

SE Wisconsin's Personalized Learning Initiative

May 2, 2012

***Getting Learning Right
the First Time – Every Time***

Our Current System

was not designed to get learning right
for everyone

Uncovering Assumptions

- Why do schools group students by age and move them through the system in batches?

Uncovering Assumptions

- Why do schools confine the learning measured to what is taught in school?

Uncovering Assumptions

- Why do schools wait for students to fail and then offer remediation?

Uncovering Assumptions

- Why do schools hold time as the constant and learning as the variable?

Uncovering Assumptions

- ◉ Who owns student learning now?
- ◉ Why does it matter?

Cooperative Educational Service Agency #1

CESA #1 Call to Action

Contact Us

Innovation Lab Network

Location

Public Transformation Convening 2011



The Institute @ CESA #1

<http://theinstituteatcesal.org>

Mission:

To establish personalized learning as the dominant approach to educating youth

Core Components of Personalized Learning

Learner Profiles
Customized Learning Paths
Progress is Proficiency-based

Continuum of Personalized Learning Approaches and Engagement Levels

Educator Driven



Learner Driven



Personalized Learning as Disruptive Innovation

Transformative Practices

- Rests on new assumptions
- Change is non-linear
- Leads to dismantling, abandonment and/or replacement of some current practices
- Involves new ideas and approaches to key services
- Requires new skill sets, roles and relationships
- Sustained by reallocating resources
- Requires the development/adaptation of new and existing technologies
- Promises high return on investment

Characteristics of First and Second Order Change

First Order Change

- An extension of the past
- Within existing paradigms
- Consistent with prevailing values and norms
- Focused
- Bounded
- Incremental
- Linear
- Marginal
- Implemented with existing knowledge and skills
- Problem and solution-oriented
- Implemented by experts

Second Order Change

- A break with the past
- Outside of existing paradigms
- Conflict with prevailing values and norms
- Emergent
- Unbounded
- Complex
- Nonlinear
- A disturbance to every element of the system
- Requires new knowledge and skills to implement
- Neither problem, nor solution-oriented
- Implemented by stakeholders

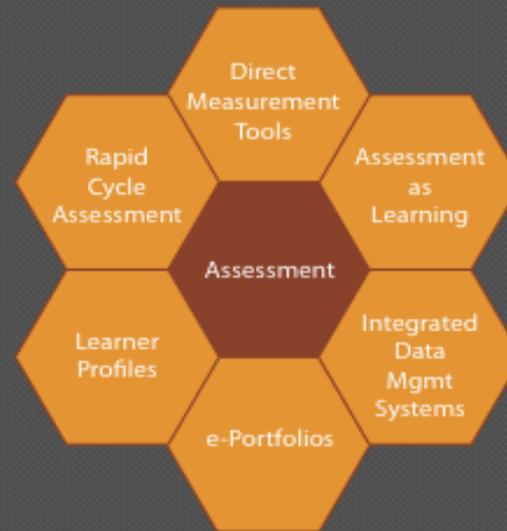
Change Strategy

- ◉ Learning and Teaching
- ◉ Relationships and Roles
- ◉ Structures and Policies

Change Strategy

- Learning and Teaching

- **Innovative *modules***



Change Strategy

- Relationships and Roles

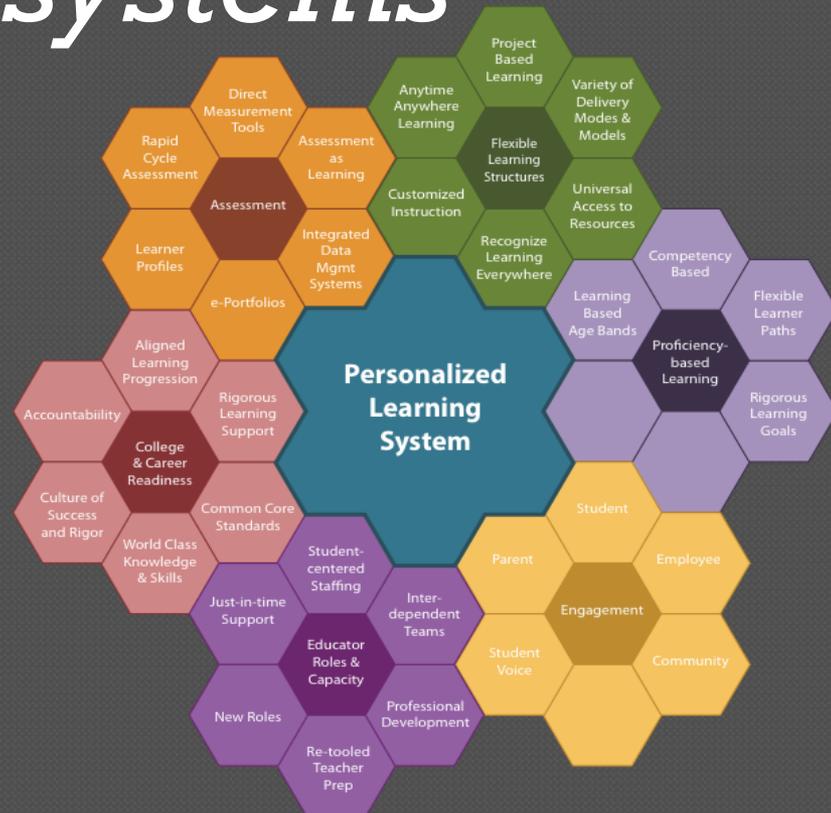
- Innovative *models***



Change Strategy

- Structures and Policies

- Innovative systems*



Where are we now?

- 22 of 45 districts in region actively participating
- 42 projects in various stages of implementation
- 5 districts have moved to integration stage

What is ahead?

- ◉ Develop real time learner profile data & diagnosis system
- ◉ Develop personalized professional learning program for educators
- ◉ Incorporate student voice in design work
- ◉ Explore financial modeling
- ◉ Expand proficiency-based progress practices
- ◉ Document impact of changing system
- ◉ Expand network beyond our region
- ◉ Move more districts to integration stage

The Institute @ CESA #1

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