

Reimagine Minnesota: Personalized Learning in Edina Public Schools April 4, 2018

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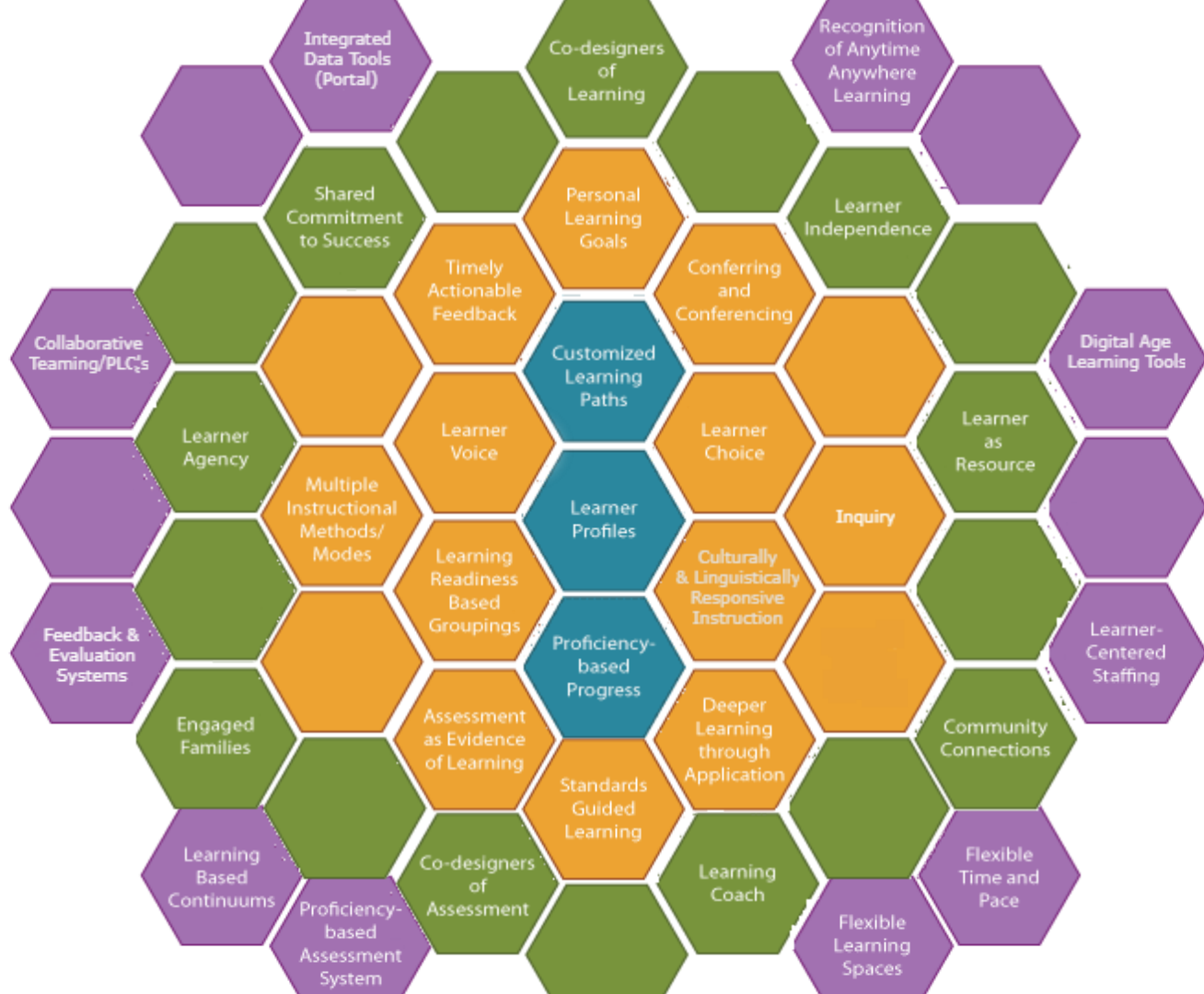
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Profile of an Edina Graduate

Learners show mastery of standards as stepping stones to proficiency of larger competencies.



The Honeycomb Model



Equity in Excellence Components:

- ➡ See All
- ➡ Serve All
- ➡ Support All



“If we hope to help all learners find success, we need a new approach--one that taps the potential of the most underutilized resource in most traditional classrooms: *the learners themselves.*”

-James Rickabaugh (Tapping the Power of Personalized Learning)





Grow Our Capacity...

Components:

- Flex Space
- Flex Time
- Job-embedded

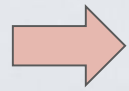


Personalized Learning Components:

- Pathways
- Profiles
- Proficiencies

Definition

An active method of placing learners at the center where multiple pathways are possible to develop essential skills, and competencies.



Pathways

Multiple Paths
for Learning

Multiple Pathways for Learning

Access(GET)

- Read
- View (multimedia)
- Hear
- Discuss

Engage (DO)

- teacher seminar
- collaborative groups
- independently
- audio,
kinesthetically,
tactile

Express (SHOW)

- write
- draw
- present
- simulate
- conference
- digital

Common Language: Access, Engage, Express...



Teacher Seminar:

**Direct instruction
led by the teacher**

Collaborative Groups:

**2-4 learners
working
together**

Independent/ Personal Flex:

**Learners
working alone
at their own
pace**

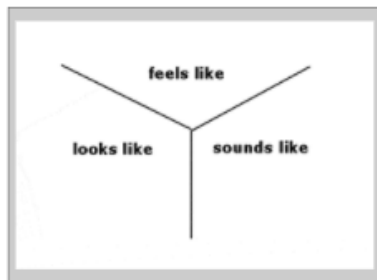
Voice and Choice: Teacher Seminar

Teacher Seminar

- ❖ Direct Instruction
- ❖ Lead by the teacher

Consider choosing **SEMINAR** if...

- You prefer to hear and see from the teacher
- New or difficult information
- Want to check for understanding
- Prefer to ask the teacher questions over peers.



Teachers created norms around the different pathways for accessing and engaging information.

Voice and Choice: Personal Flex

Personal Flex/Independent:

- ❖ Independent work
- ❖ Self paced

Consider choosing **PERSONAL FLEX** if...

- You prefer to process internally (in your own head)
- You like to work at your own pace
- You can learn and understand information by reading on your own
- You can remain focused without reminders from the teacher



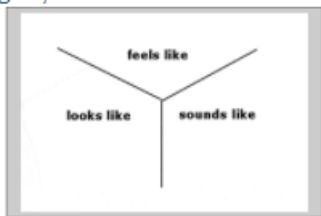
Voice and Choice: Collaborative Groups

Collaborative Groups

- ❖ Working with 2-4 classmates
- ❖ Everyone is engaged and sharing a common goal/task

Consider choosing **COLLABORATIVE GROUPS** if...

- You prefer to discuss and process verbally with others
- You are willing to participate and listen to peers
- You can remain on task without teacher reminders





Profiles

Data collection,
reflection & self-
regulation

Learner Profile

Belongs to the learner and helps one track learning choices. One's profile encompasses:

- Who they are as a whole
- Aspirations and passions
- Personal goals and reflection on learning
- Learning preferences



First & Last Name
Learner Profile



My Introduction/Personal Video Link

Important Links

[Learning Preferences](#)
[Data Collection](#)
[21st Century Literacy](#)

My Interests

I enjoy learning about...

My Hobbies & Activities

I like to...

My Experiences

What are three things that have shaped you...

My Future Goals

What things would you like to accomplish in...

Profiles

Reflecting daily:

-content

-learning

process

-next steps

1-31(B) 2-1(A)	Day 2 Media Literacy Terms Digital Footprint	Cornell Notes Digital Footprint	I learned that listening is an important and essential thing. My biggest listening barrier is thinking about something else and completely losing focus of what the speaker is saying. I also learned that media has a big impact on our lives, regardless of personal media presence. I will study more about this next class.
2-2(B) 2-5(A)	Day 3 Manipulation vs Persuasion Consuming Kids	3-2-1 Reflection on Documentary Inner/Outer Circle Discussion	I used Cornell Notes to record information about several media terms. I also reflected on my own digital footprint, and how I would want that to look like. Lastly, I watched a documentary on the media presence on kids lives, and filled out a 3-2-1. This documentary was surprising and I learned a lot.
2-6(B) 2-7(A)	Day 4 Media Persuasion: How and Why Advertising Techniques	Cornell Notes Ad Analysis	<p>I learned about several different advertising techniques, they seemed convincing and smart.</p> <p>I did a combination of working independently and seminar, because I listened to the teacher talk a little bit.</p> <p>I took Cornell notes and practiced writing questions. Next class, we are going to analyze ads.</p>



Proficiencies

Learning is aligned to
meeting standards &
competencies

Steps for a personalized learning framework:

1. Identify the standards/learning targets
2. Consider the [Depths of Knowledge](#)
3. Map out a pacing guide that allows for flexibility
4. Consider the multiple pathways available to learners
5. Implement reflection



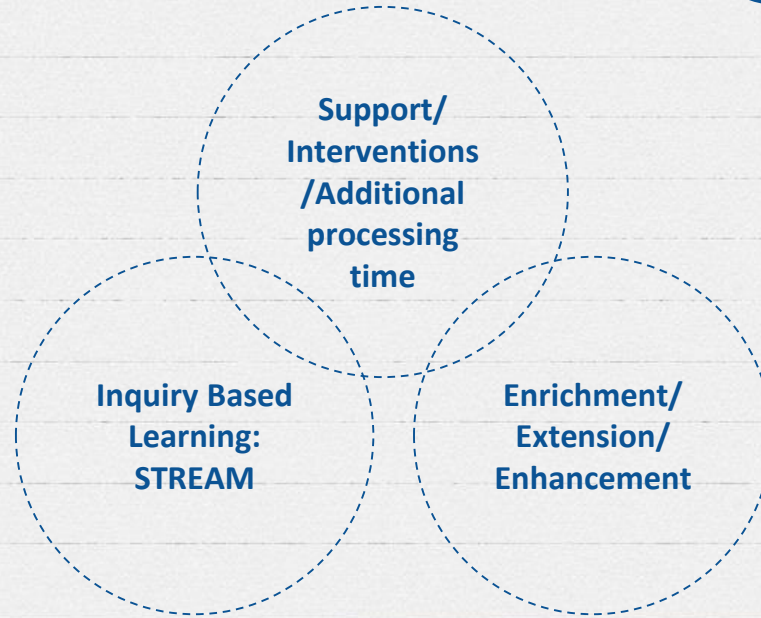
See examples...

<u>7th Grade Science Example</u>	<u>8th Grade Social Studies</u>	<u>7th Grade LA example</u>
<u>21st Literacy Example</u>	<u>9th Grade LA Example</u>	<u>7th Grade Health</u>

Daily Flex/WIN: Leveraging time

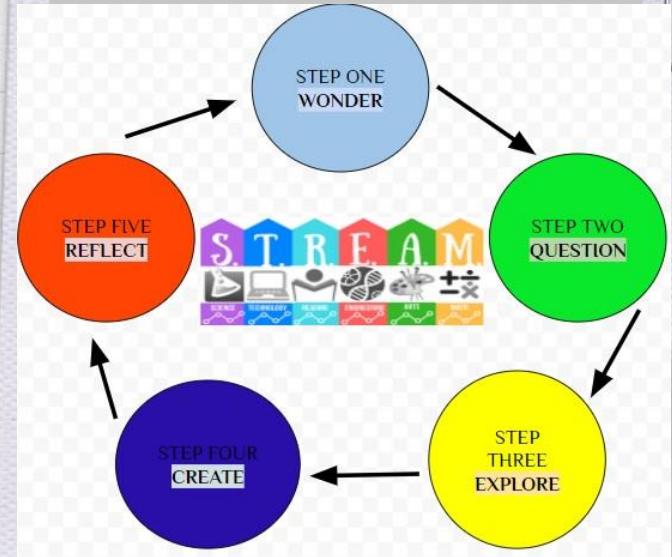


Legacy Model	Personalized Learning
Instruction focused on curriculum, pacing and presentation.	Instruction focused on content, competencies, and actual learning from the students' perspectives.



Flex: STREAM

- Innovation
- Inquiry
- Collaboration
- Focused on process vs content



2017-2018 SVMS Daily Schedule

Period	6th Grade	7th Grade	8th Grade
Advisory	7:45-8:10	7:45-8:10	7:45-8:10
1	8:14-8:54	8:14-9:27	8:14-9:37
2	8:58-9:38		
7 th Flex Time		9:31-10:01	
3	9:42-10:45	10:05-10:45	9:41-10:54
4		10:49-11:29	
6th Gr Lunch	10:45-11:15		
7th Gr Lunch		11:29-11:59	
5	11:15-12:18	11:59-1:13	10:59-12:12
6			
8th Gr Lunch			12:12-12:42
6 th Flex Time	12:22-1:02		
8 th Flex Time			12:43-1:13
7	1:06-1:46	1:17-2:30	1:17-2:30
8	1:50-2:30		

2017-2018 SVMS "WIN" Daily Schedule

Period	6th Grade	7th Grade	8th Grade
WIN Time	7:45-8:26	7:45-8:26	7:45-8:26
1	8:30-9:08	8:30-9:49	8:30-9:49
2	9:11-9:49		
3	9:53-10:33	9:53-10:31	9:53-11:12
6th Gr Lunch	10:33-11:03		
4	11:03-11:23	10:35-11:13	
7th Gr Lunch		11:15-11:45	
5	11:25-12:25	11:48-1:07	11:16-12:35
6			
6th Flex Time	12:27-1:07		
8th Gr Lunch			12:38-1:08
7	1:11-1:49	1:11-2:30	1:11-2:30
8	1:52-2:30		

We ask teachers to:

- X Identify the standards/learning targets
- X Consider the Depths of Knowledge
- X Map out a packing guide that allows for flexibility
- X Consider the multiple pathways available to learners
- X Implement reflection



Year 2 of implementation:

1. Defined Personalized Learning and established [common language](#)
2. [Space Reflection](#): how does your space reflect the experience you want learners to have?
3. [Profiles](#): provided all teachers with reflection tools for their class
4. [Flex Schedule](#): leveraging time and creating multiple pathways
5. Personalized Learning [Framework Planning Guide](#)

Click here for a variety of [Personalized Learning Resources](#)

Other resources form South View Middle School, Edina public schools

- [Blank Planning Guide](#)
- [Question Matrix](#)
- [South View Personalized Learning Links](#)

Discussion Question

1. What process do your teachers use to:
 - a. better know their learners and for learners to know themselves?
 - b. provide multiple pathways for learning including access to rigorous learning opportunities?

2. What is the next step in your personalized approach to see all, serve all and support all?