



Personalized Learning

January 15, 2020

² Why?

students' #AsYetImagined futures

Substantial shifts in student “readiness” required for students to effectively navigate changing world of work, learning, and life including knowledge, skills competency, social-emotional skills and agency.

Advances in education

- Learner Variability
- Impact of effective Ed Tech use
- Research on effective practices
- Innovation for Equity

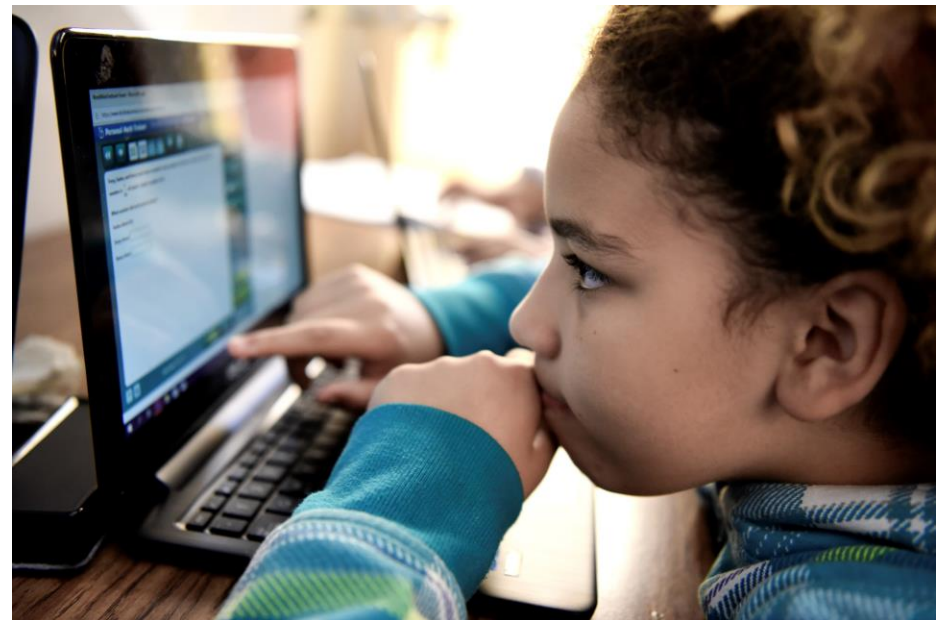
Educational shifts towards competency.

FRESNO UNIFIED SCHOOL DISTRICT **GRADUATE PROFILE**



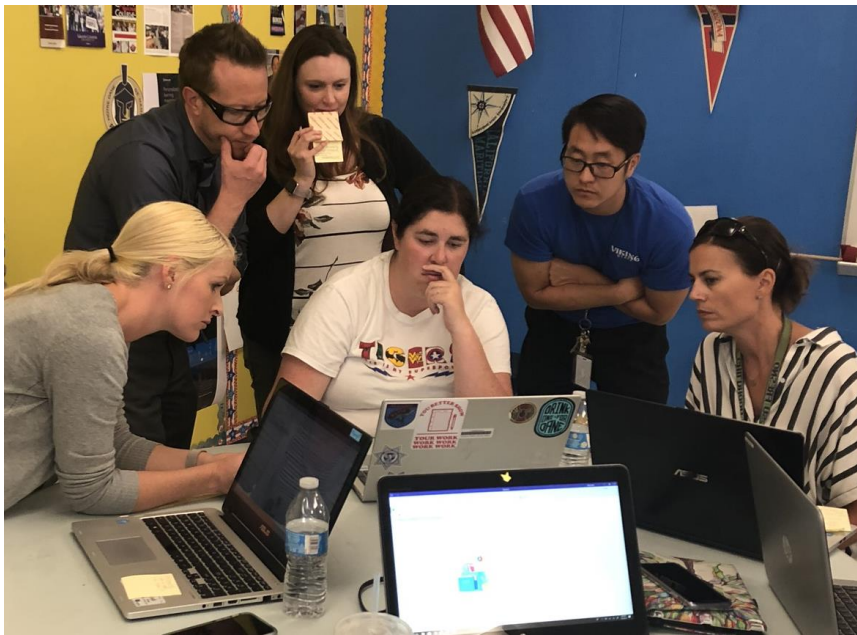
³ What?

PLI is a practice-driven approach to deliver high-quality instruction through teacher application of personalized, blended strategies and effective use of technology to support teaching and learning. As a result, students are taking greater ownership of their learning and developing future-ready competencies.



4 Choice / Agency

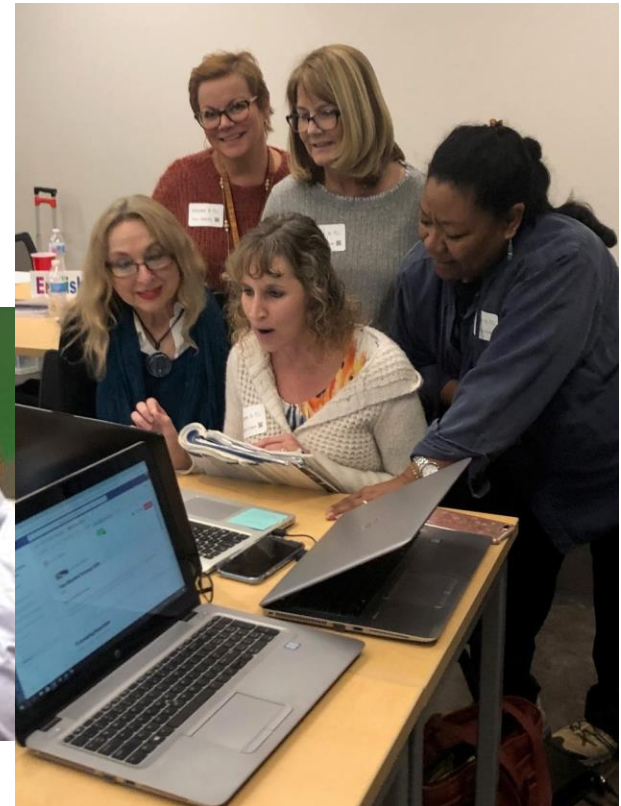
- Teachers own improvement in teaching practices
- Students own their learning



Acknowledge teachers' commitments to continue improving student outcomes

⁵ Supports

- ❑ Teachers participate in professional learning that is affective, experiential, and actionable.
- ❑ Teachers collaborate on practices in PLCs
- ❑ And receive coaching supports

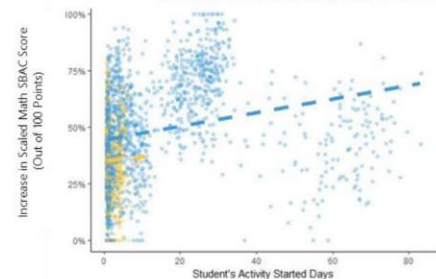


6 Signals of Better Practices

□ Learning Analytics Models & Partnerships “LAMP”



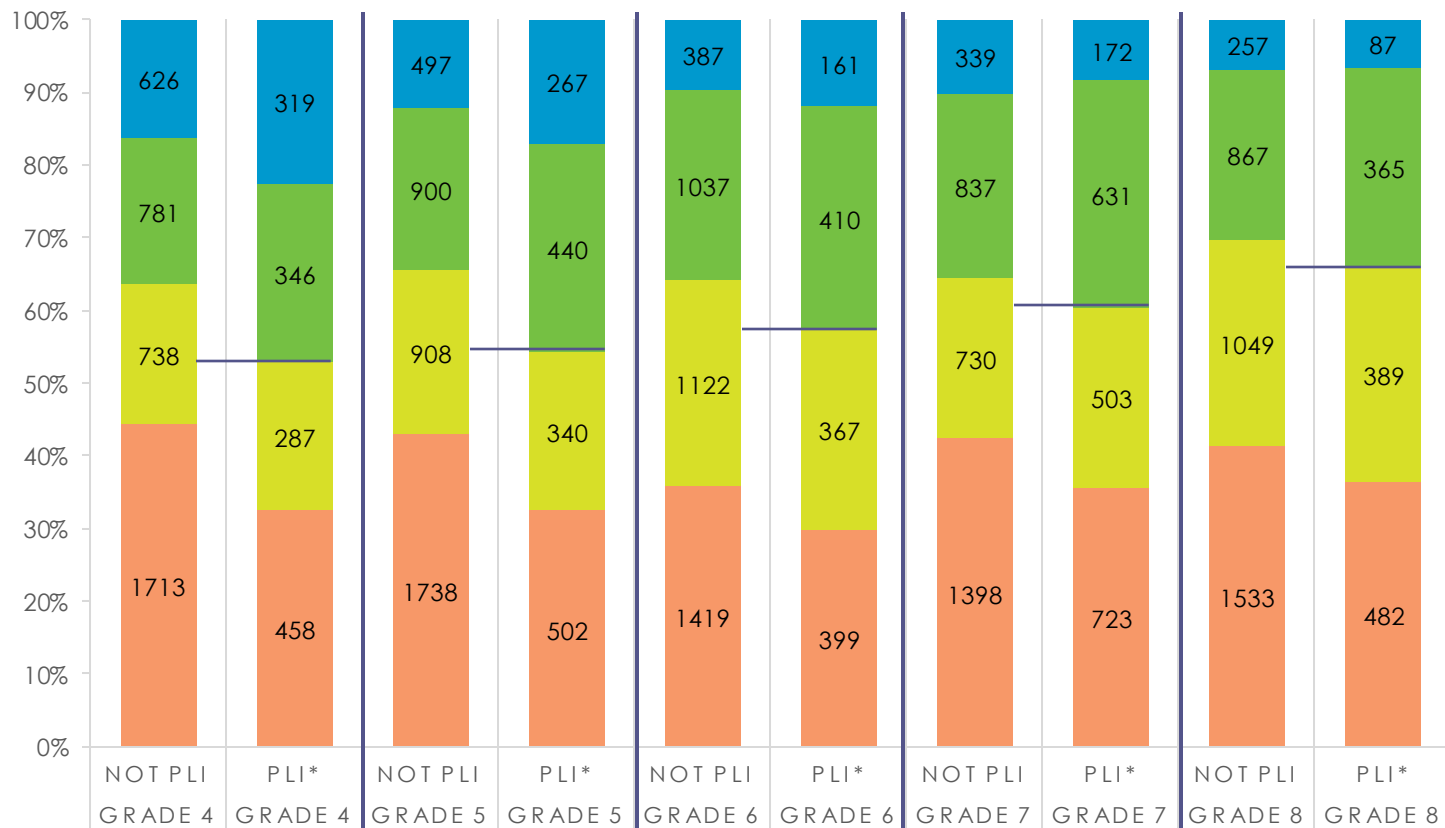
□ Signals like HMMH GoMath logons relative to SBAC math scores



□ Shifts in practices, variations along journeys, and consistent movements to better student outcomes

7 Year 3 CAASSP Results ELA

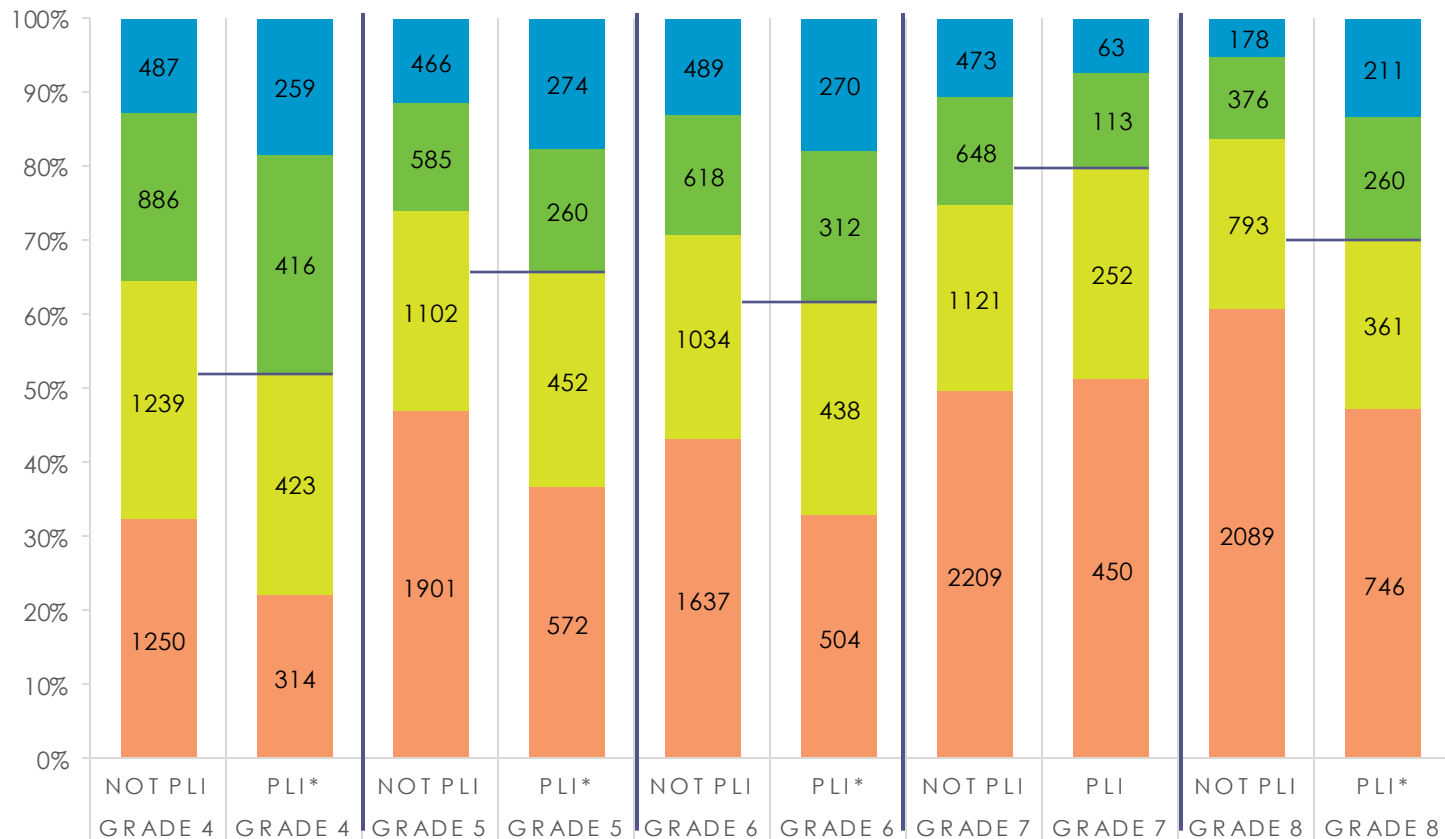
Students, across grades 4 to 8, were on average more likely to meet and/or exceed grade-level standards on CAASPP assessment in classrooms with PLI teacher*.



* 2018 SBAC Score, FUSD. Adjusted for 2018 SBAC score, ethnicity, gender, homelessness, ELL, parents' education level, special education, and had a PLI teacher. See caaspp-elpac.cde.ca.gov for performance levels.

⁸ Year 3 CAASSP Results Math

Students, in grades 4, 5, 6, and 8, were on average more likely to meet and/or exceed grade-level standards on CAASPP assessment in classrooms with PLI teacher*.



* 2018 SBAC Score, FUSD. Adjusted for 2018 SBAC score, ethnicity, gender, homelessness, ELL, parents' education level, special education, and had a PLI teacher. See caaspp-elpac.cde.ca.gov for performance levels.

9 Shared Gains across 3 Years

Over the last 3 years, analytics revealed students were more likely to meet and/or exceed grade-level standards on CAASPP assessment in classrooms with PLI teacher*. These gains were shared among traditionally marginalized subgroups.

Grade-Level	4	5	6	7	8	4	5	6	7	8
Relative Gain	ELA					Math				
AY 16/17	★	★			★		★			★
AY 17/18	★	★		★	★	★	★	★		★
AY 18/19	★	★	★	★	★	★	★	★		★

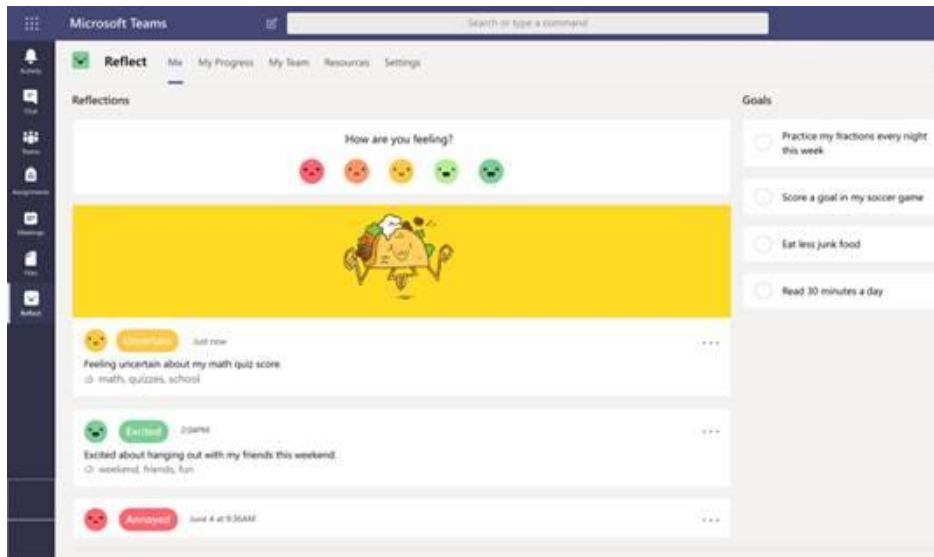
Proportionality	AY 16/17		AY 17/18		AY 18/19	
Group	ELA	Math	ELA	Math	ELA	Math
African-American	★	★	★	★	★	★
Asian			★	★		
Hispanic	★	★	★	★	★	★
White	★					
Special Needs	NA	NA	★	★	★	★

PLI students' average SBAC scores were higher for all groups and grade-levels except grade 7 Math in AY 18/19.

2019 SBAC Score, FUSD. Adjusted for 2018 SBAC score, ethnicity, gender, homelessness, ELL, parents' education level, special education, and had PLI teacher.

¹⁰ Other Outcomes

- Student collaboration, ownership, tech proficiency
- Strengthened collaboration across departments
- Partnering with Ed Tech like Microsoft Reflect app



¹¹ Improving Learning Experiences

Tasks at the depth and rigor of learning targets

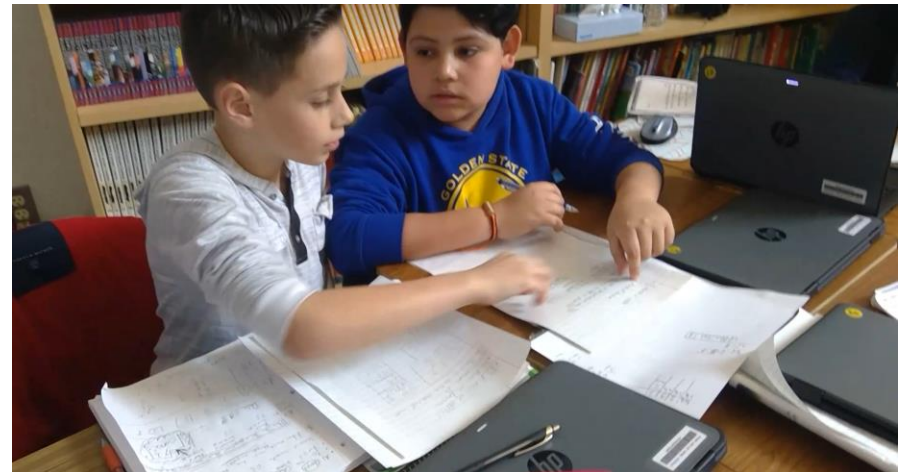
Tasks that engage students in Real World, Problem Solving and Innovation

Voice to inform instruction and shift practices

Reflection on the **PROCESS** and **FUTURE SKILLS** as important as on the **CONTENT**

Meaningful collaboration in **BOTH** face to face and digital spaces

Tech as tool and part of pedagogical strategy, not just "how to" (e.g. collaborative PPT)



¹² Improving Teaching Practices

Whole Group



Targeted Small Group



Collaborative Task



Independent Practice



Sharing Improved Practices

Helsinki, PL Academy, sharing practices at & across sites



14 Going Deeper to Scale Out

- Year 0:** investing beyond chosen ... **choice/commitment across diverse group**
blocking concerns ... address **necessary conditions**
practices socially replicated (e.g., Powerpoint) ... **innovate** professional learning
- Year 1:** performance expectations ... data signals and **research collaborative**
coherence challenges ... clear, compelling communications with stakeholders
and **alignment to district goals**
- Year 2:** innovation versus status quo ... innovation **inside-the-box**; system coherence
- Year 3:** effective practice across sites ... **asset-based network** levered growth
- Year 4:** initiative to scale-out ... **partnering** within and beyond district; leveraging
existing assets

15 Partnerships for Implementation

Owner	Type	Content	Impact and Audience	Days/Hours
Fresno Unified Led by PLI Team with Cross Department Support	Face to Face	Task Enhancement Effective Use of Data to Shift Practice Blended Implementation Reflection and Iteration	Experiential, cross-department and teacher led Optional for all Cohort teachers and Partner Site teachers with high engagement	20 hours Cohort teachers paid by site PLI Partner paid by district
Fresno Unified	Job-Embedded	Whisper Coaching Lesson Study Site Leader engaged	Teachers reflect on learning and have opportunity to apply in safe environment with immediate feedback	1 day/site/month
Education Elements Fresno Unified School Site	Face to Face	Blended Learning Design and Implementation	Teachers across schools collaborate and build and iterate best practices in blended environments	Sub-release for PLI Leads, 6 days over 2 years
School Site	Job-Embedded	Implementation, Reflection and Iteration	Teachers support teachers via modeling, observation, co-teaching and facilitating	Sub-release for Non-PLI leads (1-2 days)
Education Elements Fresno Unified	Virtual Coaching	Coaching for site leader and teachers for best feedback during implementation	Site leaders benefit of hearing varied perspectives	2 opportunities/year

¹⁶ Continued Rollout

18-month Education Elements/PLI Team cycle with each



3-year district support with gradual release

Wave 1

- 2018-2019 26 Sites – elementary all grade levels, secondary subject opt-in

Wave 2

- 2019-2020 2 additional elementary sites, deepening work with Wave 1

Wave 3 (projecting)

- 2020-2021 10-20 elementary sites based on opt-in and shared ownership

Ongoing Waves through 2022-23

¹⁷ ROI: Theory of Action

Theory of Action for Teachers in PLI Cohorts

- Teacher participates in PLI PL¹ sessions which leads to ...
- improved Student CAASPP results and growth in skills
- improved performance of teachers in PLC²

Theory of Action for Sites as PLI Partner Site

- Site lead teachers design model and share blended practices
- by year 3 Site teachers incorporating blended learning
- improved Student CAASPP results and growth in skills

1. AY 16/17 data showed students gained, on average, 6% on SBAC when teacher attended 2 PLI PL sessions (4 hrs)

2. AY 16/17 data showed PLCs gained more than peers if a PLI cohort teacher was in PLC

¹⁸ ROI: Analysis Model and Value

PLI Cohort Model¹

$$\frac{[(\text{improved Teacher practices} \times \# \text{ Teachers}) \text{ for } (\text{improved student outcomes} \times \# \text{ Students})]}{[(\text{PLI TSAs} \times \text{FTE\$}) + (\# \text{ Teachers} \times \text{PL stipends on non-duty})]}$$

- Students by AY: 16/17:12,000; 17/18:17,000; 18/19:20,000; 19/20=22,000
- Approximately \$30/student for annual proportional gains on CAASPP²

PLI Partner Site Model (3-year improvement cycle across 14 ES and 7 MS)

$$\frac{[(\text{improved Teacher practices} \times \# \text{ Teachers}) \text{ for } (\text{improved student outcomes} \times \# \text{ Students})]}{[(\text{PLI TSAs} \times \text{FTE\$}) + (\# \text{ lead Teachers} \times 6 \text{ release days}) + (\# \text{ non-lead Teachers} \times 2 \text{ release days}) + (\text{Ed Elements site contract \$})]}$$

- \$30 per student per year with expected gains in student achievement on CAASPP during 3-year improvement cycle

1. Assumes district makes investments in necessary conditions for modern learning including classroom computers, classroom presentation tech, learner companion devices, and wireless broadband at schools.

2. Annual proportional gain projected based upon 1) AY 16/17 data on impact of PLI PL, and 2) consistent annual

proportional gains across grades 4 to 8.

¹⁹ Partner Sites



Hamilton
Kings Canyon
Gaston
Scandinavian
Tehipite
Tenaya
Terronez
Yosemite

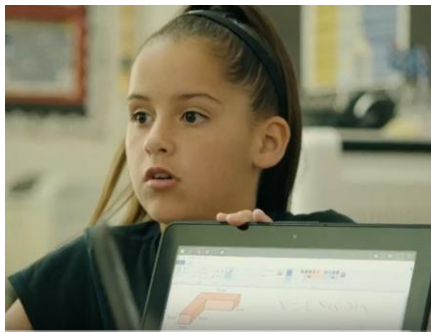
Bullard High
Roosevelt High
Fresno High
McLane High

Cambridge
DeWolf
J.E. Young



Baird
Easterby
Eaton
Kratt
Malloch
McCardle
Slater
Thomas

Vang Pao
Viking
Vinland
Yokomi
Wolters



²⁰ Questions
