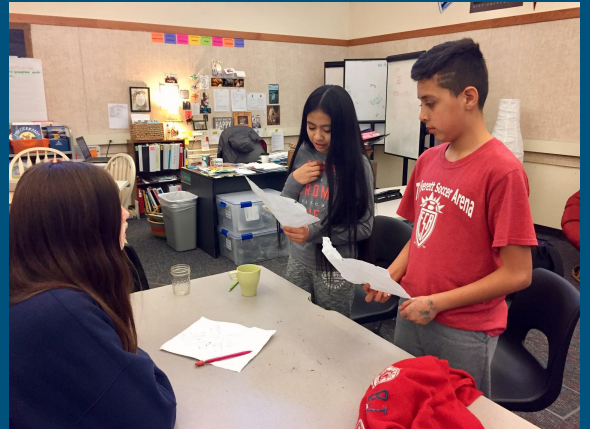


Leveraging Best Practice to Transform Your Classroom

Cassie Stevens
Tara Van Loo
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Burlington Edison School District



Overview of BE journey

District Road Map - “Each student aspires to learn, practices thoughtful citizenship, and is equipped to pursue life options, including career and college”

Priorities (6/8/16)

- P-3
- Language Learners
- Deeper Learning
- Career and College Readiness
- Student, Family, Community Engagement



Burlington-Edison Public Schools DISTRICT ROAD MAP

Our mission is to educate each student for lifelong success.

- Each student aspires to learn
- Each student practices thoughtful citizenship
- Each student is equipped to pursue life options, including career and college

Early Learning Grades PreK – 3 rd All Students 4 th Grade Ready	Middle Grades 4 th – 8 th All Students High School Ready	High School Grades 9 th – 12 th All Students College/Career Ready
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Progress Measures

<ul style="list-style-type: none">• Percent students are 1st grade ready as measured by DRA• Percent students proficient in 3rd grade reading as measured by state assessment and DRA• Percent students proficient in 3rd grade mathematics as measured by state assessment and MAP• Third Grade Student Survey	<ul style="list-style-type: none">• Percent students will be high school ready as measured by report card• Percent students proficient in 8th grade reading as measured by state assessment and MAP• Percent students proficient in 8th grade mathematics as measured by state assessment and MAP• Eighth Grade Student Survey	<ul style="list-style-type: none">• Percent students proficient on state assessments• Percent students who graduate high school• Percent high school students who have post-secondary ready transcript (1, 2, 4 or more)• Co-curricular participation rate• Percent high school students who enroll in post-secondary education• Twelfth Grade Student Survey
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Targeted Focus Areas (Short-Term—18-month—High Leverage Work)

- P-3 Education
- Diverse and Exceptional Learners: Language Learner Emphasis
- Deeper Learning
- Career and College Readiness
- Student, Family and Community Engagement

Foundational Elements (Long Term High Leverage Elements):

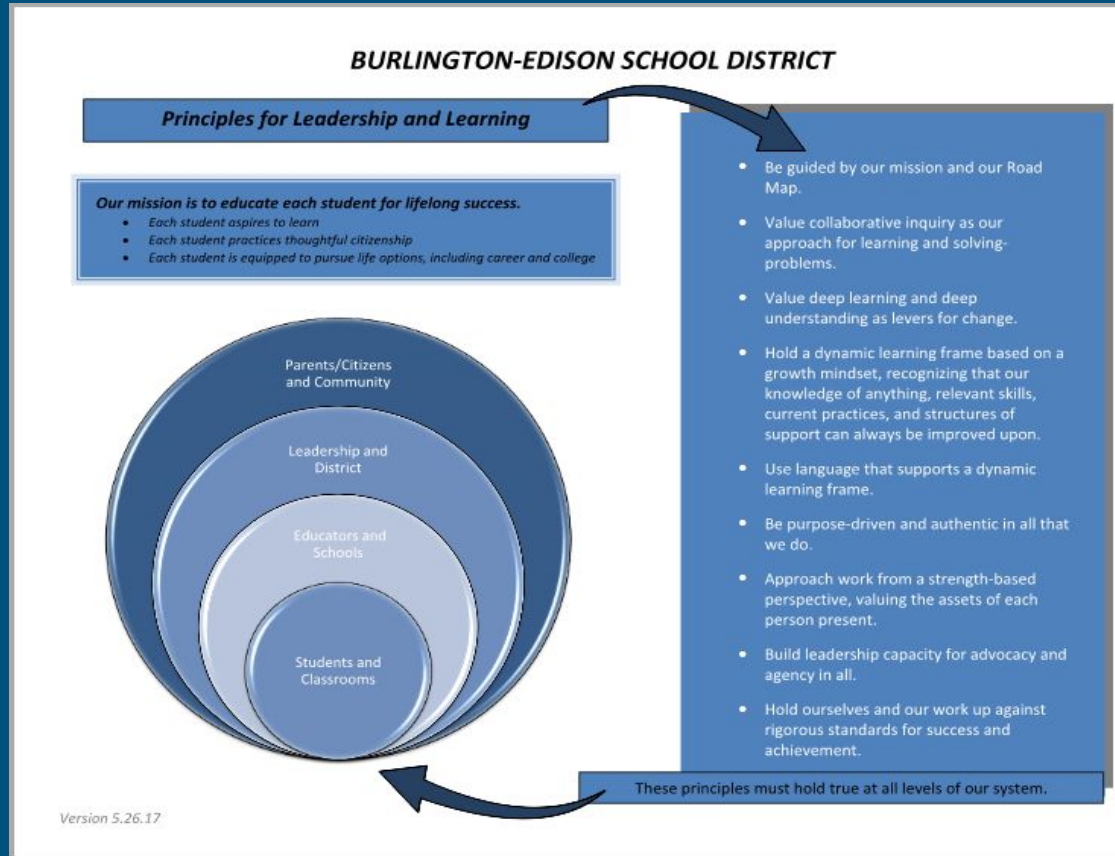
- Create and sustain a climate and culture that supports learning.
- Ensure that students achieve beyond the standard with a focus on communication, collaboration, critical thinking, and creativity.
- Implement high quality instruction that closes opportunity/achievement gaps and accelerates learning for all students.
- Ensure that equity and access are at the heart of our practices.
- Value the unique assets and culture that each student and family brings to our schools.
- Engage families and community members in achieving student success.

Our Promise (These words define how all must feel when interacting with and within our district.)

Respected Empowered Valued Connected
Responsible Engaged Collaborative

Guiding Principles

- Collaborative inquiry
- Deep Learning and deep understanding as levers for change
- Dynamic learning frame/growth mindset
- Purpose-driven and authentic
- Strengths-based approach
- Leadership capacity for advocacy and agency in all
- **Hold ourselves and our work up against rigorous standards for success and achievement**

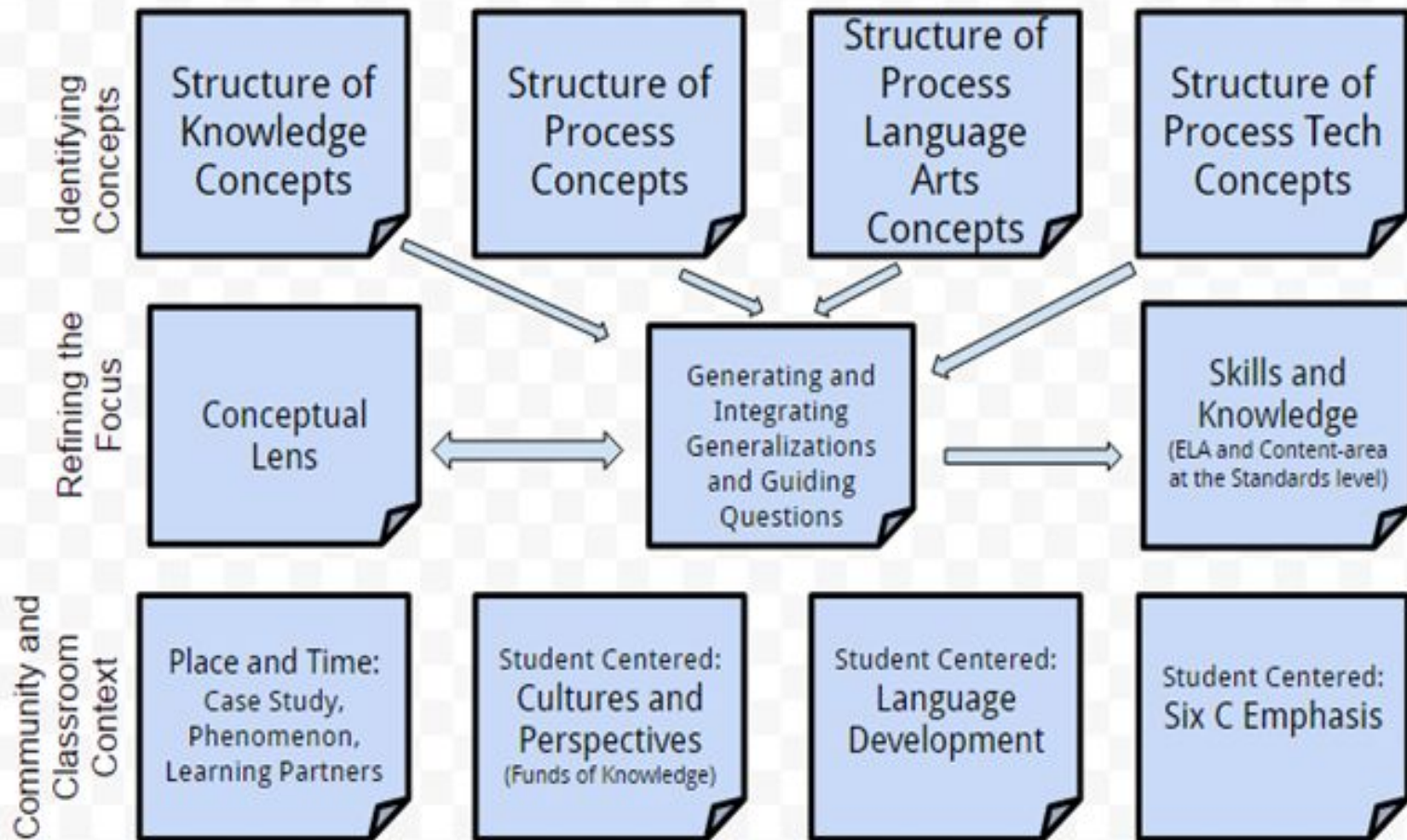


**BURLINGTON-EDISON SCHOOL DISTRICT
DEEP LEARNING: COHERENCE TABLE**

STUDENT OUTCOMES	ACADEMIC CONTENT	CHARACTER	CITIZENSHIP	COLLABORATION	COMMUNICATION	CRITICAL THINKING	CREATIVITY
<p><i>Our mission is to educate each student for lifelong success.</i></p> <ul style="list-style-type: none"> • Each student aspires to learn • Each student practices thoughtful citizenship • Each student is equipped to pursue life options, including career and college 							

DEEP LEARNING	NPDL		Critical Frameworks, Tools, and Partnerships					
	Pedagogical Practices	Concept-Based: Three Dimensional Learning Design (Lynn Erickson)	Inquiry-Based: Learning through agency and investigation	P-3 Framework for Early Learning	Guided Language Acquisition, Sheltered Instruction	UDL: Universal Design for Learning	Supporting Programs: PASTL, AVID	Framework for Teaching (Charlotte Danielson)
	Learning Partnerships	Funds of Knowledge: Cultural and Familial Assets	LEAD: Leadership for Equity Assessment and Development	Family Resource Center and Parent Academy	Community Partners Campaign, Outdoor Education			
	Learning Environments	PBIS: Positive Behavior Interventions and Supports	Sound Discipline: Culturally Responsive, Trauma Informed Practices	Restorative Practices: Fostering Positive School Climate and Culture				
	Leveraging Digital	Google for Education	CSCL: Computer-supported Collaborative Learning	SAMR and TIM Models: Technology to Enhance and Transform Learning	ISTE: International Standards for Technology Education			

Stage One: Foundations for Design



Heads together:

How does this connect to the current work of your school/district?



3:00

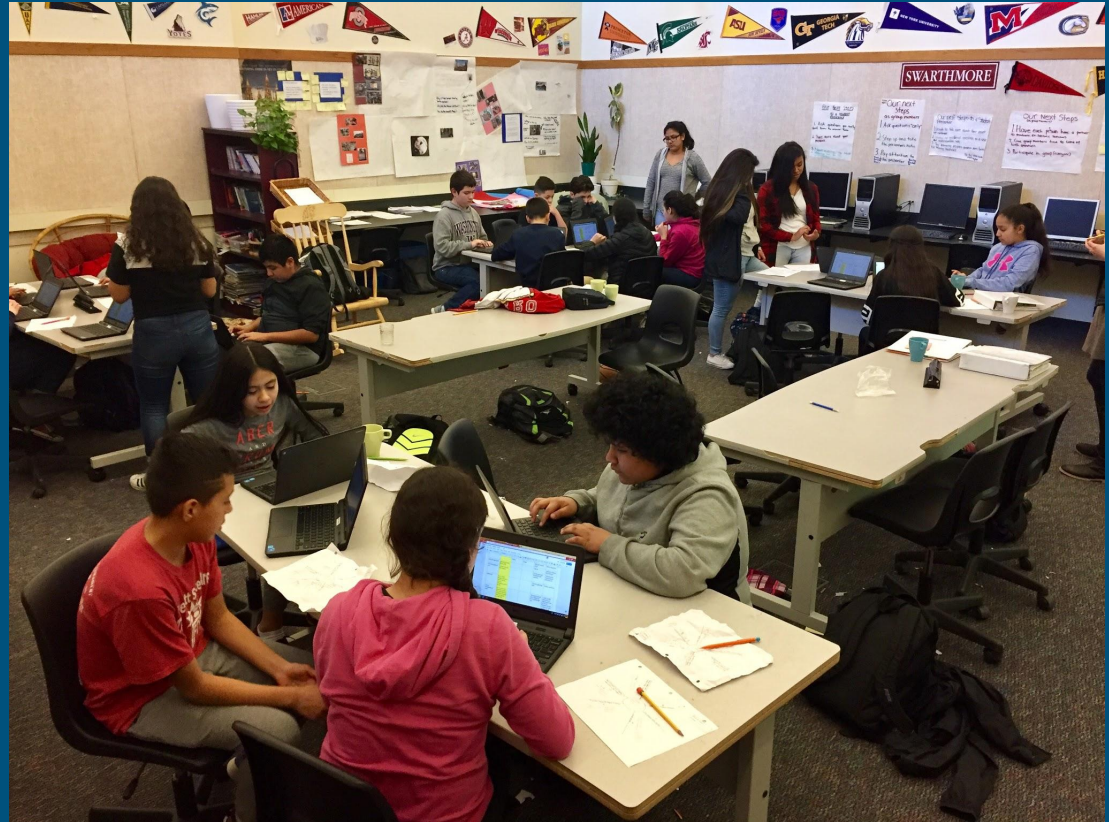
Getting started

NPDL workshops

Change Team

Consultant Teachers

7-8 AVID class



New Pedagogies Learning Design Protocol

INQUIRY CYCLE

LEADS YOU TOWARD
TRANSFORMATION

LEVERAGE BEST PRACTICE

MANY OPPORTUNITIES TO
REFLECT

Learning Environment -
do students know what to do when they enter the room?

New Pedagogies for Deep Learning
A GLOBAL PARTNERSHIP

New Pedagogies Learning Design Protocol
A collaborative protocol that can be used within the Collaborative Inquiry Cycle to improve new pedagogies learning design

Stage of the Collaborative Inquiry Cycle	Questions/Input to Consider	Your Notes, Documents & Links
<p>Assess - use the Deep Learning Competency Framework to identify student progress, strengths and needs. Combine with student achievement and interests to establish learning goals.</p>	<p>Deep Learning Competencies Where are students on the Deep Learning Progressions? What evidence are you using to make good professional judgments?</p> <p>Achievement and Interest Data What are students' knowledge, skills, interests and needs? How are you capturing this information? - Google form</p> <p>Links to National/Local Curriculum What national/local curriculum goals and standards should be incorporated?</p>	<p>pre-assess task</p> <p>Need 4-6 objectives survey</p> <p>writing engaging ?s - Costa's 2B</p> <p>baseline self-assess</p> <p>ELPA's</p> <p>S/L CCSS ELA</p> <p>What do we want them to know to do?</p> <p>-2 citizenship and diff values world views</p> <p>-1 Collaboration</p> <p>-1 Critical thinking</p> <p>x can chose small group/alone</p>
<p>Design - work with peers, students and families to use the Deep Learning Progressions to design deep learning tasks steeped in a real world problem or challenge of relevance to the learners.</p>	<p>Deep Learning Competencies and Content Areas Which deep learning competencies are you targeting for this learning task?</p> <p>What content areas will provide the problem/challenge context?</p> <p>Deep Learning Task Design <i>an activity</i> What is the driving question? <i>essential?</i></p> <p>How will students and family be engaged in designing the learning task?</p> <p>Deep Learning Success Criteria How will students be engaged in designing/understanding the learning criteria and assessment methods? - pre-assess</p> <p>Is their role clear? - we value your input <i>experiences</i> <i>to learn with us</i></p> <p>Learning Design Elements How will you create a learning partnership with students and family? <i>considering a real world problem</i></p> <p>Is the learning design steeped in a real world problem of relevance to the learners? <i>yes</i></p> <p>How will you focus on development of Deep Learning Competencies? <i>task gather info</i></p> <p>How will you leverage digital to accelerate and deepen the learning? <i>Podlet to share rose studies Google read-write</i></p>	<p>→ citizenship</p> <p>→ social studies/current events</p> <p>why do hate crimes happen what we can do to prevent them?</p> <p>→ stake action in some way innovate invent campaign</p> <p>project - family visits</p> <p>*find a resource to share for the Artifact Box - need Socratic sem philosophical chairs</p> <p>self assess</p> <p>small group feedback</p> <p>Family Visits (?) L2s?</p>

Handwritten notes:

- revisit parent ally or when help filling
- tap into parents work/funds?
- kids interview families about what they think is the most pressing issue - video interview

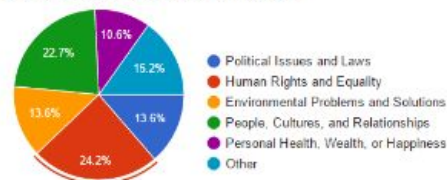
Assess

	Plcmt. Test. 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014	Spring 2015	Spring 2016
	Kinder	Kinder	1st	2nd	3rd	4th	5th	6th
Student 1	477 L1	558 L2	589 L3	471 L3	488 L3	523 L3	528 L3	L2
Student 2	460 L1	534 L2	601 L3	478 L3	499 L3	504 L3	519 L3	L2
Student 3	497 L1	494 L1	607 L3	L3	523 L3	493 L3	544 L3	L2
Student 4	503 L1	549 L2	575 L2	434 L2	514 L3	506 L3	530 L3	L2
Student 5	449 L1	507 L2	573 L2	442 L2	491 L3	488 L3	513 L3	L2

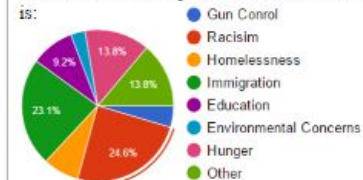
Note: Level 4 = Proficient

Student Interest Survey Data

I am most interested in articles about:



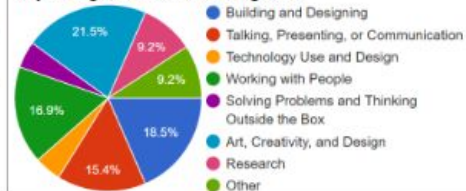
One current event topic I would like to know more about is:



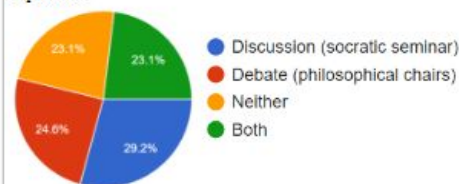
A service project I would like to do this year is:



My strength is in the following area:



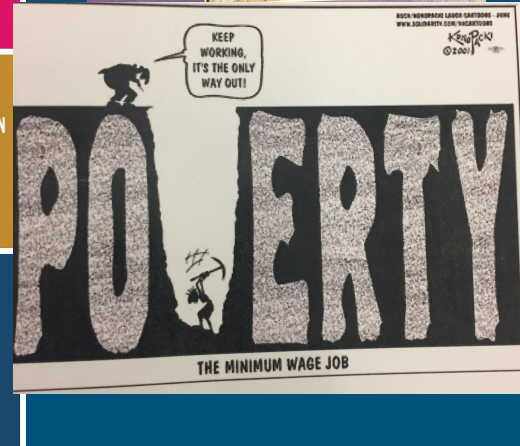
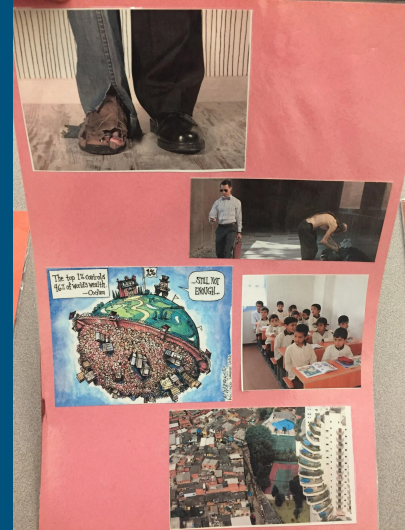
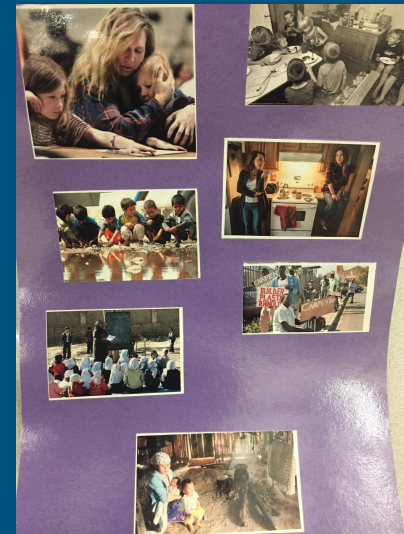
I prefer...



Handout: Parent input from bilingual survey

Design

<p>1 NO POVERTY</p>	<p>2 ZERO HUNGER</p>	<p>3 GOOD HEALTH AND WELL-BEING</p>	<p>4 QUALITY EDUCATION</p>	<p>5 GENDER EQUALITY</p>
<p>6 CLEAN WATER AND SANITATION</p>	<p>7 AFFORDABLE AND CLEAN ENERGY</p>	<p>8 DECENT WORK AND ECONOMIC GROWTH</p>	<p>9 INDUSTRY, INNOVATION AND INFRASTRUCTURE</p>	<p>10 REDUCED INEQUALITIES</p>
<p>11 SUSTAINABLE CITIES AND COMMUNITIES</p>	<p>THE GLOBAL GOALS For Sustainable Development</p>			<p>12 RESPONSIBLE CONSUMPTION AND PRODUCTION</p>
<p>13 CLIMATE ACTION</p>	<p>14 LIFE BELOW WATER</p>	<p>15 LIFE ON LAND</p>	<p>16 PEACE AND JUSTICE STRONG INSTITUTIONS</p>	<p>17 PARTNERSHIPS FOR THE GOALS</p>

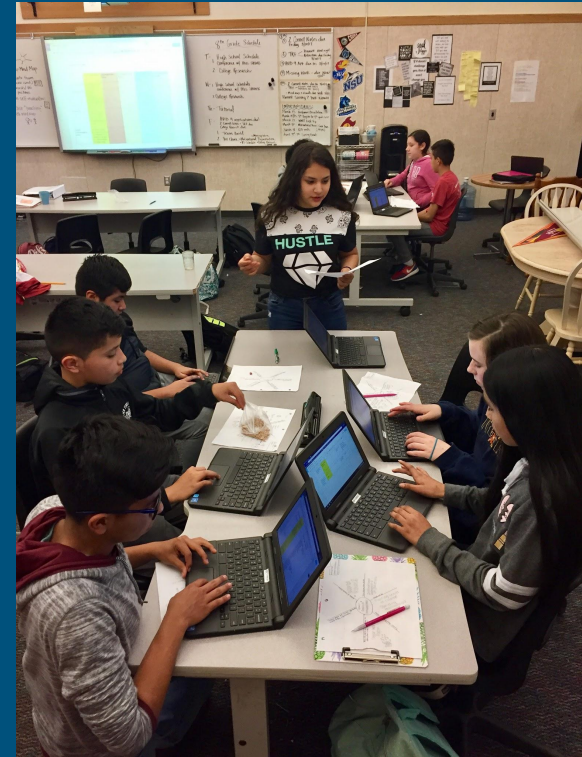
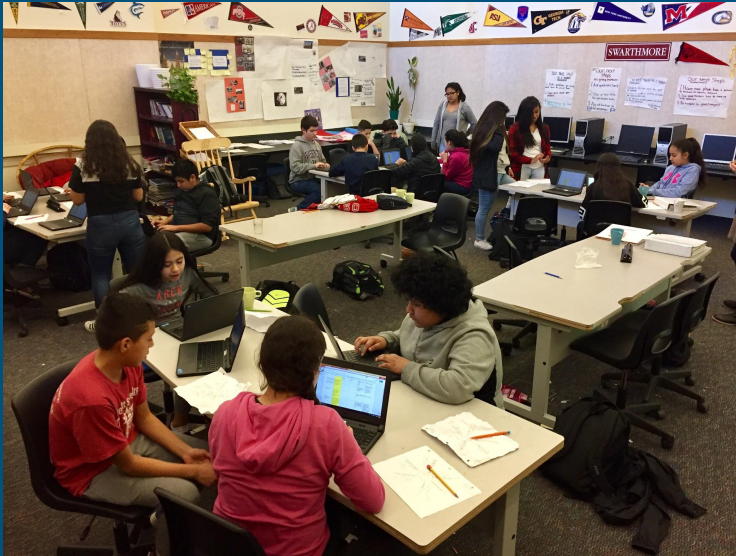


Driving Questions:

How do communities take action to meet a common goal that improves quality of life?

How does this action decrease scarcity and increase interdependence within a community?

Implement



Measure, Reflect, and Change

Handout: Summative student reflections

Success Criteria: Standards addressed in this unit

Name: _____

ELA Standards:

SPK/LIST 7.4 Presentation of knowledge and ideas: Present claims and findings, emphasizing salient points in a focused, coherent manner, with pertinent descriptions, facts, details, and examples; using appropriate eye contact, adequate volume, and clear pronunciation.

SPK/LIST 7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points

Limited Evidence	Emerging	Developing	Accelerating	Proficient
I find it difficult to choose important information for my presentation. I do not have a clear focus. This makes my presentation unorganized and difficult to follow. I need help choosing visuals. I am unclear of their purpose in my presentation.	I can choose facts, details and examples that will explain my claims and findings. Although my presentation is focused, it may not be presented in the most coherent and organized manner. I can choose visuals that are related to the presentation, but may not be the most convincing.	With occasional support, I can make my claim and findings clear through the use of facts, key details, and examples. More and more, I am able to present my ideas in a focused and clear manner. With support, I can select convincing visuals that clarify my claims and emphasize key points.	I can present important claims and findings that are supported with facts, key details and examples. I know how to make my presentation focused and coherent. I know how to choose visuals that will clarify my claims and emphasize key points.	I understand why a focused, coherent presentation is convincing to its audience. My details, facts, and examples are organized for maximum impact. I understand the power of visuals and can thoroughly articulate why the visuals I chose will have maximum impact for the claims and key points they support.

Evidence: - used sentence stems to support philosophical claims debate (T)
 - feels she struggles to be clear (S) - chose a convincing photo for debate (T)
 - shy (T)

Self-Evaluation

Name: _____

Communication: I can clearly communicate with different audiences in different ways and be understood. 03-06-17

Limited _____
 Emerging ✓
 Developing _____
 Accelerating _____
 Proficient _____

What evidence shows you are at this stage of development?
 I feel like I could explain things but at the same time I feel like it won't make sense

Character: I take responsibility to learn and know I can create an impact on the world.

Limited _____
 Emerging ✓
 Developing _____
 Accelerating _____
 Proficient _____

What evidence shows you are at this stage of development?
 Sometimes I get stuck and don't know where to start but when others help me I could get started in a way that I know

Citizenship: I can solve complex problems that benefit others even when the problems are complicated.

Limited _____
 Emerging ✓
 Developing ✓
 Accelerating _____
 Proficient _____

What evidence shows you are at this stage of development?
 sometimes I can I can get started on my own but at the same time I have trouble getting started

Speaking and Listening: I can present important claims, be a clear/strong speaker, and use visual aids to make my point.

Limited _____
 Emerging ✓
 Developing ✓
 Accelerating _____
 Proficient _____

What evidence shows you are at this stage of development?
 Sometimes to me I feel like I choose good facts, details & examples but to other people it may not sound good. For choosing pictures I feel like I can choose them.

After Confering with your teacher...

What did you learn from Mrs. Stevens/Mrs. Van Loo's assessment of your work?
 Is that if you choose something and a teacher says no so so and you realise that would make sense.

How did your self-assessment ratings come together with your teachers' to help you place yourself on the progression?

It did because I realized that I was not as confident as I thought I was and that's why I was nervous.

Based on these two assessments, set a goal with Mrs. Stevens/Mrs. Van Loo for the rest of this unit:

My goal is to ask questions to teachers in stead of a friend.

What action will you take to meet your goal?

By asking questions to Mrs Van Loo tomorrow.

Heads together:

What are 2-3 key questions that make the Design Protocol *transformational* for your learning context?

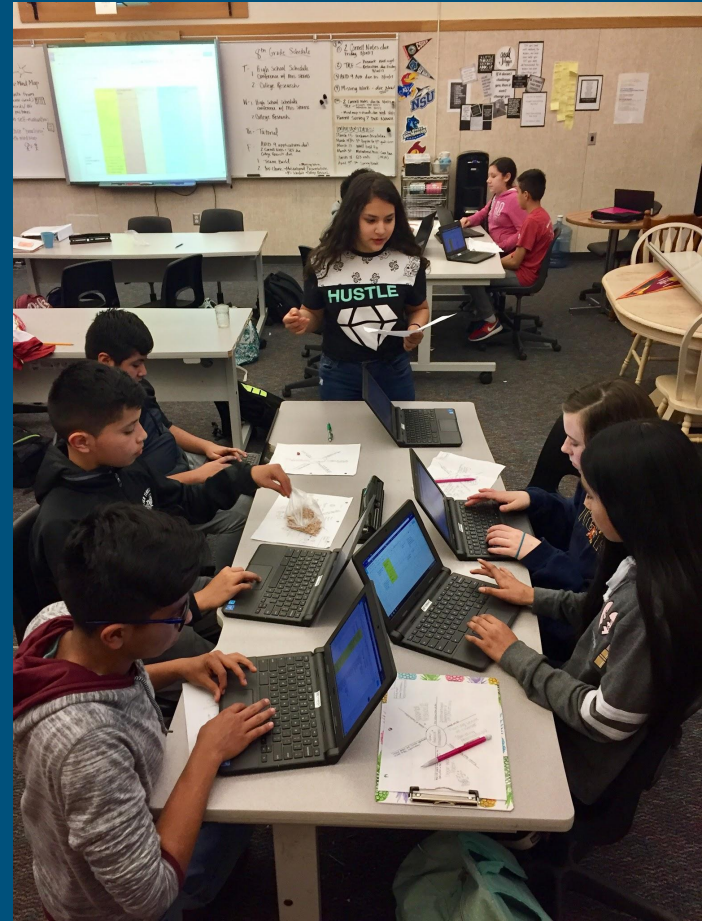


3:00

Closing Thoughts...



“I'm most proud of actually taking action because what's the whole point of talking about the world's problems and not doing anything about it.”



Question and Answer
