Welcome!
The seminar will be starting shortly

It’s Year’s End. How Do You Know What Progress Your Students Have Made?
Tell Us!

How is your school planning to meet students where they are in the fall?
Today’s Presenters

Mark Kostin, Associate Director, Great Schools Partnership

LaShawn Whitney, Associate Director, Induction, AUSL

Miyoshi Knox, Principal, Stagg School of Excellence

Ashley Jarrell, Educator, Stagg School of Excellence

Kathleen Speth, Principal, Disney II Magnet School
Agenda

1. Welcome and Context Setting for Assessment and Shifts
   - LEAP Innovations
     - John Boumgarden

2. Shifting a Mindset for Competency Based Education
   - Great Schools Partnership
     - Mark Kostin

3. Principal and Instructional Leader Shifts for 2020-21
   - Disney II
     - Katie Speth

4. Teacher Training and Data Informed Advocacy and Agency
   - AUSL and Stagg Elementary
     - LaShawn Whitney
     - Miyoshi Knox
     - Ashley Jarrell
Interact

During the Seminar

Q&A
Please post your questions via the Q&A at the bottom of your screen.

Vote up questions with the thumbs up!

Twitter
#LEAPLearningSeries @LEAPinChicago

After the Seminar

Helpline
After the 60 min seminar, we’ll host an extended 30 minute “helpline”.

You will be able to step up to the mic and share your questions.

Resources
A recording of the session along with resources will be shared post webinar.
Norms

- Be honest. Be vulnerable.

- Be solution oriented.

- Be open to outgrowing your knowledge (be humble)

(Shoutout to Monroe Elementary School for the norms!)

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About Me

🌟 Former elementary, middle, and high school teacher of ten years
  ● St. Louis Public, Achievement First (Brooklyn), KIPP Baltimore, Independent IB World School

🌟 Personalized Learning Coach

🌟 Two young daughters: Helena (4) and Ingrid (8 months)

🌟 Currently pursuing my Ed. D. in K-12 Ed. Leadership
Our Shared Goals

1. To provide standards-aligned, quality continuous learning

2. To minimize instructional loss

3. To create routines and structures to stay engaged and connected

4. To attend to the whole child needs

5. Not only get by, but build upon the lessons we’ve learned from remote learning and plan successfully for the new year
Continue Learning Together

Give us your feedback on today’s session via the survey! https://bit.ly/3f0frTK

LEAP Learning Series webinars:
- Connectivity w/ Google & ClassDojo
- Trauma Informed Practices w/ Pamela Cantor
- Literacy & Lesson Plans—NOW
- Making Moves with Math
- Parent as Partners
- Looking Ahead to Fall

Remote Learning in Action is a comprehensive, new professional learning program for educator teams.
Reach out to partnerships@leapinnovations.org.
We built the LEAP Learning Framework to provide actionable strategies to implement personalized learning.

**Learner Focused**
learner experiences are relevant, contextualized and designed around a deep understanding of individual academic and nonacademic needs, interests and strengths

**Learner Demonstrated**
learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject

**Learner Led**
learners coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals

**Learner Connected**
learning transcends the classroom in relevant and accredited ways, connected to families and communities
State of the state
Avoiding the COVID-19 Slump

Figure 1. Mathematics forecast

(C) 2020 LEAP Innovations. All rights reserved.
Avoiding the COVID-19 Slump

Figure 2. Reading forecast

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“The average student could fall seven months behind academically, while Black and Latinx students could experience even greater learning losses, equivalent to 10 months for Black children and nine months for Latinos.”

~The New York Times
New ways of assessing

Summative Assessments in Distance Learning

Stop assessing everything - distill the curriculum to essential learning and target specific standards and outcomes.

Assign performance tasks and performance items - these create engaging multistep opportunities for students to show what they know.

Move from one big event to a series of smaller events - Break down larger tasks that assess multiple standards into smaller ones that address a single standard so students are not overwhelmed.

Edutopia.org
WHAT IS COMPETENCY-BASED EDUCATION?

**GRADE**
Students earn separate grades on what they know and their habits of work.

**LEARN**
What students learn is clear, shared with them, and they have choice.

**HELP**
Students explore new learning when they understand; if they don’t, they get help and revise and redo work.

**ASSESS**
Students show what they know and get feedback to improve.

*Every Student Every Classroom Every Day*
Four Beliefs

**Learning environment:** All students can and will learn when they feel included, respected, and valued by their learning community.

**Outcomes:** All students must be challenged, believed in, and supported to reach common, high expectations.
Four Beliefs

Assessment + feedback: Student learning is enhanced by clear cycles of practice, feedback, assessment, and reflection.

Learning pathways: Students are empowered and engaged by choice in their learning experiences.
Framework for Competency-Based Learning

**Graduation Requirement** | **Communication of Progress** | **Assessment Practices**
--- | --- | ---
YES | Transcripts, Report Cards, Grades | Students demonstrate proficiency in each graduation competency. Verification of proficiency happens over time through multiple and varied methods.

**Graduation Competencies**
- 3-6 cross-curricular
- 3-6 in each content area
- Essential, enduring, and transferable skills and knowledge.

NO | Formative and Summative Feedback | Students advance their learning on performance indicators through formative assessments and create evidence of proficiency through summative assessments.

**Performance Indicators**
- 5-8 per competency
- Measurable skills and knowledge that comprise a graduation competency.

NO | Formative Feedback | Students build their knowledge and skills through practice on learning targets and feedback from formative assessments.

**Learning Targets**
The discrete elements of each performance indicator that guide daily learning.
## Social Studies Competency 1: History

Utilize a variety of sources to demonstrate and apply knowledge of, analyze, and evaluate major eras, enduring themes, turning points and historic influences to analyze the forces of continuity and change in the community, the state, the United States and the world.

<table>
<thead>
<tr>
<th>K-2</th>
<th>3-5</th>
<th>6-8</th>
<th>9-12</th>
</tr>
</thead>
<tbody>
<tr>
<td>Compare and contrast life changes of over specific historical time periods to life today</td>
<td>Compare, contrast, and explain life changes in specific historical time periods to life today.</td>
<td>Evaluate effectiveness and impact of historical events and developments as examples of change and/or continuity.</td>
<td>Analyze change and continuity in historical eras.</td>
</tr>
</tbody>
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Transferable Skills: Communication — Self Direction — Problem Solving — Collaboration — Informed Thinking

<table>
<thead>
<tr>
<th>Performance Indicator</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
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<tbody>
<tr>
<td>A. Observe and evaluate situations in order to define problems.</td>
<td>I can • make observations about situations.</td>
<td>I can • identify relationships to make inferences about a problem;</td>
<td>I can • make observations and collect related information from multiple sources;</td>
<td>I can • analyze situations to define complex problems and explain their relevance within the world;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• propose possibilities to define a problem.</td>
<td>• anticipate the problem and identify constraints.</td>
<td></td>
</tr>
<tr>
<td>B. Frame questions, make predictions, and design data collection and analysis strategies.</td>
<td>I can • ask questions about a situation;</td>
<td>I can • ask questions to clarify my understanding;</td>
<td>I can • ask probing questions about a situation;</td>
<td>I can • justify my design by analyzing strengths and weaknesses;</td>
</tr>
<tr>
<td></td>
<td>• find information in sources provided for me.</td>
<td>• take information into consideration when making predictions.</td>
<td>• make predictions considering multiple sources of information;</td>
<td>• connect the situation to a larger context and make a prediction based on that context.</td>
</tr>
<tr>
<td>C. Identities and perspectives. Identify and analyze patterns, trends, and relationships in the data or information.</td>
<td>I can • describe the data/information I have gathered.</td>
<td>I can • identify simple patterns and trends in my data/information;</td>
<td>I can • identify patterns and trends in data/information;</td>
<td>I can • identify data crucial to the problem;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• determine whether my data are sufficient or if I need to gather more data/information.</td>
<td>• analyze these patterns and trends to identify relationships.</td>
<td>• identify and prioritize patterns and trends in data/information most relevant to the problem.</td>
</tr>
<tr>
<td>D. Based on analysis of the data or information, generate options and use evidence to propose and justify a solution.</td>
<td>I can • identify strategies that could be used to solve a problem;</td>
<td>I can • explain my analysis of the data or information;</td>
<td>I can • create a list of possible solutions for the problem based on my analysis of the data/information;</td>
<td>I can • create a list of possible solutions based on a thorough analysis of complete and sophisticated data/information;</td>
</tr>
<tr>
<td></td>
<td>• propose a simple solution.</td>
<td>• list possible solutions for the problem.</td>
<td>• explain a workable solution and explain my reasoning.</td>
<td>• develop a creative and</td>
</tr>
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</tr>
</tbody>
</table>

Score Criteria Problem Solving
Remote Learning Considerations

- Relationships + community matter most of all
- Focus on essential skills and tasks
- Switch to Pass/Fail (for now)
- Collaborate with students regarding work completion during COVID-19
- Assess student progress and plan instruction to meet students where they are in their learning.
Mark Kostin
Q&A
Setting: Disney II Magnet School

- Two campuses located in Chicago’s Irving Park and Independence Park Neighborhoods
- Competency Based School Model in grades six through twelve
- Focus on personalized and small group learning in PreK-12

### School Demographics

<table>
<thead>
<tr>
<th></th>
<th>HS Campus</th>
<th>Elem Campus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>3.4%</td>
<td>7.2%</td>
</tr>
<tr>
<td>Black</td>
<td>20%</td>
<td>7.7%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>51.6%</td>
<td>38.2%</td>
</tr>
<tr>
<td>White</td>
<td>21.5%</td>
<td>42.9%</td>
</tr>
<tr>
<td>Other</td>
<td>3.4%</td>
<td>4.0%</td>
</tr>
<tr>
<td>Low Income</td>
<td>55%</td>
<td>33.1%</td>
</tr>
<tr>
<td>Diverse Learners</td>
<td>11.3%</td>
<td>11%</td>
</tr>
<tr>
<td>Limited English</td>
<td>4.1%</td>
<td>12.4%</td>
</tr>
</tbody>
</table>
At Disney II 85% of our students live outside of the school’s zip code
“Classroom studies document the fact that underserved English learners, poor students, and students of color routinely receive less instruction in higher order skills development than other students (Allington and McGill-Franzen, 1989; Darling-Hammond, 2001; Oakes, 2005).

Their curriculum is less challenging and more repetitive. Their instruction is more focused on skills low on Bloom’s taxonomy. This type of instruction denies students the opportunity to engage in what neuroscientists call productive struggle that actually grows our brain power (Means & Knapp, 1991; Ritchhart, 2002).

As a result, a disproportionate number of culturally and linguistically diverse students are dependent learners.”

Culturally Responsive Teaching and the Brain
Zaretta Hammond
In order to understand the status of our students social emotional and academic learning in the fall it’s necessary to understand our model.

Competency Based Learning @ Disney II

- Journey beginning in SY 17
- Summit Learning platform
  - Supporting CBL
- How does the physical environment support learning?
- Professional Learning
  - Shifting teacher practices and mindsets
- CIWP and aligning our school goals and strategies
- Implications for Remote Learning
Engaging the Community - “This is not how I learned!!”

- Communicate, communicate, communicate – learning from our mistakes
- Parent academies (Zoom is now our friend)
- Transparency is key to engaging our families
Disney II Q&A
AUSL: The Organization

**MANAGE:** 31 Chicago neighborhood schools focused on continuous improvement and innovation.

**TRAIN:** Run the largest teacher residency program in the country - over 1,045 graduates since 2002; robust novice teacher training structures.

**ADVISE:** District partnerships that focus on building sustainable talent development systems that dismantle inequities for students.
**Accelerating Learning**

Keep the "WHAT". Adjust the "HOW"

- Prioritize the standards
- Diagnose the unfinished learning

https://bit.ly/3f0frTK.
New Teacher Induction

Novice Teacher Learning Trajectory

- Network Orientation
- Induction Cohort
- Content Cohorts
- Coaching

The Whole Teacher

- Teaching & Learning Cycle
- Culturally Responsive Pedagogy
- SEL/Trauma

Classroom Leadership

- Teacher as Leader vs. Manager
- Student Ownership & Agency
Setting: Stagg of Excellence

Stagg School of Excellence is a Level 1 neighborhood school in Englewood which offers educational opportunities for about 428 students in Grades Pre-K through 8th.

Vision: Stagg scholars will have a solid idea of what they want to do in the world of work, and the steps to be successful in a career of their choice and in life. Our scholars are able to problem solve, think critically and analytically, and defend their point of view with empathy and integrity. Our scholars have the self-efficacy to explore and pursue their passions.

Demographics

<table>
<thead>
<tr>
<th>Demographic</th>
<th>Percentage</th>
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</thead>
<tbody>
<tr>
<td>Asian</td>
<td>0.2%</td>
</tr>
<tr>
<td>Black</td>
<td>93.2%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>5.8%</td>
</tr>
<tr>
<td>White</td>
<td>0.0%</td>
</tr>
<tr>
<td>Other</td>
<td>0.7%</td>
</tr>
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<td>95.6%</td>
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“Extend the What to Adjust the How”
- Prioritize the standards
- Diagnose the unfinished learning

Learner Profiles
LEARNER Profiles

A living virtual document of a student’s data that will follow them through graduation.

Develop stronger relationships with students and Parents

Use LPs to inform our co-designed learning pathways
Educators will collect data around academics, health & wellness, social-emotional development, culture & language, living situation, and cognitive skills (1B & 1D)

Support our students in developing a deep understanding of their needs, interest, and strengths (3C)

Teachers adjusts pacing of instruction and transitions based on student needs and input. Teacher seizes opportunities to enhance learning, building on a spontaneous world or local event and/or student interests. (3C & 3E)
Continue Learning Together

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Access all the resources from the past six webinars at: [https://www.leapinnovations.org/lls/](https://www.leapinnovations.org/lls/)

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Resources and CPDUS

- CPS Educators and Non-CPS Educators in Illinois qualify to receive credit for each LEAP Learning Series Session.

- After the session we will send out the catalog code and the ISBE form to be completed.

- A recording of today’s session along with presentation slides, will be made available within 24 hours following today’s session in addition to the other educator resources shared today.
**Helpline**

**Step 1:** Raise your hand

**Step 2:** If you are called on, your mic will be unmuted and you can ask your question.

Please state:
- your name
- school/org
- your question

Please limit your question to 30s or less. :)
THANK YOU