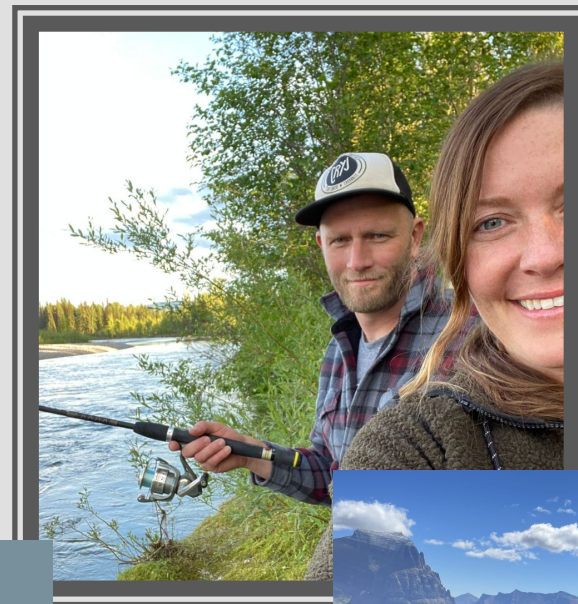ALLOW MYSELF TO INTRODUCE MYSELF

Michele Paine
Principal, Flathead High School
Matt Allison
Assistant Principal, Flathead High School
Peter Fusaro
Assistant Superintendent

ALLOW MYSELF
TO INTRODUCE MYSELF

Sara Cole
Director of Special Services, PK-12
Alan Stanfield
Assistant Principal, Glacier High School

ALLOW MYSELF TO INTRODUCE MYSELF

Sara Cole
Director of Special Services, PK-12
Matt Jensen
Assistant Superintendent, EK-8
Peter Fusaro
Assistant Superintendent, 9-12

ALLOW MYSELF

TO INTRODUCE MYSELF

Matt Jensen
Superintendent

&

Sara Cole
Assistant
Superintendent
(EL-8)

ALLOW MYSELF

TO INTRODUCE MYSELF

Sara Cole
Director of Special Services, PK-12
Tausha Holden
Russell Elementary School Teacher
Megan Koppes
Flathead High School Teacher

Purpose of PCBE Bootcamp

- **To ground us all in a common PCBE language**
- **To onboard new staff**
- ***For KPS* - As a prerequisite to travel (launch teams)**
- **Will be offered:**
  - As an optional PIR/curriculum pay opportunity
  - During the Doris Mountain Summer Institute

Possible Learning Pathways

Gain an understanding of Personalized Competency Based Education.

- I am just beginning my PCBE journey.

Explore the resources through the links on the slides for foundational understandings.

Deepen my understanding of Personalized Competency Based Education.

- I have a basic understanding of PCBE and have begun to recognize strategies/implement strategies with my learners.

Explore the Resources, Videos, and Articles linked on the last slide to access and choose additional materials as you deepen your understandings.

Session Flow

- **Check-In, Connect & Review Goals** (agenda, check-in, norms, learning targets)

- **Big Picture Information** (how did we get here, inquiry activity, defining PCBE)

- **The KPS 'Big 4'** (where are we at? where are we going?)

4 Corners Check-In: What resonates with you and why?

#1 Collective efficacy creates a self-sustaining cycle: The belief that we can make a difference together, makes us want to make a difference together"

Jill Harrison Berg

#2
"Almost everything will work again if you *unplug* it for a few minutes, even you."

Anne Lamott

#3
"The happiest people approach life through the lens of agency and gratitude...."

Paul Conti

#4 "If parents want to give their children a gift, the best thing they can do is to teach their children to love challenges, be intrigued by mistakes, enjoy effort and keep on learning. That way, their children don't have to be slaves of praise. They will have a lifelong way to build and repair their own confidence."

Carol Dweck

VALUES   CULTURE   NORMS
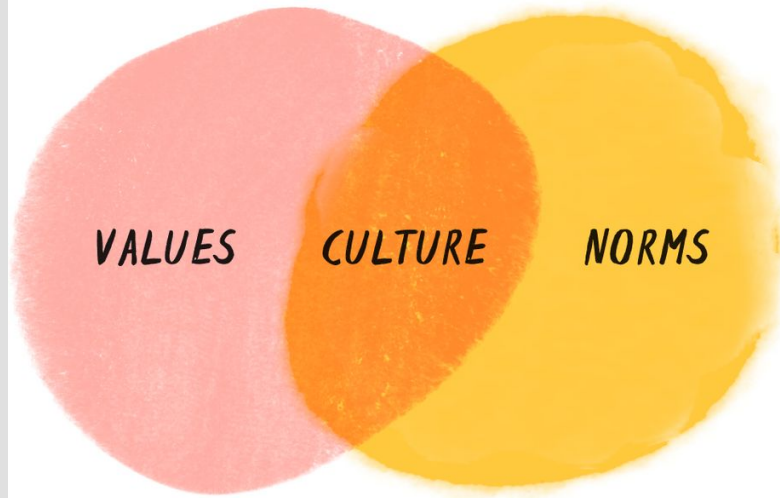
Values are the beliefs, philosophies, and principles that drive a group.

Norms are the ground rules that dictate how people interact.

Culture is the interaction between the two; the beliefs and the behaviors of the group.

1. **Honor time** (beginning/end & transitions, parking lot)
2. **Shared voice**
3. **Assume positive intent**
4. **Be present**
5. **Open-minded/flexible**
6. **Solution focused**
7. **Expect questions**
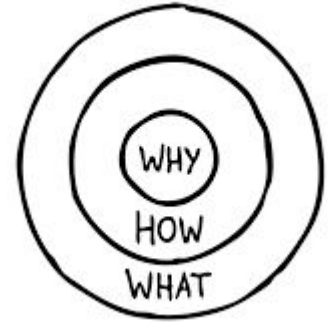8. **Take care of yourself**

Our Why...

- It's CONNECTING 20 years worth of isolated innovation and evidence based practices
- It's more effective, efficient, and brings more joy for teaching and learning
- It's what we want for our kids....fill in the blank...

"After graduation, I want my child/student to _____"

"My hopes and dreams for my child are_____ _____"

Portrait of a Graduate

Knowledge Works, 2024

Transform our educational system to better & more efficiently meet the needs of every learner

Kettle Morraine, WI

Cognitive

Critical thinking
- Structured problem solving
- Logical reasoning
- Understanding biases
- Seeking relevant information

Planning and ways of working
- Work-plan development
- Time management and prioritization
- Agile thinking

Communication
- Storytelling and public speaking
- Asking the right questions
- Synthesizing messages
- Active listening

Mental flexibility
- Creativity and imagination
- Translating knowledge to different contexts
- Adopting a different perspective
- Adaptability
- Ability to learn

Interpersonal

Mobilizing systems
- Role modeling
- Win–win negotiations
- Crafting an inspiring vision
- Organizational awareness

Developing relationships
- Empathy
- Inspiring trust
- Humility
- Sociability

Teamwork effectiveness
- Fostering inclusiveness
- Motivating different personalities
- Resolving conflicts
- Collaboration
- Coaching
- Empowering

Self-leadership

Self-awareness and self-management
- Understanding own emotions and triggers
- Self-control and regulation
- Understanding own strengths
- Integrity
- Self-motivation and wellness
- Self-confidence

Entrepreneurship
- Courage and risk-taking
- Driving change and innovation
- Energy, passion, and optimism
- Breaking orthodoxies

Goals achievement
- Ownership and decisiveness
- Achievement orientation
- Grit and persistence
- Coping with uncertainty
- Self-development

Digital

Digital fluency and citizenship
- Digital literacy
- Digital learning
- Digital collaboration
- Digital ethics

Software use and development
- Programming literacy
- Data analysis and statistics
- Computational and algorithmic thinking

Understanding digital systems
- Data literacy
- Smart systems
- Cybersecurity literacy
- Tech translation and enablement

McKinsey & Co., 2021

Our Why...

- It's CONNECTING 20 years worth of isolated innovation and evidence based practices
- It's more effective, efficient, and brings more joy
for teaching and learning
- It's what we want for our kids....fill in the blank...

"After graduation, I want my child/student to
_____"

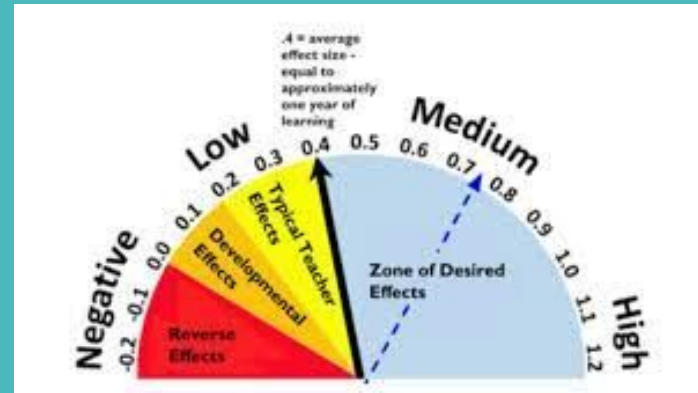"My hopes and dreams for my child are_____
_____"

Portrait of a Graduate
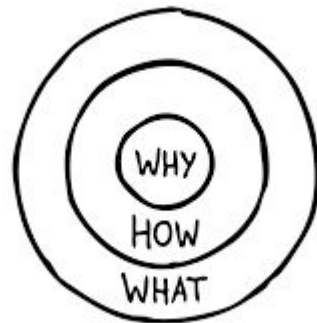
"All roads lead to student agency…"

Robin Kannan, Knowledge Works

Learning Targets
Clarity, Effect Size: .84

🟪 I can:

- **define** Personalized Competency Based Education (PCBE)

🟨 I can:

- **describe** PCBE through the lens of the KPS Big 4 (key indicators)

🔴 I can:

identify 1-2 specific ways I will transfer this knowledge into my current role

Learning Target Self-Reflection

(Self Reported Grades Effect Size 1.33)

Using the learning progression, review the learning targets and identify where you believe you'll be by the end of today's session (beginning, developing, proficient, expanding) and why.

Discuss at your table: How did you determine where you think you'll land on this learning progression? Describe your thought process.

Big Picture: Let's Ground Ourselves...
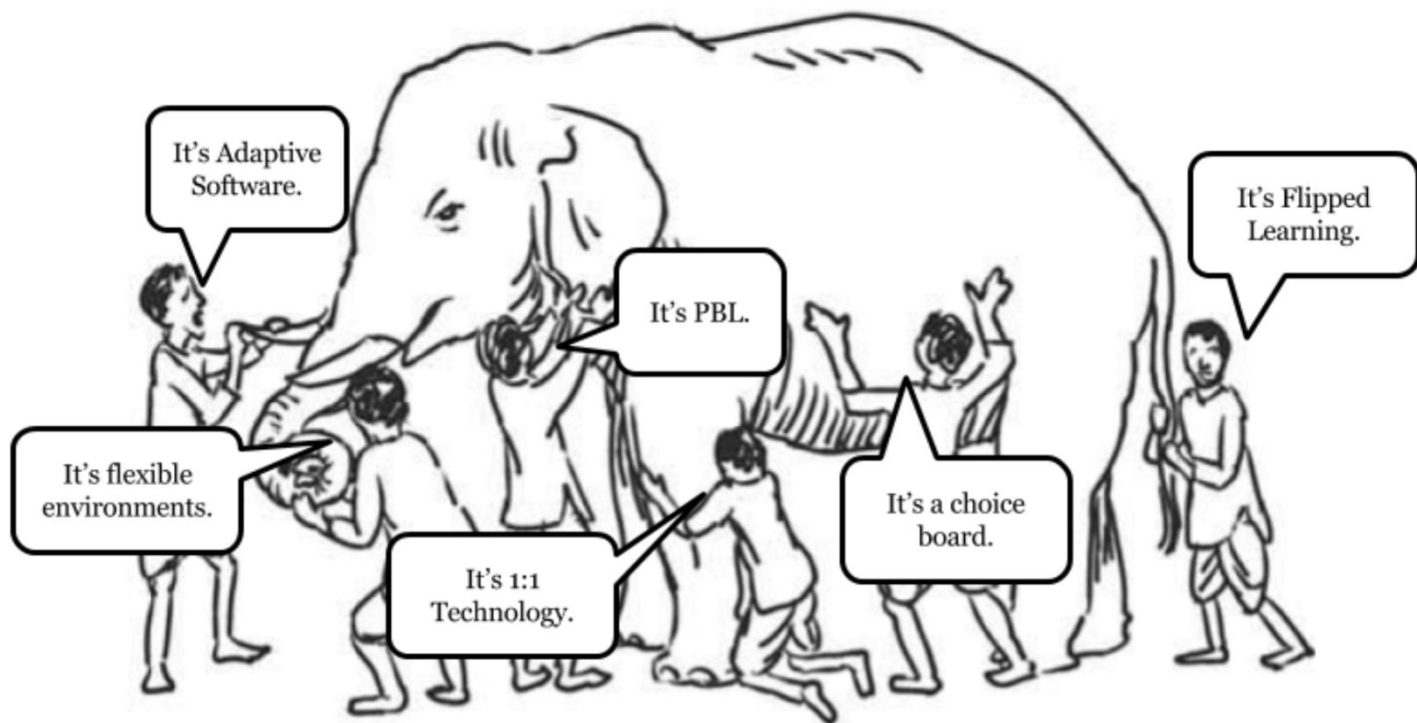
How did we get here?

Image: http://library.timelesstruths.org/library/texts/T/Treasures_of_the_Kingdom_41/elephant_men.jpg

Montana "Transformational" Learning Definition

Also known as: Personalized, Competency-Based Education

Transformational Learning is defined as *a flexible system of pupil-centered learning that is designed to meet the Montana Constitutional mandate of "fully develop[ing] the educational potential of each person."*

KALISPELL PUBLIC SCHOOLS
STRATEGIC PLAN 2022-2027
Our Kids. Our Future.

VISION STATEMENT

Kalispell Public Schools is a great place to learn, work and grow.

MISSION STATEMENT

Kalispell Public Schools engages students in personalized and diverse opportunities that empower individuals to become lifelong learners and responsible citizens.

GOAL 1: SAFE ENVIRONMENT

Within each school building, Kalispell Public Schools will create a climate and culture that makes each student feel valued, supported, and respected.

- All schools will provide strategies that are foundational to students' academic success to include: self-management skills, relationship skills, and responsible decision-making.
- All schools will implement a consistent set of best practices to include: student expectations and consequences, restorative practices, suicide prevention, crisis prevention, and response.
- All schools will provide opportunities for cross-grade level interactions and/or mentor programs.

GOAL 2: SYSTEMS OF SUPPORT

Within each school building, Kalispell Public Schools will maintain a tiered system of supports (SOS) that address the academic and behavioral needs of our students, recognizing that cognitive and social-emotional skills must be taught to educate the whole child.

- All schools will provide evidence-based academic, behavioral, intervention, enrichment, and whole-child instruction.
- All schools will engage in a process to analyze and progress-monitor student assessment data (e.g., academic, behavioral, climate, graduation, attendance).
- All schools will collaboratively analyze data and problem-solve students' strengths and needs (e.g., departments, learning communities, SOS teams).

GOAL 3: CHALLENGING AND DIVERSE LEARNING ENVIRONMENT

Within each school building, Kalispell Public Schools will offer rigorous educational programs, activities, and experiences that are designed to support the skills, talents, and abilities of all students. All schools will implement goals necessary to create a personalized learning environment for all students.

- All schools will engage in Professional Development (e.g., PLC, teams, departments, grade levels) to define and assess competency in academic areas.
- All schools will expand access for all students to experience enrichment activities outside of the classroom setting.
- All schools will develop a site-specific plan outlining a flexible system of pupil-centered learning to include: personalized learning, competency-based education, experience-based learning, career pathway exploration, and whole-child development.

Transformational Learning Grant

One-time only grant funding

STAFF LEARNING & PROFESSIONAL DEVELOPMENT
[KPS Goal 5]

ESSENTIAL STANDARDS
[KPS Goal 2&3]

HIGH IMPACT INSTRUCTIONAL STRATEGIES
[KPS Goal 2&3]

SYSTEMS OF SUPPORT
[KPS Goal 2]

WHOLE CHILD COMPETENCIES
[KPS Goal 1]

INCLUSIVE & EQUITABLE ENVIRONMENTS
[KPS Goal 1]

FAMILY & COMMUNITY ENGAGEMENT
[KPS Goal 4]

EQ#1 KNOW & BE ABLE TO DO

EQ#2 WHAT THEY KNOW

PERSONALIZED, COMPETENCY-BASED EDUCATION

(Transformational Learning)

EQ#3 WHAT THEY DON'T KNOW

EQ#4 WHEN THEY ALREADY KNOW

EXTENDED CLASSROOM EXPERIENCES
[KPS Goal 3&4]

PROJECT BASED EXPERIENCES
[KPS Goal 2&3]

CAREER DISCOVERY & WORK BASED EXPERIENCES
[KPS Goal 3]

? What we don't know YET

Inquiry Activity: Comparing Educational Systems

Using the document **linked here**,

What is a notice and a wonder about each of the components of PCBE?

- Can you give an example that you use in your classroom or have seen in a colleagues classroom?
- What questions do you have?
- Discuss in small groups

Let's Define PCBE...

Personalized (instruction)

- Student Agency (voice/choice)
- Flexible pathways w/clear learning targets ("I can...")
- Students receive differentiated, inclusive/equitable support
- High-Impact Instructional Strategies

Competency Based
(curriculum)

- Academic & Whole Child/SEL alignment
- Progression based on proficiency/mastery and depth of knowledge; not seat time
- Timely, actionable, empowering assessment

The KPS Big 4

Where are we at?
Where are we going?

- Culture
- Profile of a Graduate/Learner
- High Impact Instructional Strategies
- Academic & Whole Child Competencies

Culture

Collaboration (PLCs, Teaming, Dept. Meetings)
Collective Efficacy & Growth Mindset
Student Agency

Collective Teacher Efficacy

Domain. **School**

Sub-domain. **Leadership**

Mean Effect Size	# of Meta Analyses	# of Studies
1.57	1	26

Description of research.

Collective teacher efficacy (CTE) is the collective belief of the staff of the school/faculty in their ability to positively affect students. CTE has been found to be strongly, positively correlated with student achievement. A school staff that believes it can collectively accomplish great things is vital for the health of a school and if they believe they can make a positive difference then they very likely will.

The power of collective efficacy.....
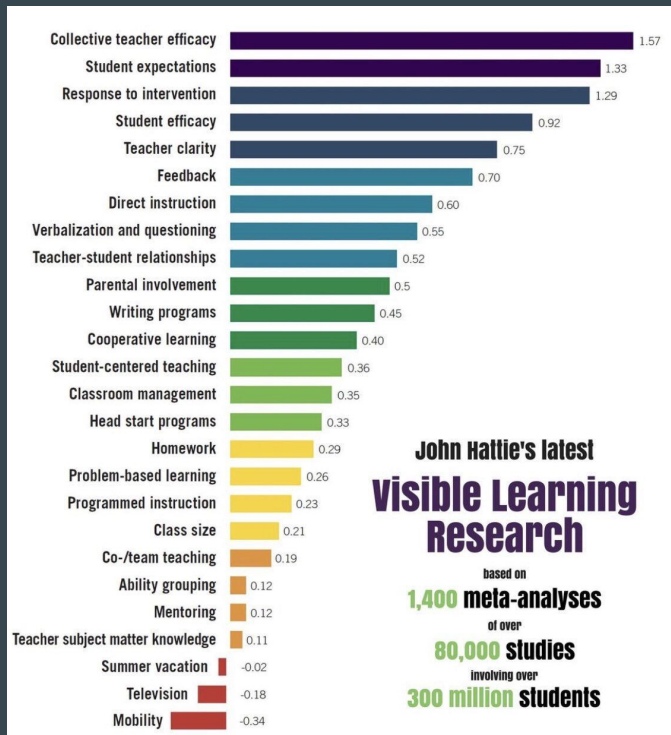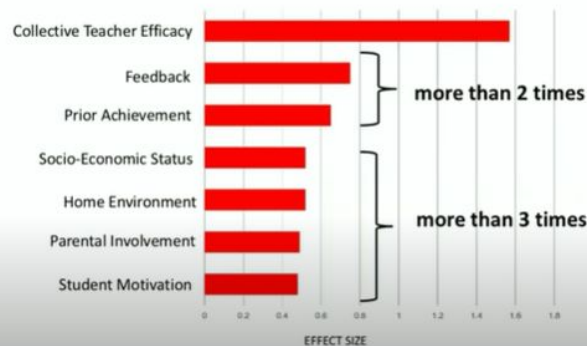
Student Agency.....

or student ownership refers to the skills and level of autonomy that a student has to shape their learning experiences.

"The person doing the work, is the person learning..."

Caitlin Tucker
Video Linked Here

SET ADVANTAGEOUS GOALS

awareness
forethought
intentionality
planful competence

INITIATE ACTION TOWARD THOSE GOALS

choice
voice
free will
freedom
autonomy
individual volition
regulative causality
self-influence
self-initiation
ownership

REFLECT AND REVISE

self-reflectiveness
self-assessment
self-control
self-discipline
grit
perseverance
conscientiousness

INTERNALIZE SELF–EFFICACY

growth mindset
internal locus of control
empowerment
self-efficacy

Profile of a Learner

Profile of a Graduate

What it is.....statement of the skills, knowledge, and dispositions our students need to be successful in the modern world...

- Provides a shared "why," a sense of purpose that helps students, teachers, families, and community members build off the strengths that our schools currently possess and design a plan for ongoing growth.
- Focuses on the whole child , providing a framework to ensure that each learner is known, valued, and celebrated in their school.

In proximity with... Profile of a Learner

Edgerton Elementary
Profile of a Learner

Learner
- Develop proficient foundational skills
- Apply higher level thinking and processing skills to critically think through problems
- Instill positive attitude traits towards learning

Self-Awareness/Self-Management
- Advocate for themselves and their needs at at school and at home
- Be aware that their actions can determine their learning
- Have confidence in themselves to struggle through tough problems

Social Awareness
- Showing empathy towards others
- Communicate and demonstrate kindness and respect through their actions and words
- Be inclusive and accepting of others while being positive members of the community

Relationship Skills
- Compassionate/empathetic towards others
- Respectfully discuss and accept different points of view
- Initiate, build, and maintain relationships with healthy boundaries

Responsible Decision Making
- Follow through and own their decisions
- Use basic problem solving strategies, recognizing how solution affects themselves and others
- Recognize when they don't know and when they need to ask for help

What it isn't... a list of character traits that is disconnected from the academic experience and the community

Linderman Education Center
Profile of a Graduate

Life Skills
Literate in Language, Math, and Finances
Critical Thinker
Lifelong Learner

"Students will be critical thinkers and lifelong learners who are literate in language, mathematics, and finances."

Independence
Self Management
Confidence
Self Advocacy

"Students will be confident self advocates who can manage themselves in all their affairs."

Job Skills
Technologically Savy
Collaborative
Problem Solver

"Students will be technologically savy collaborators, who are able to solve problems in life and in the workplace.

Resilience
Perseverence
Purpose
Resourcefulness

"Students will persevere toward a purpose by accessing community resources."

Citizenship
Accountable
Helpful
Person of Integrity

"Students will be accountable, helpful citizens with integrity."

Communication
Empathy
Open-Mindedness
Gratitude

"Students will be open-minded, empathetic people who practice gratitude."

"We Will Rise!"

Kalispell Middle School

Profile of a GRADUATE

Learns
- Possesses fundamental content knowledge and knows how to learn
- In charge of their own metacognition
- Curious about their surroundings, will explore

Develops as a Person
- Demonstrates independence and financial literacy
- Sustains and self-advocates for physical, mental, and emotional well-being
- Future-focused and goal-oriented, with knowledge of interests, life/work options, & opportunities

Communicates
- Works on a team
- Collaborates
- Active Listener
- Delivers information effectively

Thinks Critically and Problem Solves
- Curiosity to explore new ideas
- Flexibility to learn, unlearn and relearn
- Creative and innovative thinker
- Evidence based solutions & multiple problem solving strategies
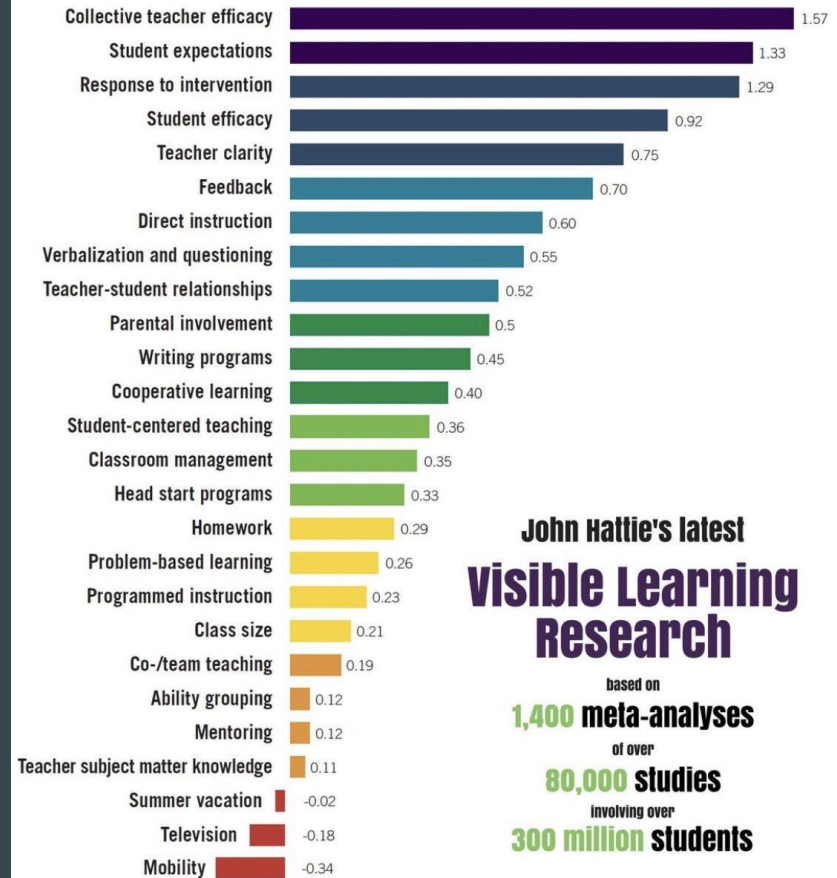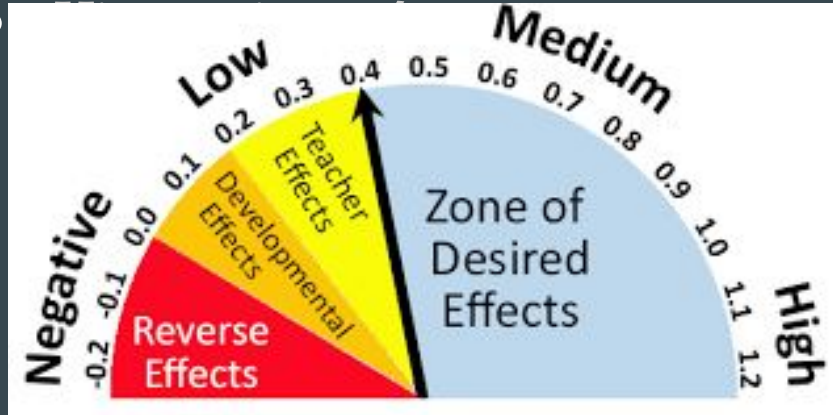- Seeks multiple solutions

Masters Life Skills
- Goal oriented
- Able to build and maintain meaningful relationships
- Work Ethic, perseverance, resilience

High Impact Instructional Strategies

Zoom Out: John Hattie's Work

- Famous for Visible Learning
- Research based on 1400+ meta-analyses
  - 80,000+ studies
  - 300+ million students
- Compared effect sizes of several factors that influence learning outcomes
- ...

Collective teacher efficacy — 1.57
Student expectations — 1.33
Response to intervention — 1.29
Student efficacy — 0.92
Teacher clarity — 0.75
Feedback — 0.70
Direct instruction — 0.60
Verbalization and questioning — 0.55
Teacher-student relationships — 0.52
Parental involvement — 0.5
Writing programs — 0.45
Cooperative learning — 0.40
Student-centered teaching — 0.36
Classroom management — 0.35
Head start programs — 0.33
Homework — 0.29
Problem-based learning — 0.26
Programmed instruction — 0.23
Class size — 0.21
Co-/team teaching — 0.19
Ability grouping — 0.12
Mentoring — 0.12
Teacher subject matter knowledge — 0.11
Summer vacation — -0.02
Television — -0.18
Mobility — -0.34

John Hattie's latest Visible Learning Research

based on 1,400 meta-analyses of over 80,000 studies involving over 300 million students

Priority Standards & Whole Child Competencies

CULTURE OF

KPS Profile of a Graduate

Learner Agency

What do we expect students to know and be able to do?

How will we know when they have learned it?

How will we respond when they don't learn?

How will we respond when they already know it?

COLLABORATION & COLLECTIVE EFFICACY
(effect size 1.57)

KALISPELL
PUBLIC SCHOOLS
Our Kids. Our Future.

Personalized

- Student Agency (voice/choice)
- Flexible pathways
- Students receive timely, differentiated, inclusive support   (EQ#3/4)
- High-Impact Instructional Strategies
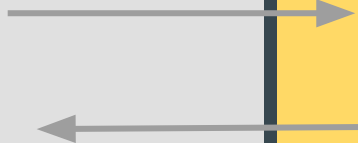
Competency Based

- Academic & Whole Child/SEL integrated learning targets   (EQ#1)
- Progression based on proficiency/mastery, not seat time
- Timely, actionable, empowering assessment (EQ#2)

EQ #1....Different Pathways to Creating "Competencies"

The Prioritizing Standards Approach
(aka Essential, Power Standards)

- Standards that you are guaranteeing ALL students will know and be able to do at the end of the year.
- They do not represent all that you are going to teach - They represent the minimum a student must learn to reach high levels of learning (guaranteed and viable).

The Bundling Approach

- Grouping or "bundling" standards together to create connections between concepts. Can be...
  - Within a content area (priority and secondary standards)
  - Cross-content, including Whole Child-SEL skills
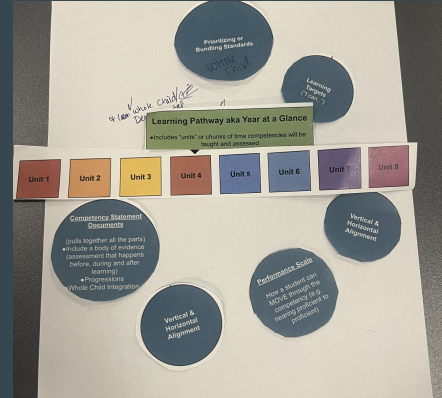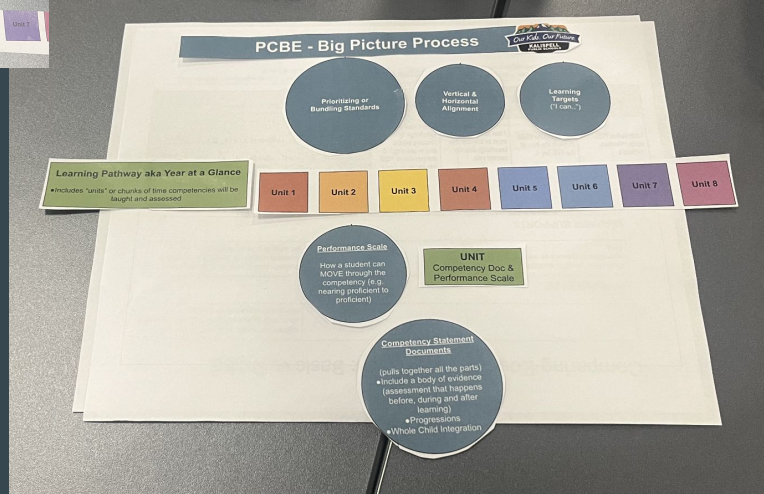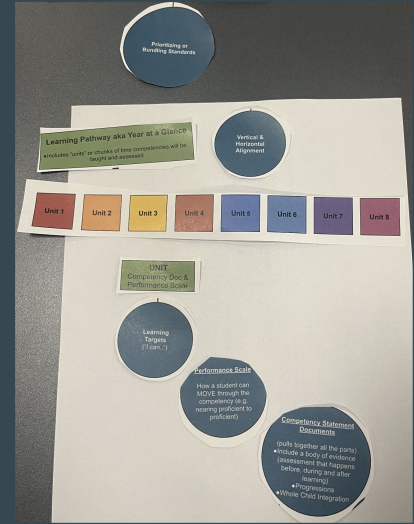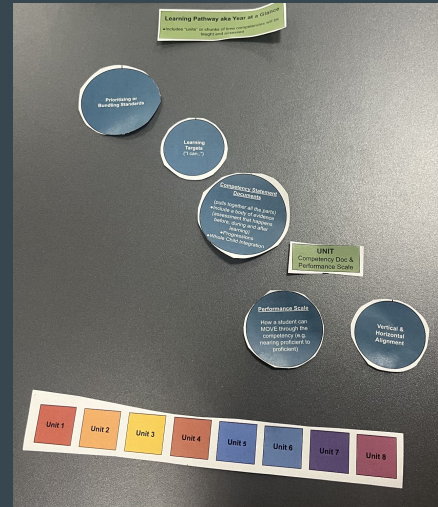
All paths lead to a similar place.........

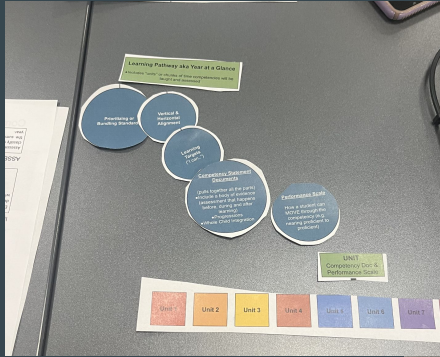# Enhancing Standards through Competencies.....

What are the necessary ingredients in the competency process?

Is there a 'right' place to start?
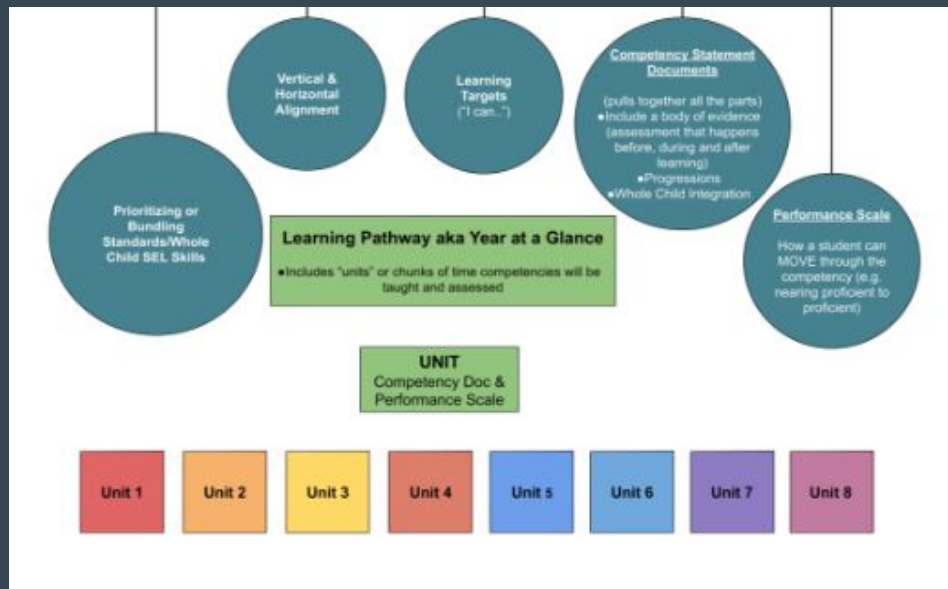
Nope! It can look all kinds of ways!

COMPETENCY
What you do with what you know.

STANDARD
What you know.

Analyzing a Competency What are the parts?	
Content Area:	**Grade Level:**

Competency Statement #____

**Students will….. ** (relevant to big ideas/enduring understandings)

-

Learning targets (guide instruction and assessment)

- I can
- I can
- I can
- I can
- I can

Content/Concepts	Performance/Products/Intended Depth of Knowledge (DOK) DOK 1: DOK 2: DOK 3: DOK 4:
Alignment - List Content Standards	**Alignment - List Whole Child SEL Skills** • Self-Awareness • Self Management • Social Awareness • Relationship Skills • Responsible Decision Making

List Possible Common Assessment Tasks (before during and after learning; multiple opportunities and formats):

Optional - Additional comments/notes (i.e. Could list high-impact instructional strategies; engagement activities, tasks, etc...)

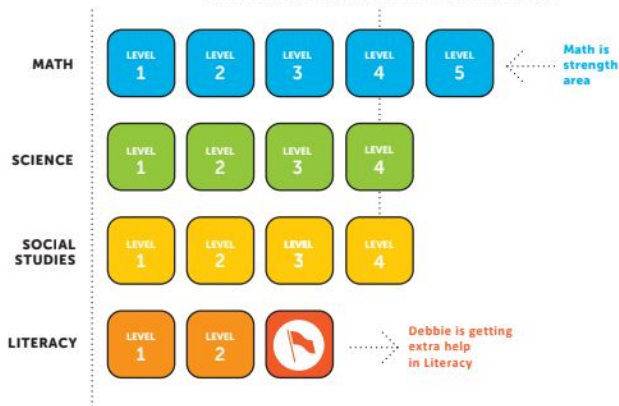# What can PCBE look like from a student's perspective?

Meet Debbie

AGE 9

TRADITIONAL GRADE LEVEL: 4th Grade

Debbie is 9 years old, and in a traditional school she'd be in fourth grade. She is nervous and shy amongst her peers, has a great relationship with her teacher and thrives when classroom activities incorporate movement, hands on activities, field based work and structured play. She receives small group reading support from her teacher during push-in intervention times. Since Debbie is great at math, she is already working in Math Level 5, which is above-average. She is on track with science and social studies, and brings high creativity and problem-solving skills to science field based work. Her favorite part of school is music and she loves one on one or small group time with the school counselor.

The average performance level for Debbie is 4

MATH — LEVEL 1 · LEVEL 2 · LEVEL 3 · LEVEL 4 · LEVEL 5 — Math is strength area

SCIENCE — LEVEL 1 · LEVEL 2 · LEVEL 3 · LEVEL 4

SOCIAL STUDIES — LEVEL 1 · LEVEL 2 · LEVEL 3 · LEVEL 4

LITERACY — LEVEL 1 · LEVEL 2 · ⊘ — Debbie is getting extra help in Literacy
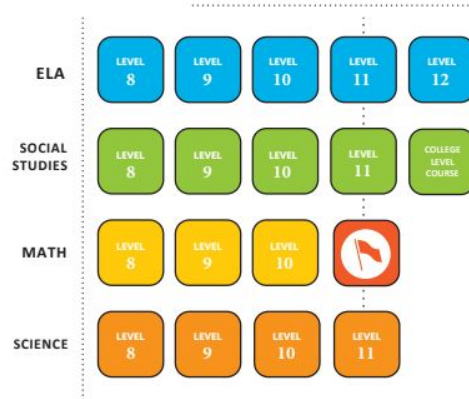
Meet Duke

AGE 16

TRADITIONAL GRADE LEVEL: 11th Grade

Duke is 16 years old, and in a traditional school he'd be in eleventh grade. Since Duke is great at Literacy, he is already working in ELA Level 12, which is above average. Likewise, he excels in Social Studies and is currently enrolled in a concurrent enrollment college course, which will give him a jump start for college, if he decides to pursue a degree after high school. Math is a challenge area, so Duke is getting extra help from teachers as he works in Math Level 10. A combined Math and CTE building class has also allowed Duke to demonstrate proficiency in math skills in a real world environment. Although he is on track in Science, Duke is participating in a credited internship with a local business to develop proficiencies while exploring whether or not a career in science is right for him.

The average performance level for Duke is 11

ELA — LEVEL 8 · LEVEL 9 · LEVEL 10 · LEVEL 11 · LEVEL 12

SOCIAL STUDIES — LEVEL 8 · LEVEL 9 · LEVEL 10 · LEVEL 11 · COLLEGE LEVEL COURSE

MATH — LEVEL 8 · LEVEL 9 · LEVEL 10 · ⊘

SCIENCE — LEVEL 8 · LEVEL 9 · LEVEL 10 · LEVEL 11

How does this look through the eyes of students?

Meet Sara...
- Clear & transparent learning targets in student friendly language
- Student agency
- Student understanding and application of the learning progression

Shared by Berkeley County SD, South Carolina

Our PCBE Journey

❖ **2021-22 What's Your Disneyland?**
➢ Stakeholder feedback
➢ Celebrate what is right

❖ **2022-23 Leadership PD & Exploration**
➢ PCBE Resource Website - SSOM connections
➢ PCBE travel - Knowledge Works connections
➢ Big 4 Development

❖ **2023-24 Districtwide Exploration & Early Implementation**
➢ Big 4 Implementation (culture/student agency, profile of a grad, instructional strategies, priority standards)
➢ Opportunity Analysis (FHS, KMS, Linderman)
➢ Bootcamp (**210 staff participated; +59 registered for Bootcamp @Doris Mountain**)
➢ Doris Mountain Summer Institute **(143+ registered)**
➢ Launch Teams (**3 Launch Teams; 55 staff traveled**)
➢ Internal Site Visits (**2 days; 30+ staff participated**)
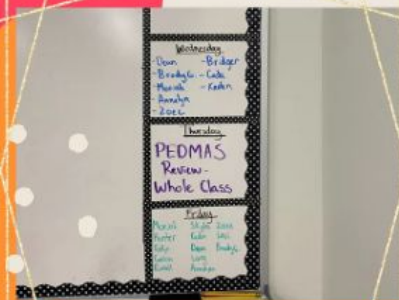
KPS Examples….

WE ARE ALL WORKING TOWARDS THE SAME DESTINATION, BUT OUR PATHS ARE NOT ALWAYS THE SAME

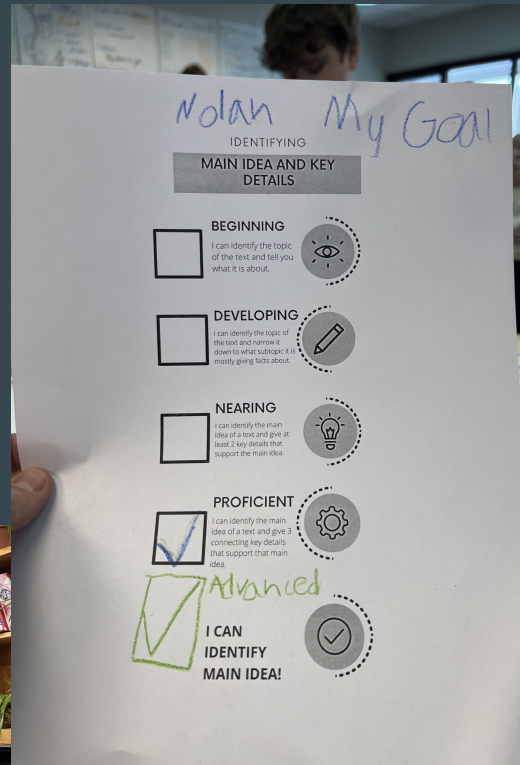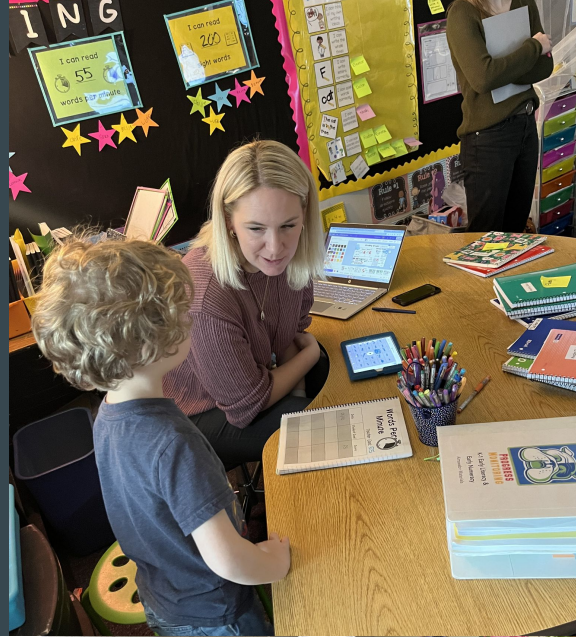Personalized Choice Menu Boards for Individualized Learning

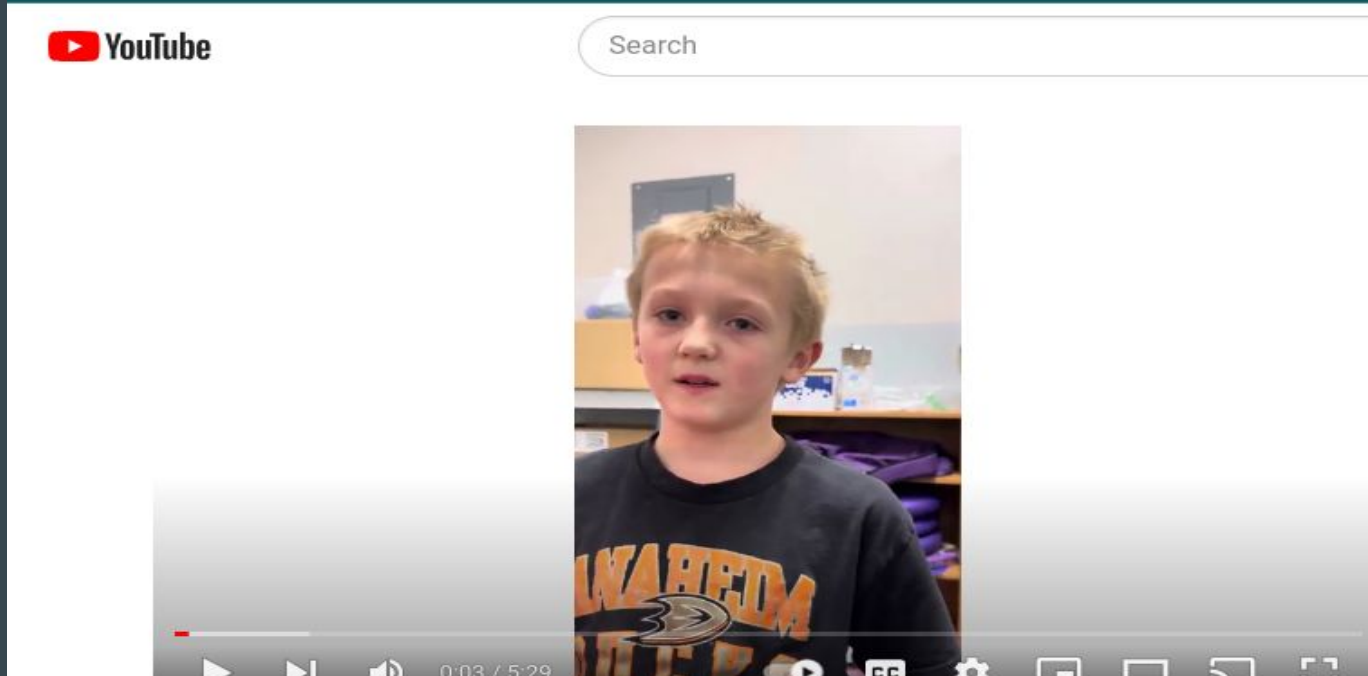Giving students the tools to identify what they need as a learner to be successful

Students getting what they need through intentional instruction (small groups)

Mrs. Peterman & Ms. Hedges, Rankin

Internal Site Visits
Spring 2024

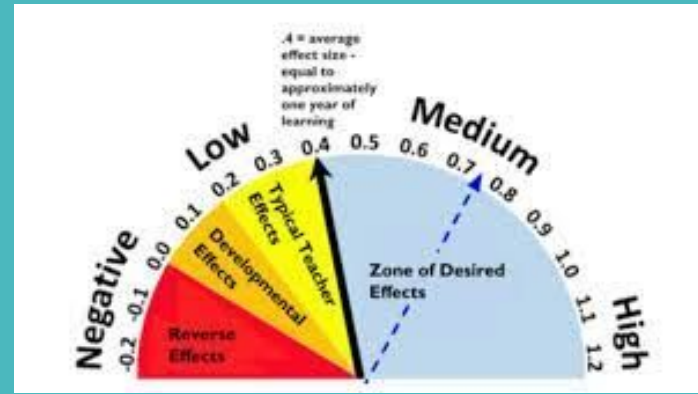# Meet Wyatt: 3rd Grader, Edgerton (Math Skills)

Purpose of PCBE Bootcamp

- To ground us all in a common PCBE language
- To onboard new staff
- As a prerequisite to travel (launch teams)

Today's Learning Targets
Self-Assessment

I can:

- **define** Personalized Competency Based Education (PCBE)

I can:

- **describe** PCBE through the lens of the KPS Big 4 (key indicators)

I can:

identify 1-2 specific ways I will transfer this knowledge into my current role

Learning Target Self-Reflection
(Self Reported Grades Effect Size 1.33)

Now that you have finished the session, review the learning targets again. Where would you rate your learning now? Was it the same or different?
What are you most excited to implement and/or learn more about?

Please leave this Doc on your table - it will help us plan for future sessions!

Final Thoughts & Questions....

- Pay or PIR Documentation
  - Please confirm your attendance and check for accuracy :)

- Would you like **to learn more about launch teams?**
- If asked, would you be interested in co-facilitating future PCBE workshops?

If so, please complete this Google Form

KnowledgeWorks.org

Sources Cited & Extension Resources

[Knowledge Works](#)

- [Finding Your Path Navigation Tool](#)
- [The Difference Between Traditional Education & PCBE](#)

[PCBE Key Vocabulary to Provide Clarity](#) (Resource developed Spring 2023)

[OPI Whole Child Supports](#)

[What's the Difference Between a Standard and a Competency?](#)

[Hess Tools](#)

[Caitlin Tucker video](#)

[Identifying Essential Standards, All Things PLC](#)

[How to Unpack Standards and Personalized Learning Targets Webinar](#) (bundling)

[Personalization vs Differentiation vs Individualization](#)

[Modern Classroom](#)

[MSU Course](#)