2020 Vision

for

Personalized Learning

Presenters: Aaryn Schmuhl and Karen Perry

November 2015

We want to be able to learn from each other and get to your questions. Please use the link below to engage in some discussion during the session.

https://todaysmeet.com/henrycountypl

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

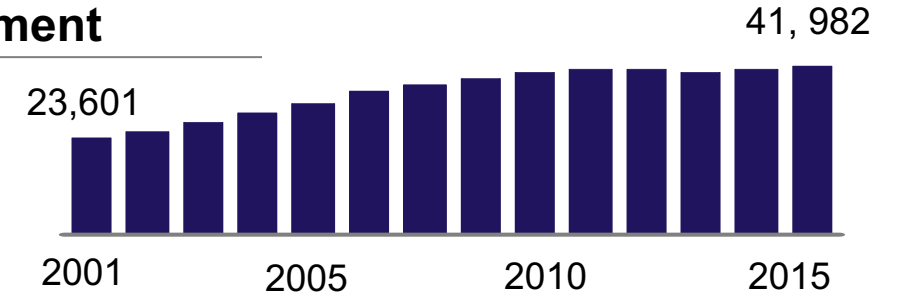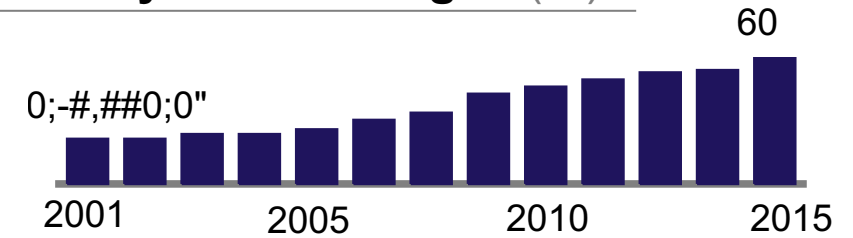## Metro Atlanta

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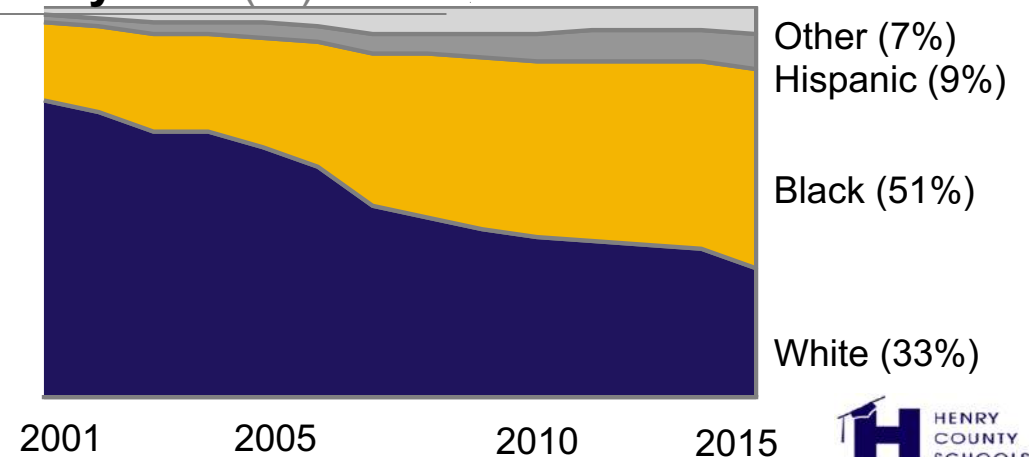- Spend $173 per child on central office; Georgia average: $463

Enrollment

41, 982

23,601

2001   2005   2010   2015

Economically disadvantaged (%)

60

0;-#,##0;0"

2001   2005   2010   2015

Students by race (%)

Other (7%)
Hispanic (9%)

Black (51%)

White (33%)

2001   2005   2010   2015

HENRY COUNTY SCHOOLS
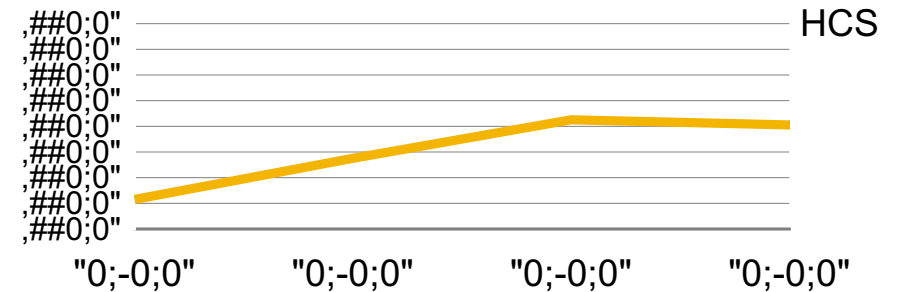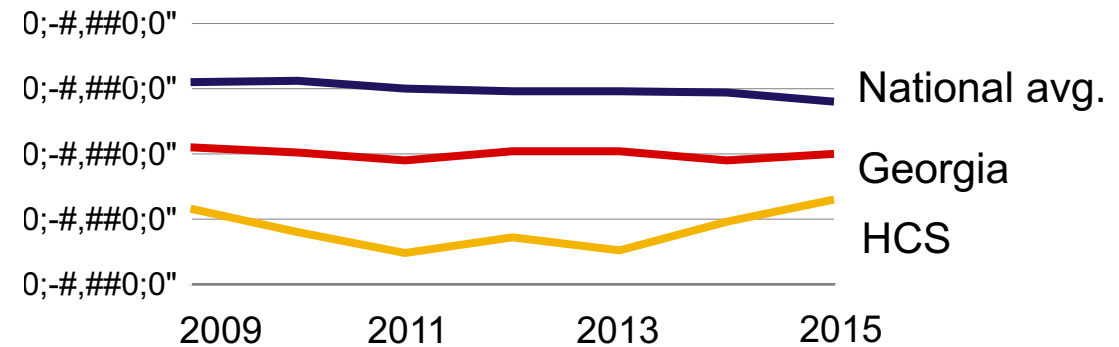
HENRY COUNTY SCHOOLS

The Case for the 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
- Nature of knowledge has changed
- Information is ubiquitously available
- Focus on metrics beyond standardized tests
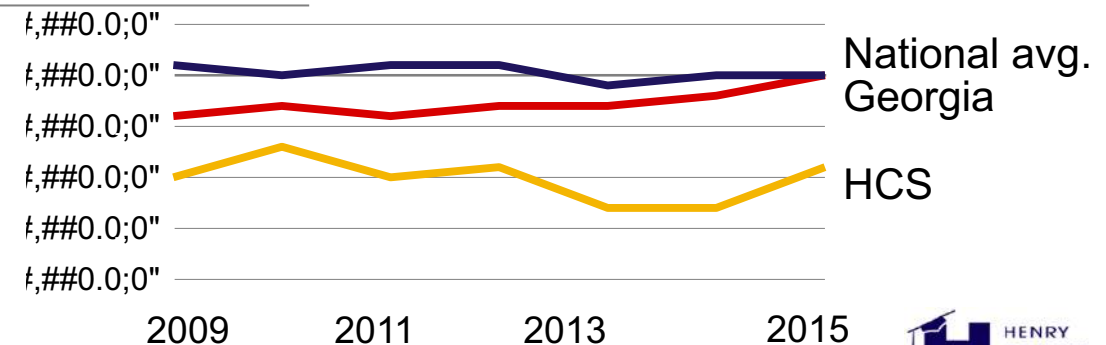- People learn in different ways (Pace, Place, Path, People)
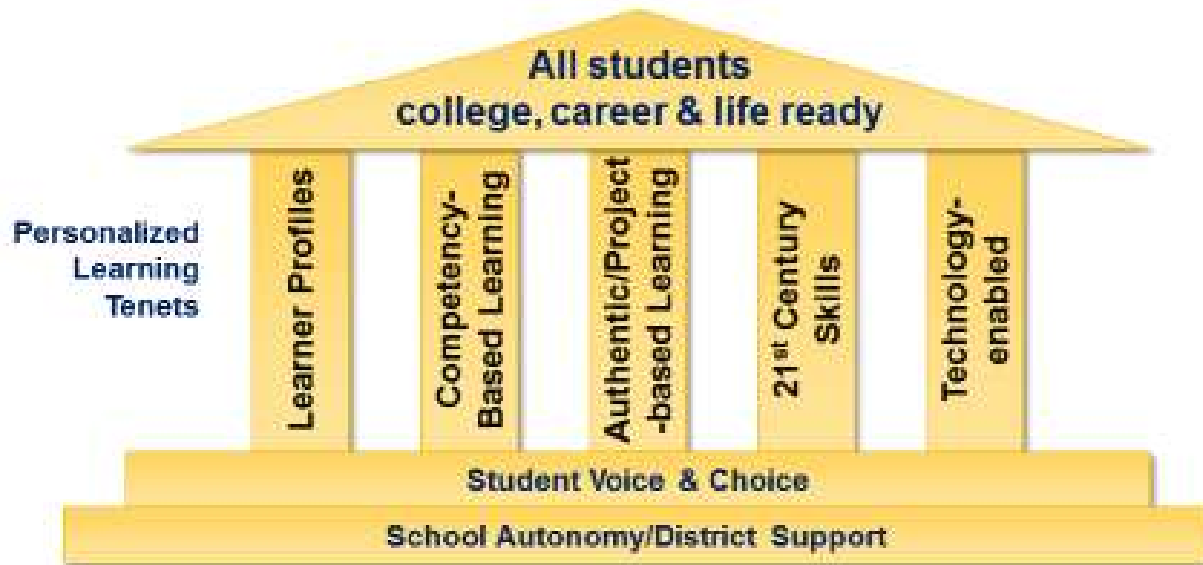
4-year cohort grad. rate

HCS

Composite SAT (avg.)

National avg.

Georgia

HCS

2009   2011   2013   2015

Composite ACT (avg.)

National avg.
Georgia

HCS

2009   2011   2013   2015

Henry County Schools' Vision for Personalized Learning

Personalized Learning Tenets

All students college, career & life ready

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

Student Voice & Choice

School Autonomy/District Support

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 / Project-Based Learning: 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

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.

2013 2014 2015 2016 2017 2018 2019 **2020**

Cohort 15
(6 schools)
- Apply 12/1/2013 - 3/26/2014
- Plan 4/5/2014 - 8/2/2015
- Implement & Evaluate 8/4/2015 - 5/28/2021

Cohort 16
(9 schools)
- Apply 10/1/2014 - 2/6/2015
- Plan 2/9/2015 - 8/1/2016
- Implement & Evaluate 8/2/2016 - 6/21/2021

Cohort 17
(9 schools)
- Apply 10/1/2015 - 2/1/2016
- Plan 2/2/2016 - 8/1/2017
- Implement & Evaluate 8/2/2017 - 7/15/2021

Cohort 18
(9 schools)
- Apply 10/1/2016 - 2/6/2017
- Plan 2/7/2017 - 8/1/2018
- Implement & Evaluate 8/2/2018 - 8/8/2021

Cohort 19
(9 schools)
- Apply 10/1/2017 - 2/6/2018
- Plan 2/7/2018 - 8/1/2019
- Implement & Evaluate 8/2/2019 - 9/1/2021

Cohort 20
(9 schools)
- Apply 10/1/2018 - 2/6/2019
- Plan 2/7/2019 - 8/1/2020
- Implement & Evaluate 8/2/2020 - 9/25/2021

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

HENRY COUNTY SCHOOLS

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)

**~8
More**

HENRY COUNTY SCHOOLS

Learner Profile

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

Personalized Competency-Based Learning Framework

What Teachers Do

What Students Do

Graduation Standards
Cross-Curricular skills

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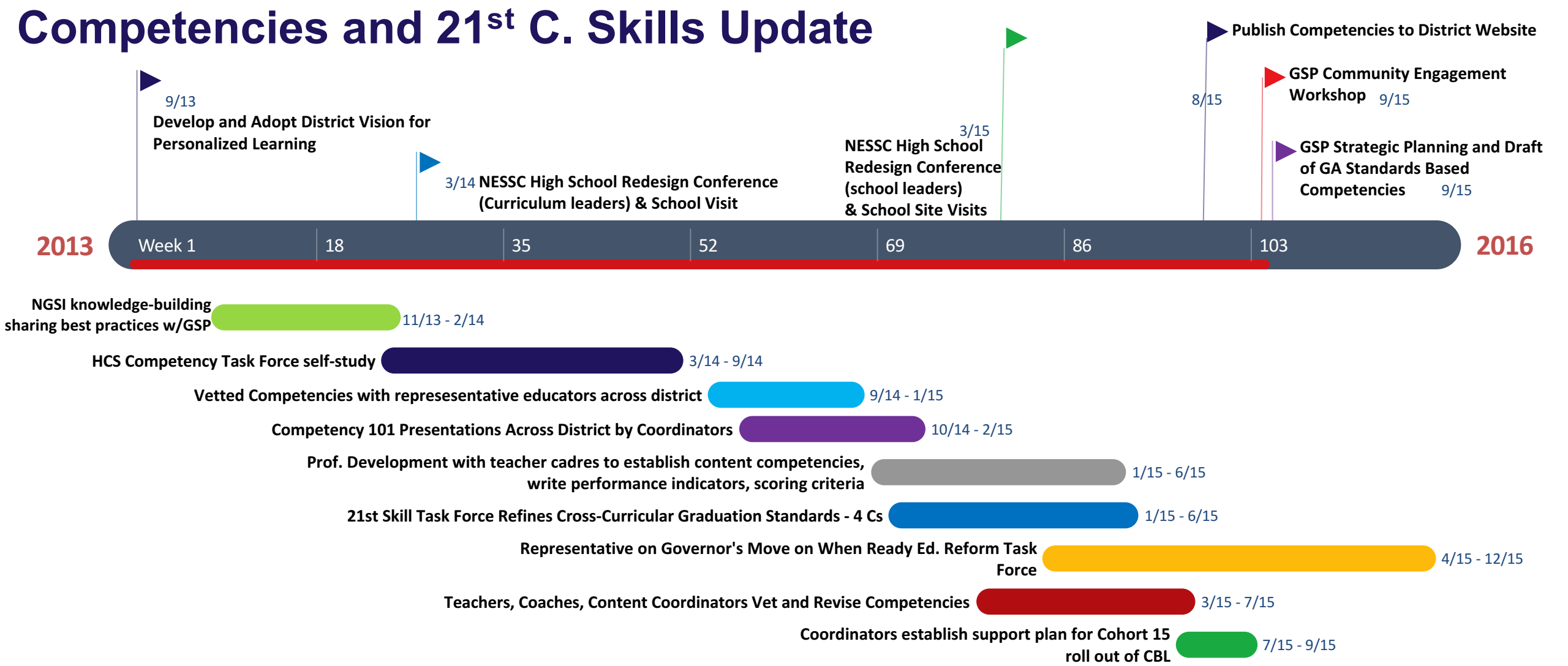- Make decisions on student achievement of graduation standards.

- 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.

Graduation Standards
demonstration of competency in content areas

- 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.

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

Performance Indicators
demonstration of competency with common, summative assessments

- 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.

- 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.

Unit-Based Personalized learning objectives
Daily learning targets that support performance indicator competencies

- 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

- Complement classroom learning with digital and varied eternal experiences.

Multiple and Personalized Learning Pathways

Competencies and 21st C. Skills Update

9/13 Develop and Adopt District Vision for Personalized Learning

3/14 NESSC High School Redesign Conference (Curriculum leaders) & School Visit

3/15 NESSC High School Redesign Conference (school leaders) & School Site Visits

Publish Competencies to District Website

8/15

GSP Community Engagement Workshop **9/15**

GSP Strategic Planning and Draft of GA Standards Based Competencies **9/15**

2013 | Week 1 | 18 | 35 | 52 | 69 | 86 | 103 | **2016**

NGSI knowledge-building sharing best practices w/GSP **11/13 - 2/14**

HCS Competency Task Force self-study **3/14 - 9/14**

Vetted Competencies with represesentative educators across district **9/14 - 1/15**

Competency 101 Presentations Across District by Coordinators **10/14 - 2/15**

Prof. Development with teacher cadres to establish content competencies, write performance indicators, scoring criteria **1/15 - 6/15**

21st Skill Task Force Refines Cross-Curricular Graduation Standards - 4 Cs **1/15 - 6/15**

Representative on Governor's Move on When Ready Ed. Reform Task Force **4/15 - 12/15**

Teachers, Coaches, Content Coordinators Vet and Revise Competencies **3/15 - 7/15**

Coordinators establish support plan for Cohort 15 roll out of CBL **7/15 - 9/15**

Henry County's Complete List of Competencies are here.

Project-Based Learning

- 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

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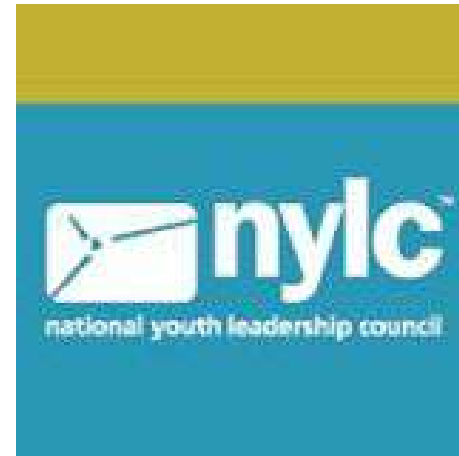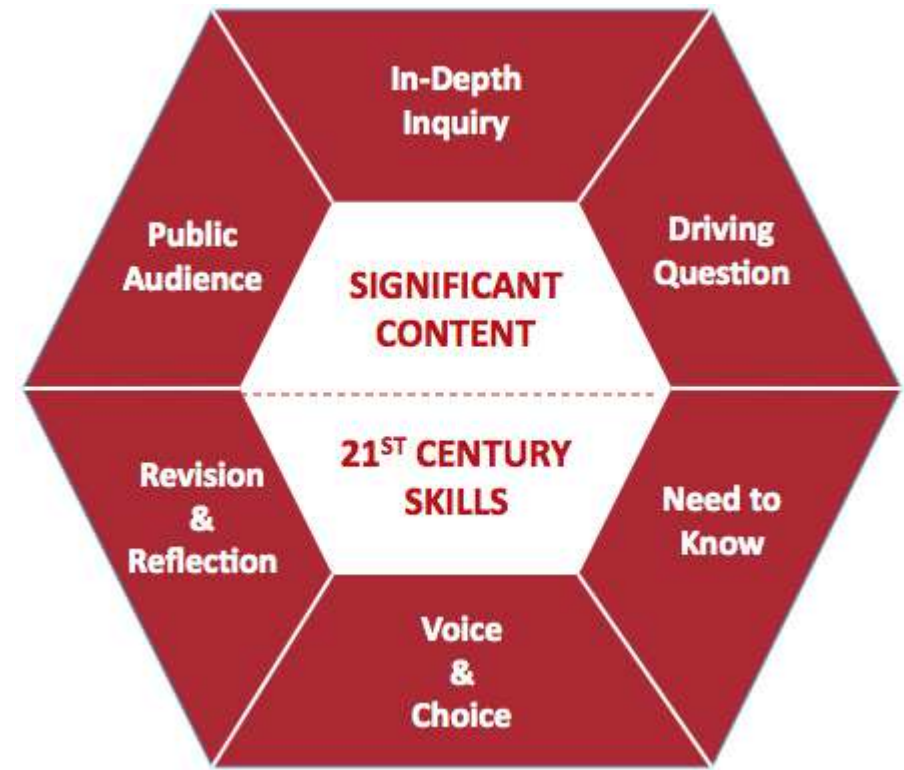
Tech-Enabled

Technology enables students to acquire information and demonstrate mastery.

- Current Tools
  - Point, LP, Blackboard, Office 365, Google Drive, Edmodo, Edgenuity, IC, MobyMax, Interwebs ☺, Turnitin.com, lots of other tools
- Next Steps:
  - RFI for learning/content/assessment management platform
  - SPLOST V proposal (March 2016 ballot)
    - Robust fiber network with more bandwidth
    - 1:1 Devices
      - Priority to cohort schools

Will Richardson makes the case for a tech-enabled learning experience in this talk (click here)
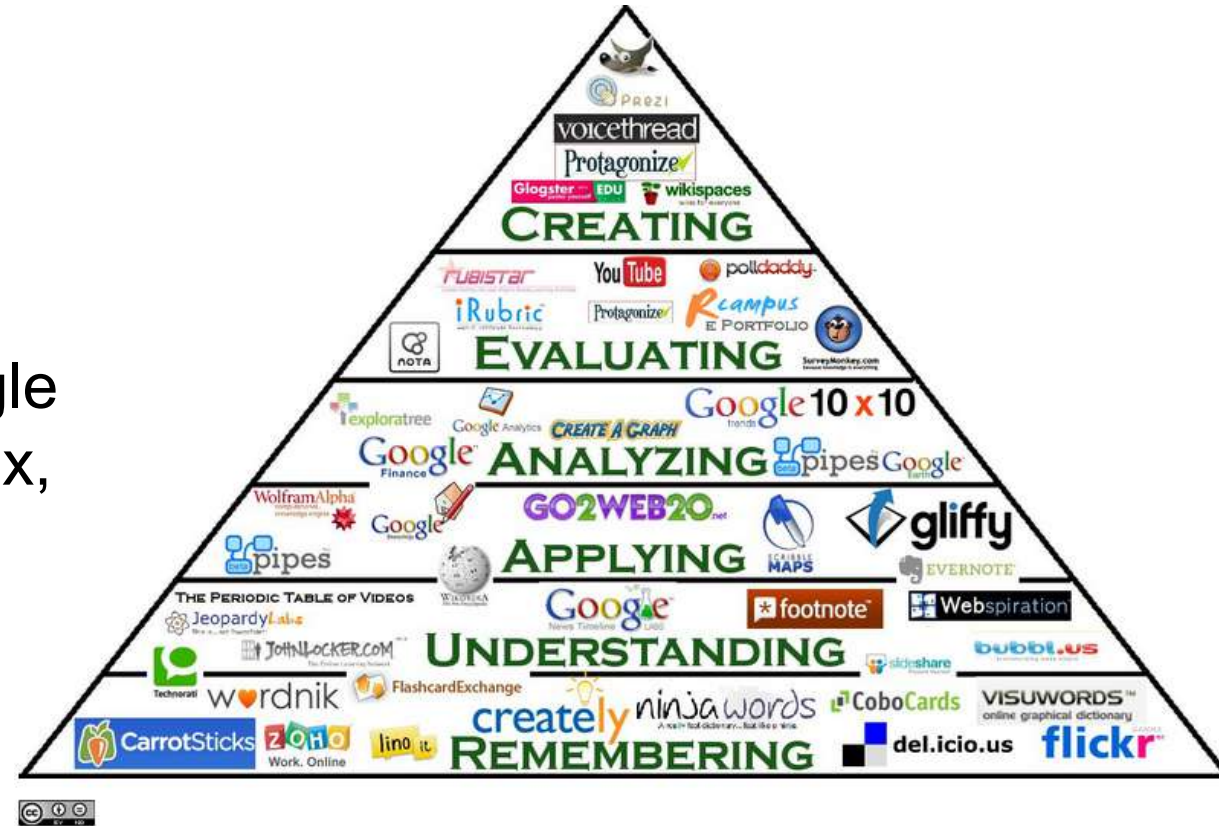
Implementation Looks Like……

- PL Coaches and Project Managers
- More voice and choice
- Advisory
- Flexible learning spaces and schedules
- Beginning to utilize competencies
- Student-led conferences
- Access to/Help build Learner Profile
- Communications supports
- Ongoing PD (internal and external)
- Program Evaluation

HENRY COUNTY SCHOOLS

Planning Phase Looks Like….

- Schools select a design team and project manager
- Pilot efforts underway
- District PL Coaches
- Strategic Planning (10 month process)
  - Building vision, high-level plan for PL
  - Consultants to advise
  - Study, travel, research PL across the district and US
  - Stakeholder engagement
  - Public practice presentations
  - Pitch in December
  - Approve by district panel
- Action plan in January
- PD, Communications continues in Spring

Change Management Matters

PLAN · CREATE · IMPLEMENT · ASSESS · EVOLVE · DISCOVER

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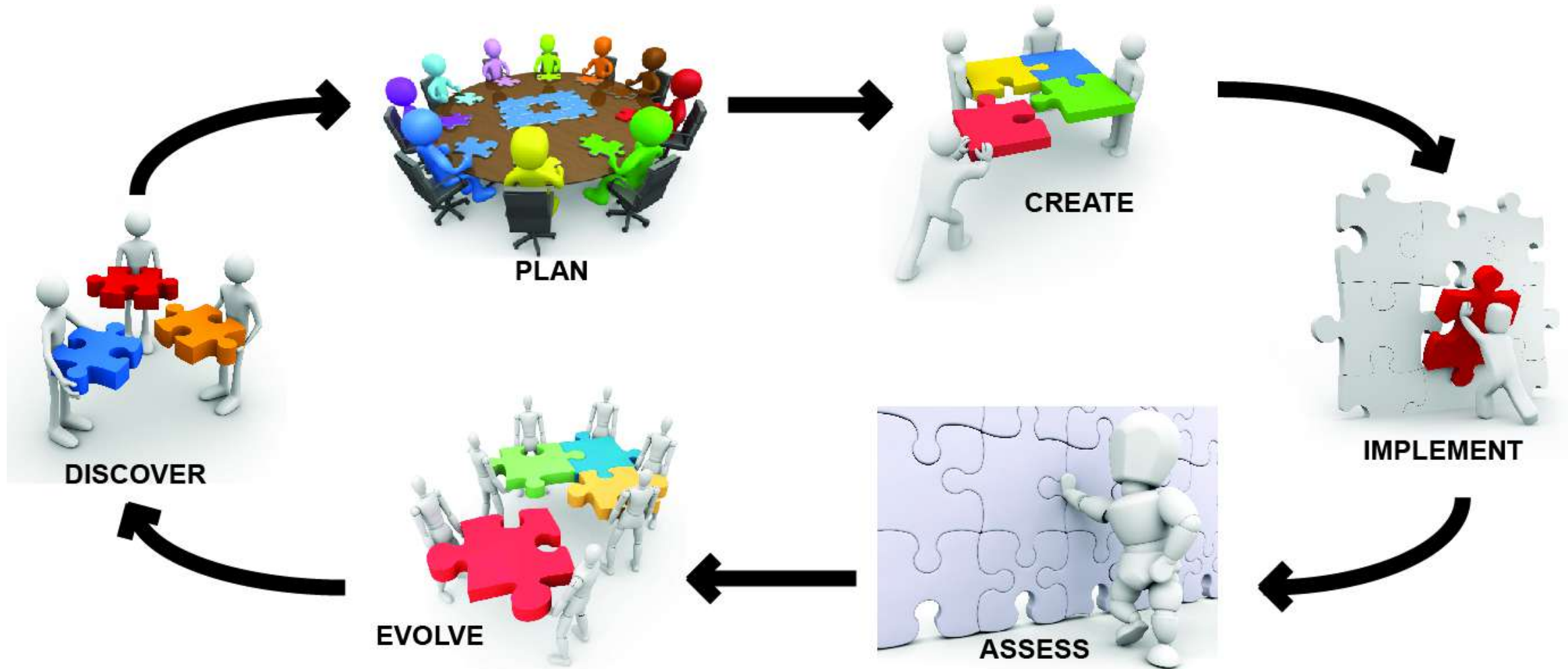
Lessons Learned from Cohort Schools

- **Collaborating** to establish belief statements about kids is key as models change, but beliefs endure

- **Communicating** and transparency in the process, practices, and data is essential

- **Creative** process is challenging, but valuable, including tackling self-imposed barriers (i.e. scheduling, staffing, time-bound courses, ranking kids, grading, etc.)

- **Critical thinking** and metrics beyond test scores are important
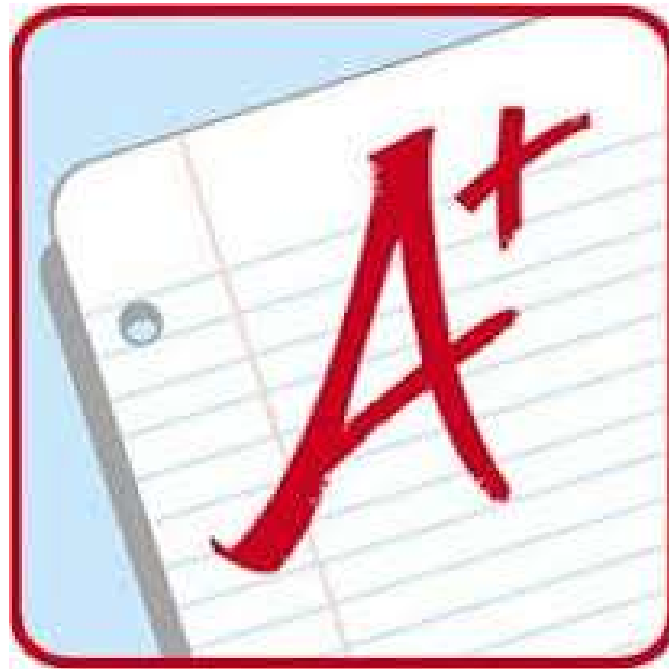
I sing out loud everyday.

I use technology every day

Parents determine how successful kids will be in school.

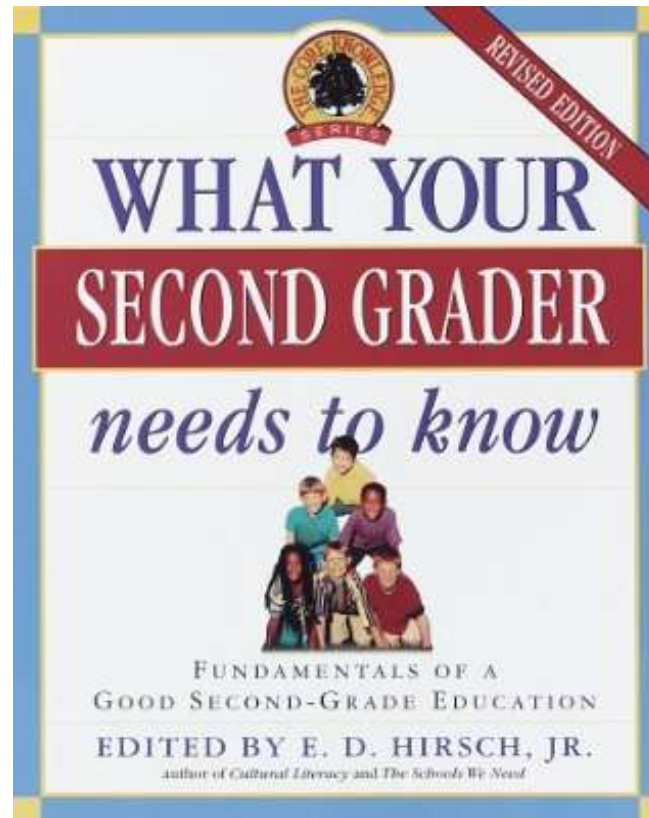# Getting high grades motivates kids.

Getting low grades motivates kids.

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

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.

I find change exciting.

Collaborating with teachers in other departments, I have designed implemented an inter-disciplinary unit in the past three years.

I believe that standardized test scores are an important measure of our success as a school.

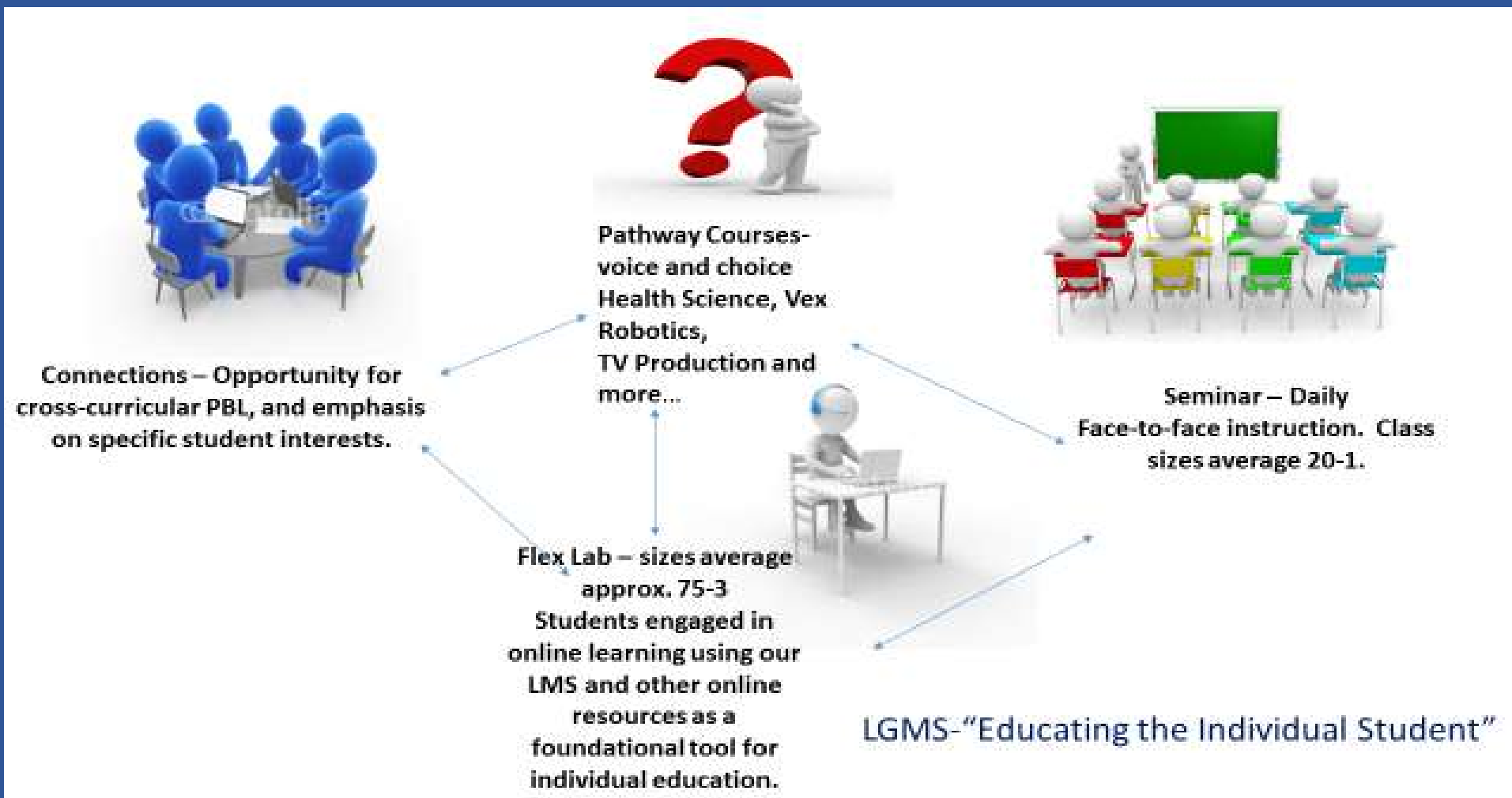# I believe that standardized test scores are an important measure of my success as a teacher.

I am tired of this activity…

Cohort 2015 Models

HENRY COUNTY SCHOOLS

Lab Rotation Model

Connections – Opportunity for cross-curricular PBL, and emphasis on specific student interests.

Pathway Courses- voice and choice Health Science, Vex Robotics, TV Production and more...

Seminar – Daily Face-to-face instruction. Class sizes average 20-1.

Flex Lab – sizes average approx. 75-3 Students engaged in online learning using our LMS and other online resources as a foundational tool for individual education.
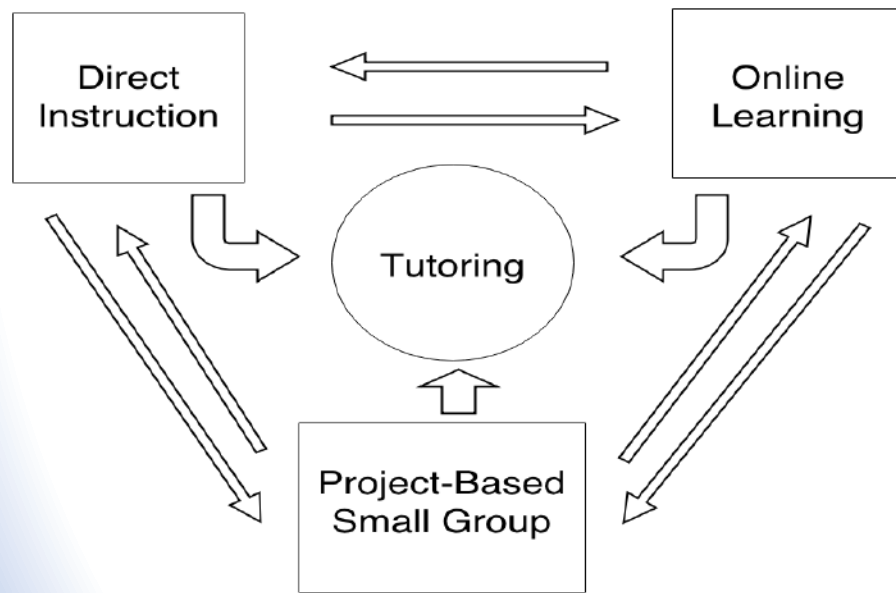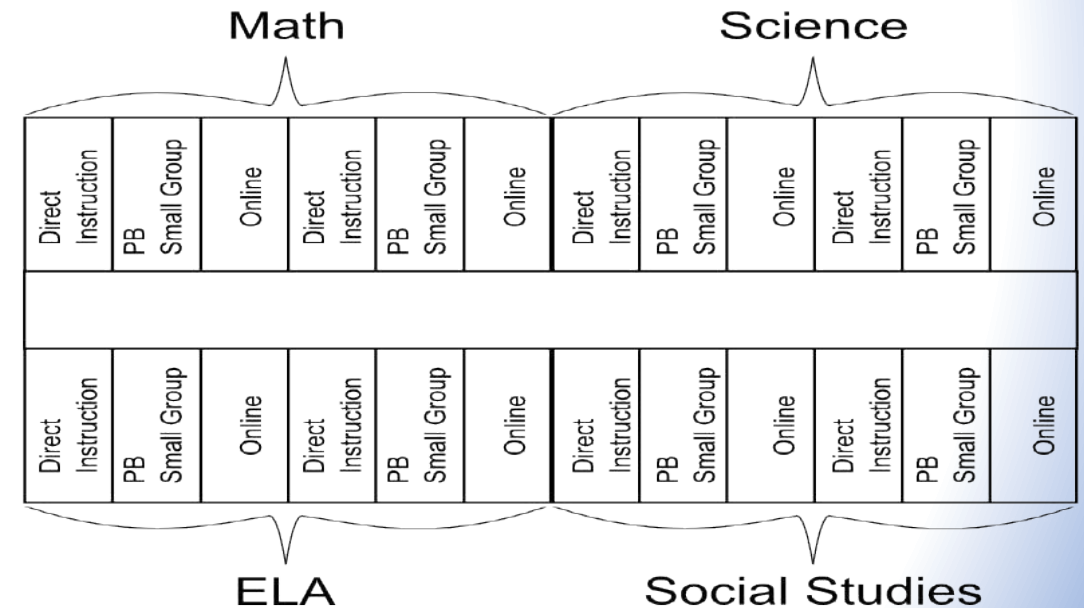
LGMS-"Educating the Individual Student"

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
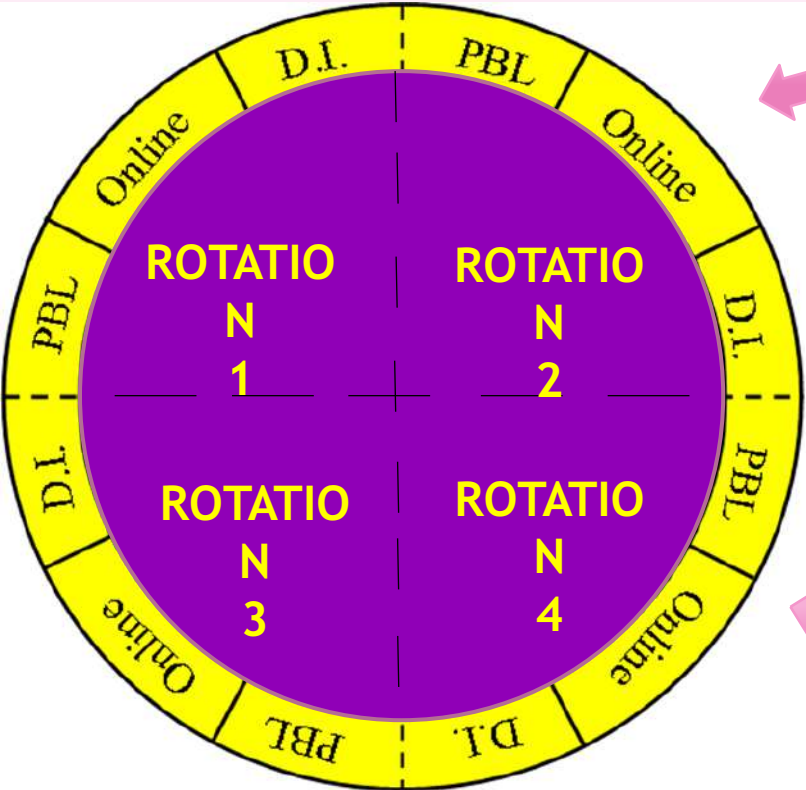- Project-Based Learning

INSTRUCTIONAL ROTATION WITHIN CONTENT
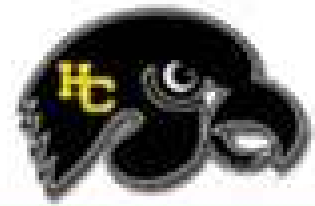

HALLWAY DESIGN

HHS Model

4 x 4 Daily Learning
Student Choice in
Instruction 90 Minutes

LYCEUM
Project-Based Learning

Exploration (Electives /CTAE)

Internships and Capstone Projects
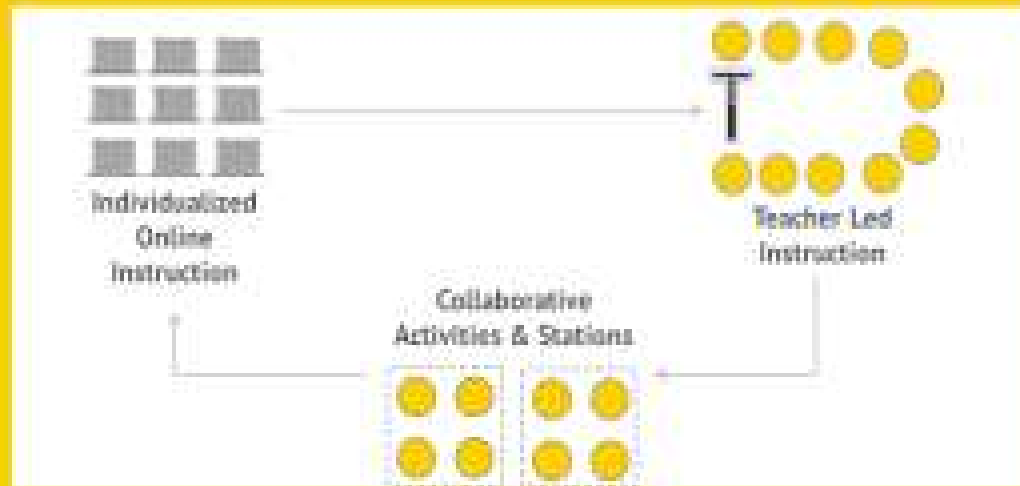
Advisory/ Instructional Focus

ROLLOUT PLAN

2015 - 2016

Station Rotation

- Student Advisement Program
- Station Rotation Model
- Project-Based Learning Introduced
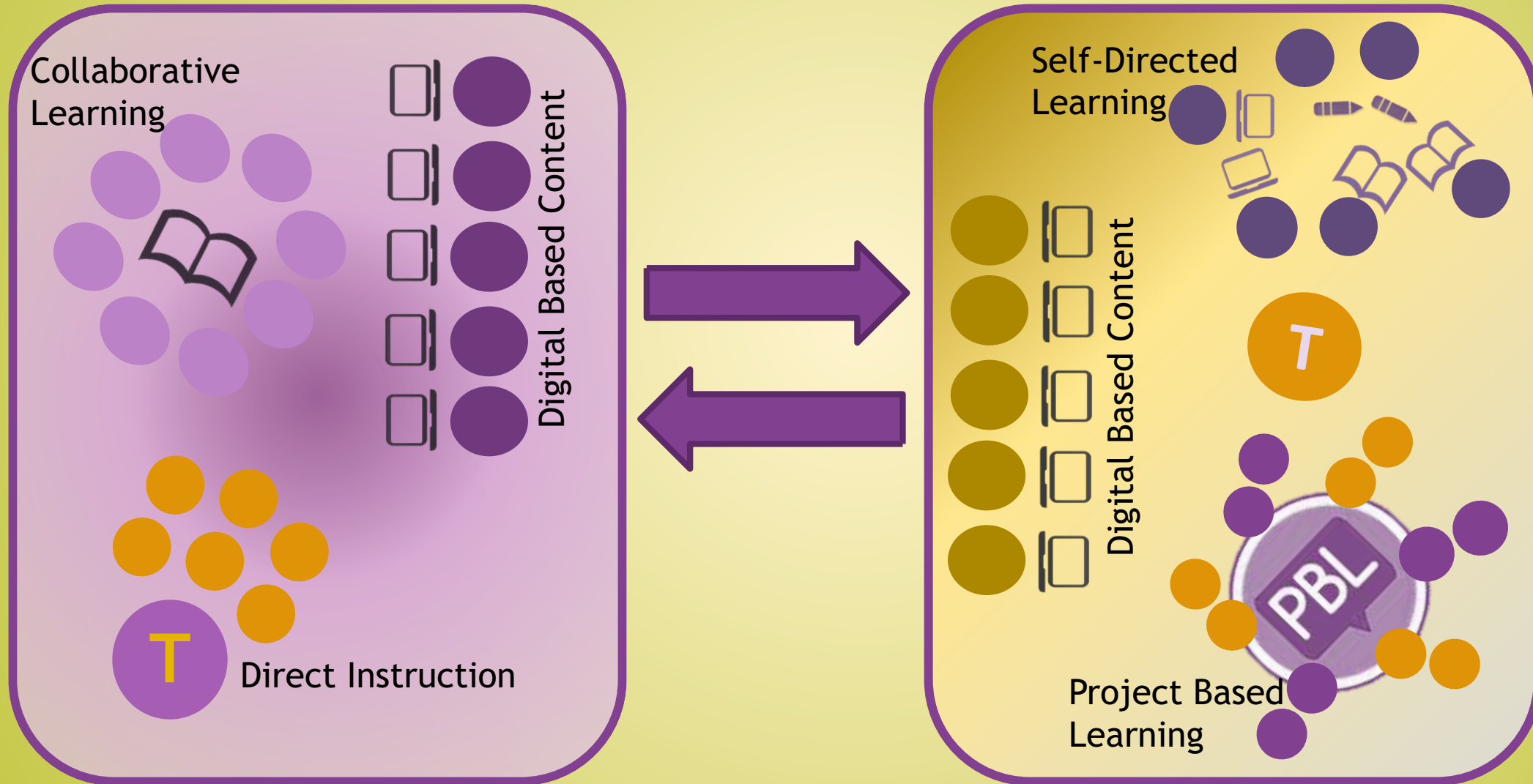- Connections Pathways

Humanities/STEM

- School split into two academies Humanities and STEM.
- Humanities focuses on integrating the Arts within all core subject areas. Integrating the use of technology resources to provide a deeper understanding of learning.
- STEM focuses on science, technology, engineering, and mathematics course content and practices which is integrated within all core subject matters. Technology enabled Learning.

HAMPTON: STATION ROTATION

M OD EL

Collaborative Learning

Digital Based Content

Direct Instruction

T

Self-Directed Learning

Digital Based Content

T

PBL

Project Based Learning

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.