What do learner-centered classrooms look like?
Introductions
Goal: To understand the four questions of what makes up a learner-centered classroom

Question 1: What are the learning goals?

Question 2: What does the classroom culture look like?

Question 3: What does assessment look like?

Question 4: What do we want out of our learners?
RSU2
5 towns
4 elementary schools
3 middle schools
3 high schools

One vision

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@slavoie55
@zimaw
@eatsleepstats

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Fifth year of K-12 proficiency-based

all learners, all standards

proficiency-based diplomas
What do learner-centered classrooms look like?

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First “must-have” question

What are the learning goals?
# Progressions of Learning

<table>
<thead>
<tr>
<th>Writing: Types and Purpose: Opinion/Argument</th>
<th>Proficiency Level</th>
<th>Proficiency Level Description</th>
<th>Taxonomy Level</th>
<th>Assessment Items</th>
<th>Proficiency Level</th>
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<th>Taxonomy Level</th>
<th>Assessment Items</th>
</tr>
</thead>
<tbody>
<tr>
<td>EL.05.WTOS.01.02</td>
<td>4</td>
<td>In addition to the 3.0 knowledge, infers or applies beyond what was taught</td>
<td>Analysis</td>
<td>create an argument by providing claim(s) with relevant evidence using credible sources helps structure an argument.</td>
<td>3</td>
<td>Understands providing claim(s) with relevant evidence using credible sources helps structure an argument.</td>
<td>Analysis</td>
<td>create an argument using transitions to connect relationships within and across claims enhances an argumentative piece of writing.</td>
<td>2</td>
<td>Understands what a claim and credible source is within a written argument.</td>
<td>Retrieval</td>
<td>identify a claim and credible source within a written argument.</td>
</tr>
<tr>
<td>EL.07.PG2.WTOS.03.01</td>
<td>4</td>
<td>Decide which complex transitions to use to make the piece logical and cohesive.</td>
<td>Knowledge Utilization</td>
<td>Use transitions that contribute to the cohesion of the piece.</td>
<td>3</td>
<td>Understands using transitions to connect relationships within and across claims enhances an argumentative piece of writing.</td>
<td>Analysis</td>
<td>create an argument using transitions that connect relationships within and across claims.</td>
<td>2</td>
<td>Knows the terms: diction, syntax, cohesion.</td>
<td>Retrieval</td>
<td>Define the terms: diction, syntax, cohesion.</td>
</tr>
<tr>
<td>EL.08.PG2.WTOS.07.02</td>
<td>4</td>
<td>In addition to the 3.0 knowledge, infers or applies beyond what was taught</td>
<td>Knowledge Utilization</td>
<td>Generate a &quot;how-to&quot; piece (video, pamphlet, flowchart, etc) to teach others how to effectively use transitions to link major sections of text to create cohesion.</td>
<td>3</td>
<td>Understands using varied transitions, linking major sections of the text, create cohesion in a piece of writing.</td>
<td>Analysis</td>
<td>Generate a piece of writing that contains varied transitions to link major sections of the text to create cohesion. Create a piece of argumentative writing using varied transitions, linking major sections of the text that help create cohesion.</td>
<td>2</td>
<td>With help.....has the 2.0 content.</td>
<td>Retrieval</td>
<td>With help.....has the 2.0 content.</td>
</tr>
</tbody>
</table>

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#RSU2 Scoring Guide

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>What the Student Masters</th>
<th>Report Card Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4.0</td>
<td>All the foundational knowledge and skills, all the complex knowledge and skills, and goes beyond what was taught in class to apply the knowledge, usually by going up at least one taxonomy process level from the level 3.0 target.</td>
<td>4.0</td>
</tr>
<tr>
<td>Level 3.5</td>
<td>All the foundational knowledge and skills, all the complex knowledge and skills, and begins work to extend beyond what was taught in class to apply the knowledge, usually by going up at least one taxonomy process level from the level 3.0 target.</td>
<td>3.5</td>
</tr>
<tr>
<td>Level 3.0</td>
<td>All the foundational knowledge and skills and all the complex knowledge and skills at the required taxonomy level.</td>
<td>3.0</td>
</tr>
<tr>
<td>Level 2.5</td>
<td>All the foundational knowledge and skills and some of the complex knowledge and skills at the required taxonomy level.</td>
<td>2.5</td>
</tr>
<tr>
<td>Level 2.0</td>
<td>All the foundational knowledge and skills at the required taxonomy level.</td>
<td>2.0</td>
</tr>
<tr>
<td>Level 1.5</td>
<td>With help, some of the foundational knowledge and skills and some of the complex knowledge and skills at the required taxonomy level.</td>
<td>1.5</td>
</tr>
<tr>
<td>Level 1.0</td>
<td>With help, some of the foundational knowledge and skills at the required taxonomy level.</td>
<td>1.0</td>
</tr>
</tbody>
</table>

SOURCE: Designing & Teaching Learning Goals & Objectives (Marzano); Formative Assessment & Standards-Based Grading (Marzano)
HIGH SCHOOL REDESIGN IN ACTION

Taxonomy
Adapted from: Dimensions of Learning (Marzano & Pickering), The New Taxonomy of Educational Objectives (Marzano & Kendall)

USING KNOWLEDGE: Generating & Testing Hypotheses to...

Address Situations & Issues
- Decision Making
  - Select from among seemingly equal alternatives
  - Situational Problem Solving
    - Accomplish a goal for which obstacles exist

- Invention
  - Create a new way to
  - Devise something that will work
  - Change the way
  - Improve this situation with a new approach

- Experimental Inquiry
  - Offer and test explanations for what is observed

- Investigation
  - Historical/Philosophical
  - Definitive
  - Resolve confusions related to concepts or events

- Systems Analysis
  - Explain parts of a system and how changing one part influences others

 Clarify Phenomena & Events

ANALYZING KNOWLEDGE: Examining & Generating...

- Comparing
  - Identify similarities & differences among items and ideas
  - Classifying
    - Group items according to similarities
    - Analogical Thinking
      - Build similar relationships for items across domains

- Arguments & Assertions
  - Analyzing perspectives
    - Identify reasons & logic for perspectives on an issue
  - Constructing Support
    - Build support for assertions or opinions
  - Analyzing Errors in Reasoning
    - Identify logical or factual errors

- Logical Inferences
  - Deductive Reasoning
    - Apply general statements to specifics; draw conclusions
  - Inductive Reasoning
    - Draw general conclusions from multiple specifics

COMPREHENDING KNOWLEDGE

- Symbolizing: Construct symbolic representations of information
  - Show the organizational patterns in
  - Chart
- Integrating: Identify basic elements/structure of knowledge
  - Describe how or why
  - Identify the key parts of
  - Trace the development of ideas in

RETRIEVING KNOWLEDGE
- Recognizing: Identify information related to targeted knowledge
  - Select, True, False, Match
- Recalling: Produce information related to targeted knowledge
  - State, Describe, Explain
- Executing: Carry out a mental or physical procedure
  - Read, Write, Demonstrate
  - Add, Subtract, Multiply, Divide, Solve for

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### World Language - Span

**Viewing progress for: Bauer, Deanna**

<table>
<thead>
<tr>
<th>MEASUREMENT TOPIC</th>
<th>LEARNING TARGETS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interpersonal Communication</td>
<td>⚫ 3.0 ▼ 3.0 ▼ 3.0</td>
</tr>
<tr>
<td>Interpretive Listening</td>
<td>⚫ 3.0 ▼ 3.0 ▼ 3.0</td>
</tr>
<tr>
<td>Interpretive Reading</td>
<td>⚫ 3.0 ▼ 3.0 ▼ 3.0</td>
</tr>
<tr>
<td>Presentational Speaking</td>
<td>⚫ 3.0 ▼ 3.0 ▼ 3.0</td>
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<tr>
<td>Presentational Writing</td>
<td>⚫ 3.0 ▼ 3.0 ▼ 3.0</td>
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Question One: Why are learning goals important?

Question Two: Why is it so important to make those goals transparent?
Second “must-have” question

What does the classroom culture look like?
PREPARA  
(Prepare)
*Get my portfolio
*Sharpen my pencil
*Set my daily goal
*Answer daily trivia

¿LISTO?
(Ready?)
*Check in with Señora and revise my goal if necessary.
*Get materials to help me reach my goal.

¡APRENDE!
(Learn!)
*Work towards goal using all resources.
*Prove to Señora I am ready to move on!

PARA...  
(Stop...for the day)
*Did I reach my goal?  
*What do I need to do next/tomorrow?
*Assess my behavior and work ethic
*Punch my rewards card
*Parking Lot

RESPECT
Honest · truthful · trustworthy
Listen · hear · show understanding
Attitude · positive actions towards others
Kindness · polite, helpful, nice
RESPONSIBILITY
Work Ethic · try hard, best work · work hard
Behavior · positive responses · appropriate actions
Assistance · helpful to others (HD Community)
Mr. Seurat! I said paint the leaf green. What gave you the notion to paint yellow and blue dots?
Less Us, More Them
Creating student-centered contexts for learning

"I think it’s an exaggeration, but that there’s a lot of truth in saying that when you go to school, the trauma is that you must stop learning and you must now accept being taught."

— Seymour Papert

Illustrated by Peter Reynolds

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Question One: Why is classroom culture important?

Question Two: Why is it so important to have learner-driven classrooms vs teacher-driven classrooms?
Third “must-have” question

What does assessment look like?

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Only in math problems can you buy 60 cantaloupes and no one asks what the hell is wrong with you.
"You knew X was 7 the whole time and you never said anything?!"
If there is no struggle, there is no progress.

-Frederick Douglass-
"I cannot teach anybody anything, I can only make them think."

~Socrates

@JasonHarter
Turn & Talk

Question One: Why is productive struggle important for assessment?

Question Two: Why is it important for assessments to be personalized?
Final question

What do we want out of our learners?
Really, what is our goal?
I'm always learning something. Learning never ends.

—— Raymond Carver ——

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<table>
<thead>
<tr>
<th>Seminars</th>
<th>Workshops</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Longer time range</td>
<td>• Short time range</td>
</tr>
<tr>
<td>• Relevant, interdisciplinary units covering high interest topics</td>
<td>• High-interest topics, often focused on skills or prerequisites</td>
</tr>
<tr>
<td>• Learning targets from multiple subjects are embedded</td>
<td>• Learning targets are typically from one subject</td>
</tr>
<tr>
<td>• Ideally, targets are personalized based on student needs</td>
<td>• Can allow students to choose between 2 or more topics that are running concurrently</td>
</tr>
<tr>
<td>• Can allow students to choose between 2 or more topics that are</td>
<td>• Team-teaching environment or a single teacher floating between teams</td>
</tr>
<tr>
<td>running concurrently</td>
<td>• Could highlight a guest artist, historian, expert, elder, etc.</td>
</tr>
<tr>
<td>• Team-teaching environment or a single teacher floating between teams</td>
<td></td>
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</table>
Turn & Talk

Question One: What do YOU want out of your learners?

Question Two: Where are you in that process? What can be YOUR next steps?
http://belolanc.weebly.com/blog
What People Think Success Looks Like:  
What Success Really Looks Like:

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