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Leading the Evolution: How to Make Personalized Competency-Based Education a Reality

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Study Guide

This study guide is a companion to the book *Leading the Evolution: How to Make Personalized Competency-Based Education a Reality* by Mike Ruyle. *Leading the Evolution* provides a framework to support school leaders in evolving the traditional educational paradigm to meet every student's learning needs by using personalized competency-based education (PCBE).

This guide is arranged by chapter, enabling readers to either work their way through the entire book or focus on the specific topics addressed in a particular chapter. It can be used by individuals, small groups, or an entire team to identify key points, raise questions for consideration, assess conditions in a particular school or district, and suggest steps that might be taken to promote a healthy school culture.

We thank you for your interest in this book, and we hope this guide is a useful tool in your efforts to create a healthy culture in your school or district.

Chapter 1

Foundations for Evolution

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1. What is the PCBE model? What are the objectives of the PCBE model?

2. For what reasons do schools need to evolve? In particular, explain how the various anxieties and struggles that students, teachers, and school leaders face in the current system drive the need for evolution in schools.

3. Please explain the primary systems of the PCBE model. What are the foundational concepts and the research base of the PCBE model?

4. What is the evolutionary triad, and what role does it play in the PCBE model?

5. Define *transformational instructional leadership*, *teacher optimism*, and *student engagement*. What roles do these concepts play in the PCBE model?

6. What is the *bottom line* in an educational setting? How does the evolutionary triad affect this bottom line?

Chapter 2

The Transformational Instructional Leader

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1. Define *educational leadership* and its role in the PCBE model.

2. Explain the *banking model of education*. How does the PCBE model move away from this concept into new territory?

3. What role does educational leadership have in the evolving classroom? How does this role differ from the role of more traditional educational leadership?

4. Of the twenty-one leadership responsibilities on pages 33–34, which responsibilities are associated with transformational leadership and which with instructional leadership? How do transformational leadership and instructional leadership combine in *transformational instructional leadership*?

5. What are the three leadership traits required in order to facilitate and sustain the shift to the PCBE model?

6. Describe five important strategies that leaders should cultivate in order to strengthen their transformational instructional leadership abilities.

Chapter 3

The Optimistic Teacher

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1. Define *teacher optimism*, and explain the role that it plays in the PCBE model.

2. How is the role of the teacher in the evolving school unique or different?

3. Describe and evaluate the three staff characteristics most important in the composition of teacher optimism.

4. What are the six most important strategies for strengthening teacher optimism in the PCBE system? Give an example of each strategy in action.

5. Define *authentic learning*, and explain the role it plays in teacher optimism.

6. In what ways can teachers foster a professional, collaborative culture? What is the importance of doing so?

Chapter 4

The Engaged Student

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1. Define *student engagement*, and explain its role in the PCBE system.

2. What role does the student have in an evolving school? How is the role of the student in an evolving school unique?

3. What are the five levels of student engagement in the classroom? With this new information, how could a more nuanced definition of *engagement* be created?

4. Why is greater student engagement needed in the evolved school? How might an educator identify the factors that influence student engagement?

5. What four themes have students deemed the most important to maintaining an increased level of academic engagement? Provide an example of each at work in the classroom.

6. What five strategies are most useful in strengthening student engagement? Explain each and provide an example of each.

Chapter 5

The High-Impact School

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1. In your own words, explain what makes a school a *high-impact school*.

2. How does strengthening the system serve to sustain and support the evolutionary process over the long term? What are the primary strategies for strengthening the system?

3. How does the High Reliability Schools framework support the work of the PCBE system?

4. Describe the ways in which a school might cultivate relationships with outside institutions. What is the importance of doing so?

5. Explain the significance of shifting hiring and training priorities in maintaining the triad's momentum. What type of faculty should be built in order to sustain the evolutionary process? What qualities should the ideal composition of faculty possess?

6. Why is it important to monitor evolutionary progress while shifting to the PCBE system? What role does collection and interpretation of data have in monitoring this progress? What about celebration?