NEW ENGLAND
SECONDARY SCHOOL
CONSORTIUM

GREAT
SCHOOLS
PARTNERSHIP

MINI DESIGN INSTITUTE

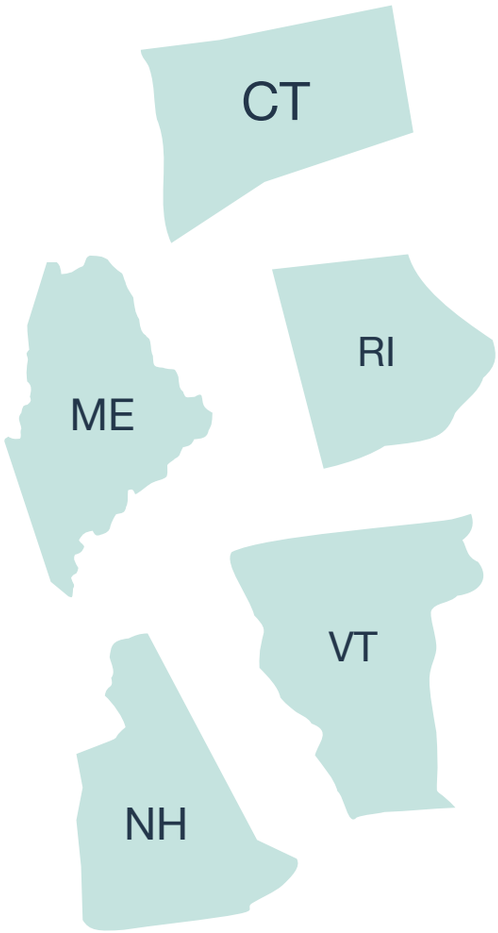
CT LIS Personalized Learning
Cromwell, CT - January 6-7, 2014

all materials at:
lis.newenglandssc.org

AGENDA

- Welcome + overview
- Norm check
- DT Step 1: Discover + Define
- DT Step 2: Empathy
- DT Step 3: Explore + Ideate
- DT Step 4: Produce
- Strategies to Engage All Users
- Tune your work

Personalized Learning Partners



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NGLC Regional Funds for Breakthrough Schools

NEXT GENERATION
LEARNING CHALLENGES

CEE-TRUST
The Cities for Education Entrepreneurship Trust

Colorado - New Orleans - Chicago - Washington, DC - Oakland, CA

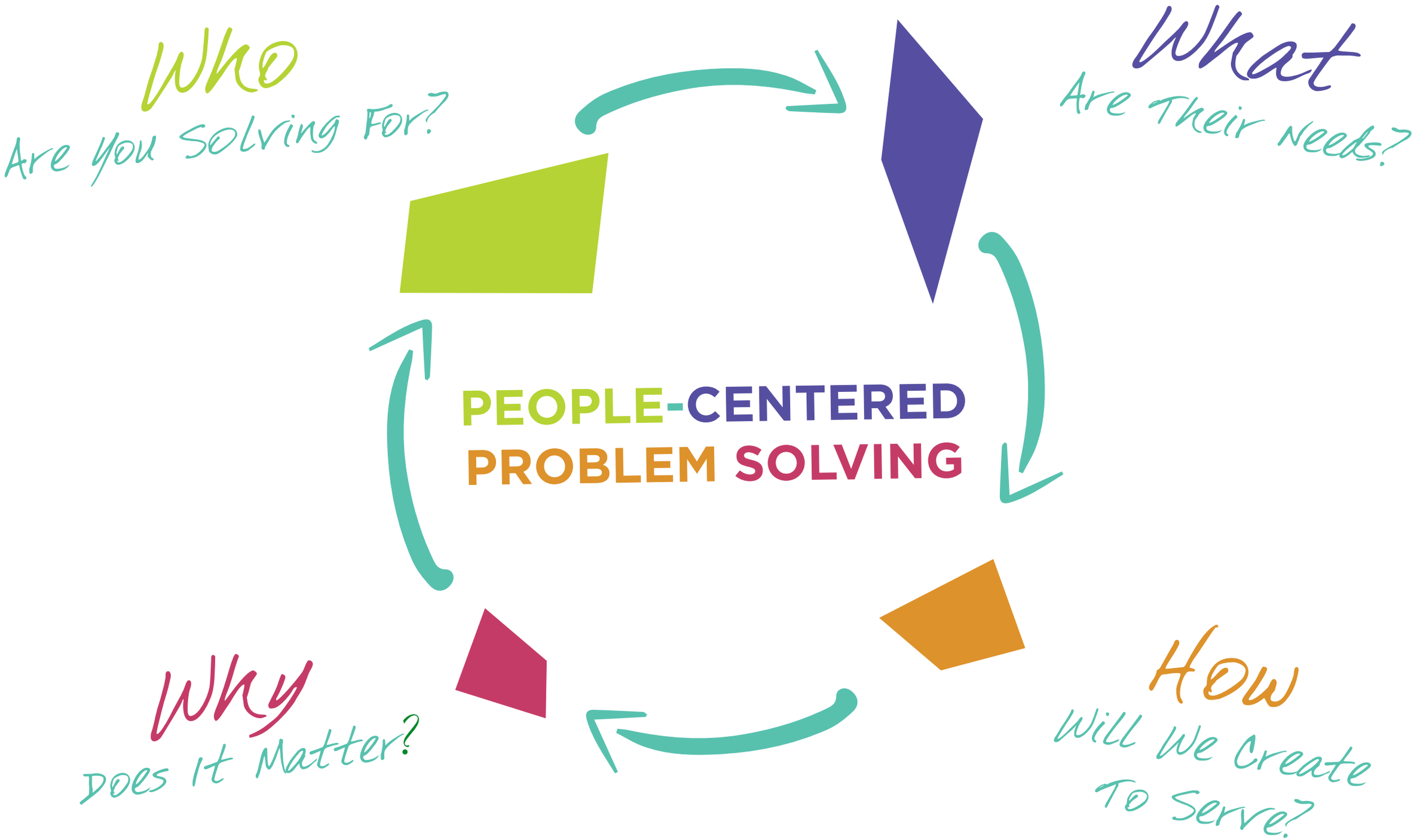


image courtesy MVIFI

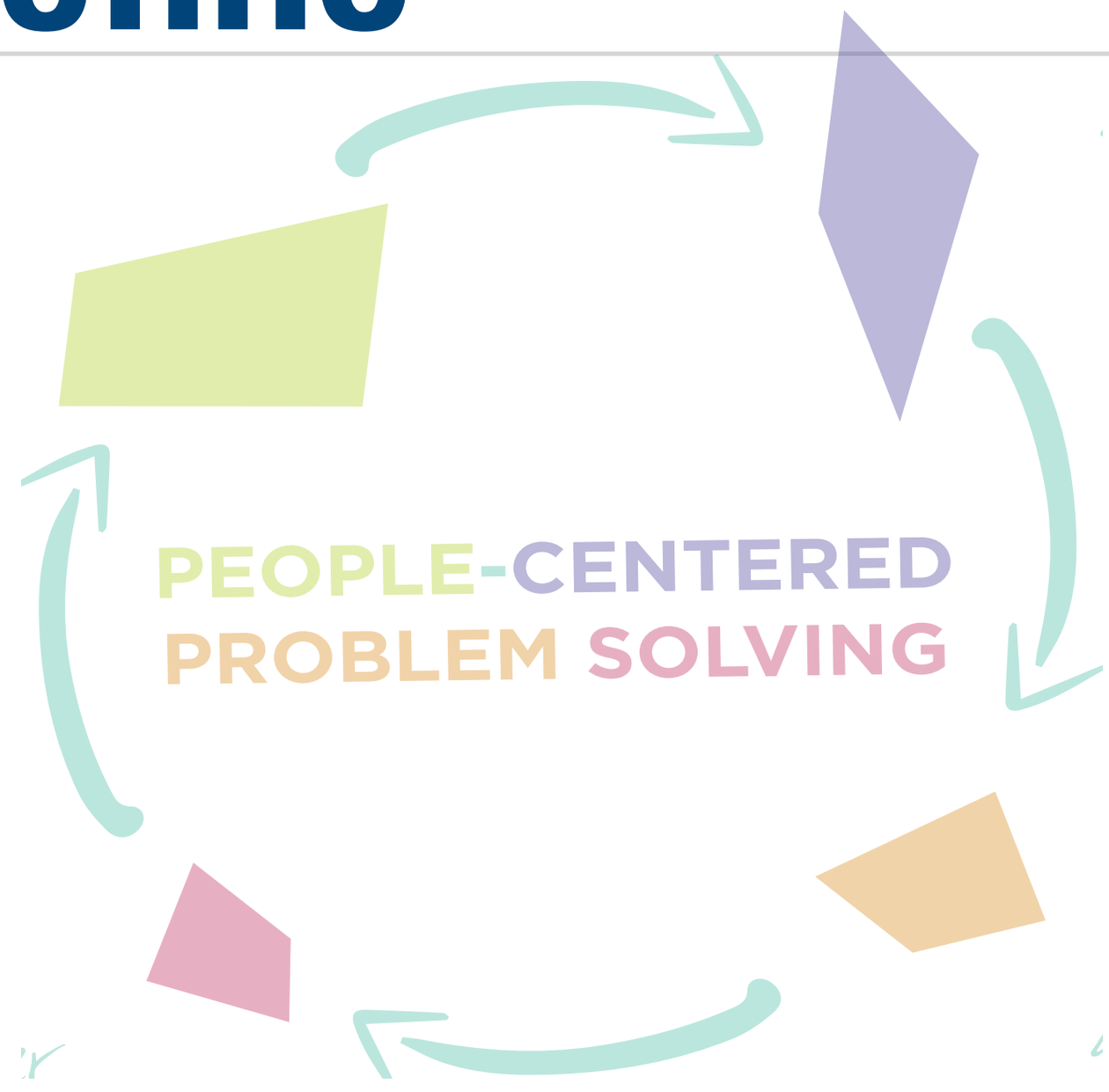
Norms

- Respect time
- Monitor “air time”
- Listen well
- Respect differences
- Support a culture of possibility
- Freely attend to personal needs
- Foster good humor
- Maintain confidentiality

How did you do yesterday attending to the norms?

DT Step 1: Define

How might students experience a personalized learning system at my school?



Defining Personalization

Personalized Learning = Mastery-Based Graduation + Multiple & Flexible Pathways + Learner-Centered Accountability

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GLOBAL BEST PRACTICES

An Internationally Benchmarked Self-Assessment Tool *for* Secondary Learning

STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

1 INITIATING

Some efforts have been made to align coursework with career and college-ready learning standards, but in practice many teachers continue to use lessons that are unaligned or outdated. The school uses a standardized credit system based on seat time, letter grades, number averaging, and other traditional practices to measure academic progress and determine readiness for graduation. There is a great deal of variation from classroom to classroom in grading practices and standards. Students are often unaware of learning expectations for courses and lessons, and they rarely receive descriptive feedback on assignments. High-stakes external assessments often unilaterally drive instruction and lesson design.

3 DEVELOPING

School-wide curricula and instruction have been aligned with common learning standards, but this effort has not been systematic or systemic. District and school leaders have engaged in conversations about adopting a true standards-based system, and the principal and teacher-leaders have visited schools that are using effective standards-based practices. Teachers are employing multiple formative assessment strategies in the classroom, and academic support is being provided to ensure that struggling students have learned material before they move on to the next lesson. Some departments have developed common rubrics to enhance the consistency of grading and reporting, but this practice has not been embraced by all teachers or institutionalized school-wide. In some cases, learning expectations remain unclear and many students are still unaware of their own learning strengths and weaknesses or which learning standards teachers are addressing.

5 PERFORMING

The school has publicly committed to becoming a true standards-based learning community, and graduation policy has been modified to require all students to demonstrate mastery of learning standards and high levels of college and career readiness before receiving a diploma. The faculty has prioritized learning standards in every content area so that the most essential content, skills, and habits of mind are covered in depth before teachers move on to additional material and standards. Multiple assessments are used to determine that students have mastered what they have been taught, and underperforming students are provided with additional instructional time, academic support, and alternative learning options to ensure that they are able to learn and demonstrate achievement in ways that work best for them. All teachers use common scoring guides that provide detailed descriptions of required learning proficiencies at each developmental stage and expected level of performance.

STEP 4 >> SCORE YOUR SCHOOL

Place an **X** on the scale below to indicate your school's performance in this dimension.

☐	1	2	3	4	5
NOT ADDRESSED	INITIATING		DEVELOPING		PERFORMING

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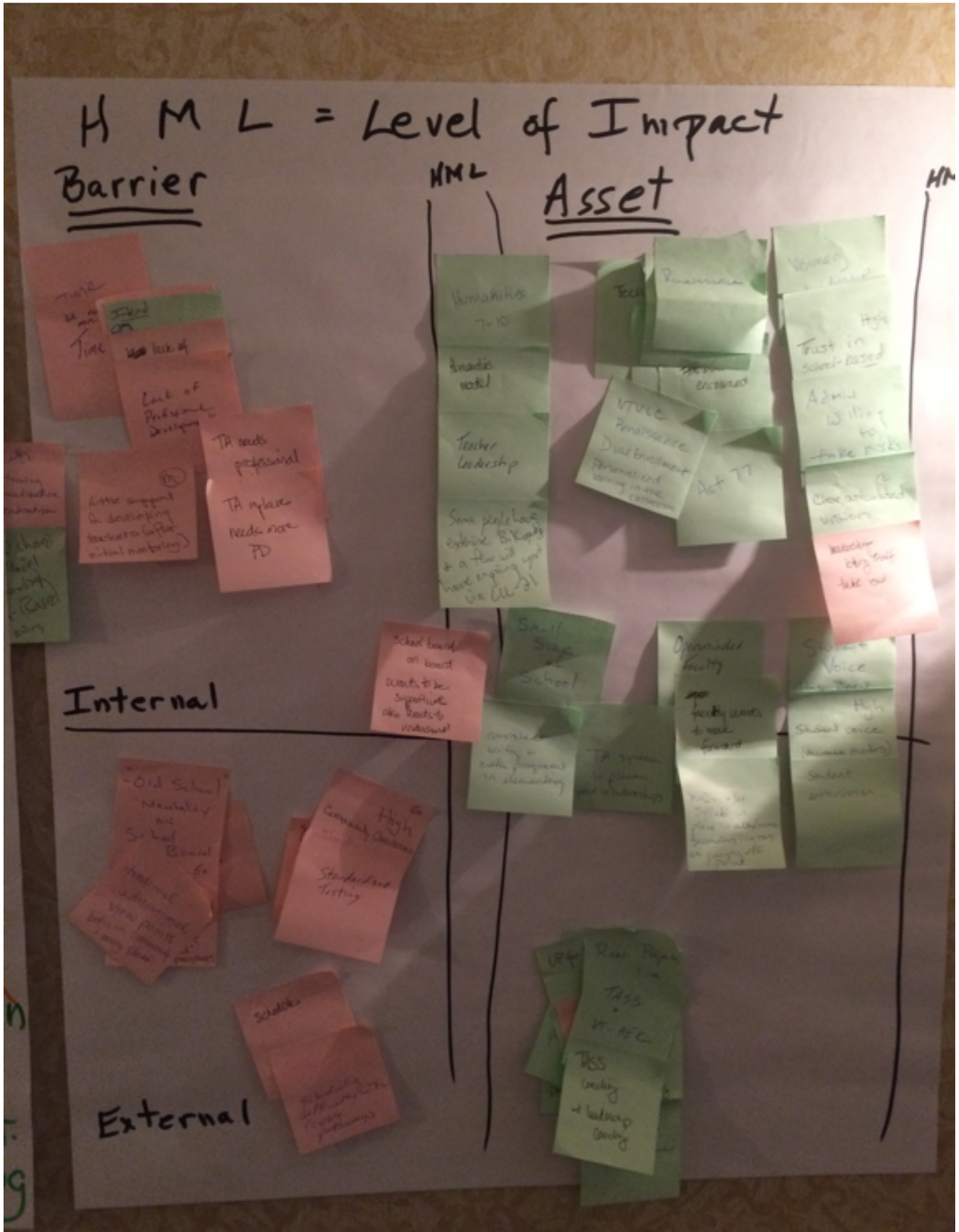
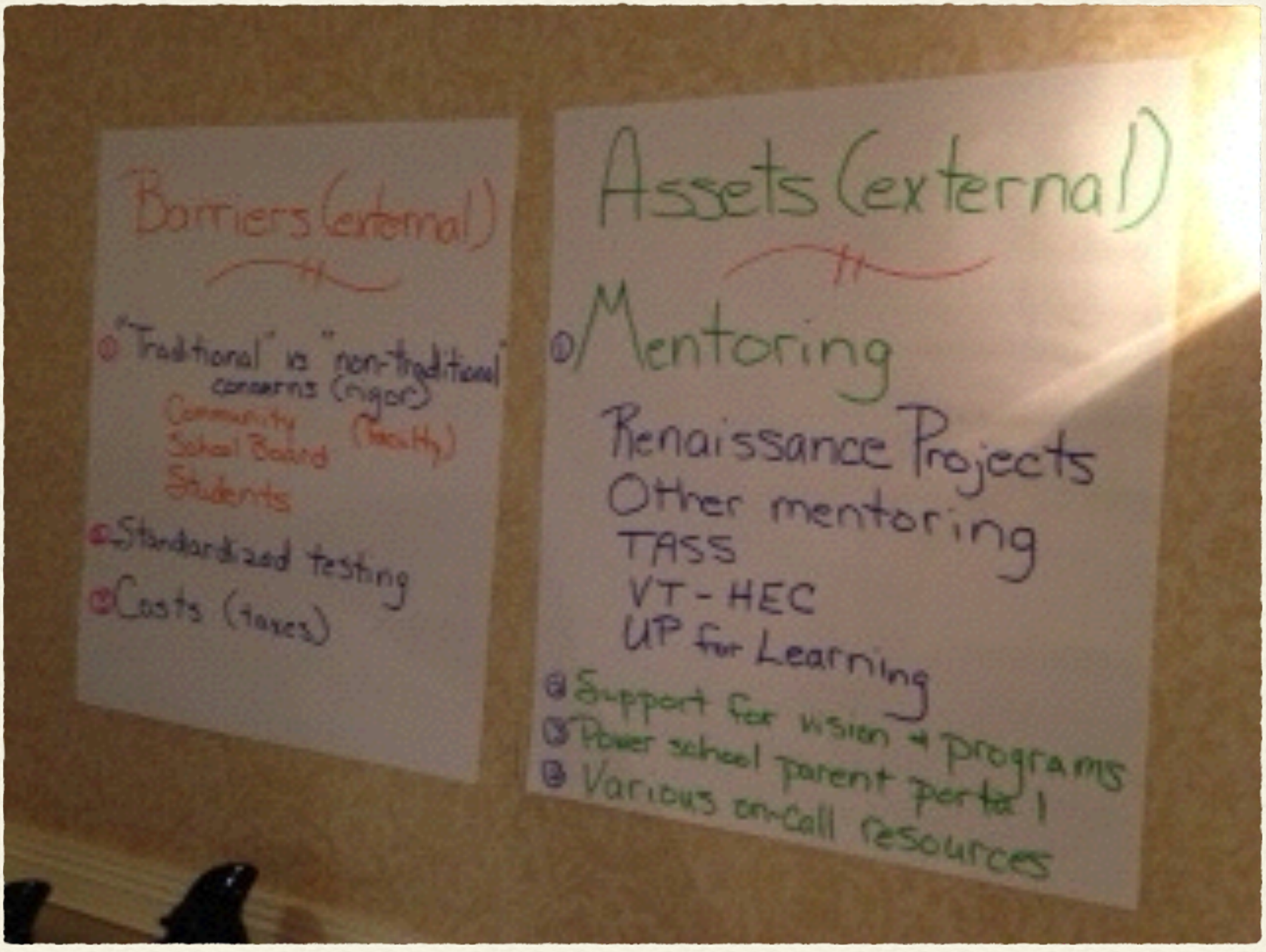

H M L = Level of Impact
Barrier
Asset
Internal
External


Barriers (external)
"Traditional" is "non-traditional"
concerns (rigor)
Community
School Board
Students
(faculty)
Standardized testing
Costs (taxes)
Assets (external)
Mentoring
Renaissance Projects
Other mentoring
TASS
VT - HEC
UP for Learning
Support for vision + programs
Power school parent portal
Various on-call resources

GBP Assessment

	ASSETS (h, m, l)	BARRIERS (h, m, l)
INTERNAL		
EXTERNAL		

- What will help our progress?
- What might hinder our progress?

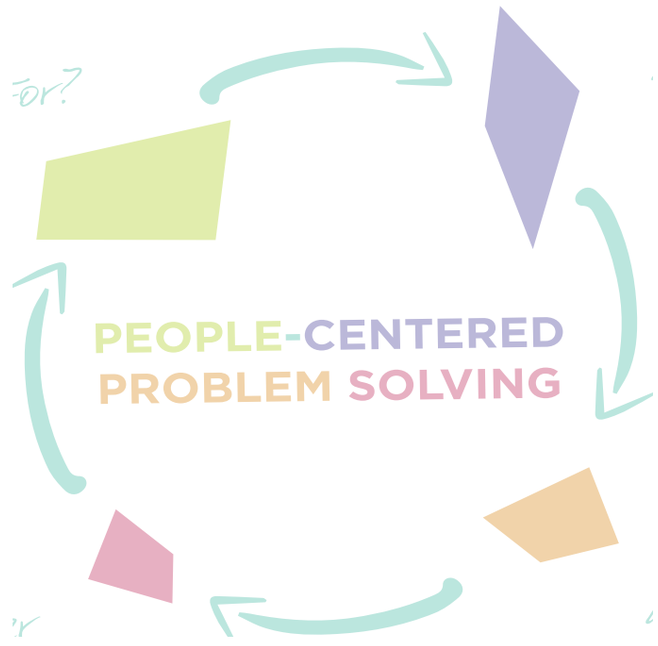
DT Step 2: Empathy

Point Of View:

user +

need +

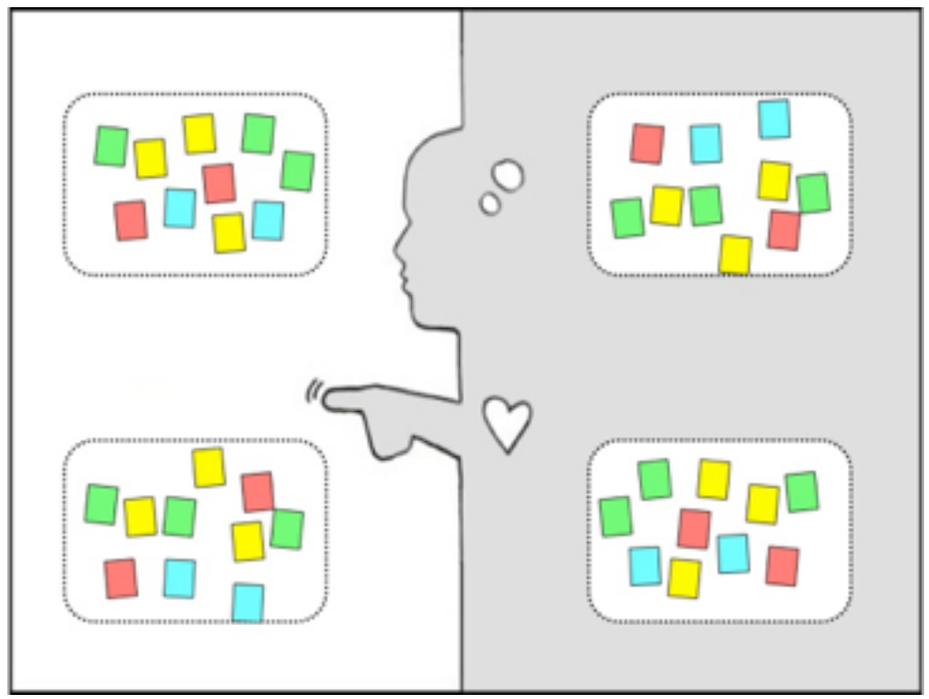
insight



Empathy Map → POV

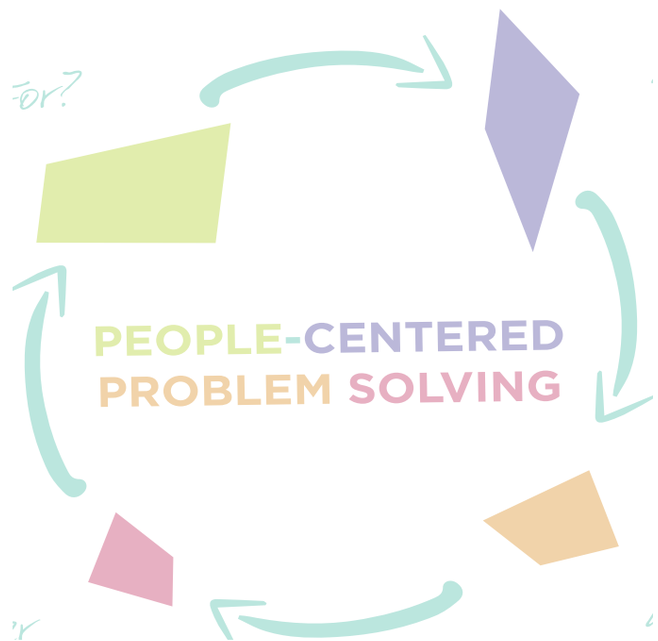
Quotes or Defining Words from User

Beliefs + Thoughts



Actions + Behaviors

Feelings + Emotions



Quotes ; Defining Words

JC
- I can't, it's not fair, I'll go work in the office, I don't do help, I don't get this

NL - I hate you, what will happen if...)

NB - whatever, just tell me what you want, you don't understand, you are not from Richmond, - you wouldn't Know

NK - are you sure this is going to be good enough, I don't Know why I am so upset

Thoughts ; Beliffs

- what is the relevance, am I going to use this, school is for social purpose
- says he is scared of adults, believes in superheros / reality.
- school is something I need to get through
- this isn't good enough

Actions ; Behaviors

- work in the office, doesn't seek, won't accept help, disengages, misbehaviors
- lashes out, - verbally + physically, bolts, attends to own "reality" - manipulative - uses behavior to avoid tasks
- wanders halls, truant, disrupts classes, tardy, will complete work on own terms
- hard worker, meticulous, withdraws, emotional

Feelings ; Emotions

- Acts + indicates he is angry, empathetic, sad
- feels disconnected,
- terrified, scared, wants to be supported, volatile
- abandonment, low confidence, I don't Know why I am crying right now grieving

I am a student who needs to

establish personal connections

because I need to be heard and

know that I matter.

I am a student who is empowered and motivated to create opportunities to connect my learning to my interests so that I can advocate for not only myself but for others as well.

I am a student who needs to

establish personal connections

because I need to be heard and

know that I matter.

I am a high school student who needs to claim space as my own because I feel like home and school are controlled by other people.

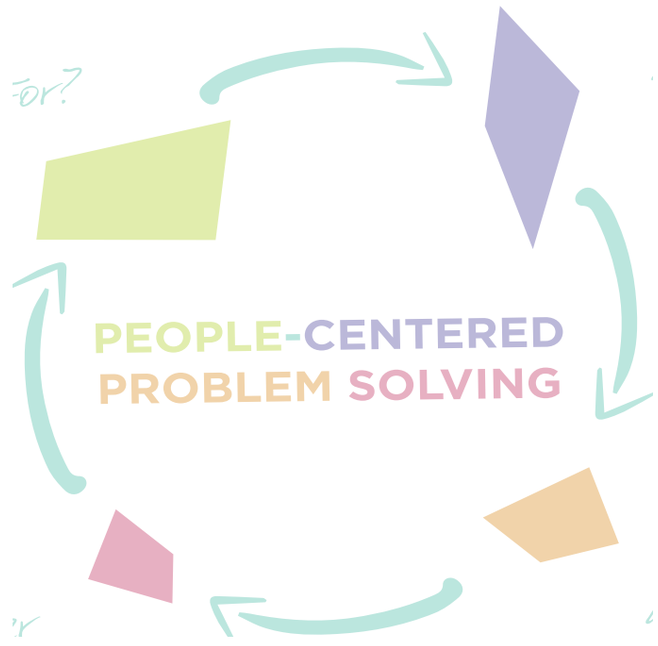
Review + Refine

Point Of View:

user +

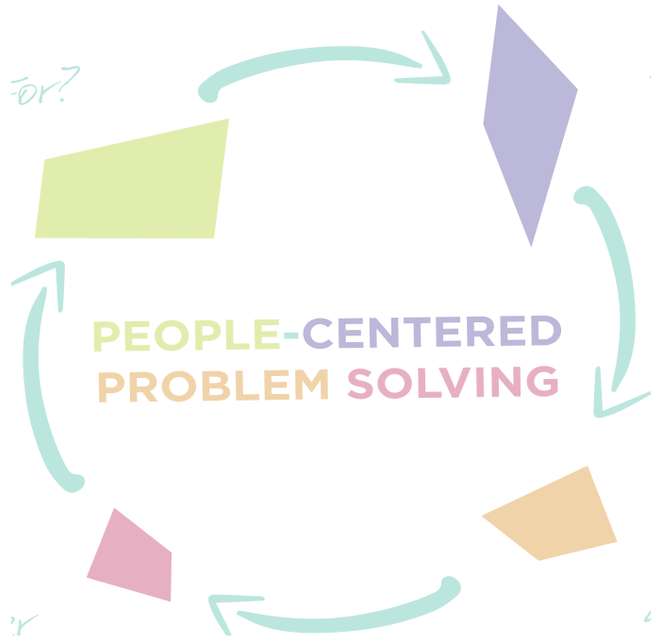
need +

insight



DT Step 3: Explore

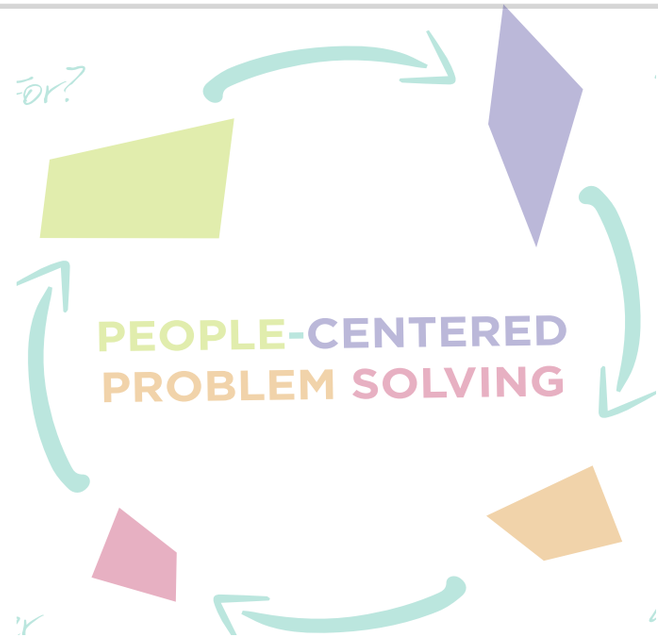
Generating Ideas



Design Thinking for Educators: Ideation

http://vimeo.com/46066962#t=0s

Generating Ideas



Brainstorm Wildly

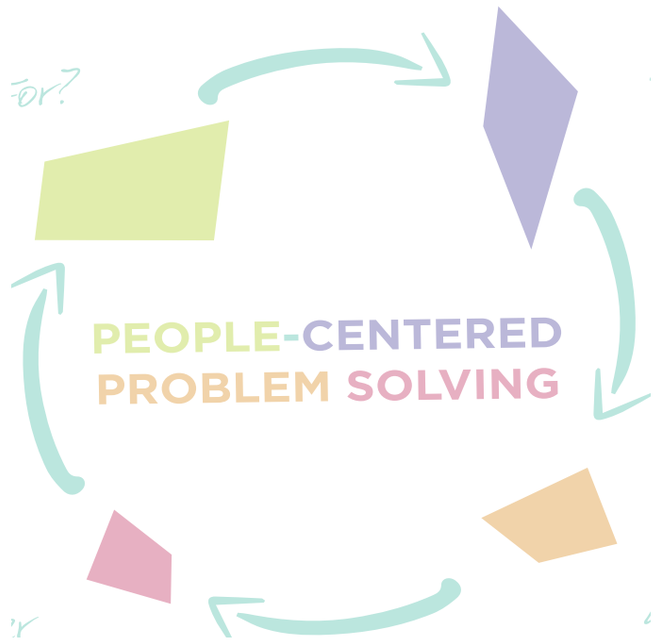
Defer Judgment

One idea per sticky note

Record as quickly as you can

Name, List, Draw...generate

Generating Ideas



Example:

How might we enable students to build upon their interests to demonstrate learning and achieve their goals?

2 x 2 Grid

high impact

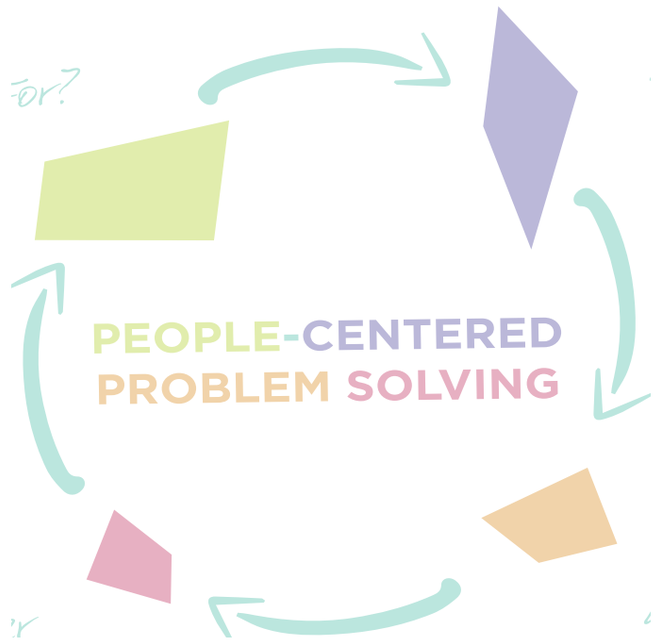
easy

hard

low impact

Generating Ideas

Power of 10 Protocol



What if we had 10 students?

What if we had 10,000 students?

2 x 2 Grid

high impact

easy

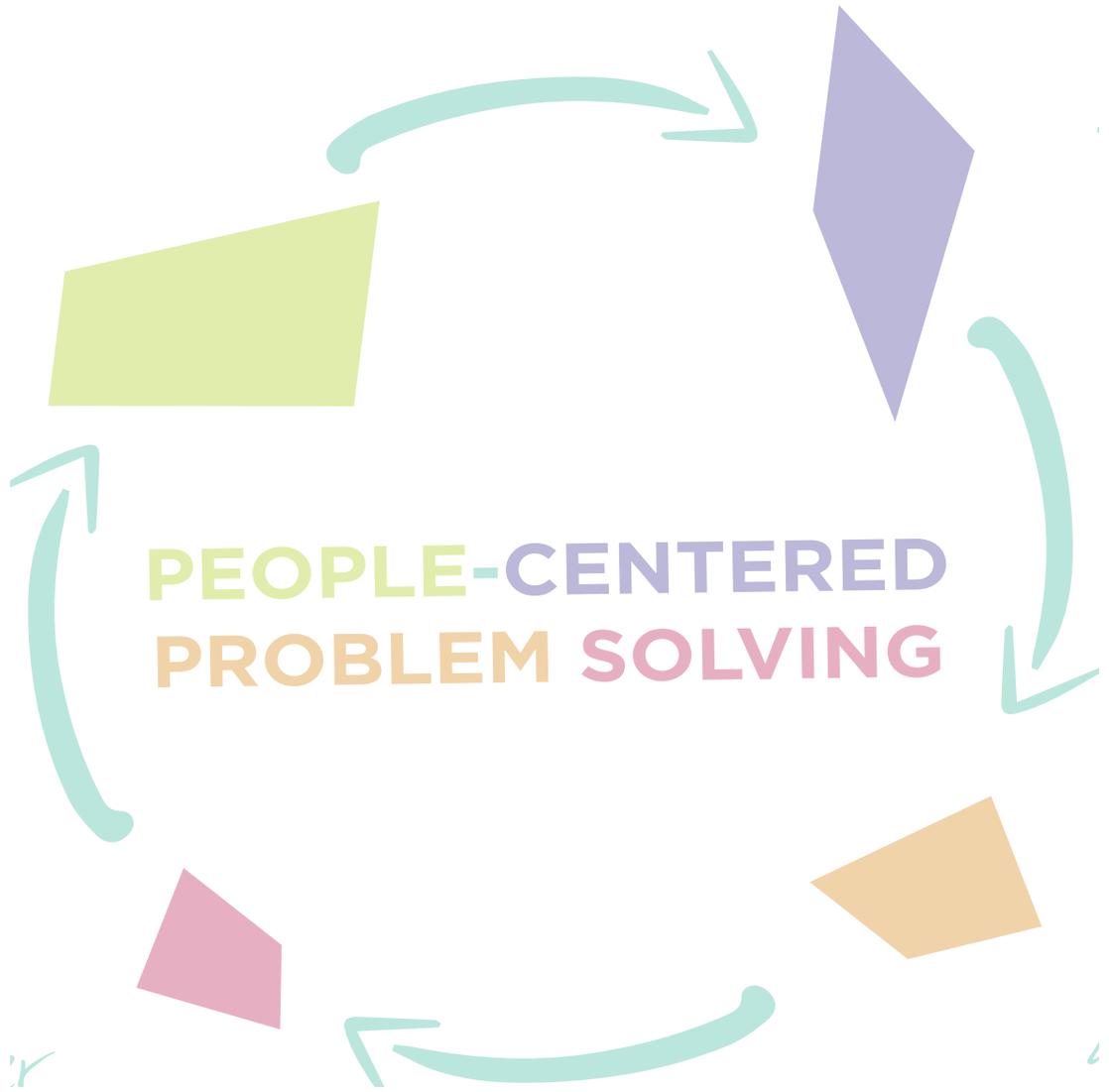
hard

low impact

Rapid Design Thinking

45 minutes in Cross-School Teams

1. Discover + Define
2. Empathize
3. Explore
4. Produce



“The best way to predict the future is to invent it!” - Alan Kay

COMPASS POINTS

PROCESSES

Action

Structure Meaning

Caring

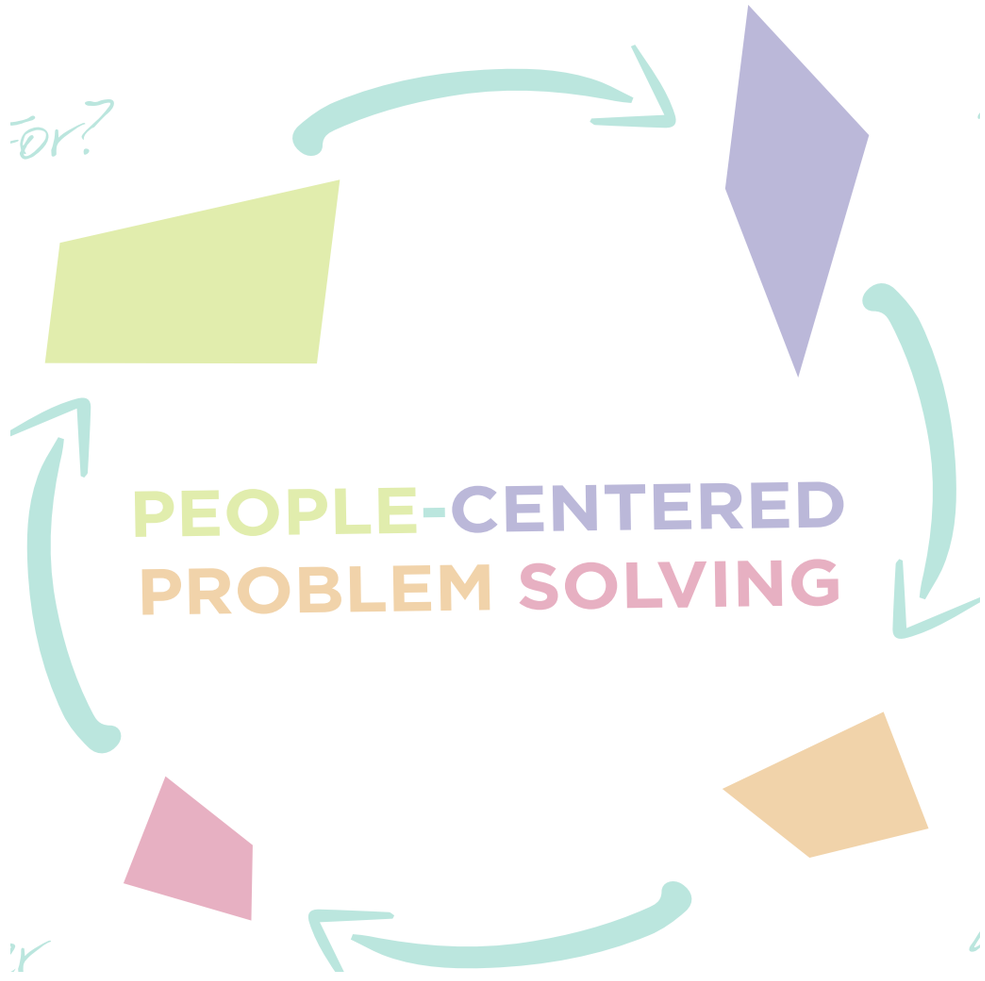
DT Step 3: Explore

Chalk Talk - Silent Ideation

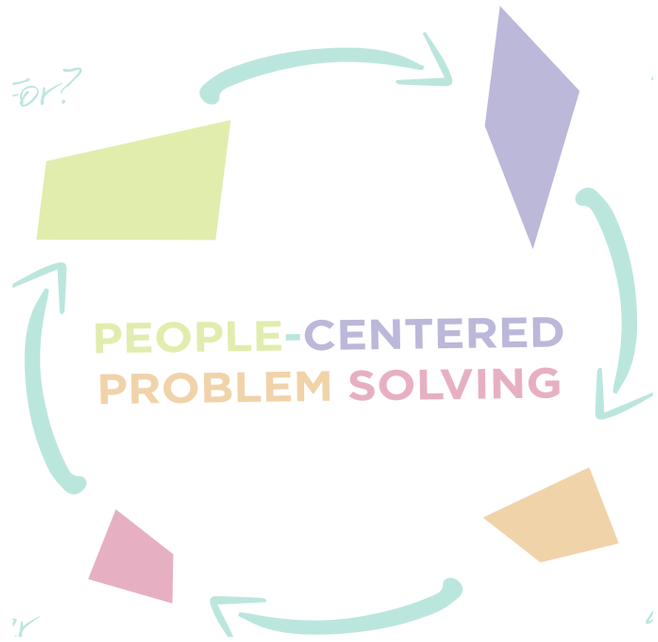
1. Frame the Question

2. Write ideas

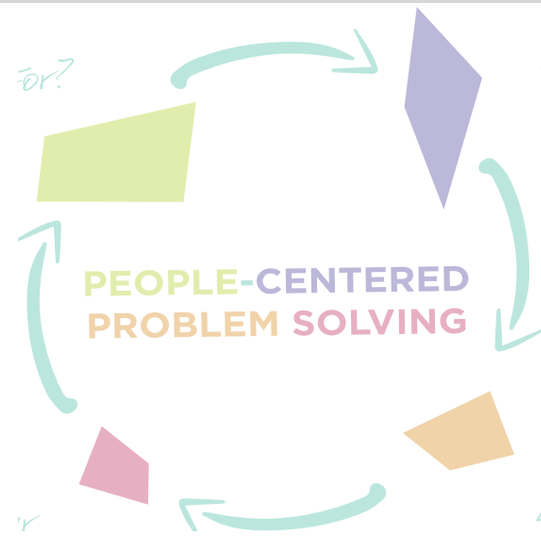
3. Add to ideas with lines, words, and pictures



DT Step 4: Produce

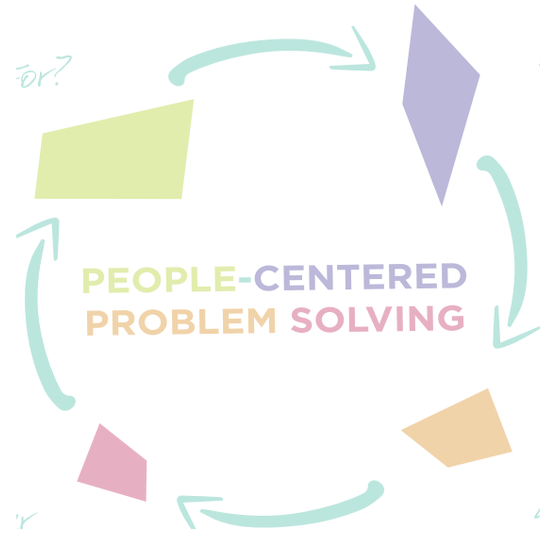


A Possible Prompt



How might we design our school to meet our students at the edges?

Reflect in School Teams



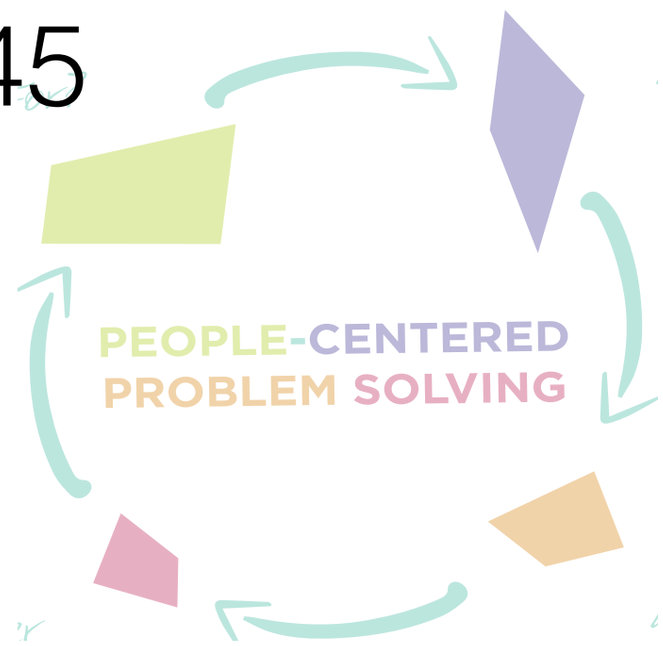
1. Gallery Walk with School Teams
2. Comment on ideas + post on 2x2 grid from each of the four designs

I notice...I wonder…I wish…

Break

DT Step 4: Produce

1. Develop New or Refined Prototype
2. Add any clarifying language, notes or narrative
3. Prepare for Tuning Session at 1:45



Lunch

DT Step 3: Explore

Strategies for School Community Engagement

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CT LIS PERSONALIZED LEARNING

DESIGN INSTITUTE STAKEHOLDER ENGAGEMENT TEMPLATE

Group	What they need…	What you need from them…	Steps you will take to make it happen…	When these steps will take place…

Tuning Session

GREAT SCHOOLS PARTNERSHIP

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THANK YOU

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