learning

“We have to stop seeing boredom as a frilly side effect. It is a central issue.

Engagement is a precondition for learning. No learning happens until students agree to become engaged with the material.”

- Jal Mehta

Elements of Effective Instruction

Beliefs and Traits

1

Learning Environment

A shared domain that fosters risk-taking for learning:

- Physical Space and Routines
- Relationships and Culture



Learning Environment

“[W]hen students feel a **sense of belonging** in a classroom community, believe that their **efforts will increase their ability and competence**, believe that **success is possible** and within their control, and **see work as interesting or relevant to their lives**, they are much more likely to persist at academic tasks despite setbacks and to demonstrate the kinds of academic behaviors that lead to learning and school success.”

- Melissa Roderick

Elements of Effective Instruction

Beliefs and Traits

2

Clear, Shared Outcomes

Where we're going and why it matters:

- Choice in learning experiences
- Reflection about learning process



Clear, Shared Outcomes

“Learning is empowered when students understand what they are aiming to learn, and something has to happen beyond posting the objective on the board to ensure that student understanding.”

- Jon Saphier, Mary Ann Haley-Speca, and Robert Gower

Elements of Effective Instruction

Beliefs and Traits

3

Varied Content, Materials, Methods

Differentiated entry points, learning experiences and end products:

- Choice and voice in **content**;
- Vary **process** structures, resources;
- Choice of assessment **products**.



Varied Content, Materials, & Methods

“That's at the core of equity: understanding **who your kids are** and how to meet their needs. You are still focused on outcomes, but **the path to get there may not be the same for each one.**”

—Pedro Noguera

Elements of Effective Instruction

Beliefs and Traits

4

Complex Thinking and Transfer

Every student is capable of complex thinking which promotes engagement:

- Wrestle with authentic problems
- Integrate, apply, practice learning



Complex Thinking and Transfer

“[H]igher-order thinking happens when **students engage with what they know in such a way as to transform it.** That is, this kind of thinking doesn’t just reproduce the same knowledge; it **results in something new**.... Higher-order thinking only makes sense if to truly ‘know’ something means that you can use it and transform it.”

- Susan Brookhart

Elements of Effective Instruction

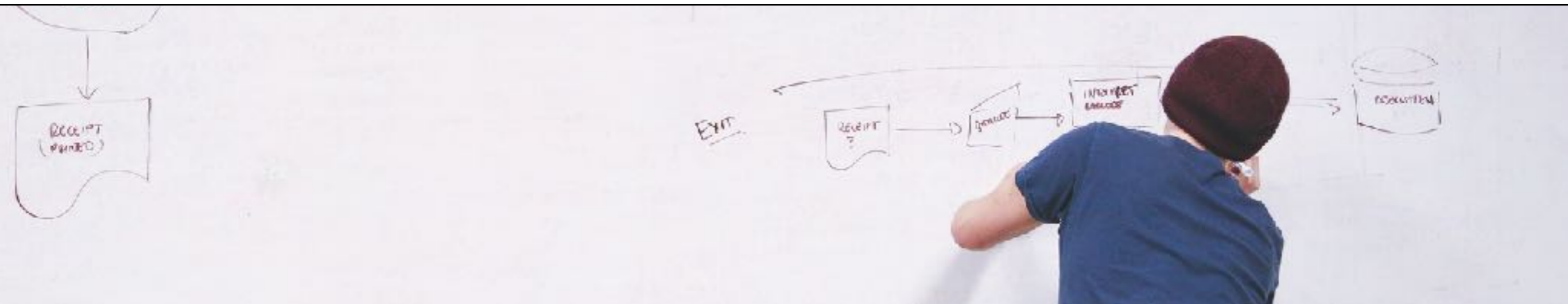
Beliefs and Traits

5

Practice and Feedback

Targeted feedback supports learning from mistakes to develop competency:

- Cycle of practice and feedback
- Opportunities to revise, show growth



Practice and Feedback

Teachers need to seek and learn from feedback...as much as do students, and only when assessment provides such learning is it of value to either.”

- John Hattie and Helen Timperley

Self-Assessment Tool



Instructional Seminar 2016: Proficiency-based Instruction Self-Assessment Tool

Purpose of the Self-assessment Tool:

- To propose key components of personalized instruction
- Participants conduct a self-check and orient themselves to learning opportunities in their future
- Teams conduct a collective team-check, then plan to learn broadly and strategically on behalf of school-wide capacity

How we recommend you use the Self-assessment Tool:

This self-assessment is intended to help you and your colleagues reflect -- honestly and deeply -- on the essential components and practices to support proficiency-based learning. Take this opportunity to assess your areas of strength and your areas of need.

Please also compare notes with members of your team, so that you may be strategic about planning for your collective approach to all of your learning opportunities that lie ahead.

Not a classroom teacher? Choose your lens:

School administrators and other non-teaching staff should consider adopting a lens with which to utilize this tool. Our recommendations are

- Complete the self-assessment on behalf of a teacher of your choosing (perhaps someone whose professional goals you will be supporting in the coming year);
- Complete the self-assessment with a school's entire faculty in mind;
- Complete the self-assessment for yourself, in terms of your strengths and areas of need related to observing, supporting or evaluating these characteristics;
- Or, your own defined lens.

See p. 2 to begin the self-assessment ↗

Self-Assessment Tool

Element 1: **Learning Environment**

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.

Declare Your Present Level

Clarifying Prompts	Learning about	Somewhat true	Largely true	Perfecting & Adjusting	Reflections, recent anecdotes, currently working on...
Does my classroom have clear routines and procedures? Do students know what is expected, when and why?					
Does every student feel safe and supported in this classroom? Are they willing to take risks? Is it ok to be wrong or to fail at something?					
Are my students involved, invested and interested in the tasks they do? Do I create opportunities for them to reflect on themselves as learners?					
Are there positive relationships between me and my students? Do my students have opportunities to build relationships with each other, and the support to do so?					
Is my classroom arranged to support a variety of different learning tasks and different learners? Is my classroom configured in different ways that best fit the task at hand?					
Overall Self-Assessment for Learning Environment					

Add reflective questions for yourself here. What do you most want to work on at this Institute? What are you hoping to shift in your practice?

Time for Self-Assessment

Break



Frame your Inquiry

1. What are strengths that you can build on to reach more students, more effectively?
2. What strategies could you learn more about and use to engage students?
3. Review the Elements, Supporting Beliefs and Key Traits to identify what areas align with your target

Plan your Inquiry

1. Confer with your team.
2. Choose an outcome.
 - revise a **unit/part of unit**
 - revise **an assessment or rubric**
 - revise a **classroom routine** or structure
 - create and **plan coaching/leadership moves**
 - revise an **observation or feedback tool**
3. Determine a strategy.
4. Create an agenda for yourselves (time, task, outcome)
 - Until 3:20 today
 - Tomorrow 1-3:15

Lunch!

(until 11:45)



Learning and Planning Time

Resources:

<http://greatschoolspartnership.org/fcps/>

Task:

- Choose a focus area
- Select resources and review
- Work alone or together
- Use what you learn to:
 - revise a **unit/part of unit**
 - revise **an assessment or rubric**
 - revise a **classroom routine** or structure
 - create and **plan coaching/leadership moves**
 - revise an **observation or feedback tool**

Closing and Commitment

What will you create, implement, or try out in your classroom over the next month?



482 Congress Street, Suite 500
Portland, ME 04101
207.773.0505
greatschoolspartnership.org

THANK YOU

Don Weafer
Senior Associate
dweafer@greatschoolspartnership.org