ACHIEVEMENT, LEARNING & LEADERSHIP

VISION
We are a dynamic, collaborative community of energized educators, engaged students and supportive partners with a passion for continuous learning.

MISSION
Achievement, Learning, & Leadership utilizes evidence-based curricular resources, instructional practices, and professional supports to ensure rigorous learning outcomes for the District 11 community, resulting in prepared, productive, informed, and engaged citizens.

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NATIONAL PUBLIC SCHOOLS WEEK
FEBRUARY 24-28

America’s public schools educate nine out of ten students in the United States, regardless of ability, wealth, language, religion, or country of origin, to prepare them for future endeavors.

Show your support of public schools and learn more at:
publicschoolproud.org | d11.org | ourschoolsourcommunity.org
#PSW20 #COSchoolsProud
K-12 SCHOOLS
Sherry Kalbach, Executive Director of K-12 Schools

Strategic Plan Celebrations:

- The Peak Vista Community-Based Health Center at Mitchell High School is open for business!
- Achieve Online and select staff have been chosen to present in Portland, Oregon, in February, due to their successful work with FuelED/Brightspace as an exemplar in the areas of blended and online learning! They have the second-highest SAT scores of alternative education campuses in Colorado during the 2017-28 school year!
- Work-based learning is under way in District 11! Melissa Smith, located at the Roy J. Wasson Academic Campus, has recently placed four students in paid internships at elementary schools in District 11. These students were taught and coached through the D11 Pipeline to meet the needs of hard-to-fill positions.

Collaborative Culture:

We are excited to announce that Queen Palmer, Monroe, Adams, and Wilson are nominees for the 2019-2020 Capturing Kids’ Heart National Showcase School. (Wilson and Adams are repeat nominees!) The staff, students, parents, and community are a testament that meaningful relationships and student empowerment grow a community of learners.

Engage Coaching Strategy:

You've held mid-year reviews, and you've identified gaps that exist in the teacher rubric. How do you use that information to identify the most high-leverage topic(s) for professional development?

- Gather data: review your observation and feedback notes to identify trends
- Identify core trainings for the following sub-groups: new teachers, struggling teachers, veteran teachers, instructional leaders, paraprofessionals, and other support staff
- Calendar and plan: when will you find the time for these needed PD sessions? Who is the best instructional leader to facilitate each training (think internal and external)?
- Consider implementation: what will you look for in classroom observations to let you know the impact the PD is having? How will you (or others) provide follow-up coaching?

Equity in Education:

As we continue this learning journey together, we recommend the following readings:

As you peruse the recent newsletter submissions or shared calendar from the C&I team, you will notice many ways in which this team devotes time to serving the needs of schools and their educators. The team has been honored to work with many school teams the past month through joining PLC meetings, sharing resources/strategies through personalized learning/School Retool leadership support, offering “coaching in” sessions through our partnership with Dr. Katherine McKnight of Engaging Learners or following up with the Depth and Complexity professional development opportunities thanks to a great collaboration between C&I and the Gifted and Talented team. Ongoing supports across multiple sites also include mathematics literacy, AVID program improvement coaching, implementing StudySync or the new science kits, as well as how to leverage arts programming for whole student learning. Most of the service delivery is based on requests from schools and their leaders. If you have not sent a request to work with our team, please feel free to reach out to any one of us.

We have added a few updates that may be of interest:

- Special thanks to the Howbert staff for their great work on the January PD day with the CDE Standards 2020 modules. They provided us team with some great questions that have been added to the FAQs for the standards transition process. These new questions can be found on our C&I temp site> click 2019-202 SY> then click the Frequently Asked Questions button.

- We have added teacher task activities to underscore the key learning all teachers should know from CDE Modules 7-11. If you visit the main Small Bites Seminar Series main page and scroll down to the last section of the table—you will see the link to the PowerPoint and Note catcher outlining these teacher tasks.

- With the Graduate Profile poster delivery, we will be adding many more supports to how to operationalize these important driving documents in our instructional core planning. To this end, the updated Personalized Learning webpage has more detailed resources for your reference and there will be many more to come throughout this semester and into the fall. This is not a “product” focus or a “thing” to implement. It is a way that we ensure Best, First Instruction and accompanying interventions meet all students needs and we ensure a whole child, deeper learning focus that embeds these essential skills.
**GIFTED & TALENTED**

**Kristin Balsick, GT Facilitator**

**Gifted Magnet Program** information and applications can be found at [www.D11.org/GMP](http://www.D11.org/GMP). The Middle School information nights were held in January and the Elementary Information Night is Feb. 27. Please contact the Gifted Resource Teacher at each school to schedule a shadowing appointment.

**D11 GT and Bemis School of Art** at the Fine Arts Center at Colorado College partner each semester to offer classes to 3rd-8th grade students who demonstrate talent in art. D11 GT offers a limited number of partial scholarships for those in need. Classes are held after school hours and transportation is not provided. Visit [https://www.d11.org/Page/12251](https://www.d11.org/Page/12251) for a list of classes.

**Beyond Giftedness Parent Mini-Conference and Teacher Opportunity:**
We are pleased to offer FREE transportation for 30 parents to attend the Beyond Giftedness Conference at the Arvada Center for the Arts on Friday, February 28, 2020. Information has also been sent inviting non GRT/GMP staff to register.

- Conference information can be found by visiting: [http://ourgifted.com/](http://ourgifted.com/)

**Discussion Group for Parents of Gifted Learners:** Registration is now open for parents to attend a FREE 6-week discussion with other parents of gifted students. Participation includes the book, *A Parent’s Guide to Gifted Children* and a membership to SENG. Please visit [www.D11.org/SENG](http://www.D11.org/SENG) for more information.

**Legislative Day 2020 at the Capitol: Celebrating Excellence:** 8th - 12th grade gifted students are encouraged to register. More information can be found at [http://www.coloradogifted.org/legislative.html](http://www.coloradogifted.org/legislative.html)

ENGLISH LANGUAGE ARTS
Mykel Donnelly, ELA Facilitator

The ELA team has been and will continue to focus on supporting small teams of teachers as they plan for 2020 standards implementation. Developing common formative assessments, aligning curriculum, and reflecting on student data has been driving our conversations.

Our work with Dr. Katherine McKnight and Engaging Learners continues at Mann Middle School this month. Dr. McKnight will be planning, co-teaching, and modeling best first instruction with a focus on learning centers. Teachers will have the opportunity to reflect on their learning in a post-conference. The full experience will be recorded with the intent to build a coaching resource library that can be utilized in the future by administrators and teachers for professional development.

SCIENCE & HEALTH
Darian Founds, Science/Health Facilitator

Formative assessment aims to link instruction to learning but in order to do so teachers should provide students with the opportunity to make their thinking visible, engage in sense making with classmates, and refine ideas over time. Selected response assessments have their place in the learning environment but lack the ability to foster the attributes reflected in the D11 Graduate Profile and meet the student performance expectations of the standards.

Here is an example of how authentic formative assessment fosters “science talk” in the classroom and allows students and teachers to support one another in development of true scientific understanding.

In a primary classroom students are provided an illustrated set of cards and asked to sort them into “animals” and “non animals.” During this activity, the teacher can circulate around the room to get an idea of student thinking. Students then share ideas and revise their thinking. After coming to a consensus on the two piles, students are then encouraged to write a rule on how to classify living things as an “animal” or “non-animal” and then once again engage in ideating and revising their rules until the class comes to a scientifically sound rule which can be applied to this process.

If your department or staff is interested in learning more about how to utilize authentic formative assessment in the science classroom, contact Darian Founds at darian.founds@d11.org or 520-2034.
Becoming Literate, Like a Mathematician (Part 4)

This is a fourth note about how the eight Standards for Mathematical Practice (SMPs) provide a basis for developing K-12 students’ disciplinary literacy in mathematics. (Links to the previous notes in this series: Sept. Nov. Dec.)

A fundamental habit of mind mathematicians use for analytic thinking is expressed in SMP 8, Look for and express regularity in repeated reasoning. When engaging with a new investigation or problem, mathematicians often build their understanding by exploring examples they have created with deliberately selected conditions or values. They will look for patterns or repeated regularity in their reasoning across these examples to form conjectures or generalizations.

We can foster students’ development of this practice by encouraging that they experiment with values during problem solving. This idea might remind you of a technique called “guess and check” but looking for regularity in repeated reasoning and generalizing about patterns of thinking is a bit more sophisticated than just repeated number crunching.

Here is an example of this practice with a task that requires producing an algebraic equation: Over three weekends my daughter earned $192 babysitting. During the first weekend, she earned one-third as much money she earned during the second weekend. During the third weekend, she earned the same amount as the first two weekends combined. Create an algebraic equation that models this situation.

Rather than immediately try to “define a variable” and attempt to translate directly from text to symbols (which would likely cause many students to either freeze, flail, or flee), instead try to build understanding of relationships between quantities by experimenting with some “friendly values”.

Experiment 1: Suppose on weekend #1 she earns $10. This is one-third of weekend #2 earnings, so weekend #2 earnings must be $3 \times 10 = 30$. Weekend #3 earnings are equal to the first two earnings combined: $10 + 30 = 40$. In this experiment, her total earnings are $10 + 30 + 40 = 80$.

The result from this experiment is much less than $192$ but getting the right values on the first try (or in any subsequent try) is not our goal. Instead, we are working to create an algebraic equation. To get there we pay attention to the structure of our thinking as we support our comprehension of the text with friendly numbers. Click here to see Experiment #2 and the generalization of repeated reasoning with this example.
Dr. Pedro Noguera is the Peter L. Agnew Professor of Education at New York University and the Executive Director of the Metropolitan Center for Research on Equity and the Transformation of Schools. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as demographic trends in local, regional, and global contexts.

In his writings and presentations, Noguera speaks of the core value of educator and student relationships and the power of teacher expectations in influencing student performance. Skilled teachers build students’ strengths into confidence and competence. Using his own research and that of the University of Chicago, which identified five proven components of school-improvement efforts, Noguera developed 10 practices to promote achievement for all students.

1. Challenge the normalization of failure. Race and class should not predict achievement.
2. Stand up and speak out for equity. Schools must confront the ways in which some students are denied learning opportunities.
3. Embrace immigrant students and their culture.
4. Provide students with clear guidance on what it takes to succeed, including such things as study skills, “code-switching,” and seeing models of excellent work.
5. Build partnerships with parents based on shared interests. Faculties must be trained to communicate respectfully and effectively across race and class differences and work with parents to help reinforce school objectives at home.
6. Align discipline practices to educational goals. Get buy-in from all staff on expectations, values, and norms that reconnect students to learning, rather than exclude them from learning. Teachers must make education matter to students.
7. Rethink remediation and focus on acceleration. Monitor learning and provide access to enriched, rigorous curriculum with needed support and personalized interventions.
8. Implement evidence-based practices and evaluate for effectiveness. Consider such things as block scheduling, peer study groups, content literacy, extracurricular activities, and mentoring.
9. Build partnerships within the community to address student needs.
10. Teach to the way that students learn, rather than expecting them to adjust their learning to a rigid, set way of teaching. Teachers should focus on evidence of mastery and performance, viewing the work produced as a reflection of their teaching.
SOCIAL STUDIES
Joan Jahelka, Social Studies Facilitator

What is DL in Social Studies? The social studies have unique systems of analysis, allowing people across countries, cultures, and time to connect. By focusing on point-of-view thought processes and authentic analysis of primary source documents in all strands of social studies, students learn how to communicate thoughtfully as a historian, political scientist, economist, geographer, or behavioral scientist.

What is a Text? A text is any communication – spoken, written, or visual – involving language. This is an important delineation for social studies teachers. Here are some not-so obvious “text” examples in social studies.

Examples of Texts: Artifacts Census Reports Maps Diaries Podcasts Timelines Photographs Graphic Novels Charts & Graphs Newspaper Articles Political Cartoons Multimedia/Digital Texts

GLOBAL EDUCATION
Claudette Murtha, Global Education Facilitator

Many Spanish 1 classes are implementing new materials this semester. Full implementation will take place for the 2020/21 school year.

End of 3rd quarter writing assessments will take place again in all languages for Levels 1 and 2. Presentational Writing assessments show how the learner responds to a real-world situation in the target language. By the end of Level 2 students should be showing proficiency at the Novice High to Intermediate Low Level. Here is a link to more information on those descriptors.

Avant Assessment (Standards-based-Measurement of Proficiency) will be administered to students in all Level 3 classes and higher as well as Spanish-Speaker classes. These scores determine the level of proficiency of the students after a few years of language acquisition.

Each high school and North Middle School received a classroom library of intermediate level readers as we implement Sustained Silent Reading (SSR)/ Free Voluntary Reading (FVR).
Visual and Performing Arts has been exploring behavior as a Literacy through the work of the Kennedy Center Partners in Education Cohort from North, Russell, Bristol, Taylor and Columbia. Through a series of workshops and classroom observations, we are looking at how arts integration-based strategies, such as Acting Right, can encourage students and teachers to tap into a reflective brain rather than a reactive one. The next workshop series will be hosted in March.

Mitchell High School’s Dance Company was selected as 1 of 9 companies throughout our state to be perform on the Mainstage at the CoDEO (Colorado Dance Education Organization) State Conference on January 25th at the Colorado State University Dance Theatre. This is the first time District 11 has made it to State for dance!
PERSONALIZED LEARNING
Nicole Ottmer, Personalized Learning Systems Coordinator

As we begin to make instructional moves toward our D11 Strategic Plan through our D11 Graduate Profile, it is important that we speak from a common set of language. Did you know that personalized, deeper learning can empower opportunities for all to engage in the elements of the graduate profile?

What exactly does the term “personalized learning” mean within D11? Defining what it is and is not is a great starting point for conversations.

Click here for a larger, printable view of this graphic.

If you are ready to discuss entry points for your staff or staff members, please reach out to julie.johnson@d11.org or nicole.ottmer@d11.org
The CLDE office provides translation and interpreter services for limited English-speaking parents and community members.

According to the US Department of Education and the US Department of Justice, School districts must provide effective language assistance to limited English proficient parents, such as by offering translated materials or a language interpreter. Language assistance must be free and provided by appropriate and competent staff, or through appropriate and competent outside resources.

Schools must communicate information to limited English proficient parents in a language they can understand about any program, service, or activity that is called to the attention of parents who are proficient in English.

This includes, but is not limited to, information related to:

- Registration and enrollment in school and school programs
- Grievance procedures and notices of nondiscrimination
- Language assistance programs
- Parent handbooks
- Report cards
- Gifted and talented programs
- Student discipline policies and procedures
- Parent-teacher conferences
- Requests for parent permission for student participation in school activities

To request a translation of a parent communication or an interpreter for a parent meeting or school activity, please fill out the online Translation/Interpreter Request form on the Intranet homepage. ACCESS testing will conclude on February 14th. We should receive the ACCESS exam results for our English learners in late April. The ACCESS results are very important for our English learners as they help us determine appropriate ESL services, CLD teacher and EA allocations and funding resources. We appreciate all that school SACs do to ensure that the ACCESS exam is administered correctly.

The CLDE office and the Professional Development department will be providing Culturally & Linguistically Diverse professional development to support teachers in meeting their 45 CLD license renewal hours. Teachers should consult the Professional Development Website for training opportunities.
New EA Support Specialist Positions

This position is designed to assist Special Education Facilitators and district-level support teams in increasing responsiveness to school needs as they arise, provide training and modeling to school-level Educational Assistants, and support with implementation of accommodations and modifications in cluster schools. The SPED Department is in the process of hiring four EA Support Specialists, one per school cluster. Once hired, these new staff members will receive rigorous training to prepare them for their role. Training will include individual and group sessions focused on behavior modification, communication skills training, academic learning, and teaching strategies. Joanie Olds, who runs the Language Learning Lab, has developed this training and will take the lead on getting this new group off to a great start.

Once again, Special Education is proud to share that students from Mitchell High School will be presenting at the 2020 Conference on Inclusive Education in Denver, February 21st and 22nd. Congratulations!