Agenda (8:45 am-11:45 am)

First Hour:
Introduction to Kaneland CUSD #302, a description of our journey toward personalizing learning experiences for students and teachers, and a review of best practice in teacher professional learning.

Second Hour:
Participants will spend the second hour engaged in small groups, rotating through stations designed to showcase and provide first-hand experience with the variety of professional learning structures currently being utilized in Kaneland CUSD #302.

Third Hour:
The final hour will be allotted to allowing participants to identify application opportunities within their own district and to the creation and/or revision of individual professional learning plans.

The session will include with an opportunities for participants to ask questions and network with colleagues in attendance.
**Session Expectations**

- Share feedback to help us improve
- Ask Questions
- Challenge our Thinking
- Engage in idea sharing
- Modify info. to fit your needs

**Session Outcome**

Participants will understand the impact personalized professional learning for teachers, can have on student achievement and personalized learning opportunities for students in the classroom.
Who Are We?
Mrs. Samantha Aversa, Assistant Principal
Mrs. Courtney Ward, Assistant Principal

Mr. Jake Countryman, Principal
Mrs. Laura Garland, Principal
Mrs. Shelley, Huber, Principal
Mrs. Martne McCoy, Principal

Dr. Sarah Mumm, Director of Ed Service K-5
Mr. Patrick Raleigh, Director of Ed Service 6-12
Kaneland Community Unit School District #302

- 11 Zip Codes
- Founded 1948
- 140 miles²
- 6 Schools
- 8 Townships
- 19 Voter Precincts
★ 4410 Students
★ 12% Low Income
★ 4% Mobility
★ 96% Graduation Rate
★ 2% ELL
★ 13% Students with Disabilities
★ 297 Teachers
★ 86% Teacher Retention Rate
★ 67% Masters Degree or higher
Kaneland 2020 Strategic Plan: “Our WHY”

The mission of Kaneland Community Unit School District #302 is to graduate all students college, career, and community ready.

CITIZENSHIP
As citizens, we have a duty to serve, participate and promote involvement of others in the school, local, national and global communities in a responsible manner.

INTEGRITY
We are people with integrity and are honest, trustworthy, and sincere.

RESPONSIBILITY
We are responsible people, dedicated to making safe and healthy choices, fulfilling our obligations, developing self-respect, and accepting accountability for our actions.

RESPECT
We treat others with honesty, fairness, kindness, and celebrate the diversity that embodies the Kaneland community.

COMMITMENT TO EXCELLENCE
We aspire to reach high levels of achievement by applying critical thinking, putting forth our best efforts, taking pride in our work, reflecting on the results, and incorporating learning into future endeavors.

As Kaneland Knights we hold true to our CORE VALUES.

PERSONALIZED LEARNING
We will create personalized educational experiences with rigor, relevance, and relationship for all students.

- Item a. Kaneland educators will know their students as individuals and actively promote a relevant, rigorous and personalized learning experience. Students will advocate for and own their learning experience socially, emotionally, and academically.
- Item b. Kaneland educators will create leading edge and personalized learning environments. Students will demonstrate 21st century skills.
- Item c. Kaneland has a rigorous process that supports an evolving interdisciplinary context through making positive connections between schools, communities, work places, and global enterprises.

CULTURE
We will strengthen the Kaneland culture in order to cultivate and encourage an environment that promotes alignment to our School District Core Values.

- Item a. Our culture is characterized by ingrained core values that are explicitly taught and modeled with fidelity.
- Item b. Our environment embraces respect for all stakeholders and having systems in place that allows diverse voices to be part of, and to enhance, the decision making process.
- Item c. Kaneland School District is the unifying force that brings together the many communities that we serve. Our environment honors our past, learns in the present, and innovates into a brighter future.

HUMAN RESOURCES
We will attract, hire, and retain the best personnel to serve our diverse student learning needs. Personnel are the foundation of our Kaneland Learning Community.

- Item a. Kaneland has a fair and equitable process for attracting, hiring, retaining, and dismissing personnel that meets the diverse learning needs of our students.
- Item b. Kaneland has a system that promotes excellence (rigor, relevance, and relationships) through orienting, training, and developing staff.
- Item c. Kaneland School District is the unifying force that brings together the many communities that we serve. Our environment honors our past, learns in the present, and innovates into a brighter future.
Our Guiding Question:

How do we meet the unique professional learning needs of almost 300 teachers in an Early Childhood-12th-grade unit district in a way that fosters a common foundational understandings of district initiatives, motivates and inspires teachers to provide personalized learning opportunities for their students and capitalizes on teacher interests and passions?

Best Practice in Teacher Professional Learning NCSD
Action Plan Template

As we’re talking you are going to begin applying info. to your context. You’ll have time at the end to further develop your actions and collaborate with those in the room.
Let’s Get Started
What Educational Actions Have the Highest Student Impact?

- Take a moment to reflect on the list of actions and structures that impact student learning
- Determine the level of impact
- Use the following scale
  - .40 or above would equal one year of growth in one year of school
  - Guesstimate if these impacts have less or more than a year’s growth in a year
Based on the findings by John Hattie, is your district focusing on the right actions?

Our focus is driven by:
1. Building collective efficacy
2. Responding to students and intervention
3. Student and Teacher Clarity
4. Personalized professional development

<table>
<thead>
<tr>
<th>Impact to Student Learning</th>
<th>Actual Impact</th>
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<tbody>
<tr>
<td>Reducing Class Size</td>
<td>.21</td>
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<tr>
<td>Professional Development for Teachers</td>
<td>.88</td>
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<tr>
<td>Collective Efficacy Among Staff</td>
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<tr>
<td>Gaming</td>
<td>.35</td>
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<tr>
<td>Detailed Feedback to Students</td>
<td>.70</td>
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<tr>
<td>Response to Intervention</td>
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<tr>
<td>Class Discussions</td>
<td>.82</td>
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<tr>
<td>Classroom Management</td>
<td>.35</td>
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<tr>
<td>Problem Based Learning</td>
<td>.26</td>
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<tr>
<td>Background Music</td>
<td>.10</td>
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<tr>
<td>Teacher’s Subject Matter Knowledge</td>
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<tr>
<td>Parental Involvement</td>
<td>.55</td>
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<tr>
<td>Teacher Clarity</td>
<td>.75</td>
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<tr>
<td>Self Reported Grades</td>
<td>1.33</td>
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<tr>
<td>1:1 Learning</td>
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Research Basis for Our Work

Our work in developing professional learning structures is influenced by The Institute for Personalized Learning in Southeastern, WI and Learning Policy Institute's work on effective practices in teacher professional learning.

Collective teacher efficacy, identified by Hattie as having a 1.57 effect size, and Jenni Donohoo as essential for supporting student achievement, is key to Kaneland's professional learning structures and is evident in the collaborative nature of our structures.

Learning Forward’s Standards for Professional Learning serve as the foundation for professional learning in Kaneland, guiding the development of opportunities for staff that meet their unique needs, while ensuring results for students.
Foundational Resources

- Simon Sinek - Know Your Why
- John Hattie’s Visible Learning
- Institute for Personalized Learning - Honeycomb Model
- Jenni Donohoo’s Collective Efficacy
- James Rickabaugh’s Personalized Learning
- George Curous’s Innovator’s Mindset
- Bray and McClaskey’s How to Personalize Learning
- I can statements
- Learning Design Academy
- Proficiency Tables
- Honeycomb
- Standards Based Grading
- Canvas Courses
- Academy Structure
- Escape Rooms
Collective Efficacy/Collaborative Inquiry

- I can Statements
- IgKnighters, IgKnighter Conference
- Teacher Cohorts
- Math Continuum
- Admin PD
- All in SIP goals
Now self-identify where you are in terms of foundational understanding about topics covered, where your interests lie, where you have buy-in already in your district and create a customized path to follow during next portion of session (stations). Give a schedule and ask participants to highlight their path for the next hour.
<table>
<thead>
<tr>
<th>Institute for Personalized Learning</th>
<th>Growth Mindset</th>
<th>Collective Efficacy</th>
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<tr>
<td>Honeycomb Construction</td>
<td>Profiles</td>
<td>Canvas Courses and LMS</td>
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<td>- Learner</td>
<td>- Candidate</td>
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<td>Sarah and Jake</td>
<td>Sam and Shelley</td>
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<td>I can Statements</td>
<td>Standards Based Grading</td>
<td>Escape Rooms and Gamification</td>
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<td>- Grading</td>
<td>Sam and Patrick</td>
<td>Sarah</td>
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<td>Martne</td>
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<td>Learning Design Academy</td>
<td>Proficiency Tables</td>
<td>PL Academy Structures</td>
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<td>- Tables</td>
<td></td>
<td>Sarah</td>
</tr>
<tr>
<td>Patrick</td>
<td>Martne and Laura</td>
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Foundational Understanding

Questions/Clarifications

Now Go Explore resources what you’ve written on your action plan for the “How”
Doing Time
Shared Resources From Stations

Honeycomb Station Resources
Gamification Station Resources
Personalized Learning Academies Station Resources
Collaborative Inquiry Team
Proficiency Tables
IgKnighter Conference
Math Continuum
School Improvement Planning
Canvas LMS
Standards-Based Grading, 2
Learning Design Academy
Doing Resources

- Myron Dueck’s Assessment practices that are student driven
- Personalized Learning Institute’s Learning Design Academy
- Garth Larson’s Grading for Impact
- John Meecham’s Edrenaline Rush
- Common Core Companion Books
- First Learning Conference
Application Possibilities
What Type of Learner Are You?

✗ Select a candy bar
✗ Enjoy the sweet treat while you read about the “hidden” application of your selection and your learning style
✗ Time to apply how you learn the best to your action planning
Where We Want to Improve

- Graduate Profile to link and focus on the learner profile and reflection
- More continuum maps
- Customized Path
- Opening Academies
- Pure Personalized Learning Centers
The final hour will be allotted to allowing participants to identify application opportunities within their own district and to the creation and/or revision of individual professional learning plans. The session will conclude with an opportunity for participants to ask questions and network with colleagues in attendance.
Next Steps Resources

- Hamish Brewer’s Relentless
- Learning Personalized: Evolution of the Contemporary Classroom
Any questions?

You can find us at:

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Take our 3 minute survey!

Session ID: 1312

NOTE: Session ID should be in all CAPS and is case-sensitive.
Credits

Special thanks to all the people who made and released these awesome resources for free:

✗ Presentation template by SlidesCarnival