



**RISC**

Re-Inventing Schools Coalition

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# Standards-Based Learner-Centered Training

“Bringing hope to all of our children”

Richard DeLorenzo  
RISC Foundation

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# ***Group Dynamics***

- Groups of 4-6
- Find a Recorder, Runner, Time Keeper, and Inspirer
- Determine the characteristics of an effective group and record these



# Why even do this...

Our jobs as educators have never been simply to help students who are the best and the brightest, but to reach out to every single child and ensure they have the chance to prove to themselves they can do things that, a short while ago, they would have sworn they couldn't do!



## ***Parking Lot***

**A tool that gives us honest  
real time feedback**

- Plus/Delta
- Questions
- Breakthrough moment



“In early August I walked into a room full of teachers. I took a seat, talked to a few people at my table and waited to be convinced. Rich DeLorenzo went on to explain that we would move fast and we might not have a full understanding of all this by the end of day three, but assured us that four things would happen: **1) we would be tired, 2) we would be confused, 3) we would have at least some understanding of all the tools and processes that he was going to give us, and 4) we would be excited”**.

Bill Pfaffendorf  
Fifth-grade teacher  
Skyline Vista Elementary



In your groups determine the essential questions for standards-based learner-centered training?

- What does a learner-centered classroom look like?
- Where do I start?
- What does it look like?
- How do teachers teach all of the different levels?
- What happens when they achieve beyond the class curriculum?



# ***Affinity Chart***

What are the characteristics  
standards-based learner-  
centered classroom?

1. Individually and quietly brainstorm a list of learner-centered traits on sticky notes and put in the middle of your table.
2. As a group organize the sticky notes into categories.
3. Label each category (clear goals, shared vision, etc.).
4. Share with the large group.



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From the Affinity process  
summarize as SBLC C in one  
sentence or phrase?



# Re-Inventing Schools Model

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**Shared  
Vision**

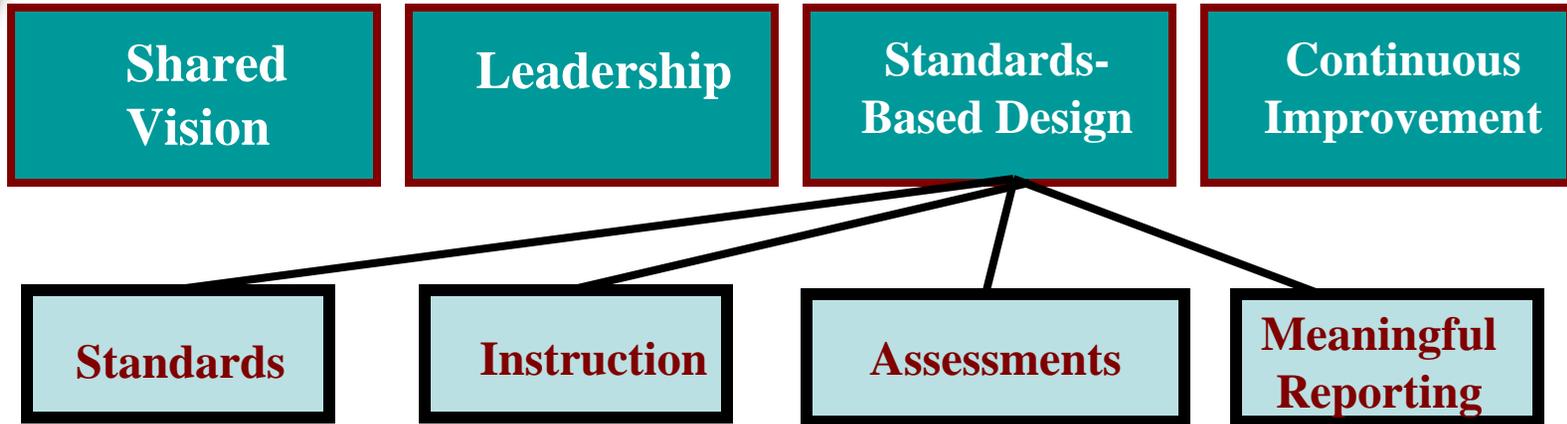
**Leadership**

**Standards-  
Based Design**

**Continuous  
Improvement**

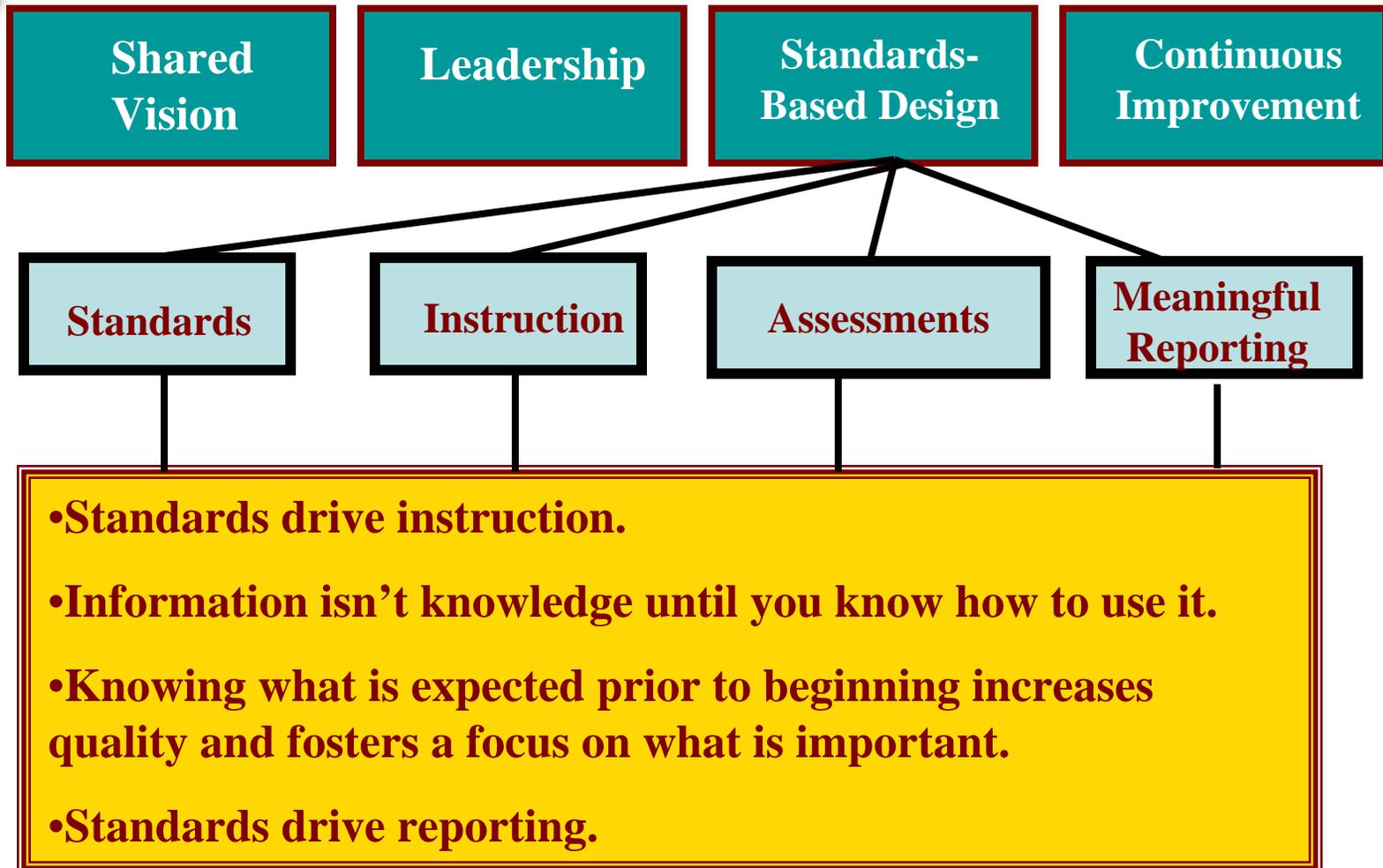


# Re-Inventing Schools Model





# Re-Inventing Schools Model







# SBLCC is...

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*where the entire educational system is organized around engaging students in 21st century skills, working at their developmental levels and advancing only when they have demonstrated proficiency*



# Current Status in a Time-Based System

Grade	Math	Science	Lang Arts	SS
12				
11				
10				
9				
8				
7				
6				
5				
4				
3				
2				
1				



# Graduation in a Time-Based System

Grade	Math Grade Level	Math Status	Lang Arts Grade Level	Lang Arts Status
12	Blue	Light Blue	Green	Light Blue
11	Blue	Light Blue	Green	Light Blue
10	Blue	Light Blue	Green	Light Blue
9	Blue	Light Blue	Green	Green
8	Blue	Light Blue	Green	Green
7	Blue	Blue	Green	Green
6	Blue	Blue	Green	Green
5	Blue	Blue	Green	Green
4	Blue	Blue	Green	Green
3	Blue	Blue	Green	Green
2	Blue	Blue	Green	Green



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10				
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Level	Math	Science	Lang Arts	SS
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4				
3				
2				
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# The Requirements of a Time-Based System

Students:

1. Must be in-class the entire year.
2. Must behave appropriately.
3. Must complete the work assigned them.
4. Must figure out what each individual teacher expects of them.
5. Can be passed on without adequate knowledge if they are successful at 1–4.



# Some Unintended Consequences of a Time-Based System

1. Students succeed if they can figure out and are willing to follow the rules.
2. Those students who do not figure out the rules or are unwilling to follow them get so far behind relatively quickly that they have a high probability of dropping out.



# The Requirements of a Standards-Based System

## Students:

1. Must demonstrate competence in important content knowledge.
2. Must behave appropriately if they wish to be involved in classes.
3. Must take some responsibility for their own learning.
4. Cannot be passed on until they demonstrate competence in important knowledge.



## Some Intended Consequences of a Standards-Based System

1. Students do not have to figure out the rules from teacher to teacher.
2. To catch up or move ahead at an accelerated pace, students do not have to spend a specific amount of time in class. Rather, they must demonstrate competence in important content.
3. There are fewer dropouts and more students completing graduation.



## Benefits of a learner-centered standards-based system

- Students progress purposefully at their own pace, based on meeting the standards
- Students take responsibility for their own learning which develops a **love of learning and inquiry**
- An aligned system of curriculum, instruction and assessment that has **clear and common learning targets**



# Benefits of a Standards-based System for Staff

- For the first time an aligned system of curriculum, instruction, and assessment that has clear and common learning targets
- Teachers can be more focused on accelerating student achievement
- Teachers will learn how to empower students to own their learning





“I didn’t really know what to think about all this. Some teachers in the room seemed to really have an understanding of what a learner- centered standards-based system was and others (like me) didn’t know what was going on. I started that day believing that I was a decent teacher, but by the end of the day I realized that I may be decent, but I could be a whole lot better”.

Bill Pfaffendorf  
Fifth-grade teacher  
Skyline Vista Elementary



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# Why should we consider this new system?

## 5 Why Process

Why

Why

Why

Why

Why



# Why a Learner-Centered System?

----**THINK - PAIR- SHARE**----

**THINK-** On your own, consider the question silently.

**PAIR-** Turn to a partner, each of you explain your thoughts.

**SHARE-** Volunteer to share out what your partner has said with the group. Stevie



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# Student Engagement

Rebellion: rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive



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# Student Engagement

**Retreatism:** uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

**Rebellion:** rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive



# Student Engagement

**Passive Compliance:** doing the minimum to get by, have work accepted rather than doing it right and respected

**Retreatism:** uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

**Rebellion:** rejecting the means/outcomes of an activity and substituting it with their own goals, self destructive



# Student Engagement

**Ritual engagement:** compliant, "What do I get for it?", do what is required, substitute good grades for learning

**Passive Compliance:** doing the minimum to get by, have work accepted rather than doing it right and respected

**Retreatism:** uninterested, stop participating in activity, can't do it, don't know what to do, they see no value in activity

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**Authentic Engagement:** Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

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# Where would you place your students?

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# Where would you place yourself?

**Authentic Engagement:** Pursuing learning because they understand the purpose, means and outcomes, students have needs met, intrinsic

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# Learners Centered Stages of Change (CBAM)

**A**

**K**

**1st**

**R**

**R**

**R**



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# Stages of Change

(Concerns-Based Adoption Model)

**Awareness**

**Knowledge**

**1st Time**

**Routine**

**Refinement**

**Replication**



## Self assess yourself on Standards-Based using the **OSAT** ?

- Clarify the task
- Reflect individually
- Implement the task
- Share with your partner

**C**  
**R**  
**I**  
**S**



Analyze the Standard's packet and what is different from what you are already doing ?

- Clarify the task
- Reflect individually
- Implement the task
- Share with your partner

**C**  
**R**  
**I**  
**S**



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“I went home that first day exhausted, confused, and full of information that needed some organization. I liked what I heard the first day and I was ready to go back for more; I was intrigued but still confused. By the end of the third day I had some clarity and was ready to jump into class that next week and implement everything! That’s when the real journey, a.k.a. the “ROLLER COSTER,” began”.

Bill Pfaffendorf  
Fifth-grade teacher  
Skyline Vista Elementary



**Unalakleet Schools School**  
**Tam Holtzer**  
 2006-2007:Q1  
**Attendance: Present 34 | Absent 1**  
**AK Student ID: 819532**



**ADV: Advanced** - Student exceeds mastery expectations and is able to extend his or her knowledge to make new connections.

**PRO: Proficient** - Student has demonstrated mastery, and demonstrates real world application.

**DEV: Developing** - Student has demonstrated mastery and is beginning to show application of new knowledge.

**EMG: Emerging** - Student is attempting to make progress but has not met the expected outcomes for 'acceptable'.

Level Title	Level	Progress on Standards																						
Cultural Awareness	CA (6)	1	2	3	4	5	6	7	8	9														
		PRO	PRO	PRO	PRO	EMG																		
Career Skills	CS (7)	1	2	3	4	5																		
Life Skills	LS (6)	1	2	3	4	5	6	7	8	9	10													
			PRO			PRO	PRO	PRO			PRO													
Life Skills	LS (8)	1	2	3	4	5	6	7	8	9	10	11												
Mathematics	MA (9)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20			
		PRO	ADV	PRO	PRO	PRO	DEV	PRO	PRO	PRO	PRO	PRO	PRO	ADV	PRO	PRO	PRO	PRO	PRO	PRO	DEV	PRO		
		21	22	23	24	25	26	27	28	29														
		PRO	EMG	ADV	PRO	PRO	PRO	ADV	EMG	PRO														
Reading	RE (9)	1	2	3	4	5	6	7																
Science	SC (7L)	1	2	3	4	5	6	20	21	22	23	24	25	26	27	28	29	30	31	32	33			
		34																						
Social Studies	SS (8A)	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18					
Technology	TE (6)	1	2	3	4	5	6	7	8	9	10													
											ADV													
Writing	WR (8)	1	2	3	4	5	6	7	8															
		DEV				PRO			DEV			DEV												



# Student Performance Snapshot- Content Area Level

Mathematics. - **DEV**

Choose One ▾

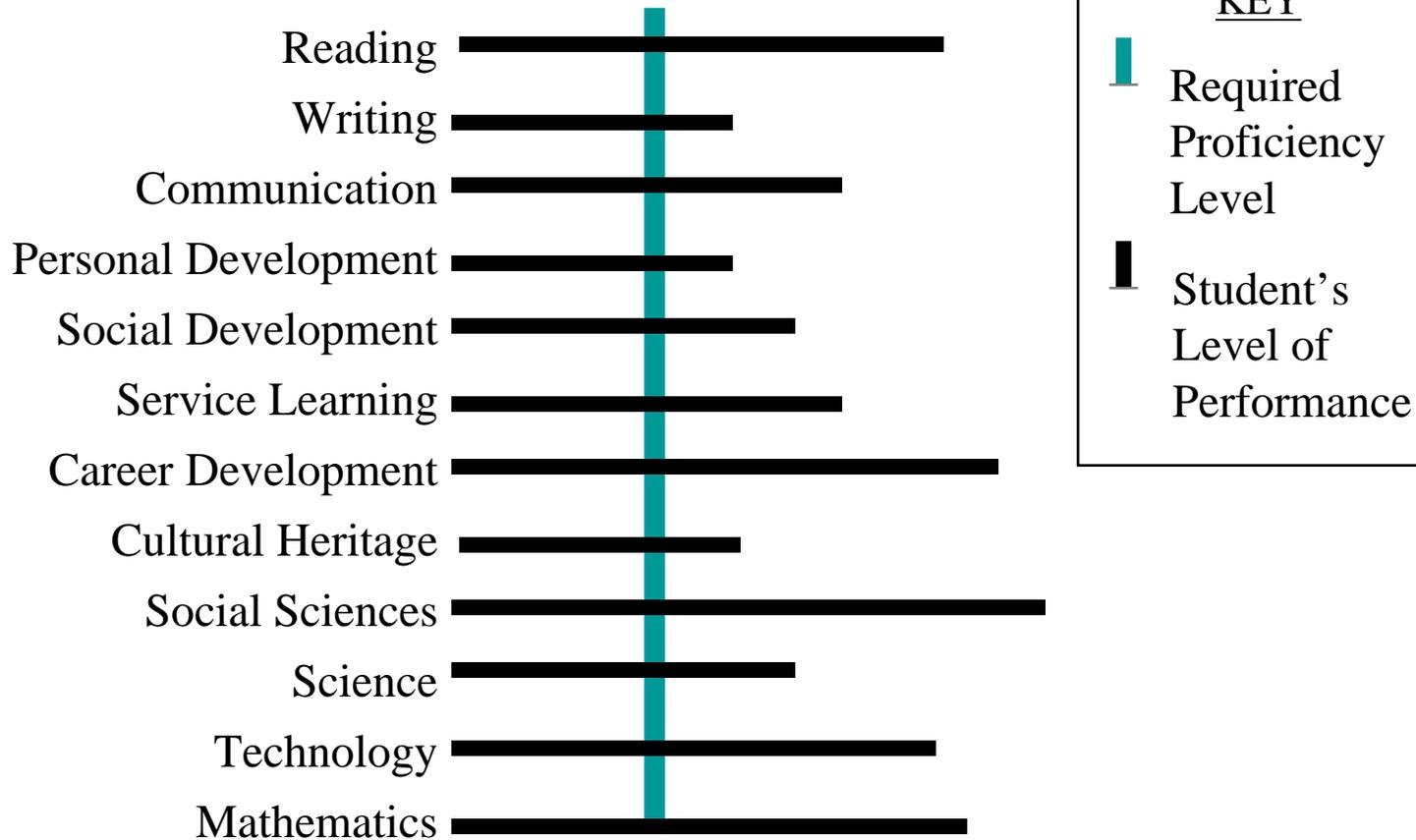
Student: Tam Holtzer Last Change: Jones, Carrie (10/04/06-12:30) - [History](#)

	1	2	3	4	5	6	7	8	9
MA (9)	PRO ▾	ADV ▾	PRO ▾	PRO ▾	PRO ▾	DEV ▾	PRO ▾	PRO ▾	PRO ▾
	10	11	12	13	14	15	16	17	18
MA (9)	PRO ▾	PRO ▾	PRO ▾	ADV ▾	PRO ▾				
	19	20	21	22	23	24	25	26	27
MA (9)	DEV ▾	PRO ▾	PRO ▾	EMG ▾	ADV ▾	PRO ▾	PRO ▾	PRO ▾	ADV ▾
	28	29							
MA (9)	EMG ▾	PRO ▾							
	A1	A2	A3	A4	QPI				
MA (9)	▾	PRO ▾	DEV ▾	DEV ▾	▾				

# High School Diploma

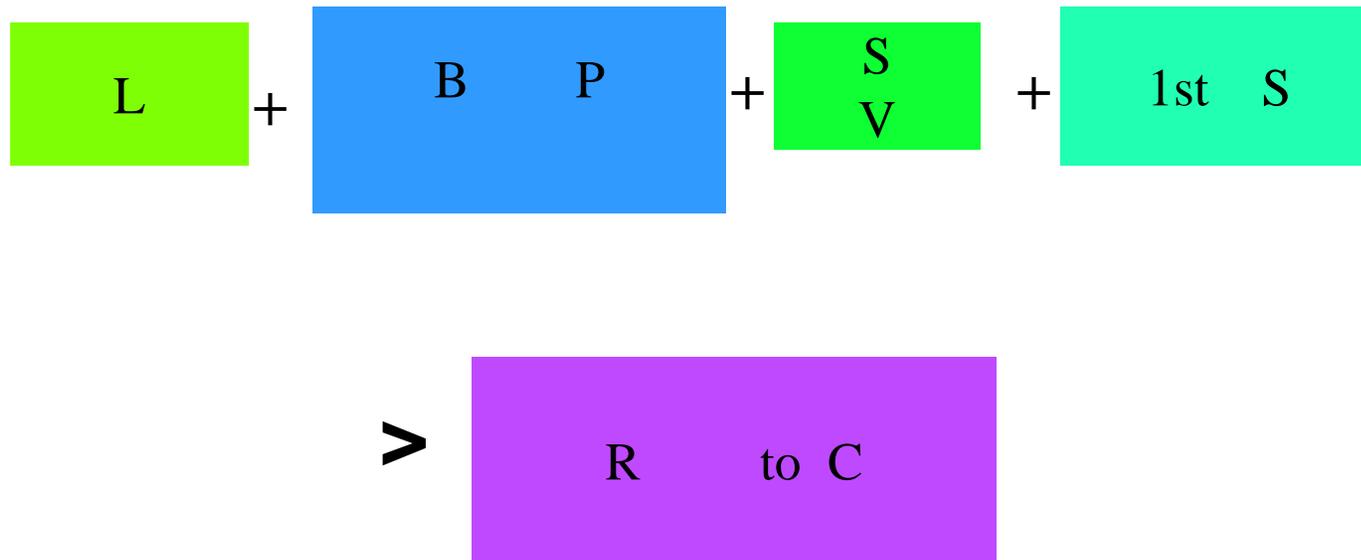
## Denali School District

Competencies 1 2 3 4 5 6 7 8 9 10 11 12

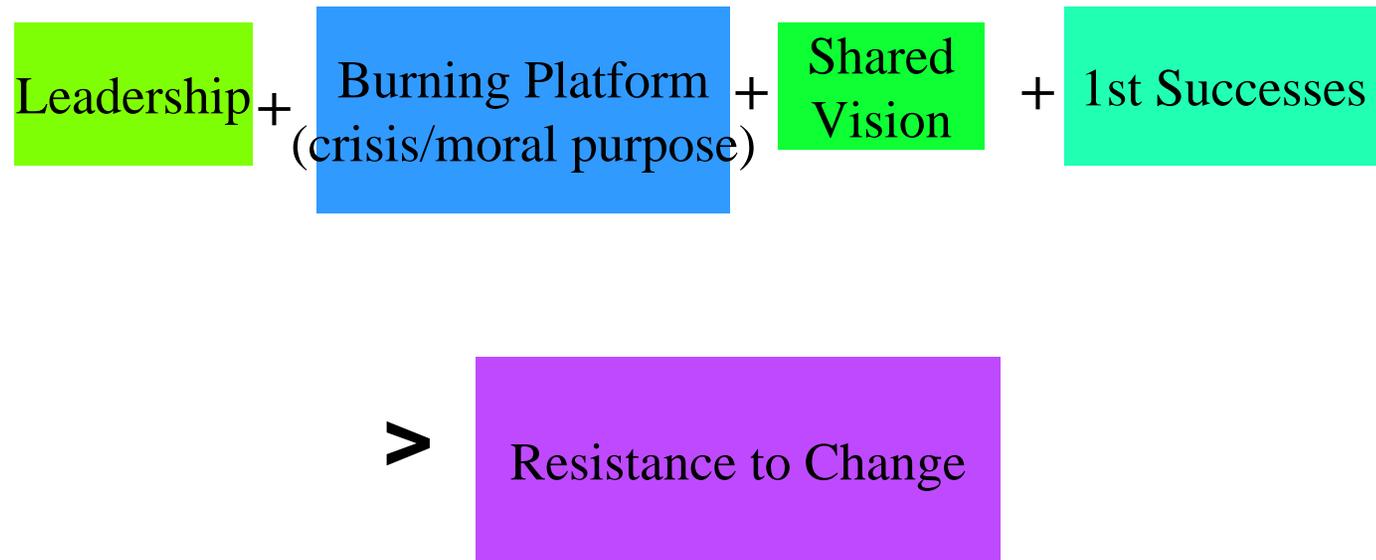




# Change Readiness



# Change Readiness





# ***Consensogram***

How committed are you to  
this kind of change?

- Quick survey on how people feel about an issue
- Use sticky notes with no names to be more authentic
- Determine what we want to measure (How committed are folks to being the change?)
- Discuss how this can set the tone for the training (moral purpose, burning issues etc.)



# Factors Influencing Achievement



**School**

1. Guaranteed and Viable Curriculum
2. Challenging Goals and Effective Feedback
3. Parent and Community Involvement
4. Safe and Orderly Environment
5. Collegiality and Professionalism



**Teacher**

6. Instructional Strategies
7. Classroom Management
8. Classroom Curriculum Design



**Student**

9. Home Environment
10. Learning Intelligence/ Background Knowledge
11. Motivation



What have I learned from all this? I have learned to be a better teacher. I have learned that organization is critical. I have learned that planning the final outcome and organizing the resources to get the learner there isn't that easy, but well worth the effort. Once I made that connection between all the tools, the understanding of backward planning, and what a learner-centered classroom looks and feels like, I found myself enjoying the world of teaching more than ever.

Bill Pfaffendorf  
Fifth-grade teacher  
Skyline Vista Elementary