4 Years Later...

Personalized/Competency-based Learning

Dr. Jeff Dillon - Superintendent
Patricia Clagg - Board Chair
Jeb Bechtel - Vice Chair
Robert Fogg - Trustee
The Why
To begin, it wasn’t to increase test score directly

- Increase future opportunities for our students
- 40% Yearly Turnover in Students
- Not enough staff to provide Intervention and Enrichment
- Ownership of Learning - Personalized Student Engagement
Mastery-based Innovation
Personalized Learning Ecosystem

- Empowered
- Critical Thinking
- Innovation/Creativity
- Student Owned
- Voice & Choice
- Mentor/Facilitator
- Mastery
- Project Based
- Enjoyment
Who We Are...

Vision
Provide a rigorous mastery-based personalized environment where 100% of our students graduate, have the skills to be leaders, and creatively design their own future.
Guiding Principles

• Expect professionalism, respect, responsibility and honesty.
• Embrace innovation in technology tools, resources and instructional practices.
• Hold accountable the ownership of teaching and learning.
• Incorporate the necessary skills (16 Habits of Mind) and a growth mindset to effectively demonstrate 21st century skills to thrive in society, promoting strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship.
• Make decisions based on student-centered, data driven, educational practices.
• Achieve rigor and relevance through relationships of trust, developed as a result of effective and inclusive mentoring.
Systems Approach

Innovation

Traditional
Systems Approach
Systems Approach

- Innovation
- Traditional
Systems Approach

Traditional
Key System Changes

- No Grade Levels
- No Bells
- Student-Centered (Voice and Choice)
- Mastery = 80% on all assignments, tests, quizzes, and assessments
Traditional

More

Less

(Time is Standardized)

Learning
Mastery

(Time is variable)
Lesson 1

Path - Pace - Place
Mastery = Movement

- It’s all about that Bass PACE
- Reach your goal of mastery, then move (content, classroom, break, lunch)
- Levels - The Power of Freedom and Autonomy
Lesson 2

Culture

16 Habit of Mind
<table>
<thead>
<tr>
<th>Number</th>
<th>Title</th>
<th>Description</th>
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<tbody>
<tr>
<td>1.</td>
<td>Persisting</td>
<td>Stick to it! Persevering in task through to completion; remaining focused.</td>
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<td>Looking for ways to reach your goal when stuck. Not giving up.</td>
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<td>2.</td>
<td>Managing Impulsivity</td>
<td>Take your time! Thinking before acting; remaining calm, thoughtful and</td>
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<td></td>
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<td>deliberative.</td>
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<td>3.</td>
<td>Listening with understanding and empathy</td>
<td>Devoting mental energy to another person's thoughts and ideas; Make an</td>
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<td>effort to perceive another's point of view and emotions.</td>
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<td>4.</td>
<td>Thinking flexibly</td>
<td>Look at it another way! Being able to change perspectives, generate</td>
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<td></td>
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<td>alternatives, consider options.</td>
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<td>5.</td>
<td>Thinking about your thinking</td>
<td>Know your knowing! Being aware of your own thoughts, strategies, feelings</td>
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<td></td>
<td>(Metacognition)</td>
<td>and actions and their effects on others.</td>
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<td></td>
<td></td>
<td>and finding ways to improve constantly.</td>
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<td>7.</td>
<td>Questioning and problem posing</td>
<td>How do you know? Having a questioning attitude; knowing what data are</td>
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<td>needed &amp; developing questioning strategies to produce those data. Finding</td>
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<td>problems to solve.</td>
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<td>8.</td>
<td>Applying past knowledge to new situations</td>
<td>Use what you learn! Accessing prior knowledge; transferring knowledge</td>
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<td></td>
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<td>beyond the situation in which it was learned.</td>
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<tr>
<td>9.</td>
<td>Thinking &amp; communicating with clarity and</td>
<td>Be clear! Strive for accurate communication in both written and oral form;</td>
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<td></td>
<td>precision</td>
<td>avoiding over-generalizations, distortions, deletions and exaggerations.</td>
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<td>10.</td>
<td>Gather data through all senses</td>
<td>Use your natural pathways! Pay attention to the world around you. Gather</td>
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<td>data through all the senses. taste, touch, smell, hearing and sight.</td>
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<td>11.</td>
<td>Creating, imagining, and innovating</td>
<td>Try a different way! Generating new and novel ideas, fluency, originality</td>
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<td>12.</td>
<td>Responding with wonderment and awe</td>
<td>Have fun figuring it out! Finding the world awesome, mysterious and being</td>
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<td>intrigued with phenomena and beauty.</td>
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<td>13.</td>
<td>Taking responsible risks</td>
<td>Venture out! Being adventuresome; living on the edge of one's competence.</td>
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<td>Try new things constantly.</td>
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<td>able to laugh at one's self.</td>
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<td>15.</td>
<td>Thinking interdependently</td>
<td>Work together! Being able to work in and learn from others in reciprocal</td>
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<td>situations. Team work.</td>
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<td>16.</td>
<td>Remaining open to continuous learning</td>
<td>Learn from experiences! Having humility and pride when admitting we don't</td>
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<td>know; resisting complacency.</td>
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Lesson 3

Board Support
What is the role of the board?

• You are as valuable as the district leadership in leading innovation.

• Listen to student input

• Don’t fear failure…

• Establish a growth mindset - Lead by example
Curriculum

K-5
- Learning A-Z
- Freckle
- Lucy Calkins - Writing/Reading
- Project/Challenge-based

Middle School
- iReady
- District Created Reading
- Freckle/Kahn Academy
- Project/Challenge-based

High School
- Project/Challenge-based
- Edgenuity
Oversight

- Implementation - then policy revisions
- Allowing for answers to be found
- Student centered conversations
- Mulligans
Lesson 4
Success
Data

• Growth = 100% of our student who demonstrate “grit” while taking the ISAT are proficient on the ISAT.

• College & Career Ready
  • 80% Commitment to attend college (70% arrived)
  • 16 Average College Credits
  • 3.0 GPA
  • Super Seniors

• 8th Grade Advanced Opportunities
  • 40% High School Algebra 1 and/or Earth Science
Advisory - Mentoring

• Elementary
  • 77% demonstrating “Ownership of Learning”
  • Habits of Mind
• Middle School
  • 70% demonstrating “Ownership of Learning”
• High School
  • 80% demonstrating “Ownership of Learning”
Opportunities

- Computer Science - Coding K-12
- StoryMaker Animation
- Wizard of Oz. (Wilder, Melba, & Notus)
- wilderschools.org (Parent & Admin Video, etc)
Special Guests

- CBS This Morning
- Ivanka Trump & Tim Cook
Wilder School District

One of The Nation’s Most Innovative Districts

Case Study - AASA (The School Superintendent Association)

SPN (Successful Practices Network)
As leaders/trustees we are tasked with the responsibility to prepare students for THEIR future, not our present.
Research

• To Choose or Not to Choose…Is It Really a Question? A Mixed Methods Study Exploring Student Choice, Assessment, and Technology Use of the Elementary 21st Century Learner. Amy Ackley Ph.D.

• PROMOTING RACIAL AND ETHNIC IDENTITY: ACADEMIC INTERVENTION TO SUPPORT SCHOLASTIC SUCCESS OF LATINOS. Alejandro Zamora Ph.D.

• No Bells: Closing the Achievement Gap With Personalized Competency-Based Learning in a Small Rural High Poverty School District. Jeffrey Dillon Ph.D.

• THE IMPACT OF BLOOMZ APP ON PARENT–TEACHER INTERACTION IN MIDDLE SCHOOLS SERVING LOW-SOCIOECONOMIC, RURAL COMMUNITIES. Javier Castaneda Ed.D.

• Strategic Leadership in Technology Implementation: A Case Study on the Principal's Role in Classroom Technology. Gregg Russell Ph.D.

• Leadership and Trust: A Mixed Methods Study of the Rural Elementary Principal. Sherry Ann Adams Ph.D.
Questions