



Henry County Schools 2020 Vision

for

Personalized Learning

Presenter: Karen Perry

March 2016

Please take a few minutes
to post your PL
questions/thoughts to:

todaysmeet.com/TLConfHenry

Our Objectives Today

1. Henry County Vision for PL
2. Take a Stand!
3. Deeper Dive- Classroom Models
4. Q & A



Henry County Schools: a mid-sized suburban district that has in the past decade seen rapid growth and an increasingly diverse student population

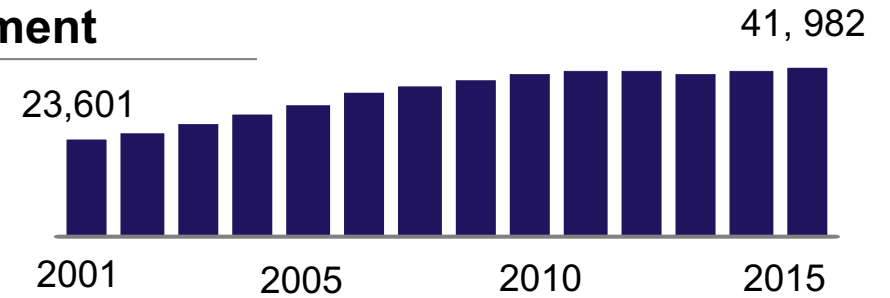
Metro Atlanta



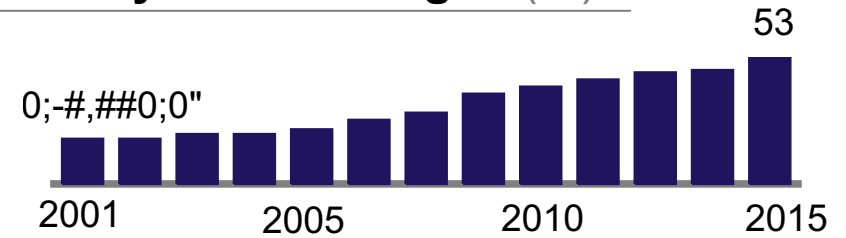
Henry County

- 50 schools
- ~42,000 students
- Students with disabilities: 13%
- 40 languages spoken
- Spend \$173 per child on central office; Georgia average: \$463

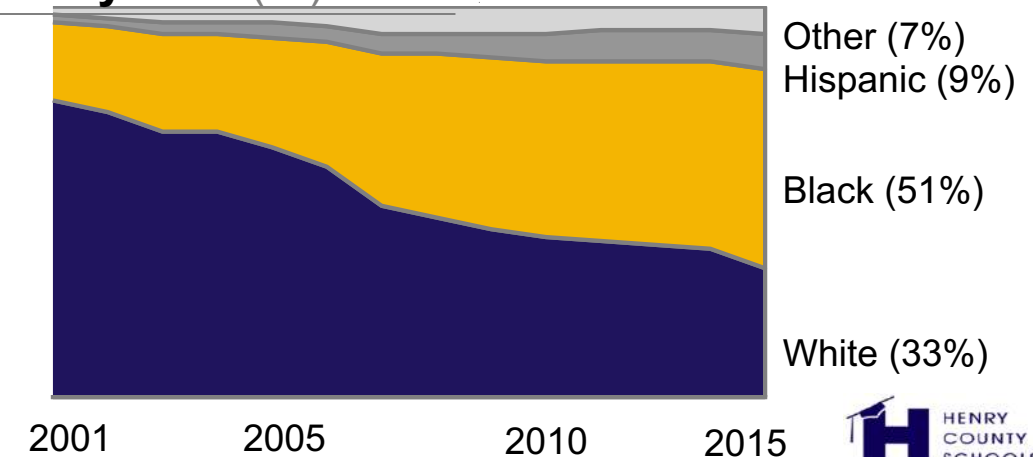
Enrollment



Economically disadvantaged (%)



Students by race (%)

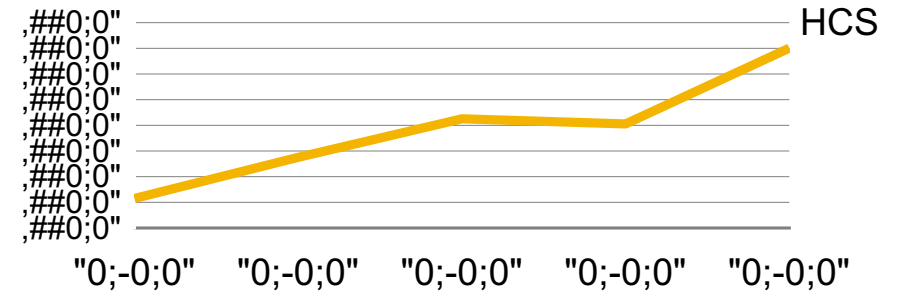




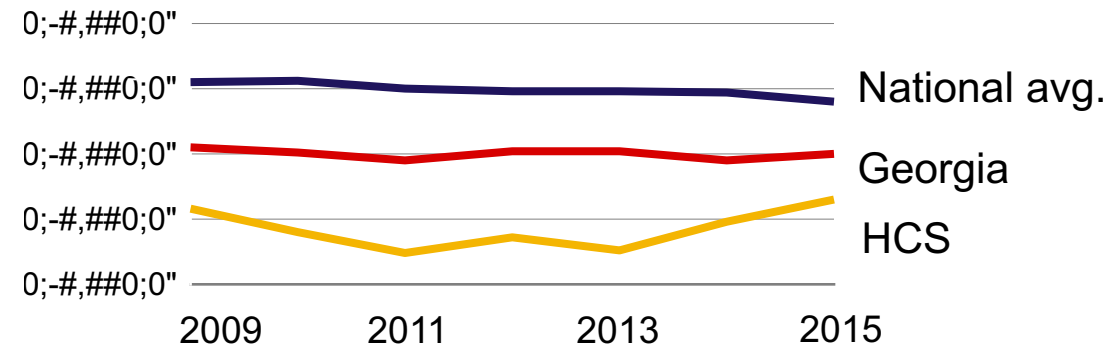
Why Shift to Personalized Learning?

- Better prepare increasingly diverse student body for college, career and life success
- Move from “good enough” to “exceptional”
- Traditional model is no longer sufficient
- The role of knowledge has changed
- Information is ubiquitously available
- Focus on metrics beyond standardized tests
- People learn in different ways (Pace, Place, Path, People)
- Build on a strong foundation of great instructional practice

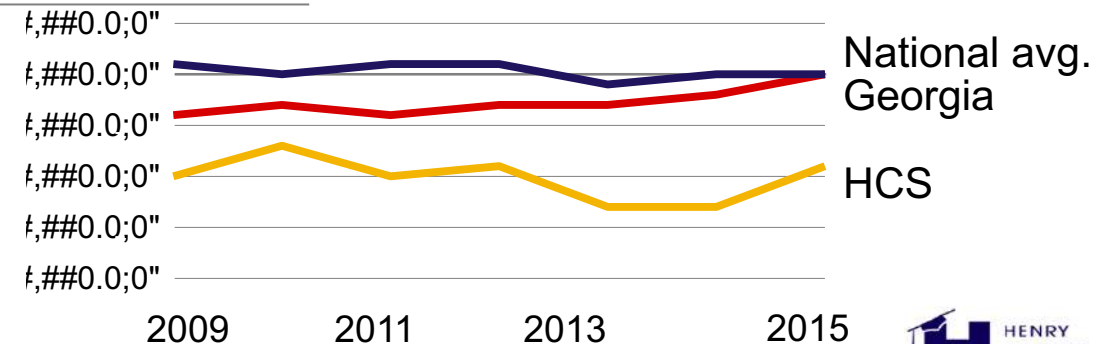
4-year cohort grad. rate



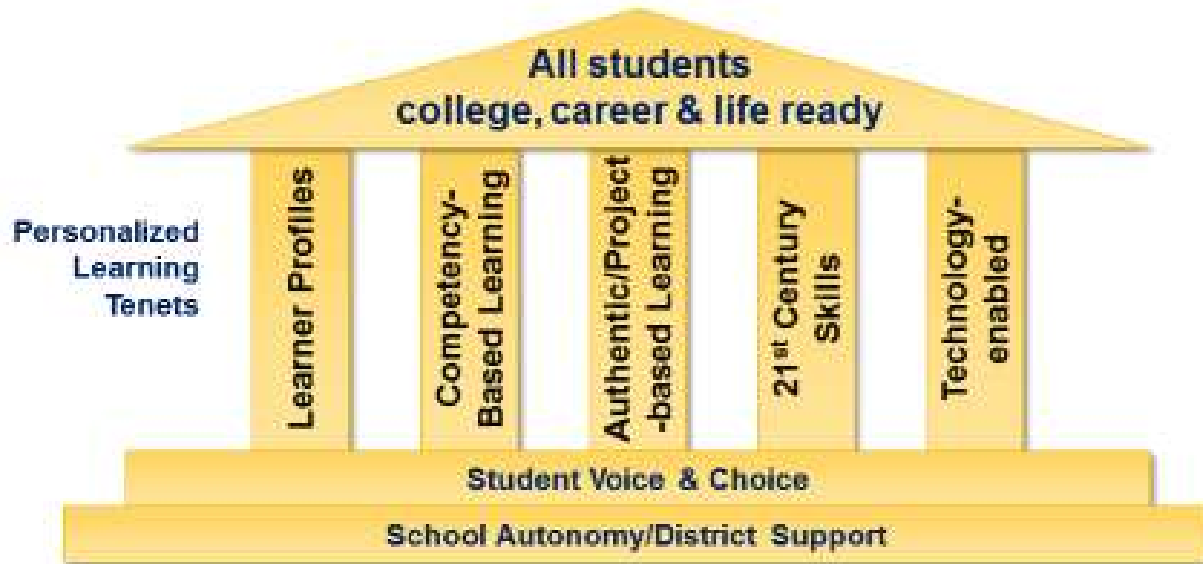
Composite SAT (avg.)



Composite ACT (avg.)



Henry County Schools' Vision for Personalized Learning



For more information visit:
www.henry.k12.ga.us/personalizedlearning

Learner Profiles & Personal Learning Plans:

Learner Profiles reflect students' prior school performance and interests. Personal Learning Plans are co-created by students, their families and HCS staff to help chart learning paths unique to each student.

Competency-Based Learning:

Courses have clearly identified learning targets, and students move through coursework as they demonstrate mastery of each target. Time and place are flexible, while learning is constant.

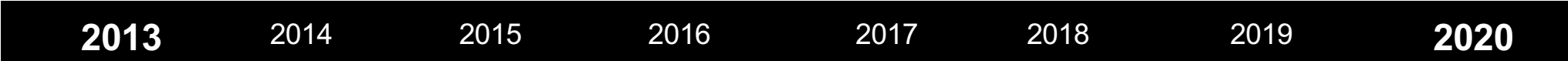
Authentic Learning Experiences:

Students learn through real-world projects, problem-solving, and service learning inside and outside of the classroom, and present evidence of their learning to authentic audiences such as parents, business and

21st Century Skills - Communication, Collaboration

Creativity, Critical Thinking: Learning experiences will be designed to foster these key overarching skills and dispositions needed for 21st Century college and career success.

Technology-enabled: Students use technology to access and learn content and demonstrate what they know. Students will receive a mix of face-to-face and online instruction in order to ensure facility in both.



Cohort 15
(6 schools)



Cohort 16
(9 schools)



Cohort 17
(8 schools)



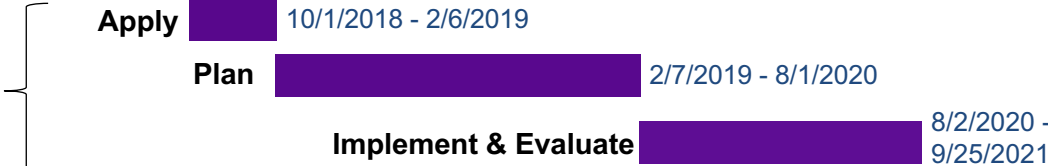
Cohort 18
(9 schools)



Cohort 19
(9 schools)



Cohort 20
(9 schools)



Henry County Schools' Timeline for Redesign: December 2013- August 2020

Cohort 15 (Launch)

Luella MS
Luella HS
Hampton MS
Hampton HS
Locust Grove MS
Henry County MS



Cohort 16 (Plan)



Bethlehem ES
Luella ES
Mt. Carmel ES
New Hope ES
Ola ES
Unity Grove ES
Woodland ES
Locust Grove HS
Stockbridge HS

Cohort 17 (Apply)

Eagle's Landing HS
Eagle's Landing MS
Excel Academy
Flippen ES
Hickory Flat ES
Rock Springs ES
Tussahaw ES
Walnut Creek



Learner Profile

Goals:


- Know students past, present, plan for future
- Transparency, shared space for teachers, parents, students
- Give ownership to students to drive their learning by creating goals connected to learning

Learner Profile

- An online platform to house:
 - Student goals on behavior, academics, attendance, etc.
 - A digital portfolio tool
 - Assessment data and feedback
 - Derived and selected/assigned attributes on students
 - Data and progress toward competencies and college, career, life readiness
 - Student led conference notes
 - College-going behaviors

Overview Student Portfolio Personalized Learning Plan

Contact Information

 Jackson

Phone
Email : N/A

Parent Information:

Email

Demographics

AGE :
Birthdat...
Gender :
ETHNIC...

Goals

Goal	Type	Term	Due Date	Status
Read 5 Chapter Books... Reflection:My goal is to increase my recreational reading lib...	Academic	Mid-term: to be completed by the end of the school year	05/26/2016	Active

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Extra Curricular Activities

Activity	Schedule	Contact
Cheerleading	Tues/Thurs 12:22 PM - 8:00 PM	Aaryn Schmuhl aaryn.schmuhl@henry.k12.ga.us
Robotics Team	Wed 3:33 PM - 4:30 PM	Aaryn Schmuhl aschmuhl@henry.k12.ga.us

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Strengths

21st Century Skills	Academic
<ul style="list-style-type: none">• Effective Communicator	<ul style="list-style-type: none">• Language- Oral Expression• Math- Numbers and Operations• Math- Problem-Solving
Personal Qualities	Physical
<ul style="list-style-type: none">• Compassionate• Friendly• Helpful• Kind• Leader• Respectful	<ul style="list-style-type: none">• Hand - Eye coordination

Competencies are the Glue



- Competency based education serves as the glue that holds the HCS Vision for Personalized Learning together.
- The models each school picks change, but competency remain constant and ensure equity of achievement and services for all students.



Personalized Competency-Based Learning Framework

What Teachers Do

- Identify cross-curricular standards for college and career success.
- Design criteria for capstone experiences for students to showcase achievement.
- Make decisions on student achievement of graduation standards.

- Monitor and adapt student learning plans and profiles.
- Collaboratively review student work to ensure a shared understanding of quality.
- Collaborate with students on ways to demonstrate competency.
- Make decisions on student achievement of graduation standards.

- Collaboratively create common assessments for performance indicators.
- Track and analyze data to inform instructional practice.
- Support students to design strategies that demonstrate achievement through unique learning pathways.

- Support students to design strategies that demonstrate achievement through unique learning pathways.
- Coach students to achieve the learning objectives.
- Individually or collectively design learning units

What Students Do

- Publicly demonstrate standards through a body of evidence accumulated over school career.
- Design, select and engage in capstone projects, community-based work, and various authentic experiences.

- Demonstrate achievement of content area graduation standards through teacher and student-designed demonstration tasks.
- Use online learning and assessments to complement and enhance other learning methods.

- Verify achievement of performance indicators and learning objectives through teacher and student-designed demonstration tasks.
- Engage in learning tasks designed by both teachers and students.
- Complement classroom learning with digital and varied external experiences.

Graduation Standards

Cross-Curricular skills

Graduation Standards

demonstration of competency in content areas

Performance Indicators

demonstration of competency with common, summative assessments

Unit-Based Personalized learning objectives

Daily learning targets that support performance indicator competencies

Multiple and Personalized Learning Pathways

HCS Competencies (ELA Example)

Graduation Competency 1. Read closely to analyze and evaluate all forms of (*i.e. complex literary and informational*) texts.

Elementary Performance Indicators(K-5)

- a. Cite evidence effectively from a text when explaining what the text says explicitly and when drawing inferences from the text.
- b. Determine themes and central ideas of texts; summarize texts.
- c. Analyze the relationships or interactions between individuals, events, ideas, or concepts in literary and informational text.
- d. Determine meaning of words and phrases as used in a text and analyze how word choice shapes the meaning and tone for a text.
- e. Analyze how individual components contribute to overall text structure.
- f. Determine how author's point of view influences the meaning, style, and content of text.
- g. Evaluate information from multiple sources presented in diverse media formats to address a question or solve a problem.
- h. Delineate and evaluate argument and claims.
- i. Integrate information from multiple sources to build knowledge and compare author's approaches or perspectives.
- j. Understand and apply Grades -level phonics and word analysis skills in decoding words.
- k. Read closely with sufficient accuracy and fluency to support comprehension.

Performance Indicators Scoring Criteria Elementary Graduation Competency 1

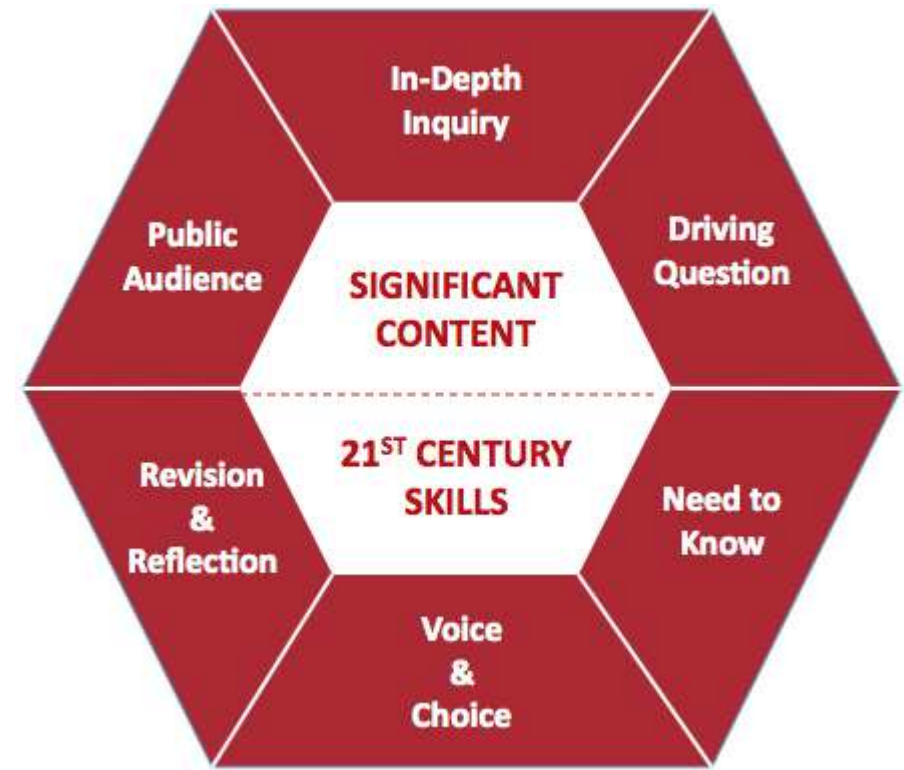
Performance Indicator	Emerging	Progressing	Competent	Exemplary
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HCS core content and cross-curricular competencies can be found on the district website ([click here](#))

Authentic Learning Experiences

- Student-Driven
- Based on competencies
- Portfolio evidence

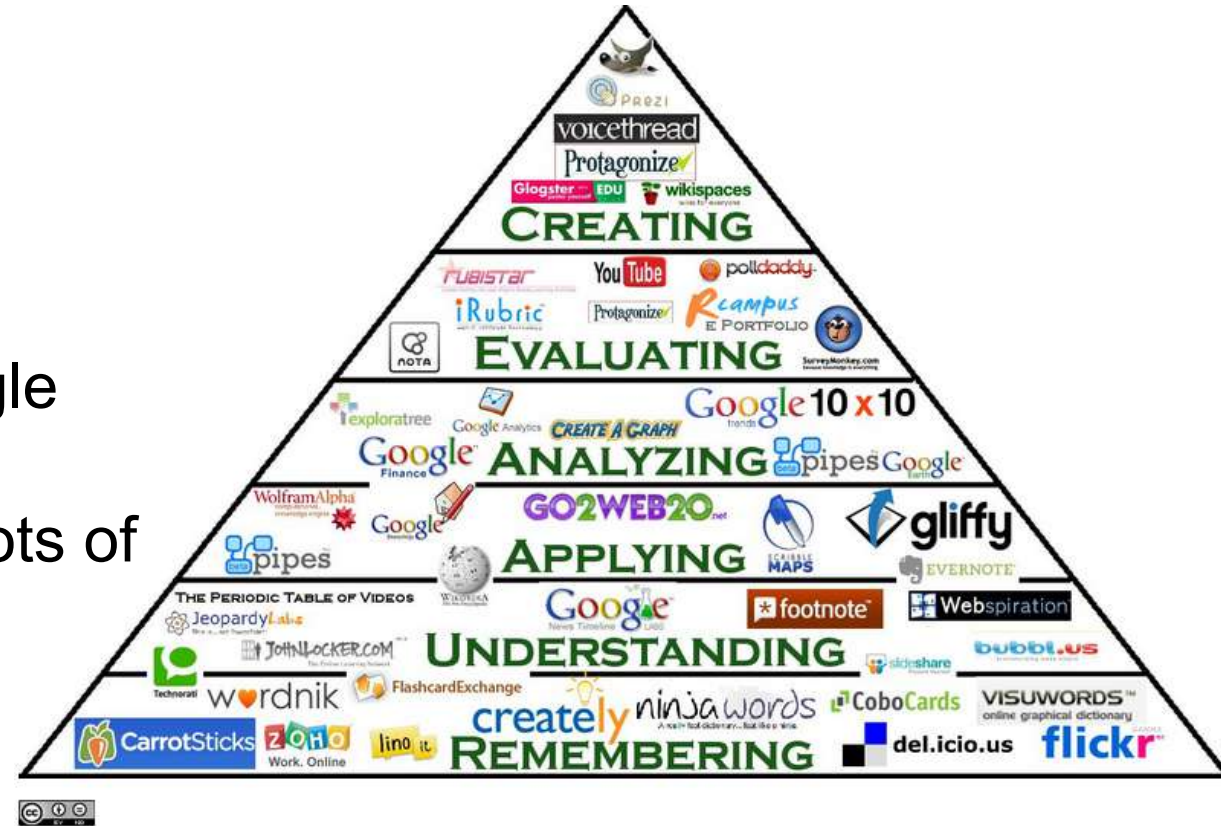
- Buck Institute Training
 - 35 people, 3 days + Follow-up
 - Build at least one project
 - District PL Coaches deliver
 - BIE project repository available for FREE
- NYLC Service Learning
 - 5 Service Learning schools
- Partnering with Academy for Advanced Studies
 - ES and MS
 - WBL and Extended Learning Opportunities



Tech-Enabled

Technology enables students to acquire information and demonstrate mastery.

- Current District Supported Tools
 - Point, LP, Blackboard, Office 365, Google for Classroom, Edmodo, Edgenuity, IC, MobyMax, Interwebs ☺, Turnitin.com, lots of other tools
- Next Steps:
 - RFI for learning/content/assessment management platform in Spring 2016
 - SPLOST V proposal (March 2016 ballot)
 - Robust fiber network w/ more bandwidth
 - 1:1 Devices – Roll out by cohort



Will Richardson makes the case for a tech-enabled learning experience in this talk ([click here](#))

Henry County Schools "Ensuring Success for Each Student"

Students Parents Community Employees

Home Board of Education Admin Services Finance HR **Learning & Leadership** Superintendent Contact Us

Henry County Schools ▶ Learning & Leadership ▶ Personalized Learning

Personalized Learning

[Personalized Learning Overview](#)

- Staff
- Contact Us

Learner Profiles

- Models
- Resources

Competency Based / Flexible Pace

- Models
- Resources
- HCS Graduation Competencies

Project Based Learning

- Models
- Resources

21st Century Skills

- Models
- Resources

Technology Enabled

- Models
- Resources

Implementation

- School Redesign
- District Level Work
- Community Awareness & Support

Henry County Schools **Personalized Learning**

Phone - (770) 957-7189 Fax - (770) 957-0301

Personalized Learning

All students college, career & life ready

Personalized Learning Tenets

- Learner Profiles
- Competency-Based Learning
- Authentic/Project-based Learning
- 21st Century Skills
- Technology-enabled

Student Voice & Choice

School Autonomy/District Support

We Surveyed Our Stakeholders And They Said.....

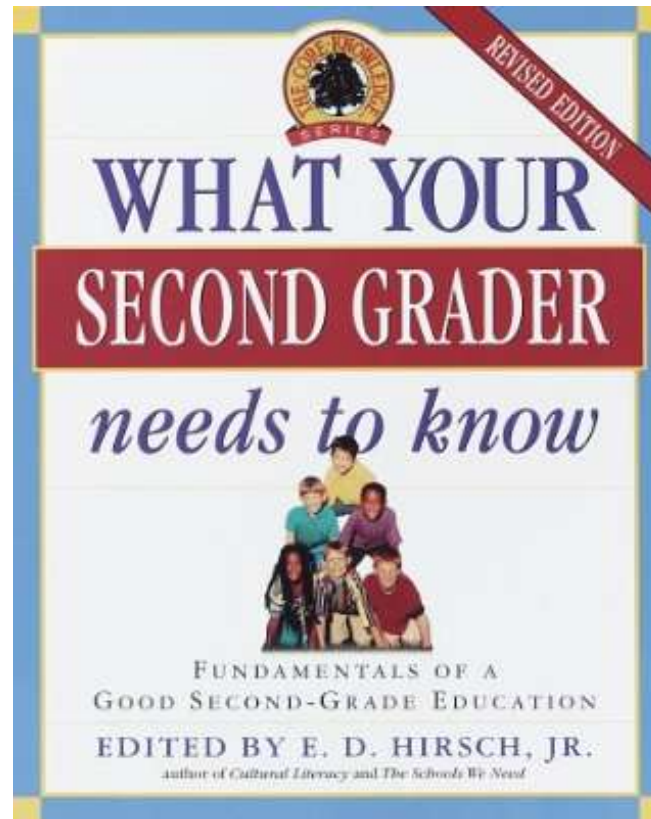
- Overall, our messages in support of personalized learning were successful among teachers and parents. The top messages overall stressed engaging students and sparking their **love for learning, incorporating real world projects into the curriculum, and tailoring lessons** to students' strengths and needs.
- The most convincing critique against personalized learning is the notion that not all students are mature enough to develop their own academic path to success, distantly followed by the belief that you cannot realistically tailor lessons to every individual student and that there is too much data collected about students.
- When teachers and parents are asked to evaluate arguments for and against personalized learning, **they choose the pro-PL side every time.**

Agree/Disagree

I sing out loud everyday.



The most important role of school is to ensure students know a core body of academic knowledge before they graduate.



Thinking about the last test I gave,
kids could **Google** most of the
answers on it.

**I believe students should lead
parent-teacher-student
conferences about their own
learning.**



Teaching responsibility by having deadlines is an important part of my work as a teacher.



**I believe that standardized test scores
are an important measure of my
success as a teacher.**





**I know what competencies are
and how they impact the learning
experience.**

I am tired of this activity...



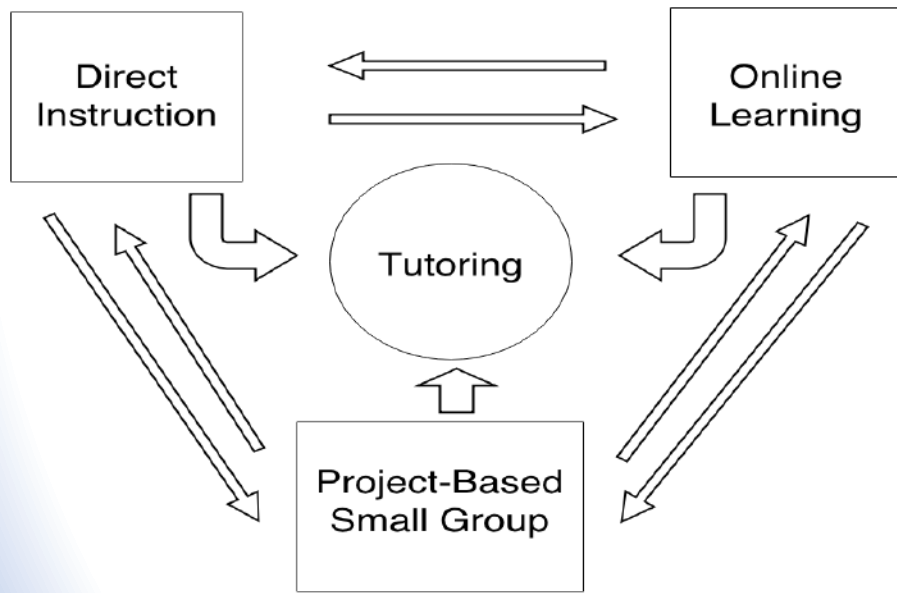
Classroom Models



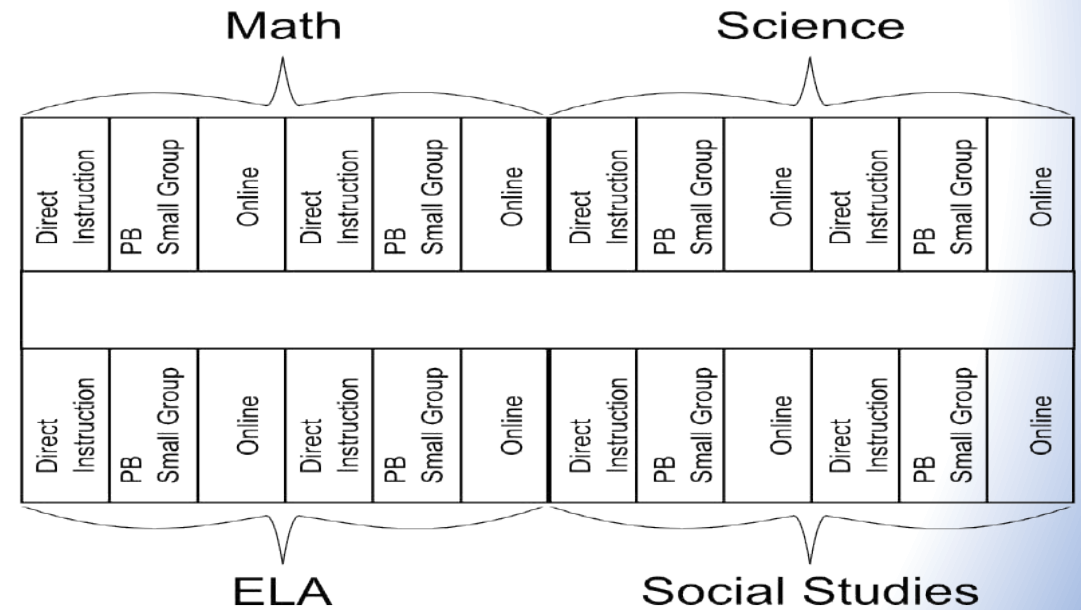
LHS Model for Personalized Learning

The Student Experience:

- Rotation among three learning environments per course
- Progress through the curriculum at their own pace
- Competency-based, authentic assessment
- Project-Based Learning



**INSTRUCTIONAL ROTATION WITHIN
CONTENT**

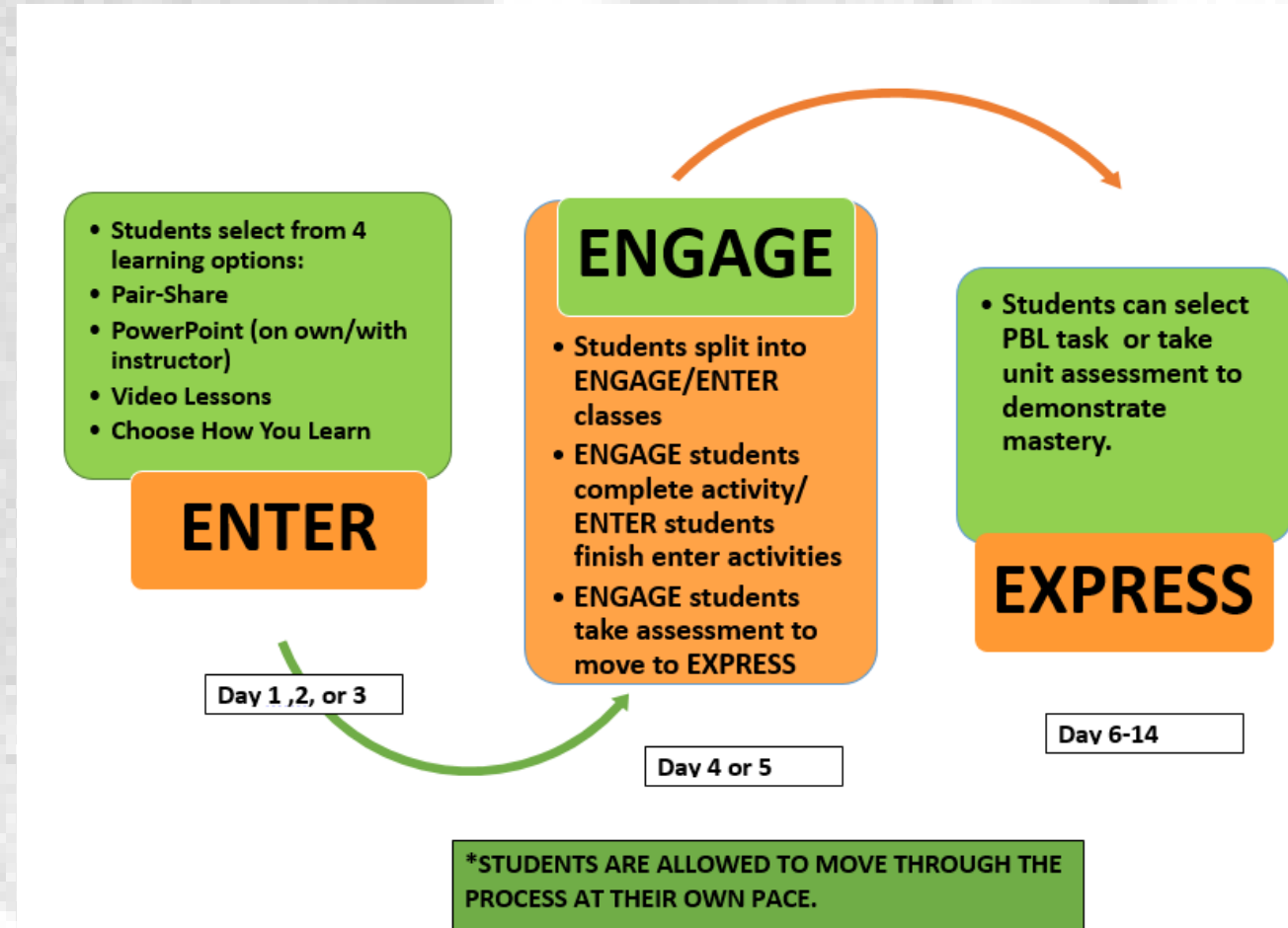
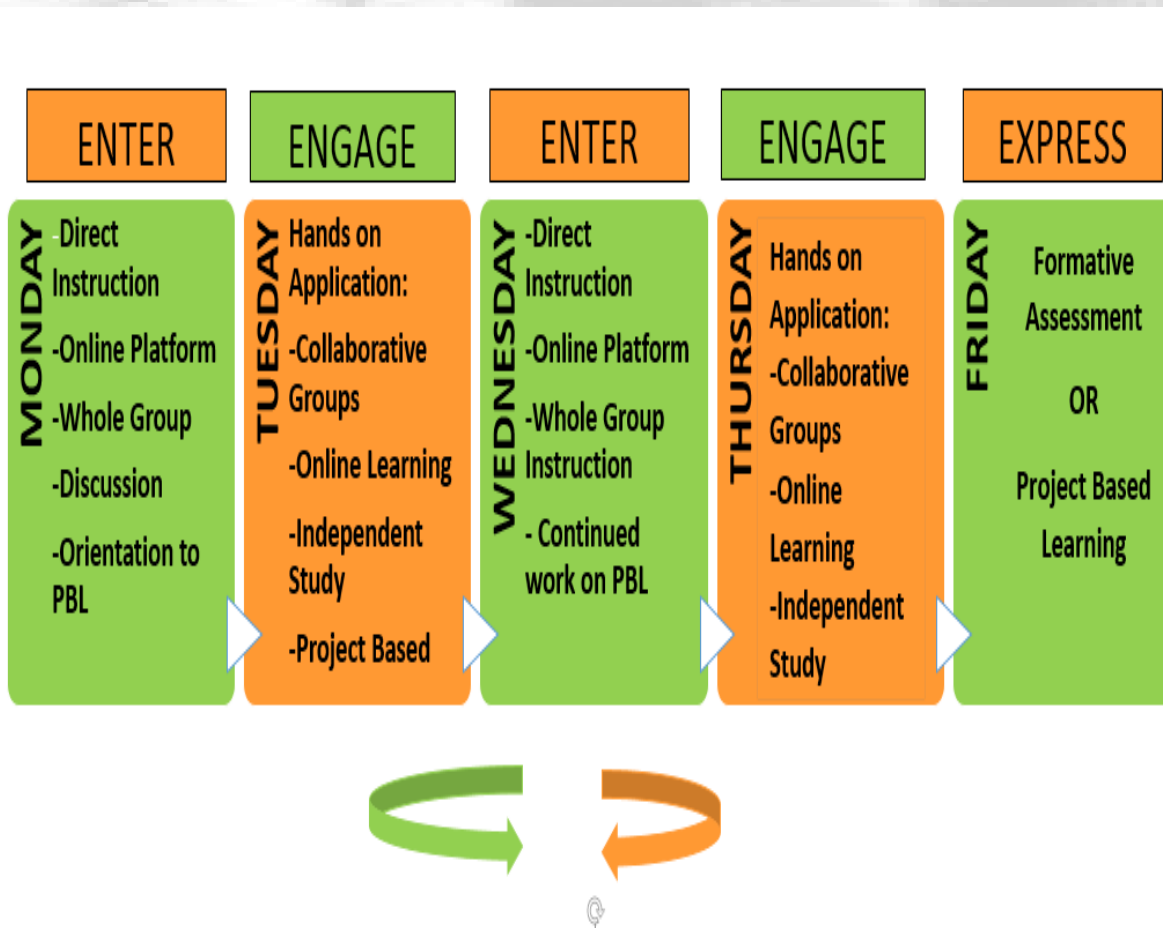


HALLWAY DESIGN

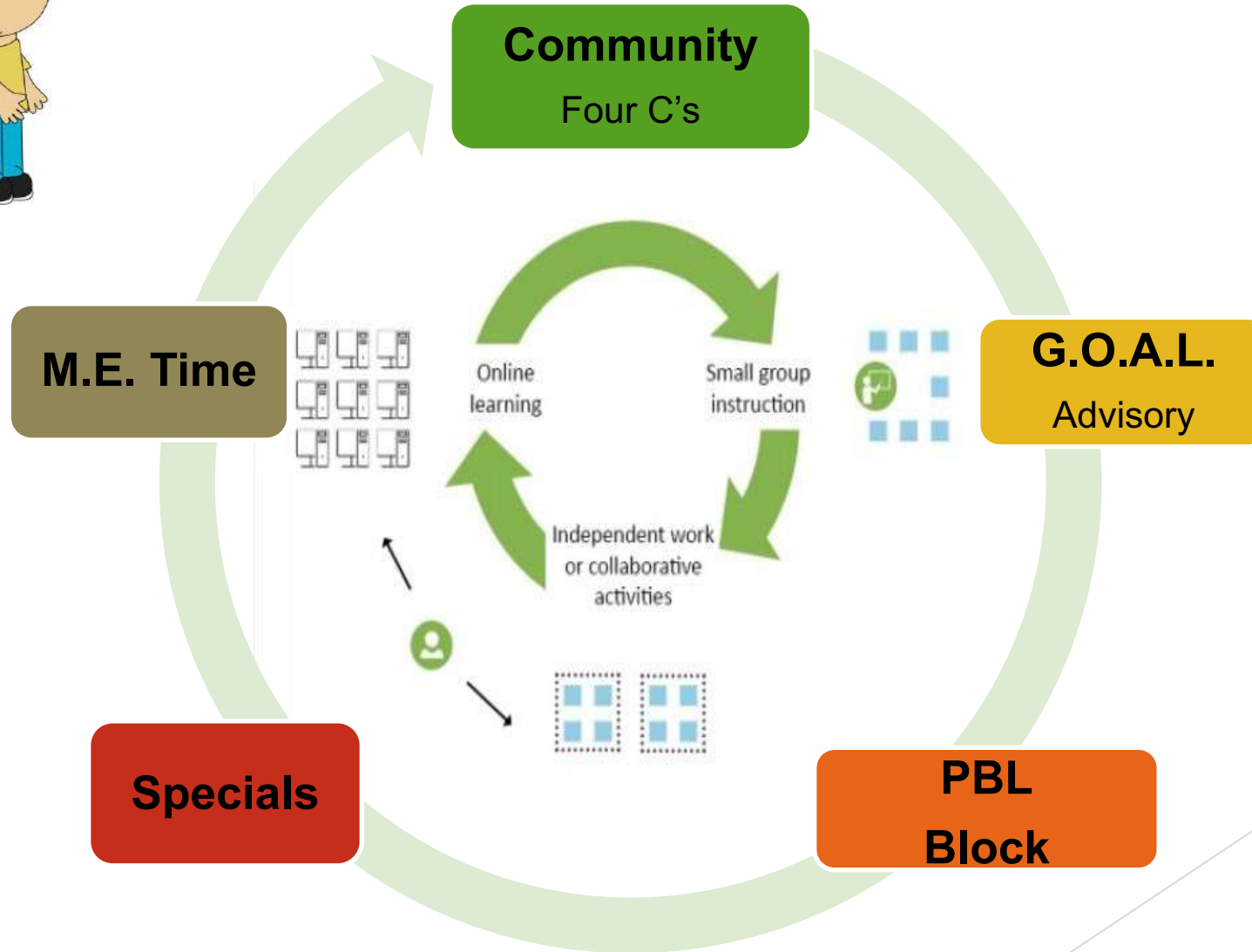
LONG TERM MODEL

ONE TEACHER MODEL

TWO TEACHER MODEL



Long-Term Model



LGHS VISION

- 4 “Houses”
(3 CTAE or Fine Arts Pathways)
- Cross-Curricular Collaboration

Cultivating Wellness

- Ag Science, Nutrition, Healthcare

Center Stage

- Broadcasting, Music, Theater



Community and Commerce

- Business, Early Childhood, Law & Justice

House of Design

- Architecture, Art, Engineering

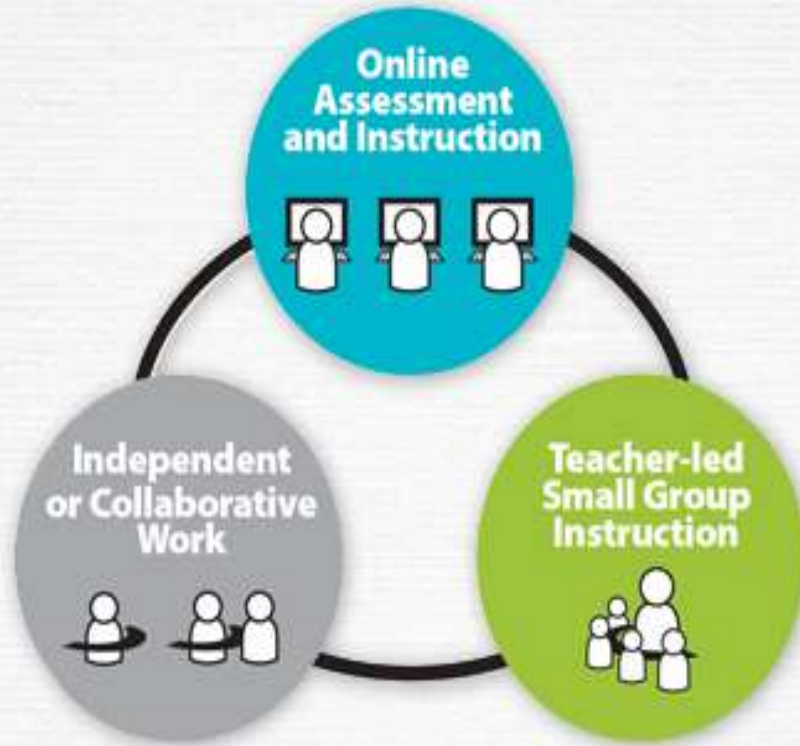




WOODLAND ES PILOT

Blended learning in an extended mathematics instructional block

Blended learning rotational model



What we have learned:

Students need choice and options for digital content. Teachers need streamlined data protocol.

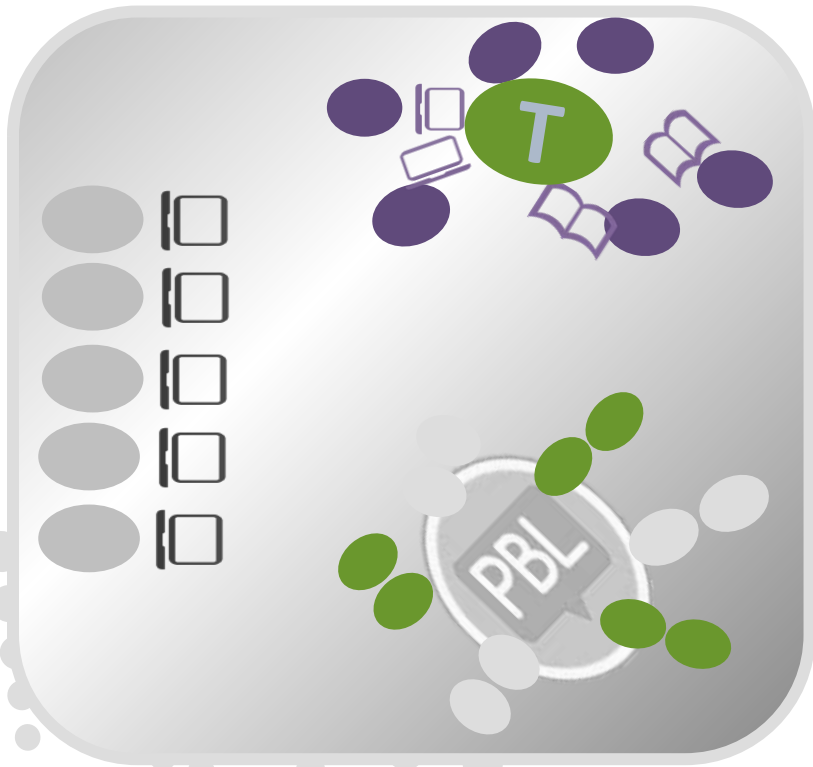
Next steps:

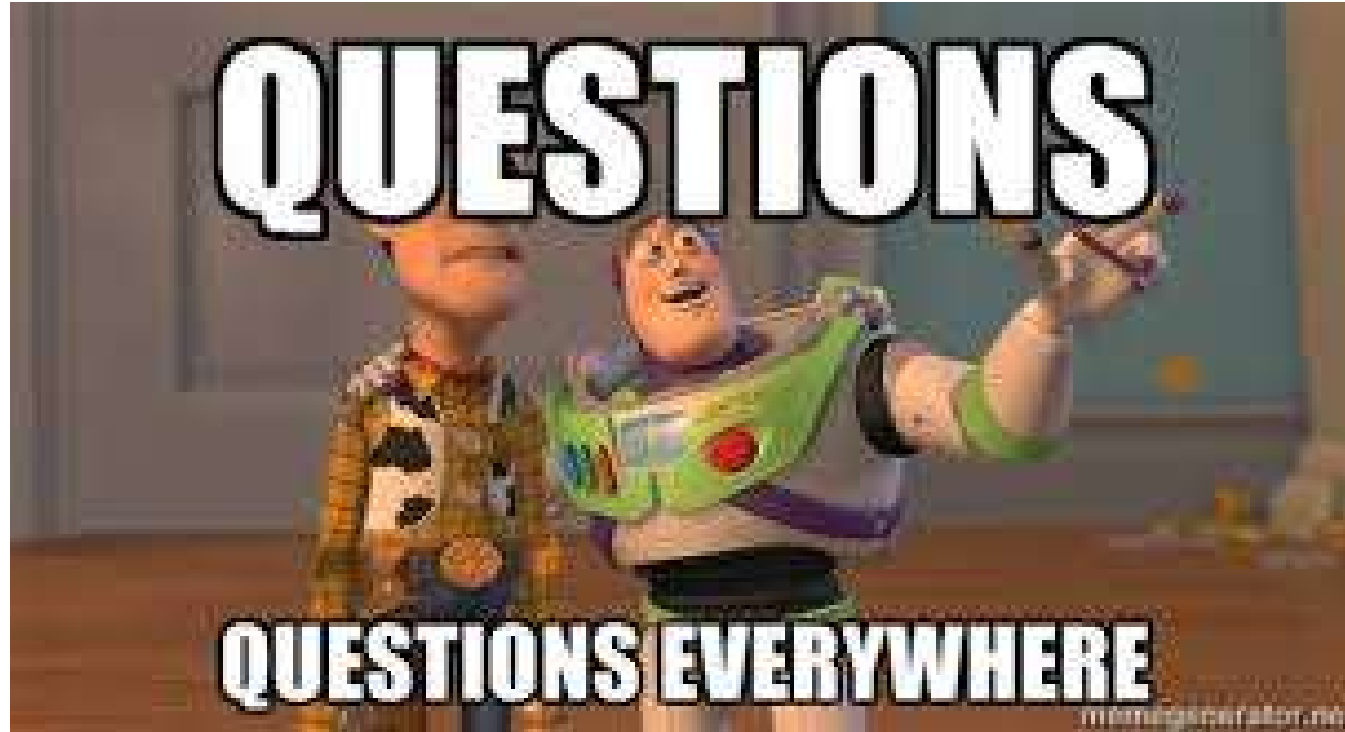
Continue to collect data from students and other non-piloting teachers to determine the next steps for blended learning in our school.

Luella Middle School Personalized Learning Model

Station Rotation – Students will have opportunities to experience learning and demonstrate mastery in three main stations- Project Based Learning, Digital Content, and Direct Instruction, based on what best meets students learning styles. Direct Instruction will usually be in small groups, but sometimes students will receive direct instruction in whole class groups as it is appropriate for the content or instruction.

Math/Science and Language Arts/Social Studies share a block of time and students will be given voice and choice to move between the two classes working on interdisciplinary projects.





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