

CBS Instruction in the Elementary Classroom

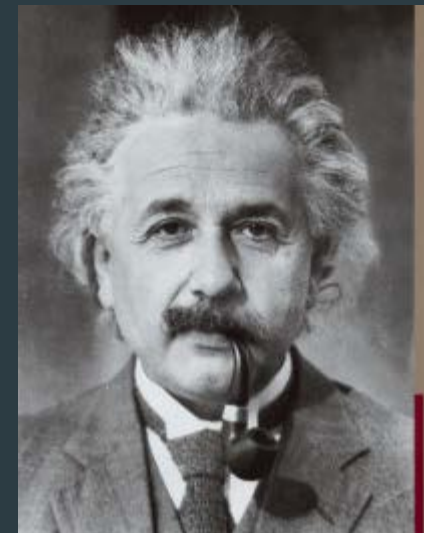
Mat Aubuchon - Director of Early Childhood Education, Adams County
District 50 Schools

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)

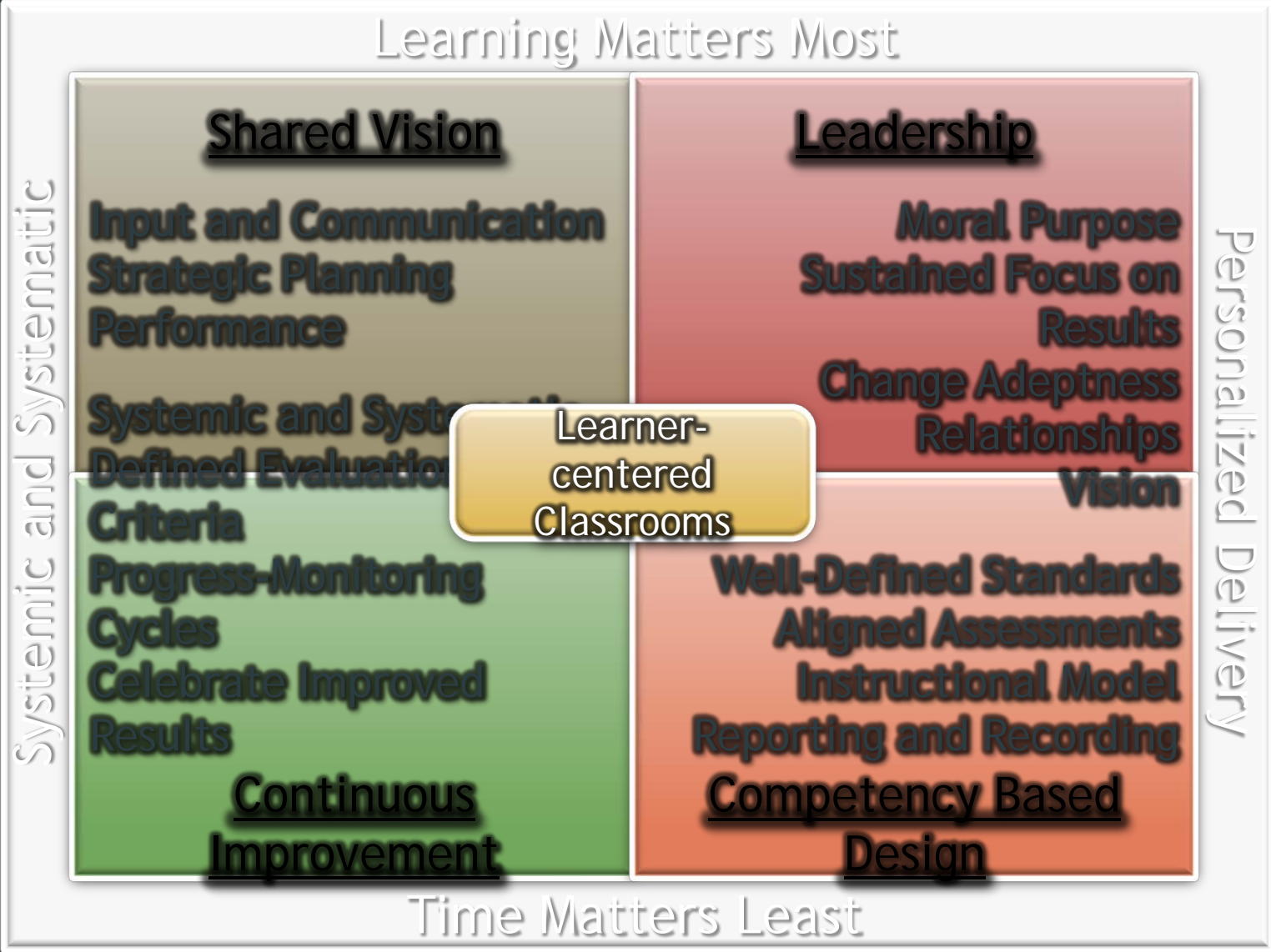
Why we moved to CBS...

- ▶ 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



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


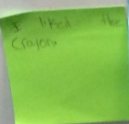
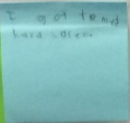

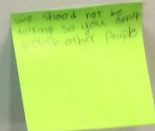

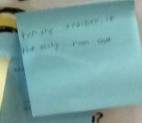
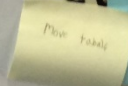
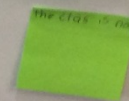
- ▶ *We Agree* to prepare students for the day after graduation and promote entrepreneurial thinking, college and workforce readiness.
- ▶ *We Agree* to respect our community through culturally responsive instructional and communicative practices.
- ▶ *We Agree* to create and maintain a positive district 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

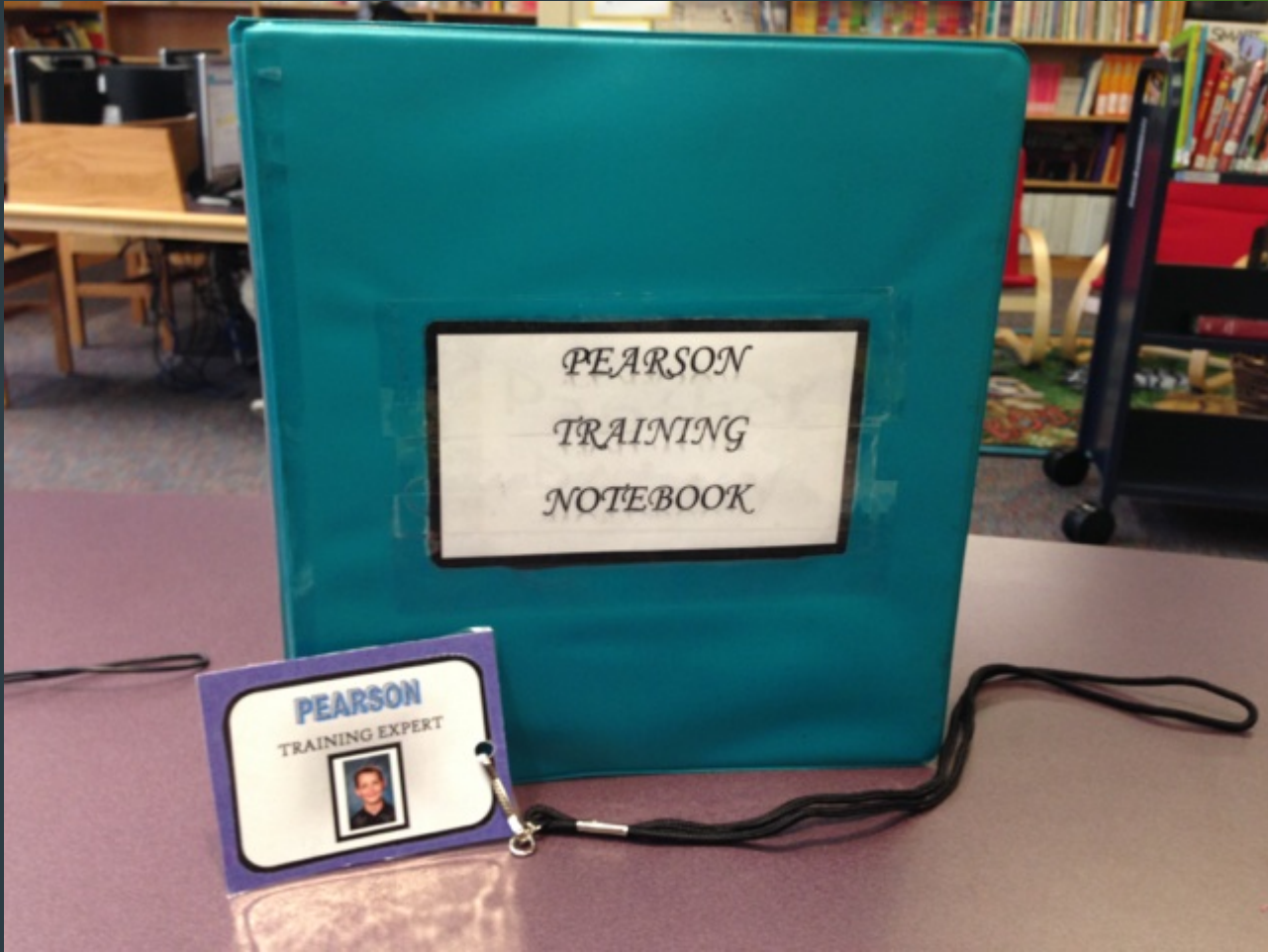
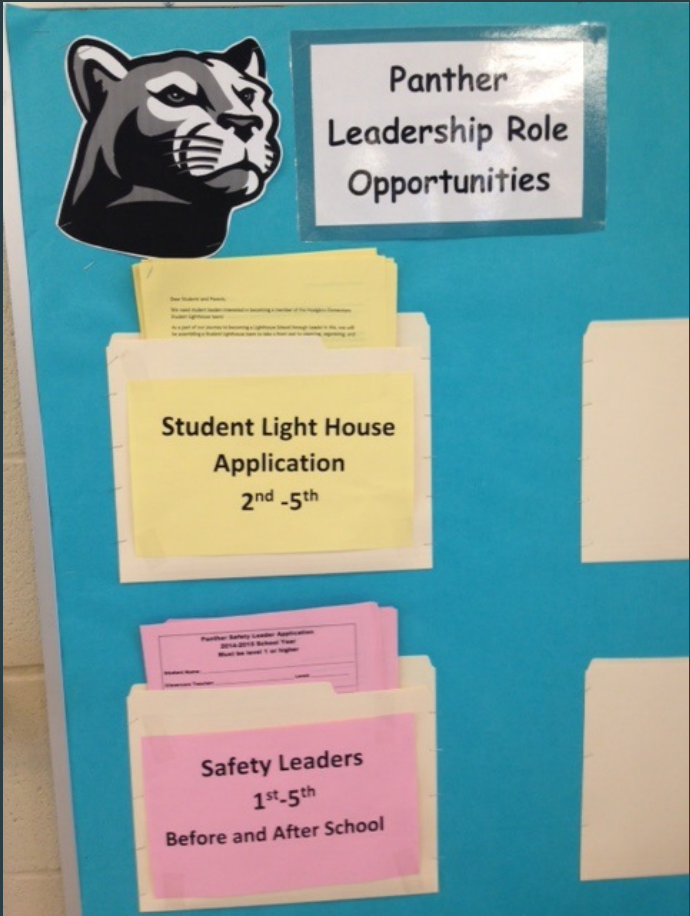
Parking Lot

 What went well?  	 What do we need to change? 
 What questions do you have?	  

Parking Lot

 What went well? 	 What do we need to change? 
 What questions do you have? 	 Aha! what is your idea? 

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

Scantron (Global Scholar) Goal Setting Sheet

Name: Yafra Almaguer Date of Test: 12-10-14

Goal setting sheet for (circle one): reading language arts math

My previous score was <u>214</u> <u>< 20</u>	My goal for this testing session <u>1500</u>
My actual score for this session is <u>214</u>	An increase or decrease of <u>+233</u>

Prior to Testing
I will do the following to help me reach my goal:

- take the test seriously
- take my time
- read the directions very carefully
- check my answers before I go on to the next question
- read all the answer choices
- eliminate the "silly answers" to help find the correct answer
- refer back to the text/story/passage
- use my scratch paper (math only)
- other: _____

After Testing (reflection)
Did I do everything I checked above to ensure my best performance (check each one you actually did)?

- take the test seriously
- take my time
- read the directions very carefully
- check my answers before I go on to the next question
- read all the answer choices
- eliminate the "silly answers" to help find the correct answer
- refer back to the text/story/passage
- use my scratch paper (math only)
- other: _____

How do you think you did? What was helpful for you? What will you do differently next time?
I did better than I got last

Please think or reflect about your last week of school. Write a letter to a parent, grandparent, or any adult in your home and tell them the things you learned. Think about what you did well and what you still need to work on. This is a great way to share what you know!

August 20, 2014

Dear Mom and Dad,

This week in school we
did several things. In math
we learned how to round.
Rounding means going to the
closest number. We started
DLI as our after afternoon work.
DLI helps us with our
writing for our writing assessment.
We wrote about something fun we did
over the summer. It was a lot of fun.
We had a really fun week.

Parent Signature: (Maria Gonzalez) Sincerely, Jonathan

Comments: _____

Focus Boards

Focus Board

ACTIVITY	OBJECTIVE	FOCUS QUESTION	VOCABULARY	HIGH-FREQUENCY SPELLING WORDS
CALENDAR TIME 	<ul style="list-style-type: none"> Identify calendar as a measure of time. Name days of the week and months of the year. 	How can we use the calendar to explain today, tomorrow and yesterday?	Calendar Months Year Seasons	at can his the your do
LITERACY 	<ul style="list-style-type: none"> Read supported and shared informational materials that have been adapted to student reading level. 			what school should home play walk
SOCIAL STUDIES 		What is this week's newspaper about?		
MATH 	<ul style="list-style-type: none"> Count a number of objects and identify the associated numeral. Count objects in two defined groups and determine which had more or less than the other or whether the groups are equal. 	How can we use objects & pictures to name & write the numbers 1-10	1 2 3 More Less	
SCIENCE 	<ul style="list-style-type: none"> Students will observe and ask questions about the world as represented through images, illustrations and graphics to engage imagination. Use images to represent the natural environment. Use single tasks to gather data, observations with other about observations and investigations. 			
STORY TIME 	<ul style="list-style-type: none"> Request familiar books. Listen with increasing attention. Use picture supports to retell key details from a story. 		Title Author Illustrator Listen	
COOKING GROUP 	<ul style="list-style-type: none"> Student will use text to follow steps in a direction following activity. 	What do we need to make Flat Jack?		

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	Objective	Vocabulary	Activities	Focus Question
DLI 8:30-8:50	use proofreading marks	edit capital punctuation	Week 1	Why do we use this?
Reading 8:50-10:30	Practice Read to Self	Stamina Independent	Read to Self	Why is it important to Read to Self?
Writing 10:30-11:20	Double Bubble Map 	Compare Contrast similar different	Interview a friend Create a Double Bubble Map	Can you and your friend find your similarities & diff.?
Math 12-1:30	Math Facts!	Single Digit Fact Power	PMI	Do you have beginning Fact Power?
Science				

ade
ble 1
ble 2
ble 3
ble 4
ble 5&6

Focus Boards

Question	Target	Activities	Vocab	
<ul style="list-style-type: none"> Explain when to <u>round up/down</u>. Identify <u>Place value</u>. 	<ul style="list-style-type: none"> I can identify if a number is greater/less than another #. I can analyze and determine if I need to round a #. 	<ul style="list-style-type: none"> PMI Interaction w/PMI slides 	<ul style="list-style-type: none"> Round greater less 	MATH
<ul style="list-style-type: none"> List the <u>12 most powerful words</u>. 	<ul style="list-style-type: none"> I can list and analyze the 12 most powerful words. 	<ul style="list-style-type: none"> Note taking of 12 most powerful words Song 	<ul style="list-style-type: none"> Trace contrast Analyze Infer Support Evaluate Explain Summarize Predict Compare 	WRITING
<ul style="list-style-type: none"> What discoveries can people make when they <u>cooperate</u> with others? 	<ul style="list-style-type: none"> Compare and contrast two or more characters in a story drawing on specific details in the text. 	<ul style="list-style-type: none"> Genre table Hungbu and Nolbu reading 	<ul style="list-style-type: none"> cooperate discoveries teamwork 	Reading
<ul style="list-style-type: none"> What is the <u>scientific method</u>? 	<ul style="list-style-type: none"> I can identify and explain the scientific method. 	<ul style="list-style-type: none"> Sinking clay experiment 	<ul style="list-style-type: none"> Sinking floating Scientific method clay 	Science S.S

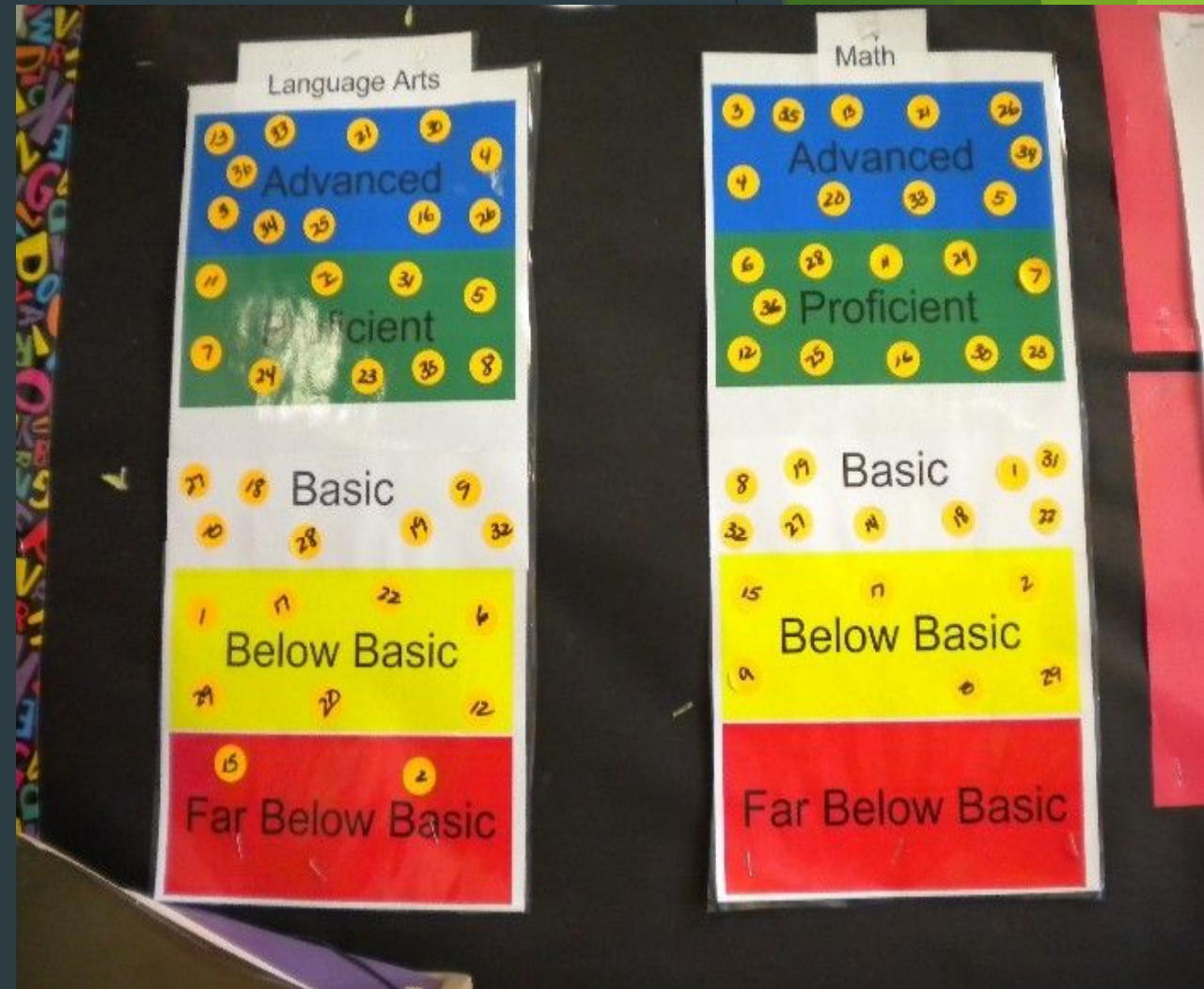
FOCUS BOARD

Objectives	Vocab	Resource Activities	Focus Question
Language TSG objective 9 abc. 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?

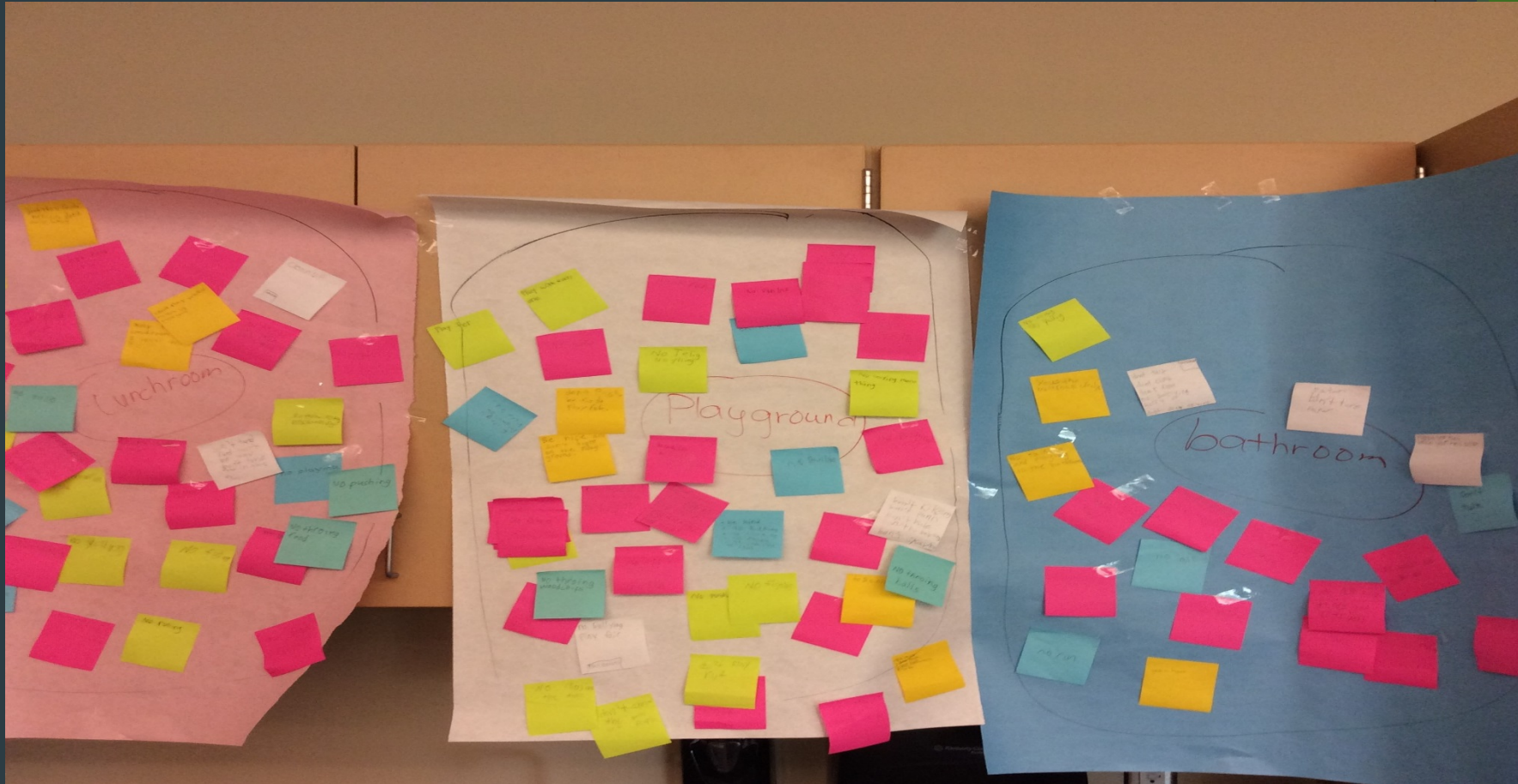
Role of “instruction” vs. “student-driven”

- ▶ 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



Student Feedback



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