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

Our Opportunity… Our Challenge

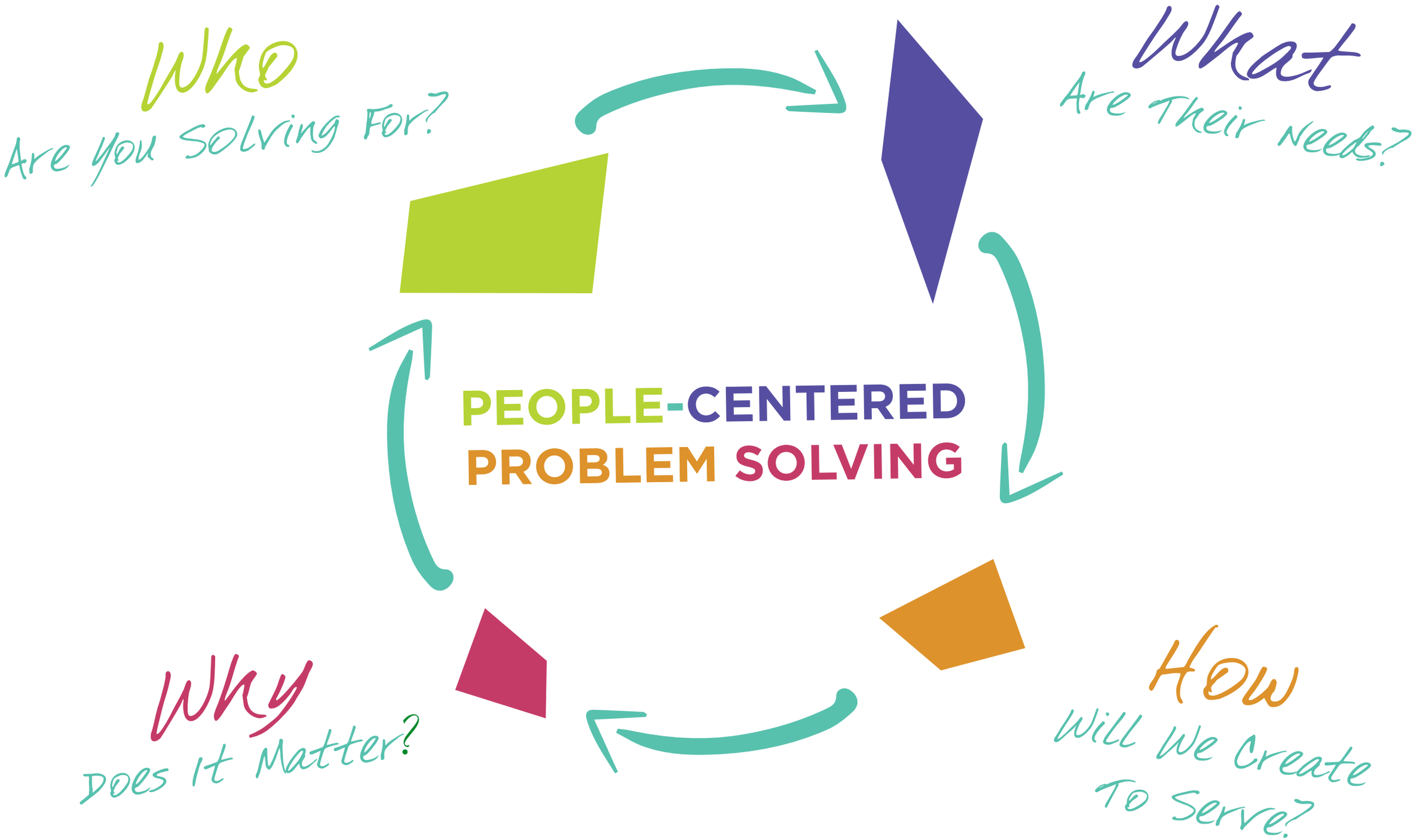


image courtesy MVIFI

Who is in the room?

Janet Garagliano (NESSC) &

Larry Schaefer (CAPSS)

Angela Hardy (GSP)

Who is in the room?

At your table, share **movie titles** that describe your school experience and why. *(5-7 min.)*

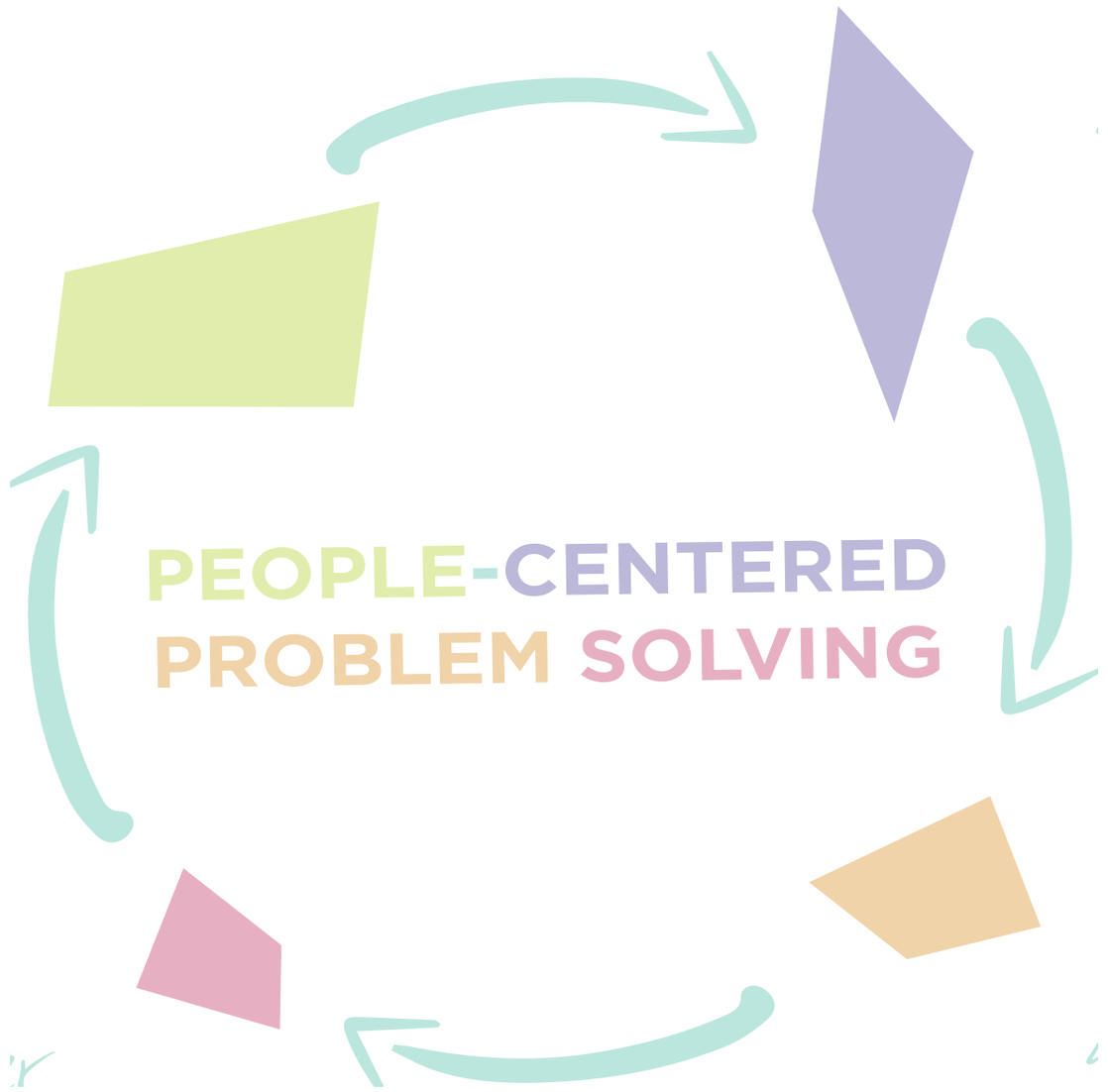
Report out:

- School or District Name
- Movie titles and why (optional)
- Names and roles

Rapid Design Thinking

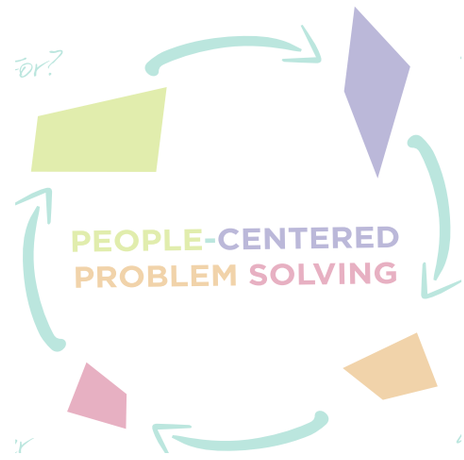
45 minutes

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



Rapid Design Thinking

1. Discover + Define - 5 minutes
2. Empathize
3. Explore
4. Produce

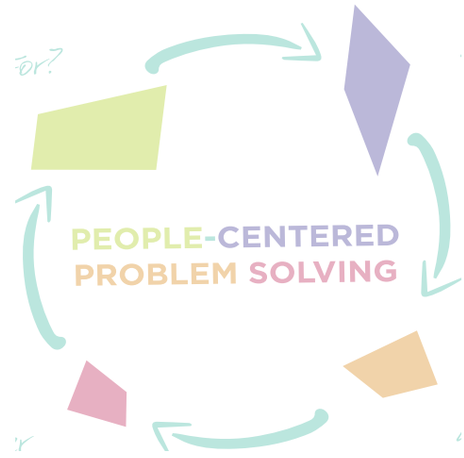


DESIGN CHALLENGE:

What could personalized learning look like in our school?

Rapid Design Thinking

1. Discover + Define
2. Empathize
3. Explore - 10 minutes
4. Produce



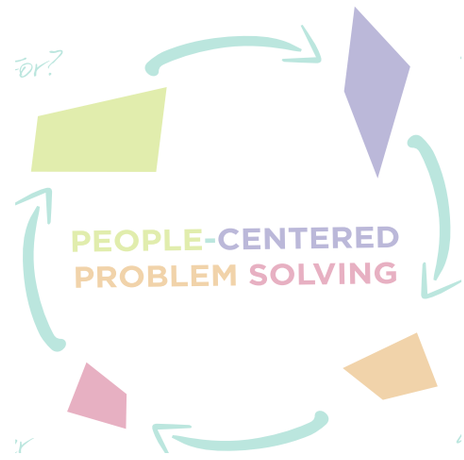
Explore Resources + Generate Ideas

What do we already know? What can we learn from each other?

How might we...? What if...?

Rapid Design Thinking

1. Discover + Define
2. Empathize
3. Explore
4. Produce - 15 minutes

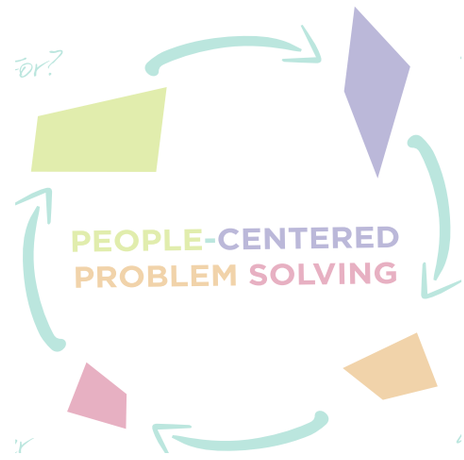


Prototype – Generate a Visual Solution

Using the resources available to you, build a model representing your combined response.

Rapid Design Thinking

1. Discover + Define
2. Empathize
3. Explore
4. Produce - 5 minutes for review
   7 minutes to discuss



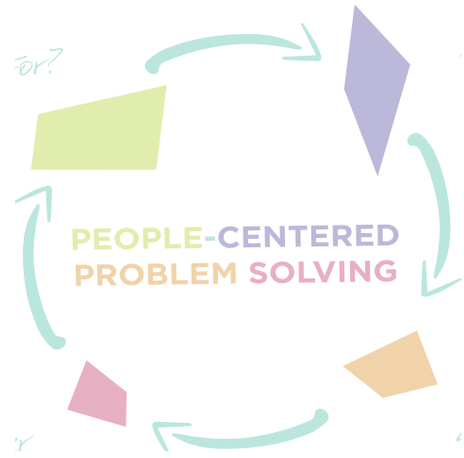
Gallery Walk

View the solutions around the room. At your tables, turn + talk, and record.

I notice...I wonder...I wish...

Rapid Design Thinking

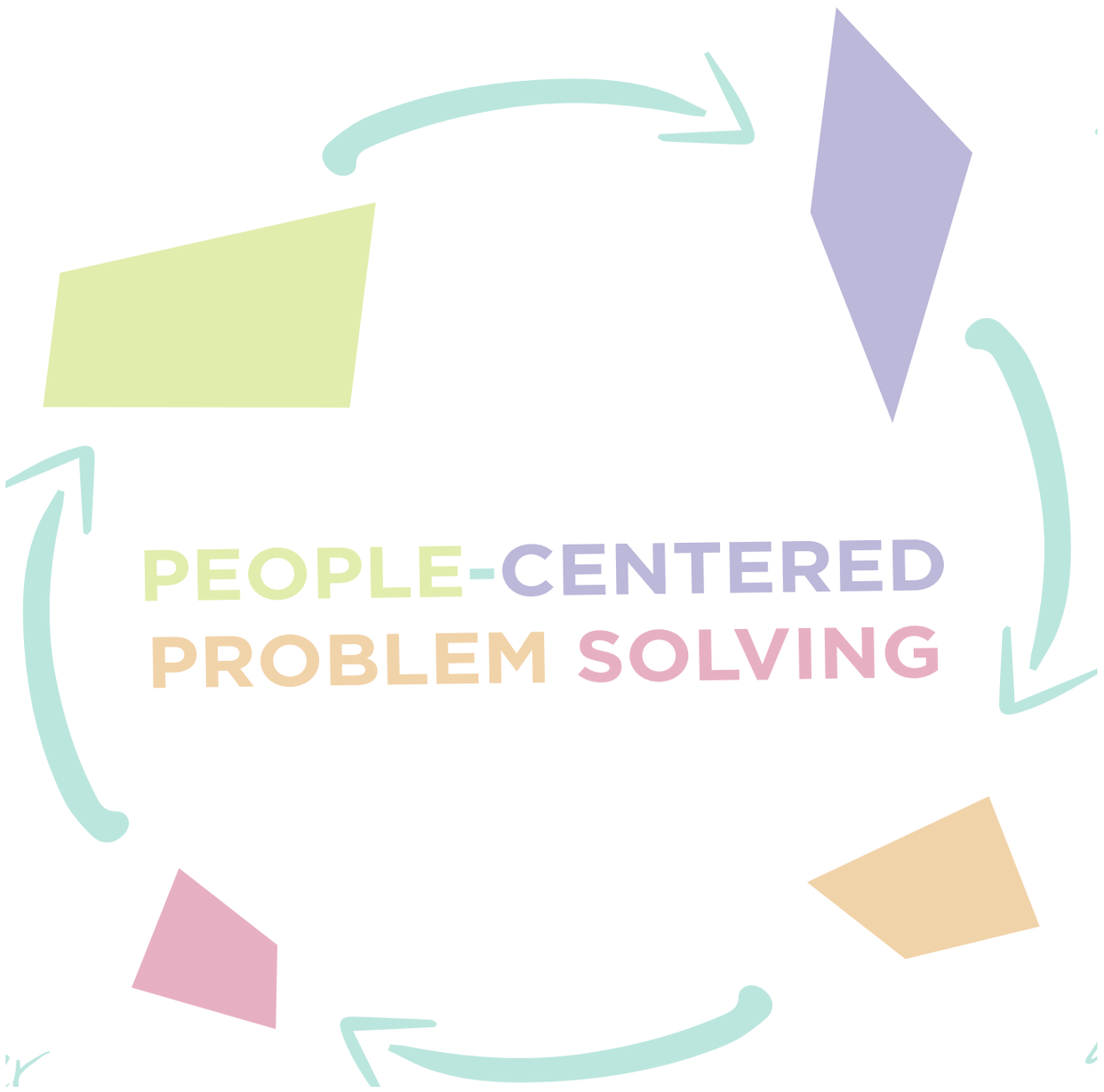
1. Discover + Define
2. Empathize
3. Explore
4. Produce



What was missing?

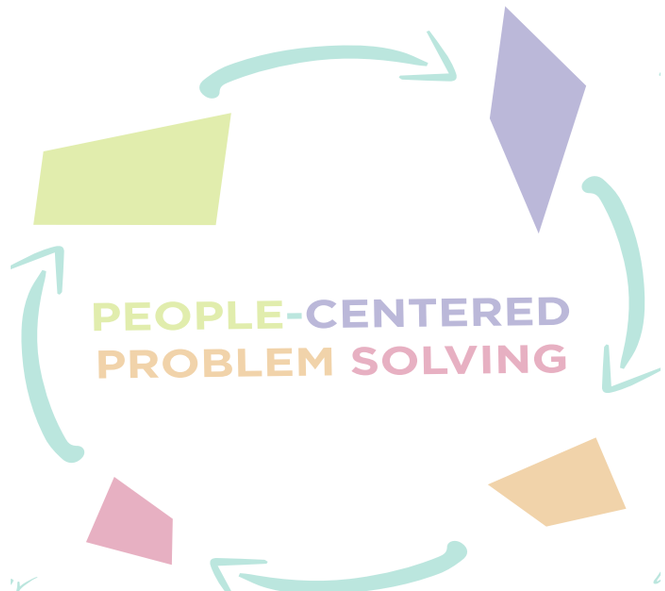
Rapid Design Thinking

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



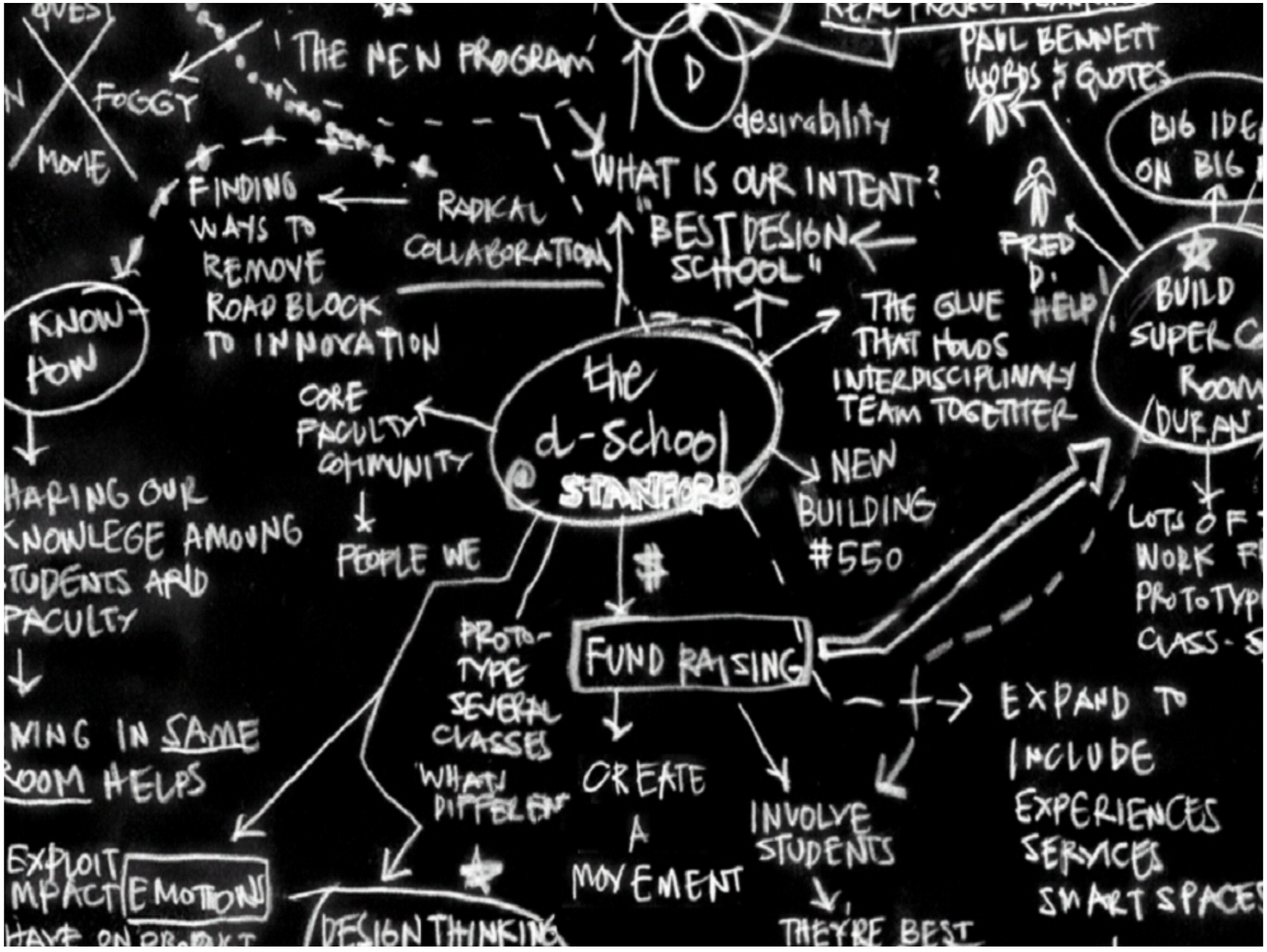
Design Thinking

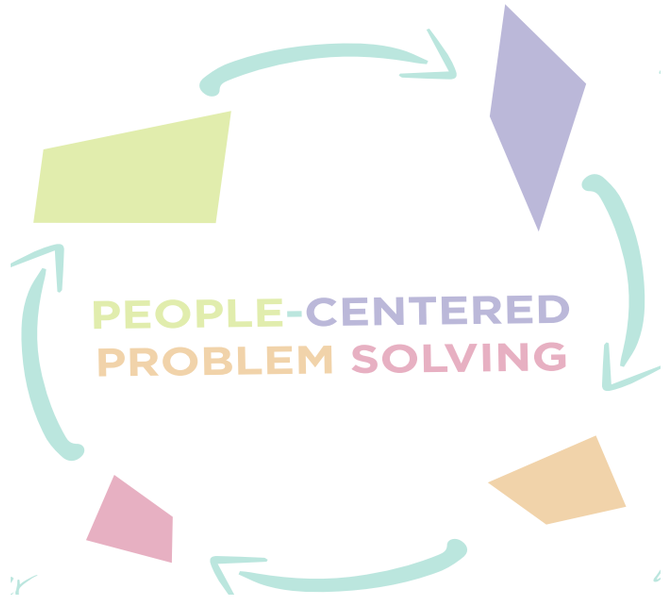
1. Discover + Define
2. Empathize
3. Explore
4. Produce



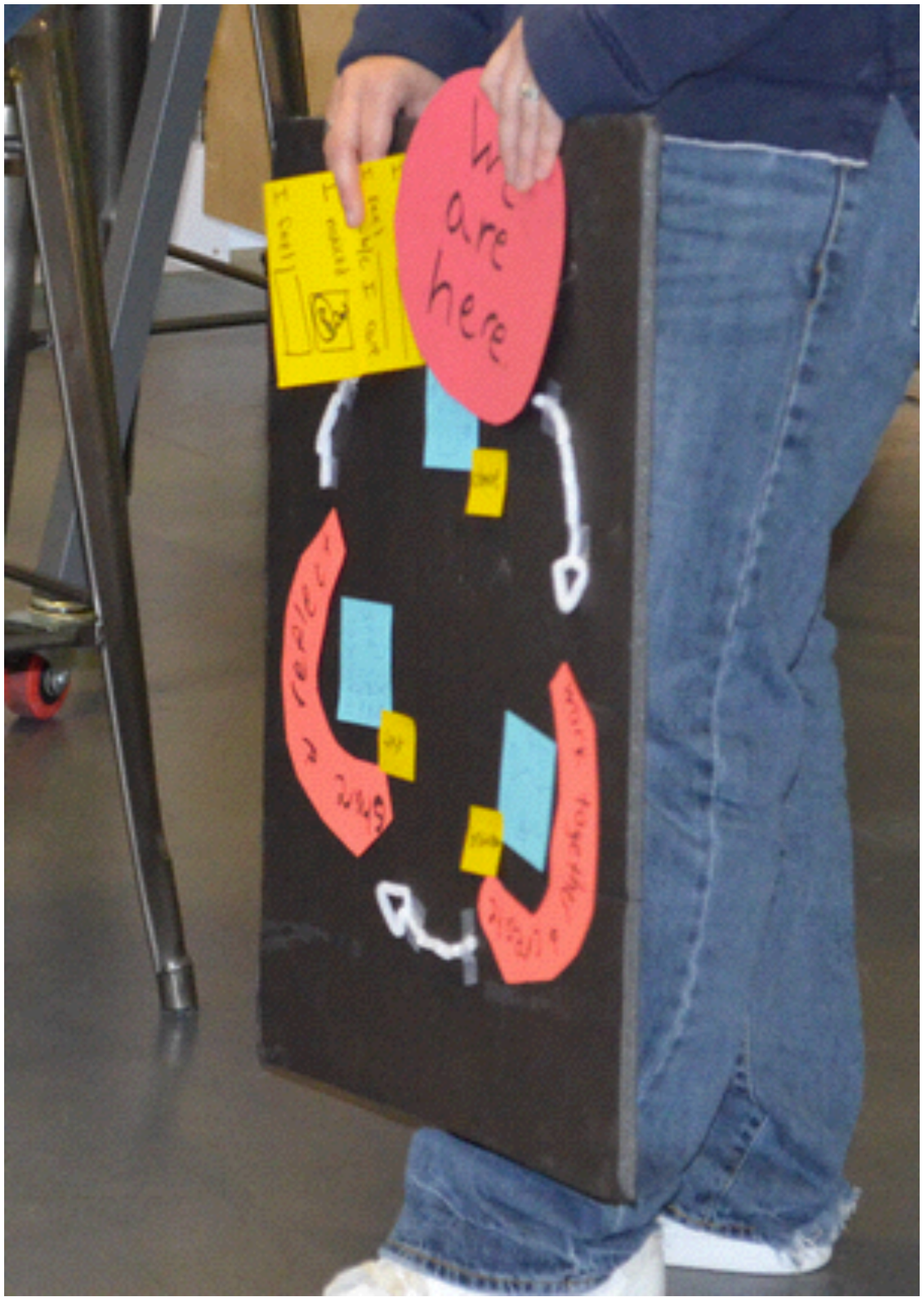
At first we thought....,
now we think....

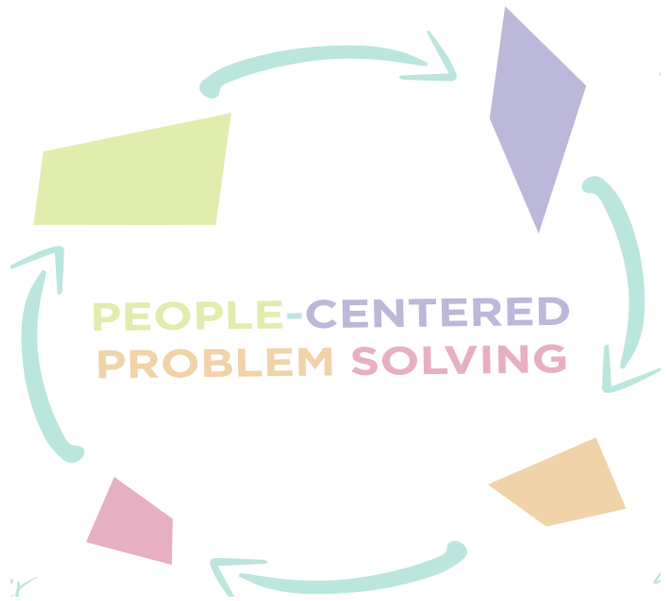
Design Thinking



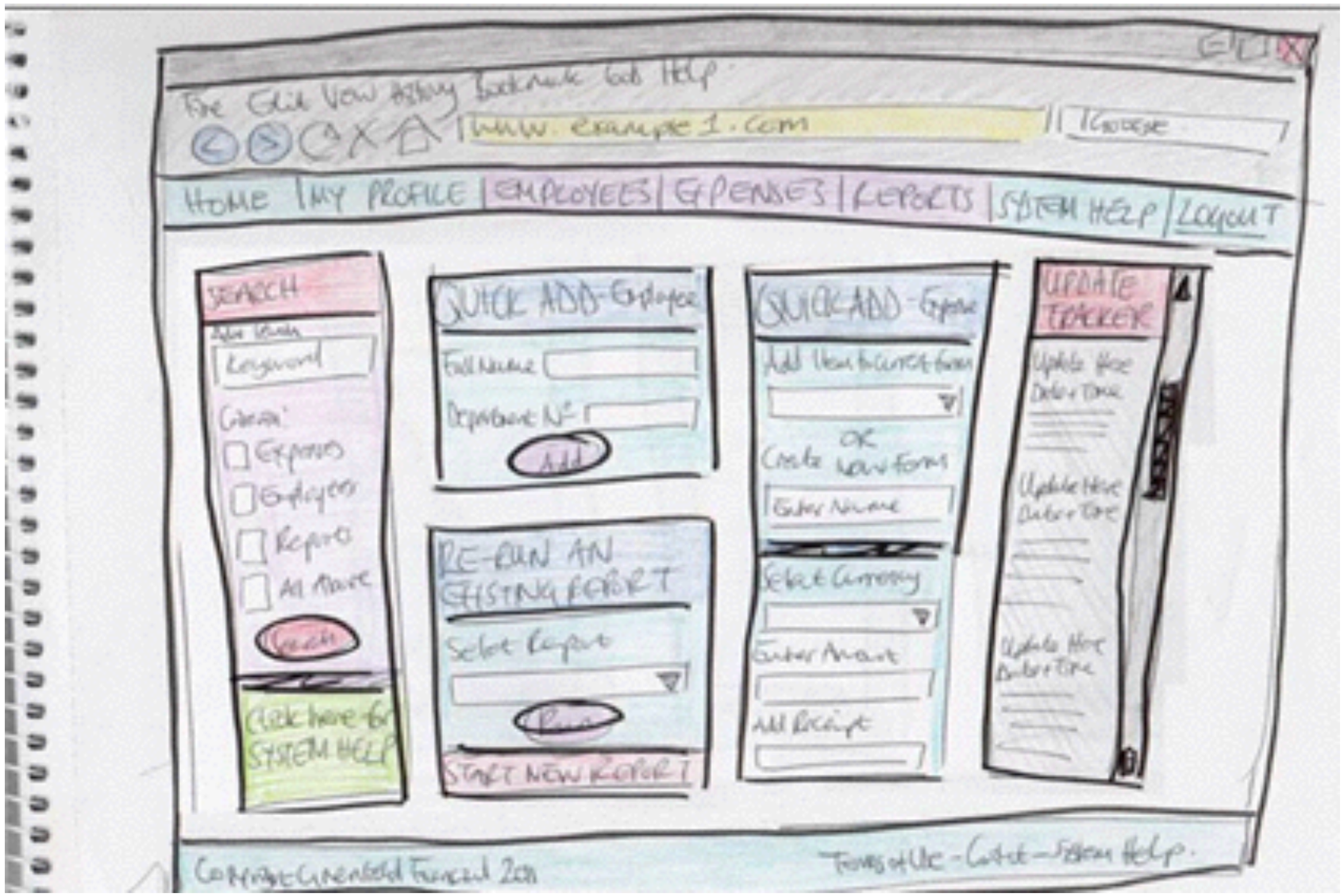


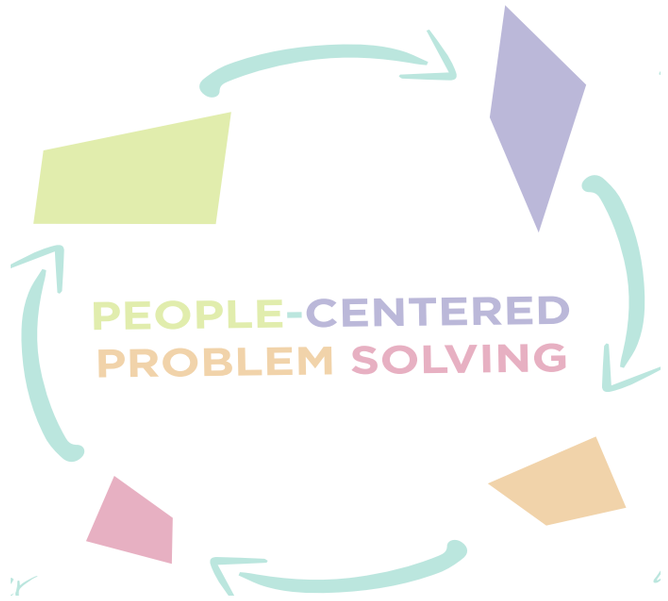
Design Thinking





Design Thinking





HOUSEKEEPING

Find all materials on our website:

lis.newenglandssc.org

lis.newenglandssc.org

League of Innovative Schools

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League of Innovative Schools

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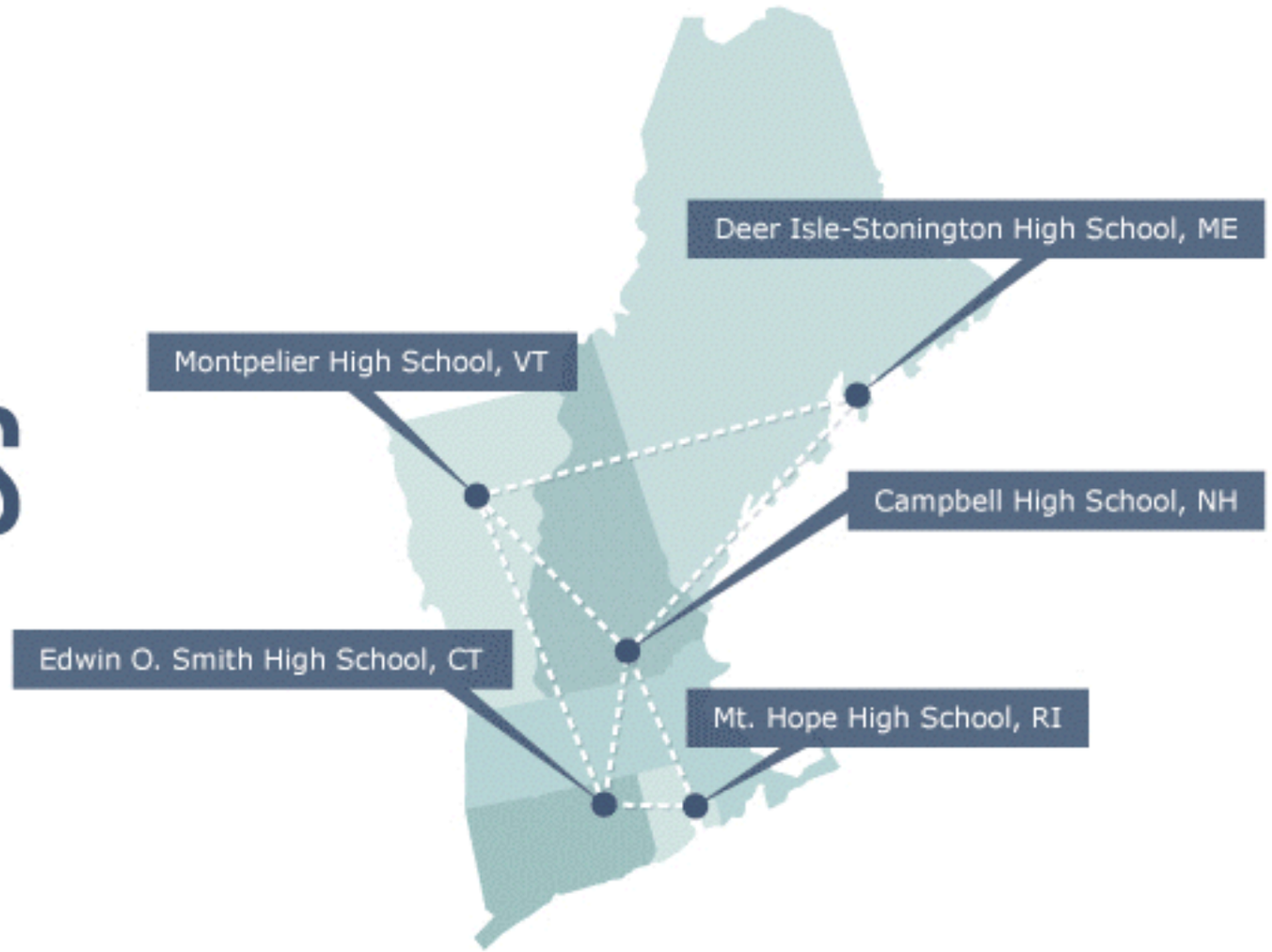
INTRODUCING THE

LEAGUE OF INNOVATIVE SCHOOLS

A COMMUNITY OF NEW ENGLAND EDUCATORS COMMITTED TO SCHOOL IMPROVEMENT

learn more



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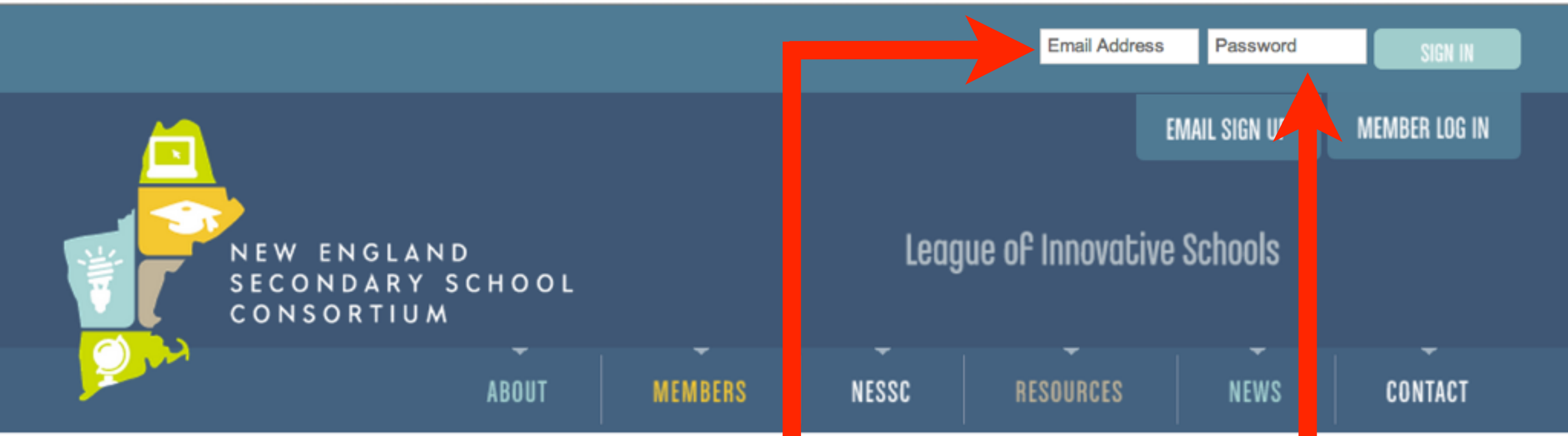


school **nessc1**

Upcoming Connecticut League Meetings

Mini Design Institute
January 6 + 7, 2015

Materials:

1. Agenda
2. Starter Norms
3. Student Profiles Template
4. Empathy Map
5. Point of View Madlib
6. Point of View Protocols
7. Design Thinking Exploration Template
8. Brainstorming Rules
9. Powers of Ten Protocol
10. 2x2 Grid
11. Chalk Talk Protocol
12. Mini Tuning Feedback Grid
13. Rose Bud Thorn Template
14. Stakeholder Engagement Template
15. Assets and Barriers Chart
16. "Mindsets and Equitable Education" article by Dweck
17. Four As Protocol

OUTCOMES

Draft **learning design model**

OUTCOMES

Identify steps for school & community **engagement**

OUTCOMES

Clarify **readiness** for implementation of a personalized learning system

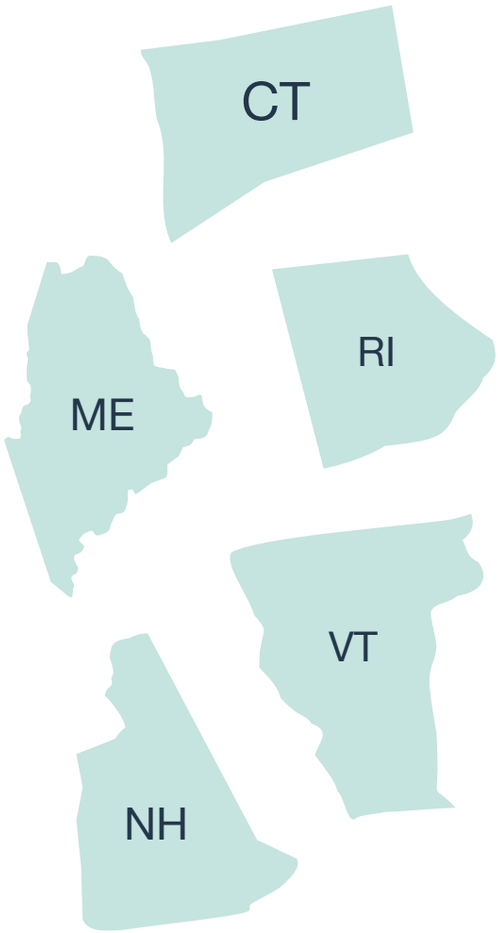
OUTCOMES

Develop & deepen **network of support**

Institute Organization

- Whole group sessions
- School team sessions
- Cross-team sessions
- Tuning session

Personalized Learning Partners



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PARTNERSHIP

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

Personalized Learning Partners

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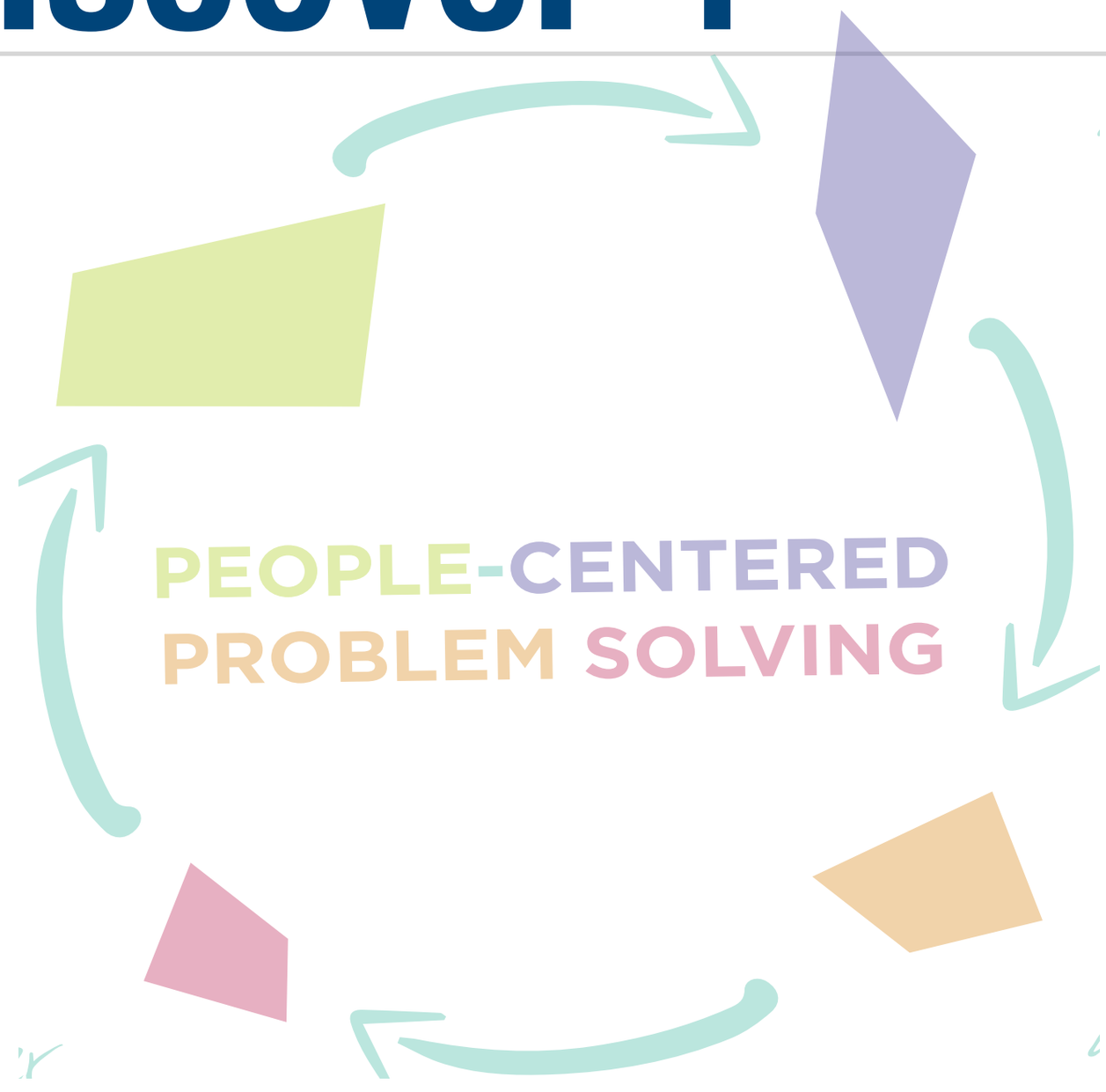
20 schools

within the
League of Innovative Schools
will be fully implementing
Personalized Learning
systems in 2015 + 2016

Break

DT Step 1: Discover + Define



COMPASS POINTS

PROCESSES

Action

Structure Meaning

Caring

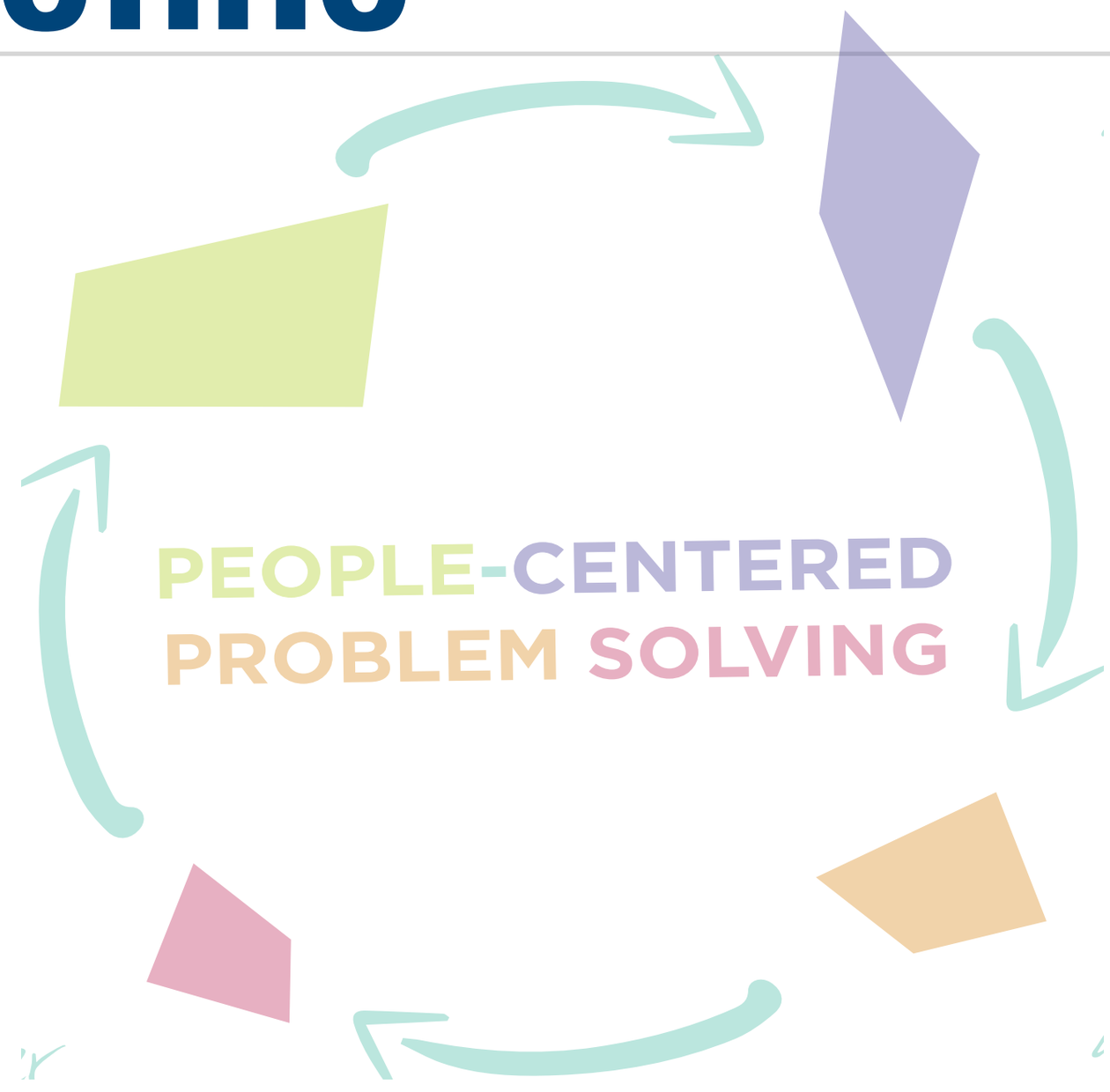
Norms

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

What else do you need in order to do your work well this week?

DT Step 1: Define

What could personalized learning look like in our school?



GBP Assessment (option)

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

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

DT Step 2: Empathy

The Myth of Average

Student Profiles

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STUDENT PROFILES TEMPLATE

Write each student's name in the space provided. Then jot notes in each personalized learning category. Add other categories if necessary. If you don't know a piece of information, leave the space blank – and now you know what you need to know!

Personalized Learning	**Student A: _____**	**Student B: _____**	**Student C: _____**	**Student D: _____**
Academic Strengths				
Social Strengths				
Interests				
Goals				
Co-curricular activities				
Out of school activities (job, community/religious organization,...)				
Family information				
Academic Challenges				
Social Challenges				

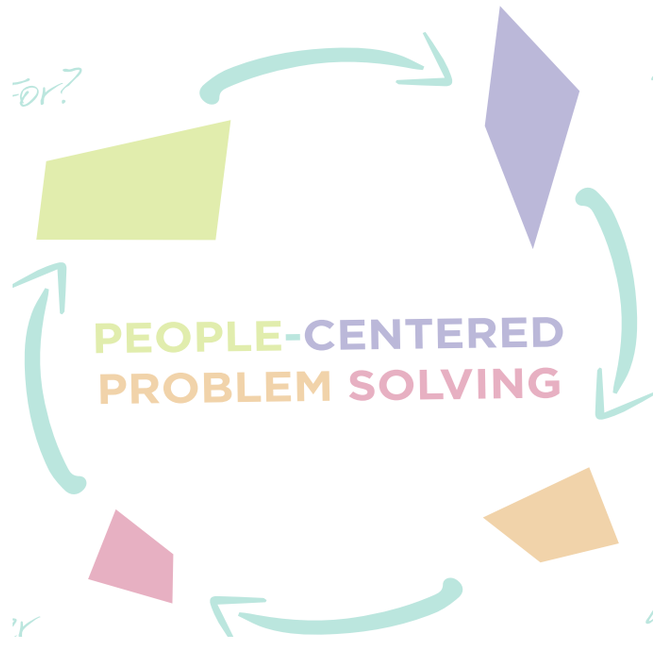
DT Step 2: Empathy

Point Of View:

user +

need +

insight



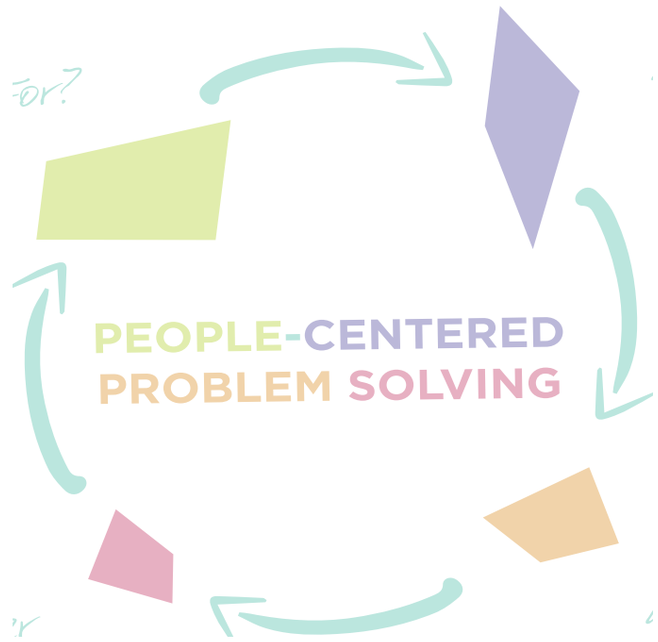
DT Step 2: Empathy

Point Of View:

user

needs to _____

because _____



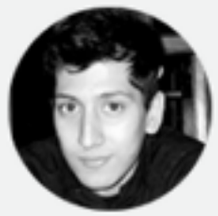
DT Step 2: Empathy

embrace

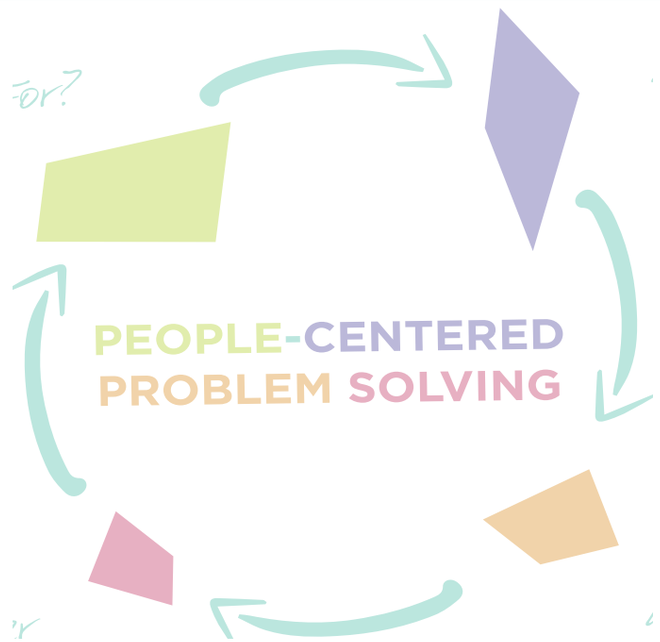
Jane Chen

Rahul Panicker

Linus Liang



Naganand Murty



DT Step 2: Empathy

Point Of View:

A desperate mother

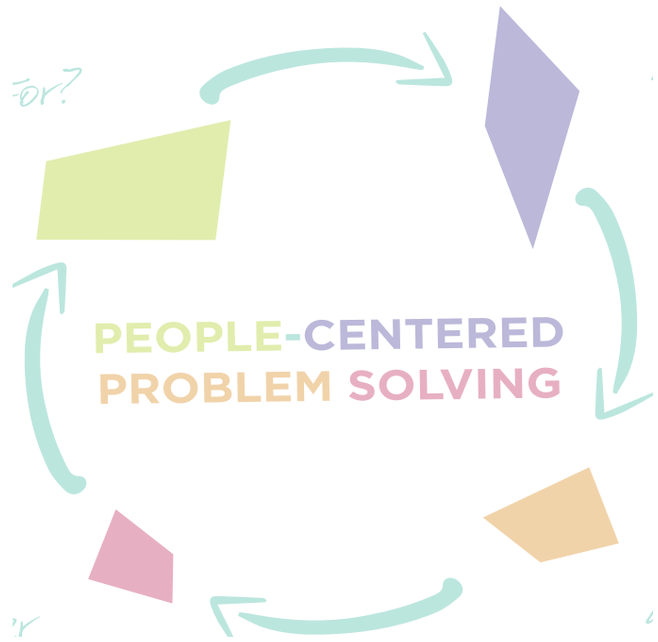
needs to **have the means**

to give her baby

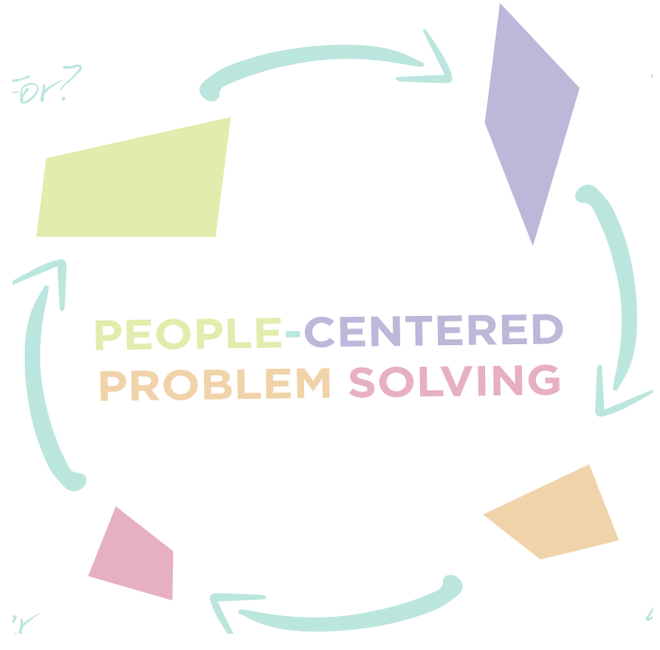
a chance to live

because **medical care is**

inaccessible or too expensive.



DT Step 2: Empathy



DT Step 2: Empathy

Point Of View:

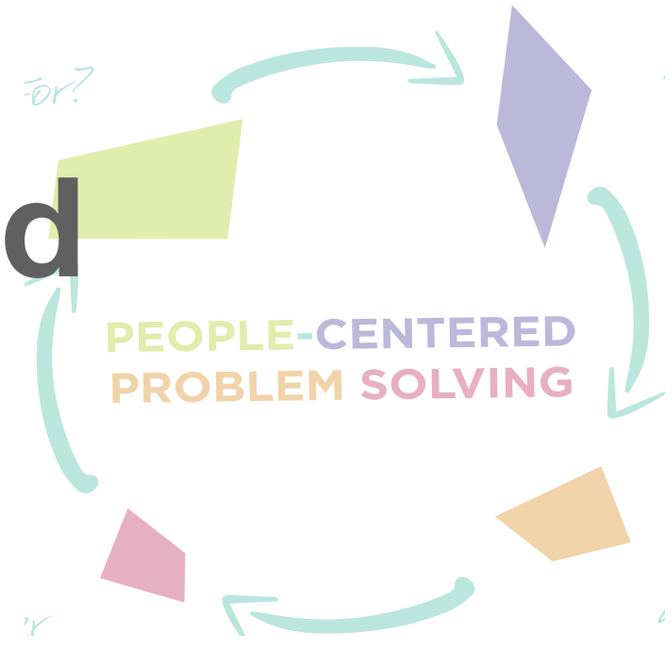
A child getting an MRI

needs to **feel at ease**

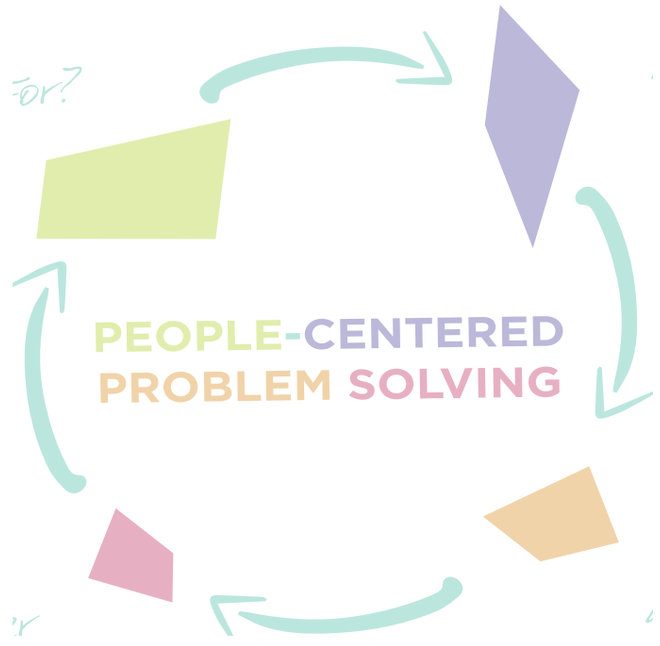
because **anxiety for the child**

produces anxiety for the

adults caring for him/her.



DT Step 2: Empathy



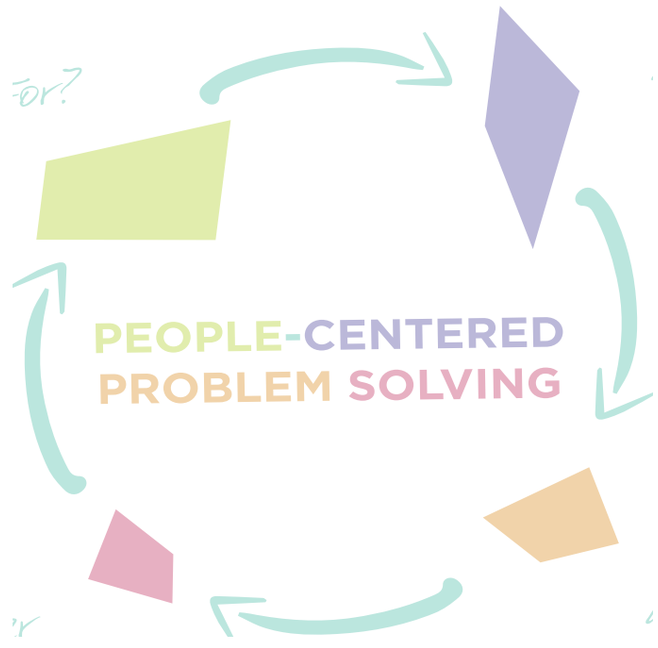
DT Step 2: Empathy

Point Of View:

A student who aspires to be the first in her family to attend college

needs to _____

because _____

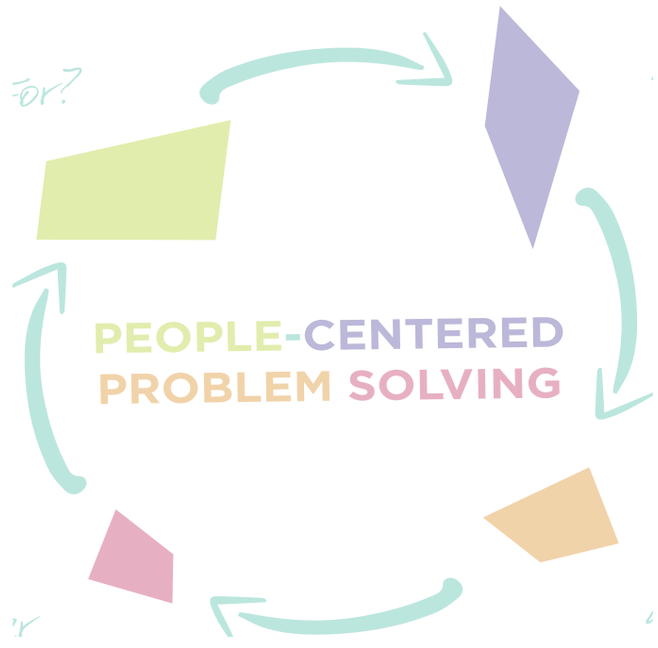


DT Step 2: Empathy

Imagine

Ask

Observe

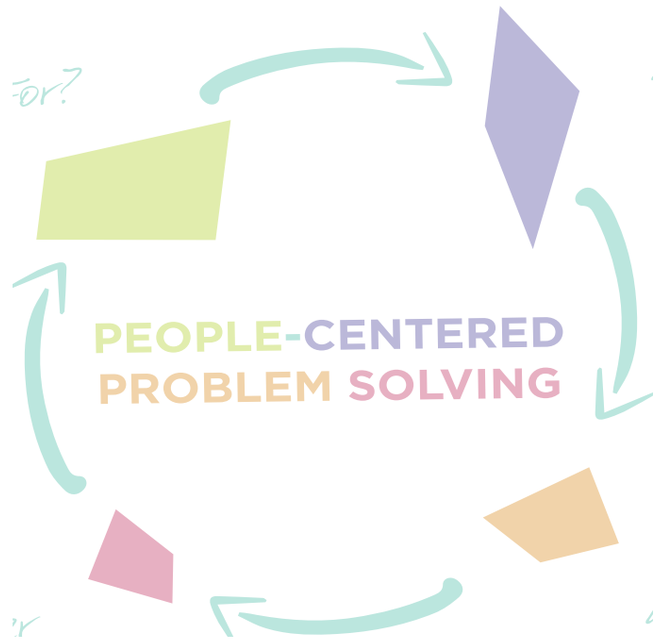


DT Step 2: Empathy

1. Student Profiles + Journey
   or Empathy Maps

2. Student Surveys

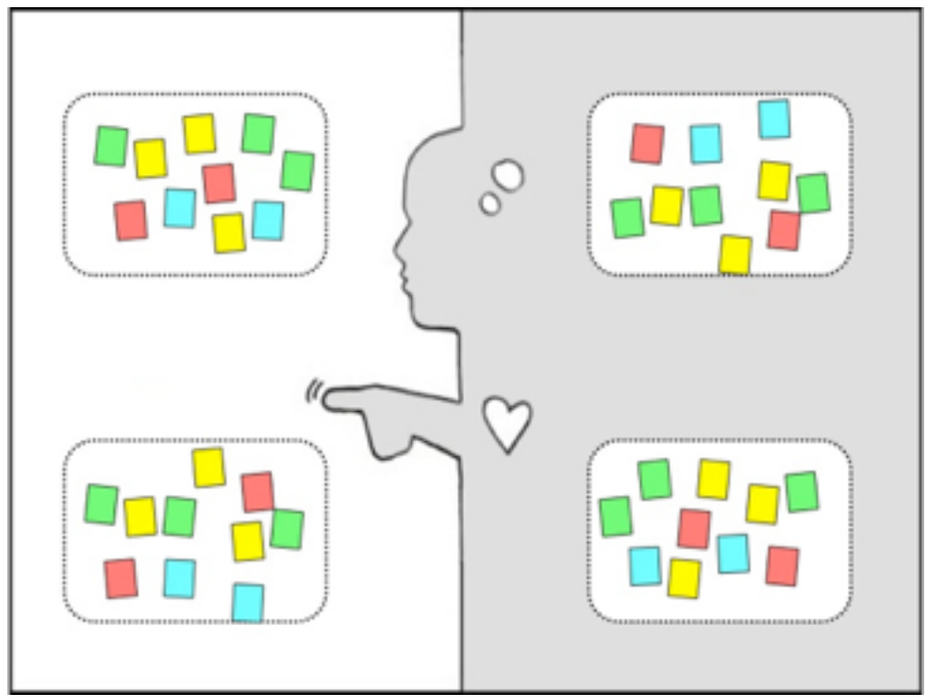
3. Student Focus Groups



Empathy Map → POV

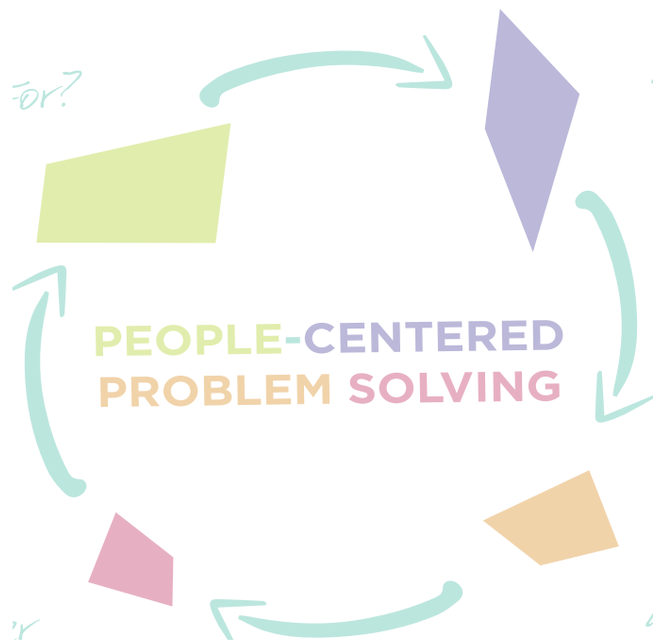
Quotes or Defining Words from User

Beliefs + Thoughts

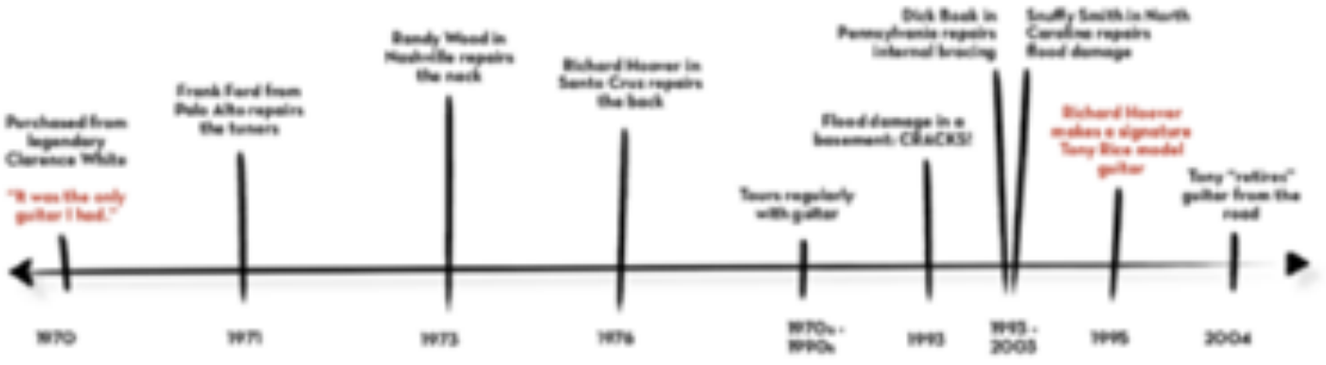


Actions + Behaviors

Feelings + Emotions

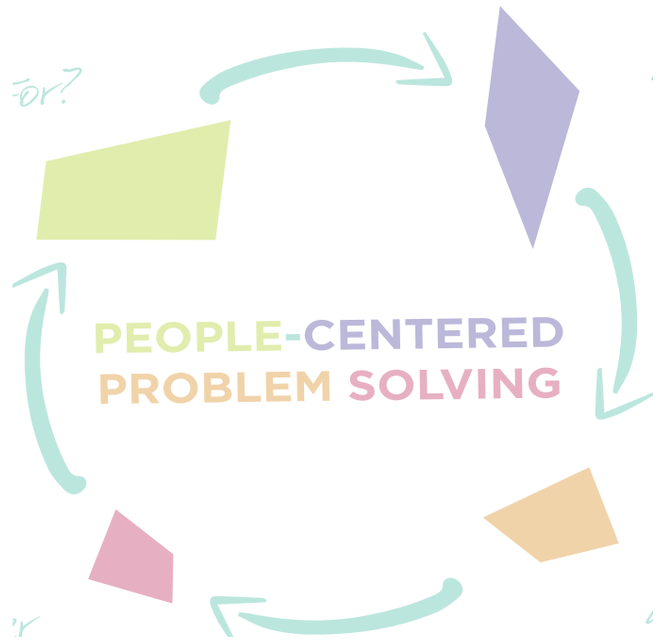


Learning Journey → POV



A Map of a User's Educational Experience:

- a day in the life of a student
- a year in the life of a student
- a sequence of years



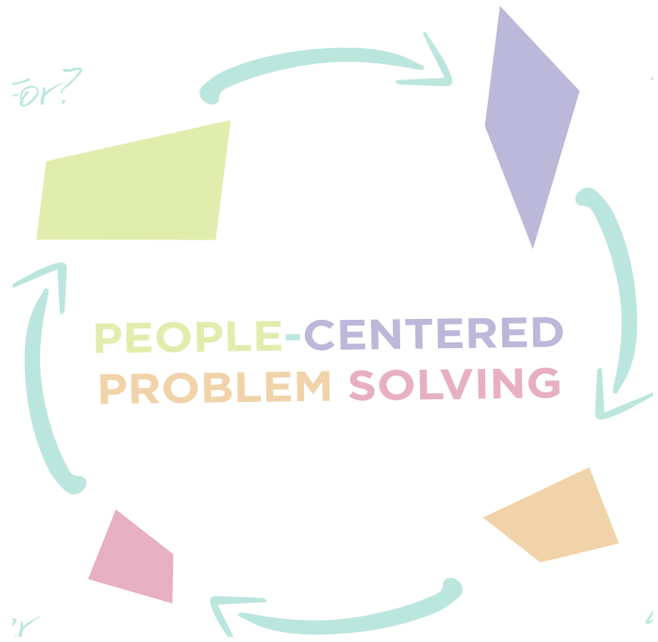
DT Step 2: Empathy

Point Of View:

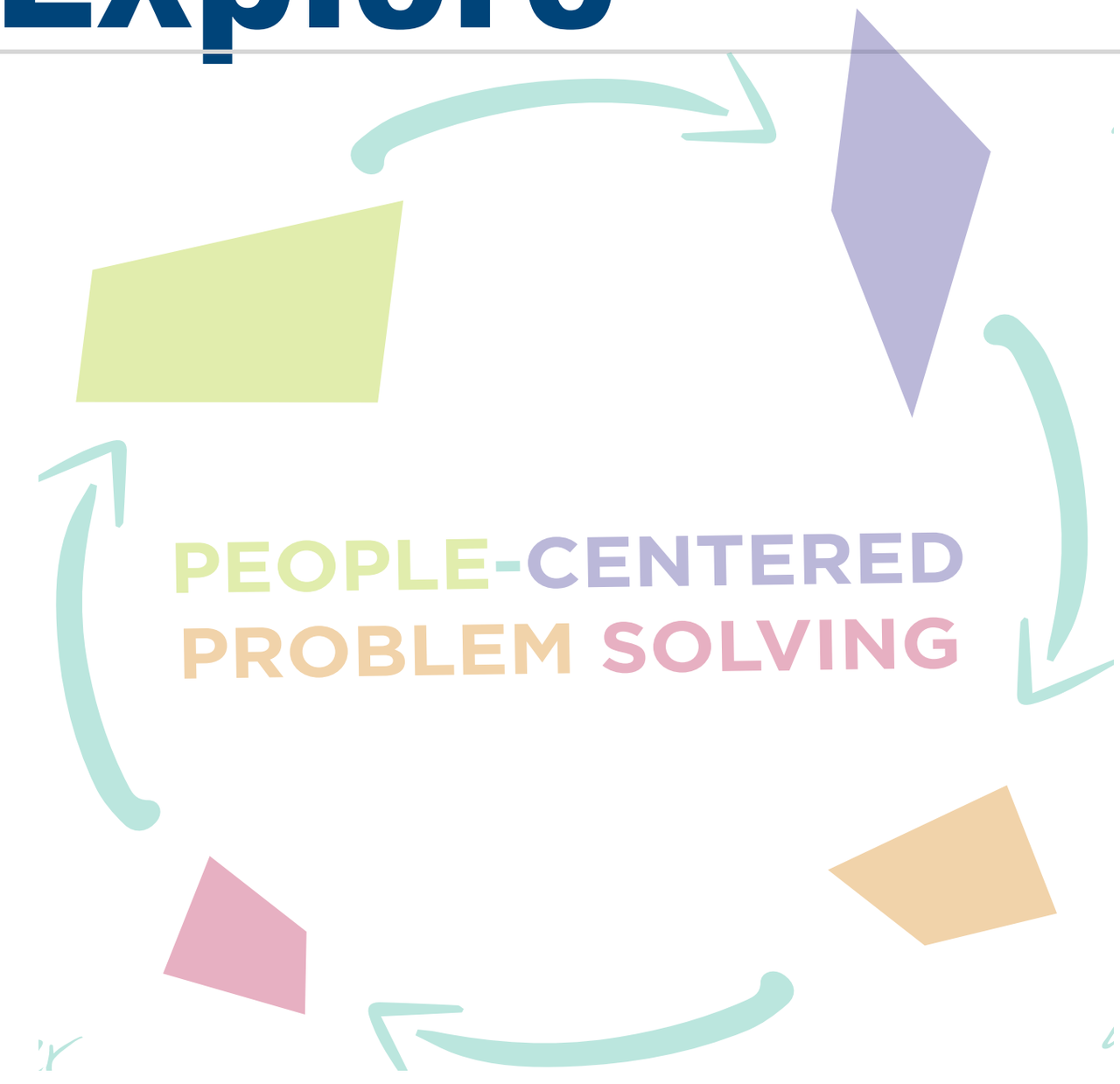
user

needs to _____

because _____



Day 3 Prep: Explore



NEW ENGLAND SECONDARY SCHOOL CONSORTIUM

CT LIS PERSONALIZED LEARNING

DESIGN INSTITUTE EXPLORATION TEMPLATE

Steps

1. Review the list of topics and videos. Select at least two topics and view associated videos prior to Day Two of the Design Institute.
2. Record observations in the note-taking template below. Feel free to add questions or additional notes or drawings on the back of this page.

Notes

Powerful ideas...	How these ideas might work for students...	Our school might...
1.		
2.		
3.		
4.		