

Nevada Association of School Superintendents

Personalized Learning

Adam Young, White Pine

Nevada Association of School Superintendents



NCEE/NASS/Innovation Commission

2

- Brings all stakeholders together.
- Focuses on where we need to go as opposed to where we have been.
- Challenges all participants to envision learning system empowering learners for the future.
- Requires rethinking the measures currently used to label students, educators, and schools.

More Positive Steps

3

- State partnership with Knowledge Works and EdExtraordinary to develop the Nevada Portrait of a Learner.
- Sustainability Committee, Policy Committee, Competency Champions, School Design Teams created to further the work in districts.
- Pilot implementation districts for 2024-2025.

Tension

4

- Disconnect between the vision and what is currently measured (as well as how).
- “Hammer” model (along with public shaming and traditional NCLB sanctions) didn’t work, don’t work, and will never work as “reform” measures.
- Encouraging personalized approaches in a model that punishes deviating from the norm.
- Why do we encourage personalization on the “input” but forbid it on testing day?

What value do students and families place on standardized test scores?

5

- Purpose of Education Index (2022).
 - 1010 respondents.
 - Out of 57 attributes, standardized testing ranked 49th in importance.
 - Teacher-administered exams: 10th.
 - Performance in real-world applications: 19th.
 - Class-based projects: 22nd.



*How do you capture the wind on the water?
How do you count all the stars in the sky?
How can you measure the love of a mother?
And how can you write down a baby's first cry?*

(Rutter, 1984)

David E. Norman Elementary (White Pine)

7

- STEAM school: 250+ hours outside of contract time for teachers to deeply learn how to integrate content and develop structures for inquiry, problem-based, collaborative learning.
- Students opt in to Friday inquiry-based learning.
- Students opt in to choice-based clubs (Culinary, Legos, Pottery, Robotics, Basketball, Football, Mathletes, etc.) on Mondays.
- Computer science, vocal music, and physical education.
- Family literacy lunches each month.
- Students are “coated” after meeting scientific inquiry milestones.
- Enrichment/GATE program.
- Based on district’s Portrait of a Leader.

Lincoln County School District

8

- Empower work began in 2019 with the end in mind of the Empower Learner which has the competencies of Modern Skills, Personal Excellence and Responsible Citizen.
- Embedded into each classroom to include the elements of a modern, personalized, and rigorous learning environment.
- Evidence of shared vision, classroom codes, standard operating procedures, learning roadmaps, data notebook/s, unpacked standards in proficiency scales, learning walls, learner profiles, and learning plans in every classroom across the district.
- Creation of advanced learning plans, pre-assessments, targeted small group Instruction, instructional delivery methods (based on standard and student needs), personalized learning, digital learning environment, and Different instructional models to support students' needs.

Churchill County School District

9

- Portrait of a Learner guides competency work.
- Standards based grading through 8th grade.
- Site based professional development.
- Pockets that are excelling-- also have many other pockets in varying stages.

Empowered learners set goals, create opportunities, and explore options for meaningful learning.

Prepared learners possess the tools and perseverance to be a critical thinker who is motivated to take the next step in their journey.

Inspired learners are on fire (passionate) to discover challenges and make the world a better place.

Connected learners develop relationships beyond the school environment.

- Standards Based Grading K-5
- Priority Standards with Learning Progressions PK - 5
- Common Assessments PK - 5
- Professional Development Center
- 8 Instructional Coaches
- Utilize Empower for Reporting Progress PK - 5

Lyon County School District

11

- Lyon Portrait of a Learner is the guiding aspect.
- CTE and Work-Based Learning programs allow students to

demonstrate
competency
through student
based enterprises
and projects.

Home Means Nevada

12

- CTE skills capstone projects.
- Student-led conferences.
- Portfolio presentations involving community members.
- Multidisciplinary projects.
- Inquiry based learning presentations.
- Authentic writing and speaking assessments.
- Fine and performing arts academies.
- Dual credits, associate's degrees, Jump Start, AP, IB.
- Leadership inventories.
- JAG presentations.
- Athletics, music, art, theater, robotics, and more.
- Sometimes--getting an earning an adult diploma is a huge win.
- Internships and work-based learning.
- CTA academies.

Recommendations

13

- Continue to develop a deeper understanding of the entirety of schools--don't succumb to the temptation to be misled by stars and "counting."
- Honor the incredible work that students, families and educators are doing and recognize the incredible complexity and difficulty of that work.
- Govern in a way that empowers innovation and flexibility.
 - Create legislation that **enables** the work educators and schools do.

Recommendations

14

- Eliminate redundant and burdensome reporting requirements.
- **Change** accountability systems to **empower innovation**, expanding ways that districts, schools, educators, students, and families can show their success.
- Address seat time and Carnegie unit requirements.
- Embrace and hone the mindset that “not everything that counts can be counted and not everything that can be counted counts.”
- Participate in NASS’s Future of Learning Academy June 10-11 in Lake Tahoe.

NASS's Invitation to Legislators

15

- **Visit** schools and see for yourselves the meaningful and holistic learning experiences to see for yourself the innovation already occurring in our state. Contact any superintendent!

Thank you!

16