



INNOVATION CONFIGURATION

Lighthouse Schools

2018 – 2021

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Purpose

Lighthouse Schools is a personalized learning model that enables students, teachers, and principals the ability to work together to design and implement innovative instructional strategies. Each lighthouse school will develop their own professional learning model based on school-wide readiness to implement the program. Implementation of Summit Learning will provide a scaffolding of personalization, individualized pacing, digital tracking, and monitoring of progress. Working with our consultant partners, Education Elements, and eleven schools throughout the district, our goal is to have working demonstration sites for other schools to visit. Education Elements will provide services that define, empower, and guide our lighthouse teams into personalized learning. The six main ways Education Elements will be supporting Broward include:

- Develop and articulate a district vision and strategy for personalized learning
- Assess school readiness
- Design new instructional models that personalize learning
- Select digital content
- Support schools with high quality professional development
- Align all stakeholders using Touchpoint, a tool for school and district leaders, designed to make managing the work easier

Personalized learning is an education model that seeks to accelerate student learning by tailoring the instructional environment – what, when, how, and where students learn – to address the individual needs, skills, and interests of each student. Through student agency, learners take ownership over their own learning while also developing deep, personal connections with each other, their teachers, and other adults. Individual learning pathways are provided for students and professional learning for instructors and administrators on the personalized learning model they develop. Through design thinking, Lighthouse teachers will build personalized models and power them with learner-centered strategies so that Broward students achieve gains in literacy, social and emotional growth, and academic outcomes.

Lighthouse teams will achieve the following desired outcomes:

- Frequently collect data and use it to inform instructional decisions and groupings.
- Align instruction to specific student needs and learning goals.
- Provide flexible content and tools that allow for differentiated path, pace, and performance tasks.
- Provide ongoing opportunities for student reflection to promote ownership of learning.
- Build and implement personalized learning models that address individual student needs.

Needs Assessment

The need for the Department of Innovative Learning Lighthouse Schools Personalized Learning professional development plan is based on the core four continuum of personalized learning: Targeted Instruction, Data Driven Decisions, Flexible Content and Tools, Student Reflection and Ownership.

The need for higher level of technology integration was desegregated from data obtained from the use of the Technology Integration Matrix Observation (TIM-O). The Broward School District utilized the Technology Integration Matrix (TIM) to assess and establish current levels of technology integration in the classroom. The TIM incorporates five interdependent characteristics of meaningful learning environments: active, constructive, goal directed (reflective), authentic, and collaborative. The TIM associates five levels of technology integration (i.e., entry, adoption, adaptation, infusion, and transformation) with each of the five characteristics of meaningful learning environments. Together, the five levels of technology integration and the five characteristics of meaningful learning environments create a matrix of 25 cells. Based on data collected from 1,000 classroom teachers in grades K-12, on the five levels of technology integration, 93% of teachers measured at the Entry Level of Classroom Technology integration. Only 2% of the teachers surveyed reported at the adoption level and 4% at the adaptation level. The District vision is for all teachers to achieve the Adaptation Level or higher on the Classroom Technology Integration Matrix.

Teachers and administrators in innovative schools implementing personalized learning require specialized support to either initiate new programs or continuously improve existing innovative programs. Improving teacher competence, content knowledge and ability to implement instructional strategies aligned with specific educational programs are critical for our magnet and innovative schools to meet the expectations set by the national Magnet Schools Assistance Program. Teacher professional development in the specific philosophy, curriculum and instructional leadership of each of our unique programs is also essential to improving student academic achievement. The need for Venture Design to offer professional development to charter schools arises when the educational program and/or the operational context of a charter school is so unique that participation in a district-wide professional development course/class does not meet the professional development needs of charter school participants. Data that reflects this need is collected annually through a Needs Assessment Survey administered to the charter schools through Venture Design.

For students to be college and career ready and to collaborate in a global environment, they need to have opportunities to be more engaged and to take ownership of their learning. Creating models that focus on student agency, social and emotional learning, and teacher development will provide these learning experiences. Specific changes that will be affected include:

1. Flexible learning spaces: need to be created: currently classrooms are not as flexible now. They need to be more flexible with greater mobility, with multiple activities going on simultaneously in the classroom. Learning environment should be healthy and provide for productive discourse.
2. Teachers: need become facilitators of the learning, not just lecturers. Teachers analyze data so they can create individual pathways for students. Frequent data collection informs instructional decisions and groupings.

3. Students: should own their learning; have agency; understand and advocate for their learning style; are able to assess their own progress toward learning goals; engage in meaningful work.

District staff, in collaboration with Education Elements, will develop a teacher observation tool and a student reflection survey will be developed in alignment with the Lighthouse Schools model described above. As the project is rolled out, evaluation of desired outcomes and instructor performance will include the following measures:

- Observations
 - Classroom walkthroughs
 - Engagement of students (changes to “learning practice” and student ownership of learning)
 - Change in quality of instructional practices by the teachers
- Analysis of student climate through beginning and ending climate surveys
- Education Elements personalized learning survey
- Technology Integration Matrix Observations (TIM-O)

The tables on the following pages describe the Desired Outcomes for professional learning in support of each role associated with this Innovation Configuration.

Desired Outcomes and Performance Indicators

1.0 Lighthouse School Teams (Administrators, Instructors, Instructional Coaches, Technology Liaison Contacts)			
1.1 Desired Outcome: Lighthouse School Teams will build and implement personalized learning models that address individual student needs.			
Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Creates personalized student playlists that describe specific work that individual students need to do based on analysis of student data.</p> <p>Offers opportunities for flipped classrooms where students learn the material at home and apply it when they are in school.</p> <p>Implements station rotation through a variety of center options, ranging from small groups, to individual learning, to student collaborative groupings.</p> <p>Utilizes project-based learning as a means for students to authentically demonstrate mastery and work collaboratively.</p>	<p>Most of the time, create personalized student playlists that describe specific work that individual students need to do based on analysis of student data.</p> <p>Most of the time offer opportunities for flipped classrooms where students learn the material at home and apply it when they are in school.</p> <p>Most of the time, implement station rotation through a variety of center options, ranging from small groups, to individual learning, to student collaborative groupings.</p> <p>Most of the time, utilize project-based learning as a means for students to authentically demonstrate mastery and work collaboratively.</p>	<p>At times, incorporates a few playlists that describe specific work that individual students need to do based on rudimentary analysis of student data.</p> <p>At times offer opportunities for flipped classrooms where students learn the material at home and apply it when they are in school.</p> <p>At times implement station rotation through a variety of center options, ranging from small groups, to individual learning, to student collaborative groupings.</p> <p>At times utilize project-based learning as a means for students to authentically demonstrate mastery and work collaboratively.</p>	<p>At this time has not yet presented evidence of construction and implementation of any personalized learning models that address individual student needs.</p> <p>At this time has not yet presented evidence of incorporation of playlist that describe specific work that individual students need to do based on rudimentary analysis of student data.</p> <p>At this time has not yet presented evidence of offering opportunities for flipped classrooms where students learn the material at home and apply it when they are in school.</p> <p>At this time has not yet presented evidence of implementation of station rotation through a variety of center options, ranging from small groups, to individual learning, to student collaborative groupings.</p> <p>At this time has not yet presented evidence of</p>

			of project-based learning as a means for students to authentically demonstrate mastery and work collaboratively.
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1.2 Desired Outcome: Lighthouse School Team will frequently collect data and use it to inform instructional decisions and groupings.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Continuously collects formative student assessment data.</p> <p>Analyzes data to drive personalized instruction and determine appropriate student instructional groupings and personalized learning models.</p> <p>Consistently uses data from multiple sources (both online and offline) to inform instructional decisions for individual students</p> <p>Uses formative assessments on a daily Basis to inform instruction; Teacher uses data to provide immediate feedback to students; teacher and students consistently review data together to identify needs and teacher adjusts instruction accordingly</p>	<p>Frequently compares online and offline data to inform instructional decisions.</p> <p>Uses formative assessments and benchmarks to inform instructional decisions</p>	<p>Uses data from multiple sources (both online and offline) to inform instructional decisions.</p> <p>Can identify the most important sources of data for student mastery and uses it to plan for a portion of learning.</p>	<p>Reviews student data from online sources such as digital tools and apps in addition to offline multiple measures data</p> <p>Uses formative assessments to check for student Understanding.</p> <p>Reviews one piece of student data to identify instructional needs of students.</p>

1.3 Desired Outcome: Lighthouse School Team will align instruction to specific student needs and learning goals.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
Creates lesson plans and classroom activities that include various learning	Teacher creates student groups based on multiple data sources and groups	Teacher creates more purposeful groupings based on data. Groups	Teacher groups students in homogenous or heterogenous formats

<p>pathways that address a variety of student ability levels.</p> <p>Enables students to articulate their specific learning goals and determine how they want to achieve them.</p> <p>Teacher consistently groups students in dynamic, purposeful ways based on interest, need, or skill-level and in strategic formats</p> <p>Data is used as an integral part of daily instruction to meet student needs.</p> <p>Teacher consistently delivers targeted instruction for multiple purposes</p>	<p>are changed with more frequency.</p> <p>Data is used to create student groups based on student interest, need, or skill-level; student groups are changed with more frequency.</p> <p>Teacher consistently modifies delivery of instruction for each group of students based on student need.</p>	<p>remain the same for some time.</p> <p>Teacher reviews multiple sources of student data to identify instructional needs of students.</p> <p>Teacher modifies delivery of instruction for each group of students based on student need</p>	<p>based on skill-level.</p> <p>Teacher reviews one piece of student data to identify instructional needs of Students.</p> <p>Teacher meets with small groups of students or one on one.</p>
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1.4 Desired Outcome: Lighthouse School Team will provide flexible content and tools that allow for differentiated path, pace, and performance tasks.

Performance Indicators			
Level 4	Level 3	Level 2	Level 1
<p>Identify and implement curriculum content and delivery methods that differentiate instruction.</p> <p>Identify and implement technology tools that help to differentiate instruction.</p> <p>The use of content has become an integral part of instruction to boost student growth through a variety of methods or resources to achieve a learning goal.</p>	<p>Teacher adjusts content and assigns students to use specific tools or lessons based on student need.</p> <p>Teacher builds content and learning experiences so that students will be able to work through curriculum at different paces.</p> <p>Students are provided multiple content options for investigating and tools for demonstrating learning. Students</p>	<p>Teacher aligns the use of online and offline curriculum to provide an integrated experience for Students.</p> <p>Teacher sets the same pace of instruction for some students while some work at a varied Pace.</p> <p>Students are provided 2-3 choices to demonstrate knowledge.</p>	<p>Teacher establishes a routine for students to use digital tools.</p> <p>Teacher sets the same pace of instruction for all students.</p> <p>All students work through the same material and demonstrate knowledge in the same way.</p>

<p>Students self-direct their learning and pace through content.</p> <p>Students build knowledge from a diverse set of resources and flexible tools which enables new forms of investigation, collaboration, and knowledge demonstration. Teacher establishes a process for evaluating the effectiveness of content and tools.</p>	<p>understand the role of various types of content and tools in meeting their learning goals.</p>		
<p>1.5 Desired Outcome: Lighthouse School Team will provide ongoing opportunities for student reflection to promote ownership of learning.</p>			
<p>Performance Indicators</p>			
<p>Level 4</p>	<p>Level 3</p>	<p>Level 2</p>	<p>Level 1</p>
<p>Provide the opportunity for students to engage in weekly analysis of and reflection on their own learning.</p> <p>Provide opportunities for students to consistently set, track, and evaluate their own learning goals; student goals direct student activities. Teacher meets with students on a frequent basis to provide mentorship and support.</p> <p>Monitors student reflections on their learning and meets with students on a frequent basis to provide mentorship and support. Teacher works with students to reflect on their progress over time.</p> <p>Allows authentic and autonomous choice with the content, process and product.</p>	<p>Students consistently set, track, and evaluate their own learning goals. Students continuously reflect on their own data and academic performance to boost Growth.</p> <p>Students monitor their own data and reflect on their learning in a variety of ways (journal, blog, share with a partner, etc.)</p> <p>Teacher provides students with more authentic and autonomous choices with the content and process.</p>	<p>Students begin to set their own learning goals.</p> <p>Students use a tracker to monitor their own data and use simple means to reflect on their learning.</p> <p>Teacher provides students with choice in the process prioritization of tasks or path to complete assignments.</p>	<p>Teacher supports students in setting their own simple learning goal</p> <p>Teacher provides students with foundational knowledge on the process of reflection.</p> <p>Teacher provides students with some form of choice with the content.</p>

Data Collection Plan: Lighthouse School Teams			
Level of Measurement	Instrument/Data Type	Frequency	Responsible for Collecting Data
1. Participants' Reactions	Participant feedback forms from PD Management System	1x/workshop	Workshop Facilitators
2. Participants' Learning	Embedded opportunities for participants to display understanding.	1x/workshop	Workshop Facilitators
3. Organizational Supports	Lighthouse School Coaches will provide feedback and modeling based on observations.	1x/month	Lighthouse School Coaches and Education Elements (external provider)
4. Participants' Practice	Lighthouse School Coaches will conduct classroom observations. Technology Integration Matrix Observations (TIM-O)	1x/month	Lighthouse School Coaches and Education Elements (external provider)
5. Student Outcomes	Student Climate Survey	2x/year	Training Analyst

Evaluation Plan

Level 1. Participant Reactions		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Lighthouse School Team	Participant feedback forms from PD Management System	Analysis of Participant Feedback
Level 2. Participant Learning		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Lighthouse School Team	Embedded opportunities for participants to display understanding.	Assignment submitted in Canvas
Level 3. Organizational Support		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Lighthouse School Team	Lighthouse School Coaches will provide feedback and modeling based on observations.	District records of coaching support provided to Lighthouse Schools.
Level 4. Participants' Use of New Knowledge and Skills		
<u>Audience</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Lighthouse School Team	Coaches will conduct classroom observations based on EdElements rubric. Technology Integration Matrix Observations (TIM-O)	Analyze observation data. Disaggregate TIM-O results for Lighthouse Schools.
Level 5. Student Learning Outcomes		
<u>Level of Impact</u>	<u>Mid-Year Evaluation</u>	<u>End-of-Year Evaluation</u>
Lighthouse School Team	Pre/Post Student Climate Survey	Analyze results of Student Climate Survey