

# NCCDC18

LEADING INNOVATION:

A SHIFT TOWARD COMPETENCY-BASED LEARNING

Fraser Public Schools

Dr. David Richards

Carrie Wozniak

DRIVER: Modern Curriculum

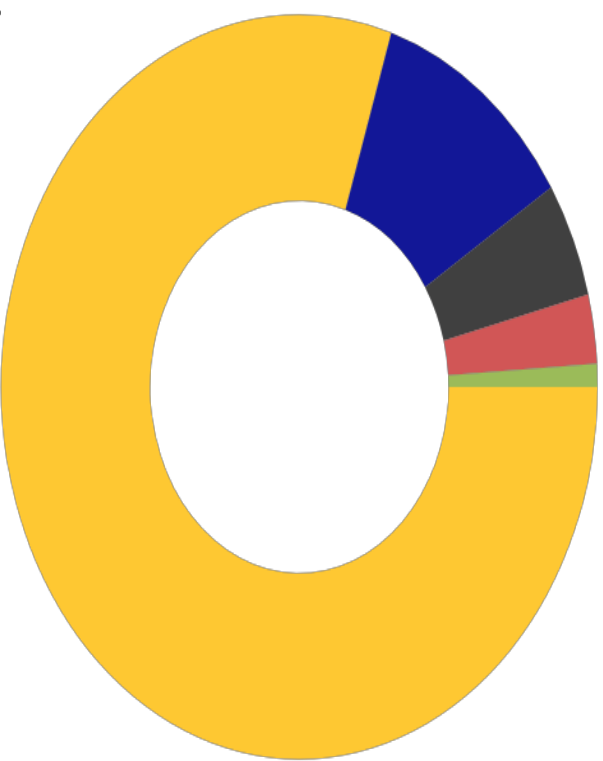
SUCCESS INDICATORS: 9, 22, 23, 60, 77, 87

[9] SCHOOLS IN THE DISTRICT

[4,971] STUDENTS

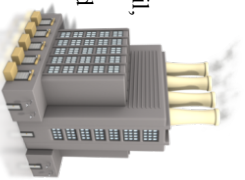
[1,967] SCHOOL OF CHOICE STUDENTS (39% OF POPULATION)

[39%] STUDENTS RECEIVING FREE/ REDUCED LUNCH



# 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

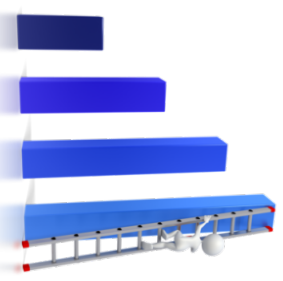


2012-2013

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



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



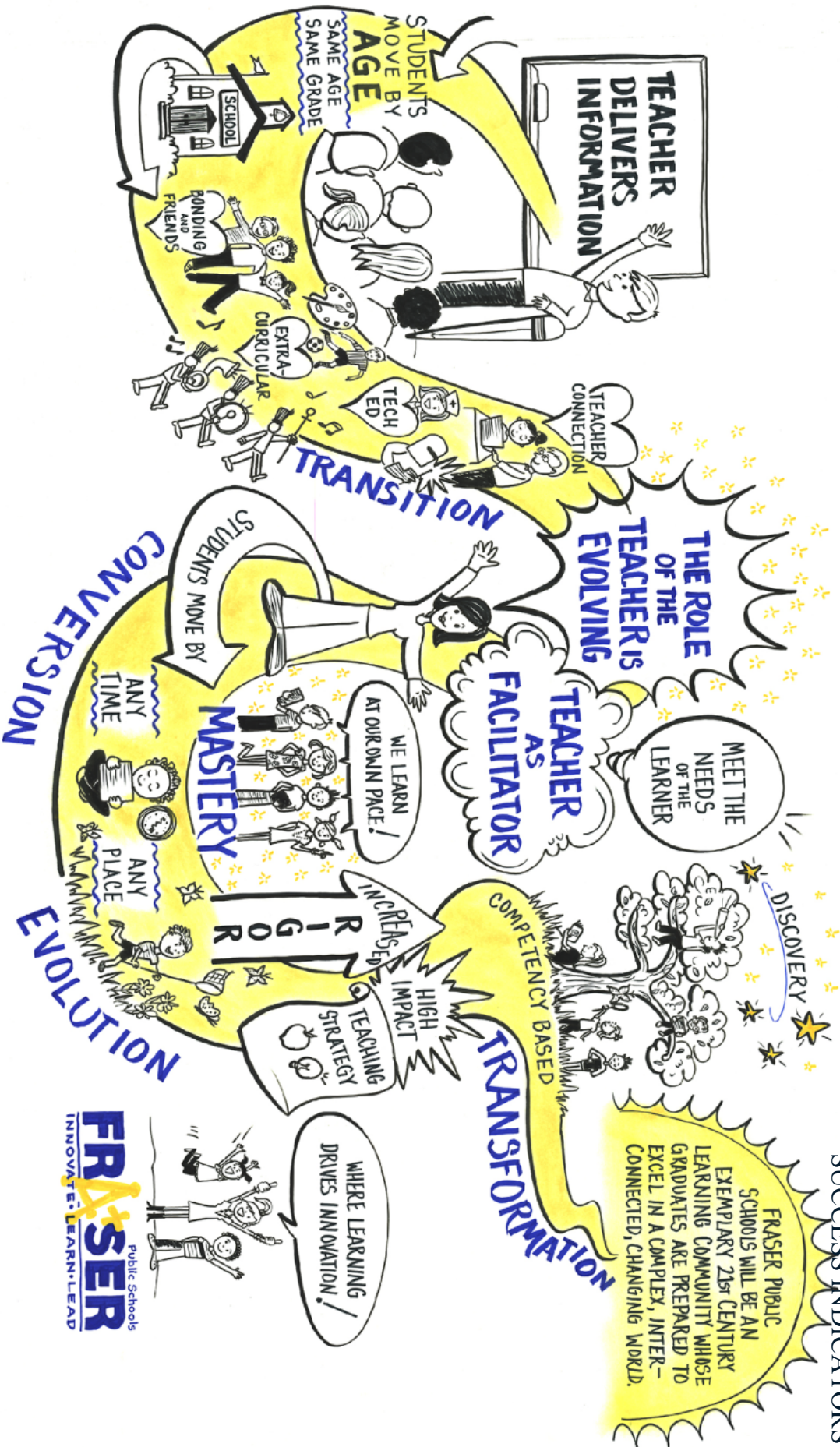
2014



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DRIIVER: LEADERSHIP

# CBE - Messaging from the Top

- It's **CRITICAL** for the superintendent and the leadership team to consistently message the mission and vision for this work.
- A Theory of Action is critical in supporting a clear understanding of transformation of teaching and learning
- Creating a “culture of conversations” and a healthy sense of urgency lays a strong foundation as you transition through each of the stages within the digital framework



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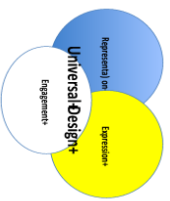
# Competency Based Learning

SUCCESS INDICATORS: 9, 18,

19, 22, 23, 59, 76

- 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...

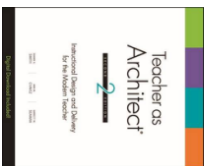




- Fall 2012**  
Universal Design for Learning
- Representation
  - Engagement
  - Expression

2012 - 2013

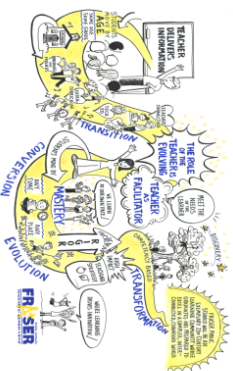
**Spring 2013**  
Ad Council discussion on CBL and FPS Mission



**Fall 2013**  
Standards Based Learning at FHS  
Strategic Planning Process Begins  
Modern Teacher Training Begins

2013 - 2014

**Spring 2014**  
LMS Review and Selection  
CBL Training with Staff  
Strategic Plan Finalized



**Fall 2014**  
Launch of itslearning LMS  
CBL Content Development

2014 - 2015

**Spring 2015**  
District level focus on building a common language around Competency Based Learning



**Summer 2015**  
Content area curriculum leaders began to write and design competency statements in the core areas using National and State Standards

Summer 2015

# FRASER CBL CONVERGENCE

Fall 2015

District Led CBL Curriculum and Unit Design Work to create a K-12 framework for teaching and learning



Fall 2015

Winter 2016

Winter 2016 Consensus Building Around Competency Design



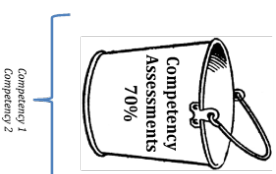
Summer 2016

Summer 2016 Instructional Design Protocols for the Learning Management System



Fall 2016

Fall 2016 A Systemic Approach to Assessment and Competency Based Learning Grading



Winter 2017 to Today

Winter 2017 Creating Instructional Protocols for Classroom Implementation of CBL



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# Deeper Dive on Developing the Modern Curriculum



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# Fraser and the Modern Teacher Partnership



Sign In

TRANSLATE

SELECT A SCHOOL

## Competency-Based Learning in Fraser Public Schools

Fraser Public Schools is changing the traditional view of school to a new personalized, engaging and customized learning environment for each student. Our transition to a competency-based learning (CBL) environment began many years ago through a combined effort of staff, parents and our Board of Education. Students are given both voice and choice in their learning, which results in increased student ownership of their learning.

In Fraser, CBL 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. Each competency is supported by learning objectives or "I can" statements.

In a CBL model, students must show proficiency in the competencies. Teachers set clear, achievable goals and learning objectives, and students have a clear path or "I can" statement to track their progress. In knowing their progress, teachers are able to adjust their instruction and students work both collaboratively and independently to achieve their goals.



- 1
- 2
- 3
- 4
- 5
- 6
- 7

Leadership



Instructional Models



Modern Curriculum



Digital Ecosystem



Professional Learning



### Digital Convergence

A Strategic Approach to the Unification of the Education System to Increase Organizational Alignment and Effectively Personalize Learning at Scale

[Learn More About the 5 Drivers](#)



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# Increased Rigor

## High Impact Teaching Strategies

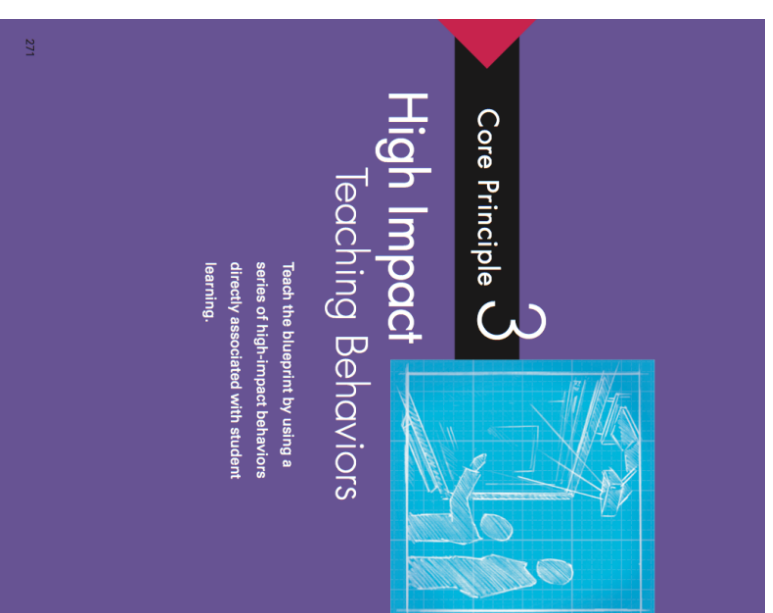
SUCCESS INDICATORS: 19, 41

What we do as educators does matter in the lives of students; in both what we say to students and what we do not say to students.

Highly effective teaching is the sum of all of the little details that are all correlated to behaviors.



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# Cognitive Growth Targets and Questioning Flipbook



# Questioning

**REASONING**  
COGNITIVE GROWTH TARGETS

**Reasoning:** The process of drawing conclusions and/or making judgments based upon evidence, facts, or criteria.



<b>HYPOTHESIZE</b>	<b>JUSTIFY</b>	<b>PLAN</b>
<b>TEST</b>	<b>INTERPRET</b>	<b>EVALUATE</b>
<b>CRITIQUE</b>	<b>COMPARE</b>	<b>JUDGE</b>
<b>CHECK</b>	<b>GENERALIZE</b>	<b>PROVE</b>
<b>DEFEND</b>	<b>INTEGRATE</b>	

**To probe further, you can ask students:**

- Do you agree? Why or why not \_\_\_\_\_?
- Can you be more specific? Can you give an example \_\_\_\_\_?
- Can you restate or say what \_\_\_\_\_ said/developed in your own words? \_\_\_\_\_?
- Does anyone have the same answer but a different way to explain it? \_\_\_\_\_?
- Does anyone have a different idea, answer, or thought \_\_\_\_\_?
- Are there other possibilities here \_\_\_\_\_?

---

**DECLARATIVE**

Is this the most effective approach \_\_\_\_\_? What would happen if you changed the procedure to \_\_\_\_\_?

**PROCEDURAL**

Is this the most effective solution? Which one does not belong \_\_\_\_\_?

---

**CONCEPTUAL**

How would you prove \_\_\_\_\_? How effective is/are \_\_\_\_\_?

Can you prove it a different way? What do you think about \_\_\_\_\_?

Where did your hypothesis go? What is the meaning of \_\_\_\_\_?

How would the concept change if \_\_\_\_\_? What are the implications of \_\_\_\_\_?

What does \_\_\_\_\_ reveal about you \_\_\_\_\_?

What would happen if you \_\_\_\_\_? How is \_\_\_\_\_ like \_\_\_\_\_?

changed the \_\_\_\_\_? Whose argument/evidence was more convincing? Why \_\_\_\_\_?

Propose a solution for \_\_\_\_\_? Is there a better solution/idea for your decision here? Why \_\_\_\_\_?

Judge the value of \_\_\_\_\_? What would you have done in the situation \_\_\_\_\_?


Defend your position about \_\_\_\_\_? How would you have handled \_\_\_\_\_?

What changes to \_\_\_\_\_ would you recommend? Why \_\_\_\_\_?

COGNITIVE GROWTH TARGETS  
**REASONING**

**METACOGNITION**  
COGNITIVE GROWTH TARGETS

**Metacognition:** The process of being aware of one's own thinking and learning.



<b>REFLECT</b>	<b>PLANNING</b>	<b>INTENTIONAL CHOICES!</b>
<b>WONDER</b>	<b>THINKING</b>	
<b>CONSCIOUSNESS</b>	<b>LEARNING</b>	<b>GOALS</b>

**Awareness of One's:** Thinking, Accomplishment, Choice(s), Learning, Failure.

**Control of One's Own:** Planning, Thinking, Choices, Goal Setting, Learning.

---

**Metacognition questions encourage students to be aware of their own thinking and learning.**

**QUESTIONS**

Explain your thinking on this...  
Can you tell me how you came to that conclusion?  
What strategy or thinking did you use to solve this?  
How did you decide to use that strategy?  
Is there a different way to do that / solve that?  
Have you solved a problem like this in the past?  
What are you left thinking or wondering about?  
What is confusing to you about \_\_\_\_\_?  
What don't you know that might help you? \_\_\_\_\_?  
If you knew \_\_\_\_\_ would that help you understand/see \_\_\_\_\_?  
What do you do when things don't go well?  
What strategies do you use when you haven't been successful?  
What goals are you thinking about to assist you in accomplishing \_\_\_\_\_?

COGNITIVE GROWTH TARGETS  
**METACOGNITION**

# Fraser 90/10 Model

SUCCESS INDICATORS: 3, 4,

21, 22, 23

- 90% of the curriculum and content for the shift to a CBE model would come from central office
- Remaining 10% would be instructional freedom of the teacher/learning facilitator
- This allowed for a de-escalation of concerns regarding workload, time constraints, and consistency in development



***Transition in the way we developed curriculum and content.***

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SUCCESS INDICATORS: 21, 22,

23, 42, 43, 60

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



## **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*

## DEVELOPING THE FRASER FRAMEWORK FOR COMPETENCY BASED LEARNING

In order to customize the learning experience and implement a competency based learning model, we needed to have defined competencies that are vertically aligned by both grade level and between courses.

By the end of the 2014 – 2015 school year, we developed a DK – 12th Grade vertically articulated road map of critical competencies we expect of a Fraser Graduate. This work is being completed through the PLC process.



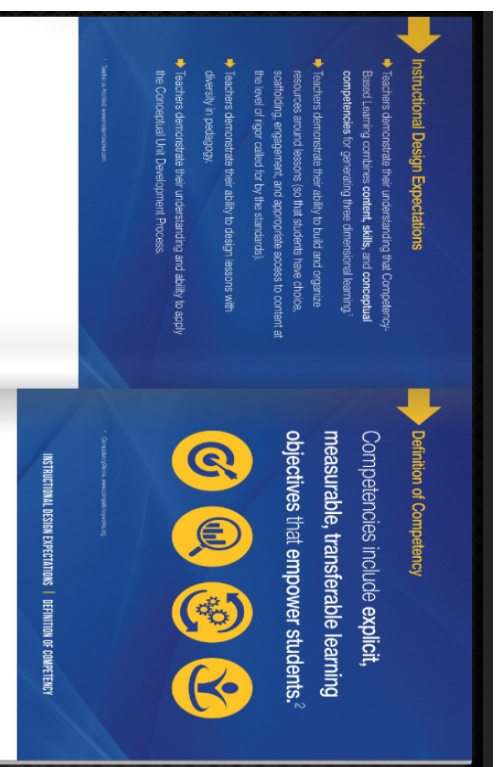
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# Fraser's Instructional Model

SUCCESS INDICATORS: 18, 19,  
20, 41



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

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





# Additional Resources

[www.frasercbl.com](http://www.frasercbl.com)

# Fraser and the Modern Teacher Framework

## Digital Convergence Framework

Goal Cycle: No Target Date

[View List](#)

[Show Goals](#)

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

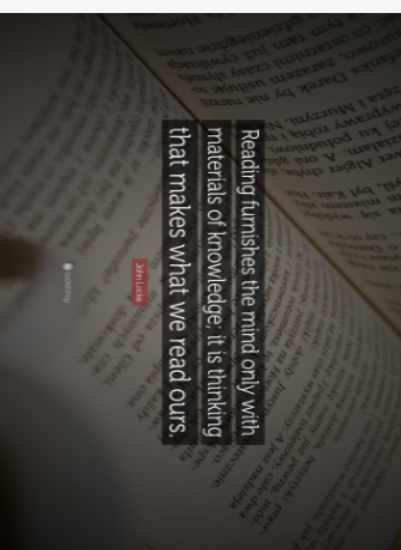
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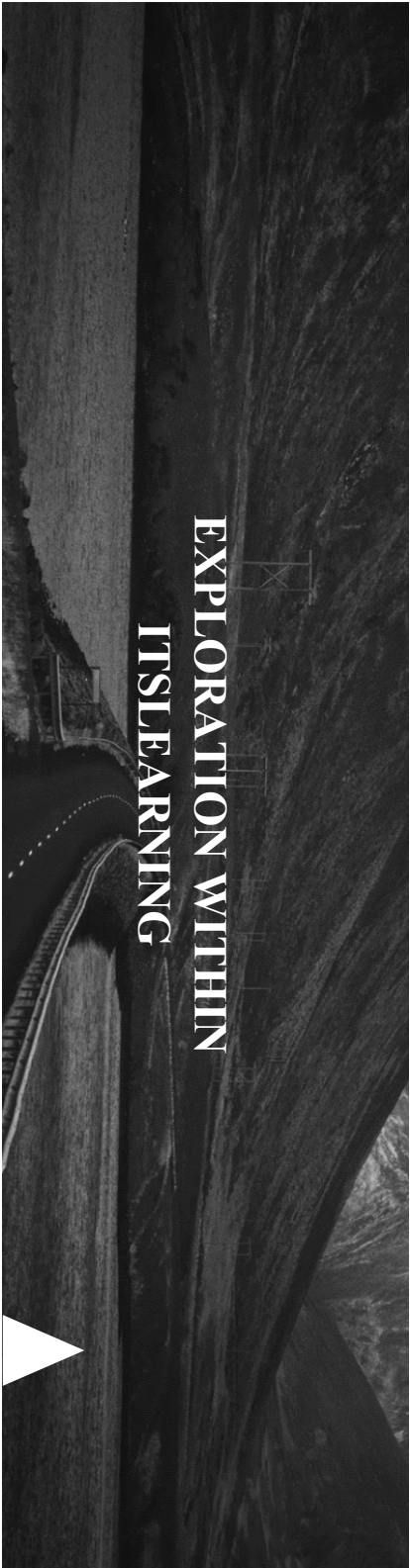
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# Instructional Models -- TAA Framework

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

Description

Big Ideas
<ol style="list-style-type: none"><li>1. Experiences shape our identity.</li><li>2. Writers deliberately craft language to create meaning.</li></ol>
Essential Questions
<ul style="list-style-type: none"><li>• How do stressful situations reveal our true nature?</li><li>• How do our interactions with others influence our behavior?</li><li>• What do our choices reveal about who we are?</li><li>• What do we draw from when faced with important decisions?</li><li>• Why is it important for writers to be deliberate in their use of language?</li></ul>





# EXPLORATION WITHIN ITSLEARNING

<https://fraser.itslearning.com/Index.aspx>

its learning

## Fraser Public Schools

Not from Fraser Public Schools?

Log in with itslearning

Username

Password

Sign In

OR

A new window will appear if you are not already logged in

Log in with Fraser Account



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# DISTRICT UNIT DESIGN FRAMEWORK

itslearning

https://fraser.itslearning.com/ContentArea/ContentArea.aspx?LocationID=1325&LocationType=1

its Courses Communities Calendar Library Admin LOGOUT Modern Teacher More Search Search Wozniak Carrie

Go To ...

2015 - 2016 Grade 4 - ELA Model Unit Tr 2

Course dashboard

Follow-up and reports

Participants

Groups

Settings

Course content

Planner

Links

Trash can

2015 - 2016 Grade 4 - ELA Model Unit Tr 2

ELA Unit - Sodako

Close, Critical and Generative Reading

Add

2015 - 2016 Grade 4 - ELA Model Unit Tr 2 / Planner

Writing

- Vocabulary activities to develop the content area domain-specific words
- Readers' Theater for fluency development What are we doing for Reading Fluency????
- Guided Highlighted Reading to develop Close, Critical and Generative Reading scaffolded on 2<sup>nd</sup>, 3<sup>rd</sup>, and 4<sup>th</sup> grade text

Grammar

- Daily grammar lessons using Jeff Anderson's inquiry method. This includes the following grammar skills:
  - Capitalization of Proper Nouns
  - Common Nouns
  - Literal Language and Figurative Language
  - Prepositional Phrases
  - Proverbs and Adages
  - Relative Adverbs (When, Where, Why)
  - Use of There, Their, and They're

Unit Competency Statements

Concept Competency

Students will demonstrate their understanding of how power influences outcome by applying it across disciplines.

# Designed within the Learning Management System

The screenshot displays the FRASER Learning Management System interface. The top navigation bar includes links for Courses, Communities, Calendar, Library, Admin, Developer, LOGOUT, and More. A search bar is present with the text "begin with the end in mind" and a search icon. The user's name, "Wozniak, Carrie", is visible in the top right corner. The main content area shows the course structure for "4th Grade ELA - Sample Course". The "course content" section is expanded to show "4th Grade ELA - Sample Course" and "ELA Unit - Tales of a Fourth Grade Nothing". Below this, there is a list of activities including "Before Reading", "Pre Reading Activity", "Photos for Pre Reading Activity", "Meet The Author", "Perspective Book Video Zoom", "Perspective Video - EdPuzzle", and "Book Trailer - EdPuzzle". A "During Reading" section is also visible. The "Instructional Activities" section for "Reading" includes a bullet point: "Activities to develop an understanding of New York and Central Park (setting of the novel)".



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# SYSTEMATIC AND SHARED CONTENT

The screenshot displays a user interface for managing educational content. On the left, a sidebar shows a tree view of folders: '2015 - 2016 Grade 4 - ELA Model Unit Tr...', 'ELA Unit - Sadako', 'Interdisciplinary Chart Sample Answers - Sadako', 'Before Reading', 'Background Vocabulary', 'Pre-Reading Activity', 'Signpost', 'Inquiry/Constructivist Activity', 'Concept/Generalization Activity', and '+ Add'. Below these are 'During Reading' and 'Reading Comprehension Strategies'. A blue arrow points from 'Concept/Generalization Activity' in the sidebar to the first row of the main table.

Type	Title	Published	Active
<input type="checkbox"/>	Background Vocabulary	11/10/2015 Keith, Kimberly	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Pre-Reading Activity	12/3/2015 Keith, Kimberly	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Signpost	11/10/2015 Keith, Kimberly	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Inquiry/Constructivist Activity	11/11/2015 Keith, Kimberly	<input type="radio"/> Yes <input type="radio"/> No
<input type="checkbox"/>	Concept/Generalization Activity	11/11/2015 Keith, Kimberly	<input type="radio"/> Yes <input type="radio"/> No

Teachers Students



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# INCREASING RIGOR: CONCEPTUAL COMPETENCY

## Descriptive Information

Major Text: *Sadako* by Eleanor Coerr

Informational Text Include includes: "Fighting Fires", "George Washington Carter", and "Bye-Bye Fly"

## The unit includes the following:

The Novel, *Sadako*

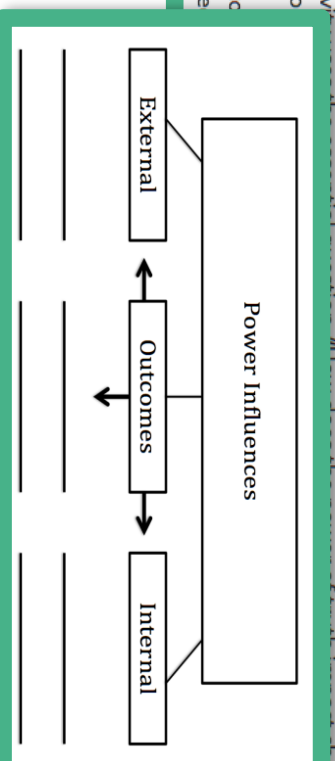
Informational text:

Close, Critical and Generative Reading: "Fighting Fires" 4th, "George Washington Carter" 3rd, and "Bye-Bye Fly" 2nd

## Instructional Activities:

### Reading

- Activities to develop an understanding of Power (video of an artist with sand Help Christine what is the name of the video)
- Probing questions for each chapter from the lens of power influences outcomes between and among the characters.
- The guide through the chapters were the Signposts: Contrast and Contradictions; AHA moments; Tough Questions; Words of the Wiser; Again and again; and Memory Moments
- Constructivist Activities
- Groups to respond to listening to stories.
- Inquiry Activity is to dragons; two pine ne



*Interdisciplinary Units:  
ELA, Science, & Social  
Studies*

# Reporting Competency

The screenshot shows a web interface for managing learning objectives. The top navigation bar includes 'Go to...', 'Grade 5 Competency Statements and Marzano Targets', and 'MATH'. A breadcrumb trail reads: 'Administration / Learning objectives repository / Fraser / Operations and Algebraic Thinking - 5.OA.A'. The main content area is titled 'Operations and Algebraic Thinking - 5.OA.A'. It displays a table of learning objectives with columns for 'Type', 'Title', and 'Last modified'. A blue arrow points from the 'Skill Competency' text to the 'Description' field of the first row in the table.

Type	Title	Last modified
<input checked="" type="checkbox"/>	Expressions and Equations - 5.EEQ2A	1/4/2016 4:03 PM, by Admin, Admin
<input checked="" type="checkbox"/>	Expressions and Equations - 5.EEQ3A	1/4/2016 4:03 PM, by Admin, Admin
<input type="checkbox"/>	Expressions and Equations - 5.EEQ3B	1/4/2016 4:03 PM, by Admin, Admin

1 to 3 of 3

**5th Grade Competency  
Statement  
Skill Competency**

## Marzano's Proficiency Skills – *I can* statements

In this example, a Proficiency Scale Level 2 feeds the Expressions and Equations Competency Statement.

Student Assessments are tagged to this statement, and the data is used for instructional purposes and the report card.

Grade 5 Competency Statements and Marzano Targets

MATH

- Operations and Algebraic Thinking - 5.OA.A
- Expressions and Equation s - 5.EE.Q.2A**
- Expressions and Equations - 5.EE.Q.3A
- Expressions and Equations - 5.EE.Q.3B
- Operations and Algebraic Thinking - 5.OA.B
- Number - Base Ten - 5.NB.T.A
- Number - Base Ten - 5.NB.T.B
- Number - Fractions - 5.NF.A
- Number - Fractions - 5.NF.B
- Measurement and Data - 5.MD.A

**Expressions and Equations - 5.EE.Q.2A**

**Created** 1/4/2016 4:03 PM, by Admin, Admin **Last modified** 1/4/2016 4:03 PM, by Admin, Admin

**Description**

I can evaluate expressions with parentheses, brackets, or braces. (5.OA.A.1)

ID 5\_MAT\_5.OA.A\_5.EE.Q.2A

## Math Competency Statements

### Example: 5<sup>th</sup> Grade Report Card



Content Competency	T1	T2	T3
5.NBT.A Understands the place value system			
5.MD.A Converts like measurement units within a given measurement system			
5.G.A Graph points on the coordinate plane to solve real-world and mathematical problems			
5.G.B Classifies two-dimensional figures into categories based on their properties			
Skill Competency	T1	T2	T3
5.OA.A Writes and interprets numerical expressions			
5.OA.B Analyzes patterns and relationships			
5.NBT.B Performs operations with multi-digit whole numbers and with decimals to hundredths			
5.NF.A Uses equivalent fractions as a strategy to add and subtract fractions			
5.NF.B Applies and extends previous understandings of multiplication and division to multiply and divide fractions			
5.MD.B Represents and interpret data			
5.MD.C Understands concepts of volume and relates volume to multiplication and to addition			

The implementation of Competency Based Learning has led to changes in both the **Learning Environment** and use of **Time**.

- Focus on Student Learning
- Redesign of the Learning Environment and Use of Space
- Emphasis on Student Agency



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# Embedded in Teacher Evaluation

Fraser Public Schools Mark Twain Elementary - Teacher Observation Form

Teacher Name

Teacher Email Address (optional)

Building

Evaluator Name

Class and Grade Level(s)

Date and Time  
 Month  Day  Year   
 Hour  Minute

Observation Checklist  
 Redirect Teacher's Lesson Plan  
 Redirect Teacher's Lesson Standards, Pacing/ Pacing/ Pacing  
 Redirect Level of Pacing/ Pacing

Comments on Level of Pacing/ Pacing

High Impact Teaching Behaviors

A Ready to Learn Environment

Modern Teacher High Impact Teaching Strategies	Marzano's Teacher Evaluation Model
<b>A Ready-to-Learn Environment</b> 1. Strategic Arrangement of Furniture	<b>Domain/Element</b> Domain # 1: Classroom Strategies and Behaviors Element 5: Organizing the Physical Layout of the Classroom
2. Behavior Management System in Place	Domain #1: Classroom Strategies and Behaviors Element 33: Demonstrating "Withitness" Element 34: Applying Consequences for Lack of Adherence to Rules and Procedures Element 35: Acknowledging Adherence to Rules and Procedures
3. Pre-Established Routines and Procedures	Domain # 1: Classroom Strategies and Behaviors Element 4: Establishing and Maintaining Classroom Rules and Procedures
4. Teacher Artifacts, Graphic Organizers, and Academic Anchors	Domain # 1: Classroom Strategies and Behaviors Element 5: Organizing the Physical Layout of the Classroom Element 8: Previewing New Content
5. Student Work Displayed	Domain # 1: Classroom Strategies and Behaviors Element 5: Organizing the Physical Layout of the Classroom
<b>Classroom Culture: Directing Student Behavior</b> 6. Positive Framing - The Strategic Use of Positive Reinforcement	Domain 4: Collegiality and Professionalism - Promoting a Positive Environment Element 2: Promoting Positive Interactions About Students and Parents
7. Redirect Inappropriate Behavior/Strategically Stop Misconduct	Domain # 1: Classroom Strategies and Behaviors Element 34: Applying Consequences for Lack of Adherence to



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