

Best Practices — 2017

Submitted by:

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MEVSD Personal Learner Profile Update

At MEVSD, we are transforming education to meet the needs of EVERY learner. The catalyst to approach that mission is Personalized Learning. The development of a Personalized Learning framework is complex and driven with intention to maximize learner centered approaches within our classrooms districtwide. These approaches include (but are not limited to) six high impact strategies - building a foundation of **growth mindset**, redesigning a learner driven school **vision & identity**, co-constructing **standard operating procedures** to build developmentally appropriate levels of autonomy, investing in student self-awareness and agency through **Personal Learner Profiles**, analyzing data to strengthen **Universal Design for Learning**, and increasing learner **voice & choice**. While best practices are often traditionally centered upon helping students learn and master academic content, we are highly invested in additionally fostering a sense of hope, belonging, and engagement among our student body.

Achieving this goal requires we partner with kids to co-construct learning environments and instructional designs that meet their learning needs, while also capitalizing on their individual strengths, passions, and talents. Students must first become self-aware, which emphasized our need for a formal and systematic approach to support students on their journey to know themselves as learners. The Personal Learner Profile is new tool in implementation at MEVSD to attend to this need. Students work with their teachers and support staff to develop awareness regarding their passions, talents, strengths, and areas of growth. Students are also asked to reflect on their academic and nonacademic skills, while provided a goal-setting framework to intentionally improve areas that we know are valuable to the learning process. This not only leverages student voice, but it also gives teachers a chance to understand students' perceived sense of pride, support, hope, and belonging. At MEVSD, we believe that the PLP is a tool that needs revisited throughout an academic year versus a "one and done" approach. Teachers have worked together with their department and teaming colleagues to ensure a cycle of review and revisiting is crafted at a developmentally appropriate level.

The format of our PLP's is captured in a digital portal. It was integral for our learning community to expedite the data export so staff and students could quickly and efficiently access the responses gauged by multiple choice, checkbox, and short answer style questioning. The digital format also enabled archiving capabilities so that teachers could inherit data collected in previous academic years. We feel strongly that this platform will continue to close gaps unintentionally created by inner district and inner school transition, as well as inform future planning preparation, generate higher levels of engagement, inspire relevant project development/lesson design, and increase intentional connections with our students. During implementation, supports for staff and students was critical through large group, small group, and on-demand training and development. We had to make sure accessibility and nimble use was of highest priority, as difficulty of use tends to parallel frequency of use. In MEVSD, we are working hard to maintain those priorities.

Overall, while the tool lives in its first year, we are certainly making adjustments and adaptations to ensure full access, but there is undoubted positive impact already underway! PLP's are revitalizing our commitment to personalizing learning in MEVSD.

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Submitted by: Todd McClay
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Here is some information about Middle School Math at Fredericktown, and how they are improving student achievement.

Teaming: grade level. Closing the Gap style planning.

6th Grade: Following the Closing the Gap series, the general education teacher, intervention specialist, and paraprofessional now meet on a weekly or bi-weekly basis to review formative and summative assessments and to plan instruction that maximizes co-teaching, small group work, differentiation, and hands on activity.

7th Grade: Common plan time, hands-on activities (including hands-on equations), small group work. Plato (online learning system) differentiates by pre-testing the kids and exempting them from topics they already show mastery on. Using previous years data from AIR and STAR throughout the year to determine where students need more support and additional class instruction.

Math Discovery Delivery

6th Grade: 38% of the 6th grade class take math discovery. These kids are proficient or below as determined by STAR and AIR scores. The class focuses on front loading, remediating, skills practice, and in-depth project work. Students also utilize technology to reinforce both basic skills and current content, as well as to prepare for statewide testing.

7th Grade: Station or small group teaching. Story problems, story problems, story problems! Projects to enrich learning. Review of previous skills.

8th Grade: Extra time for homework and individual questions, small group based on gaps, quiz retakes and review, front loading, using Prodigy, Kahn Academy, PHET, Kahoot, and other online applications for reinforcement and practice.

Data driven decision making, high impact instructional strategies are used to promote student achievement. Building goals are aligned to district goals and are based on incremental improvement of our grade card specifically our building performance index.

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To promote student achievement a District Leadership Team (DLT), Building Leadership Team (BLT) and Team Leadership Teams (TLT) were put together last school year. The DLT meets every month from 6:30 – 8:00 a.m. with representatives from each building. The BLTs and TLTs meet at least twice a month, if not weekly. Each grade level created curriculum guides based on the standards, when assessments would be given to students, and how the data will be used. This information is then put in files and shared with the district.

The DLT is split into 3 groups – Leadership, Climate and Culture, and Student Achievement. The task of the DLT is to make sure the tasks given to the BLTs and TLTs are carrying through and reporting this data. This has helped in moving student achievement along.

