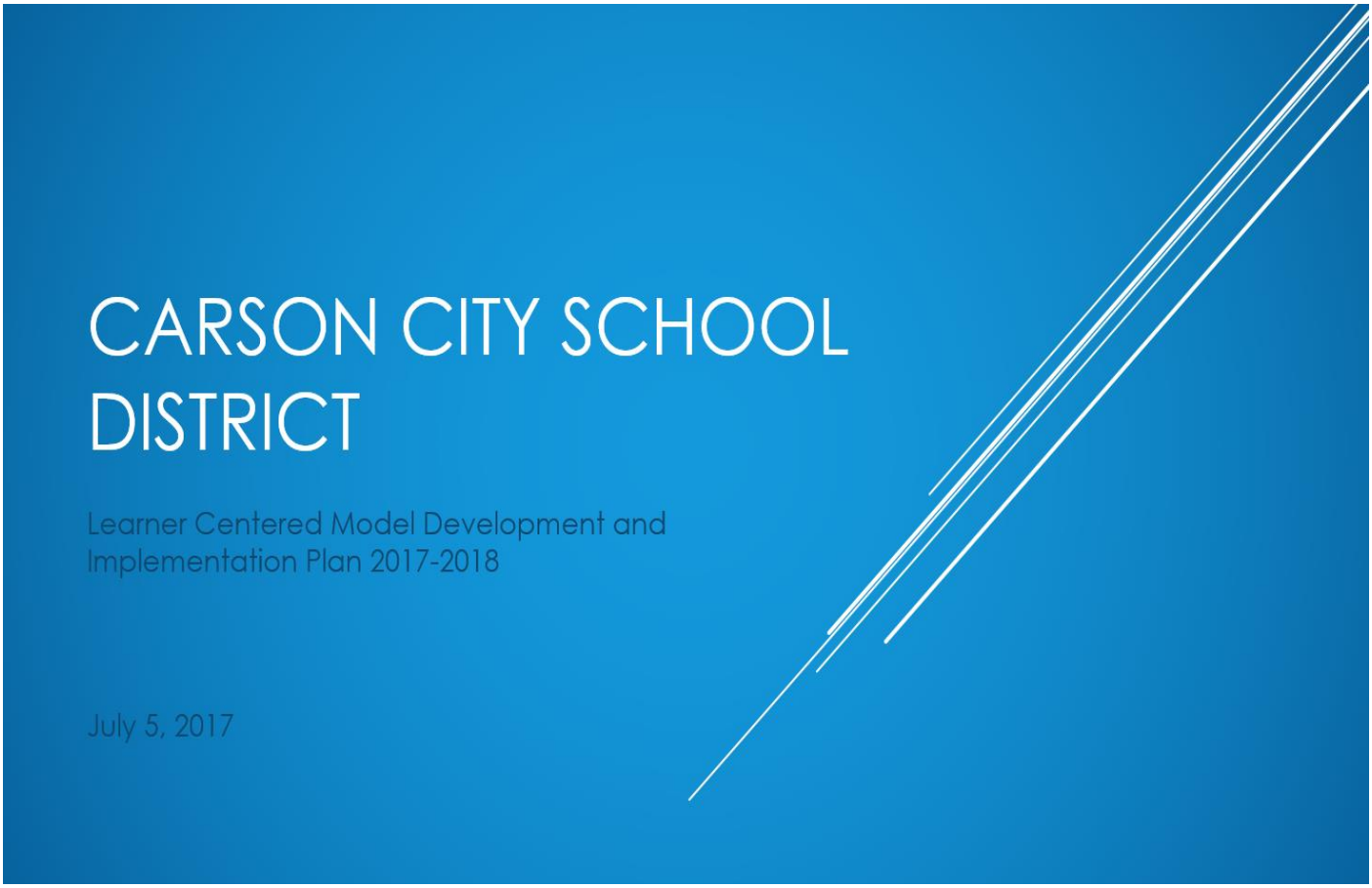
Learner Centered Model Playbook

Carson City School District 07.04.2017



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Message from the Superintendent

Dear Colleague,

From Thomas Jefferson's time to present day, our public-school system has fundamentally evolved to select and sort thinkers and doers to fuel the engines of industry and to build a nation. The system has worked extremely well over time and transformed every aspect of American life. However, as the modern workplace develops, a different set of skills are being demanded. Society now expects workers at every level to demonstrate skill in creativity, problem-solving, and critical thinking. Jamie Vollmer in his book Schools Cannot Do It Alone, said, "For the first time in history, our security, prosperity, and the health of our nation depend upon our ability to unfold the full creative potential of every child. Not just the easy ones…" In our efforts as a school district to prepare all students for life after their formative school years, we recognized the need to implement a system that can honestly meet the learning needs of every student.

In December of 2013, Carson City School District received a federal, Race to the Top grant for districts. With this funding, we had a plan to fundamentally shift our school philosophy and operations to truly create a Student–Centered Learning system. The model could not merely exist in name only, but a real shift in process, expectation, and outcome would be required. School staff, parents, community partners, and the students themselves would all need to be active participants in the process to shift the educational thinking or stance from a "delivery-centered" model to being "student-centered".

The document you are about to read is our story in making this shift. It describes the steps we are taking to provide our students with the knowledge, skills, and abilities to successfully navigate the conditions they will face after high school graduation. I acknowledge the hard work and support of our entire staff, community, and trustees in this bold initiative. Special recognition goes to Dr. Steven Pradere who functions as our Transformation Officer in this effort and who developed this Play Book.

Our work is not done. There are many traditional and time-honored elements and practices that are being challenged. With student academic growth at the center of our decisions, I have been amazed and delighted at the knowledge, creativity, and professional contributions of our professional staff. This process has been one of the greatest professional learning activities of my career in education and I am grateful for the experience.

If any member of our staff or I can be of assistance or answer questions regarding our program I invite you to contact me. Best wishes as you consider our efforts.

Sincerely,

Richard Stokes

Richard Stokes
Superintendent of Schools
Carson City School District

Introduction

In 2012, in alignment with the mandates laid out within the District's Strategic Plan, the District set out to rebuild the educational system so that all students had the opportunity to meet the college and career ready standards. As a community, we recognized that many of our students were successful, moved on to higher education or entered the workforce and were very successful. However, there were large segments of our student population who were falling well below our expectations.

In 2012:

- One in four students who entered our High Schools dropped prior to graduation
- One in three middle school and or high school students were failing one or more core classes.
- One in three students were taking courses that allowed them to meet a college ready curriculum.
- One in five students attended summer school to make up for failing courses or skill deficiency

In order to turn the tide for these students, District leaders recognized that a full scale change was necessary if all students were to meet the educational expectations set for them. Linda Darling-Hammond (1997) described the change in this way:

"Securing all children's right to learn in a way that new standards suggest and today's society demands requires a change in teaching much more profound than merely covering more facts or getting through more chapters in a textbook. Our very concept of teaching will have to change. Teachers will need to go far beyond dispensing information, giving a test, and giving a grade. They will need to know how to construct ambitious work aimed at more proficient performances while taking advantage of students' different starting points and approaches to learning. Schools will need to reorganize themselves to support this kind of teaching." Linda darling Hammond (1997)

In November 2012, the District developed a new educational model that would redefine the educational experiences provided to all students. This new system was designed to leverage the best practices of our highest functioning teachers as well as provide a clear learning and performance pathway for all students. This new system was named "The Learner Centered Model". In order to fund this endeavor the District applied for and received the Race to the Top grant. The District Team which wrote the grant produced the nation's top application and the Carson City School District was awarded $10,000,000.00.

Over the past five years the District has developed and implemented the Learner Centered Model and it has led to significant improvements to the educational opportunities of all students. The District accomplished complete redesign of the curriculum, assessment, and student data tracking systems. We have seen a significant increase in graduation rates, pass rates, credit accrual rates and percentage of students in college ready academic pathways. However, the most important shift has come in or organizational belief systems; our staff are now working to move **"all"** students to meet college and career ready requirements. An enormous thanks must go out to our Implementation Specialists, administrators, and classroom teachers, all of whom significantly contributed to the development and implementation of this system. As you will see as you read through this handbook, it was the collaboration and professional expertise of these staff members who have carried this model from theory into practice.

This document is designed to provide a step by step description of each component, why it was built, and how it was used to provide a series of safety nets to support all students throughout their educational experience. As you read through the document you will gain a deeper understanding of the system, and the expectations for each staff member as we continue to grow and improve this model.

Description of the Learner Centered Classroom or Competency Based Classroom

Carson City School District's Learner Centered or Competency Based learning model is centered on building a partnership between the teacher and the student to work collaboratively to move students through the instructional process and eventually reach mastery of knowledge and/or skills identified in each unit of study. In this section, we are going to provide a general description of the type of teaching and learning experience we want for every student. The example provided is a middle school example, however we believe that the basic tenants shared in this example also apply to an elementary or high school setting.

I. Prior to entering the unit:

Imagine that you have entered your middle school English class, the bell rings, and the teacher enters the room. "Good morning, I am so glad to see all of you, as you know, we are getting ready to enter a new unit of study. The focus of this unit is to move through the process of preparing and then creating a narrative paper. We are going to spend the next three weeks on this process and when we get to the end of the unit you will have created a high-quality paper, one that you will be extremely proud of. At the same time, you will learn how your paper will meet the requirements of the state writing assessment you will be taking later in the spring."

"Before we begin the process, I want to first go over the scoring rubric and the processes we will use to develop the paper. I have provided for you a learning guide for the unit that will lay out the following:

- *The learning guide will provide specific learning targets for the unit*
- *Secondly, the learning guide will provide the methods for measuring mastery as well as the general timelines for completing each of the required tasks. This guide will include both the formative measures (practice activities) as well as the summative activities (research paper).*
- *Finally, the rubric and scoring guides for the final paper will be reviewed with you throughout the unit. During this process, you will have time to verify, ask questions, and clarify with me the requirements of the assignment, and your progress toward meeting those requirements.*

I know that each of you is going to create an exceptional paper and I am looking forward to growing with you throughout this process."

Please note, the teacher will be providing direct instruction and will be sharing specific examples directly connected with the learning guide and scoring rubric. We have found, when the learning process is effectively communicated between the teacher and the student, the quality of the learning experience and products created increase significantly. This pre-work provides the necessary foundation for the student to clearly understand and define the learning expectations; at the same time, providing the student the foundation to self-monitor their individual progress and advocate for his or her learning, essentially providing the information and tools to enter a true learning partnership with the teacher.

In the Learner Centered Model, the students enter the unit of study with a well-developed understanding of the learning expectations. In this process, students must clearly define what they are learning, how success will be measured, and why they are learning it. Teachers must lead this early set up by providing this essential information and verifying that students truly can define it. This all must happen before the teacher and the student enter the learning process.

II. Pre-assessment:

In every instance, a pre-assessment should be conducted by the teacher to provide both the student and the teacher a starting point for learning. In this example, the teacher has asked students to pull up the previous writing sample in which students completed a very short writing experience and received written feedback in alignment with the rubric that will be used on this new paper that students are to create. This connection to their own writing and the upcoming rubric provides both the teacher and student a clear learning path, leading the student from where they are, to successful mastery of the information or creation of a product related to the task.

III. During the unit (Formative instruction and feedback):

We want to emphasize that entering the unit of study is truly about foundational learning and time to practice. Just like a baseball player and his team who practice during the week in preparation for the game, the formative learning time is essential for the student to practice and improve their knowledge and skills in alignment with the end of unit assessment or in this example, the development of the paper. Throughout the process the teacher reviews the work of students and provides feedback. At any point in the process the teacher, and/or the student can recognize they are off target and then complete an individual course correction. Thus, taking the information of what is expected, and combining that with what has been completed. This learning process is fluid and happens throughout the unit. At times, the teacher may be in front of the class introducing a subject, but at other times students work in groups or independently building their knowledge and/or skills related to the development of the paper. As the teacher and student near the end of the formative component or practice, both parties should feel confident that the student is ready to take the post unit assessment, and successfully complete the task with highest levels of quality.

As part of this practice process, we expect students to reconnect to the performance expectations for the unit. In order to facilitate this process, we expect teachers to regularly anchor the classroom experience to the learning guide, performance rubric, and Mastery Connect results. This reconnection process serves two purposes; the first is to build a solid connection to the final outcome. Secondly, this process helps the student build a more permanent pathway to knowledge and skill that they are developing throughout the learning process (Chugani, 1998). Just like a baseball player taking ground balls and moving through game strategy, the student writing the paper under these conditions is solidifying their knowledge and skills related to the process of writing the paper.

IV. Summative Assessment:

As the teacher and student complete the practice stage, it is time for the game. In this case, the teacher and student move into the process of writing the paper. The student works independently to develop a paper with all the attributes they have been trained to include. While this process is ongoing, the teacher is circulating throughout the room, taking notes, and identifying things that students are doing well, recording possible challenges, and identifying areas of future intervention. The teacher is going to come back to those notes later to build any remediation or additional feedback that each student can use to cement their learning.

Once the paper is complete, the teacher scores the papers against the rubric and then returns the paper to the students with the feedback connected directly to the rubric. (This includes uploading the performance data into Mastery Connect). This sharing must take place in a way that the teacher is sure that the student can use the constructive feedback to increase their knowledge or improve the product.

Figure 1A Essential Attributes of a Learner Centered Classroom

Instructor/Teacher:

Belief/Target

- Teachers maintain a belief that all students can reach mastery/competency.
- Teachers develop lessons that are centered on student mastery rather than information delivery.
- Teachers believe that instructional success is measured by a student's ability to demonstrate mastery of knowledge and or skill defined within each of the learning targets.

Relationship Building:

- Teachers develop a relationship with every student, this includes building background knowledge related to culture, individual interest and learning styles. Teachers are expected to use this information to support learning opportunities for each student.
- Teachers build a safe classroom environment where teachers and students are free to take risks and be allowed opportunities to both succeed, and to fail within a strong positive climate of teaching and learning.
- Teachers build a safe place where all students from all backgrounds are accepted and valued within the classroom.
- Teachers set high expectations and provide the support necessary for all student to meet those expectations.

Instructional Planning

- Instructional planning is built around student mastery of the learning target within the Measurable Instructional Unit (MIU); moving students from their current knowledge and skill levels to demonstration of mastery on the identified learning target(s).
- Lesson planning will address requirements for mastery as well as the learning experiences that lead to mastery. (Support materials include learning guides, performance rubrics, course summary documents, and other related items that serve as anchor points to this work within the MIU)
- Activities are designed thoughtfully to include high-yield strategies that lead to successful mastery of each learning target; this includes assessment, remediation, and acceleration throughout the learning cycle.

Instruction

- Teachers engage all students in the learning.
- Instruction begins with explanation of mastery prior to entering the unit of study; this includes connections to the course summary document and learning guide.
- Learning guides are used as tools for metacognition and serve as an anchor point for each unit of study or MIU.
- Teachers can communicate the learning target expectations and the progress toward mastery at any point during the instructional cycle.
- Teachers effectively use formative assessment to gather data, make instructional decisions, and provide feedback to students throughout the learning cycle; information gained from this feedback supports both the teacher and the student to make progress toward mastery.
- Teachers address both what to learn and how to learn as essential parts of the learning experience.
- Teachers facilitate learning experiences that are both challenging and relevant.
- Key concepts and key vocabulary are embedded and spiraled throughout the learning. Long term mastery is central to this system.
- Instructional success is measured by student mastery of Learning Targets at the conclusion of the unit. The goal is to learn and master all required knowledge and skill for the long term.
- Benchmark success provides no surprises for the teacher and the student. Both are clear about expectations and skills prior to entering the assessment experience. The formative feedback loop has provided a foundation for all to be ready to enter and succeed within the benchmark.
- Teachers utilize both the summative and formative side of the mastery connect system in order to track and demonstrate student mastery of each learning target throughout the entire unit.

Student Learning

- Students believe that they are capable to meet all the learning and performance requirements set before them.
- Students believe that teachers care about them, and that they understand their culture, individual interest, and learning styles; they also believe that teachers use that information to support their learning.
- Students are active members of the learning experience with the ability to monitor and advocate for their learning.
- Students can clearly define the expected level of performance in connection to the learning targets the moment that they enter the unit of study.
- Students can define their level of mastery in relation the performance targets in both the unit and the course at any given point in time.
- Students are able to successfully move through the pre-assessment, and formative learning process to eventually meet mastery during the summative assessment experience.
- As part of being engaged members of this process, students can actively goal set and monitor progress toward mastery, making course corrections and advocate for their own learning at any time.
- Students can support and define their metacognitive needs, addressing both what to learn and how to learn.
- Students can utilize mastery connect to track and verify mastery of each learning target during and at the conclusion of each MIU.

Once the final results have been collected and analyzed, the teacher plans experiences that allow students to reconnect to this learning. This ongoing process of practice and revisiting will be essential in the process of cementing learning for the long term. If a student does not master the skills related to the paper, the teacher sets up an alternative pathway for the student or students to continue to build skills and then recreate the paper at a future time. The idea is that every student must master the skills, so this additional time and practice will help them to meet the expectations set before them. Teachers may use small group or individual activities that help the students continue to grow in a specific area. This work is strategic; a teacher must look to see if a future unit may address this same topic, in which case, the teacher can plan strategic support prior to the unit, and then continue similar targeted support when a new unit comes in to play. If the topic is not addressed in a future unit, then differentiated support must be provided. In the end, the goal is to be sure that every student has mastered these essential skills, and will be able to demonstrate mastery whenever they are called upon to do so.

V. Student mastery data system:

In creating a learner centered system, the District recognized the need to develop a performance tracking system that could be used by teachers and students to identify student mastery in real time. When a student completed a learning activity or assessment, the data would be entered into the system, then the system translates the information into levels of student performance by learning target. In other words, has the student reached mastery, near mastery, or do they require remediation. This is an essential tool that would allow the teacher and the student to gather mastery data by learning target, in real time. (See figure 1: A digital representation of a mastery tracker report.) In this model, green represents mastery, yellow near mastery, and red requires remediation. The Mastery Connect (MC) system that is displayed, is the primary system the District uses to verify student mastery of essential knowledge and skills for each course taught.

In this example, the teacher may give several writing experiences that are then held up to the rubric for the final paper. The teacher scores the piece and then uploads the data related to mastery levels for each of the specified learning targets. This information is then displayed in a color-coded fashion for both the teacher and the student. Each time a student participates in a learning experience and the teacher uploads the data, then the program updates the evidence of current mastery. This system provides very specific information that both the teacher and student can use to pinpoint a specific area or skill to address.

In summary, the teacher introduces students to the required performance using the learning guide. The teacher pre-assesses students and provides feedback so that both the teacher and student have a clear starting point for the unit. Once the unit begins, the student enters the time for practice, or the formative feedback and learning experience, data is gathered and used by the teacher and students to improve the learning trajectory. Once students have enough experiences to show mastery in the formative environment, students are presented the opportunity to take the summative assessment. After the post-assessment, the teacher and student review the results and the teacher provides students direct remediation and additional practice, as needed. Throughout the formative and summative process, data is entered into the mastery tracking system so that both teacher and student have formal real-time feedback data that can be used for mid-course corrections that can be facilitated by both the teacher and the student. The Mastery Connect tool provides a high quality, permanent record of the formative and summative progress each student has made.

Figure 1b: Sample: Mastery Connect classroom performance tracker

Figure 1b: This is a sample student performance report from Mastery Connect. This is a base report and is used to see mastery of learning targets within a specific unit of study.

The system described above is the foundational experience we want all students and teachers to participate in when they enter each unit of study. One of the exceptional parts of this system is the transparent performance data and how that data is available to all stakeholders. This information creates leverage within the system that can be used to move all students to mastery.

Building blocks of the Learner Centered Model (Competency Based Model)

The Carson City School District, through its development of the Learner Centered Model (LCM), has created a strong foundation to support personalized learning across all content areas grades **Pre-K - 12**. In the last several years the District has been recognized for its forward-thinking reform projects that center on the development of a Learner Centered System. Unlike other reform projects, that look to solve specific challenges at specific schools, Carson City's effort has focused on building an educational system that provides a learning and performance pathway for all students to be successful in all content areas. Taking this systemic approach has shifted the thought process and educational efforts of the entire organization.

The Learner Centered System is founded in a competency based education model. In this system, success is not measured on what is taught but on what students know and are able to demonstrate. The Glossary of Education Reform (2014) defines it this way:

Competency-based learning *refers to systems of instruction, assessment, grading, and academic reporting that are* ***based*** *on students demonstrating that they have learned the knowledge and skills they are expected to learn as they progress through their* ***education****. (Glossary of Education Reform, 2014)*

There are three basic elements of a competency based model: Curriculum, Assessment, and Mastery Tracking System. Curriculum is what the student is to know and demonstrate, in this program, it is based on three week or short cycle units. Assessments are the methods used to measure the knowledge of students and verify mastery. In our system, they are known as benchmark assessments and they are administered every three weeks at the conclusion of each unit. In other words, all Algebra I teachers utilize the same learning targets (curriculum) and benchmark assessments for each unit of study. The final component is the mastery tracking system; which moves beyond traditional grading and is used to track and verify individual student mastery of specific knowledge and skills (learning targets) within the unit. The following section will provide a deeper definition of each component and how each component was or is being constructed within this system.

Figure 1c: Essential Elements of a Learner Centered System

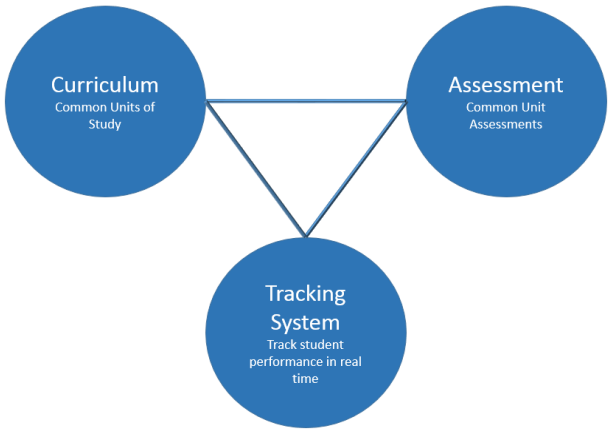


Figure 1c: Essential elements of a Leaner Centered System (Competency Based System): In order to be learner centered or create an environment for personalized learning these three elements must be in place.

Construction of a Learner Centered System

We understood that our challenge included the process of developing **common curricular units** for each course, **common unit/semester assessments** for each course, and a **student mastery tracking system** that could be used to track student progress towards mastery of each unit (learning target) in real time. In the following sections we have taken the time to further clarify the work that was completed in order to develop the common curriculum for the District.

Curriculum Development

Develop Measurable Instructional Units (MIU) by Course and Grade Level

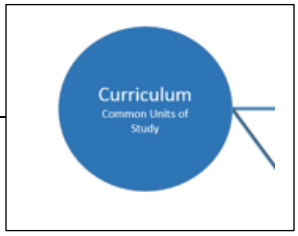


Figure 1d: Constructing a Learner Centered System (Curriculum)

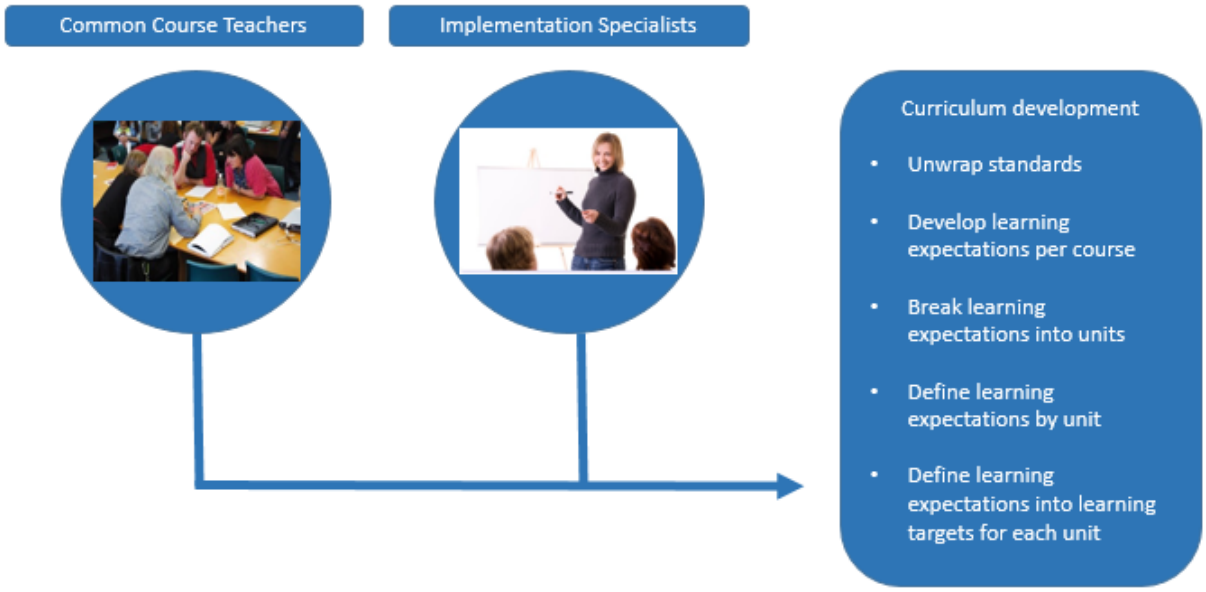


Figure 1d: Represents the process of the implementation specialists working with teacher teams to develop the learning pathway for students. This is the process of unwrapping the standards, and developing specific learning targets for each course.

Utilizing Teacher Knowledge and Skill when Building the System: In order to create a high quality learning pathway for students, district leadership recognized that classroom teachers possessed a very deep understanding of the content to be taught and they wanted to create an opportunity for Carson City School District teachers to design the future curriculum. The District also recognized that most teachers do not have the knowledge and skill to complete this process without assistance from experts in the area of curriculum and assessment development. The District hired and provided special training to teachers on special assignment or Implementation Specialists (IS) to facilitate the curriculum and assessment development process. These are extremely talented people who are strong in the content area they are supporting and are also highly skilled in the facilitation process. This combination of knowledge and expertise makes these teacher leaders ideal candidates for this work.

Once hired and trained, the IS staff gathered teams of teachers who taught common courses to unwrap the standards and develop the essential curriculum and assessments for each of the courses taught. A general description of this process included the following; unwrapping the standards, identifying key ideas, grouping those

ideas into units, and then breaking the units into learning targets. A further definition of each of these steps are listed below.

Creating Common Curricular Units:

1. The process began with teacher teams defining the curriculum in a unit format, setting up the information in a way that teachers and students could easily access. When building the curriculum, our teams followed the Wiggins and McTigh (1998) model of backwards learning design. This process included unwrapping the state standards and creating specific learning expectations for students by unit. Essentially, teacher teams were asked to build a learning road map for each course, unit by unit.

2. When moving through the development process, teacher teams defined specific knowledge and skills for each unit that all students must master. This includes the big ideas, as well as specific knowledge and skills that lead up to those big ideas. Each of these key items are further defined into learning targets. In order to be effective in providing a learning pathway, learning targets must be specific, measurable, and defined in student friendly language. Although the process is complicated, once completed, provided a strong pathway for learning for both teachers and students to follow.

Figure 1e: Graphic Representation of Unit Development Process for Each Course

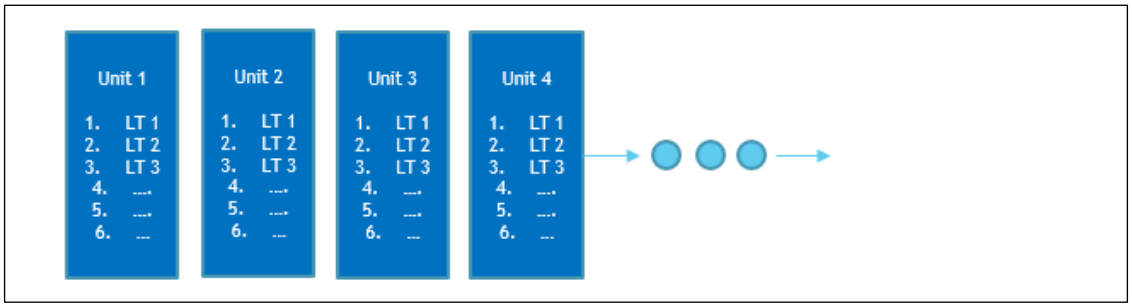


Figure 1e: Graphic representation of the process of unwrapping the standards and building the curriculum into units and related learning targets.

3. Two critical documents came out of the curriculum development process, the first is the **course summary document(s)**; a document that organizes all the units of study and specific learning targets by unit for each course that is taught. Both teachers and students can use this document to view and plan for the learning pathway within the course. A second, and extremely important document, is the **learning guide(s).** This tool defines the learning expectations for each unit. Think of it as a syllabus for the unit. This document defines essential learning for students to master, as well as performance requirements for the unit. The learning guides and course summary documents are available on the Carson City School District main web page. (See Figure 1f p. 14-17). There are also samples of these documents found in Appendix A and B of this document.

4. Spiraled Curriculum: One of the key elements of this system is that students are expected build a long term understanding of essential knowledge and skills. Throughout this system, key learning targets and critical mastery experiences are spiraled throughout multiple units of study. They also appear in multiple courses.

In the curriculum design process, teacher teams identified key learning targets and made sure that students will have multiple opportunities to interact with, and master essential learning targets. The idea is that students will continue to see topics enough that they can commit essential learning to long term memory. This is true of our system both horizontally (repeated in multiple units within each course I/e unit 1, unit 2, etc.) and vertically (repeated in multiple courses i/e 8th grade math, Algebra I etc.).

5. Measurable Instructional Unit: One of the key terms of our system is the **Measurable Instructional Unit (MIU)**. This is the official term our district has coined for the unit of study, and it represents the information that is taught and assessed within each unit.

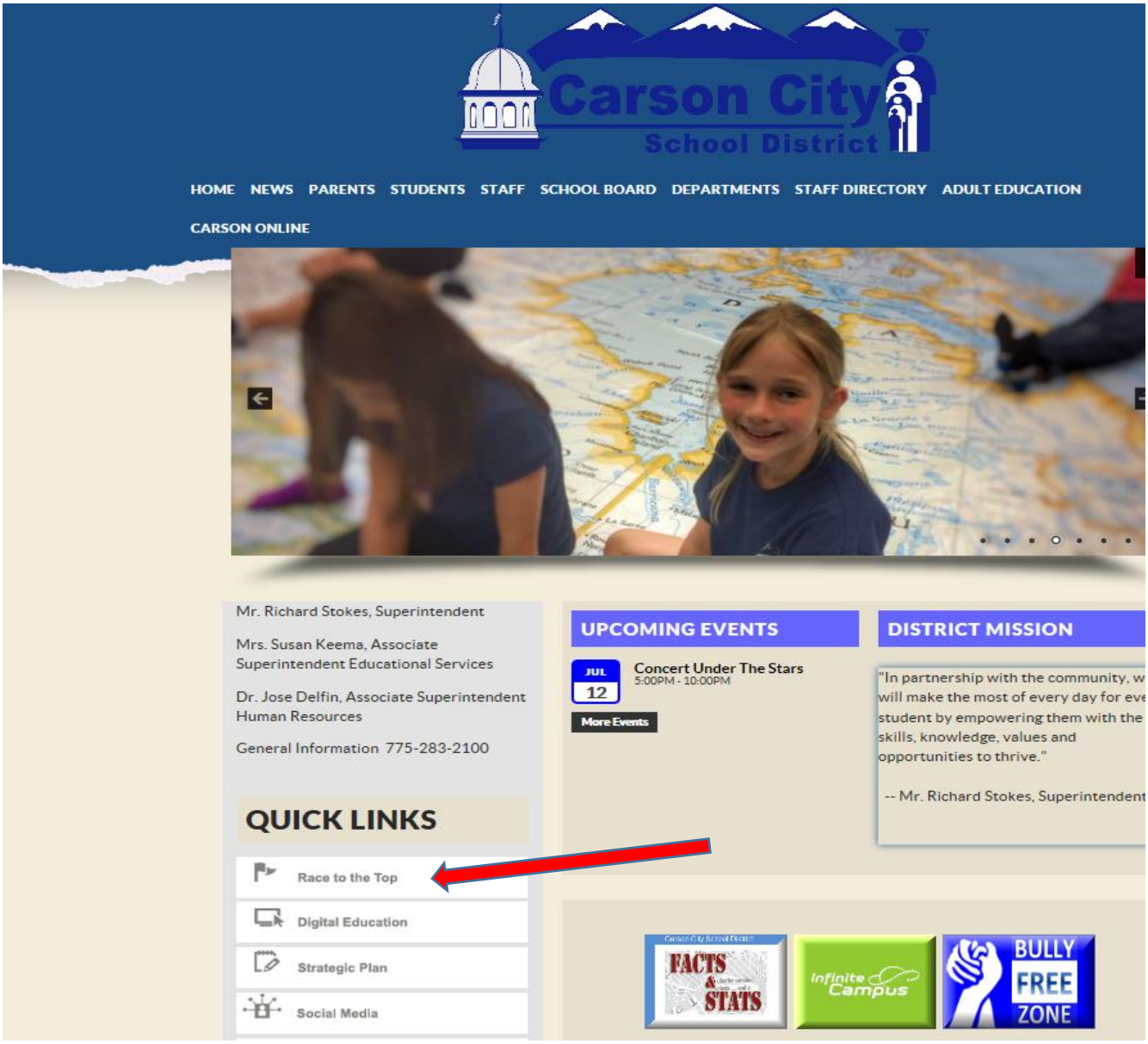
The district team has chosen to place the course summary documents and learning guides on the district website http://www.carsoncityschools.com/ so all stakeholders may have access to the curriculum components at all times. This transparent access allows our teachers, students, administrators, and parents the opportunity to access the curriculum and support student learning of all children, in all courses taught. Unfortunately, there are still some components of the system that are under construction, but our teacher teams are working diligently to have all the components built, posted, and in use by the conclusion of the 2017-2018 school year.

Our organization is extremely grateful to our Implementation Specialists and teacher teams for their exceptional work in this area. Their professionalism, and hard work have made it possible for our district to build such a forward thinking, robust, and effective system that has the potential to move all students to mastery in all content and grade levels.

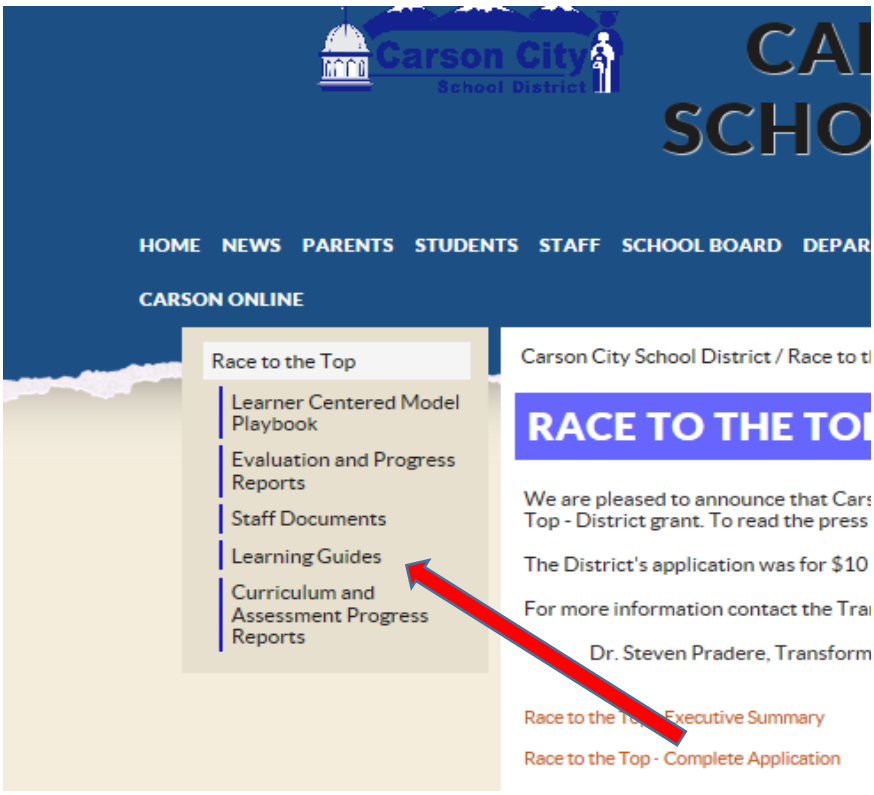
Figure 1f: Website Location and directions for gathering the Course Summary Document and Learning Guide for Each Course

http://www.carsoncityschools.com

Step 1: Select the **Race to the Top** tab on the quick link section.



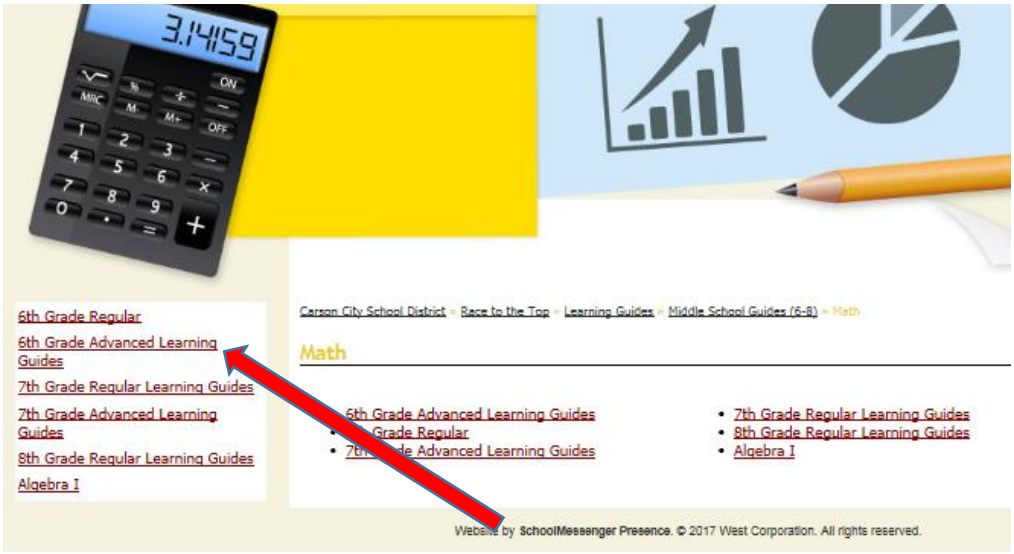
Step 2: Select Learning Guides



Step 3: Select the level (Elementary, Middle, or High School)

Step 4: Select the subject area (Mathematics)

Step 5: Select the course name (7th Grade Advanced Math)



Step 6: Select the course summary document and/or the specific learning guide for each unit of study.

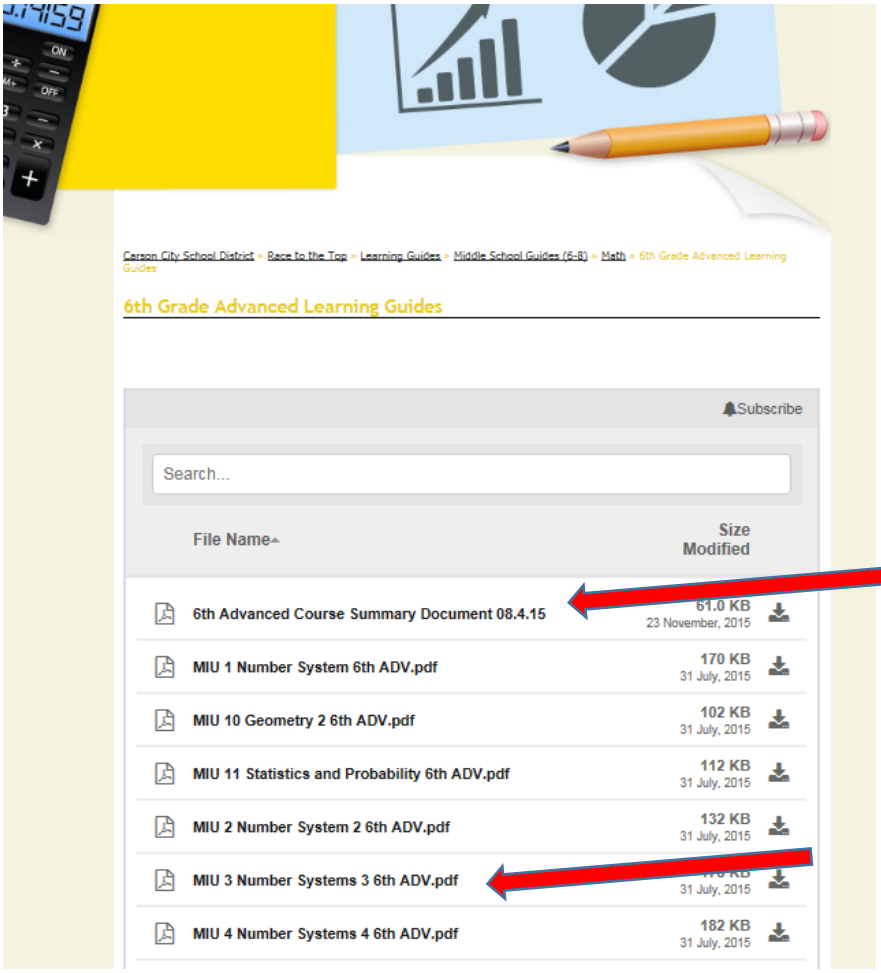


Figure 1f: The website location and directions for accessing the course summary documents and learning guides for each course.

One of the essential beliefs of our organization is that the teacher and the student must serve as true partners in the learning experience. Both the teacher and the student must be clear about the learning expectations and how they are measured prior to entering into the learning experience.

Assessment Development (Summative)

Measurable Instructional Unit (MIU)/Benchmark and Semester Assessments

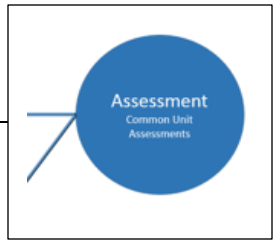


Figure 1g: The development of the assessment system in the Learner Centered Model

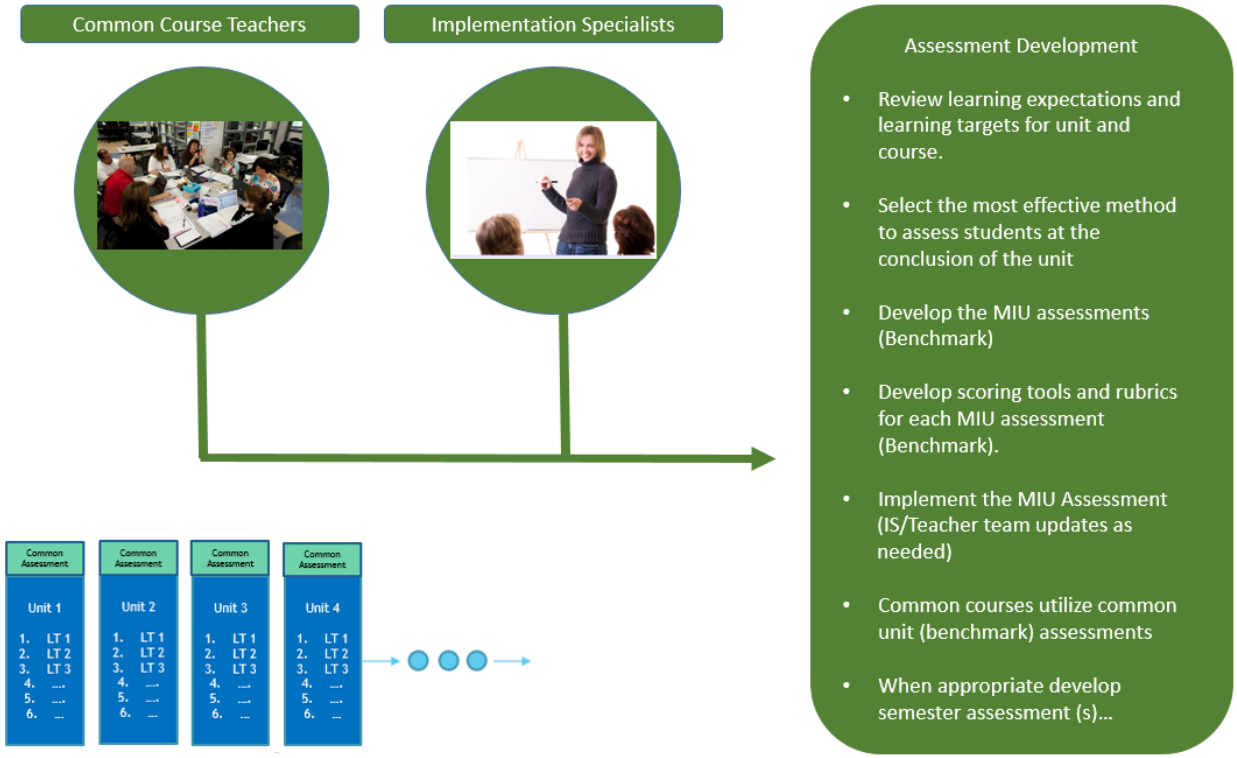


Figure 1g: Assessment Development in a Learner Centered System: This figure demonstrates the general process of developing and implementing the unit assessment system.

1. The process of creating course summary documents and learning guides provided a common learning path for both teachers and students. The next component of the model was to develop common unit and semester assessments for each course. Working closely with Implementation Specialists, teacher teams developed common post-unit assessments or benchmark assessments. Common courses utilize common unit (benchmark) and semester assessments. I.E. all Algebra I classes utilize the same post unit assessments. Please note that an assessment does not necessarily mean a test. When we use the term assessment we are considering performance tasks as well as traditional pen and paper tests. The key here is that all common course teachers utilize the same assessment or activity to verify mastery. In addition, each assessment must be of sufficient quality to challenge and verify that each student has mastered the critical content. One of our organizational goals is to utilize the type of assessment that can provide a high quality

pathway for the student to demonstrate mastery, but also provides necessary information for the teacher and the student to verify mastery and assure that essential learning outcomes have been met.

2. This system is defined as a short cycle system in which common assessments are given roughly every three weeks. Other districts across the country have chosen nine week assessments or quarterly assessments instead of short term assessments. We chose a short cycle assessment system because it establishes a relatively short timeline to verify mastery and provide critical interventions. In the short cycle model, students and teachers have the opportunity to make midcourse corrections before students get too far behind.

3. As has been done with curriculum, the Implementation Specialists work with content specific teacher teams to develop common unit assessments, also known as benchmark assessments. In this process the team reviews learning expectations and learning targets for the unit and then develops the assessment scenarios that will be the most effective in allowing both the teacher and the student to see that the student has met the mastery expectations for the unit. The team then builds the assessment including the scoring rubrics that will be needed for evaluating and providing student feedback of the assessment. Next, learning targets are aligned for the assessment and learning target numbers are also embedded. (This is how the learning targets are tracked within each benchmark assessment.) Once the assessment is implemented, the team comes together and reviews the assessment for quality and makes adjustments as needed. The first year of implementation of a new assessment system usually requires some additional work in this area.

4. Although multiple choice assessments do provide some good information, they often do not provide a strong enough evidence pool of student mastery. Teacher teams are encouraged to truly develop deep rich tasks in which students can effectively demonstrate a deep well-defined understanding of the topic. The Mastery Connect Data system does support rubric scoring. This method of assessment and feedback does two very important things; the first is that a very specific pathway for demonstrating mastery is set up for both the teacher and the student. Secondly, the teacher and student are provided a more effective feedback loop in order to improve the teaching and learning opportunities for participating students.

5. If the courses are expected to have a comprehensive semester assessment, then the Implementation Specialist and teacher team build these assessments addressing the appropriate information. The emphasis here is on the essential learning skills from a comprehensive view point; again, it's quality, not quantity. Selecting the most essential learning targets in comprehensive ways is what is sought. (I/e, much better to have three open-ended comprehensive response type of questions than fifty multiple choice basic knowledge type questions at a low level of rigor.)

6. The curriculum and assessment system is spiraled, and our District has determined that students must have the opportunity to see and be assessed on essential learning targets multiple times throughout each course. The assessments are designed to include a portion of each assessment that provides an opportunity to reconnect and verify mastery of previous topics; the rest of the assessment is used to verify mastery over new content gained during the current unit of study. This follows recommendations of researchers such as Willis (2006) who noted that "*the more ways the material to be learned is introduced to the brain and reviewed, the more dendritic pathways of access will be created. There will be more synaptic cell-to-cell bridges, and these pathways will be used more often… ultimately, multiple stimulations mean better memory".*

7. Finally, the District has set aside time and fiscal resources to update the curriculum and assessment system each quarter. This set time allows the Implementation Specialist and teaching experts to complete a comprehensive review of the curriculum and assessments and to update as needed each semester. This updating process allows for both the improvement of the current curriculum and assessments, but also allows for the opportunity to bring in or swap out more modern knowledge and skills that will be necessary for our students to become college and career ready. In essence, this is a system that can be constantly updated to match the changing needs of the information age.

8. The assessment development process described above addresses only half of the assessment system, "summative assessment". The second portion of this system is the formative assessment portion, or the process of checking for understanding and feedback during the unit of study. Stiggins (2002) defines this process as *assessment for learning*. This is the process of using assessment and feedback to guide teaching and learning. Teachers make hundreds of decisions during each unit of study in order to monitor and adjust the teaching and learning experiences. Teachers utilize a wide variety of strategies including questioning, quizzes, practice activities, exit tickets, etc. to provide students the experiences and feedback to be able to move toward mastery of a given content. In this process, the classroom teacher and students are comparing the results of the formative assessment or learning experience with the expected outcome or mastery requirements of the unit. It is important to note that both the teacher and student use the information to improve the teaching and learning process. Our student tracking system, Mastery Connect provides a foundation and the ability for teachers and students to monitor student progress by specific learning target throughout the life of the unit. The data gathered in the system can be used to further support both the teacher and the student to move along the learning continuum. This formative process will be further defined in the next section, *"Student Mastery Tracking System"* (p.21).

9. As shared above, benchmark and semester assessments are developed by content specific Implementation Specialists and content specific teacher teams. These assessments are maintained on a secured server and are utilized by teachers for use through the Mastery Connect system. The Implementation Specialists or the district designee performs this service prior to the implementation of each assessment. This process provides for integrity of distribution and use of the assessments, essentially guaranteeing the use of the assessment. Formative assessments (checks for understanding) are developed and pushed out in the Mastery Connect System by the individual classroom teacher. This allows the teacher to customize the day to day learning experience to the students that they serve in the classroom. In essence, we are taking advantage of the expertise of our teachers to develop learning and feedback experiences, within each unit, that are most likely to lead students to mastery of the targeted knowledge and skills.

Student Mastery Data System (Mastery Connect)

Figure 1h: Tracking Student Success by Learning Targets in both the Formative and Summative Environments

Tracking Student Mastery in Real Time (Mastery Connect):

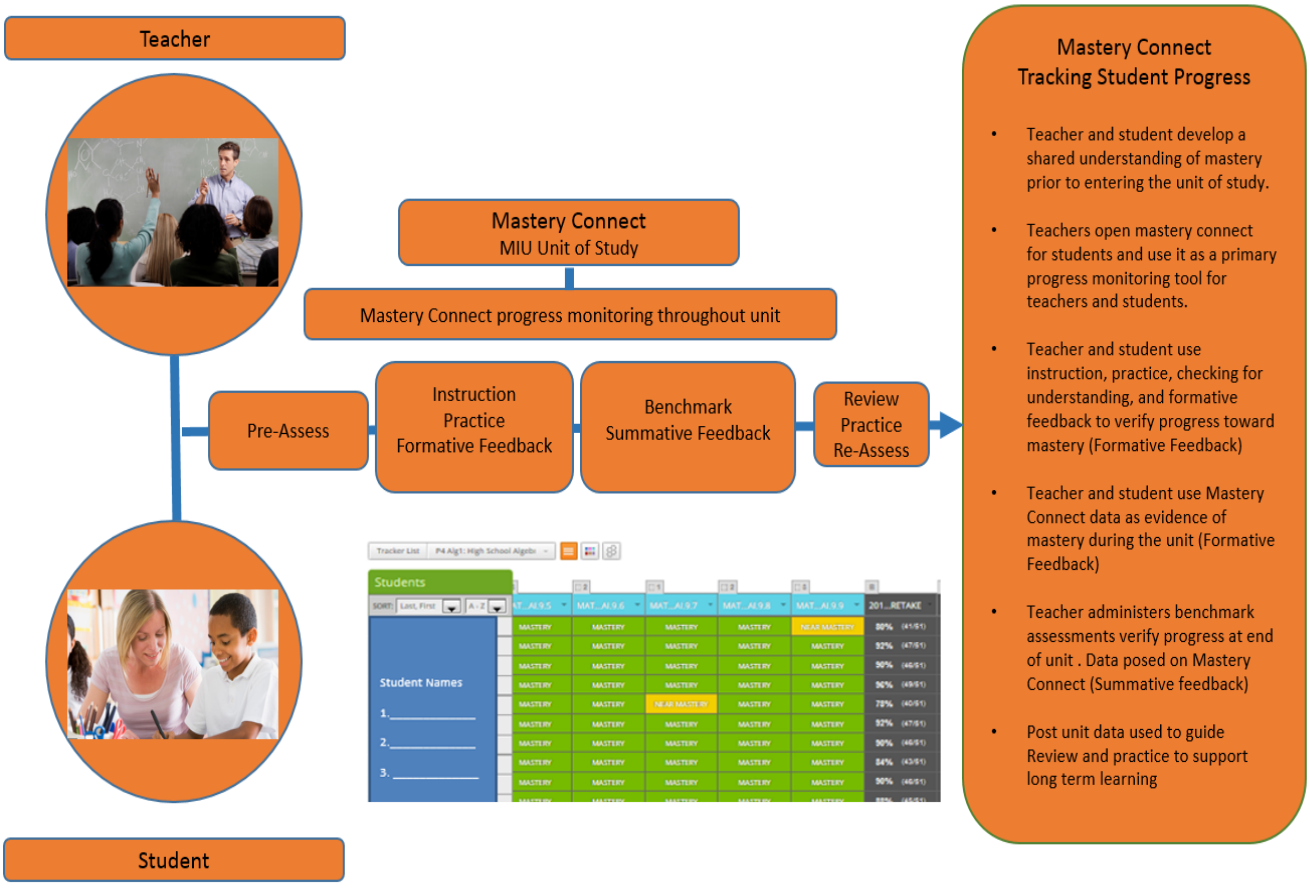


Figure 1h: The figure above represents the use of the student mastery data system throughout the unit of study. The process includes data collection and reporting during pre-assessment and moves forward throughout the unit including the instructional practice and formative feedback stage and continues throughout the benchmark or summative assessment phase.

1. In a traditional system, staff and students use grades to measures success; however, most people recognize that using a grading process alone does not necessarily define whether or not a student can demonstrate mastery of specific knowledge and/or skills. In order to provide specific support to students, a shift to a system that tracks specific performance on each learning target was needed. The District partnered with Mastery Connect to create this real time system. (Carson City School District Staff created the learning targets, and Mastery Connect developed the system to track the performance of students in both the formative and summative settings.) The Mastery Connect organization developed a 1:1 item to learning target tracking system that allows district staff to track student progress toward mastery of individual learning targets. This system is becoming the primary way that student success is tracked in this district. Although we still use a traditional grading system, grades should be drawn from Mastery Connect and translated into traditional grades in the Infinite Campus system.

2. The implementation process begins with the teacher formally sharing and explaining the learning guide and scoring rubrics prior to entering the unit of study. This process defines the learning pathway and also sets up the cognitive anchor points for the teacher and student to reconnect to throughout the unit.

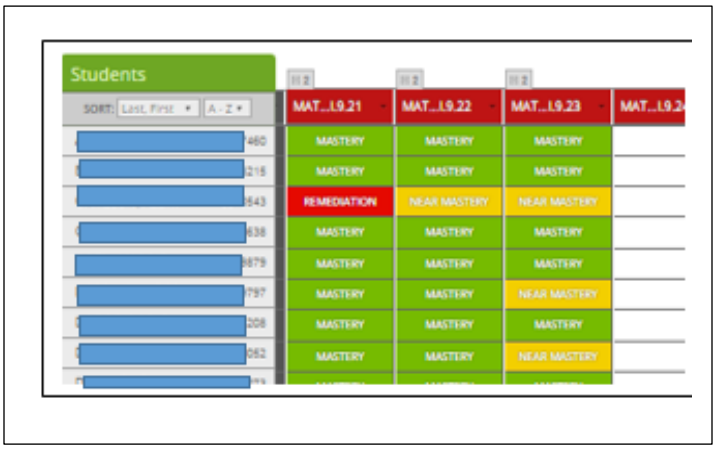
3. The use of Mastery Connect or the tracking process begins at the pre-assessment stage. Teachers provide the pre-assessment opportunity for students, results are uploaded into Mastery Connect, and results shared with students in real time. This process is very formal, and the teacher provides extensive feedback to students on the results in connection to expected outcomes of the unit. The information provides an opportunity for both the teacher and student to anchor to the learning targets and to begin to prepare for the next steps moving forward.

4. When the unit begins, the teacher and student move into the instruction and practice phase. In this section the instructor develops teaching, learning, and formative feedback experiences that guide the student through the unit. The information collected and shared is essential for both the teacher and the student to grow and improve in the targeted performance areas. During this time, large portions of the formative experiences are strategically placed into the Mastery Connect system. This provides visual evidence of mastery and is highly motivational to both teachers and students as they work through the unit of study. (This process is further described in number 6.)

5. The Mastery Connect tracking system in the formative environment is used to collect data and provide formative feedback to students. When using this system the teacher has a student complete a task, then based on the results, the system categorizes the results as mastery, near mastery, or requires remediation for each learning target. This process works in real time; thus, once a student completes the task, the results are immediately entered and are available to view. Teachers and students can now use the information to address their learning needs based on data. In this system data is recorded in a green, yellow, and red format by learning target.

Figure 1i: Mastery Connect Classroom Tracker (Formative Component):

a. Green = Mastery
b. Yellow = Near Mastery
c. Red = Remediation



Sample Tracker: The information includes the learning target number, and whether or not a student has mastered the learning target in a formative setting.

Figure 1i: Mastery Connect tracker: Sample Tracker in a Formative Setting

6. Once students have had enough practice, and both the teacher and student are ready, the teacher will administer the benchmark or end of unit assessment. This assessment will allow students to demonstrate mastery on the summative assessment of the unit. Like the formative activities, scoring of the benchmark assessment can be performed in real time. The data for the assessment is uploaded and analyzed by both the teacher and the student. Figure 1f represents an excerpt of a teacher's tracker where the formative or colored areas represent student success during the unit and the dark grey or black area represents student success on the benchmark assessment.

Figure 1j: Mastery Connect: Combination of formative and summative setting

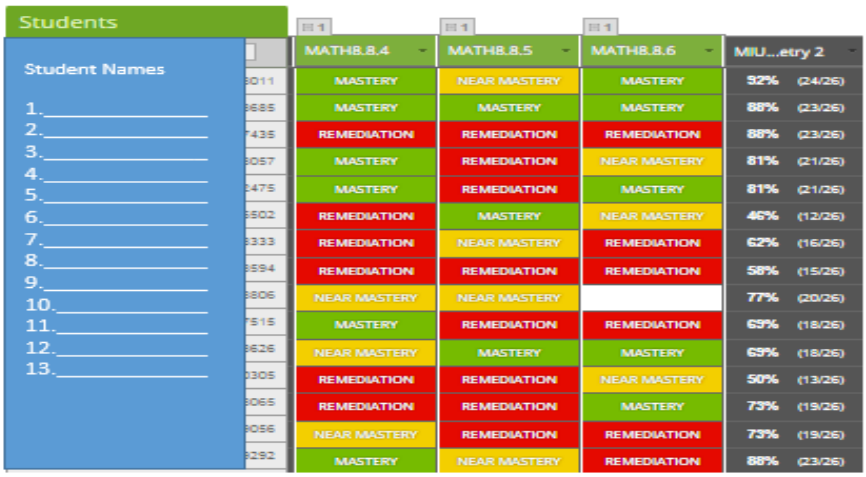


Figure 1j: Mastery Connect Example of combination of formative and benchmark results: The sample above represents the formative and summative results for a unit of study. The red, yellow, and green boxes represent student mastery in the formative environment. The dark grey or black box represents mastery levels on the benchmark assessment.

7. There are a wide variety of reports that teachers can generate to review the benchmark assessment results. They include things like an item analysis, mastery by student, and mastery by class, etc. Each of these reports can be used to help the teacher to develop a strong understanding of student mastery levels by student, classroom, teacher, and department. Teachers must be able to utilize the reports to identify student needs and to plan for systems of support for the students that they serve. An example of this can be connected to **Figure 1k: Student Mastery Report by Class**. In this report you can see the level of mastery by class on the learning targets assessed during this benchmark assessment. (This report is a class level summary of the benchmark assessment listed in Figure 1j; it is the same data presented in a different format). As you can see from the data, this group of student's still need improvement on each of the learning targets, but more than 50% of the student's mastered learning target 8.8.2 and 8.8.4. There is also data that represents that there are some learning targets that need much more attention (8.8.3, 8.8.4, and 8.8.6). This type of analysis, along with planning for intervention, and instruction, are the type of work that is expected within this system.

Figure 1k: Mastery Connect: Benchmark MIU 2D Learning Target Mastery Report by Classroom

Figure 1k: Mastery Connect Benchmark Report – Learning Target Mastery: This report summarizes student mastery level on the benchmark presented in Figure 1g. It represents the mastery, near mastery, and remediation needs of the class in relation to the learning target numbers 8.8.2 through 8.8.6.

8. As stated in the assessment section, an assessment does not necessarily mean a pencil paper test. This can also be a performance task or some other method to determine student mastery. One of the unique qualities of the Mastery Connect System is that it tracks success on individual learning targets. This means teachers can use rubric scoring tracking mastery by learning target on assessment opportunities that contain open ended questions, performance tasks etc. When fully implemented the Mastery Connect System can track the individual success of every student in both the formative and summative environment, and the information can be available to teachers, students, and administrators in real time.

9. The Mastery Connect system provides the opportunities for all stakeholders to move into the Learner Centered Model. Although the basic expectations for mastery are set for all students within each course, the data collected and shared, provide both the teacher and the student the opportunity to advocate for an individualized learning pathway within a traditional classroom. An emphasis on mastery of specific learning targets and information on specific levels of performance allows both the teacher and student the opportunity to build a clear pathway for learning and an opportunity to implement the learning experiences that move students along those pathways. Advocacy by both the teacher and the student make mastery learning experiences for all students possible.

As described multiple times, the learning process is formulated in a partnership between the teacher and the student. Both take responsibility to move the student along the learning continuum. As the expert, the teacher utilizes the information to build and facilitate learning experiences. The student must learn the pathway and use the data from the learning experiences and reporting systems to support and advocate for their own learning. The teaching and learning process shared here is highly motivational to both teachers and students. The clear definition of a learning and performance pathway provides an exceptional system for building success in all learners.

System of Aligned Classrooms
Aligned Learning / Performance Expectations

Systemic Leverage in an Aligned System:

One of the significant advantages in creating a Learner Centered or competency based system is that all stakeholders hold a common definition of the curriculum, assessments, and performance tracking system for each course that is taught. In the following section, we will share how this aligned system concept can be used to generate intrinsic motivation for both the individual and the organization as a whole. In the next section we will describe this aligned system and how common data created in this system can generate intrinsic motivation for both the individual and the organization (see figure 1l). In this example, we will an Algebra I course to move through each stakeholder group explaining each time how the alignment and related data impacts motivation or creates leverage for improvement within the identified group.

An individual student in partnership with the classroom teacher sets performance targets for the student. Utilizing a formative feedback loop, both the teacher and student use the information to make changes so that the student can meet their learning obligations. Thus, both are intrinsically motivated to improve and work to make changes so the student is successful. This is an example of individual intrinsic motivation.

If we add an administrator to this experience, making sure that the administrator can clearly define the learning expectations for the student and teacher, then the administrator becomes an active member of the team within the unit learning cycle. This process creates additional leverage or systemic support for the student. Consider an administrator conferencing with a teacher. The conference begins with a review of the course summary document, learning guide, and unit benchmark assessment. During this experience, both develop a shared understanding of mastery and the general plan the teacher promotes to move all students. During this process the teacher should disclose the specific plan to support each student or groups of students will likely receive during this experience. Again, sharing a personalized pathway for each student with the supervising administrator. As part of this process both the teacher and administrator include Mastery Connect data as evidence of mastery in the process. At this point, the student, teacher, and administrator all understand and connect to the learning expectations identified within the unit.

If we add the Implementation Specialist who serves in the role of instructional coach, the same type of conversation can occur. Note that having all three components, curriculum, assessment, and Mastery Connect data, provide excellent anchor points for this work. As in the example above, consider the teacher and Implementation Specialist coming together to support professional development within the unit. A common occurrence is the teacher and Implementation Specialist move through a planning conversation, beginning with the course summary document, learning guide, and benchmark assessment. The teacher, in collaboration with the Implementation Specialist, can develop an instructional plan based on the data. Throughout implementation of the unit, the teacher and Implementation Specialists work together and utilize artifacts to reflect on and improve the teaching and learning process. The Implementation Specialist will conduct classroom observations and provide feedback to teachers on lesson effectiveness and student connectivity throughout the learning. The focus of this work is not on the delivery of the lesson, but on whether the lesson(s) effectively moved students to mastery of the learning target(s). Student performance data held within Mastery Connect provides evidence of student success.

This same system of leverage occurs in common course Professional Learning Communities (PLC) (In this example all Algebra I teachers who teach the course come together in a professional learning group). Again, the team begins their work by reviewing the course summary document, learning guide, and benchmark assessments for the unit.

This review connects the team to the performance expectations for all participating students. Since all algebra I teachers utilize common learning guides, common benchmark assessments, and a common performance tracking system (Mastery Connect), the Algebra I teacher team is able to develop a partnership to compare professional practices and student performance in this course. These teams meet at least once every two weeks in order to leverage student success within the unit. As the group monitor student progress, Mastery Connect data is reviewed, identifying mastery of specific learning targets, and strategies that are being used to support the students who have met mastery as well as others who require remediation. This collective effort provides a learning opportunity for Algebra I teachers to improve teaching and learning across the Department. This aligned system has provided further systemic leverage to promote individual or personalized performance success for each student. Again, the focus on individual student success toward mastery of the learning targets is key. Please note that the Implementation Specialists, Department Chairs, Grade level leaders and the Administrator who facilitate these PLC teams are always utilizing evidence of mastery to anchor this work. The following section provides a more in-depth look at the stakeholder groups as each connects to the common unit of study.

Figure 1l: Systemic Leverage Model

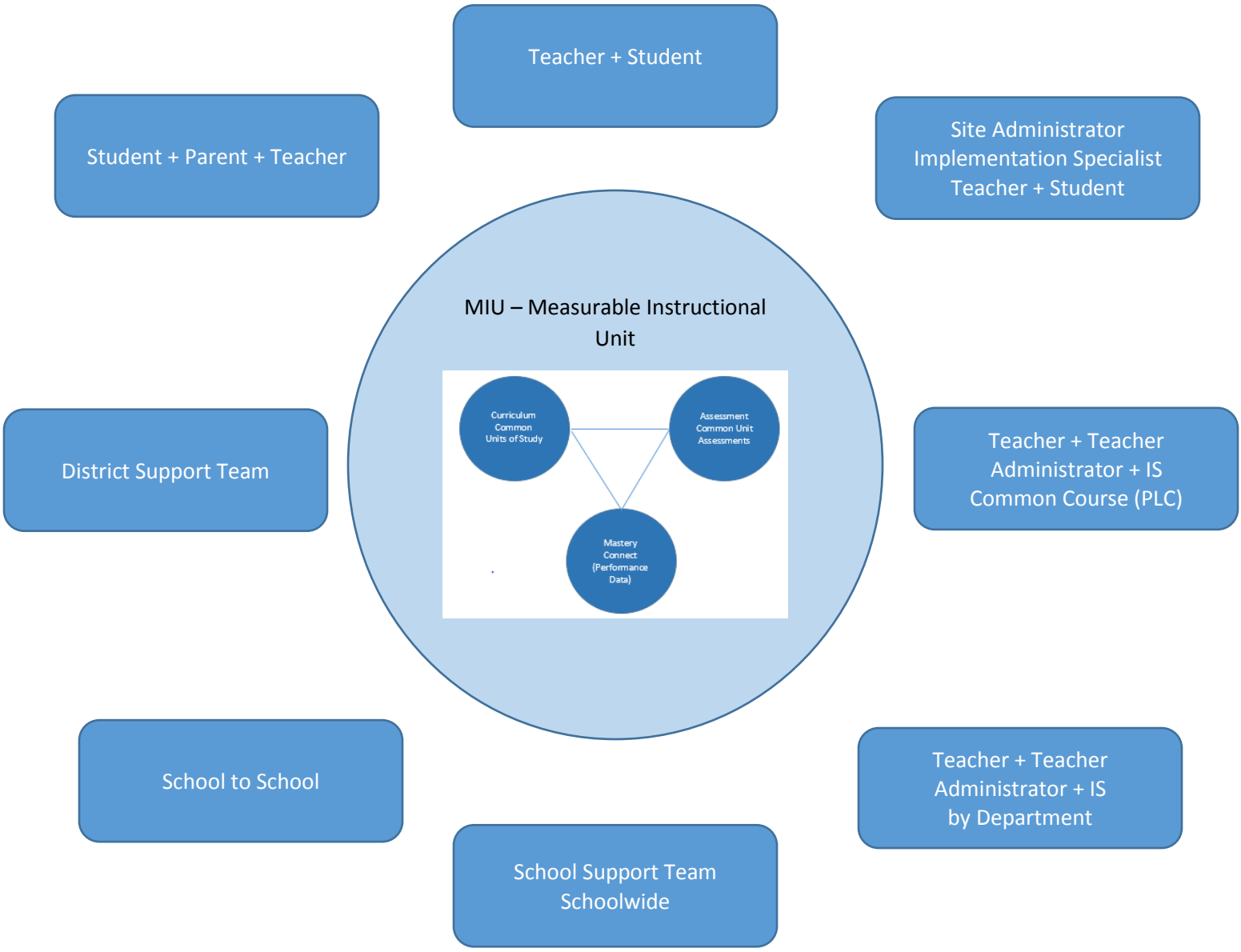


Figure 1l: Systemic leverage model: This model signifies the common expectations set forth within the Learner Centered Model in the areas of curriculum, assessment, and Mastery Connect. The data for success in the unit is shared transparently and creates leverage on motivation within the system to support all students' progress toward mastery. Data from Mastery Connect, Data Matrix, SFA and Graduation Trackers all provide essential data that provides the leverage for the plan.

Aligned System for Students

1. In a Learner Centered System students are expected to work in a true partnership with the classroom teacher. This is a process in which both the teacher and the student work together to build a learning experience that can lead students to long term mastery of the knowledge or skill.
2. The learning experience begins with the classroom teacher sharing the learning and performance expectations with students prior to entering the unit of study. This process includes the use of the course summary document, learning guides, and performance rubrics that will help students truly understand what they are learning, why they are learning it, and how success will be measured. Students are expected to leave this experience with the ability to truly define the learning expectations and performance criteria for each learning target within the unit. In addition, each student should be able to clearly describe how successful they are in meeting their learning expectations and what they are going to do next.
3. The Learner Centered System is a competency based system developed on student mastery of specified learning targets. Within each unit, a student moves from their starting point along the learning continuum to eventually reach a point of mastery. This process begins at the pre-assessment stage. Students are included in both the pre-assessment experience as well as the required review of the results. It is important that students can anchor their starting point in comparison to performance points of mastery expected at the end of the learning experience. This helps strengthen the partnership between the teacher and the student in this unit development process. Next, results are gathered, analyzed, and the teacher builds an expected learning pathway for all students.
4. The learning experience then moves to the formative instruction and practice phase. As instruction begins, the teacher identifies the skill set of each individual student. Next, the teacher plans, and provides learning and practice experiences, that allow the student to build their knowledge and skill sets. These activities are expected to be challenging and at the same time serve as a foundation for students so they can build their skills within the learning activity. Throughout the process there is a formative feedback loop established. With each activity, students receive reinforcement and feedback from the teacher to help to further define learning progress. Data is collected utilizing the Mastery Connect system and both teacher and student use that information to help formulate decisions about next steps. Throughout the process, the teacher and student should recognize that the student is gaining knowledge, skills, and confidence in meeting the learning expectations. Once evidence verifies that students are ready, the teacher and student close out the learning and practice phase and move into the post assessment or benchmark assessment stage.
5. At the conclusion of the unit, benchmarks are administered, and results are reviewed by both the teacher and the student. Reviewing success by learning target, both the teacher and the student use the results to verify what was mastered and what needs further work. This system is designed to spiral so the teacher must plan to reconnect students to key topics in order to both cement learning and provide additional learning opportunities and practice for those who need it.

6. It is important to note that when used properly, Mastery Connect provides specific feedback in terms of learning target mastery to both teachers and students. This information can be used to motivate and support students moving forward. When teachers use this information to provide targeted teaching and learning experiences, students have a much greater chance of meeting their academic obligations. Again, this process moves beyond the traditional grading process, and provides specific feedback on what areas the students need to improve within the unit. As stated before, the system is color coded and highly motivational.
7. Conversations change for students in this system. Instead of asking "What assignment do I need to turn in?" students ask questions related to specific learning targets, like, "I see that I have not met the requirements for factoring this type of equation, what steps do I need to take to learn and then show mastery of this skill?"
8. Student collaboration within this system is much more focused. Students enter the unit with shared understanding of the outcomes. This information helps students to work together to meet learning expectations set for them. Just like teacher teams who have shared learning targets, students can work together to promote collaborative learning opportunities since they too have a clear, well defined pathway for learning.
9. This system helps to activate intrinsic motivation in both students and teachers because of the clear set of expectations as well as the color-coded tracking system that matches. When the system is implemented with fidelity, each student receives real time specific feedback that helps them to move further along the learning continuum. In addition, each time they make a correct step within the unit they receive positive feedback, thus further propelling their desire to succeed.

Aligned System for Teachers

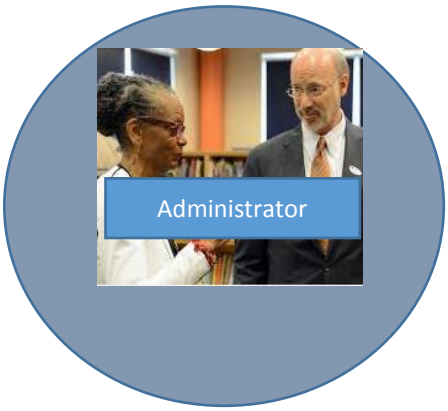
1. In the previous section, “Aligned System for Students”, much of the teaching and learning partnership experience is clearly defined. The role of the teacher in this system is to serve as a learning partner or learning facilitator. In this role, the teacher emphasizes what is learned, how it’s learned, and whether or not the required knowledge and skills have been mastered.
2. This is a competency based system in which the curriculum, assessment, and student tracking system are the same across courses. I/e all biology instructors utilize the same learning targets within the same units of study, benchmark exams, semester exams, and student mastery tracking system (Mastery Connect) which is used to monitor student progress by learning target.
3. Although the units of study and end of unit assessments are the same, teachers are not expected to teach lock step during the unit; each group of students carries unique needs, and teachers are expected to use information from the system and their individual teaching skills to move each student to mastery in a way that best meets the needs of the students being served.
4. Teachers should be able to identify learning targets for each unit of study and individual student progress toward mastery of those targets when they are called upon to do so. In other words, the system provides very specific information about student expectations and progress toward mastery. Classroom teachers in this system should be able to clearly articulate individual student skill level in each identified area, and define the plan that they have created to get them there. Teachers are expected to plan and to use formative/summative data gathered throughout the unit to make adjustments to the teaching and learning experience that allows each student to make appropriate progress toward mastery.
5. Teachers in this system use the formative and summative components of Mastery Connect in order to track progress and provide students with enough information that they can continue to support their learning throughout the unit. This information is essential in both progress monitoring and motivational factors of the learning experience.
6. Teachers in this system can facilitate a conversation with a student, peer, Implementation Specialist, administrator and parent in which the teacher shares the course summary document, learning guide, formative artifacts, post unit assessment, and Mastery Connect results to define success of each student or group of students. This conversation describes the starting point or pre-assessment point of the unit, moves through the instruction and formative feedback phase, the summative assessment, and ends with a definition of next steps to support students to reach long term mastery.
7. Finally, teachers can use historical data including Mastery Connect to report progress and plan for future program improvement for each course. This includes improvement of the curriculum, assessment, and Mastery Connect systems.
8. Teachers who effectively implement the practices listed above, will score high on the Nevada Educator Performance Framework (NEPF), as the requirements of this evaluation tool are very much aligned with the personalized learning system being implemented by this District.

Professional Learning Communities (PLC) Teacher Teams Who Teach Common Courses / Grade Levels

1. In this model, a PLC is made up the teachers who teach common courses. I/e a typical PLC team for a biology course would include all the teachers on a campus who teach biology, along with the support teachers such as IEP, English Learners (EL), and other student service providers who support teaching and learning within a unit of study. (At the elementary level, this may be a grade level, or Success for All (SFA) component meeting group.) This team also includes the administrator who supervises the content or grade level, Implementation Specialists, and lead teacher who supports that content area.
2. The work is focused on the Measurable Instructional Unit (MIU) and moving all students to mastery within that unit. When the group comes together the first steps in the pattern of practice is to review the course summary document, learning guide, and post-unit assessment. This refocuses the group on the learning targets that have been established for each student. Next, the PLC team identifies the stage of work within the unit. (I/e Pre-assessment, instruction and formative feedback, post assessment and summative feedback, or post unit reconnect with key concepts.) Although each teacher may not be in the same stage of the unit process, each has been or will be in that stage and can share information related to the work. The focus, once again, is on student mastery of learning targets.
3. Next, teachers focus on the performance data that has been gathered. The primary source here is Mastery Connect; however, student artifacts, work samples, and other student performance examples, also provide strong pieces of information the teachers can use to help plan for instruction and intervention for students. The data presented by each teacher connects performance data with performance expectations for the unit.
4. The work of the PLC focuses on four essential questions:
    a. What do students need to know and be able to do as a result of the learning opportunities developed within each unit of study?
    b. How will each member of the team know that every student has learned or mastered the identified learning targets?
    c. How will each member of the team respond to those students who have not met or mastered the identified learning targets? What support or intervention will be planned and provided to each student?
    d. What will each member of the team do if a student or groups of students have mastered the learning targets?
5. Teachers are expected to come to each PLC having worked through the same review process for each unit of study themselves and are to be fully prepared for work with the PLC team. This pre-work allows each member to be ready to contribute to the conversation and bring ideas that help all teachers to support all students to effectively move along the learning continuum.
6. The goal of each group is to move all students to mastery. Each team member is contributing to this topic so that every student can benefit from the work of the team of teachers who serve as members of these PLC teams.

7. Each campus has set aside time to hold structured meetings at least once every two weeks for each PLC team. This time is essential for the teams to complete the required work. At the high school level, due to the complexity of the comprehensive schedule, these PLC times often fall during the early release schedule set by the District.
8. Beyond the unit of study, the PLC team also addresses the review and updates to the curriculum and assessment process. At least once per semester, this team works with IS staff to update the curriculum and assessments in order to improve and enhance the teaching and learning pathways for students. This work includes aligning benchmark results with state assessments to verify that success on the benchmarks highly correlates to success on the state assessments.
9. Administrators typically don't facilitate the PLCs, they do however use the time to gather data and look for ways to support teaching and learning experiences. The administrator is expected to have a deep understanding of the learning targets and the individual progress of the students who take these courses. This includes the ability to look at Mastery Connect and Infinite Campus data from the macro or school level all the way down to the micro or individual student level of mastery on a specific learning target. They should use that information to align resources and support students, teachers, and parents to further enhance the number of students meeting mastery.

Aligned System for Site Administrators



1. Building administrators serve a very important role in developing an exceptional teaching and learning environment for all students. This work is complicated and requires attention to a wide variety of areas including budgets, facilities, and management of personnel. However, the most important role they play is in the supervision of instruction and verification of student mastery.
2. Building administrators will use **Course Summary Documents**, **Learning Guides, Benchmark Assessments, and Mastery Connect data** to triangulate individual student progress in every classroom. In the process of supervising instruction, the administrator is expected to re-connect with each of the sources and then look at progress from each of the following:
    a. Individual student
    b. Groups of students within the classroom
    c. Student progress whole classroom
    d. Student progress in common course classrooms
    e. Student progress by teacher
    f. Student progress by department
    g. Student progress by school
    h. Student progress across schools
3. Administrators will work closely with teachers to identify the quality of work in the classroom. This collaboration provides an opportunity to converse and review work related to the unit of study. Teachers and administrators should review the anchor documents listed above and teachers should be able to define specific student performance levels in the process of meeting targets for mastery. Teachers should be able to define the steps they are making in the processes of instructional practice, remediation, and extension. This work aligns with Nevada Educator Performance Framework (NEPF) process.
4. Classroom walkthroughs are connected to the unit of study. Observations are used to gather data on teacher practices, student participation, and student progress toward mastery. Information collected with the observation is also connected to student performance data aligned with the unit of study. The emphasis of these observations is to determine if the learning experience is of high quality and is moving students forward on the learning continuum. Essentially, the administrator is looking at the quality of the learning experience in terms of both teacher and student performance, again not focused on delivery, but whether or not the lesson is moving students toward mastery.
    a. Walkthrough experiences include checking with students to verify that they are active members of the learning partnership. Students must be able to clearly articulate and demonstrate their knowledge of what they are learning, why they are learning it, and what their next steps toward

mastery are. Students should also be able to log on and show Mastery Connect data supporting their performance levels.

5. PLCs are designed for teachers to work as a team in a common course to move all students to mastery. The time spent in PLCs provide administrators insight on student progress as well as interventions being provided to students. This may also be a time for the administrator to align additional resources or support for students being served in these PLCs.
6. Conversations with students can help administrators to understand if students are truly connected to learning expectations and progress. Administrators should be regularly checking with students to verify the use of learning guides, course summary documents, rubrics, and other support materials that the students should be anchored too during the learning process.
7. If the teacher implements the Learner Centered Model with fidelity, and the administrators supervise the process in the same way, both the teacher and the administrator will score very well on the Nevada Educators Performance Framework (NEPF) evaluation process.

Aligned System Implementation Specialists / Instructional Coaches

1. **Implementation Specialist - Instructional Coaches** are the professionals within the organization who are teachers on special assignment who support the development and maintenance the curriculum, assessment, and Mastery Connect systems in their content and grade level areas. They are also responsible to improve the teaching and learning process in every classroom. In this role, the Implementation Specialists assist teachers, administrators, and other stakeholders in the process of implementation of the Learner Centered System.

2. **Implementation Specialists** are district level employees who work on individual or multiple campuses. Their work includes providing training and support in curriculum, assessment, and Mastery Connect components of the system. In addition, Implementation Specialists serve as active members on each School Support Team (SST).

3. **Curriculum:** Implementation Specialists maintain the curriculum for the content area they supervise. In this district, Implementation Specialists work with teacher teams to complete the review and update the curriculum. This includes units of study, learning targets, course summary documents, and other curriculum related tools and materials. Implementation Specialists provide training to teachers and administrators in this area.

4. **Assessment:** As with curriculum, the Implementation Specialists support the development and implementation of the district benchmark system. This includes the review and update of assessments each semester and verifying that assessments are administered with fidelity. When possible, the Implementation Specialists work with District Office staff to complete correlation studies to verify that success on district benchmarks leads to success on state and national assessments. Again, this work includes professional development for teachers and administrators in this area.

5. **Mastery Connect:** The Implementation Specialists maintain the Mastery Connect System for the courses that fall into their area. This includes updating learning targets, assessments, and reports related to Mastery Connect monitoring. They provide training and ongoing support to staff members as well as produce reports to support the full implementation of the Learner Centered System.

6. **Job Embedded Professional Development:** Implementation Specialists provide training and ongoing support with teachers and administrators in each part of the Learner Centered System. This professional development takes place both formally and informally as teachers and administrators need specific support.

7. **Instructional support:** Working within a Learner Centered System, teachers move away from a delivery model where information is presented to students, and move toward a learner centered model where the teacher and student collaborate together to move along the learning continuum. This complex teaching and learning experience is not always easy to create in a classroom. One of the primary roles of an Implementation Specialist is to support a classroom teacher in the process of planning, implementing, and reviewing data related to the unit of study. Thus creating a job-embedded support system for teachers. This support may also extend to an administrator who is supporting teaching and learning in a particular content area.

8. **PLC Support:** Due to the nature of their work and expertise, Implementation Specialists continually support the work of PLCs. These efforts may range from developing reports to enhancing teaching and learning opportunities within the classroom. Implementation Specialists are not expected to be ongoing facilitators of common course (grade level) PLCs, though they may, on occasion, take on that role to support a particular group.

9. **SST Support:** Implementation Specialists are expected to serve on the School Support Teams for the campuses that they are assigned. As an active member of the team, they are expected to provide information and support to the team as they look for ways to improve student performance across each campus.

10. **District Support:** As stated above the Implementation Specialists are district level employees who are embedded at the school level. This team is often called upon to support district level work in content or other areas of expertise to support the development of the organization in each of the Learner Centered Areas.

11. **State Level Support:** Due to the nature of their work and expertise, Implementation Specialists are often asked to work on state level committees. This work is helpful to the Nevada Department of Education as well as our organization, because lessons learned can be shared and used to enhance the Learner Centered System.

Aligned System for Schools
School Support Teams

1. **School Support Teams (SST):** Each campus has a School Support Team (SST) that meets at least one time per month. (Schools early in the development of learner centered model may meet more often in order to provide targeted support for implementation). The team is made up of the Site Administrators, Implementation Specialists, Department Chairs, Grade Level Leaders, and District Office Staff. These teams work together, first to verify implementation of the model, and then to move student progress toward mastery of learning targets. The School Support Teams works under PLC norms and aligns their work on progress made by individual or student groups towards meeting mastery of learning targets.
2. **Staff knowledge and implementation of the Learner Centered System with fidelity:** The School Support Team must work with leadership teams to be sure that all staff members understand the Learner Centered Model and all of its components. This includes the distribution and training on the Learner Centered Playbook. Carson City School District's Learner Centered System is based on this tool, so each staff member must understand and be able to implement each portion of the model with fidelity.
3. **Curriculum:** In this area, school support teams are looking first at the development of the curriculum and secondly the implementation of the curriculum with fidelity. The team will utilize source and tracking documents to verify that the curriculum is developed and all teachers are utilizing the curriculum to support student learning. This includes verification of the updating process on a semester basis.
4. **Assessment:** As with the curriculum process, the team first looks at assessment development and then implementation with fidelity. Again, considering timelines for updating the assessments on a semester basis.
5. **Mastery Connect:** The School Support Team collaborates to make sure that all teachers are utilizing the formative and summative sides of the Mastery Connect System. They are also verifying that students have access and are utilizing the data to support their personalized learning experience. The School Support Team generates reports and shares data that verifies both individual and groups of students are meeting mastery levels. This team also addresses school pass rates, attendance, state assessment results, and credit accrual rates as part of their work.
6. **Transparent Data Distribution:** The process of transparently sharing data leverages the development and implementation of personalized learning for all students. School support teams make sure essential data is shared with all teachers across each campus can support academic progress of all students along each learning continuum.
7. **90 day plans:** The School Support Team supports the development and implementation of the 90 day plans. These plans are focused on both the development of the system at each site, as well of the performance of administrators, teachers, and students within that model.

Aligned System for District
District Support Teams

1. **District Support Team (DST):** District Leadership has formed the District Support Team. This group meets at least one time per month to address personalized learning at the district level. The team is made up of the district level administrators including the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Educational Services, Director of Accountability and Assessment, and the Transformation Office Director. Additional members include the Directors of Special Education, English Learners, Grants and Special Projects, Fiscal Services, and Technology. The additional members do not attend every meeting, but do work with this team on a regular basis, especially when targeted areas of improvement are identified. Again, the focus of the work of this group is to support the full implementation of personalized learning within the district.
2. **Staff knowledge and implementation of the Learner Centered System with fidelity**: The District Support Team must work with leadership teams to be sure that all staff members understand the Learner Centered Model and all of its components. This includes the distribution and training on the Learner Centered Playbook. Carson City School District's Learner Centered System is based on this tool, so each staff member must understand and be able to implement each portion of the model with fidelity.
3. **Curriculum:** In this area, the District Support Team is looking first at the development of the curriculum and secondly, the implementation of the curriculum with fidelity. The team will utilize source and tracking documents to verify that the curriculum is developed and all teachers are utilizing the curriculum to support student learning. This includes verification of the updating process on a semester basis.
4. **Assessment:** As with the curriculum process, the District Support team first looks at assessment development and then implementation with fidelity. Again, considering timelines for updating the assessments on a semester basis.
5. **Mastery Connect:** The District Support Team collaborates to make sure that all teachers are utilizing the formative and summative sides of the Mastery Connect System. They are to verify that students have access and are utilizing the data to support their personalized learning experience. The District Support Team generates reports and shares data that verifies both individual and groups of students are meeting mastery targets. This team also addresses school pass rates and credit accrual rates as part of their work.
6. **Transparent Data Distribution:** The process of transparently data sharing leverages the development and implementation of personalized learning for all students. This includes the process of creating and updating essential reports that define progress of both individual and groups of students.
7. **District Improvement Plan and Strategic Plan:** The District Support Team provides resources that support the successful implementation of the Strategic Plan and the District Improvement Plan. In addition the District Support Team aligns resources to support the development and implementation of the site level 90 day plans. These plans are focused on the development of the personalized learning system at each site, as well of the performance of administrators, teachers, and students within that system.

Summary:

As you can see from the information provided in this section, the District has gone through a comprehensive process to develop and implement a research based system that supports personalized learning for every student within a traditional school setting. The next section will further define the structures and systems of support that have been built in to help the organization take on this radical shift from a traditional to a personalized learning system.

Implementation – Historical View
Building Organizational Systems and Practices to Support the Implementation of the Learner Centered Model

Building a Support System for Change: Organization Framework to Support and Build the Learner Centered Model

In order to support the significant shift to the Learner Centered System, the District made some substantial adjustments to both the organizational structures and professional practices within those structures. The following section provides a general summary of those changes.

Changes in the Organizational Structures: Building Support Systems

In order to shift the organization toward full implementation of the Learner Centered Model, the district identified four basic changes to the way that it conducts business. The first was to redesign the organization to include key support committees that have the authority to bring the model on line. This process included adjustment in personnel, as well as to the duties performed in those positions. Second, was to set up regular organizational meetings designed to track and promote adjustments in professional practice directly connected to implementation of the model. Next, develop, implement, and evaluate job embedded professional development that was used to help shift organizational member's practices at each professional level. Finally, the District worked with the local university to develop a tracking system to monitor and support changes in the system. This data collection and review process was used to monitor and make changes to the system. All four actions were necessary to support both the roll out and implementation of the process. Each component is described below.

Organizational Redesign:

The first major change in the leadership included an organizational redesign set up to support the systemic changes necessary to support district wide adoption of personalized learning **(See Figure 1m p.45.)** The changes will be described by level, purpose, and how often they meet in order to complete the work.

District Office:

- **District Support Team (DST)**: This team is made up of the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Educational Services, Director of Accountability and Assessment, and the Director of the Office of Transformation. Additional members include the Directors of Special Education, English Learners, Grants and Special Projects, Fiscal Services, and Technology. The additional members do not attend every meeting, but do work with this team on a regular basis, especially when targeted areas of improvement are identified.
    - The team met twice per month reviewing all implementation components of the project. This group looks specifically at either attributes of project development or student performance data. The team used the time to strategize support of site leadership and school support teams. (Meetings usually last about two hours.) During the first two years of the project the DST met on weekly basis. The group met once per month the next two years of the project.

- **Accountability and Assessment Director:** This individual serves as the Elementary Learner Centered Model (LCM) Project Director. This person is directly responsible to oversee every aspect of the development implementation of the LCM project at the elementary level. This is a district administrator and is also associated to the other duties of the Accountability and Assessment Director.

- **Transformation Office Director:** This post has been created as part of the Race to the Top Project. This person is assigned to supervise the full development and implementation of the Learner Centered Model project at the secondary level. Similar to the Accountability and Assessment Director, this is a district level position.

- **Implementation Specialists (IS):** These positions may be the most important in terms of the development and implementation of the Learner Centered Model. The District selected its most talented teachers to serve in these roles. Implementation Specialists are considered academic specialists and are assigned directly to school sites. Their role is to provide the professional support necessary to implement the project with fidelity. The Implementation Specialist received training on the skills needed to develop curriculum, common assessments, as well as the use of the student mastery data system (Mastery Connect). Once proficient, the Implementation Specialists facilitated the development of the curriculum, assessment, and data management systems. At the same time, this group provided ongoing training to administrators on the methods to use and monitor the system. This is a unique training system in that we have asked our Implementation Specialists to coach and support two levels of staff, teachers and administrators. (Administrators have received additional training from the district office level professionals, and that will be reviewed later in the document).

  Current roles of IS:

  - **System Maintenance:** The duties of the Implementation Specialist are shifting as we move into the fifth year of transitioning into the Learner Centered System. The IS staff will work closely with Department Chairs and Grade level leads to maintain the curriculum, assessment, and student monitoring system. This work will allow for semester updates and natural changes to the system to occur, ensuring that fidelity of implementation is maintained.
  - **HS IS:** The HS will address the k-12 alignment and will work with HS/MS Dept. Chairs, and Elementary and MS IS staff to make sure the systems are aligned and the curriculum meets the needs of students and staff, grades k-12. This work will be completed under the guidance of the Associate Superintendent of Educational Services, Transformation Office Director, and the Accountability Office Director. The HS IS also facilitates the text book adoption process for the District.

    Work of the HS IS will begin to focus on teaching and learning practices, with and emphasis on student performance in the classroom. These staff members will be utilizing student and teacher data to verify student progress, and will use that information to support the professional growth of teachers.

- **MS IS/Elementary IS:** These staff members support full implementation of the LCM for multiple content areas. The roles are moving from system design and development to system implementation. The focus of their work is on instructional practices and student performance in the classroom. These staff members will be utilizing student and teacher level data to verify student progress and will work with site leaders to improve performance.
  At the middle school level the IS will work across curriculum levels to support implementation. They will consult with content IS and department chairs on content related questions.

  At the Elementary level, new curriculum is still in the early stages, so the primary focus will be the roll out of the curriculum and implementation of the LCM. Once the system is rolled out and data is available, the shift will be on student performance. (At the elementary level one IS focused on mathematics and science and the other focused on reading.)

Site Level:

- **Site Administrators:** As school leaders, the site administrators are leading the roll out and implementation of the personalized learning model at their school site. With support of District staff, site administrators facilitate the School Support Teams and perform the general supervisory roles in the roll out of the project. In terms of direct supervision, as stated earlier in this document, the focus of supervision has shifted in this model and site leaders are also responsible for student mastery of content and student performance by unit in the areas they supervise.

- **School Support Teams (SST)**: School Support Teams are probably best described as an implementation PLC that works first to get each component of the Learner Centered Model (LCM) in place, and once that is accomplished, then performance data related to students and teachers is used to measure success. As data demonstrates the need for intervention or change, the SST team aligns resources and intervenes to move students and or staff forward. The team is made up of the Site Principal, Vice Principal(s), Dean of Students (secondary only), Implementation Specialist, Department Chairs (instructional leaders) and District Office representation. The School Support Teams meet at least one time per month.

- **Site Level Leadership Teams (SLLT)**: These teams have the same membership as the school support teams minus the district level staff. This group provides a foundation to implement the work and related interventions identified at the site level. In addition, data can be pushed upward to the SST or downward to the content area PLC's depending on what the needs of staff and student body are. All school sites have these teams in place. Site level leadership teams meet on a weekly basis at each site. Part of the work they do is system business, but the most important work they complete is around student and staff implementation of the Learner Centered System.

- **Implementation Specialists (IS)**: Please see the Implementation Specialist description and duties listed above; as these positions are technically district level positions. In terms of supporting teams, the Implementation Specialist positions serve as active members on the SST, SLLT, and Content area PLC. These staff members are embedded in the school, and that is the reason that this group is re-listed in this section.

- **Content area PLC Teams:** In order to develop the curriculum, assessment, and adopt the Mastery Connect system, PLC teams moved away from the traditional PLC roles and moved toward a focus on the development of the system. Once the components were completed then the PLC teams move back into the traditional role of supporting student mastery of the curriculum. This work includes looking at Mastery Connect data both in the summative and formative fields. One of the great things about this process is that it provided teachers the opportunity to get a deep, rich, understanding of learning expectations as well as the assessments used to verify student mastery. This information prepares them to build exceptional learning experiences for their students. The PLC groups meet for approximately one hour a week at the elementary and middle school levels, and they meet twice a month at the high school level. (See page 32 for an expanded description of PLC's and related work within this system.)

- **Department Chair/Grade Level Leader:** These classroom leaders serve multiple roles, the first is to support the development of the curriculum, assessment, and mastery connect data system. They utilize their expertise to help maintain and upgrade these systems. They also facilitate and support work with the PLC. This includes sharing information related to the initiative with their departments; a very traditional part of their work and has been done for many years. These teachers are expected to lead by example and their work should serve as a model for teachers within their departments.

As you can imagine, district leadership contributes a good deal of time and effort on building, sharing the message, and providing support to all related stakeholders to implement the Learner Centered Model. Although the implementation process is ongoing, with each passing day, successful implementation is allowing more and more teachers and students to thrive in this new model. Time is the essential element of shifting the organization. The common curriculum, assessment, and student mastery tracking system serve as the foundation to set personalized learning goals for students, teachers, and the organization as whole. Utilizing data, common meeting times, and professional practices the District continues to support student progress system wide. In essence, this process is creating systemic leverage to support all students moving forward. This is truly the development and implementation of a personalized learning model in a traditional classroom setting. Moving forward, the organization must look to refine practices at every level so that the system can be used to leverage success for all stakeholders.

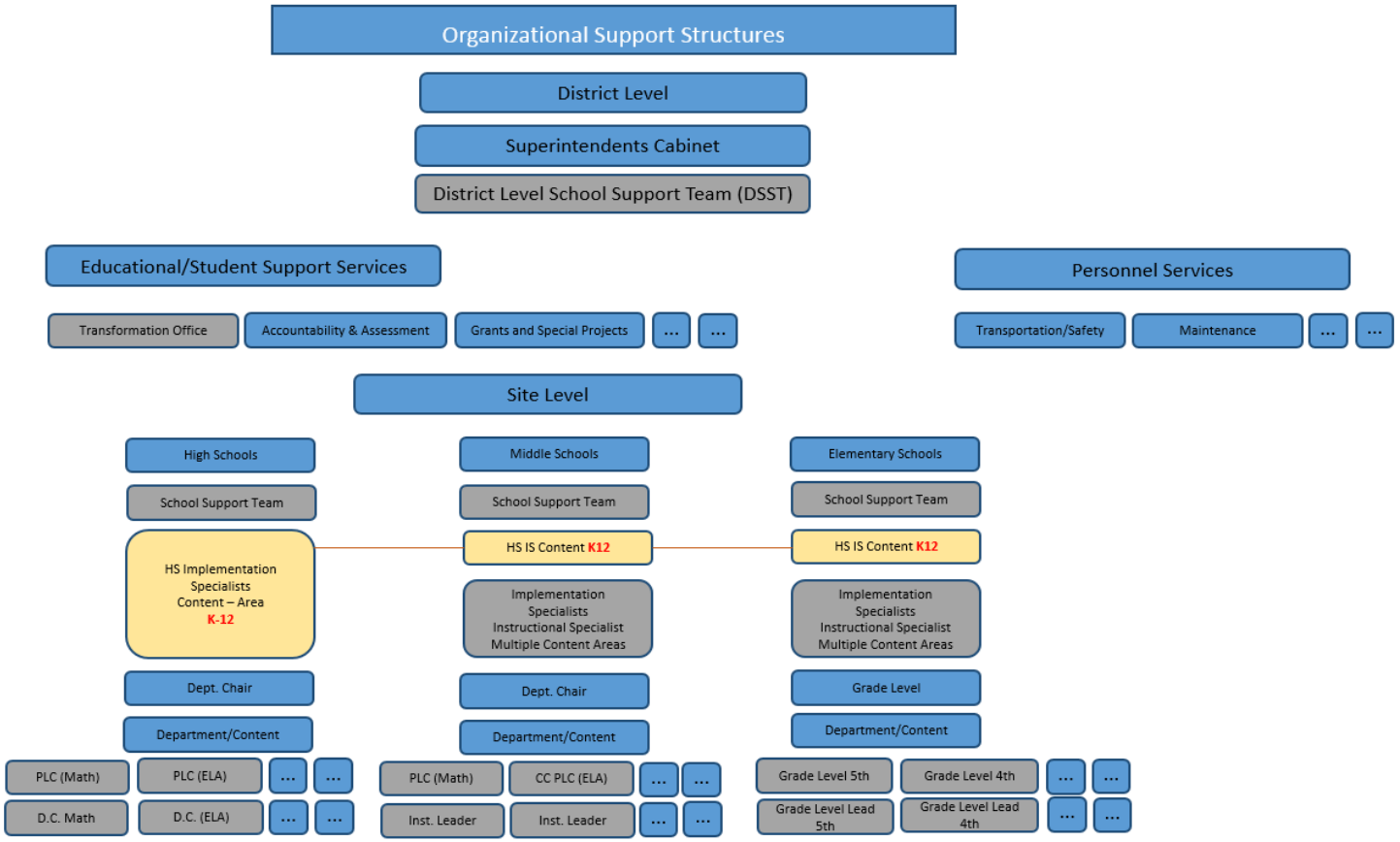


Figure 1m: Organizational Structure Created to Support the Development of the LCM: The areas in grey are either new elements to the system or new position/program components that have been added to facilitate change and the adoption of Learner Centered Practices. The ... symbol signifies that there are additional departments or groups that exist at this level that are not listed. For example, at the transformation office level there are additional departments that are included in the district organizational chart, but are not listed because for the most part they are not connected directly to the project. At the middle school and high school PLCs the following groups exist; math, science, social studies, ELA, PE/Health, and CTE. Although they are not listed they are an integral part of the process. At the elementary level, grade level groups and component meetings serve as PLC teams. (High School IS staff are responsible for alignment of the system k-12 thus these staff members are included in each grade level band.

Learner Centered System Development Plan for the 2017-2018 School Year

As stated multiple times throughout this document, the foundation for personalized learning lies first in the development of the curriculum, assessment, and student mastery tracking system. Second, requires implementing the model with fidelity and looking at data to leverage change. In the following sections we will describe the focus for the Elementary, Middle, and High School groups moving forward during the 2017-2018 school year. This description will not include every step, but will provide a summary of the areas of emphasis for the coming year.

Elementary System Development:

At the elementary level, the district is currently at the curriculum and assessment development stage. Much of the work for the 2017-2018 school year will be building the system in the areas of science and mathematics. As the components come on line, teams of teachers will begin the process of piloting the system with teachers and students.

System Review: This work will include a comprehensive review of the personalized learning system with elementary staff members. This process of reviewing the personalized learning, or Learner Centered System, will help all stakeholders to understand the system elements and how they are designed to support success of all students. As system components are built, staff members receive job embedded training to support the implementation in the classroom. This knowledge building process helps teachers and administrators build knowledge and momentum for the process moving forward. This system review process will include the opportunity for all staff members to receive a copy of the Learner Centered Playbook, and a comprehensive review of each of the components.

Curriculum & Assessment (Science): Over the past year, teams of Implementation Specialists and lead teachers have developed the units of study and learning targets for the science and mathematics curriculum. The unit assessments are in the final stages of construction along with the connection to the Mastery Connect System. Early in the summer, classroom teachers were introduced to the units of study so that they have the background to roll forward with a pilot this coming year. Teachers will begin use of the system in September and will be piloted throughout the year. This pilot process will include the use of the Mastery Connect System to support tracking of student mastery across all elementary grades.

Curriculum & Assessment (English Language Arts): At the elementary level, the district utilizes SFA as the curriculum and assessment system for the ELA content. This model aligns very closely with the District's personalized learning model. In order to fully align the system, the SFA program requires some learning targets and other related system alignment. In essence, Carson City School District staff need to do some alignment work so that the Mastery Connect System can be used to track student progress on the SFA developed curriculum and assessment systems. This process is underway and District leadership is hopeful to get this set up over the current school year. The proposed timeline to start implementation is December of 2017.

Mastery Connect: Mastery Connect is currently being utilized at the elementary level within the areas of science, ELA, and mathematics, while the practices and reporting systems will be aligned utilizing common learning targets and reporting methodologies.

Supervision and Support: Ongoing connection to student performance levels. The process in the area of SFA is well established. The previous practices for SFA will continue with a shift made to utilize Mastery Connect in the SFA area once that system goes live. Once the science and math components are up and running at a site, administrators will work closely with teachers to utilize the data to support student mastery in science. (This will be true in mathematics as well.)

PLC Teams: Again, work of component meetings for SFA will follow current patterns. As Mastery Connect data reports become available, this data will become part of PLC meetings. Once science and mathematics data becomes available, the PLC practices will follow patterns described in previous sections.

Individualized development: As this organization continues to build a personalized learning system for its students, it is also building professional development for teachers and administrators who are taking on this model. Professional support will be available in many formats that will range from formal training experiences to one on one meetings with an Implementation Specialist. The District will ask each member to look closely at the attributes of a Learner Centered Classroom and their roll within that model. As each staff member moves through the implementation process, we ask that they work with peers, Implementations Specialists, and administrators to build their individual skills and practices related to full implementation of the personalized learning model.

At the elementary level, the work is focused on rolling out the curriculum, assessment, and mastery data system in the areas of science and mathematics. This will be a roll out year, teachers will receive training on both the curriculum and classroom practices. The IS team will address this roll out and site administrators will support the roll out and implementation of each of the key components of the model.

Middle School System Development:

Review of the Personalized Learning Model: At the middle school level, the organization is well into the implementation phase of the project. In essence, all aspects of the Learner Centered Playbook will be implemented in the coming year. In order to support that process, time will be set up to review each section of the playbook in order to assist all staff members in identifying the key components of the Learner Centered System, and how to function effectively within them. The District is asking staff member to take responsibility for their own learning, and seek support from peers, Implementation Specialists, and administrators to help build their skills in this area.

There are four areas of the system that both middle schools identified as central to their implementation of the Learner Centered Model this year. These elements include: instructional practices, professional learning communities, mastery grading practices, and effective integration of 1:1 technology within a Learner Centered Classroom.

Instructional Practices: Particular emphasis will be paid to the work in the classroom and related teaching and learning experiences. Students are expected to be strong members of the learning process and are expected to use classroom data to advocate for their own learning. Student progress in Mastery Connect will be monitored closely, and evidence will be gathered and reviewed to verify progress of both individual students as well as groups of students. The Measurable Instructional Unit (MIU) will be the central focus of the work. (Please see p. 5-9, 29-31)

Professional Learning Communities: In addition to work in the classroom, emphasis will be placed on common course PLCs in terms of collaboration and student mastery. The foundations for learning, including connection of students to course summary documents, learning guides, and success on post unit assessments will be emphasized. PLC teams are going to look very closely at student mastery of learning targets, and an effort to strengthen the teaching and learning relationship between teachers and students will also a strong part of the PLC work. (Please see p. 32-33)

Grading Practices: The middle schools will be working on defining mastery and connecting the Mastery tracking system with the traditional gradebook. Planning, training, and support will be provided to teachers to help align mastery results that are reflected in Mastery Connect Results with the reports shared in Infinite Campus systems. Results in Infinite Campus will be drawn from the results gathered in Mastery Connect.

1:1 integration: Our District is a 1:1 student to lap top district and with that a large emphasis has been placed on utilizing technology to further support the development of Learner Centered classrooms. The first area of focus will be with the use of Mastery Connect as part of the tracking and feedback for students in real time. The second will be the use of learning management systems including google classroom to support a stronger learning relationship between the teacher and the student. This work also follows the ISTE standards for student use of technology in the classroom. (Please see p. 26-30) http://www.iste.org/standards/standards

Curriculum/Assessment: Work related to curriculum and assessment updates will continue as they have over the past several years, with updates to each course being completed on a semester basis as needed. (Please see p. 11-25)

Supervision and Support: Administrative supervision and Implementation Specialist support will focus on the full implementation of the system. This is about moving both campuses to focus on the development and implementation of a personalized learning model. This is about moving beyond grading to evidence of mastery. This work will be seen throughout, but several key points in the playbook can be used to clarify this work. (Please see p. 34-40)

School Support Team: On the School Support Team level, the team will begin to shift and monitor student mastery of learning targets as a primary focus. The team will be looking at personalized learning related to evidence of student mastery. The team will continue to look at credit accrual rates (pass rates) as an additional point of emphasis as their work moves forward. (Please see p.38)

High School System Development:

At the High School Level, the personalized learning model is in the early implementation stages. Administrators, teachers, and students are moving into the first full year of implementation, meaning it is the first time that these groups will enter the year with the curriculum, assessment, and Mastery Connect system in place. As has occurred with our middle school system, high school staff members have recognized the need to update the curriculum and assessment materials. There will be time set aside first semester to support teacher teams to conduct formal reviews and update the curriculum and assessment materials as needed. As an organization, we are still growing in the area of personalized learning, and the work in the coming year will help to both refine the system and practices of all stakeholders. Again, this is a team approach, and our goal is to work together to build a learning system that will move all students to mastery.

Review of the Personalized Learning Model: A comprehensive review of the personalized learning model will be developed and shared with all secondary staff members. This will include the distribution and review of the Learner Centered Playbook in its entirety. This informational sharing process will be used to assist staff members to refine and enhance their understanding of personalized learning. The District is asking staff members to use that information to improve practices that will support implementation in their classrooms, departments, and schools. The District's personalized learning model focuses on building a partnership between each teacher and student as they move through the process of understanding mastery expectations, then developing and implementing learning opportunities that support the teacher and the student to meet those expectations in the unit.

Curriculum and Assessment: During the first semester of the 2017-2018 school year, teacher teams will review and update the curriculum and assessment in each area. This will include a review against the system monitoring rubrics that have been developed in conjunction with the University of Nevada. This process will also include job embedded training to help improve the quality of the assessments that are administered in both the formative and summative environments. (Please see p. 11-25)

Mastery Connect: Classroom teachers will be utilizing Mastery Connect for both the benchmark and formative assessments in each course. All teachers should be utilizing both sides of the Mastery Connect System (formative and summative). In addition, students should also have access and are to be utilizing the system to support their personal learning process. (Please see p. 21-25)

Instructional Process: As described throughout this document the implementation of personalized learning within each classroom should be in full swing. Teachers and students should be able to define learning expectations and progress toward mastery at any time within the unit. The shared partnership for teaching and learning is the emphasis here. Although some of the pieces of the personalized learning model are being updated, the system has been refined enough to be able to proceed with the implementation of the model with all teachers. Administrators and Implementation Specialists will be working closely with teachers in support of developing the personalized learning model within each classroom. (Please see p. 5-9, 29-31)

Supervision and Support: Similar to the work at the middle school level, administrators and Implementation Specialists will be providing ongoing support for teachers and students in the implementation of the Learner Centered Model. Moving to a personalized system is complicated and does require some significant changes in practice when moving from a traditional model. Administrators and IS staff will be asked to provide ongoing support to teachers and students during this early implementation phase. (Please see p. 34-40)

PLC Teams: The work of PLC teams will begin to shift away from curriculum and assessment development and move toward a supporting student mastery. PLC teams should meet at least two times per month to continue this work. (Please see p. 32-33)

SST Teams: The work of the SST teams will follow the work of PLC teams. They will first at the development of the system and then begin to shift to student mastery data. Staff members will need ongoing support on the use of Mastery Connect and how to develop reports to be able to track student performance by learning target. These teams will also continue to consider credit accrual and pass rates as part of the student performance data. (Please see p. 38)

Individualized Development: As our organization continues to build a personalized learning system for our students, we are also building professional support for teachers and administrators who are taking on this model. Professional support will be available in many formats ranging for formal training to one on one meetings with an Implementation Specialist. We are asking that you look closely at the attributes of a Learner Centered Classroom and your role within that model. As each staff member moves through the implementation process, we ask that they work with peers, Implementations Specialists, and administrators to build their individual skills and practices related to full implementation of the personalized learning model.

Concluding Message:

We absolutely want to thank our staff for their exceptional work in building and now implementing the personalized learning model. This may be the first time a full scale personalized learning system has been implemented in a traditional school setting. The Carson City Model applies some of the most effective teaching and learning strategies and provides a support system that has the potential to move every student to mastery in every content and grade level. In this system, every student has access to an exceptional curriculum, assessment, and student mastery data system that defines student progress toward learning target mastery in real time. When implemented with fidelity, every teacher and student has the ability to define the learning expectations and their individual progress toward meeting those expectations. The system provides transparent data and system wide leverage that supports every student to meet their academic goals and aspirations. We look forward this new year of learning and growing together.

Special Thanks:

The Carson City School District would like to identify Dr. Bill Thornton from the University of Nevada, Reno for his ongoing contribution to this program. Dr. Thornton has assisted our district throughout the development and implementation of this project. He serves as the Race to the Top program evaluator and this role has provided outstanding technical assistance and guidance in developing and reporting program progress. His ongoing contributions to this project have been essential to the success of this project and are greatly appreciated.

Glossary:

Activity Based Grading: This term defines a traditional grading system that is based on the process of grading activities based on percentages. In this system teachers record activities in the gradebook along with the percentage score the student earns. This system does not provide specific information related to mastery of learning targets. This is one of the reasons the District moved to a student mastery tracking system (Mastery Connect) to monitor student progress toward mastery of specific learning targets.

Assessment for Learning: This is the process of using assessment and feedback to guide the teaching and learning process (Stiggins, 2002). Teachers utilize a wide variety of strategies including questioning, quizzes, practice activities, exit tickets, etc. to provide students the experiences and feedback to be able to move toward mastery of a given content. In this process, the classroom teacher and student work together in the process of comparing the results of the formative assessment or learning experience with the expected outcome or mastery requirements of the unit. The information is used by both parties to move the student further along the learning continuum to a point of mastery.

Benchmark Assessment: This term refers to the summative three-week assessment utilized by common courses in this system. The term is synonymous for end of unit assessment. In order to have common assessment expectations, teacher teams developed common post-unit assessments or benchmark assessments. Common courses utilize common unit (benchmark) and semester assessments. I.E. all Algebra I classes utilize the same post unit assessments. Please note that an assessment does not necessarily mean a test. When we use the term assessment we are considering performance tasks as well as traditional pen and paper tests. The key here is that all common course teachers utilize the same assessment or activity to verify mastery. In addition, each assessment must be of sufficient quality to challenge and verify that each student has mastered the critical content.

Course summary documents: This document lays out all the units of study and specific learning targets by unit for each course that is taught. Both teachers and students can use this document to view and plan for the learning pathway within the course. The course summary documents are available on the Carson City School District main web page.

District Support Team (DST): This group meets at least one time per month to address personalized learning at the district level. The team is made up of the district level administrators including the Superintendent, Associate Superintendent of Personnel, Associate Superintendent of Educational Services, Director of Accountability and Assessment, and the Director for the Office of Transformation. Additional members include the Directors of Special Education, English Learners, Grants and Special Projects, Fiscal Services, and Technology. The additional members do not attend every meeting, but do work with this team on a regular basis, especially when targeted areas of improvement are identified. Again, the focus of the work of this group is to support the full implementation of personalized learning within the district.

Evidence Based Grading: Although this term is used in a limited fashion within this document, its meaning is aligned with the Mastery Connect Grading system defined throughout. Essentially, this term refers to the system that is used to track mastery by learning target. This system is discussed throughout this document and is connected to the student mastery data system, or Mastery Connect.

Formative Assessment: This is the process of using assessment and feedback to guide teaching and learning. Teachers utilize a wide variety of strategies including questioning, quizzes, practice activities, exit tickets, etc. to provide students the experiences and feedback to be able to move toward mastery of a given content. In this process, the classroom teacher and students are comparing the results of the formative assessment or learning experience with the expected outcome or mastery requirements of the unit. Progress in this area is also monitored on the formative side of the Mastery Connect system.

Learner Centered Model: The Learner Centered Model is the competency based, personalized learning model that has been developed by the Carson City School District. This system is based on an aligned curriculum, assessment, and student mastery data system that identifies the learning pathway for each student. When this model is fully implemented student progress can be made along that learning pathway in real time. One of the essential elements of this model is the partnership formed between the teacher and the students throughout the learning experience. Synonymous terms include: Learner Centered System, and Personalized Learning Model.

Learner Centered System: (See learner centered model)

Learning Guide: This tool defines the learning expectations for each unit. Think of it as a syllabus for the unit. This document defines essential learning for student to master, as well as performance requirements for the unit. Teachers are expected to share the learning guide with students as part of the introduction to each unit of study. They are also expected to return to this document multiple times throughout the unit in order for students to continually re-anchor or reconnect to the learning expectations and progress made in that direction. The learning guides and course summary documents are available on the Carson City School District main web page.

Measurable Instructional Unit (MIU): This is the official term our district has coined for the unit of study, and it represents the information that is taught and assessed within each unit. This system is known as a short cycle system and each unit of study usually addresses about a three-week time frame.

Personalized Learning Model: (See Learner Centered Model)

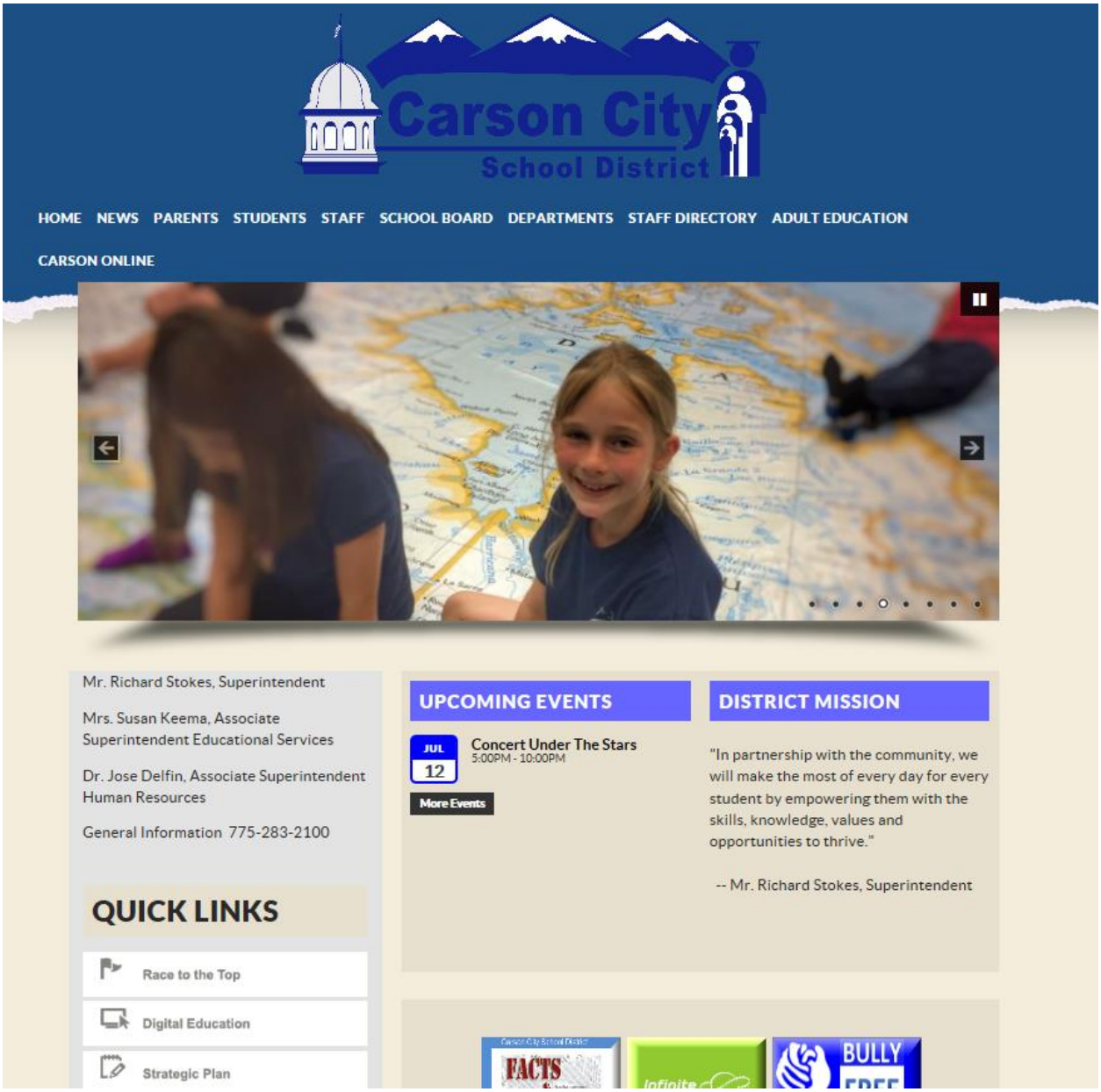
Professional Learning Community (PLC): In this model, a PLC is made up the teachers who teach common courses. For example, a typical PLC team for a biology course would include all the teachers on a campus who teach the biology course.

Summative Assessment: Summative assessment is also known as the end of unit assessment or benchmark assessment (See benchmark assessment).

School Support Team (SST): Each campus has a School Support Team (SST) that meets at least one time per month. (Schools early in the development of learner centered model may meet more often in order to provide targeted support for implementation). The team is made up of the site administrators, Implementation Specialists, Department Chairs, Grade Level Leaders, and District Office Staff. These teams work together, first to verify implementation of the model, and then move to address student progress toward mastery of learning targets. The School Support Teams works under PLC norms and align their work to progress made by individual or groups of students toward the process of achieving mastery of learning targets.

Systemic Leverage: Due to the development and implementation of a common curriculum, assessment, and student mastery data system, stakeholders are able to develop a common vision of mastery for each unit of study. By transparently utilizing data, large portions of the organization are able to push for each student to meet mastery of individual learning targets. This is a relatively complex topic and is defined on p. 31-32.

Appendix A: Course Summary Document (8th grade ELA)



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Content Area: English Language Arts Course Name: 8th Grade ELA

Q1 MIU ONE "Priscilla and the Wimps"	Q1 MIU TWO "Fish Story"	Q1 MIU THREE "Road Less & Who You Are"
Learning Targets: **ELA.8.8.1** • I can edit my writing by applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.2** • I can support an argument or claim by using textual evidence RL8.1; W8.2b; W8.9; W8.2d **ELA.8.8.3** • I can clarify relationships among ideas and concepts by creating a response in writing RL8.1; W8.2; W8.2b; W8.2c; W8.2e; W8.4 **ELA.8.8.4** • I can analyze a story or film by comparing/contrasting narrative elements RL8.1; RL8.7; W8.2d; W8.9a **ELA.8.8.5** • I can interpret literary elements by contrasting different points of view among characters and audience RL8.6 **ELA.8.8.6** • I can analyze how the author develops a character by identifying at dialogue, actions, and decisions that support my analysis RL8.3 **Evidence of Mastery:** Common Pre-/Post-Assessment Learning Guides Student Self-Assessments	**Learning Targets:** **ELA.8.8.1** • I can edit my writing by applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.7** • I can explain how an author uses words and phrases to control the tone, meaning, and depth of a text by citing textual evidence RL8.4 **ELA.8.8.8** • I can describe the style, structure, and meanings of two or more texts by comparing, contrasting, and citing evidence to support my analysis RL8.5; W8.2 **ELA.8.8.9** • I can interpret literary elements and contrasting points of view among characters and audience by citing textual evidence that supports my interpretation RL8.6 **ELA.8.8.14** • I can show knowledge of irony and puns by identifying them in texts L8.5a **ELA.8.8.10** • I can apply 8th grade reading standards to informational/literary text to determine main idea and important information of credible sources by creating a written response that supports my interpretation with citations and textual evidence W8.2a; W8.2b; W8.4; W8.9; W8.9b **Evidence of Mastery:** Common Pre-/Post-Assessment Learning Guides Student Self-Assessments	**Learning Targets:** **ELA.8.8.1** • I can edit my writing by applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.11** • I can apply my knowledge of themes by reading and responding to various texts and writing a response RL8.2; RL8.5; W8.2; W8.9; W8.9a **ELA.8.8.12** • I can determine essential information by creating an objective summary RL8.2; W8.2a; W8.2b; W8.2c; W8.2d; W8.2e; W8.2f; W8.4 **ELA.8.8.13** • I can analyze word choice and how it affects the text by responding to text and citing textual evidence that supports my analysis RL8.4; W8.2a; L8.5; L8.5c **ELA.8.8.8** • I can describe the style, structure, and meanings of two or more texts by comparing, contrasting, and citing evidence to support my analysis RL8.5; W8.2 **** Q1 Performance Task**** **ELA.8.8.10** • I can apply 8th grade reading standards to informational/literary text to determine main idea and important information of credible sources by creating a written response that supports my interpretation with citations and textual evidence W8.2a; W8.2b; W8.4; W8.9; W8.9b **Evidence of Mastery:** Informative Essay Common Pre-/Post-Assessment Learning Guides Student Self-Assessments

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Content Area: English Language Arts

Course Name: 8th Grade ELA

Q2 MIU FOUR Research Paper	Q2 MIU FIVE "A Vision of Success"	Q3 MIU SIX "Argumentative Writing"
Learning Targets: **ELA.8.8.1** • I can edit my writing by applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.15** • I can choose a topic, find important information, and select appropriate evidence by writing a research paper RI8.1; RI8.8; W8.2b; W8.2f; W8.4; W8.5; W8.6; W8.9 **ELA.8.8.16** • I can incorporate multimedia elements with my research by creating a multimedia project W8.2a **ELA.8.8.17** • I can properly cite sources by creating a works cited page W8.7; W8.8; W8.9	**Learning Targets:** **ELA.8.8.1** • I can edit my writing applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.18** • I can determine an author's position and point of view by writing a response and citing textual evidence RI8.1; RI8.6; W8.4; W8.9 **ELA.8.8.19** • I can determine central ideas and essential information by creating an objective summary RI8.2 **ELA.8.8.20** • I can evaluate the advantages and disadvantages of using different mediums to present a topic by explaining how they affect my understanding of the topic RI8.7 **ELA.8.8.21** • I can explain word and sentence choices and how they affect the text by responding to a text RI8.4; RI8.5 **ELA.8.8.22** • I can determine the meaning of words in context by identifying and defining Latin/Greek roots RI8.4; L8.4b	**Learning Targets:** **ELA.8.8.1** • I can edit my writing applying the conventions of standard English L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6 **ELA.8.8.23** • I can draw conclusions and make inferences about authors' interpretations by identifying facts and citing textual evidence RI8.3; RI8.9 **ELA.8.8.24** • I can determine which text has a stronger argument and better claims by responding to the texts RI8.8; RI8.9 **ELA.8.8.21** • I can analyze word and sentence choices and how they affect the text by responding to a text RI8.4; RI8.5 **ELA.8.8.25** • I can state the purpose of my essay and remain focused by analyzing a task, clearly stating my claim in context, and staying on topic W8.1; W8.1a; W8.1c; W8.4 **ELA.8.8.26** • I can effectively organize an argumentative or informative essay by aligning audience and purpose with appropriate introduction, body, and conclusion in my writing W8.1b; W8.1c; W8.1e; W8.9 **ELA.8.8.27** • I can accurately support my claim by addressing counterclaims, citing sources, and using a variety of elaboration techniques W8.1a **ELA.8.8.28** • I can maintain a formal style by using appropriate academic and domain specific vocabulary W8.1d
Evidence of Mastery: Common Pre-/Post-Assessment Learning Guides Student Self-Assessments	**Evidence of Mastery:** Common Pre-/Post-Assessment Learning Guides Student Self-Assessments	**Evidence of Mastery:** Argumentative Essay Post Assessment

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Content Area: English Language Arts Course Name: 8th Grade ELA

Q3 MIU Seven "Narrative Writing"	Q4 Critical Learning Targets Review	Q4 MIU EIGHT "College & Career"
Learning Targets: **ELA.8.8.1** • I can edit my writing applying the conventions of standard English **L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6** **ELA.8.8.29** • I can effectively engage the reader by creating appropriate narrative elements **W8.3; W8.3a; W8.4** **ELA.8.8.30** • I can create an effective narrative by logically connecting ideas and events, using transitions, and opening and ending appropriately **W8.3a; W8.3b; W8.3c; W8.3e; L8.1** **ELA.8.8.31** • I can elaborate in my narrative by effectively using narrative techniques, details, and descriptions **W8.3b; W8.3d** **ELA.8.8.32** • I can clearly and effectively express experience and events by using precise sensory, concrete, and figurative language **W8.3d; L8.5; L8.3a** **Evidence of Mastery:** Narrative (real or imagined) Grammar Assessment	**Learning Targets:** • Remediation of Critical Learning Targets	**Learning Targets:** **ELA.8.8.1** • I can edit my writing applying the conventions of standard English **L8.1; L8.2; L8.2a; L8.2c; L8.3; L8.4; L8.4a; L8.5b; L8.6** **ELA.8.8.35** • I can participate in collaborative discussions by being prepared, engaging in discussions, and responding to others **SL8.1; SL8.1a; SL8.1b; SL8.1c; SL8.1d** **ELA.8.8.36** • I can demonstrate my current employability skills and talents by creating workplace documents that emphasize career and technical qualities **SL8.5; SL8.6; W8.4; W8.7** **ELA.8.8.37** • I can analyze college and career information presented in multiple formats by evaluating the relevance of the information as it relates to my career interest. **SL8.2; SL8.3** **ELA.8.8.38** • I can determine college & career interests & goals by researching a career and presenting my findings **W8.6; W8.7; W8.9** **Evidence of Mastery:** Career Documents (résumé, etc.) Career Interview Rubric Career Research End of year Speech

Appendix B: Sample Learning Guide (8th grade ELA)

6th Grade ELA
Learning Guide
MIU 2 – Figurative Language & Author's Tone

Essential Questions:

- *How do I use implicit and explicit information to analyze the meaning of figurative language?*
- *How does an author's word choice affect the tone and meaning of a text?*
- *What are standard English conventions and how do I use them in my writing?*

Learning Targets:

- ✓ **ELA.6.6.15 - I can analyze figurative language to make inferences or draw conclusions by citing implicit and explicit information that supports my analysis**
- ✓ **ELA.6.6.16 - I can determine an author's tone and meaning of a text by identifying the author's word choice**
- ✓ **ELA.6.6.17 - I can use standard English conventions by writing in response to a task or question**

Key Vocabulary:

conventions	tone
imagery	figurative meaning
literal meaning	figurative language
simile	metaphor
personification	alliteration
idiom	hyperbole
onomatopoeia	

Evidence of Mastery

- MIU District Benchmark Assessment
  - Comprehension Questions
  - Written Responses
- Classroom Formative Assessments
- Classwork
- Written Responses

Self Assessment: It is important for you to monitor your learning throughout this unit of study. This is a tool to help you document your understanding and set goals for progress.

M	*6.6.15 I can analyze figurative language to make inferences to draw conclusions by citing implicit and explicit information that supports my analysis.*
NM	In order to make progress, I need to _____ _____.
R	I know that I have mastered this standard because _____ _____ _____.
NS	

M	*6.6.16 I can determine an author's tone and meaning of a text by identifying the author's word choice.*
NM	In order to make progress, I need to _____ _____.
R	I know that I have mastered this standard because _____ _____ _____.
NS	

M	*6.6.17 I can use standard English conventions by writing in response to a task or question.*
NM	In order to make progress, I need to _____ _____.
R	I know that I have mastered this standard because _____ _____ _____.
NS	

Appendix C Teacher and Administrator NEPF Indicators

Table 1: Teacher Instructional Practice Standards and Indicators

Standard 1: New Learning is Connected to Prior Learning and Experience	**Indicator 1:** The teacher activates **all** students' initial understandings of new concepts and skills. **Indicator 2:** The teacher makes connections explicit between previous learning and new concepts and skills for **all** students. **Indicator 3:** The teacher makes clear the purpose and relevance of new learning for **all** students. **Indicator 4:** The teacher provides **all** students opportunities to build on or challenge initial understandings.
Standard 2: Learning Tasks have High Cognitive Demand for Diverse Learners	**Indicator 1:** The teacher assigns tasks that purposefully employ **all** students' cognitive abilities and skills. **Indicator 2:** The teacher assigns tasks that place appropriate demands on each student. **Indicator 3:** The teacher assigns tasks that progressively develop **all** students' cognitive abilities and skills. **Indicator 4:** The teacher operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3: Students Engage in Meaning-Making through Discourse and Other Strategies	**Indicator 1:** The teacher provides opportunities for extended, productive discourse between the teacher and student(s) and among students. **Indicator 2:** The teacher provides opportunities for **all** students to create and interpret multiple representations. **Indicator 3:** The teacher assists **all** students to use existing knowledge and prior experience to make connections and recognize relationships. **Indicator 4:** The teacher structures the classroom environment to enable collaboration, participation, and a positive affective experience for **all** students.
Standard 4: Students Engage in Metacognitive Activity to Increase Understanding of and Responsibility for Their Own Learning	**Indicator 1:** The teacher and **all** students understand what students are learning, why they are learning it, and how they will know if they have learned it. **Indicator 2:** The teacher structures opportunities for self-monitored learning for **all** students. **Indicator 3:** The teacher supports **all** students to take actions based on the students' own self-monitoring processes.
Standard 5: Assessment is Integrated into Instruction	**Indicator 1:** The teacher plans on-going learning opportunities based on evidence of **all** students' current learning status. **Indicator 2:** The teacher aligns assessment opportunities with learning goals and performance criteria. **Indicator 3:** The teacher structures opportunities to generate evidence of learning during the lesson of **all** students. **Indicator 4:** The teacher adapts actions based on evidence generated in the lesson for **all** students.

Table 2: Teacher Professional Responsibilities Standards and Indicators

Standard 1: Commitment to the School Community	**Indicator 1:** The teacher takes an active role on the instructional team and collaborates with colleagues to improve instruction for all students. **Indicator 2:** The teacher takes an active role in building a professional culture that supports school and district initiatives. **Indicator 3:** The teacher takes an active role in cultivating a safe, learning-centered school culture and community that maintains high expectations for all students.
Standard 2: Reflection on Professional Growth and Practice	**Indicator 1:** The teacher seeks out feedback from instructional leaders and colleagues and uses a variety of data to self-reflect on his or her practice. **Indicator 2:** The teacher pursues aligned professional learning opportunities to support improved instructional practice across the school community. **Indicator 3:** The teacher takes an active role in mentoring colleagues and pursues teacher leadership opportunities.
Standard 3: Professional Obligations	**Indicator 1:** The teacher models and advocates for fair, equitable, and appropriate treatment of all students and families. **Indicator 2:** The teacher models integrity in all interactions with colleagues, students, families, and the community. **Indicator 3:** The teacher follows policies, regulations, and procedures specific to role and responsibilities.
Standard 4: Family Engagement	**Indicator 1:** The teacher regularly facilitates two-way communication with parents and guardians, using available tools that are responsive to their language needs and include parent/guardian requests and insights, about the goals of instruction and student progress. **Indicator 2:** The teacher values, respects, welcomes, and encourages students and families, of all diverse cultural backgrounds, to become active members of the school and views them as valuable assets to student learning. **Indicator 3:** The teacher informs and connects families and students to opportunities and services according to student needs.
Standard 5: Student Perception	**Indicator 1:** The students report that the teacher helps them learn. **Indicator 2:** The students report that the teacher creates a safe and supportive learning environment. **Indicator 3:** The students report that the teacher cares about them as individuals and their goals or interests.

Table 3: Administrator Instructional Leadership Practice Standards and Indicators

Standard 1: Creating and sustaining a focus on learning	**Indicator 1:** The school-level administrator engages stakeholders in the development of a vision for high student achievement and college and career readiness, continually reviewing and adapting the vision when appropriate. **Indicator 2:** The school-level administrator holds teachers and students accountable for learning through regular monitoring of a range of performance data. **Indicator 3:** The school-level administrator structures opportunities to engage teachers in reflecting on their practice and taking improvement actions to benefit student learning and support professional growth. **Indicator 4:** The school-level administrator systematically supports teachers' short-term and long-term planning for student learning through a variety of means.
Standard 2: Creating and sustaining a culture of continuous improvement	**Indicator 1:** The school-level administrator sets clear expectations for teacher performance and student performance and creates a system for consistent monitoring and follow-up on growth and development. **Indicator 2:** The school-level administrator supports teacher development through quality observation, feedback, coaching, and professional learning structures. **Indicator 3:** The school-level administrator gathers and analyzes multiple sources of data to monitor and evaluate progress of school learning goals to drive continuous improvement. **Indicator 4:** The school-level administrator operates with a deep belief that all children can achieve regardless of race, perceived ability and socio-economic status.
Standard 3: Creating and sustaining productive relationships	**Indicator 1:** The school-level administrator demonstrates a welcoming, respectful, and caring environment and an interest in adults and students' well-being to create a positive affective experience for all members of the school's community. **Indicator 2:** The school-level administrator provides opportunities for extended, productive discourse between the administrator and teacher(s) and among teachers to support decision-making processes. **Indicator 3:** The school-level administrator structures the school environment to enable collaboration between school-level administrators and teachers and among teachers to further school goals.

	Indicator 4: The school-level administrator has structures and processes in place to communicate and partner with teachers and parents in support of the school's learning goals.
Standard 4: Creating and sustaining structures	**Indicator 1:** The school-level administrator implements systems and processes to align curriculum, instruction, and assessment to state standards and college-readiness standards, continually reviewing and adapting when appropriate. **Indicator 2:** The school-level administrator develops systems and processes to implement a coherent and clearly articulated curriculum across the entire school, continually reviewing and adapting when appropriate. **Indicator 3:** The school-level administrator allocates resources effectively, including organizing time, to support learning goals.

Table 4: Administrator Professional Responsibilities Standards and Indicators

Standard 1: Manages Human Capital	**Indicator 1:** The school-level administrator collects high quality observation data and evidence of teacher practice in a fair and equitable manner and utilizes the results of evaluations to provide supports to improve performance. **Indicator 2:** The school-level administrator uses available data, including teacher effectiveness data, to identify, recognize, support, and retain teachers. **Indicator 3:** The school-level administrator supports the development of teacher leaders and provides leadership opportunities. **Indicator 4:** The school-level administrator complies with the requirements and expectations of the Nevada Teacher Evaluation Framework.
Standard 2: Self-Reflection and Professional Growth	**Indicator 1:** The school-level administrator seeks out feedback from colleagues and staff and uses a variety of data to self-reflect on his or her practice. **Indicator 2:** The school-level administrator seeks opportunities to increase their professional knowledge in an effort to remain current on educational research and evidence-based practices. **Indicator 3:** The school-level administrator pursues aligned professional learning opportunities to improve his/her instructional leadership across the school community.
Standard 3: Professional Obligations	**Indicator 1:** The school-level administrator models and advocates for fair equitable and appropriate treatment of all personnel, students, and families. **Indicator 2:** The school-level administrator models integrity in all interactions with colleagues, staff, students, family, and the community. **Indicator 3:** The school-level administrator respects the rights of others with regard to confidentiality & dignity & engages in honest interactions. **Indicator 4:** The school-level administrator follows policies, regulations, and procedures specific to role and responsibilities.
Standard 4: Family and Community Engagement	**Indicator 1:** The school-level administrator Involves families and the community in appropriate policy implementation, program planning, and assessment. **Indicator 2:** The school-level administrator involves families and community members in the realization of vision and in related school improvement efforts. **Indicator 3:** The school-level administrator connects students and families to community health, human and social services as appropriate.