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# **Breakout Session**

## **Meeting Students Where They Are: Competency-Based Pedagogy that Works for Remote and In-Person Learning**

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Antonia Rudenstine, reDesign  
Laurie Gagnon, reDesign  
Jessica Salcedo, Circulos High School  
Deborah Park, Circulos High School



# INTRODUCTIONS

What brings you to this Session?

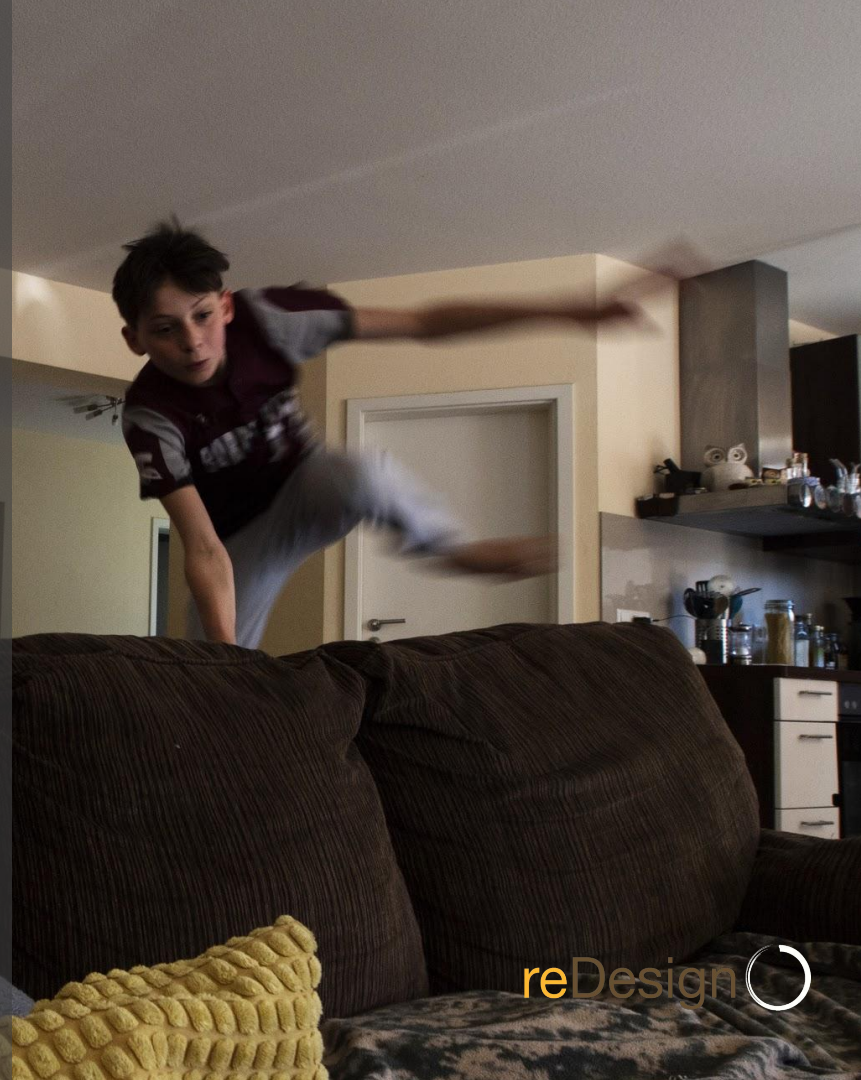
Name, Location, Role



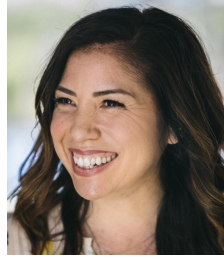
# WE WELCOME

- ♥ Your kids
- ♥ Your pets
- ♥ Your roommate
- ♥ Your partner
- ♥ Your laundry
- ♥ Your whole real self

Adapted from a presentation by the National Equity Institute. Thank you, LaShawn Chatmon!



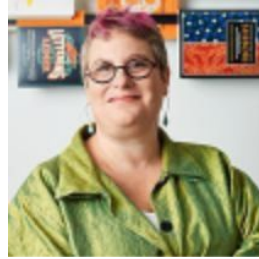
reDesign 



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# agenda

7m

Welcome & Introductions

15m

What the Cognitive & Learning Sciences tell us about deep learning

10m

Pedagogy to Meet Students Where They Are in Remote & Hybrid Contexts

15m

## **BREAKOUT ROOMS**

Expanded Talk

Conferencing & Feedback

10m

Questions & Takeaways

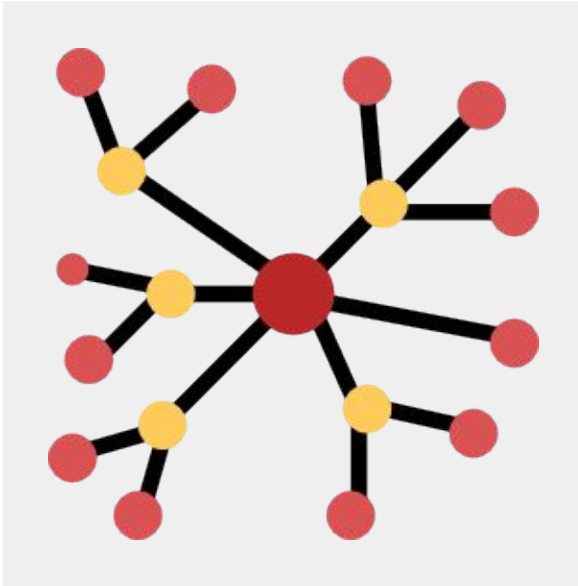
CHAT:

What is a competency or skill you've been developing or fine-tuning during the pandemic?

What has your learning process been?



# what does the brain do while learning?



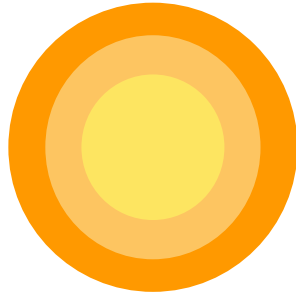
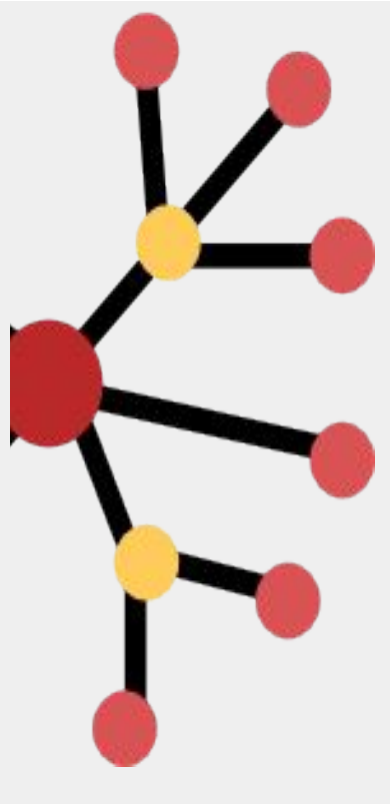
Learning is the process of building, adapting, and expanding one's schema. Schema are a way to organize knowledge in the brain.

**ASSIMILATION:** Integrating new information into existing schema to expand and complexify the schema

**ACCOMMODATION:** Processing new information which requires schema to adapt, or for new schema to be created

--Jean Piaget, 1957

# key ingredients for designing for deep learning (e.g. extensive, rapid, schema building)



THE ZONE OF  
PROXIMAL  
DEVELOPMENT  
--Vygotsky--



CULTURAL  
RELEVANCE  
-- Ladson Billings--  
--Gay--  
--Hammond--



COMMUNITY  
-- Vygotsky--  
--Kuhl--  
--Hammond--



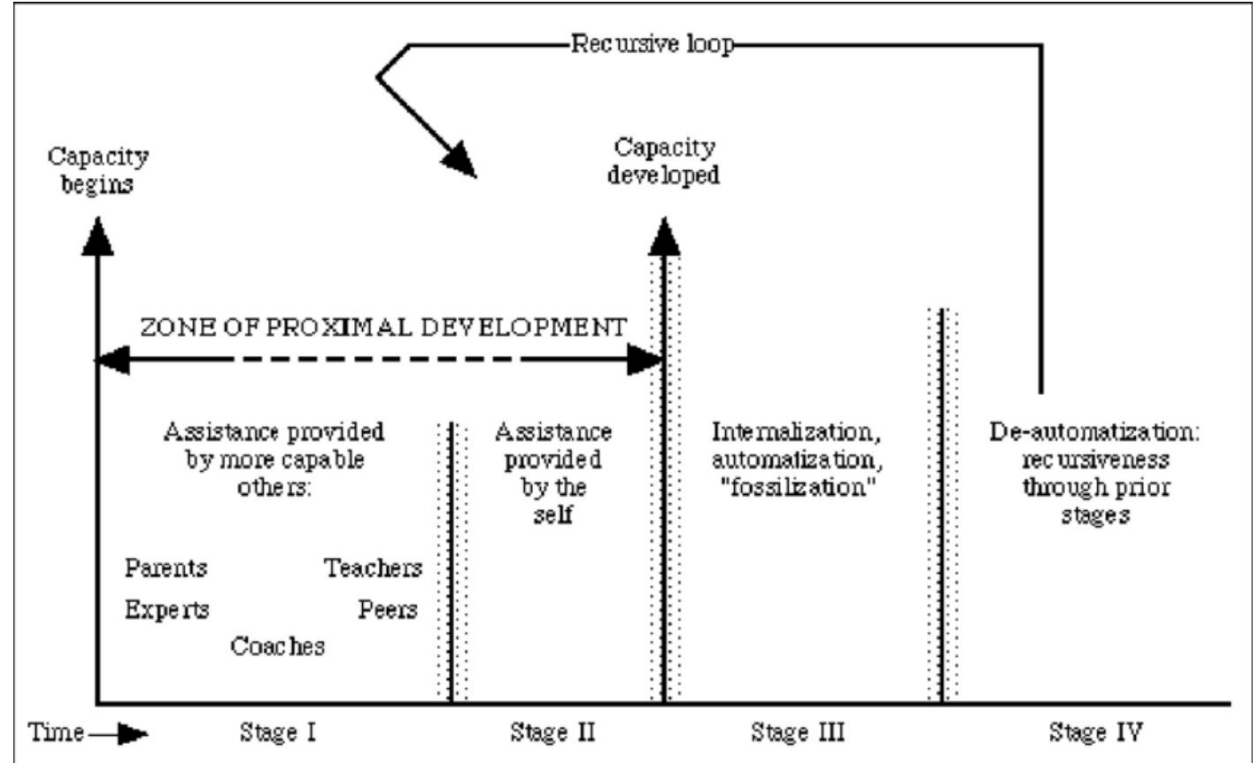
SELF-REGULATED  
LEARNING  
STRATEGIES  
--Zimmerman--

# ingredient #1: organizing learning inside learners' ZPD



THE ZONE OF  
PROXIMAL  
DEVELOPMENT  
--Vygotsky--

[--Vygotsky, 1978](#)





## ingredient #2: cultural relevance



CULTURAL  
RELEVANCE

-- Ladson Billings--  
--Hammond--

“Cultural values and learning practices transmitted from our parents and community guide how the brain wires itself to process information and handle relationships. Neural pathways are over-developed around one's cultural ways of learning.” Cultural relevance requires us to:

- Understand the cultural dimensions of communalism
- Identify, understand, and honor the cultural capital learners have developed
- Build trusting relationships with learners: stress, anxiety, and mistrust block cognition

--[Zaretta Hammond, 2015](#)

# ingredient #3 community: learning is socially constructed



COMMUNITY

-- Vygotsky--

--Kuhl--

--Hammond--

--Kuhl, 2018

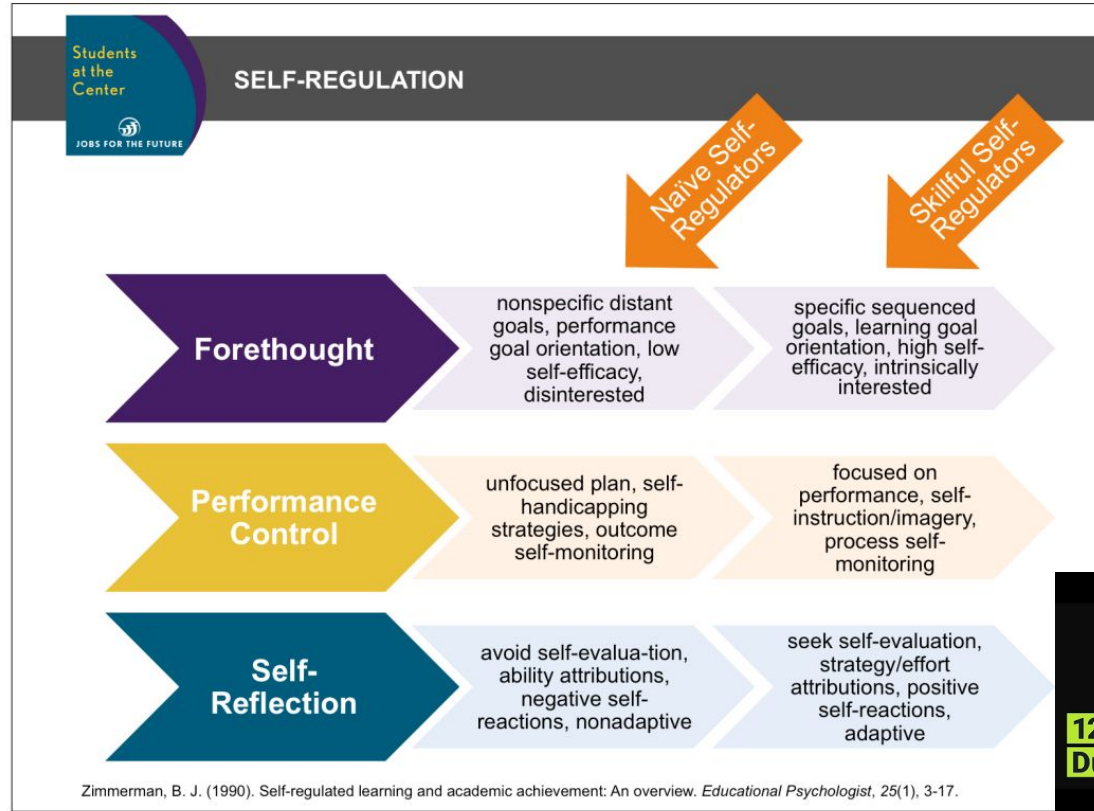


# ingredient #4: independent learning strategies



SELF-REGULATED  
LEARNING  
STRATEGIES  
--Zimmerman--

--Zimmerman, 1986



Pedagogy for a  
personalized,  
competency-based  
hybrid and remote  
context



## Ready the learning environment.

Students develop agency in a welcoming, inclusive, and flexible environment.

- ★ Physical arrangements are designed to accommodate multiple learning modalities for individuals, small groups, and large groups.
- ★ Resources for learning —texts, tools, and technology— honor ways of being and expand opportunity.
- ★ Learning time is structured to allow students to develop skills at their own optimal pace.
- ★ Routines are established to nurture self-regulated learning, to support choice, and to communicate respect for students and the community.

## Set the learning pathway.

Students advance along a learning continuum that is transparent and accessible.

- ★ Learning targets are precise & transparent.
- ★ Data-informed flexible grouping is responsive to student needs, interests, and strengths.
- ★ Scaffolded learning experiences support engagement and accessibility.

## Go put the plan in action.

Students experience personalized, discovery- based learning.



**Student-led inquiry** is driven by authentic questions and grounded in a learning cycle.



**Explicit skill & strategy instruction** ensures modeling of cognitive and metacognitive skills to make learning processes transparent.



**Expanded talk** facilitates application of high-order thinking and academic language, and enables attunement and collaboration.



**Conferencing & feedback** support learners in accessing individual supports, gauging progress, and celebrating growth.



**Responsive supports** are based on real-time diagnostic formative assessment, that ensure timely intervention before gaps develop.



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Hybrid & Remote Considerations for Creating an Environment that allows us to know and ***Meet Students Where They Are:***

- ❖ How do we use our tools (technology and other) to **create a space to engage** learners in a variety of modalities?
- ❖ How do we use **synchronous time** to collaborate and apply, model learning strategies, and allow for personalized pacing?
- ❖ How can our **routines** help us get to know students and support learning?

## Set the learning pathway.

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## Connections between the Learning Pathway & ***Meeting Students Where They Are***

- ❖ What are the **learning goals** and what does the development of skills look like? (*Competencies & Developmental Continua*)
- ❖ What **curricular pathways** will engage students in meaningful learning? (*Curriculum flexibility & priorities, a Learning Cycle*)
- ❖ Where are there **opportunities to meet changing student needs** over time as we gather more evidence of student learning and growth? (*Flexible Grouping*)

The first step in ***Meeting Students Where They Are*** is to know your students and know where your students are in their learning!

- ❖ **Expanded Talk:** How do we encourage learners to share their thinking, wherever they may be physically?
- ❖ **Conferencing & Feedback:** How do we engage learners in knowing where they are in their learning and setting goals?

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**CÍRCULOS**



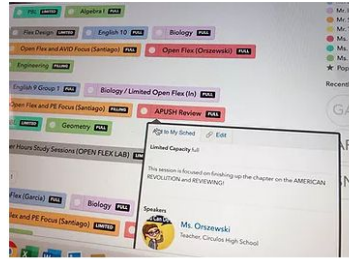
# CÍRCULOS

OUR CORE INNOVATIONS

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**SMALL LEARNING  
COMMUNITIES**



**FLEXIBLE LEARNING  
ENVIRONMENTS**



**PLACE x PROJECT-  
BASED LEARNING**



**COMPETENCY-  
BASED LEARNING**





Circulos Competencies that support students in developing strong interactive skills: opportunities for the school to **expand talk opportunities for students**, in an academic setting.

7	Communicate Effectively	<b>I am a compelling writer, speaker, and creator who clearly and effectively expresses my ideas using diverse formats, appropriately transitioning between various language and dialects (CC), and settings to inform, persuade, and connect with others.</b>
		Identify a core message and audience (thesis, claim, concept)
		Develop, organize, and frame the message
	Skills	Customize my performance/product
		Craft my voice
		Deliver for impact
		Respond and reflect
8	Collaborate on Teams	<b>I am a self-aware team member, essential co-creator, and talent seeker who can both lead and collaborate with others through clear communication, effective organization, and timely execution.</b>
		Build a shared purpose/clarity
		Communicate with team members
	Skills	Listen actively and openly
		Manage challenging issues
		Mobilize the team to work effectively
		Fulfill roles and responsibilities
9	Build Community	<b>I am a proactive and purposeful community member who develops relationships, works to create a more just and functional community and democracy in order to support the well-being of myself and members of my local, national, and global community.</b>
		Initiate and nurture interpersonal connections
	Skills	Develop and sustain community
		Build civic knowledge
		Collaborate to create inclusive, safe and empowering spaces
		Engage fully and effectively
10	Cultivate voice	<b>I am a intentional speaker who participates in formal and informal discussions in order to learn from and with others, clarify and contribute my ideas, and develop my voice.</b>
		Prepare for the discussion
	Skills	Engage in collaborative discussions
		Reflect on my contribution and learning
		Articulate my lens
11	Develop Self-Knowledge	<b>I am a reflective builder of self-knowledge who actively and intentionally cultivates an understanding of who I am and how I affect, and am affected by, the world around me.</b>
		Affirm my complex identity
	Skills	Evaluate my impact
		Understand how others impact me
		Use reflection to grow
		Regulate my emotions

# CÍRCULOS



Photo by Kimberly S.

## Insecurities

Insecurities are habits built by doubt. As a child, I was bubbly and loud. If you were to see a picture of me smiling, you could almost hear it. A child free from worries, excited for each day. That is until I look in the mirror for too long. I begin to notice every little imperfection, from head to toe, everything seems so out of place. Constantly looking at a scale to determine what I wear. Constantly practicing a smile so others won't ask, "What's wrong" as if they cared. Constantly trying to make my parents proud only to be told, "Try harder." Constantly laughing off insults in the form of a joke by my "friends". People don't understand how their words can hurt others. A small joke to you could be the person's deepest insecurity. I'm slowly learning to dance with my insecurities because to me they are like a shadow. They whisper so that only I can hear them. Looking in the mirror first thing in the morning can be the worst thing at times. I just stare at my balten face with only sorrow. From my under bags that hang like crescent moons, to my shadows whispering that I am unloved. To them telling me that I could always stand to lose a few pounds. To them telling me that I will be forgotten. It doesn't matter at times because at the end of the day, they have always been there, sometimes they scream and sometimes they whisper, but it's not like I can get rid of them, even if I wanted to.

By: Kimberly S.



# BREAKOUT ROOMS

- Expanded Talk
- Conferencing & Feedback



# EXPANDED TALK

**BREAKOUT ROOM**

# FEEDBACK & CONFERENCING

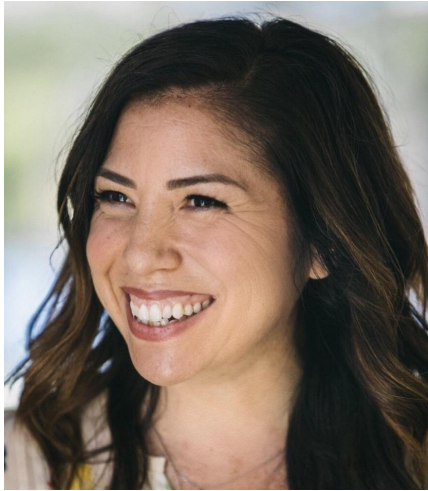
**BREAKOUT ROOM**



# EXPANDED TALK

IN ACTION: 1ST PROJECT OF THE YEAR





Jessica Salcedo  
Founder & Head of School  
[Jessica.Salcedo@SAUSD.US](mailto:Jessica.Salcedo@SAUSD.US)

## **Expanded talk**

facilitates application of  
high-order thinking and  
academic language, and  
enables attunement and  
collaboration.



**CIRCLES**

**MENTOR CIRCLES**

SEASON 1



# FEEDBACK & CONFERENCING

IN ACTION: 1ST PROJECT OF THE YEAR



Deborah Park  
Curator of Projects & Partnerships  
[Deborah.Park@SAUSD.US](mailto:Deborah.Park@SAUSD.US)

**Conferencing & feedback** support learners in accessing individual supports, gauging progress, and celebrating growth.

COMMUNITY WEEK 3 (October 19th – 23rd) 9th – 12th grade [Teacher's Edition]

MONDAY 10/19	TUESDAY 10/20	WEDNESDAY 10/21	THURSDAY 10/22	FRIDAY 10/23
<b>"Block 1" (8:30 - 9:50)</b> Pre-selected students in <ul style="list-style-type: none"><li>FOCUS SESSIONS</li><li>ENRICHMENT SESSIONS</li></ul> <i>Please see next page to view which session you attend</i>	<b>"Block 4" (8:30 - 9:50)</b> <b>CÍRCULOS GLOBES</b> <i>Schoolwide Awards Assembly for Session I</i>  Zoom: <a href="https://bit.ly/circuloscommunity">bit.ly/circuloscommunity</a> ID: 921 9630 2930    Passcode: gather	<i>Wednesday is normal, like all the other Wednesdays!</i>  <b>Elective</b> (8:30 - 10:30) - use <a href="https://bit.ly/circulosroom">bit.ly/circulosroom</a> to find the usual links	<b>"Block 3" (8:30 - 9:50)</b> <b>9th-10th grade ASSEMBLY</b> <b>Latino Health Access</b> <b>PE/Spanish SEASON II KICK-OFF</b> Zoom: <a href="https://bit.ly/circuloscommunity">bit.ly/circuloscommunity</a> ID: 921 9630 2930    Passcode: gather  <b>11th graders</b> - ACT Practice Test with Park ( <a href="https://bit.ly/parkzoom">bit.ly/parkzoom</a> ) <b>12th graders</b> - COLLEGE Apps with Park ( <a href="https://bit.ly/edwards4venturell">bit.ly/edwards4venturell</a> )	<b>"Block 2" (8:30 - 9:50)</b> Please go to your usual "Block 2" class - use <a href="https://bit.ly/circulosroom">bit.ly/circulosroom</a>
FIKA (9:50 - 10:10 am)	FIKA (9:50 - 10:10 am)	FIKA (10:30 - 10:50)	FIKA (9:50 - 10:10 am)	FIKA (9:50 - 10:10 am)
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CÍRCULOS

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CÍRCULOS

Community week

PAUSE, FOCUS, REFLECT, CELEBRATE, ENRICH, IMPACT

OCTOBER 5th - 23rd

Check your email for your weekly schedule!

			GP 1 ends						GP 1 ends							GP 3 ends
Aug 17 - 21	Aug 24 - 28	Aug 31 - Sep 4	Sep 7 - 11	Sep 14-18	Sep 21-25	Sep 28- Oct 2	Oct 5-9	Oct 12-16	Oct 19-23	Oct 26-30	Nov 2-6	Nov 9-13	Nov 16-20	Nov 30 - Dec 4	Dec 7 - 11	Dec 14-18
CW	S1	S1	S1	S1	S1	S1	CW	CW	CW	S2	S2	S2	S2	S2	S2	Finals

Assignment Comments

	hope i get a good grade text me back if did something :) ×	Jesse Barreto Solis, Sep 14 at 5:53pm
	How does this personal narrative tell the reader about who you are and your identity? Add more details and make the story blend together better. ×	Deborah Park, Sep 21 at 10:11pm
	i want to change that 1 to a 3 ×	Jesse Barreto Solis, Sep 22 at 8:38am
	Jesse add how your family shapes who you are and their importance to you. ×	Teri Edwards, Sep 22 at 1:40pm
	here is my example - just to give you a jump start. Please read comments. ×	Teri Edwards, Sep 27 at 11:56am
I love my family jesse narrative.docx		

# Three Point Scale

THE GOAL IS ALWAYS 3

- 3- Exceeded Standard. Student went above and beyond the assignment. They not only demonstrate mastery of the content standard but applied material in an innovative, effective or creative way.
- 2- Met Standard. Student demonstrated competency in the standard. They are proficient in that content standard.
- 1- Standard not met YET. Student attempted an assignment but did not demonstrate understanding or competency in the content standard. After receiving feedback from teacher, student will IMPROVE their work and resubmit for a better grade.

the texture of the tortilla Super-Sod the fact that you can put any category of salsa and limes.

I really like your descriptions and what you are speaking about. I can almost picture them.

What I would suggest is that you stick to one topic like your family. Pick each family member to describe them. I am sure you could describe each one using imagery and those figurative language methods. I will help you - you are off to a

Teri Edwards  
9:20 AM Oct 1

These are my words

Jesse Barreto Solis  
11:00 AM Oct 1

Marked as resolved

Teri Edwards  
7:58 AM Oct 19

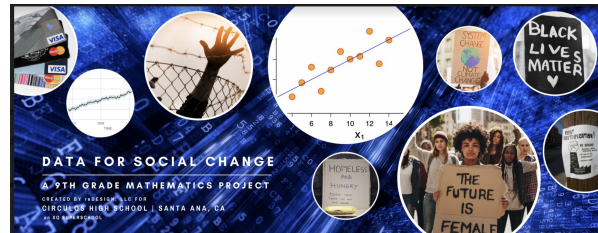
Re-opened  
use this to improve your narrative for a better grade.



# JOIN US FOR A FOLLOW-UP SESSION

Nov 12, 2:00 PM – 03:30 PM Eastern Time

Designing Engaging, Purposeful, Rigorous  
Tasks for Remote and In-Person Learning





QUESTIONS?



TAKEAWAYS?





# AURORA INSTITUTE

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## *Symposium 2020*

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OCTOBER 26-28, 2020 | **VIRTUAL**

Thank you for joining us!

Share Your Thoughts.  
Participate in our 1 minute poll.  
[Click here.](#)

# RESOURCES FOR FURTHER LEARNING

# RESOURCES FOR FURTHER LEARNING

CompetencyWorksreDesign

National Summit on K-12 Competency-Based Education

## Meeting Students Where They Are

*Prepared for the National Summit on K-12 Competency-Based Education.*

May 1, 2019

### Driving Instruction with Culturally Relevant Pedagogy: CRP and the Competency-based Learning Cycle

Akosua Lesesne

**SHARE**

In an October blog post, [Everything I've Ever Needed to Know About Teaching, I Learned From Black Women: A Recommended Reading List](#), Akosua Lesesne highlighted the groundbreaking works of ten Black women education theorists whose works have for decades deeply influenced her educational and parenting practices. In this blog post, Akosua bridges Culturally Responsive Pedagogy with the Competency-based Learning Cycle, and shares two key opportunities for trying this out in practice.

Oh, the possibilities.

Since joining reDesign, I have been intrigued by the possible benefits to learners if Gloria Ladson-Billings' theory of [Culturally Relevant Pedagogy \(CRP\)](#) could drive instructors' approaches to the reDesign Competency-based Learning Cycle. If you haven't already, you can read this friendly introduction to the [Competency-based Learning Cycle](#) [here](#). Oh, the possibilities! In addition to their scholarly acumen, many of the women featured in the aforementioned blog were also practitioners, quite a few of them raised Black children, and all of them were themselves Black students. All three of these elements are true for Ladson-Billings. From the standpoint of a practitioner, these experiences add distinctive depth and credence to their theories and heightened impact in the lives of learners.

#### In a nutshell:

The stages of the Learning Cycle represent the cognitive and metacognitive processes that help learners develop competency with practice, over time.

The implication? We need to design for these learning arcs at both the unit and lesson level, and explicitly teach and support learners as they move through these critical processes.

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graph TD; A((MAKE MEANING)) --> B((INVESTIGATE)); B --> C((CREATE)); C --> D((SHARE & REFLECT)); D --> E((SYNTHESIZE & REFLECT)); E --> A;
```

reDesign

# RESOURCES FOR FURTHER LEARNING

*Here are a few resources (that often connect to more resources). Some are from reDesign and some are from other sources. The RSG framework for learner-centered pedagogy flexibly allows learners and teachers to think about practice through a unifying, systems-thinking lens. Which practices and resources support my learners to be ready, get set, and go?*

Ready	Set	Go
<p>Cult of Pedagogy Posts with Supports on Designing the “Space” and time in Virtual and Hybrid settings:</p> <ul style="list-style-type: none"><li>• <a href="#">9 Ways Online Teaching Should be Different from Face-to-Face</a></li><li>• <a href="#">Creating Moments of Genuine Connection Online</a></li><li>• <a href="#">How to Teach When Everyone is Scattered</a></li></ul> <p>Create norms that welcome learners: <a href="#">Learning WITH Home: Virtual Meeting Welcome Slides</a></p>	<p>The <a href="#">South Carolina Competencies &amp; Skill Continua Prototype</a> offer an example of transparent &amp; accessible learning goals.</p> <p>The blog post, <a href="#">A Friendly Introduction to the Competency-based Learning Cycle</a>, also links to additional resources.</p> <p>A free self-paced course <a href="#">Lead with Love. Love to Lead</a> filled with Ready-Set-Go aligned resources for a virtual or hybrid setting.</p>	<p>Blog post: <a href="#">Let every voice be heard: 6 activities to spark better class discussion</a></p> <p>Videos, Case Studies, Tools, and more from <a href="#">Multiple Pathways NYC   Resources</a>. <a href="#">Bronx Haven</a> focused on feedback and <a href="#">Metro</a> focused on expanded talk.</p> <p>Incorporate a routine that invites students to think critically and expand the ideas they share using a resource such as <a href="#">Disrupt the text</a>.</p>