Communication and Outreach Strategies for Leaders Shifting to Personalized Learning

Anna Hall, Springpoint
Danny Medved, Denver School of Innovation and Sustainable Design
Carlos Beato, International High School at Langley Park
Brian Malkin, CICS Irving Park
Chris Liang-Vergara, LEAP Innovations
Springpoint

- Anna Hall, Senior Director, Springpoint
- Danny Medved, Principal, Denver School of Innovation and Sustainable Design
- Carlos Beato, Principal, International High School at Langley Park
The School Design Process

Understand
students, opportunities, constraints, resources

Design
priorities, frameworks, experiences

Build
roadmap, people, process, artifacts

Iteration
Model Design Frameworks
Part 1: Ideation Maps

- **Learning Milestones**: How will students know what they have learned?
- **Learn Measure & Communication**: How will individuals communicate with one another about progress?
- **Learning Standards, Scope & Sequence**: What standards, subjects, and categories will be covered by curriculum?
- **Learning Program & Experiences**: What experiences will students have in and outside of the classroom?
- **Assessment Practices**: How will students and adults measure incremental progress and learning?
Model Design Frameworks
Part 2: Decision Maps
DENVER SCHOOL of INNOVATION and SUSTAINABLE DESIGN
We strive to link all parent and student experiences back to the DSISD vision as the “why” for what we do.

**Primary Parent Engagement Events & Structures**

- Open House & Shadow Days:
- **Launch Night** & Week:
- **Student Led Conferences** (Fall/ Spring):
- **Mastery Night**:
- Demonstrations of Learning (Winter/ Summer):
Open House & Shadow Days

Help prospective families gain an initial understanding of the DSISD model.

Launch Week

Build community and induct students into DSISD vision, systems, culture norms, grad requirements, instructional approach, and concept of learner agency.

Launch Night

Help new families understand the fundamental elements of the school and the role of the Advisor as a bridge to the family.
**Student Led Conferences**
Fall and Spring progress monitoring, celebration, clarification, action planning (current year and beyond)

**Parent Mastery Night**
Parent education on competency based education, our approach to grading, and student mastery
- Parents anchor in definition of personalized learning
- Parents understand and score with our cognitive skills/competencies
- Parents look at the LMS and student work samples

**Demonstrations of Learning**
Other Engagement Structures
  • Monthly Coffee with the Principal
  • Monthly CSC/ Governance Meeting
  • Film screenings of “Most Likely to Succeed”

Goals for Increased Parent Engagement
  • Morey Neighborhood Center
  • Monthly Parent Academy
    Build parent awareness and capacity for:
    - Personalized Learning
    - College Readiness and Planning
Leadership Webinar

EC²
International High School at Langley Park

Empowerment • Critical thinking • Collaboration
Empowerment
Collaboration
Critical Thinking
Family & Community Engagement

Brian Malkin, CICS Irving Park
Chris Liang-Vergara, LEAP Innovations
Agenda

1. Irving Park Story
2. LEAP/DS Partnership
3. Design Anchors
4. Family Engagement Strategies
5. Learner Profiles
2012: Distinctive Schools Assumes Management
- Vision for PL
- Why?
  - Paperclip Story

2015: Breakthrough Schools Implementation Grant
The LEAP Approach

Collaboratory
a hub for the learning innovation ecosystem

Pilot Network
classroom transformation across grade/subject areas

Research
confirming the impact of personalized learning

Breakthrough Schools
full-school transformation

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The LEAP Learning Framework

Core Components

**Learner Focused** - learners have learning experiences that are relevant, contextualized and designed around a deep understanding of both academic and non-academic (e.g., social, cultural and emotional, etc.) needs, interests and strengths.

**Learner Demonstrated** - learners progress at their own pace and advance based on demonstrated competency, not time spent on a subject.

**Learner Led** - learners coached to take ownership of their learning so that it dynamically adjusts to their skills, curiosity and goals.

**Learner Connected** - learning transcends location in relevant and accredited ways, connected to families, communities, and networks.
LEAP Pilot Network

Program Journey

**Identify**
- Call to Action seeks the best edtech products in focus areas, and school teams apply to pilot
- Leading experts vet the edtech products

**Learn**

**Pilot**

**Scale & Sustain**
LEAP Pilot Network

Program Journey

Identify
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Learn
- School teams participate in a semester-long professional development program to develop personalized learning model
- Teams participate in Match Day to meet companies and select products to support their model

Pilot

Scale & Sustain
LEAP Pilot Network
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**Pilot**
- Schools pilot their model and product; receive ongoing coaching and support
- Robust research shows what works

**Scale & Sustain**

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LEAP Pilot Network
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Scale & Sustain
- Create whole-school change by expanding pilots and learnings across grades and subject areas
- Give districts visibility on what to scale
LEAP Breakthrough Schools
Cohort 2

15 Chicago Public Schools

- 80% Free and Reduced Lunch
- 43% African American, 44% Hispanic
- 9 Neighborhood, 6 Charter Schools
LEAP Breakthrough Schools

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10 Month Workshop Series
National Experts
$450,000 in Planning Grants
Learning Trip to CA
Comprehensive Blueprint Plan and Feedback

15 Plans for Whole School Redesign
National Review Panel
7 School Grants for $280,000

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LEAP Innovations has committed $1.96M in grants to support 7 schools in implementing Breakthrough models for Cohort 2

**BREAKTHROUGH SCHOOLS COHORT 2 SCHOOLS**

- **Disney II (K-12 CPS magnet)**
  - Learning labs for student-driven interdisciplinary projects and team teaching
  - University and community partnerships for early college access

- **Lovett (K-8 CPS traditional)**
  - Staggered competency-based progression model
  - Flex Friday scheduling for student choice

- **Lindblom (7-12 CPS selective enrollment HS)**
  - Schoolwide competency-based grading with credit-bearing internships
  - Integration of social-emotional learning

- **Henry (K-6 CPS traditional)**
  - Building college-like campus where students co-develop learning through a course catalog

- **CICS Irving Park (K-8 charter)**
  - Individual plans created with students, teachers & parents
  - Fluid classrooms organized by student data and plans

- **UC Donoghue**
  - CBP and collaborating with teachers in learning design, delivery and assessment

- **Brooks (9-12 CPS selective enrollment HS)**
  - CBP with plan for dual credit opportunities
  - Multi-tiered professional PLC program
Inputs in Support of Whole-School Redesign

- Human-Centered Design Theory
- Personalized Learning
- Operationalizing the Work
- Seeing it in Practice

Formative Feedback and In-School Support
The planning program took schools from building a strong base for innovation to enabling whole-school change.

Building the Foundation for Innovation
(April – June)

- Design Thinking
- Building Vision
- Empathy Cultivation
- Stakeholder Engagement
- Learner Agency
- Competency-Based Progression (CBP)
- Visits to Local Models

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**Planning for Boldness**  
(July – August)
- Systems Building for Personalization
- Human-centered Space Design
- First Formative Blueprint Evaluation
- Learning Science

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- Piloting Cycles
- Visits to National Models
- Second Formative Blueprint Evaluation
- Change Management
- Designing Cohesive Whole-School PD
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Declaring Whole-School Innovation (December – January)
- Plan Refinement
- Deep Expert Support
- Pilot Visits and Consultations
- 21st Century Skills
- Learning Science of Student Motivation

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DESIGN ANCHOR 1: HIGH EXPECTATIONS
All students, teachers, administrators and parents will hold each other accountable through high expectations.

We will have a strong commitment to implementation school-wide. While students will be given voice and choice over their learning paths, they will be appropriately challenged and guided by the teacher so that they can attain an individually-set growth goal. In the classroom, students will need to demonstrate capabilities for learning in different modalities. Students will be held accountable for their productivity and contributions through restorative justice within their classroom community.

DESIGN ANCHOR 2: DYNAMIC MINDSET
With growth as the goal, all stakeholders will share in the commitment to our breakthrough vision.

Student profiles reflect change in goals, motivations, and interests. All stakeholders (teachers, staff, parents and students) are responsible for giving feedback, holding the student accountable to their commitment to learning. Learner pace will help to recognize that students are ever-changing and unique individuals. Our commitment to regular coaching and growth of instructional practices places teachers as dynamic individuals as well, recognizing and meeting their needs in ways that change them in positive, meaningful ways in order to positively effect student learning both academically and personally.

DESIGN ANCHOR 3: AWESOME POWERFUL COMMUNITY
Both individually and collaboratively, we will create a classroom culture that "makes meaning and does meaningful things".

Our design team will work to involve parents and students in order to design think together. Focused parent meetings will take place regularly to showcase what is taking place in the classroom, updating learner profiles and development around strategies for home and anytime and anywhere learning. The community will also include enrichment teachers as they will have a unique perspective that allows them to scale best practices school-wide. We will create a cycle of learning that starts with students interacting with each other in meaningful ways and leads them to applying that learning to change the community at large.
Family Engagement Strategies

We recognize that one of our greatest strengths is our Awesome Powerful Community. In order to continue growth in this design anchor, we developed a number of activities for parents and families to engage with Irving Park more frequently and more authentically.
First Strategy: Innovation Night

Opportunity to...

● Preview, Reflect, Discuss content in class
● Q&A with teachers
● Go over PL Research
● Introduce parents and families to the “why” behind PL
Innovation Nights

Marketing the events with fun opportunities:

- Food Trucks
- Window Paint
- Games, Food
- LIVE Puma Podcast
- Selfie stick!

Keep it ENGAGING
Second Strategy: Parent Outreach

- Encourage and incentivize families present in the classroom
- Invite families to be part of classroom initiatives
- Performances and extracurriculars open the door to parent engagement
Third Strategy: Purposeful Events

Community Building and Classroom Refresh

- Furniture building and classroom cleanup with families and students
Each student has an up-to-date record of his/her individual strengths, needs, motivations and goals.

- Strengths & Needs
- Motivations
- Goals
- Information & Feedback

Our Learner Profiles: [Sample Learner Profile](#)
Access: How teachers present information

Do you like to read? Watch videos? Talk to someone? Research on your own? Do you like to hear directions read to you? Do you like to read on your own? Do visuals help you to understand material better?

My Response: I like to research because I get to be on my chromebook. I like to use google because I like typing.

Engage: How I stay motivated to learn more

What kind of activities do you enjoy in class? Do you prefer to work independently, with a partner or in a group? What helps you become interested in a topic? What helps you stay interested in a topic?

My Response: I like to work with one partner because sometimes I get distracted when I work in a big group.

Express: How I show what I know

What do you like to create? What projects have been your favorite so far? Do you prefer
“Love so far what is taking place. It is very encouraging.”

“It's useful to see what our kids have done and how they're being taught so we can supplement this at home. This is as much about teaching the parents how to support the teachers.”

“I think the teachers did a very good job explaining things!”

“Yes please it was very informative. Thank you for all your efforts!”

“There is a visual in 110 that explains the Growth Mindset well: I want to quit is crossed out and replaced by a GMS sentence. This would help parents to employ it in their homes.”

“This year, the manner in which the classes are being arranged / rearranged is making a huge difference. Megan is much happier and enjoys learning again.”

-3rd/4th grade parents
Questions?

Brian Malkin, Distinctive Schools
bmalkin@distinctiveschools.org
@Malkinator

Chris Liang-Vergara, LEAP Innovations
chris@leapinnovations.org
@LiangVergara
www.leaplearningframework.org