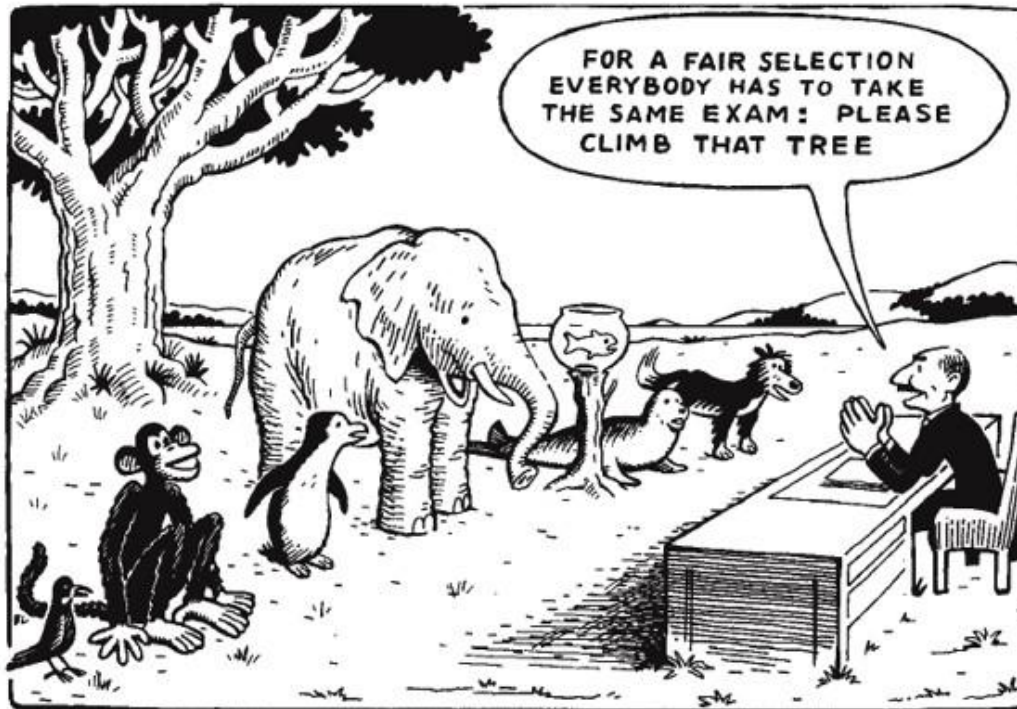


INSTRUCTIONAL LEADERSHIP

FROM DC TO THE CLASSROOM

A reflection by Regional School Unit 2
practitioners



Learning goal: We will gain a better understanding of the complexity of implementing a true standards-based, learner-centered model that serves all children.





"As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly!"

Browning

Why Lindsay needed SBL:

- Increase in rigor
- Accountability for everyone in the learning community
- “We need to teach the skills and knowledge our learners need to compete in a global society. We owe it to our learners.” - Janet Kliegl, former Superintendent of Lindsay Unified School District

RSU 2'S EVOLUTION

January 5, 2011 – RSU 2 School Board approves the vision to become a system of student-centered learning.



RSU 2's Standards-Based, Learner-Centered Framework



The vision of RSU 2 is to be a system of student-centered learning.

Why RSU 2 needed SBL:

- Consolidated school district: 5 towns + 10 learning communities = 10 different curricula
- Assessments scores had flat-lined or declined.
- We were not the world class learning community our stakeholders had envisioned upon consolidation.

Student-centered learning:

Embraces student voice and choice through varied learning opportunities that occur year-round and take place inside, as well as outside of schools: project-based learning, internships, experiential learning, career technical education, peer learning, technology and apprenticeships.

Shows students learn in a variety of environments, from a variety of sources, and at different paces based on individual learning needs.

Presents opportunities for students to analyze and think critically, write and speak effectively, and collaboratively solve complex problems today and in the future.

Includes the community and its resources as an important part of the learning process.

Student-Centered Learning continued:

Integrates a rigorous, focused curriculum with instruction and standards-linked assessments.

Enables students to clearly understand what they should know and be able to do as a result of their learning.

Incorporates demonstrations as well as traditional tests to measure when a student has mastered the skills and content, thus providing an accurate gauge of how well students are learning and when advancement to the next stage is appropriate.

Develops in the learner a sense of self-worth, cultural awareness, and ethical and social responsibility.

Ensures that students are able to set goals, manage time, and demonstrate an effective work ethic.

Where to Start

Identify the standards and align to
Common Core

Articulate proficiency requirements
to DOE

Establish reporting processes

Continue focus on effective
teaching strategies

Eliminate limitations



STANDARDS AKA MEASUREMENT TOPICS

Measurement topics are the standards for learning. They are the curriculum framework that guides teachers in their instruction and lesson planning. The measurement topics are the standards that all students must achieve.

[Link to "Learner-Centered" News](#)



Policy Considerations

If mastery of standards and being learner-centered are the goals, then:

- Why do schools group learners by age?
- Why must schools assess children at the same time?
- Why must assessment tools be similar?
- Why are we not considering adjustments / modifications on federal / state assessments, while still requiring mastery of standards, for ELLs and learners with an IEP or 504.

RSU 2 is Learner-Centered



What am I learning (**Plan**), Why am I learning this (**Plan**), How do I show you I am learning this (**Do**),
What do I do after I finish learning this (**Plan, Adjust**)????

I want to finish today (**Plan, Do**)

I met my
goal
(**Check**)

I
exceeded
my goal

I did not meet my goal and so I need:(**Adjust**)