

# **DISTINCTIVE SCHOOLS**

**COMMIT. CREATE. COLLABORATE.**

[www.distinctiveschools.org](http://www.distinctiveschools.org) |  @distinctiveschools |  @distinctive\_edu

# The Intertwining of SEL and Personalized Learning



SEL Summit 2018  
July 23rd  
9:55am - 10:55am  
<http://bit.ly/PLSEL>



**DISTINCTIVE  
SCHOOLS**

<http://bit.ly/PLSEL>



# Centering Activity

## *Mindful start to the day*

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- 1) Three deep cleansing breaths*
- 2) A brief reflection on someone that you're grateful for*
- 3) An attitude goal for the day*
- 4) Open your eyes, put your feet on the floor. Realize that you have some weight and substance and get to work!*

# *Agenda*

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- Icebreaker
- Introduction to Distinctive Schools
- Distinctive Schools Approach
- Intertwining of PL and SEL



# Introductions

# *Introductions*

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**Jin-Soo Huh**  
**@JinSooDHuh**  
Executive Director of  
Personalized Learning



**Mike McCarthy**  
**@mmccarthyDS**  
Executive Director of  
Specialized Services

## *Our Shared Agreements*

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1. Be Fully Present: No Screens or Sidebars
2. Maintain Safe, Kind Space: Verbal and Non-Verbal Communication
3. Speak Your Truth as You Know it Now
4. Equity of Voice: Watch your Airtime
5. Snaps & Table Taps

*-Mario Rossero, CPS 2014*



# Icebreaker

# Birth Order

## Oldest



## Middle



## Youngest



## Only



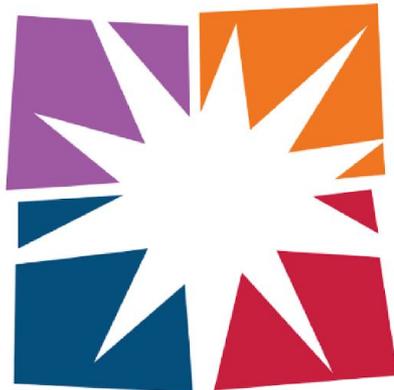
## *Find a Partner in Your Group*

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- Say your name
- Organization
- Role



- Something fun you did this summer



# DISTINCTIVE SCHOOLS

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We see education as the social justice issue of our time and believe that by ensuring **equity**, **access**, and **excellence** through school choice that we can make a significant and positive impact in the lives of children.

In all of our schools, we rely on proven strategies and state-of-the-art technology to create rich learning environments for students and teachers, while making effective use of available resources.

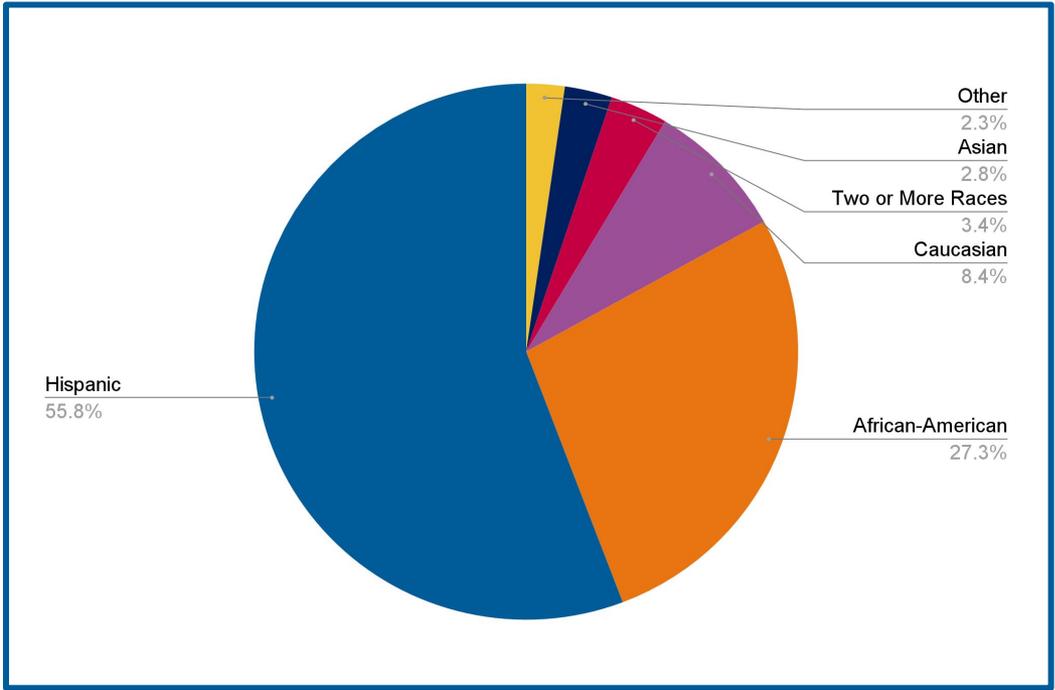


**2600+** students enrolled

**12%**  
Special  
Education

**24%**  
English  
Learners

**77%**  
Low  
Income





# DISTINCTIVE SCHOOLS

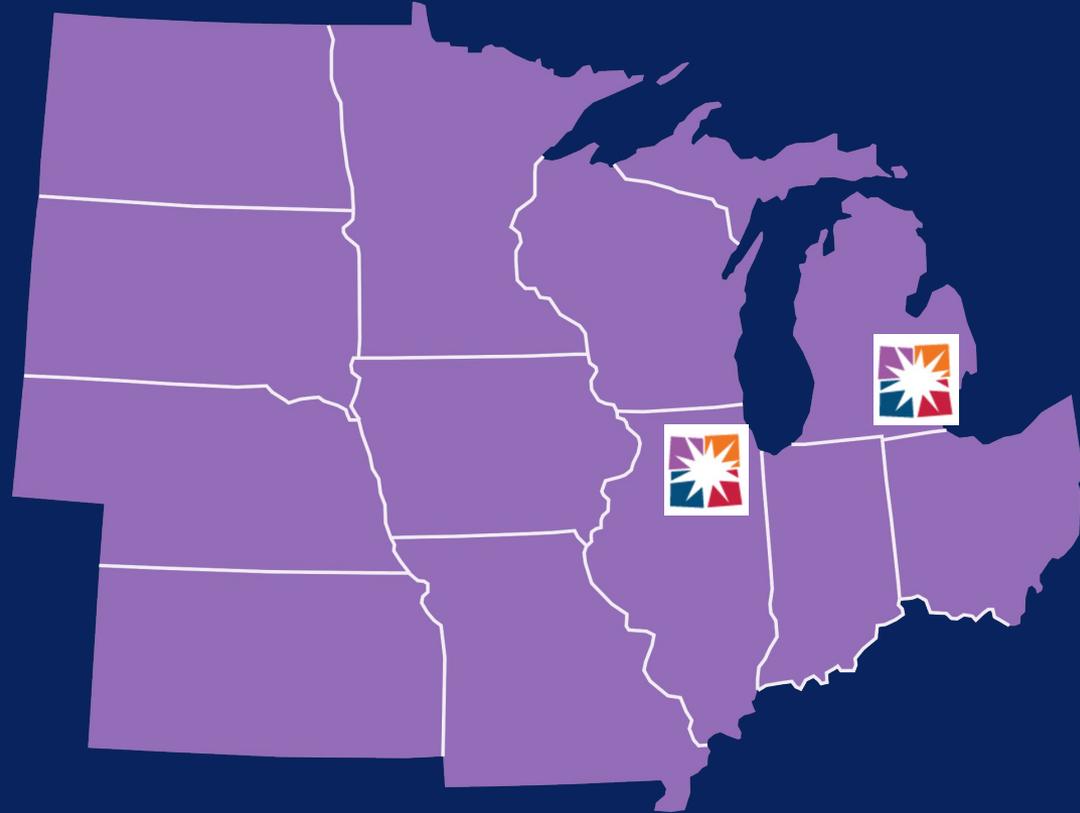
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## MICHIGAN:

- ★ DCP Harper Woods
- ★ DCP Redford

## ILLINOIS:

- ★ CICS BUCKTOWN
- ★ CICS IRVING PARK
- ★ CICS PRAIRIE
- ★ CICS WEST BELDEN



**2600 Students Enrolled**  
**1500 Students Waitlisted**

## Familiarity with Personalized Learning | Familiarity with Social Emotional Learning



**Closed fist** - I am unfamiliar

**1 finger** - I have heard of it.

**2 fingers** - I have read about it.

**3 fingers** - I have studied it and am familiar with it.

**4 fingers** - I am very familiar with it and experienced with applying it in the field.

**5 fingers** - I am an expert in this field

# ACADEMICS | Learning Model - Personalized Learning

Distinctive Schools' learning model, which aims to prepare capable, high-achieving, future-ready students, is intentionally delivered through three core lenses:

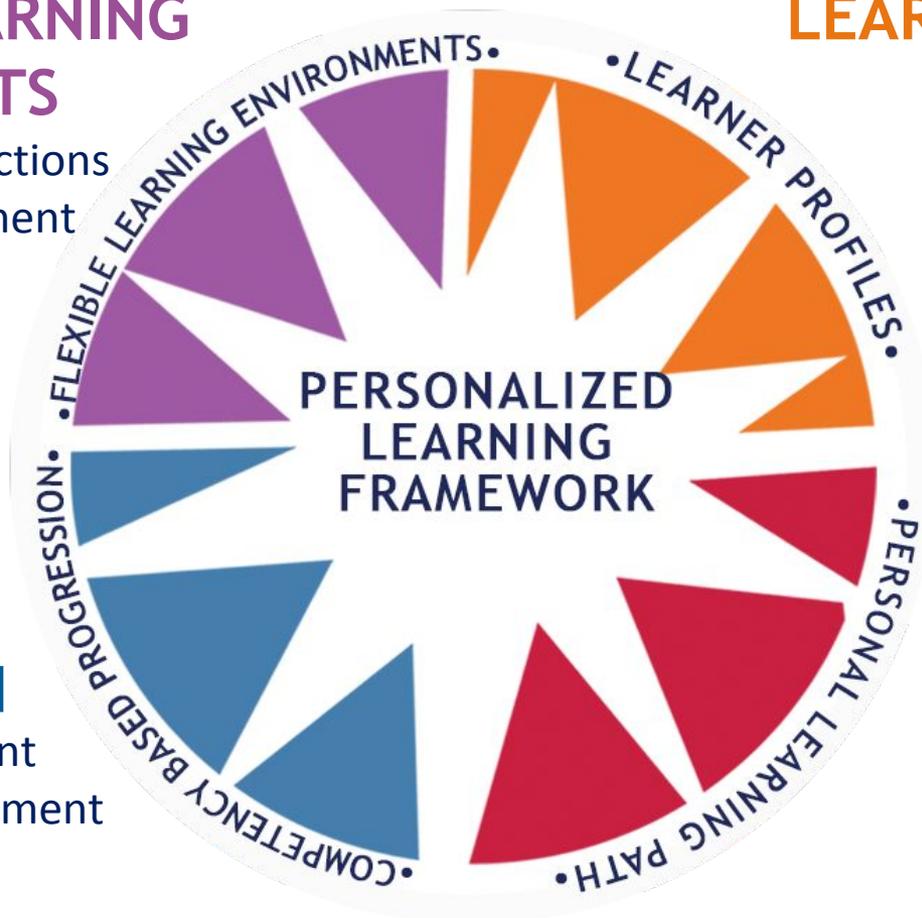


## FLEXIBLE LEARNING ENVIRONMENTS

- Grouping & Connections
- Operational Alignment
- Staffing and Roles
- Space Utilization
- Time Allocation

## COMPETENCY BASED PROGRESSION

- Ongoing Assessment
- Individual Advancement



## LEARNER PROFILES

- Strengths & Needs
  - Motivations
  - Goals
- Information
  - Feedback

## PERSONAL LEARNING PATH

- Personalized Learning Plan
- Varied Learning Experiences
- Student Ownership

## ACADEMICS | Learning Model - Personalized Learning

Distinctive Schools' learning model, which aims to prepare capable, high-achieving, future-ready students, is intentionally delivered through three core lenses:

Personalized  
Learning

Social Emotional  
Learning

Diverse  
Learning



# ACADEMICS | Learning Model - Social Emotional Learning

Distinctive Schools' learning model, which aims to prepare capable, high-achieving, future-ready students, is intentionally delivered through three core lenses:



## COMMUNITY

To ensure that students are available for learning, they must feel a strong sense of community and belonging, which is vital to students' sense of self, mental health, and overall wellbeing

## SOCIAL JUSTICE

Distinctive Schools strives to reconcile the education debt by providing its students with learning experiences and opportunities that are comparable or better to those experiences in other economic environments and is invested in restorative justice practices

## MINDSET

To assist students in their development of positive mindsets, particularly when faced with challenges, Distinctive Schools created a PRIDE Framework to convey the attributes of a Distinctive Schools learner: Problem-solving, Responsibility, Integrity, Drive, and Empathy

## CULTURE

Distinctive Schools has achieved a healthy, positive, and joyful learning culture and aims to strengthen students' social, emotional, and cognitive capacity by explicitly developing their self-regulation, teamwork, problem solving, responsibility, initiative, and empathy skills

# ACADEMICS | Learning Model - Diverse Learning

Distinctive Schools’ learning model, which aims to prepare capable, high-achieving, future-ready students, is intentionally delivered through three core lenses:



## SPECIAL EDUCATION

## ENGLISH LEARNERS

### WE SEEK TO

*Equitably engage all Diverse Learners in an accessible, rigorous, and developmentally appropriate curriculum which ignites curiosity and facilitates deeper learning regardless of disability or learning environment*

*Capitalize on the unique and cultural attributes of our students and ensure that our classrooms are culturally and linguistically responsive*

### WE SERVE

- **Learning and intellectual disabilities**
- **Autism**
- **Speech and language impairment, and more**

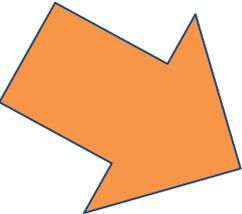
- **Various home languages**
- **Wide variety of language proficiency**
- **Students, families, and communities alike**

### WE PROVIDE

- Strong, inclusive co-teaching model, where students with disabilities are instructed alongside their general education peers
- Special education and general education teachers sharing responsibility for planning, instructing, and assessing all learners
- Differentiated service models to meet individual students’ needs, which may include both “push-in” and “pull-out” supports

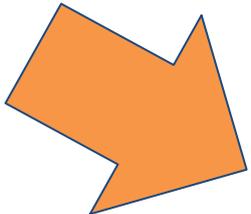
- Opportunities for all students to demonstrate proficiency in English while also nurturing students’ home language when possible
- Support from either an ESL or Bilingual certified teacher to work alongside teachers in mainstream classrooms to support content and language goals
- Student centered learning approaches and scientifically-based research to inform instructional strategies

# Organization Evolution



THE CHICAGO PUBLIC EDUCATION FUND

NG  
LC



LEAPinnovations™



**INNOVATION**



# Our Approach



- 
- Amazing pockets of SEL and PL!
  - Deep interest in changing practice
  - Varying understanding and practice from campus to campus and classroom to classroom
  - Zero tolerance discipline code

# Thought Partner Debrief

## *Thought Partner Debrief*

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*Share a gap that you have in your setting that you would like to innovate around.*



SHIFT

Personalized Learning

SEL



Observations and Stakeholder Interviews

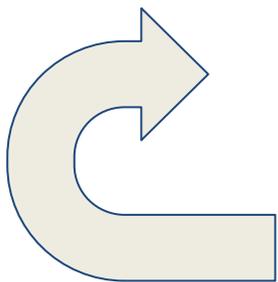


Design



Expanded Design Team  
Revised PL Framework  
PL Continuum  
Intranetwork Visitations  
Coaching Protocols

SEL RoadMap  
Rebrand of PBIS  
Synchronization of structures & practices  
Sacred Community Time





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SCHOOLS



# Constant Discussion





# Personalized Learning Framework

The continuum breaks down the personalized learning framework components to a continuum to provide educators a way to self evaluate where they are in their personalized learning journey and help provide guidance on personalizing learning further.

 <b>DISTINCTIVE SCHOOLS</b> <b>Personalized Learning Framework (Working DRAFT)</b> <small>COMMIT. CREATE. COLLABORATE.</small>			
<p><i>All classrooms in Distinctive Schools create individual learning profiles that help students follow their own paths through a competency based progression, in flexible learning environments that deploy space, time and personnel creatively.</i></p>			
<b>FLEXIBLE LEARNING ENVIRONMENTS</b>	<b>LEARNER PROFILE</b>	<b>PERSONAL LEARNING PATH</b>	<b>COMPETENCY BASED PROGRESSION</b>
<p><i>Operational Alignment</i></p> <ul style="list-style-type: none"> <li>• Educators learn from others through peer observation, modeling, sharing of resources and strategies, and co-planning.</li> <li>• Educators have the flexibility to personalize the new learning to meet the unique needs and preferences of their students and themselves.</li> <li>• All Distinctive Schools employees understand the four focus areas of personalized learning so that they can articulate where they fall on the continuum and identify what next steps to take to continue to grow.</li> </ul>	<p><i>Strengths &amp; Needs</i></p> <p>Every learner will co-develop alongside a teacher to create a learner profile that measures individual strengths, coping skills, strong adult or peer relationships, needs, motivations, progress, and goals from multiple data sources. Learner profiles are continuously revisited based off the student's growth and development and are centered around real world application skills .</p>	<p><i>Personalized Learning Plan</i></p> <p>All Distinctive Schools, students will have consistent access to Personalized Learning Plans to help guide their learning. The learner is always at the center, taking ownership of their learning through collaboration with teachers in order to create multiple and flexible paths through content and reflection. The teacher, alongside parents and community, adopts a role of a coach, guiding students in their learning.</p>	<p><i>Ongoing Assessment</i></p> <p>Teacher and students co-create an adaptable assessment system that is tailored to personalized mastery levels and student readiness.</p>
<p><i>Space Utilization</i></p> <ul style="list-style-type: none"> <li>• Teacher and students co-design a learning environment that is flexible, responsive to student needs, and designed with specific learning experiences in mind.</li> <li>• Teachers and students find opportunities for learning that expand beyond the classroom walls to give students real world, relevant experiences.</li> </ul>	<p><i>Motivations</i></p> <ul style="list-style-type: none"> <li>• Students drive the creation of the learner profile in collaboration with their family and teacher, resulting in a motivational tool that supports their academic and SEL growth.</li> <li>• Student motivation stems from the awareness of their data, learner preference style, learning style, and thinking style, and encourages students to access multiple pathways to achieve their goals.</li> </ul>	<p><i>Varied Learning Experiences</i></p> <ul style="list-style-type: none"> <li>• Students will partner with teachers to create their own developmentally appropriate, varied learning experiences involving multiple resources that support and lead students to mastery. Additionally, teachers will mentor and nurture a willingness to take academic and social risks within and beyond their ZPD.</li> <li>• Through self-reflection, peer and mentor reflection, students determine what they already know and what they need to learn. Students create rigorous goals and learning experiences for themselves based on progress, interests and individual data. Teachers utilize backward planning, analysis of student data, and focus on desired areas of proficiency to facilitate small group and one-on-one learning</li> </ul>	<p><i>Individual Advancement</i></p> <ul style="list-style-type: none"> <li>• Each student is sufficiently challenged to higher levels of thinking through scaffolded support to ensure students are receiving instruction at their individual level while simultaneously getting instruction at their grade level to ensure a deeper level of understanding aligned to rigorous standards.</li> <li>• Students demonstrate competency at a pace personalized to their interest, readiness, and learning style as measured through clearly defined expectations and assessment criteria.</li> <li>• Students are able to articulate their learning goals (long term), targets (short term), and their current level of understanding in order to create or modify their individual learning path.</li> </ul>



# Personalized Learning Continuum

The continuum breaks down the personalized learning framework components to a continuum to provide educators a way to self evaluate where they are in their personalized learning journey and help provide guidance on personalizing learning further.

 <b>DISTINCTIVE SCHOOLS</b> <small>COMMIT. CREATE. COLLABORATE.</small>			
<b>LEARNER PROFILES CRITERIA</b>	<b>EMERGING</b>	<b>DEVELOPING</b>	<b>DISTINCTIVE</b>
<p><b>Strengths &amp; Needs :</b> Every learner will co-develop alongside a teacher to create a learner profile that measures individual strengths, coping skills, strong adult or peer relationships, needs, motivations, progress, and goals from multiple data sources. Learner profiles are continuously revisited based off the student's growth and development and are centered around real world application skills .</p> <p>Learner profiles promote a growth mindset by recognizing learner strengths and challenges, provide the groundwork for a strong teacher-student relationship, and ensure academic and social-emotional standards are met and learning is achieved.</p>	<p>The learner profile is primarily teacher developed and provides data from minimal sources a sources (1-2), such as but not limited to NWEA, progress monitoring, informal or formal assessments, behavioral data, and exit tickets. There is limited evidence that updates are being made by either teacher or student once a quarter/ trimester. Learner strengths and challenges are not clearly identified, with no real connection being made to growth mindset.</p>	<p>The learner profile has been co-developed with the student and teacher and provides data from a variety of sources( 3-4) , such as but not limited to NWEA, progress monitoring, Lexia, ST Math, IXL, exit tickets, and behavioral data. Evidence of continuous use is apparent through a few updates once a month to the profile by both teacher and learner. 1-2 learner strengths and challenges are identified and limited connections are made to a growth mindset.</p>	<p>The learner profile has been co-developed with the student and teacher and provides a variety of data from 4-5 sources, such as but not limited to NWEA, progress monitoring, Lexia, ST Math, IXL, exit tickets, and behavioral data. Evidence of continuous use is clearly demonstrated through updates once a week to the profile by both teacher and learner. Learner profiles promote a growth mindset by recognizing 3-4 learner strengths and challenges.</p>

## Strengths and Needs

Every learner will co-develop alongside a teacher to create a learner profile that measures individual strengths, coping skills, strong adult or peer relationships, needs, motivations, progress, and goals from multiple data sources. Learner profiles are continuously revisited based off the student's growth and development and are centered around real world application skills .

Learner profiles promote a growth mindset by recognizing learner strengths and challenges, provide the groundwork for a strong teacher-student relationship, and ensure academic and social-emotional standards are met and learning is achieved.

### Emerging

The learner profile is primarily teacher developed and provides data from minimal sources a sources (1-2), such as but not limited to NWEA, progress monitoring, informal or formal assessments, behavioral data, and exit tickets. There is limited evidence that updates are being made by either teacher or student once a quarter/ trimester. Learner strengths and challenges are not clearly identified, with no real connection being made to growth mindset.

### Emerging

The learner profile has been co-developed with the student and teacher and provides a variety of data from 4-5 sources, such as but not limited to NWEA, progress monitoring, Lexia, ST Math, IXL, exit tickets, and behavioral data. Evidence of continuous use is clearly demonstrated through updates once a week to the profile by both teacher and learner. Learner profiles promote a growth mindset by recognizing 3-4 learner strengths and challenges.

## Motivations

Students drive the creation of the learner profile in collaboration with their family and teacher, resulting in a motivational tool that supports their academic and SEL growth.

Student motivation stems from the awareness of their data, learner preference style, learning style, and thinking style, and encourages students to access multiple pathways to achieve their goals.

### Emerging

Lacking evidence that the student co-developed the Learner Profile with the teacher or family. The information provided lacks a student awareness of goals, motivations, and data progress that aligns with school practices, activities, and overall culture.

### Emerging

Evidence that the student drove the creation of the Learner Profile alongside the teacher and family. A student interview provides a deep student awareness of goals, motivations, and data progress that aligns with school practices, activities, and overall culture.

# John's Learner Profile

**1st Grade**

**2016- 2017**



# All About Me!

## Basic Information!

My birthday is January 1,  
2009



My teacher's name is Ms.  
Smith

At home my family speaks  
Spanish and  
English

## My interests!

Some things I am interested in are  
traveling  
And science and times  
And finish school

I am really good at  
Math

My favorite food is  
Pineapple and pizza and chicken

My favorite animal is alligator  
Lizard shark dinosaurs and monkey

My favorite book is  
The time train and the Pete the cat  
And Carla's sandwich as fast words  
could fly

# Me at School!

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## How I Learn!

My favorite subject is  
Math, gym

My least favorite subject is  
Reading

I learn best with my eyes

I like to learn new information by  
classroom groups google slides

I like to show my learning by  
Saying it and talking

# My Data!

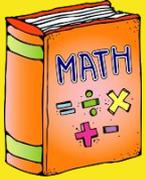


Lexia Level	ST Math %
7	83%

NWEA	Last Spring	Fall	Winter	Spring Goal	Spring
Reading	200	190	205	208	
Math	200	190	205	208	

One thing I am going to do to reach my goal is ask my teacher for help when I am stuck

# Goals!



## My Goals!

An academic goal I have for the year is  
Meet nwea goal

Some things I can do to reach this goal are put a quiet sign and a  
listen to the teacher and find A quiet spot

A behavioral goal I have for the year is star student and  
Top dog

Some things I can do to reach this goal are put a quiet sign and  
A bubble listen if the teacher is not looking I will still follow the  
Rules and listen to teachers be kind and make a school a better place

When I grow up I want to be a  
Doctor and soccer player and police and science teacher and  
A math teacher and a FBI and a person that travels  
And a person who looks for clues and and a person that makes  
Stuff and I want to be a basketball player from golden state  
And a football player from New England patriots and a oppsticol  
And see ms .smith in the assembly and  
Racer and the people that jump and run

# Things to Help Me

Something that makes me happy is:  
Pokemon

I get upset when:  
Someone makes fun of me

Some people I can talk to when I am sad or angry  
is:  
My mom, my teacher, my friend

Something I can do when I'm upset is  
Count to 10

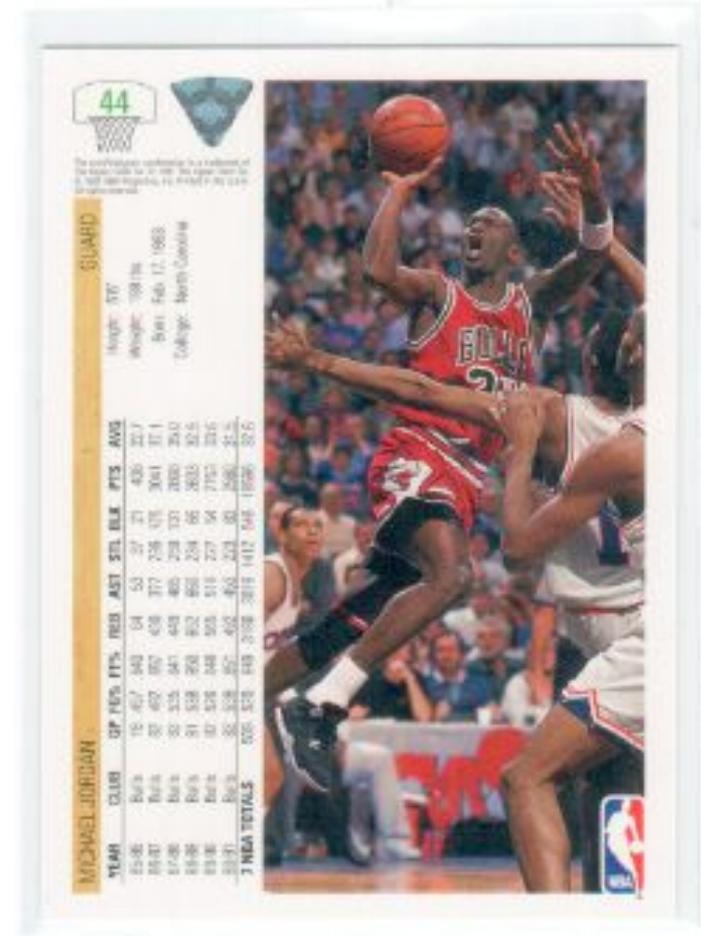
Something I can do if someone else is upset is:  
Ask them if they need a hug



## Filling Out Your Learner Profile

Jot down on a piece of paper or device:

- What are your professional strengths?
- What is your ideal work setting when working independently?
- What are stressors in your life?
- What do you do to relax when you are stressed?
- Who do you turn to when you are upset?
- What do you do to support your colleagues?



## *Thought Partner Debrief*

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*Why is this reflection time important for students (and adults) both academically and social emotionally?*



# On the Horizon

## Personalized Learning

Create data protocols to leverage more sources of data to inform personalized learning pathways

Create a portfolio of best practices

Differentiate personalized learning professional development

## SEL

Update SEL Road Map

Expanded design team

Create SEL Framework

Teaching Framework revision

Implementation Guides

Embed SEL in Lesson Plans

Improved MTSS data usage

Diversity, Inclusion, Equity and Respect Training





Questions?  
<http://bit.ly/PLSEL>

# Contact Information

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**Jin-Soo Huh** Executive Director of Personalized Learning, Distinctive Schools

[jhuh@distinctiveschools.org](mailto:jhuh@distinctiveschools.org)

 @JinSooDHuh

**Mike McCarthy** Executive Director of Specialized Services, Distinctive Schools

[mmccarthy@distinctiveschools.org](mailto:mmccarthy@distinctiveschools.org)

 @MMcCarthyDS



## Follow our journey



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