Virgin Islands Department of Education (VIDE)

**Personalized Learning Academy**

Center on Innovations in Learning (CIL)

Florida & Islands Comprehensive Center (FLICC)

The Virgin Islands Department of Education’s Strategic Direction calls for personalized learning in several ways. VIDE’s vision states that VIDE “embraces ALL students and empowers them to achieve their fullest potential.” VIDE’s expressed mission is to provide a “safe and nurturing environment, high quality instruction, and continuous supports so ALL students succeed in college and careers as citizens in a globally diverse world.” VIDE’s value statement says: “The VIDE believes our students are the nucleus of everything we do, and through high quality instruction, ALL students achieve their fullest potential.” All of this language points to an education system that focuses on the achievement and growth of each, individual student in a personal way. More specifically, VIDE’s goals and strategies are peppered with endorsements for a personalized approach to education.

**Purpose**: The purpose of the Personalized Learning Academy in the Virgin Islands is to enhance the quality and effectiveness of teachers’ lesson designs and engagement of students and families in order to improve student learning.

**Objectives for School Year 2016-17**

Understanding Personalized Learning

1. Every teacher in the district will understand personalized learning and the components that support it, the research behind it, and the instructional practices necessary to implement it.

Implementing Lessons Including Personalization Strategies and Personal Competency Indicators

1. Every teacher in the district will create, (with feedback), teach, and reflect on a *minimum* of 3 lessons using the online Lesson Design Studio. Lessons and post-teaching reflections are entered in Lesson Design Studio.
2. Create

Each lesson will include one or more of the following Big 3 personalization strategies: (a) Increase Active Student Responding (Choral Response); (b) Use Digital Technology to Personalize Learning (Kahoot); and (c) Students Make Decisions Based on Learning Pictures.

Every teacher will provide peer feedback for at least one lesson design of another teacher and share it with the teacher. Every teacher will have at least one lesson design reviewed. The feedback will be recorded on the Peer Feedback Form (paper version) and later saved in the Lesson Design Studio online system. The purpose of peer feedback is to strengthen each lesson design.

1. Enhance

At least one lesson will be enhanced in the Lesson Design Studio and will include a personal competency indicator selected from the system’s menu.

1. Teach and Reflect

Teachers will teach their 3 lessons.

Teachers will record reflections in Lesson Design Studio.

**Theory of Action**

**If** we (CIL personalized learning experts, FLICC technical assistance providers, district leadership [superintendent and deputy superintendents], district professional development program manager, district coordinators, principals, assistant principals, department heads, and reading specialists) provide training, coaching, and set the occasion for peer feedback for all teachers, **then** teachers will incorporate personalized learning in their lesson designs and instruction, **and** students will demonstrate use of learning strategies.

**Competencies to be Attained by June 6, 2017**

District professional development program manager, district coordinators, principals, assistant principals, department heads, and reading specialists:

1. Will be able to describe personalized learning, its research, and instructional practices.
2. Will be able to describe and demonstrate quality lesson design.
3. Will be able to demonstrate the use of Lesson Design Studio.
4. Will be able to communicate expectations for use of Lesson Design Studio.
5. Will be able to describe and demonstrate 3 specific instructional strategies to support personalized learning (see Objective #2a).
6. Will be able to describe and demonstrate how teachers can enhance a lesson with personal competency indicators.

Teachers:

1. Will be able to describe personalized learning and its importance to their students.
2. Will be able to describe how personalized learning fits within the Virgin Islands’ strategic direction and initiatives for all students.
3. Will be able to create quality lesson designs incorporating personalization strategies.
4. Will be able to enter lessons into the Lesson Design Studio.
5. Will be able to enhance a lesson design by incorporating personal competency indicators.
6. Will be able to provide feedback on a colleague’s lesson design using the Peer Feedback form in the Lesson Design Studio.

**Opportunities to Grow**

In addition to the expectations outlined above for all teachers, the CIL personalized learning experts will provide in-depth training on the four personal competencies and personalization strategies and encouragement for teachers to go beyond the year’s project objectives by:

* entering additional lessons in the Lesson Design Studio;
* adding personalization strategies;
* enhancing more lessons with personal competency indicators (choosing from all four of the personal competencies);
* providing (and receiving) peer feedback on additional lessons to strengthen and build the professional practice of all teachers.

**Note:** Please note that on the Timeline below most dates are indicated as “By” meaning the absolute end date for that activity. Some activities will, of course, be completed by individual teachers well before that date.

**Timeline from February 1 to June 6, 2017**

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| **Date**  | **Activity** | **Description** |
| Feb 1-2 | Training for Trainers—II  | CIL personalized learning experts, FLICC technical assistance providers provide training; district leadership, district professional development program manager, district coordinators, principals, assistant principals, department heads, and reading specialists attend |
| By March 1 | All teachers trained to create basic lesson designs in Lesson Design Studio and use the Peer Feedback form for a self-check | principals, assistant principals, department heads, and reading specialists provide training; all teachers attend |
| By March 15 | All teachers create 3 basic lessons and enter into Lesson Design Studio with personalization strategy included | all teachers with support from principals, assistant principals, department heads, and reading specialists  |
| By March 25 | All teachers provide (and receive) feedback on one lesson for another teacher and enter the Peer Feedback form in Lesson Design Studio | all teachers with support from principals, assistant principals, department heads, and reading specialists |
| March 27-28 | Training for Trainers—III  | CIL personalized learning experts, FLICC technical assistance providers provide training; district leadership, district professional development program manager, district coordinators, principals, assistant principals, department heads, and reading specialists attend |
| By April 15 | All teachers enhance one lesson with a personal competency indicator | all teachers with support from principals, assistant principals, department heads, and reading specialists |
| By May 15 | All teachers teach the three lessons entered into Lesson Design Studio and enter reflections after teaching | all teachers with support from principals, assistant principals, department heads, and reading specialists |
| June 5-6 | Train the Trainers—IV Planning for full implementation in the fall | CIL personalized learning experts, FLICC technical assistance providers provide training; district leadership, district professional development program manager, district coordinators, principals, assistant principals, department heads, and reading specialists attend |