CBS Instruction in the Elementary Classroom

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Introduction

- Director of Early Childhood Education for District 50 Schools (2013-Present)
- Been with D. 50 since 2003
  - ECC Coordinator
  - Principal of Early Childhood Education
  - Principal – Westminster Elementary School

  - Type D – Principal's License- University of Colorado
  - Master's Degree in Early Childhood Special Education – Teacher's College – Columbia University

"The significant problems we face cannot be solved at the same level of thinking we were at when we created them."

Albert Einstein
(1879 – 1955)
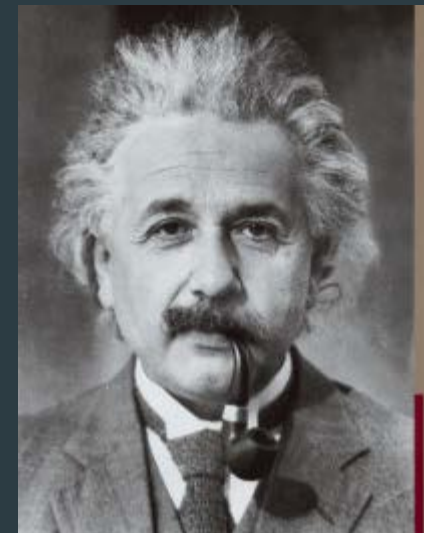
Competency-based classrooms vs. traditional at the elementary level

- In your small groups, discuss the following:
  - How do you think traditional classrooms and competency-based classrooms are different?
  - How do you think they are similar?
  - What are your concerns about competency-based education in your classroom?
  - What are you excited about? What scares you?

Who we are…

- http://adams50.org/cbsvideo

CBS Instruction in the Elementary School Classroom

Urban School District – North of Denver

Snapshot

- 10,000 students
  - F/R – 80%
  - ELL – 40%+
- 12 Elementary Schools
- 3 Middle Schools
- 2 High Schools (one alternative)
- Colorado STEM Academy (Innovation School)
- Crown Pointe Academy (Charter School)
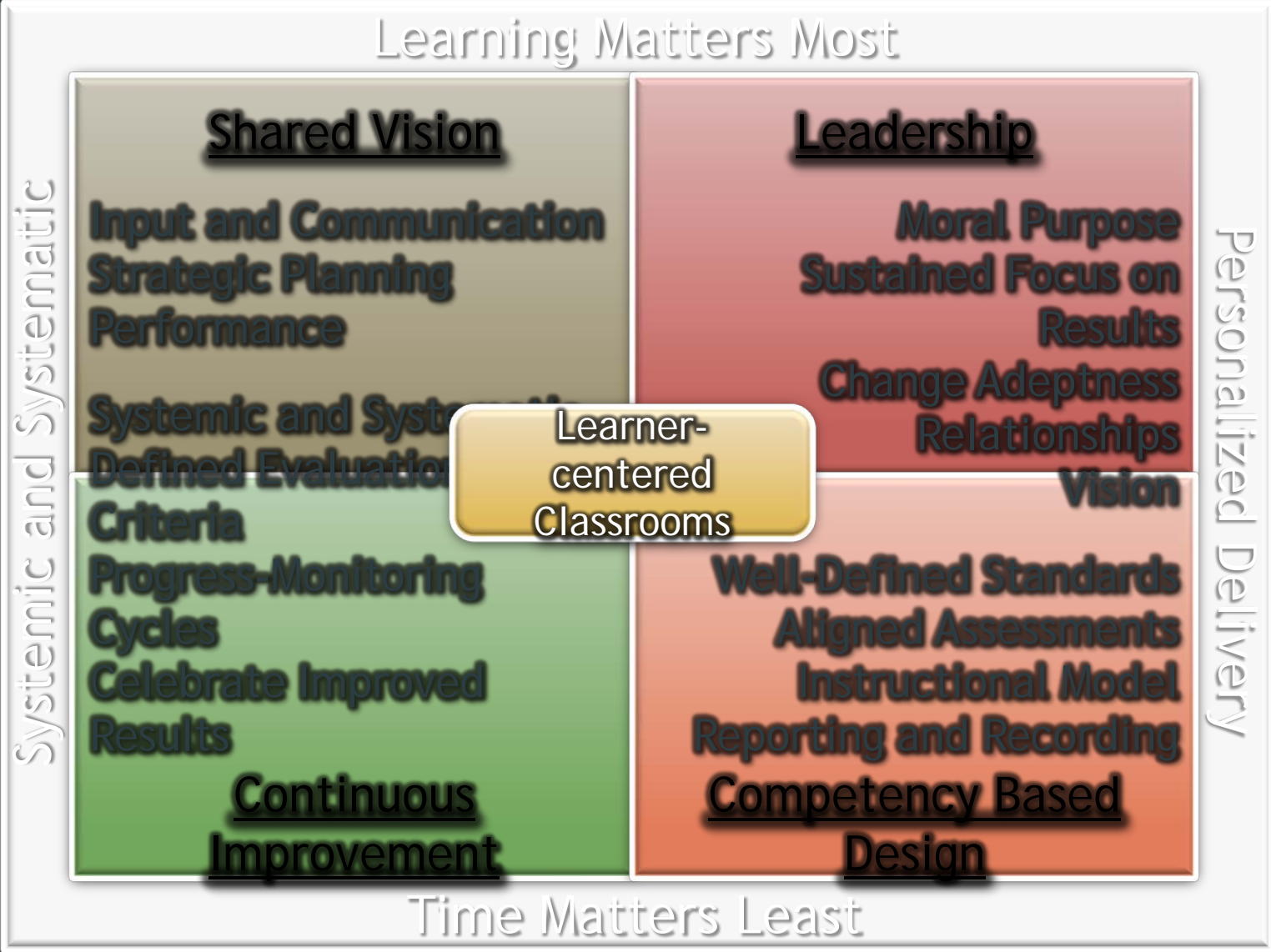- Early Childhood Center
- Day Treatment Program (ISC)

Why we moved to CBS…

- Low and flat achievement scores

- Persistent achievement gaps

- Poor graduation rate

- High post secondary remediation rate

- Accredited as "Turnaround"

- Increased learner challenges

- Sought Comprehensive Appraisal for District Improvement (CADI)

- State conversations about 21st Century Learning
  - *SB07 -053 (Integrated P-16 Education System)*
  - *HB 07-1118 (HS Graduation Requirements became guidelines)*
  - *SB 08-212 (CAP4K)*

- Moral Purpose "***Proficiency for ALL***"

Tenets of our Competency-Based System

- Learning Matters Most

- Time Matters Least

- Personalized Delivery

- Systemic and Systematic

Adams 50 Competency Based System

Learning Matters Most

Systemic and Systematic

Personalized Delivery

Shared Vision

Input and Communication
Strategic Planning
Performance

Systemic and Systematic
Defined Evaluation
Criteria
Progress-Monitoring
Cycles
Celebrate Improved
Results

Leadership

Moral Purpose
Sustained Focus on
Results
Change Adeptness
Relationships
Vision

Learner-centered Classrooms

Continuous Improvement

Competency Based Design

Well-Defined Standards
Aligned Assessments
Instructional Model
Reporting and Recording

Time Matters Least

District 50 Vocabulary

- Learning Target - The skills and knowledge a learner must demonstrate to be proficient – Score 3.0 on the Scoring Guide.

- Measurement Topic - Measurement Topics are related essential learning elements that are organized into strands that are commonly taught in conjunction with each other.

- Capacity Matrix - A student tool that promotes self-monitoring of progress toward attainment of Learning Targets and goals.

- Performance Level - A group of Learning Targets that define what students need to know and do in order to progress toward proficiency ultimately leading to a high school diploma that does not require remediation.

- Proficiency Scales -

Time Matters Least
(Time is the Variable)

▶ Learners move to the next instructional level (performance level) in a content area once they have demonstrated adequate performance (proficient or better).

▶ Progression can occur at any point during the course of the year for any content area.

▶ At the beginning of the traditional school year, learners resume their learning at the point where they left off the previous year (continuous flow). There is no social promotion.

▶ Learners are typically in different Performance Levels for different content areas.

▶ Multiage classrooms are the norm not the exception.

▶ Developing "blended learning" opportunities.

Personalized Delivery

- Learning is personalized through goal setting, choice and voice with appropriate instruction.

- Learners progress purposefully with teacher guidance based on demonstrating proficiency or better on the Learning Targets.

- Multiple opportunities over time are provided to demonstrate and verify competency of Learning Targets (standards).

- Support and scaffolding for any struggling learner is provided through the Blended Services Model to meet the area of need. There is no retention per se.

Classroom culture and climate

- Classroom Culture and expectations are key to an elementary CBS Classroom.
  - We Agree Statements
  - Shared Vision
  - Code of Conduct
  - Rules and Routines/Processes and Procedures
    - Key piece here – do students truly understand their role as learners and leaders in the classroom?
- Leader in Me School
- Exemplar: We Agree Statements

"We Agree" Statements
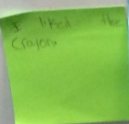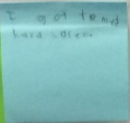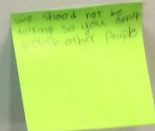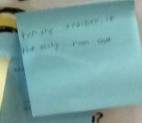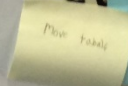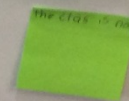
▶ *We Agree* to prepare students for the day after graduation and promote entrepreneurial thinking, college and workforce readiness.

▶ *We Agree* to respect our community through culturally responsive instructional and communicative practices.

▶ *We Agree* to create and maintain a positive district culture through clear communication and a demonstration of competency, self-accountability, mutual respect, and collective efficacy.

▶ *We Agree* to customize and demonstrate a balance of best instructional practices as outlined in the District 50 Learner-centered, Competency Based Instructional Model.

▶ *We Agree* to promote positive and trusting relationships with all stakeholders, through honesty and transparency, where people come first.

"We Agree" Statements, cont'd…

- *We Agree* to expect our students and adults to be challenged through deep and critical thinking and problem-based learning opportunities at or above current levels of competency.

- *We Agree* to develop personalized learning pathways for students through collaboration, student ownership, goal setting, and tracking performance.

- *We Agree* that we will better our craft through personal and professional development, collaboration and continuous improvement with specific professional goal setting aligned to the evaluation tool, using data, and the instructional model.

- *We Agree* to embrace technology as a tool to enhance highly engaged teaching and learning.

- *We Agree* that adults will provide aligned and targeted learning opportunities for students to read, write, speak, actively listen and think critically every day.

Student Feedback

Leadership

Instructional focus

Highly Data-Driven

▶ Student data notebooks

▶ Student tracking own progress – capacity matrices/goal setting, etc.

▶ Focus on student target acquisition, not just rolling through the textbooks

▶ Exemplars:

  ▶ Data Notebooks from various schools

  ▶ Classroom focus boards

Data Notebooks

Focus Boards

Focus Boards

Essential Question	Target	Activities	Vocab	
•Explain when to round up/down. •Identify Place value.	•I can identify if a number is greater/less than another #. •I can analyze and determine if I need to round a #.	PMI Interaction W/PMI Slides	•Round •greater •less	Math
•List the 12 most Powerful words.	•I can list and analyze the 12 most powerful words.	•Note taking of 12 most Powerful words •Song	•Trace •contrast •Analyze •Infer •Support •Evaluate •Explain •Summarize •Predict •Compare	Writing
What discoveries can people make when they cooperate with others?	Compare and contrast two or more characters in a story drawing on specific details in the text.	•Genre table •Hungbu and Nolbu reading	•cooperate •discoveries •teamwork	Reading
What is the Scientific method?	I can identify and explain the scientific method.	Sinking Clay experiment	•Sinking •floating •Scientific method •clay	Science / S.S

Objectives	Vocab	Resource Activities	Focus Question
Language TSG objective 9 a.b.c. I can talk about myself	Family	All About Me Circle Map	Can you describe yourself and your family?
Social Studies TSG objective 29 I can describe my body parts.		Bagel Face Cooking activity Head Shoulders Knees and Toes Song	Can you describe your body parts?
Literacy TSG objective 16 a I can recognize the letters in my name.	Recognize	Class name book Name Song	Can you recognize the letters in your name?
Math TSG objective 21 I know what besides, next to and between means	Beside Next to Between	Game Where is your friend?	Can you follow directions when asked to sit between, next to and beside your friend?

Role of "instruction" vs. "student-driven"

▶ Use of core programs still very much a part of instruction

▶ Interventionist model

  ▶ Exemplar of Instructional Model

▶ Role of ELD/Title 1/SPED

▶ Role of local/state assessments

▶ Exemplars:

  ▶ Classroom lesson plans

  ▶ Capacity Matrices/Proficiency Scales

  ▶ Classroom focus boards

  ▶ Unit Planners

Data Walls

Data Walls
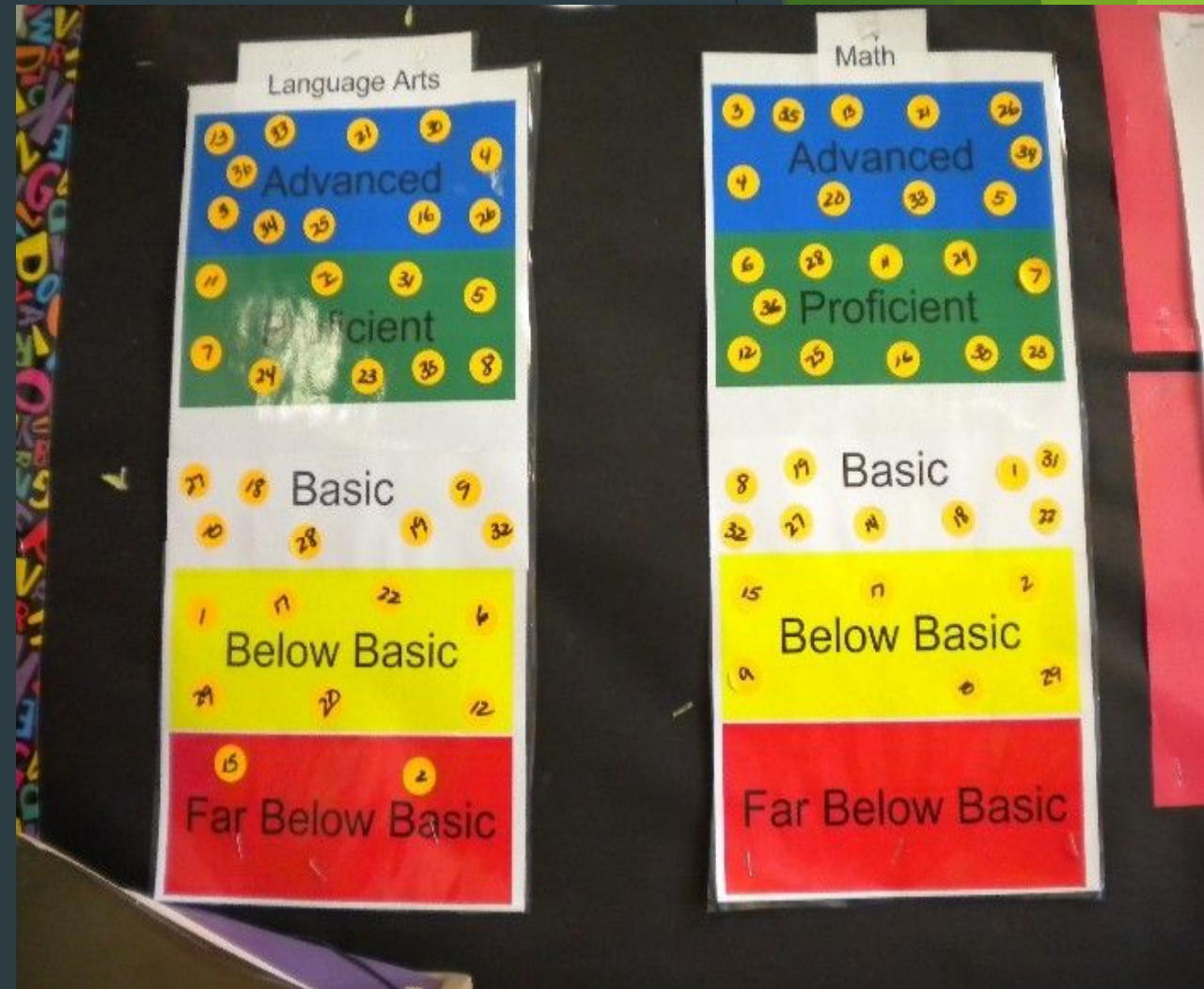
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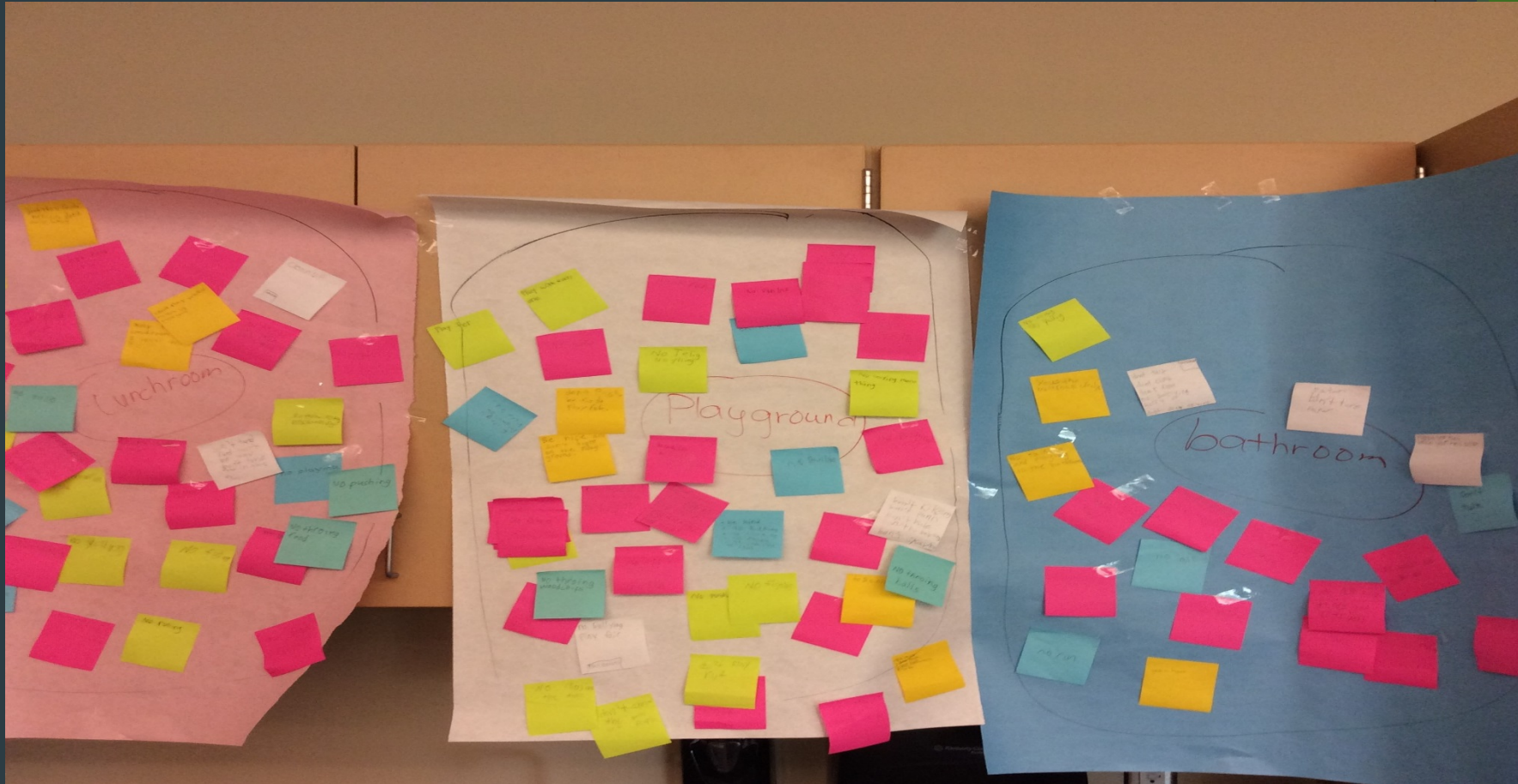
Student Movement

- Students "move" when ready
  - Demonstrated Proficiency
  - Some may "move" levels within the same classroom
  - Some may physically transition classrooms to other levels
  - Been some lessons learned over time in this process.

Level Passage Assemblies

- Recognition of students moving levels
  - Can happen in any content
  - May be monthly/quarterly (at discretion of schools)
  - Level passage must be internally verified before students move

Documenting

- Role of Educate as a target tracking system
  - Expectation of weekly entry
- Project-based learning approach is key for making sure that targets are met

Challenges/Issues in the work

- ▶ Challenges of two system work

- ▶ Role of state initiatives – READ, TIG, etc.

- ▶ Long-Term Planning for kids – "day after graduation" examples

Learning for All – What Does It Take?

"We can, whenever and wherever we choose, successfully teach all children whose schooling is of interest to us. We already know more than we need to do that.

Whether or not we do it must finally depend on how we feel about the fact that we haven't so far."

Ronald Edmonds

1935 - 1983

Key Resources

District 50 Website: www.adams50.org

On the adams50.org site, you will find links to:

- Our CBS Website: www.cbsadams50.org
- Our District 50 wiki: wiki.adams50.org