



LEARNER
CONNECTED



LEARNER
FOCUSED



LEARNER
DEMONSTRATED



LEARNER
LED

CICS West Belden, a Distinctive Schools Managed Campus

ENTRANCE TICKETS TO DRIVE LEARNING PLANS



CORE COMPONENT

Learner Demonstrated: Allow learners to progress at their own pace based on demonstrated competencies

Learner Demonstrated at CICS West Belden

CICS West Belden is implementing Learner Demonstrated instruction to personalize learning for students. Learner Demonstrated instruction allows learners to progress at their own pace based on demonstrated competencies.

Our Sources



Mr. Scott Frauenheim - School Director

"The way we are using data to drive our instructional practice has changed completely... Now with the competency-based approach we are giving formative assessments every 2-3 days... and really using those to drive instructional change... We were thrilled to see the amount of student growth that happened, but more importantly, the amount of student mastery that we saw for the first time ever. Students were able to go deeper and really, truly master concepts and skills through creative projects and data-informed decisions [with] teachers and students making those decisions together."



Ms. Connie Scalzetti - 5th Grade Teacher

"I definitely think that [personalized learning] works for kids. I have seen tremendous growth in my students... their knowledge level, their ability to interact with students and teachers, the 21st century learning skills they're getting through all this personalization is beyond anything I could have imagined. They can collaborate, they can persevere, they can think outside of this box, and it's because we've given them the opportunity to do so by... meeting every kid where they need to be."

Entrance Tickets to Drive Learning Plans

CICS West Belden began its personalized learning journey by recognizing that students were not highly engaged in their own learning process, and that student growth had stalled. The team identified competency-based learning as an opportunity to address these two issues. By focusing on competency, students are empowered to recognize their own level of proficiency, demonstrate their ability, and advocate for the type of learning they need to progress.

Ms. Scalzetti uses an entrance ticket approach with her fourth and fifth grade math class to enable this type of agency in her students. Students take an entrance ticket when they enter the class, grade it together, and each student then determines what type of learning they need to do that day - *seminar* for small-group instruction with the teacher or *workshop* for individual or partner work in applying the skill. Since she began using this approach, Ms. Scalzetti has seen increased self-awareness and advocacy in her students. They are empowered to declare what they do and do not know and readily advocate for their needs, whether that includes enrichment or additional instruction.

ABOUT

CICS West Belden

**Distinctive Schools
Charter School**

Attendance based on random lottery

531

Total K-8 Students

7%

African American

0.2%

Asian

92%

Hispanic

0.9%

White

0.2%

Other

90%

Low Income

13%

Diverse Learners

40%

English Learners

N/A

Mobility

(Reflects any enrollment change between the first school day in October and the last day of the school year.)

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HOW IT WORKS in Ms. Scalzetti's Class...



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STEP ONE: Use entrance tickets to help students assess what they know and what they need to learn

- **Allow learners flexible, ongoing and repeated opportunities to demonstrate competency:** Ms. Scalzetti gives students an entrance ticket at the beginning of each class. Students understand this is an opportunity to show what they know. They also recognize that there are future opportunities if they're not yet ready to complete it. There is no time limit on completing the entrance ticket in order to avoid the illusion that students who finish faster are more advanced than others.



Use pre-assessments as an opportunity for students to show what they know. Establish a culture for the daily pre-assessment, where students work until the content is beyond their skills and then stop. It doesn't matter if they complete one question or all questions. Students should understand that they will have more opportunities to show what they know after additional learning experiences.



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STEP TWO: Help students use the result of their entrance ticket to determine how they learn for the day

- **Use formative assessment data to help determine appropriate pacing and instructional support:** Ms. Scalzetti offers two options for students to plan their learning for the day - workshop and seminar. Students grade their own entrance tickets together as a class, and then each student uses their result to determine the most appropriate learning option for them on that day.



Having students assess themselves is powerful when they use the information about their strengths and areas of growth to make decisions about their own learning. Many students will not automatically know how to use that information to guide their learning. Model, role play, and coach students to make appropriate choices until they are ready to make independent decisions.



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STEP THREE: Provide multiple self-directed learning activities for students who are ready to apply their learning

- **Support learners in demonstrating evidence of learning in multiple ways:** Students who feel proficient move into self-directed workshop, which provides more extensive work. Students select activities that take them deeper into the content, including opportunities for real-world applications of the skill.



Provide several choices during workshop. Offer a diversity of resources and mediums for the workshop so students have further choice in their learning. Use data from Learner Focused practices (such as a learner profile) to inform activity design, and allow students choice in where and with whom they work.



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STEP FOUR: Offer small-group support for students who want more guidance and instruction

- **Partner with learners to identify the most suitable learning format for their current academic level:** Seminar provides small-group, teacher-led instruction for students who feel they need more support and guidance. Many students choose seminar when new skills are introduced. Rather than leading whole-class instruction, Ms. Scalzetti divides the class so she can hold two consecutive seminars. She and her students value the more intimate small-group, collaborative structure.



A small-group setting provides an opportunity for more timid students to engage and participate. Be strategic about how you divide the class. Some students can be more self-directed learners, but lack the confidence to publicly explore new concepts. To help build confidence, guide them to a small group that meets later, so they are exposed to the content through another format first.



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STEP FIVE: Design learning activities to offer multiple ways for students to engage

- **Partner with learners to continuously align learning opportunities with learners' interests, strengths and needs:** To meet the needs of all of her students, Ms. Scalzetti ensures students have access to different types of learning activities. Students' learner profiles include the approaches through which they prefer to learn, and Ms. Scalzetti uses these to create workshop activities. For students who expressed their preference for learning from videos, Ms. Scalzetti uses video tutorials like a second teacher to support student learning.



Most students don't know how they prefer to learn, and it is always changing. Offer many opportunities for students to explore different ways of learning. They can watch a video, listen to or create a song, and build a model in response to a math problem. After each activity, help students reflect and identify what most supported their learning.

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