

CEI CB/PL Learning Network

Mesa County Valley School District 51 and Thompson School District

Distance Learning Opportunity Webinar | April 30, 2018



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Implementation



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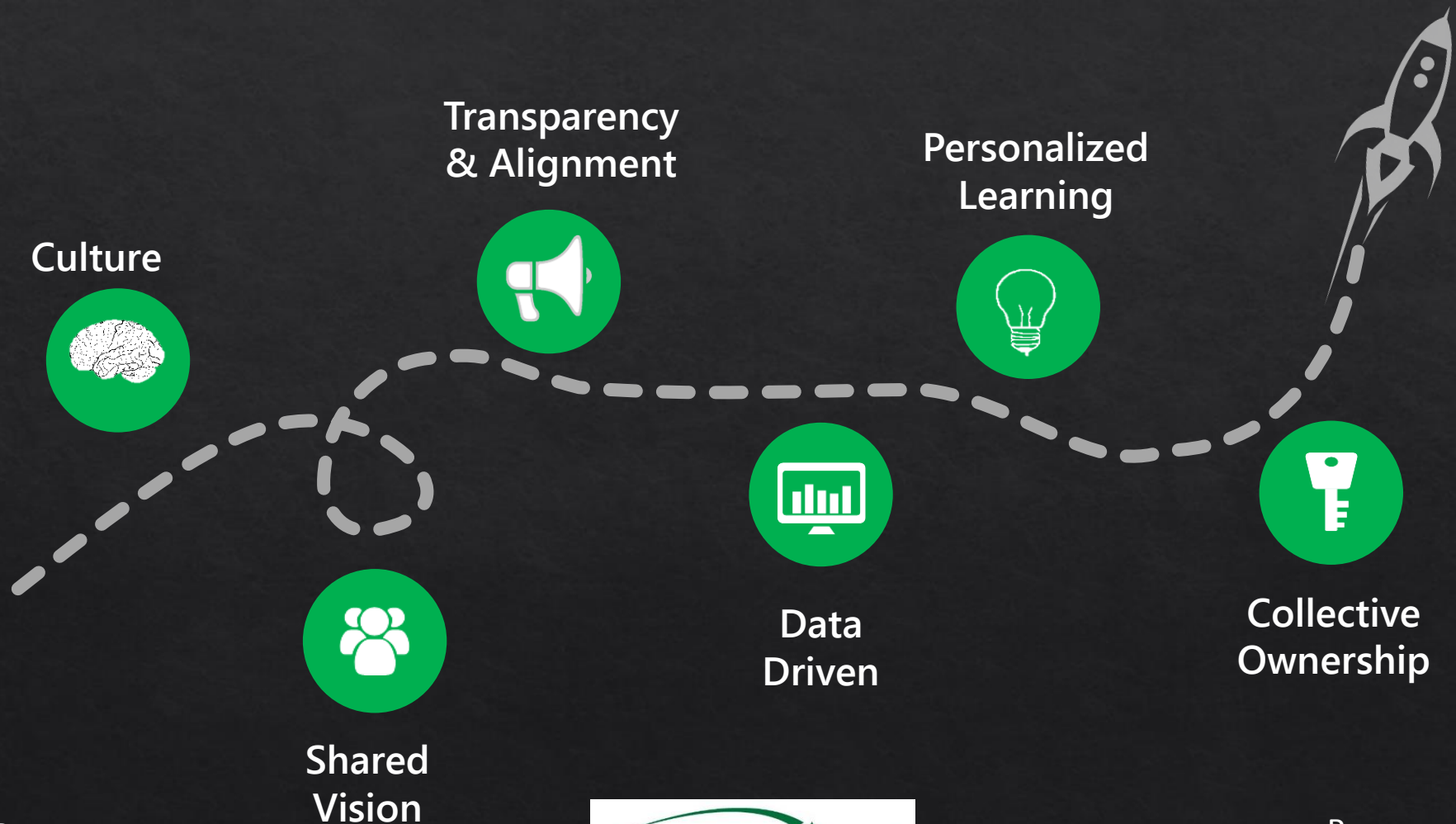
Mesa County School District 51

- 22,000 learners
- 43 Schools
- 51% FRL

Grand Valley

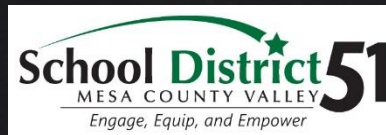
- Span of ~ 30 miles
- Fruita, Palisade, Grand Junction, Orchard Mesa...

Mesa District 51 Transformation



Resources:

[Competency Works, 2/2/2018](#)



Resources:

[Getting Smart, 3/3/2017 Article](#)

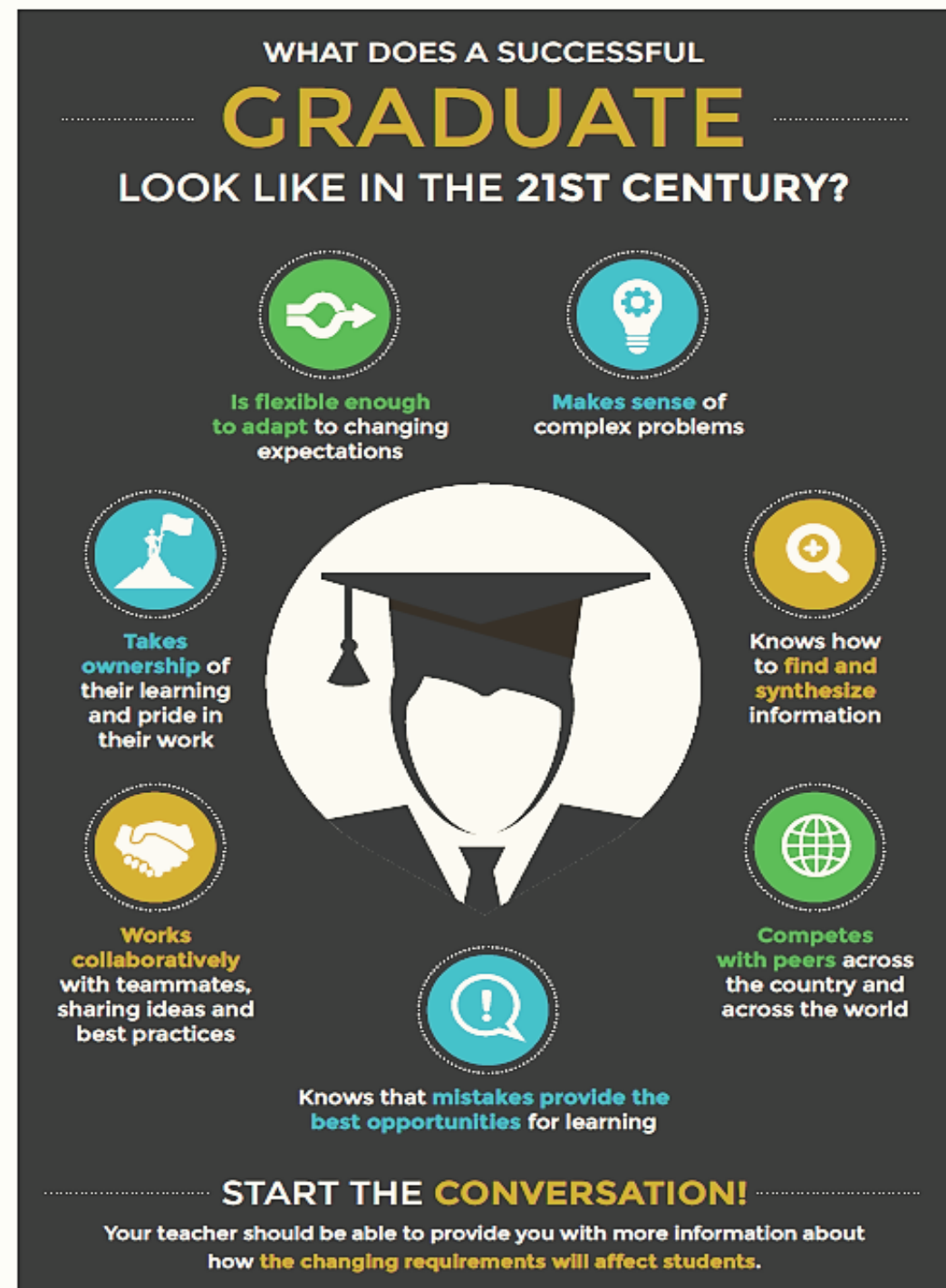
Climate & Culture Work

Five Steps of a Growth Mindset Culture



Defining a D51 Graduate

- Partnership with CMU
 - Community Facilitators
 - Family & Community
- Nights
- Webinars
 - Principal Packets for
- Discussion



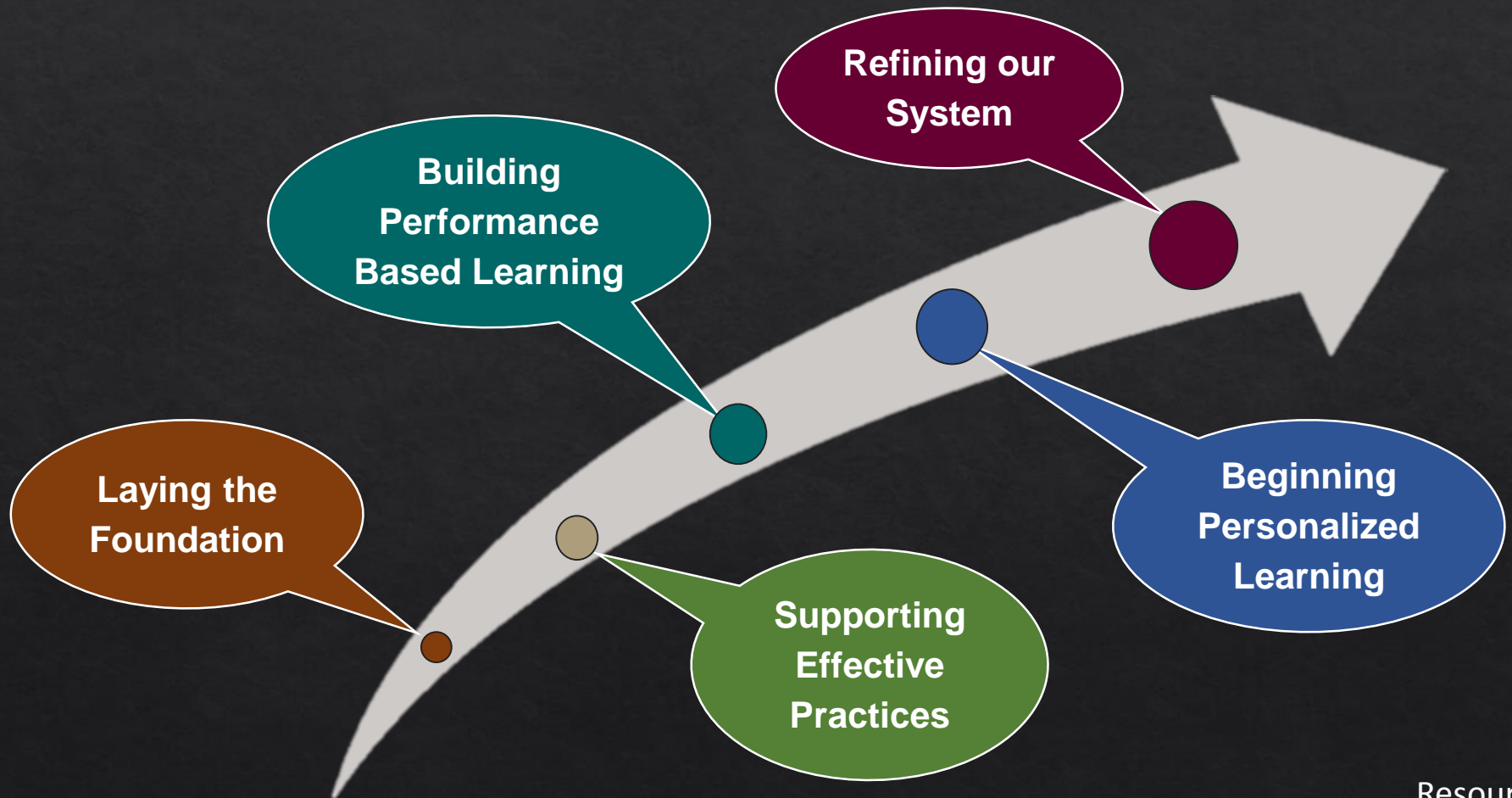
D51 Visioning Work

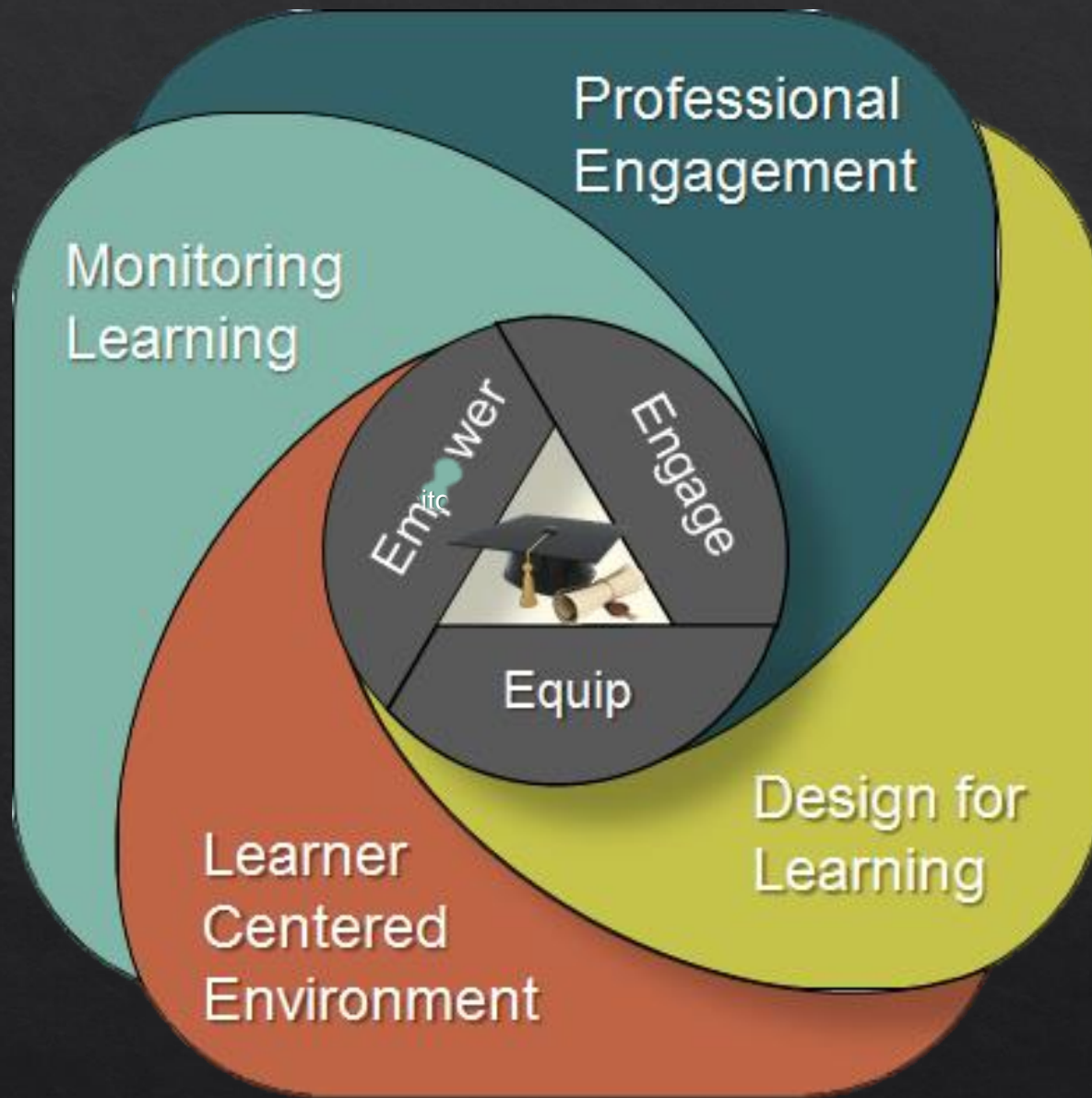


Resources:

[Competency Works, 2/6/2017 Article #3](#)

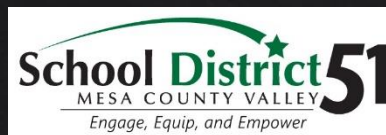
Instructional Implementation Phases





Resources:

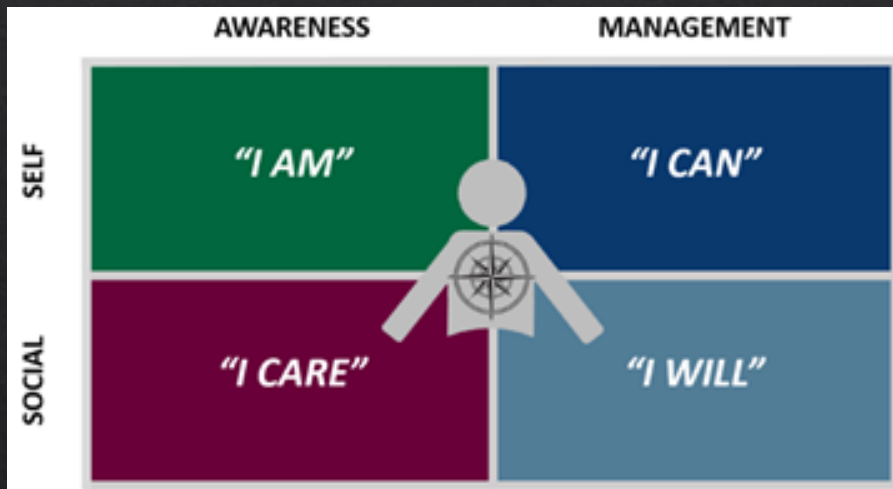
[Competency Works, 3/1/2017 Article #8](#)



Resources:

[Competency Works, 12/6/2017 \(updates\)](#)

Social & Emotional Learning



Resources:

[Competency Works, 2/21/2017 Article #6](#)



SELF-AWARENESS / Middle School



Students demonstrate awareness of their external supports.		
	Indicators	Sample Activities
	<ul style="list-style-type: none"> Have awareness of where to go for support when in need. Evaluate the benefits of participating in extra-curricular activities. Recognize outside influences on the development of personal characteristics and discern whether those influences are supportive or non-supportive. 	<ul style="list-style-type: none"> Design a school scavenger hunt. Students create a public service announcement advertising an extracurricular activity and why people should join it. Students make a collage showing those things that have influenced them.
Students demonstrate awareness of their personal traits.		
	Indicators	Sample Activities
	<ul style="list-style-type: none"> Analyze how personal qualities and temperaments influence choices and successes. Apply self-reflection techniques to recognize their strengths, weaknesses, and potential. Implement a plan to build on strengths, meet a need, or address a challenge. 	<ul style="list-style-type: none"> Administer <i>school-to-work</i> personality trait tests. Students make a <i>curious cube</i>. For each face of the cube, they write a different side of their personality: strengths, potential, etc. Assign final projects that are designed by students to build on their strengths.
Students demonstrate an awareness of their emotions.		

Questions for Every Learner

1. Do I feel valued, safe, and supported?
2. What am I learning? Why is it important? How will I apply it?
3. How will I know when I learned it?
4. How will I know how good my work is or how I can improve it?



The Thompson School District Journey

The Journey



Why?

New Graduation Guidelines
Best First Instruction
Educator Effectiveness
Student Achievement
College, Career & Community



FALL DATA REPORT



System Shifts

Thompson2Life (T2L):

- Culture/Relationships/Social Emotional Learning
- College Career, Community Readiness
- Student Centered
- Competencies/Learning Progression/Instructional Design
- Standards based instruction, scoring, and reporting
- Professional Learning



Thompson School District



EC College, Career & Community Readiness 13 Year J Gra

MAJOR IMPROVEMENT STRATEGIES	SOCIAL EMOTIONAL LEARNING	PERSONALIZED LEARNING	
ESSENTIAL QUESTION	How are you personalizing learning in a competency – based system to ensure equity and excellence for all students?		
Curriculum & Instruction UNIVERSAL	<ul style="list-style-type: none">• Positive Behavior Interventions & Supports (PBIS)• Work Habits• Trauma-Sensitive Classrooms	<ul style="list-style-type: none">• Approved curricular materials• Competencies• Differentiated instruction• CAS/LDC/MDC	<ul style="list-style-type: none">• Standards-based instruction• Math Expressions (K-5)• Literacy Resource Guide
Curriculum & Instruction TIER 2 & 3	<ul style="list-style-type: none">• Responsive Classroom• Thompson Discovery• Active Transition Leading to Authentic Success (ATLAS)• Thompson Academy• Thompson CARES• Check in / Check out• Sources of Strength (SOS)	<ul style="list-style-type: none">• Read 180 /Math 180 / System 44• Achieve 3000• Lexia• iReady Instruction• Summer School• Orton Gillingham• Advancement Via Individual Determination (AVID)	
FAMILY & COMMUNITY ENGAGEMENT	<ul style="list-style-type: none">• Continuous communication• Wellness Night• Postvention Forum• Parent Teacher Organizations (PTO)• Community Supports (SummitStone, Department of Human Services, Heart & Horses, Center for Family Outreach, etc.)	<ul style="list-style-type: none">• Infinite Campus / Parent Portal• Kindergarten Open House• ELD Night• District Accountability Committee (DAC)	<ul style="list-style-type: none">• School Accountability (SAC)• Thompson2Life (T2L)• Explore Thompson• Stakeholders• Loveland Public Library
SAFETY & SECURITY	<ul style="list-style-type: none">• Functional Behavior Assessments• Threat assessments• Suicide assessments• Safety Plans	<ul style="list-style-type: none">• Student supervision• Security Resource Officers (SRO)	
DATA	<ul style="list-style-type: none">• Attendance• Behavior• SWIS (K-5)• Student Success Team (SST)• Surveys (TLCC, Student and Teacher perception, Culture & Climate)	<ul style="list-style-type: none">• CMAS (3-8, 11)• i-Ready Math and Reading (K-8)• GOLD (EC-K)• PSAT/SAT (9,10,11)• ACCESS / WIDA• FAST (KDG)	<ul style="list-style-type: none">• Professional Learning (PLC)• Surveys (TLCC, Student Perception)• Student Success Team• Graduation / Dropout

Social Emotional Learning Culture/Relationships

- Explore Thompson
- Stakeholders
- [Thompson Cares](#)
- [Thompson 2 Life](#)

College, Career & Community Readiness

- [Graduate Profile](#)
- Graduation Requirements
 - BOE Policy - [IKF](#)
 - [Capstone](#)
- Community Engagement
- Pathways & [Course Guidebook](#)

Student Centered

- Environment
- Portfolios
- Conferences
- Schedules

Competencies

- Instructional Design
 - Rubric development
- Standards Based
 - Instruction
 - Scoring
 - Reporting
- Work Habits

COLLABORATION	demonstrate that they can: Contribute respectfully in a fair-minded way; consider perspectives and share resources and ideas; accept and fulfill roles; collaborate with willingness to compromise	conduct investigations, solve problems, and create solutions b. Interact respectfully with others, including those with whom they have differences c. Analyze and fulfill their roles and responsibilities in their classroom, school and community d. Exhibit a willingness to share one's thinking and listen with positive intent to understand others' thinking
COMMUNICATION	Graduating seniors will be able to demonstrate that they can: Effectively communicate written, spoken and/or artistic language to convey meaning and understanding to a variety of audiences	a. Demonstrate organized, purposeful, and precise communication b. Evaluate and select multimedia tools and technologies to effectively convey ideas c. Listen effectively to decipher and evaluate meaning including knowledge, values, attitudes and intentions d. Use evidence and logic to formulate, explain and defend ideas and thinking
CREATIVE PROBLEM SOLVER	Graduating seniors should be able to demonstrate that they can: Utilize reasoning skills and multiple information sources to solve problems and make decisions	a. Use innovation and multiple information sources to take responsible risks to develop new solutions to problems b. Combine ideas to solve a problem, address an issue or create something new c. Design and construct original work and understanding which provides a contribution for an intended purpose
SELF-AGENCY	Graduating seniors will be able to demonstrate that they can: Demonstrate responsibility by initiating and managing learning and actions	a. Self-manage and take ownership of work, actions and goals b. Demonstrate responsibility

UNIT 2: "How does WHERE I LIVE IMPACT HOW I LIVE?"
— GEOGRAPHY —

emerging	I can: List parts of a map	I can: brainstorm how people live around the world	I can: write down my ideas about maps	I can: identify a problem	I can: show up to class
progressing	I can: explain the parts of a map	I can: use evidence to explain how ppl differ	I can: use evidence to explain my ideas	I can: create a solution	I can: participate part of the time
meets expectations	I can: compare + contrast info. on a variety of maps	I can: make inferences + predictions about how/why people live	I can: use evidence and reasoning to support claims	I can: find evidence to support a solution	I can: be present - be prepared
exemplary	I can: make inferences + predictions using maps, charts, graphs	I can: use several maps to explain conflict + cooperation	I can: use evidence from several sources to support claims	I can: analyze + apply my ideas to formulate a new solution	I can: be engaged - add to e-problem
	GEO 1	GEO 1	communication	creative problem	self



[Green Circle] This assignment has a lot of helpful hints and cues to help guide students through the learning. There are simpler instructions and sometimes the important vocabulary are underlined or bold.

[Blue Square] Students who have a little bit of confidence with the content should begin here. There are less hints and visual cues but enough information to help the student accomplish the task. The student is required to do more reading to understand the instructions and writing to convey their understanding.

[Black Diamond] The students who feel like "I already know this stuff!" should attempt this assignment. Students will be asked to take risks and use their creativity and problem solving skills. They will have less directions on how to accomplish the task. There is also more leeway for students to explore their own ideas and apply the learning to something of their interest.

Re-designed:

- more student- centered
- more choice
- more options to extend

Challenge Concept:

- student extension
- choice
- empowered student learning

	GREEN	BLUE	BLACK
GREEN	investigate global issue 2 sources + pictures	3 sources + pictures	3+ sources + pictures, maps, graphs, etc.
BLUE	magazine product 2nd - bulleted list "Did you know?" "Things to know"	3rd - bulleted list 2nd - pics w/ captions, infographic, short article 3rd - map, short article, editorial, pics w/ captions	2nd - political cartoon, long article (text + pics), map, editorial, debatable topic 3rd - political cartoon, long article, infographic, debatable topic
BLACK	CNN Student News Script only	Script + 2-3 segments	Script + 3+ segments

Professional Learning

- [Seeing is Believing](#)
- [EdCamp](#)
- Coaching and Mentoring
- Educator Effectiveness

Questions/More Information

Resources: <https://tinyurl.com/CEI-4-30-18>

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