



INDIVIDUALIZED LEARNING PLAYBOOK

A Quick Guide for IDEA Staff to Support
Individual Student Growth and Achievement

SY '15-16



INDIVIDUALIZED LEARNING PLAYBOOK

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INDIVIDUALIZED LEARNING PLAYBOOK

Notes From the Program Team

Dear IDEA Team & Family,

It is with great pleasure that we present our first-ever Individualized Learning Playbook. At IDEA, we know that closing the achievement gap means supporting and facilitating each student's *individual* growth. The Individualized Learning Playbook is a key resource for that task. Leveraging the Playbook will help us to better support our students as they close learning gaps and push achievement boundaries.

The Individualized Learning Playbook is not just a book - it's also a functional, interactive resource. Inside this booklet lies information about the people, programs, and philosophies that help our students grow into self-driven learners. The Playbook also contains a yearlong scope and sequence, best practices in and outside the classroom, and a bundle of templates and other tools. Altogether, it's a comprehensive guide to ensuring all IDEA students grow into independent, lifelong learners.

As an educational approach, individualized learning encompasses the entire campus. We wrote the Playbook with this in mind; everyone from AP teachers to AR Zone facilitators to Academy principals and more will find resources tailored to their role in the Playbook. Together, we can reach every student at their own level and give them the gift of a lifelong love of learning.

Pablo Mejia

Pablo Mejia
Director of Individualized Learning



INDIVIDUALIZED LEARNING PLAYBOOK

Dear IDEA Team & Family,

IDEA is flourishing at a rapid pace. As we continue to expand, I like to think of the things that keep us anchored - our strong college-going culture, our dedication to improvement, our investment in our communities, and above all, our commitment to closing the achievement gap. The common thread of these "IDEA anchors" is that they exist across the entire district - from kindergarten to senior year, Brownsville to Austin. Individualized learning is quickly becoming another IDEA anchor.

Individualized learning - the practice of meeting every student at their just-right instructional level - takes many forms on our campuses. We see it in classrooms with programs like Direct Instruction and Catalyst, where small groups of students benefit from levelled teaching. We also see it in blended learning programs, from AR Zones and iLearning Hotspots in Academy to in-class learning via adaptive instructional technology in College Prep. Finally, we see Individualized Learning in our approach to teaching and learning. We strive to empower students to discover, learn, self-correct, and reach further, all on their own.

Despite the many facets of individualized learning at IDEA, it has one goal: to help all IDEA students become independent, lifelong learners. I encourage all of you to keep this goal in mind in your daily work. By meeting learners at their just-right level, we are giving them the confidence they need to take ownership of their education. This is a gift that lasts a lifetime.

Dolores Gonzalez

Dolores Gonzalez
Chief Program Officer

INDIVIDUALIZED LEARNING PLAYBOOK

How to Use this Playbook

LEARN

Learn all about individualized learning (IL) at IDEA Public Schools in Part 1 of the Playbook. You'll find information on:

- What IL really is
- How IDEA promotes IL
- The role of our Race to the Top-District Grant
- And more



DISCOVER

Discover what you as a teacher, facilitator, or school leader can do each month to ensure students are on track to becoming independent, lifelong learners. Part 2 of this book is a monthly IL scope and sequence for the whole school year.



TRACK

Track your progress each month. Meeting monthly benchmarks ensures you're doing your part to give students the lifelong gift of being able to drive their own learning.



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Part 1: All About Individualized Learning at IDEA Public Schools

Individualized Learning in Context

The Field of Individualized Learning

Individualized learning, or what some call “personalized learning,” is becoming one of education’s top buzzwords. The phrase is headlining articles, cropping up at conferences, and materializing in school districts across the nation. But what exactly is individualized learning, and how does it help students?

By definition, individualized learning is instruction that meets students at their own level. It keeps students accountable to the same learning goals, but allows them to move toward those goals at their own rates. The U.S. Department of Education gave a useful explanation in 2010:

“Individualized learning means instruction is paced to the learning needs of different learners. Learning goals are the same for all students, but students can progress through the material at different speeds according to their learning needs. For example, students might take longer to progress through a given topic, skip topics that cover information they already know, or repeat topics they need more help on.”

IDEA reflects the individualized learning philosophy in one of our favorite sayings: **“High expectations for all, a path and pace for each.”** We meet students where they are and get them where they need to be.

The reason behind all the excitement is simple - individualized learning is effective. Turn the page to see some of the top ways that individualized learning benefits students, teachers, and entire school systems.

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Part 1: All About Individualized Learning at IDEA Public Schools

The Power of Individualized Learning

- ✓ **It engages students of all ability levels.** All students learning at their own levels means all students are challenged and supported in the ways they need.
- ✓ **It multiplies the impact of teachers in the classroom.** In an individualized learning setting, teachers know just where their students are at all times. That means they can deliver the knowledge and skills students need most.
- ✓ **It reduces the risk of students “falling through the cracks.”** With individualized learning, all students operate at - and are held accountable to - their just-right levels.
- ✓ **It empowers students to monitor and drive their own learning.** Students keep tabs on their progress toward goals, which gives them ownership over their education.
- ✓ **It prepares students for success in a 21st century world.** Many individualized learning programs are technology-based, giving students valuable experience with a variety of different learning environments.
- ✓ **It gets results.** Research suggests that schools with successful individualized learning frameworks see improvement in student performance¹. Individualized learning seems to be especially effective for at-risk students².

¹ Adams, Caralee. (2007, September). Individualized Learning. *Scholastic Administrator*. Retrieved from <http://www.scholastic.com/browse/article.jsp?id=3757049>.

² Hamby, J. V. (1989). How to get an “A” on your dropout prevention report card. *Educational Leadership*, 46 (5), 21-28.

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Part 1: All About Individualized Learning at IDEA Public Schools

Individualized Learning at IDEA Public Schools

Our Core Beliefs

Individualized learning is as much a mindset as it is a programming framework. At IDEA, three core beliefs underpin all our individualized learning plans and actions.

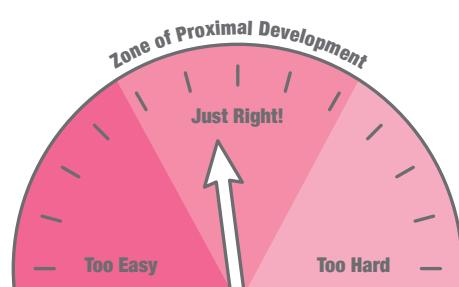
1. Successful students embrace a growth mindset.

When students believe that learning is correlated to *effort* rather than inborn talent, they do better. They set goals, track their growth, take charge of their learning, and celebrate success. These students know that closing the gap between their current skill level and their college-ready skill level is the most important part of their educational journey.



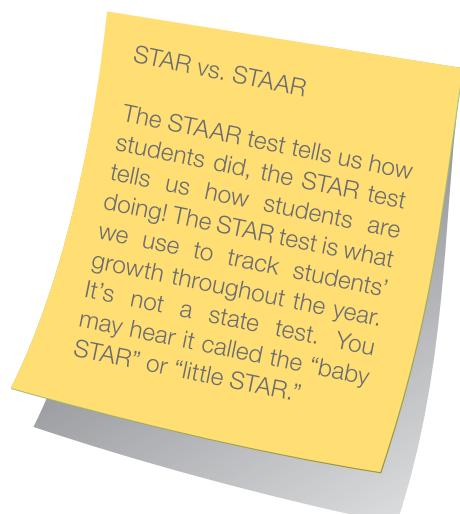
2. Students learn the most when the material they study lies within their Zone of Proximal Development (ZPD).

ZPD activities lie just beyond what a student can do without help. Tasks that are too far beyond students' abilities leave them frustrated; tasks that are too easy make them bored. Individualized learning utilizes students' zones of proximal development to ensure they are always challenged and rarely disengaged.



3. Teachers, students, and parents need to understand where students are and what they need to learn next.

IDEA has a data-rich culture that uses multiple data sources to make instructional decisions. One of our most powerful tools is the Renaissance STAR Math and Reading assessment. This nationally-normed, 30-minute, adaptive assessment is taken by all 1st–12th grade IDEA students at the beginning, middle, and end of the school year. Unlike state tests, (STAAR/EOC) the STAR assessment lets us know where students are now.



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Part 1: All About Individualized Learning at IDEA Public Schools

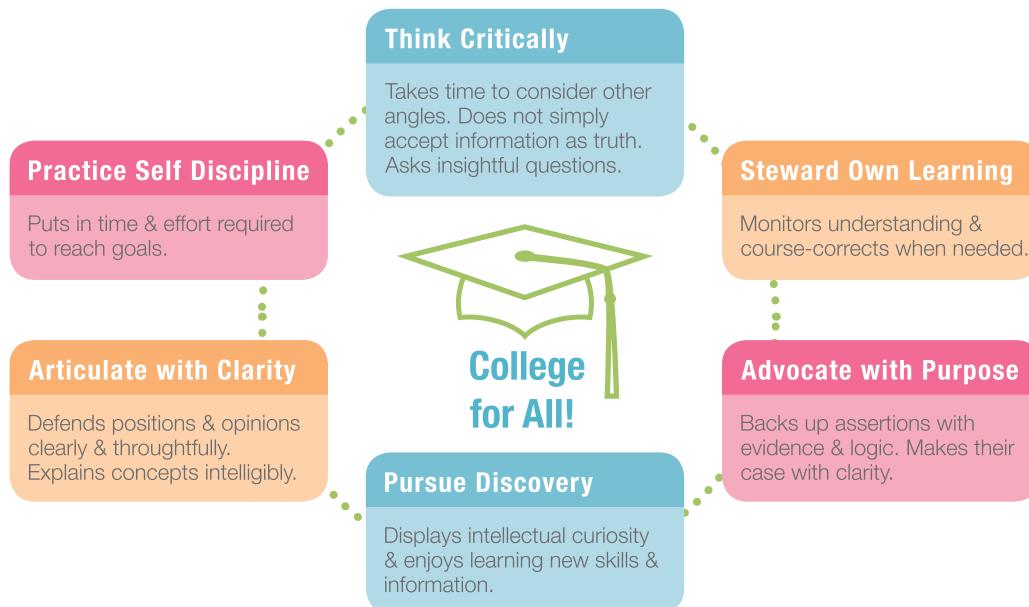
Vision and Goals of Individualized Learning at IDEA

Our Vision:

Students will graduate from IDEA Public Schools as independent lifelong learners who think critically, steward their own learning, advocate with purpose, pursue discovery, articulate with clarity, and practice self-discipline.

IDEA's mission is to prepare students for success **to and through college**. Experience and research tell us that college persistence hinges on more than intellectual ability. It's also about having the right mindset. For example, studies have found that students with more grit (defined as dedicated pursuit of goals despite setbacks) tend to have higher college GPAs, even compared to their "smarter" peers who did better on the SAT³.

For these reasons, we believe that students who display the habits of independent, lifelong learners are more likely to do well in college. Furthermore, we believe those skills can be taught. This is the vision of individualized learning at IDEA: that all students graduate with not only knowledge, but also habits and skills that ensure college success.



This composite reflects skills displayed by independent, lifelong learners. Our aim is to help students develop these skills so they're prepared to succeed in college.

³Duckworth, Angela L., Christopher Peterson, Michael D. Matthews, and Dennis R. Kelly. "Grit: Perseverance and Passion for Long-term Goals." *Journal of Personality and Social Psychology* 92.6 (2007): 1087-101. Web.

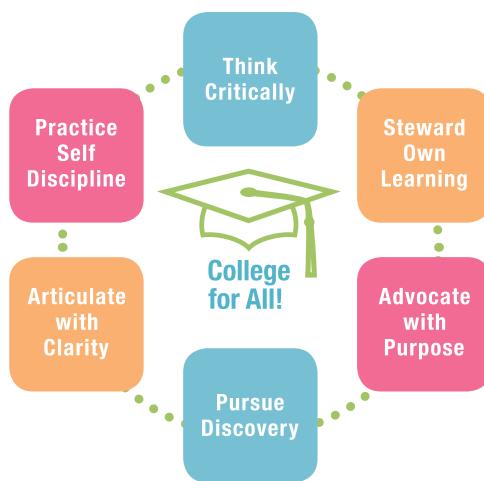
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Part 1: All About Individualized Learning at IDEA Public Schools

The IDEA Graduate Profile - An Ongoing Conversation

What does a successful IDEA graduate look like? We've had phenomenal success with supporting our students to matriculate in college, but, like many other districts, the majority of our alumni are challenged to persist in college and to graduate in four years. So how do we best support our students to be successful through college?

We on the Program Innovation Team have taken a first step toward answering this question. We've spent months developing a list of the skills a successful graduate:



This profile captures many skills critical to life success, but it's not a complete picture. People throughout our community are talking about how we move the needle on college success, and we look forward to partnering with you to discuss, debate, and refine this list of core skills. We want to hear your thoughts on the IDEA graduate profile. Together, we can close the achievement gap by sending students to college with the skills they need to succeed.

Share with us your own stories that highlight the skills and mindsets that helped you succeed on your journey through college and to IDEA. Email: individualizedlearning@ideapublicschools.org

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Our Annual Goal:

IDEA students in grades 1st-12th demonstrate an average growth of 1.5 years on the end-of-year Renaissance STAR assessment⁴.

Why We Measure Growth

When assessing the effectiveness of our individualized learning programs, we measure growth rather than attainment because...

- ✓ **It rewards progress.** Individualized learning empowers students to close their own learning gaps. Measuring growth highlights these kinds of achievements.
- ✓ **It's prescriptive.** Growth data lets teachers gauge the level of support that individual students require. For instance, data from the mid-year STAR test can be used to target interventions and acceleration activities in preparation for state testing.
- ✓ **It's informative.** Measuring growth offers a wealth of information. The STAR test is given at least three times a year, often more. Because of this, STAR results map both achievement and progress.
- ✓ **It's not redundant.** Other assessments, such as state tests and benchmarks, already measure attainment. Measuring growth provides new information.

The STAR test, administered three times a year by individualized learning staff, reveals student progress in both math and reading. We strive for an average growth of 1.5 years for our whole district. Meeting this goal ensures that our students are catching up on difficult concepts, mastering grade-level objectives, and challenging themselves to reach further.

⁴This goal may vary by grade level, individual student proficiency, or based on other factors.

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Part 1: All About Individualized Learning at IDEA Public Schools

Making Our Vision a Reality

The following working definition captures the key features of IDEA's approach to individualized learning:

Individualized learning at IDEA Public Schools is **differentiated instruction** combined with **diversified learning experiences** that authentically engage students and lead to **ownership** of their own learning.

Differentiated Instruction: Differentiated instruction means teaching in the way that best fits the learner. This can refer to content delivery, such as targeting different objectives for different students, and instructional style, such as adapting delivery to fit students' different learning styles.



Diversified Learning Opportunities: IDEA offers a wealth of learning experiences. Students spend time driving their own learning, internalizing content shared by teachers, and collaborating with peers. They learn on computers, in classrooms, and in the field —often all in the same day. This variety prepares them to transition to the self-driven learning that is expected in college and after.



Student Ownership of Learning: In college, students are expected to manage their own learning - seeking help when needed, studying purposefully, planning their degree, and more. Students accustomed to teachers who monitor their performance and hold them accountable can have difficulty adjusting. The earlier we can release responsibility to students, the more prepared they will be for the transition to college.

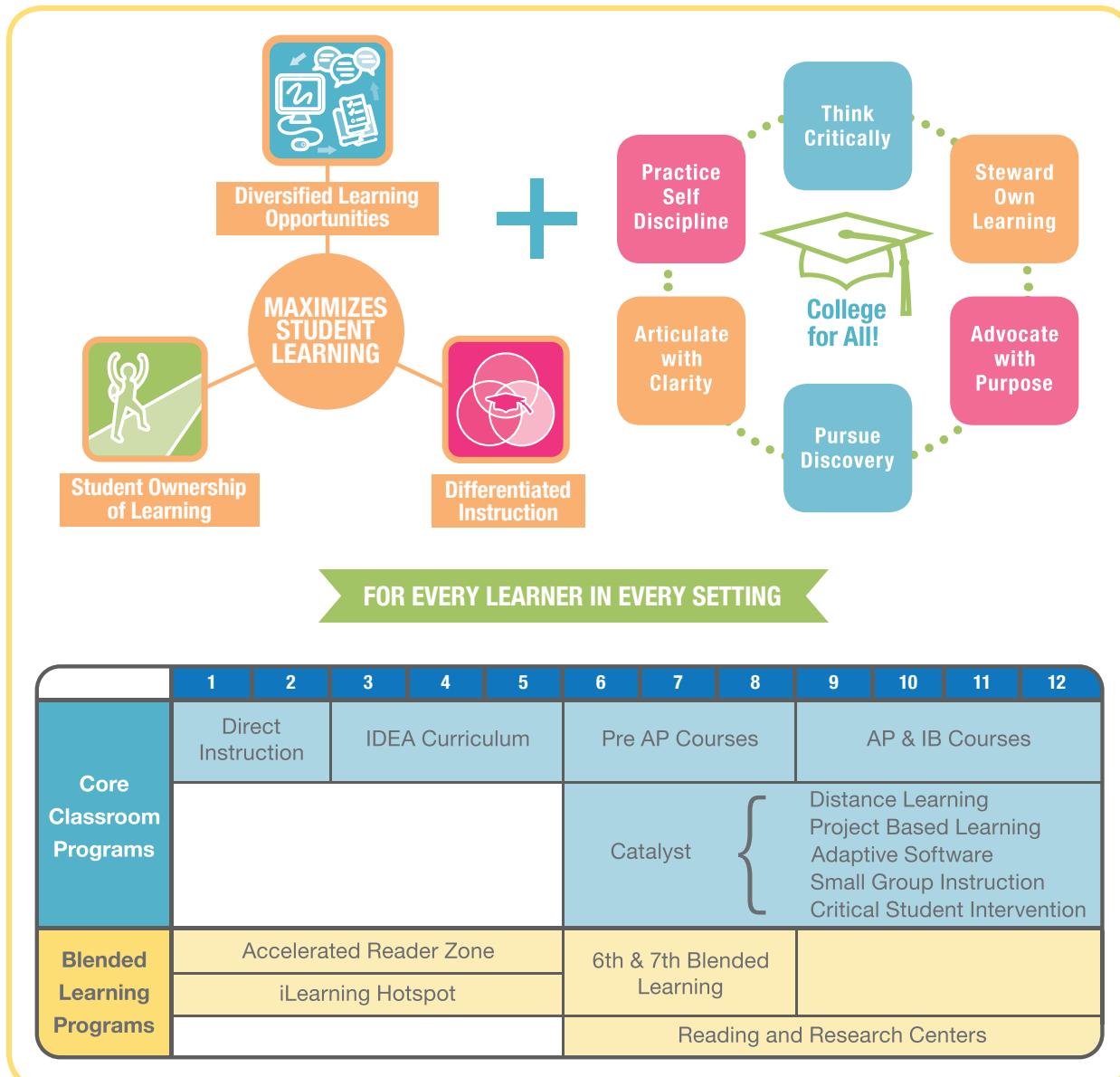


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Part 1: All About Individualized Learning at IDEA Public Schools

Putting it All Together

Individualized Learning at IDEA Public Schools



The third component in this framework is our core individualized learning programming. Some of these programs incorporate adaptive software, which automatically and continually adjusts to students in real time. Others leverage small groups to promote differentiated instruction. But the hallmark of all individualized learning programs is that they meet students at their just-right level and support their progress from there.

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IDEA's Individualized Learning Accomplishments

We've been a proponent of individualized learning from the start, and thanks to the phenomenal work of our teachers, school leaders, and individualized learning staff, we've received national recognition for our efforts. Check out some of our accolades here.

IDEA WINS ULTRA-COMPETITIVE \$31 MILLION RACE TO THE TOP-DISTRICT GRANT

In 2012, we were one of 16 school districts awarded the prestigious federal Race to the Top-District Grant to further the success of our individualized learning programs.

"In their annual rankings of America's top high schools, U.S. News & World Report and The Washington Post ranked IDEA Public Schools among the very best schools in the nation. Both rankings reflect the rigor and success of IDEA's college-going culture and its unique College Success Model—an integrated mix of classes, activities, and events that include individualized instruction at the Academy level, pre-AP courses starting in 6th grade, and a full complement of college counseling, workshops, and college campus experiences throughout high school." —*The Valley Town Crier*, May 2015

**INDIVIDUALIZED
INSTRUCTION
HIGHLIGHTED IN
IDEA'S RECOGNITION
AMONG AMERICA'S
TOP HIGH SCHOOLS**

IDEA WESLACO & IDEA QUEST RANK IN TOP 10 SCHOOLS FOR MATH PERFORMANCE

IDEA Academy Weslaco and IDEA Academy Quest ranked in the national top 10 schools that use Reasoning Mind in curriculum completion with an average accuracy rate of above 80%. IDEA Weslaco ranked third, and IDEA Quest ranked ninth.

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IDEA PUBLIC SCHOOLS LAUDED FOR INDIVIDUALIZED READING INSTRUCTION

"IDEA's track record makes it one of the best school networks in America. It made our Smart List of top school networks."
—Tom Vander Ark,
GettingSmart.com

"It's a highly personalized learning environment at each child's level, structured to create independent readers and maximizing reading growth." —*Extraordinary Educators: Celebrating America's Outstanding Teachers*, March 2014

BLENDED LEARNING AT IDEA HIGHLIGHTED BY NATIONAL EDUCATION INNOVATION FIRM

IDEA'S DIRECTOR OF SOFTWARE DEVELOPMENT, CODY GRINDLE, RECOGNIZED FOR CUTTING-EDGE "ACTIONABLE DATA DASHBOARDS"

"Grindle has helped revolutionize the way his district views data. Grindle's new data platform will help ensure teachers have access to real-time data to provide individualized learning experiences for each student." —*Center for Digital Education's Top 30 Technologists, Transformers, & Trailblazers*

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In-Depth: Individualized Learning on IDEA Campuses

Individualized Learning at IDEA Academy: Better IDEA

Better IDEA launched during the 2011-12 school year as a large-scale transition from a traditional approach to an individualized one for our youngest learners. Today, the term “Better IDEA” describes our elementary program. It’s a two-part system: curriculum that allows for differentiated instruction paired with individualized practice. With Better IDEA, teachers lead instruction in small groups, so students are taught at their own level. Then, students head to Blended Learning spaces – the AR Zone for reading and the iLearning HotSpot for math – for just-right independent practice.

Accelerated Reader Zone

AR Zones provide structured independent reading practice. The ultimate goals of AR Zones are to provide data on students’ reading growth, encourage regular and extended reading practice, and make independent reading fun for students by facilitating successful experiences with books.

Structure: Every AR Zone has a leveled library and a bank of computers. Students choose books that match their interests and skill levels, read them, and then take a comprehension test that they must pass with a minimum score of 80%. Students visit AR Zones several times a week, providing ample practice time.

Student Engagement: Students love AR. The program has built-in tracking and reward mechanisms to promote student ownership of their own reading growth.

Celebrating Reading: The Millionaire Readers Club

IDEA’s reading culture is growing stronger with AR. Check out some of the stats that our CEO Tom Torkelson shared during his speech at the spring 2015 Millionaire Readers Club brunch celebration:

- ★ “Last year we had a little over 100 students who joined the Millionaire Readers Club. This year we have surpassed that number - we have 685 students joining the Millionaire Readers Club.”
- ★ “This year IDEA scholars in grades 1st- 7th have read 834,465 books with a total of 3,461,404,926 words.”
- ★ “We have 601 Academy scholars and 84 College Prep scholars in the IDEA Millionaire Readers Club this year. That is a new record for IDEA Public Schools!”

AR Facilitators: Each AR lab is managed by an AR Zone facilitator. These individuals have three primary roles: Goal setting and progress monitoring, managing students’ behavior in the lab, and celebrating achievements.

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iLearning Hotspot

In iLearning Hotspots, students work with programs that harness the power of technology to individualize TEKS-aligned math instruction. These programs continuously adapt to the user based on his or her responses. Thus, students are supported and challenged based on their unique math learning profile.

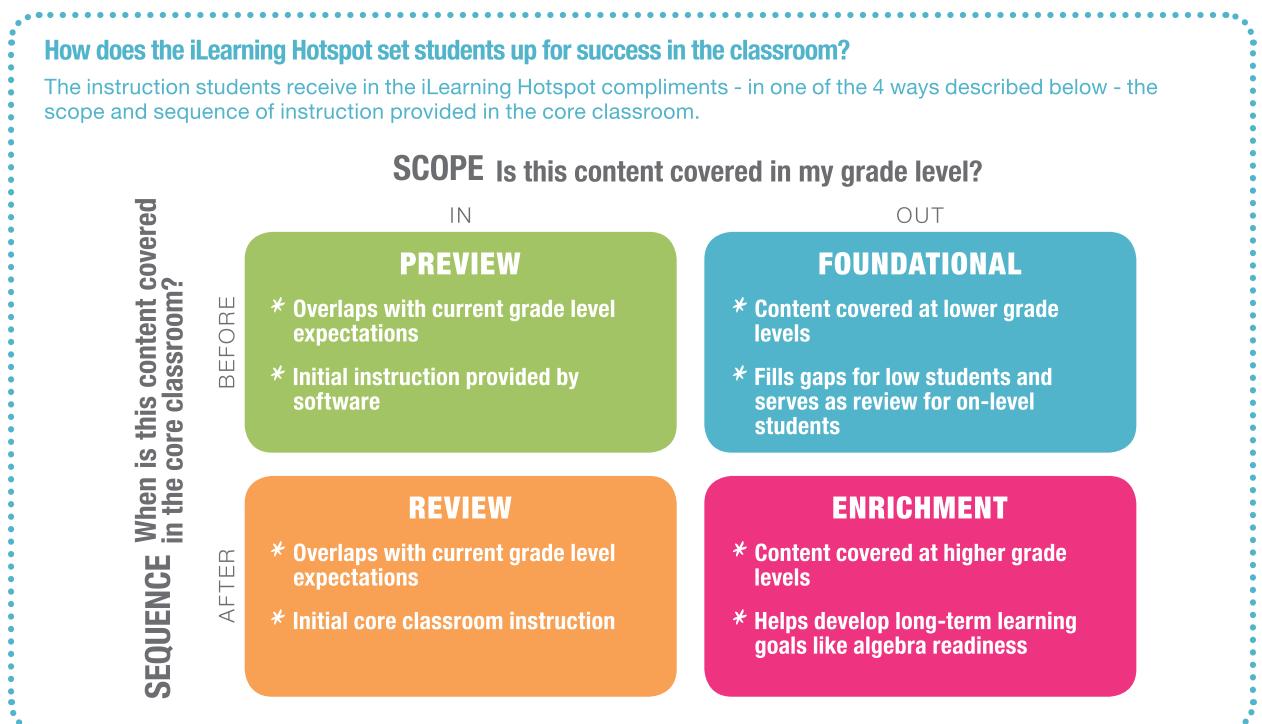
Purpose:

The Hotspots' adaptive software programs let students review foundational math concepts, re-learn and practice current ones, and preview future concepts.

How does the iLearning Hotspot set students up for success in the classroom?

The instruction students receive in the iLearning Hotspot complements - in one of the 4 ways described below - the scope and sequence of instruction provided in the core classroom.

SCOPE Is this content covered in my grade level?



iLearning HotSpot Programs:

Grade	Program	Key Elements of All Programs
K–1	Dreambox Learning	High student engagement: students find software intuitive and rewarding
2–5	Reasoning Mind	Adaptive programming: Software uses student responses to continuously adapt to individual learning path
6	ST Math, Think Through Math	Objective alignment: Skills and knowledge are linked to the TEKS
7	Think Through Math	Assignability: Teachers are able to assign objectives to individual students as needed.

iLearning Hotspot Facilitators:

Like the AR Zones, each iLearning Hotspot is led by its own facilitator. These individuals help students grow in math by monitoring their progress, celebrating their achievements, and ensuring they are on-task throughout the class period.

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Individualized Learning at IDEA College Prep

Blended Learning Spaces

6th and 7th grade students at hybrid middle schools also rotate through AR Zones and iLearning Hotspots throughout the week. The goal of both programs remains the same - to give students independent practice at their just-right level in reading and math.

Blended Learning Space Teachers: At the college prep level of fully-scaled IDEA schools, one teacher manages the entire Blended Learning Space. This individual helps students manage their progress in reading and math. Like their academy counterparts, Blended Learning Space teachers manage behavior, help students set goals, publicly celebrate growth milestones, and much more.

Reading and Research Centers

Reading and Research Centers (RRCs) are dedicated spaces for practice in critical reading and high-quality research - two skills that are essential to college success. RRC facilitators help students develop these skills by teaching the Independent Investigation Method and other key objectives for conducting excellent research. Students also grow as researchers through 24/7 access to online databases like Britannica, EBSCO Host, Discovery Education, and all the Gale resources.



Goals:

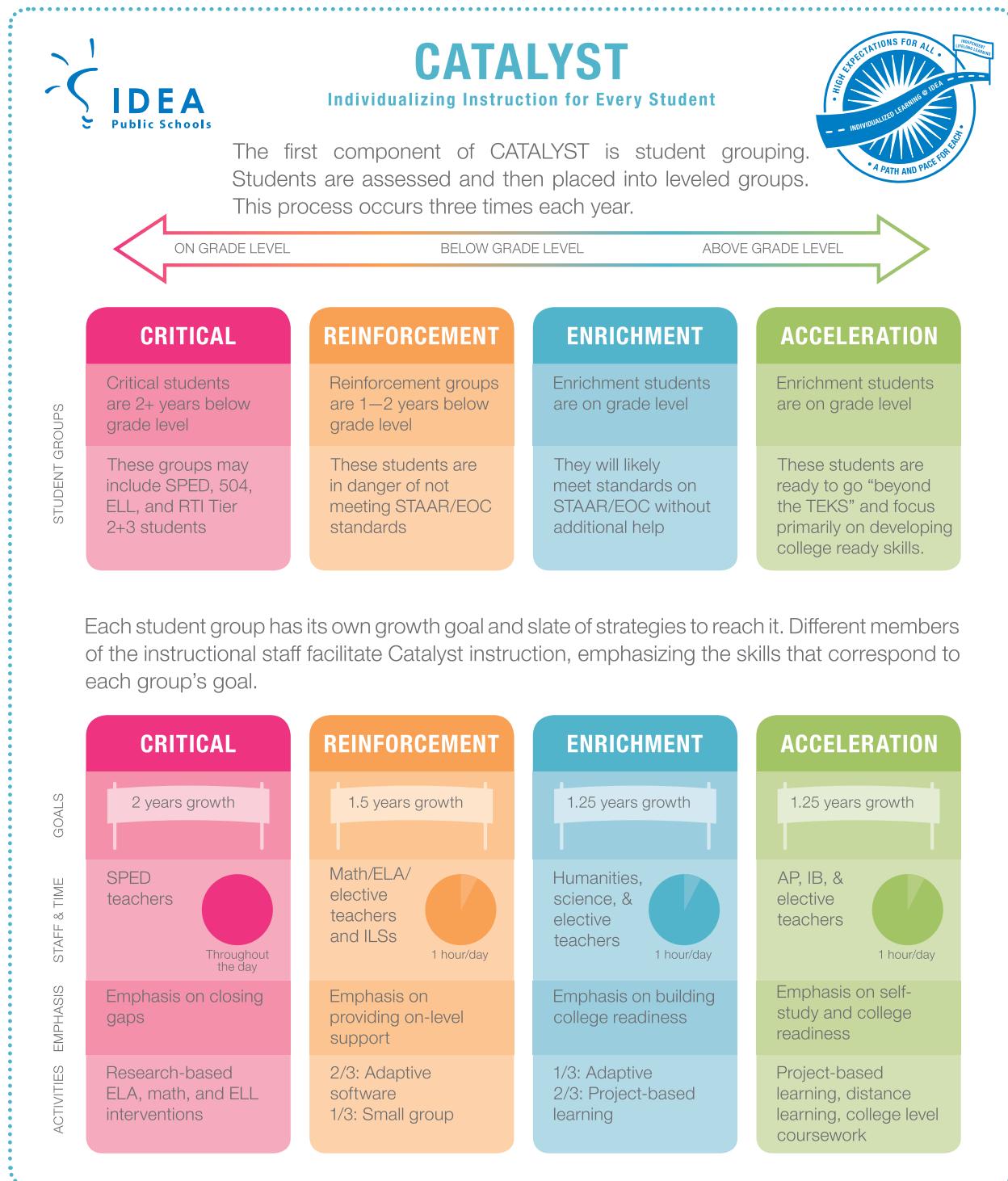
1. Provide a learning environment that encourages reading of varied genres and authors
2. Equip teachers with tools to be effective instructors of the research process
3. Provide students with effective research tools and techniques
4. Empower students to take ownership of their own research projects and papers
5. Provide avenues for students to link classroom learning with real-world events through research

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Part 1: All About Individualized Learning at IDEA Public Schools

Catalyst

Catalyst is IDEA's secondary individualized learning program. Specifically, it is a class period during which students first receive the academic support they need to close learning gaps, then move on to develop the six skills of successful college graduates.

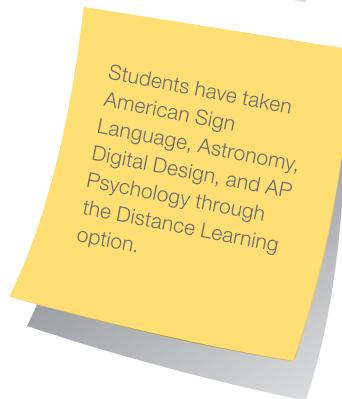
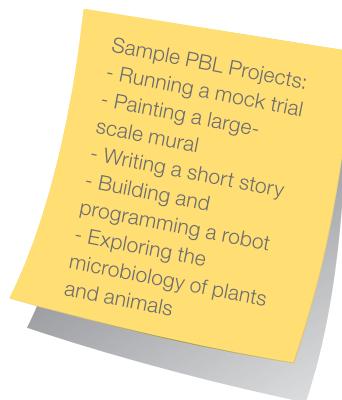


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Part 1: All About Individualized Learning at IDEA Public Schools

Varied Learning Activities: Catalyst provides access to five different learning experiences. Campuses choose to implement the activities that best meet the needs of their students.

- ★ **Small Group Instruction** is particularly suited to struggling students. During small group instruction, content teachers, Individualized Learning Specialists, special education teachers, and interventionists work with small groups of students in order to close skill gaps and help students build meaning.
- ★ **Adaptive Computer Software** best supports students who are on, or slightly behind, grade level. These programs chart individual learning paths for students based on multiple data sources such as interim assessments and state tests. Adaptive learning software generates unique learning tasks for each student based on his or her zone of proximal development.
- ★ **Project Based Learning** provides opportunities for all types of students to develop the non-academic skills central to success in both college and life. Ideally, projects should be interdisciplinary—not explicitly tied to a specific course or subject. IDEA-endorsed projects are available on The Hub.
- ★ **Distance Learning** provides high achieving students with opportunities to take courses unavailable on their campus. Students participating in distance learning are effectively enrolled in another district (or university) for one period each day.
- ★ **Senior Projects**, a new Catalyst experience, will be piloted in 2015-16. These three-person, semester long, projects are student-selected based on academic interests and community issues. Senior projects culminate in a multi-media presentation and reflect college-level standards of quality.



Individualized Learning Specialists Join Campus Individualized Learning Staff

Individualized learning specialists (ILSs) have joined AR Zone facilitators, iLearning Hot Spot facilitators, and Blended Learning Space teachers as part of our campus-based individualized learning staff. The ILS role consists of:

- ★ **Advocacy and Collaboration:** Motivates students and teachers and works with campus lead teams to develop a campus culture where individualized learning and personal responsibility are valued and expected.
- ★ **Data Analysis:** Analyzes student data and proposes student groupings, staff allocation, and Catalyst activities.
- ★ **Catalyst Management:** Manages Catalyst resources, organizes rotations, monitors implementation and provides feedback.
- ★ **Coaching and Support:** Provides on-the-spot coaching and technical support for teachers and other instructional staff.
- ★ **Small Group Instruction:** ILSs work directly with students to close achievement gaps and model best-practices.

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Individualized Learning Outside of the Classroom

At IDEA, we recognize the need to support our students individually inside and outside the classroom. The following programs, made possible through our **Race to the Top-District Grant**, ensure students persist on the path to college even when school is not in session. IDEA's **Race to the Top-District Grant** provides direct funds to the 28 schools operating in school year '12-13 and facilitates district-wide teacher development and data dashboarding initiatives.

Collegiate Summer Away Program

IDEA's Collegiate Summer Away Program (CSAP) grants rising seniors funding for college-based summer programs. Students apply for CSAP during their junior year and are granted funding according to the quality of their application. Last year, IDEA students spent their summers at colleges across the nation, from Princeton University to Texas A&M.



Purpose: Engaging, rigorous, and far-away summer programs help students persist in college. They give students successful encounters with college-level expectations and independence, making the transition to college more exciting and less intimidating. It also gives IDEA students an early start in building their individual college identity.

Goals: **100%** of IDEA juniors will apply to a top tier university summer program

60% of IDEA juniors will attend a top tier university summer program

100% of IDEA juniors who participate will demonstrate an enhanced college identity

Out of School Time (OST) Access to Blended Learning Spaces

OST Access to Blended Learning Spaces lets students and parents visit their schools' AR Zones and iLearning Hotspots after school, on weekends, and during holidays. The program turns potentially idle time into productive learning time and gets parents invested in their child's education. Each campus has an OST budget that covers facilitator extra-duty pay plus transportation for students.

Goals: **100%** of AR Zones and iLearning Hotspots are open 72 hours or more for OST Access for the school year (2 hours per week, 18 hours per quarter, 72 hours per school year).

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Improving IDEA's Data Landscape

Timely, accurate, and comprehensive student data is a cornerstone of individualized learning. A strong data system empowers educators to make reliable and valid instructional decisions in real time. We're utilizing the Race to the Top-District Grant to make it easier for instructional staff to access and interact with student data.

iReady Pilot for 1st–5th Grade AR Zones

The iReady pilot is a Race to the Top-District Grant project that adds an adaptive software component to AR Zones. In 2012, IDEA Academies were invited to apply to participate in the project. The three pilot schools- IDEA Frontier Academy, IDEA Academy San Juan, and IDEA Academy Pharr- are implementing and evaluating the impact of implementing the iReady adaptive software program into their AR Zone programs. These schools are leading the way in determining the impact of adaptive software in combination with independent reading to improve students' reading growth.

Vision: The vision for the iReady pilot is to improve the AR zone by adding an adaptive reading software component to an already strong program that pushes students to read independently and show mastery in comprehension.

Goals:

Increase Reading Opportunities

Provide individualized reading opportunities for students using adaptive reading software in addition to AR Zone independent reading and testing.

Enhance Reading Data

Integrate data from the adaptive software with ELA classroom data so teachers and campus leaders can better conduct interventions.

Identify Effective Software

Identify and implement robust software that supports and accelerates individualized student learning in reading.

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Actionable Dashboards

Actionable dashboards are launching this fall (2015) at IDEA! These dashboards paint a real-time comprehensive picture of students' needs. They pull together students' performances on several key indicators (interim assessments, Blended Learning Space reports, state test data, and more) into one user-friendly display. The dashboards will empower teachers to feel confident in the instructional choices they make.

Dashboard capabilities: Here are some of the ways that actionable dashboards will put data to work for teachers and students:

Intervention Grouping:

Teachers can quickly create intervention groups based on one or several assessments.

Progress Tracking:

Clear, attractive displays show how individual students, classes, grades and entire schools are progressing toward goals.

Learning Preference Identification:

School staff can compare student performance in classrooms, Blended Learning Spaces, and a number of other learning environments, gleaning insights into how students learn best.

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Part One Summary & Future Directions

Part One of IDEA's Individualized Learning Playbook covered all things individualized learning, both nationally and at IDEA. We learned what individualized learning is, why we believe in it, our vision and goals, and how we work toward them both inside and outside of school. We also learned about the role of our Race to the Top-District Grant in funding individualized learning efforts, as well our achievements as a leader in the individualized learning field.

What's next for individualized learning at IDEA? Here are some of our priorities for this year and beyond:

Increasing awareness:

We want to engage the entire network, from schools to students and families, in the individualized learning conversation. Look for individualized learning literature, events, professional development sessions, and more.

Easier, better data:

With actionable dashboards leading the way, we hope to leverage our technological resources to make timely, accurate data more accessible.

Progress toward goals:

The data-driven, individualized, and engaging approach of individualized learning pushes schools toward their goals by addressing individual student needs.

To and *through* college:

College persistence is and will continue to be a focus of our individualized learning work, particularly at the College Prep level.

What do you think of the Playbook so far? We'd love to hear your feedback.

Get in touch! Email feedback, suggestions, and success stories to

individualizedlearning@ideapublicschools.org

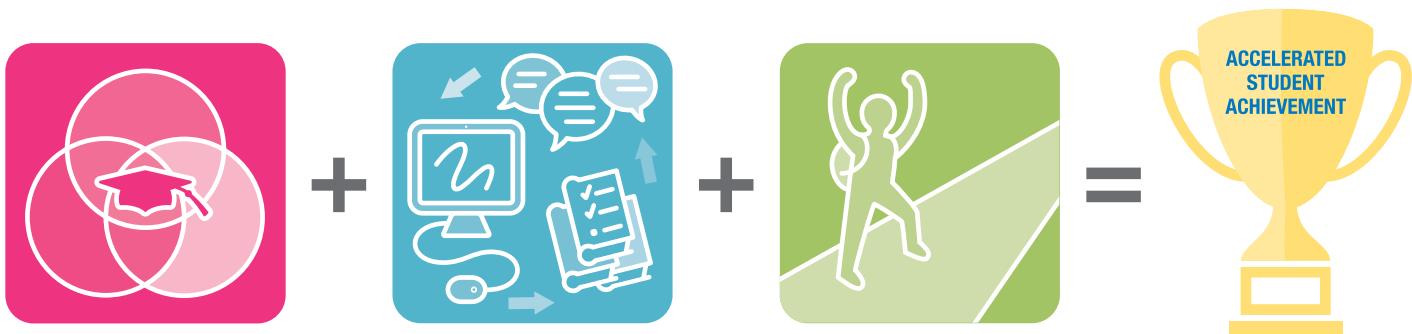
INDIVIDUALIZED LEARNING PLAYBOOK

Part 2: Yearly Scope and Sequence of IL

Making the Most of Individualized Learning

Best Practices for Teachers, Facilitators, and School Leaders

Recall that IDEA's individualized learning programs reflect three main components:



Read below for ways to maximize the impact of each of these components on students' growth and progress.

Teamwork!

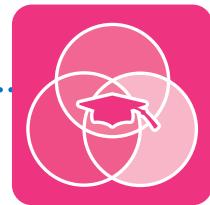
When teachers and facilitators work together closely, students benefit. Here are some ideas for connecting classrooms and Blended Learning Spaces:

- * **Schedule it.** Create a recurring 20-minute appointment with yourself.
- * **Connect:** Make it clear to students that they attend Blended Learning Spaces to get the practice they need to master classroom objectives.
- * **Celebrate:** Start a classroom routine that recognizes students' progress in Blended Learning Spaces and vice versa. Students will become more aware of the connection between the two spaces.

INDIVIDUALIZED LEARNING PLAYBOOK

Part 2: Yearly Scope and Sequence of IL

Differentiated Instruction



Teacher and IL Staff Tips:

- ✓ Use data to create levelled student groups, re-grouping as frequently as necessary.
- ✓ Provide instructional opportunities based on students' learning styles.
- ✓ Encourage students to bolster their own learning in ways that work for them, such as watching a Khan Academy lesson or sketching out a complex idea.

Lead Team Tips:

- ✓ Schedule opportunities to focus on differentiated instruction in observations and feedback.
- ✓ In a newsletter or meeting, share techniques used by educators who differentiate successfully.
- ✓ Encourage communication between classroom teachers and Blended Learning Space facilitators/teachers, especially around student data.

Diversified Learning Opportunities



Teacher and IL Staff Tips:

- ✓ Make a point to communicate with the other adults who teach your students. Students will feel the benefit of all their instructors being on the same page.
- ✓ Become familiar with the programs in which your students spend time.

INDIVIDUALIZED LEARNING PLAYBOOK

Part 2: Yearly Scope and Sequence of IL

- ✓ Encourage students to make connections between different activities. Did an objective from class finally “make sense” during Catalyst or iLearning Hotspot? Why?

Lead Team Tips:

- ✓ Set up systems that facilitate communication among staff who share students.
- ✓ Maintain equal expectations for classrooms and Blended Learning Spaces.
- ✓ Message how student learning in all areas is connected to the same goal: preparing for success to and through college.

Student Ownership of Learning



Teacher and IL Staff Tips:

- ✓ Schedule a regular reflection activity where students think about, write down, and share their progress in school.
- ✓ Encourage - and reward - students’ independent efforts to identify and correct learning breakdowns.
- ✓ Offer extra credit “deep dive” assignments that let students independently research a topic of interest.

Lead Team Tips:

- ✓ Schedule regular weeks or days to focus on differentiated instruction in observations and feedback.
- ✓ Encourage communication between classroom teachers and Blended Learning Spaces Teachers, especially around student data.



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