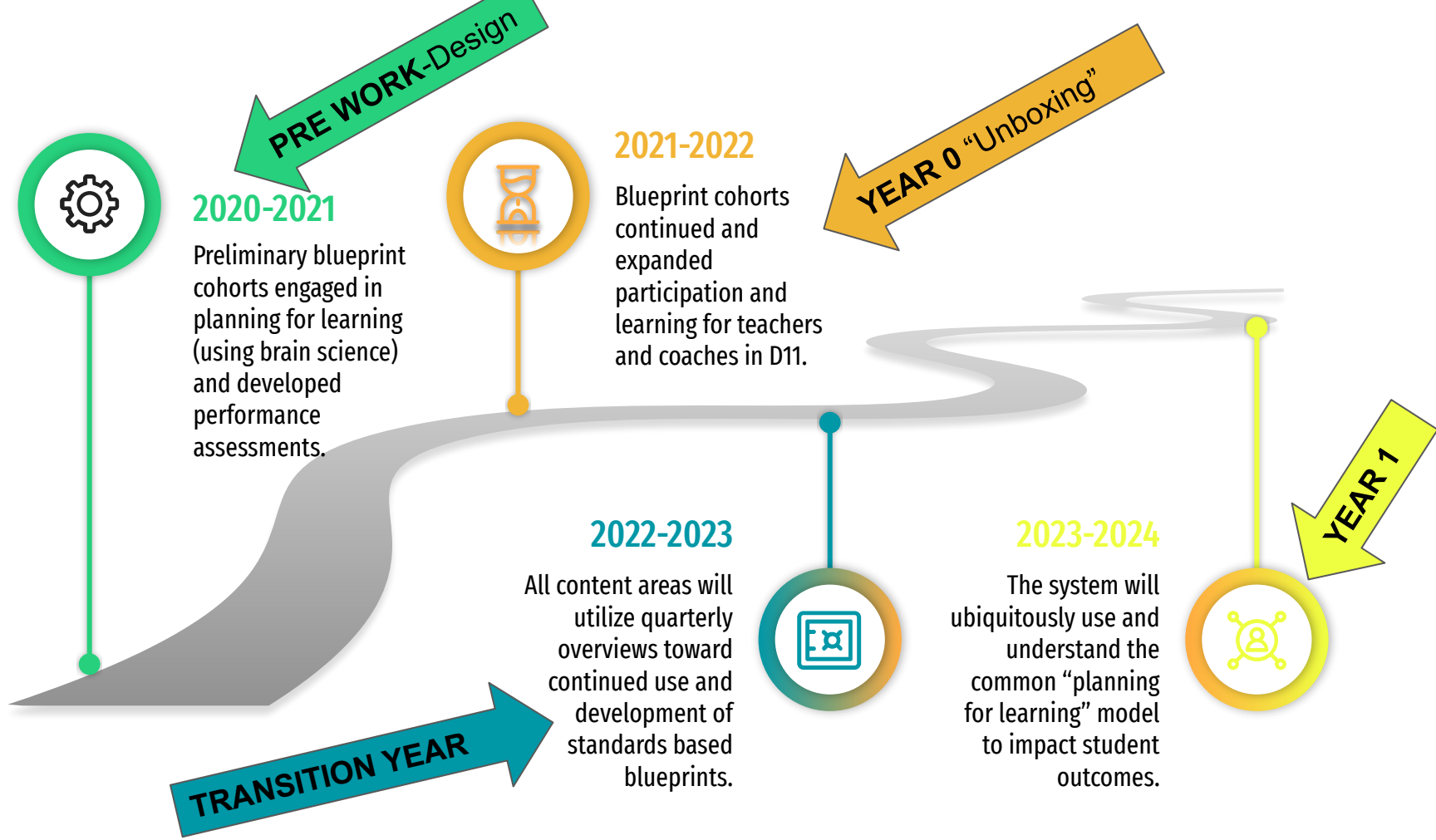
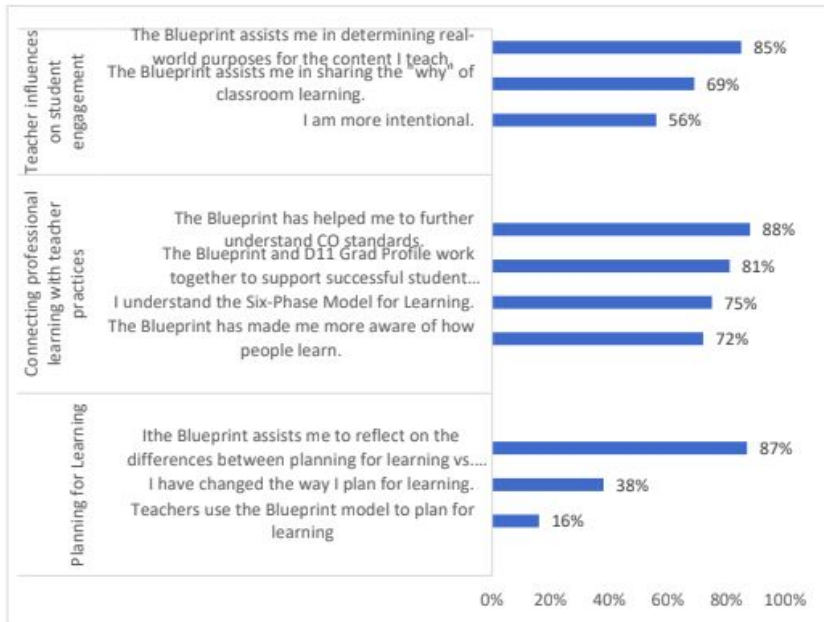


Multi-Year Learning Arc



COHORT I DATA—"Unboxing Year"

62 Respondents



Summary of data reflecting change of practice due to BFI :

- 87% of respondents agree that the BFI Learning System has assisted them to reflect on the differences between and practices of planning for learning vs planning for teaching
- 72% of respondents agree that learning about the BFI Learning System has made them more aware of and reflective about how people learn
- 81% of respondents agree that the BFI Learning System and the D11 Grad Profile work together to support successful student learning and development

Theory of Action from Cohort I Data

Baseline data suggest that:

WHEN teachers are provided with quality professional learning and ongoing support to implement the practices and goals embedded in the D11 BFI Learning System and the D11 Graduate Profile, THEN they are **more confident in their knowledge of how to plan for effective learning** and are **more likely to be reflective about and improve their own professional practices** as they work towards ensuring equity and access to Best First Instruction for all students.

COHORT I DATA—"Unboxing Year"

*Those teachers and leaders who participated in professional learning related to the D11 BFI Learning System as part of **Cohort 1—early adopters and designers** (62 respondents) reported that their participation in the professional learning improved their self-efficacy as follows:*

- Participation improved their understanding about how people learn and prompted reflection on past and current practices
- Using the D11 BFI Learning System (that integrates the elements of the D11 Graduate Profile) has helped improve their understanding of the Colorado Academic Standards
- Used in combination, the BFI Learning System, and the Graduate Profile support teachers to better understand what successful student learning and development is.
- They are more aware of and focused on helping students understand the purpose of their learning, grounding their content in real-world applications
- They are more intentional in their practices and experience higher levels of efficacy in engaging students in classroom learning
- They are more reflective and aware of the differences between planning for teaching vs. planning for learning
- Their exposure to professional and/or using the Blueprint changed the way they think
- about learning and teaching

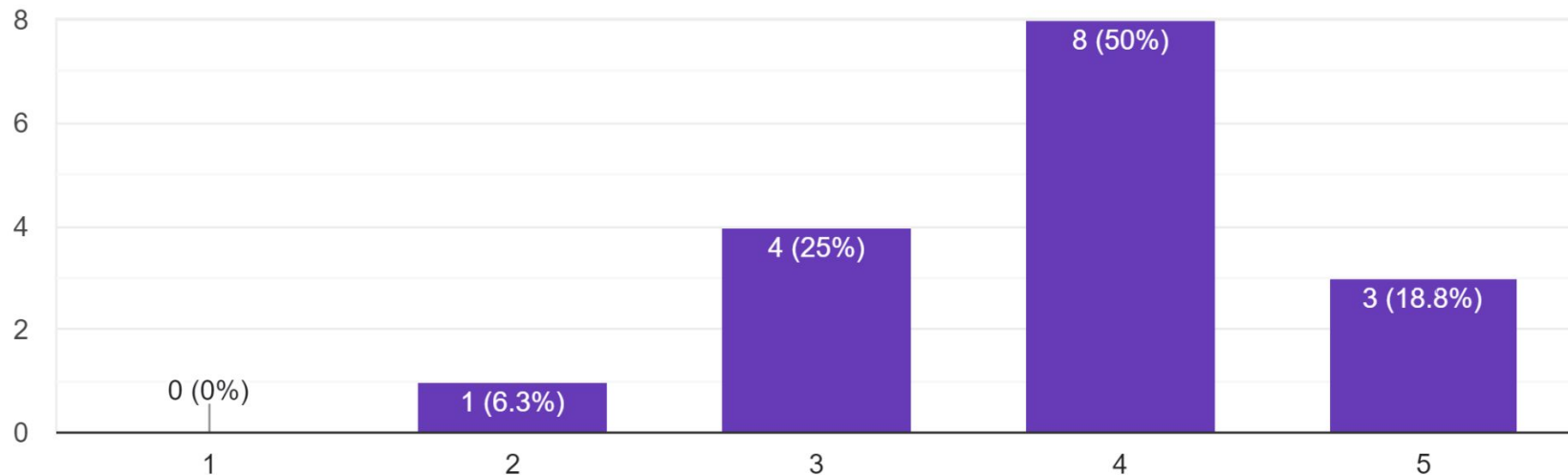
BFI Strategies

- **Planning for Learning** (6 Phases of Learning)
- **Engagement**
- **Coherent System**

"Transition Year" Best, First Instruction and 6 Phases

I see value in the 6 phases learning model and would like to engage in more opportunities to deepen the way I plan for learning vs. plan for teaching

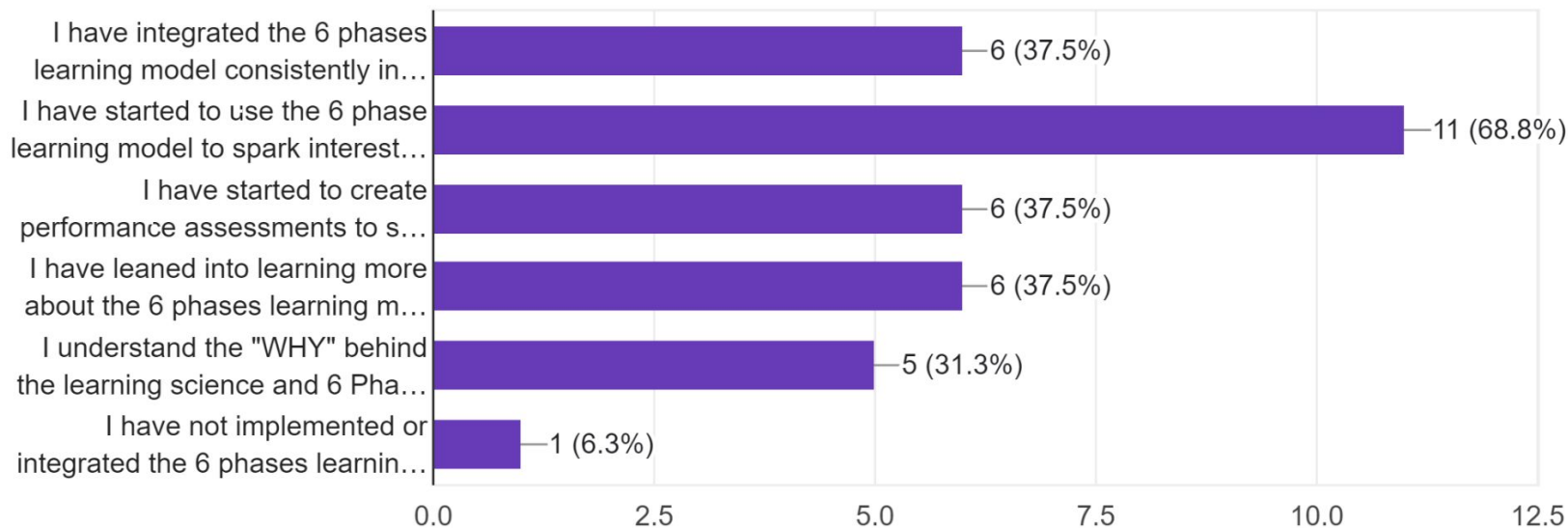
16 responses



"Transition Year" Best, First Instruction and 6 Phases

How would you describe your current implementation of the 6 Phases learning model? (Check all that apply)

16 responses



Teacher influences on student engagement

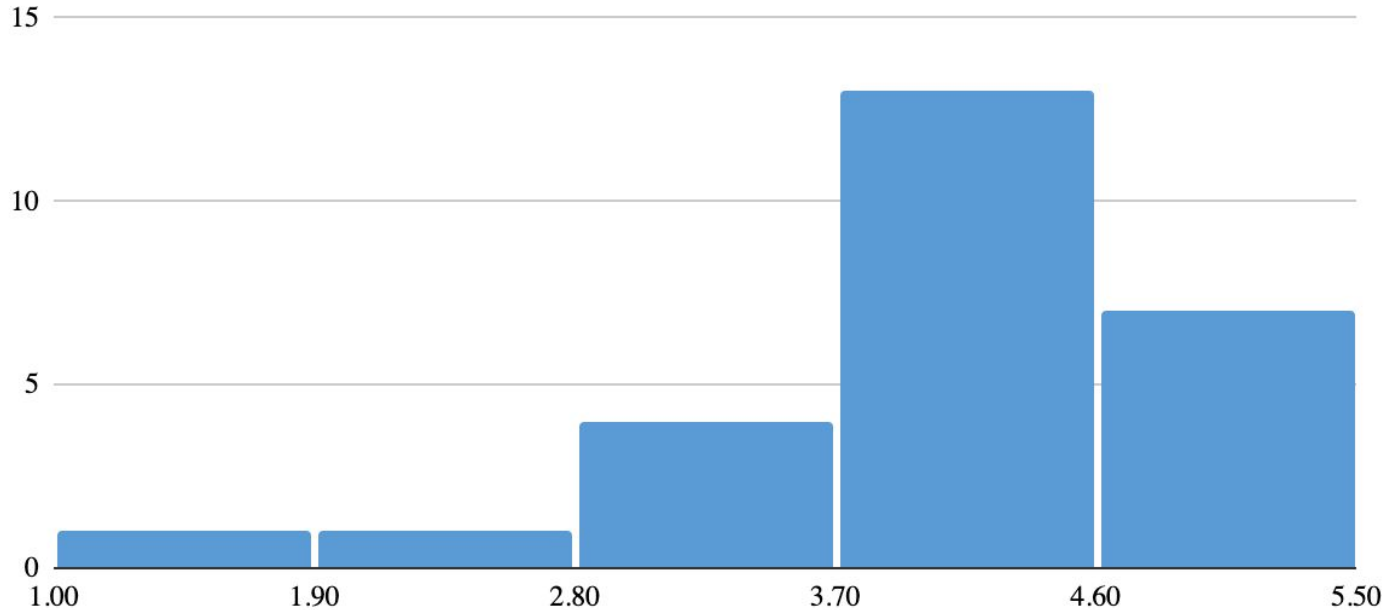
- 76% of respondents report that they are more intentional and feel more efficacious in the way they engage students
- 81% of respondents agree that the BFI Learning System has assisted them in sharing the 'why' of classroom learning more quickly
- 83% of respondents agree that the BFI Learning System helps them determine real-world purposes for the content they teach

Connecting professional learning with teacher practices

- 80% of respondents report that they understand the six-phase model for learning
- 83% of respondents agree that learning about the BFI Learning System has made them more aware of and reflective about how people learn
- 89% of respondents agree that the BFI Learning System has helped them further understand the CO Academic Standards
- 90% of respondents agree that the BFI Learning System and the D11 Grad Profile work together to support successful student learning and development

Aggregate Results of BFI Training Exit Surveys

Overall, how would you rate the content of today's PD in supporting you in planning for learning?



Overall, how would you rate the content of today's PD?

Aggregate Results of BFI Training Exit Surveys

What 2 ideas that you are going to implement in your planning for learning, teaching or practice right away?

Hook: Student engagement, extend and apply

Phase 1&2

Phase 1, phase 6

Start with hook since I am starting new units

I want to focus on the first 2 phases of learning

Considering the model in planning, inquiry methods

Icebreaker techniques, finding techniques for kids to commit to learning

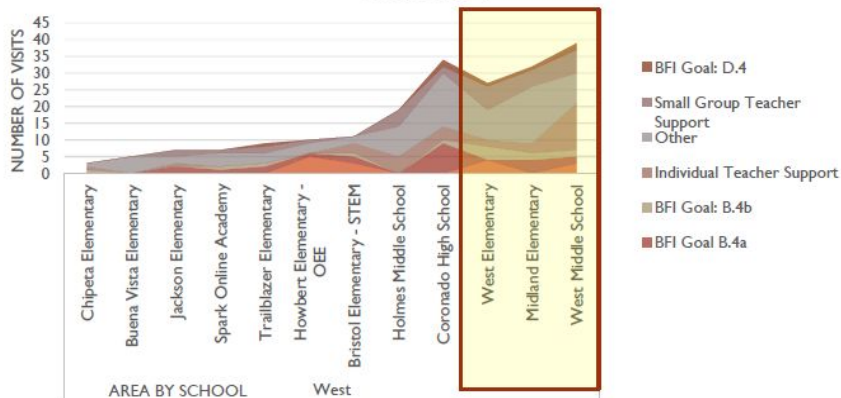
Reflection and Commit to Learning

Get students interest and committed to learning



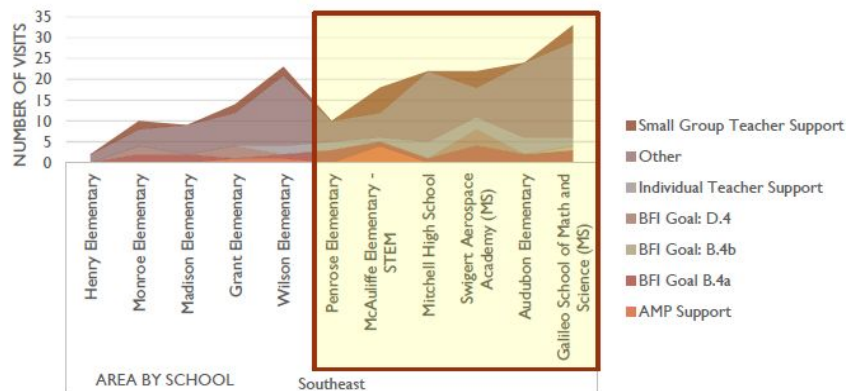
WEST AREA SCHOOL VISITS

SEMESTER I



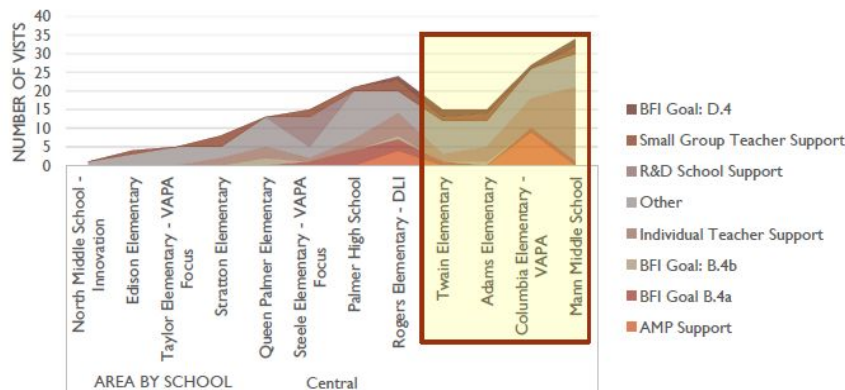
SOUTHEAST AREA SCHOOL VISITS

SEMESTER I



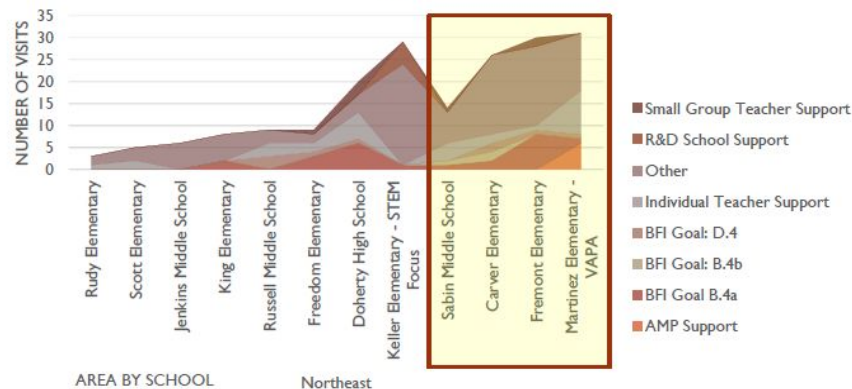
CENTRAL AREA SCHOOL VISITS

SEMESTER I



NORTHEAST AREA SCHOOL VISITS

SEMESTER I



What are principals saying about the BFI modules?

"The Six Phases of Learning implemented at Coronado High School has been an instrument of deep reflection thus far. The training has been well tailored to the high school level. Our staff have been engaged in the learning primarily due to the relevancy and small group discussions that are embedded in the training."

Darin Smith, Principal,
Coronado High School

"BFI Module 1 provided Sabin a kick start to our Data-Driven Instruction PD and Initiatives to come. It's work that hasn't been done at Sabin for a long time and is vital for academic growth moving forward."

Dan Carragher, Principal,
Sabin Middle School

"The biggest shift I am noticing as we lean into learning is that some teachers are beginning to have more conversations in PLCs about the "how" of their teaching and sharing specific student-centered instructional strategies that are working for them."

Dr. Shalah Parker, Principal,
West Middle School

"As a staff, we are excited about providing personalized opportunities to staff within the BFI framework. Last week, our teacher leaders were able to guide their colleagues through the professional development series and tailor the conversations for the needs of each team. We are also focused on creating staff buy in through teacher-selected professional development sessions embedded into our staff meetings."

Dr. Carole Frye, Principal,
James Monroe Elementary School



Become
Interested

How six phases (BFI) improve Professional Learning Communities

In science PLCs, we are using the CIA and HMH assessment builder to review student learning and how to best review the misunderstood concept in a small group. Then as a PLC we will discuss different methods of how to teach the concept in class (including: labs, textbooks, and notes).

I have placed the question, "How will we teach this?" on the board in my office. As we meet in PLCs, hopefully we can shift our discussions to include this question as we plan for learning.

Our PLCs focus upon how things will be taught. In going through our data cycles, we are discovering the best methods to present information for phonics and phonemic awareness to help excite and inspire kiddos to learn more, faster. We have been studying methods to make phonics groups feel less like other subjects and more fun and exciting. There are times we must talk about what must be taught in order to ensure we are meeting the standards/needs of the students, but those are few and far between.

BFI Strategies

- **Planning for Learning** (6 Phases of Learning)
- **Engagement**
- **Coherent System**

BFI Top Three Strategies

Planning for Learning, Engagement, Quality Questioning

Engagement Strategy Kagan	Number of schools with a leadership team participating	Number of whole schools
Year 1 (2021-22)	2	4
Year 2 (2022-23)*	26	10 schools engaging in a coaching cohort
Year 3 (2023-24)		26
Total Sites		40 of 54 schools district-wide

*Congruent sessions also offered for any teacher to opt into without being part of a school cohort OR those needing to make up sessions - about 60 participants per day

Is Kagan Making a Difference?

Yes! I have seen the following positive impacts in our classes: improved academic achievement, and improved social social skills.

YES! At Martinez, all teaching staff attended Kagan training throughout the year. All teachers were implementing strategies at a beginner level. Some teachers use it more than others. Specials teachers had the hardest time trying to integrate Kagan into their classes. We used Kagan structures during whole-school assemblies and frequently during morning meeting. We used Kagan structures at staff meetings as well to keep our learning fresh. It was transformational with student engagement.

Yes, We trained approximately 10 teachers last year and we are using the train the trainer model for implementation. Our plan is for those trained to continue to offer PD on dedicated PD days, to model Kagan Structures in staff meetings and to continue to provide staff with the supports - ie books on kagan structures, kagan mats, and kagan trifold for when and how to use the appropriate kagan structure.

Yes, it is. The cooperative learning structures have increased our student engagement based on increased attendance rates and earned credits.

Is Kagan Making a Difference?

Yes! Our mission to empower the whole student to profoundly impact our work necessitates that we engage students at a high level in every classroom, every day. As a Kagan pilot school, Mitchell is **all in** on Kagan cooperative learning structures. As social skills are the embedded curriculum in Kagan cooperative learning strategies, we are also seeing major improvements in our school culture and student-student relationships as we gain ground with Kagan. We would like to request, however, increased support in ensuring teachers are able to access Kagan training much earlier in the school year. For our staff to have just one opportunity for each day of the training per year has not worked out in meeting our training needs. We continue to explicitly model cooperative learning structures in our ongoing PD and to give continuous coaching and feedback around student engagement to all teachers. What we need is more availability of training much early AND throughout the year. Thanks for the opportunity to share feedback!

BFI Strategies

- **Planning for Learning** (6 Phases of Learning)
- **Engagement**
- **Coherent System**

Best First Means... Strong District Planning and Tools

A district's documents reflect the district's beliefs and vision about student learning and achievement

Criteria 4

Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
1	2	3	4	
<input type="checkbox"/> The district has not developed or has not effectively communicated an instructional vision or beliefs about how students learn best and what they are capable of achieving	<input checked="" type="checkbox"/> The introduction to the curriculum shows connection to the district's instructional vision and beliefs about how students learn best and what they are capable of achieving	<input checked="" type="checkbox"/> The introduction to the curriculum explicitly connects the district's instructional vision and beliefs about how students learn best and what they are capable of achieving	<input type="checkbox"/> The introduction to the curriculum explicitly connects and represents a full systems process that is to the district's instructional vision and beliefs about how students learn best and what they are capable of achieving	3
<input type="checkbox"/> The district has not communicated an expectation of effective support or instruction for diverse learners or articulated the importance of creating culturally inclusive learning environments	<input type="checkbox"/> Instructional vision is not consistently reflected throughout the central document and accompanying resources.	<input type="checkbox"/> District beliefs are reflected in some sections of the central document and accompanying resources.	<input type="checkbox"/> District beliefs are reflected throughout the central document and accompanying resources.	3
<input type="checkbox"/> The district relies on the adopted textbook or online materials as its sole guide for teaching and learning	<input checked="" type="checkbox"/> The district has articulated an expectation that schools should serve all students, but teachers are left without sufficient guidance or resources for supporting diverse learners or creating culturally inclusive learning environments	<input type="checkbox"/> The district has articulated a commitment to serving all students, and the curriculum provides teachers with general guidelines and resources for supporting diverse learners—from struggling students to gifted and talented students—and for creating culturally inclusive learning environments	<input type="checkbox"/> Full systems commitment is evident and all guidance and resources provided to teachers—including explanations of district standards, sample units, and exemplars of student work and instructional approaches clearly reflects the district's strategic plan to serving a diverse student body, and inspire educators to set high expectations for all learners, from struggling students to gifted and talented students.	2
<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> This curriculum guidance includes sample units and exemplars of student work and instructional approaches that teachers can use as templates as they develop lessons to meet the needs of all of their students.	<input type="checkbox"/> The curriculum also provides explicit guidance to teachers on how to create culturally inclusive learning environments, including lessons or units that allow students to make connections to their respective communities and share diverse perspectives.	3

A district's curriculum documents are clear about what must be taught and at what depth to reflect college-and-career-readiness standards for each grade level

Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
1	2	3	4	
<input type="checkbox"/> The district curriculum provides a list of standards for each grade level, with no explanation of how to interpret these standards and no indication of the depth of knowledge students are expected to demonstrate at various grade levels.	<input type="checkbox"/> The curriculum guidance provides teachers identifies what needs to be taught at each grade level, but does not sufficiently address the depth of knowledge students are expected to demonstrate in these areas at various grade levels.	<input checked="" type="checkbox"/> The curriculum guidance provided to teachers clearly describes what needs to be taught—and the depth of knowledge students are expected to demonstrate—at each grade level.	<input type="checkbox"/> The curriculum guidance provided to teachers clearly describes what needs to be taught—and the depth of knowledge students are expected to demonstrate—at each grade level.	3
<input type="checkbox"/> The curriculum may call attention to certain "power standards" for each grade, but fails to clarify whether these are the only standards teachers are expected to cover, and the consequences of omitting standards that are not designated as "power standards."	<input type="checkbox"/> Curriculum does not include all standards.	<input type="checkbox"/> Curriculum includes all grade-level standards but without clear guidance on sequence	<input checked="" type="checkbox"/> Curriculum includes all grade-level standards with guidance of detailed explanations and exemplars of units and student work that are clear and detailed enough to lead to a shared understanding of district grade-level expectations.	4
<input type="checkbox"/> Teachers are not provided with exemplars of units or student work that might help them develop a common understanding of grade-level expectations for student learning	<input checked="" type="checkbox"/> The curriculum provides teachers with some exemplars of lessons, units, and student work, but does not offer clear explanations of how the work illustrates the intent of the standards and the district's grade-level instructional expectations.	<input type="checkbox"/> The curriculum guidance includes annotated exemplars of units and student work that illustrates the intent of the standards and the district's grade-level expectations	<input type="checkbox"/> Curriculum includes explicit guidance in areas where student achievement is stagnant districtwide.	2
<input type="checkbox"/> The curriculum provides no look-fors or guidance for classroom observations, and there is no expectation that administrators are to visit classrooms on a regular basis to ensure that grade-level standards are being met.	<input type="checkbox"/> The district provides general guidance to administrators for observing classrooms, but these visits focus more on instructional strategies than grade-level content.	<input checked="" type="checkbox"/> The district provides clear guidance to administrators on what to look for in classroom instruction for each unit and at each grade level they observe to ensure that grade-level standards are being met.	<input type="checkbox"/> The district provides clear guidance to administrators on what to look for in classroom instruction for each unit	3

A curriculum builds instructional coherence within and across grade levels consistent with college and career readiness standards

Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
1	2	3	4	
<input type="checkbox"/> The curriculum lists district college- and career-readiness standards for each grade level	<input type="checkbox"/> The curriculum guidance provides a cursory description of how concepts, knowledge, and skills should progress within a particular grade.	<input checked="" type="checkbox"/> The curriculum guidance clearly lays out the progression of concepts, knowledge, and skills within and across grade levels.	<input type="checkbox"/> The curriculum guidance clearly lays out the progression of concepts, knowledge, and skills within and across grade levels.	3
<input type="checkbox"/> Curriculum does not address what was taught in the previous grade or how specific concepts, knowledge, or skills will serve as a foundation for learning in later grades.	<input type="checkbox"/> Curriculum may reference learning from previous grade levels, but there is little clarity around how specific concepts and skills lay the foundation for learning in later grade levels.	<input checked="" type="checkbox"/> The curriculum identifies what students have learned in the previous grade, how that learning should advance over the course of a school year, and how it connects to the next grade level.	<input type="checkbox"/> The curriculum identifies what students have learned in previous grades, how that learning should advance over the course of a school year, and how it will serve as a foundation for learning in subsequent grade levels.	3
<input type="checkbox"/>	<input type="checkbox"/> What students learn—and the suggested instructional approaches employed—may or may not reflect what and how they have learned in previous grades.	<input checked="" type="checkbox"/> The curriculum guidance provided to teachers therefore includes exemplary units, lessons, and strategies to help them deliver instruction that is consistent with how and what students have learned in previous grades.	<input type="checkbox"/> The curriculum guidance provided to teachers includes numerous exemplary units, lessons, and strategies to help them deliver instruction that is consistent with how and what students have learned in previous grades, but with increased rigor and depth consistent with college- and career-readiness standards at each ensuing level.	3
<input type="checkbox"/>	<input checked="" type="checkbox"/> The curriculum guidance provides teachers with sample units and lessons, but they do not sufficiently emphasize how the units are designed to develop specific concepts or skills in a coherent or consistent manner over the course of a year.	<input type="checkbox"/> The curriculum guidance provides support to teachers in addressing unfinished learning and gaps in students' knowledge as they work to meet grade-level expectations.	<input type="checkbox"/> The curriculum guidance alerts teachers to typical student misconceptions and provides clear guidance on how to address unfinished learning and gaps in knowledge.	2

A curriculum contains scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broad-based student attainment of grade-level standards.

Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
1	2	3	4	
<input type="checkbox"/> The curriculum does not communicate the message that Tier I classroom instruction is designed to serve the needs of diverse learners, nor does it provide scaffolds or supports to teachers for helping ELLs and students with disabilities access grade-level standards.	<input checked="" type="checkbox"/> The curriculum includes language stating that Tier I classroom instruction is designed to serve a diverse array of learners, and provides a list of scaffolds and other supports for the instruction of ELLs and students with disabilities.	<input type="checkbox"/> The curriculum clearly articulates how Tier I classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.	<input type="checkbox"/> The curriculum clearly articulates how Tier I classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.	2
<input type="checkbox"/> The curriculum leaves it up to individual teachers to devise and implement instructional approaches that address gaps in knowledge and unfinished learning	<input checked="" type="checkbox"/> Included scaffolds and instructional strategies provided are not consistently aligned to grade-level standards, and teachers are not provided with the guidance necessary to know when and how to employ (and continue to revise) various strategies in their classrooms to meet evolving student needs.	<input type="checkbox"/> The curriculum is explicit in the purpose of these scaffolds, when and how to employ (and continue to revise) them to meet evolving student needs, and when and how to gradually "fade" or remove them, as appropriate per IDEA and 504 individual plans.	<input type="checkbox"/> All instructional materials and scaffolds are carefully vetted and reflect an understanding of the specialized educational needs of ELLs and students with disabilities. The curriculum guidance is explicit in the purpose of these scaffolds, when and how to employ (and continue to revise) them to meet evolving student needs, and when and how to gradually "fade" or remove them, as appropriate per IDEA and 504 individual plans.	2
<input type="checkbox"/> The curriculum leaves it up to individual teachers to devise and implement instructional approaches to meet the needs of ELLs and students with disabilities, as appropriate per IDEA and 504 individual plans.	<input checked="" type="checkbox"/> There is no guidance on when and how to gradually "fade" or remove scaffolds, as appropriate per IDEA and 504 individual plans.	<input type="checkbox"/> The curriculum provides examples of activities and/or links to videos of classroom techniques to support all learners.	<input type="checkbox"/> The curriculum provides annotated examples of activities and links to videos of classroom techniques to support all learners.	2
<input type="checkbox"/> The curriculum does not address the need to develop students' academic language or vocabulary	<input type="checkbox"/> The curriculum may provide a limited set of sample activities and/or links to classroom videos, but these resources are not easily accessible to all teachers or sufficiently vetted in terms of quality and alignment to district standards.	<input checked="" type="checkbox"/> The district curriculum provides guidance on developing academic language and vocabulary to ensure that all students are equipped to access grade-level standards.	<input type="checkbox"/> The district curriculum provides explicit guidance on developing academic language and vocabulary across content areas, including the two main elements of Focused Language Study (FLS) and Discipline-specific and Academic Language Expansion (DALE) to ensure that all students are equipped to access grade-level standards.	3

Best First Means... Strong District Planning and Tools

	1	2	3	4	Points Earned
A curriculum contains scaffolds or other supports that address gaps in student knowledge and the needs of ELLs and students with disabilities to ensure broad-based student attainment of grade-level standards.	<input type="checkbox"/> The curriculum does not communicate the message that Tier 1 classroom instruction is designed to serve the needs of diverse learners, nor does it provide scaffolds or supports to teachers in helping ELLs and students with disabilities access grade-level standards.	<input checked="" type="checkbox"/> The curriculum includes language stating that Tier 1 classroom instruction is designed to serve a diverse array of learners, and provides a list of scaffolds and other supports for the instruction of ELLs and students with disabilities.	<input type="checkbox"/> The curriculum clearly articulates how Tier 1 classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.	<input type="checkbox"/> The curriculum clearly articulates how Tier 1 classroom instruction should serve a diverse array of learners, and provides scaffolds and other supports for addressing gaps in student knowledge and for helping ELLs and students with disabilities access grade-level standards.	2
	<input type="checkbox"/> The curriculum leaves it up to individual teachers to devise and implement instructional approaches that address gaps in knowledge and unfinished learning.	<input checked="" type="checkbox"/> Included scaffolds and instructional strategies provided are not consistently aligned to grade-level standards, and teachers are not provided with the guidance necessary to know when and how to employ (and continue to revise) various strategies in their classrooms to meet evolving student needs.	<input type="checkbox"/> The curriculum guidance is explicit in the purpose of these scaffolds, when and how to employ (and continue to revise) them to meet evolving student needs, and when and how to gradually "fade" or remove them, as appropriate per IDEA and 504 individual plans.	<input type="checkbox"/> All instructional materials and scaffolds are carefully vetted and reflect an understanding of the specialized educational needs of ELLs and students with disabilities. The curriculum guidance is explicit in the purpose of these scaffolds, when and how to employ (and continue to revise) them to meet evolving student needs, and when and how to gradually "fade" or remove them, as appropriate per IDEA and 504 individual plans.	2
	<input type="checkbox"/> The curriculum leaves it up to individual teachers to devise and implement instructional approaches to meet the needs of ELLs and students with disabilities, as appropriate per IDEA and 504 individual plans.	<input checked="" type="checkbox"/> There is no guidance on when and how to gradually "fade" or remove scaffolds, as appropriate per IDEA and 504 individual plans.	<input type="checkbox"/> The curriculum provides examples of activities and/or links to videos of classroom techniques to support all learners.	<input type="checkbox"/> The curriculum provides annotated examples of activities and links to videos of classroom techniques to support all learners.	2
	<input type="checkbox"/> The curriculum does not address the need to develop students' academic language or vocabulary.	<input type="checkbox"/> The curriculum may provide a limited set of sample activities and/or links to classroom videos, but these resources are not easily accessible to all teachers or sufficiently vetted in terms of quality and alignment to district standards.	<input checked="" type="checkbox"/> The district curriculum provides guidance on developing academic language and vocabulary to ensure that all students are equipped to access grade-level standards.	<input type="checkbox"/> The district curriculum provides explicit guidance on developing academic language and vocabulary across content areas, including the two main elements of Focused Language Study (FLS) and Discipline-specific and Academic Language Expansion (DALE), to ensure that all students are equipped to access grade-level standards.	3

	Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
A curriculum includes written links to adopted textbooks or computer-based products to indicate where the materials are high quality, where gaps exist, and how to fill them to meet district expectations.	<input type="checkbox"/> The district curriculum simply lists adopted textbooks and online materials without indicating which materials correspond to various standards, units, or lessons.	<input type="checkbox"/> The curriculum references adopted textbooks, videos, or computer-based products that correspond to each standard, unit or lesson, but does not provide links, page numbers, or annotations.	<input type="checkbox"/> The curriculum provides written links or page-number references to—and some annotations for—adopted textbooks, videos, or computer-based products that correspond to each standard, unit, or lesson.	<input type="checkbox"/> The curriculum provides written links, page-number references, and annotations for adopted textbooks, videos or computer-based products that correspond to each standard, unit, or lesson.	2
	<input type="checkbox"/> The curriculum does not alert teachers to areas where the materials are weak, unclear, or misaligned to district grade-level standards or instructional approaches.	<input type="checkbox"/> The curriculum occasionally identifies areas where the materials are weak, unclear, or misaligned to district grade-level standards, but does not provide teachers with guidance on how to address these gaps.	<input checked="" type="checkbox"/> The curriculum identifies where the materials are weak, unclear, or misaligned to district grade-level standards or instructional approaches.	<input type="checkbox"/> The curriculum identifies where the materials are weak, unclear, or misaligned to district grade-level standards or instructional approaches.	3
	<input type="checkbox"/>	<input checked="" type="checkbox"/> In order to address gaps, curriculum guidance refers teachers to supplementary instructional resources or strategies to ensure that classroom instruction meets district expectations.	<input type="checkbox"/>	<input type="checkbox"/> In order to address gaps, the curriculum guidance refers teachers to supplementary instructional resources or strategies to ensure that classroom instruction meets district expectations.	3
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> Teachers are also provided with guidance on how to address gaps in complexity found in readings, tasks, and assignments. These revisions are used to elevate the rigor of classroom instruction.	0

	Requires Substantial Revision	Minimally Effective	Effective	Ideal	Points Earned
A curriculum provides suggestions for the best ways to measure whether students have met specific learning expectations.	<input type="checkbox"/> The district does not clearly identify targets for student learning, nor does it provide any guidance to teachers via the curriculum on how to measure student achievement levels or progress.	<input type="checkbox"/> The district sets goals for student learning by grade level and throughout the school year. However, the curriculum provides only minimal guidance to teachers in determining whether students have met or are on track to meet these goals.	<input checked="" type="checkbox"/> The district sets clear and measurable goals for student learning by grade level and throughout the school year.	<input type="checkbox"/> The district sets clear and measurable goals for student learning by grade level and throughout the school year.	3
	<input type="checkbox"/> Teachers are generally left to devise their own approaches to determining whether students are meeting or on track to meet grade-level standards, which may introduce high variability across schools and classrooms.	<input checked="" type="checkbox"/> Curriculum guidance may include a reference list of various assessment tools, but lacks the clarity or detail necessary to help teachers know when and how to employ them to effectively gauge student progress throughout the year.	<input type="checkbox"/> To help teachers determine whether students have met—or on track to meet—grade-level expectations, the curriculum provides tools and techniques for assessing student progress in terms of their academic language development; ability to access complex text; writing, listening, and speaking skills; their mastery of key concepts, facts, and procedures; and their use of logic and skills to answer questions and solve problems.	<input type="checkbox"/> To help teachers determine whether students have met—or on track to meet—these grade-level expectations, the curriculum provides detailed guidance and a diverse set of vetted assessment techniques and tools such as customized performance tasks and rubrics to assess student progress in terms of their academic language development; ability to access complex text; writing, listening, and speaking skills; their mastery of key concepts, facts, and procedures; and their use of logic and skills to answer questions and solve problems.	2
	<input type="checkbox"/>	<input type="checkbox"/> The district curriculum provides samples of student work products, but without annotations they may leave teachers with an incomplete or inconsistent understanding of the quality of work the district expects from students and the rigor of tasks that should be assigned to promote that work.	<input checked="" type="checkbox"/> The district curriculum also provides annotated samples of student work products that illustrate the quality of work the district expects from students and the rigor of tasks that should be assigned to promote that work.	<input type="checkbox"/> The curriculum also provides annotated samples of student work products and performance indicators that illustrate the quality of work the district expects from students and the rigor of tasks that should be assigned to promote that work.	3

Best First Means ...A Coherent System

COMPONENTS		EMERGING	ACCELERATING	SOLIDIFYING	MASTERING	
		1	2	3	4	Points Earned
A	Shared Purpose and Direction	<input type="checkbox"/> Stated purpose or focus for the organization exists in formal documents but is not widely shared or does not drive decisions.	<input type="checkbox"/> Stated purpose or focus are clearly articulated and groups are beginning to articulate this focus in their work. The purpose and focus are beginning to drive decisions but not consistently.	<input checked="" type="checkbox"/> Stated purpose or focus are clearly articulated and groups are beginning to articulate and apply the purpose/focus in their work. The purpose and focus are driving decisions more consistently.	<input type="checkbox"/> Stated purpose or focus are clearly articulated shared by all levels of the district. There is strong commitment to the purpose, and it drives decisions at all levels of the district.	3
	Small number of goals tied to student learning drives decisions	<input type="checkbox"/> Small number of goals are stated but may be unclear, and there are a number of competing priorities. Staff may be feeling overload from too many initiatives or priorities. Fragmentation may be felt when the goals do not seem connected in a meaningful way	<input type="checkbox"/> Small number of goals are stated and understood by some, but deep understanding and action is inconsistent across the district. The goals drive some decisions but inconsistently. There is a strategy to reduce the number priorities and eliminate distractions	<input checked="" type="checkbox"/> Small number of goals are stated and understood by a growing number of staff, but deep understanding and action remain inconsistent across the district. The goals are beginning to drive more decisions. The strategy to reduce the number priorities and eliminate distractions is used infrequently.	<input type="checkbox"/> Small number of goals clearly focused on improving learning are well articulated and implemented by leaders, teachers and staff at all levels of the district. Decisions are directly aligned to the stated goals. A vigilant process is in place to remove distractors, base decisions on data, and remain consistent year to year.	3
C	A Clear Strategy for Achieving the Goals is Known by All	<input type="checkbox"/> The strategy for achieving the goals lacks clarity and precision; A few decision makers understand the strategy but is not widely understood at all levels; A clear link between decisions on the allocation of resources and the priority goals is not evident	<input checked="" type="checkbox"/> The strategy for achieving the priority goals is stated but led by a small number of leaders. Ongoing opportunities for interaction and engagement with doing the work are needed so that clarity and commitment are developed across the district. Decisions and the allocation of resources are linked to priorities but not consistently.	<input type="checkbox"/> The strategy for achieving the priority goals is stated and led by a growing number of leaders. Opportunities for interaction and engagement with doing the work is increasing in commitment across the district. Decisions and the allocation of resources is increasing in consistency.	<input type="checkbox"/> The strategy for achieving the goals is well defined and can be clearly articulated by all educators at every level of the district. Leaders recognize that it is more important to learn from doing the work and adjusting strategy than having a lengthy front end process. Decisions and the allocation of resources are driven by the strategy and goals.	2
	Change Knowledge is Used to Move the District Forward	<input type="checkbox"/> Leaders see their role as managing the change process one interaction at a time; They rely on formal roles and structures; Deep trusting relationships are not consistent; There is an effort to build internal capacity but a reliance on external experts and packaged solutions continues; There are a few inconsistent structures and processes for building vertical and horizontal relationships and learning across the district.	<input checked="" type="checkbox"/> Leaders are beginning to see their role as developing others and creating structures and processes for interaction. However, opportunities to develop new leaders both formal and informal are not always evident. Collaboration and trust are emerging within groups but are inconsistent across the district. Capacity building is recognized as a lever for change and efforts to build the collective capacity of groups is emerging. There are some structures and processes in place to foster relationships and learning vertically within the district and horizontally across roles within the district for building vertical and horizontal relationships and learning across the district.	<input type="checkbox"/> Leaders are developing a small group of staff by involving them in creating structures and processes for interaction. Opportunities to develop new leaders are offered informally. Collaboration and trust are increasing in the number of groups across the district. Capacity building being used as a lever for change is increasing in frequency. Small groups are intentionally fostering relationships and learning across the district.	<input type="checkbox"/> Strong leadership with a bias for action exists at all levels of the district. Leaders are intentionally developed at all levels. A culture of collaboration with deep trust and risk taking has been fostered at all levels to promote innovation and shifts in practice. Capacity building is a key lever for building confidence and competence and pervades the culture. The culture uses the group to change the group by fostering strong vertical and horizontal relationships and learning opportunities.	2
D						

DAC Questions– Literacy

Is there a lack of consistent ELA curriculum across middle schools or High Schools?	No, all schools have the same resources (StudySync, Revision Assistant, Newsela, Literature DBQ's) All high schools have StudySync, Revision Assistant and Newsela. Other supplemental materials may vary depending on if they are Pre-AP or IB.
How about elementary schools?	All elementary schools are provided with the CDE approved Wonders 2020 core program. Elementary schools also have access to Amplify Reading- a CDE approved online supplemental practice program that adapts to student needs and includes foundational skill instruction and practice as well as comprehension instruction and practice. Many schools utilize Heggerty Phonemic Awareness as an approved supplement at K-1 core and intervention for grades 2-5 as needed.
Can you explain StudySync?	StudySync is a versatile curricular resource with multiple paths for instruction. Reading, writing, research, and skill based lessons are embedded throughout the core instructional path. Ample Tier 2 and ELD supports are also embedded throughout every lesson to ensure differentiation for students. StudySync also contains a library with more than 1000 texts for teacher use and student learning. I am not familiar with Eureka reading.
Which programs are currently used?	StudySync, Revision Assistant-Writing, NewsELA, Literature (DBQ) Document Based Questioning, Wonders 2020. Amplify Reading, Orton Gillingham, Heggerty Phonemic Awareness

DAC Questions– Literacy

Which Tier II interventions programs are being piloted and who is participating?	<p>Secondary: StudySync has a Tier I Core Pathway and a Tier II Access Pathway. MS sites will begin use of Language Live! beginning in February</p> <p>Elementary: SIPPS, 95% Group, OG Instructional Strategies, Take Flight (all building specific)</p>
Is there a plan for curriculum consistency ?	<p>The programs are and have been consistent. Teacher availability to participate in professional development around the programs has been limited. Lack of a coherent system or clear accountability form the system has contributed to inconsistency. Increasing professional development opportunities, system coherence commitment from BOE, Exec Leadership and site leadership are all moving toward consistency.</p>
What are the measures for success?	<p>Pre and Post assessments within core and supplemental programming, Acadience Reading, STAR Renaissance, Curriculum Based Measurement Performance assessments</p>
What is the Dyslexia support going to look like and who is going to have access?	<p>We will have 6-8 pilot sites that support students with identified needs through an identified program- site specific. Sites may provide in-school support or before/after school support. In-school support will be for students at that site. Before or after school support may be available to any identified student dependent on program, site needs, transportation etc...</p>

DAC Questions– Mathematics

How consistent is the program across grades and schools being implemented?	The program has been implemented from the start of the school year the exact same way at each school site. Due to various teacher styles and confidence, pacing at each building looks different. With common planning supports put into place this second semester, we believe this will only get better at the start of next school year. We also believe that having a year to understand the program will help decrease pacing issues in the future years.
Is there a difference in the data between the schools that piloted Eureka2 last year vs those who just started it?	Even with some schools using Eureka Math last year, this is the first year every school has used Eureka Math Squared (EM2). The biggest advantage for schools using Eureka Math was for staff members who had prior knowledge increasing confidence and understanding of the learning concepts built within the EM2 program or how it is taught.
What is the plan to improve consistency and alignment?	We have provided as many opportunities as possible for every building to receive the same trainings. Every teacher was given training on August 12th. Every school has representation in the master cohort that has continuous learning embedded in it. We are starting to use the planning protocols with teachers at priority schools at the end of the month (which will provide more planning consistencies) and the goal is to have all schools, all teachers, with this training before the end of the year. Consistency with being comfortable using this program will only get better as we have more years of use. It is important to note that solid implementation of a program doesn't usually occur until 3-5 years of use. Alignment should be followed by using the Quarterly Overviews at each grade level and the module alignment document that has been created K-8

DAC Questions– Mathematics

Superintendent Gaal mentioned creating resources and tools to raise everyone (related to test scores). What would that look like?

Common learning in learning science through the 6-phases of learning, common standards and assessment literacy for all grades and subjects have been given at the district level and through online modules for sites to emphasize the learning locally. It is very important that all teaching and learning efforts in the district include all subjects not just tested subjects. For mathematics and literacy, common module and lesson planning protocols are being rolled out at K-12, Teaching and Learning Coach trainings and department chair trainings this semester with direct-to-teachers training starting at the end of this month.

How can parents get targeted, specific and individual resources to support their students' learning and/or support filling in the gaps? How is that being communicated to the parents and students?

The online EM2 platform has a "Topic Overview" with a "Family Math" page that can be downloaded and sent via email that explains to parents what learning will occur in that topic and provides examples of what students will see. There are also "Practice Partner" pages in each lesson that could offer support to families. Teachers will be encouraged to send those resources as they introduce new learning to their students. More details were shared in the previous DAC presentation by Paul Bunge. He also provided parent resources in his last presentation related to Dreambox. These details include how parents can support the use of Dreambox at home with their students.

Is there a push to use Dreambox consistently?

Yes, Dreambox states that 5 or more lessons a week, fully completed, allows the adaptive program to read data on students, effectively, and makes adjustments based on student proficiency with standards. We have set a goal for schools that in Year 1 of implementation if they are averaging 4 or more lessons a week, consistently, that is a fantastic start. As of the Month of December, 31 of our 42 school sites using Dreambox are attaining that average. 22 of the 42 are averaging the 5 or more lessons a week. That is even with a week of no usage over Thanksgiving Break. We are currently coaching teachers on how they can assign material to students to give them a more individualized support depending on what their needs and gaps are.

Next Steps

- Ed Insights, C&I and McREL District-Wide Survey dissemination will be the first full-scale district wide survey. It will contain all the same questions as the baseline report last Spring for comparison of data between early cohort feedback and all impacted district staff. McREL will provide the new spring report to ensure objective data analysis.
- School support app content will be updated to include any consultant support and more support categories will be added to reduce the “other” section to capture more detailed information to ensure targeted supports are focused on district improvement goals
- All trainings will embed similar exit ticket survey questions to gauge growth and effectiveness in training approaches but will also add questions based on participant feedback to monitor progress in meeting participant needs
- Curricular planning tools and resources will be developed by teacher teams to increase system coherence and curriculum scoring moving toward the ‘effective’ and ‘ideal’ rating.