



Competency-Based Learning Series:

**Instructional Strategies,
Community Engagement & Action
Planning**

Seminar #4

June 2017

Welcome

Great Schools Partnership partners:

Ted Hall, Senior Associate

Angela Hardy, Director of Coaching

Craig Kesselheim, Senior Associate

Colorado Education Initiative partners:

Christina Jean

Paul Beck

Jon Blumenfeld

Welcome

Opening Activity

**Find someone you
haven't really talked with
at length at these
seminars.**

Have a brief conversation

- What are you excited about for the summer?
- How did the school year end for you?
- What are you hoping to gain from these next two days?

**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
- That schools must simultaneously attend to **policy, practice, and community engagement**
- School improvement is **context-based**, not one-size fits all



*Keeping my students,
their histories,
their dreams
and their potential
at the center
of everything.*



PORTRAIT GALLERY +

GLOBAL BEST PRACTICES +





Event



Colorado Seminar Series 2016-2017

🕒 6/27/17, 9:00am - 6/28/17, 3:00pm

📍 Denver, Colorado

Times listed indicate Mountain Time zone.

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.

Presenters

[Craig Kesselheim](#), Senior Associate

[Ted Hall](#), Senior Associate

A light blue pyramid graphic with four horizontal segments, positioned above the text.

**Proficiency-Based
Learning Simplified**

[LEARN MORE →](#)



Is a non-profit support organization based in Portland, Maine working nationally with schools, districts and state agencies, providing coaching, and developing tools.

Series Outcomes

- Team members will be ready to **lead the implementation** of competency-based learning.
- The district teams will be prepared to **design and plan** professional development regarding competency-based learning within the 2016/17 school year.
- 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.

Seminar 4

Outcomes

I will be able to identify the instructional strategies and supporting research that is best represented in a competency-based learning system.

Seminar 4

Outcomes

I will understand the rationale behind and essential components of the unit design framework.

Seminar 4

Outcomes

I will use several tools and resources to support the planning and reflection process.

Seminar 4

Outcomes

I will explore the importance of community engagement in school change.

Day One: 9:00 AM - 4:00 PM

Morning Session

Opening Activity
Building a Collegial Culture
Elements of Effective Instruction

Afternoon Session

Unit Design (breakouts by grade spans)
Choice Sessions:

- Using the Self-Assessment Aligned with Elements of Effective Instruction
- Consultancies on Community Engagement
- Understanding the Importance of Student Perception Data

Team Meetings to Share Learning
Wrap Up and Prepare for Day Two

Day Two: 8:00 AM - 12:00 PM

Morning Session

Welcome, Review of Reflections
Agenda Overview
Team Planning
Tuning and Feedback
Closing Activity

**Review Norms for our
Work Together**

Norms for the Year

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.

Supporting a Collegial Culture

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?**

Continuum 1

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

Continuum 2

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.

Continuum 3

In my school, teachers perceive collegial conversations as:

- an **integral part of professional development** work; and
- a valued use of their time.

Professional Learning Communities or Groups (PLCs or PLGs)



NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GLOBAL BEST PRACTICES

2ND EDITION

*An Internationally Benchmarked
Self-Assessment Tool
for Secondary Learning*



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 results in delays when it comes to implementing and advancing new initiatives.

5 PERFORMING

The school has established a leadership committee consisting of representatives from multiple stakeholder groups (administrators, teachers, students, and parents). Additionally, a consistent leadership team—made up of skilled, knowledgeable, and motivated faculty—plays a major role 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 and faculty. All teachers are held to high expectations and have the decision-making autonomy they collectively 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, colleagues, 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.



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STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1	INITIATING	3	DEVELOPING	5	PERFORMING
<p>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 limited 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.</p>		<p>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 leadership 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. It is not always clear to teachers how the various initiatives and professional development opportunities connect to each other or how the school's professional learning groups support these efforts.</p>		<p>School leaders work to foster an environment in which faculty interactions are characterized by the kind of collegiality, trust, and respect that result from strong personal relationships, professionalism, and mutual appreciation. Teachers regularly share their own work and observe one another's practice, providing 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. These conversations and all other professional development opportunities are clearly aligned with the school's coherent and comprehensive action plan. 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 for all students. Throughout the school, teacher expertise is recognized and teachers have the autonomy to create original learning experiences for their students within a set of common learning expectations. Professional learning groups are used to foster an environment where teachers are encouraged to try new approaches and errors are regarded as learning opportunities.</p>	

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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.

STEP 4 >> SCORE YOUR SCHOOL

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Essential Ingredients



Purpose
Time
Facilitation
Norms
Agendas
Protocols

1

Professional Growth: Purpose

What we do in Professional Learning Communities

**Learn
from examining
data**

**Learn
from student
work**

**Learn
from texts**

**Learn
from teacher
work**

To answer the key questions:

**Learn
from examining
data**

**Learn
from student
work**

**What is my
impact on
student learning?**

**Learn
from texts**

**Learn
from teacher
work**

To answer the key questions:

**Learn
from examining
data**

**Learn
from student
work**

**What can I do to
increase my
impact?**

**Learn
from texts**

**Learn
from teacher
work**

Purpose:

Instructional Focus

It is focused on the teaching + learning of specific academic content and skills

Purpose: Cohesion

It is connected to +
aligned with other school
initiatives

Purpose: Relationships

It builds strong working
relationships among
teachers

2

Professional Growth: Time

It is intensive and ongoing work so enough time has to be set aside to make this work.

3

Professional Growth: Facilitation

Groups need trained facilitators that have ongoing support in working with their PLGs.

Reflect + Talk

How effective are your school/district PLCs?

Do your PLCs have a clear purpose, the necessary time, and trained facilitators?

4 Professional Growth: 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.

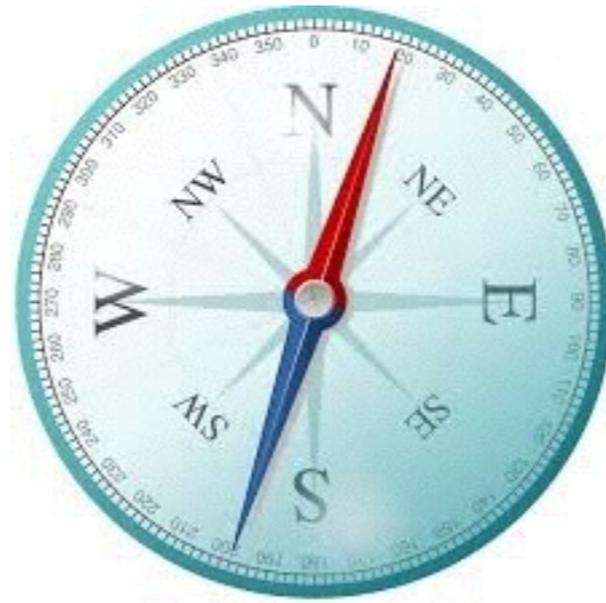
5 Professional Growth: Agendas

The development of agendas will benefit from activities that build trust in the group by doing the work together and understanding how group members best learn.

COMPASS POINTS

Action

Structure



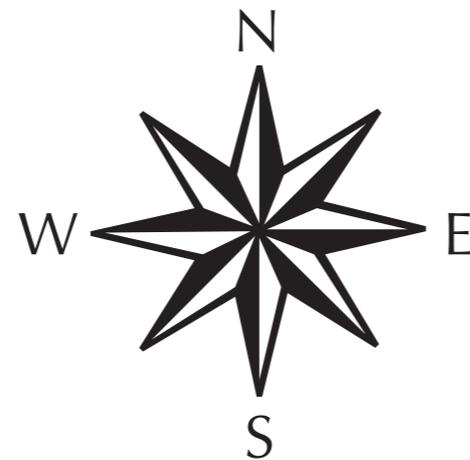
Meaning

Caring

COMPASS POINTS

North

*Acting — “Let’s do it”;
likes to act, try things, plunge in*



East

*Speculating — likes to look at the
big picture and the possibilities
before acting*

South

*Caring — likes to know that
everyone’s feelings have been
taken into consideration and
that their voices have been
heard before acting*

West

*Paying attention to detail — likes
to know the who, what, when,
where and why before acting*

COMPASS POINTS

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?

Quiet Reflection

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

The Power of Introverts

Susan Cain

[https://www.youtube.com/watch?
v=eQH2U-kmBdY](https://www.youtube.com/watch?v=eQH2U-kmBdY)

6 Professional Growth: Protocols

We have learned that using protocols in our PLGs have greatly increased the benefits derived from this work.

How do protocols help the learning community?

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

Where can I find useful protocols?

Where can I find useful protocols?

School Reform Initiative (SRI) has many, many tested protocols that you can use in your work.

schoolreforminitiative.org



Reflect + Talk

Which of the “essential ingredients” are well developed in your school?

Which need some attention?

What are some steps you can take to improve the professional community in your school?

Essential Ingredients		
Purpose	Time	Facilitation
Norms	Agendas	Protocols

Break



Personalized Learning

Elements of Effective Instruction

June 2017
Colorado Competency-Based Learning Seminar Series

**What Creates Powerful
Teaching and Learning?**

Elements of Effective Instruction

“Student engagement refers to the degree of attention, curiosity, interest, optimism, and passion that students show when they are learning or being taught, which extends to the level of motivation they have to learn and progress in their education.”

edglossary.org/student-engagement/

Learning Environment

Clear, Shared Outcomes

Varied Content, Materials,
and Methods of Instruction

Complex Thinking and Transfer

Practice and Feedback

Learning Environment

WE BELIEVE

the learning environment is a shared domain between students, teachers, and other partners in learning.



"What Adults Can Learn from Kids." Adora Svitak: What Adults Can Learn from Kids. TED.com, Feb. 2010. Web. 14 July 2016.

Excerpt shared: 3:45 - 4:32

Learning Environment

WE BELIEVE

the learning environment is a space that fosters risk-taking for students and teachers.

Learning Environment

WE BELIEVE

positive and meaningful relationships
are the foundation of a productive
learning culture

“Becoming the Math Teacher You Want to Be”

1. Review key traits of the learning environment
2. Read the text
3. Discuss in small groups
 - What traits were evident?
 - How are these traits reflected in your school?

Complex Thinking and Transfer

Complex Thinking and Transfer

WE BELIEVE

every student is capable of complex thought

Complex Thinking and Transfer



[www.teachingchannel.org/videos/
teaching-higher-order-thinking-skills](http://www.teachingchannel.org/videos/teaching-higher-order-thinking-skills)

Complex Thinking and Transfer

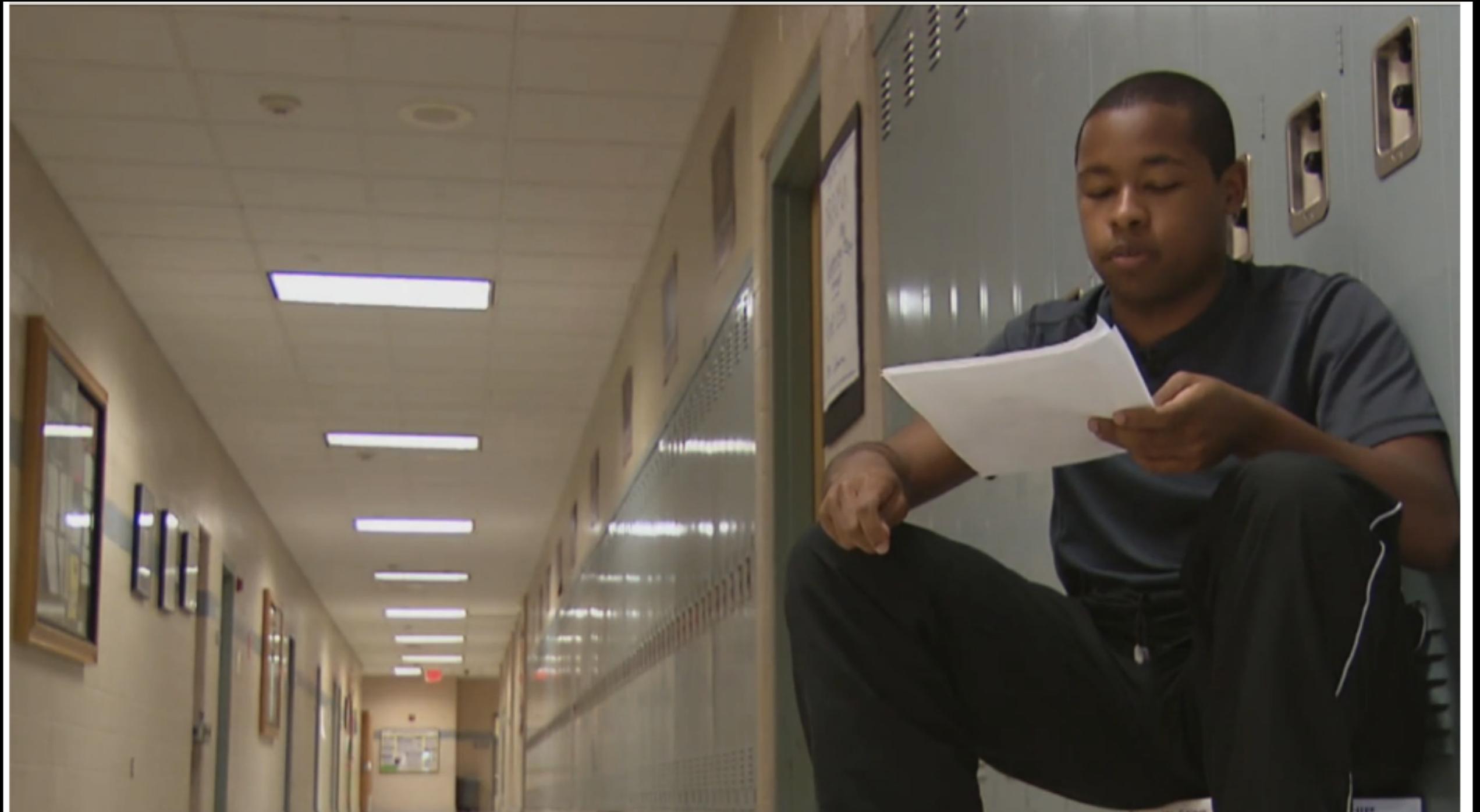
WE BELIEVE

higher order thinking promotes student
engagement

Complex Thinking and Transfer

WE BELIEVE

learning that promotes transfer of knowledge and skills prepares students for the future



**"Challenge at the Heart of Deeper Learning." Teaching Channel.
Deeper Learning Video Series. Web. 14 July 2016.**

Excerpt shared: 12:44 - 13:13

Varied Content,
Materials, and
Methods of
Instruction

Varied Content, Materials, and Methods of Instruction

WE BELIEVE

different entry points, options for exploration and end products are critical for student engagement and success.

Varied Content, Materials, and Methods of Instruction

WE BELIEVE

learners must see themselves
represented in the materials and connect
to the content in authentic ways.

GREAT

BOOKS

for High School Kids

A TEACHERS' GUIDE TO BOOKS
THAT CAN CHANGE TEENS' LIVES

edited by Rick Ayers
and Amy Crawford

A NEW YORK TIMES BESTSELLER



The Absolutely
True
Diary
of a
Part-Time
Indian



A NOVEL BY

SHERMAN ALEXIE

ART BY ELLEN FORNEY

a long
way gone

Memoirs of a
Boy Soldier

ishmael
beah



IN THE TIME OF THE BUTTERFLIES



A NOVEL

JULIA ALVAREZ

Author of HOW THE GARCIA GIRLS LOST THEIR ACCENTS

NATIONAL BESTSELLER

This is one of those unforgettable stories that stays with you for years. All the great themes of literature and of life are the fabric of this extraordinary novel: love, honor, guilt, fear, redemption.
—Isabel Allende

THE KITE RUNNER



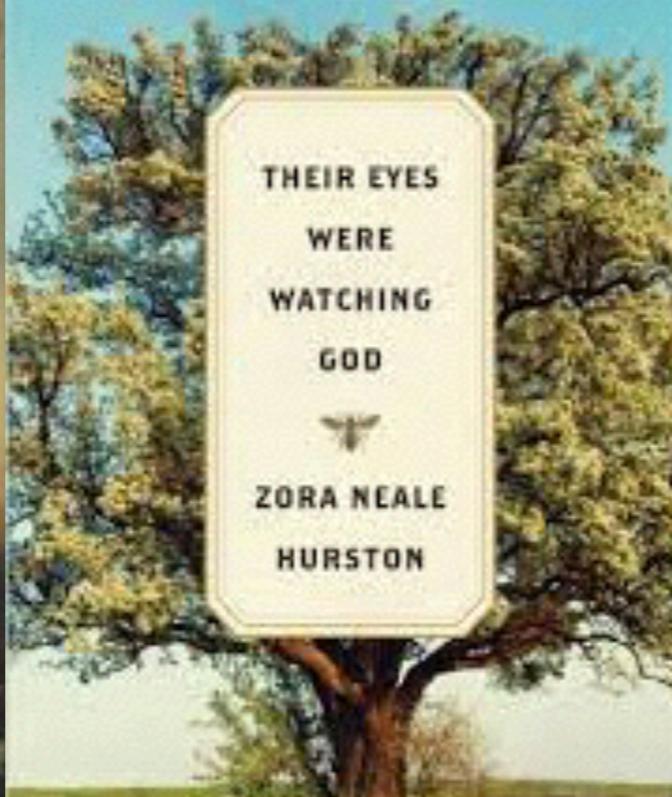
A NOVEL

"Powerful... Heart-Dog"
—The New York Times Book Review

"A moving portrait of modern Afghanistan"
—Entertainment Weekly

KHALED HOSSEINI

"THERE IS NO BOOK MORE IMPORTANT TO ME THAN THIS ONE."
—ALICE WALKER



THEIR EYES
WERE
WATCHING
GOD
ZORA NEALE
HURSTON

75th ANNIVERSARY EDITION

Dorothy Allison

A novel



Bastard out of Carolina

THE WILD THINGS DAVE EGGERS

NATIONAL BESTSELLER

GREAT

BOOKS

for High School Kids

A TEACHERS' GUIDE TO BOOKS
THAT CAN CHANGE TEENS' LIVES

“If the curriculum we use to teach our children does not connect in positive ways to the culture young people bring to school, it is doomed to failure.”

- Lisa Delpit



Varied Content, Materials, and Methods of Instruction

Planning for
Professional Learning +
Shifts in Practice

What Do **YOU**
Believe?

LUNCH



Unit Design by

Grade Span:

Grades K-4

Grades 5-8

Grades 9-12

Choice Sessions:

Community Engagement Consultancies

OR

**Self-Assessment With Elements of
Effective Instruction**

OR

Importance of Student Perception Data

**Team Meetings to Share
Your Learning and
Prepare for Tomorrow's
Team Planning Time**

Feedback from Today

Please complete the survey

QUESTIONS?





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Welcome, Review of Reflections
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Team Planning
Feedback from Colleagues
Closing Activity

Review of Reflections

Norms from November and January

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

Team Time Outline

Team Time Structure

Team Time from now until 9:50

Feedback on the Planning 9:50-10:15

Back to Teams to Process from 10:15-10:30

Plan for Celebration from 10:30-11:00

Celebration from 11:00-11:45

Closing, final survey from 11:45-12:00

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

Commit your plan to chart paper

Giving Feedback to Your Colleagues

Visual Tuning of Your Plan

Identify a Framing Question

Represent Your Plan:
A Highlighted Portion or a Table with Next Steps

Name Your Assets/Resources:
What will contribute to the success of this plan/these next steps?

Share Your Barrier(s):
What might be problematic?

Visual Tuning of Your Plan

Warm Feedback

Questions

Suggestions +
Resources

Visual Tuning of Your Plan

15 min

- Read each plan
- Provide at least one comment per plan
- Consider the framing question as you think about your feedback

10 min

Reconvene as a team to review feedback

BACK TO THE FUTURE™



Planning for Celebration

No more than 4 minutes

Doesn't have to involve every member

Talk in the past tense

Choose your future date

Be creative and have fun!

Follow our last norm—foster good humor

Be ready to go at 11:00

CLOSING ACTIVITY

**ENDING THE EXPERIENCE WITH ONE
FINAL SURVEY!**



THANK YOU