FNSBSD: Personalized Learning Initiative Update

May 2, 2017

Fairbanks North Star Borough School District

Our “Why PL” Statement

To ensure each student achieves their highest potential, we create a student-centered environment that engages, inspires and empowers all learners based on their unique needs and strengths.

Elementary Design Plan Trends

- **50 classroom instructional models submitted** across 19 schools
- Majority of designs leverage small-group instruction through **station rotation models.**
- 11 used some type of flex model to create personalization for students.
- Emphasis on use of **formative assessment** data and **targeted instruction.**
- Commitments to providing students **opportunities to choose** in various ways.
- Utilization of some form of **digital content and/or tools for delivery of individualized content** to increase **student ownership.**

Sketch Your Classroom Model

Model: Station Rotation

How might we...

STUDENT CHOICE IN SEATING

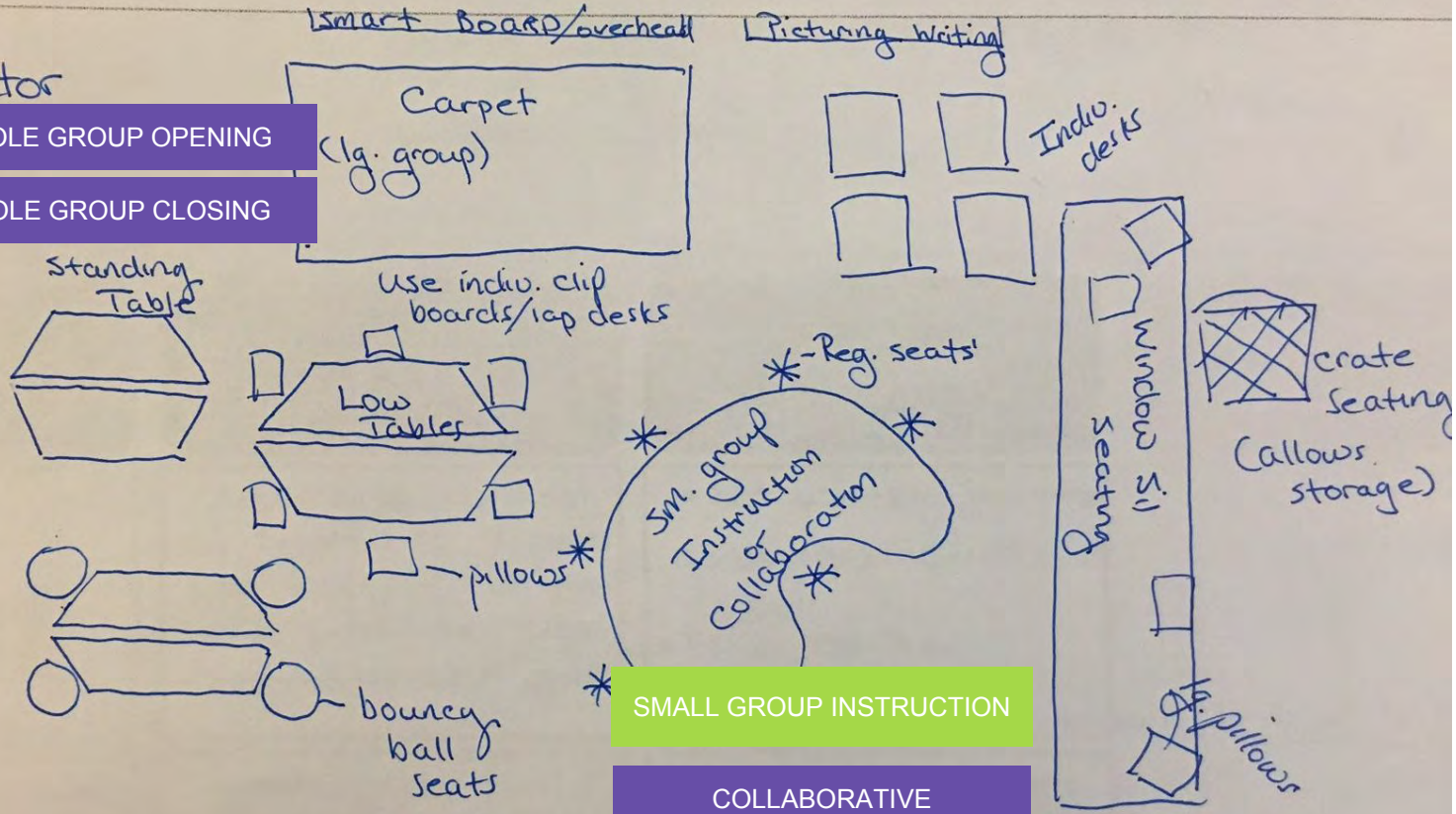
4-6 Groups

- Hanging Projector

WHOLE GROUP OPENING

WHOLE GROUP CLOSING

- Clip Boards
- Lap desks
- Bean Bag chairs
- Foldable chairs



SMALL GROUP INSTRUCTION

COLLABORATIVE

Student Storage?

Your Name: Timona

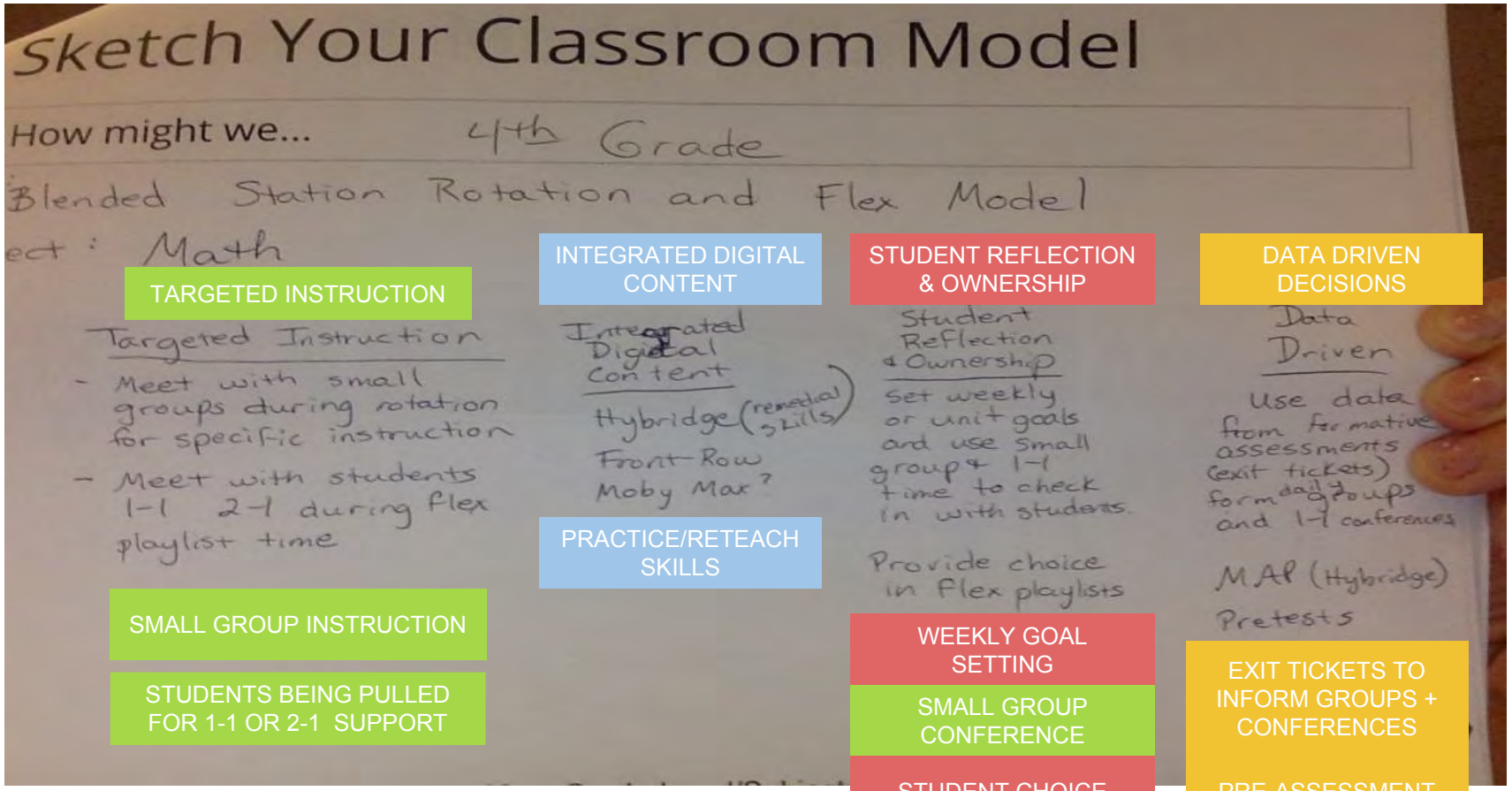
Your Grade Level/Subject: 5th Grade

Teacher PL Model Sketch

Model: Station Rotation

Model: Flex

How might we...

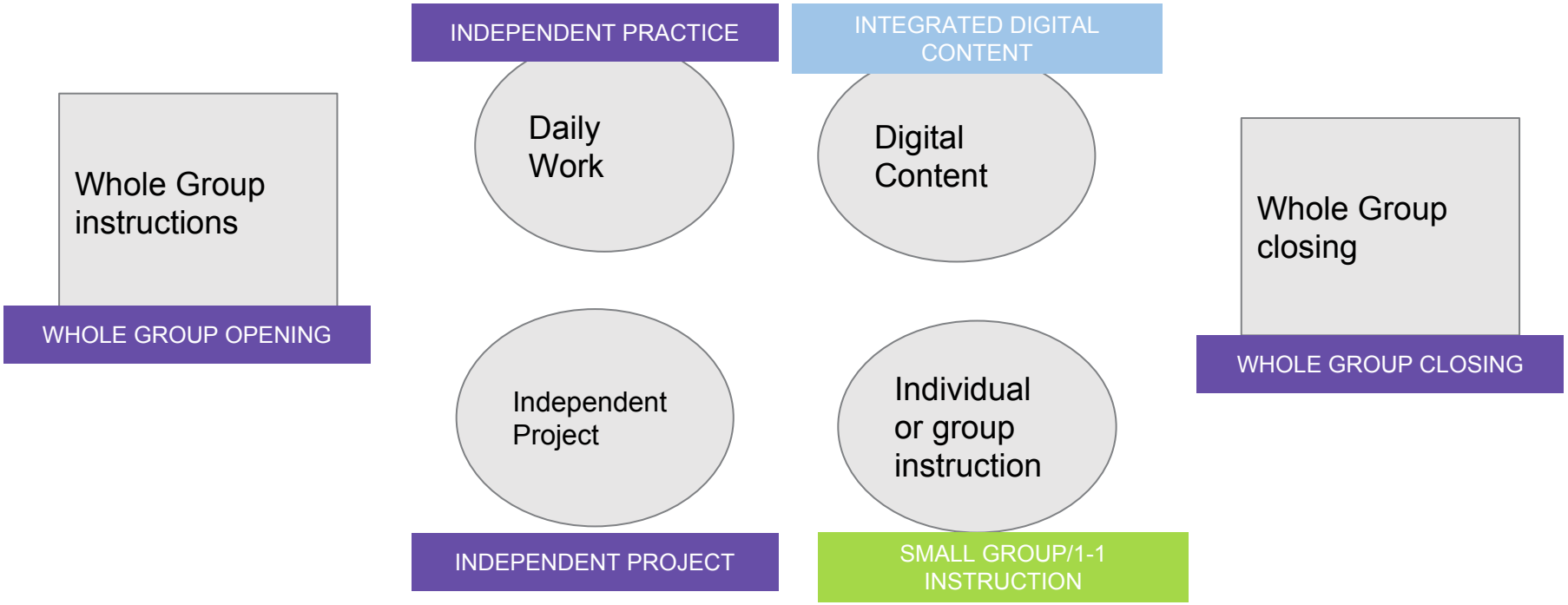


Your Name: _____ Your Grade Level/Subject: _____

Teacher PL Model Sketch

Model: Station Rotation

How might we... encourage independence

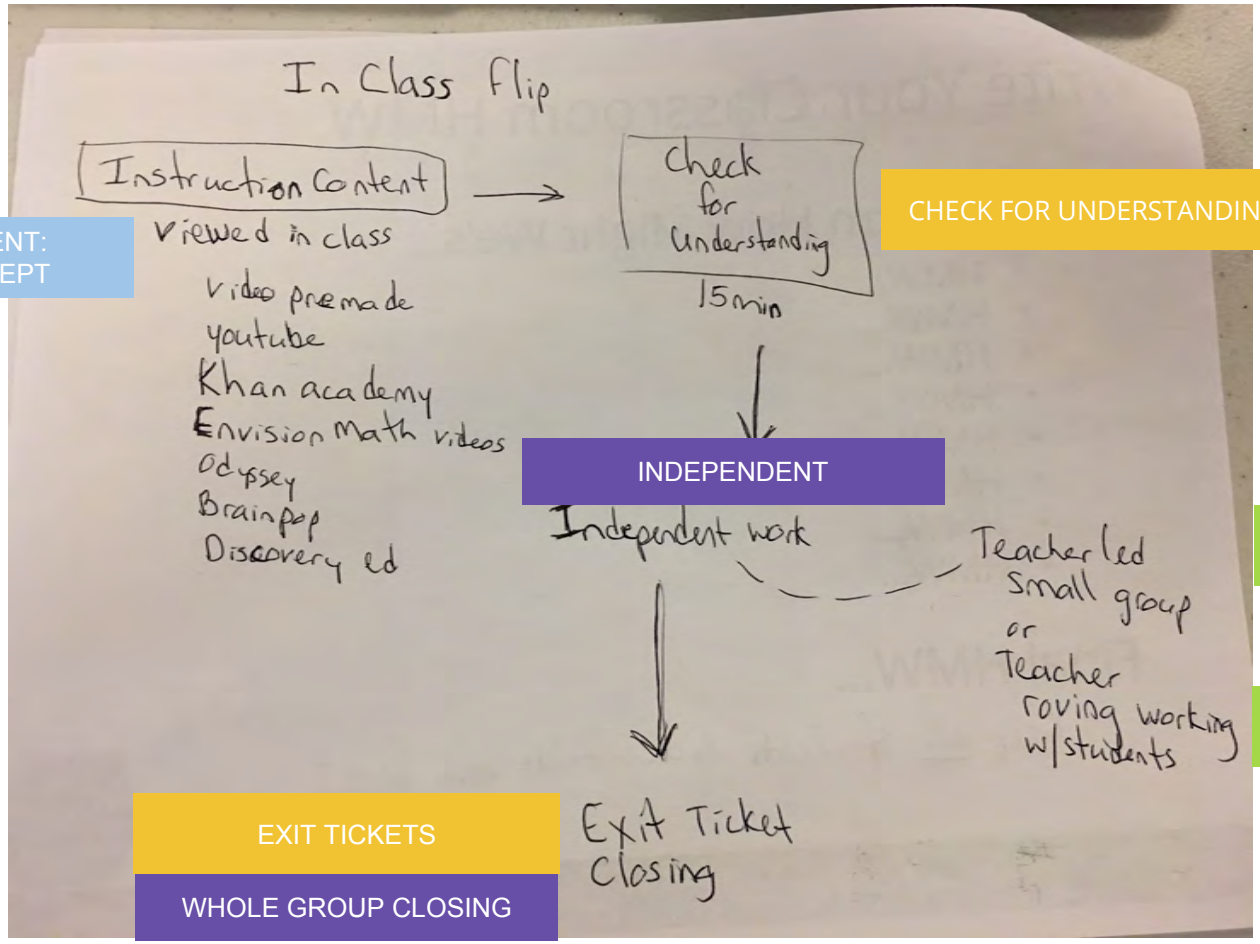


Your Name: __Allison Wylde_____ Your Grade Level/Subject:5th/6th grade Gen. Ed.

Teacher PL Model Sketch

Model: Flipped

Flip Model



FLIPPED CONTENT: PREVIEW CONCEPT

CHECK FOR UNDERSTANDING

INDEPENDENT

SMALL GROUP INSTRUCTION

1-1 CHECK INS

EXIT TICKETS

WHOLE GROUP CLOSING

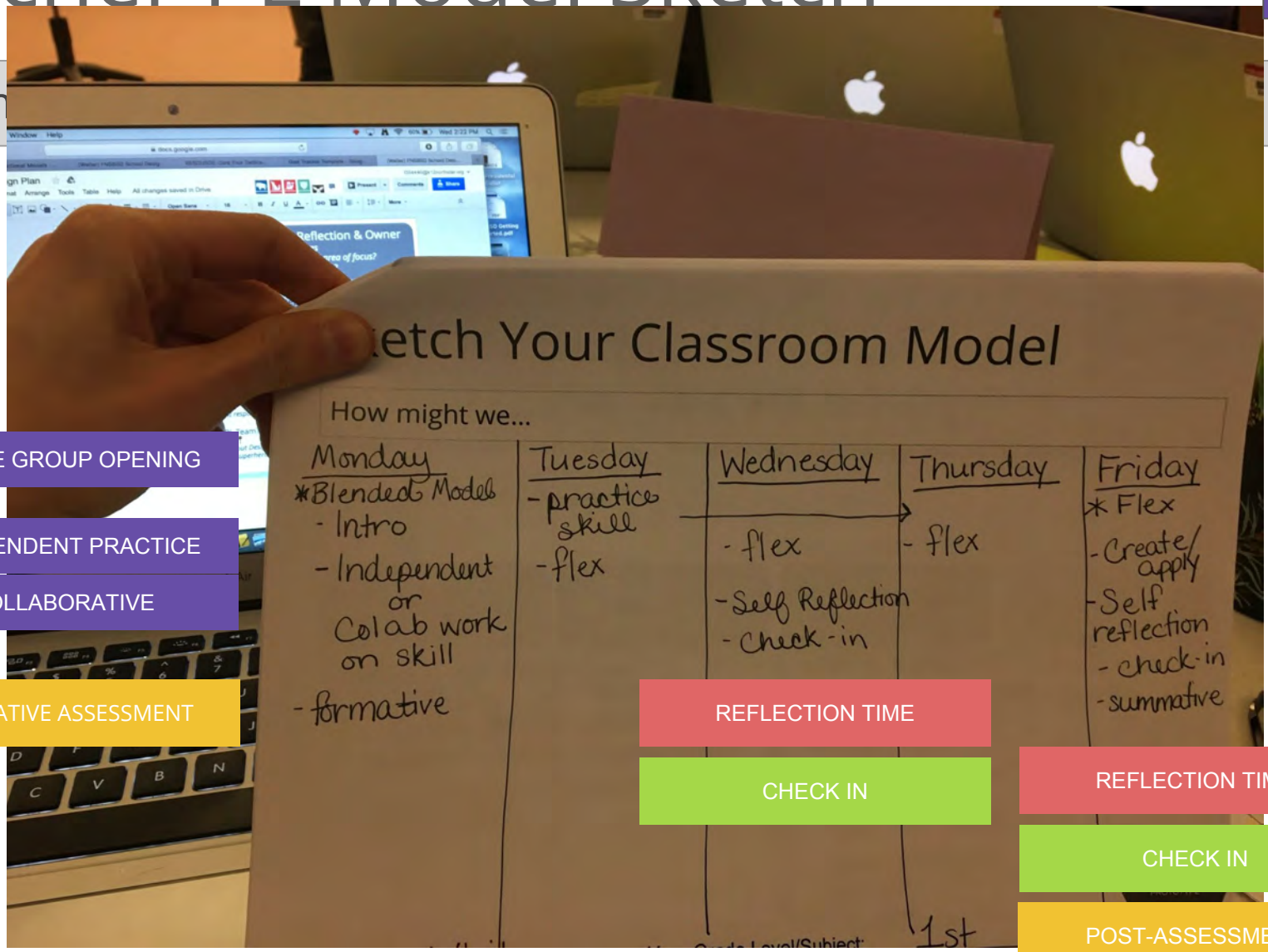
Your Name: Ali Gryga

Your Grade Level/Subject: Third Grade

Teacher PL Model Sketch

Model: Flex

How m



WHOLE GROUP OPENING

INDEPENDENT PRACTICE

COLLABORATIVE

FORMATIVE ASSESSMENT

REFLECTION TIME

CHECK IN

REFLECTION TIME

CHECK IN

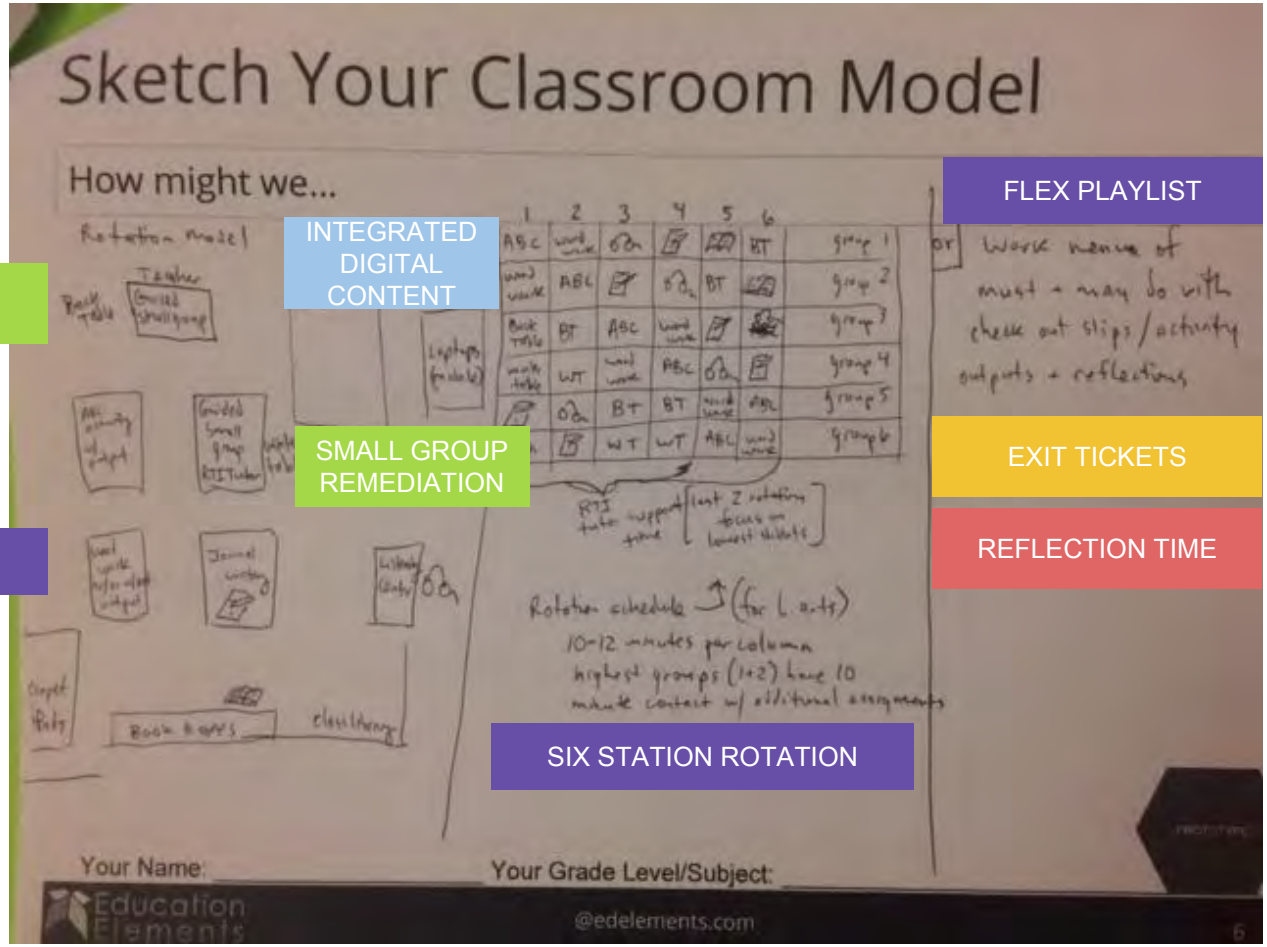
POST-ASSESSMENT

Your Name: ____Whitney_____ Your Grade Level/Subject:

Teacher PL Model Sketch

Model: Station Rotation

How might we incorporate more student choice while maintaining rigor and accountability?



SMALL GROUP INSTRUCTION

INTEGRATED DIGITAL CONTENT

FLEX PLAYLIST

SMALL GROUP REMEDIATION

EXIT TICKETS

INDEPENDENT

REFLECTION TIME

SIX STATION ROTATION

Your Name: ___TJ O'Donnell_____ Your Grade Level/Subject: First Grade

Notes for Instructional Models

Each model includes the following items to provide better understanding and context:

1. **Subject area** (when applicable)

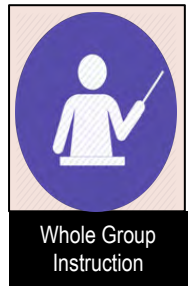
2. **Time-Allotments** - Ranges of time allotments for different components of model (%)

3. **Model Summary** - Paragraph description of model

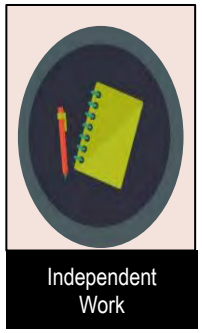
4. **Key Instructional Strategies -** Any common instructional strategies to consider as you implement the model

5. **Opening/Closing** - Includes space and time for Checks for Understanding or formative assessment strategies

FNSBSD Base Design II: 4 Station Rotation

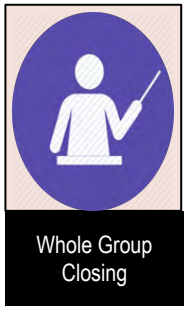


Time Allotment:
10-15%



station rotation

Time Allotment:
70-80%



Time Allotment:
10-15%

FNSBSD Base Design IA: Weekly Schedule - Three Station Rotation + Flex

Monday

Whole Group instruction

Build background knowledge, introduce new content, set expectations for stations.

Pre-Assessment

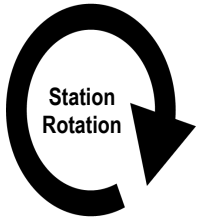
Measure student understanding of new content in order to identify groups.

Tuesday - Thursday (Rotation)

WHOLE GROUP OPENING

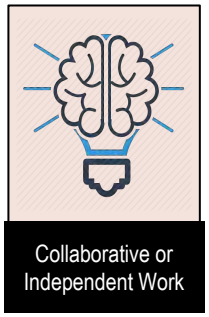
Digital Content Station to target individual skill gaps and provide skills practice.

Digital Content



Small Group Instruction

Teacher-led-and-targeted small group instruction with groups of 3-6 student by level/skills.



Collaborative or Independent Work

Collaborative or independent exercises. Activities based on student skill levels.

WHOLE GROUP CLOSING

Friday (Flex)

Student Choice

Playlists including:
- Digital Content
- Project based learning
- Independent practice
- Real World Applications

Post-Assessment

Weekly assessment used to measure progress, regroup students, and set goals

FNSBSD Base Design III: In-Class Flipped Model

In-Class Flipped Instruction

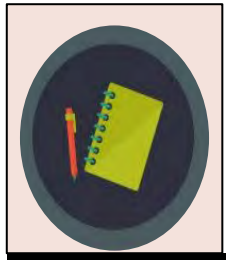
Instructional Content:
Direct instruction (reading, videos, etc.) viewed or read at the beginning of class.

Time Allotment:
~15%

Opening

Check for Understanding:
Based on in-class flipped instruction, target level of student understanding via a formative assessment. Digital possibilities include: Ed Puzzle, Kahoot Review, and Quizlet.

Time Allotment:
~10%

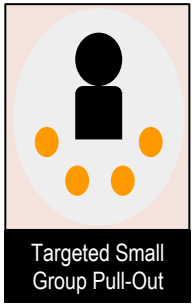


Independent Work

Collaborative Work

Collaborative or Independent Work:
Students work collaboratively or independently on problems that apply to the direct instruction (i.e. researching, digging deeper, multi-step problems, develop a presentation, etc.).

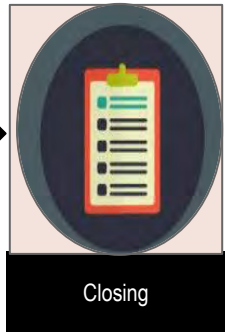
Time Allotment:
60%-70%



Targeted Small Group Pull-Out

Targeted Small Group Instruction (Pull-Out):
Students are pulled for targeted instruction with the teacher based on student needs as identified through the opening CFU.

Time Allotment:
60%-70%



Closing

Closing:
Options include whole-group wrap up, reflections (can be in small groups, partners, or individual), closing exit ticket, "share-outs", etc.

Time Allotment:
5%-15%

The Learning Accelerator Publication

The Learning Accelerator Publication

Table of Contents

PHASE 1: Plan & Align 4
- Creating a Culture of Communication 4
- Plan First, Then Tactics 5
- Set Goals 5
- Sample Goals by Target Audience 6
  - District Profile: Fairbanks North Star Borough School District (AK) 7
  - District Profile: Loudoun County Public Schools (VA) 9

PHASE 2: Foundations 10
- Assess Resources 10
  - District Profile: Metropolitan School District of Warren Township (IN) 11
  - District Profile: Fulton County Schools (GA) 12

PHASE 3: Design 13
- Stakeholder Audiences 13
- Key Messengers 14
- Key Messages 14
- Big Picture Messages 15
- Targeted Messages 15
- Tactics 18
- Tips for Two-Way Communications 19
  - District Profile: Romulus Central School (NY) 20
  - District Profile: Charleston County School District (SC) 21

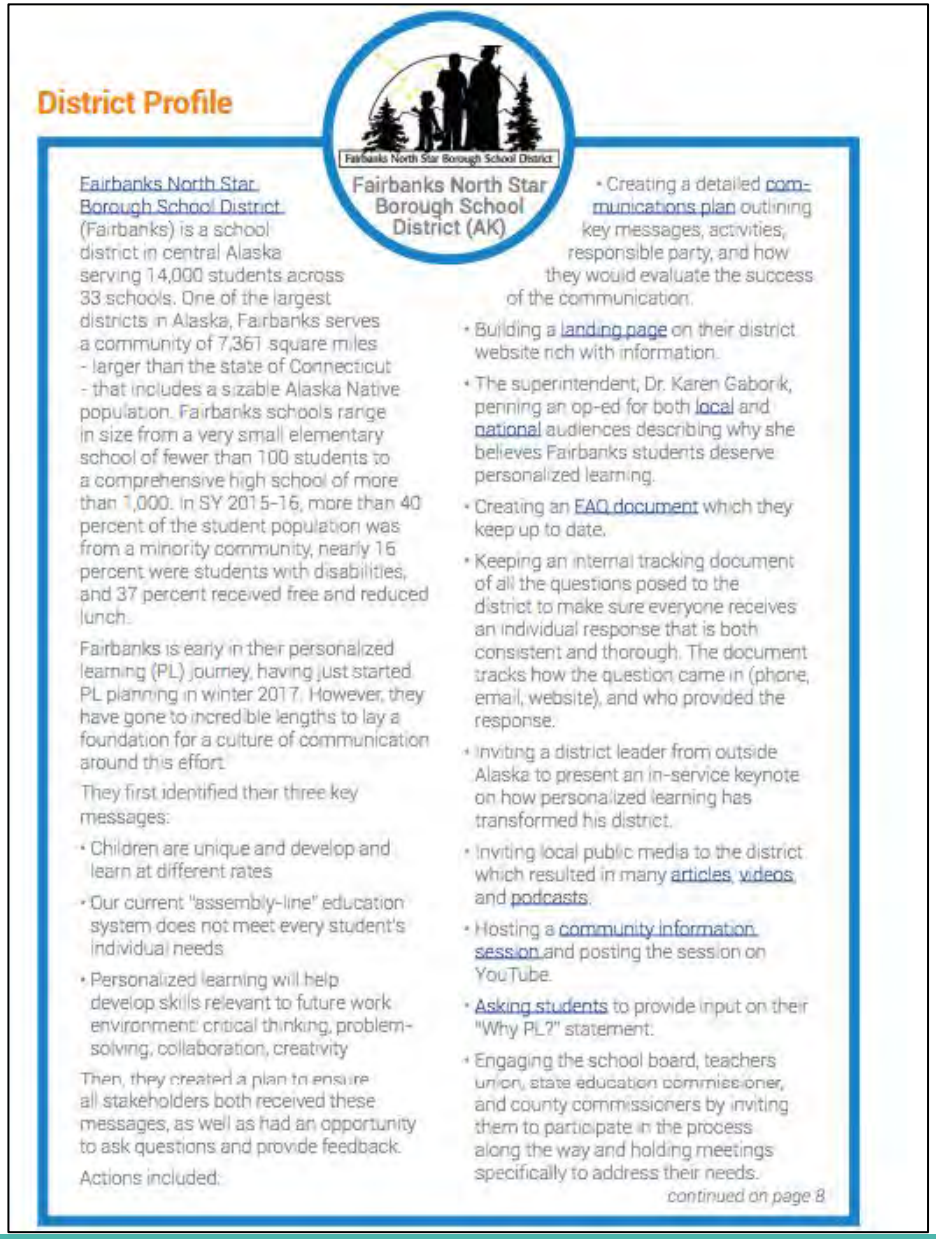
PHASE 4: Reflect & Iterate 22
- Success Metrics & Early Wins 22
  - District Profile: McKinley Middle School in Racine Unified School District (WI) ... 23
  - District Profile: Yuma Elementary School District One (AZ) 24
- Issue Spotting 25

CONCLUSION 26

Appendix A: COMMUNICATIONS PLANNING TOOLS 27

Appendix B: DISTRICT EXAMPLE INDEX 29

The Learning Accelerator Publication



District Profile

Fairbanks North Star Borough School District (AK)

Fairbanks North Star Borough School District (Fairbanks) is a school district in central Alaska serving 14,000 students across 33 schools. One of the largest districts in Alaska, Fairbanks serves a community of 7,361 square miles - larger than the state of Connecticut - that includes a sizable Alaska Native population. Fairbanks schools range in size from a very small elementary school of fewer than 100 students to a comprehensive high school of more than 1,000. In SY 2015-16, more than 40 percent of the student population was from a minority community, nearly 16 percent were students with disabilities, and 37 percent received free and reduced lunch.

Fairbanks is early in their personalized learning (PL) journey, having just started PL planning in winter 2017. However, they have gone to incredible lengths to lay a foundation for a culture of communication around this effort.

They first identified their three key messages:

- Children are unique and develop and learn at different rates
- Our current "assembly-line" education system does not meet every student's individual needs
- Personalized learning will help develop skills relevant to future work environment: critical thinking, problem-solving, collaboration, creativity

Then, they created a plan to ensure all stakeholders both received these messages, as well as had an opportunity to ask questions and provide feedback.

Actions included:

- Creating a detailed communications plan outlining key messages, activities, responsible party, and how they would evaluate the success of the communication.
- Building a landing page on their district website rich with information.
- The superintendent, Dr. Karen Gaborik, penning an op-ed for both local and national audiences describing why she believes Fairbanks students deserve personalized learning.
- Creating an FAQ document which they keep up to date.
- Keeping an internal tracking document of all the questions posed to the district to make sure everyone receives an individual response that is both consistent and thorough. The document tracks how the question came in (phone, email, website), and who provided the response.
- Inviting a district leader from outside Alaska to present an in-service keynote on how personalized learning has transformed his district.
- Inviting local public media to the district which resulted in many articles, videos, and podcasts.
- Hosting a community information session and posting the session on YouTube.
- Asking students to provide input on their "Why PL?" statement.
- Engaging the school board, teachers union, state education commissioner, and county commissioners by inviting them to participate in the process along the way and holding meetings specifically to address their needs.

continued on page 8

The Learning Accelerator Publication

"We recognized early on the need to help staff, families and community members understand how a system-wide shift to a personalized learning model would support our students' success. Our communication and engagement efforts required a cross-department collaborative team to plan strategic communication and provide timely response to the developing community dialogue."

– DR. KAREN GABORIK, SUPERINTENDENT,
FAIRBANKS NORTH STAR BOROUGH SCHOOL DISTRICT

Fairbanks North Star Borough School District meets at an Education Elements workshop to start to define their "why" of personalized learning.

FNSBSD Personalized Learning Website

FNSBSD Personalized Learning Website

Personalized Learning Articles & Research

- **Competency-Based Education: Supporting Personalized Learning**
  "This issue brief is the first in a series produced by the Center on Innovations in Learning's League of Innovators. The series will describe, discuss, and analyze policies and practices that enable personalization in education. The first issue overviews the complexities of implementing competency-based education, a component of personalization that has received growing attention."

- **Continued Progress: Promising Evidence on Personalized Learning**
  "While the concept of personalized learning has been around for some time, advances in technology and digital content have placed personalized learning within reach for an increasing number of schools. A new report from the Bill & Melinda Gates Foundation and RAND Corporation found that students in schools using personalized learning strategies made greater academic progress, over the course of two years, than a comparison group of similar students."

- **From the Frontlines: Takeaways from the 2016 Blended and Personalized Learning Conference**
  "Amidst calls to personalize learning and blend K-12 classrooms, all too often we stop short of specifics. When the Highlander Institute and the Clayton Christensen Institute came together last year to plan the 2016 Blended and

FNSBSD Personalized Learning Website

Frequently Asked Questions (FAQ)

What is personalized learning?

Posted by: *Melanie Hadaway*

Personalized learning is structuring schools, classrooms and instruction to better respond to the individual needs of students, instead of expecting them to fit the current mold or adapt to structures that may not be successful for them. We have teachers using elements of personalized learning in their classrooms right now.

Personalized learning shifts from the one-size-fits-all factory model of education to better prepare students for the jobs and needs of their future. We will directly connect students to learning that meets the demands of their future work environment.

Why is the school district moving to personalized learning?

With the current education model it's challenging to fully meet the individual learning needs of every student. Personalized Learning has been shown to significantly increase student achievement, offering individualized instruction which leads to high student engagement and self-direction.

What role will teachers play in this shift?

Teachers are at the core of the personalized learning initiative. Education Elements will be guiding teachers through the process of creating a personalized learning model that will work for their classroom.

Are teachers going to be replaced by technology?

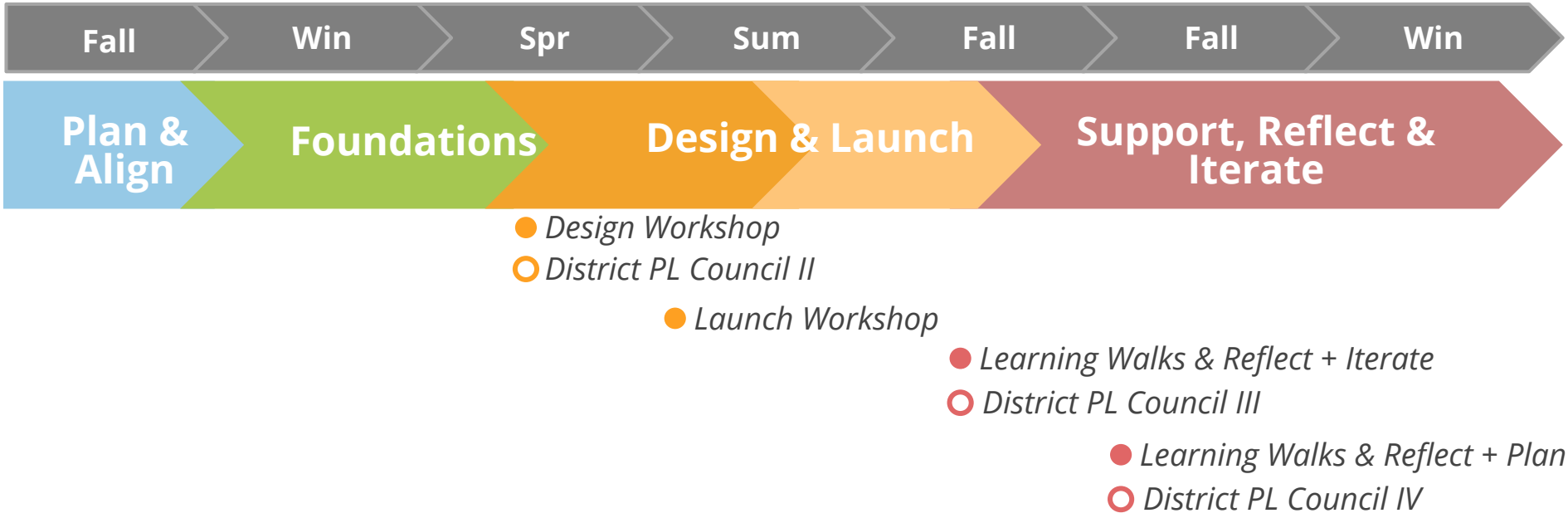
With personalized learning, the teacher is more important than ever! Technology is only one tool among many that teachers will have available to them to provide

Question Bank

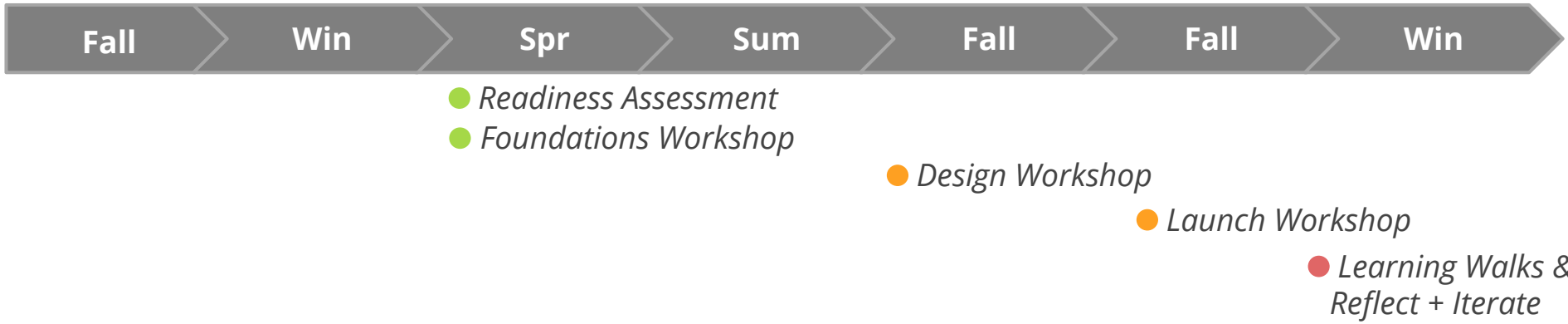
- What is personalized learning?
- Why is the school district moving to personalized learning?
- What role will teachers play in this shift?
- Are teachers going to be replaced by technology?
- What does integrated digital content mean?
- Won't more digital content just increase "screen time" for kids?
- What data/documentation shows that Personalized Learning leads to positive results?

Seeing Change

Project Roadmap (Elementary)



Project Roadmap (Middle School)



FNSBSD
Bank of Instructional Models
April 2017

Fairbanks North Star Borough School District

Education Elements

Notes for Instructional Models

Each model includes the following items to provide better understanding and context:

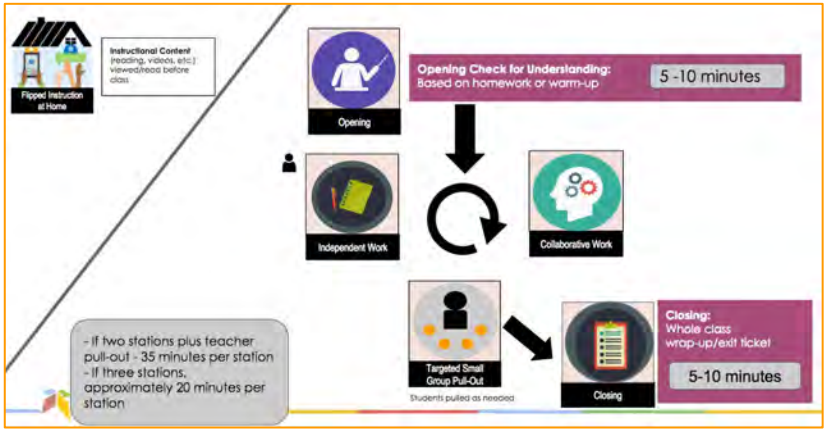
1. **Subject area** (when applicable)

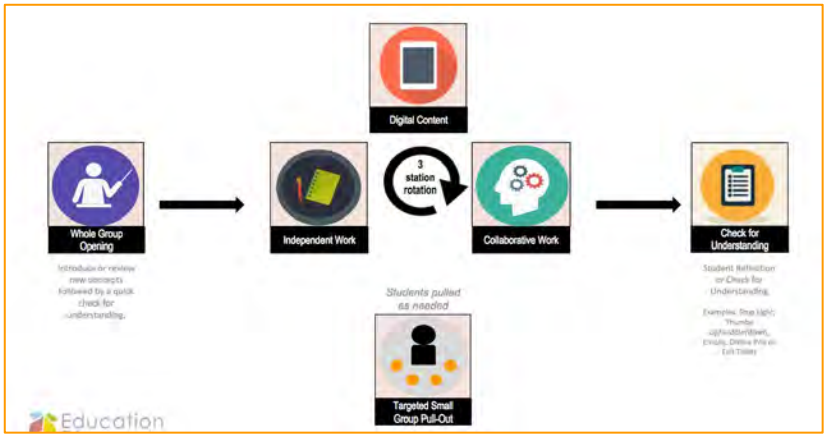
2. **Time-Allotments** - Ranges of time allotments for different components of model (%)

3. **Model Summary** - Paragraph description of model

4. **Key Instructional Strategies -** Any common instructional strategies to consider as you implement the model

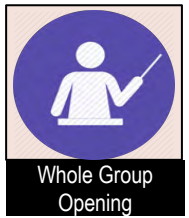
5. **Opening/Closing** - Includes space and time for Checks for Understanding or formative assessment strategies



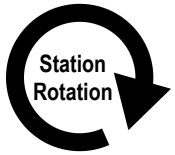


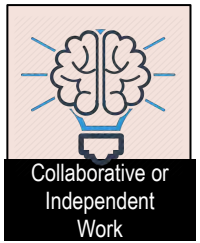
FNSBSD Base Design I: Three Station Rotation

NOTE: *Digital Content stations throughout these models can be used to target a variety of needs: practice problems, remediation, reading, writing, exploration, research, etc.*

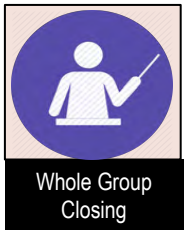


Time Allotment: 10-15%



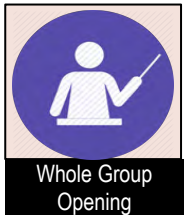


Time Allotment: 70-80%



Time Allotment: 10-15%

FNSBSD Base Design I: Three Station Rotation - ELA Example



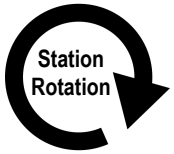
Shared Reading, Vocabulary, and Phonemic Awareness

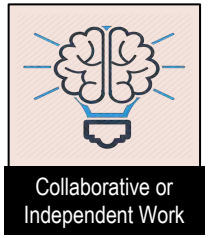
Clarify station expectations

Students use technology to access resources for skills practice/intervention or enrichment

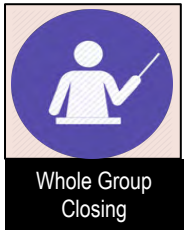
Targeted Guided Reading with groups of 3-6 students by level/skills.

Progress monitoring.
Teach/practice new skills
Review previously taught skills





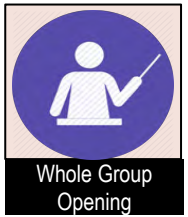
Collaborative or independent exercises focused on building literacy skills at their level. (i.e. grammar, spelling, vocabulary, writing, independent reading, etc.)



Reflection on Learning Targets

Examples:
Stop Light, Thumbs up/middle/down, Emojis, Online Poll or Exit Ticket

FNSBSD Base Design I: Three Station Rotation - Math Example



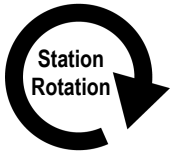
Introduce new concepts.

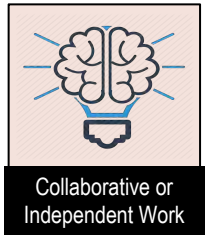
Clarify station expectations.

Access digital content to practice/remediate skills.
(i.e. Khan Academy, Envision Math, Mathletics, Prodigy Math, Odyssey, etc.)

Teacher-led, targeted instruction with groups of 3-6 students, by level/skills.

Teach/practice new skills
Review previously taught skills





Collaborative or independent exercises

Examples:
Review games
Math facts practice

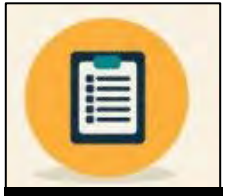
Reflection on Learning Targets

Examples:
Stop Light, Thumbs up/middle/down, Emojis, Online Poll or Exit Ticket

FNSBSD Base Design IA: Weekly Schedule - Three Station Rotation + Flex

Monday

Build background knowledge, introduce new content, set expectations for stations.

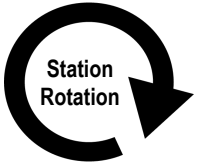


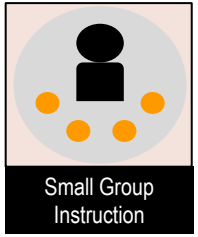
Measure student understanding of new content in order to identify groups.

Tuesday - Thursday (Rotation)

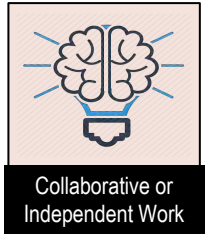
WHOLE GROUP OPENING

Digital Content Station to target individual skill gaps and provide skills practice.





Teacher-led-and-targeted small group instruction with groups of 3-6 student by level/skills.



Collaborative or independent exercises. Activities based on student skill levels.

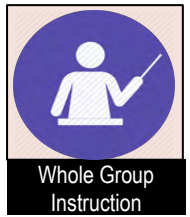
WHOLE GROUP CLOSING

Friday (Flex)

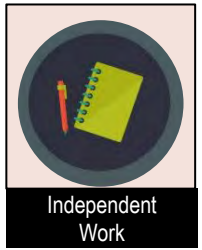
Playlists including:
- Digital Content
- Project based learning
- Independent practice
- Real World Applications

Weekly assessment used to measure progress, regroup students, and set goals

FNSBSD Base Design II: 4 Station Rotation

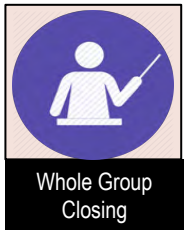


Time Allotment: 10-15%



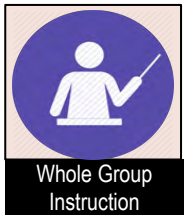
station rotation

Time Allotment: 70-80%



Time Allotment: 10-15%

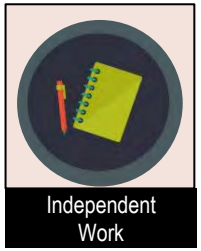
FNSBSD Base Design II: 4 Station Rotation - ELA Example



Shared Reading, Vocabulary/Word Study, Phonemic Awareness

Clarify station expectations

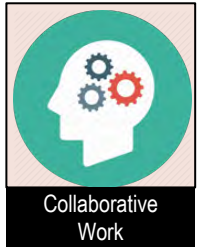
Guided Reading with groups of 3-6 students by level/skills.
Progress monitoring.
Teach/practice new skills
Review previously taught skills



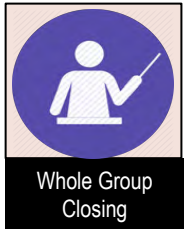
Independent work stations focusing on building literacy skills. Activities based on student skill levels. I.e. Read to Self, Work on Writing, Word Work (phonics/spelling patterns)

station rotation

Students use technology to access resources for skills practice/intervention or enrichment (i.e.AR for comprehension checks or listening to reading)



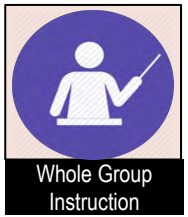
Collaborative work stations focusing on building literacy skills. Activities based on student skill levels. i.e Read to a Partner, Buddy Word Work



Reflection on Learning Targets

Examples:
Stop Light, Thumbs up/middle/down, Emojis, Online Poll or Exit Ticket

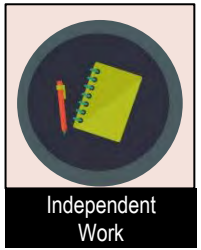
FNSBSD Base Design II: 4 Station Rotation - Math Example



Introduce new concepts.

Clarify station expectations.

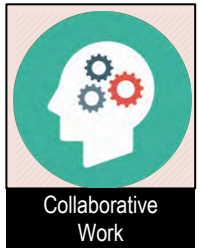
Teacher-led small group instruction with groups of 3-6 students, by level/skills.



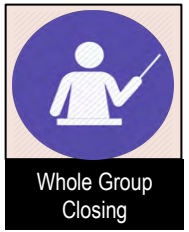
Independent work stations to provide opportunities to practice skills

station rotation

Access digital content to practice/remediate skills.



Collaborative work stations focusing on building math skills. Activities based on student skill levels

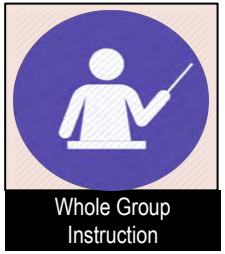


Reflection on Learning Targets

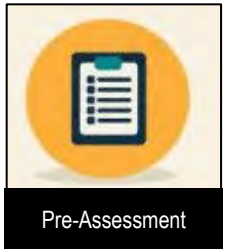
Examples:
Stop Light, Thumbs up/middle/down, Emojis, Online Poll or Exit Ticket

FNSBSD Base Design IIA: Weekly Schedule - Four Station Rotation + Flex

Monday



Build background knowledge, introduce new content, set expectations for stations.



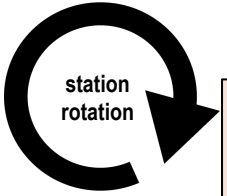
Measure student understanding of new content in order to identify groups.

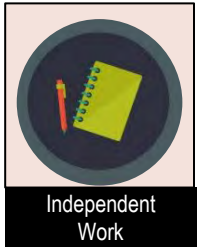
Tuesday - Thursday (Rotation)

WHOLE GROUP OPENING

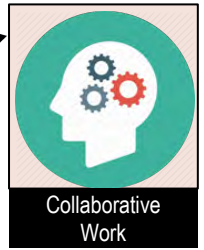
Guided Reading with groups of 3-6 students, by level/skills. 15-20 mins./group

Digital Content Work Stations to target individual skill gaps





Independent work stations focusing on building literacy skills. Activities based on student skill levels.



Collaborative work stations focusing on building literacy skills. Activities based on student skill levels.

WHOLE GROUP CLOSING

Friday (Flex)

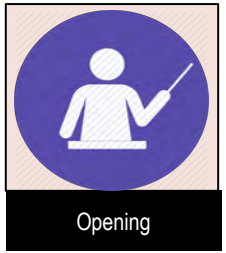
Playlists including:
- Digital Content
- Project based learning
- Independent practice
- Real World Applications

Weekly assessment used to measure progress, regroup students, and set goals

FNSBSD Base Design III: In-Class Flipped Model

Instructional Content:
Direct instruction (reading, videos, etc.) viewed or read at the beginning of class.

Time Allotment:
~15%



Check for Understanding:
Based on in-class flipped instruction, target level of student understanding via a formative assessment. Digital possibilities include: Ed Puzzle, Kahoot Review, and Quizlet.

Time Allotment:
~10%

Collaborative or Independent Work:
Students work collaboratively or independently on problems that apply to the direct instruction (i.e. researching, digging deeper, multi-step problems, develop a presentation, etc.).

Time Allotment:
60%-70%

Targeted Small Group Instruction (Pull-Out):
Students are pulled for targeted instruction with the teacher based on student needs as identified through the opening CFU.

Time Allotment:
60%-70%

Closing:
Options include whole-group wrap up, reflections (can be in small groups, partners, or individual), closing exit ticket, "share-outs", etc.

Time Allotment:
5%-15%

FNSBSD Base Design IV: Co-Taught Rotation

Classroom 1

Teacher-Led Direct Instruction:
Teacher leads direct instruction mini-lesson with Class A. Conclude with a formative assessment or check for understanding.

Time Allotment:
10%

Independent:
Students engage in independent work (online or offline) to demonstrate mastery of material.

Time Allotment:
40%

Targeted Small Group Instruction (Pull-Out):
Students are pulled for targeted instruction with the teacher based on student needs.

Time Allotment:
40%

Closing:
The second class closes with an exit ticket, formative assessment, etc.

Time Allotment:
5%

Switch Classes!

Classroom 2

Teacher-Led Project Instructions:
Teacher provides instructions for an interactive project with Class A.

Time Allotment:
5%

Collaborative Project / Project Based Learning:
Students engage in a collaborative project. Teacher supports the student groups and pulls students as needed to provide instruction.

Time Allotment:
40%

Closing:
The second class closes with an exit ticket, formative assessment, etc.

Time Allotment:
5%

Appendix

Whole Group Opening

Small Group Instruction

Whole Group Closing

Digital Content

Digital Tools

Independent Work

Collaborative Work

Peer to Peer

Reflection

Peer to Peer Feedback

Creation Station

Explore Station

Maker Station

Readers' Workshop

Writers' Workshop

Formative Assessment

Check for Understanding

tbd

tbd

tbd