

Personalized Learning

“Innovation is hard because it means doing something that people don’t find very easy. It means challenging what we take for granted.” --Sir Ken Robinson

EDUCATION ELEMENTS



Background Information

2 big questions from 3.29.17 Administrator's Meeting

1. Is this just “one more thing”, or following the latest fad?
2. Why can't we just do this internally?

Background Information

Is this just “one more thing”, or following the latest fad?

Our teachers are doing great things, and many are already innovating to best meet the needs of their students:



Background Information

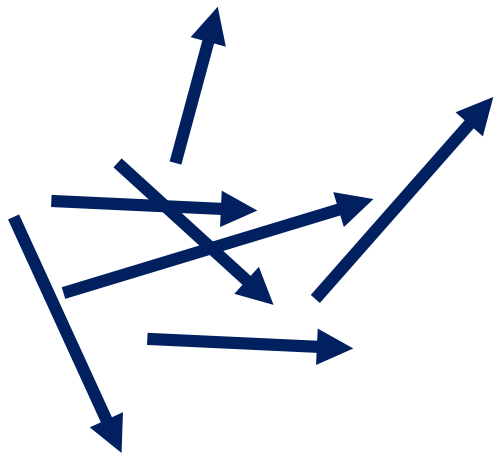
Is this just “one more thing”, or following the latest fad?

Blended Learning; Professional Learning Communities; **Video Conferencing;** Digital Content & Resources; Targeted Instruction; **CENTERS/STATIONS/SMALL GROUP WORK;** Flipped Classrooms; *Student Ownership;* **Project Based Learning;** *Data Driven Decisions;* Differentiated Instruction

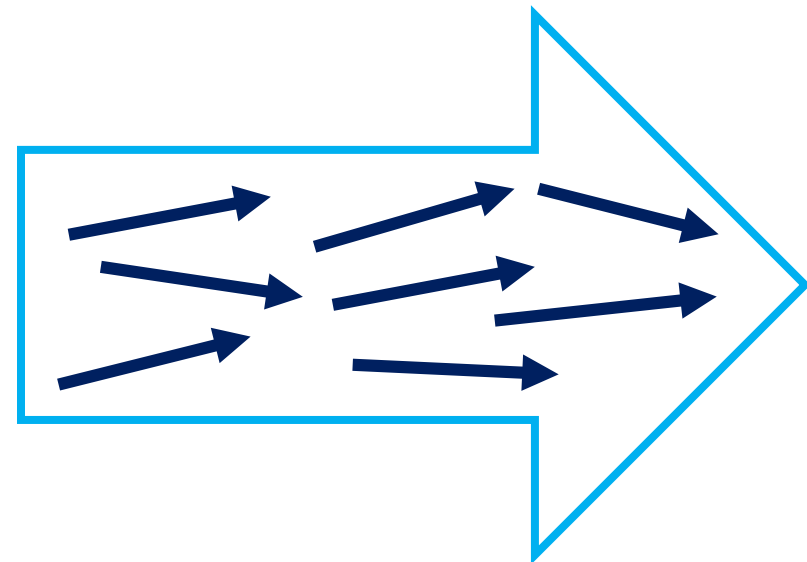
....this simply ties everything together

Background Information

Loosely Coupled



Tightly coupled



Background Information

WHY CAN'T WE JUST DO THIS INTERNALLY?

Innovation Committee

Teachers:

- Kim Leslie—Distance
- Jason Daniels—K-Beach
- Jen Booz—Homer Middle
- Leigh Ray—Seward El
- Greg Zorbas—KCHS
- Rob Sparks—SoPrep
- Karla Barkman—Coach

Admin/District

- Kari Dendurent—Homer Middle
- Rich Bartolowits—Distance
- Trevan Walker—Seward HS
- Jeff Ambrosier—Ninilchik
- John Pothast—Director
- Eric Soderquist—Director
- Melissa Linton—Curriculum
- Dan Castimore—School Board

Innovation Committee

Issues Discussed over past 3 meetings

- Personalized Vs. Blended Learning & KPBSD strengths/weaknesses
- Providing Professional Learning (Staff PD)
- Technology: devices, content,
- School Structures: Calendars, schedules, physical spaces, fluidity
- Curriculum, digital content, OER's, Instructional Design
- Time, pace, pace, path of learning, earning credits
- Competency Based Learning
- Project Based Learning

Innovation Committee

Comments made universally during the ending “once around”
at the end of our last meeting in January:

- This is exciting...we're ready for this...we've been working toward this for years...I'm ready....let's go!!
- **BUT.....**
- Do we really have the internal capacity to do ALL of this?
- Who (not single person, but multiple people) will ultimately be responsible for all these changes? We all already have full-time jobs.
- This is a HUGE lift!!

Ryan Russell—Assistant Superintendent, Innovation and Improvement Warren School District, Indiana

“We had great confidence in ourselves and decided we could make this transformation on our own, so we “went”. We tried to go alone and failed.”

“In retrospect we did a lot of things wrong because we thought we knew what we were doing, but we really didn’t know.”

“In working with Education Elements for our first 6 months, we surpassed what we were able to do on our own the previous 2 years. They are worth every penny!”

Jamie Sheldahl—Superintendent Yuma One School District, Arizona

“They are very responsive & customized. They really synthesized our conversations and used them to help guide our schools and district.”

“They are great problem solvers. They don’t endorse any particular product or company, but have all the information we needed to help us evaluate the options and make choices that fit our needs.”

“I’m a very skeptical person, especially when it comes to consultants, but I really like working with them. They’re worth the money.”

What does it look like?

DISTRICT

- ❖ Planning Work Begins at District Level Spring, 2017
- ❖ Schools “Launched” in 3 Waves
 - Fall, 2017**
 - Winter, 2018**
 - Fall, 2018**
- ❖ Preliminary Data Collection & Planning Work Begins for Wave 1 Schools Spring, 2017 (Leadership Academy)

What does it look like?

DISTRICT

Guidance and helping bring everything TOGETHER:

- **Personalized Learning Strategies**
- **Curriculum, Materials, Digital Content & Open Educational Resources**
- **Canvas**
- **Blended Learning/Leveraging Technology to aid PERSONALIZATION**
- **Professional Learning Communities**
- **Redefinition of Teaching & Learning**

What does it look like?

DISTRICT

PL Framework Drives District Strategy

STRATEGY	DESIGN	CURRICULUM & INSTRUCTION	SUPPORT	OPERATIONS
 PL Vision Alignment	 Culture of Innovation	 Curriculum Inventory	 Roles to Support PL Teachers	 Devices and Digital Tools
 PL Rollout Plan	 PL Instructional Models	 Online & Offline Curriculum Alignment	 PL Professional Learning Plan	 IT Support Plan
 Multi-Year Roadmap	 Students As Self-Directed Learners	 Digital Portfolio and Usage	 PL Resource Bank	 Infrastructure Upgrade Plan
 Initiative Alignment	 Schedule Aligned to PL Design	 Grading, Assessment, and Data Culture	 PL Coaching and Feedback System	 3-5 Year Budget
 PL Expectations & Success Indicators	 Teacher Role in PL Instructional Model	 Strategy for Specific Student Populations	 PL Communication Plan	 Workforce Plan

PL Core Four Drives School Design



What does it look like?

SCHOOL



❖ School Level Assessment & Planning

❖ School & Classroom Level Planning & Design

❖ School/Classroom Design & Launch

❖ Learning Walks, Reflect, Adjust

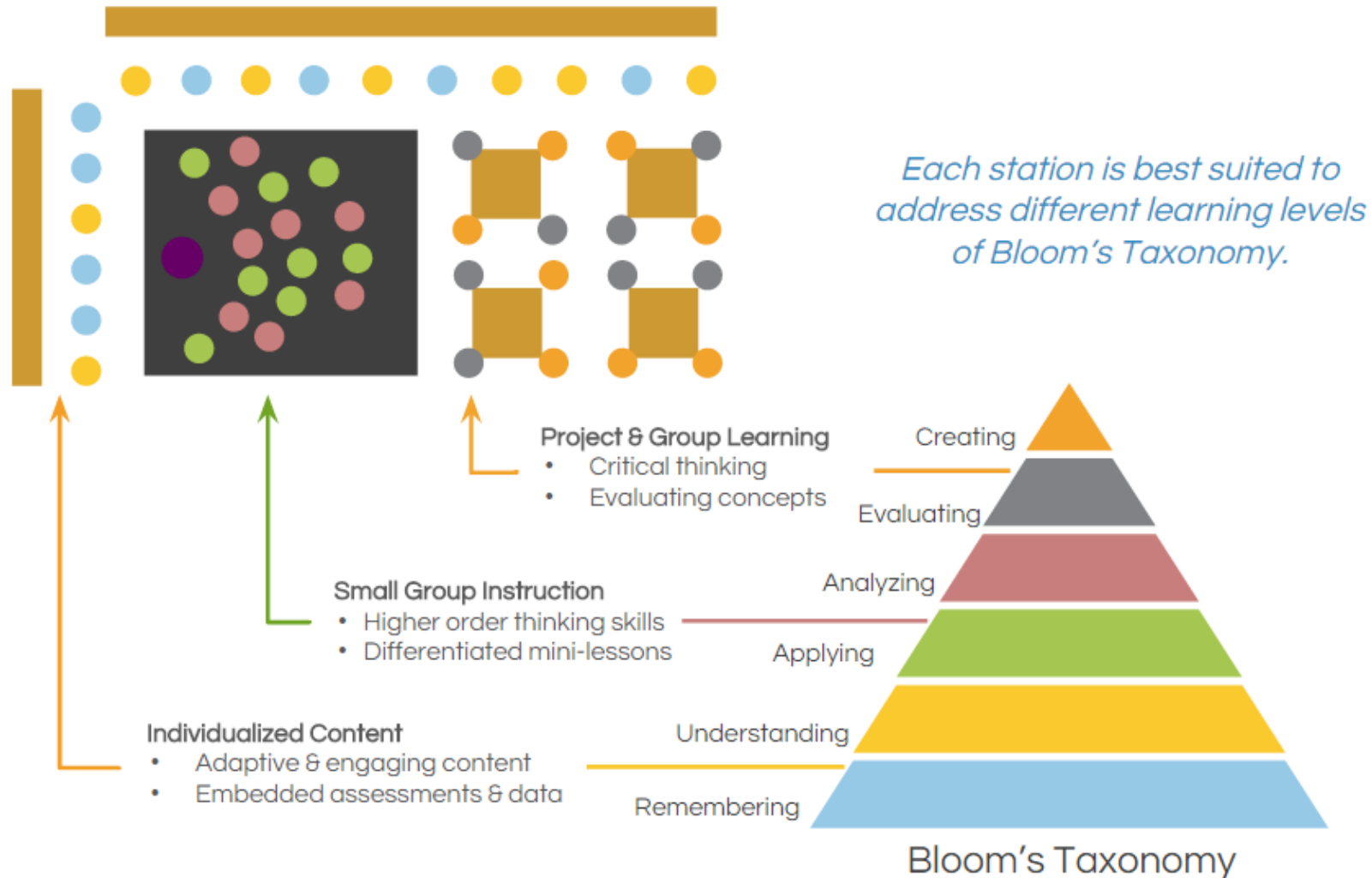
❖ District Level Work Ongoing



What does it look like?

CLASSROOM

Personalizing at Scale



What does it look like?

SUSTAINABILITY

Following our 3 year work:

★ Curriculum, Materials, Digital Content

Current process, different work

Realized savings from materials (Open Educational Resources)

Canvas courses developed for ALL content delivery

★ Technology

Device Replacement Plan cycle, E-Rate sustainability, BYOD

★ Professional Learning

PD opportunities, Coaches, Catalog Trainings, Just-In-Time trainings, New teacher Induction

Education Elements is NOT a program: They help guide districts in developing SUSTAINABLE Personalized Learning systems.

What does it look like?

SUSTAINABILITY

85%
of DISTRICT LEADERS

say students are
more engaged

75%
of SCHOOL LEADERS

say students are
taking more ownership
of their learning

78%
of TEACHERS

agree students show
more self-direction

93%
of TEACHERS

agree they are able to
provide more
differentiated
instruction

70%
of TEACHERS

agree students are
more engaged

71%
of TEACHERS

agree they feel more
effective using
personalized learning