

# Learning Progressions Framework



**St. Albert**  
PUBLIC SCHOOLS

**Curricular Services Team**



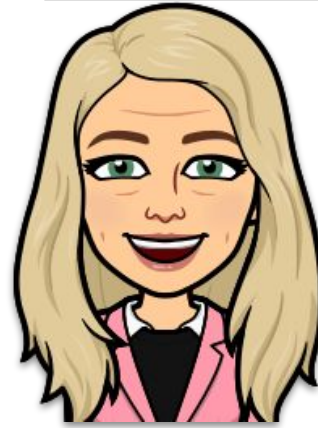
# Our Team



**Carlene  
Duke**



**Catherine  
Coyne**



**Karen  
Lucas**

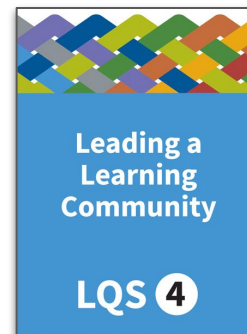
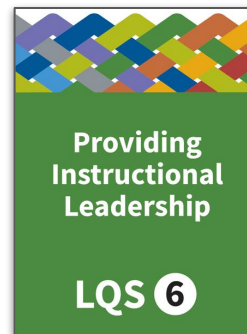
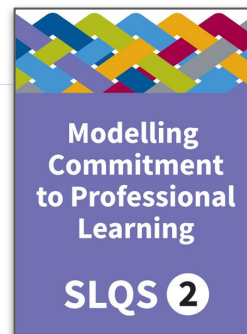


**Renee  
Miller**

# 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			Grade 3			Grade 4		
<b>Organizing Idea</b> 2O1.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.			<b>Organizing Idea</b> 3O1.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.			<b>Organizing Idea</b> 4O1.1.1 Number: Quantity is measured with numbers that enable counting, labelling, comparing, and operating.		
<b>Guiding Question</b> 2GQ.1 How can quantity contribute to a sense of number?			<b>Guiding Question</b> 3GQ.1 How can place value support organization of number?			<b>Guiding Question</b> 4GQ.1 How can place value facilitate interpretation of number?		
<b>Learning Outcome</b> 2LO.1 Students <b>analyze</b> quantity to 1000.			<b>Learning Outcome</b> 3LO.1 Students <b>interpret</b> place value within 100 000.			<b>Learning Outcome</b> 4LO.1 Students <b>apply</b> place value to decimal numbers.		
Knowledge	Understanding	Skills and Procedures	Knowledge	Understanding	Skills and Procedures	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.	<b>2LO1.SP1</b> <b>Represent quantities using words and natural numbers.</b>  <b>2LO1.SP2</b> <b>Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.</b>  <b>2LO1.SP3</b> <b>Relate a number, including zero, to its position on the number line.</b>	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.	<b>3LO1.SP1</b> <b>Identify the place value of each digit in a natural number.</b>  <b>3LO1.SP2</b> <b>Relate the values of adjacent places.</b>  <b>3LO1.SP3</b> <b>Determine the value of each digit in a natural number.</b>  <b>3LO1.SP4</b> <b>Express natural numbers using words and numerals.</b>  <b>3LO1.SP5</b> <b>Express various compositions of a natural number using place value.</b>	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.	<b>4LO1.SP1</b> <b>Identify the place value of each digit in a number, including tenths and hundredths.</b>  <b>4LO1.SP2</b> <b>Relate the values of adjacent places, including tenths and hundredths.</b>  <b>4LO1.SP3</b> <b>Determine the value of each digit in a number, including tenths and hundredths.</b>  <b>4LO1.SP4</b> <b>Express numbers, including decimal numbers, using words and numerals.</b>



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Past, Present and Future – Mathematics Gr 3  
June 2024

# 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

TRIANGULATION: FAIR  $\neq$  EQUAL


**PRODUCTS**



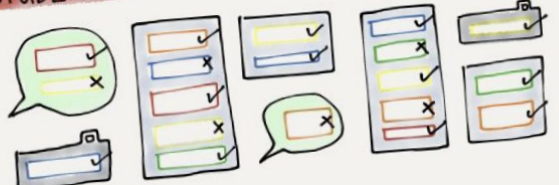
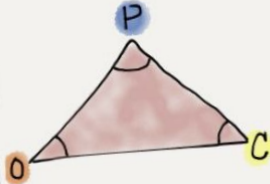
**CONVERSATIONS**



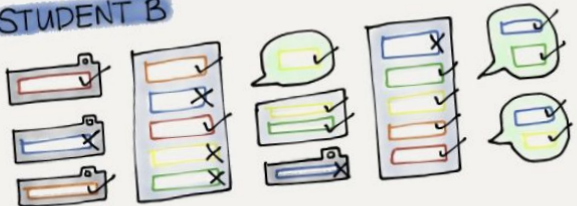
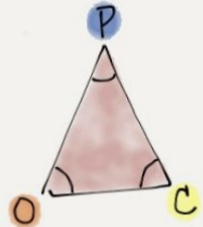
**OBSERVATIONS**




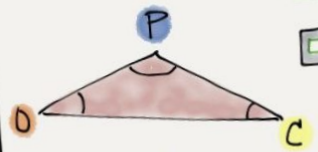
**STUDENT A**



**STUDENT B**



**STUDENT C**



@alecklassen

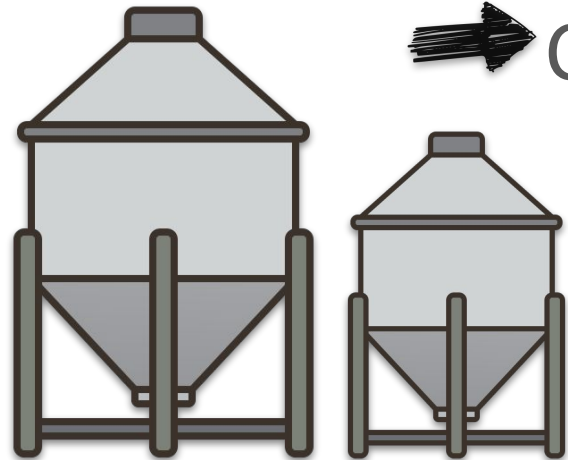
Each  
~~Every~~ student deserves  
a *great* teacher, not by  
chance, but by **design**.

Fisher, Frey & Hattie 2016

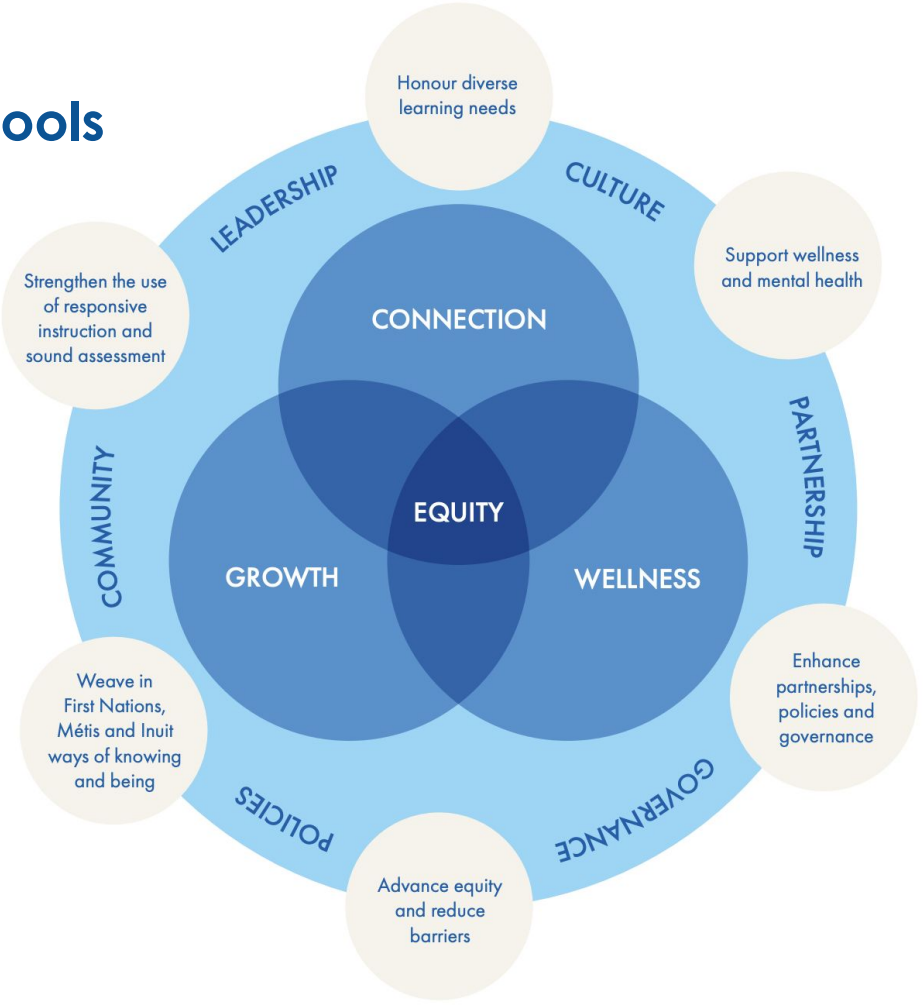
# Breaking Down Silos

➔ Nurturing a **collaborative** environment

➔ Creating **synergy** and **connection**



# St. Albert Public Schools 4 Year Ed Plan



# Programming for Complex Learners



# PROCESS to...

September



October



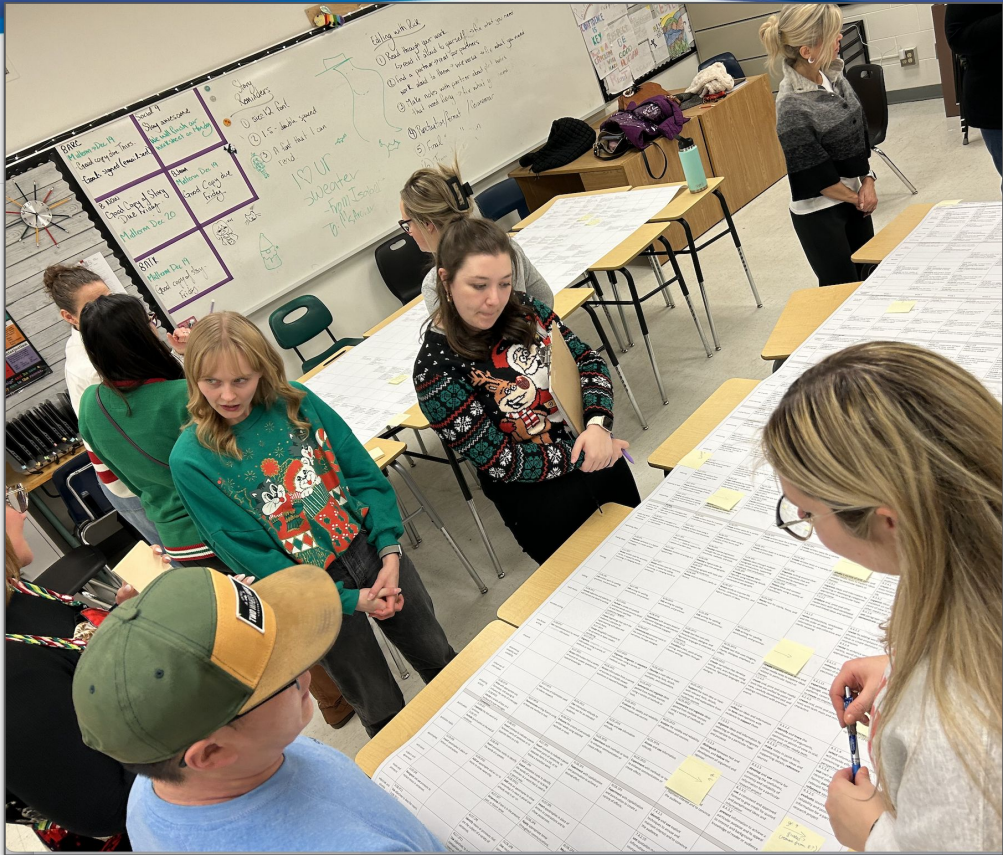
# PROCESS to...



November



# Process to Products





# Notice and Note



## Past, Present, Future

- numbered for easier collaboration
- highlighted high priority skills and procedures (HPSPs)
- able to see the learning that happens before and the learning that occurs in the next grade

## Scope and Sequence

- HPSPs have been broken down into manageable chunks over the year

## Engagement

- three E's of Engagement
- conceptual threads retrieved from CASEL.org
- recognizing that engagement in the school and community needs to be explicitly supported for complex learners

## Wellness

- three E's of Wellness
- conceptual threads retrieved from the PE and Wellness curriculum
- recognizing that wellness in the school and community needs to be explicitly supported for complex learners

## Complex Learner Progression

- follow a conceptual thread noting how it's woven throughout the grades
- intentionally faded words to illuminate a progression
- the emergent level was sourced from other resources and our SPLs
- emergent to level 4 represents the span of learning that occurs in the division program

## A Differentiation Continuum

- progressions are from Kindergarten to Grade 9
- useful to support the diversity of learners that are present in all classrooms
- scaffolding tool to support teacher clarity
- not intended for parents or students

# 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.

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.

### Using the Progressions

Students at this level will typically:

- 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 challenges in multiple areas
- may make their own living, financial and medical choices
- may be supported when participating in community engagement on personal interests and involvement in opportunities
- purpose to make a difference
- may be supported through Family Support for Children with Disabilities (FSCD), guardianship, Persons with Developmental Disabilities (PDD), Assured Income for Severely Handicapped (AISH)

Emergent/  
Level 1

- 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 challenges in multiple areas
- may make their own living, financial and medical choices
- will likely navigate the community as socially involved

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)

## Oral Language Progressions

Conceptual Thread	Emergent	Level 1	Level 2	Level 3	Level 4
protocols	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.
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.SP3 Identify community or cultural protocols that may influence respectful communication. 2LO2.SP6 Contribute to discussions as a listener and speaker.	3LO2.SP2 Discuss how oral stories show respect for traditional shared knowledge. 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 step instructions)	1LO2.SP10 Listen to and follow two-step instructions.	2LO2.SP9 Listen to and follow three-step instructions.

\*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.

# Differentiation Continuum

## Differentiation Continuum: Mathematics



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### Number Progressions

Conceptual Thread	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6	Grade 7	Grade 8	Grade 9
place value	LO: Investigate quantity to 10.	1LO1.SP2 Identify a quantity of 0 in familiar situations.	2LO1.SP2 Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	3LO1.SP3 Identify the place value of each digit in a natural number.	4LO1.SP1 Identify the place value of each digit in a natural number.	5LO: Analyze patterns in place value.	6LO: Investigate magnitude with positive and negative numbers.			
quantity	KLO1.SP2 Represent a quantity in different ways.	1LO1.SP1 Represent quantities using words, numerals, objects, or pictures.	2LO1.SP1 Represent quantities using words and natural numbers. (to thousands)	3LO1.SP4 Express natural numbers using words and numerals. (to hundred thousands)	4LO1.SP4 Express numbers, including decimal numbers, using words and numerals. (to millions and to tenths and hundredths)	5LO1.SP2 Express numbers within 10 000 000, including decimal numbers to thousandths, using words and numerals	6LO1.SP2 Express positive and negative numbers symbolically, in context.			
subitize	KLO1.SP5 Subitize quantities to 5.	1LO1.SP9 recognize quantities to 10.			4LO1.SP6 Round natural numbers to various places.	5LO1.SP7 Round numbers to various places, including tenths.	6LO1.SP7 Round numbers, including decimal numbers, to various places according to context.			
rounding										

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Grades 7 – 9 do not have identified Learning Outcomes as part of the current curriculum; this document will be updated when the new junior high curriculum is released.

# Using the Tool

Grade 3

## Organizing Idea

3O1.1 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

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

### Understanding

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

### Skills and Procedures

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. Relate a numeral to a specific quantity.	KLO1.SP2 Represent a quantity in different ways. [objects and pictures] 2LO2.SP2 Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	1LO1.SP1 Represent quantities using words, numerals, objects, or pictures. 2LO2.SP2 Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	2LO1.SP1 Represent quantities using words and natural numbers. 2LO2.SP2 Identify the digits representing thousands, hundreds, tens, and ones based on place in a natural number.	
	place value				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.



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Complex Learners Numeracy Progressions  
June 2024



# Notice and Note



## Past, Present, Future

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- able to see the learning that happens before and the learning that occurs in the next grade

## Scope and Sequence

- HPSPs have been broken down into manageable chunks over the year

## Engagement

- three E's of Engagement
- conceptual threads retrieved from CASEL.org
- recognizing that engagement in the school and community needs to be explicitly supported for complex learners

## Wellness

- three E's of Wellness
- conceptual threads retrieved from the PE and Wellness curriculum
- recognizing that wellness in the school and community needs to be explicitly supported for complex learners

## Complex Learner Progression

- follow a conceptual thread noting how it's woven throughout the grades
- intentionally faded words to illuminate a progression
- the emergent level was sourced from other resources and our SPLs
- emergent to level 4 represents the span of learning that occurs in the division program

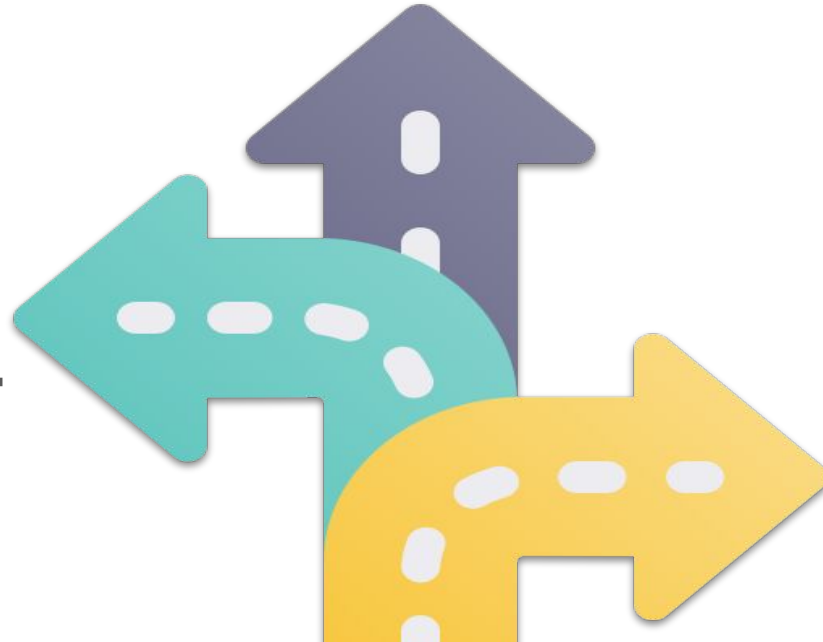
## A Differentiation Continuum

- progressions are from Kindergarten to Grade 9
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- scaffolding tool to support teacher clarity
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# Future Plans

## Literacy and Numeracy Screeners

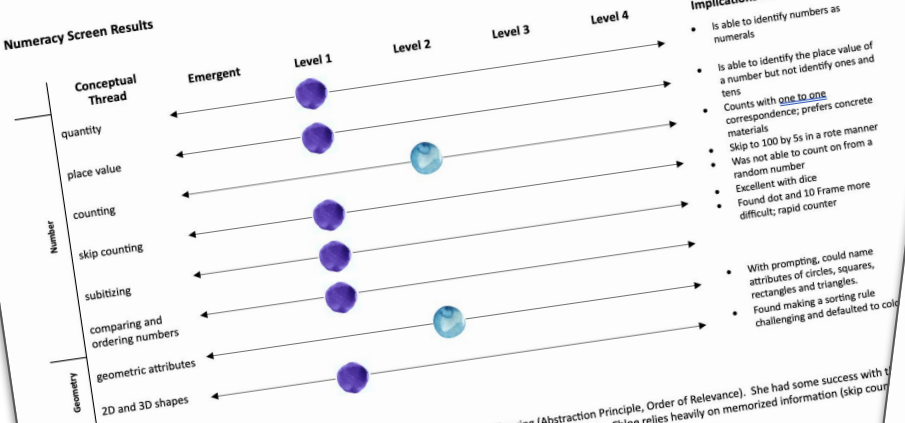
Professional Development



IPP Writing

# Screeners and Heat Maps

## Numeracy Screen Results



**Chloe** Age: 13  
Gr 7 GOALS Level 2  
Division School

### Implications for Instruction

- Is able to identify numbers as numerals
- Is able to identify the place value of a number but not identify ones and tens
- Counts with one to one correspondence; prefers concrete materials
- Skip to 100 by 5s in a rote manner
- Was not able to count on from a random number
- Excellent with dice
- Found dot and 10 Frame more difficult; rapid counter
- With prompting, could name attributes of circles, squares, rectangles and triangles.
- Found making a sorting rule challenging and defaulted to color

**Notes:** Chloe found the counting principles challenging (Abstraction Principle, Order of Relevance). She had some success with the Conservation Principle when working with concrete materials. Chloe relies heavily on memorized information (skip counting by 5s, place value) as opposed to having a conceptual understanding.

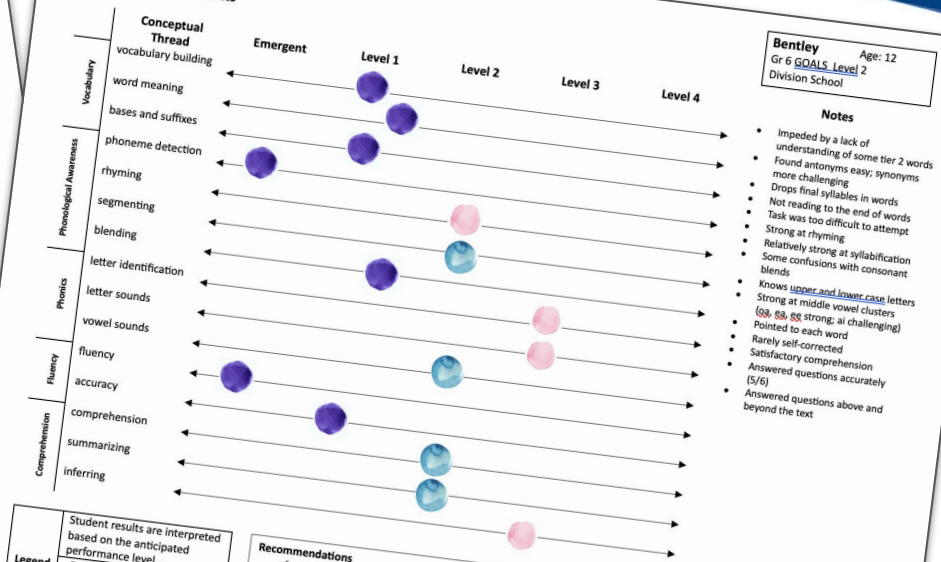
Student results are interpreted based on the anticipated performance level...

Legend	Below	At	Above

### Recommendations

- Introduce a variety of manipulatives
- Begin learning as concrete experiences before moving to the abstract

## Literacy Screening Results



**Bentley** Age: 12  
Gr 6 GOALS Level 2  
Division School

### Notes

- Impeded by a lack of understanding of some tier 2 words
- Found antonyms easy; synonyms more challenging
- Drops final syllables in words
- Not reading to the end of words
- Task was too difficult to attempt
- Strong at rhyming
- Relatively strong at syllabification
- Some confusions with consonant blends
- Knows upper and lower case letters
- Strong at middle vowel clusters (ou, oo, ee, strong; ai challenging)
- Pointed to each word
- Rarely self-corrected
- Satisfactory comprehension
- Answered questions accurately (5/6)
- Answered questions above and beyond the text

Student results are interpreted based on the anticipated performance level...

Legend	Below	At	Above

### Recommendations

- Focus on creating an eye for detail with words, eg, the difference between sick and stick
- Emphasize the endings of words and encourage Bentley to read to the end of each word



# Future Plans

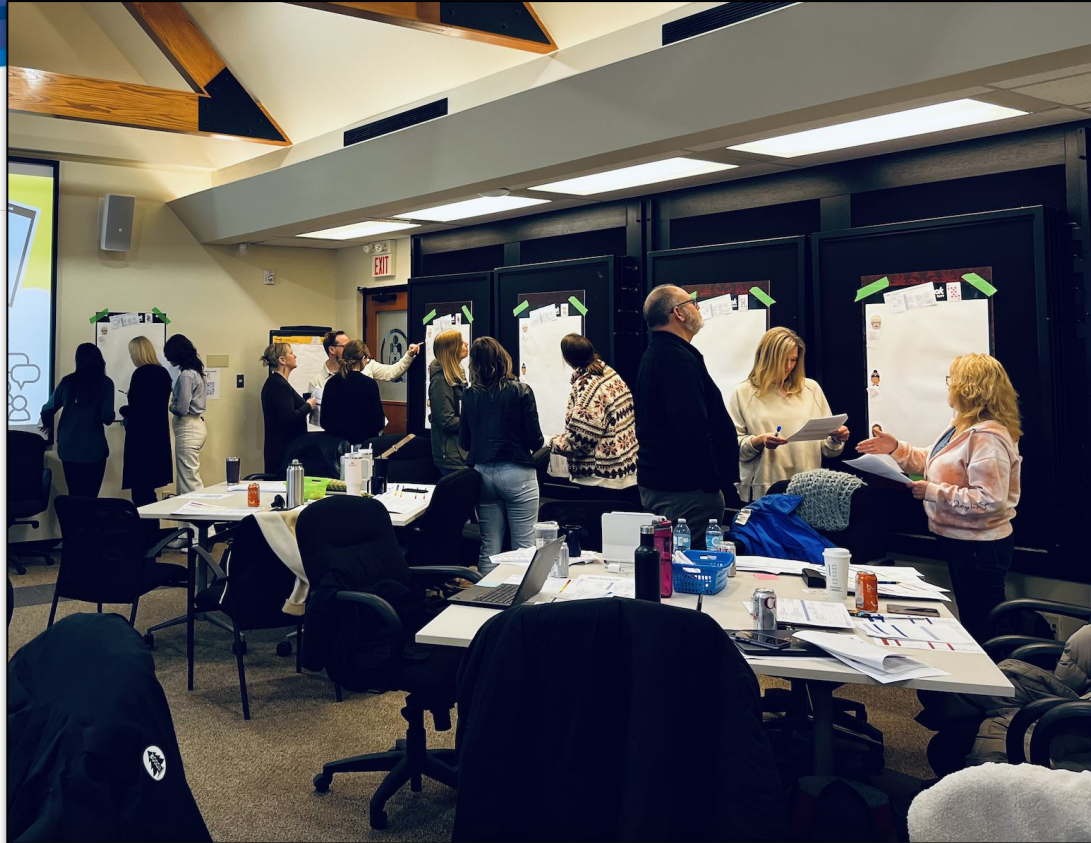
## Literacy and Numeracy Screeners

Professional Development



IPP Writing

# Professional Learning



# Future Plans

## Literacy and Numeracy Screeners

Professional Development



IPP Writing

## Oral Language Progressions



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

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# Final Reflections

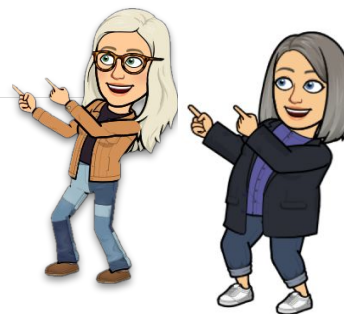
True urgent leadership doesn't drain people. It does the opposite. It energizes them. It makes them feel excited.

John P. Kotter

# Questions



**Thank you  
from our team!**



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