



100 West 10th Street, Suite 704
Wilmington, Delaware 19801
T: 302.571.1536
F: 302.571.1538
www.rodelfoundationde.org

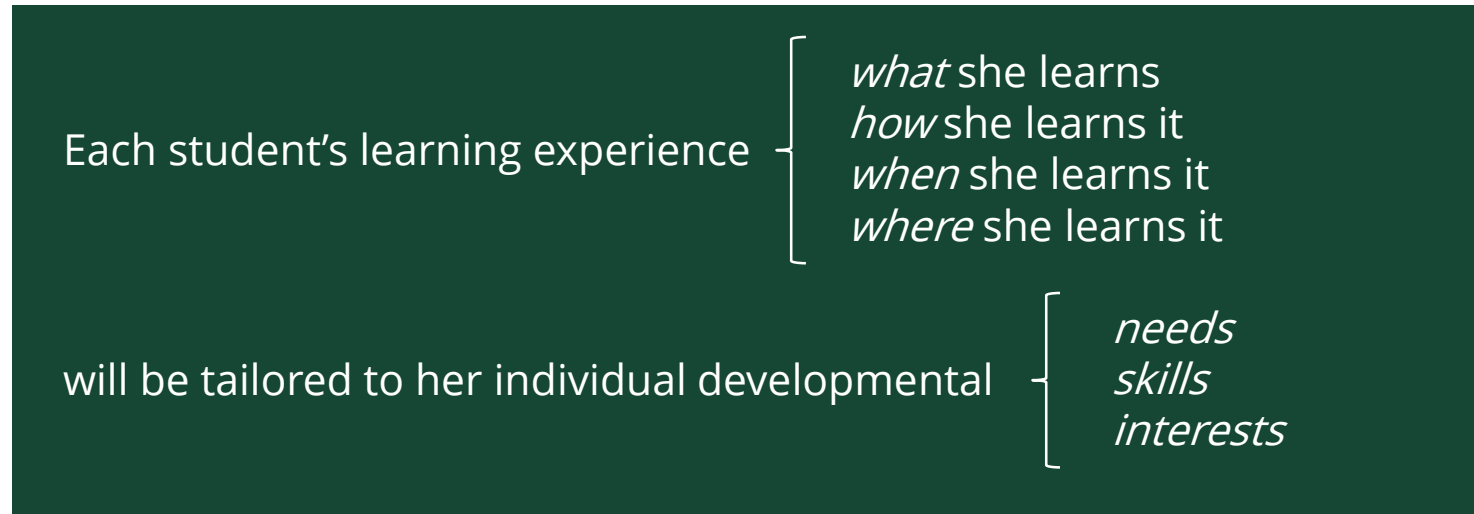
Additional Detail: Personalized Learning

| November 2015



Supporting World Class Schools for Delaware

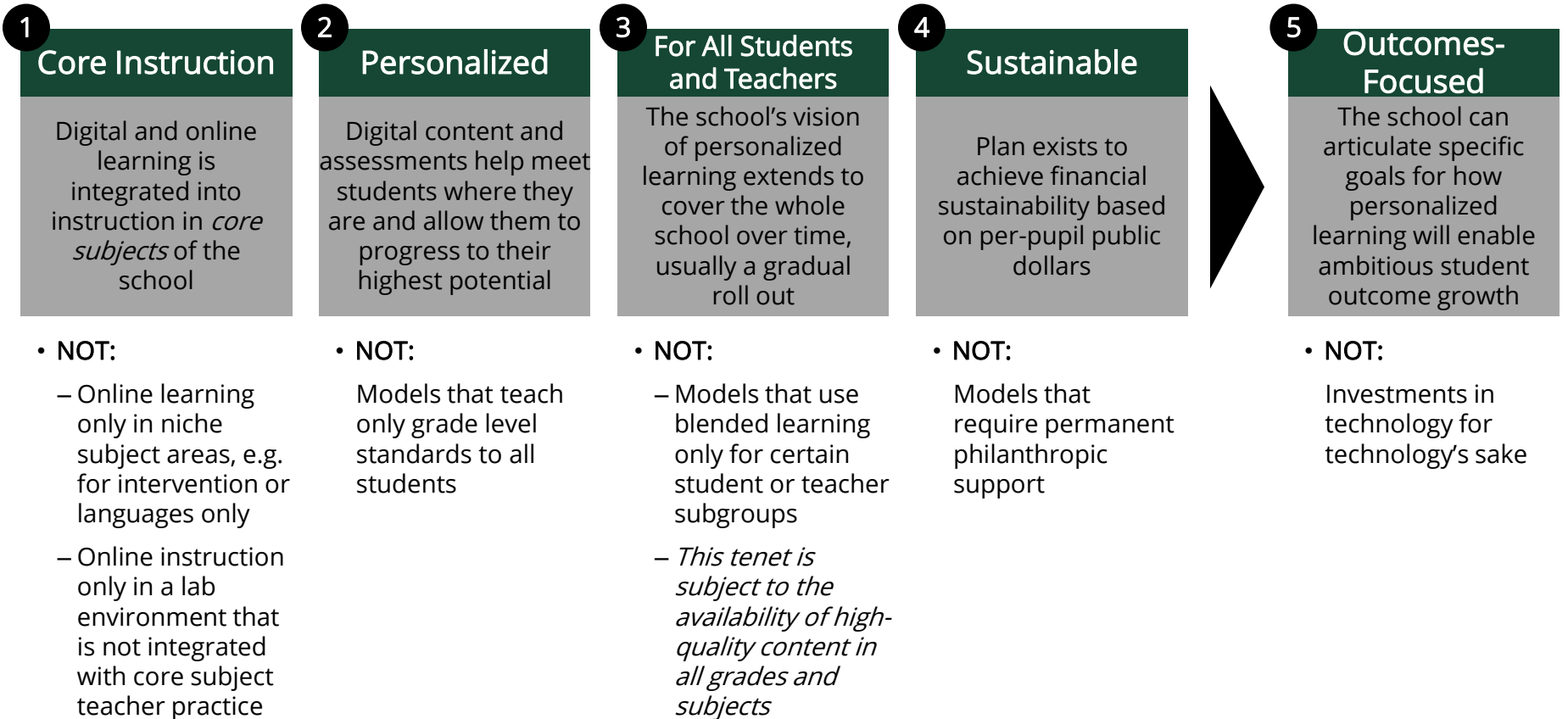
Today's technology and climate is making personalized learning—excellent instruction tailored to each child's individual needs—possible.



While *technology* is not necessary for personalized learning...
 ...the reality of **limited financial resources** make leveraging *technology* a natural choice

Personalized learning is not a technology strategy...
 ...it is a complete, *instructionally driven reform*

There are many different personalized learning models, but they all share some important features.



Some of the key terms used to describe personalized learning models.

Term	Definition
Blended Learning	Teachers use a mix of in-person and online instruction to deliver content to students. There are a variety of formats and types of blended learning, but all involve the seamless incorporation of technology into the student experience.
Competency-Based Learning (CBL)	Competency-based learning happens through the demonstration of knowledge and skills, with students only able to move on to new content when results and evidence indicate they have mastered the content.*
Deeper Learning	Deeper learning implies the mastery of academic content and other key competencies, including critical thinking and problem solving, effective communication, and collaboration.**
Extended Learning Opportunities (ELO)	<p>An ELO allows students to receive credit for instruction or study outside the traditional classroom, including but not limited to:</p> <ul style="list-style-type: none"> • Apprenticeships • Community service • Independent study • Online courses • Internships • Performing groups • Private instruction***

* Rodel Teacher Council. (2014). *Blueprint for Personalized Learning in Delaware*, www.rodelfoundationde.org/blueprint.

** National Association of State Boards of Education. (2014). *State Education Standard*. http://www.nasbe.org/wp-content/uploads/Standard_Mar2014_full_online.pdf.

*** New Hampshire Department of Education. Innovations, Extended Learning Opportunities. <http://education.nh.gov/innovations/el/>.

Personalized learning can occur in many different formats depending on the needs of students.

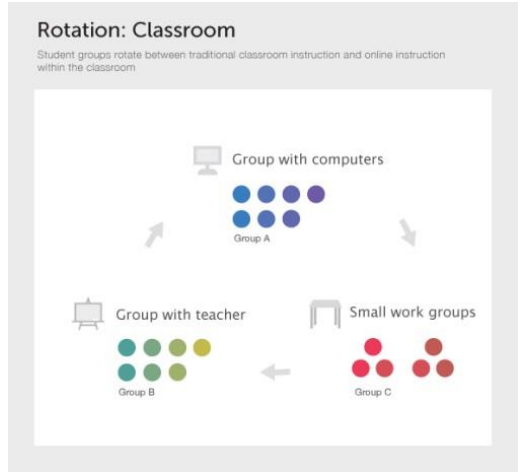
1 Enhancing Classrooms through Technology



Utilizes technology within the existing class structure to enhance options and opportunities for student learning

Additional Devices (often 1:1 ratio)

2 Blending Instruction with Rotation Models



Blends technology within the classroom and learning labs to incorporate adaptive software to personalize practice

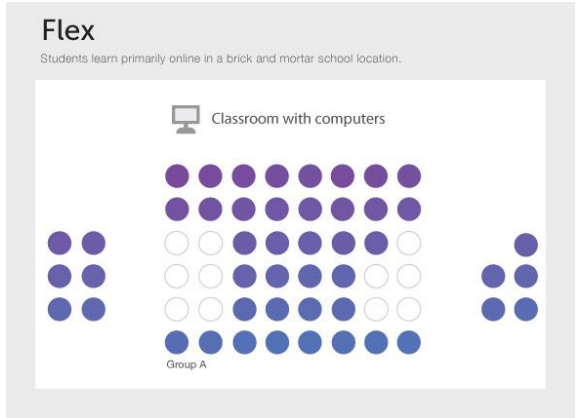
Station Rotation (In-Class)

Lab Rotation (between Class and Lab)

Flipped Classroom (between school and home)

Individual Rotation (individualized "playlist")

3 Individualizing Learning by Rethinking Class



Transforms traditional class structures by leveraging technology to deliver instruction and practice while teachers target small group instruction

Flex Model (online learning within a course combined with offline activities at times)

A La Carte Model (students choose from a "menu" of onsite and fully online courses)

Current initiatives in Delaware are paving the way for more widespread adoption of personalized learning.

Initiative	What is it?	Details/Next Steps
BRINC Consortium	Consortium of seven districts in Delaware working together to transform the way students learn and teachers teach using 21 st century tools and approaches	<ul style="list-style-type: none"> Currently expanding grade levels and students served Training additional teachers in blended learning practices
Statewide adoption of Schoology	Schoology is a learning management system (LMS) to empower teachers and students to deliver and interact with engaging content online	2015-16 school year: Districts serving over 75,000 students will begin utilizing Schoology
Rodel Teacher Council	Group of 19 teachers convened by Rodel Foundation of Delaware to provide policy recommendations and scaling personalized learning	<ul style="list-style-type: none"> Continued promotion of Blueprint for Personalized Learning Expanded reach/influence with second class
District Initiatives	<ul style="list-style-type: none"> Appoquinimink: 1-to-1 devices Colonial: Bring Your Own Device 	Continued rollout district-wide
Competency-Based Learning Guiding Coalition	DDOE convened a group of stakeholders to define competency-based learning in Delaware and propose solutions to removing existing barriers to implementation	<ul style="list-style-type: none"> Recommendations presented to State Board in July 2015 Regulatory changes approved by SBE in September 2015
Educational Technology Task Force	SCR 22 established a task force to ensure that all students have access to educational technologies that enhance learning	Task Force recommendations due March 30, 2016

Delaware has pockets of innovation around blended learning, while several other states have taken substantial action to encourage statewide innovation.

The Learning Accelerator and the RI Department of Education Announce Innovation Partnership

Partnership will make Rhode Island the First Fully 'Blended-Learning State' in the Nation



Ohio Blended Learning Network

"OBLN's network approach presents an opportunity to create a culture of innovation in Ohio that is broader and deeper than what might arise from the work of one exceptional district, a set of policy reforms, or mere programmatic efforts." - NASBE July 2014

The Rise of K-12 Blended Learning in Colorado

IP-5-2013 | July 2013



by Krista Kafer, Senior Fellow,
Education Policy Center



This map shows how Delaware compares to other states. Maine and New Hampshire have provided incentives and phased-in timelines for LEAs to implement competency-based learning.

Oregon has invested in pilot projects which have catalyzed policy enhancements around grading and assessments.

Iowa has state innovation guidelines for districts, as well as 6 constructs for each student to graduate prepared for "college, career, and citizenry."

New Hampshire has transformed Carnegie credits into competency-based credits for all high schools.

Maine has mandated the implementation of proficiency-based diplomas for the graduating class of 2018.

A SNAPSHOT OF COMPETENCY EDUCATION STATE POLICY ACROSS THE UNITED STATES

ADVANCED STATES

Those states with clear policies that are moving toward proficiency-based education; more than just an option.

DEVELOPING STATES

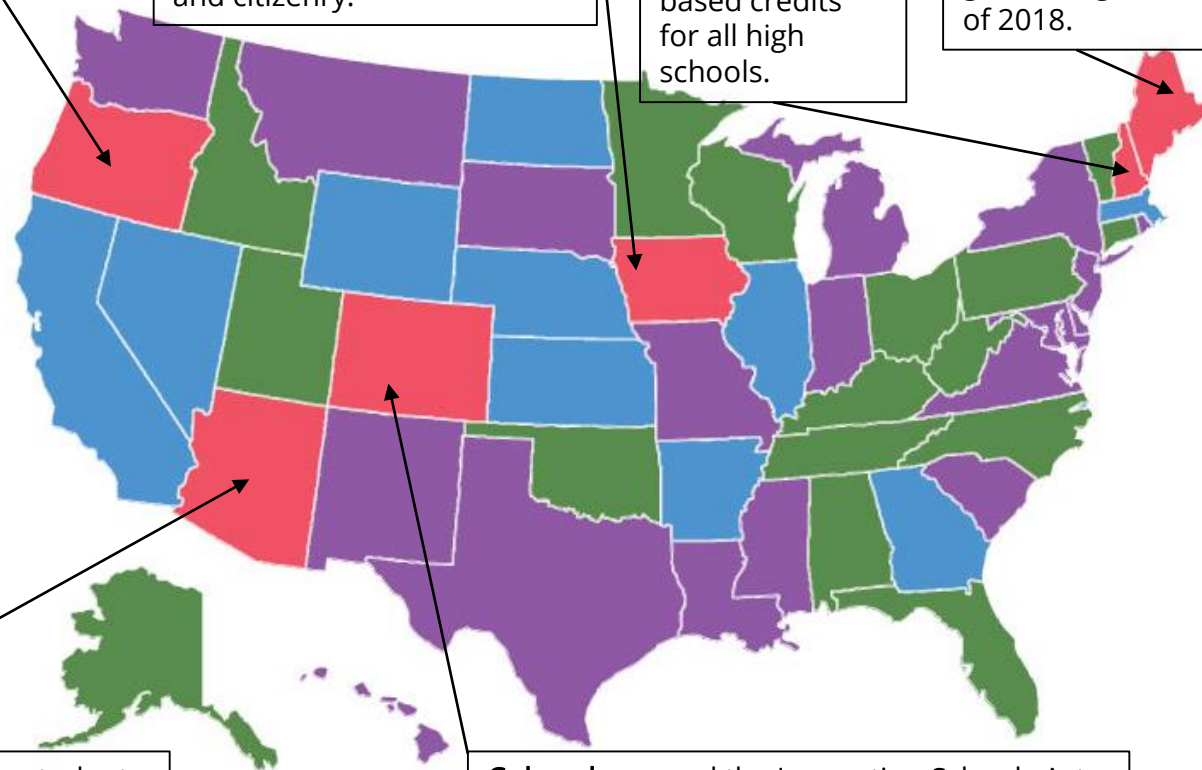
Those states with pilots of competency education, credit flexibility policies, or advanced next-gen policies for equivalents to seat-time.

EMERGING STATES

Those states with waivers or task forces.

NO POLICIES IN COMPETENCY EDUCATION

States with seat-time and no competency education policies.



Arizona's Move On When Ready Initiative allows students who pass the performance-based exam to receive a high school diploma as early as the end of 10th grade.

Colorado passed the Innovation Schools Act in 2008, which allows schools and LEAs to develop innovative practices and provides more autonomy at the school level.

Sources:

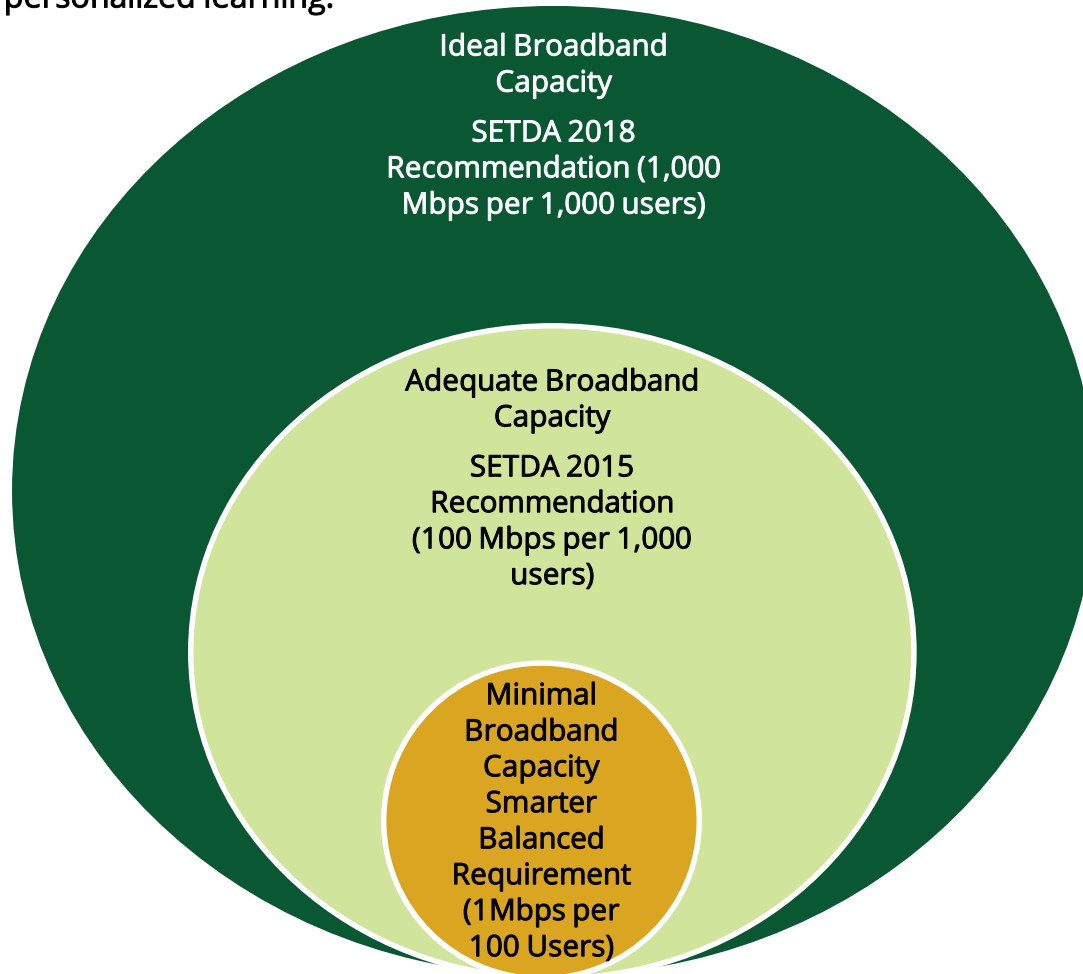
Patrick, S. and Sturgis, C. (2013). Building Mastery of World-Class Skills. A CompetencyWorks Issue Brief, International Association for K-12 Online Learning.

http://www.competencyworks.org/wp-content/uploads/2013/02/inacol_cw_issuebrief_building_mastery_final.pdf.

Worthen, M. and Pace, L. (2014). A K-12 Federal Policy Framework for Competency Education: Building Capacity for Systems Change. A CompetencyWorks Issue Brief, International Association for K-12 Online Learning.

<http://bit.ly/cwk12fedpolicy>.

With early adoption of online DCAS testing, Delaware was largely considered ready for Smarter Assessments. However, many Delaware districts had technical issues related to broadband when administering Smarter Assessments. Further, the minimum broadband capacity requirements of SBAC are much lower than expert recommendations to support personalized learning.



Nationally, **63%** of K-12 public schools do not have enough bandwidth to meet the current needs for digital learning, and **99%** do not have the bandwidth necessary to meet the projected needs over the next five years.

Note: Broadband speeds are measured in 'megabits per second,' often shortened to Mb or Mbps. Bits are tiny units of data, with a megabit representing a million of them. The higher the number of Mbps you have, the faster your online activity should be.

Sources: Education Superhighway. (2014). <http://www.educationsuperhighway.org/the-need-for-speed.html>.

Smarter Balanced Technology Strategy Framework. (2013). http://www.smarterbalanced.org/wordpress/wp-content/uploads/2011/12/Tech_Framework_Device_Requirements_11-1-13.pdf.

Education Superhighway. (2014). <http://www.educationsuperhighway.org/the-connectivity-gap/>.

State Education Technology Directors Association (SETDA). (2012). The Broadband Imperative: Recommendations to Address K-12 Infrastructure Needs. http://www.setda.org/wp-content/uploads/2013/09/The_Broadband_Imperative.pdf.

Opportunities to Transform the System

Delaware can take action to encourage innovation in the education sector and transition toward a more personalized, student-centered learning environment.

Category	Potential Action Steps	Progress Underway	Supporters
Building supply of quality models	Consider pilot programs to assist LEAs in making the transition to personalized learning	<ul style="list-style-type: none"> • Ongoing BRINC expansion • Competency-Based Learning Guiding Coalition • Rodel Teacher Council 	<ul style="list-style-type: none"> • Competency-Based Learning Guiding Coalition • Rodel Teacher Council • Vision Coalition of Delaware
Building demand for quality models	Engage with parents, teachers, and other stakeholders to explain personalized learning	<ul style="list-style-type: none"> • Rodel Teacher Council • BRINC Districts • Competency-Based Learning Guiding Coalition 	<ul style="list-style-type: none"> • BRINC Districts • Competency-Based Learning Guiding Coalition
	Provide statewide innovation grants to help fund associated one-time startup costs	BRINC Consortium	<ul style="list-style-type: none"> • BRINC Districts • Rodel Teacher Council
Removing barriers to personalized learning	Use federal funding and state investments to make substantial upgrades to Delaware's education technology infrastructure.	SCR 22 Education Technology Task Force	<ul style="list-style-type: none"> • SCR 22 Task Force • Vision Coalition of Delaware
	Allow LEAs to apply for waivers around current policies such as teacher of record, seat time, and graduation requirements.	<ul style="list-style-type: none"> • Competency-Based Learning Guiding Coalition • Rodel Teacher Council 	Vision Coalition of Delaware