

Fraser Public Schools and Modern Teacher

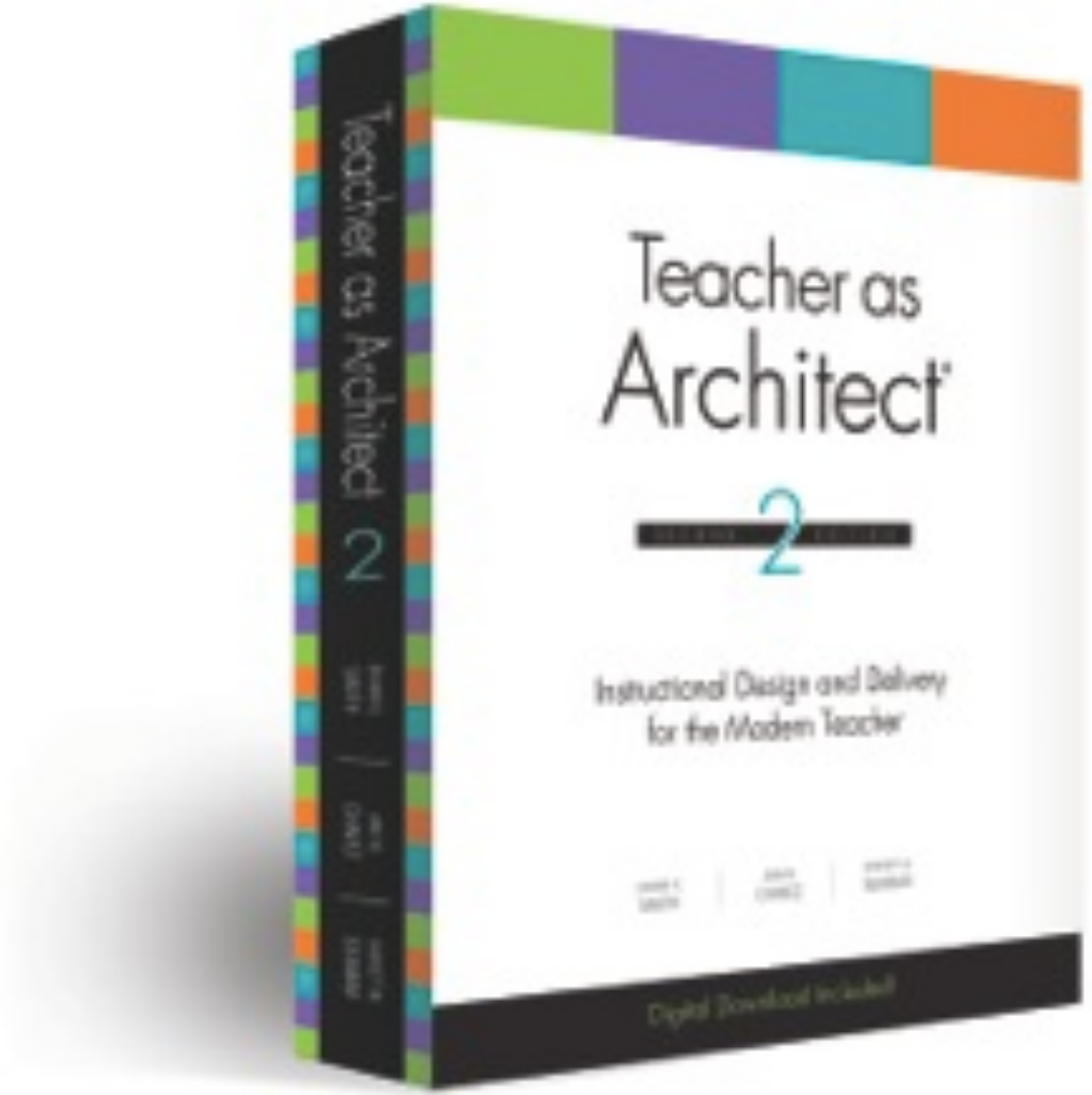
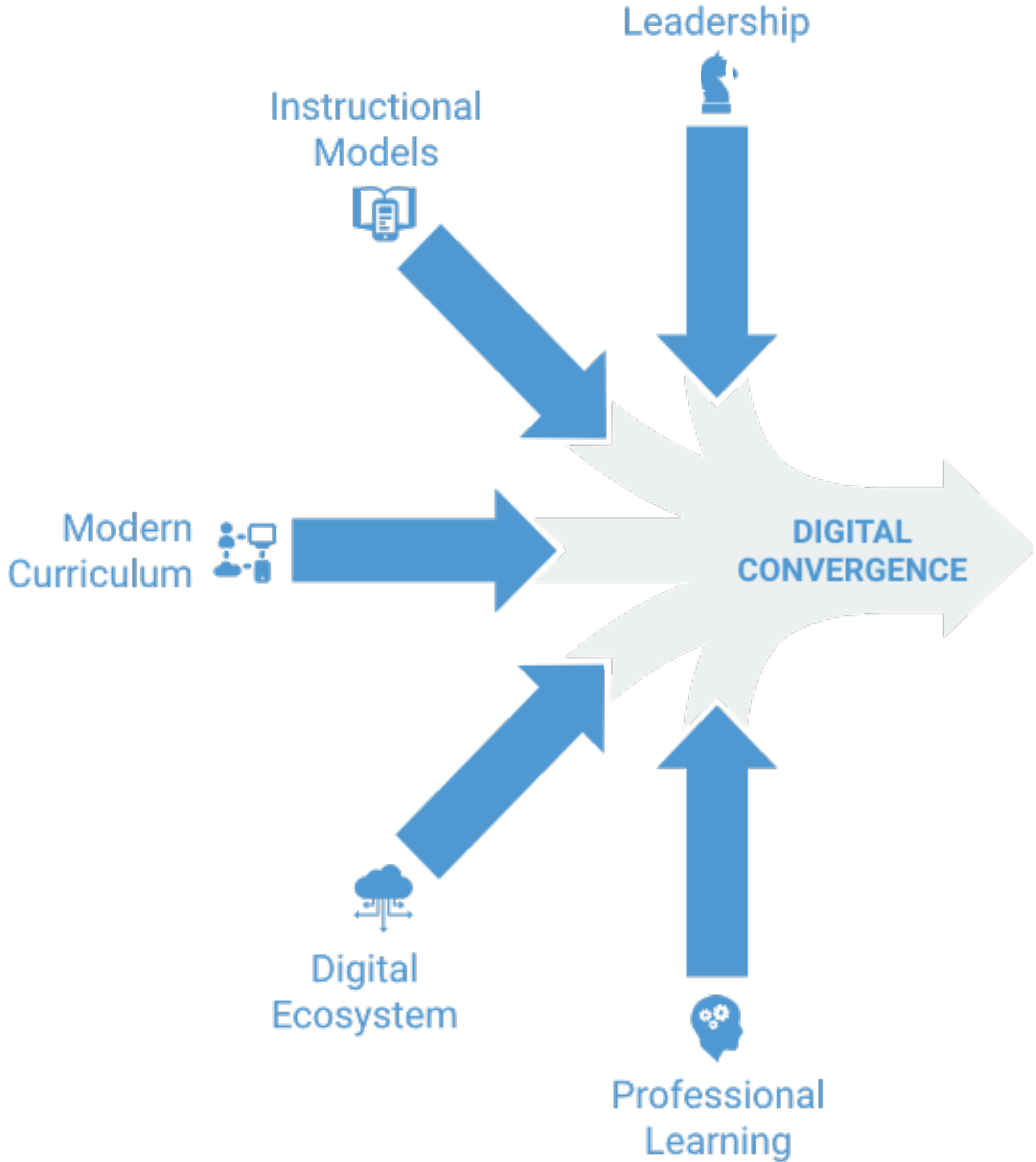
Why Modern Teacher in Fraser?



Defining Convergence

Digital Convergence

Multiple components of the education system unifying to form a greater whole.



Modern Teacher – Digital Convergence Framework



A systemic approach to Digital Convergence

modern teacher | Dashboard | Digital Convergence | Resource Library | Carrie Wozniak

https://app.modernteacher.com/district/5/matrix

Digital Convergence Framework

Show Goals Goal Cycle: n/a

STAGES	1	2	3	4	5	6	7
DRIVERS Leadership David Richards	4/4 ✓	5/5 ✓	6/6 ✓	1/3 ⚠	0/4 ●	0/2 ●	0/2 ●
Instructional Models Carrie Wozniak	4/4 ✓	3/3 ✓	1/1 ✓	0/1 ●	0/3 ●	0/5 ●	0/1 ●
Modern Curriculum Carrie Wozniak	1/1 ✓	3/3 ✓	2/2 ✓	0/1 ●	0/1 ●	0/1 ●	0/1 ●
Digital Ecosystem Troy Lindner	2/2 ✓	5/5 ✓	2/2 ✓	2/2 ✓	0/1 ●	0/1 ●	0/1 ●
Professional Learning Carrie Wozniak	1/1 ✓	6/6 ✓	3/10 ⚠	0/7 ●	0/6 ●	0/7 ●	0/5 ●

FRASER DIGITAL CONVERSION

July 1, 2005
 Became FHS Principal.
 No staff computers,
 email, very limited
 internet access, bond
 issue passed to begin
 process of providing
 access to staff/students



2010
 Became Superintendent, Began
 work on Strategic Plan for
 Personalizing Learning, Hybrid
 courses are started



Fall 2012
 Deploy ~6,000 mobile devices,
 full wifi access in all buildings



June 2014
 Adopt new strategic plan,
 competency based learning,
 itslearning

2005

2007

2010-2011

2012-2013

2014

2007
 Construction of Fra'Café' – wifi
 access, install teacher
 workstations

2011
 Passed \$19.9 million bond
 proposal, Curriculum Committee
 meets to determine instructional
 needs

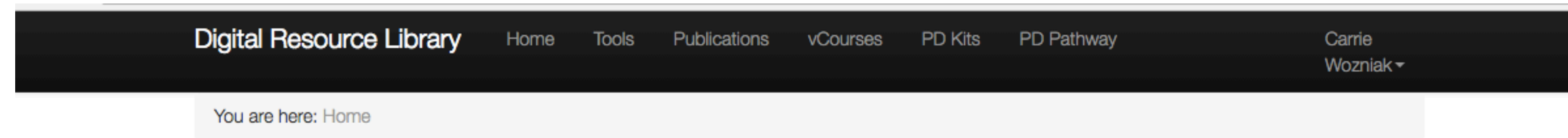
June 2013
 Full 1:1 access, Modern Teacher
 PD



Leadership

Plan-full Professional Learning

Fraser was an early adopter of Modern Teacher.



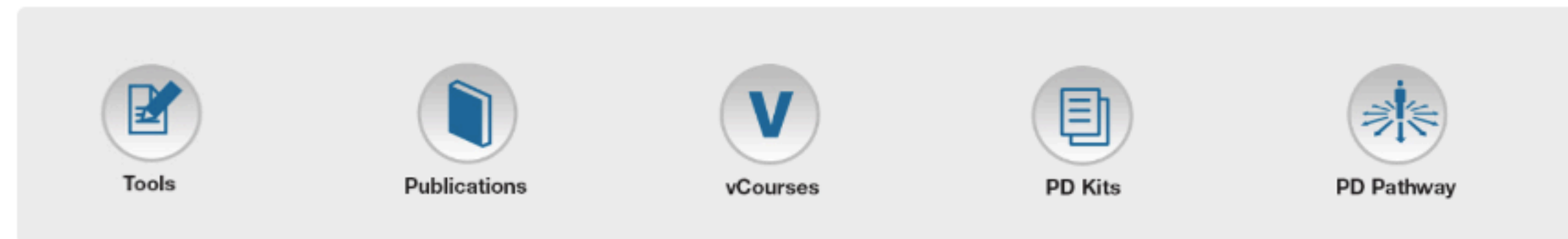
You are here: Home

Welcome, Carrie Wozniak!

Welcome to the Digital Resource Library (DRL), a groundbreaking resource for maximizing teaching effectiveness in the 21st century digital world. The DRL is built to help guide you through the critical mechanics of teaching and learning within today's Conceptual Age.

The DRL combines meaningful and purposeful **content** with a revolutionary digital **platform**, for a transition pathway from traditional classrooms to modern learning environments. This Blended + Aligned™ approach allows you to construct a customized development plan that works within your set of needs and parameters.

At Modern Teacher, we're committed to maximizing teaching effectiveness . . . and are continuously updating content for timely and relevant use.



Professional Learning

Common Language – *Teacher as Architect*

Digital Resource Library Home Tools Publications vCourses PD Kits PD Pathway Carrie Wozniak ▾

You are here: Home / PD Kits / Core Principle 1 / Rigor

PD Kits

- Core Principle 1
 - Foundations
 - o Rigor
 - CCSS
 - Assessment
 - Pedagogy
- Core Principle 2
- Core Principle 3
- Core Principle 4

21st Century Rigor— The New Higher Order Thinking in Today's Classroom

Participants explore the types of thinking students need to access in order to compete in the conceptual age. This professional development is designed to help teachers build 21st century habits of mind—designing classroom tasks and experiences that require analysis, reasoning, and creating from students. This kit provides ways to incorporate the new "HOTS" or Cognitive Growth Targets™ into 21st century classroom instruction.

Key Concepts

- Define cognition and cognitive processing and understand the Cognitive Growth Targets
- Use TAA Teacher Toolkit resources to incorporate the Cognitive Growth Targets into classroom instruction
- Develop questioning strategies to extend student thinking
- Understand and apply digital learning systems to support 21st century thinking
- Build lessons using digital resources to create higher order thinking experiences for students

PPT Presentation Full Kit
PDF Presentation Full Kit

Roundtable PD Activities

1. What is Rigor? PD Playlist

Participants co-construct a shared definition of 21st century rigor. Schools are encouraged to add the term rigor to their glossary of terms created in Foundations 1.

Activity Files
FG
PG

Rigor

Resources

Common Language - *Teacher as Architect*

Focused conversation on
Rigor and the Cognitive
Growth Targets
Critical to Fraser's work

Roundtable PD Activities

[1. What is Rigor?](#)

PD Playlist

Participants co-construct a shared definition of 21st century rigor. Schools are encouraged to add the term rigor to their glossary of terms created in Foundations 1.

Activity Files

- FG
- PG
- PPT
- PDF

Participant's Video

[2. Introduction to Cognition and Cognitive Processing](#)

PD Playlist

[3. Cognitive Growth Targets](#)

PD Playlist

[4. Questioning Strategies](#)

PD Playlist

[5. Virtual Questioning Strategies](#)

PD Playlist

[6. Student Work and the Cognitive Growth Targets: An analysis of higher-order thinking in tasks and activities](#)

PD Playlist

Administrators – Instructional Leaders



▶ Know your why...

▶ <https://www.youtube.com/watch?v=LZe5y2D60YU>

Common Language – *Teacher as Architect*

PD Kits

Core Principle 1

Core Principle 2

Core Principle 3

o **High-Impact Teaching Behaviors**

Core Principle 4

High-Impact Teaching Behaviors—

Participants are introduced to the research behind behaviors associated with highly effective teaching. This kit examines teaching behaviors that have been correlated to student learning and provides examples and models of what they look like in classroom practice. This kit is designed to give participants insights into highly effective execution, and it provides both reflection and coaching tools for deliberate practice.

Key Concepts

- Define behaviors correlated to high-impact teaching
- Practice behaviors that increase the opportunity for the teacher to facilitate learning and create multi-modal, technology-enhanced learning experiences
- Organize the classroom environment to provide differentiation and 21st century learning
- Develop skills to integrate higher order thinking in instructional delivery
- Understand effective teaching behaviors when using digital resources
- Strengthen instructional delivery of digital content



PPT Presentation Full Kit



PDF Presentation Full Kit

Roundtable PD Activities

1. Constructing a Shared Meaning of Teaching Effectiveness

PD Playlist

This activity will ask participants to reflect on their own teaching behaviors and analyze which they feel have the greatest impact on their students. It will also give participants a chance to talk about ways to help each other reflect and refine their own high-impact teaching behaviors.

Activity Files

- FG
- PG
- PPT

Classroom Culture and Learning Facilitation: Crafting an Academically Caring Classroom, Pacing, and Building Relationships

Additional Comments

#8 Growth Mindset: Demonstrating High Expectations for Low-Expectancy Students

Low High
N/A

#9 Bell-to-Bell Instruction

Low High
N/A

#10 Maintain Academic Flow and Pacing

Low High
N/A

Connected to Teacher Evaluation - TAA

Fraser Public Schools – Innovate. Learn. Lead. Teacher Evaluation Transparency Report

Educator Evaluation Systems Postings and Assurances

- Fraser PS Teacher Evaluation Transparency Report
- MT Hits and Marzano Crosswalk Document
- Sample District PD 2014-2015 Calendar
- Sample FPS - Teacher Observation Form
- Overview of the Evaluation Process 2016
- Administrator Evaluation 2016 – Crosswalk to MASA Evaluation Tool
- Administrator Self-Evaluation 2016 – Crosswalk to MASA Evaluation Tool
- FPS Administrator Evaluation Form
- FPS Administrator Self-Evaluation Form
- School Advance Principal Framework

In order to transform our learning environment and make a digital convergence, we have partnered with Modern Teacher to guide this work. Through this partnership, Fraser has developed a Teacher Evaluation Tool that aligns with our strategic plan, professional development model, and philosophy for teaching and learning. The narrative below provides alignment and documentation to comply with the Michigan Teacher Evaluation Law.

[http://www.fraser.k12.mi.us/pages/FraserPS/
Budget_and_Salary_Compensation](http://www.fraser.k12.mi.us/pages/FraserPS/Budget_and_Salary_Compensation)



Professional Learning

TAA Connected to our Competency Based Learning Work



DEFINITIONS

KNOWLEDGE DIMENSIONS

Declarative Knowledge – knowledge of factual information

Procedural Knowledge – knowledge of how to do something

Conceptual Knowledge – knowledge of relationships within a larger structure

COGNITIVE GROWTH TARGETS

Retrieving: The process of recalling and/or recognizing declarative, procedural, or conceptual knowledge from memory.

Comprehending: The process of initial understanding of declarative, procedural, or conceptual knowledge.

Analyzing: The process of examining knowledge by breaking it down into its components to determine relationships, structures, and/or purpose.

Reasoning: The process of drawing conclusions and/or making judgments based upon evidence, facts, or criteria.

Creating: The process of making, inventing, or producing something new.

Metacognition: The process of being aware of one's own thinking and learning.

Self-actualization: The process of understanding one's self.

Competency Based Learning

- Refers to systems of instruction, assessment, grading, and academic reporting that are based on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their education.

Competency Based Learning

- In public schools, competency-based systems use state and national learning standards to determine academic expectations and define “competency” and “proficiency” in a given course, subject area, or grade.
- Competency with proficiency...



For each discipline (Math, Science, ELA, Social Studies, Foreign Language, and Electives), we identify the standards, skills, content, macro and micro concepts, and enduring understandings by grade band (district) and unit (grade).

- ◆ K-2
- ◆ 3-5
- ◆ 6-8
- ◆ 9-12

Instructional Models



District Level – Overarching Goals

(What do we want a Fraser Graduate to know and be able to do?)

Course/Grade Level (Units of Instruction)

- ✓ Content Competency
- ✓ Skills Competency
- ✓ Conceptual Competency
- ✓ (Students will ...)

Lesson Level - Learning Objectives

- ✓ (I can statements...) that are aligned to Standards and linked back up the to Competencies.



Identify competency statements to describe 3-Dimensional Learning Competencies (one for each knowledge dimension)

- ✓ Declarative Knowledge – **Content Competency**
- ✓ Procedural Knowledge – **Skill Competency** Process, Skill, and Habits of Mind
- ✓ Conceptual Knowledge – **Concept Competency**
Relationships within and across disciplines (organized around unifying ideas that support deep learning of content)

Resource: Modern Teacher Flip Book

Fraser's Instructional Model



Instructional Design Expectations

- Teachers demonstrate their understanding that Competency-Based Learning combines **content, skills, and conceptual competencies** for generating three dimensional learning.¹
- Teachers demonstrate their ability to build and organize resources around lessons (so that students have choice, scaffolding, engagement, and appropriate access to content at the level of rigor called for by the standards).
- Teachers demonstrate their ability to design lessons with diversity in pedagogy.
- Teachers demonstrate their understanding and ability to apply the Conceptual Unit Development Process.

¹ Teacher as Architect, www.modernteacher.com

Definition of Competency

Competencies include **explicit, measurable, transferable learning objectives that empower students.**²

² CompetencyWorks, www.competencyworks.org

INSTRUCTIONAL DESIGN EXPECTATIONS | DEFINITION OF COMPETENCY

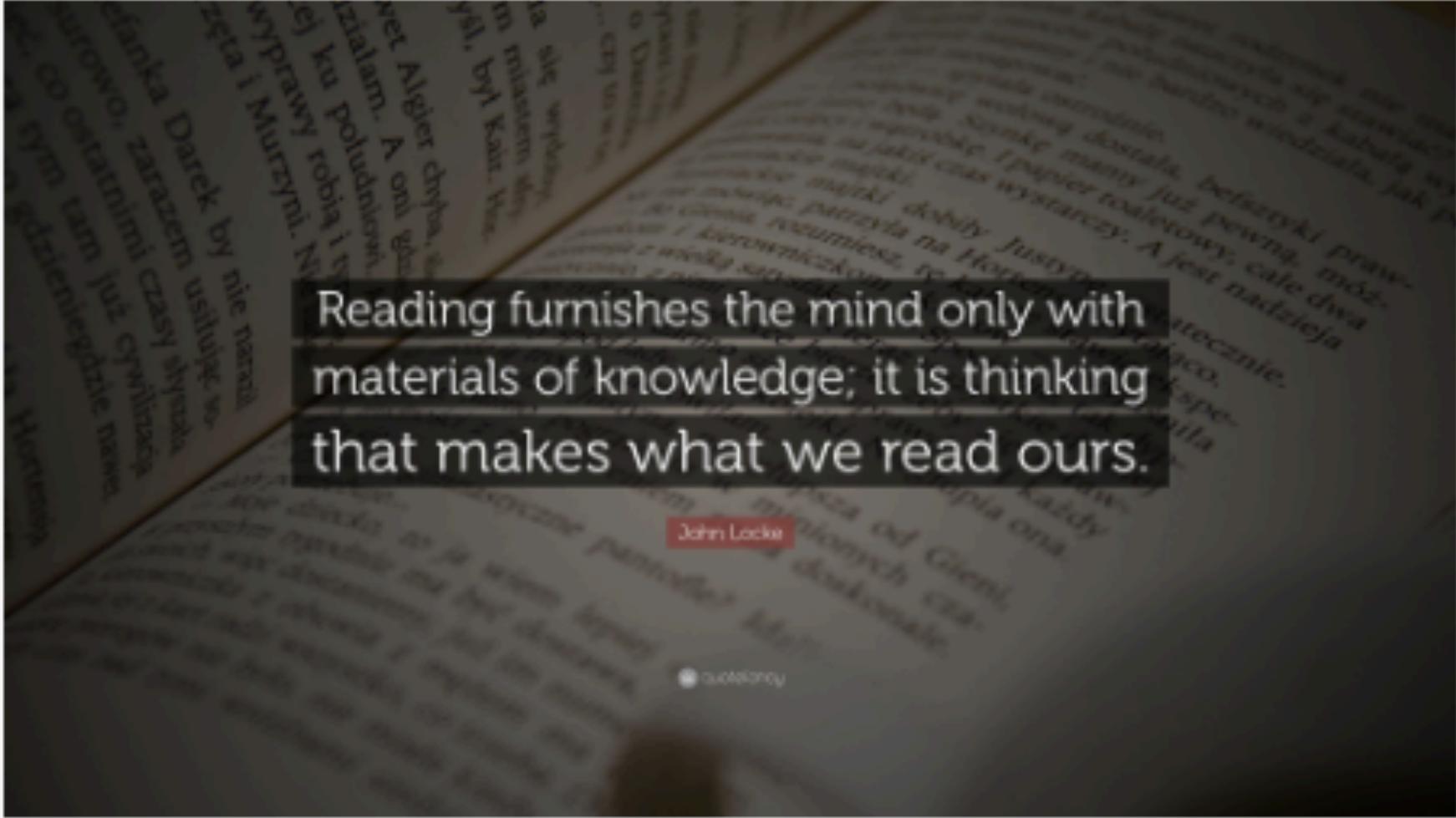
- <http://cblflipbook.fraser.k12.mi.us>



Instructional Models – TAA Framework

Supporting our Learning Management System in with a Blended Learning Framework.

Description



Reading furnishes the mind only with materials of knowledge; it is thinking that makes what we read ours.

John Locke

Big Ideas

1. Experiences shape our identity.
2. Writers deliberately craft language to create meaning.

Essential Questions

- How do stressful situations reveal our true nature?
- How do our interactions with others influence our behavior?
- What do our choices reveal about who we are?
- What do we draw from when faced with important decisions?
- Why is it important for writers to be deliberate in their use of language?

Digital Ecosystem – *Teacher as Architect*

Interconnected Learning Management System and Student Information System for Data Reporting and Personalization

Grade Center : Full Grade Center ▾

When screen reader mode is on, the Grade Center data appears in a simplified grid. You cannot freeze columns or edit inline, making it easier to navigate using the keyboard. To enter a grade, access a cell's contextual menu and click View Grade Details. When screen reader mode is off, you can type a grade directly in a cell on the Grade Center page. To enter a grade: click the cell, type the grade value, and press the Enter key to submit. Use the arrow keys or the tab key to navigate through the Grade Center. [More Help](#)

Create Column Create Calculated Column ▾ Manage ▾ Reports ▾ Filter Work Offline ▾

Word of the Di	"Where Have 1	Student Vision	Parts of Speec	Parent Vision .	E
2.00	7.00	0.00	8.00	0.00	1
0.00	5.00	10.00	8.00	10.00	1
10.00	8.00	10.00	9.00	10.00	1
10.00	9.50	10.00	8.00	10.00	1
6.00	7.50	10.00	8.00	0.00	0
2.00	6.50	10.00	2.00	0.00	1
10.00	8.00	5.00	2.00	10.00	1
10.00	9.00	10.00	10.00	10.00	1
4.00	7.50	10.00	7.00	10.00	1
6.00	8.50	0.00	7.00	0.00	0

What does it take to get the handshake at graduation?



Digging Deeper Resources

<http://frasercbl.weebly.com/>

Questions