

**ISTE 2014:
Personalized Learning: A District
Wide Approach**

Carrie Wozniak, Fraser Public Schools,
Assistant Superintendent for Curriculum and Instruction
Susan Hardin, Macomb Intermediate School District,
Assistive Technology Consultant

Get Connected

- * Welcome and Introductions
- * Resources
- * <http://fraseriste.weebly.com/>



Today's Agenda

**Creating Innovation Around the Why:
Fraser Public School's Story**

- * Why Redesign?
- * Curriculum Redesign and Universal Design for Learning
 - * The Role of Professional Development
 - * Resources
 - * Next Steps and Q and A

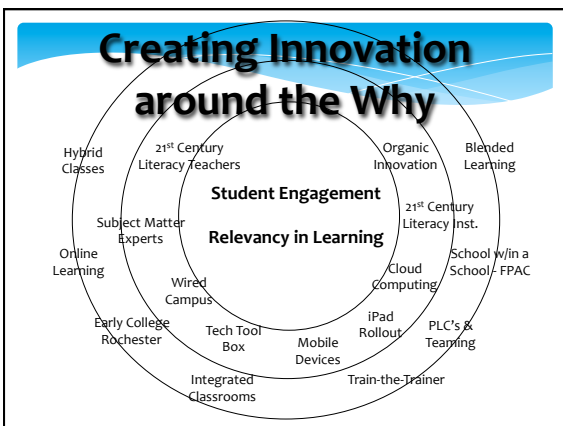
Fraser Public Schools

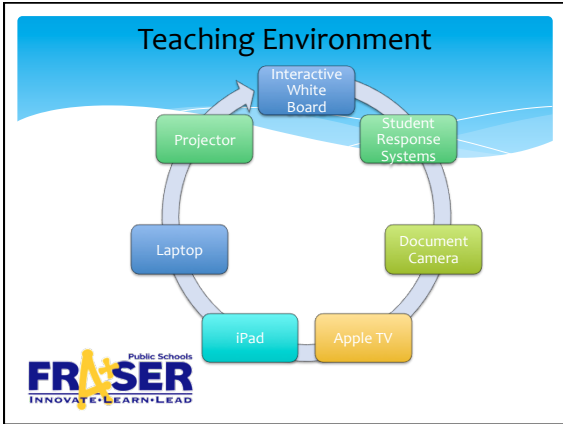
- * Located in Macomb County, Michigan – Suburb of Detroit
- * Student Enrollment: 5,356 students
- * Free and Reduced: 47%
- * Bilingual Students: 2%
- * Currently implementing 1:1 iPads for grades 3-12 and grades K-3 Classroom sets of 9.
- * Full-Roaming WiFi in all buildings and athletic facilities

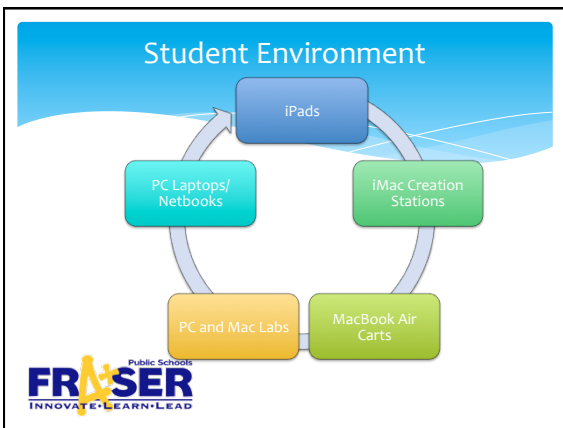
Video

A New Day in Education

http://www.fraser.k12.mi.us/pages/FraserPS/A_New_Day_in_Education








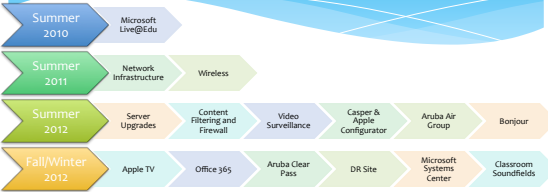


How did we get to this place?


- * Curriculum Redesign – Kindergarten thru 12th Grade
- * Network Timeline
- * Mobile Device Timeline
- * **Instructional Support Model**




Network Infrastructure Timeline




Time Period	Infrastructure Milestones
Summer 2010	Microsoft Live@Edu
Summer 2011	Network Infrastructure, Wireless
Summer 2012	Server Upgrades, Content Filtering and Firewall, Video Surveillance, Casper & Apple Configurator, Aruba Air Group, Bonjour
Fall/Winter 2012	Apple TV, Office 365, Aruba Clear Pass, DR Site, Microsoft Systems Center, Classroom Soundfields



1:1 Mobile Computing Timeline




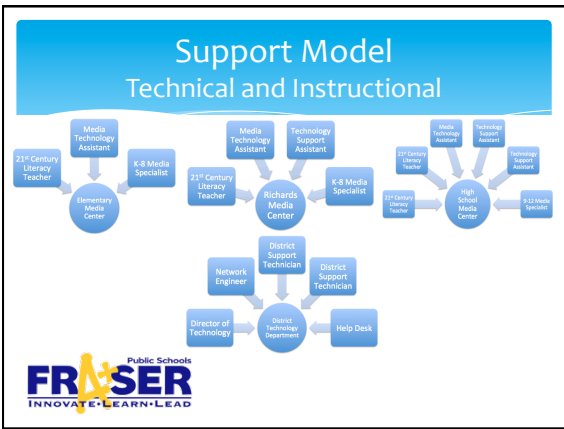
Time Period	Mobile Computing Milestones
Spring/Summer 2012	Teacher Mac Laptops & iPads
School Start September 2012	iPad Carts
October 2012	DK thru 2 nd Grade iPad Sets & 3 rd thru 6 th Grade 1:1 iPads
November 2012	7 th thru 8 th Grade 1:1 iPads
February 2013	9 th thru 12 th Grade 1:1 iPads



Instructional and Curriculum Timeline

- * Curriculum Planning
 - * Redesign Committee
 - * Hybrid/Online Learning Pilot
 - * Universal Design for Learning PD
 - * Modern Teacher (*Teacher as Architect*)
- * Instructional and Technical Professional Development
 - * Mac and iOS Basics - Apple Professional Development
 - * 21st Century Teacher - Train the Teacher






The Role of Professional Development

- * 2012 to Present: Universal Design for Learning – On Site 1:1 Coaching
- * 2014 to Present: District Wide PD: Modern Teacher

Universal Design for Learning as a Framework for Redesign


- * 2011-2012: FPS Staff implements UDL Training through Redesign Committee and District PD.
- * 2012-2013: Central and Building Administrators and 21st Century Literacy Teacher lead PD and Coaching Sessions with a focus on UDL.
- * 2013-2014: UDL Framework becomes a foundation for Lesson Design as a part of the district Learning Management System.



Universal Design for Learning PD Resources

- * Universal Design for Learning – Lesson Design and Teacher Modules
 - * <http://est.org/on-line-modules.html>
- * Blackboard
 - * <http://fnsteach.weebly.com/>


UDL Lesson Plan Bookmark



The EST Lesson Plan Creator for universally designed curriculum focuses on the following main elements:

- ❑ REQUIREMENTS:** The removal of prerequisites listed in the lesson that are not critical to the student's learning.
- ❑ KNOWLEDGE OBJECTIVES:** Questions that help students practice or assess learning.
- ❑ LEARNING OBJECTIVES:** 2-4 learning targets that reflect the main concepts or concepts students are expected to master by the end of the lesson.
- ❑ ASSESSIVE ASSESSMENTS:** Provide a choice of formative (check for progress) and multiple options of means for measuring the assessment to support differentiated learning needs/abilities. Include an explicit description of the criteria for mastery.
- ❑ LESSON OPENING:** Lesson opens with a purpose, an objective, and a learning goal.
- ❑ EXPLORATION:** Activities that help students make observations related to the subject and generate student inquiries.
- ❑ CHECK FOR UNDERSTANDING:** Determine the student's level of understanding and address the big ideas, essential questions and learning objectives. The materials that assess will measure and address the next step based on the assessment results.
- ❑ EXPLANATION:** Information delivered to their students and/or students in the classroom. Includes explicit modeling, strategies, multiple representations of skills/procedures, frequent opportunities for response and practice with a variety of student learning activities.
- ❑ CHECK FOR UNDERSTANDING:** Determine the student's level of understanding or address the big ideas, essential questions and learning objectives. Includes a plan for re-teaching/clarification as needed.
- ❑ EXTENDED PRACTICE:** Activities used to help deepen understanding and provide for greater fluency and accuracy of new skills.
- ❑ CLOSING:** A review of big ideas for the purpose of long-term learning. Encouraging, or not, focus on understanding/practice.

Adapted from www.illustrativemathematics.org/ © 2014



As you plan your lesson, keep track of the UDL principles you have included. The goal is to include as many as possible. The checklist is attached in this lesson planning form on our website.

- ❑ Make expectations individualized, rubrics, grading) explicit from the start
- ❑ Include multiple ways to engage students
- ❑ Include multiple means of representing the big ideas
- ❑ Include alternatives to the text e.g. website, article, video, audio summary, or lower reading level text
- ❑ Include checks for understanding to shape instruction
- ❑ Include methods that require students' active participation
- ❑ Include a choice of learning options that provide greater support or challenge
- ❑ Include options to help students learn from the text and classroom materials e.g., text-reader, comprehension supports
- ❑ Provide step by step instructions for using learning resources
- ❑ Provide access to class notes in various formats e.g., outline, graphic, studentcast
- ❑ Include multiple ways for students to show what they know (formative and summative assessment)

Engage, Extend & Encourage Through Technology
<http://est.org>

Example: What's in Your Web?

What's in Your Web?

Post Class Information:
Introduction to you and your class

Course Syllabus

Your Class Expectations Including:

- grading scale
- attendance
- participation
- general assignment expectations
- late work

Your Class Procedures:

- How to turn in homework
- Rules about late work
- What to do in case of absence

Your Calendar & Unit Sequence



Daily Homework

Unit Resources to include:

- Big Ideas
- Assessments and rubrics
- Class Notes
- Presentation documents
- Study Guides
 - Studyguides
 - Graphic Organizers
 - Quizzes Cards
- Video explanations
- Additional reading materials
- Images
- Supplemental Materials
 - For additional practice or
 - For extension on a topic

A Place for Students to...

- Ask Questions
- Provide Feedback to other Students
- Collaborate
- Share their voice
- Showcase their work: Authentic Audience

Administrators Modeling

UDL

- Blackboard Self Evaluation Rubric
- Blackboard Exemplary Criteria
- Big Ideas, Essential Questions and Learning Objectives
- UDL Lesson Plan & Checklist
- UDL Lesson Plan Resources

Blackboard Self Evaluation Rubric

If you have done not used automatically you can open Blackboard Self Evaluation Rubric here

Blackboard Course Program - Self Evaluation Checklist

COGNITIVE: KNOWLEDGE

- Do you link content to your stated big ideas?
- Have you included essential questions?
- Do you have clear and measurable learning objectives aligned to GLE?
- Do you have clear and measurable learning objectives aligned to GLE?
- Have you included a strong opener to establish background knowledge?
- Have you provided content in manageable "chunks" or segments?
- Does your content flow in a way that makes sense to students?
- Is your content enhanced with visual and auditory elements providing multiple representations of the content?
- Have you provided students with supplementary materials for differentiation and choice?
- Is higher order thinking expected of students in their learning activities?
- Have you given students the chance to work at their own pace with extended projects?

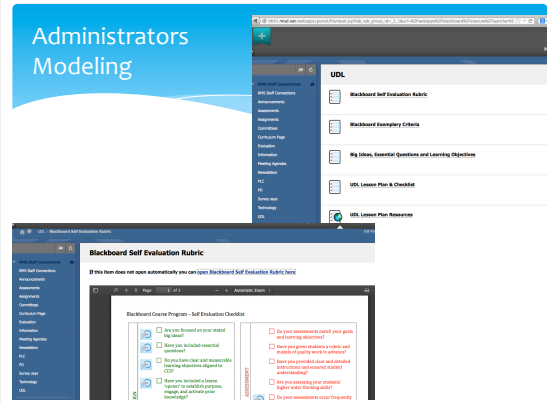
COGNITIVE: SKILLS

- Have you given students the opportunity to collaborate with one and other?
- Have you given students the opportunity to research with you?
- Have you given students the opportunity to receive your expectations regarding level of participation?
- In doing your lesson, have you considered how opportunities can be given to students in the unit project?

COGNITIVE: ATTITUDE

- Do your assignments relate to your goals and the expectations?
- How do you give students a voice and provide opportunities to showcase?
- How do you provide clear and realistic feedback and extend student understanding?
- Are you activating your students?
- Do your assignments occur frequently throughout the unit/lesson or in one place?
- Are you using multiple types of assessments?
- Have you given students the opportunity to constructively self-assess their work and progress?
- Have you given students clear expectations of required and optional software/apps required to complete your course?
- Have you given students information on how to request support and respond to requests?
- Have you given clear direction on how to have a complete work?
- Have you given students collaboration regarding requests and additional class resources?
- Have you done enough that makes it so that all students are successful at all times?
- Have you provided support for students who struggle?

Component of UDL



21st Century Literacy Teachers Leading

Blackboard Course Program - Self Evaluation Checklist

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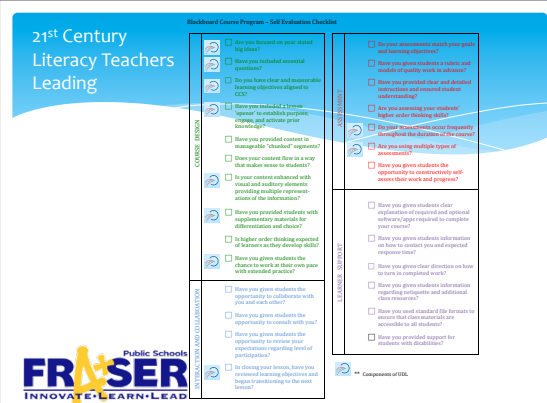
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Component of UDL



**Modern Teacher:
Building on the UDL Framework**

- * Modern Teacher
 - * Teacher as Architect
- * <https://www.modernteacherone.com/>
 - * Digital Resource Library

Modern Teacher

<p>Core Principle 1 Designing with Purpose</p> <p>Design a blueprint for classroom instruction and strategically consider a range of choices to motivate student success.</p>	<p>Core Principle 2 Empowering 21st Century Learning</p> <p>Empower the student learning process by providing differentiated learning options that acknowledge and build on the learner's individuality.</p>
<p>Core Principle 3 Using Universal Design for Learning</p> <p>Use the principles for using a variety of high-quality resources and instructional methods to maximize individualized learning.</p>	<p>Core Principle 4 Maximizing Student Performance</p> <p>Provide multiple means, content and strategies to ensure all students are challenged and motivated to learn to the greatest extent possible.</p>

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Designing with Purpose

The new ask of society has become not only to educate all students to higher proficiency levels (as indicated by policies like NCLB), but to produce a new workforce that can compete in a 21st century global marketplace.

Core Principle 1
Designing with Purpose

Design a blueprint for classroom instruction and strategically consider a range of choices to motivate student success.


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Design Tools

- Continuum of Learning (Year Long Plans)
- * Blended Units of Instruction (Unit Plans)
- * Lesson Plans

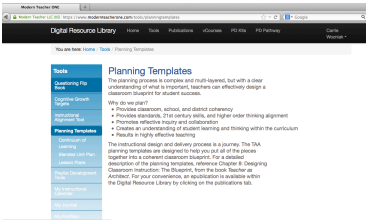

* Instruction Designed around Pedagogy

Direct Instruction
Constructivist
Inquiry – Based



The Role of the Modern Teacher DRL

- * Professional Development in a Blended Environment
- * Unit Design and Lesson Planning Tools

What's Next

Welcome, Carrie Wozniak!

Welcome to the Digital Resource Library (DRL), a groundbreaking resource for maximizing teaching effectiveness in the 21st century digital world. The DRL is built to help guide you through the critical mechanics of teaching and learning within today's Connected Age.

The DRL combines meaningful and purposeful content with a revolutionary digital platform, for a transition pathway from traditional classrooms to modern learning environments. This Blended + Aligned™ approach allows you to construct a customized development plan that works within your set of needs and priorities.

At Modern Teacher, we're committed to maximizing teaching effectiveness ... and are continuously updating content for timely and relevant use.

