Personalized Professional Learning with the Honeycomb

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Edina Public Schools
tinyurl.com/MNPLSHoneycomb
About Me...

Entering Year 34...
In 2007-One mention of PL

In 2008-8 mentions

And then in 2009...

Personalized Learning is emerging as a major strategic direction to assist Edina Public Schools in its mission to “educate all individuals.” We believe that embracing more tailored approaches to the needs and interests of each individual student—honoring and utilizing the unique gifts, skills, passions and attributes of each child—is the surest path toward real, relevant and rigorous learning to meet the demands and expectations of the 21st century.

Personalized Learning involves choices

- Edina parents can choose half or full-day Kindergarten.
- Elementary school choices include neighborhood schools, French Immersion learning and multi-age “Continuous Progress” learning.
- Middle school students choose from elective classes including world languages, technology, family and consumer sciences and physical education as well as performing and visual arts. Students may also choose enriched or accelerated sections.
- Over 140 course choices are offered at Edina High School including extensive enriched and AP courses.
- Alternative Learning Experiences include Cyber School, Independent Study, Mentor Connection, Post Secondary Options Program, Technical Career Education, Performing Arts Center and more.
Yeah, but what is it?
tinyurl.com/MNPLSHoneycomb
I believe that Personalized Learning means that students, with the support of teachers as activators, have agency in:

- What they learn, based on recommendations of the instructor
- When they learn it
- How they learn it
- How they demonstrate that they have learned it

Students take ownership of their learning, and understand WHY they are learning particular subject matter.
Teacher As Activator-
Michael Fullan

- Reciprocal Teaching
- Feedback
- Teacher-Student Self-Verbalization
- Meta-Cognition
Models of Personalized Learning
The Why of Personalized Learning

tinyurl.com/MNPLSHoneycomb
<table>
<thead>
<tr>
<th>Attribute</th>
<th>% of Respondents</th>
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<tr>
<td>Problem-solving skills</td>
<td>82.9%</td>
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<tr>
<td>Ability to work in a team</td>
<td>82.9%</td>
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<tr>
<td>Communication skills (written)</td>
<td>80.3%</td>
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<td>Leadership</td>
<td>72.6%</td>
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<tr>
<td>Strong work ethic</td>
<td>68.4%</td>
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<tr>
<td>Analytical/quantitative skills</td>
<td>67.5%</td>
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<tr>
<td>Communication skills (verbal)</td>
<td>67.5%</td>
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<tr>
<td>Initiative</td>
<td>67.5%</td>
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<tr>
<td>Detail-oriented</td>
<td>64.1%</td>
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<td>Flexibility/adaptability</td>
<td>60.7%</td>
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<tr>
<td>Technical skills</td>
<td>59.8%</td>
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<td>Interpersonal skills (relates well to others)</td>
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<tr>
<td>Computer skills</td>
<td>48.7%</td>
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<tr>
<td>Organizational ability</td>
<td>48.7%</td>
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<td>Strategic planning skills</td>
<td>39.3%</td>
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<tr>
<td>Creativity</td>
<td>29.1%</td>
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Learning Management Systems

Data

Digital Content

Flexible Spaces

Learning Management Systems

Learner Voice & Choice
Inquiry & Personalized Learning
● Reflect on your vision for personalized learning and transform ideas into an actionable design

● Design and create an interdisciplinary learning unit based on your custom entry point

● Design and create a learning unit based on your custom ‘entry point’

● Revise and expand on personalized learning ideas as part of a coaching and feedback process

● Position your personalized learning work towards expansion and systemic change
Institute for Personalized Learning
Core Principles of Personalized Learning

- Learner Profiles
- Customized Learning Paths
- Proficiency-based Progress
Core Principle: Learner Profiles

Comprehensive, Data-Rich learner profiles that convey a deep understanding of the learner and are used to plan a customized learning environment and instructional strategies.

- Dynamic
- Real-Time
- Learner Owned and managed
Core Principle: Customized Learning Paths

Learner follows a path based on their individual readiness, strengths, needs and interests. Learners have input on:

- What they learn
- How they learn it
- How they show what they have learned
Core Principle: Proficiency Based Progress

Learner progress is based on demonstrated proficiency in compelling, agreed upon standards.

Learning activities align with readiness of the individual learner.
Carousel Writing
What do you or your co-workers already do in these three core areas?
Learning and Teaching

- Personal Learning Goals
- Learner Voice
- Learner Choice
- Multiple Instructional Methods/Modes
- Cultural and Life Relevance

- Timely Actionable Feedback
- Customized Responsive Instruction
- Assessment As Evidence of Learning
- Deeper Learning through Application
- Standards Guided Learning
- Conferring and Conferencing
- Learning Readiness Based Groupings
- Curiosity Driven Learning
Co-designers of Learning
Learner Independence
Learner as Resource
Community Connections
Learning Coach

Co-designers of Assessment
Engaged Families
Learner Agency
Shared Commitment to Success
Recognition of Anytime Anywhere Learning
Learning Aligned Technology
Learner-Centered Staffing
Flexible Time and Pace
Flexible Learning Spaces
Proficiency-based Assessment System
Learning Based Continuums
Supportive Educator Systems
Interdependent Teams
Integrated Data Ecosystem
Structures and Policies
EPS
Updated Honeycomb

Adapted from the Interactive Honeycomb-Institute for Personalized Learning. Used with Permission.
Exploration of the Honeycomb Model

Option 1
Interactive Honeycomb
http://bit.ly/29WSk7h

Option 2
Honeycomb Continuum
http://bit.ly/2sDAKDo

Option 3
Interactive e-Workshop
http://bit.ly/1bRBSbP

Option 4
Micro-credentials
Systemic Implementation of Personalized Learning Elements
Focus around transformation practice

Getting Started  Design  Implementation  Iteration  Expansion  Systemic Change

Journey Toward Growing Personalized Learning System Wide

YOUR approach, practice, and thinking changes.

The LEARNER’S experience changes.

The SYSTEM changes.
Move from an instructional Paradigm

EPS Elementary

Organize Year Zero Team: (Winter/Spring 2018)
- 2 teachers from all 6 elementary school create a PL team.
- Research
  - Book study
  - Action research: a minimum of one unit of standard in a PL design
- Play
- Collaborate and Team monthly

Year 1: (2018-2019)
- Establish Quarterly goals and benchmarks for the PL work for all teachers K-5
- Continue/Begin
  - Research
  - Play
  - Collaborate
- Utilize Schoology as sharing platform
- Share with families

Year 2 (2019-2020)
- Establish Quarterly goals and benchmarks for the PL to be integrated into PLC
- Use Pathways Continuum
- Standard based assessments and reporting
- Utilize Schoology as sharing platform across sites
- Continue to partner with families
Edina Public Schools: Middle School Showcase

Key Words:
- Learner Centered
- Collaborative/Sharing
- Reflective

Learning Paths:
- Voice and Choice
- Student Engagement
- Modeled PL (Staff & Stakeholders)
- Teacher Planning & Reflection (student & teacher)

Continuum: Pathways
Moving from curriculum-centered to learner-driven
Personalized Learning at Edina High School

Key Words: Autonomy, Mastery, Purpose

Three Pillars
- **Learner Profile** - MYAP, Advisory
- **Proficiency Based Progress** - Capstone
- **Customized Learning Paths** - Capstone, Pathways vs. Pipelines

EHS So Far…
- Flexible Learning Spaces
- Student Prep Hour
- Flex Block
- Advisory

Building Work
- Community Connections
- Family Engagement
- Learning/Instructional Coach

PLC/Teacher Work
- Learner Voice and Choice (Led-Shared-Owned) - continuum
- Relevance and Application
- Assessment Practices
- Multiple Instructional Methods
- Timely Feedback
- CLRT Strategies

Moving Forward: training for all staff on April 9th will outline goals for current and future school year
Learner Profiles

Proficiency Based Progress

Personal Learning Goals

Deeper Learning Through Application

Assessment as Evidence of Learning

Learner Choice Incorporated

Learner As Resource

Co-Designer of Assessment

Shared Commitment of Success

Proficiency Based Progress
The Constellation: “One Thing Leads to Another”

Choice in How you learn...Choice in how you show it...when?
Hopdina Inquiry Constellation

Key:
- Core Components
- Learning & Teaching
- Relationships & Roles
- Structures & Policies

Adapted from the Interactive Honeycomb-Institute for Personalized Learning. Used with Permission.
Interdisciplinary Inquiry Project

Interdisciplinary Inquiry Project Template

Examples:

High School:

- How Does the Brain Impact Human Behavior
- How is Art Influenced by History and Culture

Elementary

- What if the event you chose went a different way in history?
Core Components of Personalized Learning in Edina
Learning & Teaching Structures

- Personal Learning Goals
- Conferring and Conferencing
- Learner Choice
- Culturally & Linguistically Responsive Instruction
- Deeper Learning through Application
- Standards Guided Learning
- Assessment as Evidence of Learning
- Learning Readiness Based Groupings
- Learner Voice
- Multiple Instructional Methods/Modes
- Timely Actionable Feedback
Structures & Policies

- Integrated Data Tools (Portal)
- Recognition of Anytime Anywhere Learning
- Collaborative Teaching/PLC's
- Digital Age Learning Tools
- Feedback & Evaluation Systems
- Learner-Centered Staffing
- Learning Based Continuums
- Proficiency-based Assessment System
- Flexible Learning Spaces
- Flexible Time and Pace
What will your constellation be?