

# Competency Based Education Solutions

Leadership and Learning



**Student  
Engagement**



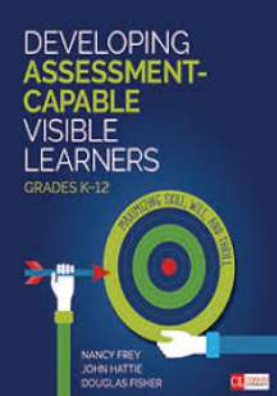
**Personalized  
Learning**



**Competency  
Based Education**


**“tell me and  
i’ll forget.  
show me  
and i may  
remember.  
involve me  
and i learn.”**

**- Benjamin Franklin**





# Assessment-Capable Visible Learners

High Yield Influences to Promote Assessment Capable Learners.


 **Teacher Clarity .75**  
Clarity of organization, explanation, examples, guided practice and assessment of student learning.


 **Teacher Expectations .43**  
Learning intentions and success criteria


 **Challenge .57**  
Motivation is sparked by the desire to achieve mastery of a challenging concept or skill.


 **Self-Reported Grades 1.44**  
Allows students to develop an internal compass for their learning. They do not depend on adults to tell them where they are.



 **Student Expectations of Their Learning 1.44**  
Setting just right goals, so the students can find success.

 **Agency and Ownership .56**  
When teachers and students have goals for learning. Students are able to articulate where they are and where they need to be in their learning.

 **Goal Setting .73**  
Students lead a conference with teachers, articulating their learning journey and what they are currently working on.

 **Feedback .73**  
Teachers provide growth mindset feedback back during student led conferences.

# What fuels learning?

Learning Strategies- Levers for Engagement, Equity and Mastery



## **Cognitive Strategies**

Deepen understanding of content as defined by rigor.

## **Metacognitive Strategies**

Planning, monitoring and regulating the learning process.

## **Motivational Strategies**

Self-efficacy and self-regulation to remain engaged in the learning process.

## **Management Strategies**

Finding, navigating and evaluating resources and information.

# A Model of Feedback

Visible Learners Seek Feedback and Recognize opportunities

## Individualized Instruction

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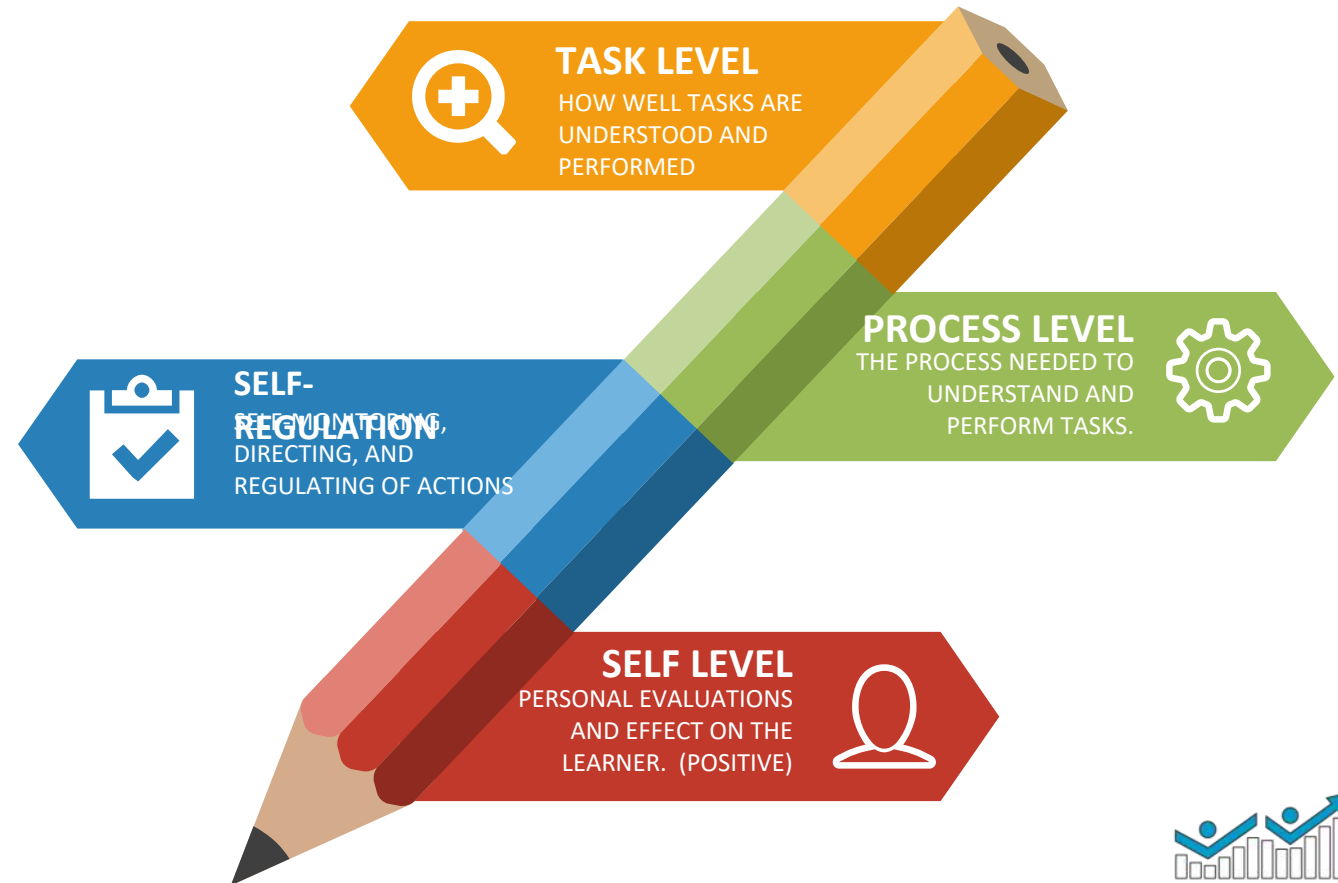
Individualized instructional is based on the idea that each student has unique interests and past learning experiences. Flexibility in teaching methods and motivational strategies.

## Assessment-Capable Visible Learners

.73

Effective feedback is timely, specific, and includes actions that students can take to further their learning

- I know where I am going.
- I have the tools for the journey.
- I monitor my progress.
- I can recognize when I'm ready for what's next.
- I know what to do next.



# The New Taxonomy

Educational Objectives

## Conative Strategies

Self-System



Metacognition



Using Knowledge



Analysis



Comprehension

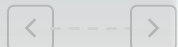


Retrieval



## Cognitive Strategies

Designing and Assessing Educational Objectives  
Marzano and Kendall



## Learner Agency

- Learner Inventory
- Goal Setting and Monitoring

## Learner Transparency

- Learning goals and Levels
- Rigorous Pathways

## Learner Ownership

- Learning Feedback
- Learner Choice (just right work)

## Learner Engagement

- Voice and Choice
- Growth Mindset

# Empower Learners

Goal Setting and Engagement

## Metacognition

- Specifying Goals
- Process Monitoring
- Monitoring Clarity
- Monitoring Accuracy

## Self-System

- Examining Importance
- Examining Efficacy
- Examining Emotional Response
- Examining Overall Motivation

# Learning Binders

In order for personalized learning to occur,  
we must provide students with the opportunity to own their learning.

## Matrices

To provide transparency for your  
student's to take ownership of  
their learning.



## Assessments

To check for mastery of  
the standard.



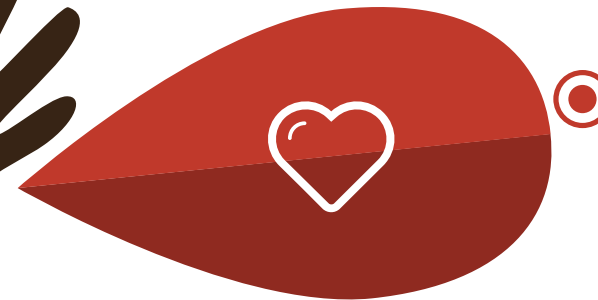
## Conferences

Student-led weekly meetings  
with students to provide growth  
mindset feedback on where they  
are and where they need to be in  
their learning.



## Pride

Students feel a sense of pride and  
accomplishment. They see the  
value of hardwork and celebrate  
not only themselves but also their  
peers.



## Building progressions

To provide transparency for your  
student's to take ownership of  
their learning.



# Learner Transparency

Student Centric Learning Binder Process

High Yield Influences	Building Progressions	Matrices	Assessments	Conferences	Pride
Teacher Clarity	✓	✓	✓	✓	
Teacher Expectations		✓	✓	✓	
Challenge	✓	✓	✓	✓	✓
Self Reported Grades		✓	✓	✓	✓
Student Expectations of their Learning	✓	✓	✓	✓	✓
Agency and Ownership		✓	✓	✓	✓
Goal Setting	✓	✓	✓	✓	✓
Feedback		✓	✓	✓	✓

# Implementation Pathway to Personalized Learning

Click each block to show description paragraph.

## Learner Centered Culture

**Student Ownership and Leadership** – Building a shared vision, code of cooperation and SOP's with students. Students set and monitor their social and academic behaviors. Personalized learning requires engaged learner's.

## Scope and Sequence

**Essential Standards and Learning Progressions** – Determine competencies, graduation requirements and essential standards with performance indicators and curriculum maps. What's important to know and be able to do?

## Learning Unpacked

**Determine Rigor and Learning Goals** – Unpack the standards, chunking and segmenting, aligning to rigor and development of transparent learning pathways. The learner's roadmap.

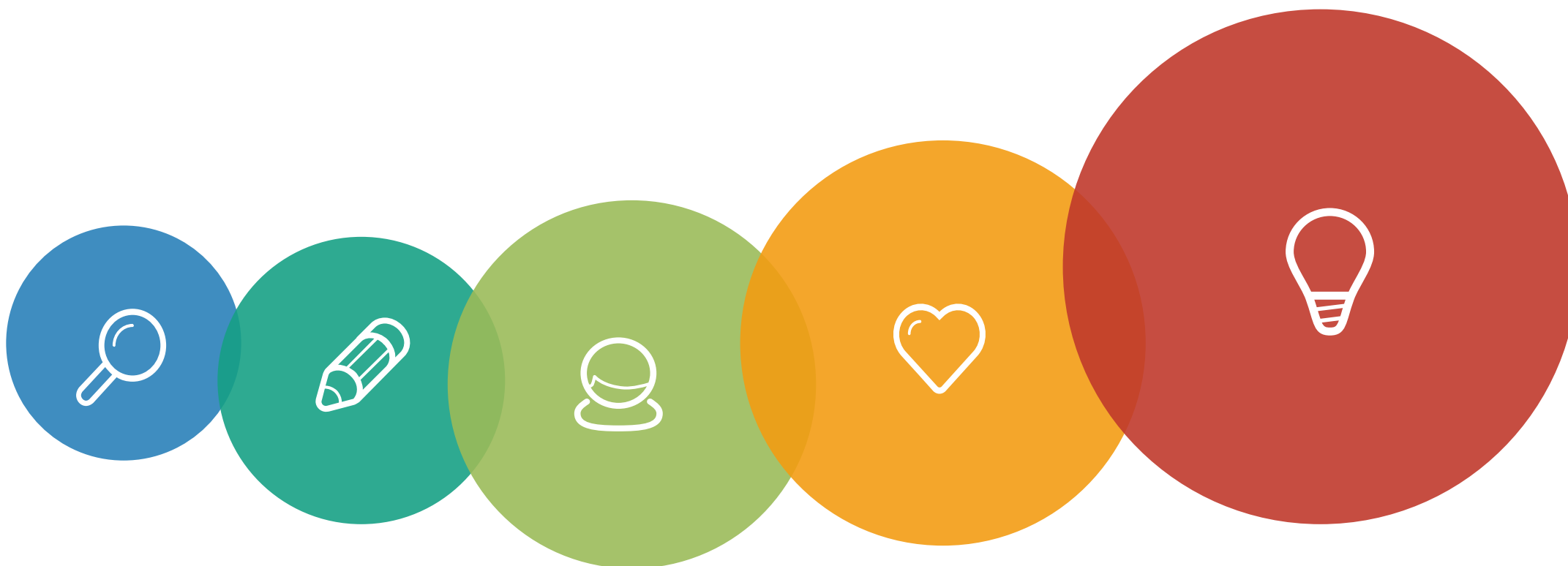
## Assessments and Feedback

**Proficiency Scales and Matrices** – The essential standard is broken down into learning goals and levels to provide for goal setting, scaffolding and targeted instruction as the student works toward proficiency.

## Personalized Instruction

**Targeted Instruction and Conferencing** – Student led conferences help student's to articulate their learning and more ownership of their learning goals and choices as they work toward proficiency. Teachers know what the student has yet to learn.

# Social-Emotional Learning



## Self-Awareness

Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

## Self-Management

Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

## Social Awareness

Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

## Relationship Skills

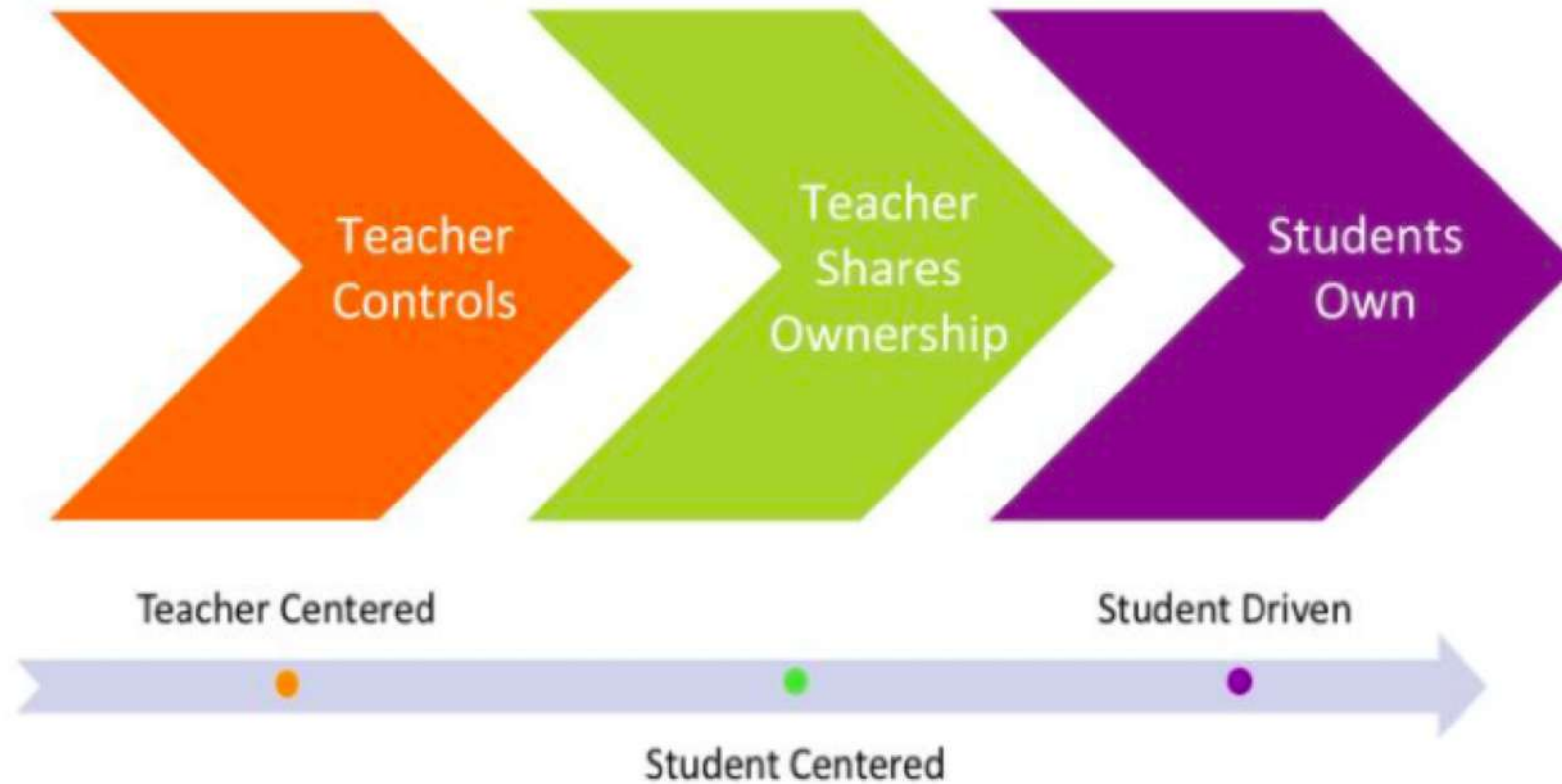
Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

## Responsible Decision making

Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.

# MY PERSONALIZED LEARNING JOURNEY

## Student Ownership Continuum

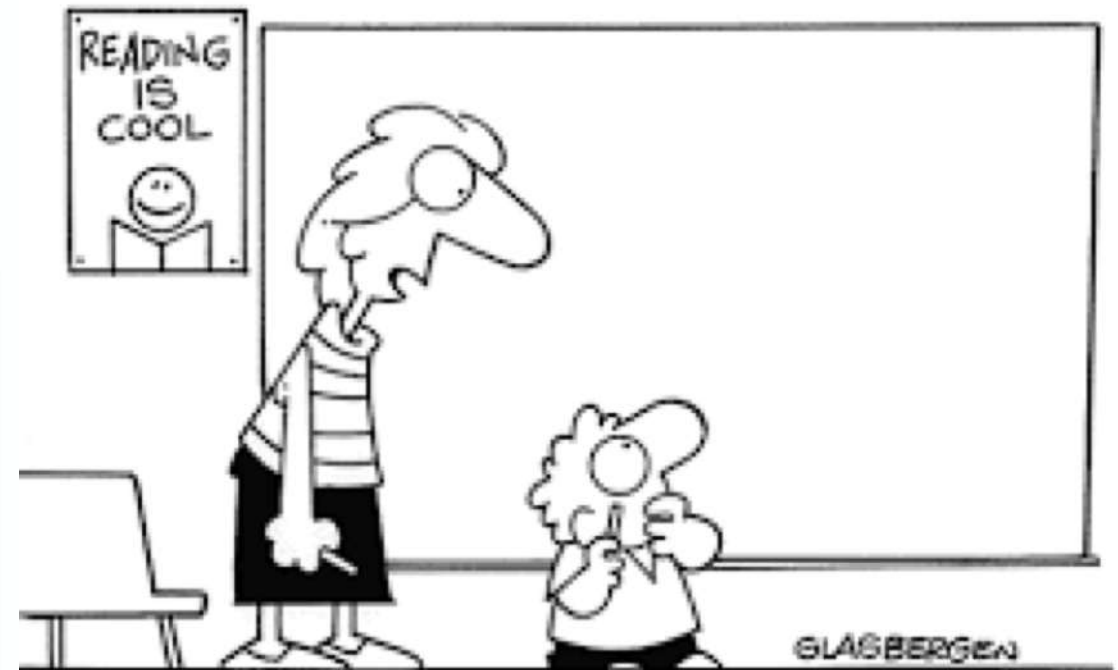


# Learning Binders

Not just a collection of work!

## Why Learning Binders?

- The importance of student ownership
- The components
  - Progressions
  - Matrices
  - Common Assessments



"There aren't any icons to click. It's a chalk board."


# WHAT ARE MATRICES?

Basic Level  
Declarative or  
Procedural  
Knowledge

Scaffolded based on  
rigor and proficient  
target

Grade- Level  
Standard

Increase in rigor  
based on Taxonomy  
or next grade level

Math Matrix 

Score	Learning Target	Evidence/Date
1	I can	
2	I can	
3	I can	
4	I can	

Understand that the two digits of a two-digit number represent amounts of tens and ones.




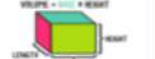
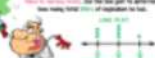












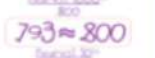


The numbers 100, 200, 300, 400, 500, 600, 700, 800, 900 refer to one, two, three, four, five, six, seven, eight, or nine hundreds (and 0 tens and 0 ones).

Understand that the three digits of a three-digit number represent amounts of hundreds, tens, and ones; e.g., 706 equals 7 hundreds, 0 tens, and 6 ones.

Use place value understanding to round whole numbers to the nearest 10 or 100.


# LEARNING PROGRESSIONS

## 5th Grade Student Progression

<b>5th Grade Math Standard</b> <b>8.EE.1.1.1, 8.EE.1.1.2, 8.EE.1.1.3, 8.EE.1.1.4</b>  I can make two numerical patterns using two given rules. I can find relationships between corresponding terms. I can form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <b>Operations &amp; Algebraic Thinking 8.2</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.G.1.1.1, 8.G.1.1.2, 8.G.1.1.3, 8.G.1.1.4</b>  I can classify two-dimensional shapes into categories that become more and more specific. <b>Geometry 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.M.1.1.1, 8.M.1.1.2, 8.M.1.1.3, 8.M.1.1.4</b>  I can convert among different-sized standard measurement units within the same measurement system. I can use these conversions in solving multi-step, real-world problems. <b>Measurement &amp; Data 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.M.2.1.1, 8.M.2.1.2, 8.M.2.1.3, 8.M.2.1.4</b>  I can relate volume to the operations of multiplication and addition. I can solve real-world and math problems involving volume. <b>Measurement &amp; Data 8.2 (A-C)</b> GRADE 5
<b>5th Grade Math Standard</b> <b>8.NF.1.1.1, 8.NF.1.1.2, 8.NF.1.1.3, 8.NF.1.1.4</b>  I can make a line plot to display a data set of measurements in fractions of a unit. I can use operations on fractions to solve problems involving information presented in line plots. <b>Measurement &amp; Data 8.3</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.2.1.1, 8.NF.2.1.2, 8.NF.2.1.3, 8.NF.2.1.4</b>  I can interpret a fraction as division of the numerator by the denominator. I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <b>Number &amp; Operations-Fractions 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.2.2.1, 8.NF.2.2.2, 8.NF.2.2.3, 8.NF.2.2.4</b>  I can apply and extend previous understandings of division to divide numbers and whole numbers by unit fractions. <b>Number &amp; Operations-Fractions 8.2 (A-C)</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.2.3.1, 8.NF.2.3.2, 8.NF.2.3.3, 8.NF.2.3.4</b>  I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <b>Number &amp; Operations-Fractions 8.3</b> GRADE 5
<b>5th Grade Math Standard</b> <b>8.NF.3.1.1, 8.NF.3.1.2, 8.NF.3.1.3, 8.NF.3.1.4</b>  I can interpret a fraction as division of the numerator by the denominator. I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <b>Number &amp; Operations-Fractions 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.2.1, 8.NF.3.2.2, 8.NF.3.2.3, 8.NF.3.2.4</b>  I can apply and extend previous understandings of division to divide numbers and whole numbers by unit fractions. <b>Number &amp; Operations-Fractions 8.2 (A-C)</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.3.1, 8.NF.3.3.2, 8.NF.3.3.3, 8.NF.3.3.4</b>  I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <b>Number &amp; Operations-Fractions 8.3</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.4.1, 8.NF.3.4.2, 8.NF.3.4.3, 8.NF.3.4.4</b>  I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. I can relate the strategy to a written method and explain the reasoning used. <b>Number &amp; Operations in Base Ten 8.2</b> GRADE 5
<b>5th Grade Math Standard</b> <b>8.NF.3.5.1, 8.NF.3.5.2, 8.NF.3.5.3, 8.NF.3.5.4</b>  I can interpret a fraction as division of the numerator by the denominator. I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <b>Number &amp; Operations-Fractions 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.6.1, 8.NF.3.6.2, 8.NF.3.6.3, 8.NF.3.6.4</b>  I can apply and extend previous understandings of division to divide numbers and whole numbers by unit fractions. <b>Number &amp; Operations-Fractions 8.2 (A-C)</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.7.1, 8.NF.3.7.2, 8.NF.3.7.3, 8.NF.3.7.4</b>  I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <b>Number &amp; Operations-Fractions 8.3</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.8.1, 8.NF.3.8.2, 8.NF.3.8.3, 8.NF.3.8.4</b>  I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. I can relate the strategy to a written method and explain the reasoning used. <b>Number &amp; Operations in Base Ten 8.2</b> GRADE 5
<b>5th Grade Math Standard</b> <b>8.NF.3.9.1, 8.NF.3.9.2, 8.NF.3.9.3, 8.NF.3.9.4</b>  I can interpret a fraction as division of the numerator by the denominator. I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <b>Number &amp; Operations-Fractions 8.1</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.10.1, 8.NF.3.10.2, 8.NF.3.10.3, 8.NF.3.10.4</b>  I can apply and extend previous understandings of division to divide numbers and whole numbers by unit fractions. <b>Number &amp; Operations-Fractions 8.2 (A-C)</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.11.1, 8.NF.3.11.2, 8.NF.3.11.3, 8.NF.3.11.4</b>  I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <b>Number &amp; Operations-Fractions 8.3</b> GRADE 5	<b>5th Grade Math Standard</b> <b>8.NF.3.12.1, 8.NF.3.12.2, 8.NF.3.12.3, 8.NF.3.12.4</b>  I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and strategies based on place value, properties of operations, and the relationship between addition and subtraction. I can relate the strategy to a written method and explain the reasoning used. <b>Number &amp; Operations in Base Ten 8.2</b> GRADE 5

## 4th Grade Language Progression

L.4.6



bravvry

I can acquire and use accurately general academic and domain-specific words and phrases!

a. explain the meaning of simple similes and metaphors in context

quiet as a mouse

draw a blank

tidy

messy

b. recognize and explain the meaning of common idioms, adages, and proverbs

I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings

c. demonstrate L.4.5 understanding of words by relating them to their opposites and to words with similar but not identical meanings

L.4.4

a. use context as a clue to the meaning of a word or phrase

telegraph

autograph

b. use Greek and Latin affixes and roots as clues to the meaning of a word

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content!

c. consult L.4.4 reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases

a. use relative pronouns and relative adjectives

Whose? Who?

When? That

Where?

b. form and use the progressive verb tense

Can?

Must?

I was walking

I am walking

I will be walking

c. use modal auxiliaries to convey various conditions

small brown dog

d. order adjectives within sentences according to conventional patterns

Behind the tree

e. form and use prepositional phrases

f. correctly use frequently confused words

to or too?

there or their?

d. produce complete sentences, recognizing and correcting inappropriate fragments and run-ons

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking!

# Learning Binders

Who is the driver?

Teacher Driven	Student Driven
All items in the binder are placed there by the teacher.	Students can articulate the components of the binder.
Teachers go over data in the binders with individual students.	Students can explain their binder as it relates to their learning.
Teachers set learning goals.	Students can determine whether or not they are ready to level up or show mastery on essential standard. *a teacher is there as a guide.

**tell me and  
i'll forget.  
show me  
and i may  
remember.  
involve me  
and i learn.**

**- Benjamin Franklin**

# What's in the binder?

- Leadership Tab
- Academic Tab
- Goals Tab
- Celebrations Tab
- Previous Progressions

## Table of Contents

1. **Leadership**
  - Code of Cooperation
  - Shared Vision
  - SOP's
2. **Academic**
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  - Pre and Post Tests
  - Capacity Matrices
3. **Goals**
  - Current and Completed Goal Icons
4. **Celebrations**
  - Reward Menu
  - Completed Goal Assessments
5. **Previous Learning**
  - Progressions

# Leadership Tab

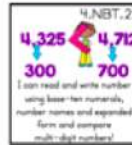
## Social and Emotional Regulation

- Code of Cooperation
- Shared Vision
- SOP's
- Behavior ( By Grade Level)



# Academic Tab

- Current matrix and assessment that the student is working on.
- Keep the blank matrices and assessments separate .....trust me!



I can read and write numbers using base-ten numerals, word form, and expanded form and compare multi-digit numbers.

Score	Learning Target	Evidence / Date
4	I can read and write decimals to the thousandths using base ten numerals, number names, and expanded form.	
3	I can read and write numbers using base-ten numerals (standard form), number names (written form/word form), and expanded form and <i>compare multi-digit numbers</i> .	
2	I can read and write numbers up to 1,000,000 in expanded form, word form and standard form.	
1	I can name and identify place value to the millions.	

Card #1

<b>WORD form</b>	<b>compare</b> $<$ , $>$ , or $=$ 4,828,073 ____ 482,873
<b>4,828,073</b>	
<b>ROUND</b> Round to the nearest:	<b>value</b>
Million _____	The value of the underlined 8 is
Thousand _____	_____ times _____ than
Ten _____	the value of the other 8.


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# Goals Tab

- Review what students have mastered and what they are still working on
- Provides transparency of learning
- If a student masters a goal, then they can cross it off.

5th Grade Student Progression			
<b>4th Grade Math Standard</b> <b>MEASUREMENT, DATA, &amp; GEOMETRY</b> I can make two numerical patterns using two given rules. I can find relationships between corresponding terms. I can form ordered pairs consisting of corresponding terms from the two patterns, and graph the ordered pairs on a coordinate plane. <b>Measurement &amp; Data 4.5</b> Measurement & Data 4.5	<b>5th Grade Math Standard</b> <b>POLYOMINOS</b> I can classify two-dimensional shapes into categories that become more and more specific. <b>Geometry 5.2</b> Geometry 5.2	<b>5th Grade Math Standard</b> <b>THE MEASUREMENT SYSTEM</b> I can convert among different-sized standard measurement units within the same measurement system. I can use these conversions in solving multi-step real-world problems. <b>Measurement &amp; Data 5.1</b> Measurement & Data 5.1	<b>5th Grade Math Standard</b> <b>VOLUME</b> I can relate volume to the operations of multiplication and addition. I can solve real-world and math problems involving volume. <b>Measurement &amp; Data 5.2 (A-C)</b> Measurement & Data 5.2
<b>4th Grade Math Standard</b> <b>MEASUREMENT, DATA, &amp; GEOMETRY</b> I can make a line plot to display a data set of measurements in fractions of a unit. I can use operations on fractions to solve problems involving information presented in line plots. <b>Measurement &amp; Data 4.5</b> Measurement & Data 4.5	<b>5th Grade Math Standard</b> <b>OPERATIONS WITH FRACTIONS</b> I can interpret a fraction as division of the numerator by the denominator. I can solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers. <b>Number &amp; Operations in Base Ten 5.2</b> Number & Operations in Base Ten 5.2	<b>5th Grade Math Standard</b> <b>OPERATIONS WITH FRACTIONS</b> I can add and subtract fractions with unlike denominators by replacing given fractions with equivalent fractions in such a way as to produce an equivalent sum or difference of fractions with like denominators. <b>Number &amp; Operations in Base Ten 5.2</b> Number & Operations in Base Ten 5.2	<b>5th Grade Math Standard</b> <b>DECIMALS</b> I can add, subtract, multiply, and divide decimals to hundredths, using concrete models or drawings and place value understanding. I can round decimals to any place. I can compare two decimals to hundredths by reasoning about their meaning. <b>Number &amp; Operations in Base Ten 5.2</b> Number & Operations in Base Ten 5.2
<b>4th Grade Math Standard</b> <b>NUMBER &amp; OPERATIONS IN BASE TEN</b> I can read and write decimals to thousandths using base-ten numerals, number names, and expanded form. <b>Number &amp; Operations in Base Ten 4.2 (A-C)</b> Number & Operations in Base Ten 4.2	<b>5th Grade Math Standard</b> <b>PLACE VALUE</b> I can use place value understanding to round decimals to any place. <b>Number &amp; Operations in Base Ten 5.4</b> Number & Operations in Base Ten 5.4	<b>5th Grade Math Standard</b> <b>OPERATIONS WITH FRACTIONS</b> I can explain a fraction as the number of parts of the whole when the whole is divided into a given number of equal parts. I can explain a fraction as the quotient of the numerator divided by the denominator. <b>Number &amp; Operations in Base Ten 5.2</b> Number & Operations in Base Ten 5.2	<b>5th Grade Math Standard</b> <b>MULTIPLYING WHOLE NUMBERS</b> I can fluently multiply multi-digit whole numbers using the standard algorithm. <b>Number &amp; Operations in Base Ten 5.5</b> Number & Operations in Base Ten 5.5

## 4th Grade Language Progression



L.4.6

bravely

I can acquire and use accurately general academic and domain-specific words and phrases!

a. explain the meaning of simple similes and metaphors in context

quiet as a mouse

draw a blank

b. recognize and explain the meaning of common idioms, adages, and proverbs

tidy

messy

c. demonstrate understanding of figurative language, word relationships, and nuances in word meanings

L.4.5

a. use context as a clue to the meaning of a word or phrase

context clues

telegraph

autograph

b. use Greek and Latin affixes and roots as clues to the meaning of a word

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content!

c. consult general and specialized reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases

L.4.4

a. use relative pronouns and relative adjectives!

Whose? Who?

Where? Why? Where?

b. form and use the progressive verb tense

Car? I was walking I am walking I will be walking

c. use modal auxiliaries to convey various conditions

Can? I may I might I should I would

d. order adjectives within sentences according to conventional patterns

Before the tree

e. form and use prepositional phrases

Under the tree

f. correctly use frequently confused words

to or too? there or their?

I can demonstrate command of the conventions of standard English grammar and usage when writing or speaking!

L.4.1

# Celebration Tab













- All mastered assessments go in this tab.
- Student's only pick 1 celebration no matter how many goals they master.
- Students do not pick off the menu when levelling up, just when they master an essential standard.

Celebration Menu		
 No Shoes in Classroom	 Use a fancy pencil	 Computer Time
 No Homework	 Sit by a friend	 Play dough
 Extra Ipad	 Wear a hat	 Free Choice
 Extra Recess	 Popcorn Party	 Favorite Toy
 Dress Down	 Movie Day	 Favorite Snack

# ESSENTIAL STANDARDS CATALOG (MAKE & TAKES)

- A reference tool for teachers to use when creating their “just right” learning opportunities for students to practice their goals.
- Hands-on activities, that students can do independently or collaboratively.
- Think about engaging and interactive, mindful of differentiation and scaffolding.
- Use what you have!

Essential Standard Activities

 <p>84 → 80</p> <p>I can compare values to model numbers in the range 10 to 100.</p>	 <p>1000</p> <p>I can add and subtract within 1000 using models, drawing on understanding of place value.</p>	 <p>6 x 3 = 18</p> <p>I can interpret products of whole numbers.</p>
 <p>60 ÷ 7 = 8</p> <p>I can graph properties of geometric shapes on a coordinate plane.</p>	 <p>60 ÷ 7 = 8</p> <p>I can determine the unknown number in a multiplication equation.</p>	 <p>60 ÷ 7 = 8</p> <p>I can identify the factors of a number and use them to find the product of two numbers.</p>
 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>	 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>	 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>
 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>	 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>	 <p>60 ÷ 7 = 8</p> <p>I can solve a word problem using the area model.</p>



# Workshop Model

## Scaffolding Support

### Modeling (whole group)

I do... you watch.

### Guided Practice (targeted)

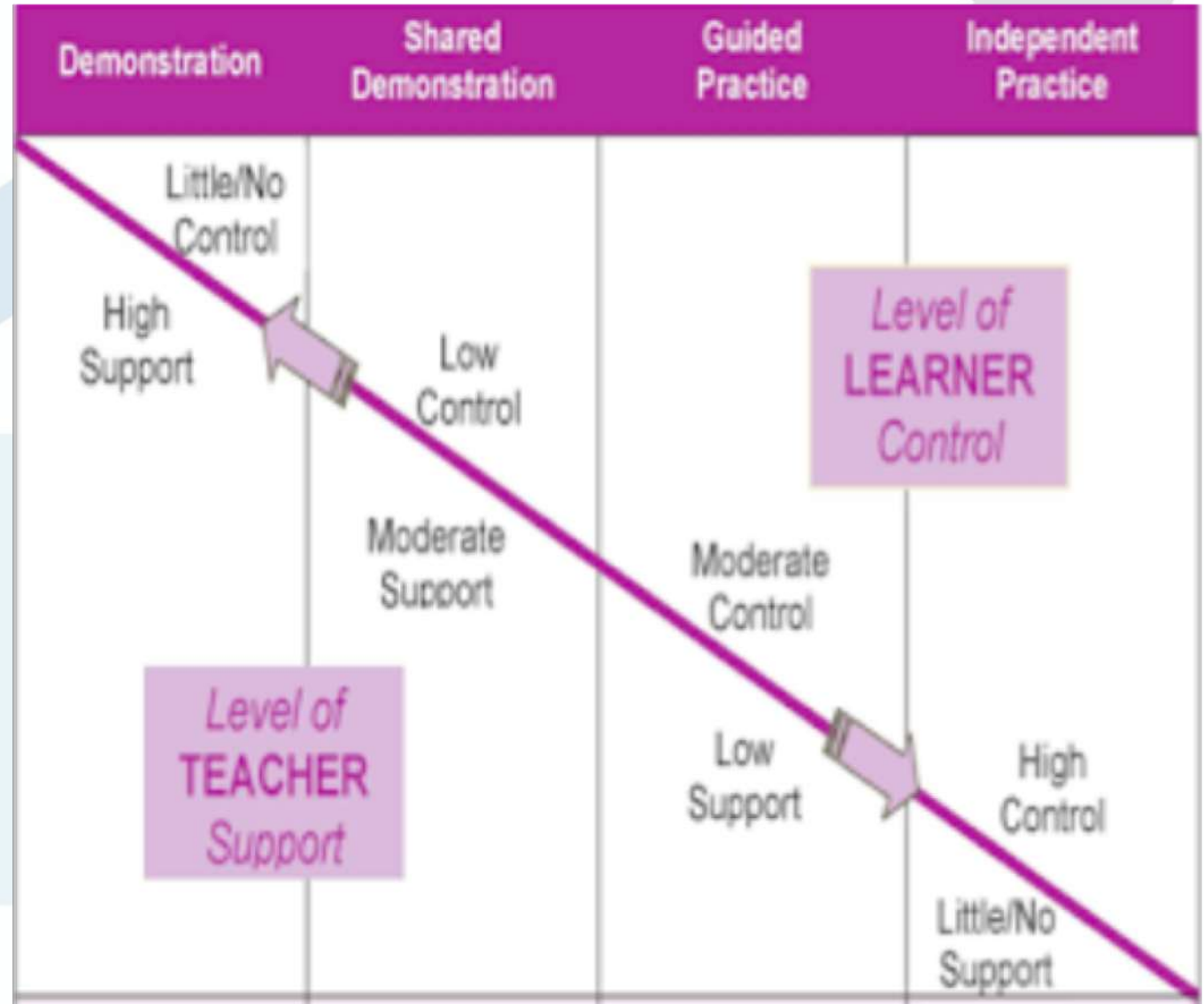
We do... you help.

### Independent Practice (goal)

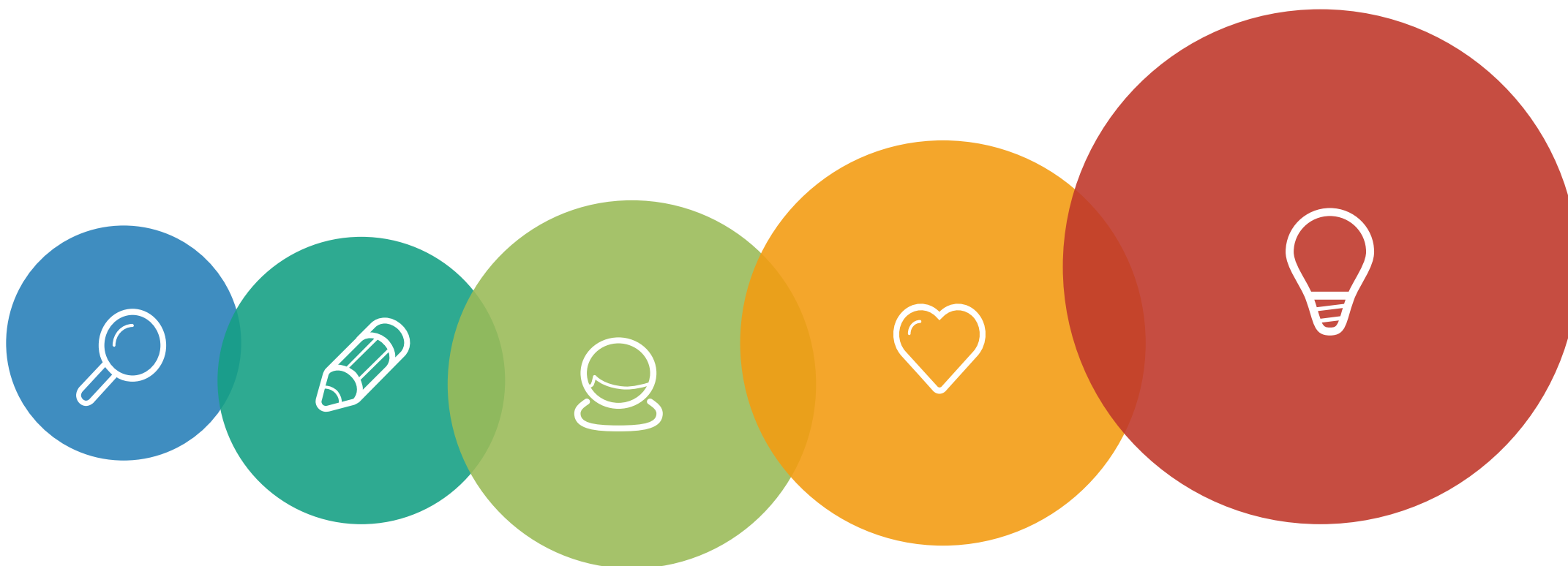
You do...I support.

### Application (conference)

You do...I watch.



# Social-Emotional Learning



## Self-Awareness

Know your strengths and limitations, with a well-grounded sense of confidence, optimism, and a “growth mindset.”

## Self-Management

Effectively manage stress, control impulses, and motivate yourself to set and achieve goals.

## Social Awareness

Understand the perspectives of others and empathize with them, including those from diverse backgrounds and cultures.

## Relationship Skills

Communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

## Responsible Decision making

Make constructive choices about personal behavior and social interactions based on ethical standards, safety, and social norms.