

Strategy B: Prioritize and Ensure Personalized Education with Emphasis on Acceleration vs Intervention

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MINNETONKA
PUBLIC SCHOOLS

THE MINNETONKA TEACHING AND LEARNING INSTRUCTIONAL FRAMEWORK:

Designing Student Experiences for MEANING, ENGAGEMENT, & DEEPER LEARNING

8 Dimensions

Authentic & Real-World Learning

Students are engaging in authentic and real-world learning when they define and develop solutions to problems that they have encountered or are likely to encounter in their lives, or when they complete a task for which they have not received explicit instruction.

STUDENTS WILL:

- solve a novel academic problem.
- + propose solutions to a simulation of a real-world problem.
- + propose solutions to a real-world problem.
- + engage with real-world audiences in an effort to solve an authentic problem.

Collaboration

Students are collaborating when they work in pairs or groups to discuss an issue, solve a problem, and/or create a product; students are collaborating skillfully when they resolve controversy and conflict through negotiation.

STUDENTS WILL:

- work in pairs or groups.
- + share responsibility and interact respectfully.
- + make substantive decisions together through negotiation and compromise.
- + rely on each other to complete the tasks.

Communication

Students are communicating when they connect and share ideas, and when they choose the right medium(s) to express their thoughts.

STUDENTS WILL:

- organize thoughts, ideas, and information into a coherent message.
- + communicate effectively using multiple modalities to maximize impact.
- + tailor organized communication for specific purposes and audiences.
- + Interpret, synthesize, and share information to make new connections and to recognize diverse perspectives.

Creativity

Students are demonstrating creativity when they develop and/or revise ideas with attention to originality.

STUDENTS WILL:

- adapt existing ideas or products in a novel way.
- + demonstrate flexible thinking through generating multiple ideas.
- + apply critical thinking to design original work.
- + act innovatively to impact the local, regional, or global community.

Critical Thinking

Students are thinking critically when they systematically go beyond knowledge reproduction to analyze, synthesize, evaluate, or organize information in ways that generate understandings that are new to them.

STUDENTS WILL:

- identify reasoning used in specific situations.
- + assess whether there is adequate reasoning and evidence to justify a claim, conclusion or outcome.
- + apply appropriate reasoning and thinking strategies for particular outcomes.
- + use logical and abstract thinking to analyze and synthesize complex information to inform a course of action.

Global Learning

Students are demonstrating their understandings of the complexities of cultures and global issues and their ability to see viewpoints beyond their own when they leverage their experiences and perspectives to understand them.

STUDENTS WILL:

- analyze information from different viewpoints.
- + recognize perspectives and experiences of others.
- + explain how cultural differences impact their decisions and the decisions of others, articulating biases.
- + take action to improve conditions with global competence.

Personalized Learning

Students are personalizing their learning when they choose an element of the content, product, and/or process for their learning, and when they set and monitor their own learning goals.

STUDENTS WILL:

- choose how learning will be demonstrated from among teacher-provided options.
- + self-select an element of content for study, and/or how learning will be demonstrated.
- + select a method to access information and choose the process by which learning takes place.
- + design a work plan to meet learning goals within a personalized timeline.

Use of Technology for Learning

Students are using technology FOR learning when they complete all or part of an activity using technology and move from consumers of content to producers of knowledge.

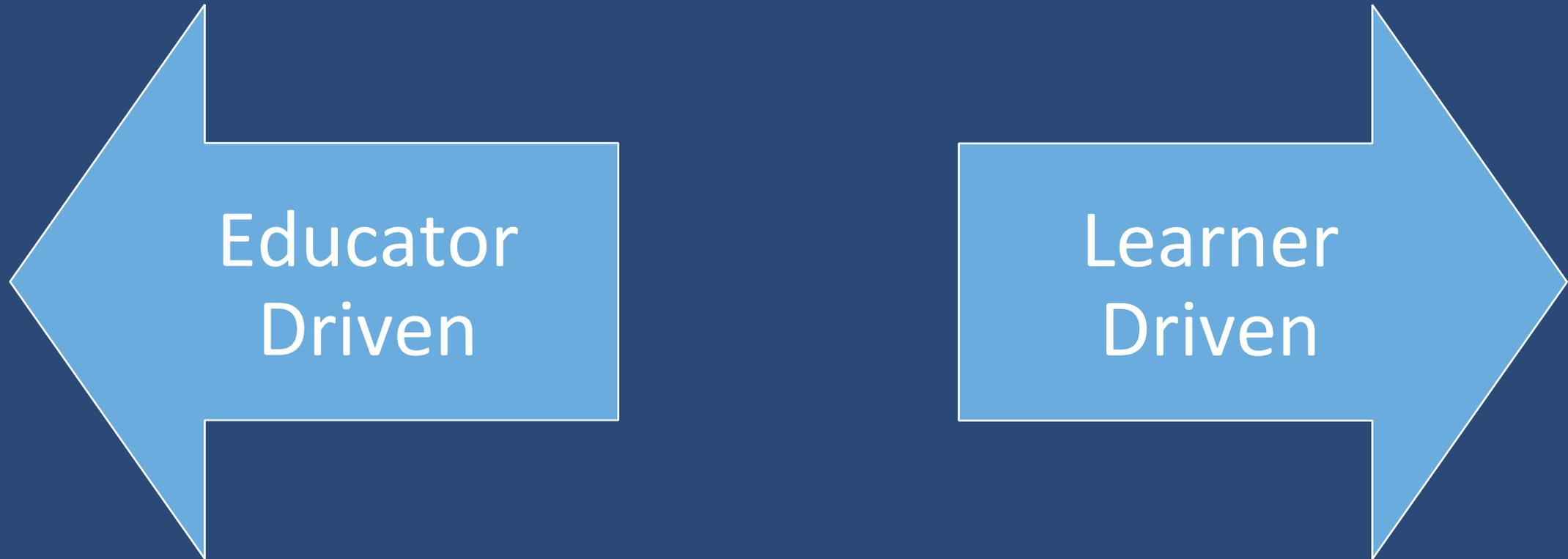
STUDENTS WILL:

- use technology to access information.
- + use technology to actively understand and engage with information.
- + use technology to support knowledge construction and create new understandings.
- + design a technology product to be shared with others.

Personalized Learning Defined

Students are personalizing their learning when they choose an element of the content, product, and/or process for their learning, and when they set and monitor their own learning goals.

The Learning Continuum



Foundations for Personalized Learning in Minnetonka

Stage 1
Essential
Learning



UbD: Stages of Backward Design

Stage 1. Identify desired results.

Guiding Questions

- What are the established goals?
- What "big ideas" do we want students to come to understand?
- What essential questions will stimulate inquiry?
- What knowledge and skills need to be acquired given the understandings and related content standards? What focus questions will guide students to targeted knowledge and skills?

Stage 2. Determine acceptable evidence.

Guiding Questions

- What is sufficient and telling evidence of understanding?
- Keeping the goals in mind, what performance tasks should anchor and focus the unit?
- What criteria will be used to assess the work?
- Will the assessment reveal and distinguish those who really understand versus those who only seem to understand?

3. Plan learning experiences and instruction.

Guiding Questions

- What instructional strategies and learning activities are needed to achieve the results identified in Stage 1 and reflected in the assessment evidence specified in Stage 2?

Stage 2:
Common
Paths
Assessments

Stage 3:
Student
Experience
-Based
(Minnetonka
Framework)

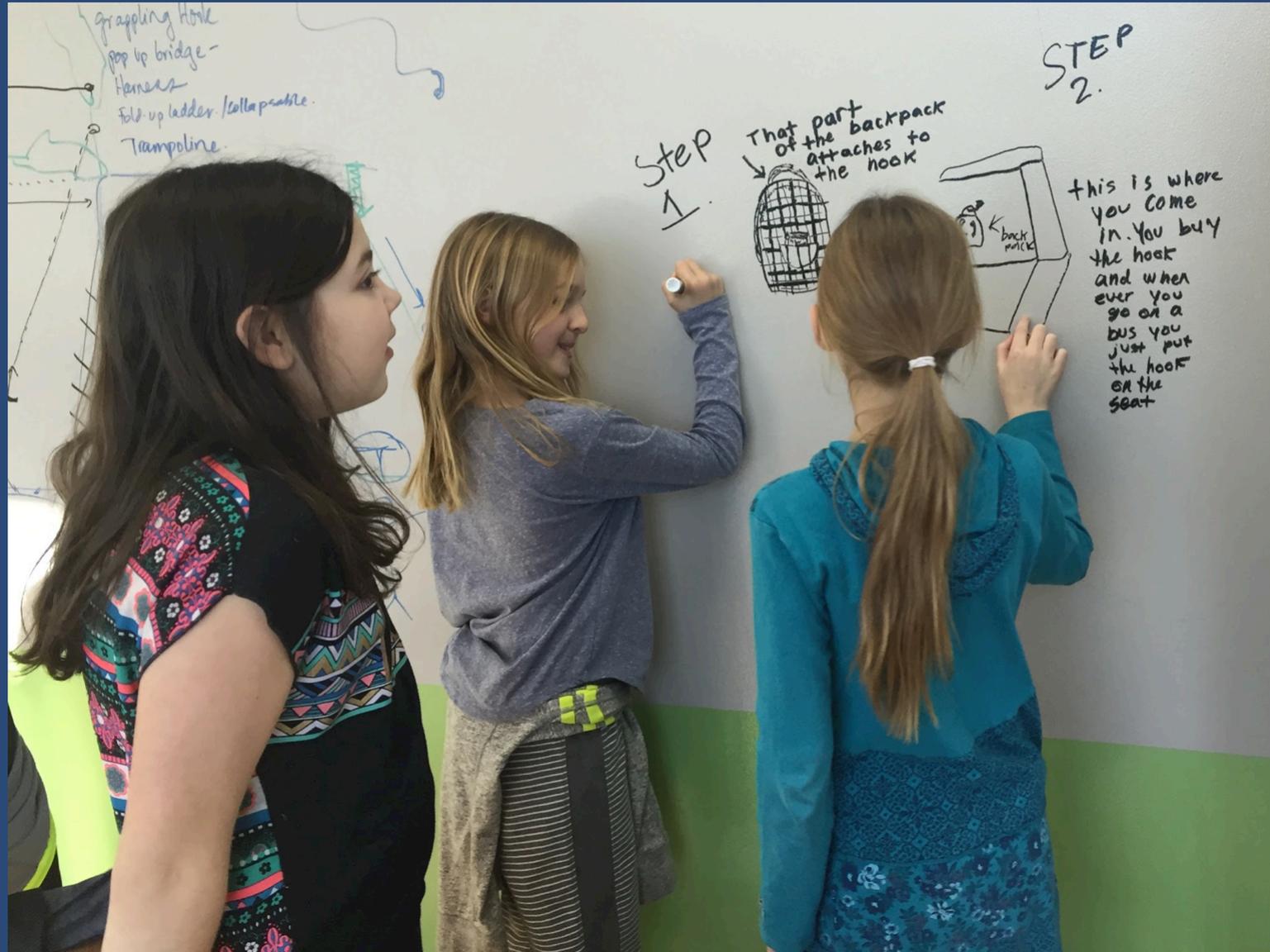


LEARNER PROFILES:

- Modality
- Pace
- Free-Range vs Directive

Proficiency-based Progress

- Goes too fast on hard problems
- Goes too slow on easy problems



CUSTOMIZED LEARNING PATH

(Voice and Choice)

- Tight on essential learnings
- Loose on getting there and showing it



Elementary

- ProjectThink
- Independent Investigations
- Instructional Practice





High School

- AP, IB, Honors, PLW
- MAST
- Writing, Math Centers

Minnetonka
Research

Middle School

- Instructional Practice
- Naviance
 - Personalized Pathway
 - Strengths
 - High School Planning and beyond

Name: Olivia [REDACTED] Hour: 1 Score: /8

4 Things All Living Things Need to Survive

1. What is your favorite organism? Beaver
2. Complete the table below with the 4 things that all living things need to survive (in shaded boxes). Place a picture and short explanation in each box of your favorite organism showing each of the 4 things that all living things need to survive. One shaded box has been completed for you.

Food	Water
 <p>Beaver's like to eat plants</p>	 <p>Beaver's drinking water</p>
Air	Place to live
 <p>Beavers breath out of their nose</p>	 <p>Beavers make a beaver dam out of sticks and live there.</p>

Resources

- *Learning to Choose, Choosing to Learn* – Mike Anderson
- *Tapping the Power of Personalized Learning: A Roadmap for School Leaders* – Jim Rickabaugh
- *Understanding by Design* – McTighe, Wiggins
- *Design in Five* – Nicole Vagle
- *Dangerously Irrelevant* – Scott McLeod

Table-Top Discussion

1. What is your district currently doing to engage in this strategy?
2. What are other districts doing that interests you?
3. Based on what you heard/learned, what new or additional steps will you take to implement this strategy in your district?