

**STATE
SUPERINTENDENT'S
LEADERSHIP
INSTITUTE**

2012

**Next Generation Schools
of Personalized Learning**



From Vision to Action...

June 25 - 27, 2012
Charleston Marriott Hotel

...Developing students who have the knowledge, skills and dispositions for college, career and citizenship success and whose personal talents and aspirations are elevated and enriched through the learning process.

Our Student-Centered Goals...

These goals provide the direction on how progress toward our vision will be measured:

1. **(KNOW)** All students will meet or exceed state and national/international curriculum standards that incorporate the acquisition of 21st century skills through engaging opportunities in the arts, world languages, health and physical education, technical education as well as the core subjects of reading/English/language arts, mathematics, science and social studies. [Core evidence: NAEP, WESTEST 2, AP participation and assessments, course enrollment patterns, techSteps, and Work Keys]
2. **(BEHAVE)** All students will develop the personal skills and dispositions of wellness, responsibility, self-direction, ethical character and good citizenship in an environment that is caring and safe. [Core evidence: attendance, discipline infraction trends, wellness data, suspension and expulsion rates, and child nutrition program participation]
3. **(ACCOMPLISH)** All students will graduate from high school prepared for post-secondary education and career success through personalized pathways and guidance that focus students on productive and satisfying lives. [Core Evidence: Dropout rate, graduation rate, college remediation rates, ACT, ACT PLAN and ACT EXPLORE, CTE placement and credentialing]

Our "Big Picture" Strategic Priorities for Addressing the Goals...

By exerting intentional action and setting priorities in four broad areas, we believe we can make significant progress in achieving our vision and goals.

1. To personalize the learning process,
2. To elevate the importance of great teachers and learning,
3. To make the improvement of public education a moral imperative of every citizen and stakeholder, and
4. To accelerate innovation and creativity to transform schools.

**Now we must turn the Priorities into Action
Accelerate Innovation to Personalize Learning**

THE BELIEFS THAT GUIDE OUR ACTIONS

We believe kids learn best when they know they matter; when they feel connected to others; and others show them respect and care.

We believe kids will thrive if they develop ownership for their own learning; when they set goals, reflect on their own progress and become confident agents for their own success.



We believe kids learn at much higher levels if they are well-nourished, active, happy, healthy and safe.

We believe education is the vehicle to open a world of ideas, to expand interests, and to motivate aspirations. A school that narrows the curriculum, limits the opportunities and closes the doors to students whose talents and desires may abound.

We believe learning will last a lifetime if kids see connections and relevance: when learning is challenging, designed around significant concepts and ideas that make the learner inquisitive consumers of the world around them.

We believe kids learn in different ways and at different rates with differing needs and differing dreams. A system unable to accommodate these principles is unlikely to produce high levels of learning for all of its students.

We believe opportunities to learn far exceed the walls of the school and the time limits of the school day. Seizing opportunities to involve students in the broader community, using relevant digital tools and experiences, makes every corner of the world a potential "classroom."

We believe that learning is about the total person; that effective curriculum is one that integrates development of the mind, the body and the spirit; it is the coming together of all three that allows each student to become "A Good Person who Does Great Works."

We believe the value a child has for learning is dramatically impacted by the expectations of the parents and community. It is everyone's moral responsibility to elevate the importance of learning, to raise collective aspirations and to support each child's success.

We believe that school restructuring can only happen through strong and passionate leadership. Leaders must be driven by a fundamental desire to create a better life for students. Leaders must believe in the power of educators to create that better life. School transformation is a quest filled with challenges to all involved, but it is the leader who first must "ante-up" and accept those challenges.



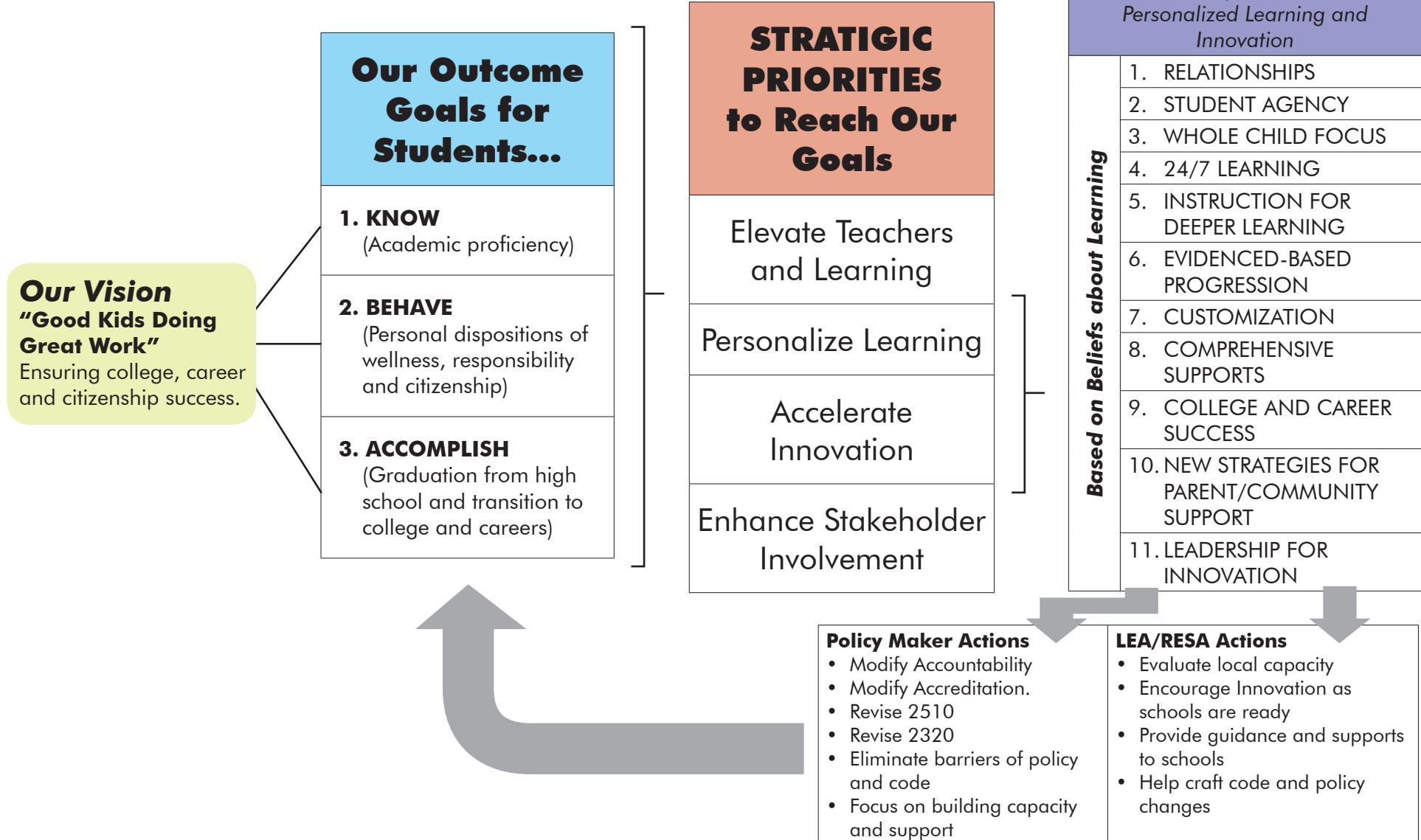
WHY WE NEED TO TAKE ACTION A LOOK AT THE KIDS WE SERVE

- We are educating children in a state with the least well-educated population in the nation.
- Over half our kids live in poverty. The number of students in poverty increased by 3,000 from 2009 to 2010.
- 19,000 WV students are cared for by extended family members/family friends.
- 1 in 5 students born in West Virginia is affected by pre-natal drug use. West Virginia has one of the highest teen pregnancy rates in the nation.
- Of 22,609 ninth graders, 23% or 5,381 have two or more class failures.
- If all the students in institutional programs were combined, the student enrollment would be larger than 23 of the 55 county school systems. Annually, the percentage of students is growing. Families, communities and schools all play a role in decreasing these numbers.
- About 1 in 4 of our students fail to graduate from high school.
- Less than half (47.1%) are proficient in Reading/LA (2010-11).
- Less than half (43%) are proficient in mathematics.
- Poverty manifests itself in ubiquitous ways that affect a child's readiness to learn: expectations, experiences, nutrition, stress, sense of uncertainty. Schools have the ability to diminish many of these factors.

**How do we feel about this? What are we going to do?
Can we adequately address all these needs in a "factory model" school?**

THE BIG PICTURE

From Vision to Action



THE PRINCIPLES THAT GUIDE THE WORK

What is a Next Generation SCHOOL of Personalized Learning?

A next generation school uses the power of innovation by educators, families, students and stakeholders and the conviction of dedicated leaders to transform the factory model school into one that reflects the powerful beliefs and principles of personalized learning. Through locally designed and created approaches, we hope schools become...

RELATIONSHIPS

...A place where kids want to be, where relationships matter, where adults ensure that each student is known and cared for.



STUDENT AGENCY

...A place where kids develop the best in who they are and a sense of responsibility for whom they can become.

BROAD AND RICH CURRICULUM

...A place where we open the world of great ideas through a rich and broad curriculum that gives each child the power of knowledge and the tools of learning across many disciplines.

FOCUSED ON THE WHOLE CHILD

...A place committed to developing the total student; health and wellness, skills and dispositions, as well as academic proficiency.

24/7

...A place where learning is designed and fostered 24/7, through digital and blended learning, in and out of school, in relevant contexts, with relevant tasks, and relevant tools.

DEEPER LEARNING

...A place where learning experiences foster deep understanding of important concepts and big ideas.



EVIDENCED BASED PROGRESSION

...A place where learning is a progression judged through evidence of competence not time invested.

CUSTOMIZATION

...A place where love of learning is fostered and proficiency enhanced because students' needs, talents, interests and choices are considered in the learning process.

COMPREHENSIVE SUPPORTS

...A place where each student's social, emotional, physical and academic needs are known and addressed through comprehensive school, family and community supports.

ASPIRATIONS FOR COLLEGE AND CAREER SUCCESS

...A place where there are experiences and strategies that increase students' knowledge and aspirations for post-secondary learning and productive and satisfying careers.

OUR THEORY OF ACTION

“Staying the Course but Adjusting the Path”

PREMISE #1

To significantly improve student achievement, we must eliminate structures and practices that limit our ability to teach each child to high levels. We have greater knowledge and more tools than ever before to do this. Individual programs and strategies can make marginal gains, but only through **significant restructuring** of schools can we close national and international achievement gaps.

PREMISE #2

More rules, policy, code, and monitoring are unlikely to bring about the desired improvements. A **clear and collective vision based on sound learning principles** that result in persistent and collection action of leaders are the measures that bring about real change.

PREMISE #3

The school is the unit of change and top-down approaches rarely work. Each school is responsible to the children it serves and the community of which it is a part. Thus, **schools and school systems need the flexibility to design the learning programs** and environment to serve the academic needs and well-being of its clients. Major changes in policy and code must occur if this innovation is to happen on a broad scale.

PREMISE #4

With greater school flexibility, there must be program assurances to establish **basic standards of quality**. In a state as diverse as WV, no child should be educated in a substandard environment with substandard programs. It is the moral responsibility of leaders to assure that geography is not the determinant of educational opportunity.

PREMISE #5

With public funding comes public accountability. Therefore, any system of school restructuring must be based on **clear outcomes for accountability**. Those outcomes and the evidence used to measure their progress should be agreed upon, understood by policy makers and widely communicated to stakeholders.

MOVING FORWARD



**Traditional
“Factory Model”
School**



**Restructured “Next-Gen” Schools
“Good Kids Doing Great Work”**



Schools are at different places in the level of quality and readiness to move toward becoming a Next Generation School.

What strategy do we use to move forward?

MOVING FROM WHERE WE ARE TO WHERE WE WANT TO BE

Creating the Social and Organizational Architecture

1. ***Work to Build a Strong Foundation in Our Weakest Schools...*** **DEVELOP QUALITY LEARNING CONDITIONS - A CULTURE OF CARING, COHESION AND CAPACITY**

Schools exhibit a culture of CARING where the staff functions as a COHESIVE community and acts intentionally to insure the learning and personal well-being of each student. Staff does whatever it takes to make each child feel safe, valued and competent. People and the quality of relationships matter. Educating students is a sacred trust practiced with heart, competence and professionalism. [We project about 15-20% of our schools fall here]



2. ***Incentivize Personalization in our Good Schools...*** **CREATE AND IMPLEMENT SELECTED NEXT GEN PRACTICES**

Building from a cohesive and caring student-centric culture, schools deconstruct many traditional practices, replacing them with practices that mirror NEXT GENERATION PRINCIPLES to personalize the learning process. These practices reshape the role of teacher and student as well as the design and focus of the learning process. [We project about 75% of our schools fall here]



3. ***Then Move to Restructuring in Our Most Able Schools...*** **REINVENT THE "SCHOOL" AROUND ALL PRINCIPLES**

As local understanding of and commitment to Next Generation Principles grow, local school systems will gain the capacity and community support to fundamentally reinvent and redesign schools. As conditions emerge, school systems and community leaders can restructure the design of "schools" and "classrooms" around the Guiding Principles and thus create learning environments that assure all students are college and career ready. [We project about 5% of our schools fall here]

Next Generation Learning

LEADERSHIP ACTIONS FOR PERSONALIZED LEARNING

What are we committed to do?

<i>State Superintendent Commitments</i> <i>I am committed to the following actions:</i>	<i>County Superintendent, Chief Instructional Leader and RESA Commitments:</i>
<ul style="list-style-type: none">• Work to modify major policies that affect personalized learning and innovation: Accreditation, Accountability, Policy 2510 and Policy 2320.	
<ul style="list-style-type: none">• Work to remove policy and code restrictions that inhibit local innovation and creativity.	
<ul style="list-style-type: none">• Emphasize the importance of a broad rich curriculum that includes the arts and world languages.	
<ul style="list-style-type: none">• Engage stakeholders and policy makers in addressing the physical, social and emotional impact that poverty continues to have on our children.	
<ul style="list-style-type: none">• Ensure that every child has daily physical activity and nutritious meals.	
<ul style="list-style-type: none">• Establish model alternate educational pathways for students who are failing in the traditional system.	
<ul style="list-style-type: none">• Continue to emphasize the central importance of technology tools and infrastructure in the design and delivery of personalized learning.	
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Students deserve it • The world demands it



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