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.
Celebrations:
- The ED team would like to thank a number of teams and departments for their support of the ADB testing and data review cycles! The EDSS and C & I teams supported schools and PLCs through data analysis and professional development sessions, and the ACT team (led by Jeremy Koselak and Brenda Matznick) supported ACT schools in using their data to drive their work in improving student achievement.
- We are also seeing a number of celebrations of data analysis practice in schools! Principals and teacher teams used the data day to dig deeply into results, directly align their work with student outcomes on specific standards, and create quality re-teaching plans for those students in need.
- Sara Miller (Principal at Jackson) and Kevin Willis (Principal at Edison) have been working closely to create collaborative PLCs centered around AVID between both schools with a purpose of sharing the great things going on at each of the respective sites. At a recent visit, the principals at Jackson and Edison, along with the ED conducted classroom walkthroughs at Edison highlighting instructional practices and identifying opportunities to take AVID practices to the next level.

Engage Coaching Strategy:
- As the school year progresses and things get busy, attending to staff culture may fall off the radar a bit. Strategies for keeping staff culture at the front of our leadership efforts could include:
  - Calendaring specific times to write individual positive notes to staff and faculty members. Track who notes have been sent to so that all staff members get recognized over the course of a month or a quarter.
  - Build rituals to keep staff culture front and center:
  - Begin each staff meeting or PD session with peer recognitions around the school's core values
  - Include a recognition section at the beginning of each weekly staff communication
  - Schedule regular meetings with teachers whom you may not evaluate directly to check in. Agenda items to consider include: personal check-in, conversation about PD goals, student progress, and pain points or stressors.
- Need additional ideas for staff culture? Check out the Staff Culture tab of your spiral-bound Engage Coaching book!

Equity in Education:
- The ED team and David Engstrom attended a training at the NYC Leadership Academy in New York City entitled Coaching for Equitable Practices. The objectives of the training were as follows:
  - Explore experiences and implications of racial identity and privilege
  - Unpack equitable practice: What does it look like and what does it entail?
  - Apply fundamental coaching skills to support shifts in practice
  - Create conditions for coaching moving forward
  - Moving forward it is our goal to begin to coach our leadership around having conversations around equity as we finalize our Equity Policy.
As we enter the time between Thanksgiving and winter break, it is always a good time to pause/reflect on many reasons to be thankful. I am thankful for many things but 2 come to mind right away:

1. The CI&I team and their never-ending willingness to shift and respond to needs of schools as we embark on establishing a dedicated department focusing on standards, curriculum and instruction in all disciplines. This work includes a large amount of shifts and this team continually keeps the team’s WHY as their focus: **To serve as learning leaders that empower educators to reach their highest potential for student success.**

2. I want to also share my thanks to the current Aspiring to Leadership cohort for having me at their recent training session.

I shared the “Top 10 List” of things you need to know about the basis for instructional leadership in D11 at this time of standards transition. This presentation outlines the 10 key points essential to understanding the direction D11 is taking to establish the Tier I instructional core in all 16 subjects within 8 sets of state standards. I invite everyone to reference this presentation and the mini-activities included to understand the key elements to keep in mind for the remainder of this year. Of course, as always, feel free to contact me for any questions you may have.

Presentation can be found at our C&I temp site: [www.tinyurl.com/d11Candi](http://www.tinyurl.com/d11Candi) under the **C&I district training button** Scroll down after the listing of the K12 sessions and look for the 'November Aspiring to Leadership’ button.

Team shared calendar can be found here:
Becoming Literate Like a Mathematician (Part 3)

This is the third note in a series describing how the eight Standards for Mathematical Practice (SMPs) provide a major avenue into developing K-12 students’ disciplinary literacy in mathematics. (Here are links to the previous two notes: September, November.)

A fundamental aspect of disciplinary literacy in math lies in reading and interpreting mathematical representations, in a variety of ways, to make connections between representations that may appear very different but that are conveying the same information. This disciplinary literacy quickly extends into mathematical writing/speaking skills where one is transforming representations into different but equivalent forms. The seventh Standard for Mathematical Practice, Look for and make use of structure is at the heart of developing this aspect of disciplinary literacy in math.

The following gives an algebraic example for the basis of an instructional routine, called Connecting Representations, that can develop and exercise this sort of literacy:

“Which expressions match which descriptions? For the unmatched expression, create an appropriate description.”

<table>
<thead>
<tr>
<th>A. ((2x^2y)^3)</th>
<th>1. Two times the product of (x)-squared and (y)-cubed.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B. (2(x^2y)^3)</td>
<td>2. The product of two (x)-squared and (y), raised to the third power</td>
</tr>
<tr>
<td>C. (2(x^2y)^3)</td>
<td></td>
</tr>
</tbody>
</table>

The true power of this routine is only realized through teacher facilitation of students’ dialog and debate around the question, thereby supporting students in being disciplinary thinkers and speakers. Click on the following links to review additional examples that could be the basis for this sort of routine: ConnectingReps1, ConnectingReps2

Though examples given here have been algebraic so far, making connections between mathematical representations of course should occur in many ways throughout the elementary grades. One method that is especially fun is a version of the routine Number Talk that is based on displays of dots. In this routine a display of dots is flashed long enough for children to “take a picture with their brain” but not long enough for them to count all the dots. This causes children to look for structures or patterns in the display in order to mentally calculate the number of dots. The teacher’s role is to facilitate students’ articulation of their thinking about structure (“how they saw the dots”) and to support students in transforming that thinking into mathematical representations, both geometric and arithmetic. For more, please see the example in the sidebar.

In summary, from the text of SMP 7: “They (students) also can step back for an overview and shift perspective. They can see complicated things … as single objects or as being composed of several objects.”

Watch Jo Boaler facilitate a discussion about this display

Possible student responses:

“I saw 7 dots by thinking 2 + 3 + 2; the top, middle, and bottom rows.”
“I saw the 3 dots that form triangles on the left and right sides and then a dot in the middle, so \(3 + 3 + 1 = 7\).”
“I saw 5 dots in the middle, like the 5 we see on dice, and then extra dots on each side: \(5 + 1 + 1 = 7\).”
ENGLISH LANGUAGE ARTS
Mykel Donnelly, ELA Facilitator

The ELA team has been working to develop skill and standards-based curriculum maps for the middle school teams. The initial drafts of these maps are aligned with the College Board Pre-AP Frameworks and will support teachers in delivering best first instruction. Teachers and principals will review the documents and provide frequent feedback as we continue the development process.

We are also continuing to support teachers with the StudySync implementation and making strong connections to the work Dr. McKnight has established around learning centers. Providing demonstration lessons at school sites has stretched teachers thinking and creativity around how they utilize StudySync as a resource.

SCIENCE & HEALTH
Darian Founds, Science/Health Facilitator

- Over 35 D11 educators attended the CO Science Conference and attended sessions ranging from a broad scope of topics including equity, pedagogy, science content, and much more. At the conference, Brenda Holmes-Stanciu was recognized by the Colorado Association of Science Teachers for the AVS Excellence in Science Teaching Award.

- Challenger Learning Center received a generous donation from Lockheed Martin which will allow D11 to expand the existing half-day Mars mission for eighth grade students to a full day program. The additional programming will include a planetarium show and activity in the STEM lab.

- The first iteration of the D11 middle school science scope and sequence aligned to 2020 CO Science Standards is available at https://www.d11.org/Page/5078. This document will be revisited, revised and added to as the 2020 standards are implemented.

- “Inclusive approaches to science instruction can reposition youth as meaningful participants in science learning and recognize their science-related assets and those of their communities.” -From STEM Teaching Tools Practice Brief 15. Read more HERE.
Cognitive Abilities Test (CogAT) score reports will be mailed to the parents of each 2nd grade student who took the test during the October/November assessment window. Reports will also be sent to schools with the intent that they be placed in the student’s cumulative file. Students who scored a 95th percentile or above in the Verbal, NonVerbal, and/or Quantitative batteries will be recommended for a gifted review for formal identification. Students who scored 85th percentile or above in any battery will be considered for a talent pool designation. All students who completed all three batteries receive an Ability Score Profile. This information containing a brief description of the students learned reasoning abilities is a helpful guide to personalize instruction.

https://www.riversideinsights.com/apps/cogat

The Gifted & Talented and Curriculum & Instruction Departments have united their resources and efforts to offer Depth & Complexity training for a cohort of 70 staff PK-8th grade teachers and administrators. Staff will be trained to use visual prompts designed to help students go beyond surface level understanding of a concept and enhance their ability to think critically. These critical thinking tools help students dig deeper into a concept (depth) and understand that concept with greater complexity.

Laura Dragoo from Freedom Elementary was a first-place winner in the 2019 Colorado Association for Gifted & Talented (CAGT) art contest. Her winning artwork is displayed in the Gifted & Talented office. She will be recognized during the Board of Education meeting on December 11.
SPECIAL EDUCATION
Pier Abbott, Special Education Post School Facilitator

Educational Assistant Support Specialist Position
Our department has finalized planning for four new “Educational Assistant Support Specialist” positions. We will add one position to each of our cluster support teams. Our EA Support Specialists will be highly trained members of their cluster team and will work closely with a facilitator to provide direct support to schools. Some training and job expectations include:

- Training and support to build capacity of EAs in schools
- Emergency student support when nurse or other critical staff is out of the building, or under other special circumstances
- Brief transitional work with newly enrolled student(s) who have high needs
- Participating as a member of a cluster team made up of Behavior Interventionists, Instructional Coaches, Assessment Psychologists, and Facilitators
- Reporting directly to the Facilitator in the cluster they serve, with some work being directed by other licensed staff in their cluster
- Instructional support with implementation of accommodations and modifications; ABLLS (Assessment of Basic Language and Learning Skills) administration

Transition Services:
Transition services are special education services for students aged 16 and above. Transition services focus on three areas: Education/Training, Employment, and Independent living. These services are to provide opportunities for students to plan and prepare for adult life and are to help guide the bridge to the next step as adults.

The post high school transition program in D11 serve students after high school who could benefit from continued time in special education programming. This program is community-based with an emphasis on connecting youth and families to adult resources and services, including postsecondary education and employment opportunities. Contact your child’s special education teacher for more information.

The goal of all transition programming is to improve post school outcomes for students. This includes increased enrollment in colleges and universities, higher rates of competitive employment and increased levels of independence. The following links will provide more information on the D11 website and the CDE website.

D11 Special Education

7 CDE Secondary Transition
These are exciting times in District 11 as we begin putting our Strategic Plan and Graduate Profile into action, and as we work toward our call to provide personalized learning at every school, for each classroom and student in D11. With these major shifts toward learner centered practices, come many questions. Some of the most frequently asked questions we hear include defining personalized learning in D11, what evidence supports the methods and what steps we can take in making these shifts.

Let’s first dive into defining personalized learning in D11. While there isn’t one common definition across all school systems, there are commonalities among them that speak to the agency and multiple ways learners can achieve and demonstrate mastery. We offer these two definitions as commitments in D11’s ongoing engagement in this work:

*Personalized learning is a progressively student-driven model in which students deeply engage in meaningful, authentic, and rigorous challenges to demonstrate desired outcomes.*

*Personalized learning is students having access to what they need, when they need it, without barriers.*

Common and critical in both definitions is empowering agency for students to own his or her learning. We cannot personalize for someone else. Rather, we create conditions and opportunities for a learner to personalize for themselves. Common misconceptions include that personalized learning equates to using technology, that it is an opportunity reserved only for some, or that it is a low rigor free for all with limited accountability. These are inaccurate conclusions regarding personalization, and a helpful set of statements about what personalized learning is and is not can be found [HERE](#).

As educators plan for personalized learning, a host of questions are considered to design and employ the method that best fits the specific context of the learning outcome. Considering these questions, factors can be intentionally planned for to determine the balance of teacher generated to student generated components. EdWeek published an article that [can be found here with the questions an educator ponders](#) when designing learner centered experiences.

As always, please call or email with any questions. We look forward to working with you.

* (Learning personalized: The evolution of the contemporary classroom)

For the most up to date happenings, stories from schools and more, follow D11’s Personalized Learning Twitter account

[@D11personalized](#)
GLOBAL EDUCATION
Claudette Murtha, Global Education Facilitator

Global Education had seven teachers of Spanish for Spanish Speakers classes meet at Tesla to review the following for these courses: course titles, student placing and registration and unit plans. It was decided that we will put through approval the following changes:

- Spanish for Spanish Speakers 1 /2 will be called Spanish for the Proficient Learner as this reflects students who already have an intermediate mid-level of proficiency in at least one area of communication. Click HERE then scroll down to page 39 for a description about the proficiency level for this class.

- Spanish for Spanish Speakers 3 /4 will be called Spanish Language Arts to reflect the further development of this language through writing and literature. This is similar to what students learn in their English Language Arts classes. Students in this class are already at an intermediate – mid level of proficiency in at least one area of communication.

- After completing one or both of these classes, students are encouraged to enroll in AP or IB Spanish classes to further pursue Seal of Biliteracy requirements and higher level language learning.

- Updated unit plan overviews, based on new 2020 standards, will be available for view on our D11 website after the course name change has been approved by the BOE.

- D11 is the first in the State of Colorado (and possibly the 1st in the nation) to offer these courses with these titles and content. Lulu Buck from CDE came down from Denver to help facilitate these much-needed changes.

- Placements protocols will be in place for these classes beginning 2020/2021 school year.

We are gearing up for end-of 3rd quarter Level 1 and 2 presentational writing assessments. We will look at writing samples from last year in PLC’s to set norming practices for grading.

Data for the STAMP (Standards-Based Measure of Proficiency) will be available before winter break to World Language Departments and then Principals (by request). This valuable data shows how D11 students compare to other students across the nation, in regards to language proficiency in four areas (reading, writing, listening, speaking) after completing at least three years of language study.

UPCOMING

12/12 STAMP data released.

End of 3rd Quarter – presentational writing assessment in Levels 1 /2 and 3 /4 classes.

02/20-02/22 - CCFLT (Colorado Congress of Foreign Language Teachers) annual conference in Loveland, Colorado.
The CLDE Office has submitted a proposal to CDE to approve our Colorado Springs School District 11 45 CLD Professional Development Course pathway. While we wait for approval from CDE, the CLDE office will continue to provide CLD trainings for teachers to use towards their 45 CLD hour requirements. The professional development office will also be providing CLD trainings for teachers so that we have a variety of offerings available to meet our diverse needs.

The CLDE office was able to provide interpreters in a variety of different languages to support parents during Parent Teacher Conferences in October. We want to thank our principals, teachers and support staff for requesting interpreters so that our parents are able to stay up to date on their student’s academics.

Both Imagine Learning and I-Ready mid-year assessments will take place in December. We are eager to see the progress that our English learners are making on these online supplemental programs.

We are partnering closely with our Imagine Language and Literacy program pilot schools each month. We are excited to see that our Kinder through 8th grade newcomer English learner students are staying engaged with the program and making progress that support their attaining English. This partnership and school visits will be instrumental in determining if we move forward with formally adopting the program.

The ACCESS for ELLs exam will start in January and so we will be concentrating on making sure that we are expediting our identification process so that all identified students are able to participate in the exam. ELL teachers will be taking the ACCESS modules that are required by EDSS and CDE to become certified to administer the tests.

The CLDE office is tracking CLD teacher and EA allocations and will be in contact with school administrators in the event that there may be changes in a school’s allocation. Typically, CLD teacher and EA allocations are due to HR in January.