Presenters:

• Charles M. Reigeluth, Indiana University
• Kurt B. Richter, Indiana University

CASE STUDIES
OF
INFORMATION-AGE
NEW-PARADIGM SCHOOLS
Overview

- Background
- Methods
- Results
  - Cottrell School in Monmouth, Maine (RISC)
  - Adams County School District 50. Colorado (RISC)
- Conclusions
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

Process for Identifying Schools
- Internet search
- Professional contacts/networking

Process for Collecting Information
- Information on their website
- An online form to fill out
- Follow-up phone calls to clarify and elaborate
Method

Characteristics to Identify

- Attainment-based student progress
Method

Characteristics to Identify

- Attainment-based student progress
- Criterion-referenced assessment
Method

Characteristics to Identify

- Attainment-based student progress
- Criterion-referenced assessment
- Criterion-referenced student records
Method

Characteristics to Identify

- Attainment-based student progress
- Criterion-referenced assessment
- Criterion-referenced student records
- Customized learning: Personal Learning Plans
Method

Characteristics to Identify

- Attainment-based student progress
- Criterion-referenced assessment
- Criterion-referenced student records
- Customized learning: Personal Learning Plans
- New roles for teachers
Method

Characteristics to Identify

- Attainment-based student progress
- Criterion-referenced assessment
- Criterion-referenced student records
- Customized learning: Personal Learning Plans
- New roles for teachers
- New roles for technology
Method

Characteristics to Identify

- Attainment-based student progress
- 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)
Method

Characteristics to Identify

- Attainment-based student progress
- 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
Method

Characteristics to Identify

- Attainment-based student progress
- 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
- Well-rounded development
Method

Characteristics to Identify

- Attainment-based student progress
- 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
- Well-rounded development
- Small learning communities
Attainment-based Student Progress

- Assess students periodically is key

- Plans for January 2011: re-evaluate groupings
Customized Learning:

- Individual Mastery
- Engaged in “Leveling”
- Remove time from the equation to accelerate learning.
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
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
Attainment-based Student Progress

- Learner-centered standards-based
- Organized around 21st Century Skills
- Continuous improvement based on learning targets
- Students move at own pace using multiple learning targets to work toward proficiency,
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 though 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-ducate used for standards-based recording and reporting tool
Curriculum

• Programs and resources no longer drive the curriculum

• Curriculum identified/designated from District’s primary resources.

• Wiki use for curriculum not addressed in primary resources.
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.
Evidence of effectiveness

• Currently: completed 1st year at elementary and middle school levels

• Initial shock to the system.

• Marzano (2010) indicates effects of RISC model 2.5 times more proficient
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
<table>
<thead>
<tr>
<th><strong>Attainment-based student progress</strong></th>
<th>Sample School</th>
<th>Henry L. Cottrell School (Maine) RISC</th>
<th>Downtown School (DMPS)</th>
<th>Adams 50 (CO) RISC</th>
<th>Chugach School District (AK) RISC</th>
<th>MN New Country Schools (EdVisions)</th>
<th>Montessori System (200 in U.S.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Customized learning</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Project space and instructional space</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td><strong>Criterion-referenced assessment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Criterion-referenced student records</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New roles for teachers</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>New roles for technology</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>New roles for parents</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Multi-age grouping &amp; multi-year mentoring</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enjoyable learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Skills for self-directed learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Collaborative learning</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Learning by teaching</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Well-rounded development</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Small learning communities</td>
<td></td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Choice for students, parents, and teachers</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Family services</td>
<td></td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A learning cooperative</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
For more information:

Charles Reigeluth  
E: reigelut@indiana.edu

Kurt Richter  
E: kurichtete@indiana.edu

Section 302