Canton City School District

How We Have Evolved in our Implementation of Standards-Based Instruction: Systemic Change for Compliance to Effective Practice
And so did we.
Systemic Change:
A Journey from Compliance to Effective Instruction
What systems did we put in place?

System One: Professional Development
System Two: Pilot Schools
System Three: Curriculum-Based Teams
System Four: Classroom Support
System Five: Teacher Collaborative and OIP
Restructure of district: Brighter Tomorrow Plan: **ECA Academy pilot**

- **October 2014**: Superintendent Allison shares SBI vision and goals with district administration.
- **February-May 2015**: PD begins with principals.
- **March 2015**: Standards-Based Instruction (SBI) vision and goals with district administration.
- **March 2015**: Begin standard progression drafts through curriculum-based teams.
- **August 2015**: Clear roadmap shared with the district administration - “Triple Play”

Standards-Based Instruction Walkthrough data designed and collection began (DLT/BLT)
Student Leaders present to administration and stress the importance of being an assessment-capable learner.

Waiver Day: Progression and lesson design PD
- 3rd-5th Grades
- 6th-8th Grades

Principal PD sessions on Assessment.
Professional development sessions on examining/creating assessments:
- K-2nd Grade
- 3rd-5th Grade
- 6th-8th Grade

**Student Success Trackers** become focal point

Waiver Days: Focus on lesson design around SBI and UDL
- PreK-2nd Grades
- 3rd-5th Grades
- 6th-8th Grades

January 2016
- Begin focus on INSTRUCTION: coplanning with UDL principles in order to formatively assess and instruct around appropriate level of standards

February 2016

March 2016

April 2016

May 2016
Jeanie & Nathan’s focus becomes co-planning and co-teaching to support teachers & give a “visual” of using success trackers & formative instruction.

Supporting principals to ensure they can be leaders within their buildings.

Begin teacher collaborative around high-impact standards.

How to make TBT relevant in order to mirror formative instruction & SBI practices?

TBT form w/ SBI guiding questions

Principal PD focused on creating success trackers; refine TBT process
I believe that it’s almost impossible for people to change alone. We need to join with others who will push us in our thinking and challenge us to do things we didn’t believe ourselves capable of.

- Frances Moore Lappe
Assessment Capable Learners

Educators who help their students become assessment capable learners have students who: know the learning target for a lesson, can describe where they are in relation to the criteria, and use that information to select learning strategies to improve their work.

I know the target for today!

I can describe where I am on the progression.

I can state the next steps!
Hattie’s Research: The Why

What Works in Raising Student Achievement?

- Student visible learning: 1.44
- Formative teacher evaluation: 0.90
- Acceleration: 0.90
- Feedback: 0.70
- Metacognitive strategies: 0.60
- Direct instruction: 0.60
- Peer tutoring: 0.50
- Parental involvement: 0.61
- Questioning: 0.40
- Writing programs: 0.44
- Cooperative learning: 0.41
- Integrated curriculum: 0.39
- Computer-assisted instruction: 0.37
- Inquiry-based teaching: 0.31
- Homework: 0.29
- Individualized instruction: 0.23
- Summer school: 0.23
- Class size: 0.21
- Co-team teaching: 0.19
- Mentoring: 0.14
- Ability grouping: 0.12
- Teacher subject matter knowledge: 0.09
- Summer vacation: -0.09
- Retention: -0.16
- Television: -0.14

How do we know what has the most impact?

- 0.40 = student learning accelerates
- 0.40 = students learn a year's worth of academic material over the course of one school year
- 0.00 = no effect on student learning
- <0.00 = student learning is negatively affected
**Exceeding Skills: One DOK level higher than Meeting**

<table>
<thead>
<tr>
<th>Standard # Standard:</th>
<th>Essential Questions:</th>
<th>Vocabulary:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing (D)</td>
<td>(DOK) Developing (D)</td>
<td>(DOK) Meeting (M)</td>
</tr>
<tr>
<td>Knowledge Targets:</td>
<td>(DOK) Knowledge Targets:</td>
<td>(DOK) Reasoning Targets:</td>
</tr>
<tr>
<td></td>
<td>(DOK) of Standard Performance:</td>
<td>(DOK) DOK + 1 Performance:</td>
</tr>
</tbody>
</table>

**Assessment:**
- Selected Response
- Written Response
- Verbal Performance
- Short Answer Checklist

**DOK - 1 Specific Skills**

**DOK of Standard Specific Skills**

**DOK + 1 Specific Skills**
It is a visible pathway through the success trackers. It is the progression. It is the success criteria. It is our “I can” statements / learning objectives. ALL ONE IN THE SAME
Creating Student Success Criteria Trackers
Visible Pathway—Your students need to be able to speak to it.

<table>
<thead>
<tr>
<th>Developing (D) Knowledge Targets: (DOK 1)</th>
<th>Meeting (M) Reasoning Targets: (DOK 2)</th>
<th>Exceeding (E) Performance: (DOK 3)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Define congruent: same size, same shape.</td>
<td>• State if two figures are congruent or not by proving the second can be obtained from the first by a sequence of rotations, reflections, and translations.</td>
<td>• Identify the flaw in a sequence that will prohibit an image being mapped to a given location.</td>
</tr>
<tr>
<td>• Use the symbol for congruent.</td>
<td>• Given two congruent figures, describe a sequence that exhibits</td>
<td>• Identify the properties between an image and preimage that are maintained during each step in a sequence of rigid transformations.</td>
</tr>
<tr>
<td>• Identify transformed figures as the result of a single rotation, reflection, or translation.</td>
<td>• Define a translation.</td>
<td></td>
</tr>
</tbody>
</table>

**Progression = Success Criteria**
Student Success Criteria Trackers

**John Sapphire 5 P’s to “criteria for success”**:  
- Public  
- Precise  
- Prior  
- Printed  
- Present in models of work
### 5.NF.4b Success Criteria Tracker & Lesson

**Visual Exemplars**

<table>
<thead>
<tr>
<th>Level</th>
<th>Visual</th>
<th>I can……….</th>
<th>I had a misconception</th>
<th>I was successful</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Developing</strong></td>
<td><img src="image" alt="Visual Exemplar" /></td>
<td>Find the area of a rectangle that is 4 by 6 1/2.</td>
<td>I can draw a rectangle for whole side length by a fractional side length with the correct fractional tile.</td>
<td>I can successfully find the area of a rectangle with fractional side lengths.</td>
</tr>
<tr>
<td><strong>Meeting</strong></td>
<td><img src="image" alt="Visual Exemplar" /></td>
<td>Find the area of a rectangle that is 1 1/2 by 2 1/2.</td>
<td>I can draw a rectangle for fractional side length by a fractional side length with the correct fractional tile.</td>
<td>I can successfully find the area of a rectangle with fractional side lengths.</td>
</tr>
<tr>
<td><strong>Exceeding</strong></td>
<td><img src="image" alt="Visual Exemplar" /></td>
<td>Find the area of a rectangle that is 2 by 3 1/2.</td>
<td>I can correctly show and label a rectangle with correct fractional piece and visual representation of distributive property.</td>
<td>I can successfully find the area of a rectangle with fractional side lengths.</td>
</tr>
</tbody>
</table>

**Targets listed in the order of instruction.**
Student Success Criteria Trackers

● Mirror the progression
● Include explicit teaching for any potential misconceptions students might have
● Not have any instructional gaps between targets
● Use text AND images
● Include a space for student reflection
● Include the visible pathway of EMD
A teacher perspective of their instructional journey: Conrad
Creating Formative Assessments
Exit Tickets:
* align explicitly to each “box” of the tracker
* should inform the teacher’s next steps
* should provide the tool to give explicit feedback to record on the student success tracker
<table>
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<tr>
<th>Visual</th>
<th>I can...</th>
<th>I had a misconception</th>
<th>I was successful...</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing</td>
<td>Find the area of a rectangle that is 4 by ( \frac{3}{4} )</td>
<td>I can draw a rectangle for whole side length by ( \frac{2}{4} ) side length with the same fractional tiles matched to fractional side.</td>
<td>Exit Ticket</td>
</tr>
<tr>
<td>Meeting</td>
<td>Find the area of a rectangle that is 3 by ( \frac{3}{4} )</td>
<td>I can draw a rectangle for fractional side length by ( \frac{3}{4} ) fractional side length of the correct fractional tile</td>
<td>Exit Ticket</td>
</tr>
<tr>
<td>Exceeding</td>
<td>Find the area of a rectangle that is 4 ( \times ) ( \frac{3}{4} )</td>
<td>I can show that the area is the same as would be found by multiplying the side length.</td>
<td>Exit Ticket</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I can correctly show and draw the area of a rectangle with correct fractional pieces visual representation of distributive property.</td>
<td>Exit Ticket</td>
</tr>
</tbody>
</table>
Lesson 1: Draw a rectangle with the correct fractional tiles with a whole side length by a fractional side length.

Use your tiles if you need, then draw a picture of the rectangle that shows the whole number side lengths and label the fractional tiles.

You are trying to find the area of a rectangle that is $5\frac{1}{2} \times 2$.

UDL: We are not locked into paper & pencil formative assessments, but we need to ensure that we get and give feedback on the explicit learning target.
Classroom Support: Teacher support through co-planning, modeling, and feedback
A principal’s perspective: What our change looks like this year, on the ground...
Developing

- I can recall the parts of a drama (scene).
Structural Elements of a Drama/Play

- Characters
- Setting
- Dialogue
- Acts and Scenes
Developing

- I can recall the parts of a drama (scene).
#4 Stage directions

The instructions that tell the actors what to do on stage.
I can recall the parts of a drama.

Success Tracker

<table>
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<th>Visual</th>
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<td>I can recall the parts of a drama (scene).</td>
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List the structural elements of a play
Math Example
Standard 4.NBT.4 Fluently add and SUBTRACT multi-digit whole numbers using the standard algorithm.

<table>
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<tr>
<th>Developing</th>
<th>Visual Example</th>
<th>I can...............</th>
<th>Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>45,600 - 1200 = 44400</td>
<td>[Diagram showing place value circles and numbers]</td>
<td>I can subtract using place value circles to represent the first amount and then use the second amount to cross out.</td>
<td></td>
</tr>
</tbody>
</table>

- **Reflection**

  - When a digit in the first number is smaller I can unbundle to get 10 more before subtracting.

  - When a digit in the first number is smaller I can unbundle to get 10 more before subtracting and do this across zeros.
209,345 - 4,124 = 205,221

<table>
<thead>
<tr>
<th>HUNDRED THOUSANDS</th>
<th>TEN THOUSANDS</th>
<th>THOUSANDS</th>
<th>HUNDREDS</th>
<th>TENS</th>
<th>ONES</th>
</tr>
</thead>
<tbody>
<tr>
<td>•</td>
<td>•</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
<td>❌</td>
</tr>
<tr>
<td>2</td>
<td>0</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>
123,552 - 12,000 = 111,552

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<th>HUNDRED THOUSANDS</th>
<th>TEN THOUSANDS</th>
<th>THOUSANDS</th>
<th>HUNDREDS</th>
<th>TENS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1</td>
<td>1</td>
<td>5</td>
<td>5</td>
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</table>
31,256 - 20,134 = **11,122**

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<th>ONES</th>
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<tbody>
<tr>
<td>3</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Visual Example</td>
<td>I can.............................</td>
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<td></td>
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<th>TENS</th>
<th>ONES</th>
</tr>
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<tbody>
<tr>
<td>4</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>4</td>
<td>5</td>
</tr>
</tbody>
</table>
```

“I did it correctly by subtracting from each place value.”

“I need to fix…” OR “I incorrectly…”
Step 3 and 4

Planning Resources
- Progression
- Student Success Tracker
- Performance Level Descriptors
- Learning Styles
- UDL Principles

Meeting and Exceeding Task

Steps 1, 2

Formative Assessments/Entrance Exit Tickets/Pre-assessments

Reteaching

Steps 3 + 4

Step 3 + 4

Step 5

Standards-Based & TBT (5-step) Process
And now for the **TBT** cycle and form:

**Share aloud:**

How does it all fit together?

Think about your TBT folder. What expectations do you have for your teaching teams in regards to the TBT process and forms?

What systems have you designed in your buildings that are really effective? What does not work like you want it to work? What is driving you mad?

How do TBTs share information with BLT?

How does BLT provide feedback and support for teachers and TBTs?

One building’s example: compliance and effective practice samples

**TBT visual mapping prompts**
What We’ve Learned...
Our Struggles...

- Just because someone “gets it” conceptually does NOT mean they “get it” in terms of their practice.
- Getting teachers to think metacognitively, to think about their thinking, so that they can become better lesson planners has been a big struggle.
- Traditional teaching methods don’t meet the needs of MOST of our students. Teachers teach how they were taught.
Our Successes...

- Clarifying Instructional Goals
- Aligning Instruction and Assessment
- Professional Conversations about Grading & Effective Feedback.
- Modeling, Planning, & Co-teaching
  - This has proven to be the most effective means of instructional change
- Increase in growth mindset for both students and staff
‘The most valuable resource that all teachers have is each other. Without collaboration our growth is limited to our own perspectives.’

Robert John Meehan
Q & A
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