



Learning in the Time of Coronavirus: District Leaders on Managing Change, Maintaining High-Quality Learning for All, and Innovating for Future Success

June 24, 2020





Agenda

1. Welcome and Introduction
2. Case Study: Lindsay Unified School District (CA)
3. Case Study: Kettle Moraine School District (WI)
4. Q & A
5. Resource-Sharing and Closing



Welcome

- **Introduce yourselves.**
 - Share who you are, where you are from, and how long your school or district has been implementing personalized, competency-based education.
- **Ask and answer questions.**
 - Use the chat function to pose questions of our panelists. All attendees are encouraged to respond.
 - We will leave time for our panelists to answer questions following all presentations.
- **Share your learning.**
 - Tell your colleagues what you are learning. Use #COVIDedu on Twitter and mention @Aurora_Inst.
- **We are recording and archiving the webinar.**
 - The slides and video will be available on aurora-institute.org.



Presenters




Tom Rooney
Superintendent
Lindsay Unified School District
California




Patricia Deklotz
Superintendent
Kettle Moraine School District
Wisconsin




Susan Patrick
President & CEO
Aurora Institute

 Learning to learn and the development of competencies.

 Recognizing and validating learning in a mobile world.

 Education policy making.


 Diverse stakeholders should be brought together to articulate principles in the guidance of policy.


 Cultural responsiveness.


 Role of educators must be a priority.

 Toward networks of learning spaces.

 Rethinking curriculum development.

 Ensuring more inclusive education.

 Education as a potential equalizer.

 The transformation of the educational landscape.

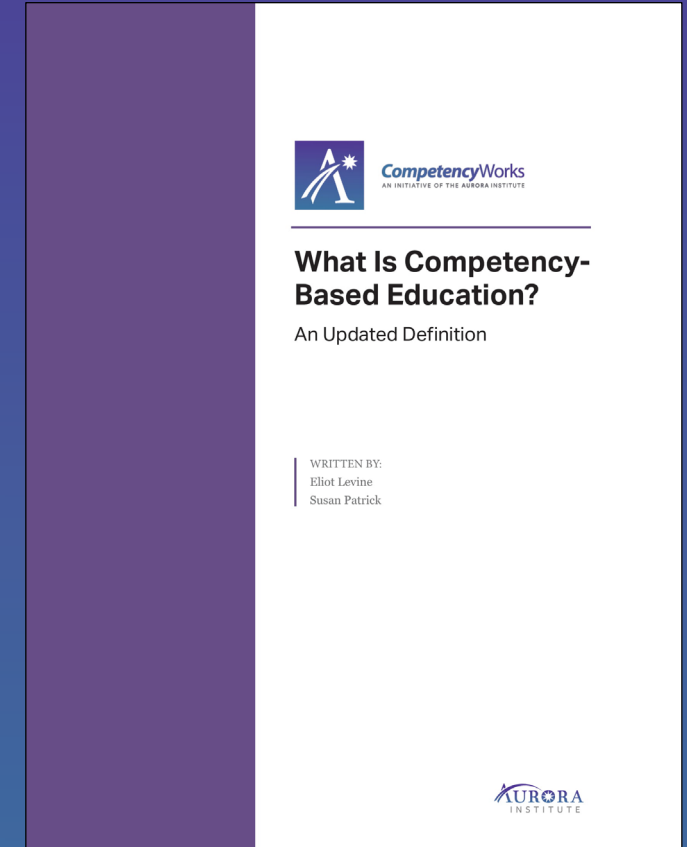
11 Key Trends

Source: Rethinking Education Towards a Global Common Good? (2015). UNESCO.

Competency-Based Learning Definition

Definition of Competency-Based Education

1. Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.
2. Assessment is a meaningful, positive, and empowering learning experience for students that yields timely, relevant, and actionable evidence.
3. Students receive timely, differentiated support based on their individual learning needs.
4. Students progress based on evidence of mastery, not seat-time.
5. Students learn actively using different pathways and varied pacing
6. Strategies to ensure equity for all students are embedded in the culture, structure, and pedagogy of schools and education systems.
7. Rigorous, common expectations for learning (knowledge, skills, and dispositions) are explicit, transparent, measurable, and transferable.



<http://bit.ly/comped2019>

What It Looks Like to Move from Time-based to Learner-based System



Every student with a personalized learning “map”

- Competencies for each level – academic + skills
- Data systems to support teachers and students clearly indicating level of progress on each academic standard and efficacy standards to monitor student progress
- Clear Learning Goals
 - Define credit by competencies for each level – academic + skills
 - Students know their targets; collaborate w/educators, peers, each other

Strong assessment literacy

- Recognition of Learning
- Rubrics to help teachers understand what proficiency looks like

Adults and educators shifting roles

- Personalization, grouping, teacher specialization, educator supports

Student-centered / Anywhere, anytime learning

- Remote, classroom, online, blended, expanded learning opportunities
- After school, museum, NASA, formal and informal learning

Quality Principles for Competency-Based Education



Purpose & Culture Principles

1. Purpose-Driven
2. Commit to Equity
3. Nurture a Culture of Learning & Inclusivity
4. Foster the Development of a Growth Mindset
5. Cultivate Empowering & Distributed Leadership

Teaching & Learning Design Principles

6. Base School Design & Pedagogy on Learning Science
7. Activate Student Agency & Ownership
8. Design for the Development of Rigorous Higher-Level Skills
9. Ensure Responsiveness

Structure Design Principles

10. Seek Intentionality & Alignment
11. Establish Mechanisms to Ensure Consistency & Reliability
12. Maximize Transparency
13. Invest as Educators as Learners
14. Increase Organizational Flexibility
15. Develop Processes for Ongoing Continuous Improvement & Organizational Learning
16. Advance Upon Demonstrated Mastery

EQUITY PRINCIPLES: In order to seek educational equity, districts and schools will...



Nurture Strong
Culture of Learning
and Inclusivity



Engage the Community in Shaping
New Definitions of Success and
Graduation Outcomes



Invest in Adult
Mindsets, Knowledge
and Skills



Establish Transparency
About Learning,
Progress and Pace



Monitor and Respond
to Student Progress,
Proficiency and Pace



Respond and Adapt to
Students Using Continuous
Improvement Processes



Develop Shared
Pedagogical Philosophy
Based on Learning Sciences



Support Students
in Building Skills
for Agency



Ensure Consistency of
Expectations and Understanding
of Proficiency

The background of the slide features a blue-to-purple gradient. Overlaid on this are dark silhouettes of several people, likely graduates, with their arms raised and caps tossed into the air, creating a sense of celebration and achievement.

— Tom Rooney, Superintendent

Lindsay Unified



Lindsay Unified School District

The Facilities Closed...But the Learning, Loving, and Support Continues!





“Empowering and Motivating for Today and Tomorrow”

Demographics:

Rural Community in heart of the agricultural San Joaquin Valley in California

11,000 Residents; 4,200 Learners K-12 Public School

100% receive Free and Reduced Lunch

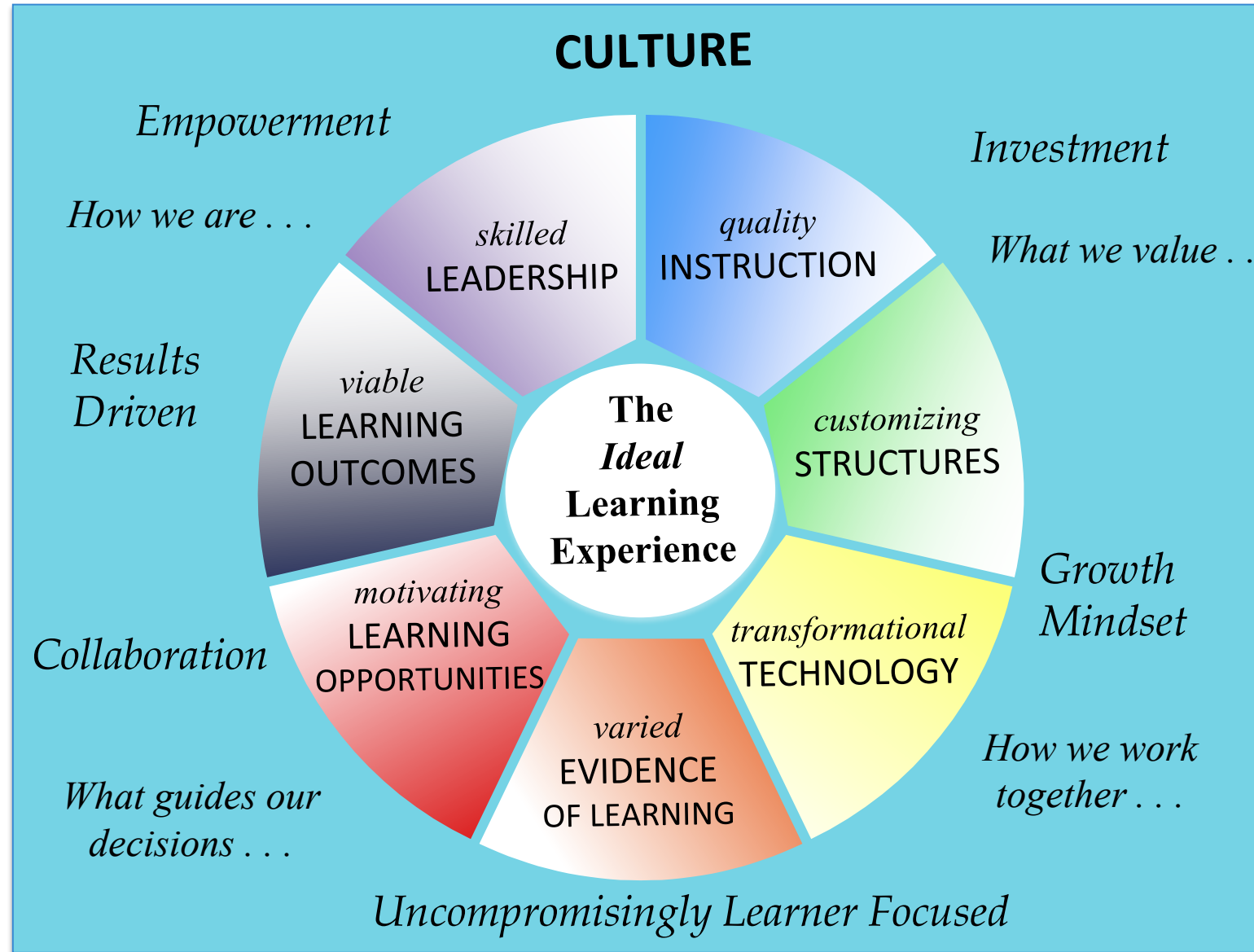
93% of LUSD learners are Hispanic/Latino

51% of LUSD learners come to Kindergarten as English Learners

44% of LUSD learners are from a home where one or both parents did not graduate from high school and the average community education level is 5th grade



Designing a Performance-Based Learning *Community*



Driven by a Future-Focused **Strategic Design**

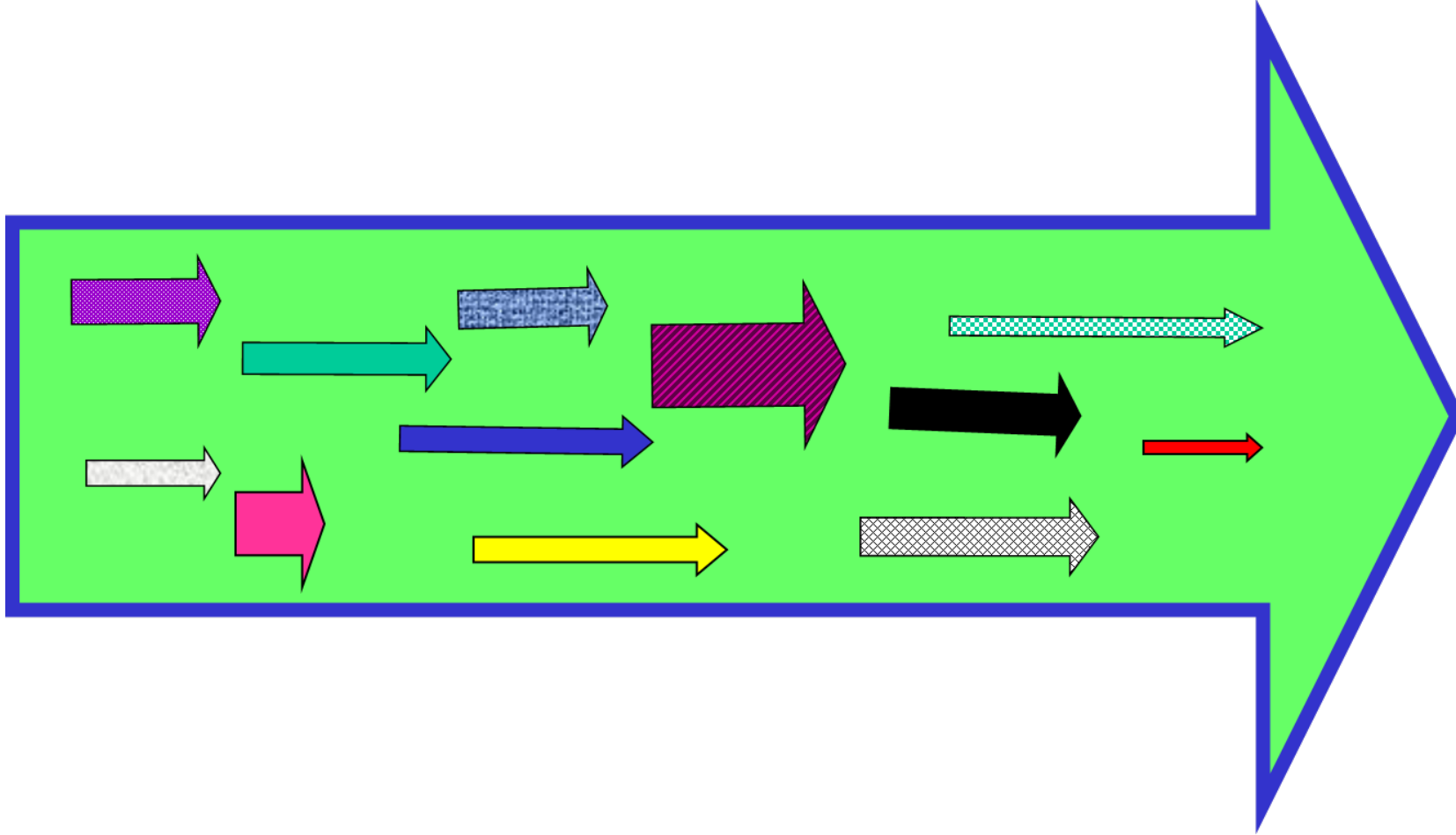
People learn in different ways
and different time frames.



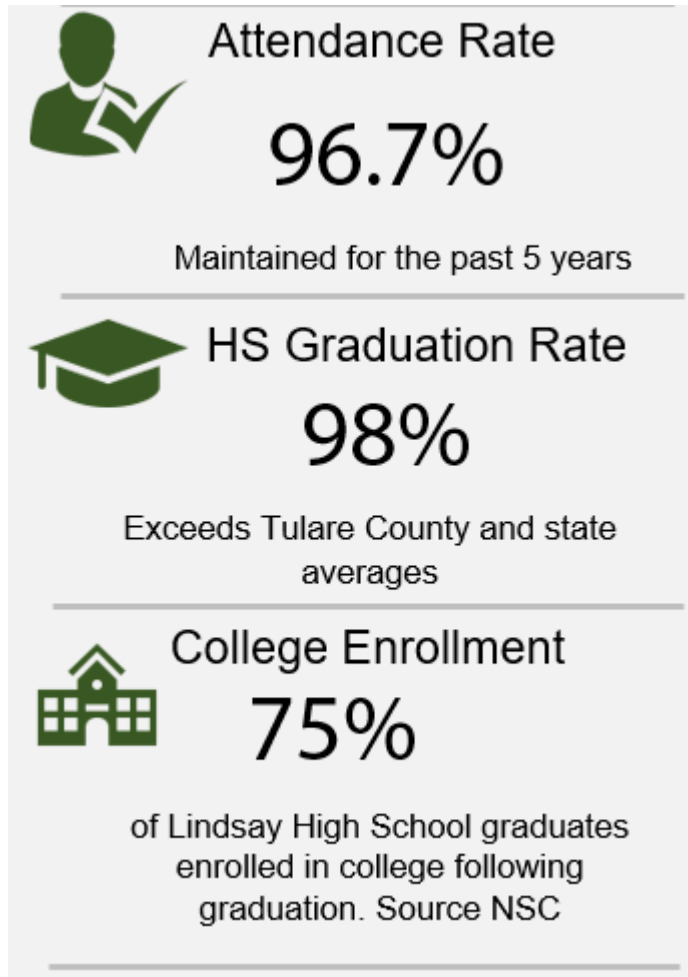
Our Learning Vision

Every day, Lindsay learners come to school and are met at their developmental learning level, they are challenged, they are successful, and leave school wanting to return tomorrow!

The Key is Systems Alignment-
Producing Results for Lindsay Learners!

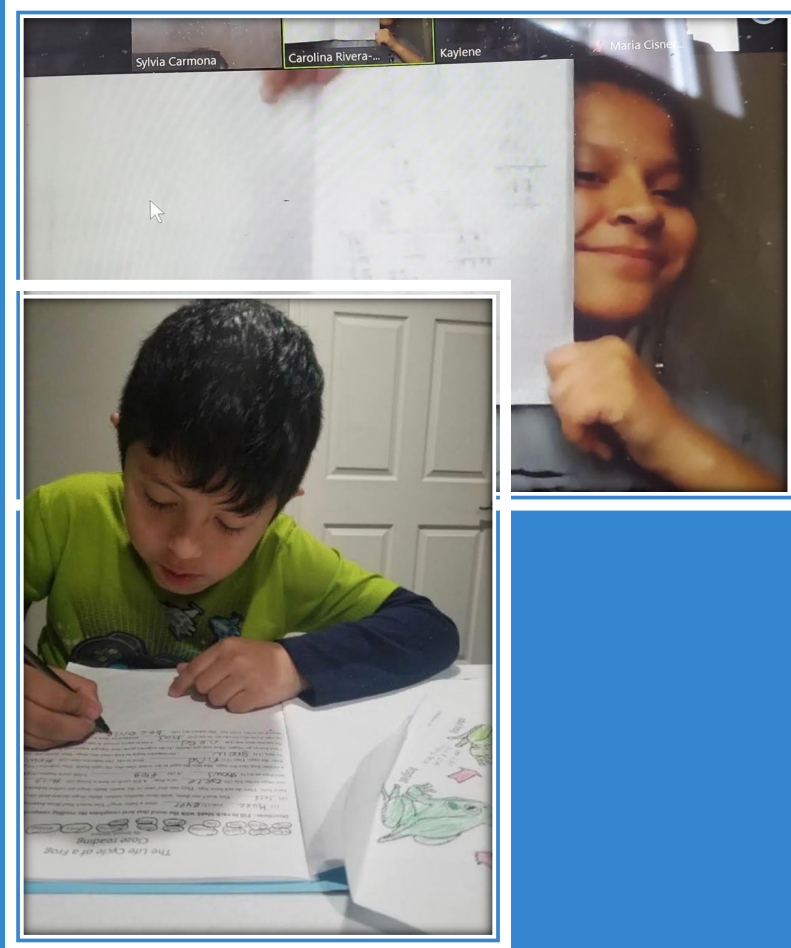


Selected Outcomes



- ✓ Discipline issues – dropped 65%
- ✓ 54% of LHS graduates are projected to earn a college degree within 4 years of graduating.
- ✓ **Second highest freshman enrollment percentage for UC and CSU in Tulare County in 2018/19. *EdSource***







The background of the slide features a blue-to-purple gradient. Overlaid on this are silhouettes of graduates in gowns and caps, celebrating with their arms raised and caps tossed into the air.

Patricia Deklotz, Superintendent

Kettle Moraine

Learning in the Time of Coronavirus



**Managing Change, Maintaining High-Quality
Learning for All & Innovating for Future Success**



Student Demographics



District Information

Grades	K4-12
Enrollment	3,868
Within District Mobility	0.3%
Between District Mobility	2.1%

Race/Ethnicity

American Indian or Alaskan Native	0.2%
Asian	1.3%
Black or African American	0.7%
Hispanic/Latino	5.7%
Native Hawaiian or Other Pacific Islander	0.0%
White	89.1%
Two or More Races	3.0%

Student Groups

Students with Disabilities	11.8%
Economically Disadvantaged	13.0%
English Learners	0.7%

MISSION

Cultivating academic excellence, citizenship and personal development

VISION

Learning without Boundaries

CHARGE

Transform the educational delivery system to better and more efficiently meet the needs of all students



- *Learning Without Boundaries* -

Ownership of Goals

I take responsibility for my learning and set goals for the future. I work with my teachers and parents to set goals based on where I am at, and where I need to be. When I have met my goals, I can move on to additional learning. There is always more to learn.

Self-Awareness

I know how I learn best. My teachers give me more than one way to learn material and demonstrate what I know and can do. I know where I am, where I am going, how I am going to get there, and how I can get help if I need it. My teachers help me understand why my learning is important, and how it is helping to prepare me for the real world.

Strong Relationships

My teachers and parents know my individual strengths and needs, and they help me create plans for my learning. I am able to provide them feedback through our conversations, and thanks to technology tools, we have information on my progress at our fingertips. If I need extra help or more challenging work, they support me.

Demonstration of Knowledge and Skills

I can prove what I know and can do in multiple ways. Sometimes to show my growth, I take assessments. If I don't do well, I can re-take them until I learn the information. What is important is that I complete the learning. I can also show my learning through projects, writing and portfolios of my work.

Motivation from Choice

When I can make choices, I am more motivated to learn. There are standards that I need to meet, and I have choices in how I meet them. I am able to explore different topics that help me figure out my passions. Making these choices drives my curiosity, increases my engagement and helps me to become independent.

Flexible Pacing

With the support of my teachers and the tools they provide me, I can learn at a pace that fits my needs. I spend the time I need on a topic in order to deeply understand the material. Some of my peers may need more or less time than me. We are all unique.

Voice in Learning

I have a voice in my learning. I contribute to the classroom culture, manage my responsibilities, and help to form the experiences and opportunities available to me both in and outside of school. I am able to demonstrate my learning in multiple ways, aligned to my passions and goals for the future.





VIRTUAL LEARNING

✓ Virtual And At-Home Learning At KMSD

> At-Home Learning -
Elementary

> Virtual Learning - Middle
School

Virtual Learning - High
School

Student Devices Technology
Support

Free Lunch Program

Special WiFi Offers

✓ COVID-19



VIRTUAL AND **AT-HOME LEARNING**

Thank you to our staff and families for coming together during this unprecedented time! We have all seen firsthand just how incredible our community is as we navigate these once-in-a-lifetime circumstances.

We are incredibly proud of the efforts our administrative leaders and teachers made to quickly devise a plan for virtual learning and put it in place with the help of our entire staff - IT, Buildings & Grounds, Nutrition Services, Health, Student Services - it was all hands on deck and KM is truly shining during a trying time.

We will all get through this together!

Resources

Special Education Families

Talking To Children About
COVID-19

Technology Tips And
Resources

Wisconsin Department of
Health Services

A new [calendar](#) will be put in place on March 30. Of note are the following changes:

- **Monday, March 30 - Friday, April 3 Elementary learners WILL have at-home instruction**
- Monday, March 30, 6-12 grade learners will NOT have virtual instruction as teachers will be collaborating, planning and participating in training.
- Tuesday, March 31, all students will be expected to participate in virtual learning.
- Holidays and [“non-virtual learning days” are outlined on the calendar.](#)

You will notice that several days are built in for staff to collaborate, plan and participate in training regarding virtual learning, which means learners will have at least one day per week to complete unfinished work without receiving new instruction.

Beginning on Tuesday, April 7 until further notice, our K-5 learns will engage in at-home-learning using the schedule below.

Monday	Tuesday	Wednesday	Thursday	Friday
Students have no new instructional expectations; Teacher preparation and planning	Reading/ Writing **Specials	Reading/Writing Math	Reading/Writing Math	Math *Science/ Social Studies
	** Art, Music, Phyed, Guidance, and Coding activities pushed out by specials teachers on Tuesdays to be completed throughout the week *Science/Social studies activities pushed out on Friday and/or integrated through thematic learning experiences during the week			

Kettle Moraine School District Schedule



MAY-JUNE, 2020



	ELEMENTARY	MIDDLE SCHOOL	HIGH SCHOOL
<u>May 4 - May 8</u>	Monday Professional Develop Tuesday - Friday At-Home Instruction	Monday Professional Develop Tuesday - Friday Virtual Instruction	Monday Professional Develop Tuesday - Friday Virtual Instruction
<u>May 11 - May 15</u>	Monday Professional Develop Tuesday - Friday At-Home Instruction	Monday Professional Develop Tuesday - Friday Virtual Instruction	Monday Professional Develop Tuesday - Friday Virtual Instruction
<u>May 18 - May 22</u>	Monday Professional Develop Tuesday - Thursday At-Home Instruction Friday Professional Develop	Monday Professional Develop Tuesday - Thursday Virtual Instruction Friday Professional Develop	Monday Professional Develop Tuesday - Thursday Virtual Instruction Friday Professional Develop
<u>May 25 - May 29</u>	Monday Professional Develop Tuesday - Thursday At-Home Instruction Friday Professional Develop	Monday Professional Develop Tuesday - Thursday Virtual Instruction Friday Professional Develop	Monday Professional Develop Tuesday - Thursday Virtual Instruction Friday Professional Develop



PERSONALIZED LEARNING “LOOK FORs”

PURPOSE: This document was created to build understanding and goals as the district continues to move toward the vision of “personalized learning for all”. This is not an evaluative document but rather one that recognizes the many small moves required to provide a personalized learning experience for all students

KM PL Team Revision, March 2018

LEARNER-DRIVEN	LEARNER-CENTERED	TEACHER-DRIVEN	CURRICULUM-CENTERED
LEARNER DISPOSITION All learners follow a customized path that considers skills and habits that impact all areas of life. The dispositions in each area are what will be DEVELOPED in the learner. They are not prerequisites to work within that strand.			
<ul style="list-style-type: none">➤ Learner commitment is to reflect on purpose of learning and to pursue mastery with growth focus (Hattie- Mastery- .58)➤ Learner monitors own progress and collaborates with others to build ownership of learning, generate success criteria and create next steps based on reflection and feedback from sources inside and outside the classroom (Hattie - Self-reported- 1.44)➤ Learner tracks own growth and evidence of growing in Habits of Mind and meeting the Profile of a Kettle Moraine Graduate (Hattie - Self-monitoring- .45)➤ Learner mindset is that they are their own best teachers and seeks connections based on own intrinsic needs (Hattie -Self-instruction- .62)	<ul style="list-style-type: none">➤ Learner commitment is towards competency with continuous progress (Hattie- Mastery- .58)➤ Learner is monitoring their own progress, seeks feedback from teacher or others in classroom, and acts on it. (Hattie - Feedback -.75)➤ Learner tracks growth with teacher to co-create goals aligned to Habits of Mind and the Profile of a Kettle Moraine Graduate. (Hattie - Self-monitoring- .45)➤ Learner mindset is centered around a partnership between student and teacher to meet learning needs (Hattie - Teacher student relationships- .72)	<ul style="list-style-type: none">➤ Learner commitment is toward earning desired grade➤ Learner seeks feedback and may not act on it➤ Learner responds to teacher direction and intermittently demonstrates Habits of Mind and works towards behaviors/goals of the Profile of a Kettle Moraine Graduate➤ Learner mindset is to complete teacher-designated learning to meet goals outlined https://www.kmsd.edu/cms/lib/WI01919005/Centricity/Domain/468/KMSDPersonalizedLearningLookFors.pdf	<ul style="list-style-type: none">➤ Learner commitment is to following directions when given➤ Learner doesn't actively seek feedback, rather feedback is given through teacher or resource➤ Learner is directed to Habits of Mind/Profile of a Kettle Moraine Graduate, though does not yet see the connection to goals and goal setting➤ Learner mindset is to be encouraged to learn by teacher and comply with teacher-inspired products and directions

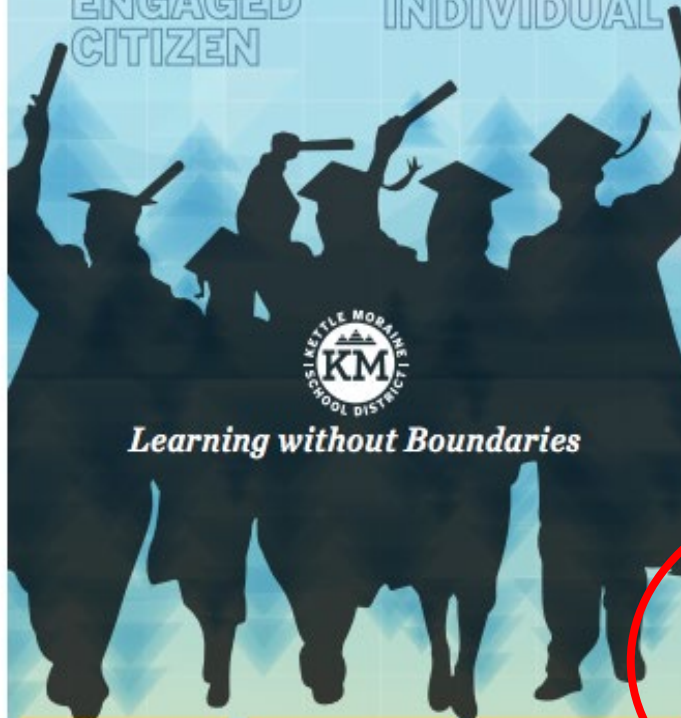
Hattie, J., *Visible Learning: A synthesis of over 800 meta-analyses relating to achievement* (2009)

- *Learning Without Boundaries* -

KETTLE MORAINÉ SCHOOL DISTRICT GRADUATE PROFILE

As a community and school district, we strive for each Kettle Moraine graduate to be a:

COMMUNICATOR
COLLABORATOR
CREATIVE & CRITICAL THINKER
CONTINUOUS LEARNER
SELF-DIRECTED & RESILIENT INDIVIDUAL
ENGAGED CITIZEN



Learning without Boundaries

ACADEMIC
EXCELLENCE

CITIZENSHIP

PERSONAL
DEVELOPMENT

CONTINUOUS LEARNER

- Takes ownership of learning, continuously pursuing and demonstrating knowledge and skills throughout life
- Understands how to apply learning to new situations and challenges
- Explores areas of interest for academic, career and personal success

COMMUNICATOR

- Communicates effectively in multiple ways - verbal, written, electronic and visual
- Shows purpose and thoughtfulness in communication
- Remains open to communicating with a variety of people, familiar and unfamiliar

COLLABORATOR

- Actively listens, empathizes and contributes thoughtful, meaningful ideas that support common goals
- Understands the importance of roles and responsibilities within a collaborative process/organization, and has the ability to lead formally and informally while collaborating
- Is flexible, open minded, confident and adaptable when working with and receiving feedback from others

CREATIVE & CRITICAL THINKER

- Reflects on past learning and experiences when faced with new situations and challenges
- Questions, reasons and weighs evidence to reach conclusions
- Innovates to solve problems

ENGAGED CITIZEN

- Demonstrates integrity and leadership through positively influencing outcomes
- Acknowledges, understands, interacts with and respects diverse individuals, perspectives and cultures
- Applies individual talents to serve others in the local and global community
- Understands how to make ethical, moral and financially responsible decisions

SELF-DIRECTED & RESILIENT INDIVIDUAL

- Maintains a positive work ethic and strives for self-improvement
- Understands how to manage time and priorities
- Sets short- and long-term goals for success
- Overcomes adversity through persistence, perseverance, self-advocacy and a growth mindset
- Reflects on one's decisions and actions, remaining flexible and open to new ideas

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- ☐ Overcomes adversity through persistence, perseverance, self-advocacy and a growth mindset
- ☐ Reflects on one's decisions and actions, remaining flexible and open to new ideas

Use the chat function to enter questions.
Please join the discussion. You are
welcome to engage, reply, and share
lessons learned and examples from your
districts.



Tom Rooney
Superintendent
Lindsay Unified School District
California



Patricia Deklotz
Superintendent
Kettle Moraine School District
Wisconsin



Resources

- Continuity of Learning Resource Page
<https://aurora-institute.org/continuity-of-learning-resources/>
- *CompetencyWorks* Blog
<https://aurora-institute.org/blogs/competencyworks-blog/>
- *Future-Focused State Policy Actions to Transform K-12 Education*
<https://aurora-institute.org/resource/future-focused-state-policy-actions-to-transform-k-12-education/>
- *Quality Principles for Competency-Based Education*
<https://aurora-institute.org/resource/quality-principles-for-competency-based-education/>
- *Designing for Equity: Leveraging Competency-Based Education to Ensure All Students Succeed*
<https://aurora-institute.org/resource/designing-equity-leveraging-competency-based-education-ensure-students-succeed/>

Aurora Institute Mission, Vision, & Values

www.aurora-institute.org

Our Mission

The mission of the Aurora Institute is to drive the transformation of education systems and accelerate the advancement of breakthrough policies and practices to ensure high-quality learning for all.

Our Vision

We envision a world where all people are empowered to attain the knowledge, skills and dispositions necessary to achieve success, contribute to their communities and advance society.

Our Values



Student-Centered



Equity-Driven



Future-Focused



Credible



Knowledge-Driven



Collaborative



Stay Connected



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A New Dawn for
Every Learner