Culminating Learning Project

1. Engage the workgroup

Briefly describe the composition of your program improvement workgroup.

Checklist	Response
1. _x__ I identified the number of staff on the workgroup. 2. _x__ I described the positions of the staff on the workgroup	Work group: ABLELink Tech, Veteran Teacher, New Teacher, ESOL Instructor, Instructional Aide, Transitions Coordinator, Administrative Assistant and Administrator Total: 8

2. Identify the program component to target for program improvement

List the program components that need attention that you identified from self-assessments, research review, and data analysis. Indicate the ONE program component that the workgroup selected to target in your pilot project.

Checklist	Response
1. _x__ I listed the needs identified by the self assessments. 2. x___ I listed the needs identified by the research review. 3. _x__ I listed the needs identified by the data analysis.	Needs identified in self-assessment: Curriculum alignment Needs identified in research review: Student progression path Needs identified through data analysis:

4. _x__ I listed ONE of those needs for us to use in the pilot.	Personalized learning Prioritized need or program component: Curriculum alignment with distinct progression path via personalized learning

Briefly describe the process used to select the targeted component, as well as the process used to identify the parts of the targeted program component that you want to keep and the parts that need new strategies.

Checklist	Response
1. __x_ I described the process the workgroup used to narrow the needs down to the one program component to be used in the pilot.	Developed Curriculum aligned to the CCR and State Standards and GED objectives. We will keep lessons that are aligned and resources that are effective.
I described how we examined the current program component to identify:	Personalized learning via online platform to allow students to work at their own pace and observable progression.
2. _x__ what we are doing now that we want to keep, and	
3. _x__ what parts of the program component that need new strategies.	

3. Set a vision and goals

Vision: Personalized Learning   will be working well when…

(Fill in the program component you are working on)

Checklist	Response
1. _x___ I described how I engaged the staff in completing the vision statement. 2. _x___ I included the final vision statement.	The Staff described their frustration with coordinating lessons appropriate for multiple levels and disciplines. They described what the desired elements of personalized learning would be like for them. Staff and students are: • Comfortable and efficient with the platform. • Personalized curriculum is an integral component of the learning process. • There is a clear starting point, and tangible subsequent steps to meet goal. Students are: • Have a clear understanding of where they are and where they are going (curriculum-wise) • Are moving up in EFL's • Taking ownership of their learning and progress

Goals: When we are finished, we will have achieved the following…

Checklist	Response
1. x____ I described how I engaged the staff in anticipating achievements 2. x____ I included that list	Staff were tasked with key elements that may be current question marks, and what those would look like as rather milestones of achievement. • All students have a clear understanding of starting point and what path of learning they will follow to attain their goal. • All students can learn and progress at their own pace with facilitation and/or assistance as needed. • All students perceive their learning experience as personalized to address their specific needs.

Evaluation criteria: What evidence will you collect to determine if you meet your goals? Identify each of the end user groups and the evidence each end user group identified as evidence they would need to convince them to use the new strategy.

End User	Evidence to Collect
Program (as a whole)	Cohesive, aligned curriculum
Students	Survey evidence - ownership of learning; personalized to their style/ability EFL data - progress
Instructors	A distinct entry and defined pathway of learning to facilitate
Orientation/transitions staff	A clear hand off on to path to goal via preferred learning style.
Checklist	
1. x____ I identified each of the end users (e.g., teachers, tutors, aides, managers) who will be using the new strategies. 2. x____ I solicited from each group the evidence they would need to convince them the new strategy worked, and I included each piece of evidence identified.	

4. Gather and select promising practices

Briefly describe where you looked for models or strategies that would address your targeted component.

Checklist	Response
1. _X___ I identified all of the sources we explored to find models and strategies that address our program improvement component.	Sources: • PDK Curriculum Model • Best Practices • US Dept. of Ed - Competency-Based Learning or Personalized Learning

Briefly describe the strategy, procedure, or practice that the workgroup selected to pilot. Include a description of any adaptations that were made to make the strategy "fit" your program.

Checklist	Response
3. _X_ I included a description of the new strategies selected to pilot test. 4. _X_ I included a description of the adaptations we made to the new strategy and the rationale for those adaptations.	The strategy - personalized learning via Mastery Learning Adaptations – utilizations of various assessments to establish start point.

LEADERSHIP EXCELLENCE ACADEMIES

5. Develop a pilot testing plan

Describe the process that was used to select the pilot sites - what characteristics did you consider in the selection process?

Checklist	Response
I included a description of: 4. _X_ who was involved in selecting the pilots 5. _X_ the criteria and rationale we used for selecting the pilots.	The director, orientation specialist and pilot site instructors and aide were involved in the selection. Criteria: • % of students with NRS Reading level 3+ • % of students with computer literacy • Tech consistency and support

What type of training was necessary for the pilot sites? Describe how this was provided.

Checklist	Response
I included a description of: 6. _X_ the training that was necessary to get the pilot sites up to speed 7. _X_ who delivered the training	Training needed – ALEKS, Career Ready101, Edgenuity, Schoology, Personalized learning Training delivered by: Director, lead teacher, vendor

Complete the chart outlining your interim benchmarks, activities, timeline, and responsible parties for planning, implementing, and evaluating your pilot project.

Interim Benchmarks	Activities	Completion Date	Lead Person Responsible for the Activity
Planning	Personalized learning philosophy/goals	Fall 2015	Director
	Acquisition of vendor software	Fall 2015	Director
	Formation of Pilot site and team	Winter 2015	Team
	Team training	Winter 2015	Team
Implementing	Determine start date for pilot and data	Winter 2015	Team + Pilot Team
	Determine initial student group for pilot	Spring 2016	Pilot Team
	Students enrolled in appropriate programs	Spring 2016	Director, Lead Teacher
	Personalized learning concept introduced to students	Spring 2016	Team
Evaluating	Staff Survey	Winter 2015	Director
	Student Survey	Spring 2016	Pilot Team
	Student progress/time in digital environment	Spring 2016	Director + Pilot Team
	Student progress – TABE, WorkKeys, etc.	Spring 2016	Pilot Team

What were your primary financial expenditures for the pilot project?

Expenditure Category	Cost
Professional Development (includes full staff training for personalized)	$750
Software (prorated for pilot student numbers)	$200

LEADERSHIP EXCELLENCE ACADEMIES

6. Select and prepare the pilot sites

Briefly describe the process you used to prepare the pilot sites to implement the new strategy or procedure.

Checklist	Response
I included a description of: 1. X_ initial meetings I had with pilot sites to explain their roles and responsibilities 2. _X_ consultants or other staff used as a resource to support the pilot staff 3. _X_ any incentives you provided to pilot staff to encourage and/or reward their participation 4. _X_ how you made sure that pilot staff knew the evaluation criteria and data they would need to collect to determine impact.	Process to prepare pilot sites: Meetings: • Training – Fall/Winter • Prospective sites and interest – Winter • Pilot site and staff – process, roles, logistics, timeline – Spring Consultants/Trainers/Leader for support and resource: • Software contact • Director – as Curriculum Lead • Lead teacher – train the trainer Incentive/recruitment of pilot site staff • Train the trainer • Software experimentation and additional PD opportunity • Leadership/data experience Evaluation criteria and data: • Custom forms • Time line • Start /End points integrated into digital platforms

7. Conduct the pilot, measure the impact, and develop/fine tune PD and resources

Briefly describe the results of your pilot project based on your evaluation criteria for each end user group.

Checklist	Response

3. _X_ I included an overall narrative of the results of the pilot.
 	
4. _X_ I included results based on the end users' evaluation criteria.
	Pilot results:
	• Staff:
	    o Approximately 90% of staff responded favorably to the Personalized Learning philosophy
	    o All staff involved with trainings considered them valuable
	    o Over 70% of staff conveyed that the process improved significantly after the first 2 weeks.
	
	• Students:
	    o All students who participated in survey responded favorably to Personalized Learning approach.
	    o Students report that they spent more time on learning outside of class during pilot class session than previously.
	    o (Students have not yet reached hour requirement for re-testing in TABE at time of this report)
	
	Custom Report: Pilot Report
	As of 04/19/2016
	School: Butler Tech ABLE

Type of Data	*Initial Assessment* *Mastered (%)*	*Latest Assessment* *Mastered (%)*
Average of all students	*19.3%*	*46.5%*

What changes, if any, would you make before you implement the new strategy program-wide?

Checklist	Response
5. _X_ I included a description of specific changes I needed to make before implementing program-wide.	Specific changes: • Additional PD and simulated practice with digital resources, software and platform for instructors. • Reassurance to students (who are more inclined to hands on instruction) that personalized learning blends various learning processes and platforms, and is not solely online and/or distance learning. • Additional concrete milestones for self, class and program assessment. • Continual additions to quality curriculum modules that can be facilitated within the classroom or via a digital platform.

Final Reflection

Briefly describe what you learned from this program improvement project that will help you in future work.

Checklist	Response
3. X_ I included an overview of what I learned from this project.	The learning from the program improvement project which will help in future work: • Conveying "Vision" effectively to your team • Team formation considerations • Professional Development, Professional Development, Professional Development • Project Timeline • Project Deliverables • Determining appropriate and effective • Data collection • Data evaluation