

# Fraser Public Schools and Modern Teacher

October 2016

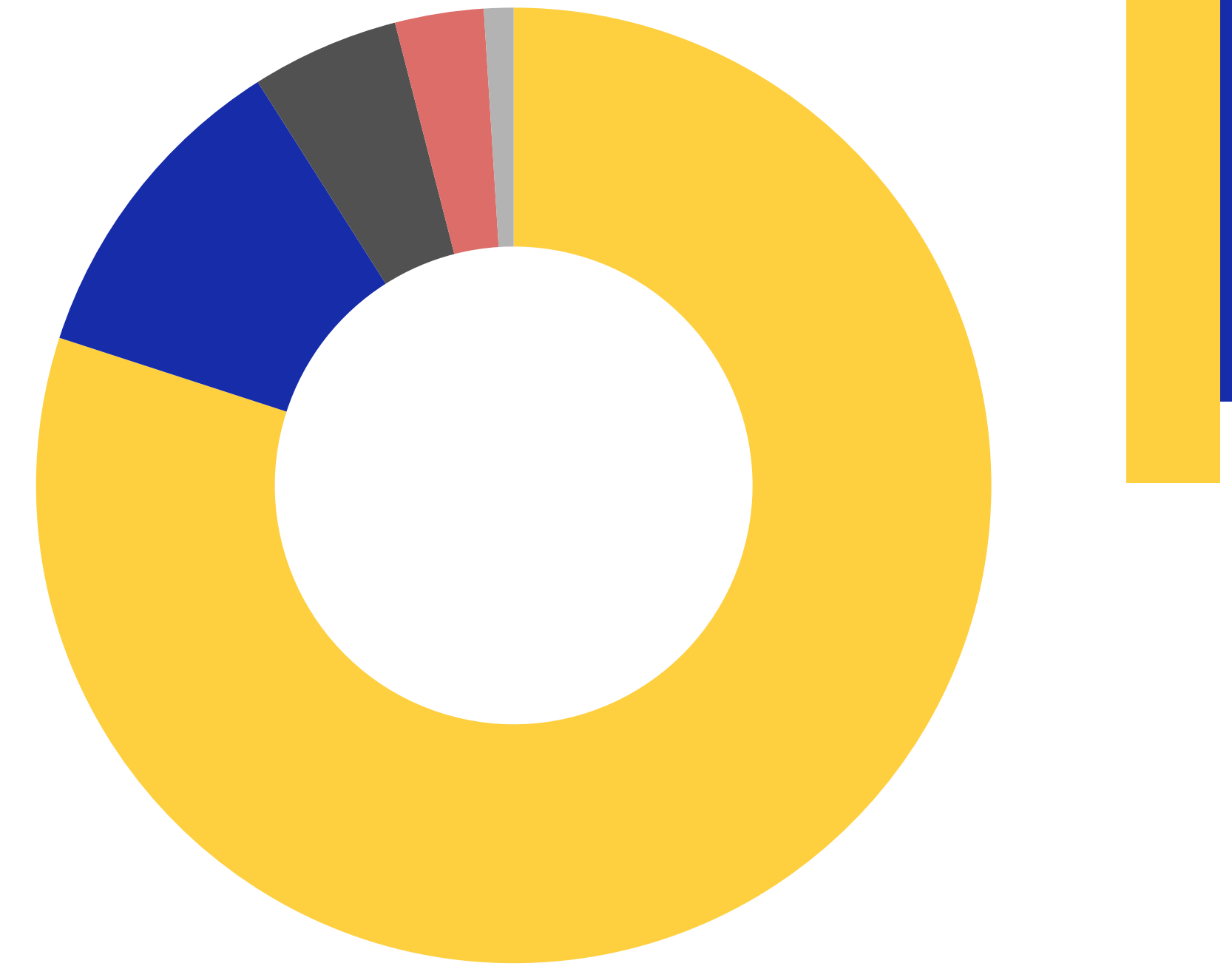
a little bit about Fraser...

[9] SCHOOLS IN THE DISTRICT

[5,261] STUDENTS

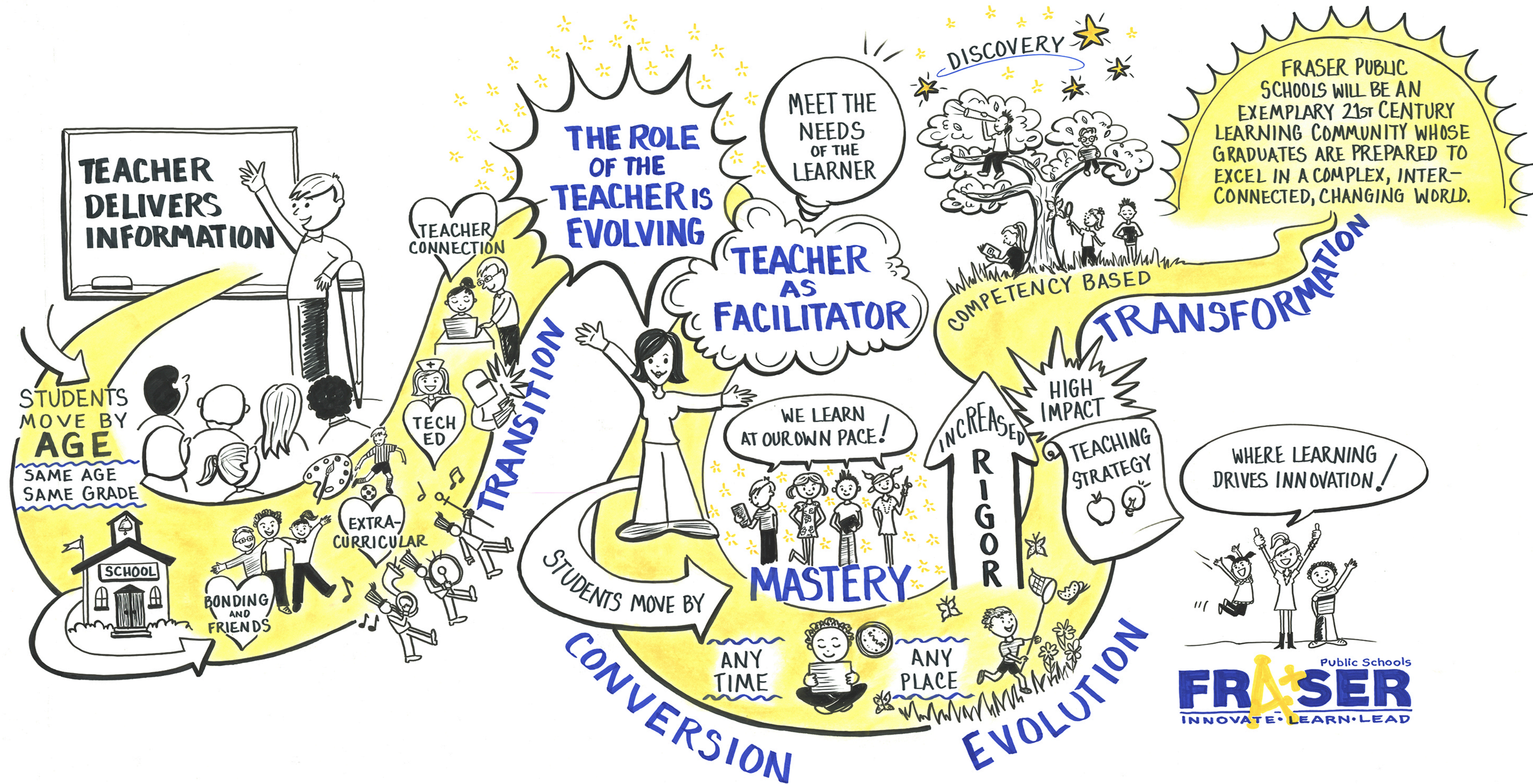
[1,803] SCHOOL OF CHOICE  
STUDENTS (34% OF POPULATION)

[39%] STUDENTS RECEIVING  
FREE/ REDUCED LUNCH



CAUCASIAN (78%) ◆  
AFRICAN AMERICAN (12%) ◆  
MULTI-RACIAL (5%) ◆  
HISPANIC (3%) ◆  
ASIAN (2%) ◆



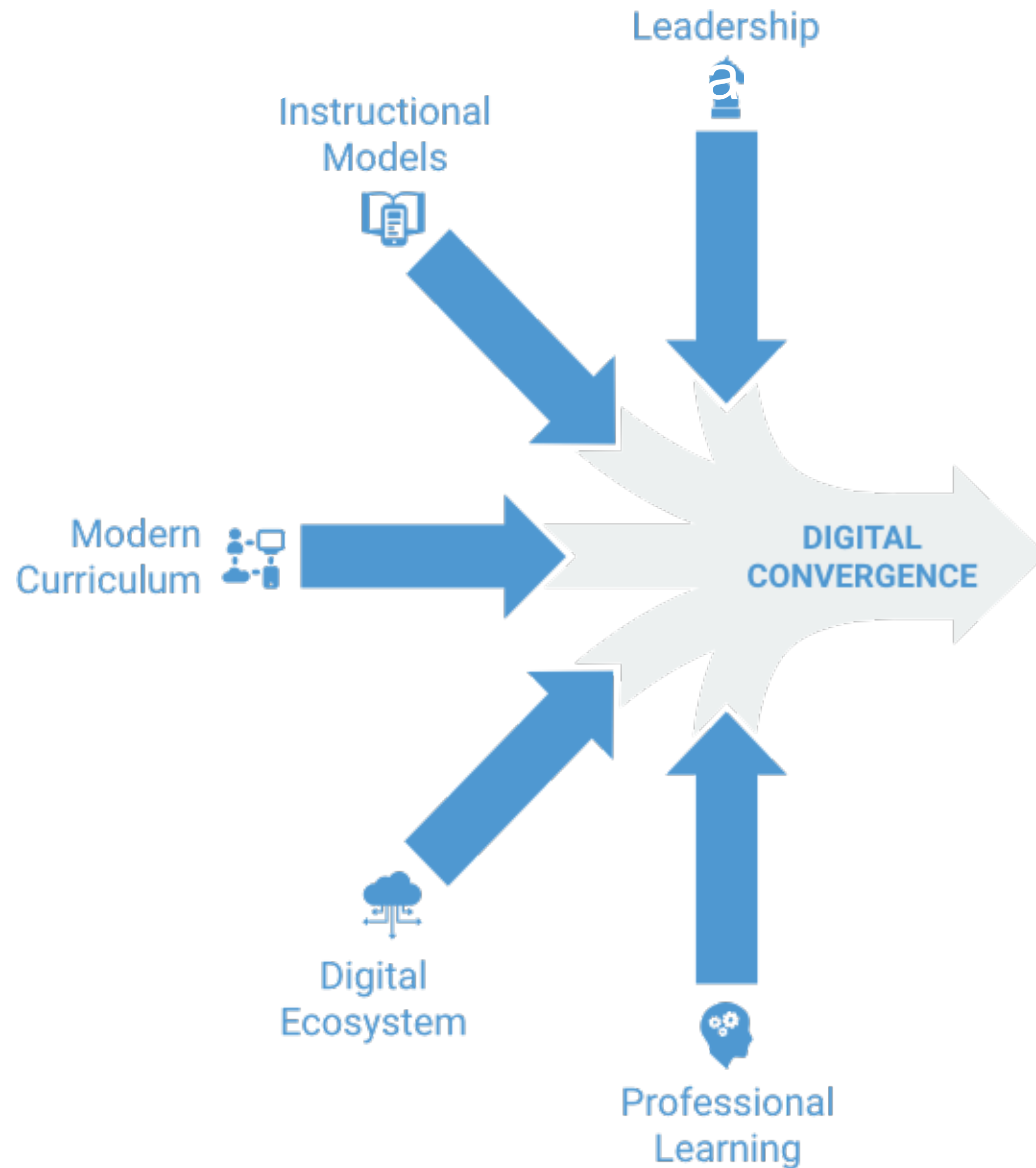




# Why Modern Teacher in Fraser?



# Defining Convergence



## Digital Convergence

Multiple components of the education system unifying to form a greater whole.





# Modern Teacher – Digital Convergence Framework










# A systemic approach to Digital Convergence

modern teacher

Dashboard Digital Convergence Resource Library Carrie Wozniak

## Digital Convergence Framework

Show Goals Goal Cycle: n/a

STAGES	1	2	3	4	5	6	7
<b>DRIVERS</b>							
 Leadership David Richards	4/4 ✓	5/5 ✓	6/6 ✓	1/3 ⚡	0/4 ●	0/2 ●	0/2 ●
 Instructional Models Carrie Wozniak	4/4 ✓	3/3 ✓	1/1 ✓	0/1 ●	0/3 ●	0/5 ●	0/1 ●
 Modern Curriculum Carrie Wozniak	1/1 ✓	3/3 ✓	2/2 ✓	0/1 ●	0/1 ●	0/1 ●	0/1 ●
 Digital Ecosystem Troy Lindner	2/2 ✓	5/5 ✓	2/2 ✓	2/2 ✓	0/1 ●	0/1 ●	0/1 ●
 Professional Learning Carrie Wozniak	1/1 ✓	6/6 ✓	3/10 ⚡	0/7 ●	0/6 ●	0/7 ●	0/5 ●



# FRASER DIGITAL CONVERSION

**July 1, 2005**  
Became FHS Principal.  
No staff computers,  
email, very limited  
internet access, bond  
issue passed to begin  
process of providing  
access to staff/students



2005

2007

**2007**  
Construction of Fra'Café' –  
wifi access, install teacher  
workstations



**2010**  
Became Superintendent,  
Began work on Strategic Plan  
for Personalizing Learning,  
Hybrid courses are started



2010-2011

**2011**  
Passed \$19.9 million bond  
proposal, Curriculum  
Committee meets to  
determine instructional needs



**Fall 2012**  
Deploy ~6,000 mobile  
devices, full wifi access in all  
buildings



2012-2013

**June 2013**  
Full 1:1 access, Modern  
Teacher PD



**June 2014**  
Adopt new strategic plan,  
competency based learning,  
itslearning

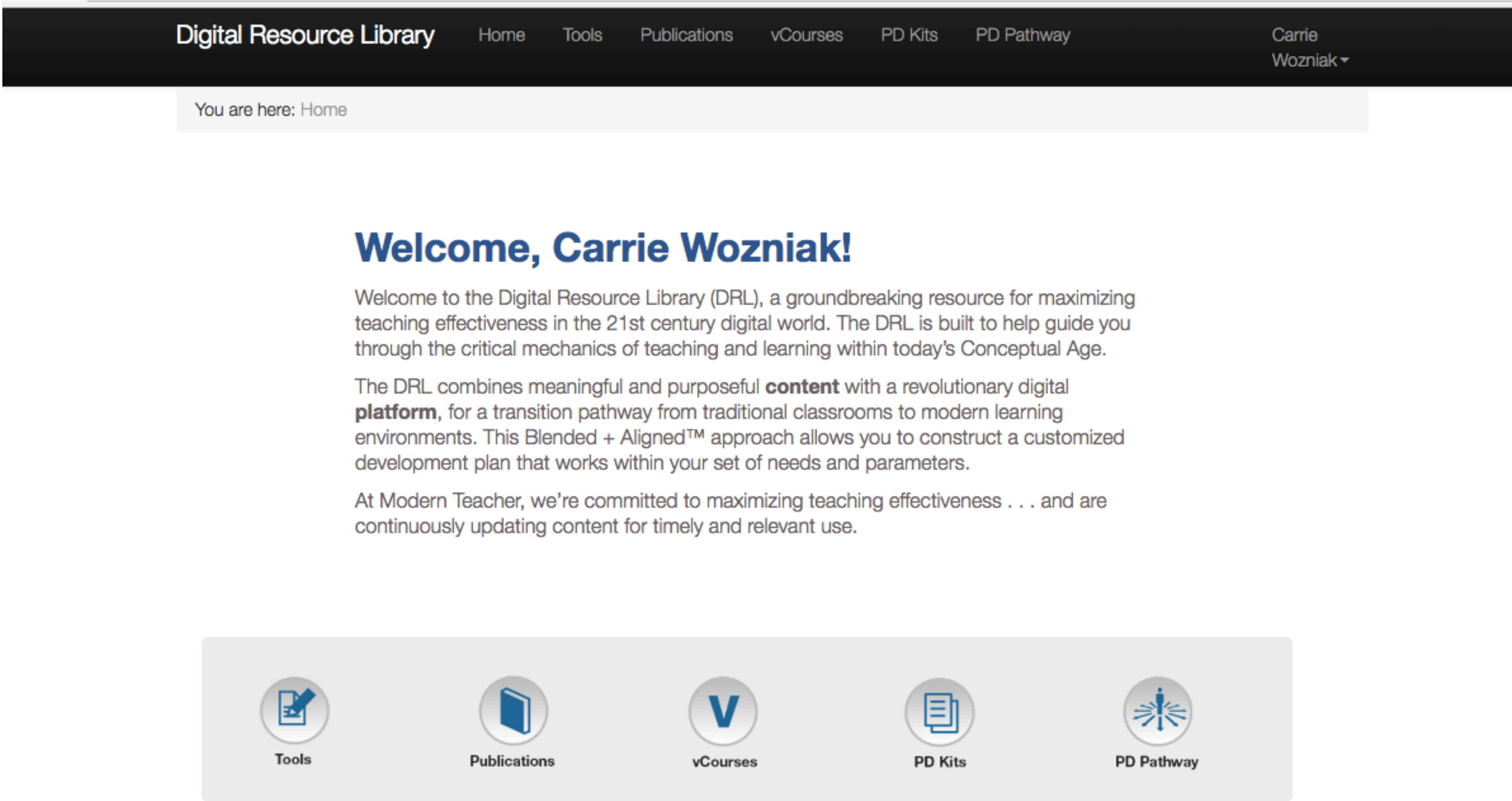


2014

**Leadership**

# Plan-full Professional Learning

Fraser was an early adopter of Modern Teacher.



Professional Learning



# Common Language – *Teacher as Architect*

**Digital Resource Library** Home Tools Publications vCourses PD Kits PD Pathway Carrie Wozniak ▾

You are here: [Home](#) / [PD Kits](#) / [Core Principle 1](#) / Rigor

**PD Kits**  
**Core Principle 1**  
Foundations  
◦ **Rigor**  
CCSS  
Assessment  
Pedagogy  
Core Principle 2  
Core Principle 3  
Core Principle 4

## 21st Century Rigor— The New Higher Order Thinking in Today's Classroom

Participants explore the types of thinking students need to access in order to compete in the conceptual age. This professional development is designed to help teachers build 21st century habits of mind—designing classroom tasks and experiences that require analysis, reasoning, and creating from students. This kit provides ways to incorporate the new "HOTS" or Cognitive Growth Targets™ into 21st century classroom instruction.

### Key Concepts

- Define cognition and cognitive processing and understand the Cognitive Growth Targets
- Use TAA Teacher Toolkit resources to incorporate the Cognitive Growth Targets into classroom instruction
- Develop questioning strategies to extend student thinking
- Understand and apply digital learning systems to support 21st century thinking
- Build lessons using digital resources to create higher order thinking experiences for students



### Roundtable PD Activities

1. What is Rigor?

Participants co-construct a shared definition of 21st century rigor. Schools are encouraged to add the term rigor to their glossary of terms created in Foundations 1.

**Activity Files**  
FG  
PG

**PD Playlist**

 PPT Presentation Full Kit  
 PDF Presentation Full Kit

Rigor

Resources

Professional Learning

# Common Language - *Teacher as Architect*

Focused conversation on  
Rigor and the Cognitive  
Growth Targets  
**Critical to Fraser's work**

## Roundtable PD Activities

### 1. What is Rigor?

[PD Playlist](#)

Participants co-construct a shared definition of 21st century rigor. Schools are encouraged to add the term rigor to their glossary of terms created in Foundations 1.

#### Activity Files

FG  
PG  
PPT  
PDF  
[Participant's Video](#)

### 2. Introduction to Cognition and Cognitive Processing

[PD Playlist](#)

### 3. Cognitive Growth Targets

[PD Playlist](#)

### 4. Questioning Strategies

[PD Playlist](#)

### 5. Virtual Questioning Strategies

[PD Playlist](#)

### 6. Student Work and the Cognitive Growth Targets: An analysis of higher-order thinking in tasks and activities

[PD Playlist](#)



# Administrators – Instructional Leaders



► Know your why...

► <https://www.youtube.com/watch?v=LZe5y2D60YU>

# Common Language – *Teacher as Architect*

PD Kits
Core Principle 1
Core Principle 2
Core Principle 3
◦ High-Impact Teaching Behaviors
Core Principle 4

## High-Impact Teaching Behaviors—

Participants are introduced to the research behind behaviors associated with highly effective teaching. This kit examines teaching behaviors that have been correlated to student learning and provides examples and models of what they look like in classroom practice. This kit is designed to give participants insights into highly effective execution, and it provides both reflection and coaching tools for deliberate practice.

### Key Concepts

- Define behaviors correlated to high-impact teaching
- Practice behaviors that increase the opportunity for the teacher to facilitate learning and create multi-modal, technology-enhanced learning experiences
- Organize the classroom environment to provide differentiation and 21st century learning
- Develop skills to integrate higher order thinking in instructional delivery
- Understand effective teaching behaviors when using digital resources
- Strengthen instructional delivery of digital content



PPT Presentation Full Kit

PDF Presentation Full Kit

### Roundtable PD Activities

#### 1. Constructing a Shared Meaning of Teaching Effectiveness

PD Playlist

This activity will ask participants to reflect on their own teaching behaviors and analyze which they feel have the greatest impact on their students. It will also give participants a chance to talk about ways to help each other reflect and refine their own high-impact teaching behaviors.

#### Activity Files

- FG
- PG
- PPT

Classrom Culture and Learning Facilitation: Crafting an Academically Caring Classroom, Pacing, and Building Relationships

#### Additional Comments

#### #8 Growth Mindset: Demonstrating High Expectations for Low-Expectancy Students

Low High  
N/A

#### #9 Bell-to-Bell Instruction

Low High  
N/A

#### #10 Maintain Academic Flow and Pacing

Low High  
N/A



# Connected to Teacher Evaluation - TAA

## Fraser Public Schools – Innovate. Learn. Lead. Teacher Evaluation Transparency Report

### Educator Evaluation Systems Postings and Assurances

- [Fraser PS Teacher Evaluation Transparency Report](#)
- [MT Hits and Marzano Crosswalk Document](#)
- [Sample District PD 2014-2015 Calendar](#)
- [Sample FPS - Teacher Observation Form](#)
- [Overview of the Evaluation Process 2016](#)
- [Administrator Evaluation 2016 – Crosswalk to MASA Evaluation Tool](#)
- [Administrator Self-Evaluation 2016 – Crosswalk to MASA Evaluation Tool](#)
- [FPS Administrator Evaluation Form](#)
- [FPS Administrator Self-Evaluation Form](#)
- [School Advance Principal Framework](#)

In order to transform our learning environment and make a digital convergence, we have partnered with Modern Teacher to guide this work. Through this partnership, Fraser has developed a Teacher Evaluation Tool that aligns with our strategic plan, professional development model, and philosophy for teaching and learning. The narrative below provides alignment and documentation to comply with the Michigan Teacher Evaluation Law.



[http://www.fraser.k12.mi.us/pages/FraserPS/  
Budget and Salary Compensation](http://www.fraser.k12.mi.us/pages/FraserPS/Budget%20and%20Salary%20Compensation)

**Professional Learning**

# TAA Connected to our Competency Based Learning Work





# Competency Based Learning

- Refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

# Competency Based Learning

- In public schools, competency-based systems use state and national learning standards to determine academic expectations and define “competency” and “proficiency” in a given course, subject area, or grade.
- Competency with proficiency...





For each discipline (Math, Science, ELA, Social Studies, Foreign Language, and Electives), we identify the standards, skills, content, macro and micro concepts, and enduring understandings by grade band (district) and unit (grade).

- ◆ K-2
- ◆ 3-5
- ◆ 6-8
- ◆ 9-12

## Instructional Models



**District Level** – Overarching Goals  
(What do we want a Fraser Graduate to know and be able to do?)

**Course/Grade Level** (Units of Instruction)

- ✓ Content Competency
- ✓ Skills Competency
- ✓ Conceptual Competency
- ✓ (Students will ...)

**Lesson Level** - Learning Objectives

- ✓ (I can statements...) that are aligned to Standards and linked back up the to Competencies.





Identify competency statements to describe 3-Dimensional Learning Competencies (one for each knowledge dimension)

- ✓ Declarative Knowledge – **Content Competency**
- ✓ Procedural Knowledge – **Skill Competency** Process, Skill, and Habits of Mind
- ✓ Conceptual Knowledge – **Concept Competency**  
Relationships within and across disciplines  
(organized around unifying ideas that support deep learning of content)

*Resource: Modern Teacher Flip Book*

# Fraser's Instructional Model



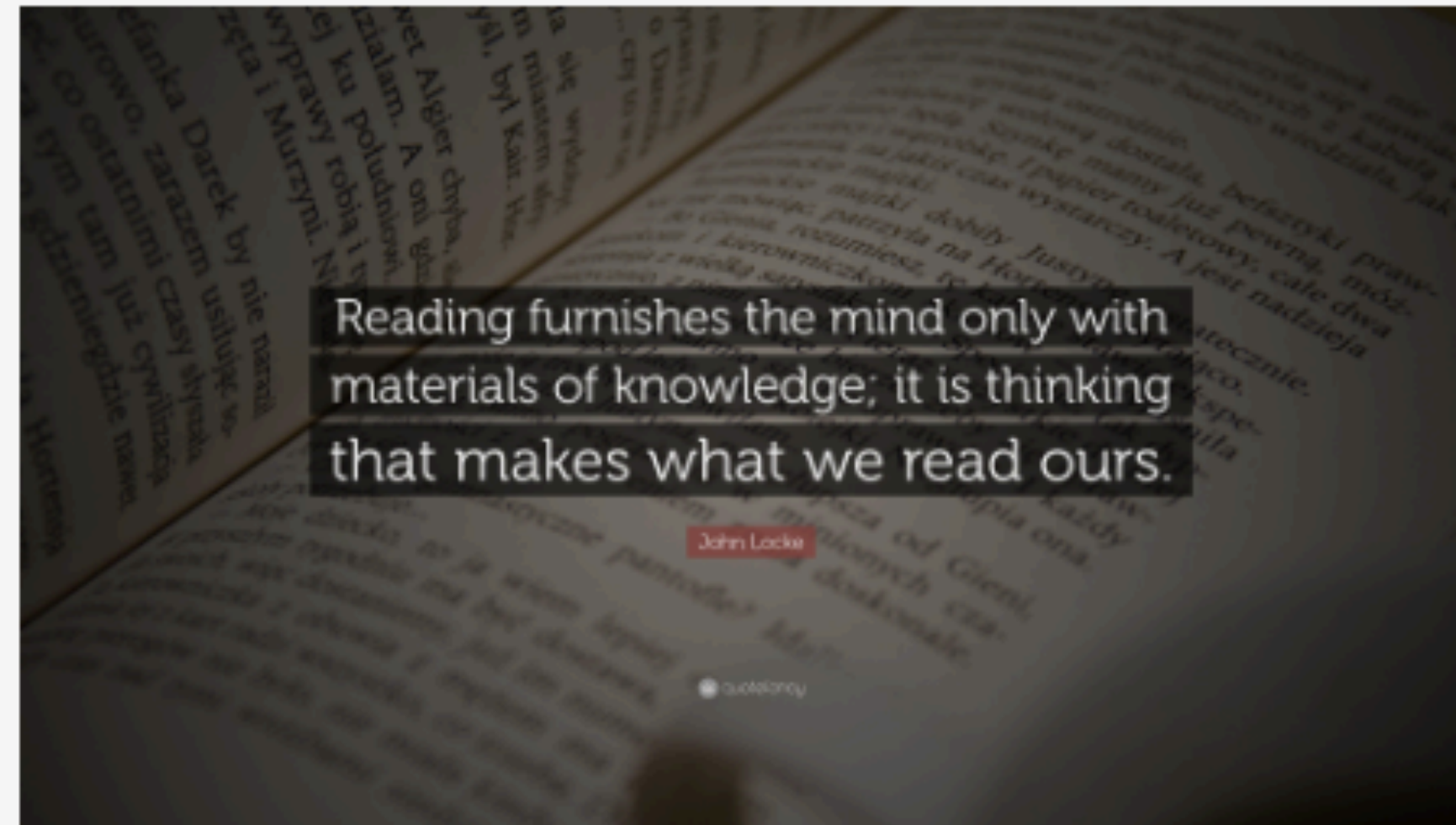
- <http://cblflipbook.fraser.k12.mi.us>



# Instructional Models – TAA Framework

Supporting our Learning Management System in with a Blended Learning Framework.

## Description



## Big Ideas

1. Experiences shape our identity.
2. Writers deliberately craft language to create meaning.

## Essential Questions

- How do stressful situations reveal our true nature?
- How do our interactions with others influence our behavior?
- What do our choices reveal about who we are?
- What do we draw from when faced with important decisions?
- Why is it important for writers to be deliberate in their use of language?

# Digital Ecosystem – *Teacher as Architect*

Interconnected Learning Management System and Student Information System for Data Reporting and Personalization

Grade Center : Full Grade Center

When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate using the keyboard. To enter a grade, access a cell's contextual menu and click View Grade Details. When screen reader mode is off, you can type a grade directly in a cell on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Create Column

Create Calculated Column

Manage

Reports

Filter

Work Offline

Last Save

Word of the D	"Where Have '	Student Vision	Parts of Spec	Parent Vision	E
2.00	7.00	0.00	8.00	0.00	1
0.00	5.00	10.00	8.00	10.00	1
10.00	8.00	10.00	9.00	10.00	1
10.00	9.50	10.00	8.00	10.00	1
6.00	7.50	10.00	8.00	0.00	0
2.00	6.50	10.00	2.00	0.00	1
10.00	8.00	5.00	2.00	10.00	1
10.00	9.00	10.00	10.00	10.00	1
4.00	7.50	10.00	7.00	10.00	1
6.00	8.50	0.00	7.00	0.00	0



# What does it take to get the handshake at graduation?



# Digging Deeper Resources

<http://frasercbl.weebly.com/>

## Questions