AURORA
INSTITUTE

From Standards-Based to Competency-Based Learning: One District's PK-12 Story

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LIBERTY PUBLIC SCHOOLS AT A GLANCE

liberty
PUBLIC SCHOOLS

12,494 STUDENTS K-12

249 STUDENTS PRE-K

DISTRICT/COUNTY MAP
11 ELEMENTARY SCHOOLS
4 MIDDLE SCHOOLS
2 HIGH SCHOOLS

85 SQUARE MILES WITHIN DISTRICT BORDERS

WHERE OUR STUDENTS RESIDE
(BY HOME ADDRESS)

91 BUSES TRANSPORTED
6,700 STUDENTS TRANSPORTED DAILY
947,00 MILES TRAVELED EACH YEAR

OUR TEAM
79% OF OUR TEACHERS HOLD A MASTER DEGREE OR HIGHER
83% OF OUR TEACHERS HAVE 4+ YEARS OF CLASSROOM EXP

1,811 STAFF MEMBERS
937 CERTIFIED
795 CLASSIFIED
AVERAGE TEACHER'S SALARY **$55,436**

STUDENT DEMOGRAPHICS
WHITE 73%
MULTI 7%
HISPANIC 5%
BLACK 5%
ASIAN 3%
OTHER 1%

1.2 MIL+ LUNCHES SERVED ANNUALLY
7,000 LUNCHES SERVED DAILY

LPS EDUCATES 257 STUDENTS FROM 31 DIFFERENT COUNTRIES THAT SPEAK 33 DIFFERENT LANGUAGES

94% GRADUATION RATE
.8% DROPOUT RATE
78% OF OUR GRADUATES ATTEND A 2-4 YR COLLEGE

BUDGET
OVERALL LPS BUDGET ...... **$182.9 MILLION**
OPERATING BUDGET ...... **$142 MILLION**
REVENUE SOURCES

AVERAGE ANNUAL COST PER STUDENT: $9,953

PROGRAMS & ACHIEVEMENTS

FOLLOW US:
LPSD3.ORG
816.736.5300

Academic

Cultural

Personal

Professional

Entrepreneurial

THRIVE

LIBERTY PUBLIC SCHOOLS
GRADUATE PROFILE

EVERY STUDENT *will:*

ACADEMIC

Apply skills attained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of contexts in meaningful ways.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented

CULTURAL

Interact, work, and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

Empathetic | Active Listener | Civically Engaged | Culturally and Globally Aware

PERSONAL

Cultivate a deep understanding of self and the ability to leverage strengths, while recognizing and addressing areas of needed growth.

Reflective | Learner | Leads with Integrity | Financially Literate | Manages Well-Being

PROFESSIONAL

Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.

Collaborative | Effective Communicator | Self-Directed | Resourceful | Dependable

ENTREPRENEURIAL

Recognize opportunities for success while applying divergent thinking and bias toward action to their work.

Creative | Values Networks | Strategic | Adaptable | Perseveres

SEPTEMBER 2019   liberty PUBLIC SCHOOLS

Where are you in Competency-Based Learning?

Let's figure this out with a Zoom Poll…

ZOOM POLL

Let's make this personal…

"

What is one question you would like answered today?

Let's chat…

Why are we here?

- Network
- Transparency
- Tell our story
-

Build a coalition of learners who are in the learning pit in respect to competency and are looking for thought partners to help with the journey.

Igniting Sparks

COVID

- Parent Communication
- Essential Learning
- Grades quandary
- Learner engagement
- Highlighted inequities

COMPLIANCE

- Assignments vs Learning
- Frustrated parents
- Technology complications
- Is this for a grade?

Enabling Conditions

★ **Identified Core Practices**
- Relationships
- Personalized learning
- Growth Mindset
- Learner Agency
- Data Informed

★ **Focused Strategic Plan**

★ **Growth Mindsets**
- Coaching
- OER
- Leadership Support - district & building level

★ **Professional Learning**
- Project-based Learning
- Visible Learning
  - Learner Dispositions
  - Feedback
  - Assessment Capable
- Learner Centered Innovations
  - Elementary Proficiency Learning
  - HMS by Design
  - LNHS by Design
  - Pilot middle level to competency learning through innovative configurations
  - Edge MicroSchool

ENTRY POINTS
one-by-one

Entry Points:
HMS ByDesign

CHOICE & VOICE

DATA MONITORING

PARTNERSHIPS

RESOURCES

PERSONALIZED LEARNING

COMMUNITY CONNECTIONS

FUTURE-READY SKILLS

PROJECT-BASED LEARNING

LEARNER AGENCY

SOFT SKILLS

COMPETENCIES

PROJECT PROCESS

KANBAN BOARD

LAUNCH CYCLE

BY · DESIGN
HMS
20 19
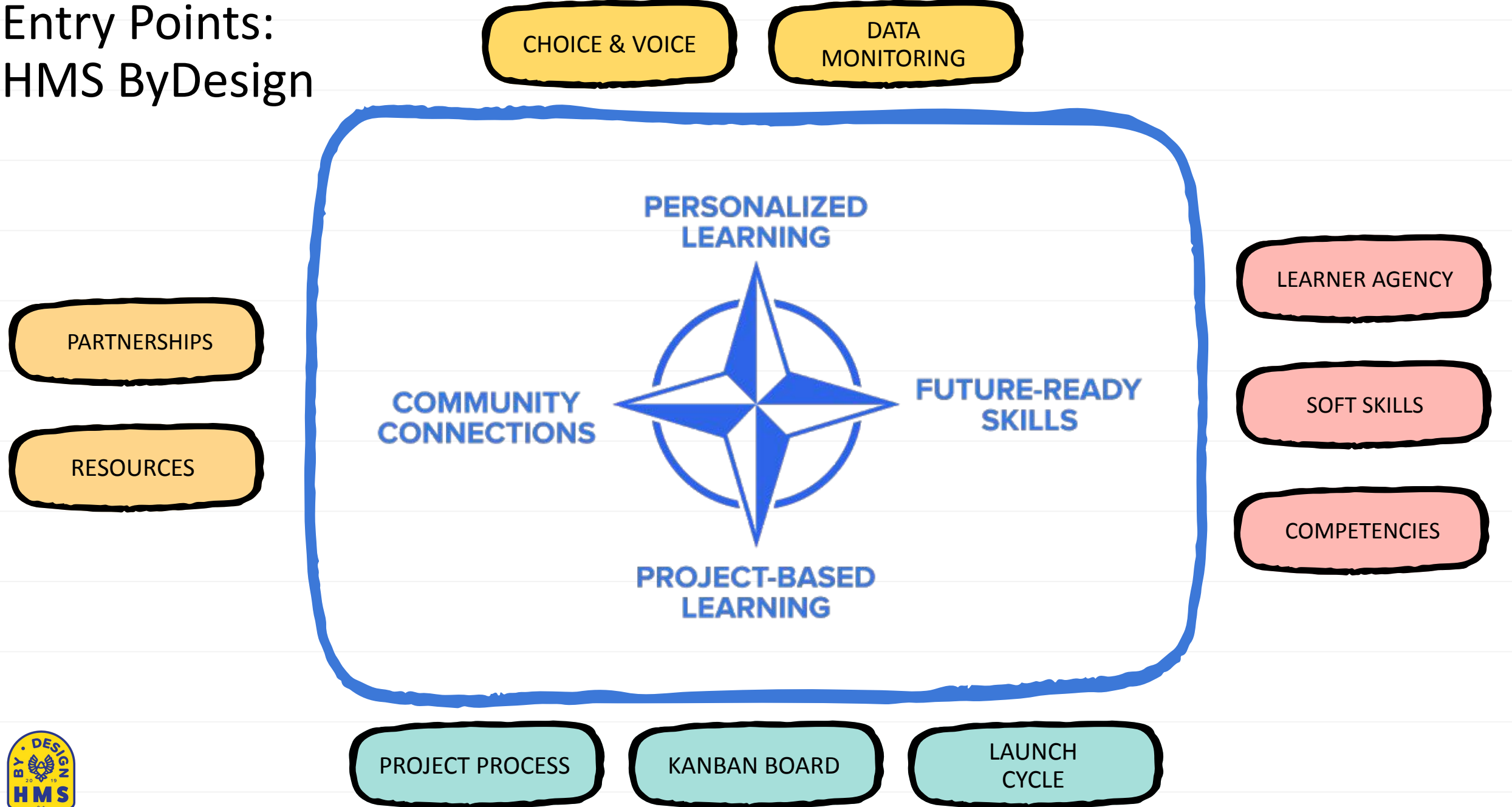
	Math			Social Studies			ELA			Science			PE		FLEX	

	7:45	8:00	8:15	8:35	8:50	9:05	9:25	9:40	9:55	10:15	10:30	10:45	11:00 - 11:40
Agreeable Sharks	MATH			ELA	SCI	SS	PE			FLEX			FLEX
Agreeable Whales	MATH			SS	ELA	SCI	PE			FLEX			FLEX
Agreeable Barracudas	MATH			SCI	SS	ELA	PE			FLEX			FLEX
Brave Sharks	PE			ELA	SCI	SS	MATH			FLEX			FLEX
Brave Whales	PE			SS	ELA	SCI	MATH			FLEX			FLEX
Brave Barracudas	PE			SCI	SS	ELA	MATH			FLEX			FLEX
Cooperative Dolphins	FLEX			MATH			ELA	SCI	SS	PE			FLEX
Cooperative Clownfish	FLEX			MATH			SS	ELA	SCI	PE			FLEX
Cooperative Jellyfish	FLEX			MATH			SCI	SS	ELA	PE			FLEX
Dependable Dolphins	FLEX			PE			ELA	SCI	SS	MATH			FLEX
Dependable Clownfish	FLEX			PE			SS	ELA	SCI	MATH			FLEX
Dependable Jellyfish	FLEX			PE			SCI	SS	ELA	MATH			FLEX
	7:45	8:00	8:15	8:35	8:50	9:05	9:25	9:40	9:55	10:15	10:30	10:45	11:00 - 11:40

LEARNING JOURNAL
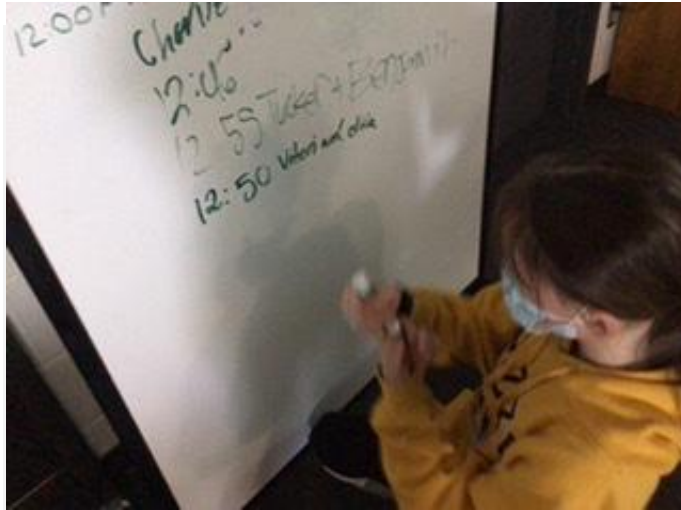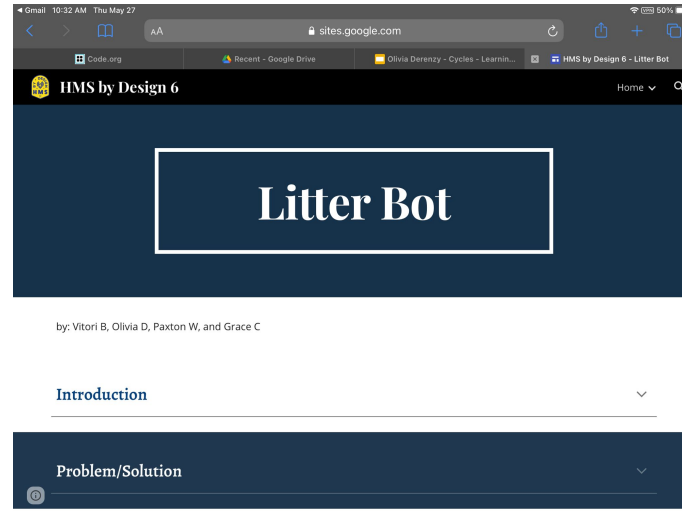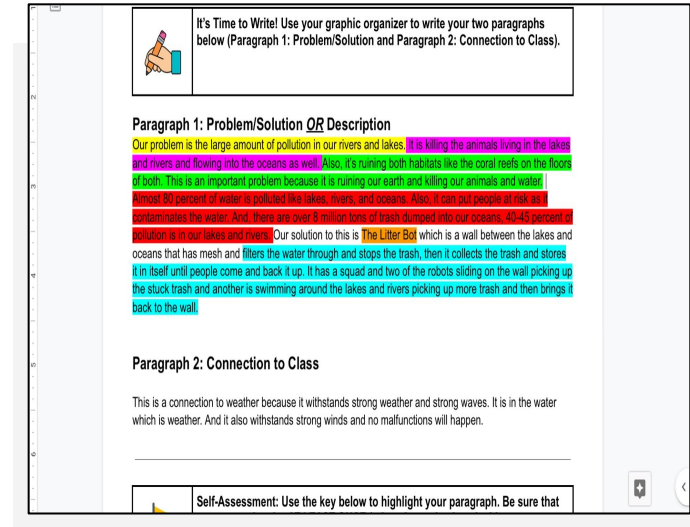

Olivia

PROBLEM SOLVING

This is what I'm doing.

Our escape room because if we got a clue wrong we had to figure out how it should be.

When our website was not working we fixed it and made it better. We also finished it just in time.

This is problem solving because we had to add more details and we had to change ideas multiple times.

Developing ——————————————— Proficient

Report to Parents & Students

HMS by Design Progress Report -- May 27, 2021

Student:

Cohort:

Report Updated: May 27, 2021

Indicators

P	**Proficient** - Students are demonstrating grade-level understanding of the concept.
IP	**In Progress** - Students are in the process of working towards proficiency in the concept.
IE	**Insufficient Evidence** - Students have provided evidence but it has not shown an understanding of the concept.
NE	**No Evidence** - Students have not provided evidence towards understanding the concept.

Key

Current Standard	Previously Assessed

English Language Arts

RI/RL 6.1.D - Explain the central/main idea(s) and theme(s) of a text and cite evidence of its development; summarize the text.	P
Success Criteria 1: I can determine the central idea based on evidence of a text.	P
Success Criteria 2: I can create a summary free of personal opinion with any genre of text.	P
Success Criteria 3: I can determine the theme of a text.	P
6.W.3 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	P
W.6.2.A.B: Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.	P
RL/RI 6.1.B: Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings	P
W.6.2.A.A: Narrative: Develop narratives including poems about real or imagined experiences with clearly identified characters, well-structured event sequences, narrative techniques, and relevant descriptive details	P

Social Studies

Analyze scientific, technological, intellectual, and artistic advancements to determine the legacy of classical civilizations.	P
I can make connections between advancements and ancient civilizations.	P
I can analyze advancements from the past to the present.	P
I can design and share my own innovation and its impact on the future.	P
Analyze direct democracy and representative democracy in order to apply the concepts of majority rule, minority rights, and civic duty.	P

Science

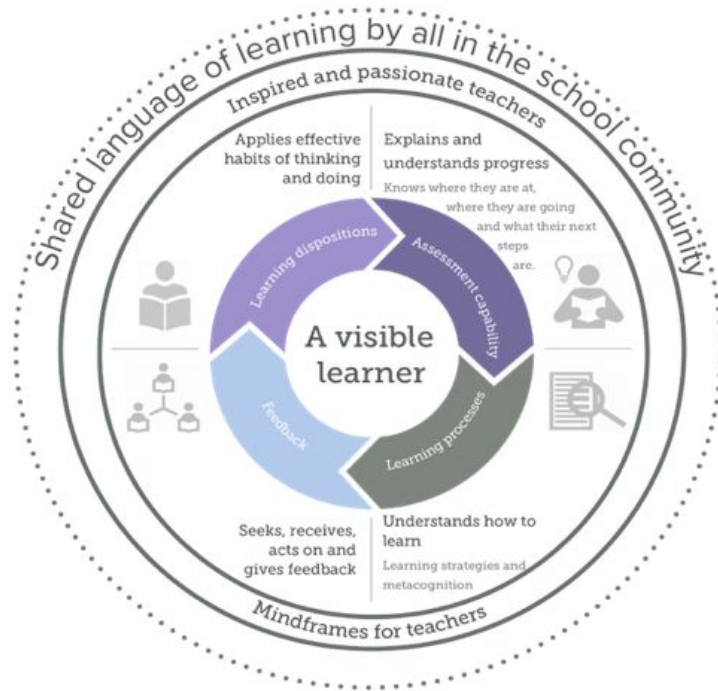|	
ESS2.C.3 Develop and use a model to describe how unequal heating and rotation of the Earth cause patterns of atmospheric and oceanic circulation that determine climates.	P
I can create a model showing all parts of the water cycle and explain all parts of the water cycle and the state the water is in at each stage.	P

HMS by Design Competencies

Portfolio Link

Creator	**Student Reflection**
• Evaluate and adapt ideas to make and realize personal plans • Seeks inspiration for creative and innovative ideas • Demonstrates ingenuity and resourcefulness when designing or adapting investigations or models • Create opportunities or products to inform, persuade or inspire action on issues	I have been a creator this year by showing work in creative ways. Like making the tree animated. Also our protocol types. We had to come up with a problem that is important in your life, but something that's not already invented.
Problem Solver • Recognizes that solutions to problems can create new challenges and may require alternative solutions. • Employ a variety of strategies to solve problems with flexibility and perseverance. • Assess choices in order to select course of action • Activate background knowledge, information or resources to seek clarification or enhance comprehension	**Student Reflection** I have been a problem solver this year by solving problems. Some things that we had to solve are the 15 minute challenge. We were given a problem and we had to come up with 5 objects that we could use to solve our problem.
Collaborator • Consider needs, points of view or perspectives when setting and working towards common goals • Create positive group environments through active listening, social awareness and willingness to help others. • Offer constructive suggestions or ideas when collaboratively engaging.	**Student Reflection** I have collaborated this year by collaborating with my peers. In ELA we had to collaborate with our group and figure out what we wanted to put on the website. We also had to revise and edit each other's writing to make sure it was clear for everyone to read.
Critical Thinker • Generate questions, make inferences or confirm prediction • Use relevant criteria to evaluate data, claims, theories, or statements. • Demonstrate honesty and open-mindedness when making decisions • Distinguish fact from opinion to identify bias in sources	**Student Reflection** I had to critically think this year by really thinking outside the box on what I should put. In P.E we had to come up with a game/warm up that connected to our P.E skills. If we wanted to, we could have presented it to the class. If you Present it to the class you really have to think about what you need to say so it makes sense.

Entry Points: DMS

Spring 2020:
Teacher Reflection and Choice- Visible Learning

2020-21 School Year:
Sustained PD with Small Group Instruction

Assessment Capable	Feedback
Meeting 1: 9.23 and 9.30	
• Flowchart • Corwin Handout • Review Teacher VL Success Criteria • Complete Google Form	• Feedback Session 1 • How do you build trust in classroom? • Review Teacher VL Success Criteria • Complete Google Form
Meeting 2: 10.14 and 10.28	
• Presentation Slides • Success Criteria for SC/LI • Discuss Big Picture (global) SC ○ DESE Draft Standards • Review LI, SC examples by content • Assess or develop LI and SC for the provided example or of an upcoming unit	• Feedback Week 2 • Review trust • Types of Feedback • Watch Creating a Culture of Critique
Meeting 3: 11.11 and 11.18	

Entry Points: DMS

2020-21 2nd Semester:
Pilot Teachers

Comptency 1: Evaluation of Information						Competency 2: Problem Solving						Competency 3: Communicating Ideas			
Pathway 1 Asking Questions and Defining Problems		Pathway 2 Developing and Using Models		Pathway 3 Analyzing and Interpreting Data		Pathway 4 Planning and Carrying out Investigations		Pathway 5 Using Mathematics and Computational Thinking		Pathway 6 Constructing Explanations and Designing Solutions		Pathway 7 Engaging in Argument From Evidence		Pathway 8 Obtaining, Evaluating, and Communicating Information	
Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard	Missouri Learning Standards	NGSS Standard
PS2.B.1 PS2.B.2	MS-PS2-3 Motion and Stability: Forces and Interactions	PS1.A.1	MS-PS1-1 Matter and its Interactions	PS1.A.2	MS-PS1-2 Matter and its Interactions	PS2.A.2	MS-PS2-2 Motion and Stability: Forces and Interactions	PS4.A.1	MS-PS4-1 Waves and their Applications in Technologies for Information Transfer	PS1.B.2	MS-PS1-6 Matter and its Interactions	PS2.B.1	MS-PS2-3 Motion and Stability: Forces and Interactions	PS1.A.3	MS-PS1-3 Matter and its Interactions

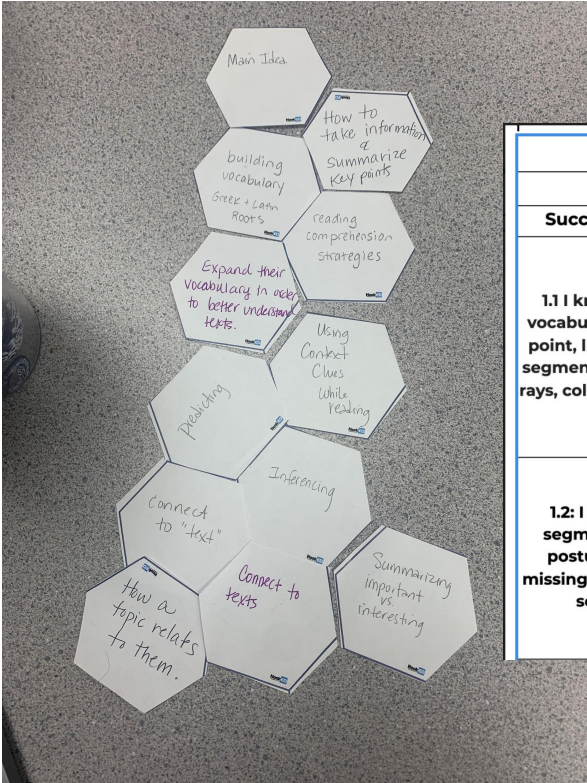| P = Proficient, I = In Progress, IE= Insuficient Evidence, NE = No Evidence, NB- Not Begun Yet																			
Competency 1: Evaluation of Information										Competency 2: Problem Solving					Competency 3: Communicating Id				
Pathway 2 Developing and Using Models					Pathway 3 Analyzing and Interpreting Data					Pathway 6 Constructing Explanations and Designing Solutions					Pathway 7 Engaging in Argument From Evide				
I can use an already existing model to describe how things work.					I can analyze the reasonableness of the data.					I can construct explanations supported by multiple sources of evidence.					I can construct a convincing argument that supports or refutes or solutions about the natural world.				
P	I	IE	NE	NB	P	I	IE	NE	NB	P	I	IE	NE	NB	P	I	IE	NE	
I can develop a model to describe how things work.					I can distinguish between connections and cuase/effect.					I can design solutions supported by multiple sources of evidence.					I can construct a convincing argument that supports or refutes or solutions about the designed world.				
P	I	IE	NE	NB	P	I	IE	NE	NB	P	I	IE	NE	NB	P	I	IE	NE	
Content Knowledge					I can identify errors in the data or in charts and graphs.					I can engage in the design cycle to construct and/or implement a solution.					I can use oral argument, supported by evidence, to support or model for a phenomena.				
ESS 2A1- I can develop and use a model to illustrate how Earth's surface changes due to interior movement.																			
					P	I	IE	NE	NB	P	I	IE	NE	NB	P	I	IE	NE	
S- I can describe (based on evidence) how energy affects Earth's interior.					I can analyze and interpret data to determine					I can ensure design solutions meet specific criteria and					I can use written argument, supported by evidence, to support o				

What if you knew you couldn't fail?

"It would allow me to work on things I'm not very good at or comfortable with. I get a thrill out of trying new things but knowing that it's ok to try and fail is great. "
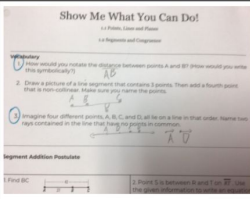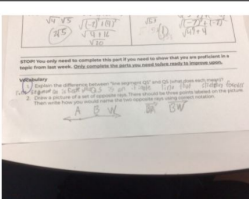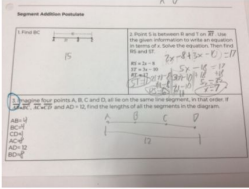
"If I knew I couldn't fail on my grade I would do a couple of things differently. First, I would probably end up taking a few more risks on assignments."

Entry Points: DMS

2021-22 School Year: Innovative Initiative/Humanities	2021-22 School Year: CBL Opt-In

Chapter 1: Basics of Geometry

Learning Intention: I have mastered the basic fundamentals of geometry

Success Criteria	I'm struggling	I'm Close	I've got it!
1.1 I know relevant vocabulary including: point, line, plane, line segment, ray, opposite rays, collinear, coplanar	Show Me What You Can Do!		Insert picture of evidence here
1.2: I can use the segment addition postulate to find missing lengths of line segments	Insert picture of evidence here	Segment Addition Postulate	Insert picture of evidence here

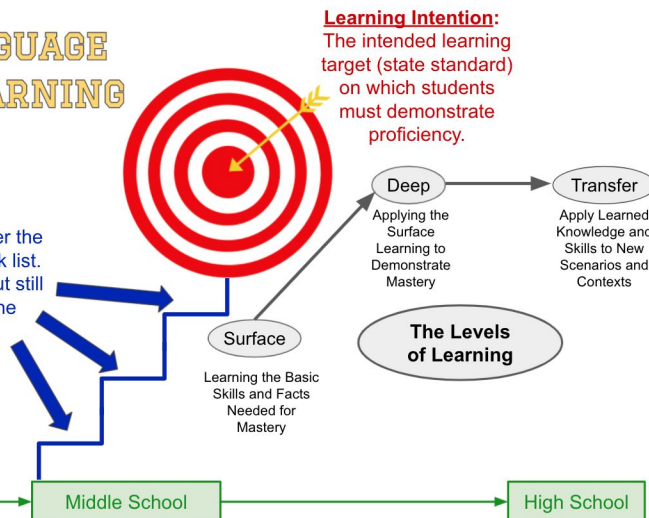| Competency	Success Criteria	Student Evidence (Link)	Student Reflection
Critical Thinking	I can consider how decisions or actions influence society. (*Federal Holiday Project Reflection Writing Prompt*)		
	I can explain how my evidence supports my opinion. (*Research Graphic Organizer*)	Graphic Organizer	I think I'm "Proficient" because I know how to provide evidence to support my thoughts. My evidence shows this because I feel like they are well explained and well organized.
Problem Solving	I can provide evidence to support my thoughts. (*Research Graphic Organizer*)	Graphic organizer	I think I'm "In-Progress" because I could have probably found more quotes etc. I think I'm at this level because I know that I could have found more quotes to support my argument. I also think that a couple pieces of my evidence don't support my argument very well.

Entry Points: SVMS

Visible Learning

Where am I going?

How am I doing?

Where do I go next?

The Learning Pit:
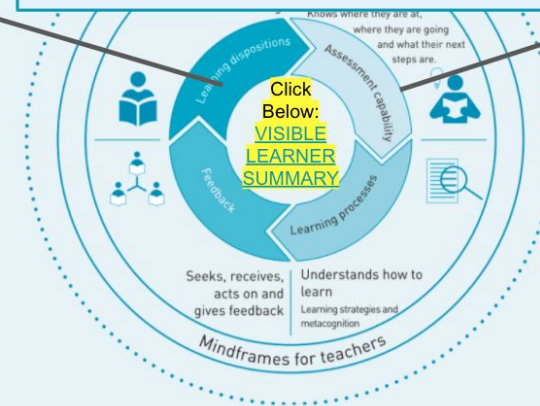Shows kids the stages of learning. Helps them know that feeling stuck isn't a bad thing.

THE LEARNING PIT

Our Eagle P.I.C.S.
They teach kids the skills that good learners use to get out of the pit and what to do when learning is difficult.

Eagle PICS

| Persevere | Inquire |
| Collaborate | Self Advocate |

Visible Learning
is shifting the focus from what teachers are teaching to what students are learning.

Answers:
What am I learning?
How am I doing?
Where to next?

Click Below:
VISIBLE LEARNER SUMMARY

Knows where they are at, where they are going and what their next steps are.

Seeks, receives, acts on and gives feedback | Understands how to learn
Learning strategies and metacognition

Mindframes for teachers

Kid Friendly Learning Intentions and Success Criteria:
What do I need to learn? Where to next?"
Post them, refer to them, make sure activities/lessons revolve around them. Let kids see them for the whole unit.
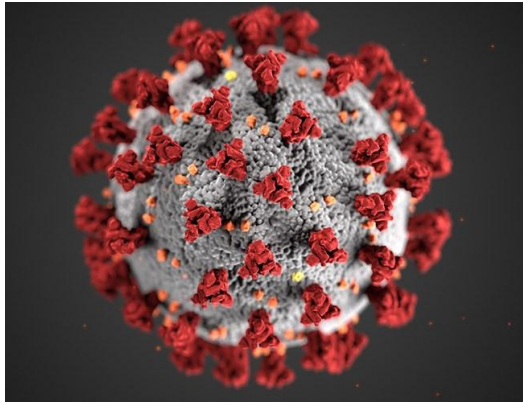
Tracking Learning:
How am I doing?
Where to next?
Let kids know if they are getting it or not and allow kids to self assess if they feel like they are getting it or not.
- Thumbs up, down, sideways.
- Rate yourself on a scale.
- Exit slips.
- Class work.
- Tracking sheets, forms, etc.

LEARNING LANGUAGE FOR VISIBLE LEARNING

Learning Intention: The intended learning target (state standard) on which students must demonstrate proficiency.

Success Criteria: Steps to help students master the learning intention. Not a task list. Some kids may skip stairs but still demonstrate mastery of the learning intention.

Deep → Transfer

Applying the Surface Learning to Demonstrate Mastery

Apply Learned Knowledge and Skills to New Scenarios and Contexts

Surface

Learning the Basic Skills and Facts Needed for Mastery

The Levels of Learning

| Elementary | → | Middle School | → | High School |

Learning Progressions: Similar skills/standards that get more difficult as student progresses through school.

Entry Points: SVMS

Tracking Learning

WHERE AM I GOING?

I'M HERE!   WHERE?

HOW AM I DOING?

How Ya Doin'   How's it Goin'

WHERE TO NEXT?

WHERE?   #GOALS

More practice with my team

Progressing and almost there -

need help - just starting - new to far to go

MASTERED –COMPETENT - CAN TEACH TO OTHERS - EXPERT

RATE YOURSELF
I am an expert, I can teach this.

I can do this on my own, but may need a little help.

There are parts I don't understand, but could do it with a lot of help.

This is really hard for me. I do not understand it.

Self Reflection: On the success criteria listed above, I feel like:	Explain why you chose the color above.	Out of our 4 Eagle Learner Dispositions, select one that you used while learning how to divide decimals by decimals.	Describe how you used the disposition you selected above during your learning today.
I am really stuck. I don't really understand this unless someone walks me through step by step.			
I have this mastered. I kn	a	Perseverance	a
I can get there, but I migh	the yellow one is because	Perseverance	I persevere through the problems and try my best when it is even hard
I have this mastered. I kn	because I have full confid	Self-Advocacy	I found solutions on my own while I used self advocate
I have this mastered. I kn	I think I am able to teach	Perseverance	When I checked my work on one of the problems it was wrong so I went back and worked through the steps
I have this mastered. I kn	Because I believe that I h	Perseverance	I learned through my mistakes and fixed them if I had any.
I have this mastered. I kn	I know how to add, subtra	Inquiry	Inquire
I can get there, but I migh	sometimes i get lost and i	Perseverance	perseverence
I can get there, but I migh	because i feel like i can d	Perseverance	self avocate
I have this mastered. I kn	Because Last year in 5th	Collaboration	During work time our group collaborated really well with each other. We used collaboration to help us solve
I have this mastered. I kn	Because I was good at di	Collaboration	I worked with my team successfully.

Integer Unit - "I can"..statements

Please fill this out honestly...this will help me with what questions you need to review Monday for your test Tuesday.

* Required

I can compare integers. *

☑ Yes

☐ No

I can use integers to describe temperature and elevation. *

☑ Yes

☐ No

I can use a number line to add positive and negative numbers. *

☐ Yes

	1. What is on your form/tracker and why did you include those items?	2. How does this help you transfer agency to your student(s)?	3. What additional information do you wish your form/tracker included?
.org	Students were using division of fractions to show perseverance, self advocacy and inquiry. We provided an environment where they could productively struggle.	This transfers ownership to the student by providing a setting where failing forward is the norm.	We really wanted to keep it simple to ensure continued use.
e10102@lps53.org	I've included the Learning Intention for our Priority Standard, and accompanying success criteria, along with spots for students to show their attempts at mastery/evidence of learning.	Students understand the purpose of learning and can direct their attention to the items they're lacking understanding.	It wasn't as smooth as I would have liked, the first time. I had to give a lot of direction of what they could even put in the spots as evidence (we went back in notebooks and color coded items). The students also tended to have an inflated sense of learning, many marked themselves as "experts", when they weren't quite there yet. I like the digital format because they can share links to actual work/evidence rather than just describing or naming it.
e08128@lps53.org	Grades FLIGHT requirements Eagle Pics schedule (days of the week so students can write down due dates for projects or tests) Goal plannning	The students take ownership of their learning, by learning what Eagle pics they need to use to help them be a better student. It helps students take ownership of their growth mindset.	I will reflect with the students to see if the firm needs to include additional information or needs to be modified.
e11296@lps53.org	Amanda and I broke down the standard for informational text into 3 sections: Main idea statement, objective summary, and explanatory writing that discusses the relationship between ideas.	This tracking sheet has shown them EXACTLY what is expected of them when learning this standard. They have all been very honest through this process that Main idea is something they really struggle with when it comes to higher-level text. I had students come up after filling out their tracking sheet and specifically say, "I understand main idea	I want to be better about the "upkeep" with forms and portfolios I have used in my classes. Right now, I have been trying different ways and different strategies, but haven't found an exact one that I could use consistently on all topics that are taught. So it seems like right now, all the tracking is all in different places! Therefore, my wish is that there was one place, one spreadsheet, one form, to track everything.

Entry Points: SVMS

Emergency Learning: Spring 2020

- Separate compliance from learning.
- Rethink the what and how of measuring learning.
- What would kids do if they there were no grades?
- Engagement was higher with PBL's and meaningful work.

Competency Push: 2020-2021

- Item #1 on Strategic Plan.
- Rethinking teaching and learning.
- Best ways to measure mastery.
- Pilot team who wanted to learn about and shape this initiative.

Liberty Public Schools Strategic Plan 2020/2021						
Plan Number	Vision Area	Vivid Vision Category	Vision Statement	Deliverable	Owner	Du
Plan 1	Learning	Competency-Based Learning	Personalized and competency-based learning opportunities are accessible to all learners across grade levels and content areas.	Published learning competencies in progressions and lexicon of competency-based terminology.	Jeanette Westfall	6/

Fall 2021

- Allowed for anyone interested to join the pilot initiative.

Let's Chat

- Name
- School District/State
- Position or Role in your Organization
- Entry Point

Implementation: HMS
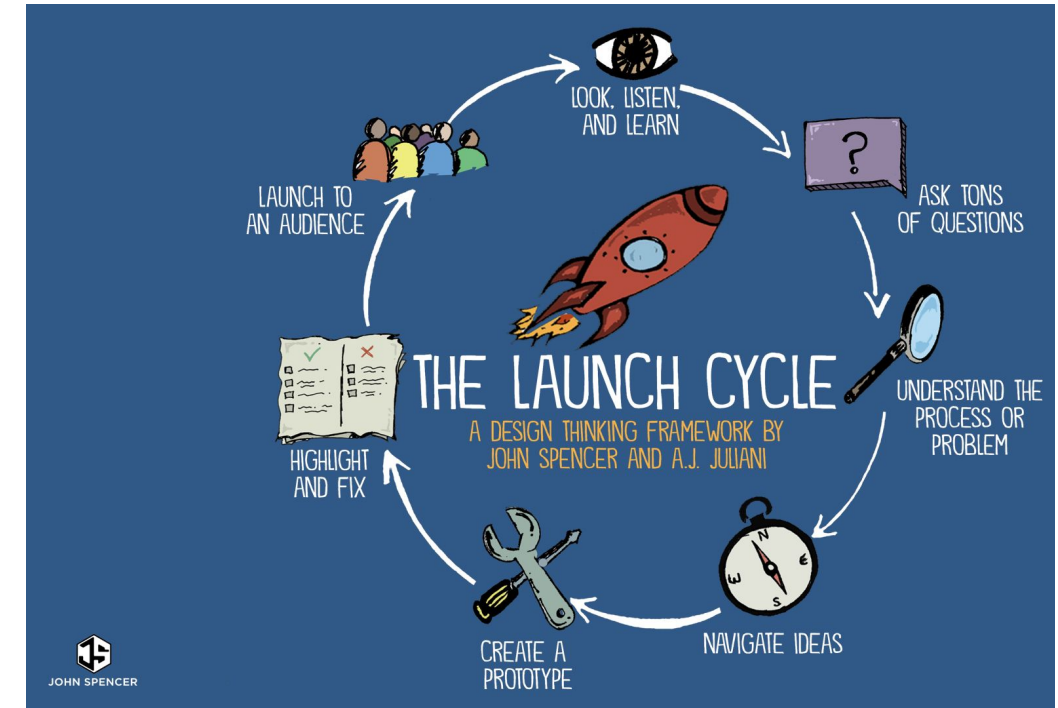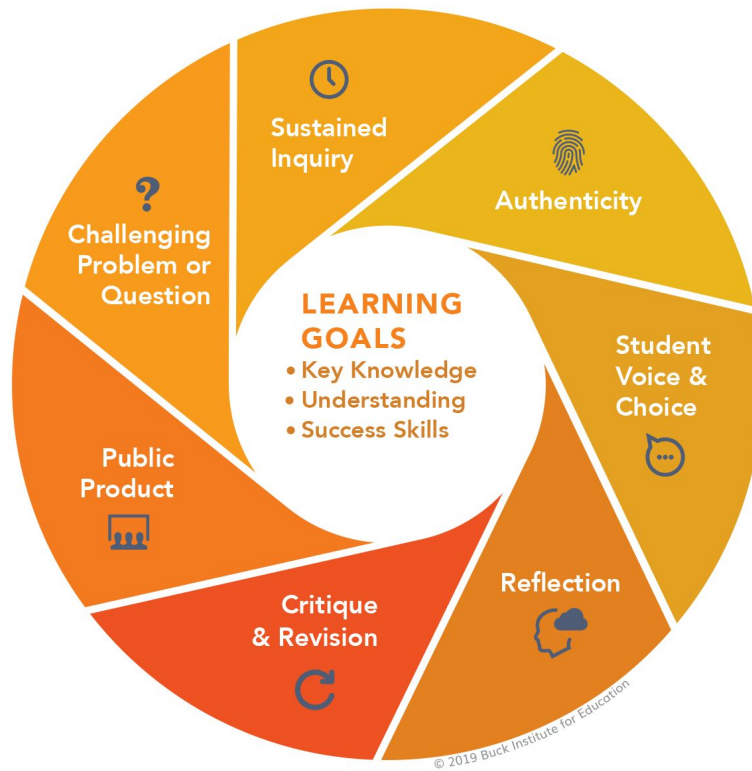
PBL meets Visible Learning

- Building Clarity
- Building Student Efficacy

TEMPLATE

Big Concept:				
Project: (Students will show knowledge of the *Big Concept* by….) *Create a strong project launch.				
ELA	Social Studies	Science	Math	Physical Education
Standards:	Standards:	Standards:	Standards:	
Formative Assessments:	Formative Assessments:	Formative Assessments:	Formative Assessments:	
Week 1: (Links to Daily Slides, Documents, Forms, Videos)				
Week 2:				
Week 3				
Week 4				
Week 5				
Week 6				
What is working?		What needs to change?		
• Kids are able to think independently and have a great amount of learner agency.		• Frequent reflection on project Need-to-Knows. • Checks for understanding over standards.		

SOCIAL STUDIES
How can we use our imagination to guide the cycle of innovation?

Empathise — Define — Ideate — Prototype — Test

Analyze scientific, technological, intellectual, and artistic advancement to determine the legacy of classical civilizations.

PROBLEM SOLVE - CRITICALLY THINK - COLLABORATE - CREATE

Level 1: I can make connections between advancements and ancient civilizations.

Competencies
- Critical Thinking
- Collaborator

Performance Level	Learning Target	My Evidence (and Dates)
Proficient	I can make connections between advancements and ancient civilizations.	
Making Progress	I can explain historical advancements importance.	
Basics	Name types of advancements.	
Teacher Feedback		

Level 2: I can analyze advancements from the past to the present.

Competencies
- Critical Thinking
- Problem Solver

Performance Level	Learning Target	My Evidence (and Dates)
Proficient	I can analyze the impact historical advancements has both the past and the present	
Making Progress	I can demonstrate the impact of his... advancements on...	

SCIENCE PATHWAY: WEATHER
LEVEL 1: THE WATER CYCLE

NAME: _____ HR: _____

Success Criteria 1: I can create a model showing all parts of the water cycle and explain all parts of the water cycle and the state the water is in at each stage.

Competencies
- Critical Thinking
- Problem Solving

Performance Level	Learning Target	My Evidence (and Dates)
Proficient	I can predict the next step water would go through in the water cycle, and what impact that will have on the weather in an area.	
Making Progress	I can explain how the parts of the water cycle depend on each other.	
	I can identify the state of water in each part of the water cycle.	
Working on the Basics	I can identify the parts of the water cycle.	
Teacher Feedback		

LEVEL 1 CHOICE OF TASKS
Must complete 3 before taking on the Final Boss

Name: _____

HEALTH/PE PATHWAY

Skill 1: I will demonstrate the ability to use goal setting skills to enhance health.

Competencies
- Collaboration
- Problem Solving
- Critical Thinking

Standard
S3.M8.6: Student sets and monitors a self selected physical activity goal based on current fitness level.

Performance Level	Learning Target	My Evidence (and Dates)
Proficient	I can check in on and revise my physical activity goal.	
Making Progress	I self create a goal and act on my physical activity goal during PE class.	
Working on the Basics	I can participate in the fitness skill component tests. I can choose a physical activity in which to improve based on the results.	
Teacher Feedback		

Skill 2: I can identify and use the skill components of fitness.

Competencies
- Critical Thinking
- Problem Solving
- Collaboration

Standard
S3.M7.6 Student is able to identify the components of skill-related fitness.
S3.M5.6 Student participates in a variety of lifetime recreational team sports, outdoor pursuits or dance activities.

Performance Level	Learning Target	My Evidence (and Dates)
Proficient	I can identify and use the 6 skill components of fitness in a variety of PE activities.	
Making Progress	I can identify the skill components of fitness.	
Working on the Basics	I can use the skill components of fitness, with help, in PE.	
Teacher Feedback		

Innovation CYCLE?

Name: _____

FINAL BOSS: Quizlet

EVIDENCE 1 — Non-Fiction Text
EVIDENCE 2 — Fiction Text
EVIDENCE 3 — Student Choice (Social Studies, Health, or Science)

Skill 1: I can determine the central idea or theme of a text and write an objective summary.

Success Criteria 1: I can determine the central idea based on evidence of a text.

Competencies

Performance Level	Learning Target	My Evidence (and Dates)
Advanced	I can determine two or more central ideas in a text and analyze their development by using details from the text.	
Proficient	I can explain how the central idea is supported using details from the text using my own words.	
Making Progress	I can identify the central idea of a text.	
Working on the Basics	I can identify key details of a text.	
	I can identify the topic of a text.	
Teacher Feedback		

Success Criteria 2: I can create a summary free of personal opinion with any genre of text.

Competencies

Performance Level	Learning Target	My Evidence (and Dates)
Advanced	I can provide an objective summary of the text.	
Proficient	I can explain how the central idea is supported using details from the text using my own words.	
Making Progress	I can use my own words to paraphrase the text.	
Working on the Basics	I can include the central idea and key details from the text.	
	I can identify the central idea and key details of a text.	
Teacher Feedback		

With CLARITY brings Self-Efficacy

Partnering with Parents
- Like riding a bike

Progress Check-In

Students were given a one page update for what they can work on this week and next.

Please review this with your child. There is a lot to celebrate, but also an opportunity to make a plan for our Virtual Wednesday.

Progress Check-In
2 Weeks Left! Where Am I At?

PE/HEALTH:
- P Health Standard 1: I will demonstrate the ability to use goal setting skills to enhance health.
- P Health Standard 2: I can identify and use the skill components of fitness.
- P Health Standard 3: I can design and use an activity to help me improve on an area of weakness in my fitness.

SOCIAL STUDIES:
- P Level 1: I can make connections between advancements and ancient civilizations.
- P Level 2: I can analyze advancements from the past to the present.
- IP Level 3: I can design and share my own innovation and its impact on the future. (NOTE: YOU CAN NOT BE HIGHER THAN IP UNTIL YOU PRESENT YOUR GROUP PROJECT)

SCIENCE:
- P LEVEL 1: Water Cycle (blue packet)
- IP LEVEL 2: Heat and Rotation (orange packet)
- NE LEVEL 3: Air masses and Fronts (purple packet)
- NE LEVEL 4: Predicting the Weather (green packet)

ELA:
- IE Success Criteria 1: I can determine the central idea based on evidence of a text.
- IE Success Criteria 2: I can create a summary free of personal opinion with any genre of text.
- IP Success Criteria 3: I can determine the theme of a text.

Performance Indicators

- **P** **Proficient** - Look at me. I have mastered riding the bike -- I can show you!
- **IP** **In Progress** - I can ride the bike but with support (training wheels). Keep giving me feedback and help.
- **IE** **Insufficient Evidence** - I told you I can ride the bike, but I have not shown anyone that I can.
- **NE** **No Evidence** - I have not even climbed on the bike to try.

Competencies For ZoomChats
- Collaboration
- Creator
- Critical Thinker
- Problem Solver

Student Testimonials from Zoom Trips

Brooklyn said: "Our speaker said something along the lines of you can't just look at people and read their minds you have to engage in conversation." 🤩 #hmsbydesign

Conner   10:24 AM

Thanks, I mean its easy to connect back to your own life! And my dad has been an electrician for around 5 years, so I know a lot about that topic!

"You have to understand your problem to get to a solution."

"You may not be the problem, but you can be a part of the solution."

"Your choices matter."

"Sometimes you just have to flip your thinking."

Implementation: DMS

Meeting teachers where they are:
- Traditional → Standards → CBL
- Building efficacy and growing mindset
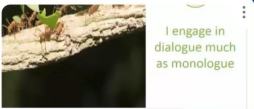
DMS Innovation-Reading Frenzy

Directions: Read or watch AT LEAST 4 of the resources on our Reading Frenzy Padlet and reflect below. On Padlet, please rate (1-5 stars) each resource that you viewed and add comments or questions, as needed. Ratings should be based on the value you feel the content had in supporting or moving your thinking.

Resource title & a brief description	What were your "lightbulb moments" or takeaways from the resource?	What questions or clarification is needed?	In what ways could this impact learning experiences at DMS?

Implementation: DMS

- ## Sustained PD/PLC
  ### Team - Building - District
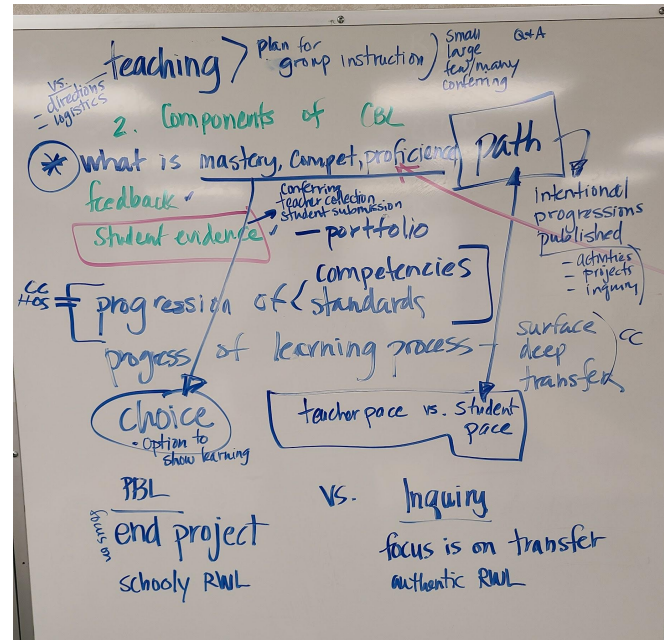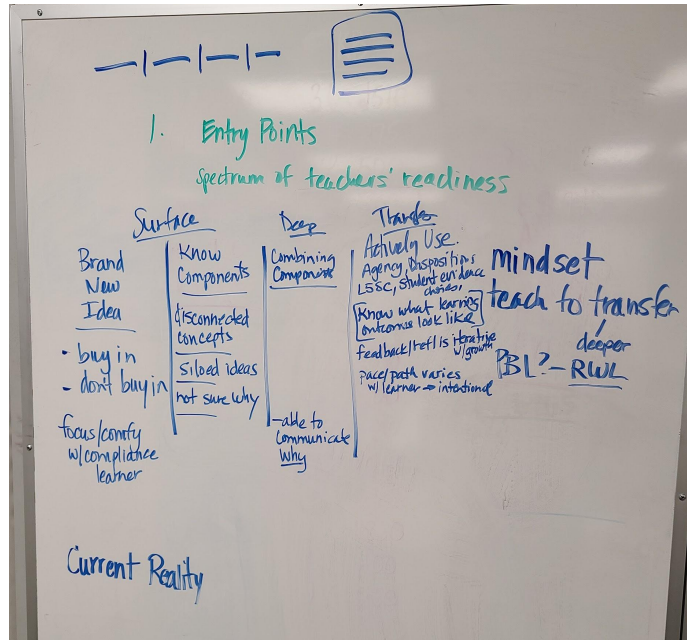
Activity	Time	Location
Pre-Brief	7:15-8:00	DMS Conference Room
Travel to HMS	8:00-8:15	
ByDesign 6	8:15-8:40	Room 505
ByDesign 7	8:40-9:05	Rooms 404-406
8th Humanities	9:05-9:30	Rooms 307/308
Travel to LNHS	9:30-9:45	
NNbD 9 (North Nation by Design)	9:45-10:15	Upstairs
Travel to DMS	10:15-10:30	

Using Success Criteria to Guide Student Learning
Success criteria describes what the student will do or say to understand the learning intention. It is "how" students show their learning.

Self-Reflection	Always	Sometimes	Never
Do you **HAVE** success criteria for learning?			
Do you **USE** success criteria when planning for learning?			
Do students **USE** success criteria throughout the learning process to monitor learning? (Not just at the beginning or end of learning)			
Do students have a way to **track** understanding and **reflect** on learning through the use of success criteria?			

Implementation: DMS

Administrative/Coach Support

- High Expectations/High Support (Consistency, Collaboration, Communication)

Implementation: SVMS

Reflecting On Our Own Teaching Practices

- Sorted Class Activities:
  - Surface, Deep, Transfer
  - What is the purpose of each level?

- Compliance VS Learning:
  - Agree to not record compliance as part of grade.

Surface-Deep-Transfer

Apply understanding to new contexts

Make conceptual connections

Build understanding of new topic

TRANSFER
DEEP
SURFACE

Transfer:
- Students apply learning in varied situations.
- Students are asked to take on different viewpoints or perspectives on concepts, ideas, procedures, and processes.

Deep:
- Learners are encouraged to develop explanations and interpretations of concepts, ideas, procedures, and processes.
- Reasons/explanations/interpretations are accompanied by evidence.

Surface:
- Learners provide descriptions of terms, concepts, ideas, procedures, or processes.
- Learners make connections between what they are learning and what they already have learned.

Evidence: These two levels are great places for evidence collection. Feedback should occur in all levels, but at the deep or transfer level, feedback starts to be more specific for each learner's individual needs and growth.

	P= Proficient	I= In Progress		N= Not Proficient/Needs Improvement	
Academic Learning	P	I	N	Feedback	
Mastered all intended learning.					
Work Habits					
Turns in high-quality/high-effort work.					
Turns in work by the deadline.					
Completes required learning attempts.					
Learning Behaviors					
Follows directions.					
Participates in activities and discussions.					
Perseveres when things are difficult.					
Communicates/collaborates with others.					
Advocates for themselves.					
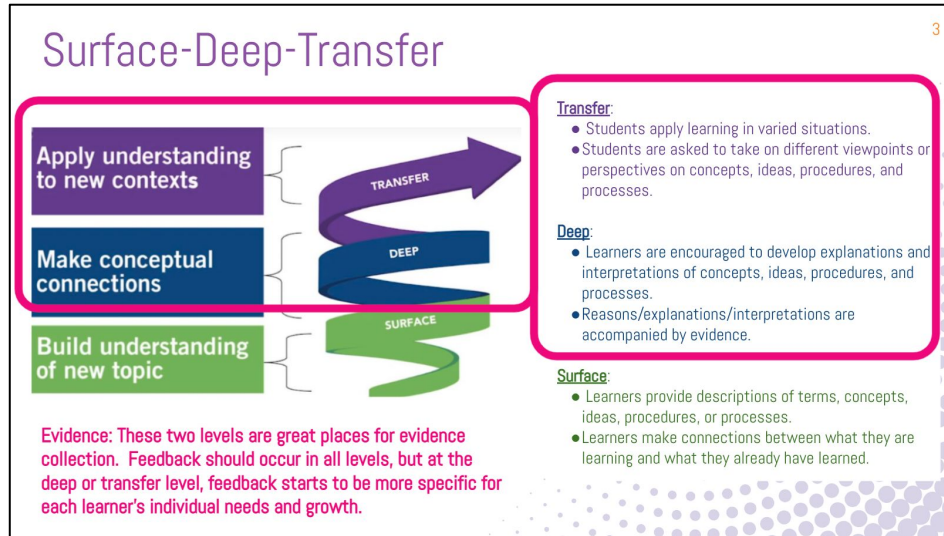
Surface, Deep, and Transfer Learning Process

Surface Build Knowledge Build Concept(s)/Idea(s)/Skil(s)l	Deep Make Meaning Connect Concepts/ideas/Skills	Transfer Apply Understanding Extend concepts/ideas/skills
Jigsaw Method	Organize and Transfer Notes	Find Similarities/Differences
Tell Who/What/Where/When/How	Explain connections or procedures	Synthesizing Info Across Text
Integrating Prior Knowledge	Metacognitive Strategy Instruction	Transform Concept Knowledge
Describe/Explain Using Context	Reciprocal Teaching	Organize Concept Knowledge
Mnemonics	Concept Mapping	Formal Discussion
Leverage Prior Knowledge	Class Discussion	Problem Solving Teaching
Vocabulary Programs	Teacher or Self-Questioning	Extended writing
Direct Instruction	Extend patterns	Peer Tutoring
Use rules	Inquiry-Based Teaching	Reorganize into a new structure
Note Taking	Simulations	Formulate
Imagery	Cite supporting evidence	Generalize
Name/List/Locate	Predict	Produce and present
Restate/Summarize	Outline	Design and conduct
Construct/Use a Simple Model	Interpret	Collaborate
Define/Label	Revise for meaning	Evaluate
Organize/Group/Classify	Solve non-routine problems	Critique
Identify	Compare/Contrast	Hypothesize
Recall/Recite	Synthesize	Initiate
Recognize	Verify	Reflect
Estimate	Show cause/effect	Research
Give examples and nonexamples	Analyze/Infer	
Match/Classify	Argue	
Measure	Assess	
Solve Single/Multi-Step Problem	Deconstruct	
	Draw conclusions	

*Designed from this document created by Carrie Gabriel

Implementation: SVMS

Reflecting On Our Own Teaching Practices

- Ensuring Students Understand Expectations
  - Single Point Rubrics
  - Feedback

- Traditional to Proficiency

Expectations

Expectations
The app clearly explains an original idea of how to foster more understanding and less judgment in the world.
The app is specific and detailed in how to accomplish the purpose.
Student has really put a lot of effort into making the various screens and navigational flow is easy to understand.
The analysis is logically written to draw insightful parallels between the book, The Outsiders and the solutions proposed in the student's app.
Grammar and mechanics are appropriate for grade level.

IMPACT Project Rubric

- Created an engaging beginning or introduction.
- Story has a clear focus with story details that support a creative, logical flow of events and uses transition words effectively.
- Uses descriptive language: adjectives/vivid verbs/metaphors and/or similes.
- Conclusion/ending wraps up narrative and shows insight about the situation.
- Spelling, capitalization, punctuation, paragraphing and grammar are effective and make the paper easy to read and understand.

Posture & Position

Criteria	Ratings		
⌖ Body is balanced and relaxed	Proficient	In Progress	Not Proficient
⌖ Bow hand rounded, fluid and correctly placed	Proficient	In Progress	Not Proficient
	Comments: Bring your bow hand closer to the frog, so that the middle finger points to the silver ferrule, and the thumb is where the stick meets the frog. Good rounded fingers.		
⌖ Instrument is correctly aligned	Proficient	In Progress	Not Proficient
⌖ Left hand aligned and relaxed	Proficient	In Progress	Not Proficient
	Comments: Nice rounded fingers. Check that the thumb is next to the first finger.		

Implementation: SVMS

From Teacher Centered to Student Centered

- Choice in Learning Opportunities
- Tracking Sheets
- Reflection of Progress Towards Mastery

My Expository Features Progress
Main Idea and Supporting Details

	Pre-Test	Goal #1	Goal #2	Goal #3	Goal #4
I can create a main idea statement of the text.					
Proof	Assassination of Lincoln Article	Chapter 1 of CLK	John Wilkes Booth Diary Entry		
	Pre-Test	Goal #1	Goal #2	Goal #3	Goal #4
I can use supporting details to analyze how the main idea developed.					
Proof	Assassination of Lincoln Article	Chapter 1 of CLK	John Wilkes Booth Diary Entry		
	Pre-Test	Goal #1	Goal #2	Goal #3	Goal #4

Student Version
Unit 1: Number Systems Essential Standards

Indicator	Previous Knowledge	Study Guide	Assessment	Reteaching/Corrections	Retake (if necessary)
Unit 1: 6.NS.B.3 Demonstrate fluency with addition, subtraction, multiplication, and division of decimals					
I can add, subtract, multiply and divide decimals.					
Add					
Subtract					
Multiply					
Divide					
Unit 1: 6.NS.C.8 Generate equivalent represenations of rational numbers between fractions, decimals, and percentages. (Benchmark Fractions)					
I can create equivalent fractions, decimals, and percents.					

Name: Lucy Martin   Class: 1st hour   SS

SS Unit 1: Early Civilizations & Mesopotamia Tracking Sheet
Learning Intention/Target

Eagles are learning to be...CREATORS:
I can plan and use tools to develop creative and innovative ideas, explanations, and products.

A. Create and use visuals, instruments, historical maps, and timelines.

B. Create and use maps/graphic representations to explain relationships and reveal patterns or trends.

Success Criteria
How will you prove you have mastered the learning intention? What evidence will you show?

1. I can locate continents & oceans on the world map, AND identify types of maps.
2. I can create visuals or explanations to represent specific events on a timeline.

Track Your Learning Progress

Learning Opportunity (Include the Success Criteria Focus #)	P	I	N	Reflect: Why Are You At This Level? Or Where Do You Go Next?
World Map #1	X			I colored most of the rivers but still labeled rivers in the compass.
Types of Maps Exit Ticket #1	X			
Personal Timeline #2	X			My timeline has 5 events & its in order.
Cave Art #2	X			
Ancient Mesopotamia Interactive Map #1 exit ticket		X		I put rivers as city-states.
Mesopotamia Timeline #2	X			I have completed my timeline.

P= Proficient   I=In Progress   N=Not Proficient
If marked as "I" reflect on what you need to do in order to become proficient.
If you mark yourself as an "N" Please speak to your teacher for learning support.

MS Competency and Outcome

Eagles are...Problem Solvers and Critical Thinkers

Learning Intention/Target
I will explain, understand, and construct ways that biotic systems interact with biotic & abiotic systems in an ecosystem.

Success Criteria
How will you prove you have mastered the learning intention? What evidence will you show?

1. I can define & identify biotic & abiotic factors in an ecosystem.
2. I can explain & give examples of interactions in an ecosystem.
3. I can understand & create a food chain & food web to show how energy flows in an ecosystem.

Track Your Learning Progress

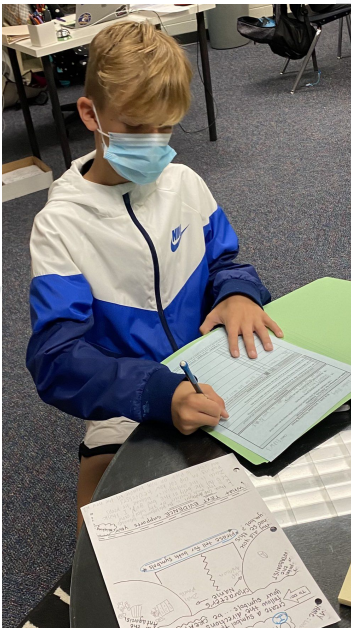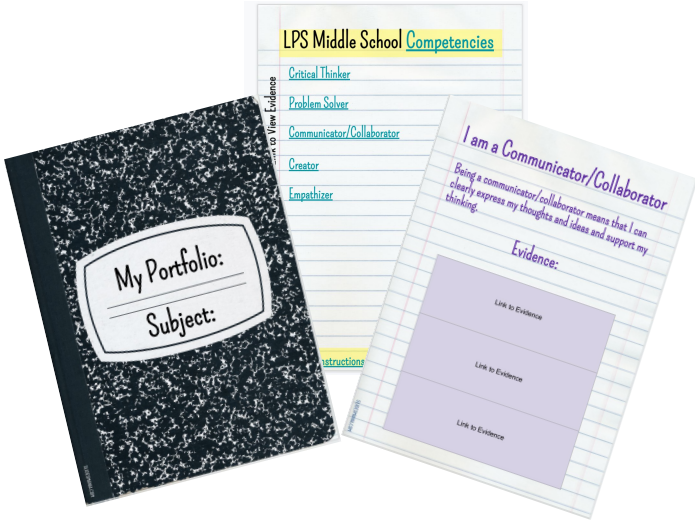| Learning Opportunity (Include the Success Criteria Focus #)	Done ✓	9 +	I/N	Reflect: Why Are You At This Level? Or Where Do You Go Next?

Implementation: SVMS

From Teacher Centered to Student Centered

- How and When to Prove Learning
  - PBL Projects
  - Conversations
  - Student Choice
  - Collection of Proof

THANKS!

Let's be friends!

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