



## Taking Stock of Progress

*Board of  
Education  
March 5, 2018*

| Strategy: ***Learning***



| Tactic Leader: ***Jef Fugita***

Tactic: ***Transforming Student Task***



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## | Conversation Structure

1 What are we trying to do?

2 How are we trying to do it?

3 At any given moment, how will we know if we're on track?

4 If we're not on track, what are we going to do about it?



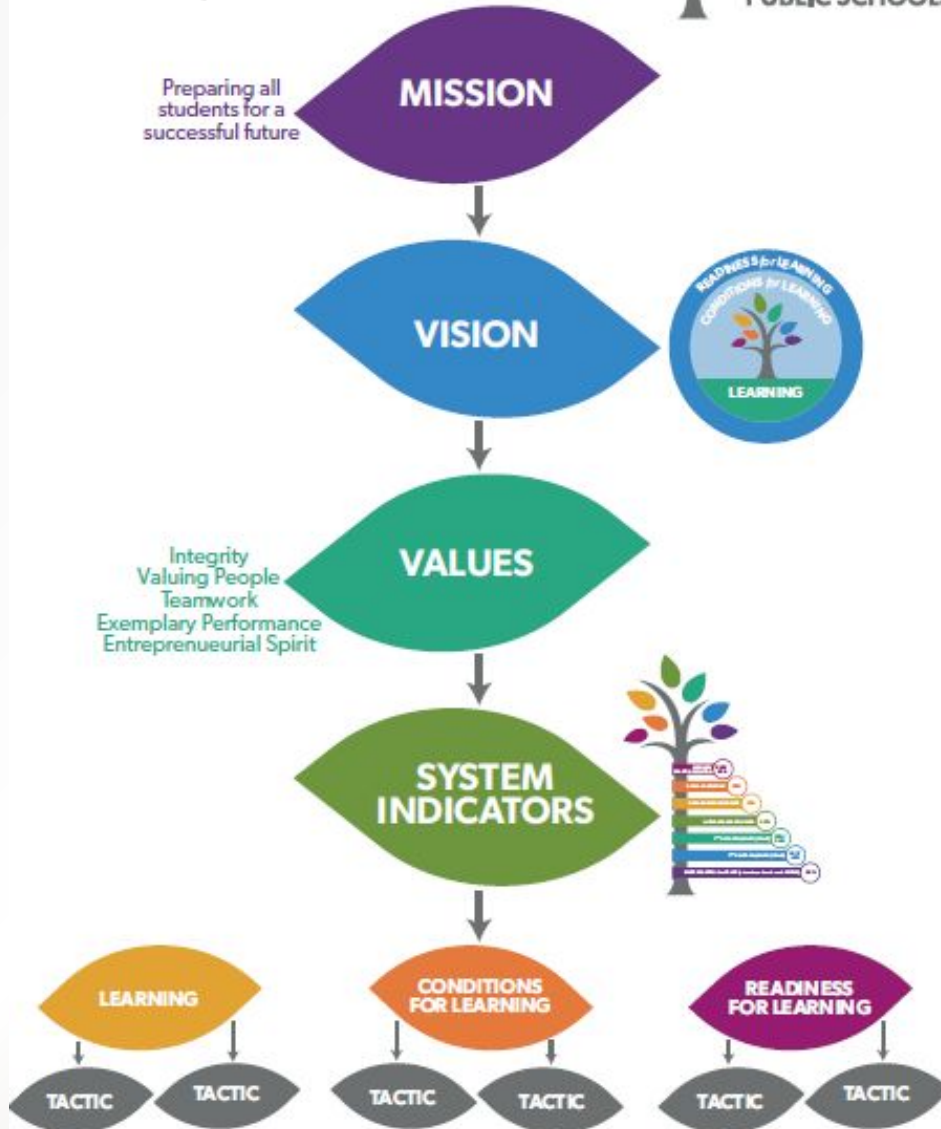


| Keeping Learning at the center



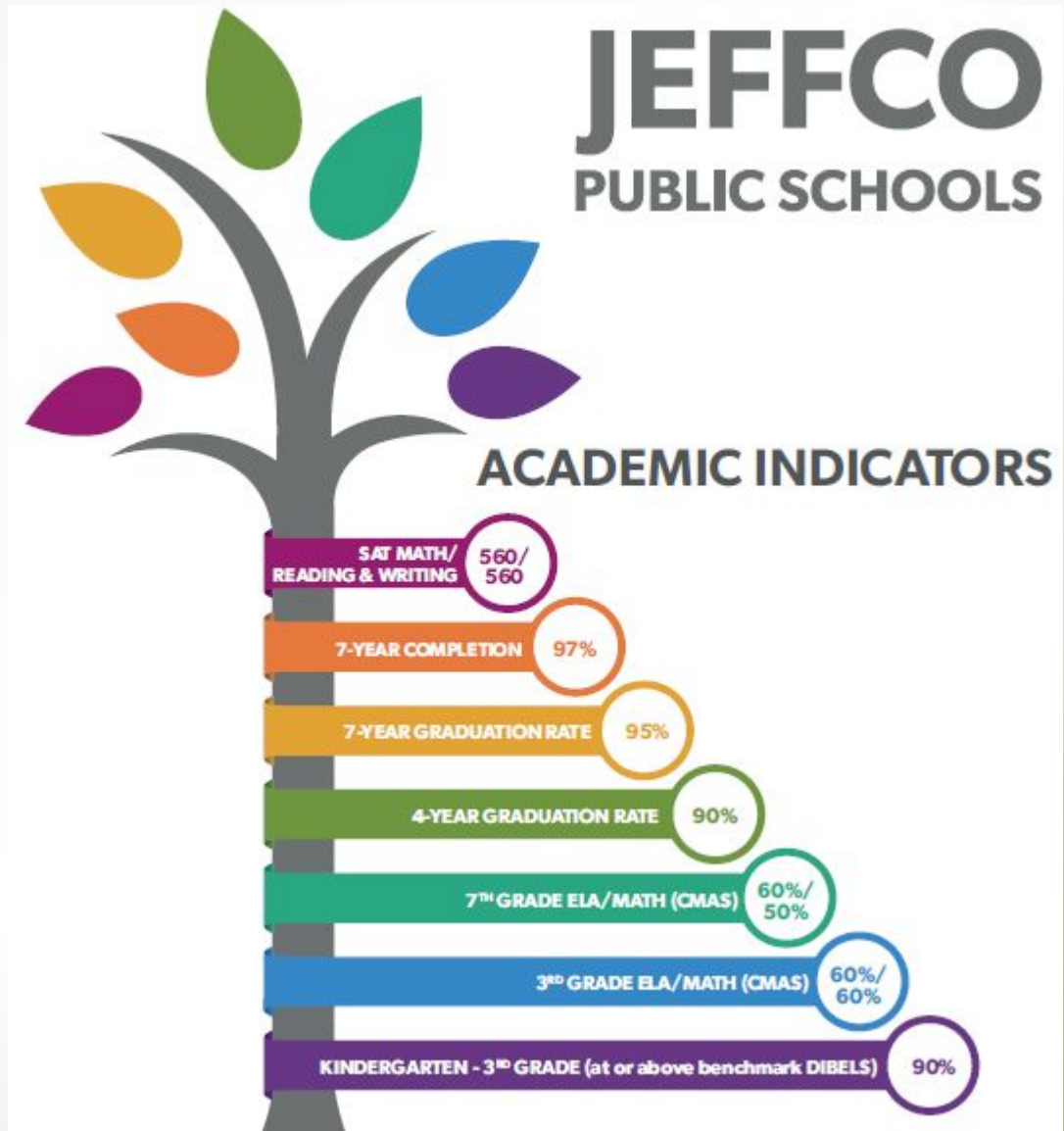


# Structure of the Strategic Plan





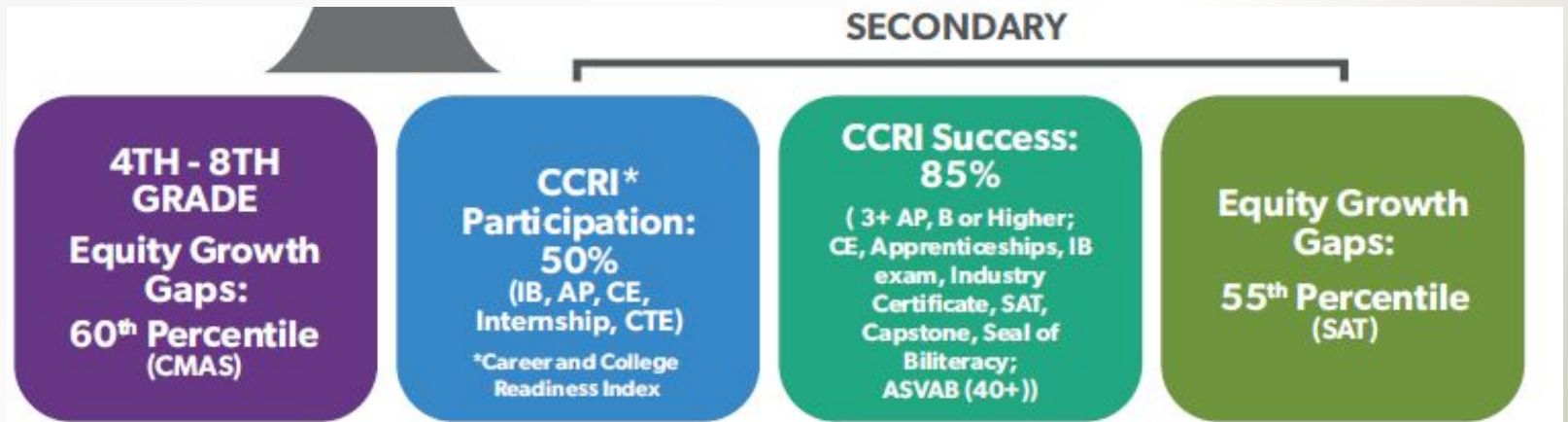
## | System Indicators



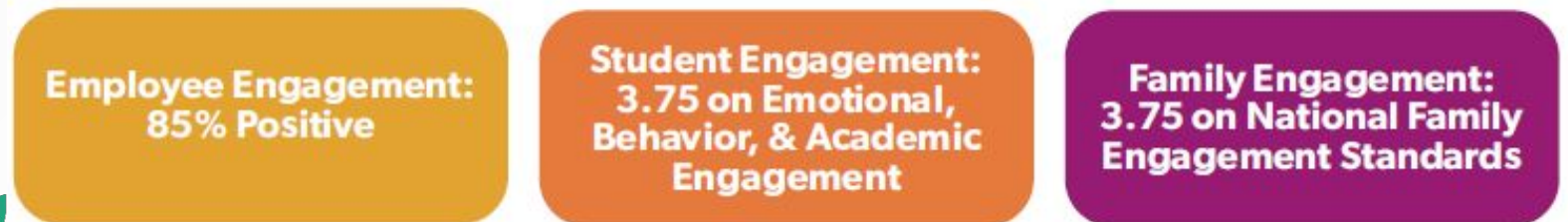




## | System Indicators



## NON-ACADEMIC INDICATORS



# LEARNING

## CREATE A PROFOUNDLY AUTHENTIC STUDENT EXPERIENCE

**TACTIC 1:** Transforming Student Task

**TACTIC 2:** Responsive Teaching

**TACTIC 3:** Customized Pathways

**TACTIC 4:** Technology to Transform Learning

**TACTIC 5:** Embracing the Full Range of the Human Experience

**TACTIC 6:** Student-Directed Learning





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## | Theory of Action

**IF** teachers are supported with models, resources, and learning opportunities to change student tasks incorporating high standards and Jeffco Generations skills **THEN** students will apply and use content knowledge and essential skills through relevant, engaging, and real world learning experiences.

## | SMART Goals

1. By 2022 the transform the task elementary index (MYVH) will be at least **3.18** (4 point scale)
2. By 2022 the transform the task secondary index (MYVH) will be at least **3.00** (4 point scale)





## | SMART Goals

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## | The Make Your Voice Heard Indices

### Elementary (12 questions)

- My teachers ask difficult questions in class.
- My teachers give me a chance to answer questions.
- My math work is challenging.
- The things my teacher asks me to write are challenging.
- The things I read in school are challenging.
- In my classes, teachers ask me to explain my thinking.
- What I learn in this class is useful to me in my real life.
- My teacher tells us what we are learning and why.
- My classes are very interesting
- My school work is meaningful to me
- My teachers make it fun to be in class.
- I just pretend that I am working in class.

### Secondary (14 questions)

- My teachers ask difficult questions in class.
- What I learn in this class is useful to me in real life.
- My math work is challenging.
- My writing assignments are challenging.
- The reading materials in my classes are challenging.
- My teachers know when the class understands, and when we do not.
- In my classes, teachers give students time to explain our ideas.
- In my classes, teachers ask me to explain my thinking.
- My teacher checks to make sure we understand what he/she is teaching us.
- My teacher tells us what we are learning and why.
- My teachers encourage me to do my best.
- When I am in class, I just pretend that I am working.
- My classes are very interesting
- My school work is meaningful to me





## | Theory of Action

**IF** teachers are supported with **models, resources, and learning opportunities** to change student tasks incorporating high standards and Jeffco Generations skills **THEN** students will apply and use content knowledge and essential skills through relevant, engaging, and real world learning experiences.

## | Milestones

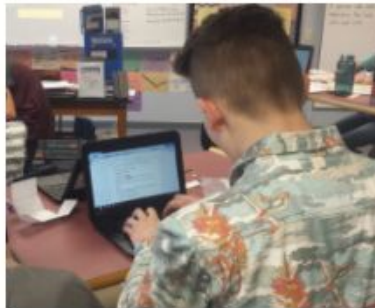
- Bright spot identification and documentation
- Monthly professional learning for instructional coaches
- Teacher outreach and input (500 teachers)
- Learning Lab classrooms in all schools



**“Gathering ideas from other teachers, professional development, observations”**

**“Time to observe other teachers who have been successful in a transformation”**

Bell Middle



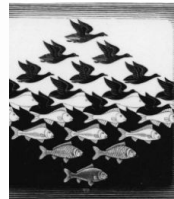
8th graders are learning about the California Gold Rush. They are designers of model train sets for San Francisco in 1849. They need to scale the models to HO for model trains. The colors need to match the colors of time, and sets need to be stores from the time.



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[Planning Small Wins](https://tinyurl.com/coach-tasks) - <https://tinyurl.com/coach-tasks>

- High Expectations, Connected to Curriculum, Standards, Generations Skills
- Student Choice
- Relevant, Real World, Authentic
- Problem Solving
- Collaboration
- Chance to practice vital skills and concepts
- Create a product/presentation





--- what else???



CURRICULUM Sitemap

When you upload a Resource or an Assessment in the Bridge to Curriculum, you are eligible to win a classroom mini-grant of \$100! Each time you enter a Resource or Assessment, put your name into the form below and you will be entered into a monthly drawing.  
[Directions for uploading here.](#) Questions? Ask [here](#)  
Fill out this [Google Form](#) to be entered into a monthly drawing!

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## | Leading Indicators

- Number of schools sharing examples of “transformed tasks”
- Number of teachers sharing resources in Bridge to Curriculum
- Number of schools participating in Learning Labs







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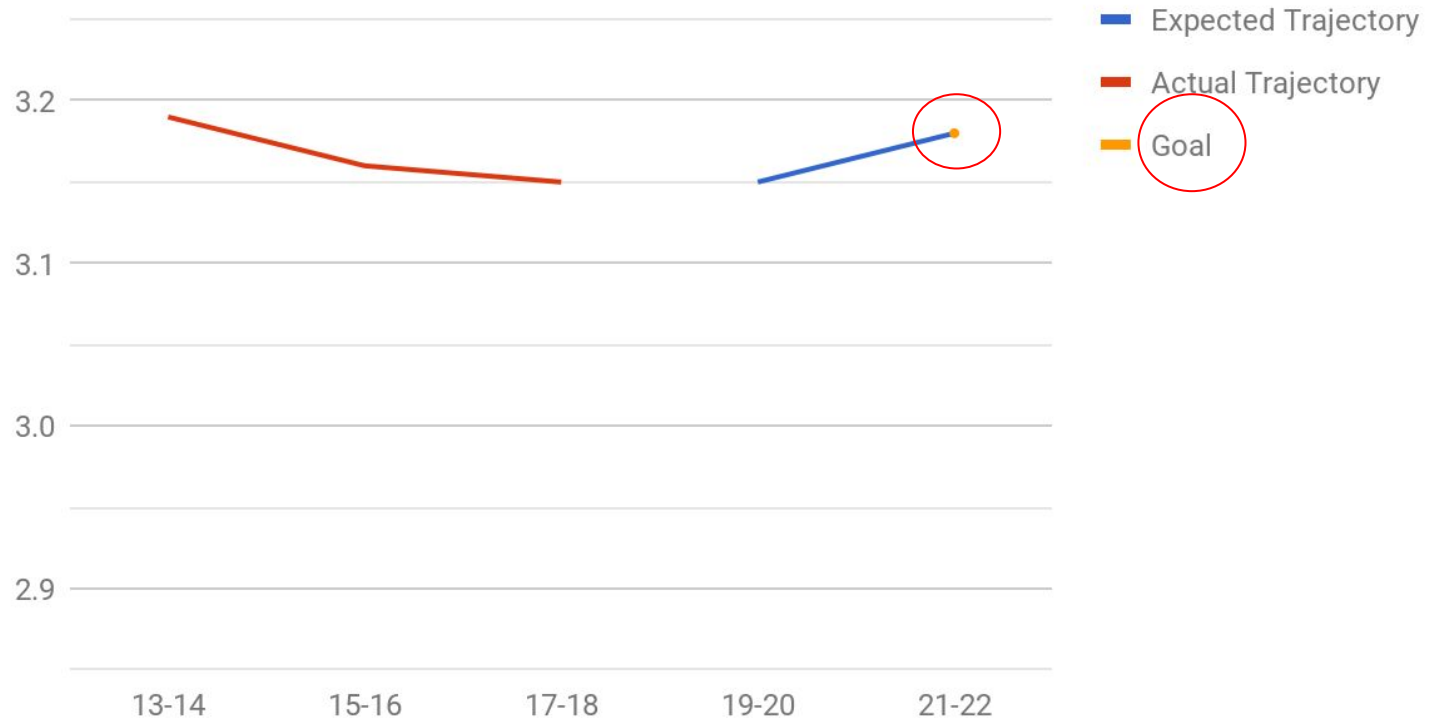




## SMART Goal

By 2022 the transform the task elementary index (MYVH) will be at least **3.18** (4 point scale)

### Transform Student Task (Elementary)

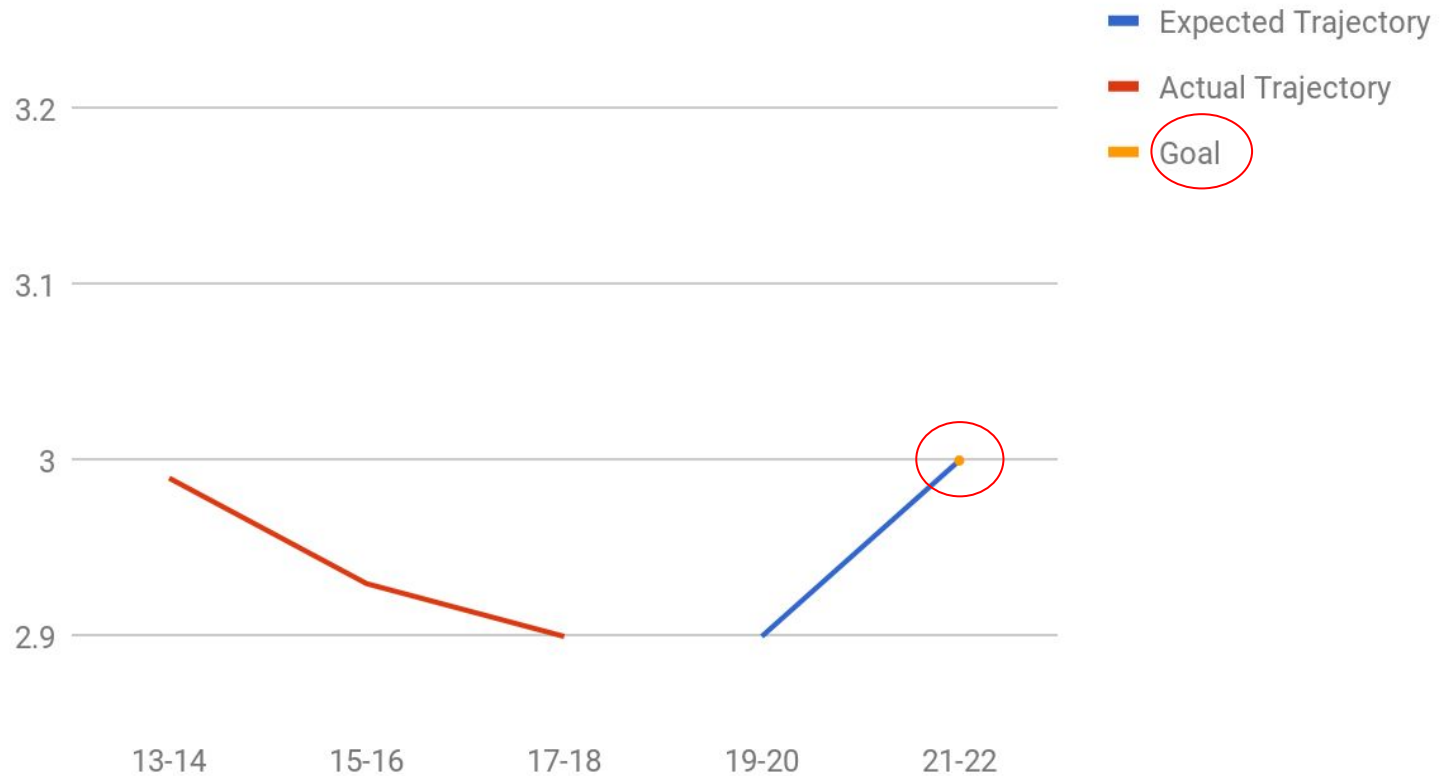




## SMART Goal

By 2022 the transform the task secondary index (MYVH) will be at least 3.0 (4 point scale)

### Transform Student Task Index (Secondary)







## | Conversation Structure

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**2** How are we trying to do it?

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## | Successes

- There is evidence of transforming the task happening in schools
- Professional learning around transforming the task is happening
- Videos of teachers who are demonstrating entrepreneurial spirit in transforming the student task are being created
- Over 70% of the Innovation Fund Applications identified the transforming student task tactic
- We had 126 responses on the teacher input
- We have 29 schools with bright spots identified in padlet





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[Transform Task Video](#)



## | Challenges

- Building an infrastructure at scale to sustain transforming the student task
- Continuing to build the mindset to share resources and learning
- Building coherence across all tactics

## | Resources Required

- Funding to support growth of learning labs in all schools
- Funding to add functionality to Bridge to Curriculum



***“Make no mistake - the changes proposed here are deep and meaningful in scope and will take years of focused intensity to execute fully.” - Dr. Jason Glass***



## | Board of Education Ends Alignment

Ends 1- Engaging Climate and Culture

Every school and the district will have an engaging climate and culture that:

- Ensures a safe, caring and engaging environment for students, staff and families.

With the expectation that:

- Every student will develop life skills and a continuous learning mindset to succeed in post-secondary aspirations (Self-Direction and Personal Responsibility competency).





## Ends 2- Career, College and Life Aspiration and Connections

Every school and the district will ensure that every student has the opportunity to work towards being connected to career, college and/or life aspirations through systems and practices that:

- Provide effective teaching and measurement of rigorous student learning expectations

With the expectation that:

- Every student will be able to apply and transfer learning across disciplines and real world contexts (Critical Thinking and Creativity competency).







### Ends 3- Learning Systems and Leadership

Every school and the district will have effective learning systems and shared leadership that:

- Provide high quality core instructional practices, interventions and enrichments.
- Provide high quality professional development and professional growth support structures.
- Utilize continuous improvement processes that incorporate problem-solving approaches to reduce or eliminate root causes of student performance challenges.

With the expectation that:

- Every student will receive the skills, support and educational opportunities needed to achieve his or her full potential.





| Questions?



Thank you

