



almaTM

STUDENT INFORMATION SYSTEM

Empower progress. **Spark potential.**



Changing to Progressive Practices

PRESENTED BY:

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Principal of
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Introductions



Chris Andriski

Assistant Superintendent of Schools SAU16, Exeter, NH

- 23 year career in public and private education in Florida, New York, Maine and New Hampshire
- Working on his Doctorate in Educational Leadership through Southern New Hampshire University
- Personal motto, "Curiosity Creates Learning"

Katherine Lucas (she/her)

Principal Stratham Memorial School

- Farmer
- Eternal optimist
- Yogi
- Maverick
- Social justice warrior
- Fierce advocate for children and educational reform
- Lover of music and dancing (huge fan of Missy Elliott)
- German Shepherd and Belgian Malinois enthusiast





Theresa Schneiderheinze

Regional Sales Director NH/VT/MA

- Experienced Educator, Digital Learning Specialist & Technology Coordinator (30 Years Total!)
- Former Alma End User
- M.Ed. Curriculum, Instruction, Assessment
Google Certified Educator
- Born Vermonter, home renovator, hiker, cyclist and jam specialist, passionate about supporting educators

AGENDA

- There was a time...
- The need for CBE
- Setting the Stage for the SAU
- How it happened at a school
- End Result - Impact
- Q&A and Resources



There was a time...

HOW TO SPOIL THE CHANGE STEW



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POLL:

Where are you with regard to changing to Progressive Education?

- A. We are strongly traditionally based**
- B. We are in the process of transitioning from standards based to competency based**
- C. We've made the change but are running into issues**
- D. We've made the change and it's greener on this side of the fence!**

The Need for CBE & Reimagining Schools

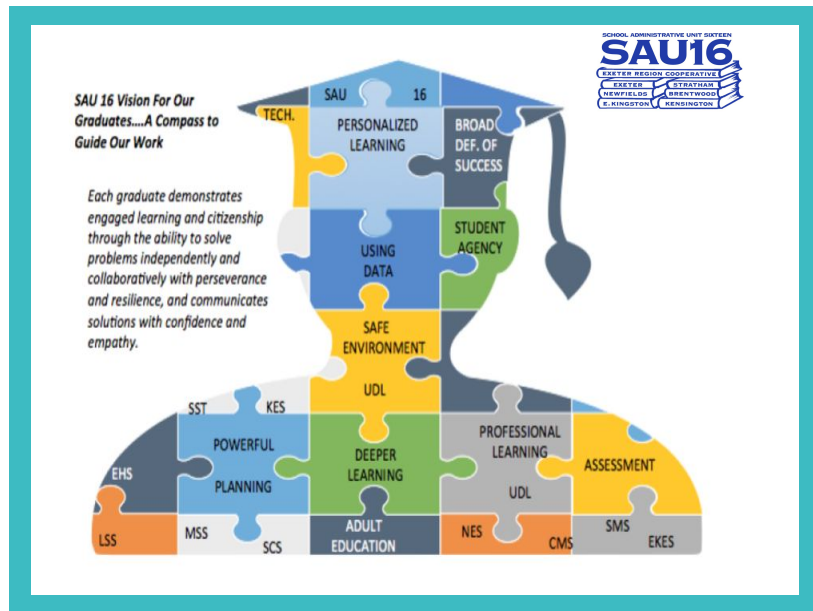
Did you know?

The largest percentage of ivy league college dropouts are high school valedictorians.

- Rapid advancements in innovation are eliminating structured and routine jobs, leaving our youth at risk
- The creative thinking and critical skills needed in the 21st century for the world of innovation are exactly the ones being stifled and eviscerated out of students
- Students have become masters of trivia via memorization, low-level thinking procedures, and speed. They do very little out of the box and new thinking leaving them ill prepared for an unknown world
- There is a stark contradiction between what our students learn and what they will need in order to succeed in the world of work, citizenship, and lifelong learning
- Credentialing vs. competencies - riding a bicycle
- Increased numbers of students with anxiety, depression, and other mental health disorders. The number two leading cause of death, of children 14-24 in NH is suicide
- Colleges, military, and the workforce declared that students were not coming to them prepared

Setting the Stage for the SAU

Portrait of a Graduate



- **Knowledge** - Competent Learners
- **Skills** - Engaged learner & citizen; Ability to solve problems independently & collaboratively; Effective communicator; Understands and appreciates value of diversity, equity and inclusion
- **Mindsets** - Perseverance; Resilience; Confident; Empathetic

Grow Your Learning

- Identify stakeholders- staff, students, parents, board members and community members
- Focus on instruction and learning before assessments and reporting
- Conversations are needed- parent, teacher, student forums
- Grow your educators and leaders- Higher Education Degree Cohort
- Attend National Conferences with Learning Teams
- Present to colleagues throughout the SAU
- Learn with others- Summer Institutes with other School Districts
- Reflection- 4D Model of Appreciative Inquiry

How It Happened at a School

A Collective Vision

What are the essential and non-negotiable elements of an ideal elementary school experience?

What should every child understand, do, know, learn, feel, embody, and embrace before they leave here?

“Our highest endeavor must be to develop free human beings who are able of themselves to impart purpose and direction to their lives. The need for imagination, a sense of truth, and a feeling of responsibility - these three factors are the very nerve of education.” - Rudolf Steiner

A Deep Dive

- Third Person Expertise - articles, research, texts, evidence, videos, etc.
- Questions everything - prove it
- What do we know from our experience?
- The 5 Whys

“Decades of research has shown that play is crucial to physical, intellectual, and social-emotional development of all ages. This is especially true of the purest form of play: the unstructured, self-motivated, imaginative, independent kind, where children initiate their own games and even invent their own rules.”

-David Elkind, Child Psychologist

It is not just the held facts, retrievable knowledge, or demonstrated skills that determine whether one is truly educated, the real test is in the development of a spirit of thoughtful curiosity and the disciplined habits of inquiry to support it.”

- Charles J. Rop

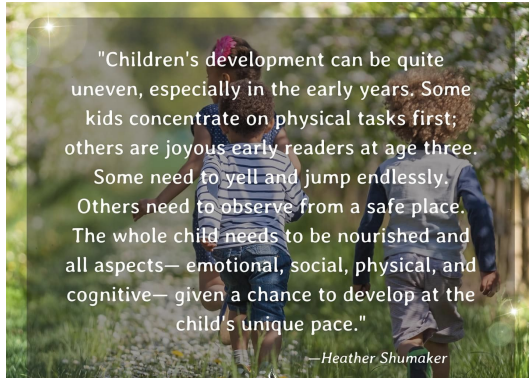
The Pillars

There are many different ways to be a **collaborative and compassionate member of our global society.**

There are many different ways to demonstrate **the habits of being a lifelong learner.**

There are many different ways to be an **architects of our own personal wellness.**

There are many different ways to **think critically and solve complex problems.**



Children must be taught how to think, not what to think."

- Margaret Mead

The How - Start asking, “What can you do with what you know?”

Competency Based Learning Environments Provide

Complex, Meaningful, Enduring Understandings

Students will engage in learning tasks that require Depth of Knowledge thinking 3 and 4 (synthesizing, analyzing, creative problem solving, evaluating, applying)

Student Voice and Choice

Involving students in “the what” and “the how” of learning and equipping them to be stewards of their own education

Co-creation

Students, with the guidance of their teachers, identify the challenges and concepts they want to explore and outline the actions they will take

Social Construction

Having students work with others to theorize, pursue common goals, create new learning, and generate demonstrations of understanding

Self-discovery

Students reflect on their own developing skills and knowledge so that they will acquire new understandings of themselves and how they learn

“Brain growth is largely driven by children’s experiences in the world. Because each child has difference experiences, their brains are massively different from one another. Such individual differences in the brain wiring mean that schools’ expectations that every brain learn the same curriculum at the same rate is baseless.”

-Gabrielle Principe, PHD,
Professor Ursinus College

“For young brains to retain information, they need to apply it. Information learned by rote memorization will not enter the sturdy long-term networks in the pre-frontal cortex (PFC) unless students have the opportunity to actively recognize relationships to their prior knowledge and apply new learning to new situations.”

-Dr. Judy Willis,
neurologist and middle school teacher

End Results
The Stakeholders...
The School Community

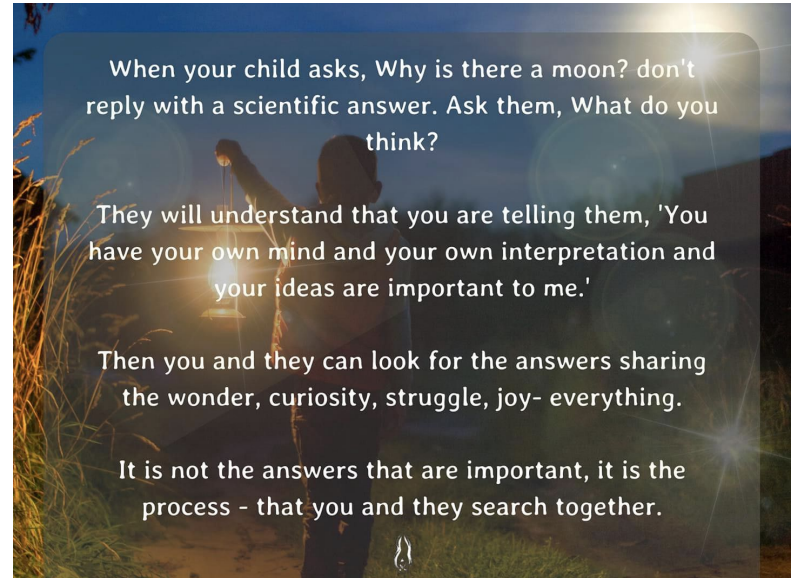
Competencies

Curiosity, Motivation & Engagement

Metacognition

Social Emotional Learning

Unstructured Play & Movement



Resources and Q&A

Resources

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Principe, Gabrielle F. *Your Brain on Childhood: the Unexpected Side Effects of Classrooms, Ballparks, Family Rooms, and the Minivan*. Prometheus Books, 2011.

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Sprenger, Marilee. *How to Teach so Students Remember*. ASCD, 2018.

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**THANK
YOU!**

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