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Personalized Learning: Turning Lofty Aspirations Into Specific District Policy

Expert Presenters:

**Andy Calkins**, deputy director, Next Generation Learning Challenges

**Theresa Ewald**, assistant superintendent of teaching and learning, Kettle Moraine School District, Wis.
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Understanding Personalized Learning

Andy Calkins
Deputy Director, Next Generation Learning Challenges
www.nextgenlearning.org

Generation Schools
Raise your hand if you have uttered any of the following phrases in the past week:

<table>
<thead>
<tr>
<th>Blended Learning</th>
<th>Competency-Based Learning</th>
<th>Personalized Learning</th>
<th>Digital Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Online Learning</td>
<td>Connected Learning</td>
<td>Deeper Learning</td>
<td>Project-Based Learning</td>
</tr>
<tr>
<td>Student-Centered Learning</td>
<td>Optimized Learning</td>
<td>Hybrid Learning</td>
<td>Next Gen Learning</td>
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</table>
Meet Alex
Alex wants to be successful but his future is cloudy. Why?

He reads two grade levels below where his school says he should, but does math a grade level higher.

What he’s learning seems not at all connected to his world and his future, so he hasn’t begun to plan for it.

He is unique, but he’s taking the same classes, in the same way, and progressing at the same rate as most of his 500 classmates.

He is a natural leader outside of school, but something of a troublemaker in his classes.

... as he has done since he was 5.
The public education system that produced this outcome for Alex – like any education system – is built around three foundational questions:

How, then, will Alex develop the knowledge and skills he needs to be successful?

What must Alex know and be able to do?

How will Alex show what he knows and can do?
Our current public education system does not serve Alex well because it answers these questions inadequately, within the context of 21st-century societal needs.

Age-based progression, narrowing curriculum, one or two dominant (and mostly passive) modalities of learning

How, then, will Alex develop the knowledge and skills he needs to be successful?

What must Alex know and be able to do?

- Differing /weak standards
- Emphasis on knowing; little on knowing how

How will Alex show what he knows and can do?

- Students, educators, schools, and states held accountable by single, on-demand tests
The “Why” of Personalized Learning
“What matters most in a child's development ... is not how much information we can stuff into her brain in the first few years. What matters, instead, is whether we are able to help her develop a very different set of qualities, a list that includes persistence, self-control, curiosity, conscientiousness, grit, and self-confidence.”

— Paul Tough

How Children Succeed
### CCSSO’s Framework for College and Career Readiness

#### Knowledge
- Mastery of rigorous content and the facile application or transfer of what has been learned to complex and novel situations

#### Skills
- The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interaction planning for the future
- Critical thinking
- Problem solving
- Working collaboratively
- Communicating effectively
- Metacognition & self-awareness
- Study skills & learning how to learn
- Time/goal management
- Creativity & innovation

#### Dispositions
- Socio-emotional skills or behaviors that associate with success in college, career and citizenship
- Agency (Self-efficacy)
- Initiative
- Resilience
- Adaptability
- Leadership
- Ethical behavior & civic responsibility
- Social awareness & empathy
- Self-control

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Council of Chief State School Officers, for the Innovation Lab Network
EPIC’s Four Keys for College and Career Readiness

FOUR KEYS to College & Career Readiness

**think:**
- Problem Formulation
- Research
- Interpretation
- Communication
- Precision and Accuracy

**know:**
- Structure of Knowledge
- Challenge Level
- Value
- Attribution
- Effort

**act:**
- Ownership of Learning
- Learning Techniques

**go:**
- Contextual
- Procedural
- Financial
- Cultural
- Personal

Educational Policy Improvement Center

NEXT GENERATION LEARNING CHALLENGES
The NRC’s Meta Research Report on Education for Life and Work

COGNITIVE
- analysis
- decision-making
- critical thinking
- adaptive learning
- executive function
- active listening
- interpretation
- information and communications technology (ict) literacy
- innovation
- creativity

INTERPERSONAL
- responsibility
- assertive communication
- empathy/perspective-taking
- leadership
- trust
- interpersonal competencies
- coordination
- conflict resolution
- collaboration
- negotiation
- teamwork
- service orientation
- self presentation

INTRAPERSONAL
- adaptability
- integrity
- appreciation for diversity
- self-monitoring
- continuous learning
- intellectual interest and curiosity
- artistic and cultural appreciation
- self-evaluation
- flexibility
- professionalism/ethics
- physical and psychological health
- citizenship
- self-reinforcement
- self-direction
- grit
- work ethic/conscientiousness
- perseverance
- career orientation

National Research Council, Education for Life and Work
Summit Schools’ Four Elements of Readiness

- Cognitive Skills
- Content Knowledge
- Expeditions
- Habits of Success
Summit Public Schools’ Cognitive Skills Map
# Summit’s Habits of Success Continuum

<table>
<thead>
<tr>
<th>Topic</th>
<th>1</th>
<th>2</th>
<th>3</th>
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</thead>
<tbody>
<tr>
<td><strong>1. Self-Awareness &amp; Self-Management Skills</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>A. Identify and manage one’s emotions and behaviors</td>
<td>Identify one’s likes and dislikes, needs and wants, strengths and challenges.</td>
<td>Describe a range of emotions and the situations that cause them.</td>
<td>Apply strategies to motivate success in a socially acceptable manner.</td>
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<tr>
<td></td>
<td>Demonstrate control of impulsive behavior.</td>
<td></td>
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<tr>
<td>B. Recognize personal qualities and external supports.</td>
<td>Identify family, peer, school, and community strengths</td>
<td>Describe personal skills and interests that one wants to develop.</td>
<td>Analyze how personal strengths and interests can influence school success.</td>
</tr>
<tr>
<td></td>
<td>Explain how family members, peers, school personnel, and community members can support school success and responsible behavior.</td>
<td></td>
<td>Analyze how personal strengths and interests can influence community support for success.</td>
</tr>
<tr>
<td>C. Demonstrate skills related to achieving personal and academic goals</td>
<td>Describe why school is important in helping students achieve personal goals.</td>
<td>Describe the steps in setting and working toward goal achievement.</td>
<td>Set a short-term personal goal and achieve it.</td>
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<td></td>
<td>Identify goals for academic success and classroom behavior.</td>
<td>Monitor progress on achieving a short-term personal goal.</td>
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<tr>
<td><strong>2. Social Awareness &amp; Interpersonal Skills</strong></td>
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<tr>
<td>A. Recognize the feelings and perspectives of others</td>
<td>Recognize that others may experience situations differently from oneself.</td>
<td>Identify verbal, physical, and situational cues that indicate how others may feel.</td>
<td>Predict others’ perspectives in social situations.</td>
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<tr>
<td></td>
<td>Use listening skills to identify the feelings and perspectives of others.</td>
<td>Describe the expressed feelings and perspectives of others.</td>
<td>Analyze how others perceive and react to the situation.</td>
</tr>
<tr>
<td>B. Recognize individual and group similarities and differences</td>
<td>Describe the ways that people are similar and different.</td>
<td>Identify differences among and contributions of various social and cultural groups.</td>
<td>Explain how cultural differences can influence ways to address social challenges.</td>
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<tr>
<td></td>
<td>Describe positive qualities in others.</td>
<td>Demonstrate how to work effectively with those who are different from oneself.</td>
<td>Analyze the effects of group differences on social interactions.</td>
</tr>
<tr>
<td>C. Use communication and social skills to interact effectively with others.</td>
<td>Identify ways to work and play well with others.</td>
<td>Describe approaches for making and keeping friends.</td>
<td>Analyze ways to maintain strong interpersonal relationships.</td>
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<td></td>
<td>Demonstrate appropriate social and communication skills.</td>
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NGLC’s Forthcoming Synthesis of Well-Known Models

<table>
<thead>
<tr>
<th>Habits of Success</th>
<th>Conley/EPIC</th>
<th>CCSSO/ILN</th>
<th>Hewlett</th>
<th>P21</th>
<th>ConnectEd</th>
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<td>Academic Behaviors</td>
<td>★</td>
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<td>Self-Direction &amp; Perseverance</td>
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<td>Positive Mindsets</td>
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<td>Learning Strategies</td>
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<td>Social Skills</td>
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<td><strong>Content Knowledge</strong></td>
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<td>English &amp; Math Core</td>
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<td>Science, Social Studies, Arts, Languages</td>
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<td>Career-Related &amp; Technical Core</td>
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<td>Interdisciplinary &amp; Global Knowledge</td>
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<td><strong>Skills &amp; Know How</strong></td>
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<td>Critical Thinking &amp; Problem Solving</td>
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<tr>
<td>Creativity &amp; Innovation</td>
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<td>Communication &amp; Collaboration</td>
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<tr>
<td>Information, Media &amp; Technology Skills</td>
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<td><strong>Wayfinding Abilities</strong></td>
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<td>Surveying the College, Career &amp; Life Landscape</td>
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<tr>
<td>Identifying Opportunities &amp; Setting Goals</td>
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<td>Developing Personal Roadmaps</td>
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<td>Finding Needed Resources</td>
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<tr>
<td>Navigating Each Stage of the Journey</td>
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A “Universal Adapter” to Support Interoperability Among the Frameworks

- Habits of Success
- Content Knowledge
- Skills & Know How
- Wayfinding Abilities

- Knowledge
- Skills
- Work Study Practices

NEXT GENERATION LEARNING CHALLENGES
A Tool to Map Students’ Current (black) and Future (red) Competencies
A Tool to Map School-Wide Performance Across All of the Competencies
The “How” of Personalized Learning
Raise your hand if you have uttered any of the following phrases in the past week:

- Blended Learning
- Competency-Based Learning
- Personalized Learning
- Digital Learning
- Online Learning
- Connected Learning
- Deeper Learning
- Project-Based Learning
- Student-Centered Learning
- Optimized Learning
- Hybrid Learning
- Next Gen Learning
Learning Methodologies

- QIII: Competency-Based Personalized
- QIV: Next Generation Blended (Disruptive)
  (flex, a la carte, enriched virtual)
- QI: Classic
- QII: Hybrid Blended (Sustaining)
  (rotation, flipped)

Use of Digital Learning Strategies

- Extensive
- Transforming

Degree of Individualization
- Individualized
- Cohort-Based
Attributes of Next Generation Learning from the Student’s Perspective

I will know it when I see it because it is:

- Personalized to the ways I learn best
- Flexible so that I can try different ways to learn
- Interactive and engaging so that I *participate* in the learning
- Relevant to the life I’d like to lead
- Organized around my own progress against goals I understand
- Constantly informed by different ways of demonstrating and measuring my progress
- Collaborative with teachers and peers, unlimited by proximity
- Agile and supportive when I need extra help
- Challenging but achievable, with opportunities to become expert in an area of interest
- Available to me as much as it is to every other student
NGLC “Breakthrough” Schools: Personalized, Competency-based, Blended

- Wave IV Cycle 1 Launch grantees
- Wave IV Cycle 1 Planning grantees
- Wave IIIa Grantees
# A Sampling of Breakthrough Models

<table>
<thead>
<tr>
<th>Virtual Learning Academy Charter School</th>
<th>Piedmont AL Mid School</th>
<th>Danville Independent Schools</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education Achievement Authority</td>
<td>Summit Public Schools</td>
<td>Lebanon School District</td>
</tr>
<tr>
<td>Fayette County Public Schools</td>
<td>Design Tech High School</td>
<td>e³ Civic High</td>
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<tr>
<td>Horry County Schools</td>
<td>Brooklyn Lab Charter School</td>
<td>Great Oaks Foundation</td>
</tr>
<tr>
<td>Blackstone Valley Prep Mayoral Academy</td>
<td>Magnolia Montessori</td>
<td>The Workshop School</td>
</tr>
<tr>
<td>Caliber Beta Academy</td>
<td>Building 21</td>
<td>KIPP San Francisco College Prep</td>
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<tr>
<td>FLS Flex School</td>
<td>Incubator School</td>
<td>KIPP Chicago</td>
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<tr>
<td></td>
<td>Thrive Public Schools</td>
<td>Matchbook Learning</td>
</tr>
</tbody>
</table>
Breakthrough Model Non-Charters

Wave IIIA
- Education Achievement Authority (Detroit)
- Horry County Schools (SC)
- Matchbook Learning (MI)
- Fayette County (KY)

Wave IV Launch
- Battelle Ed
- Building 21
- Danville Independent Schools
- Education Achievement Authority
- Florida Virtual School
- Incubator School
- Lebanon School District
- Piedmont City School District
- Somerville STEAM Academy
- Workshop School (Philadelphia)

Planning
- Boston Day and Evening Academy Center for Teaching Quality
- International Network for Public Schools
- Jefferson County School District
- KIPP Houston
- Lakewood City School District
- Metcalfe County Schools
- NYC iZONE
- San Jose Unified School District
- Utica Community Schools (MI)
- West Allis West Milwaukee

DC Regional Planning
- Columbia Height Educational Campus
- Wheatley Education Campus

Chicago Regional Planning
- Cesar E Chavez Multicultural Academic Center
- John C Haines Elementary School
- Wildwood World Magnet School
Design Attributes for Breakthrough Schools

1. High Expectations for College Readiness
   - Learning Growth
   - College and Career Readiness

2. Personalized Learning for All Students
   - Learning Profiles
   - Personalized Learning Paths
   - Competency-based Progression
   - Flexible Learning Environment

3. Optimized for Scale
   - Financial Sustainability
   - Scalable
Four Pillars of Personalized Learning

**LEARNER PROFILES**
Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.

**STRENGTHS & NEEDS**
How might we capture each student’s current level of mastery within the dimensions that we believe are essential for his/her success (e.g., academic standards, skills)? In what ways might we highlight a student’s gaps to draw attention to their individual needs?

**MOTIVATIONS**
How might we support each student in understanding and articulating his/her interests and aspirations?

**GOALS**
How might we support each student in setting personalized goals within each dimension that we believe is essential for his/her success? In what ways and how frequently might we ask students to reflect on their progress and adjust their goals accordingly?

**INFORMATION & FEEDBACK**
In what ways and how frequently might we provide timely, actionable information and feedback to each student? How might we also provide that information to their teachers and families?

**COMPETENCY BASED PROGRESSION**
Each student’s progress toward clearly defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.

**ONGOING ASSESSMENT**
In what ways and how frequently might we assess each student’s level of mastery within the dimensions that we believe are essential for his/her success?

**INDIVIDUAL ADVANCEMENT**
How might we enable an individual student to pursue new learning experiences as soon as he/she has mastered the prerequisite content? How might students attain course credit based on mastery?

**FLEXIBLE LEARNING ENVIRONMENTS**
Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.

**OPERATIONAL ALIGNMENT**
How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to changing student needs?

**STAFFING & ROLES**
In what ways might we structure teacher and other educator roles to support our instructional vision? How might we build flexibility into these roles to enable our staff to respond and adapt to changing student needs?

**SPACE UTILIZATION**
How might we design our physical space to support our instructional vision? Might we use spaces beyond our walls, and if so, how?

**TIME ALLOCATION**
In what ways might we maximize the time each student spends pursuing his/her goals? How might our student and staff schedules respond and adapt to changing student needs?

**GROUPING & CONNECTIONS**
How might we group students to enable the varied learning experiences we hope to offer? How might the way we group students respond and adapt to their changing needs? In what ways might we facilitate personal connections between students, and between students and adults?
LEARNER PROFILES

Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.

STRENGTHS & NEEDS
How might we capture each student’s current level of mastery within each of the dimensions that we believe are essential for his/her success (e.g. academic standards, skills)? In what ways might we highlight a student’s gaps to draw attention to their individual needs?

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INFORMATION & FEEDBACK
In what ways and how frequently might we provide timely, actionable information and feedback to each student? How might we also provide that information to their teachers and families?
A Tool to Map Students’ Current (black) and Future (red) Competencies

Content Knowledge

CK Interdisciplinary & Global Knowledge
CK Career-Related & Technical Core
CK Science, Social Studies, Arts, Language
CK English & Math Core

HOS Academic Behaviors
HOS Self-Direction & Perseverance
HOS Positive Mindsets
HOS Learning Strategies

HOS Social Skills

Wayfinding Abilities

WA Navigating Each Stage of the Journey
WA Finding Needed Resources
WA Developing Personal Roadmaps
WA Identifying Opportunities & Setting Goals
WA Surveying College, Career & Life Landscape

Skills & Know How

SKH Critical Thinking & Problem Solving
SKH Creativity & Innovation
SKH Communication & Collaboration
SKH Information, Media & Tech Skills
RAND Study: Early NGLC Schools Are “Living” Their Personalized Learning Designs

<table>
<thead>
<tr>
<th>Academic Model</th>
<th>Implementing</th>
<th>Piloting or Planning</th>
<th>Not implementing</th>
<th>Postponed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner profiles</td>
<td>7</td>
<td>3</td>
<td></td>
<td></td>
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<tr>
<td>Personal learning paths</td>
<td>5</td>
<td>4</td>
<td></td>
<td>1</td>
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<tr>
<td>Competency-based progression</td>
<td>5</td>
<td>3</td>
<td>1</td>
<td>1</td>
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<tr>
<td>Grouping students by learning level</td>
<td>6</td>
<td></td>
<td>2</td>
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<tr>
<td>Multiple learning approaches</td>
<td>7</td>
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<tr>
<td>Access to content or devices outside of school hours</td>
<td></td>
<td>3</td>
<td>3</td>
<td>4</td>
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<tr>
<td>Course content housed primarily online</td>
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<td>Adaptive digital course content or assessments</td>
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<tr>
<td>Flexible schedule</td>
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<td>Flexible staffing</td>
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<td>Open or flexible learning space</td>
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Note: Numbers in cells refer to counts of schools.
PERSONAL LEARNING PATHS

All students are held to clear, high expectations, but each student follows a customized path that responds and adapts based on his/her individual learning progress, motivations and goals.

PERSONALIZED LEARNING PLANS

How might we ensure that each student has a learning plan that takes into account his/her strengths, needs, motivations and goals? How might a student’s plan respond and adapt to his/her changing needs?

VARIED LEARNING EXPERIENCES (MODALITIES)

What types of experiences (e.g. complex tasks, experiential learning) might our students need to achieve their goals? What are the ideal modalities (e.g. small group instruction, one-on-one tutoring, online learning) to deliver these experiences?

STUDENT OWNERSHIP

In what ways might we enable students to develop and manage their own learning path?
5 “Critical Elements” of mBolden Piedmont (Piedmont, AL)

1. Advanced Mastery
2. Relevance
3. Student Ownership

Goal Time

Class Time

My Time

Blended Learning

Community Partnerships
**Blended Learning** – Adaptive digital content and targeted individualized/small group instruction push students toward standards mastery. Students have control over pace. Interdisciplinary project-based assessments challenge students to apply concepts and content from either Science and Math or English and Social Studies.

**Partnerships** – Professionals tapped to provide meaningful feedback to students on the projects they produce.

**Class Time** pushes students to apply the concepts and skills they learn through digital content to rigorous and relevant project-based assessments.
Goal Time focuses on building relationships and exploring interests, and develops each student’s capacity to become a confident, self-directed learner.

During “Team Time” students meet with an adult and cohort of students to set goals and develop skills for self-efficacy.

**SAMPLE TEAM TIME EXPERIENCES**

- Teacher lesson on note taking during a digital content lesson
- Teacher meets with students to set goals and agenda for “My Time”
- Skype or Google Hangout with working professionals on career experiences

During “Explore Time” students have the opportunity for hands-on learning experiences.

**SAMPLE EXPLORE TIME EXPERIENCES**

- Students work on exploratory courses such as robotics, health sciences, and coding
- Students participate in online high school courses
- Skype or Google Hangout with college professors or students to provide authentic assessment on projects

Blended Learning – Teachers and students use goal-tracking software and formative data assessments to monitor efforts and focus students’ efforts. Online high school courses course allows students to work on above grade-level content.

Partnerships – Professionals and college professors tapped to expose students to college and career options and to provide meaningful feedback to students on their exploratory work.
**Blended Learning** – Both adaptive digital content, online courses, and small group instruction push students toward mastery of standards both on and above grade level.

**Partnerships** – Piedmont High School teachers provide support to middle school teachers who are facilitating student work on high school level online courses.
COMPETENCY BASED PROGRESSION
Each student’s progress toward clearly-defined goals is continually assessed. A student advances and earns credit as soon as he/she demonstrates mastery.

ONGOING ASSESSMENT
In what ways and how frequently might we assess each student’s level of mastery within the dimensions that we believe are essential for his/her success?

INDIVIDUAL ADVANCEMENT
How might we enable an individual student to pursue new learning experiences as soon as he/she has mastered the prerequisite content? How might students attain course credit based on mastery?
Performance-based Assessment for Learning

Models and places to include a College Readiness Assessment within a PBL Unit
FLEXIBLE LEARNING ENVIRONMENTS

Student needs drive the design of the learning environment. All operational elements—staffing plans, space utilization and time allocation—respond and adapt to support students in achieving their goals.

OPERATIONAL ALIGNMENT
How might we deliver all of the learning experiences that our students need, with the resources we have available? How might we build flexibility into our design to enable us to respond and adapt to changing student needs?

STAFFING & ROLES
In what ways might we structure teacher and other educator roles to support our instructional vision? How might we build flexibility into these roles to enable our staff to respond and adapt to changing student needs?

SPACE UTILIZATION
How might we design our physical space to support our instructional vision? Might we use spaces beyond our walls, and if so, how?

TIME ALLOCATION
In what ways might we maximize the time each student spends pursuing his/her goals? How might our student and staff schedules respond and adapt to changing student needs?

GROUPING & CONNECTIONS
How might we group students to enable the varied learning experiences we hope to offer? How might the way we group students respond and adapt to their changing needs? In what ways might we facilitate personal connections between students, and between students and adults?
Design for a Next Gen Learning Environment

Summit San Jose – Year 2 Blended Learning Setup

- 100 students in “CORE” math time for 1hr/day focus on deeper learning and group projects
- 100 students in PLT for 1hr/day practice skills and progress on individual pathways
- 7 educators (5 are credentialed) lead CORE time, staff tutoring bar, and monitor individual progress

2 hour blended learning time block – CORE and PLT students switch after 1 hour
Meet Alex
www.nextgenlearning.org

Andy Calkins
acalkins@educause.edu

Photo: Montessori for All
Tools for Learning

With the right devices in hand, unleash the power of rich content and robust tools that inspire students to consume, create and produce knowledge.
Kettle Moraine School District

Our path to ... 

Personalized Learning
EDUCATION WEEK
Highlighted 3 of our schools as must-see places of learning

KM NAMED BEST COMMUNITY FOR MUSIC EDUCATION
2 YEARS IN A ROW!

KM JOINS LEAGUE OF INNOVATIVE SCHOOLS

- Learning Without Boundaries -
In Kettle Moraine, PL is characterized by a learning pedagogy and environment that emphasizes the factors that will best increase the chances of the learner’s engagement and mastery of the content or goals at hand. Location, delivery style and the individual pace all vary in what serves a learner’s needs best. With personalized learning, the learner is the focus rather than the content. The teacher becomes the coach/facilitator or “guide on the side” and the learner becomes the master of goals and content that is appropriate, meaningful and timely for them. Personalized learning does not change the learning targets or goals for the learner, but it does change how a particular person obtains access to the content, the process in how they master goals, their attitude towards it, and how they eventually show or prove their mastery of this content. Choice, voice, path, pace and place are all stars of the show!
Vision

+ 

Realization

= 

Possible Solutions

Transformation of our educational delivery system to better and more efficiently meet the needs of all students.
We have spent $100 million towards remediation.

We've known and talked about personalization of learning since the 1980’s… now we have the technology to support it!

The “game” has changed and the preparation hasn’t.
Our teachers are working harder than ever before... and we aren't "there" yet.

What we do costs more than ever before... and we aren't "there" yet.

It isn't about lazy kids, lazy teachers or a crumbling family.. it is a system problem.
Choice, Voice, Path, Pace & Place
Student A
Math
Science
Reading
Writing
Social Studies

Student B
Creative Thinker
Collaborator
Problem Solver
Reflective
Goal Setter
**Teacher A**
Compliant  
Assessor  
Sorter  
Reporter

**Teacher B**
Creative Thinker  
Collaborator  
Problem Solver  
Reflective  
Goal Setter
General Structures…

Students lead through choice & voice.
Teachers as embedded leaders
Administrators to focus and remove barriers

Technology isn’t a solution… isn’t a tool… it is a context.
KM Global students learn from...

- In-depth, semester-long inquiries that incorporate several content areas
- Individual meetings with a learning coach
- Online tools and resources
- Blended/Hybrid Courses
- Field experts

- Field experience & research
- Internships
- Guest speakers
- Group work
- Seminars on leadership skills and global studies
- Field trips
KM Perform is designed around competency-based credit. Instead of offering courses, content is delivered in 3 school design components that include content, application, and performance.

- **Seminars** - 4-6 weeks in length, complete interdisciplinary seminars. All cores and fine arts are taught through seminars. Seminars often end with a performance that is open to the public.

- **Studio day** - a dedicated day each week time allows for attention to individual projects and time with assigned staff mentors.

- **Workshops** - 1-2 weeks, focused on specific artistic skills or academic skills. Guest artists and community members frequently work with students during workshop weeks.
KM Explore Core Beliefs

- Deep learning is lifelong, personal, and most effective when activated in a community of learners.
- A wide range of instructional designs are key for personalized learning and high levels of student engagement.
- Innovative, team teaching is cornerstone to a generative curriculum.
Three medical partners: Aurora-Summit, ProHealth, & the Medical College of Wisconsin

- Immersive, seminar-based learning
- Adjunct staff from field
- Personalized individual learning plans

With Relevance comes Rigor
Learning without Boundaries
KMMS Create- providing a personalized environment that fosters self-directed learners. Emphasizing inquiry-based, 21st century skills with rigorous content to prepare students for a world yet to be imagined
KEEP CALM AND INNOVATE ON
We believe technology can help inspire students and empower teachers.
Your end-to-end solution begins here.

It’s more than just a device or a service. Technology in education deserves a complete solution.

**Devices**
- enabling learning anywhere, anytime

**Tools**
- tapping the true potential of devices, and students

**Training**
- empowering and inspiring teachers

**Management**
- making it all safe and secure.
Tools for Learning

With the right devices in hand, unleash the power of rich content and robust tools that inspire students to consume, create and produce knowledge.
Your classroom in the cloud – Office 365

Create
• Documents, presentations, notes, data, Microsoft Office available online and offline on any device

Discuss
• Social threaded discussions and traditional email, calendar and contact management

Share
• Class assignments, homework, and group project sites with voice, video, screen sharing and recording

Store
• Access work from any connected device and control teacher, student, and parent access to files
Collect your thoughts, and just about anything else

Unite
- One place to collect all your notes from web pages, pictures, in class, and more

Compose
- Sketch over images, pictures and slides and search your handwriting and text in pictures to find your best ideas

Record
- Your voice, your video, pictures and your ideas any time and anywhere with mobile and tablet versions

Organize
- Notebooks, sections, pages help keep your classes, projects and research at your fingertips from anywhere
An on-demand archive of this webinar will be available at www.edweek.org/go/webinar in less than 24 hrs.
Personalized Learning: Turning Lofty Aspirations Into Specific District Policy

Required Reading From Education Week:

Spotlight on Personalized Learning
Districts, both big and small, are using personalized learning to address individualized learning. In this Spotlight, see how schools are building feedback and assessment loops with technology, using adaptive math resources tied to the common core, developing individually paced learning in rural districts, and analyzing the risks of device-centered learning.