

# Next Generation Learning

## West Allis – West Milwaukee School District



The School District of West Allis-West Milwaukee believes a personalized learning environment engages today's learners in a rigorous curriculum that is paced to individual learning needs and tailored to the specific interests and learning styles of our students. Within the context of core academic knowledge, students collaborate, communicate and problem solve using critical thinking. Student voice and technology drive global pathways creating authentic experiences that are relevant and accessible anytime, anywhere.

Six pillars define the foundation of Next Generation Learning classrooms in the School District of West Allis-West Milwaukee.

- **College and Career Readiness**  
Graduates have the essential skills, including academic, technical, employability and interpersonal, to succeed at the next level in a post-secondary education or career pathway.
- **Student Centered Learning Environments**  
Learning environments are varied and flexible to accommodate the needs of learners and provide ongoing opportunities to build a collaborative community of students and staff.
- **Competency Based Progression**  
Learners demonstrate evidence of deep learning along a continuum based on the rigor of the Common Core Standards.
- **Student Voice in Learning**  
Learners have significant and meaningful influence in co-designing their educational experience through the use of goal setting and rigorous personal learning paths.
- **21<sup>st</sup> Century Skill Set**  
Students will collaborate, communicate, think critically and problem-solve using creativity, innovation, and technology as a tool for personalized learning.
- **Family and Community Partnership**  
Meaningful relationships with parents and community provide expertise and contributions that are leveraged to support student success.

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### College and Career Readiness

*Graduates have the essential skills, including academic, technical, employability and interpersonal, to succeed at the next level in a post-secondary education or career pathway.*

Essential Elements		
<ul style="list-style-type: none"> <li>Digital portfolio collects summative evidence of accomplishments toward post-secondary or career pathway</li> <li>Learning is contextual and designed around real-world tasks and individual career path choices</li> <li>Employability and soft skills are integrated</li> <li>Leadership development opportunities are encouraged for all</li> <li>K-12 preparation for College and Career Readiness as defined by State Report Cards, Common Core Standards, and other assessments required for chosen career paths</li> </ul>		
K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>Digital portfolio is embedded in a learning management system</li> <li>Learner's Profiles indicate career goals and students set personal goals related to employability and soft skills at least twice a year</li> <li>Annual career mini-inquiries utilizing real world professionals are conducted</li> <li>Classroom jobs are tied to real-world relevance</li> <li>Each student is given opportunities to experience leadership roles through group activities, team meetings, presentations of learning, and/or community service</li> <li>Academic vocabulary, spiral reviews and ACT bell ringers are integrated into instruction</li> </ul>	<ul style="list-style-type: none"> <li>Digital portfolio is embedded in a learning management system</li> <li>Professional Educators confer with student about Learner's Profile and career goals 3 times a year</li> <li>Instruction is related to career exploration, career choice inquiry and problem solving regarding careers</li> <li>Opportunities are provided for professional speakers from various careers</li> <li>Employability and soft skill development is incorporated in social contracts and daily instruction</li> <li>Newsletters are sent to parents and students focusing on employability skills</li> <li>ACT benchmarks and bell ringers are integrated into daily instruction to prepare for state assessments and career path assessments</li> </ul>	<ul style="list-style-type: none"> <li>Digital portfolio is embedded in a learning management system</li> <li>Learner's Profiles indicate career goals</li> <li>Advisors and students collaborate with the Student Service Staff to align career goals</li> <li>Students utilize applied STEM to complete on-line interdisciplinary career inquiry and problem solving</li> <li>Students use WIS careers to align learning with career pathways</li> <li>Community partners (HR reps, military recruiters, college recruiters, etc.) visit classrooms within the 1st month to discuss employability skills and appropriate use of technology in the work place</li> <li>Students will engage in employability skills contracts and have opportunities to earn "Employability Achievement"</li> <li>Students will enroll in elective courses outside the Academy based on a chosen career pathway</li> <li>Students will participate in ACT bell ringers and practice ACT tests</li> <li>Students will complete a minimum of 4 interdisciplinary projects each year which include community involvement</li> </ul>

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### Student Centered Learning Environments

*Learning environments are varied and flexible to accommodate the needs of learners and provide ongoing opportunities to build a collaborative community of students and staff.*

#### Essential Elements

- Students learn in collaborative heterogeneous/homogeneous flexible groups based on need
- Environments are shared and flexible to promote collaborative, individual, small and large group learning
- Students have ownership in classroom design, materials, and routines
- Students move freely to access space and resources as needed
- Professional educators function as interdependent teams to co-plan, co-assess and co-instruct each child
- Teams collaborate to co-design cross-curricular inquiry based learning experiences
- Professional educators roles are flexible, varied and interdependent based on academic learning needs
- Professional educators act as Learning Advisors and Mentors when conferring, coaching and facilitating student progress
- Scheduling and staffing are flexible and allow for on-demand grouping to meet student needs
- Community building is a focus at the class, school, local, and global level
- Learning Environments are built around increased student engagement rather than compliance
- The Gradual Release Model is used to instruct and coach the development of individual responsibility, self-monitoring and organizational skills

K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>• At least two Professional Educators add to every student's PLP as a reader, writer, and mathematician</li> <li>• Professional Educators are flexible in who, where, and how they teach throughout the day according to student needs</li> <li>• Instruction is structured around a model of workshop (collaborative work, independent work and personalized conferring) and seminars (explicit instruction in various targeted groupings) to address personalized learning goals</li> <li>• Instructional groups vary in size within the team</li> <li>• Goals are established individually and public comparisons of data are avoided</li> <li>• The learning space demonstrates student ownership that enhances a variety of learning styles and needs</li> <li>• Students share workspaces. They do not have designated desks, tables, or learning spaces</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend large and small group seminars based on personalized learning goals</li> <li>• Electronic calendars are used to maintain student/educator schedules</li> <li>• Students use flexible workshop time to work on their learning goals, choosing their own area of need</li> <li>• Professional Educators conduct on-demand group lessons during workshop to address immediate needs</li> <li>• Professional Educators collaboratively create on going inquiry based units</li> <li>• Professional Educators establish goals with students and then confer weekly with students to develop and adjust the learning path in each academic area</li> <li>• Using the gradual release model the students and teachers work together to move skills to the independent level where students self monitor and advocate for their own learning</li> <li>• Social contracts are in place and there is a focus on building relationships with the students</li> </ul>	<ul style="list-style-type: none"> <li>• Students attend large and small group seminars based on learning goals</li> <li>• Students use flexible workshop time to work on learning goals, choosing their own areas of need</li> <li>• Professional Educators conduct on-demand group lessons during workshop to address immediate needs</li> <li>• Electronic calendars are used to maintain student/educator schedules</li> <li>• Using the gradual release model the students and Professional Educators work together to move skills to the independent level where students self monitor and advocate for their own learning</li> <li>• Learning spaces are interdependent and are designed around student ownership that meets a variety of learning styles and needs</li> <li>• Professional Educators and students work together to create interdisciplinary learning experiences and projects</li> <li>• Professional Educators meet daily to discuss student achievement and co-plan learning experiences</li> </ul>

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### Competency Based Progression

*Learners demonstrate evidence of deep learning along a continuum based on the rigor of the Common Core Standards.*

Essential Elements		
<ul style="list-style-type: none"> <li>Continuums and course benchmarks provide rigorous curricular frameworks aligned with the Common Core State Standards</li> <li>Advancement is individually paced and based on evidence of learning along the continuum/benchmark</li> <li>Achievement badges are earned as recognition of a student's proficiency of learning along the continuum of mastery of course benchmarks</li> <li>Deep learning occurs through curricular based inquiry (immerse, investigate, coalesce, demonstrations of learning)</li> <li>The Gradual Release Model is used to increase individual responsibility for learning and when immersing students in skills, reasoning, and content</li> <li>Higher order questioning is used to challenge students to reflect, think deeply and develop their own questions of inquiry</li> <li>Seminars are used to provide focused skill or strategy instruction based on learning goals and progressions within the continuums/benchmarks</li> <li>Workshops are utilized for conferring, collaborative work, on demand instruction, interventions and student voice in learning experiences</li> <li>On-line adaptive learning platforms are utilized to provide independent skill development aligned with student need</li> <li>Formative and summative assessments provide immediate feedback to students and inform goal setting and instructional planning</li> <li>Students' evidence of learning demonstrates deep measurable understanding of concepts</li> <li>E-Portfolios document evidence of student growth and track goal achievement</li> </ul>		
K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>RIT ranges, running records, Reading data, technology-based assessments, classroom observations and other assessment data are analyzed to formulate personalized learning paths</li> <li>Professional Educators utilize reading, writing, and math continuums to provide focus and sequence of learning for badging</li> <li>Professional Educators analyze student work as a collaborative team on a regular basis</li> <li>Units of Inquiry incorporate real world applications and challenge-based learning</li> <li>Interdisciplinary unit plans focus on essential questions and attempt to solve real world problems tied to the common core state standards</li> <li>Professional Educators confer with students to discuss formative and summative assessments, to analyze progress and adjust learning paths</li> </ul>	<ul style="list-style-type: none"> <li>Analysis of student work and MAPs data drives the creation of learning paths and instruction</li> <li>Rubrics are shared with students and used to analyze student work for badging</li> <li>Professional Educators model independent learning and then gradually release students to self-monitor own learning</li> <li>Professional Educators collaboratively create inquiry based units</li> <li>Students and Professional Educators confer weekly to discuss formative and summative assessments and to make adjustments to the learning path to meet next goals</li> <li>Common assessments show deeper conceptual understanding through challenged based projects using real life applications</li> </ul>	<ul style="list-style-type: none"> <li>Course benchmarks and frameworks are given to students at the beginning of the unit</li> <li>Benchmarks are broken down into learning targets which serve as goals in students PLPs</li> <li>Students progress through goals at their own pace until they show mastery</li> <li>On demand grouping is utilized during workshop time to provide immediate needs based instruction</li> <li>Common summative assessments are used to provide evidence of student learning within a unit</li> <li>Rubrics are shared with students and used to analyze student work for badging</li> </ul>



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### Student Voice in Learning

*Learners have significant and meaningful influence in co-designing their educational experience through the use of goal setting and rigorous personal learning paths.*

#### Essential Elements

- Learner's Profile defines learners' needs, learning style, interests, motivations and achievements
- Collaboratively developed customized Learning Paths guide all students in reaching academic goals established on the PLP
- Students are able to understand, verbalize and explain their personal learning goals and the path they will take to achieve each goal
- Professional Educators and students co-design relevant learning experiences based on continuum/benchmarks, student needs, learning style, and interest
- Multiple delivery modalities and instructional strategies are used to meet individual needs and engage all learners
- Teams analyze student data in planning and conferring with students to design varied learning experiences

K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>• Professional Educators confer and coach students in establishing and meeting academic goals in reading, math and writing</li> <li>• Learner's Profiles are discussed and updated throughout the year</li> <li>• Personalized Learning plans are developed over time and are continually adjusted and updated as needed</li> <li>• Professional Educators use the gradual release model to create goals, teach concepts, confer to create the path and adjust as needed</li> <li>• The Learner's Profiles are utilized when creating PLPs to capitalize on student's strengths and interests</li> <li>• Students have voice in the way they demonstrate evidence of learning</li> <li>• Students participate in inquiry circles, explore topics of interest, research and share new learning in a variety of ways</li> <li>• At least one Parent-teacher conference per year is student-led</li> </ul>	<ul style="list-style-type: none"> <li>• Learner's Profiles are working documents that are updated frequently and carried over year to year</li> <li>• Professional Educators confer with students weekly to establish goals and update the PLP as needed</li> <li>• Professional Educators and students collaborate to create learning experiences based on personal learning goals and personal interest</li> <li>• Students work at their own pace and take ownership of activities while the professional educator facilitates learning experiences</li> <li>• Students have voice in how they will demonstrate their evidence of learning</li> <li>• Instruction is delivered through whole group shared lessons, small focused groups and independent work</li> <li>• Technology is used for delivery of instruction, collaboration, and content creation</li> </ul>	<ul style="list-style-type: none"> <li>• Learner's Profiles are developed, updated frequently and carried over year to year</li> <li>• Professional Educators confer and coach students in establishing goals, creating a personalized learning path and adjusting the plan as needed</li> <li>• Professional Educators help students reflect on their learning to foster self-advocacy for their next steps</li> <li>• Students develop self directed inquiry projects aligned with their learning goals and interests</li> <li>• Students provide evidence of their learning and present themselves in a professional manner</li> </ul>

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### 21st Century Skill Set

*Students will collaborate, communicate, think critically and problem-solve using creativity, innovation, and technology as a tool for personalized learning.*

#### Essential Elements

- Personal Learning Devices (1:1 iPads) provide access for all students
- Technology resources are implemented with fidelity; Professional Educators monitor student use and provide regular and timely feedback
- Digital accessibility to content, resources and collaboration tools is provided to extend learning 24:7
- Instruction is provided to promote safe on-line activity and strategies for building a positive web presence
- Technology redesigns inquiry based learning experiences striving for high levels of integration according to SAMR Model
- Students use Learning Management Systems to access course resources, collaborate, manage workflow and productivity
- 3R's x 7C's = 21<sup>st</sup> Century Skills and Themes are embedded throughout all curricular areas and are a focal point embedded into all learning
- The power of on-line and social media platforms are leveraged for personalized learning, accessing information, content creation, communication and collaboration
- 21<sup>st</sup> Century Themes (Financial Literacy, Global Communication, entrepreneurialism, and environmental literacy) permeate all curricular areas

K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>• Students demonstrate the ability to read, write, present, and comprehend ideas between a variety of mediums and audiences</li> <li>• Students work in collaborative groups on a regular basis</li> <li>• Students utilize most appropriate media tools to research, evaluate, and organize information</li> <li>• Technology is used in innovative ways to demonstrate new learning</li> <li>• Virtual field trips are used to enhance learning through global communication</li> <li>• Students manage their e-portfolio</li> <li>• Students use online resources to collaborate with peers</li> </ul>	<ul style="list-style-type: none"> <li>• Electronic access to curriculum is utilized on a daily basis</li> <li>• Technology is a tool for blended learning; students learn at school and away from school in part through online delivery with some element of student control over time, place, path, and/or pace</li> <li>• Learning management systems such as websites and blogs are employed</li> <li>• 3R's x 7C's = 21<sup>st</sup> Century Skills are prominently posted throughout the school sites and instructional experiences are designed around these skills</li> <li>• Social media platforms are utilized for learning</li> </ul>	<ul style="list-style-type: none"> <li>• Professional Educators provide guidelines for instructional usage of technology</li> <li>• Moodle is the uniform platform to make all course content digitally accessible for productivity, work submission and on-line discussion forums</li> <li>• Technology is used for blended learning and flipped lessons</li> <li>• 3R's x 7C's = 21<sup>st</sup> Century Skills are prominently posted throughout the school sites and instructional experiences are designed around these skills</li> </ul>

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### Family and Community Partnership

*Meaningful relationships with parents and community provide expertise and contributions that are leveraged to support student success.*

#### Essential Elements

- Parents, families and community members are encouraged to enrich the learning experience by reviewing goals, assisting with anytime learning and sharing their talents
- Learning experiences connect students with families, resources and professionals outside the classroom
- Feedback from family and community groups contribute to educational design
- Business and community partnerships expand opportunities for all students
- Students experience the value of citizenship as they contribute to the greater community

K-5 Design Details	6-8 Design Details	Academy Design Details
<ul style="list-style-type: none"> <li>• Service learning is incorporated to meet student and community needs</li> <li>• Multiple online communication tools are used to ensure timely access to information</li> <li>• Parents have access to their child's portfolio which includes Personalized Learning Plans, Continua, and Learner's Profiles</li> <li>• Surveys are given to families and community members to determine interests, talents, and availability about partnering then resources are coordinated to meet the needs and interests of the students</li> <li>• Information sharing and training opportunities for parents and community members such as; literacy night, technology in schools, parenting for success, etc. are held throughout the year</li> <li>• Professional Educators focus the first parent-teacher conference on listening to encourage parent voice in the partnership</li> <li>• E-portfolios will include record of community involvement, extra-curricular participation, and special recognition</li> <li>• Teams develop partnerships with local businesses, civic groups, and community helpers to make relevant learning connections</li> </ul>	<ul style="list-style-type: none"> <li>• Service learning projects are undertaken on a semester basis to connect learners to the world around them</li> <li>• 24/7 anywhere, anytime learning is facilitated through online platforms, project based learning and frequent home-school communication</li> <li>• Newsletters are posted to a website and shared with parents and the community on a monthly basis</li> <li>• E-portfolios will include record of community involvement, extra-curricular participation, and special recognition</li> <li>• Business and community partnerships are pursued and acquired to enrich learning experiences</li> </ul>	<ul style="list-style-type: none"> <li>• Service learning and/or community service is embedded in learning experiences each semester to connect learners to the world around them</li> <li>• Students are given opportunities to interact and/or shadow community members in careers related to their interest</li> <li>• Parents are connected through student showcase nights and parent institutes that are taught by students</li> <li>• Career focuses are evident in student portfolios, learner's profiles and student led conferences</li> </ul>