



Fraser Public Schools Site Visit

January 17, 2017



Loose Agenda

- Welcome and Introductions
- The Fraser Transformation 9:00 – 10:15
- Break 10:15-10:30
- Deeper Dive into Topics 10:30-11:15
- Lunch – Fraser Grille 11:30-12:15
- Teacher/Student Panel/Tour 12:30-2:00

Welcome and Introductions

- Please state your name, position, and a question you would like to have answered during your visit to Fraser today.

Little Bit about Fraser

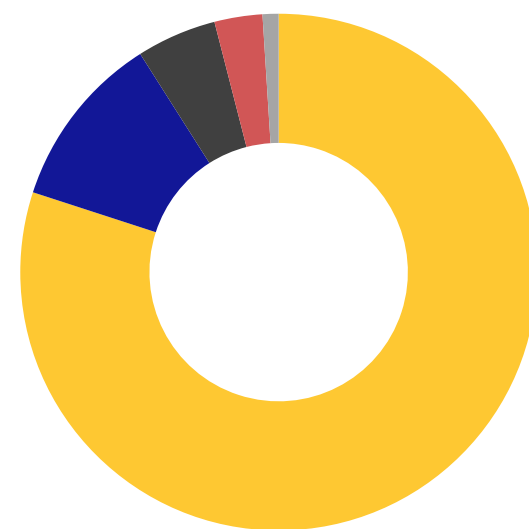


[9] SCHOOLS IN THE DISTRICT

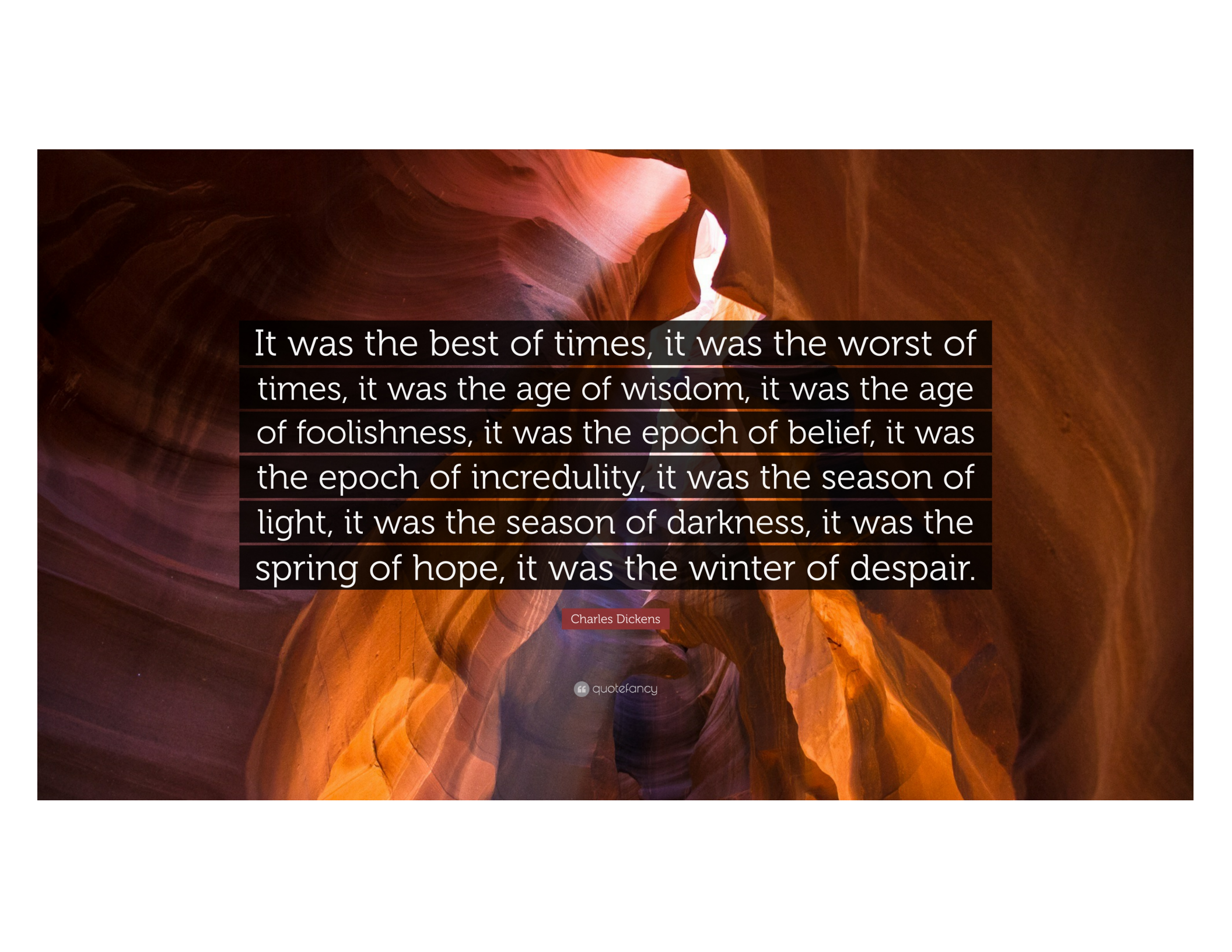
[5,261] STUDENTS

[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%) ◆



It was the best of times, it was the worst of times, it was the age of wisdom, it was the age of foolishness, it was the epoch of belief, it was the epoch of incredulity, it was the season of light, it was the season of darkness, it was the spring of hope, it was the winter of despair.

Charles Dickens

quote fancy



“THE DEATH OF EDUCATION AND THE DAWN OF LEARNING” – STEPHEN HEPPELL

Why Are We Here?

- There is a need for a “HEALTHY” Sense of Urgency
- We are in the midst of a Learning Revolution
- There is an INEVITABLE Transformation Occurring in How Learning Happens
- Learning is Increasingly Personal



“Have it YOUR way!”

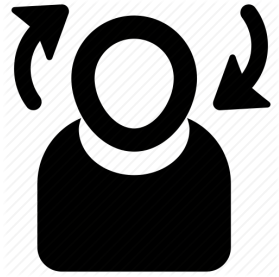


[X] NEGATIVE CONNOTATION

[X] IMPLIES SOMETHING IS BROKEN

[X] EXTERNAL FORCES – LEGISLATIVE,
BUSINESS

NO!

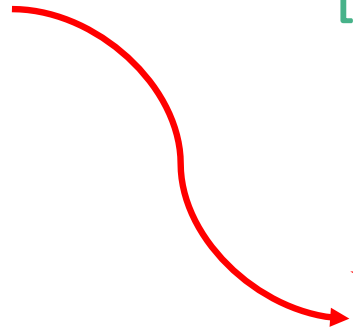


RETHINK

[✓] ROLE OF STAFF

[✓] PURPOSE OF BUILDINGS

[✓] STRUCTURAL CHANGES



YES!



REIMAGINE

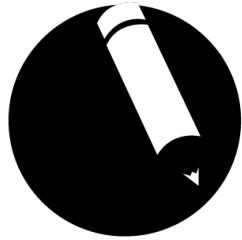
[✓] NO BELLS

[✓] NO GRADE LEVELS

[✓] CAMPUS ACCESS



YES!

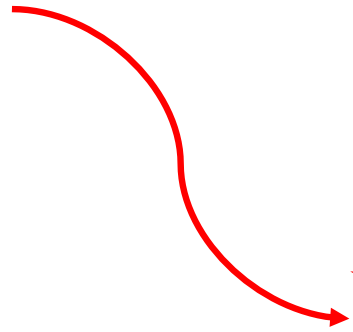


REDESIGN

[✓] SYSTEMS

[✓] POLICIES

[✓] PROCESSES



YES!

Transformation in Learning

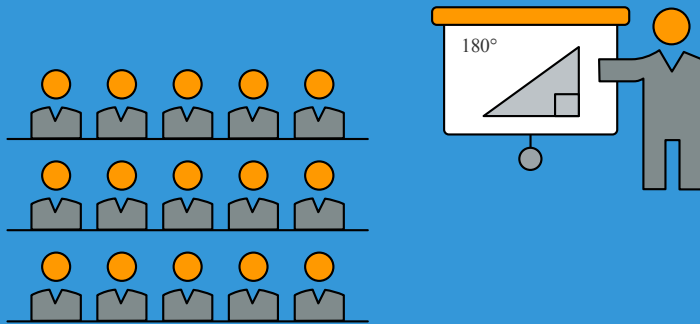
- Teachers are Everywhere
- Connectivity is King
- Learning is On Demand
- Society has a “New Ask”



Transitioning from Traditional to Modern Learning Environments

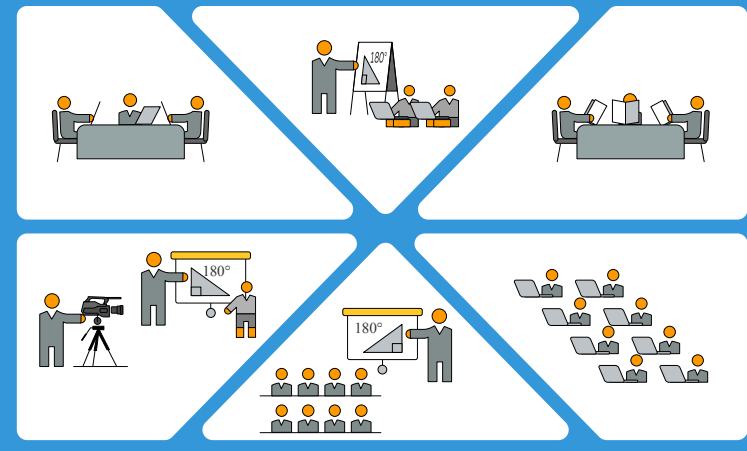
Cemetery Seating

Traditional Classroom Industrial Age



Blended/Flexible Environments

Modern Learning Conceptual Age



New Models of Learning

- Pace:** Learning is no longer restricted to the pace of an entire classroom of students.
- Path:** Learning is no longer restricted to the pedagogy used by the teacher.
- Place:** Learning is no longer restricted within the walls of a classroom.
- Time:** Learning is no longer restricted to the school day or the school year.



SYSTEMS THINKING

- **Mission** – What is our purpose?
- **Vision** – What is our desired state?
- Do we share a common language in our district regarding the future of learning?



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



FRASER Public Schools
INNOVATE • LEARN • LEAD



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



Clarifying Personalized Learning

PERSONAL LEARNING

- Student Agency
- Student Voice
- Student Choice
- Multiple Means of Demonstrating Mastery
- “YOU DESIGN FOR YOU”

VS

PERSONALIZED LEARNING

- Designed for the Learner by the Teacher
- “WE DESIGN FOR YOU”

5 Barriers to the Modern Learning Environment

1

Lack of vision for what the modern learning environment looks like.

2

Little to no communication from leadership about the plan to execute against the vision.

3

Single point solutions don't produce results.

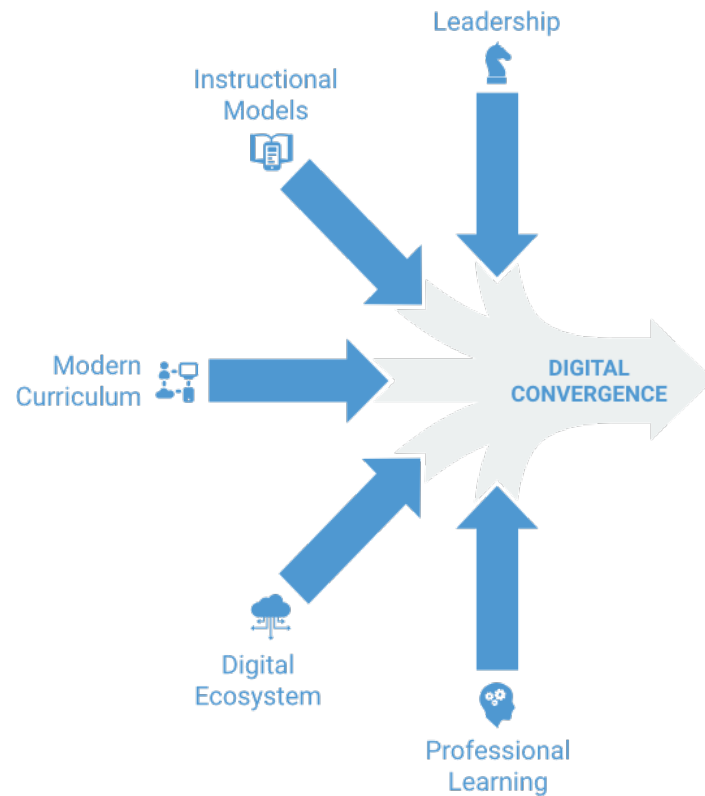
4

Traditional professional learning methods are not effective, do not address the adult learner, and are costly.

5

Ambiguous or non-existent metrics for success.

Defining Convergence



Digital Convergence

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

Why Modern Teacher in Fraser?



Modern Teacher – Digital Convergence Framework








A systemic approach to Digital Convergence

modern teacher

Dashboard Digital Convergence Resource Library Carrie Wozniak

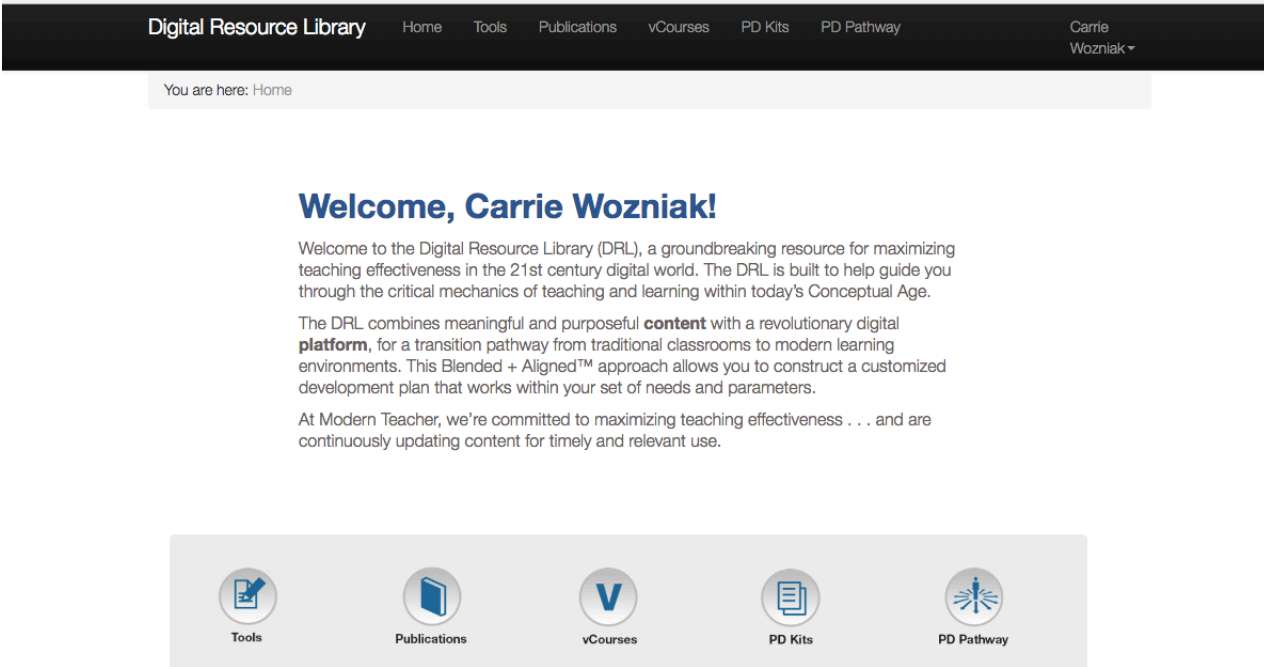
Digital Convergence Framework

Show Goals Goal Cycle: n/a

STAGES	1	2	3	4	5	6	7
DRIVERS							
 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 ●

Plan-full Professional Learning

Fraser was an early
adopter of
Modern Teacher.

The screenshot shows the top navigation bar of the Digital Resource Library website. The bar is dark grey with white text for the site name and navigation links. Below the navigation bar is a breadcrumb trail. The main content area has a welcome message for a user named Carrie Wozniak, followed by a paragraph about the DRL's purpose and a paragraph about the Blended + Aligned™ approach. At the bottom of the main content area is a row of five icons representing different resources: Tools, Publications, vCourses, PD Kits, and PD Pathway.

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

You are here: Home

Welcome, Carrie Wozniak!

Welcome to the Digital Resource Library (DRL), a groundbreaking resource for maximizing teaching effectiveness in the 21st century digital world. The DRL is built to help guide you through the critical mechanics of teaching and learning within today's Conceptual Age.

The DRL combines meaningful and purposeful **content** with a revolutionary digital **platform**, for a transition pathway from traditional classrooms to modern learning environments. This Blended + Aligned™ approach allows you to construct a customized development plan that works within your set of needs and parameters.

At Modern Teacher, we're committed to maximizing teaching effectiveness . . . and are continuously updating content for timely and relevant use.

Tools Publications vCourses PD Kits PD Pathway

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

PPT Presentation Full Kit

PDF Presentation Full Kit

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.

PD Playlist

Activity Files

- FG
- PG

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>

Professional Learning

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

Classroom 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_and_Salary_Compensation)

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...

FRASER'S CBL FRAMEWORK



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

FRASER'S CBL FRAMEWORK, CONT.

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.



FRASER'S CBL FRAMEWORK, CONT.

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

Instructional Models

Fraser's Instructional Model



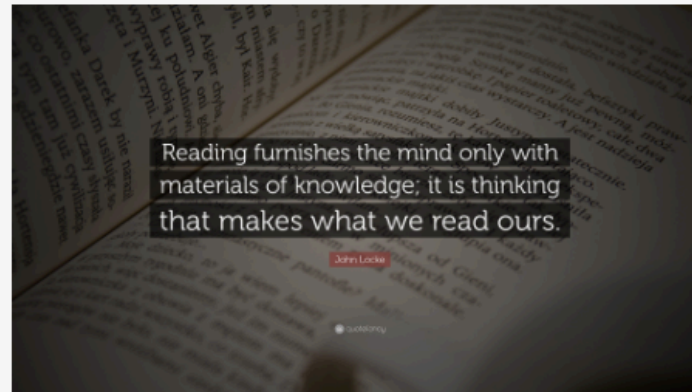
- <http://cblflipbook.fraser.k12.mi.us>

Instructional Models

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?

Instructional Models

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 ▼
Word of the Day	"Where Have I Been"	Student Vision	Parts of Speech	Parent Vision	Blog	
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	

FRASER HIGH SCHOOL

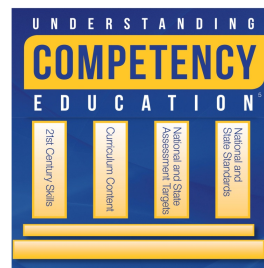
Competency Based Learning

Hybrid Courses



Standards-Based Education
Academic Achievement for All Students!

Standards Based Learning



Flexible
Scheduling

Flexible Scheduling

2010

Winter 2012

2014-2016

Phase 2

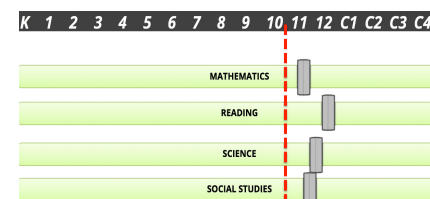
Phase 3

**Teacher Driven
Conversation around**
*Transforming the
Learning Environment*

FOCUS:
Curriculum, Assessment,
and Lesson Design



Move on When Ready



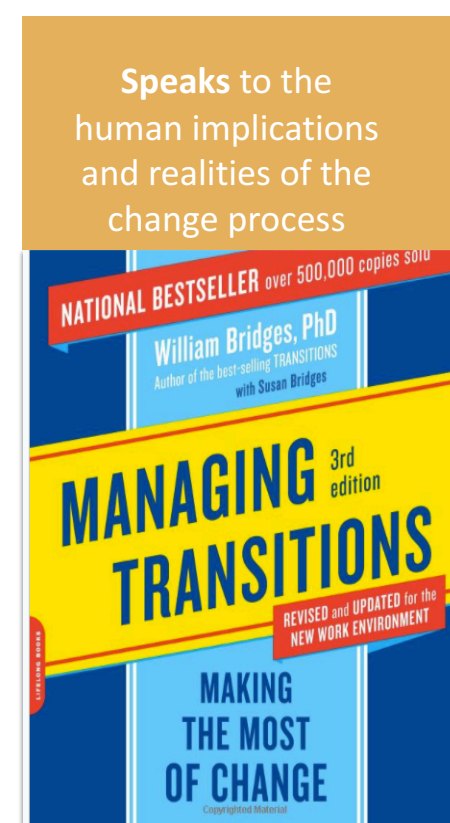
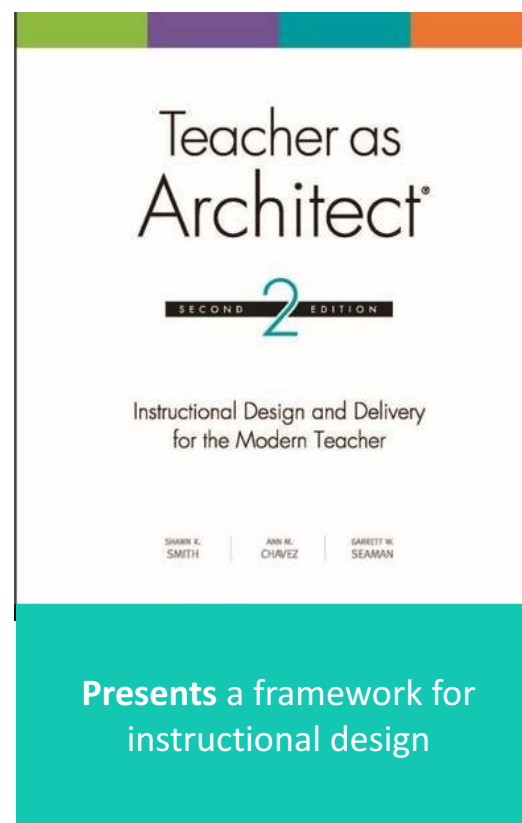
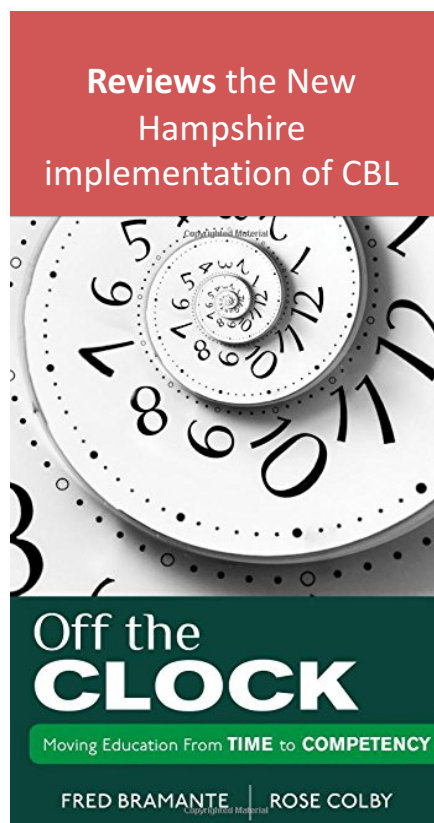
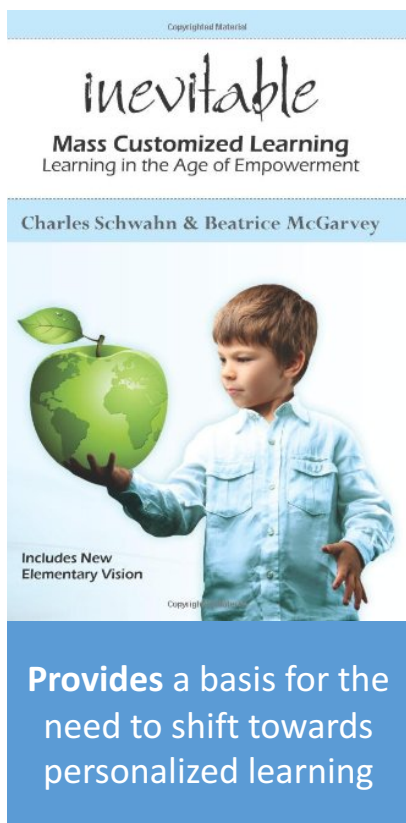
Summer 2015

Content area curriculum
leaders began to write and
design competency
statements in the core areas
using National and State
Standards

What does it take to get the handshake at graduation?



RECOMMENDED READING FOR LEARNING



Digging Deeper Resources

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

Questions