

# Carson City School District Systems Approach to Educational Improvement

Ongoing challenge to meet  
educational needs of every student.

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## Learning Objectives

1. Define critical components of a systemic approach to improvement.
2. Promote critical thought and conversation on establishing a learner centered stance system wide
3. Provide time to for the participant to reflect on methods for utilizing district systems in place to drive the improvement process
4. Establish time for the participant to consider connecting resources to targeted improvement initiative



# Building a Learner Centered Environment

Learner Centered vs.  
Teacher Centered



Learner Centered  
Educational System

Pradere (2010)

## Curriculum

Guaranteed and viable curriculum all content areas and all grade levels

Wiggins & McTighe (1998); Marzano (2006)

## Instruction

Instruction is designed to lead students to mastery of unit assessments.

Tomlinson & McTighe (2006); WestEd (2009) T4S

# Learner Centered Educational System

Pradere (2010)

## Assessment

Common formative and summative assessments pre-post based on units of study

Stiggins (2005)

## Leadership

Leadership focus is on number of students who meet mastery and how to support the system to increase those numbers

NAESP (2008) Leading Learning Communities

Historical Curriculum  
Map – Connected to  
State Standards

T4S Classroom  
Observation Protocol

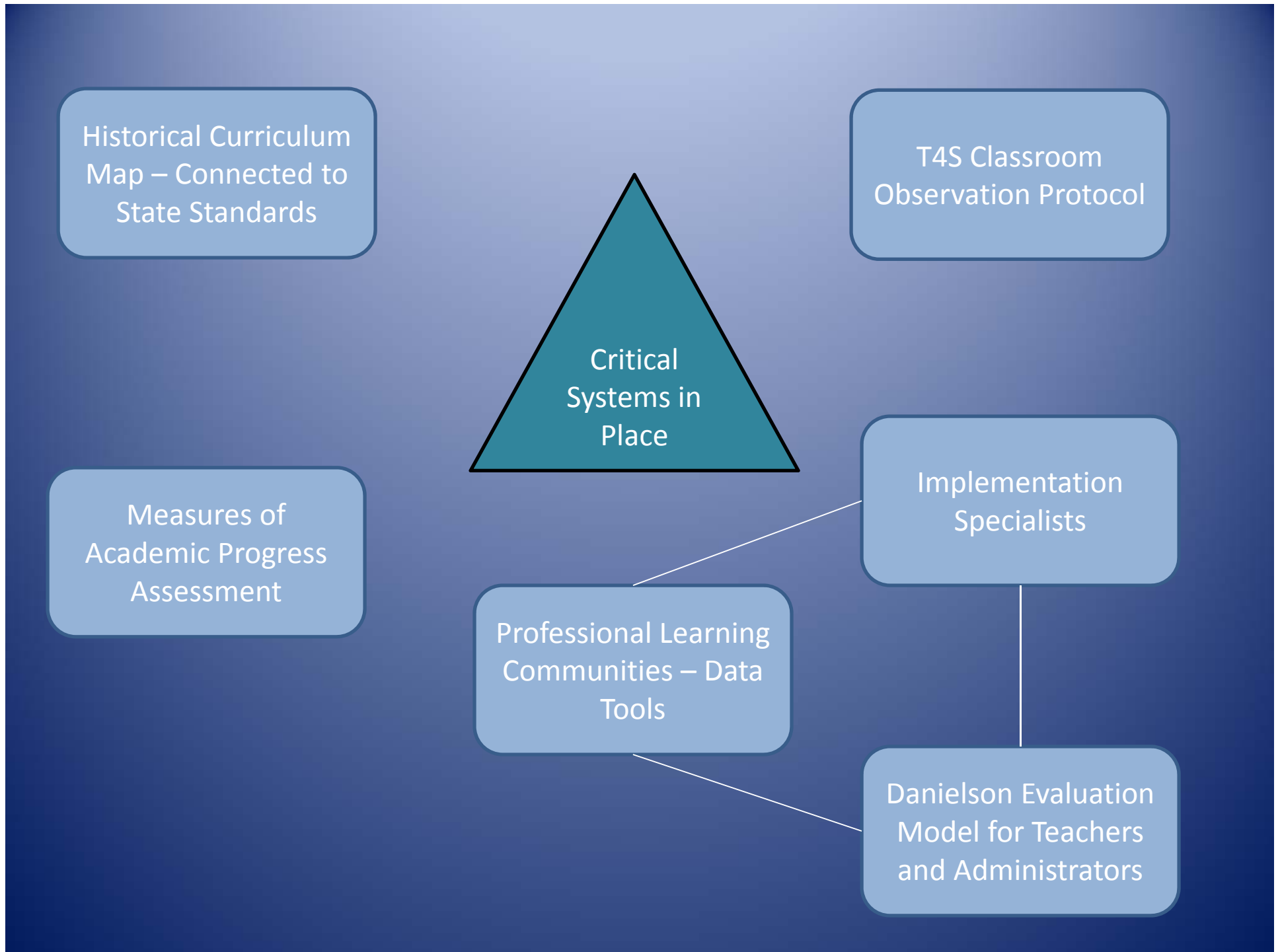
Critical  
Systems in  
Place

Measures of  
Academic Progress  
Assessment

Implementation  
Specialists

Professional Learning  
Communities – Data  
Tools

Danielson Evaluation  
Model for Teachers  
and Administrators



## Systems Approach To Educational Improvement

Determining the most logical place to start.

NCCAT: Nevada Comprehensive Curriculum Audit Tool

Utilize this process to address the District Improvement Planning Process (DIP)

Identified at each school that needed improvement that a guaranteed and viable curriculum and assessment system was lacking



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T4S Classroom Observation Protocol

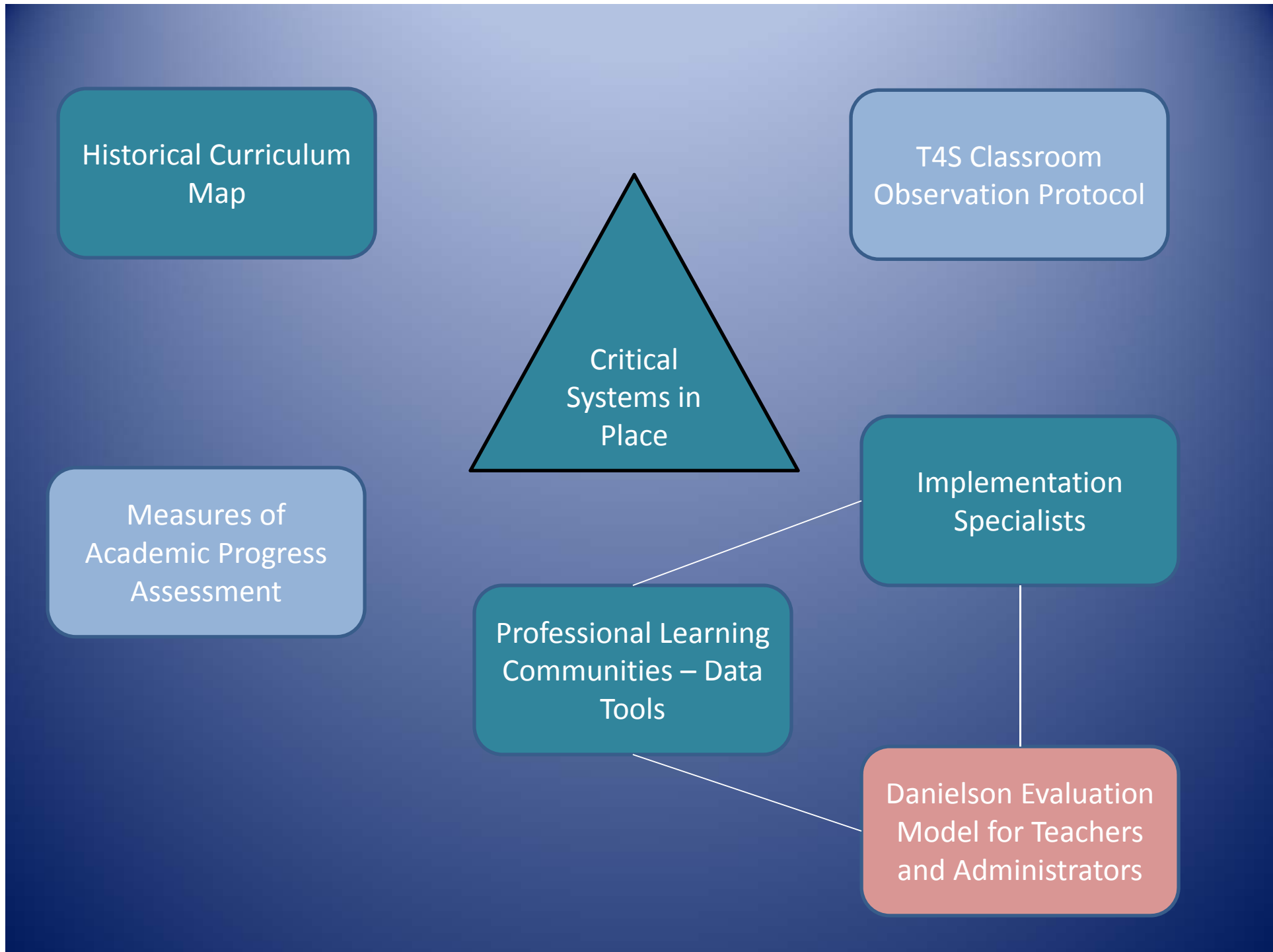
Critical Systems in Place

Measures of Academic Progress Assessment

Implementation Specialists

Professional Learning Communities – Data Tools

Danielson Evaluation Model for Teachers and Administrators



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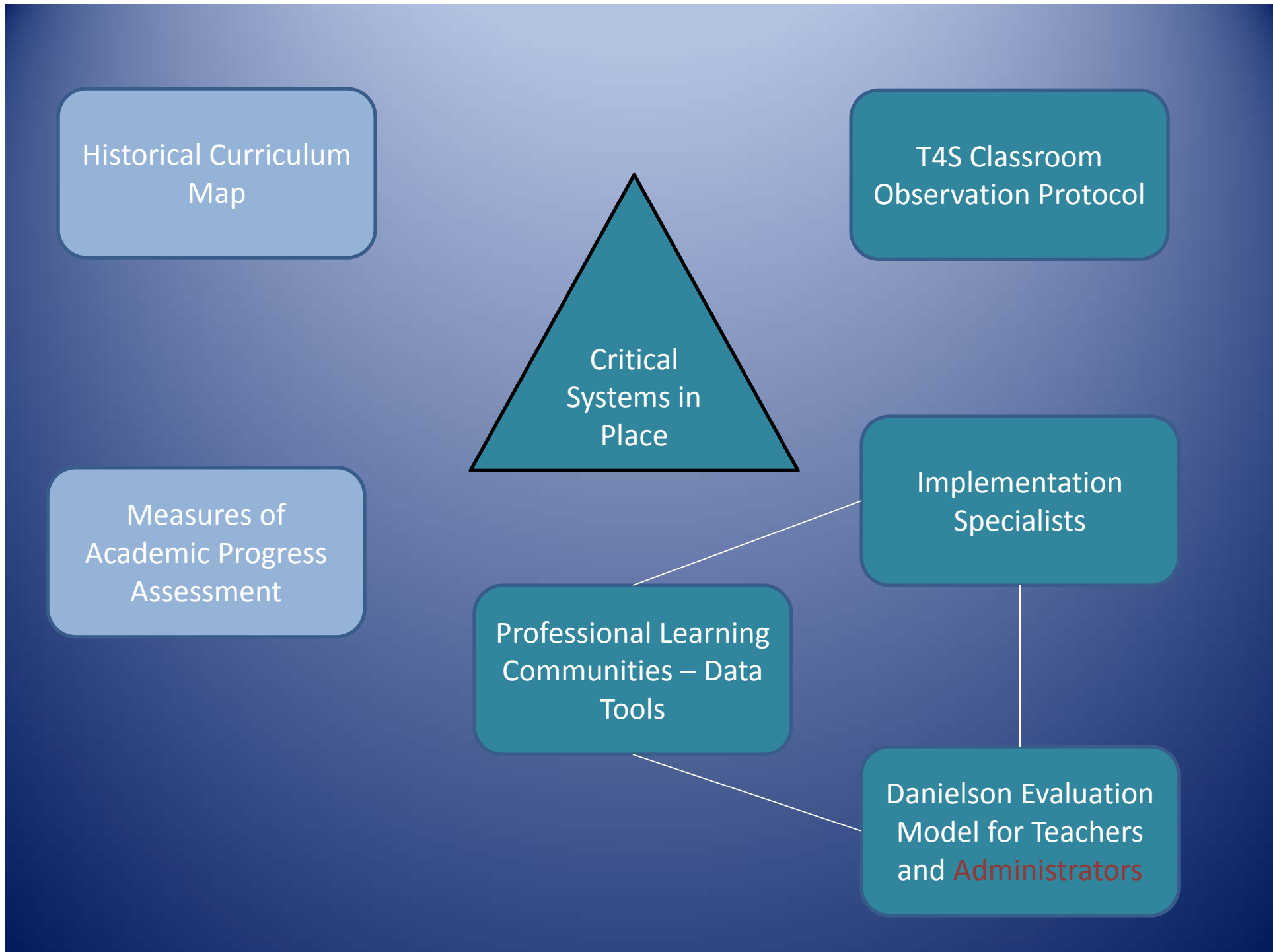
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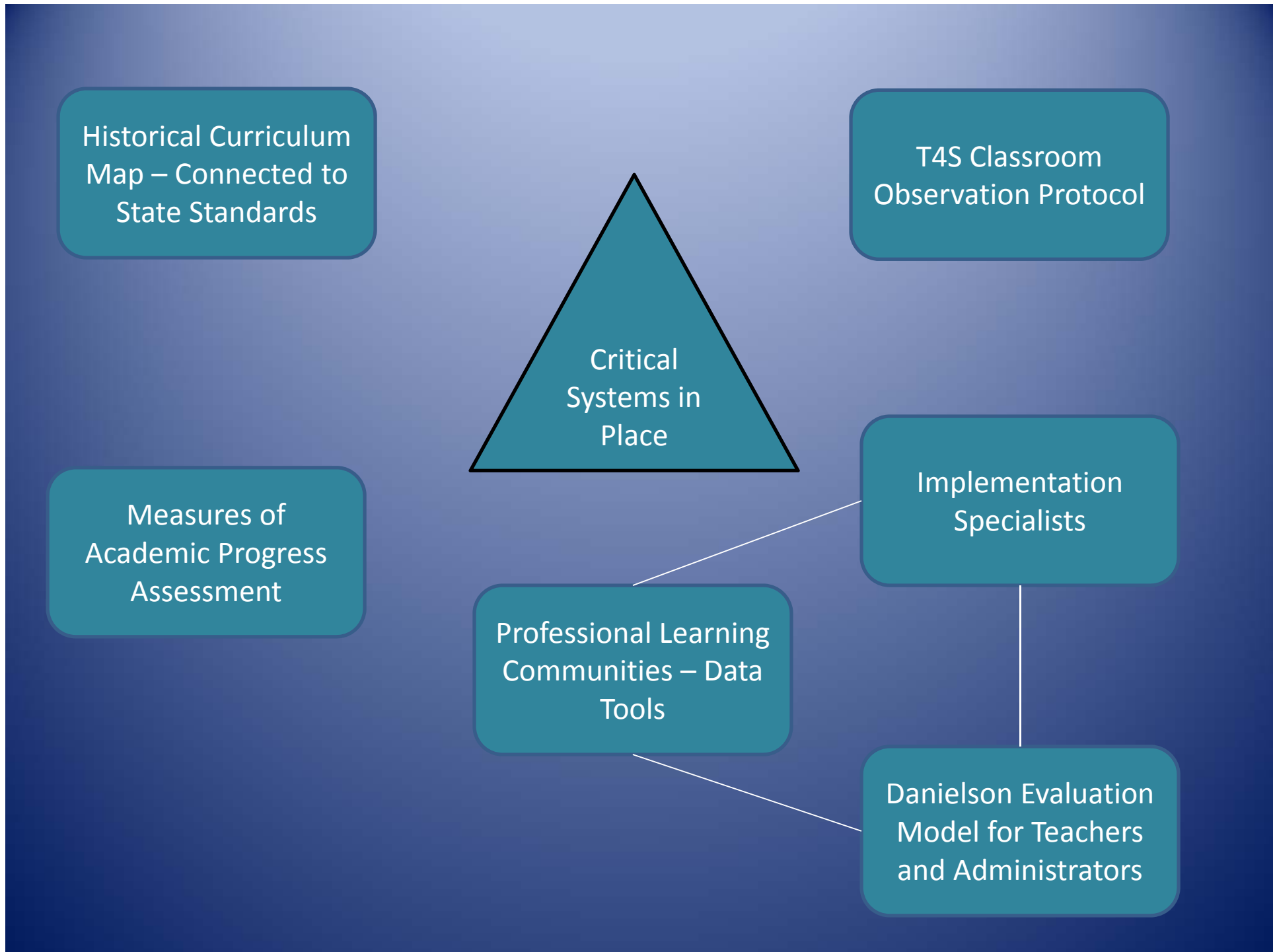
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Grant Resources

Critical Resources

General Fund  
Resources

## Learner Centered System Key Characteristics



Students have knowledge and understanding requirements of Mastery prior to entering units of study – This includes knowledge of the assessment

Guaranteed and viable curriculum in all content and all grade levels. Common units of assessment (pre-post) utilized in all subjects and all grade levels . These are the building blocks to proficiency /mastery

All instructors measure individual success by their students ability to demonstrate mastery on the units of study as a result of the interaction with the teacher and students in the class

Teachers effectively utilize common formative and summative assessment systems where students receive feedback throughout the learning to be sure that they are on the path to mastery

Learner Centered Districts master the use of data and have the ability to effectively tie the curriculum, instruction, assessment, and leadership to unit mastery.

Family engagement = families know what mastery looks like with in each unit of study. This includes all grade levels and all subjects and they provide the appropriate support to students at each grade level.

### Learner Centered Educational System

Pradere (2010)

**Next Steps: If you are interested in furthering this conversation please feel free to contact us:**

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