

The Institute @ CESA #1 launched a Personalized Learning Initiative to facilitate the design, implementation and growth of transformative practices that support a student-centered education system based on customizing learning to the individual student level. Such a system will be more effective, dynamic, financially sustainable and better able to meet the needs of today's learners.

Our vision for a personalized learning system includes learning that is aligned with and responsive to individual student readiness and needs and presents the appropriate level of challenge while assuring that success remains in reach. Information is collected from a wide array of sources so teachers can focus their attention and energy on helping learners to develop knowledge, skills and dispositions that hold meaning, purpose and value to the students and position them for life-long success. We have adopted the premise that a personalized learning process must start with in-depth knowledge of the learner, often in the form of a learner profile. Educators and learners partner to create a learning path that is customized to and includes input from the learner. Finally, student progress toward world-class knowledge and skills is measured in the growing competence of the learner rather than solely on seat time and credits.



To make this vision a reality, the Institute @ CESA #1 provides leadership to a regional action network of more than 20 school districts. This approach takes advantage of multiple sites, simultaneously tests a variety of strategies and modules, and allows the network to share research and learning to accelerate the work. Our commitment is to create a model that is scalable across school districts and systems. To achieve this outcome, the Institute has developed a change strategy to guide districts, using our honeycomb model. This strategy is based on change in three stages and three areas.

We are convinced that the work of transforming schools into personalized learning systems must begin at the nexus of learning and teaching. This past year the school districts involved in transformation projects have been engaged in this level of change featuring almost forty projects. The projects are pieces, or innovative modules, that are building blocks for change but do not alone put dramatic pressure on the current system.

In order to build the capacity to move forward, the next stage of change is made in the relationships and roles surrounding learning and teaching. Currently, the Institute @ CESA #1 has engaged with five districts that have begun to pull selected innovative modules together to form parts of an innovative model. This level in the change strategy will inevitably create leverage toward fully changing the system.

Changes to policy and structure are the last stage of change of the strategy. As school districts begin to "bump up" against current policies and structures, we will be advocating for adjustments necessary to support a fully scaled personalized learning system.



Institute website:

<http://theinstituteatcesa1.org>

Here you can find information on our change strategy and design work, past and current events, and knowledge base of work.

This is a list of the projects that are underway in Wisconsin affiliated with the work of the Institute:

[http://www.cesa1.k12.wi.us/cms\\_files/resources/8710\\_DistrictProjects\\_website.pdf](http://www.cesa1.k12.wi.us/cms_files/resources/8710_DistrictProjects_website.pdf).

Watch our video created for Digital Learning Day on the use of digital tools to personalize learning in four school districts:

<https://cesa1230.eduvision.tv/Default.aspx?q=X3Y5NcZVhaD5T6tgadF%252bvg%253d%253d>.

Our work was recently featured in a newspaper article in our local paper, the Milwaukee Journal Sentinel:

<http://www.jsonline.com/news/education/laptops-replace-lectures-in-some-area-schools-ru54mlr-149392325.html>.

Read our blog here: <http://cesa1transformation.wordpress.com/>.

Read our two white papers here:

[http://www.cesa1.k12.wi.us/institute/knowledgebase/institute\\_reports.cfm](http://www.cesa1.k12.wi.us/institute/knowledgebase/institute_reports.cfm).