

Your Questions Answered

General Questions

Can we get digital copies of all PPT's?

Yes. Materials from the symposium are posted at <http://kidfriendly2013.weebly.com/documents.html>.

Why is the "y" lowercase on the kid-FRIENDLY logo?

The term kid-FRIENDLY stands for kids [that are] Focused, Responsible, Imaginative, Engaged, and Determined to Learn. The "y" was added to complete the concept that the grant was, as it implies, kid friendly.

I'm sorry but I am not clear what this whole grant is even about? We are missing some critical foundational knowledge.

The grant was written as collaboration between the GRREC and OVEC. The grant narrative can be viewed and downloaded on the U.S. Departments of Education website:

<http://www2.ed.gov/programs/racetothetop-district/2012/finalists/applications/green-river.pdf>

What support does the state give toward this project?

The commissioner of education and the governor have publically expressed support for the efforts of kid-FRIENDLY schools and districts. To this point, we have relied on their expertise to refine grant components and help us build relationships with FRYSC and others. Because KDE wants every student to be college and career ready, we anticipate their support over the next few years.

\$2500 for PD for subs and stipends is it per school per year? Can it be carried to next year?

The \$2500 allotment is per school - per year of the grant. As long as the carryover is justified in your school personalized learning plan evaluation component and approved by kid-FRIENDLY leadership, then we anticipate that carryover will be allowed in the first couple of years of the grant.

Can you share the name of the first book Mr. Gregory opened with? Thanks

David Gregory first referenced *The Other Side of the Dale* by Gervase Phinn. The second book he mentioned was *Schools Cannot Do It Alone* by Jamie Vollmer.

We've seen and heard about vision for older (high school) students. What's the look for elementary age? What does this look like at the elementary level? I would really like to hear what this looks like in an elementary school and classrooms.

kid-FRIENDLY is developing *Day in the Life* scenarios for other levels and other role groups, which will provide a clearer vision for elementary and middle school educators.

Can we build this without creating a binder full of action plans?

In order to achieve the vision of personalized learning, schools will develop and monitor their Personalized Learning Plans. The U.S. Department of Education requires kid-FRIENDLY to maintain records that demonstrate progress towards kid-FRIENDLY goals, including the goals, activities, implementation and impact of school personalized learning plans. The kid-FRIENDLY vision is for the planning process and the resulting plan to be seamlessly developed and embedded within Comprehensive District and School Improvement Plans. Although we anticipate that there will be additional time needed to develop and monitor school personalized learning plans, if development occurs simultaneously with the development of CSIPs/CDIPs, additional time should be minimal.

Is paying for busing students to elementary schools to be teachers a concern?

Deciding to bus students to elementary schools might be a choice that a school personalized learning team might include in the school personalized learning plan. Kid-FRIENDLY does not provide additional funds for buses or other strategies schools include in their plans. Kid-FRIENDLY strongly suggests that school identify or design strategies to include in their personalized learning plans that they have the resources to support.

Has District 11 in Colorado been involved with Leader in Me?
District 11 has not been involved with <i>Leader in Me</i> initiatives.
How much monitoring will the kid-FRIENDLY staff do in districts?
Because kid-FRIENDLY is fully funded by the USED, monitoring progress toward reaching kid-FRIENDLY goals will be continuous and will meet the standards set forth in the scope of work. Kid-FRIENDLY leadership team members, however, are still working with USED and the external evaluators to determine how often and what methods will be used to meet the grant requirements of accountability. As soon as these are determined, districts will be informed.
Would like Greg Wilborn's school email address to get all information.
greg.wilborn@d11.org Facebook: PersonalizedLearningDudes Tweets @gwillborn Linkedin: gwillborn
Are there plans to put demonstration classrooms on the Internet for all schools to see?
As demonstration sites are identified and established, a directory of sites will be published and disseminated to all kid-FRIENDLY participating schools and districts.
Obviously, standardized testing is still going to be the deciding factor for us. How are you (in Jessamine and Russell Co) scoring on these tests in May?
The following response was provided by Tasha Bowlin, Jessamine County Schools: I had 85 sophomores who took the EoC in May of last year, after completing two years of English in a completely SBG classroom. I had 36 students earn a score of Exceptional on the EoC, 44 students earn Mastery (both Exceptional and Mastery translate to an A in the traditional grading scale), 5 students earn Approaching Mastery (the traditional B), and no students scored below that level. The rest of our students performed at a high rate as well.
As a District of Innovation you are granted permission to waive certain requirements. However, there are those federal requirements that are not permissible to be waived. Have you encountered barriers to innovation in follow non-waivable requirements? How can all of these things be done with the restrictions placed on schools? Are these districts approved by specific avenues?
KRS 156.108 and 160.107 (House Bill 37, enacted 2012) provide Kentucky public school districts the opportunity to apply to the Kentucky Board of Education (KBE) to be exempt from certain administrative regulations and statutory provisions, as well as waiving local board policy, in an effort to improve the learning of students. By "re-thinking" what a school might look like, districts will be able to redesign student learning in an effort to engage and motivate more students and increase the numbers of those who are college and career ready. Districts must apply for Districts of Innovation designation that allows a specific and comprehensive waivers part of an innovation strategy. KDE also will work with districts to seek approval for waivers of regulations. Information about the process of becoming a District of Innovation or seeking a specific waiver is available at: http://education.ky.gov/school/innov/Pages/default.aspx
Are changes being made on the college level to train upcoming teachers to come out of school comfortable with this model?
We are too early in the process to know to what extent this will occur; however, it is a kid-FRIENDLY focus. We will consider steps in this direction as we begin to review personalized learning plans to better be able to articulate needs and desired directions with teacher training.
Feedback
Thought we were going to begin plans today while grant facilitators were there. Disappointed
Although the day was primarily devoted to developing the awareness of school teams to the kid-FRIENDLY vision, we essentially started the planning phase during the symposia as schools began to

identify and prioritize deliverables. The planning phase will run from October 1 through November 30, and kid-FRIENDLY staff will provide direct support and facilitation of the planning process to schools during this phase.

Wider Community

Roger how long did it take to shift the paradigm in your community? And who are the last hold outs?

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: I have installed Performance Based Education, also called Personalized Learning in two communities, Russellville and Taylor County. Neither time did I go to the community or to the public and ask them their opinion of it as the general population does not know or understand it. It is my opinion that personalizing learning for students is not an option for a community to disagree with. There really is nothing to disagree with. Who doesn't want their child to learn in the way that best fits them? I simply went in to each community and installed this system of education. I informed the board of education about it and they agreed that this system was best for students. If parents do not want their children to accelerate we do not force them to accelerate. If students want a traditional style of teaching we can give it to them. However, no students have opted out of learning with technology at their own pace so it is not an issue but if it were to be an issue I would allow for those students to learn in a traditional manner.

How do you get "old school" parents to buy in to you being more if a facilitator rather than a direct instruction teacher? How do you overcome parental resistance to making such drastic changes?

Response from Jessica (Taylor County) "It is really not an issue. I still instructed the whole group each day at the beginning of class during bell ringer time. I also kept up with where my struggling students were each day, so I targeted them for personal assistance. I was proactive in contacting parents when a student got behind, and so they didn't have a feeling of their child not "having a teacher" just because the mode of delivery wasn't the traditional method."

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: There was not parental resistance to personalized learning. Why would there be? We can give it to them the way they want it or learn best.

I guess I believe that asking a question on a survey like: Do you want our teachers to personalize learning and teach your child in the manner that they learn best? I can't imagine a parent saying no to that question and if they did they would not want the best for their child.

PGES

How is the kid-FRIENDLY vision going to work with PGES?

Kid-FRIENDLY correlates with PGES in a variety of areas. The data retreats and data analysis for RTI and acceleration, for example, both rely on student data, which might be used to establish and monitor student growth goals. Kid-FRIENDLY also will provide professional learning in a variety of areas such as Visible Learning Plus, poverty, math and literacy PD, as well as helping students grow as leaders, which correlates with student voice. During the symposium, one district leader commented, "... that If we achieve this vision (kid-FRIENDLY), all teachers will have high ratings on PGES."

How are the teachers evaluated in a self-paced classroom?

Although this question would be best answered by a PGES expert, we anticipate the evaluation would not be different since the teacher still will interact with students on a daily basis and instruction will occur regardless of whether it is through a blended classroom environment, student conferences, mini-lessons or direct instruction. Below is the answer from Jessica (Taylor County):

"I was evaluated last year. We, self-pacing teachers, were worried at first about the administration using the same instrument as always but our classroom being totally different. Mr. Cook assured us that he would make sure administration was supportive and understood our classes would be different. I think they still used the same instrument, though.

My questioning techniques were observed during bell ringer time, and then I was observed facilitating the room and helping students individually, while the students were observed being self-sufficient and collaboratively working together. I had a great evaluation in the end. There definitely has to be an understanding that this will not look like a traditional classroom, so don't look for traditional classroom ideals!"

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: They are evaluated like any other teacher except we do not put much emphasis on daily lesson plans as we want the teachers to have units set up so students can finish them at their own pace. We look at how much technology is being used, how well the teachers are keeping students on task, how teachers are facilitating learning. We look at the environment of the classroom and if it appears that the students are engaged even if it is at different levels.

Personalized Learning

Because it takes time to build relationships with students and really get to know their learning styles and needs, does personalized learning lend itself to looping where students stay with a teacher or team for two or more years?

Looping can be an effective strategy. Used in the context of personalizing the learning environment, it is likely that it would be a great way to promote long-term meaningful relationships that allow teachers to deeply understand a student's interests and depth of knowledge. Each school will need to determine if looping would be effective for their learners.

What is happening with educators/schools that are not on board with personalized learning?

Personalized learning is not simply a fly by night strategy. In fact, many well-respected educational thinkers believe it is one of the most significant shifts in education in recent history. Therefore, schools not giving serious attention to personalizing the learning environment may find themselves far behind other schools across the nation, and in fact, around the globe.

Students have been working with partners or in small groups for years. How is Performance Based Education different?

Performance based education can take place in a variety of ways, including small group work. The distinction would be in that when learning is personalized for each student, their work is contextualized around and assessed on their mastery of the content.

How would you concisely but concretely define personalized Learning? I still don't understand what exactly personalized learning really is. Can you please explain?

The U.S. Department of Education defines personalized learning as "adjusting the pace (individualization), adjusting the approach, and connecting to the learner's interests and experiences. Personalization is broader than just individualization or differentiation in that it affords the learner a degree of choice about what is learned, when it is learned and how it is learned. The rhetoric is often phrased in terms of learning 'anytime, anywhere or any place.'" In other words, students are offered choices (not necessarily unlimited since they have specific targets to master). It, however, may provide learners the opportunity to learn in ways that suit their individual interests, career pathways, and/or multiple intelligences, just to name a few.

When we receive personalized learning funds, where would you start implementing money first to get the most bang for your buck?

There is not a one-size-fits-all answer to this question. Each school personalized learning team will need to evaluate where they are and what their next steps will be. Some teams will find that they are already implementing strategies that align with personalized learning. Maybe those schools simply need to identify how they will go deeper and contextualize that strategy to ensure it creates a personalized learning environment. School leaders from school the kid-FRIENDLY staff members have visited often reported that they began with the environmental piece such as classrooms, meeting rooms, and

furniture configurations, because they felt it was a great gateway into personalized learning.

What has been the most difficult issue to overcome making the transition to a more personalized learning model?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: Getting teachers and administrators to give up control of every movement of every kid. Apathy - Teachers don't feel like they can affect change on a larger scale so there is a sense of "why try something new."

What subject area is the toughest to implement change in personalizing learning?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: There's not one subject tougher than the rest, but High Schools are the toughest places to change.

In your elementary schools, is technology a make it or break it necessity for personalized learning?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: It's not make or break. We believe you can get pretty close to personalization without technology, say 75% there. Personalized learning without technology would be much harder on the teacher, due to the planning and amount of resources needed, but you can get about 75% of the way there.

So are the courses all set up online and does the teacher teach or just monitor?

The following response was provided by Jessica from Taylor County: "As for my class, I 'teach' during bell ringer time and then I monitor. However, I know where my students are (thanks, in part, to the bell ringer) and I target specific kids for one-on-one help."

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: No, our courses are not online. They are courses developed by the teacher. However our teachers take some online material or courses and implement them into their teaching material. The courses taught in our Virtual Charter School are online courses but not the ones taught in our regular school.

How does technology learning teach team work and social skills?

In personalized learning, not all learning comes through technology. As a result, students still work collaboratively and learn those skills. Students may work on real-world projects and choose technology tools to assist their work, but that does not mean that all learning is delivered through technology.

Looking back, are there things that you could have done with your students while you were planning to help them prepare for directing their learning? What can we do now to get our students ready for this change?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: It's called gradual release and you have to train them to take charge of their own learning. If you wait until high school it will be too late. Starting at Kindergarten you have to teach kids to collaborate, think critically, manage projects and their work, be information literate, and eventually how to use technology. The longer you wait to teach these skills the harder it will be to transition to personalized learning. High school students will have to be totally retrained because they have been raised in a school system that rewards compliant behavior and tells students what to do and how to do it in order to get a good grade.

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: Just start talking to them about it and getting one teacher and one class doing it and let it spread from there. Students do not want to be held back and for the most part will welcome self-paced learning and most do not want to be lectured to all day.

In my experience online curriculum courses are not as rigorous or engaging as a 'normal' classes how do you ensure curriculum is rigorous with your online program?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: The same way you ensure it is rigorous in your 'normal' classes, you create multiple pathways to learning that are engaging and challenging.

Does brain research support this as developmentally important?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: “Nature’s biological imperative is simple: No intelligence or ability will unfold until, or unless, it is given the appropriate model environment.” – Eric Jensen (2000). Here are some resources.
<http://personal.ashland.edu/dkommer/ABCs%20of%20BBL.pdf> and
<http://www.middleweb.com/2847/how-to-build-happy-brains/>

How do you use ILPs as part of personalized learning?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: ILPs are what personalization is all about. I have some folks beginning to walk down the road of empowering children with their own data in relation to academic standards. They set goals and self-monitor their practice. Teachers of course have their finger on the pulse of these plans and design pathways through which multiple goals can be accomplished. Choice is huge here! Training children to basically project plan (what is the goal? What tools and resources do I need to accomplish that goal? What individual steps will I take to get there) their learning is a valuable life skill and puts the ownership and locus of control with them. If ILP’s refer to Individual Literacy Plans, my answer is actually the same.

Rigorous online courses: is the virtual program similar to the credit recovery programs used across the country that is accredited? If so, these programs are typically only allow for surface level thinking.

Recently, many programs have been developed that do provide rigor and challenge students to the appropriate depth of knowledge to promote mastery of standards. Each school personalized learning team will need to research software to ensure it fits their needs.

How do the floating rosters and floating planning work?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: We are still experimenting with that at this time. Obviously it looks different depending on what level (Elem./Middle/High) you are looking at.

How do you switch kids when you’re on a different schedule?

The following response was provided by Roger Cook, Superintendent, Taylor County Schools: All of our schools are on a schedule that helps to accommodate a little travel time from school to school. The superintendent has to make that happen.

With the self-paced classrooms, how do you deal with scheduling and lost time with traveling?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: Scheduling is a challenge and must be dealt with as schools hit the tipping point where more teachers than not are personalizing.
Some schools deal with this internally (or during the day) in the cases where students are still coming to school every day and riding the buses. In these cases there must be flexibility on where and when students are in certain classes or parts of the building. Age is a determining factor since elementary students will have less management skills and freedom in a building perhaps due to safety concerns. Secondary schools progressively move towards freedom of scheduling tied to student ability to manage themselves and their learning. One example is of a flipped, competency based course at high school. The students are still tied to a bell schedule at this school but in this class students move through the curriculum at different paces and could conceivably achieve two “semesters” worth of learning in one semester or less. The question obviously becomes: Now what do they do? Great question. Independent project work for more credit? Move onto a different course altogether? Start college courses online? Go to the local Jr. College?
In other instances schools have alternative schedules such as 3 days per week where learners are physically at the school and two independent learning days. Independent learning days may mean online courses or more like college schedules where students are working on “homework” the two days away from the brick and mortar school. Jefferson County in Colorado does this. D11 does not yet.

How do class changes work in Infinite Campus?

This would be a discussion that each district would need to have with their district IC administer. Many districts have faced similar issues and have found solutions to emerging issues. If you have specific questions that you can't answer, please contact your program manager who will work with you to obtain the answer/

Are you familiar with Project Based Learning? I feel that Personalized Learning lends itself very well to it. I think they will work seamlessly together.

Absolutely!

Need to see or hear concrete examples of what personalized learning looks like. Videos?

As part of the kid-FRIENDLY vision, demonstration classrooms will be established in every district. Each year new demonstration sites will be established. In addition, a quick Google search will provide examples of personalized learning environments and educators around the world discussing personalized learning.

Flipped Classroom

In the flipped classroom and self-pacing do you ever have whole group? What's a typical class look like?

Absolutely. In a typical flipped classroom, students watch video-taped lessons at home rather than in class. That leaves class time for teachers to work with students, monitor their practice, and provide immediate assistance in small or large groups. Flipping a classroom is only one example of a personalizing instructional time. Many students use the rewind option when watching videos. As with all strategies, they take time and persistence to perfect.

How many kids are typically in a classroom?

There is no definitive answer to this question. This will vary depending on age of the student, day of the week, or targeted standards. The following response is from Jessica in Taylor County: "Last year, I had 30, 26, and 35 kids in my three block math classes."

How much out or class time do the teachers spend on planning?

This will vary depending on the strategy being implemented. Teachers, for example, who are placing students in internships may spend more time upfront developing partnerships with businesses and industry, and teachers who are flipping their classrooms might spend additional time taping their lessons for later viewing by students. Those, however, who are using a blended learning environment may find that planning requires less time. Most teachers will find that any additional planning time will lessen as they become for effective at personalizing the learning environment. The following response was provided by Jessica from Taylor County: "I spent many hours putting it together last year. I had to always be thinking ahead of my fastest person! However, it was a lot better this year because I could tweak what I had from last year and I had that foundation laid."

Math classes appear easy to flip... How do you teach reading in a flipped classroom?

Most classes can be flipped in some manner. There are skills in reading, social studies, and other content areas that can be taught through a flipped classroom environment. Teachers may not flip their classrooms for all lessons or every day.

In flipped classrooms are students on the computer all day long or is there some instruction intermixed with the technology?

In a flipped classrooms, students watch content at home or outside of the classroom. Then in the classroom, they work with teachers in small group or on an individual basis. The teacher's role as guide on the side is essential to the students learning content, whether it is viewed online or in class.

How does blended education work with students who need accommodations?

Students working in blended learning environments learn content online and in class. The teacher serves a learning coach and helps students determine the best way for them to master the content. The following response was provided by Jessica from Taylor County: "I had collaboration class last year. My collaborating teacher facilitated along with me, and often offered one-on-one assistance to a small group, which may or may not have included her ECE students. She would watch my videos, and it helped her learn the 8th grade math, as well!"

When flipping a classroom, if you send out an instructional video or materials to students with the expectation that they will watch it before class, what do you do with students who do not view the materials?

The following response was provided by Jessica from Taylor County: "I didn't do the traditional "flipped" classroom. In my self-paced classroom, my students could watch the videos in class or at home if they wanted to get ahead."

Can you talk more about the logistics of a flipped classroom?

The following response was provided by Jessica from Taylor County: "These are some of the things I thought of off-hand:
Self-Paced Classroom Logistics-Parent Letter---tell them how it will look differently -iPad Contract---if you have iPads that will be kept in the classroom-Peer Coaching---teach the students how to work collaboratively-Videos---What program are you going to use to record? Where are you going to put videos for student access? You have to stay ahead of your fastest person!!!-Unit Guides---Tells students the order to complete the lessons so they don't have to ask you what to do next. Have a protocol for naming videos, guided notes, and assignments so kids know which go with which. -Checking---Procedure for checking work---either have answer keys for them to use to check themselves, teacher grades everything, or students check each other-Progress Monitoring---Sticker chart to track students as they complete lessons....quick reference for the teacher, as well as a reward for students-Bell Ringer System-- -Allows time for you to check their understanding and also get a quick glimpse at who needs more direct instruction that day.-Alternate Seating---Allow them to "be comfortable" while they learn, as long as they are making progress!-Set Deadlines---Use previous year to think about how long it should take for each lesson. Also set mini deadlines so they know their goal for each day. Also think about possibly giving them a 100 point grade as a reward for taking the test by the deadline day.-Testing Procedures---Decide how you want to administer tests when they are ready. Where will they go to take tests?-Grade Book---Decide how to set up grade book so you can record work for those who are ahead. -Early Finishers---System has to be in place for them to move on if they finish early. Ideally, it needs to be another self-paced flipped classroom so they can start on Unit 1 at the next level."

Competency Based learning

How will these Personalized Learning strategies affect grading procedures (timeliness of assignments recorded), Infinite Campus, and other traditional procedural duties?

In a competency based learning environment, districts/schools determine what students must score or accomplish to be successful at mastering a standard or a competence. Assignments are most important for determining what students have yet to master or where they need additional assistance. Therefore recording scores for a grade is not a major focus. Rather, the focus is on where a student is at any given time and how to assist students master the standards. Some schools have determine cut scores such as if a student scores 70% on the competency test, they have mastered the standard. The percentage varies from district to district.

How does standard based education translate for scholarships at university's when a lot are GPA based?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO:

Until colleges have some other filtering tool besides GPA and credits, we will have to translate the experiences and learning evidence into some coherent number for them. We can only hope that higher education quickly moves towards alternative selection criteria. I imagine some already do but I have not researched it.

Much of the conversation seems to have focused on aspects applicable to middle & high school. Please speak to how you see this personalized learning concept applied specifically to kindergarten & first grade.

First and foremost in an elementary school, personalized learning is anchored in student choice and voice. In the lower grades, there may be more structure in the personalized learning environment, but there is no difference among grade levels in that personalized learning is about tailoring learning to a student's interests and competencies.

What if, for example, you have a 3rd grade student who is ready for 5th grade content in computation, multiplication but still needs 3rd grade geometry? (Similar question: What do you do with students who might be advanced in math but behind in reading? How do you arrange their schedule so that they are in one level for language arts and another for math?)

A blended learning environment would be perfect for such as student as would a flipped classroom where the lesson is recorded and viewed at home and the teacher in the third grade classroom could provide assistance to the student in class. In addition, there it may be appropriate to send a child to a fifth grade classroom for instruction – that, however, is a decision that must be made by school officials and parents.

Are students who are behind moved down to lower grade levels?

During our panel discussion, Superintendent Roger Cook pointed out that students do not move down to lower grades but are offered intervention in their current academic setting.

Do teachers still have a curriculum that is followed for the class or does every teacher have freedom to choose the projects that they will facilitate? Do you still use the national or state standards?

Core curriculum continues to anchor instruction at all grade levels. The following response was provided by Jessica from Taylor County: "We have to teach the Common Core Standards, just as we did traditionally. I used my traditional pacing guide for 8th grade math from the previous year, and just created my videos to teach the same concepts. Our math department, however, was always treated as experts in our field, and we were trusted with the freedom to choose our own projects and curriculum materials."

Question for Mr. Cook- for students that are disruptive and not motivated that you may place at the bus garage working on diesels how do they earn the required credits that other students that sit in the classroom everyday earn? How do you meet the math credit requirement for the kid working in the bus garage?

This answer is coming

What is the "test" used to determine mastery at the elementary level? Is it MAP?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: Currently we use MAP and our State Standardized test. I believe a well thought out e-portfolio system will be a critical piece to determining mastery in the near future.

If no one fails or is held back, what do you do with older students who haven't mastered content? What if you have a 12 year old reading at a 1st grade level? Or a 15 year old who hasn't mastered multiplication?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: An intervention should be in place (whether there is a sped diagnosis label or not), but also that functional skills come into play heavily. A 12 year old reading at a 1st grade level is typically a child with a clear disability or the Tier 1 delivery (especially in K-2) may have been lacking. I argue that the children in this situation need real-world opportunities more than anyone. More of the same will not magically get this 12 year old or 15 year old caught up. Authentic learning opportunities are the way to keep these kids engaged. "Ability does not create opportunity, opportunity creates ability."

Ms. Bowlin - How do you go about "catching students up" when they do not pass a standard?

The following response was provided by Tasha Bowlin, Jessamine County Schools: We divided our common core standards into nine four-week units. During those four weeks, we teach all of the standards within that unit and offer many formative assessments as practice leading up to the summative. After the summative assessment, all students complete a self-reflection on their performance and progress. Students who do not pass a standard are required to complete remediation (during class, during Advisory, before or after school, at home... this varies depending on teacher, student, and standard) to review the standard again. Students are given a window of two weeks to complete this remediation and seek extra individualized instruction from the teacher; then, the student retakes the assessment to demonstrate improvement.

Have you seen any negative effects to this style of learning on your students who are attending college and forced to attend lecture style courses and not given the option to move at their own pace upon graduation from high school?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: We have not been doing this long enough to track high school student's next steps. I will not base our learning environments on the poor standards of some colleges and would argue that college education will change along the way too. They are scared to death of becoming irrelevant in today's new world.

How much group work and group problem solving do these kids get in these classes? Are they on computers all day? How can they have those conversations, discussions and interactions do they get when they're all at different levels?

The following response was provided by Jessica from Taylor County: "In the self-paced class, group work is an everyday experience. They help each other problem solve and learn better than I could ever imagine to do with 30+ kids in the room. Some groups are on the same lesson, learning it together, while others are on different lessons and the one ahead is helping to get the other one caught up."

What about students that are not good test takers? Do they have additional options other than a "test" to move up? Do they have options to prove that they can?

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: Portfolio (digital portfolio, not a folder of papers) based evidence is the best measure of learning. A portfolio could include papers written, digital presentations, video or voice recordings, test results, letters from teachers, coaches and bosses. How many ways can students demonstrate their learning besides a paper and pencil test?

How do you calculate GPA with mastery learning? Students must have a GPA to apply to Colleges and scholarships.

The following response was provided by Greg Wilborn of District 11 in Colorado Springs CO: If a learner moves through a course of study and masters it then there must be a way to apply a grade to that mastery. My experience is that I set mastery at 80% or above and students either received an A or a B for the course no matter how fast or slow they got there. You must define what is Mastery and measure it so therefore it should be translatable into a tradition grade. What that A or B is not saying is how long the seat time was to get there and who cares?

Have you seen issues where students have not been successful at the higher grade levels? If so how

did you deal with that? I'm thinking about students specifically who can read the words in a text but don't comprehend the text fully?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: I feel this is an issue with delivery methods in upper grades. True differentiation for access to information is needed and I frankly don't see this as a strength in most classrooms I visit right now. Even adult learners struggle with "sit and get" learning. We need to invest PD into varied delivery methods and then raise the bar of expectations.

How do you ensure the safety of a young child entering a high school, etc.?"

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: The same way you ensure safety of all students. A positive mentor and shadowing program may be helpful as well.

If students refuse to pass their math classes how are they prepared for general education requirements in college?

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: I have never met a student who refused to pass. Only students who weren't being engaged. Someone has to find some way to connect with a student who is a reluctant learner.

What about the 8th grade student who needs to be in 4th grade math how does that effect their self-esteem and affect them socially.

The following response was provided by Scott Fuller of District 11 in Colorado Springs CO: Typically these students already feel like failures by 4th grade. I again attribute this to lack of authentic application experiences and opportunities to work in ways that are engaging to them.

I'm good with teaching what they are ready for. My concern is maturity. Are they sending young children to middle/high school classes or making some other arrangement? Along with that how do they handle overcrowding?

The following response was provided by Laura Benningfield in Taylor County: Elementary students do take classes at the middle school and middle school students do take classes at the high school and high school students do take classes at our local university. The numbers usually work out that we have about the same number of students moving to the other school so overcrowding is not a huge issue but must still be considered when scheduling. As much as possible, we try to schedule younger students together in the same class. Always, parents have the last say in whether or not their child is mature enough to advance.

In Taylor County, do you let students graduate early?

The following response was provided by Laura Benningfield in Taylor County: Up to this point, we have been constrained by state funding policies that did not allow district funding for students who graduated early. Our district policy required 13 years of seat time although we were very flexible in allowing students to be dual enrolled as college and high school students. In fact, this year we have several students who are taking all or most of their senior year courses on a college campus. Moving forward, we will follow new state mandates allowing students to graduate early.

For Taylor county: If kids can't drop out, do they all graduate? Or do some just finish their 4 years with no diploma? Do you have different types of diplomas so that everyone can graduate?

The following response was provided by Laura Benningfield in Taylor County: Yes, our students graduate. We have one diploma for all students.

Do you have instances where an older child who hasn't mastered content is in class with small children?

The following response was provided by Laura Benningfield in Taylor County: No. We do not place an older student in a class with younger students. Instead, we offer RTI classes and virtual classes with certified teachers to help them master the content.

Where do Standards fit in to the performance based learning?

The following response was provided by Laura Benningfield in Taylor County: The standards are the foundation for our curriculum maps and instruction.

How do we align kid friendly with the accountability system? The diesel mechanic doesn't want to learn the content as it is taught in Algebra 2 but the school needs him to know it because if the end of Course required exam.

The following response was provided by Laura Benningfield in Taylor County: We are giving the students a “kid-Friendly” option to take a course that is best for them and their career goals. They will still have to take required exams. It is a risk we are willing to take because in the end, it is what is best for that student. Are we more concerned with how we score as a school on a test or are we more concerned with providing a student with relevant learning? That is a question all districts must decide for themselves.

In Taylor County if a kid moves on in February or March, how and where do they move on?

The following response was provided by Jessica from Taylor County: “We made sure to have a self-paced flipped classroom at the next level. The kids went into that classroom and started on their Unit 1 and got as far as they could by the end of the year. Those students then picked up this August where they left off last May.”

How can we open KEES money for high school students and dual credit?

The following response was provided by Alicia Sells, kid-FRIENDLY Communications Director: This would require legislative action. We recommend that you communicate with your legislators to let them know of your desire to see this done and to request their leadership and support. (To look up your legislators, go to www.lrc.ky.gov.)

We are told that we have to 'have the students ready for the test'. This is really just academic study-NOT practical application and real world experience. How do we teach the second when we are tested on the first?

The following response was provided by Laura Benningfield in Taylor County: Teach to the second – application and real world experience – that is where real mastery takes place anyway. It is unfortunate that our testing systems do not assess application, but teaching from an application lens should provide better results on testing anyway. If a student knows a concept well enough to apply it, why shouldn't he do fine on state tests?

Special Education

Mr. Cook, how do you implement special education services?

The following response was provided by Laura Benningfield in Taylor County: In a performance based system, special education services really do not differ all that much from a traditional system. We still follow the goals in the student's IEP as determined by the ARCs. Where we may differ in our district is that we are not afraid to jump outside the box when it comes to meeting the individual needs of our students with special needs.

With your special education students how do you ensure success?

The following response was provided by Laura Benningfield in Taylor County:

- Team approach
- Strong caring relationships.
- Goal setting based on interests and skills
- Monitoring of progress
- Individualized instruction
- Varied remediation strategies
- Celebrating successes

Are you seeing higher success rates with special education students when they have technology in

hand?

The following response was provided by Laura Benningfield in Taylor County: We definitely see more kids with special needs engaged in instruction through the use of technology. Technology is just one of the tools that teachers utilize to ensure success.

Can mastery level assessments be different for students in the special education program? Can the standard be covered in a way that can be applicable to real-world situation?

The following response was provided by Laura Benningfield in Taylor County: Yes to both questions. But this is not limited to students with IEPs. There is not one correct way to achieve mastery.

What about special needs students? How do you reach them?

The following response was provided by Laura Benningfield in Taylor County: Students with special needs have a team that works together to ensure their success. We monitor progress frequently and adjust instruction to meet their needs. We engage them by building strong relationships with them and their families and by providing an educational experience that is best for them.

How does special education fit into competency/performance based learning which relies so much on mental capabilities?

The following response was provided by Laura Benningfield in Taylor County: A performance based learning system allows a district more flexibility in meeting the needs of special needs students. The staff is already accustomed to individualizing learning and instruction which is important for all students – and is crucial for students with special needs.