2REVOLUTIONS
Do What You Love For Good

Designing the Future of Learning: Unthink School to Rethink Learning

Bryan Setser and Priscilla Maynor – 2Revolutions

ECCO–April 25, 2014

Introductions

1. Name and Role
2. One thing you are excited about today or with ECCO
3. One thing you have a question about or would like to know regarding the future of learning?

Agenda

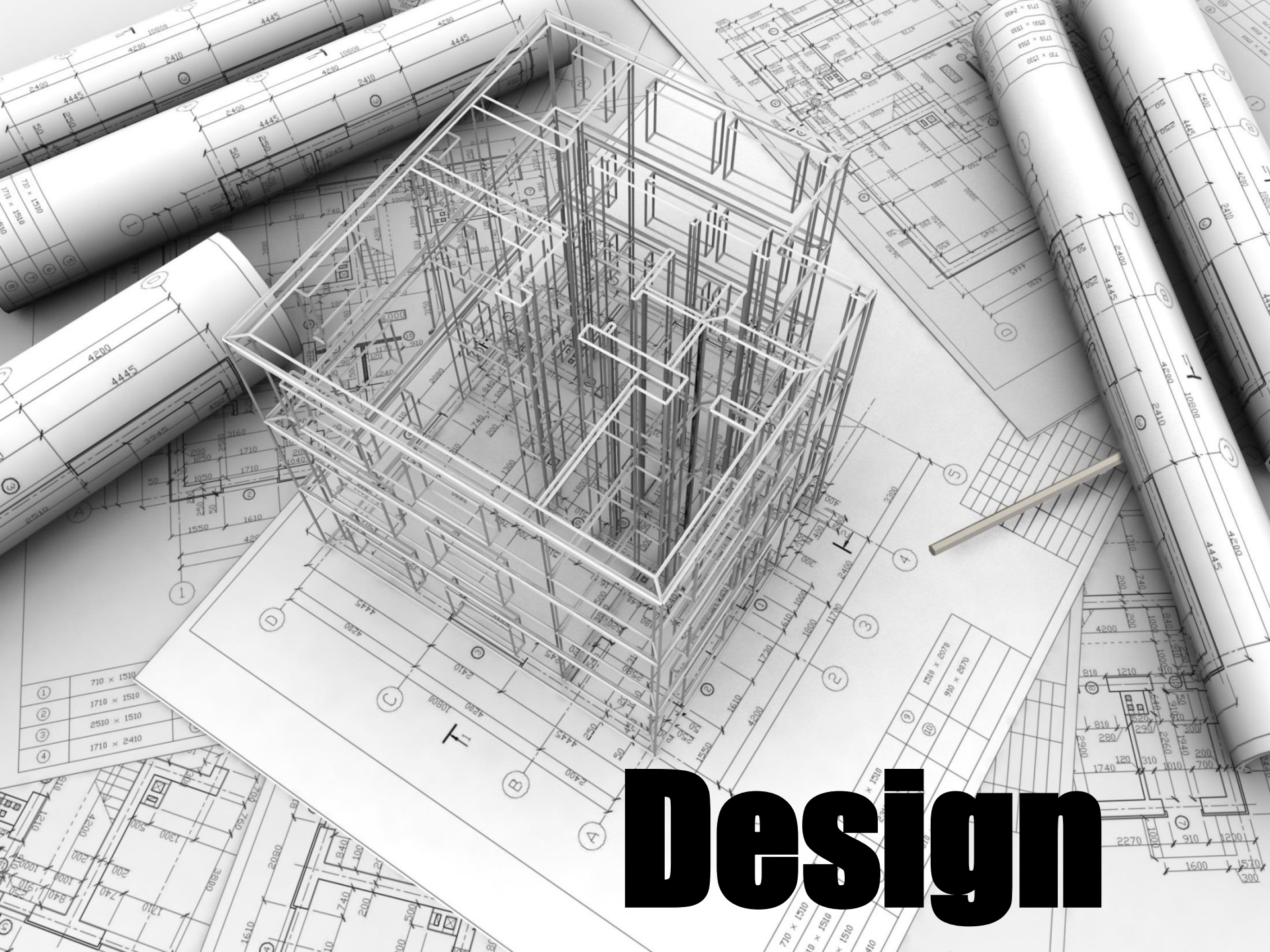
8:30	Welcome and Introductions
8:40	Future of Learning Design Session
10:30	Break
10:45	Prototype Design Session: Part 1
12:00	Lunch and Prototype Design Session: Part II
1:15	From PLC to PLN: Leadership 2.0
2:00	INSPIRED 90 Day Cycles
2:30	Evaluation and Next Steps

“You've got to go out on a limb sometimes because that's where the fruit is.”

– Will Rogers

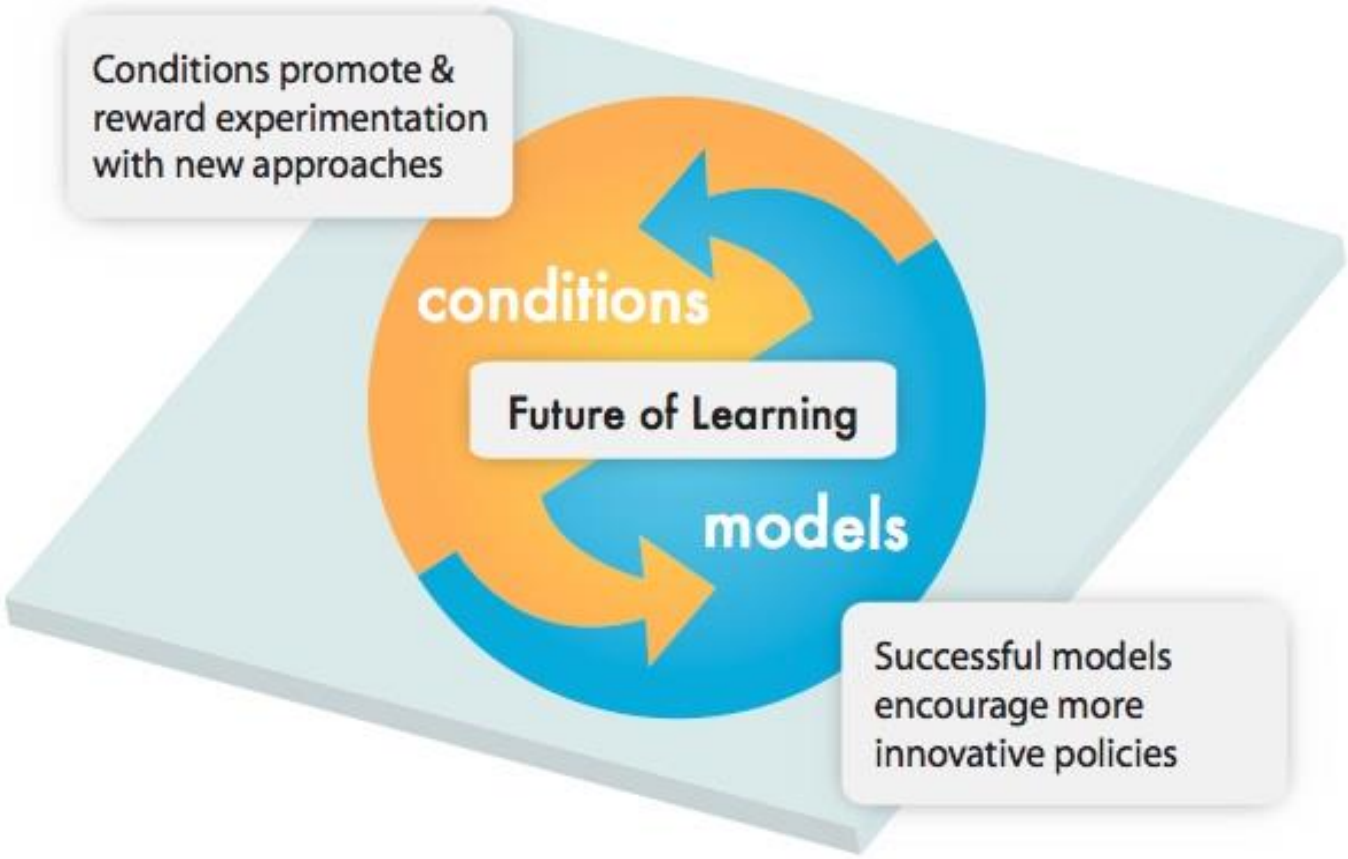
Objectives

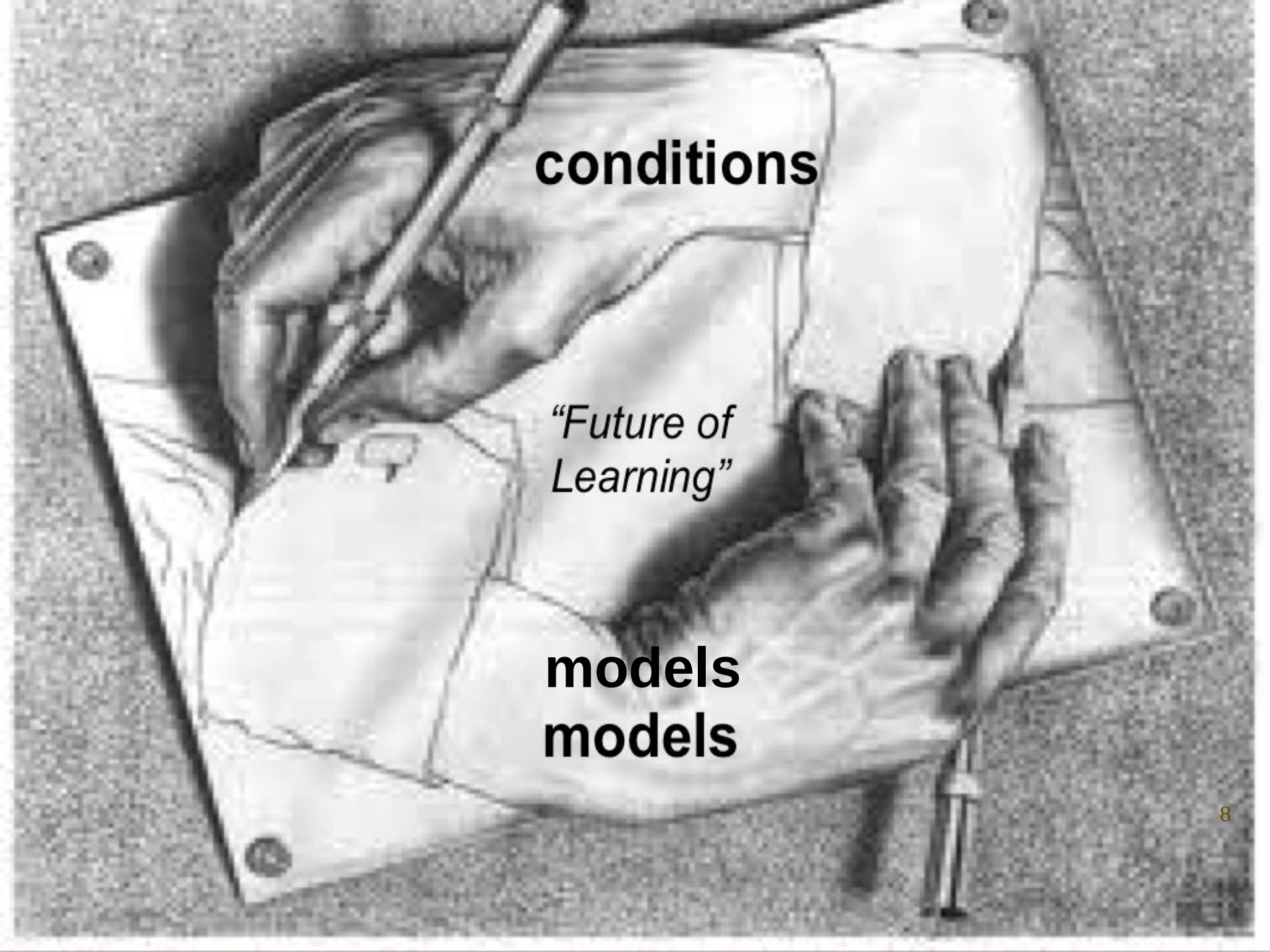
1. Introduce 2Rev's Future of Learning framework, taxonomy and philosophy
2. Share examples and trends of current approaches to building next generation models
3. Show you why design thinking matters to fuel innovation
4. Offer tools to help you prototype your ideas at this event and prepare you to execute


Design

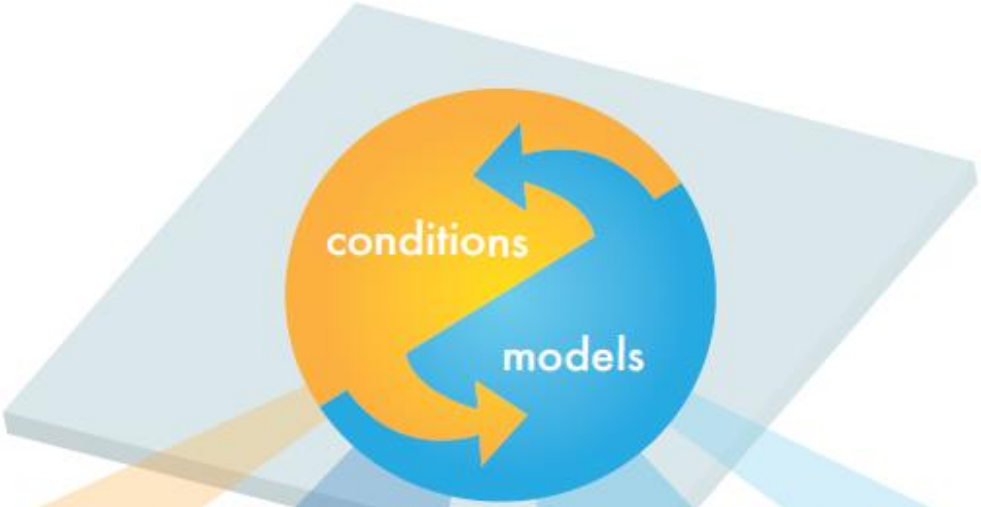
2Rev as Mission-driven Design Lab

2Rev designs, launches and supports Future of Learning models and catalyzes the conditions within which they can thrive.




conditions
"Future of Learning"
models
models

2Rev's Future of Learning Framework



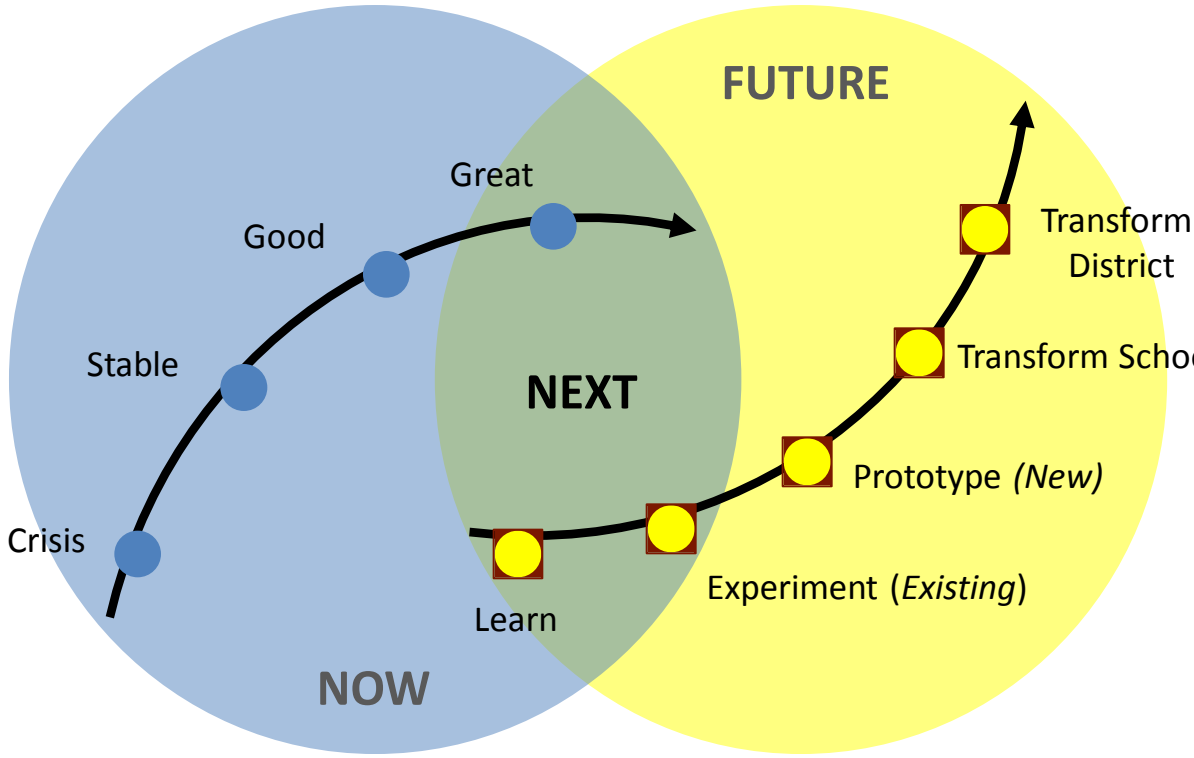
conditions	model design parameters	model design levers	model implementation levers
data infrastructure	applied	curriculum & content	change management
leadership	competency-based	evidence of learning	family & community engagement
public policy	cost-effective	human capital	operations & infrastructure
public will	learner-driven	learning environment	professional learning
readiness	personalized	learning modalities	school culture
resources	tech-enabled	role of time	student supports

A “Both, And” Orientation

How can we jump from one curve to the next?

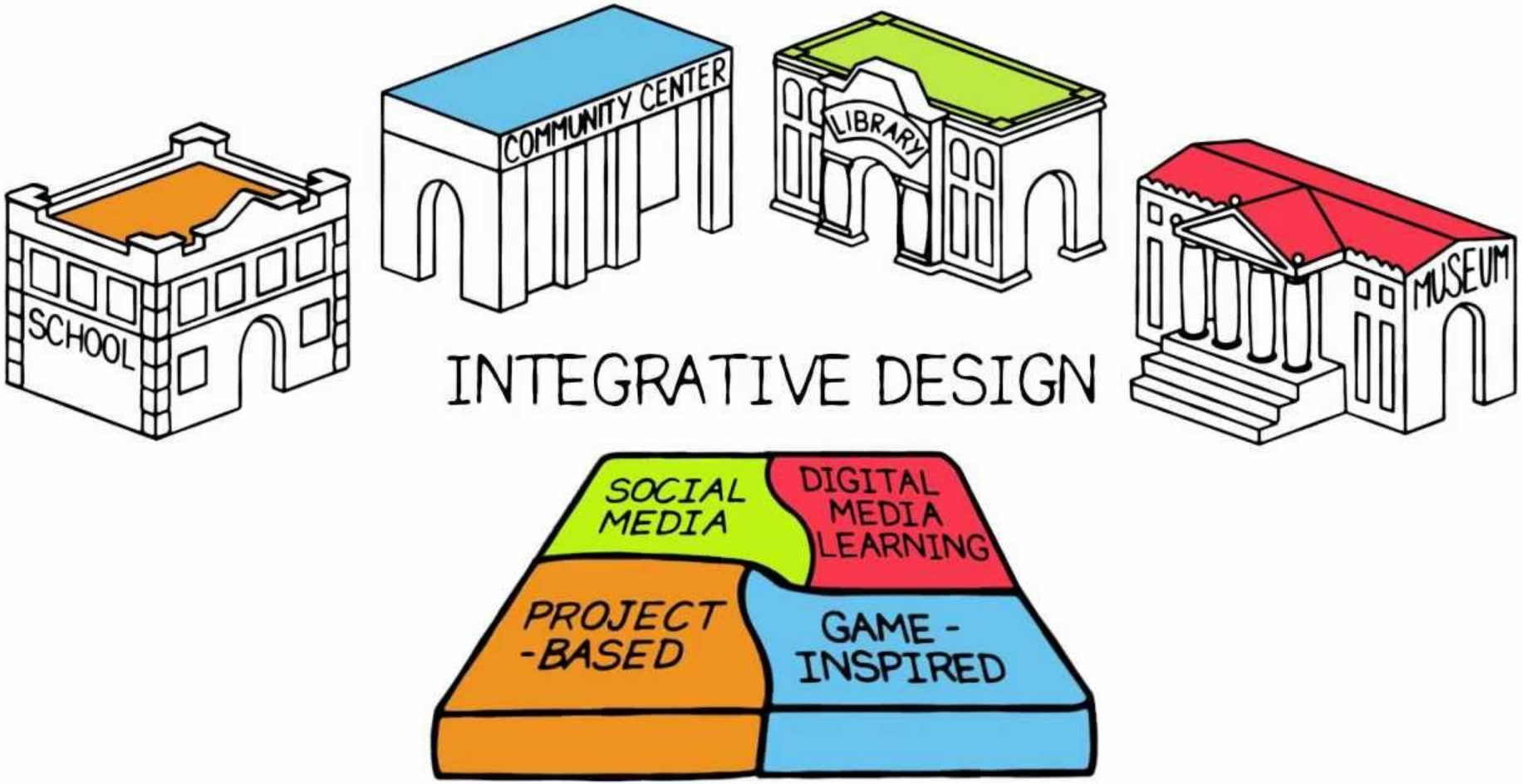
IMPROVE the System We Have

(Incremental = Diminishing Returns)



INNOVATE the System We Need

(Cross the Chasm = Difficult, But Promising)

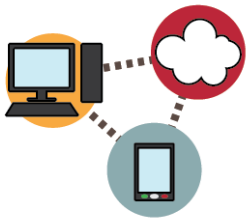


Video TA and NTK

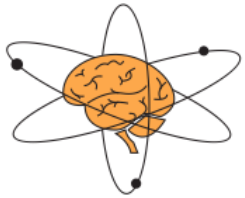
Trends Driving the Future of Learning

1. Drive Toward Personalization

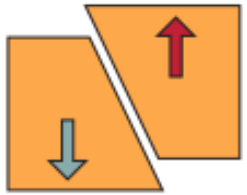
2. Explosive Growth in Technology



3. Advances in the Science of Cognition

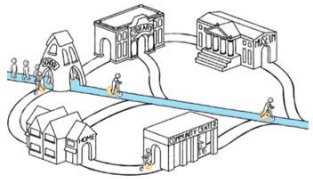


4. Shifting Policy Environments



5. Increased Economic Pressures

6. An Evolving Ecosystem of Learning



Trend #1: Drive Toward Personalization

Students' learning experiences – what they learn, and how, when, and where they learn – are tailored to their individual needs, skills, and interests.

Students also develop deep connections to each other, their teachers and other adults.

Gates Foundation, 2014

What Do We Mean By “Personalization” Anyway?

Does it refer to learning experiences for students that are _____?

a)Tech-enabled
b)“Deeper”
c)Interest-driven
d)Applied/experiential
e)Learner-driven
f)All of the above?

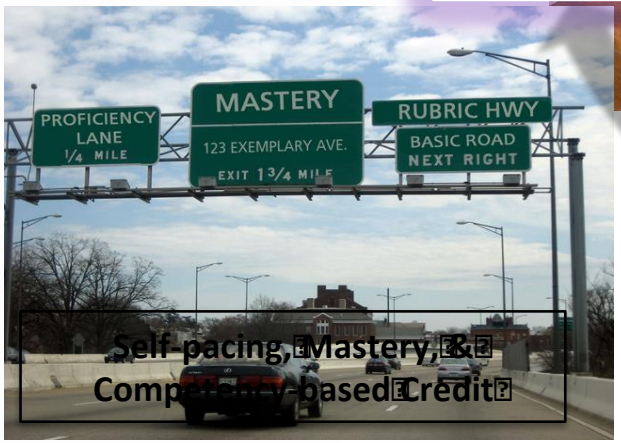
Components of Personalized Performance

People

Process

Time

Technology



Tools

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edutopia *from Rebecca Alber* #iplearns

5 Simple Questions

Student voice in a classroom is a powerful tool of engagement. But to create that culture of student inquiry, good questions are essential. Here are 5 good ones, useful at any time, in any lesson.

"What do you think?"

"Share with a neighbor before sharing with me."

Best used after a statement, prediction, conclusion, or observation. Students will often need for us to provide clarity on what we mean by ***"What do you think?"*** Ironically, the simplicity might confuse them.

"Why do you think that?"

Push students to provide more depth and reason for their answers.

"How do you know this?"

When this question is asked, students can make connections to their ideas and thoughts with things they've experienced, read and have seen.

"Can you tell me more?"

This question challenges students to extend their thinking and share further evidence for their ideas.

"What questions do you still have?"

Questions like this require patience - wait time, but also time for students to get used to asking questions, not just answering them.

Brevity is a part of why these are *simple, yet powerful* questions. They require students to provide the weight, depth and complexity to a conversation.

EdSurge GUIDES

BREW YOUR OWN PERSONALIZED PD

HOW TEACHERS LEARNED in the PAST

DAY-LONG WORKSHOPS

OBSERVATIONS

PROFESSIONAL LEARNING COMMUNITIES

LEARNING in the NEW AGE

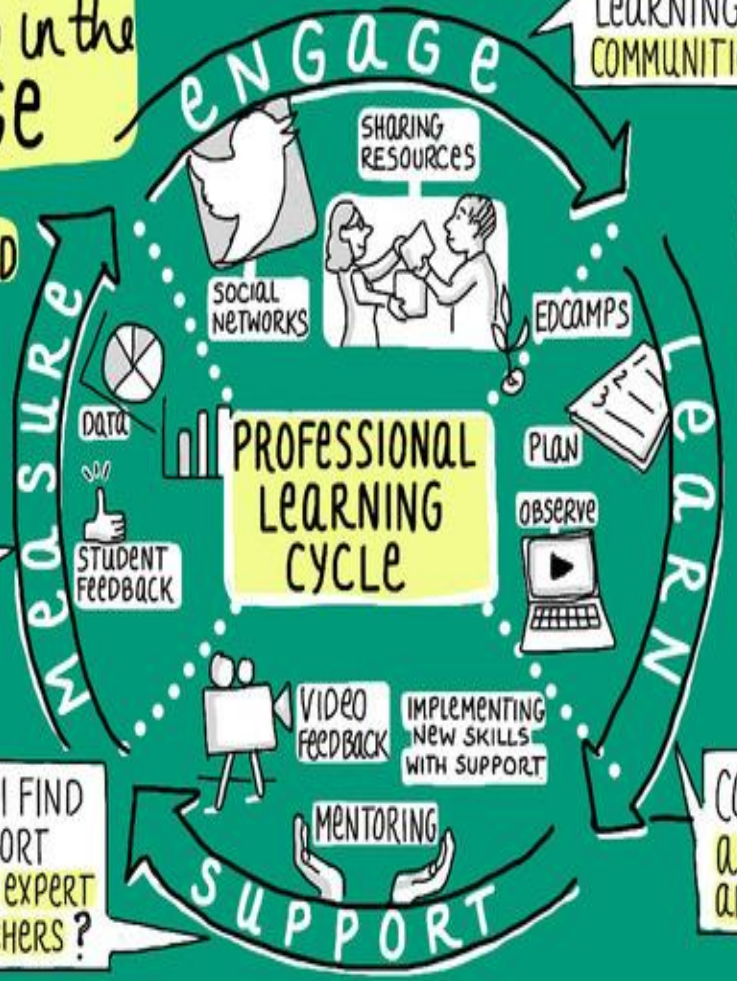
- PERSONALIZED
- RELEVANT
- USEFUL

IS THIS THE DATA THAT MATTERS MOST TO ME?

CAN I FIND SUPPORT FROM EXPERT TEACHERS?

CAN I FIND LEARNING COMMUNITIES?

CAN I LEARN ANYTIME, ANYWHERE?



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Conversation
(Process)
Documentation of Learning

ePortfolio as:

Workspace ← → *Showcase*

Time →

Presentation
(Product)
Documentation of Achievement

Maintained throughout a course or program - Organized in reverse chronological order

Developed at the end of a course or program - Organized thematically

Journal Entry 1 | Journal Entry 2 | Journal Entry 3 | Journal Entry 4 | Etc.....

Journal (Blog) Entries created in blog (using WordPress/Blogger/Tumblr/Posterous, etc.)

Learner-Constructed Pages in Google Sites, website/wiki

Cover Page, Introduction, About Me

*Students produce a **COLLECTION** of digital documents stored online using **GoogleDocs, DropBox** or attached to journal entry.*
(Level 1 all grades)
2

Level 2
all grades

Level 3
upper grades

My Goals (REFLECTION in Future Tense)

Thematic Rationale (Retrospective REFLECTION)

4

Peer and Teacher **Feedback**

Journal Entry

Title of Entry
Date
Theme (Standard/Goal/Outcome)
Tags (Key words)

REFLECTION on Learning Activity or Artifact
Reflection on Action/ in Present Tense (What I am learning now?)

EMBED images, audio or video

Attachment (or Link to online document)

Comments

3

Links to Selected Blog Entries

Pages

Title of Page

REFLECTION on Achievement of Theme (Standard, Goal, or Outcome)
Reflection on Action/ in Past Tense (What does this selected work show about my learning outcomes?)

EMBED images, audio or video

Link(s) to selected blog entries
OR Link(s) to automatically-generated page based on Categories or Tags

Comments

5

Teacher & Self **Evaluation**

Standard/Goal/ Outcome 1

Standard/Goal/ Outcome 2

Etc....

Formative | *Assessment*

Guidelines for Reflection

Summative | *Assessment*

6

Rubrics for Evaluation

Evaluation data based on rubrics

Numbers = Stages in ePortfolio Process explained in following website:
http://sites.google.com/site/mportfolios/home/step-by-step-model

Bloom's:
Remember
Understand
Apply
Create

1 **Purpose**. Decide on the purpose for the portfolio development process. What is your vision for ePortfolios in your classroom/school/district?

Bloom's:
Analyze
Synthesize
Evaluate
Create

Creating K-12 Electronic Portfolios Using 1-to-1 devices and Web 2.0 tools

Personalized Professional Development and Practice

	Knowledge	Skill Acquisition	Classroom Application	Student Effect Sizes*
Present Information	40-80%	10%	5%	0.01
Present + Model	80-85%	10-40%	5-10%	0.03
Present + Model + Practice + Feedback	80-85%	80%	10-15%	0.39
Present + Model + Practice + Feedback + Coaching	90%	90%	**80-90%**	**1.68**

National Staff Development Council, 1995; Fullan, 1991; Joyce & Showers, 1984; Joyce & Showers, 1988; Mehring, 1999.

DEMO ACADEMY

Course Dashboard

Course Dashboard

View course dashboard modules below

COURSE 5th Math SHOW Skills | Subskills

Skills to Celebrate

4.08 Percent	100%
5.08 Real-life Word Problems	100%
4.2 Read, write, compare, order whole numbers	100%
5.12 Find Unknown Quantities in Number Sentences	100%
5.10 When to Estimate and When to use exact answer	100%

Skills to Spiral and Reteach

5.20 Identify Appropriate Tools to Measure	51%
6.07 Decimals	59%
5.21 Measure Angles	65%
5.16 Elapsed Time	68%
5.11 Ratios and Proportions	69%

Top Academic Performers

Jack Aaron *scored over 11 assessments*	100%
Kelly Lesure *scored over 19 assessments*	88%
Javier Arciniega *scored over 19 assessments*	86%
Kurt Leaton *scored over 19 assessments*	86%
Elmo Toadvine *scored over 19 assessments*	84%

Academic Watchlist

Robert Jones *scored over 6 assessments*	50%
Chance Carin *scored over 24 assessments*	63%
Armand Vay *scored over 19 assessments*	65%
Wyatt Recek *scored over 24 assessments*	67%
Jesse Vanderark *scored over 19 assessments*	68%

#ECCOHOPE

Personalization: A Peek Around the Corner…

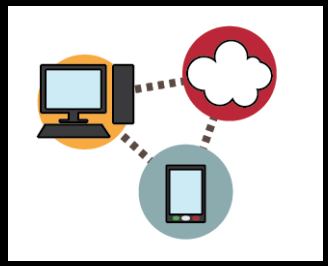
#ECCOFEAR

#ECCODoubt

Trend #2: Explosive Growth of Technology

We live in the “age of the mathematician,” in which inordinate power and riches will go to the people who create the algorithms that end up dictating who and what we know.

Yuri Milner – Russian Social Media Mogul



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Recorded video

Context Participants Tools Files Flag

Date: Sunday 12 December 2010
Time: 07:35 PM - 08:35 PM

Duration: 1 hour

Location: Rosebery School -- Room:

Hardware: Camera 1

Context: History

Purpose:

Notes:

Comments Forms Instruments

C29 Innovation Add

Professional Standards

Instructions

1. Uses an appropriate range of teaching strategies

- ○ Inadequate
- ○ Satisfactory
- ○ Good
- ◉ Outstanding

Timeline: 00:00:05 - 00:00:07

Start tag End tag

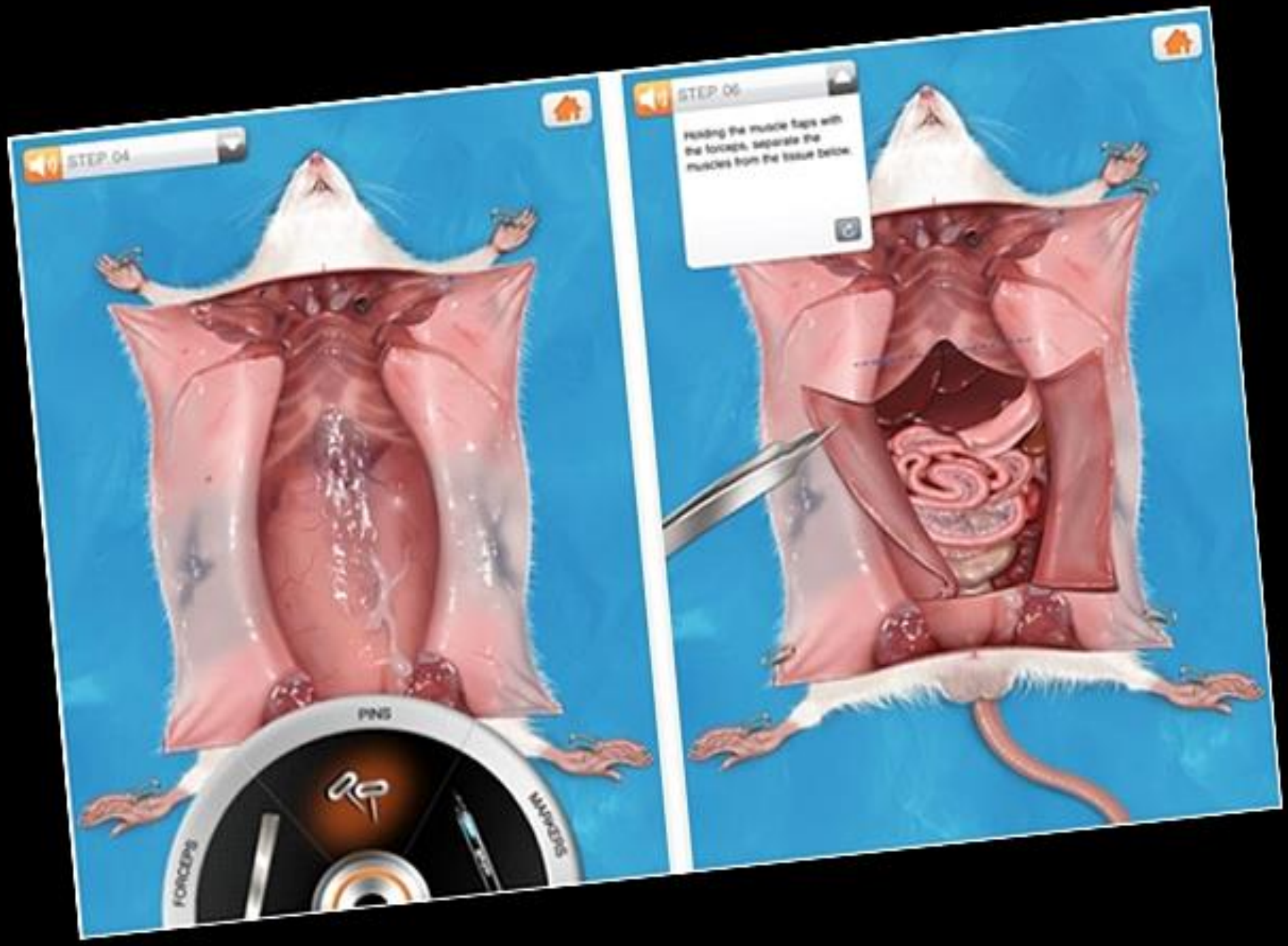
Note

This a great example of how you use different teaching strategies.

2. Uses appropriate resources, including e-learning, which meets learners needs

3. Builds on prior knowledge and attainment in order that learners meet learning objectives

4. Develops concepts and processes which enable learners to apply new knowledge, understanding and skills


STEP 04
PINS
FORCEPS
MARKERS
STEP 06
Holding the muscle flaps with the forceps, separate the muscles from the tissue below.

English (US)

LOG IN

HOME | MATH GAMES | RESOURCES | REVIEWS | MEMBERSHIP | ?

Spread the word about Mangahigh

Play Now

GET A FREE TRIAL NOW!

Teachers, create your own FREE account at Mangahigh. Students will be able to save their scores, earn medals and access Prodigi.

Create School

Achievements expand

https://www.edmodo.com/home#/group?id=6196498

Google

Taylor v. De...ing Inequity | North Caroli...:: WRAL.com | Registration...ssori School | Child Care ...Google Maps | Children's M...sori School

Search posts, groups, users, apps and more...

4 Me

Marysville Innovation Team
Group

Posts
Folders
Members 10 joined

Small Groups
HS Prototype

Other Groups
Team Poway PL

Note | Alert | Assignment | Quiz | Poll

Type your note here...

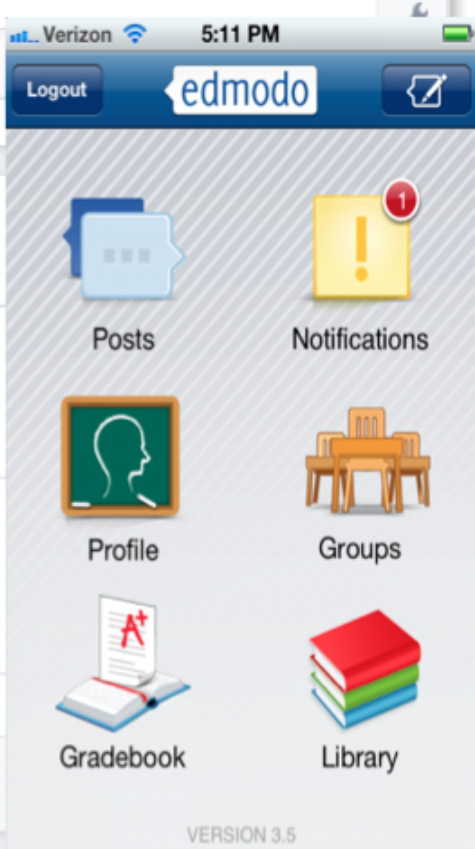
Group Posts

Me to Marysville Innovation Team

Part of building the case for PLCs and ELCs.

Plugging Into Professional Learning Communities
blogs.edweek.org

3 hours ago • Reply •



2REVOLUTIONS Do What You Love For Good

instaGrok

Grok

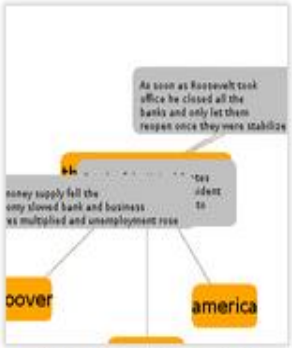
Login

Research any topic with an interactive concept map, that you can customize and share

"japan tsunami 2011"
by aa7dcc9a8

"ancient china"
by Dptech

"respiratory system"
by 02fd91ff2



"the great depression"
by tpenjo

Innovative Features

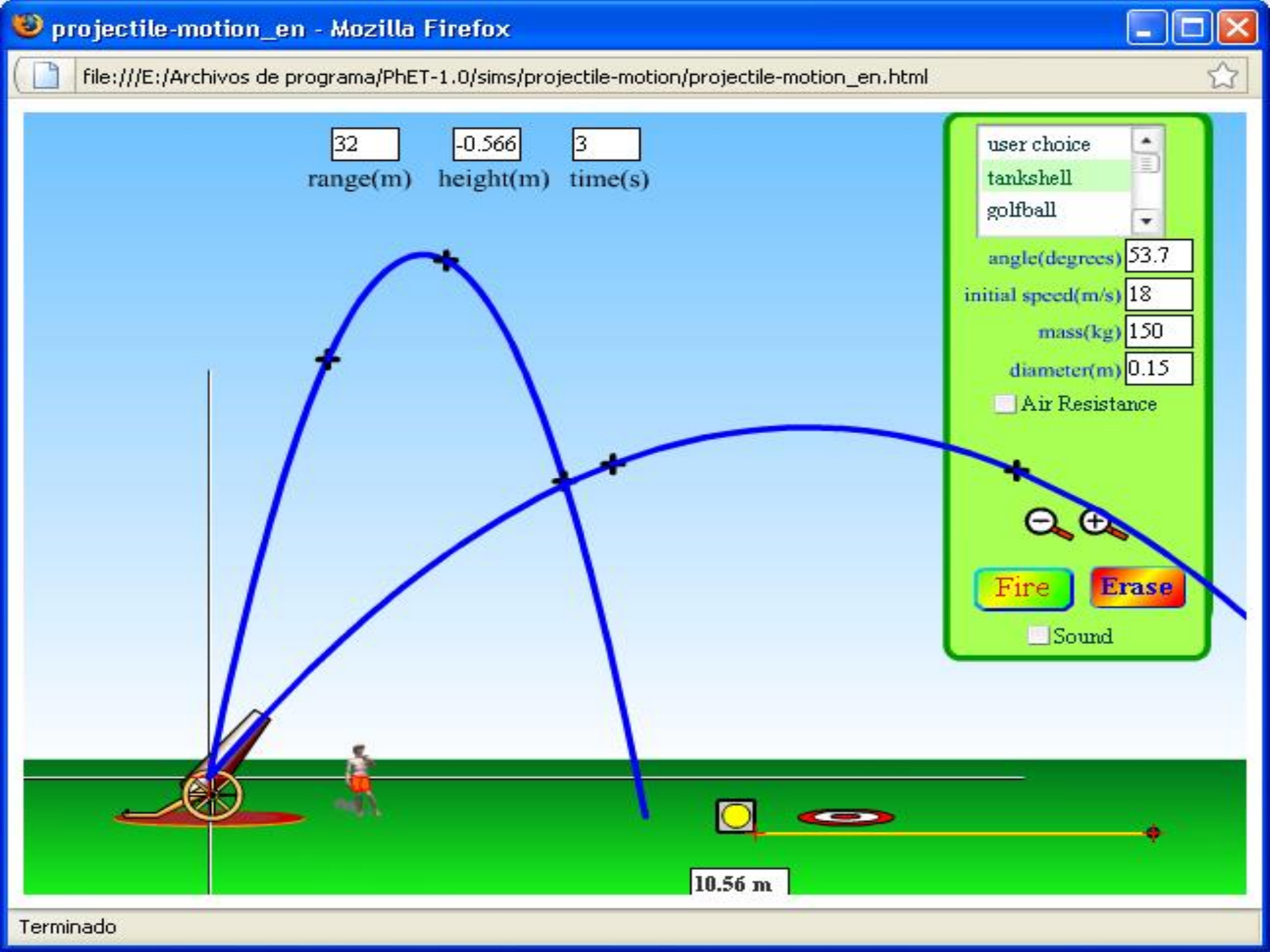
A JOURNEY THROUGH 13.8 BILLION YEARS OF HISTORY

Consider the big questions about our Universe, our planet, life, and humanity.

From the Big Bang to modern day to where we are going in the future, Big History covers it all.

BIG HISTORY FOR ANYONE, ANYTIME

BIG HISTORY IN THE CLASSROOM

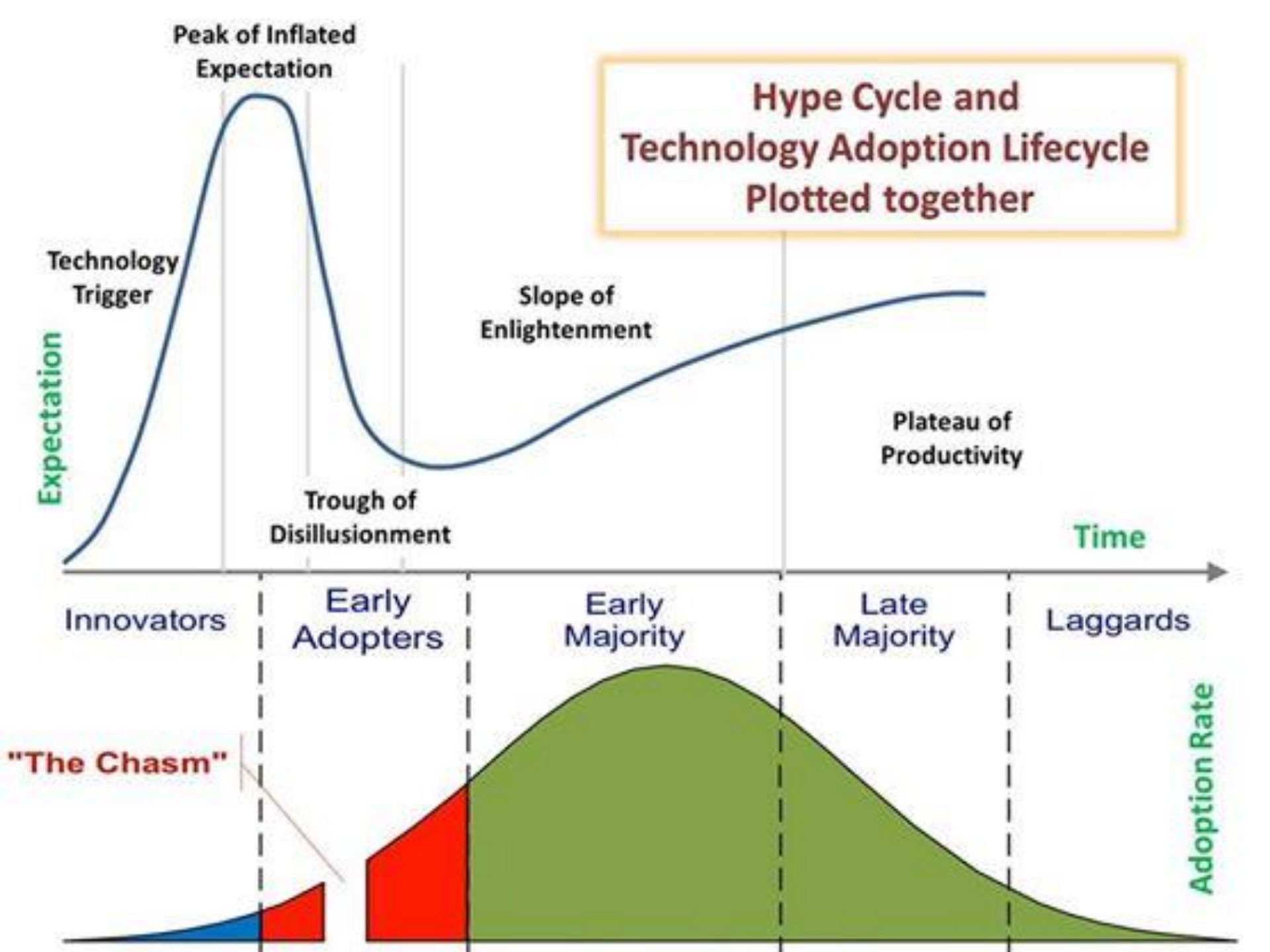

projectile-motion_en - Mozilla Firefox
file:///E:/Archivos de programa/PhET-1.0/sims/projectile-motion/projectile-motion_en.html
32
range(m)
-0.566
height(m)
3
time(s)
user choice
tankshell
golfball
angle(degrees)
53.7
initial speed(m/s)
18
mass(kg)
150
diameter(m)
0.15
Air Resistance
Fire
Erase
Sound
10.56 m
Terminado

HIGHER ED & POST SEC, LEARNING, ONLINE & BLENDED, PREK-12 / January 22, 2014 BY Guest Author

4 Innovative Online Teaching Tools for Computer Science

By: Julie Perrigan

As today's computer technology becomes more complex and useful, it's important for computer science majors to stay ahead of the curve. Every company, industry, and even a growing number of households rely on a variety of technological devices for their communications, operations, and security needs. The good news is that with all of this new technology comes even more convenient ways to learn more about computer science. Below are a handful of


Hype Cycle and
Technology Adoption Lifecycle
Plotted together
Peak of Inflated
Expectation
Technology
Trigger
Slope of
Enlightenment
Plateau of
Productivity
Trough of
Disillusionment
Expectation
Time
Innovators
Early
Adopters
Early
Majority
Late
Majority
Laggards
"The Chasm"
Adoption Rate

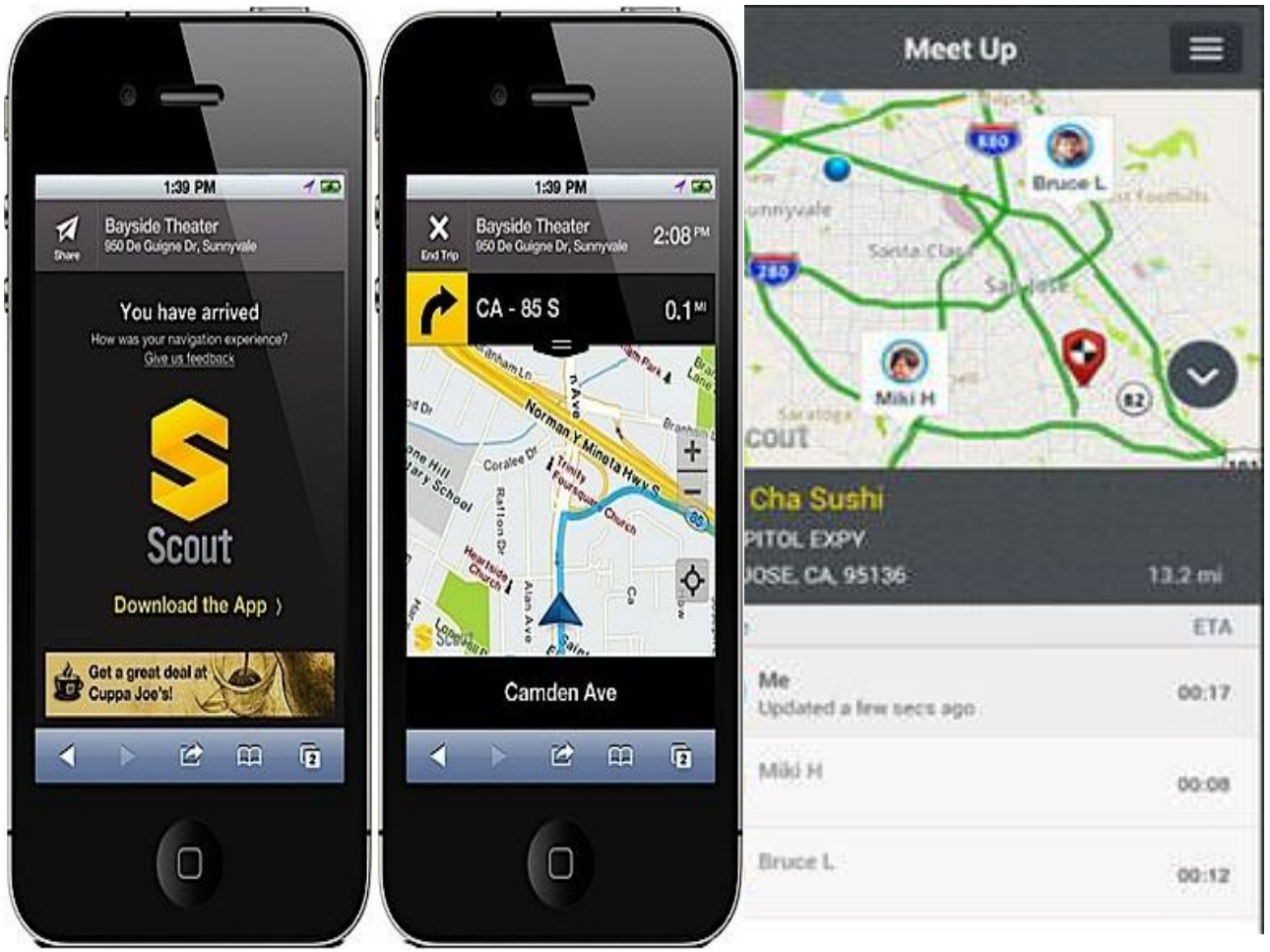
But before we get too enamored with technology…..

What problem are you trying to solve?

My daughter is 17 and she is an inexperienced driver……..

The power of a testable IF/THEN hypothesis…..

IF I had an app that could track her location, **THEN** I could advise her and keep her safe at key points on her trip.

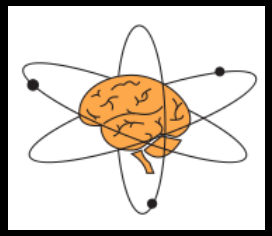


What problems have you solved?

Trend #3: Advances in the Science of Cognition

"There's a lot we don't know before we say we don't know that."

Mark Twain



The Neurology of Gaming

Video games have both positive and negative effects on the human brain. They can be used to educate through repetition and feedback, but they also have some less-positive side effects:

The parts of the brain impacted by games

Different gaming scenarios and situations affect different areas of the brain by provoking certain reactions:

Game play involves repeated actions that strengthen the brain cell connections underlying memory and learning.

PREMOTOR & PARIETAL CORTEX
Games that require real-time action, like 'Space Invader,' activate these areas, which control sensory movement.

FRONTAL LOBE
One study claimed frequent players can get 'video game brain.' This means key parts of their frontal lobe become underused, which can alter moods.

PREFRONTAL CORTEX
Games that require logical thinking, like 'Othello' and 'Tetris', activate this area, which controls decision making.

DOPAMINE
Dopamine, which is involved in learning and feelings of reward, is released in the brain's striatum during video game play.

DORSAL ANTERIOR CINGULATE CORTEX
Immediately after firing a weapon in a video game, players show greater activity in this area, which controls cognition and planning.

ROSTRAL ANTERIOR CINGULATE CORTEX & AMYGDALA
Areas that resolve emotional conflict showed less activity while players fired a

How Neuroscience is Changing the Classroom

Later Start Times
High schools are pushing back start times so students are more alert for class

Fewer Breaks
Schools are shortening summer breaks because research shows the more time a student spends away from school, the more he'll forget

More Variety
Teachers are presenting lessons a variety of ways to improve retention

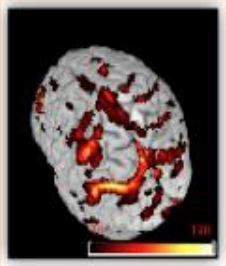
Cognitive Tutoring
Software lets students learn by doing and adjusts to their individual needs

Making Learning Fun
Studies show that people remember more when they enjoy an experience

venueGEN

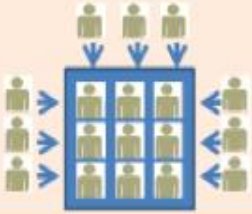
"Presence" creates better learning and a continuous communication feedback loop for teachers

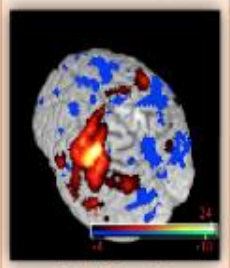
Current Modalities are **Broadcast**-centric



Observer's Brain Activity

VenueGen is **Participation**-centric

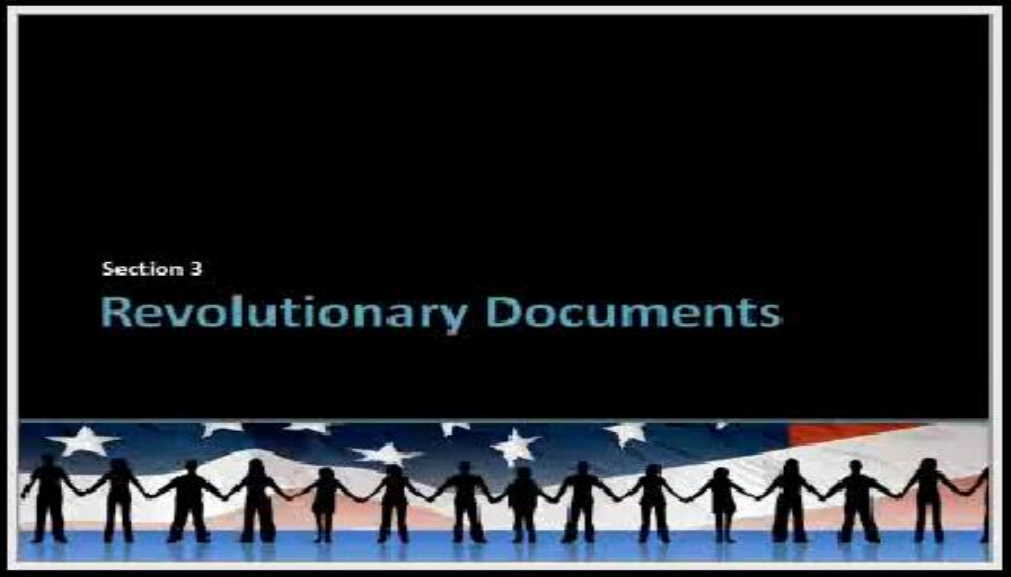




Participant's Brain Activity

"I tell you and you forget.
I show you and you remember.
I involve you and you understand."
– Confucius

Student Directed Discussion



MY COURSE LIST | MY COURSE INFO | COMMUNICATIONS | SIGN OUT

- Social Studies
  - RMP-NC-Civics and Economics-Mr. Barnes
- Science
  - RMP-NC-Physical Science-Mr. Arockiasamy
- Math
  - RMP-NC-Common Core Geometry-Ms Mcleod

Start Date: 9/13/2013 **Target Date:** 1/22/2014

Course Completed 3.7% — Behind | On Target | Ahead

Target Completion 16.46%

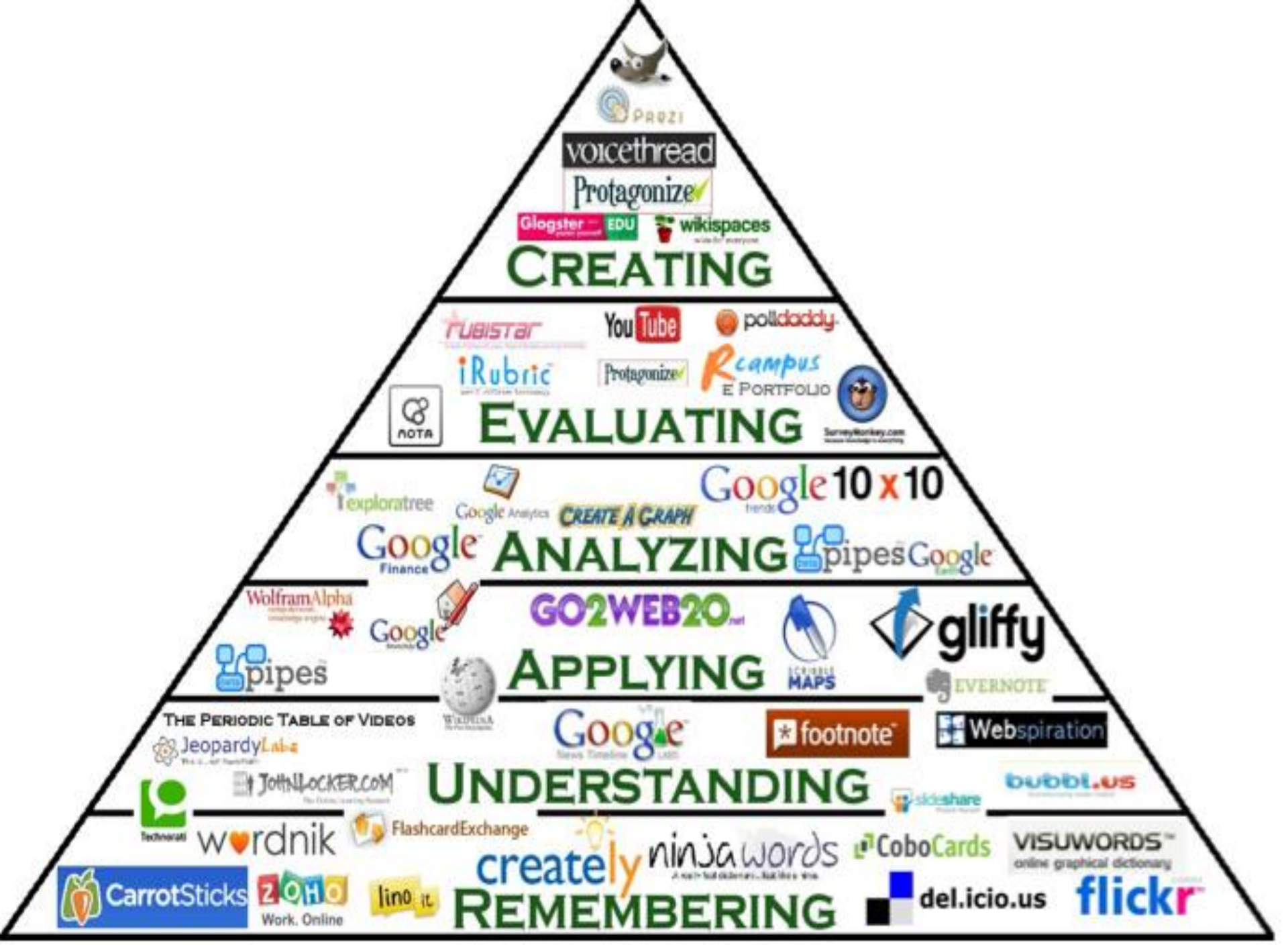
Overall Grade 91.7% — Actual Grade 20.6%

RMP-NC-Civics and Economics-Mr. Barnes

Current Lesson:
Revolutionary Documents

Next Activity:
Practice

Sign Out | Course Map | Next Activity


Prezi
voicethread
Protagonize
Glogster EDU
wikispaces
CREATING
Rubistar
YouTube
polldaddy
iRubric
Protagonize
Rcampus
E Portfolio
NOTA
SurveyMonkey.com
EVALUATING
exploratree
Google Analytics
CREATE A GRAPH
Google 10 x 10
Google Finance
ANALYZING
pipes
Google
WolframAlpha
Google
GO2WEB20
gliffy
pipes
APPLYING
Google Maps
EVERNOTE
THE PERIODIC TABLE OF VIDEOS
JeopardyLabs
Google
footnote
Webspiration
JohnLocker.com
UNDERSTANDING
bubbl.us
slideshare
Technorati
wordnik
FlashcardExchange
CoboCards
VISUWORDS
online graphical dictionary
CarrotSticks
ZOHO
Work. Online
lino it
creately
ninjawords
REMEMBERING
del.icio.us
flickr

Purpose of Reports

This report is designed to inform you about the student's progress toward achieving the New Hampshire Grade Span Expectation (GSEs) Standards. The GSEs along with the skill expectations of your school establish high and challenging expectations for all students; describe what students should know, be able to do, and care about; and serve as a basis for curriculum, instruction, and assessment at the Sanborn Regional School District. The curriculum for each content area is based on the standards relevant to the area. This report however cannot communicate everything you might possibly want to know about your child's progress. This report should be considered with other information you receive from the school such as your child's work, the open house, conferences, and skills checklist provided by teachers throughout the school year. Communication between the family and the school staff is highly encouraged. If you have any questions or concerns, please contact your child's teacher or counselor.

Level	Letter	Numerical	Performance Descriptors for Academic Standards
Exceeding	E	90-100	The student consistently exceeds the performance standards for the grade-level. The student with relative ease, grasps, applies, generalizes, and extends key concepts, processes, and skills consistently and independently.
Meeting	M	80-89.9	The student consistently meets the performance standards for the grade-level. The student, with limited errors, grasps key concepts, processes, and skills for the grade-level and understands and applies them effectively.
In Progress	IP	70-79.9	The student is progressing toward meeting the performance standard for the grade-level. The student is beginning to grasp key concepts, processes, and skills for the grade-level, but demonstrates inconsistent understanding and application of concepts.
Limited Progress	LP	65-69.9	The student is making some progress toward meeting the performance standard. The student is not demonstrating understanding of grade-level key concepts, processes and skills and requires additional time and support.
Not Met	NM	50 – 64.9	The student has not met the standard
Not Yet Competent	NYC		The student is not yet competent
Insufficient Work Shown	IWS		The student has not submitted a sufficient amount of work yet to calculate a grade
Incomplete	I		Incomplete Grade
Satisfactory	S		Satisfactory Performance
Unsatisfactory	U		Unsatisfactory Performance

Let's do a table talk and digital exercise on the *4 As* based upon the standards based report card from New Hampshire:

- What **(A)greements** need to be made?
- What **(A)rguments** are needed?
- What **(A)ssumptions** can you make?
- What **(A)spirations** do you have?

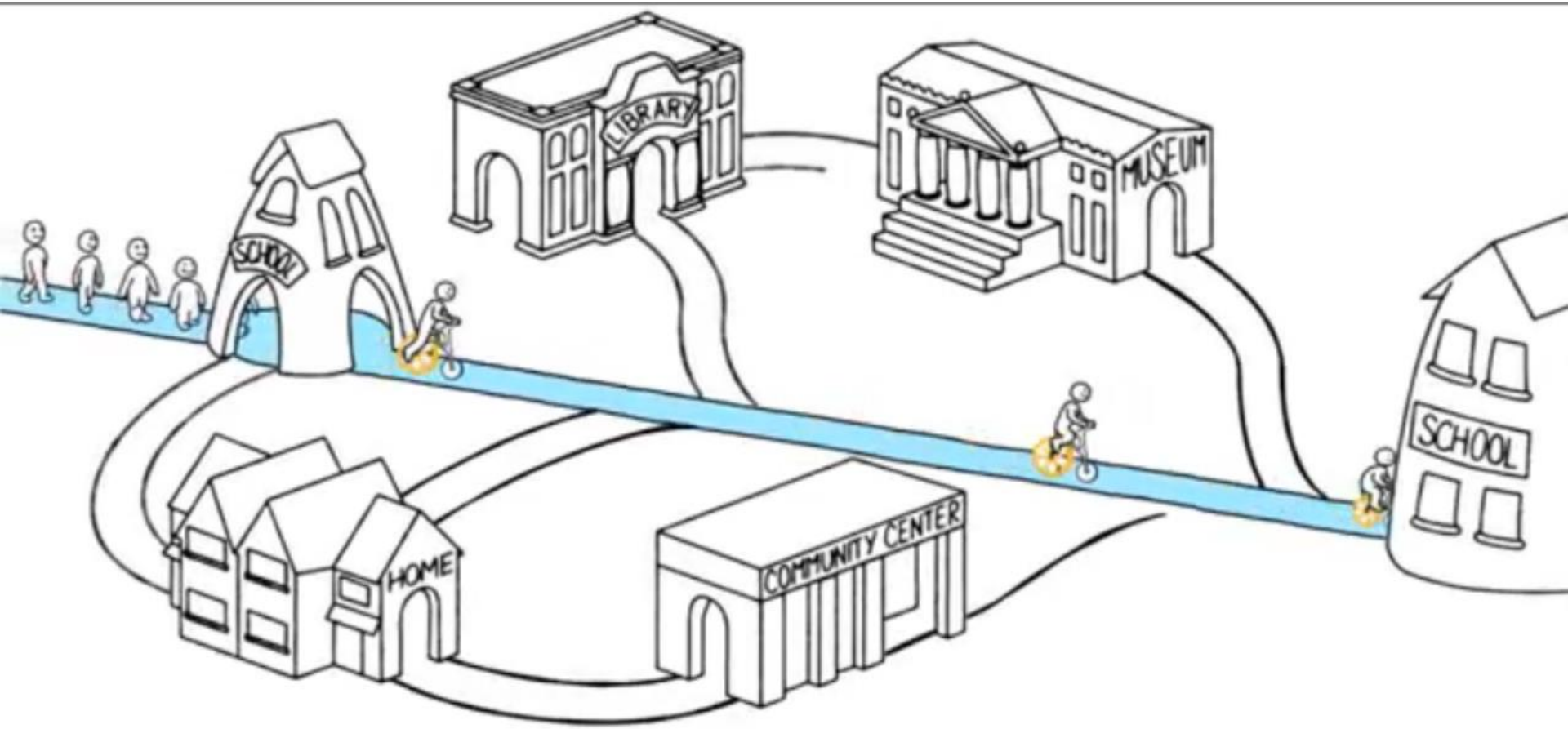
Please table talk, elect a spokesperson, and then we'll record audience reaction on a padlet

Trend #6: An Evolving Ecosystem of Learning

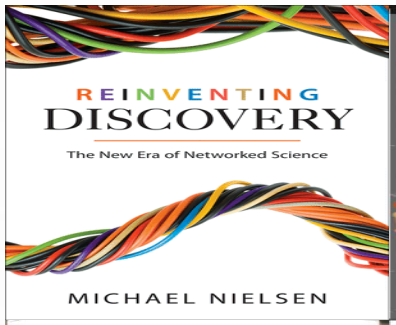
If you had enough resources, you could make the decision to go and live in France. You might also decide to not learn French. You would survive. You would be able to get by, but you would never be a full participant in the community. If you ever found yourself in a competitive situation you would fail. In comparison, remaining digitally un-augmented will leave you at a disadvantage measured in dozens of IQ points in the communities and learning ecosystems of tomorrow.

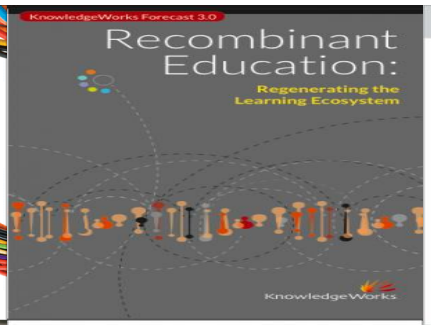
-- Richard Boyd

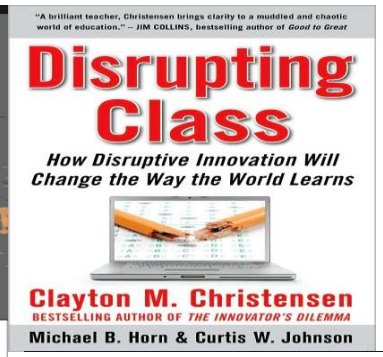
One Vision for an Integrated Learning Ecosystem…

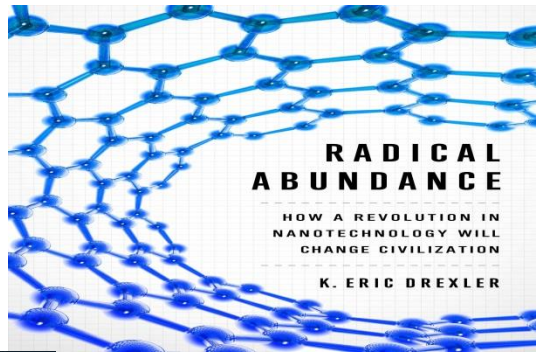


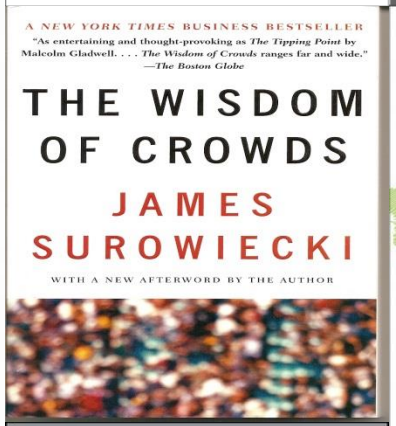
A Summer Break Reading List

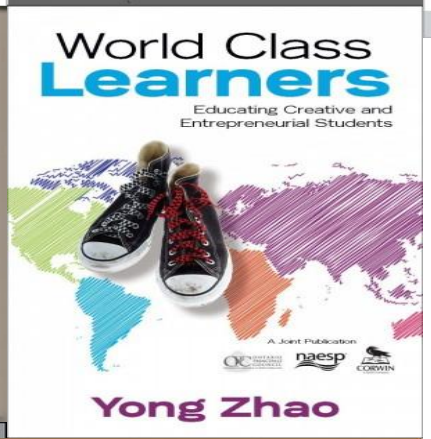


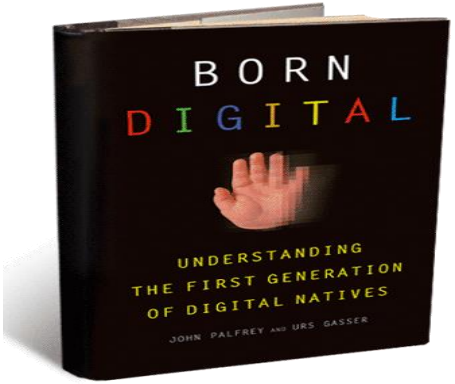


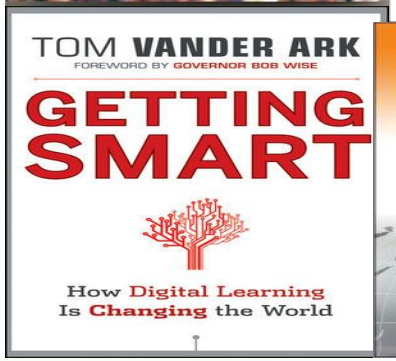


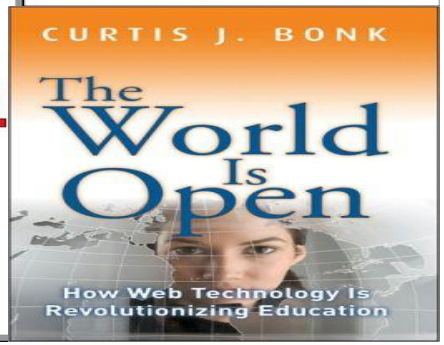












More Students Engaged and On Track

Early results from North Carolina's innovative high schools indicate that not only are more students staying in school - more are graduating ready for college, career and life.

More students stay in school

The annual dropout rate for North Carolina's innovative high schools in 2010-11 was 2 percent - significantly below the statewide rate of 3.43 percent. For early college high schools, it was less than 1 percent. About one of every three innovative high schools -- 37 of 106 -- reported **no** dropouts.

More 9th graders stay in school and advance

Nearly three quarters of all innovative high schools had no 9th grade dropouts in 2010-11, and half promoted every 9th grader to 10th grade. Research shows that 9th grade is when most students drop out, so keeping kids in school through their freshman year is critical to their

School District or County:

All FIND

SCHOOL DATA GO

77

NUMBER OF NORTH CAROLINA NEW SCHOOLS INNOVATIVE HIGH SCHOOLS WITH ZERO 9TH GRADE DROPOUTS IN 2010-2011.

INNOVATOR

THIS ISSUE

ARCHIVE

MGSD Digital Conversion
Academic Success
Frequently Asked Questions
In Perspective
In The News

Summer Connection 2014

Dates are set: July 22-24, 2014

Click here for information

Engage...

Interested in Visiting MGSD.....Click Here!

Rethinking Time/ Teacher of Record

Key Advantages	Generation Schools	Conventional Model
1. **Expanded learning time for all students**	200 days per year	180 days per year
	7-8 hours per day	6-6 ½ hours per day
2. **Small class size in all Foundation Courses**	14-18	28-34
3. **Exceptional college and career guidance**	1,100 hours per student	I-2 hours per student
4. **Technology enhanced learning**	In-class minilabs and more	Limited in-class access
5. **Reduced student load for teachers**	50 or fewer students daily	150 students daily
6. **Reduced course load for teachers**	3 classes per day	5 classes per day
7. **Expanded common planning time**	2 hours every day	Typically 45 min. weekly
8. **High-caliber professional development**	20 or more days per year	2-4 days per year
All without increasing costs.	NYC: $12,403	$12,482

Generation Schools
Dream bigger. Work harder. Care More.

2REVOLUTIONS
Do What You Love For Good

Profiled Innovator: Cristo Rey

Cristo Rey Jesuit College Prep (Houston, TX) serves disadvantaged students in urban communities that operates a Corporate Work Study Program that:

- provides an ***opportunity for students to work and earn 65-70% of their tuition***
- operates as a non-profit employee leasing agent working with 133 corporate partners
- every student works in job-sharing teams of four to cover a standard business week (5 days/mo for each student)

	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1	A	B	C	D	A
Week 2	A	B	C	D	B
Week 3	A	B	C	D	C
Week 4	A	B	C	D	D

So how do you define at ECCO?

What do your students need to know and be able to do in the complex future that awaits them after they graduate?

Identifying Barriers

If there is so much agreement on the definition of success, why aren't institutions already preparing students for this future?

What's preventing you?

"There is nothing more difficult to take in hand, more perilous to conduct, than to take a lead in the introduction of a new order of things, because the innovation has for enemies all those who have done well under the old conditions and lukewarm defenders in those who may do well under the new."

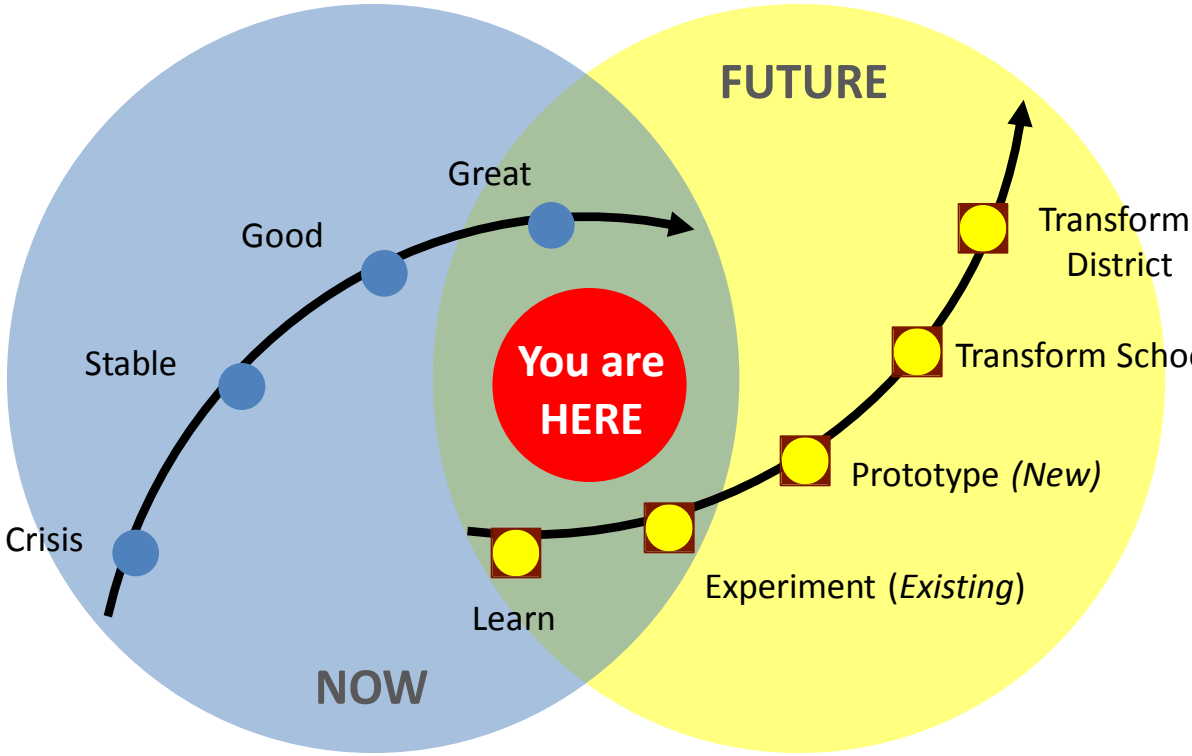
– Niccolo Machiavelli

REMEMBER:
Innovation is a VERB!

A GPS for Next Generation Educators

IMPROVE the System We Have

(Incremental = Diminishing Returns)



INNOVATE the System We Need

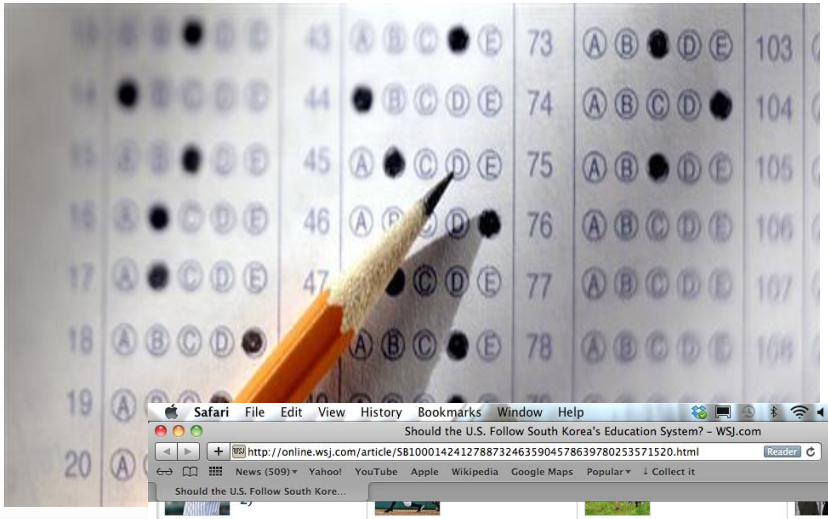
(Cross the Chasm = Difficult, But Promising)

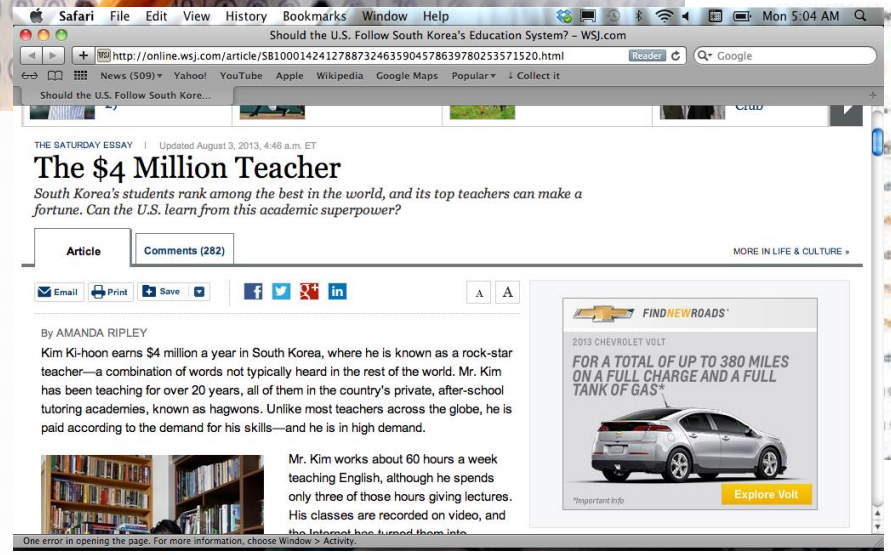
So…where is the innovation?

Why does innovation happen?

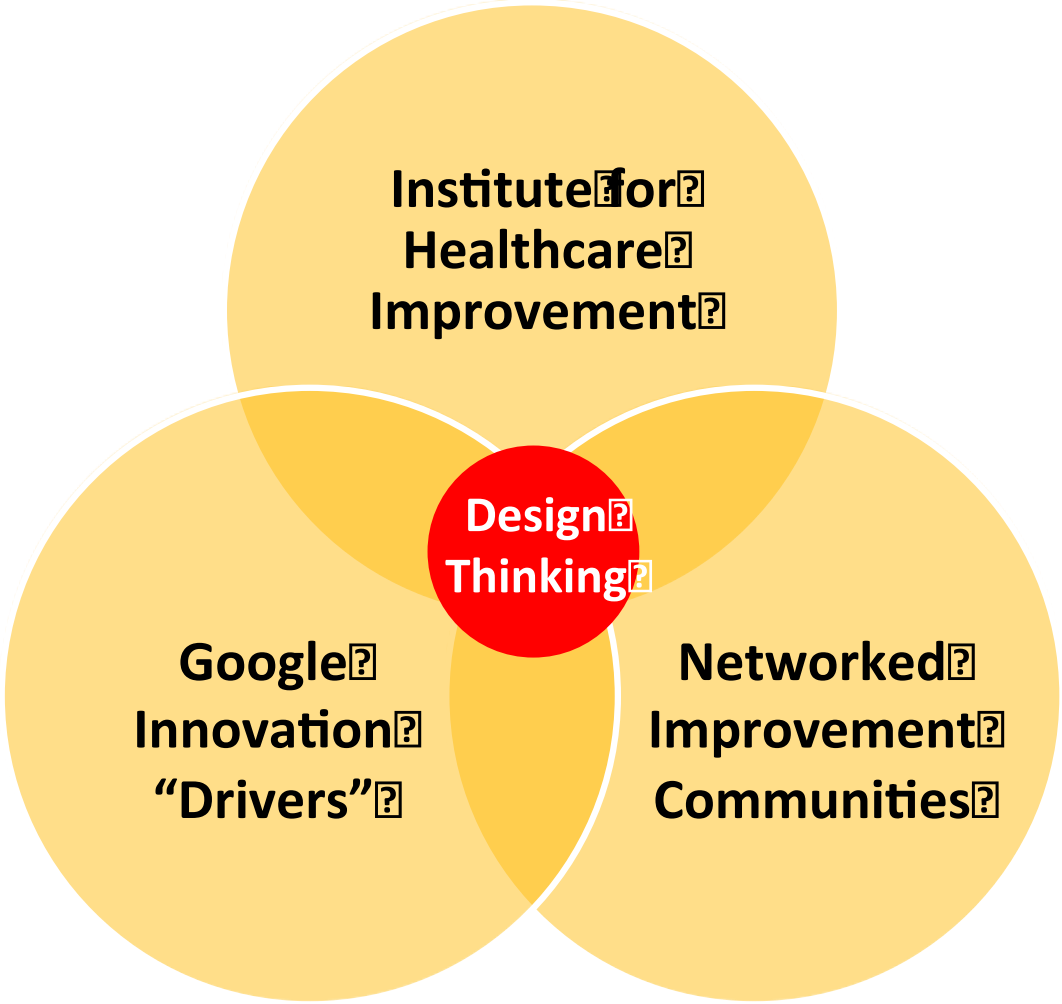
What is the Innovation?

Does it happen in Education?

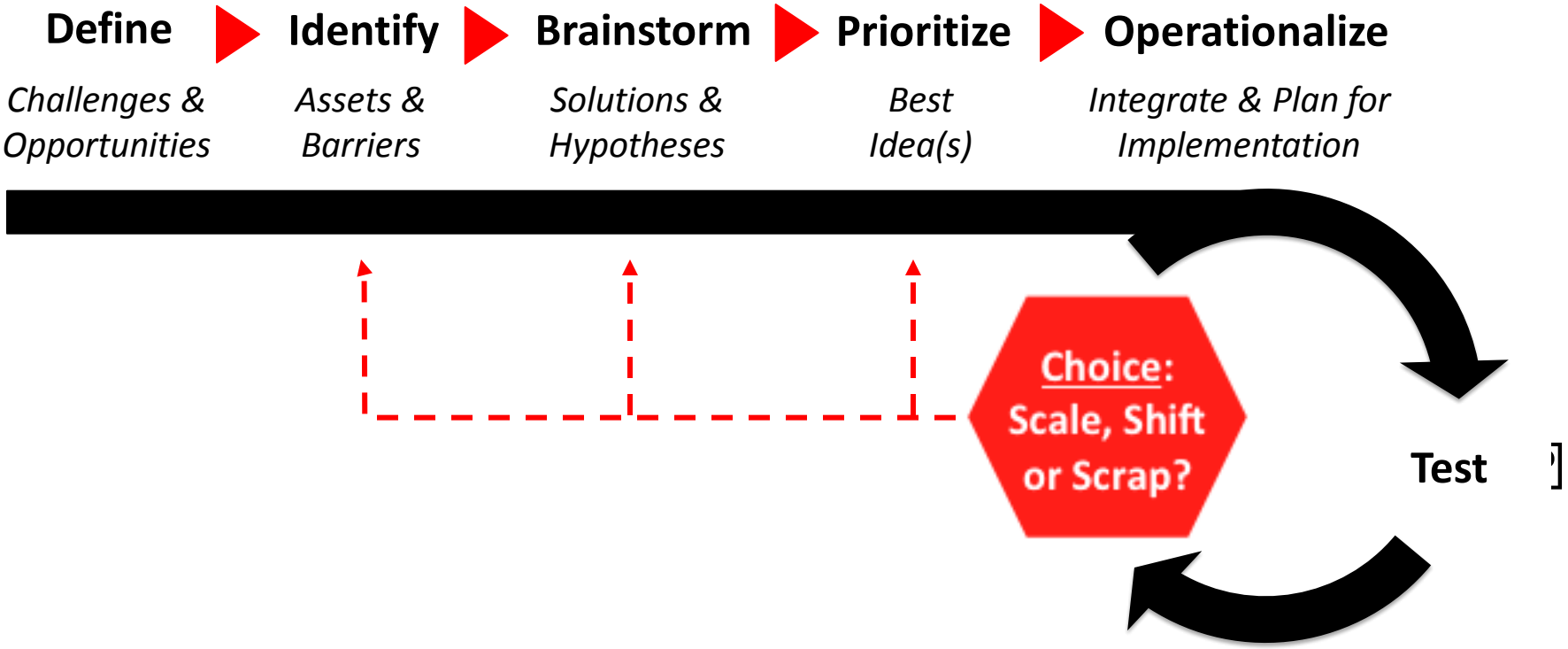




Role of Short-cycle Design



Short-cycle Methodology



Continuously Iterate Via "Short Cycles" to… ***See What Works!***

Short-cycle Innovation: Personalization

Challenge: Alternative school wants to *move toward personalization*, but doesn't know where to start.

Solution/Hypothesis: By using student-facing ILPs combined with online learning, we can personalize learning for all students – to move them further faster.

Prototype: Use an ILP as a living profile of students in 9th grade, allowing them to move based on math readiness using an online module. Conclude 8-week prototype with student-led conferences reflecting on their math learning.

Outcome: A majority of students (~70%) showed greater progress over this 8-week period than in two preceding periods, and the combination of ILP and student-led conferences showed promising increases in student meta-cognition.

Next Step: School elected to Scale their effort – expanding the work to new band of grade 9-10 teachers that will set up a new prototype. Also currently investigating whether the right LMS can serve as platform to manage the work more deeply over time.

Short-cycle Innovation: Explosive Growth of Technology

Challenge: Alternative school wants to differentiate instruction enabled by technology for all learners but is unsure where to start.

Solution/Hypothesis: By using Edmodo, students will be able to manage, track, and showcase student work through badges and groups that allow teachers to check in, coach, instruct, and differentiate activities for all students in a 9th grade English class.

Prototype: Use Edmodo and related tools for 16 weeks with students in the 9th grade English class to assess and deliver differentiated apps, instruction, and peer groups to meet all learners where they are.

Outcome: A majority of students showed greater growth on formative assessments as a result of being provided differentiated ways to showcase learning on Edmodo.

Next Step: School elected to Scale their effort – expanding the work to 9th grade math and will set up a new prototype. Also currently investigating whether they can use Get Clever.com to bring in other assessment and differentiation tools.

Short-cycle Innovation: Ecosystem of Learning

Challenge: Students do not use external town resources or world wide web networks to augment their ability to leverage ecosystems of learning.

Solution/Hypothesis: If students are given access to town resources and experts over the web, they will more likely produce college and career ready skills.

Prototype: Each student in 11th grade will pair up with a town mentor and 4 experts over the web to choose college and career ready adventures using a Google site to track all progress. They will be trained by a teacher/school facilitator who will be charged with ensuring that standards and evidence of learning are collected on the Google site. They will be asked to give quarterly face to face presentations of their progress using Google presenter.

Outcome: Students showed 10% growth on baseline of college and career ready metrics provided by David Conley during a 16 week period.

Next Step: The district intends to expand the mentor and expert services to other sites.

DESIGNING for change

your prototype roadmap

Personalization
Criteria for Success
Blended Learning

2REVOLUTIONS
Do What You Love For Good

From PLC to PLN: Leadership 2.0

What could our budget look like?

What are new budget options?

Start

Finish

1

1st Quarter 2014

Having clearly identify the target market and value proposition, the team decided to focus on raising the school's TQ by collaboratively developing a teacher rubric, refining teacher recruitment & reorganizing the leadership

2

2nd Quarter 2014

Building on the success from the 1Q, the leadership starts the development of a scope and sequence for student product K-12. A teacher coaching process is established, and a pilot for blended learning is identified

3

3rd Quarter 2014

Data from first 2 cycles provides valuable feedback. The board redesigns the school and chief performance assessment criteria, pilot is implemented, and marketing messages adjusted to reflect new narrative

4

4th Quarter 2014

Momentum is building with faculty, families, and donors because of the evidence of leadership and development. Fundraising target is increased because of greater donor engagement and higher quality. Research on master schedule for 2015-16

5

1st Quarter 2015

Record open house participation because of raving fans. New master schedule adopted, hiring for 15-16 is complete, and faculty culture is high.

Business Model Generation

Lean StartUp

Great by Choice

MATCHBOOK LEARNING

What is your current budget news?

What does the budget look like next year?

Start

1

2014

In response to accreditation feedback, build a strategic plan that address the key areas of concern and incorporates the input of all stakeholders. Develop approach, review mission, set goals and framework

2

2015

Finalize plan with implementation schedule. Present the plan to the broader community. Begin implementation of the first phase of the plan. Prepare marketing materials and text for website.

3

2016

Collect feedback from surveys and performance data. Adjust the plan as a "living document" based on new leadership, opportunities and/or threats.

4

2017

Move into second phase of the plan. Establish working groups to determine most effective ways to improve faculty culture and student enrollment.

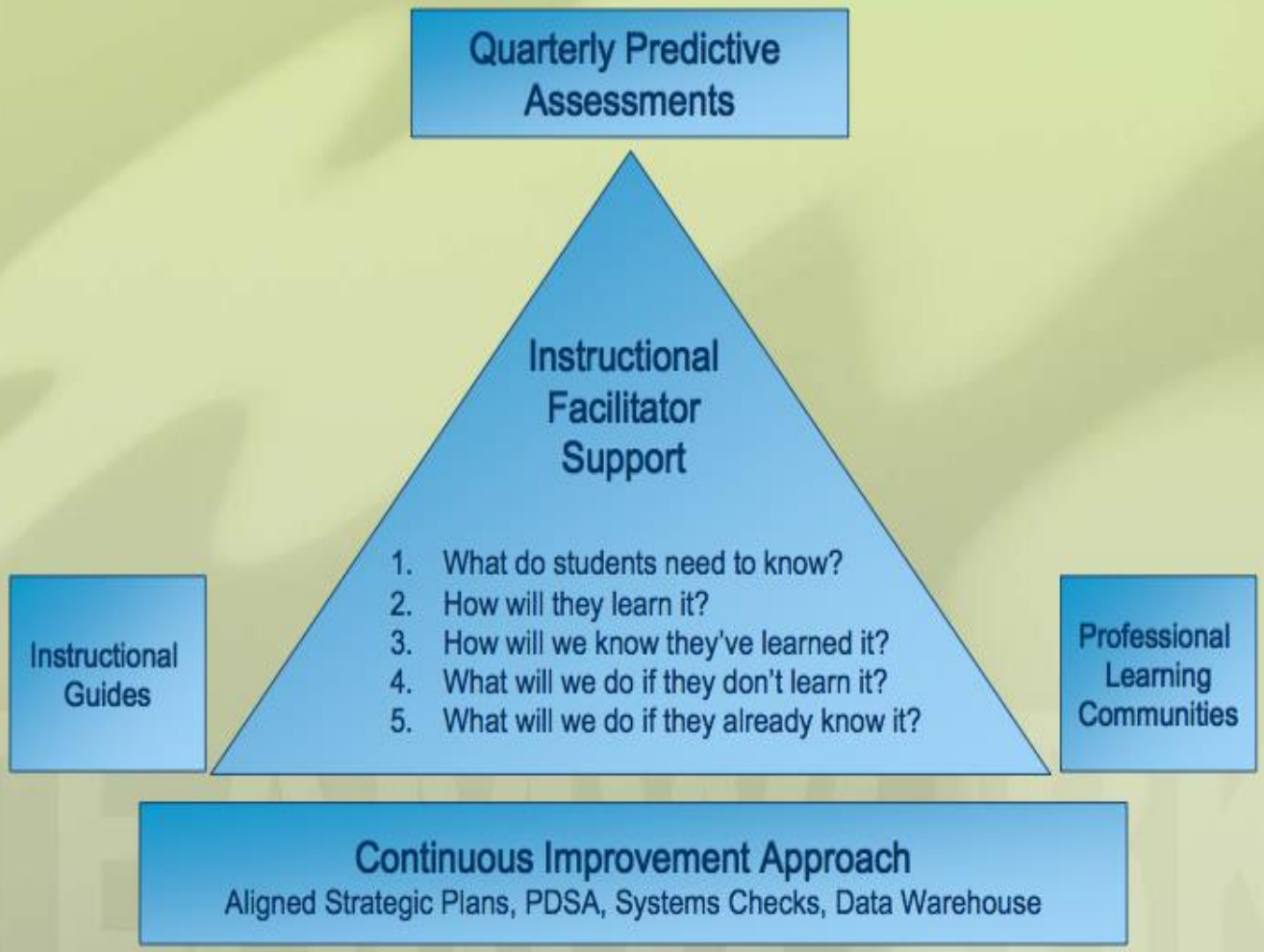
5

2018

Incorporate recommendations into revised planning document. Begin accreditation self-study.

Finish

ISS CIA Model with PLCS



Rationale –

"Throughout our ten-year study, whenever we found an effective school or an effective department within a school, without exception that school or department was part of a collaborative professional learning community."

Milbrey McLaughlin

From Learning By Doing, Dufour, Dufour, Eaker, Many

I-SS Criteria for Setting Up PLC Collaborative Teams

- Same subject or curriculum
- Same grade (if they teach the same subject)
- Must meet together at one hour per week
- Clear parameters, priorities, and products that guide the work of the team toward the goal of improved student learning

Components of I-SS PLC Model

1. Team norms
2. Clearly defined essential learning targets
3. Student performance baseline data
4. Strategic SMART goals
5. PLC mission statement
6. Weekly collaborative team meetings
7. Focus on I-SS Teamwork Matrix requirements
8. Use of PDSA as our continuous improvement process
9. Tightly aligned professional development
10. NSDC professional development format

I-SS Teamwork Matrix

Date/ Week	Action	Person Responsible	Product	Observed by or reported to
By Aug 22 Teacher Workday Prior to Week 1	Establish PLC teams with input from teachers (Std 1)	Principal	Team list	Quality Assurance Department
	Establish PLC team meeting schedules with input from teachers. (Std 1)	Principal	Team meeting schedule	Quality Assurance Department
By Aug. 29: End of week 1	Establish PLC team norms – utilize Learning By Doing (LBD) process and/or template. (Std 1,4)	PLC Chair	Team Norms	Leadership Team

Alignment Between Requirements and Professional Development

PLC requirement:	Aligned Professional Development:
Gap Analysis	..... Data Analysis Coaching ..... Lee Jenkins' LtoJ
Best Practice Strategies	..... Marzano's High Yield Instructional Strategies ..... Coil's Differentiation Strategies
Common Formative Assessment	..... Stiggins' Assessment FOR Learning
Focus on PDSA	..... Continuous Improvement

INSPIRED BETA
a place to design the future of learning

2REVOLUTIONS
Do What You Love. For Good

Explore
KnowledgeBase

Collaborate
Join Networks

Learn
Take a Learning Path

Build
With Design Tools

MY DESIGN KIT

My Networks | My Learning Paths | My Stuff

MY NETWORKS

2Rev team
ACE Change & Innovation Lab
Blended Learning 2Rev
Breakthrough Schools: DC
Chicago Innovative Educator Network
Colorado Springs School
Competency-based 2Rev
Current Students
DALLAS ISD
Delaware Districts
Future Students
GEMS Leadership
LEED Central
Next Gen Learning for Breakthrough School
Talent (staffing)

WHAT'S HAPPENING?

Department Chair Update
April 24 in LEED Central
Department Chair Update

Morning all-- good news story fr...
April 24 in 2Rev Team
Hey there, Stuart and I spent ~6 hrs yesterday working with about ~50 educators from ~6 schools in

Rocks in a Jar
April 23 in 2Rev Team
Hi all -- You may have seen this or something similar, but I invite you all to watch this 1 minute video:

More

SHOW ME SOMETHING COOL

Design Thinking by Tim ...
"Thinking like a designer can transform the way you develop products, servi...

Change is What it Mean...

The Top PLNs with Meeting Times

#lrnchat

#gtchat

#pblchat

#edchat

#collegechat

Leadership 2.0 Web Walk

- INSPIRED and Edmodo
- 90 day cycle – Google Ecology Example
- Fidelity rubric
- Design Tools

Evaluation

http://www.surveyshare.com/s/AYACCHA