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

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# The Minnetonka Teaching and Learning Instructional Framework: Designing Student Experiences for Meaning, Engagement, & Deeper Learning

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Students Will:</th>
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</thead>
<tbody>
<tr>
<td>Collaboration</td>
<td>Work in pairs or groups.</td>
<td>Share responsibility and interact respectfully.</td>
<td>Make substantive decisions together through negotiation and collaboration.</td>
<td>Rely on each other to complete the tasks.</td>
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<tr>
<td>Communication</td>
<td>Organize thoughts, ideas, and information into a logical sequence.</td>
<td>Communicate effectively using multiple modalities to maximize impact.</td>
<td>Tailor organized communication for specific purposes and audiences.</td>
<td>Interpret, synthesize, and share information to make new connections and to understand diverse perspectives.</td>
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<tr>
<td>Creativity</td>
<td>Adapt existing ideas or products in a novel way.</td>
<td>Demonstrate flexible thinking through generating multiple ideas.</td>
<td>Apply critical thinking to design original work.</td>
<td>Extensively to impact the local, national, or global community.</td>
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<tr>
<td>Critical Thinking</td>
<td>Identify reasoning needed to solve specific situations.</td>
<td>Assess whether there is adequate reasoning and evidence to justify a claim.</td>
<td>Apply appropriate reasoning and thinking strategies for particular outcomes.</td>
<td>Use logical and abstract thinking to analyze and synthesize complex information to unlock sources of action.</td>
</tr>
<tr>
<td>Global Learning</td>
<td>Analyze the impacts of your work.</td>
<td>Explain and defend your reasoning, methods, and decisions.</td>
<td>Take action and initiate change.</td>
<td>Improve thinking.</td>
</tr>
<tr>
<td>Personalized Learning</td>
<td>Choose how learning will be demonstrated.</td>
<td>Self-report an element of content for study, and how learning will be demonstrated.</td>
<td>Select a method to access information and choose the process by which learning takes place.</td>
<td>Design a plan to meet learning goals within a personalized timeframe.</td>
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<tr>
<td>Use of Technology for Learning</td>
<td>Use technology to access information.</td>
<td>Use technology to actively understand and engage with information.</td>
<td>Use technology to support knowledge construction and create new understandings.</td>
<td>Design a technology product to be shared with others.</td>
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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

Educator Driven

Learner Driven
Foundations for Personalized Learning in Minnetonka

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?

Stage 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?
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

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.

<table>
<thead>
<tr>
<th>Food</th>
<th>Water</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beaver's like to eat plants</td>
<td>Beaver's drinking water</td>
</tr>
<tr>
<td>Air</td>
<td>Place to live</td>
</tr>
<tr>
<td>Beavers breath out of their nose</td>
<td>Beavers make a beaver dam out of sticks and live there</td>
</tr>
</tbody>
</table>
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?