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

Each student’s learning experience

- what she learns
- how she learns it
- when she learns it
- where she learns it

will be tailored to her individual developmental

- needs
- skills
- interests

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.

**Core Instruction**
Digital and online learning is integrated into instruction in *core subjects* of the school.

**Personalized**
Digital content and assessments help meet students where they are and allow them to progress to their highest potential.

**For All Students and Teachers**
The school’s vision of personalized learning extends to cover the whole school over time, usually a gradual roll out.

**Sustainable**
Plan exists to achieve financial sustainability based on per-pupil public dollars.

**Outcomes-Focused**
The school can articulate specific goals for how personalized learning will enable ambitious student outcome growth.

- **NOT:**
  - Online learning only in niche subject areas, e.g. for intervention or languages only
  - Online instruction only in a lab environment that is not integrated with core subject teacher practice

- **NOT:**
  - Models that teach only grade level standards to all students

- **NOT:**
  - Models that use blended learning only for certain student or teacher subgroups
    - *This tenet is subject to the availability of high-quality content in all grades and subjects*

- **NOT:**
  - Models that require permanent philanthropic support

- **NOT:**
  - Investments in technology for technology’s sake
Some of the key terms used to describe personalized learning models.

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
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<tbody>
<tr>
<td>Blended Learning</td>
<td>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.</td>
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<tr>
<td>Competency-Based Learning (CBL)</td>
<td>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.*</td>
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<td>Deeper Learning</td>
<td>Deeper learning implies the mastery of academic content and other key competencies, including critical thinking and problem solving, effective communication, and collaboration.**</td>
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<td>Extended Learning Opportunities (ELO)</td>
<td>An ELO allows students to receive credit for instruction or study outside the traditional classroom, including but not limited to:</td>
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<td>• Apprenticeships</td>
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<td>• Community service</td>
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<td>• Independent study</td>
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<td>• Online courses</td>
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<td>• Internships</td>
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<td>• Performing groups</td>
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<td>• Private instruction***</td>
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Overview: What does personalized learning look like?

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

2. **Blending Instruction with Rotation Models**
   - Blends technology within the classroom and learning labs to incorporate adaptive software to personalize practice

3. **Individualizing Learning by Rethinking Class**
   - Transforms traditional class structures by leveraging technology to deliver instruction and practice while teachers target small group instruction

Additional Devices (often 1:1 ratio)

- **Station Rotation (In-Class)**
- **Lab Rotation (between Class and Lab)**
- **Flipped Classroom (between school and home)**
- **Individual Rotation (individualized “playlist”)**

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.

<table>
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<tr>
<th>Initiative</th>
<th>What is it?</th>
<th>Details/Next Steps</th>
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</table>
| BRINC Consortium | Consortium of seven districts in Delaware working together to transform the way students learn and teachers teach using 21st century tools and approaches | • 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 | • Continued promotion of Blueprint for Personalized Learning  
• Expanded reach/influence with second class |
| District Initiatives | • 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 | • 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

"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
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.

**Overview**

**Current Landscape**

**How Delaware Compares**

- **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.
- **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.

**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.

**Sources:**
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.

Ideal Broadband Capacity
SETDA 2018 Recommendation (1,000 Mbps per 1,000 users)

Adequate Broadband Capacity
SETDA 2015 Recommendation (100 Mbps per 1,000 users)

Minimal Broadband Capacity Smarter Balanced Requirement (1 Mbps per 100 Users)

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

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<th>Category</th>
<th>Potential Action Steps</th>
<th>Progress Underway</th>
<th>Supporters</th>
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<tr>
<td>Building supply of quality models</td>
<td>Consider pilot programs to assist LEAs in making the transition to personalized learning</td>
<td>• Ongoing BRINC expansion</td>
<td>• Competency-Based Learning Guiding Coalition &lt;br&gt;• Rodel Teacher Council &lt;br&gt;• Vision Coalition of Delaware</td>
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<td></td>
<td></td>
<td>• Competency-Based Learning Guiding Coalition &lt;br&gt;• Rodel Teacher Council</td>
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<tr>
<td>Building demand for quality models</td>
<td>Engage with parents, teachers, and other stakeholders to explain personalized learning</td>
<td>• Rodel Teacher Council &lt;br&gt;• BRINC Districts &lt;br&gt;• Competency-Based Learning Guiding Coalition</td>
<td>• BRINC Districts &lt;br&gt;• Competency-Based Learning Guiding Coalition &lt;br&gt;• Rodel Teacher Council</td>
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<td>Provide statewide innovation grants to help fund associated one-time startup costs</td>
<td>BRINC Consortium</td>
<td>• BRINC Districts &lt;br&gt;• Rodel Teacher Council &lt;br&gt;• Vision Coalition of Delaware</td>
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<tr>
<td>Removing barriers to personalized learning</td>
<td>Use federal funding and state investments to make substantial upgrades to Delaware’s education technology infrastructure.</td>
<td>SCR 22 Education Technology Task Force</td>
<td>• SCR 22 Task Force &lt;br&gt;• Vision Coalition of Delaware</td>
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<td>Allow LEAs to apply for waivers around current policies such as teacher of record, seat time, and graduation requirements.</td>
<td>• Competency-Based Learning Guiding Coalition &lt;br&gt;• Rodel Teacher Council</td>
<td>• Vision Coalition of Delaware &lt;br&gt;• Rodel Teacher Council</td>
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**Opportunities to Transform the System**