Next Generation Personalized Learning
Chapter 1

Visionary Leadership

Mission: The West Allis-West Milwaukee School District develops inquiry-driven, independent learners through instruction that is personalized and engaging, with a focus on college/career readiness and 21st century skill development.

WAWM Statement on Personalized Learning: Personalization occurs when there is a shift between the relationship and role of student and teacher. The WAWM model of personalized learning uses a fluid continuum of gradual release within a model of Balanced Instruction. The goal is to develop engaged, academically prepared learners who share ownership of their learning.

The WAWM District is an urban district serving approximately 9,890 students. The District’s 1:1 iPad program has been implemented at all locations 4K through high school. The District includes twenty-two sites with two comprehensive high schools, four intermediate schools, eleven elementary schools, three 4K centers, an alternative learning center, and one instrumentality charter school. The overall population demographics include approximately 56% white students and 44% students of color. 61% of the total student body is identified as economically disadvantaged and 3% of the total student body is identified as English Language Learners. 14% of the total student population is identified as students with disabilities.

Transformation in a District serving over 9,800 students and employing over 750 teachers is not an easy task. The synergy for change and innovation is sustained throughout the District with on-going support from the School Board, Instructional Services Coordinators, Principals, Academic Deans, and the involvement of a variety of District Committees focused on professional development, technology, and instruction.
Next Generation Learning Communities are two or more teachers working interdependently with flexible roles based on the needs of each student. Together these teachers work to know each student’s learning goals and actively participate in the planning, instructing and assessment of all students to provide rich learning opportunities. Their classrooms function as a collaborative learning space that is flexibly used by students and educators. Students in NxGLC classrooms have a Learner’s Profile that is updated and utilized in planning and learning. Students collaboratively set goals with their teachers that are based on the rigor of the District curriculum framework. These goals address learner needs and provide a voice for students in owning their own learning. A Personalized Learning Plan (PLP) is one tool used in NxGLC classrooms to manage learning goals and build students ownership in learning. Community building and learner dispositions are emphasized to connect and make learning personal.-driven, independent learners through instruction that is personalized and engaging, with a focus on college/career readiness and 21st century skill development.
Pillars of Personalization - Pillar Details

Six pillars define the foundation of personalization within a Next Generation Learning Community.

#1 Professional Knowledge Inclusive of Post-Secondary and Career Readiness

#2 Instructional Planning Inclusive of Student Voice in Learning

#3 Instructional Delivery for Rigorous Relevant 21st Century Learning

#4 Assessment FOR and OF Learning Utilizing Proficiency Based Progressions

#5 Student Centered Learning Environment

#6 Changing Role of Professionalism

Teaching & Learning Perspectives

Personalization is building student ownership and self-efficacy. In our classrooms learning is viewed and acted upon from both the teacher and learner perspectives.

MOVIE 2.1 WAWM NxGL Video

Short Video - WAWM Next Generation Learning
Flexible Learning Environments

Student centered learning environments are varied and flexible to accommodate the needs of learners and provide ongoing opportunities to build a collaborative community of students, staff, and families.

Our learning environments are built around increased student engagement rather than compliance and the students take ownership in the classroom design, materials, and routines. Students are able to move freely to access resources, technology, and spaces that meet their learning styles, as needed.

Scheduling and staffing are flexible and allow for just in time, on-demand instruction to meet student needs. Within our Next Generation Learning Communities, we follow a seminar and workshop model which allows for explicit instruction in various targeted groupings, student led collaborative work, independent work and personalized conferring with mentors and professional educators. Professional educators use iPads to schedule seminar times with students, as well as offer the opportunity for students to request/schedule a time to meet with the professional educator based on their needs.
Key Findings:
In general, students with NxGL participating teachers in personalization implementation demonstrated greater academic growth in mathematics and reading than students with non-participating teachers. On average, students with “developing level” NxGL teachers and “mastering level” NxGL teachers demonstrated greater increases in mathematics test scores, as compared to students with non-participating teachers. In addition, students also demonstrated greater increases in reading test scores after having NxGL participating teachers at any implementation level in comparison to students with non-participating teachers. In both subjects, the magnitude of the effect increased for teachers with higher NxGL implementation levels.

Overall, among the students with participating NxGL teachers, test scores increased by significantly larger margins in mathematics, reading, and language arts in the years during which they were taught by participating NxGL teachers. Students’ test scores in all three subjects significantly increased in years in which they had developing level and mastering level teachers.
In the West Allis - West Milwaukee School District we believe in ongoing professional learning and personalized, relevant, and timely professional development opportunities to build educator effectiveness to ensure the success of all students. We believe that great teachers are life-long learners and continue to reflect upon practice, growing to meet the needs of students each year.

Professional educators utilize a strategic 30-60-90 day planning cycle to engage in inquiry that promotes reflection, implementation, and sharing. The process begins with self-reflection and setting personal and team goals based on proficiency with implementation of District initiatives.

Full time Technology Integrators facilitate building based professional development, co-plan, co-teach, and mentor colleagues with integrating content creation and digital workflow into teaching and learning.

In addition, the District’s Technology Integrators have also developed on-demand professional development for teachers through iTunes U. Enroll Code: JDR-QJ8-8ZB. Teachers can earn certificates of knowledge and/or implementation for a variety of instructional technology topics.