



Competency-Based Education

Timeline for Early Childhood through 12th grade

The teachers and staff in Thompson School District (TSD) are dedicated to working with students and families to design a personal learning pathway for each student based on their passions, strengths and needs. We care about students having more meaningful learning that is not based on seat time and gives students more choices in what they want to explore at a deeper level. Teachers are committed to providing specific feedback to help students transfer and apply the skills they gain during their learning to foster growth and inspire students to excel. We are committed to ensuring that every student is prepared for success in College, Career and Community.

PHASE I BUILDING THE SYSTEM FOR STANDARDS-BASED INSTRUCTION

2010-2011

ELEMENTARY

- Early Childhood (EC) used Teaching Strategies GOLD as first authentic, embedded, observation-based assessment to collect data to be used for instruction and to share with families
- Preschool standards were rolled out by Colorado and EC staff began working on Understanding by Design Unit planners
- Kindergarten and preschool staff visited each other's classrooms and meet for a "Bridging Conference"
- Head Start visited the Thompson School District Integrated Preschool Program for its federal review
- Early Childhood began using GOLD as a means to better communicate learning objectives to parents
- Leadership created kindergarten report cards for Standards-Based Instruction (SBI)

2011-2012

ELEMENTARY

- Early Childhood staff participated in Colorado Department of Education "Results Matter" Video Project
- Preschool staff expanded their use of iPads with students for data collection
- All kindergarten (K) teachers implemented SBI and assessments for SBI report cards
- Teachers utilized Understanding by Design (UbD) for lesson development

SECONDARY

- Thompson School District (TSD) was chosen as an Integration District: Literacy Design Collaborative (LDC) and Math Design Collaborative (MDC) Training
- Middle School (MS) teachers implemented the 80/20 Grading Rule

2012-2013

DISTRICT WIDE

- Teachers deconstructed Colorado Academic Standards (CAS) and Common Core State Standards (CCSS)
- Teachers created standards-based assessments and units using UBD/LDC
- Professional Learning Community (PLC) training provided for all staff
- All new teachers participated in Induction Module: SBI Unit Planning



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ELEMENTARY

- Early Childhood created school readiness benchmark goals with input from community members, parents, kindergarten teachers, and administrators
- Early Childhood began using the Professional Learning Community model as part of their professional development model
- Early Childhood focused on increasing math skills for preschoolers by providing “Kids Play Math” professional development classes, which included opportunities for the students in the classrooms as well
- Teacher leaders created standards-based performance tasks
- Teachers utilized priority standards in lesson design

SECONDARY

- LDC Cohort training
- Implementation of the first LDC Units and MDC Formative Assessment Lesson (FAL) lessons in the classrooms.
- MDC focused on student-centered classrooms
- District common assessments co-created across content and grade levels

2013-2014

DISTRICT WIDE

- Launch of [Thompson2Life](#)
- PLCs Implemented
- District wide common rubrics utilized
- All new teachers participated in Induction Module: Standards-Based Unit Planning
- Implemented district common assessments across content areas and grade levels
- Implemented Common Assignment System across 6 content areas and grade levels

ELEMENTARY

- Early Childhood staff increased their ability to provide instructional coaching to all staff, with a focus on CLASS skills
- Early Childhood prepared for federal onsite review
- Early Childhood identified benchmark readiness skills and their levels that match the state standards, to aid with student achievement
- Content literacy unit maps used to shift to content integrated literacy
- On-demand performance tasks implemented
- Calibrated informative writing rubrics
- LDC Cohort training for 4th/5th grade
- Piloted and adopted SBI math program aligned to CCSS
- Provided parent communications regarding shift to SBI in math, including a report card exemplar

SECONDARY

Middle School

- Semester 1 - Piloted teachers and learning services team designed components of SBI, including the creation of a parent letter explaining SBI
- Semester 2 - Teachers piloted 7th grade Math/English Language Arts (ELA)
- Worked on transitioning Infinite Campus (IC) to support SBI



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Middle School continued

- Conrad Ball Middle School (CBMS) and Mountain View High School (MVHS) joined Colorado Next Generation Schools Coalition (NGLC) with work focused on personalized learning, competency-based systems, co-created learning environments, time, talent, and technology-enabled instruction

2014-2015

DISTRICT WIDE

- Continued use of PLCs
- District dialogued regarding expansion of SBI implementation to all schools
- Continued to develop and code SBI component of Infinite Campus to support teachers
- Presented SBI at Stakeholders Meeting
- Common Assignment System expanded across grade levels and content areas
- Implemented district professional learning days
- Refined district common assessments during district professional learning days
- LDC Cohort training continued
- SBI alignment connected elementary to middle school pilot

ELEMENTARY

- Early Childhood initiated year with math training and continued year with focus on increasing math learning for all students
- Early Childhood staff identified appropriate math and literacy strategies that were developmentally appropriate for preschool
- All K-5 teachers implemented the SBI math program, *Math Expressions* End of Unit Benchmark Assessments as well as District Benchmark Assessments for collecting common data to drive SBI reporting, including calibrating SBI expectations
- Teaching Strategies GOLD piloted for all Kindergarten teachers
- All teachers separated academic and non-academic behaviors for standards based reporting in math
- All teachers participated in professional learning and PLCs to improve their knowledge and understanding of standards-based reporting and scoring in math
- All 1-5 teachers received Infinite Campus training
- All 1-5 teachers utilized Infinite Campus to report SBI in math
- Parent nights, on SBI, were provided and the new math report cards including communication regarding math assessments and parent pacing maps were shared out

SECONDARY

Middle School

- Continued Math pilot 7th grade & 7th grade ELA pilot with transition support from district staff
- Semester 2 - 6th /8th grade math and 6th grade ELA begin SBI pilot
- SBI communication sent to all curriculum coordinators regarding SBI training and roll-out for 2015-2016
- Teachers across the district reached out to Learning Services (LS) asking about how they can transition to SBI
- Communicated to 6th grade math teachers that SBI will be implemented in 2015-2016
- Initial SBI parent letter sent out to incoming 6th graders
- SBI shared with parents at 5th Grade Parent Nights at the MS level
- Provided SBI training for all MS ELA/Math/Social Studies teachers implementing SBI during 2015-2016
- During 5th Grade Parent Nights at the MS - SBI shared with parents
- MS Math, ELA, and SS teachers built standards aligned to the semester learning progression
- ELA identified levels of proficiency
- LDC/MDC was part of new teacher induction



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Middle School continued

- Unit alignment of Next Generation Science Standards in grades 6-8
- Middle schools engaged in NGLC SBI or Student Agency Pipeline Work

High School

- High schools engaged in NGLC SBI Pipeline Work
- LDC/MDC was part of new teacher induction

PHASE II

IMPLEMENTING STANDARDS-BASED INSTRUCTION AND PREPARING COMPETENCIES

2015-2016

DISTRICT WIDE

- Personalized Professional Pathways implemented
- TSD joined the CDE Achieve Competency-Based Systems Study Group
- Held District-wide SBI parent information nights
- Expanded information and resources available on TSD website
- TSD SBI policy/philosophy defined and communicated
- Presented new graduation guidelines policy to the Board of Education
- Learning Services supported work habits shifts for standardization and alignment
- Created SBI video for marketing and messaging
- Aligned Middle School to High School SBI pilot
- Met with leaders (PK-12, Dept. Chairs) to discuss future of SBI
- Started competency and credit bucket work with PK-12 and content lead teachers
- T2L worked with new graduation guidelines, pathways, diplomas, certification, next steps, course guidebook, pathways, capstone, presentations of learning, marketing and messaging
- Learning Services visited all district School Accountability Committees (SACs) to discuss Competency-Based Education (CBE)
- Researched SBI implications for Exceptional Student Services and subgroup populations
- Determined communication flow from student leaders to schools
- Engaged stakeholders with SBI and CBE engagement - DAC, T2L, SACs, PTSO, PTO, Rotary and Chamber
- Expanded-Common Assignment System to include: Science (all middle schools); ELA at grades 6,7,9 and 10; Social Studies 8th, Modern America and Civics; Math (7th grade at 2 schools), Biology
- Teachers completed student work analysis, which included norming and calibrating student work samples that Informed reflection on units and instructional practice
- Counseling group provided a SBI overview
- Continued refinement of standards organization in Infinite Campus
- Strategic plan of phase II of SBI implementation for K-12
- Trained a cohort of SBI Teacher Trainers
- Continued PLCs
- Provided district-wide SBI information night K-12
- SBI alignment connected elementary and middle school cohorts
- Created SBI FAQ
- TSD joined Great Schools Partnership



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ELEMENTARY

- Continued implementation of SBI in math
- Instructional Coaches trained on “group” coaching
- Built capacity around standards for mathematical practice
- Calibrated around common understanding of scoring student work in math
- Communicated with principals and teachers around shift to SBI and scoring for all contents
- Built capacity for backwards (standards-driven) planning model with instructional coaches and principals
- All teachers in 1-5 used SBI system in math and continued standards-based reporting in Infinite Campus
- All K teachers utilized SBI as they implement Teaching Strategies GOLD in all subjects
- Early Childhood continued work on program goals of increasing skills for preschoolers in the areas of: social emotional, math, and literacy for long term school success
- Early Childhood staff received training on children raised in trauma to further their understanding of behavior in the EC classroom setting
- Provided brief training on calibrating SBI regarding a “4” on the rubric
- Trained Instructional Coaches and Principals on LDC guided planning
- Common Assignment System (CAS) began in grades 4-5
- Continued parent math nights for SBI reporting and the new math report cards
- Standards-based literacy materials piloted and adopted

SECONDARY

Middle School

- Held Middle School SBI Back to School Nights
- 6th and 7th grade Social Studies created content specific rubrics-
- Middle School ELA SBI - refined their common assignments, identified evidence, aligned priority standards and created SBI communication
- All Middle School Math, 93% of ELA and 90% Social Studies teacher’s implemented SBI and used Infinite Campus to provide feedback and a trend of standards
- Separate non-academic competencies from growth on academic standards
- SBI parent letter sent out to all students from buildings
- All SBI Middle School teachers engaged in SBI PLC Pathway
- Middle School ELA, Math and Social Studies SBI Trainings focused on Communication and Alignment
- Provided optional standards based scoring support
- Provided SBI Communications to all Middle Schools (Brochure, Flyer, Report Card & Parent Portal/T2L resources)
- Middle School Science continued to unpack Next Gen Science Standards and created common assignment units
- 7th grade math designed common assignments
- 7th grade ELA and MATH participated in Student Learning Objectives (SLO) training
- Learning Service Middle School visits and/or just in time support and reflection
- Reviewed and refined scoring criteria/rubrics for performance indicators
- LEMS, CBMS - Students compiled ePortfolio of student work
- Middle school admin and teams continued NGLC SBI Pipeline Work
- Defined and developed level 4 protocols
- Revisited eligibility guidelines
- Began initial SBI training Science, PE/Health, World Language, CTE, and Performing/Visual Arts

High School

- High school admin and teams continue NGLC SBI Pipeline Work
- Sent 2 High School principals to *Great School Partnership* competency based system convening
- MVHS - communicated POWER scoring of work habits to all staff



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High School continued

- Algebra 1 Teachers-Identified competencies and communicated to stakeholders
- MVHS Piloted NextGen CBS Cohort
- Began dialogue with High School Principals regarding CBE

2016-2017

DISTRICT WIDE

- Continued stakeholder engagement (student, parents, teachers, community) - DAC, T2L, SACs, PTSO, PTO and Chamber
- Partnering with CDE to develop graduation competencies, performance indicators and learning progressions across 11 content areas
- Continue Infinite Campus training and support
- Expand leadership to encompass teacher leaders
- Training and support for new teachers
- Identify sustainability structures SBI/CBE
- Continue work on K-12 aligned work habits

ELEMENTARY

- Early Childhood continues work on program goals of increasing skills for preschoolers in the areas of: social emotional, math, and literacy for long term school success
- Early Childhood continues with Learning Pathways model specific to Early Childhood topics
- Early Childhood explores standards-based literacy implementation in alignment with the Standards-Based Literacy Materials Implementation
- Continue implementation of SBI in math and intro of SBI in ELA
- Instructional Coaches will be trained on literacy SBI
- Literacy liaisons work to refine performance tasks
- Math/science liaison work to align science to SBI
- Instructional Coaches and liaisons support teachers with instructional shift of SBI
- Training literacy liaisons and/or Instructional Coaches, and Principals on LDC and guided planning within PLC model
- LDC guided planning-social studies focused skill to deconstruct CCSS, backwards planning
- Instructional Coaches facilitate planning with PLCs to ensure standards-based planning is occurring
- Begin calibration around definitions for “1/2/3/4” and how to plan end-of unit performance tasks with a rubric that specifically defines “1,2,3,4”
- Instructional coaches support teachers using new rubrics and “1/2/3/4” definitions for transparency with students
- Teachers emphasize instructional design that includes assessment to align with SBI
- Teachers will use standards-based scoring systems for ELA and math
- Develop work habits evidence
- Intentional use of PLC’s during planning time
- Instructional Coaches training on “group” coaching continues
- Parent Portal will be promoted for 1-5, so that parents may view their child’s progress on assignments

*moved literacy adoption and modified LDC to smaller training group



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Middle School

- Full implementation of 6th grade compilation of artifacts into ePortfolio
- 8th grade - Presentations of Learning (POL) - full implementation
- Full-implementation of SBI in ELA, Math and Social Studies
- Year One Implementation for Science
- Electives Middle School Pilot SBI

High School

- SBI/CBS support & training for freshman level courses for 2017-2018 implementation
- Norm, calibrate, collaborate on evidence collection and unit design
- Development and revision of learning progression by course
- Consistent and coherent student expectations
- Identifying evidence progression

PHASE III

SUSTAINING STANDARDS-BASED INSTRUCTION AND IMPLEMENTATION OF COMPETENCIES

2017-2018

DISTRICT WIDE IMPLEMENTATION OF SUSTAINABILITY STRUCTURES

- Full implementation of CBES for graduating class of 2020-2021
- Building capacity for all principals
- Defining rubrics and performance bands
- Design learning progressions & evidence progressions
- Continue support for leaders
- Training and support for new teachers

ELEMENTARY

- Early Childhood Standards-Based Literacy
- Continue implementation of SBI in all content areas (ELA, Math, Science, SS & specials)
- Provide training on student-led conferences, student goal setting
- Continue LDC guided planning with science and social studies to support instructional shift
- Common Assignment System K-5
- Definitions of 1-2-3-4 are readily available (transparent) for students so they can dialogue their understanding of the 1-2-3-4 on any given assignment, enabling students to critique and generate goals to meet and move beyond standards toward competencies
- 80 LDC trained elementary teachers with continued offerings to targeted staff
- Schools will implement the newly adopted literacy program including common assessments
- Utilize competencies



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2018-2019

DISTRICT WIDE IMPLEMENTATION OF SUSTAINABILITY STRUCTURES

- Full implementation of Standards-Based Instruction
 - The teacher who has made the full instructional shift will have a deep understanding of standards as milestones in relationship to competencies, performance indicators and learning progressions towards meeting those standards, be able to provide specific, ongoing and continuous feedback to students regarding their learning progression, create an environment in which students have ownership of their trajectory/learning progression, intentionally plan learning experiences that are path-driven, not activity-driven
- Training and support for new teachers and principals

2019-2021 AND BEYOND

DISTRICT WIDE IMPLEMENTATION OF SUSTAINABILITY STRUCTURES

- EC-12 Teachers have implemented and are sustaining standards-based instruction