Background

Problem
- The need for paradigm change in education
- The need for examples of schools that have undergone such change

Purpose of this study
- To identify and describe schools that exhibit many characteristics of the new paradigm

Method

Characteristics to Identify
- Attainment-based student progress

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- Criterion-referenced assessment
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- Criterion-referenced assessment
- Criterion-referenced student records
- Customized learning: Personal Learning Plans
- New roles for teachers
- New roles for technology
- Motivating learning (authentic, interesting, PBL)
- Self-directed learning
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- Well-rounded development
- Small learning communities

Attainment-based Student Progress
- Assess students periodically is key
- Plans for January 2011: re-evaluate groupings

Criterion-Referenced Assessment:
- Assessments are formative
- State assessments do not drive curriculum
- Redesigned report cards are necessary
- Teachers meet with parents to discuss progress
- Progress based on the established standards

Customized Learning:
- Individual Mastery
- Engaged in “Leveling”
- Remove time from the equation to accelerate learning.

Criterion-referenced student records
- Report cards will become a documentation of the learning standards/targets.
- Student progresses as soon as standard is met
New Roles for Teachers

- Students experience “looping.”
- Teachers not assigned in traditional one-teacher-to-one classroom arrangement.
- One hour Tuesday meetings.
- Shared student support

New Roles for Technology

- Embedded use of technology
- Used for testing and charted progress

Enjoyable Learning

- Engaging lessons
- Teachers interested in how children are engaged
- Students demo ways to express learning

Skills for self-directed Learning

- Flow charts
- Matrix

Well rounded development

- Code of Conduct
- Development of new directions in professional development

Small Learning Communities

Already small school due to demographics
3. Standards-Based Design

Customized Learning

- Students are engaged in goal-setting & progress monitoring.
- IEPs and ILPs for students performing below expected levels.
- ALPs for students performing above expected performance levels

Criterion-Referenced Assessment

- Placement at development levels through Scantron Performance Series assessment.
- Teacher-designed classroom pre-assessments
- Proficiency demonstration by student on set of Learning Targets.

Criterion-referenced student records

- Students track progress on capacity matrices or bar graphs.
- Students recognized at school level on completion of measurement topic which is related to learning target.
- On completion, students are promoted to next performance level.

New Roles for Teachers

- Teachers more than guide-on-the-side, and release control of learning to the learner.
- Planning learning experiences through skills-based, analytical and contextual activities.
- Teacher provides “just-in-time” direct instruction.
New Roles for Technology

- Tech is teaching, assessment, recording, & reporting tool
- Use of technology as teaching resources
- Scantron Performance and Achievement Series assessments
- E-duce used for standards-based recording and reporting tool

Skills for self-directed learning

- Students are kept with their general age-mates as much as possible
- When a student reaches the age of 11 years old they are moved to the middle school but remain in their academic performance level until mastery is demonstrated.

Governance

- Alignment of systems from state to student is vital
- Colorado enacted legislation in 2008 that moved from a Carnegie, time-based system to performance-based system
- When you are working to make a system more learner-centered, it causes more collaboration among the central office and schools to be more teacher- and principal-centered as well
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