Thought Exercise

Take a few moments to think about your aspirations -- greatest wishes -- for the life that you hope your students, or your own children, will be living when they are 40 years old.

Write down single words or short phrases that describe the defining features of that life.

Write your thoughts down on the card we’ve provided.
Leadership for Human Schools

The Story of Wooster School
LEARNING INTENTIONS

1. Introduction of the concept of a Human School.
2. Understanding of some core concepts associated with being a Human School.
3. Exploration of one school’s Human School journey thus far.
4. Reflection on your own school’s human journey.
DISCLAIMER

Much like any good human, Wooster School is still very much a work in progress and is profoundly imperfect. We are ambitious, aspirational, and hopeful, but recognize that while we have made great strides, we are well short of having created the optimal school experience for our young humans.
A Human School

A human school is committed to the social, emotional, spiritual, and intellectual growth and well-being of individuals, within a healthy, community-based learning environment.
Leadership for Human Schools Step One

BELIEVE IN HUMAN DEVELOPMENT OUTCOMES -- AND REMIND OTHERS THAT THEY DO TOO.
Jobs We Do For You:
Belonging/Community
Opportunity/Confidence
Skills, Dispositions, Knowledge
Health and Well-being

Gallup-Purdue: How you experience college is more important than where you go.

Humility
Leadership
Ability to Learn
Ownership
Expertise
Emotional IQ
Cognitive Flexibility
Listening Skills

Skills
Relationships
Mentors
Authentic Learning

Belonging
Relationships
Purpose
Vulnerability
Learning

Relationships
Self-Understanding
Agency/Action

Wooster School
MINDING WHAT MATTERS
Leadership for Human Schools Step Two

PLACE THE SCIENCE OF THINKING, LEARNING, AND HUMAN BEHAVIOR AT THE CENTER OF EVERYTHING.
DECISION-MAKING & WAYFINDING

SELF-UNDERSTANDING

AGENCY

BRAIN MIND

RELATIONSHIPS

PHYSIOLOGY

BEHAVIOR

EMOTIONS

MICROMOTIVES
Leadership for Human Schools Step Three

HIRE AND RETAIN PEOPLE WHO SHARE YOUR BELIEF IN HUMAN DEVELOPMENT.
flexible, collaborative, & adaptive
tolerant with ambiguity
lifelong learner
positive & humorous
love of teaching and children

**PROCESS**

Initial Sorting of Materials

*Department Coordinator & Colleague(s) | Instructional Leadership Team*

- What do we look for?
  - Disposition: flexibility, positivity, tolerance with ambiguity, humor, lifelong learner, love of teaching and kids.
Step Four

CREATE AND FOSTER PROGRAMS THAT NATURALLY REFLECT THE SCHOOL’S BELIEF IN HUMAN DEVELOPMENT.
Ready, FIRE, Aim!!!
Teacher Learning

Deep Learning Initiative

Student & fac. portfolios
documentation, evidence

Learning groups
bi-weekly → weekly

cognitive psychology
interleaving, low-stakes quizzing

thinking protocols
L.A.S.T.
Tuning

compétence
personalization
jaggedness, paths, context

thinking routines
4Cs

ed. statistics
feedback, goal-setting

Deep Learning Initiative

patent-student-teacher conferences
independence & agency, metacognition

Day of reflection

Deep work days

Attention, undistracted

L.A.S.T.

Global understanding

Learning groups

Teacher Learning

Teacher Learning

Learning groups

thinking routines

4Cs

Teacher Learning

Learning groups

thinking routines

4Cs

Teacher Learning

Learning groups

thinking routines

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4Cs
2013
VISIBLE THINKING RUTINES

Red Light, Yellow Light

Step Inside

Circle of Viewpoints

See-Thinking Wonder

Micro Lab

Zoom In

Claim-Support-Question

Think-Puzzle-Explore

Chalk Talk

Sentence Phrase Word

3-2-1 Bridge

Connect Extend Challenge

The 4Cs

G-S-C-E Concept Map

CSI

Headlines
Depth & application

Feedback

Metacognition

Interleaving
When the professor is passionate about teaching and you genuinely understand and enjoy the class

emotion
choice
flexibility
Ready, FIRE, Aim!!!
Wooster School
Minding What Matters
Upper School
2019 - 2020
Course of Study

most advanced coursework

11 & 12
Wooster School
Deep Learning Initiative
How does teaching and learning best happen?

What will best prepare our students for college and a life well lived?
depth & application

feedback

metacognition

choice & flexibility

inquiry, research, communication

independence & agency
2018
THE END OF AVERAGE

HOW WE SUCCEED in a World That Values Sameness

TODD ROSE
1. Molar Mass

Steps
- Watch the associated lecture.
- Answer the lecture questions below.
- Complete the worksheet in class.

Questions

<table>
<thead>
<tr>
<th>Tags</th>
<th>Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Science</td>
<td>(Intro.Chem.5a) Stoichiometry: Molar Mass</td>
</tr>
<tr>
<td>From Unit</td>
<td></td>
</tr>
<tr>
<td>Science</td>
<td>(Intro.Chem.5a) Stoichiometry: Balancing Chemical Equations</td>
</tr>
<tr>
<td>Place coefficients in front of chemical formulas so that the number of each element is equal on either side of the equation</td>
<td></td>
</tr>
</tbody>
</table>

Altschool is backed by Founders Fund, Andreessen Horowitz, Emerson Collective, First Round Capital, Harrison Metal, John Doerr, Jonathan Sackler, Learn Capital, Omidyar Network, Mark Zuckerberg and Priscilla Chan's donor-advised fund at Silicon Valley Community Foundation, and other leading investors.
Ready, FIRE, Aim!!!
### Wooster School
### Instructional Model

#### 2019-20 FOCUS AREAS

<table>
<thead>
<tr>
<th>Competency-based Curriculum</th>
<th>Standardized Model</th>
<th>Learner-Centered Paradigm</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Knowledge &amp; Understanding</strong>: I understand the basic vocabulary and conceptual underpinnings of competency-based education, but have yet to write any of my own competencies or use those from an existing framework (e.g. Quo).</td>
<td>I have written competencies for my courses and units, and/or applied these from an existing framework to articulate learning goals for myself and my students.</td>
<td>The competencies I use in my courses are drawn from the domain of skills, dispositions, and knowledge, and specific in what they mean and look like in my students’ work.</td>
</tr>
<tr>
<td><strong>Comprehension &amp; Application</strong>: The competencies I use in my courses are connected to broader departmental, grade-level, and institutional frameworks (DoE, grades, common core, PST Continuums).</td>
<td>Closely defined learning targets connected to a holistic competency framework and reporting structures.</td>
<td></td>
</tr>
</tbody>
</table>

**Associated instructional methods**: backwards design, rubrics, efficacy, PST Conference preparation, mastery grading, content variance.

### Personalization

<table>
<thead>
<tr>
<th>Standard, whole-group model for all students, exclusively</th>
<th>I understand the basic conceptual idea of personalization, but I don’t yet understand how to operationalize these ideas into classroom practice.</th>
<th>I have identified specific aspects of personalized instruction in my courses, and have a plan to implement them this year.</th>
</tr>
</thead>
<tbody>
<tr>
<td>I have implemented several specific personalized strategies into my classroom practice, and am in process of creating a modified framework schema they are my standard instructional model.</td>
<td>I apply competencies and data to identify individual students’ needs, and create my learning environments to validate those needs and provide “goldilocks” next steps for each of them.</td>
<td>Recognition and validation of uniqueness. Use of dynamic groupings of students – and individual work – consistent with students’ needs.</td>
</tr>
</tbody>
</table>

**Associated instructional methods**: formative feedback, peer learning, project-based learning, student-driven projects, self-directed learning.

---

**learning, 18-19**
## Wooster Science Department
### Competency Framework

<table>
<thead>
<tr>
<th>Investigation</th>
<th>Understanding</th>
<th>Communication</th>
<th>Citizenship</th>
<th>Career Readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>I can conduct scientific investigations to gain understanding about the world.</td>
<td>I can derive understanding from scientific and/or technical information or ideas presented in various formats (including orally, graphically, textually, and mathematically).</td>
<td>I can communicate scientific and/or technical information or ideas in multiple formats (including orally, graphically, textually, and mathematically).</td>
<td>I can act as a global citizen in the way that I approach the learning and application of science.</td>
<td>I can demonstrate mastery in a variety of disciplines in preparation for future college experiences and careers.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>INV</th>
<th>UND</th>
<th>COM</th>
<th>CTZ</th>
<th>CRD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Inquiry &amp; Design</td>
<td>Reading Comprehension</td>
<td>Data Analysis</td>
<td>Argumentation</td>
<td>A. Patterns*</td>
</tr>
<tr>
<td>Lab and Field Skills</td>
<td>Audiovisual Comprehension</td>
<td>Digital Media</td>
<td>Application/Engineering</td>
<td>B. Cause &amp; Effect</td>
</tr>
<tr>
<td>Organizing Data</td>
<td>Equations and Algorithms</td>
<td>Diagrams/Models</td>
<td>Professionalism</td>
<td>C. Scale, Proportion &amp; Quantity</td>
</tr>
<tr>
<td>Interpreting Data</td>
<td>Diagrams/Models</td>
<td>Speaking</td>
<td>Ethics</td>
<td>D. Systems &amp; System Models</td>
</tr>
<tr>
<td>Literature Research</td>
<td>Understanding from Graphs</td>
<td>Writing</td>
<td>Creativity/Beauty</td>
<td>E. Energy &amp; Matter</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Equations &amp; Algorithms</td>
<td>Collaboration</td>
<td>F. Structure &amp; Function</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Student Action</td>
<td>G. Stability &amp; Change</td>
</tr>
</tbody>
</table>
Parent - Student - Teacher Conferences

Redesigned opening days of school

Days of Reflection & Metacognition

Deep Work PD

Literature Circles

Humanities Program

Fully charged breakfast
Leadership for Human Schools Step Five

USE THE BEST THINKING ABOUT MARKETING AND HUMAN BEHAVIOR TO TALK ABOUT WHAT YOU DO.
“Marketing is the generous act of helping others become who they seek to become. It involves creating honest stories—stories that resonate and spread.”

― Seth Godin, This Is Marketing: You Can't Be Seen Until You Learn to See
Job 1: All students will feel a strong sense of belonging to our community, build relationships, and be well known as people and learners.
Job 2: All students will discover strengths and build confidence through opportunity and participation -- constantly exploring interests, leading, following, and collaborating.
Job 3: All students will build the skills, dispositions, and knowledge necessary to be successful in academic and work settings throughout life.
Job 4: All students will learn that health, wellness, and fulfillment are essential to a life well-lived.
Wooster as a Human School -- By the Numbers
Lost $4M between 2012 - 2015, Enrollment of 371 (US: 135)

2013/14: Focus on the “ugly truths” of the numbers
2015/16: International Students Program
2015/16: Cash positive operations
2016/17: Deep Learning Initiative
2016/17: Variable Tuition Rollout
2017/18: Graduates enrolled at Stanford, UPenn, Vanderbilt, etc.
2017/18: Net Assets positive
2018/19: Phase out of Lower School Announced
2018/19: Days of Deep Work
2018/19: Town of Ridgefield becomes largest student base
2019/20: Largest 9th Grade Class in History
2020/21: MS Redesign/GOA/9 AM School Start/Senior Year
# Upper School Weekly Schedule 2020-21

<table>
<thead>
<tr>
<th>Time</th>
<th>MONDAY</th>
<th>TUESDAY</th>
<th>WEDNESDAY</th>
<th>THURSDAY</th>
<th>FRIDAY</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:50 - 8:50</td>
<td>Pre-Class</td>
<td>Pre-Class</td>
<td>Pre-Class</td>
<td>Pre-Class</td>
<td>Pre-Class</td>
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<tr>
<td>8:50 - 9:50</td>
<td>A</td>
<td>G</td>
<td>A</td>
<td>G</td>
<td>B</td>
</tr>
<tr>
<td>9:50 - 10:15</td>
<td>B</td>
<td>B</td>
<td>B</td>
<td>C</td>
<td>C</td>
</tr>
<tr>
<td>10:15 - 11:00</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
<td>Break</td>
</tr>
<tr>
<td>11:00 - 11:50</td>
<td>C</td>
<td>C</td>
<td>D</td>
<td>D</td>
<td>D</td>
</tr>
<tr>
<td>11:50 - 12:30</td>
<td>Advisory</td>
<td>D</td>
<td>E</td>
<td>E</td>
<td>Clubs</td>
</tr>
<tr>
<td>2:15 - 3:00</td>
<td>E</td>
<td>E</td>
<td>F</td>
<td>F</td>
<td>F</td>
</tr>
<tr>
<td>3:00 - 3:35</td>
<td>F</td>
<td>A</td>
<td>G</td>
<td>A</td>
<td>G</td>
</tr>
<tr>
<td>3:35 - 4:30</td>
<td>PM Programming</td>
<td>PM Programming</td>
<td>PM Programming</td>
<td>PM Programming</td>
<td>PM Programming</td>
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</tbody>
</table>

Diagram: GOA
Leadership for Human Schools Step Six

KEEP GOING.
DON'T BLINK.
BREATHE.
HAVE FUN.
FIND THE OTHERS.

-- D. Rushkoff

Team Human
FINDING THE OTHERS

CRAZY TOWN

HMMM

BELIEF, YES. ACTION, NOT SO MUCH.

SMALL STEPS TAKEN

ON THE JOURNEY

RIGHT THERE WITH YOU

YOU SHOULD CALL US

On the back of your card, please write the number which best expresses your/your school’s place on the Human Schools continuum.