Moving Toward Personalized Instruction

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Link to this presentation:
So, what’s the problem in education today, at least the one that we can address where we are?
We spend a ton of time talking about:

- Parents coddling their kids and having unrealistic expectations
- State testing
- Lack of funding
- Food/Drinks in classrooms
- Backpacks
- Dress codes
- Kids being different and not having the same level of respect in the past
- Kids on cell phones
- Student’s Social Emotional Issues
- Other factors beyond our control
Personalized instruction is NOT having students come into your classroom and do whatever they want to do.
But the one problem we don’t talk about...and that we can improve is this:
Percentage of Students Engaged in School, By Grade
(n = 928,888)

Let’s talk a for a moment about our journey at Lakota East Freshman/Lakota East High School

- Began work in Summer 2018 - started at freshman schools and will expand in 2019-20
- District Partnership with Educational Elements
- Work began with staff survey and gathering feedback from staff and students during the first full week of school
- Creation of Building PL Teams
- Professional Development began in earnest in January 2019
- Strategic Vision unveiled in January 2019
- Strove for an organic process i.e. wanted people to move at their pace as opposed to forced compliance.
Survey Design: Scoring

We look at survey results two different ways - using mean scores and % favorable. We use mean scores most of the time, because they compare data across topics and demonstrate change over time better than percents.

**SURVEY DATA**

Here’s the same data, expressed as a mean score and a % favorable.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Number of Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Not well at all</td>
<td>3 (1%)</td>
</tr>
<tr>
<td>Slightly well</td>
<td>12 (3%)</td>
</tr>
<tr>
<td>Somewhat well</td>
<td>69 (19%)</td>
</tr>
<tr>
<td>Quite well</td>
<td>206 (57%)</td>
</tr>
<tr>
<td>Extremely well</td>
<td>69 (19%)</td>
</tr>
</tbody>
</table>

**MEAN SCORES**

Each answer choice is assigned a value from 1 to 5. These values are averaged to produce a mean score for that question, 3.9 for example. A higher value means more favorable responses.

**% FAVORABLE**

When a question is scored “76%” this represents the portion of responses that selected the 2 most favorable answer choices out of the five available.
“I am a new teacher to the district. I am extremely impressed with my first week. Administration has gone out of their way to make me feel comfortable and supported. The teachers in my building have gone out of their way to assist me and answer any question that I have had. I am thrilled to be a part of this district!”

“The district is completely supportive of my innovative ideas, but there are colleagues who are cautious (for multitude of reasons) and warn teachers not to change too much. The district and its administrators are supportive; some veteran teachers remain cynical. It’s tough to make changes when course teams are not supportive of other teachers’ ideas / proposals.”

“I just feel that at times we take the latest “buzz” in education and then dive into it with little support or most importantly real time to prepare, collaborate, and create. Then next year we move on to the next new buzz in education.”

Highlighted Work

PL Professional Learning Plan
- Teachers may not have a clear understanding of how this work aligns to all the other professional learning, but they are excited to continue developing.

Students As Self-Directed Learners
- Lakota East HS team explicitly noted that there is student reflection happening on a daily basis, however, students might not have as much as choice over their learning pathway.

Looking Forward

PL Vision
- The team understands that PL is something new to their Freshman Campus, but are not confident enough in the what and why in growing it this way.

Multi-Year Roadmap
- There is some underlying concern about PL as yet another district initiative without enough follow-through, and questions from both teachers and the leadership team about both the short-term and long-term plan.
**Lakota East High School Blueprint**

**How might we statements:**
1. How might we make all students feel valued as stakeholders?
2. How might we structure/provide courses which address the needs of our non-college bound students?

<table>
<thead>
<tr>
<th>School Level</th>
<th>Flexible Content &amp; Tools</th>
<th>Targeted Instruction</th>
<th>Student Reflection and Ownership</th>
<th>Data Driven Decisions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Instructional materials allow for differentiated path, pace, and performance tasks</td>
<td>Instruction aligns to specific student needs and learning goals</td>
<td>Ongoing student reflection promotes ownership of learning</td>
<td>Frequent data collection informs instructional decisions and groupings</td>
</tr>
</tbody>
</table>

### Team Instructional Commitments

<table>
<thead>
<tr>
<th>We are already doing</th>
<th>We will try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Flipped Classroom</td>
<td>Provide more choice on how students demonstrate their learning</td>
</tr>
<tr>
<td>Video tutorials/technology</td>
<td>Use Flexible Grouping in lesson development for second semester</td>
</tr>
<tr>
<td>Student choice projects for learning</td>
<td>Reflection, by student, after each unit.</td>
</tr>
<tr>
<td>Self-guided pace</td>
<td>Use a consistent form of questions similar to the student led conferences.</td>
</tr>
<tr>
<td>Student ambassadors</td>
<td>Using MAP results to create goals for standards/AIR test</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>We are already doing</th>
<th>We will try</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Progress Chart</td>
<td>Intentional grouping based on data</td>
</tr>
<tr>
<td>Test Prep Self Analysis</td>
<td>Make data more accessible and understandable to students and parents</td>
</tr>
</tbody>
</table>
VISION:
WE are...PERSONALIZED
WE are...FUTURE READY
WE are...FISCALLY RESPONSIBLE
WE are...IN THIS TOGETHER

WE are Lakota
WE are PERSONALIZED

Action Plan:

- Clearly articulate and strengthen Lakota personalized learning
- Improve structures and systems to align to the vision for personalized learning
- Develop a Portrait of a Graduate to clearly identify the skills and competencies necessary for the future success of each student
- Implement multi-tiered systems of support to align services targeted to the needs of the whole child
- Ensure success and continued expansion of mental health and wellness initiatives district wide
- Establish professional development and training plans for all tiers of student support
It is much of the following:

- Using formative assessments to determine current mastery and drive instruction
- Providing student choice/options for demonstrating mastery
- Allowing both collaboration and independent work
- Providing opportunities for exploration and flexibility
- Using different instructional tools and methods
It is also:

- Supporting students based upon where they are and not ‘teaching to the middle’
- Allowing students to learn from one another
- Creating authentic and meaningful learning opportunities
- Shifting the role from ‘sage on the state’ to facilitator

Simply put, it is GREAT INSTRUCTION!
So where do we go from here?

We will look at 2 fundamentals that are a part of our practices moving forward at Lakota.

- **Core Four Elements of Personalized Learning**
  - Flexible Tools and Content
  - Targeted Instruction
  - Student Reflection and Ownership
  - Data Driven Decisions

- **Personalized Learning Instructional Models**
  - Flexible Playlists
  - Station Rotation
  - Flipped Classroom
  - Project Based Learning
Group One - Station Rotation around PL Instructional Models

In the back corner of the room, there are some documents about each Instructional Model. Please choose one of the stations to begin. We will set the timer and allow you a few minutes to review the resources, and when prompted, please share a 1-2 sentence thought about how you see the instructional model being used in your classroom/content area. Here is the whole document: How To Pick the Right Instructional Model For Your Classroom.

Below are some great infographics for using the instructional models in both Elementary Schools and Secondary Schools.

- PL Instructional Models - Elementary Infographic
- PL Instructional Models - Secondary Infographic
Group Two - Flexible Playlists

Provided below is a playlist of resources for you to review and reflect upon. The first Resource is a 4-minute video on why PL is necessary. If you are a teacher or an administrator looking to implement or begin moving toward personalized learning, you may want to take some time to review the First 20 Days of Personalized Learning. The Core Four Continuum(s) provides a rubric that looks similar to the OTES Model but asks for reflection about PL and the Core Four. Finally, the final video provides a student project with some reflection questions for you.

- A Driving Thought About Why We Need to Personalize Instruction
- Getting Started: The First 20 Days of Personalized Learning
- Core Four Tactics Banks
  - Flexible Tools and Content
  - Targeted Instruction
  - Student Reflection and Ownership
  - Data Driven Decisions
- Core Four Continuum - A Rubric that looks very OTES-like for assessing where people are in the PL Spectrum
- Raccoon In the USA
EFC - Our Journey to Personalized Learning

1 Min Feedback Question - How is this a fitting image for this work? Bonus - Anyone able to tell me where the highway where this picture was taken?
Our Process at EFC

a. Foundational work Aug 2018-Dec 2018
b. January 2019 - Renovated Innovation Hub and 1:1 Rollout
c. Worked in Department to roll out Core Four and picked one to rethink an assignment and try it - Most chose Flexible Content and Tools
d. February - Taught 1 Lesson, Celebrated on Lakota Learning Day, Mastery Connect 48-Hour Challenge, Mastery Connect Survey to determine March and April PD Groups
e. March - Teams visited EFC classrooms and using the Core 4 Look For tool, asked questions of students and staff - both a showcase and a baseline; PD in cross-curricular groups based upon MC Survey
f. April - Met again in cross-curricular groups for PD
g. May - met to celebrate successes, review progress, and take survey to commit to one PL Instructional Model for PD in 2019-20
<table>
<thead>
<tr>
<th>Student ID</th>
<th>% Mastery and Data Driven Decisions</th>
<th>Student Reflection and Ownership</th>
<th>Targeted Instruction</th>
<th>Flexible Content and Tools</th>
<th>Core 4 Self Assessment</th>
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<tbody>
<tr>
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<td>DEVELOPING</td>
<td>DEVELOPING</td>
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<td>NEAR MASTERY</td>
<td>5 / 12</td>
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<tr>
<td>42</td>
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<td>MASTERY</td>
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<td>NEAR MASTERY</td>
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</table>
Mastery Connect
48-Hour Challenge

Takeaways:
1 - Using this self assessment, do I take this data and use in a macro-data approach or do I use this data from a micro-data approach?

2 - How can I use this data to develop a personalized professional learning playlist to address those specific skill areas where my students indicate they need to progress?
Mastery Connect
48-Hour Challenge

For you, the challenge is this -

Take a concept or a standard that you will be teaching between now and
February 25. Using MC or any other tool, create a formative assessment
(could be as simple as ‘what do you know or how do you feel about…’),
gather the data and use the data to create a playlist of lessons from which
students can choose in order to learn or gain mastery. Re-assess in 48 hours
to see how they’ve progressed.
Mastery Connect Staff Survey

Let’s Review a recent activity:

1 – On a scale of 0-3 with 0 being never and 3 being always, how often do you personalize your instruction in your classroom based upon the Core 4 area of Flexible Tools and Content?
2 – On a scale of 0-3 with 0 being never and 3 being always, how often do you personalize your instruction in your classroom based upon the Core 4 area of Targeted Instruction?
3 – On a scale of 0-3 with 0 being never and 3 being always, how often do you personalize your instruction in your classroom based upon the Core 4 area of Student Reflection and Ownership?
4 – On a scale of 0-3 with 0 being never and 3 being always, how often do you personalize your instruction in your classroom based upon the Core 4 area of Data Driven Decisions?
Here is what some of the work looked like:
ELA ~ Romeo & Juliet Character Map

Tactics our content area will try...

Core Four Focus Area:
Flexible Content and Tools

What we currently do...
- Students create a character map that compares characters from the play, Romeo & Juliet, to modern-day "famous" people/characters they are familiar with personally.

Tactics we will use to further personalize...
1. We plan to transfer information to a Canvas assignment and allow students to complete the tasks assigned on Playlist.

Model our content area will attempt...

Instructional Model we would like to try...

Pick 1 - delete others

How we would like to adapt this model in our classrooms:
- 1) Check for understanding of characters
- 2) Assign playlist on Canvas
- 3) Small group check-in on brainstorm list
- 4) Independent work to decide on character connections
- 5) Create Google Drawing or paper version of Character Map
Art-Ceramics Unit

Tactics our content area will try...

Core Four Focus Area: Targeted Instruction

What we currently do...

- All students do one ceramics project. They are led through the project by doing either a slab vase or a coil pot.
- Once the students choose their project, they follow all the same directions to create their project. They get choice in the shape and pattern designs onto the final piece.
- Students only get to attempt one style of ceramics.

Tactics we will use to further personalize...

1. Station Rotations: Clay Pinch Pot Creatures, Slab Leaf Bowls, Coil Pattern Bowls
2. 3 short projects rather than any long projects
3. Begin with all class content of stages of class and process
4. Students do 2 day rotations at each station. Then on day 7 students can complete any one section they did not finish or need to touch up on any of the three projects.
5. Coil pots and Pinch pots require less teacher help, whereas slabs dominate the teacher time. This allows for small group instruction based on the needs of the slab rotation.

Model our content area will attempt...

Instructional Model we would like to try...

How we would like to adapt this model in our classrooms:

- Unit Pre-Quiz
- Power Point- Try Pear Deck? about the stages of clay and types of hand building
- Students will then complete 1 rotation for every two days
  - Slab
  - Coil
  - Pinch
- Remaining day will be used to fix anything that was not finished or inspiration project
- Students will take a post quiz to compare growth
Honors Biology

Tactics our content area will try...

Utilize formative assessment strategies to collect and leverage data to plan personalized instruction.

Model our content area will attempt...

Instructional Model we would like to try...

We currently work through Hardy-Weinberg problems together in class. Some kids work much faster and wait for the rest of the class to catch up.

Tactics we will use to further personalize:

The kids will do a formative assessment and be put into groups based on their performance.

1.

How we would like to adapt this model in our classrooms

1. Kids do Hardy-Weinberg problems at home.
2. Kids do kahoot review to see how proficient they are.
3. Kids at 85% proficiency do webquest.
4. Kids at 70% - 85% collaborate. The others get group instruction.
Centered English

Tactics our content area will try...

Core Four Focus Area: **Flexible Content & Tools** - Using a 3 Station Rotation with Targeted Small Group model to allow students to work at their own pace, be more independent, keeping them on task, and meeting the needs of those students who need more support.

What we currently do...

- We currently have 2 groups of students, one group participates in direct instruction while the other group works independently on a reading comprehension exercise, after 20 minutes the groups switch.
- When students need more help we take time out of their independent work time to meet with them which puts them behind on their independent work.

Tactics we will use to further personalize...

1. I would like to incorporate more independent tasks and break down key content and concepts so students can work at their own pace.
2. I would like to be able to pull students for extra help without impacting their independent work.

Model our content area will attempt...

Instructional Model we would like to try ...

How we would like to adapt this model in our classrooms:

- To adapt this model for my classroom, I would choose the 3 core concepts I want to work on with my students and ensure they have equal time in each of the stations throughout the week.
<table>
<thead>
<tr>
<th>Week: March 14</th>
<th>9th grade teachers will have 45 minutes during Romeo &amp; Juliet to meet with the staff about the final core 4 area, student ownership/choice.</th>
<th>Innovation coaches will lead this discussion; however, it is critical that the building principal be involved in the discussion in order to reiterate commitment to the work. Some examples from design team will be shared.</th>
<th>What priority area is this focusing on? Refer to slide 33.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Focus: Student Ownership</td>
<td></td>
<td></td>
<td>Students As Self-Directed Learners</td>
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<tr>
<td>Week: April</td>
<td>Staff pullout meetings based on their survey results from the January PL attempt and their own self reflection in that survey. Teachers will be grouped based on that information and the sessions will all be based on those needs. Teachers will have a lesson created in one of the 3 models (playlist, station, flip)</td>
<td>Innovation coaches will create learning playlists and activities that will allow teacher choice in what they learn and will also be based upon current culture levels. The building administrative team will lead these days again to reiterate the commitment to the work.</td>
<td></td>
</tr>
<tr>
<td>Focus: Progressing from where we are</td>
<td></td>
<td></td>
<td>Teacher Role in PL Instructional Model, PL Coaching and Feedback System</td>
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<tr>
<td></td>
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<tr>
<td>Week: May</td>
<td>Staff pullout meetings to reflect on the lessons made this semester in regards to PL. Teachers will create a roadmap for forward thinking - especially looking at the “first 20 days” document to plan for fall.</td>
<td>Innovation coaches and blitz team members will lead these meetings. At this point, we will bring people back together by department so that they can share ideas and create a vision for full implementation for 2019-20 school year.</td>
<td></td>
</tr>
<tr>
<td>Focus: Lesson Design</td>
<td></td>
<td></td>
<td>PL Expectations &amp; Success Indicators</td>
</tr>
<tr>
<td>Week: (insert)</td>
<td><strong>Link</strong> to previous PL work from January and detailed plans</td>
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<tr>
<td>Focus:</td>
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</table>
Critical Steps as of March 5

- Establish the culture of East Freshman Campus as one where personalized learning is the norm, not the exception.
- Define the vision
- Celebrate some successes - Lakota Learning Day on February 28 - Upcoming slides will share some highlights
- Get an honest feel for where we are - March 5 Learning Walks - Random selection of rooms where we will visit. Teachers know learning walks are occurring today but do not know who will be visited. We did commit to at least one room per core content area and two elective rooms.
- Driving vision - what if we could get all of our students to make the following statement:
When I walk into the classroom I immediately know what to get started on. My teacher does not have to redirect or explain workshop time. This is the time we are able to respond to reading on our independent level and our choice. We begin working on a reading menu that provides choices for activities that help us to reflect on our reading. I am able to work at a spot in the room that is the most comfortable to me. I know how to take control of my learning.
Setting the Culture

Data Driven/Targeted Instruction
Flexible Content & Tools
Student Ownership & Reflection
1:1 Device Usage (1:2 in some cases)

Description: Periods 1-6
Students are working as design engineers at a toy company. Students design and build (actual and digital) toys and then create videos in the HUB to show off their designs.
Celebrating Successes
Making the Vision the Practice
As we move forward, we will continue to push, develop, reflect and grow. Below are some tools that we will share to help our teachers self-reflect around the Core Four Principles. Why do we keep coming back to these? Because they are sound instructional philosophies no matter what we are doing!

- Core Four Teacher Reflection Tools
  - Flexible Tools and Content
  - Targeted Instruction
  - Student Reflection and Ownership
  - Data Driven Decisions

We closed the year with the following thoughts:
What is a paradigm shift?
   ○ an important change that happens when the usual way of thinking about or doing something is replaced by a new and different way

When does this happen in this clip?
Here’s what we know about PL

Still research to be done but all research shows promise when PL is done in a comprehensive manner

• Higher level of engagement and better student experience
• Not just technology; does not decrease teacher role
• No one-size-fits-all model
• “Students no longer become a passive recipient of information because they are actively engaged and motivated...”
What we’ll see in 2019-20

• Shift away from instructional models that are heavy lecture-based and have majority of assessments that stay in level 1 or level 2 of Bloom’s
• Learning walks with PL as a focal point
• Conversations w/staff w/PL as a driving focus i.e. goal-setting meetings, informal talks
• Full access to Innovation Specialists - Michelle and Arianna
• Opportunities to learn and collaborate - we’ll get creative if we need to!
• Administrative commitment to be present as we do this work
• Designated Showcase Days for each semester wrapped around authentic sharing of projects
• More Learning/Sharing/Celebration Days
• Space created for sharing and celebration
Thank you for attending my High AIMS Presentation!

• Please do not hesitate to reach out to me if I can be of assistance to you:
  – Rob Burnside - Lakota East Associate Principal - Freshman Campus
    robert.burnside@lakotaonline.com
  – Please follow us and connect with us on Twitter - @rburn10 and @EAST_HAWKS

Have a Great 2019-20 school year!