FUSE MA

Fuse Wayland
Blended & Personalized Learning

Wayland School Committee Presentation
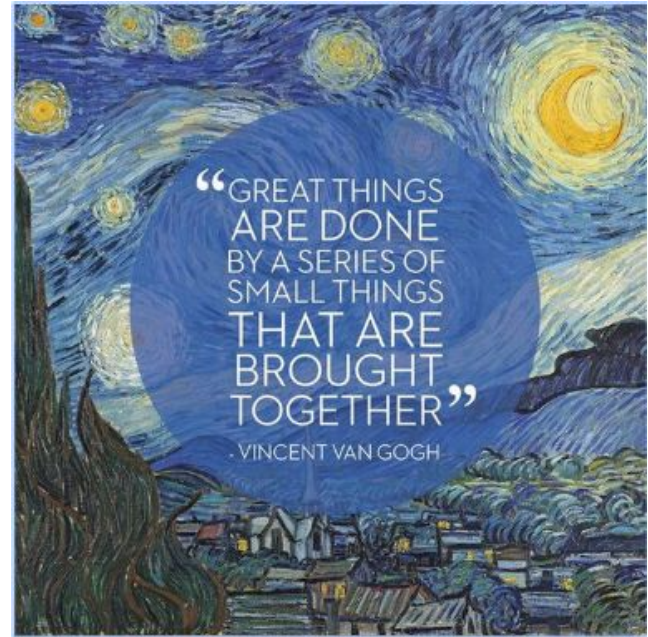March 25, 2019

Fuse Wayland PBL

Leisha Simon, Director of Technology &
    Digital Learning

Bethann Monahan, K-12 Technology &
    Digital Learning Department Head,
    WMS Fuse MA Fellow

Eva Urban, WHS Social Studies Teacher,
    WHS Fuse MA Fellow,
    WHS Fuse MA Coach

Meg Smallidge, Fuse MA Program Manager,
    Highlander Institute

"GREAT THINGS ARE DONE BY A SERIES OF SMALL THINGS THAT ARE BROUGHT TOGETHER" - VINCENT VAN GOGH

Fuse MA/Wayland

HIGHLANDER INSTITUTE
Leveling the Field for All Learners

Our Mission

Highlander Institute cultivates and disseminates innovative education solutions that improve educator and system capacity to provide personalized experiences for every learner.

Our Vision

We envision an equitable, just educational system that meets the needs of all students as it prepares them for success in our complex, rapidly changing world.
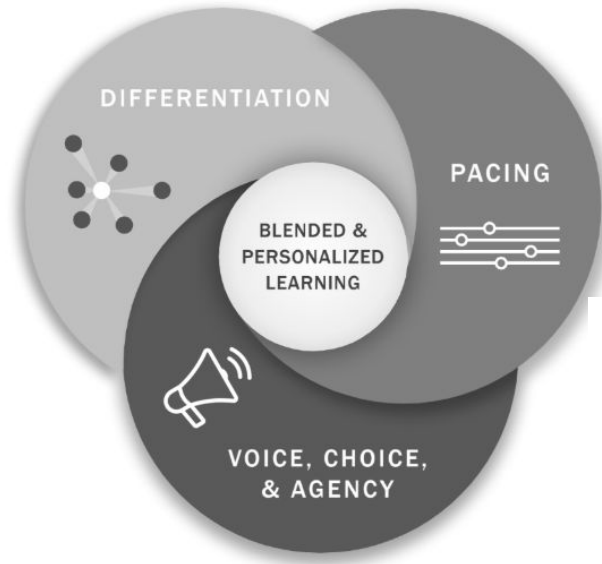
- Train Fuse 'Fellows' as Teacher Coaches
  - 200 hours of PD
- 'Fellows Coach 'Lighthouse' Teachers in participating Districts & in Wayland Public Schools*
- Blended and Personalized Learning
  - District Vision
  - Student Priority Practices

the education COOPERATIVE

Wayland Public Schools Foundation
Granting Success for Every Child

BL & PL is about shifting Practice

DIFFERENTIATION

PACING

BLENDED & PERSONALIZED LEARNING

VOICE, CHOICE, & AGENCY

HIGHLANDER INSTITUTE
Leveling the Field for All Learners

Major Shifts

Teacher Directed	· · · · · · · · · · ·	Student Directed
Completion Focused	· · · · · · · · · · ·	Mastery Focused
Summative Focused	· · · · · · · · · · ·	Formative Focused
Teacher Sets Goals	· · · · · · · · · · ·	Student Sets Goals
Student = Consumer	· · · · · · · · · · ·	Student = Creator

Personalized PD / Coaching Model
For Blended & Personalized Learning

- **Assess**
    - District Readiness
    - Lighthouse Teacher Readiness
- **Analyze Data/Current Practices**
- **Disseminate Best Practices**
    - Know Student
    - Engage Students
    - Assess Students
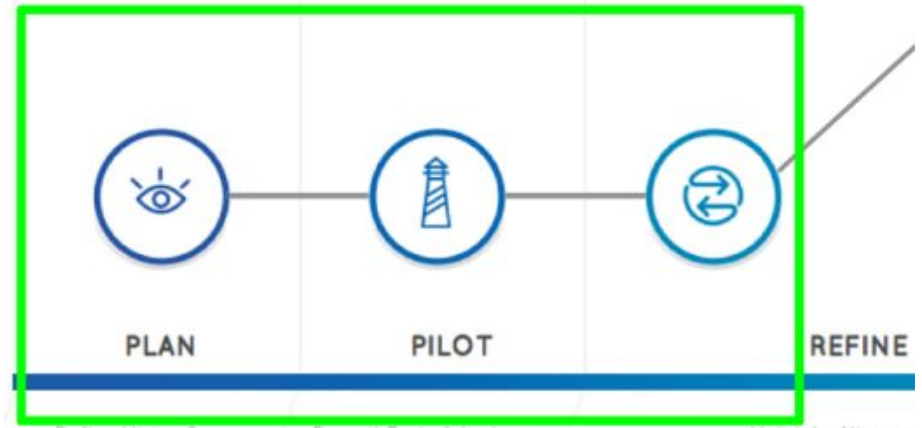
Wayland's Vision and Priority Practices

The Wayland School District believes that students will gain ownership of their learning through a more personalized learning experience by way of:

- differentiated learning within the classroom
- opportunities for active student learning through collaborative, interdisciplinary, and real-world inquiry
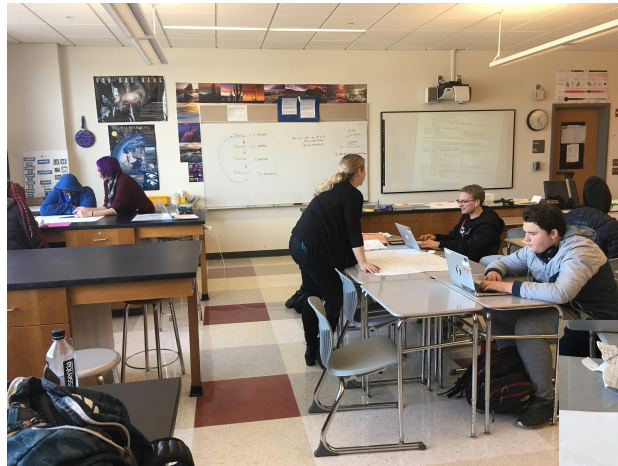- more voice and choice over how and when they master skills and content

Priority Practices:

- 2D - Students have choices in how they demonstrate their understanding
- 2G - Teacher encourages student ownership of learning
- 3D - Teacher provides opportunities for students to reflect on their own data
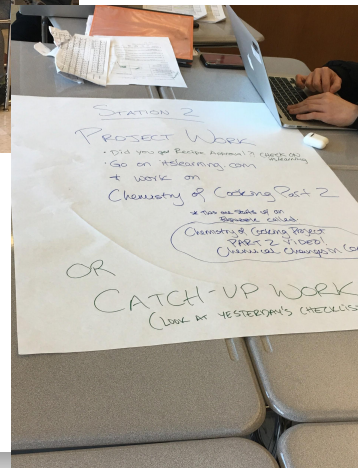
WHS Lighthouse Classrooms

Coached Lighthouse Teachers

- Generous contribution of the WPSF supporting our coaching model

- Implemented major changes to instruction to promote Blended and Personalized Learning

    - Flex Models
    - Station Rotation Model
    - Flipped Classroom

Stephanie Giglio:	Physics
MaryLee York:	Biology
Eric Wolven:	Math
Kay Bassen:	History

WMS Lighthouse Classrooms

Menu
History of Slavery BrainPop
Columbian Exchange BrainPop
TransAtlantic Slave Trade Webquest
Colonization and the Slave Trade

**Rachel Barker
6th Gr. SS**

HIGHLANDER INSTITUTE
Leveling the Field for All Learners

Blended Lesson Planning Template: Station Rotation Model

Teacher DiGisi	Class/Course Literacy Boost	Grade 6

Instructional Focus
To improve students agency as literacy learners through teaching word analysis skills, comprehension skills, writing skills and self-advocacy as students.

Station #1 Activity	Station #2 Activity	Station #3 Activity
Small Group Instruction MENU One on one conference Mini-lesson on a skill for reading or writing	Collaborative MENU Paired Reading Collaborative Reading/Writing Work	Independent (usually Tech-Assisted) MENU Reading with Kindle or book Lexia work Typing Pal

**Lori DiGisi
Lit Boost**

Daily Life in Ancient Egypt

Directions: Read the following information about daily life in ancient Egypt and the Egyptian social classes.

After you read, you will write a letter to a friend in Mesopotamia, describing what life is like in Egypt.

OR

You will write a TREES paragraph that shows how important religion was to the Egyptians.

As you read, highlight 5-10 facts or descriptions that you might use in your letter or TREES paragraph.

Goal Planner & Tracker

WMS Lighthouse Classrooms

Leigh Netcoh
8th Gr. Spanish

Lista de reproducción:
La tarea

(Homework Playlist: desayunos hispanos + me gusta)

Me gusta practice options (choose 2):

❖ Print the "me gusta" practice worksheet attached to this assignment. Complete it and insert a picture of both sides of the completed worksheet on slides 4 or 5

❖ Complete conjuguemos # 41- me gusta la comida for 5 minutes. Insert a screenshot of your score to slide 4 or 5- it should be above 85%

❖ Practice "learn" or play two games (for at least 5-10 minutes) using this quizlet set: "me gusta la comida". Insert a screenshot of your score(s)/completed work to slide 4 or 5

❖ Choose 15 words from your vocabulary sheet (in the purple packet). Write a sentence saying if you like each one or not and **why** (i.e. I like tomatoes because they are (son) juicy). Insert a picture of the completed sentences on slides 4 or 5

❖ Interview a friend from class and have a friend from class interview you: Ask each other at least 5 questions about the foods you like and why. Record your conversation and insert the video in slide 4 or 5. Be sure to change the settings so anyone with the link can view the video.

❖ Other ideas?- Ask me!

Daniel
Fernandez-Davila
7th Gr. SS

Immigration Learning Reflection

Think about the various ways you learned about immigration and the ways you displayed your understanding

Fuse Wayland ~ 2020 Vision

- Cohort 2 - WHS & Elementary
- 4 Fellows
    - Bethann & Eva
    - 2 New Fellows
- 16+ Lighthouse Teachers
- Identify Vision & Priority Classroom Practices
- Blended & personalized classroom practices
- Use of technology and digital learning resources to enhance teaching and learning

FUSE MA

Continue to Fuse BEST Classroom Practices!