Learning Progressions Framework

St. Albert PUBLIC SCHOOLS

Curricular Services Team

Image Link

Our Team

Carlene Duke

Catherine Coyne

Karen Lucas

Renee Miller

Aligning to the Practice Standards

Agenda

- Conditions
- Process
- Exploration of artifacts
- Next Steps

Let's Start at the Beginning

Framing New Curriculum as an Opportunity

- Supporting a 3 - 5 year implementation process
- Focusing conversations on teaching and learning
- Reduce barriers and relieve stress for teachers
  - Past Present Future Learning Documents (PPFs)
  - High Priority Skills and Procedures (HPSPs)
  - Scopes and Sequences

Past Present Futures
PPFs

Past, Present and Future Learning – Grade 3 Mathematics

2024 – 2025 High Priority Skills and Procedures (HPSPs) Highlighted

Grade 2

Organizing Idea
2OI.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question
2GQ.1 How can quantity contribute to a sense of number?

Learning Outcome
2LO.1 Students **analyze** quantity to 1000.

Knowledge	Understanding	Skills and Procedures
Any number of objects in a set can be represented by a natural number. The values of the places in a four-digit natural number are thousands, hundreds, tens, and ones. Places that have no value within a given number use zero as a placeholder. The number line is a spatial representation of quantity.	There are infinitely many natural numbers. Every digit in a natural number has a value based on its place. Each natural number is associated with exactly one point on the number line.	2LO1.SP1 **Represent** quantities using words and natural numbers. 2LO1.SP2 **Identify** the digits representing thousands, hundreds, tens, and ones based on place in a natural number. 2LO1.SP3 **Relate** a number, including zero, to its position on the number line.

Grade 3

Organizing Idea
3OI.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question
3GQ.1 How can place value support organization of number?

Learning Outcome
3LO.1 Students **interpret** place value within 100 000.

Knowledge	Understanding	Skills and Procedures
For numbers in base-10, each place has 10 times the value of the place to its right. The digits 0 to 9 indicate the number of groups in each place in a number. The value of each place in a number is the product of the digit and its place value. Numbers can be composed in various ways using place value. Numbers can be rounded in contexts where an exact count is not needed.	Place value is the basis for the base-10 system. Place value determines the value of a digit based on its place in a number relative to the ones place. Place value is used to read, write, and compare numbers.	3LO1.SP1 **Identify** the place value of each digit in a natural number. 3LO1.SP2 **Relate** the values of adjacent places. 3LO1.SP3 **Determine** the value of each digit in a natural number. 3LO1.SP4 **Express** natural numbers using words and numerals. 3LO1.SP5 **Express** various compositions of a natural number using place value.

Grade 4

Organizing Idea
4OI.1 1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question
4GQ.1 How can place value facilitate interpretation of number?

Learning Outcome
4LO.1 Students **apply** place value to decimal numbers.

Knowledge	Understanding	Skills and Procedures
For numbers in base-10, each place has one-tenth the value of the place to its left. Multiplying or dividing a number by 10 corresponds to shifting place value one position to the left or right, respectively. The decimal separator is a point in English and a comma in French. Numbers, including decimal numbers, can be composed in various ways using place value.	Decimal numbers are numbers between natural numbers. Decimal numbers are fractions with denominators of 10, 100, etc. The separation between wholes and parts, including dollars and cents, can be represented using decimal notation. Patterns in place value are used to read and write numbers, including wholes and parts.	4LO1.SP1 **Identify** the place value of each digit in a number, including tenths and hundredths. 4LO1.SP2 **Relate** the values of adjacent places, including tenths and hundredths. 4LO1.SP3 **Determine** the value of each digit in a number, including tenths and hundredths. 4LO1.SP4 **Express** numbers, including decimal numbers, using words and numerals.

Meeting Teachers Where They're At

Differentiating support for new curriculum implementation by offering

- Summer Institutes
- Self-selected professional development alongside grade specific PD opportunities
- Cohort Collaborations
- Guided Social Studies field test

Teacher Clarity

Moving Student Learning Forward

Image link

Teacher Clarity

What do I want my students to learn?

Why do they need to learn it?

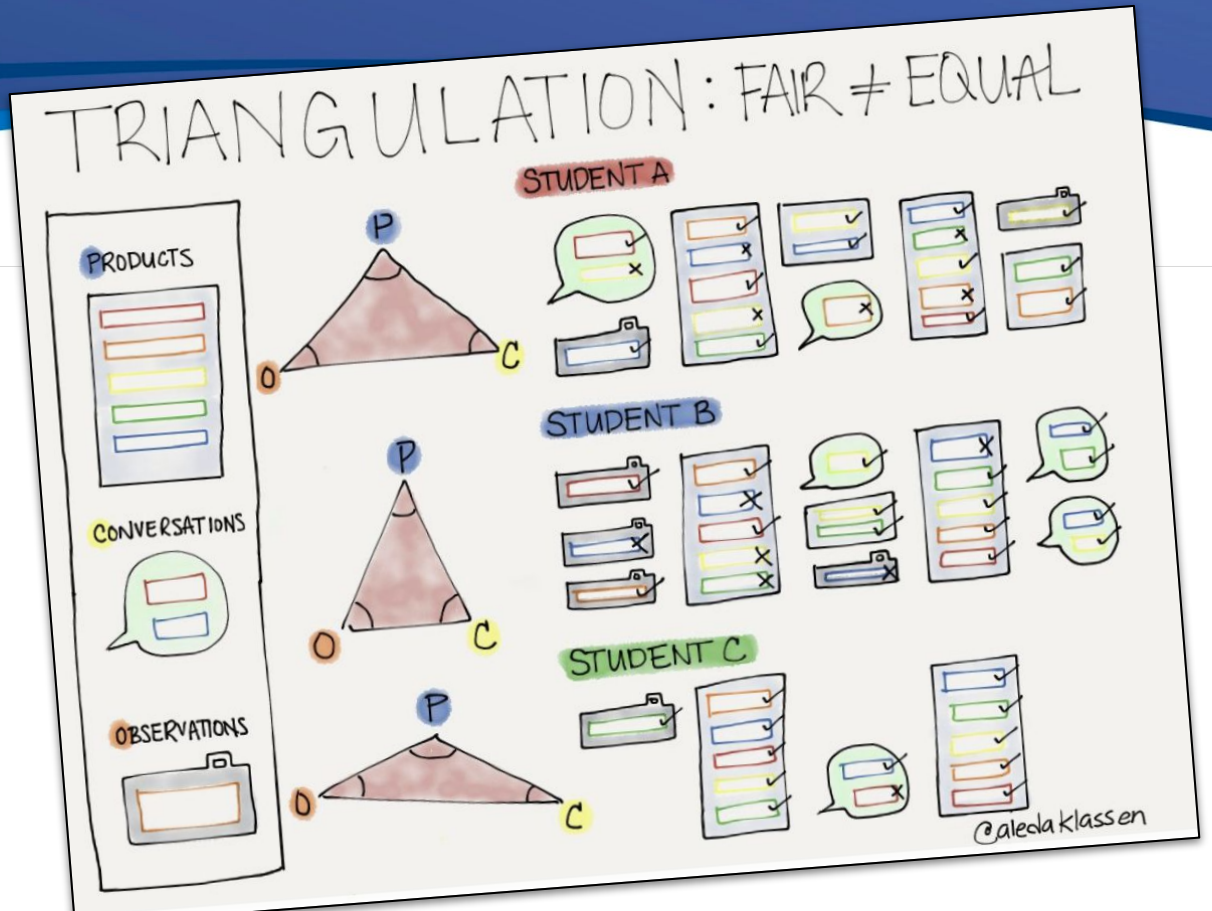
How will I know they have learned it?

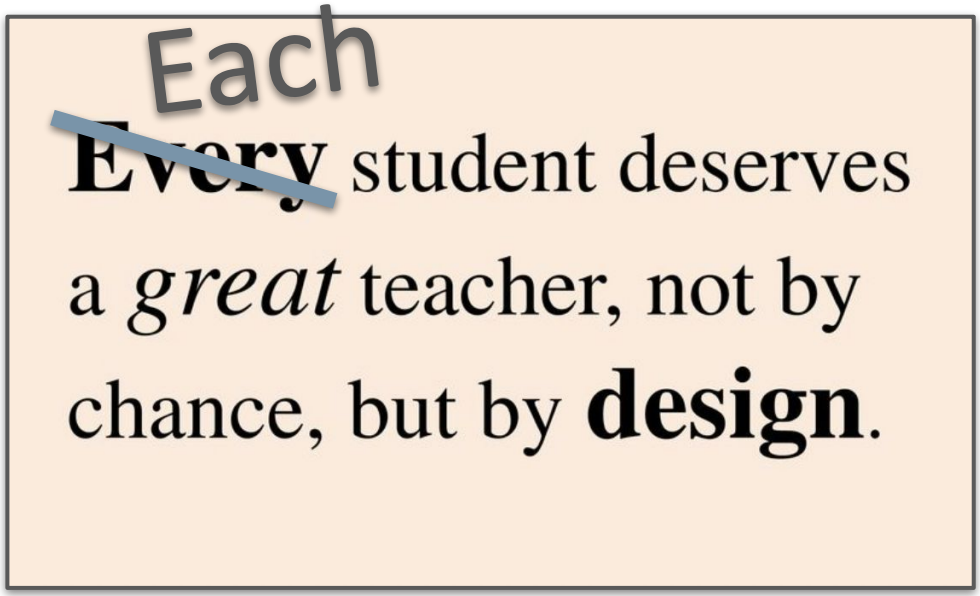
Image link

Teacher clarity involves the teacher clearly ***communicating*** the **intentions** of the learning experience and the **success criteria**.

~Douglas Fisher

Triangulating the Evidence

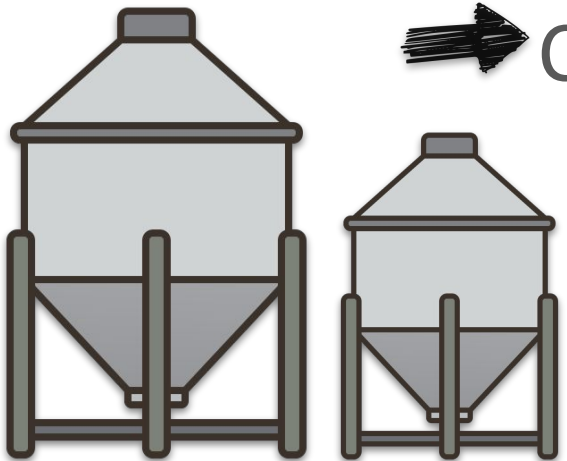




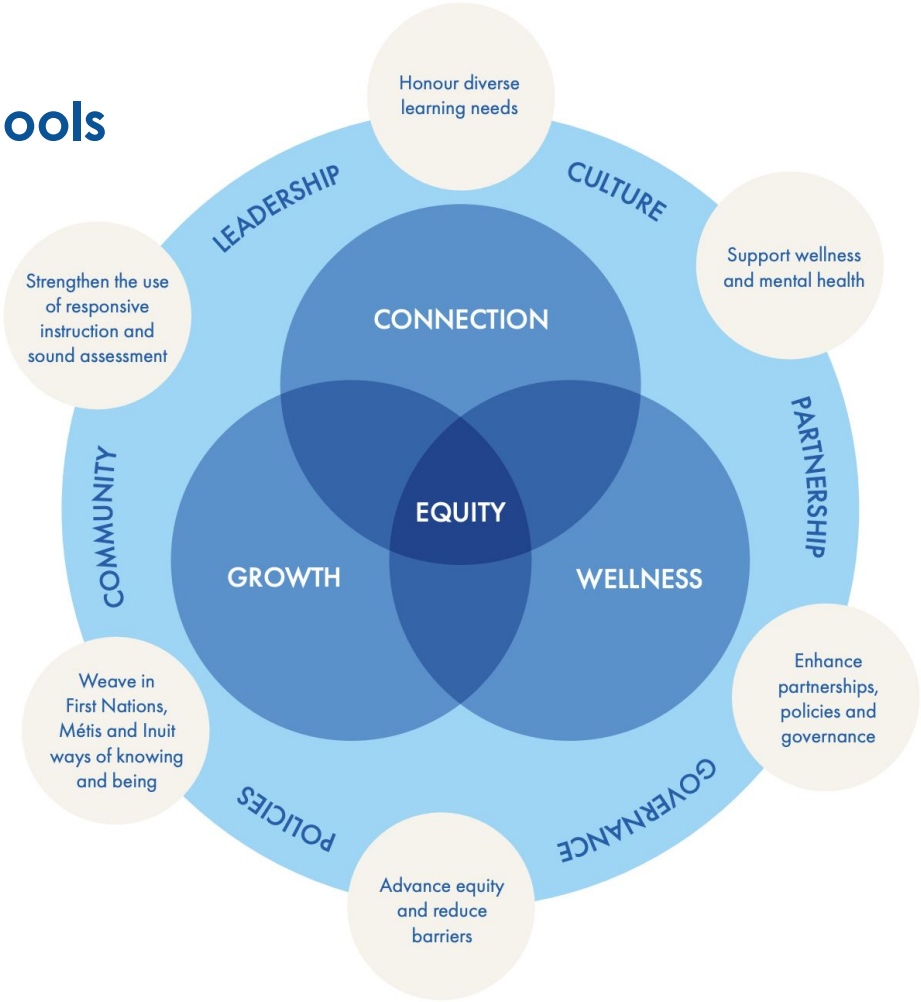
Fisher, Frey & Hattie 2016

Breaking Down Silos

- Nurturing a **collaborative** environment
- Creating **synergy** and **connection**



St. Albert Public Schools
4 Year Ed Plan



Programming for Complex Learners

PROCESS to…

September

October

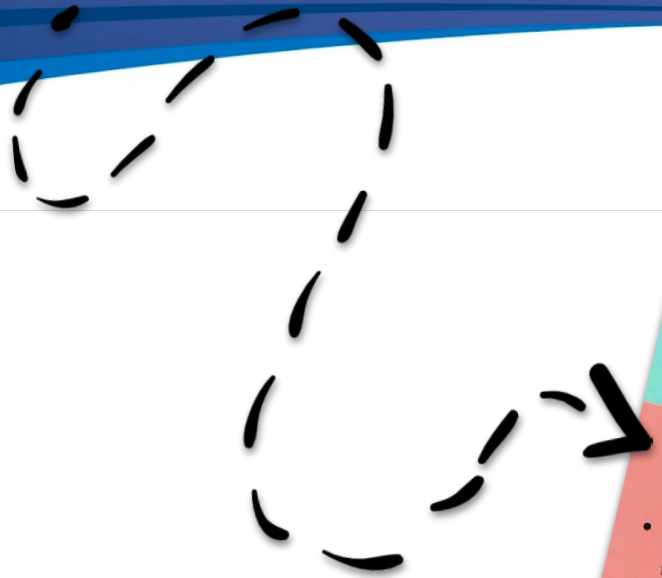
PROCESS to…

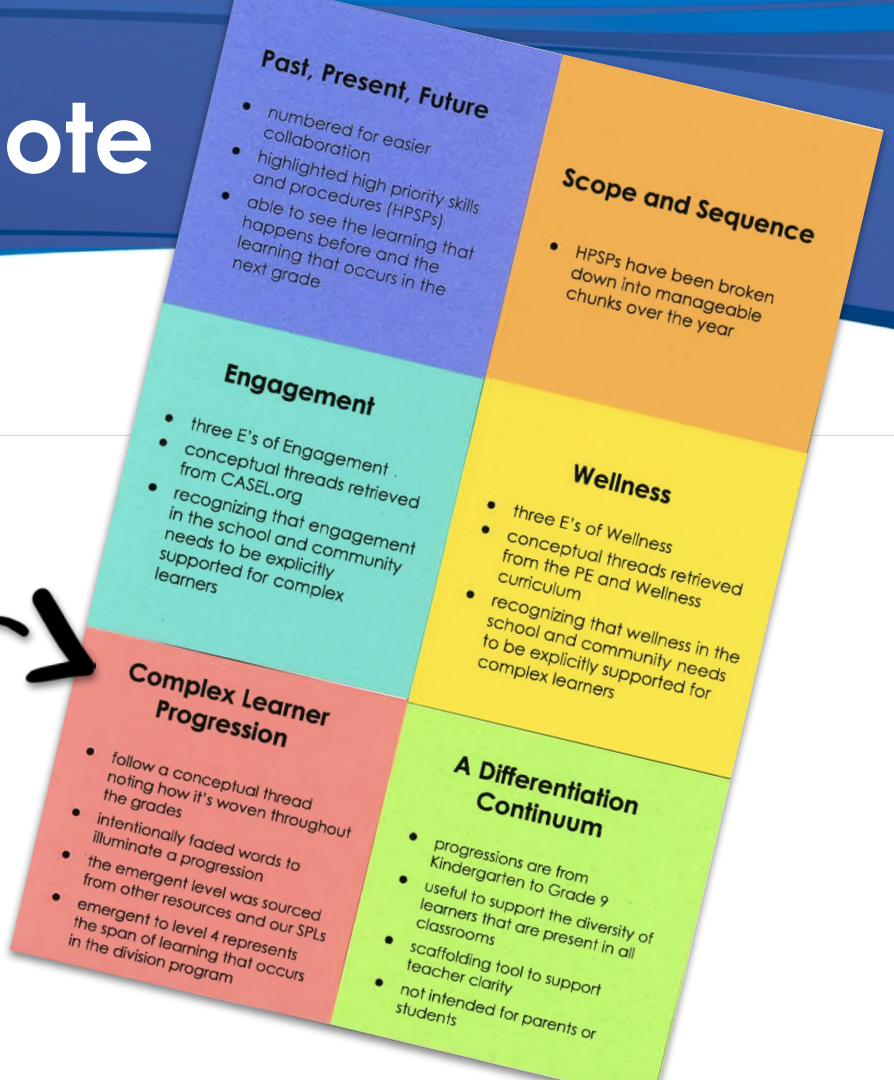
Establishing CLARITY

November

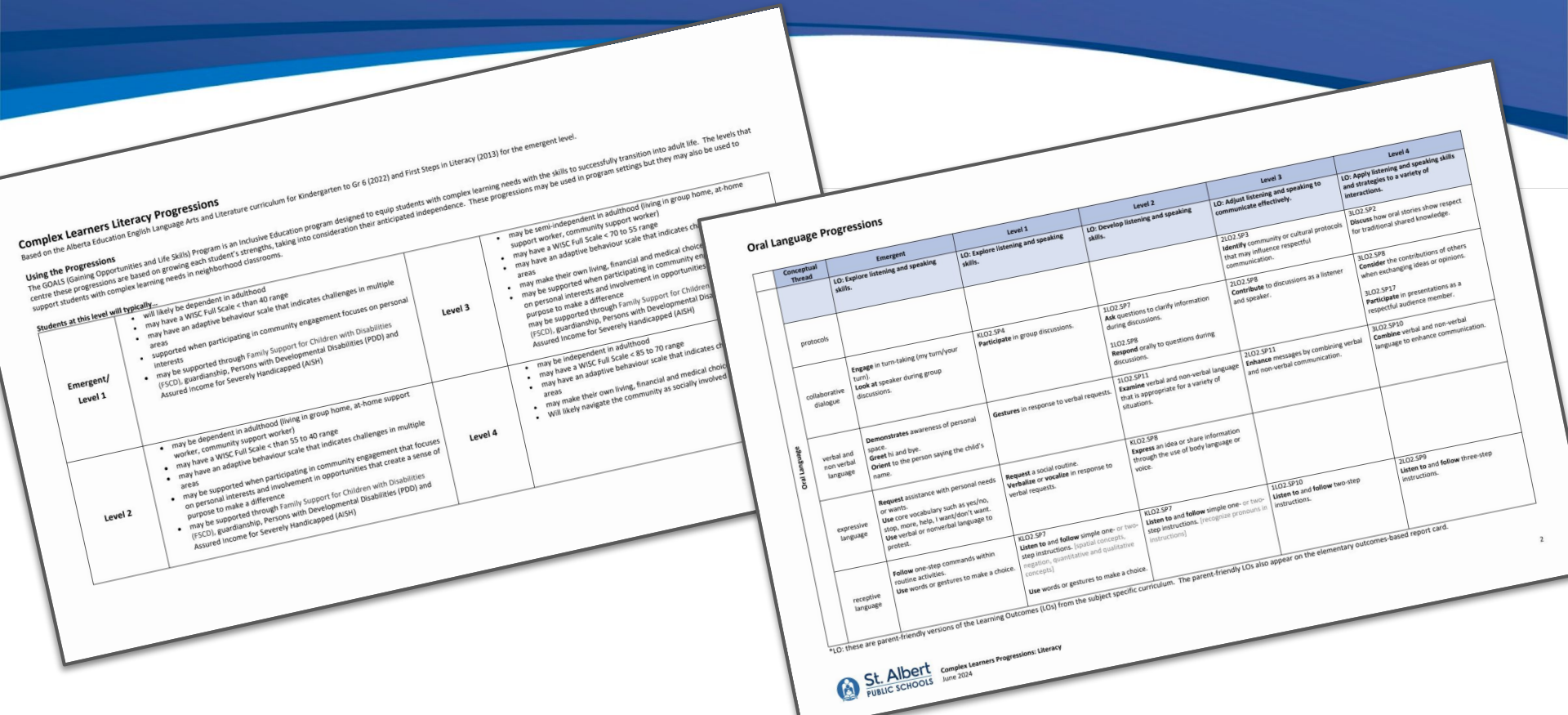
Process to Products

Notice and Note





Complex Learner Progressions



Complex Learners Literacy Progressions

Based on the Alberta Education English Language Arts and Literature curriculum for Kindergarten to Gr 6 (2022) and First Steps in Literacy (2013) for the emergent level.

Using the Progressions

The GOALS (Gaining Opportunities and Life Skills) Program is an Inclusive Education program designed to equip students with complex learning needs with the skills to successfully transition into adult life. The levels that centre these progressions are based on growing each student's strengths, taking into consideration their anticipated independence. These progressions may be used in program settings but they may also be used to support students with complex learning needs in neighborhood classrooms.

Students at this level will typically...			
Emergent/ Level 1	• will likely be dependent in adulthood • may have a WISC Full Scale < than 40 range • may have an adaptive behaviour scale that indicates challenges in multiple areas • supported when participating in community engagement focuses on personal interests • may be supported through Family Support for Children with Disabilities (FSCD), guardianship, Persons with Developmental Disabilities (PDD) and Assured Income for Severely Handicapped (AISH)	Level 3	• may be semi-independent in adulthood (living in group home, at-home support worker, community support worker) • may have a WISC Full Scale < 70 to 55 range • may have an adaptive behaviour scale that indicates ch areas • may make their own living, financial and medical choice • may be supported when participating in community en on personal interests and involvement in opportunities purpose to make a difference may be supported through Family Support for Children (FSCD), guardianship, Persons with Developmental Disa Assured Income for Severely Handicapped (AISH)
Level 2	• may be dependent in adulthood (living in group home, at-home support worker, community support worker) • may have a WISC Full Scale < than 55 to 40 range • may have an adaptive behaviour scale that indicates challenges in multiple areas • may be supported when participating in community engagement that focuses on personal interests and involvement in opportunities that create a sense of purpose to make a difference • may be supported through Family Support for Children with Disabilities (FSCD), guardianship, Persons with Developmental Disabilities (PDD) and Assured Income for Severely Handicapped (AISH)	Level 4	• may be independent in adulthood • may have a WISC Full Scale < 85 to 70 range • may have an adaptive behaviour scale that indicates ch areas • may make their own living, financial and medical choic • Will likely navigate the community as socially involved

Oral Language Progressions

Conceptual Thread	Emergent LO: Explore listening and speaking skills.	Level 1 LO: Explore listening and speaking skills.	Level 2 LO: Develop listening and speaking skills.	Level 3 LO: Adjust listening and speaking to communicate effectively.	Level 4 LO: Apply listening and speaking skills and strategies to a variety of interactions.
protocols				2LO2.SP3 **Identify** community or cultural protocols that may influence respectful communication.	3LO2.SP2 **Discuss** how oral stories show respect for traditional shared knowledge.
collaborative dialogue	**Engage** in turn-taking (my turn/your turn). **Look at** speaker during group discussions.	KLO2.SP4 **Participate** in group discussions.	1LO2.SP7 **Ask** questions to clarify information during discussions. 1LO2.SP8 **Respond** orally to questions during discussions.	2LO2.SP8 **Contribute** to discussions as a listener and speaker.	3LO2.SP8 **Consider** the contributions of others when exchanging ideas or opinions. 3LO2.SP17 **Participate** in presentations as a respectful audience member.
verbal and non verbal language	**Demonstrates** awareness of personal space. **Greet** hi and bye. **Orient** to the person saying the child's name.	**Gestures** in response to verbal requests.	1LO2.SP11 **Examine** verbal and non-verbal language that is appropriate for a variety of situations.	2LO2.SP11 **Enhance** messages by combining verbal and non-verbal communication.	3LO2.SP10 **Combine** verbal and non-verbal language to enhance communication.
expressive language	**Request** assistance with personal needs or wants. **Use** core vocabulary such as yes/no, stop, more, help, I want/don't want. **Use** verbal or nonverbal language to protest.	**Request** a social routine. **Verbalize** or **vocalize** in response to verbal requests.	KLO2.SP8 **Express** an idea or share information through the use of body language or voice.		
receptive language	**Follow** one-step commands within routine activities. **Use** words or gestures to make a choice.	KLO2.SP7 **Listen to** and **follow** simple one- or two-step instructions. (spatial concepts, negation, quantitative and qualitative concepts) **Use** words or gestures to make a choice.	KLO2.SP7 **Listen to** and **follow** simple one- or two-step instructions. (recognize pronouns in instructions)	1LO2.SP10 **Listen to** and **follow** two-step instructions.	2LO2.SP9 **Listen to** and **follow** three-step instructions.

Oral Language

*LO: these are parent-friendly versions of the Learning Outcomes (LOs) from the subject specific curriculum. The parent-friendly LOs also appear on the elementary outcomes-based report card.

St. Albert Public Schools **Complex Learners Progressions: Literacy** June 2024

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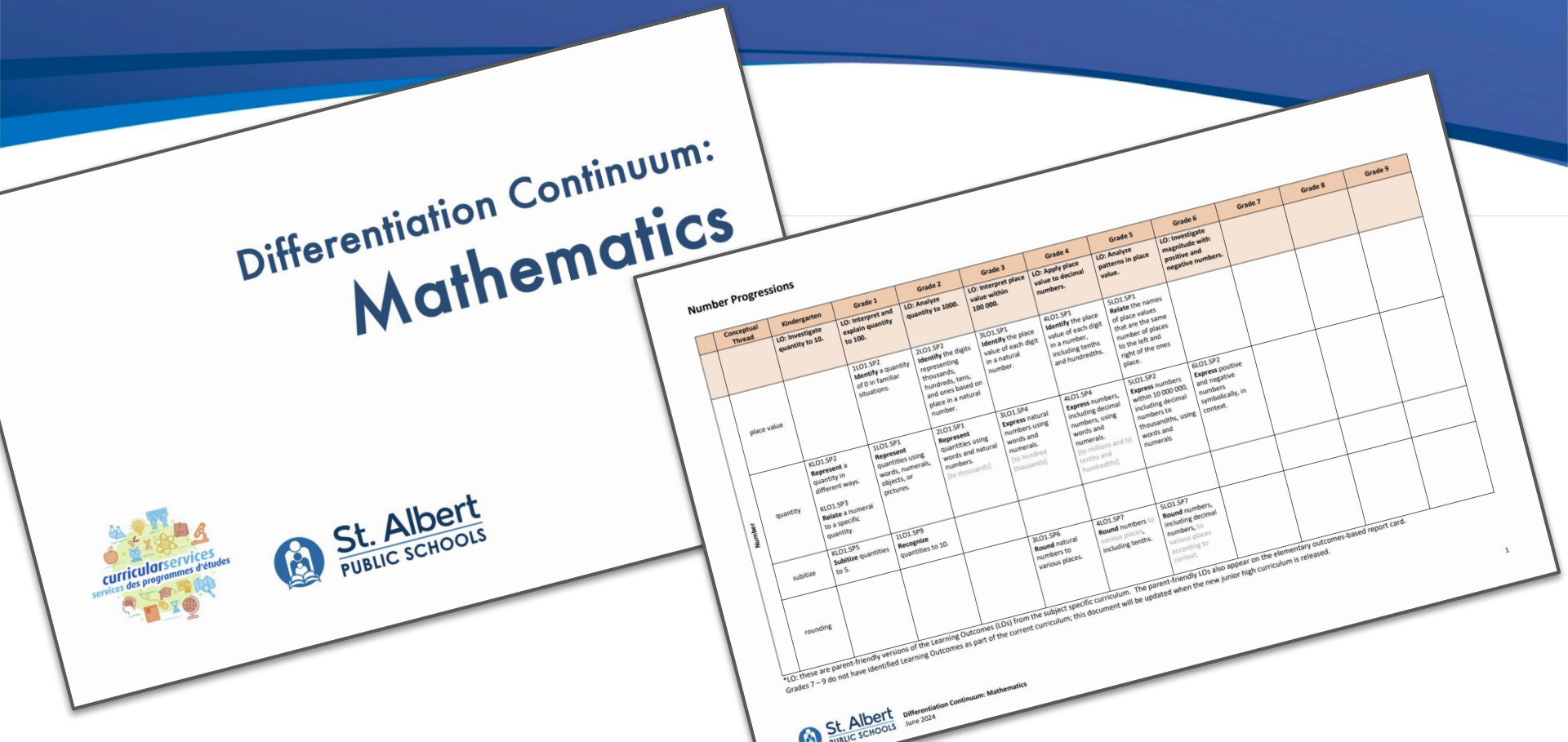
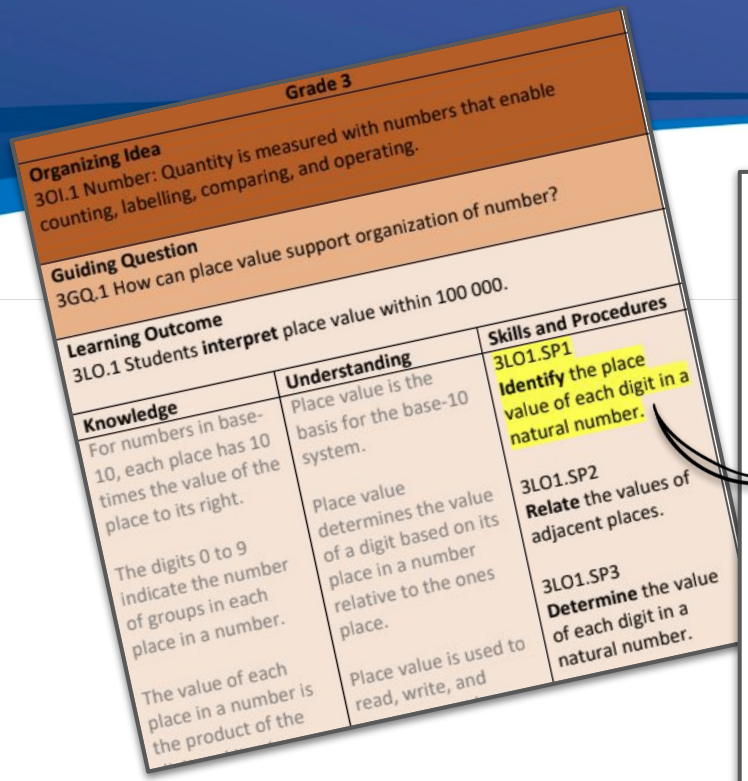
Differentiation Continuum



Using the Tool



Grade 3

Organizing Idea
3OI.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.

Guiding Question
3GQ.1 How can place value support organization of number?

Learning Outcome
3LO.1 Students **interpret** place value within 100 000.

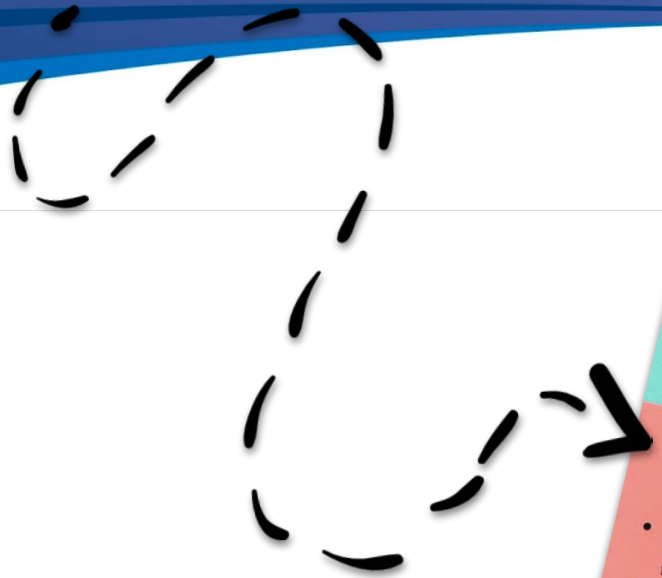
Knowledge	Understanding	Skills and Procedures
For numbers in base-10, each place has 10 times the value of the place to its right. The digits 0 to 9 indicate the number of groups in each place in a number. The value of each place in a number is the product of the	Place value is the basis for the base-10 system. Place value determines the value of a digit based on its place in a number relative to the ones place. Place value is used to read, write, and	3LO1.SP1 **Identify** the place value of each digit in a natural number. 3LO1.SP2 **Relate** the values of adjacent places. 3LO1.SP3 **Determine** the value of each digit in a natural number.

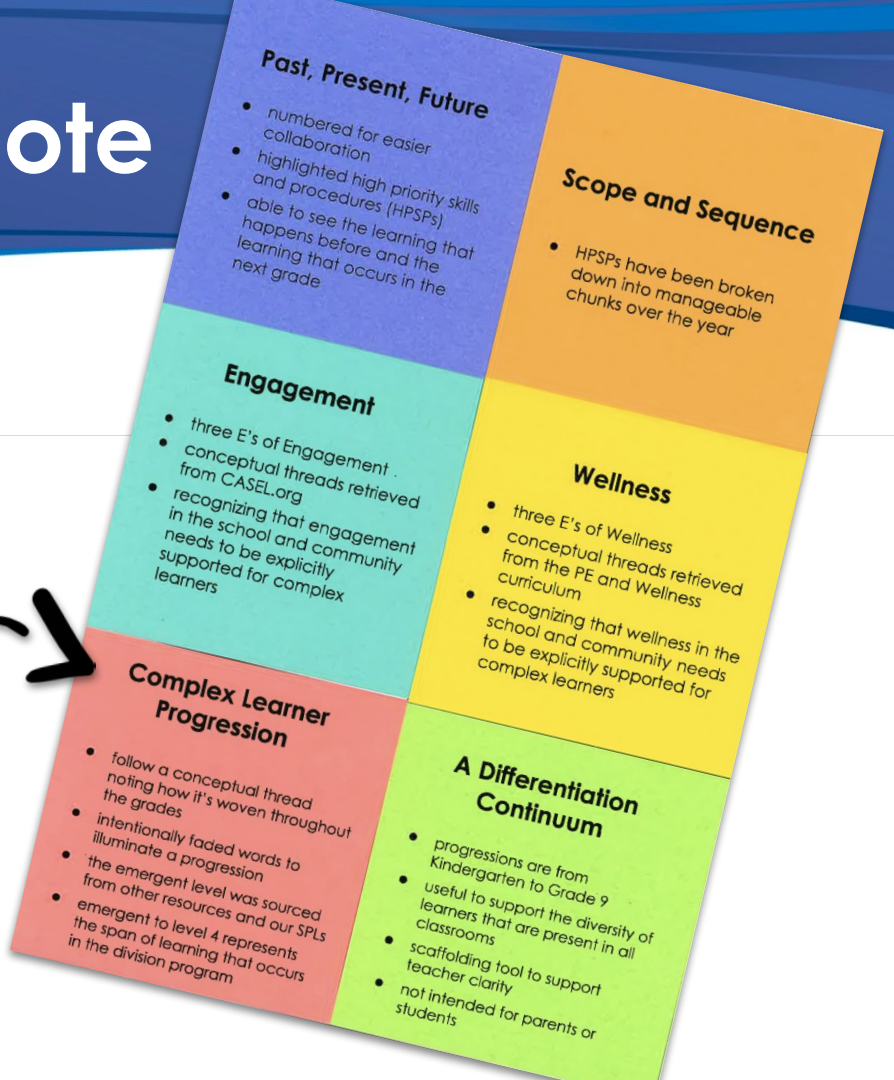
Number Progressions

	Conceptual Thread	Emergent	Level 1	Level 2	Level 3	Level 4
		LO: Investigate quantity to 10.	**LO: Investigate quantity to 10.**	**LO: Interpret and explain quantity to 100.**	**LO: Analyze quantity to 1 000.**	**LO: Interpret place value within 100 000.**
Number	comparative language	**Distinguish** spoken numbers from other spoken words. **Distinguish** numerals from other written symbols.	KLO1.SP7 **Describe** quantities relative to each other using comparative language.	KLO1.SP8 **Describe** a quantity in relation to a purpose or need using comparative language.		
	quantity	**Recall** the sequence of number names up to 10.	KLO1.SP2 **Represent** a quantity in different ways. [objects and pictures]	1LO1.SP1 **Represent** quantities using words, numerals, objects, or pictures.	2LO1.SP1 **Represent** quantities using words and natural numbers.	3LO1.SP4 **Express** natural numbers using words and numerals.
	place value	KLO1.SP3 **Relate** a numeral to a specific quantity.	2LO2.SP2 **Identify** the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	2LO2.SP2 **Identify** the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	2LO2.SP2 **Identify** the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	3LO1.SP1 **Identify** the place value of each digit in a natural number.
	counting	**Know** how to count a collection, respecting most of the principles of counting. **Understand** that it is the last number said which gives the count.	KLO1.SP2 **Count** within 10, forward and backward, starting at any number, according to the counting principles.	1LO1.SP3 **Count** within 100, forward by 1s, starting at any number, according to counting principles.	2LO1.SP5 **Count** within 1000, forward and backwards by 1s, starting at any number.	2LO1.SP5 **Count** within 1000, forward and backwards by 1s, starting at any number.
	skip counting			1LO1.SP6 **Skip count** to 20, forward by 2s, starting at 0.	1LO1.SP5 **Skip count** to 100, forward by 5s and 10s, starting at 0.	2LO1.SP6 **Skip count** by 20s, 25s, or 50s, starting at 0.
	subitize	**See at a glance** how many are in small collections and **attach** correct number names to small collections.	KLO1.SP5 **Subitize** quantities to 5.	1LO1.SP9 **Recognize** quantities to 10.		
	comparing and ordering numbers	**Use** "bigger", "smaller" and "the same" to describe differences between collections.	KLO1.SP6 **Compare** the size of two sets using one-to-one correspondence.	1LO1.SP12 **Represent** a quantity relative to another, including symbolically.	2LO1.SP14 **Compare** and order natural numbers.	3LO1.SP7 **Compare** and **order** natural numbers.

*LO: these are parent-friendly versions of the Learning Outcomes (LOs) from the subject specific curriculum. The parent-friendly LOs also appear on the elementary outcomes-based report card.
For levels with two LOs, it means that the original Learning Outcome was too complex to capture effectively in parent-friendly language or addressed two very different skills. Select the LO that makes the most sense with the HPSP you select from the level.

Notice and Note





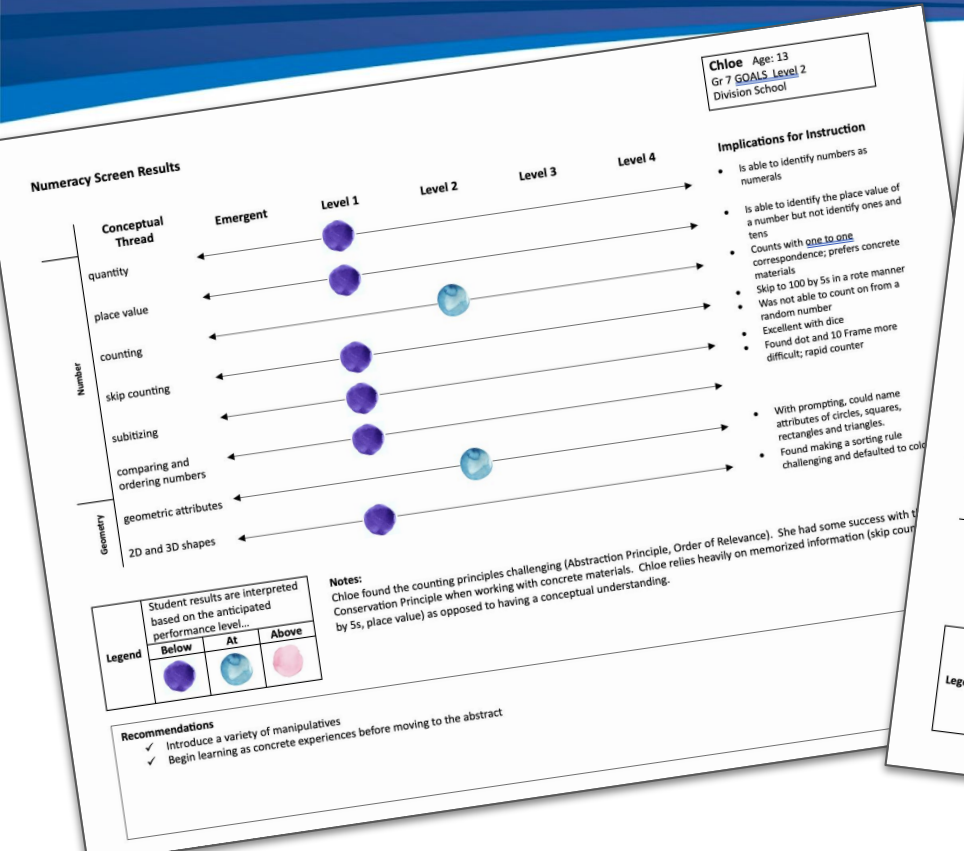
Future Plans

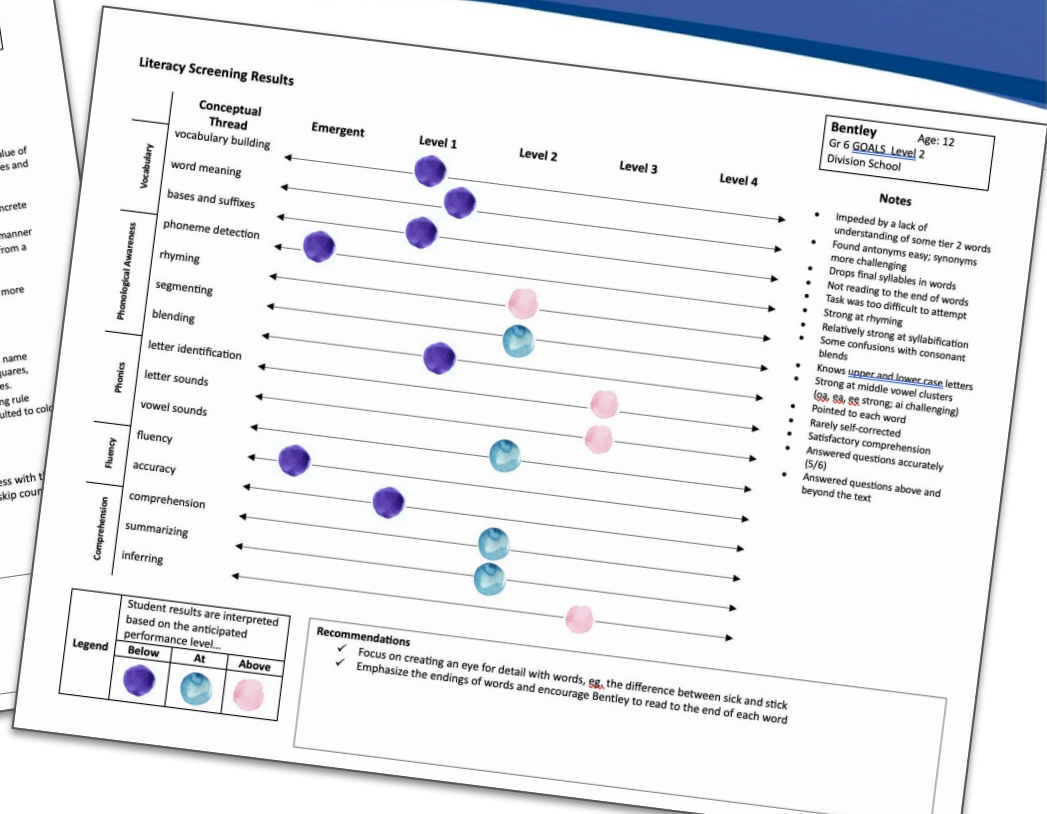
Literacy and
Numeracy Screeners

Professional
Development

IPP Writing

Screeners and Heat Maps





Future Plans

Literacy and
Numeracy Screeners

Professional
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IPP Writing

Professional Learning

Future Plans

Literacy and
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Oral Language Progressions

	Conceptual Thread	Emergent	Level 1	Level 2	Level 3	Level 4
Oral Language		**LO: Explore listening and speaking skills**	**LO: Explore listening and speaking skills**	**LO: Develop listening and speaking skills**	**LO: Adjust listening and speaking to communicate effectively**	**LO: Apply listening and speaking skills and strategies to a variety of interactions**
					2LO2.SP3 **Identify** community or cultural protocols that may influence respectful communication.	3LO2.SP2 **Discuss** how oral stories show respect for traditional shared knowledge.
	discussion	**Engage** in turn-taking (my turn/your turn). **Look at** speaker during group discussions.	KLO2.SP4 **Participate** in group discussions.	1LO2.SP7 **Ask** questions to clarify information during discussions. 1LO2.SP8 **Respond** orally to questions during discussions.	2LO2.SP8 **Contribute** to discussions as a listener and speaker.	3LO2.SP8 **Consider** the contributions of others when exchanging ideas or opinions. 3LO2.SP17 **Participate** in presentations as a respectful audience member.
	body language	**Demonstrates** awareness of personal space. **Greet** hi and bye. **Orient** to the person saying the child's name.	**Gestures** in response to verbal requests.	1LO2.SP11 **Examine** verbal and non-verbal language that is appropriate for a variety of situations.	2LO2.SP11 **Enhance** messages by combining verbal and non-verbal communication.	3LO2.SP10 **Combine** verbal and non-verbal language to enhance communication.
	Ex la	**Vocalize** to gain attention. **Use** expressions such as yes/no, stop, more, help, I want/don't want.	**Ask** for assistance w personal needs. **Verbalize** or voc sponse to verbal reques			
	oral l			1LO2.SP5 **Adjust** speaking volume, tone, and pace for a variety of situations.	2LO2.SP5 **Enhance** clarity of oral communication through word emphasis and enunciation.	3LO2.SP11 **Adjust** voice quality, audibility, articulation, or clarity to communicate effectively.
	receptive language	**Follow** one-step commands within routine activities. **Gesture** to an object to indicate awareness.	**Listen to** and **follow** simple one- or two-step instructions. **Make** a choice using words or gestures.	1LO2.SP10 **Listen to** and **follow** two-step instructions.	2LO2.SP9 **Listen to** and **follow** three-step instructions.	

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Final Reflections

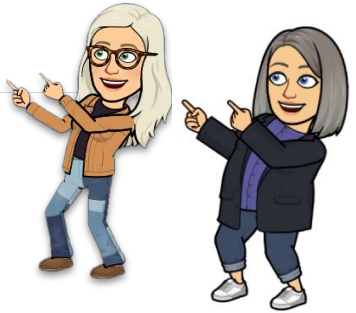
True urgent leadership doesn't drain people. It does the opposite. It energizes them. It makes them feel excited.

John P. Kotter

Questions

Image Link

Thank you from our team!



Catherine
catherine.coyne@spschools.org

Karen
karen.lucas@spschools.org

Renee
renee.miller@spschools.org

Carlene
carlene.duke@spschools.org