



Lake County Public Schools

Competency-based Progression Leadership Team Meeting February 11, 2016

Objectives

- Develop a “picture” of what successful competency-based progression looks like
- Identify our “current condition” related to competency-based progression
- Identify and prioritize issues/barriers/concerns around successful competency-based progression in our district
- Develop action plan

What would successful competency-based progression look like? What would we expect to see happening with the “ideal” competency-based progression in our district?

Students

- Utilizing 21st century skills
- Working on what they need—not what time (schedule) it is
- Multi-aged classrooms with flexibility in scheduling and movement
- Owners of their learning and responsibility of learning
- More end-product activities—higher level of content understanding
- Learning is visible—rubrics, students in conversation, self-monitoring data
- See signs of competencies being addressed
- Problem-based learning on regular basis
- Appropriate use of technology to enhance learning
- Choice in acquisition and demonstration of knowledge
- Standards-based grading
- Students demonstrating seven (7) skills through activities
- Taking risks with trying new things, not just worried about their grades; cultivating an atmosphere of growth mindset
- Progress through their own strengths instead of identified by deficiencies
- Relevant/real world tasks in and outside of classroom
- Making global connections
- Transparent and clear expectations
- IEP matches competency-based learning

Teachers

- More guiding, small groups, facilitating—providing more face to face time with students
- Much planning prior to students in classroom
- Collaboration within a school—teacher led rather than administrator driven
- Common language/understanding of rubrics and what mastery means
- Still teaching (direct instruction)
- Rock solid understanding of standards—more integrated lessons
- Collaboration around how to help kids master standards
- Experts in providing meaningful feedback to students and to parents (standards-driven)
- Utilizing formal assessments appropriately
- Know their students (beyond their grades) and other teachers!
- Constantly moving, serving as a resource
- Using multiple resources
- Less need for MTSS
- Classroom management—more flexibility, “with-it”
- More teacher-student conferencing
- Able to take action “on the spot” to reach mastery
- Innovative

Parents

- Clear understanding of where children are with what they need
- More concerned with what kids know than letter grades
- Able to help children at home—to modality understanding
- More trusting of school, teachers
- Increased positive feedback from parents
- Able to access information about child’s progress
- Increased parental involvement

Leaders

- Coaching teachers and being coached (on how to coach)
- Working knowledge of standards, mastery, effective instruction
- Utilizing continuous improvement process—make adjustments on what’s not working
- Working with universities and teacher training
- Clear, regular communication about change
- Hiring—changes in what you’re looking for with teacher hires

- Allowing teachers to take risks
- Professional Development that's cutting edge
- Instructional leaders!
- Aware of available resources
- Using evaluation system that matches competency-based progression

Schools

- Master schedule designed for Competency-Based Progression (CBP)
- No testing season
- Teachers not assigned to specific grade levels
- Physical design accommodates CBP
- Autonomy—schools will look different from each other
- A community resource—provide real world experience for students
- Culture of leadership throughout school
- Feeder patterns working together

District

- Change in policies—administrator evaluation system alignment to CBP, student progression plan, reporting process (students), staffing (allocations), testing more aligned to student needs and their progression
- Departments work more collaboratively—one district office (?)
- Common language as it relates to instructional framework
- Clear, consistent communication re. CBP—what it is, benefits
- Interacting with other CBP districts
- Commitment to the way of work (CBP)—not jumping to next 'great' initiative
- Streamline so that district priorities are clear and aligned
- Lake County seen as model for other districts
- Systems that help teachers and the district monitor student mastery
- Using options besides traditional school day
- Providing professional development based on individual school, teacher and leader needs
- Able to adjust (based on data) "just in time" to what's needed
- Resources available that meet teacher needs for CBP
- Clear, two-way communication between district and schools

School Board

- Sharing accurate, positive information at conferences, etc.
- Common understanding of CBP and setting policies to support it
- Committed to CBP as our way of work

What's our "current condition" as it relates to CBP? What are we doing that's moving us in a positive direction to reaching the "ideal" CBP?

- CTE—competency-based; this won't be huge paradigm shift
- IEP—for student with disabilities; goals, benchmarks
- Academic Services has been focused on standards—people have foundational knowledge of learning goals and skills
- Level of feedback given to students
- Awareness of what good instruction looks like
- Teacher leadership emerging
- More student products
- Teachers taking close look at products
- Finding creative ways to provide teacher collaboration during school day
- More guidance as to what effective collaboration looks like
- Five schools—providing advanced look at CBP and what we may encounter
- Student advisory groups around Personalized learning
- Students starting to own their own learning
- Other schools (outside 5) excited and beginning work on CBP
- Schools and district doing good job of telling positive stories through social media
- Many PD opportunities targeting individual school and teacher needs
- District tools being used to support standards
- Work being done on differentiation
- Collaboration between district leaders is moving in positive direction
- CBP has passed in legislature!
- School Board—supports Personalized Learning as instructional priority and have supported this in various meetings
- Some school board members are willing to learn more
- Ongoing board updates keeps this in front of them

Note: two board positions up for election next fall; board members need more education

What are the issues/concerns/barriers we need to address to move toward successful CBP in our district?

Moderate priority indicated in “blue;” High priority indicated in “red”

Lack of common understanding

- Are all spokes of Personalized Learning wheel understood?
- Do principals volunteer? Do people know that 2022 is target year?
- Do we have enough people to get the information out?
- Do some people see 2022 as far away and don't see urgency for action in near future?
- Lack of consistent clarity of where we are and what this means to different people
- Some people think “this too will pass”
- Do people understand that District Strategic Finance Plan stays even when people (leaders) leave?
- Do people realize that Strategic Finance Plan is our driver?
- What does “fully implemented by 2022” look like?
- Lack of clarity between CBP and Personalized Learning
- Abstractness of understanding—what does this look like when “today” doesn't look like “tomorrow” regarding CBP?

Magnitude of issue

- What is our framework? How do we communicate to a number of stakeholders? How do we deal with resistance of stakeholders?
- Varied learners—students coming into district not using CBP; students leaving district
- How do we support work?
- How do we change strongly held beliefs/values regarding education? Difficult to get reluctant people to buy-in
- This changes everything!
- We need to change how we listen to people!
- How do we bring others on board with us so we land at the same spot?
- Why haven't we asked our stakeholders regarding needs and desires?
- Many people are very supportive of this work
- Need to use data that we have regarding stakeholder interests and needs

Policies needing re-visiting

- Restricted by bell schedule structure
- Do we still follow course codes?
- What would student progression plan look like?
- What are other districts doing?

- Report cards—do we have dual system at first?

Deeper commitment/understanding of standards-based instruction and fidelity of implementation

- Every time we get together, we talk about standards
- If there is a sense of urgency, people are more likely to implement with fidelity
- How do we make this a primary district focus?
- We need to connect all pieces of instructional priorities!
- Leaders need to sense this urgency
- Leaders need the knowledge of standards-based instruction—build confidence with providing teacher feedback
- Do we need to revisit how we evaluate teachers?
- How do we get teachers to consistently, effectively unpack standards? We need a process!
- This should be expectation of leaders and should be monitored
- How do we strengthen PLCs to support this?
- Teachers need teach back and modeling

Confusing Personalized Learning and Blended Learning

- Some staff/parents believe blended learning is personalized learning—a common understanding is needed
- A visual may be helpful that shows blended learning as one of the systems to support personalized learning

Union Support

- May need to change contract language up front
- Need to change mindset so they don't dig heels in
- Need to be a part of decision-making all along the way
- When this isn't voluntary, things might change
- Have pilot school reps provide testimonials

Money/funding

- Strategic Finance Plan supports CBP efforts through 2002—is scaled back each year
- Professional Development provided to support this
- In-house trainers are cost-efficient
- Everyone gets collaboration dollars

Communication

- We need communication at all levels!
- Should CBP be integrated into PL communication plan?

- Do we incorporate this now so people see linkage?
- Should we communicate the CBP frame first?
- Begin incorporating definition now
- Need specific CBP communication about what we know now
- Be sure to get feedback/input from stakeholders

Develop and implement an action (project) plan

- We need to take the time to develop an action plan to roll this out—need a timeline for implementation and need to involve diverse group of people in the development

Major mind-shift that's progressive for a sometimes conservative community

- Get the message out that this is good for kids—what does this mean?
- Showcase data that supports PL and CBP
- Be aware and understand concerns and develop plans to address concerns

Traditional bell schedule and grading

- How do we move from traditional grading system to CBP? Students/parent concerns
- Will colleges look at CBP the same way as traditional GPA?
- Do we use an equivalency model for grading?
- How do we become consistent with what we grade?
- Have to have flexibility with master and bell schedule
- Will we need more resources with grouping of students differently and bell schedules?
- Is there FTE effect with CBP?

Time for teachers to create new way of instruction

- Teachers need front-loading time to prepare for change and to tweak things during the year (i.e. plan for different learning experiences)

Focus on this with multiple district initiatives

- How do we integrate our work so different priorities are connected?
- Need visual framework to show connection of various priorities (7)

District resources that integrate work

- Need to have tools that integrate work
- Need to collaborate on this
- Do we need a district calendar (for seasons) for planning, implementing, lessons learned, etc.?
- Departments “walk together” to help with implementation—possible documentation tool of what’s happening and where

Overcoming fears of change, bad publicity

- How do we make it okay to step out, take risks? (administrators and teachers)
- Teachers are fearful of not doing the “right thing”
- Important for us to get Union on board—not us vs. them, especially with evaluations

Providing more positive experiences regarding Personalized Learning

- How do we do this systematically?
- Invite naysayers in to observe, ask questions, etc.
- Celebrate successes within school and within district—how do we formalize this?

Lack of resources (human capital)

- How do we streamline things, align our work, avoid duplication?
- Do we need to resurrect model that had content-area experts per department?

Parent involvement

- Need early involvement in planning process (decision making, etc.)
- Clear, two-way communication
- Clear expectations that schools provide specific communication
- Should be district-designed message so there is consistency
- Should be parent friendly
- Include parents with celebrations
- Engage them in PL experience
- Include naysayers as appropriate
- Use parent surveys that help with building understanding
- Communicate CBP when parents come to other school events
- Consider one-page card on CBP
- With communication, make parents/ students feel this is special

Are we planning too slowly with roll-out?

- Last schools don’t start until 2022
- Can we live with two systems for that long?
- Possible pressure on those not changing
- Should we set non-negotiables for schools to have completed by a certain time? This may ease transition
- Resurrect implementation scales to include evidence to speak to where schools should be and where they are with implementation of CBP

What's our roll-out plan?

- Put on website

Finding right balance between drowning and swimming

- Are we moving too slow or too fast?

Sustainability

- Need clear expectations regarding CBP
- How do we support staff who move from school to school when schools are in different place with PL implementation?
- Importance of "season" that addresses lessons learned
- Will Board continue to be committed to this?
- Essential that schools provide opportunities to collaborate!
- Will last schools to implement have funding dollars for collaborative work and start-up planning? May not need as much time and \$ because early starters have tools/practices that others can use

All inclusive

- How do we continue to provide services to all students? They need to be considered in the planning process (include their teachers as well).

Where do we start?

- Do we start with one or more content areas?
- Do we start at one grade level?
- Do we start small or large?
- What is mastery?
- How do we measure it?
- How quickly do we roll it out?
- What are the expectations?
- Shouldn't we build connections before we determine this framework?
- How do we build connections?
- Beyond pilot, what needs to be consistent at all schools and what can be customized?
- Who needs to be involved with development of roll-out plan?
- What district logistics, policies, etc. have to be determined and in place first?
- We need to keep track of how many students are mastering standards quickly

Managing schools that are competence-based and others traditional

- What key areas can be supported in traditional schools as well as PL schools?
- Consider backwards planning from 2022 so there's a PL theme to focus on each year
- Everyone goes competency at the same time!???

Action Plan

Action	Responsibility	By When
1. Communicate CBP information to principals at next principals meeting <ul style="list-style-type: none"> • Sense of urgency • PL brand • Share article • Spokes of PL wheel (connection of CBP) • Connection to district priorities • Gather input on knowledge base around PL and CBP • Consider - facilitate discussion with small groups (role of CBP within PL) 	PL team: CBP team Kathy	March 15
2. Explore what other districts are doing and share this with CBP leadership group	Kathy	April 4
3. Develop recommendation to share with Superintendent and Executive Cabinet: Choose the best CBP model for Lake County Public Schools	CBP Leadership Team, Paula, Great Schools Partnership	April 6; 8:30–4:00
4. Communicate with Dr. Moxley of work to be done by June 1 with touchpoints in April/May	Kathy	
5. Gather stakeholder input/feedback on what CBP roll-out will look like <ul style="list-style-type: none"> • Survey pilot school SACs • Meeting with Union reps, parents, community members, teachers, board member, Lake Sumpter College rep, UCF, and Lake Tech • Principals at level meetings • Students in pilot schools 	Principals Kathy develops survey Kathy (and others?) Kathy Principals - Kathy develops questions	April SAC meetings End of May May monthly meeting End of May
6. Submit recommendation (with stakeholder input considered) to Dr. Moxley and Executive Cabinet	CBP leadership team	June 1
7. Develop project plan for implementing CBP	Kathy (with input from others)	June 30
8. Provide leadership view of mini-task training (helps with coaching)	Professional Development	April
9. Build standards-based knowledge of school/district leaders and their ability to coach teachers	Professional Development	June 16–17 (targeted feedback/coaching) June 22–23 (Leadership Academy)

Some initial thoughts around Personalized Learning Brand

- ✓ *Empowering every learner*
- ✓ *Personalizing learning for every student*
- ✓ *"It really is all about me" (not in agreement on this one)*
- ✓ *Unique to public schools*
- ✓ *Lake County—one of few districts in country doing this...makes us unique*