



Personalized Learning Roadmap

Revised November 2015

1st
students

Snapshot of the future at FCS...

Eleven year old Myra glances at her tablet to review **her personal dashboard** with her progress report and schedule of activities for the day before getting on the bus. The previous evening she **watched a video lecture** her teacher created for the day's lab in science and took a quick quiz on the lab procedures.



Upon arriving at school, she looks to see the **schedule of rotations planned for the day** which include individual instruction, a whole group science lab, small group work on a social studies project that her group designed, and **independent work** using online resources. In mathematics she is learning to solve linear equations using an online tool which provides **formative feedback**. The results of her progress throughout the day are instantly fed into her personal dashboard.



Myra's teachers have access to her dashboard and use **the data on her progress and interests to suggest** resources to help her make the right instructional choices. Myra and her **parents are able to view** her past work as well as her **trajectory of future learning** as aligned to standards.



Across the district, students take a proactive role in designing their current learning and planning for future learning. Learning is co-planned with students, parents, and teachers. Learning is informed by what the student has and has not mastered and the individual learning patterns and affinities of each student.

Students participate in the evaluation of their learning and in deciding how to demonstrate their learning. There is student choice in curricular options, resources and learning materials, and varied learning environments. By using personalized learning plans, portfolios, rubrics, online learning management and support tools, collaborative learning, and other strategies, teachers help students manage their own educational experience. Learning paths are based on career and college readiness standards as well as specific skills such as collaboration, problem solving, and critical thinking. Student-centered learning actively utilizes direct instruction on a just-in-time basis.

The district and schools have committed to creating a student-centered culture and learning environment and use personalized instructional strategies to meet this commitment. There are multiple opportunities for students to contribute to the district and school environments and have a voice in decisions.

Personalized learning environments are customized to individual learners' needs, skills, and interests.

FCS Principles of Personalized Learning:

1. Varied Strategies
2. Just-in-time Direct Instruction
3. Choice and Voice
4. Mastery Based Assessment
5. Choice for Demonstrating Learning
6. Flexible Pacing
7. Co-Plan Learning

Fulton County Schools collaborates with students, parents, staff, and the community to design learning environments that ensure students leave the district with the skills needed to be successful in both college and careers.

Fulton County Schools provides the opportunity for students to explore and engage in experiences within and beyond the confines of the classroom. While providing **differentiated and individualized learning** to all students, FCS:

- ✧ Continually refines a learning model that is **student-centric**
- ✧ Provides **flexible pacing** and **project-driven learning** that considers the **interests** of the students
- ✧ Ensures that **content and assessments are integrated** in a manner that facilitates mastery of FCS curriculum standards and career and college readiness standards, and
- ✧ Efficiently leverages the Fulton Charter System in **fostering school autonomy** to provide school communities with tools and support to address the needs of their individual student populations

This plan was developed by FCS in collaboration with a Blue Ribbon Panel of industry experts in a three-phased approach

Phase I:
Personalized
Learning Landscape

- A market scan of current K-12 “bright spots” of schools and districts that are operating or developing a personalized learning environment incorporating innovative and emerging technology
- Blue Ribbon Panel review and commentary provided (final draft; Oct. 2013)

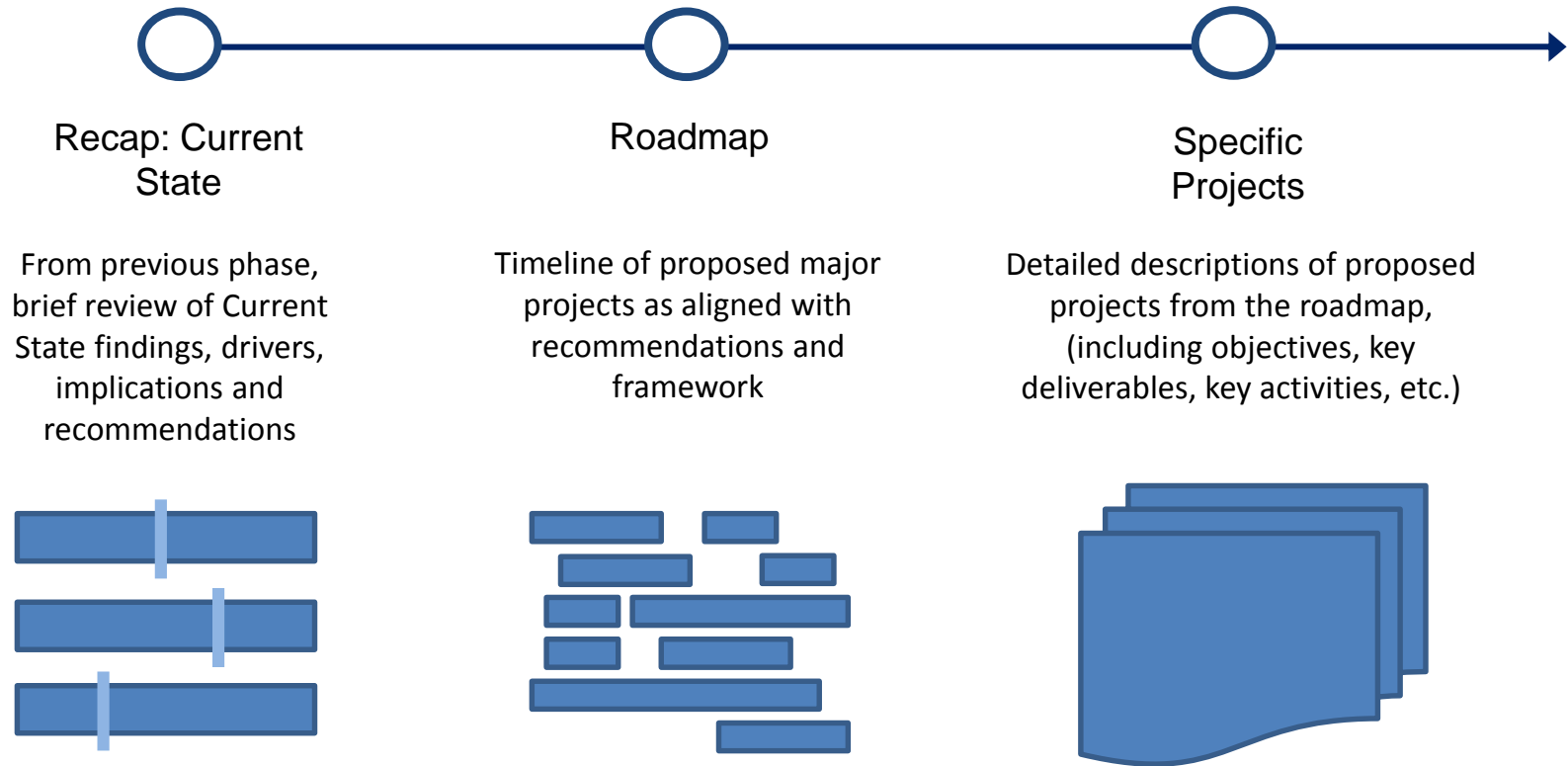
Phase II: FCS
Current State

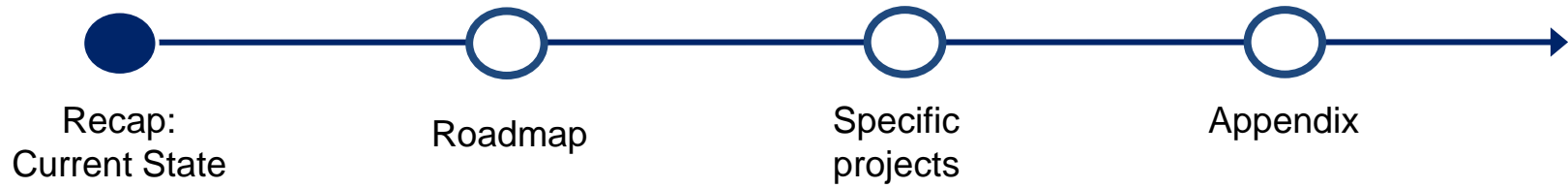
- Analysis of FCS’s current capabilities as a district with regard to personalized learning using success characteristics gleaned from phase I
- Presentation to FCS Cabinet (Nov. 2013)

Phase III: Roadmap
and Business Case

- Business case and actionable roadmap that outlines specific projects and activities to conduct in the near- and mid-term in order to achieve the FCS vision in the long-term
- Blue Ribbon Panel review and commentary provided (version: Jan. 2014)

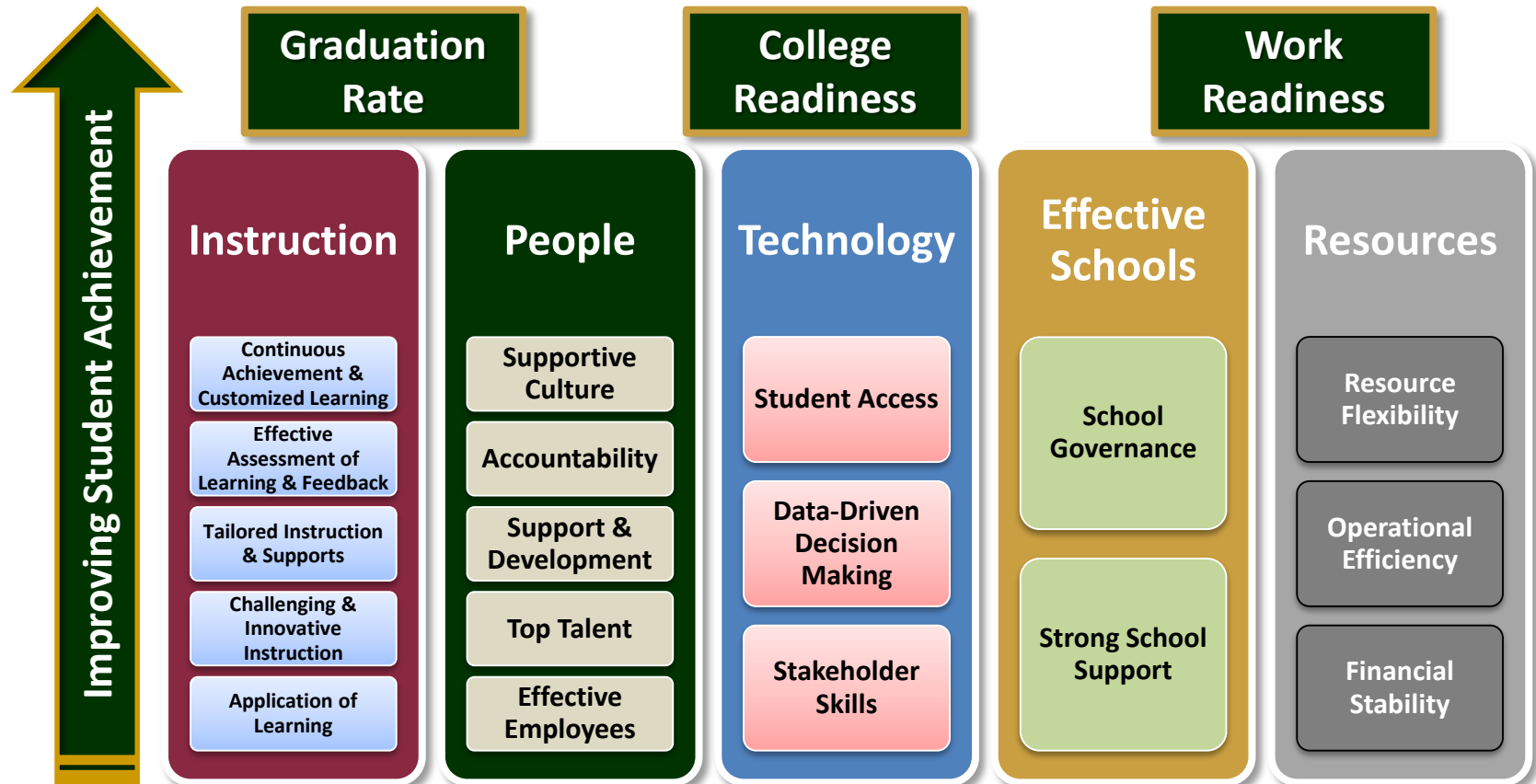
Outline of this document





FCS Strategic Plan 2017 outlines a series of initiatives aimed at customizing learning for students

FCS 2017 Strategic Plan



FCS and Gartner developed this planning framework to guide the formulation of this roadmap...

| Vision & Leadership | | | | |
|---------------------|---|--|---|--|
| Communication | Curriculum <i>What Will Your Students Learn?</i> | Learning <i>How Will Your Students Learn?</i> | Tools & Support <i>What Resources Do You Need?</i> | Operation <i>How Will You Run It?</i> |
| | Standards & Curriculum | Pedagogy & Instructional Strategies | Cost & Resource Management | Planning & Change Management |
| | Options & Resources | Student-Focused Culture | Infrastructure & Technology | Governance, Structure & Roles |
| | Assessments | Professional Learning | Facilities & Materials | Implementation & Sustainability |
| | Monitoring & Continuous Improvement | | | |

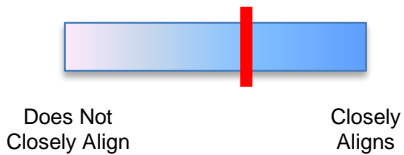

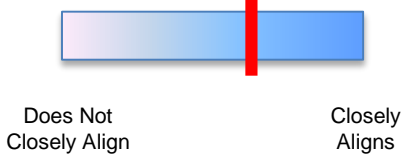
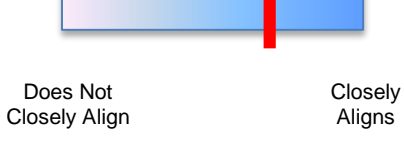
...using success characteristics gleaned from the Landscape report to guide an assessment of FCS's Current State...

The Success Characteristics below were drafted as district-level criteria to guide the Current State analysis of FCS performed in October, 2013, the results of which are summarized on next slide.

| Building Block Pillar | Success Characteristics |
|-----------------------|--|
| Curriculum | <ul style="list-style-type: none"> Curriculum is aligned with FCS curriculum standards and is progression-based Teachers and students have access to high-quality curricular resources, strategies, and assessments (aligned to the objective level of the standards) that are available anytime, anywhere to use in a variety of digital and non-digital settings Teachers and school leaders have point-in-time and longitudinal data views of individual student progress and of class/school progress (on standards/competencies, associated learning objectives, etc.) |
| Learning | <ul style="list-style-type: none"> Instructional policy encourages the learning behavior and outcomes highlighted in the vision. Instruction is data-driven, and uses student progress information to determine next steps Students take a proactive role in designing their own education and planning for future learning. Professional development is progression-based and personalized and is supported with individualized instructional coaching. It makes use of workshops, coaching, eCommunities, and Professional Learning Communities to promote a common language (learning taxonomy) and concepts |
| Tools & Support | <ul style="list-style-type: none"> A Personalized Learning program budget exists that reflects both start-up and ongoing costs, as well as, incremental costs (e.g., transportation and utilities) An IT strategic plan and technology enterprise architecture exists, with supporting management processes, to guide Personalized Learning technology decisions Classrooms and learning spaces must support the instructional models, and typically tend to be flexible to accommodate different modes of learning |
| Operation | <ul style="list-style-type: none"> There is a formal plan for managing the change effort and a team assigned to execute the plan District stakeholders recognize the change effort will require significant investment in time and resources Metrics for implementations are clearly defined and monitored A distributed leadership structure is in place |

...and provide a report of the Current State to FCS leadership for consideration in planning the Roadmap

Current State analysis of FCS district capabilities, as conducted in October 2013.

| Building Block Pillar | Current State Observations |
|---|---|
| <p>Curriculum</p>  | <ul style="list-style-type: none"> FCS's implementation of tools such as Georgia College and Career Pathways and <i>FultonConnect</i> provides students at the high school level with curricular options, however, access to a variety of curriculum resources is not available for all students across the district (e.g., only some schools have virtual class offerings) FCS curriculum is based on the FCS Curriculum Standards. However, there doesn't appear to be a common understanding of what each FCS Curriculum Standard is, which creates a risk to FCS of students being inconsistently prepared for each standard |
| <p>Learning</p>  | <ul style="list-style-type: none"> FCS is piloting a Standards-based Grading initiative in elementary and middle schools; <i>Continuous Achievement</i> will be a foundational element to moving the district towards personalized learning Current access to content and student data by teachers is fragmented. As the rollout of <i>FultonConnect</i> continues, teachers will have greater access to content and assessments — aligned to FCS Curriculum Standards — and students, teachers, and parents will have greater access to student progress information Only 21% of surveyed FCS Principals report that instructional professionals currently have sufficient professional development and training related to personalized learning |
| <p>Tools & Support</p>  | <ul style="list-style-type: none"> Fulton's Infrastructure and Technology (network, infrastructure platform, data warehouse) is modern, robust and scalable. However, FCS will need to enhance some of its processes and competencies to support personalized learning (IT support, IT strategy, data governance, etc.) FCS's process for planning new facilities is collaborative and design requirements/ed specs present opportunities to embed best practices |
| <p>Operation</p>  | <ul style="list-style-type: none"> Staff are willing but potentially not ready to transition to personalized learning. Over 70% of principals surveyed report that their staff are willing to transition to a personalized learning environment. However, over 64% reported that staff has not received sufficient training to implement personalized learning FCS has proven success in planning and implementing pilots and rollouts (e.g., rollout of Charter System Framework, Standards-based Grading pilots, Amplify pilot, etc). However, as cited by participants in other pilots, FCS has not been successful at clarifying what success looks like and collecting the relevant data needed to determine if success has been achieved |

Current State analysis of FCS district capabilities, as conducted in October, 2013 – **high level findings**

- Curriculum
 - **Curricular options and online content offerings vary across the district** — FCS has a variety of curriculum options available to FCS students, however, many of these offerings are only available to subsets of student groups (i.e., high school students, gifted students, students attending a particular school)
- Learning
 - **Some existing policies are in place but a governance framework is needed** — FCS has developed and implemented a high-level foundational framework for Personalized Learning governance (e.g., governance councils) and the implementation of the charter system has created some flexibility with respect to policy. Additional work is needed to clarify specific expectations surrounding policy, governance, and organizational roles & responsibilities
 - **FCS staff consistently reference the need for more professional development** — FCS lacks focused, role-based, systemic professional development and training, at all levels of the District, related to Personalized Learning. Areas of need identified by staff focused primarily on what and how to teach and the tools needed to deliver instruction in a personalized learning environment.
- Tools & Support
 - **An Integrated educational technology plan does not exist** — At the district level, FCS is in the process of implementing a variety of curriculum and instructional tools that could be used to support Personalized Learning. In addition, there are a number of applications being purchased and used at the school level. However, these implementations are all at varying levels of maturity and are not managed as part of a single, integrated effort
 - **IT support capabilities will need enhancements** — There is a significant disconnect between the IT department's capabilities — technical infrastructure, services and support — and what administrative and instructional staff perceive as stable, effective, and meeting their needs
- Operation
 - **Professional Development and Change Management were identified overwhelmingly as critical success factors** — change management and professional development were some of the most commonly cited needs and success factors to facilitate the cultural shift to Personalized Learning

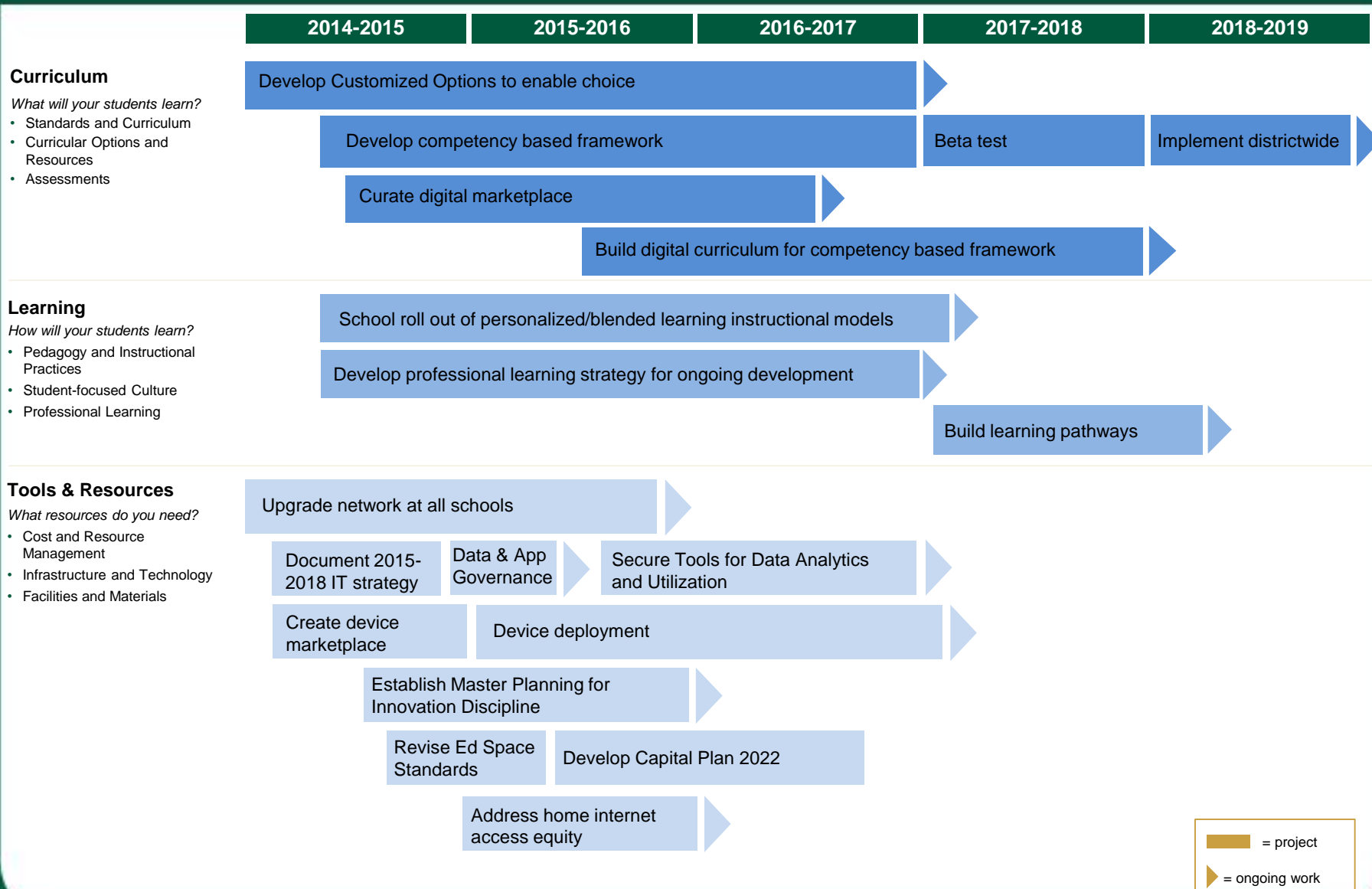
...which all ultimately led to the development of the following Roadmap to guide the continuing journey toward a more personalized experience for every FCS student

| | Findings | Implication | Proposed Action Steps |
|-------------------|---|---|---|
| Curriculum | Curricular options and online content offerings vary across the district | There is inequitable access to curricular options, including online and blended learning, and limited usage of multiple learning pathways and varied learning environments. | <ul style="list-style-type: none"> Refine district policies to address mastery, pace, etc. Manage a portfolio of curricular options transparently across the district (e.g. internships, courses at nearby high schools /higher ed institutions, career and technical programs, academic-support and extended-learning options) Continue to transition toward personalized learning practices built on a continuous formative assessment feedback loop |
| Learning | <ul style="list-style-type: none"> Some existing policies are in place but a governance framework is needed FCS staff consistently reference the need for more professional development | A motivated environment exists for innovation, but more work is needed to define personalized learning and the implementation supports that will be needed | <ul style="list-style-type: none"> Ensure adequate supports and interventions in place as schools transition to personalized learning Build fundamental awareness of personalized learning throughout the district and community Craft a developmentally appropriate approach to increasing student involvement in planning and ownership of their own learning |
| Tools and Support | <ul style="list-style-type: none"> An integrated educational technology plan does not exist IT support capabilities will need enhancements | FCS, while operating a data warehouse, may face challenges with data integration and real-time assessment data without a proactive strategy | <ul style="list-style-type: none"> Ensure data governance activities are aligned with vision; build capacity for interoperability of tools Update FCS facilities Design Requirements and Technology Strategic Plan as needed Build a long term budget/investment plan |
| Operation | Professional development and change management were identified overwhelmingly as critical success factors | FCS staff appear willing to embrace personalized learning if given the proper support to understand goals and methods | <ul style="list-style-type: none"> Define organizational change impacts and create a plan to evolve the district culture Launch first set of personalized learning schools to serve as models for others, acquire lessons learned |

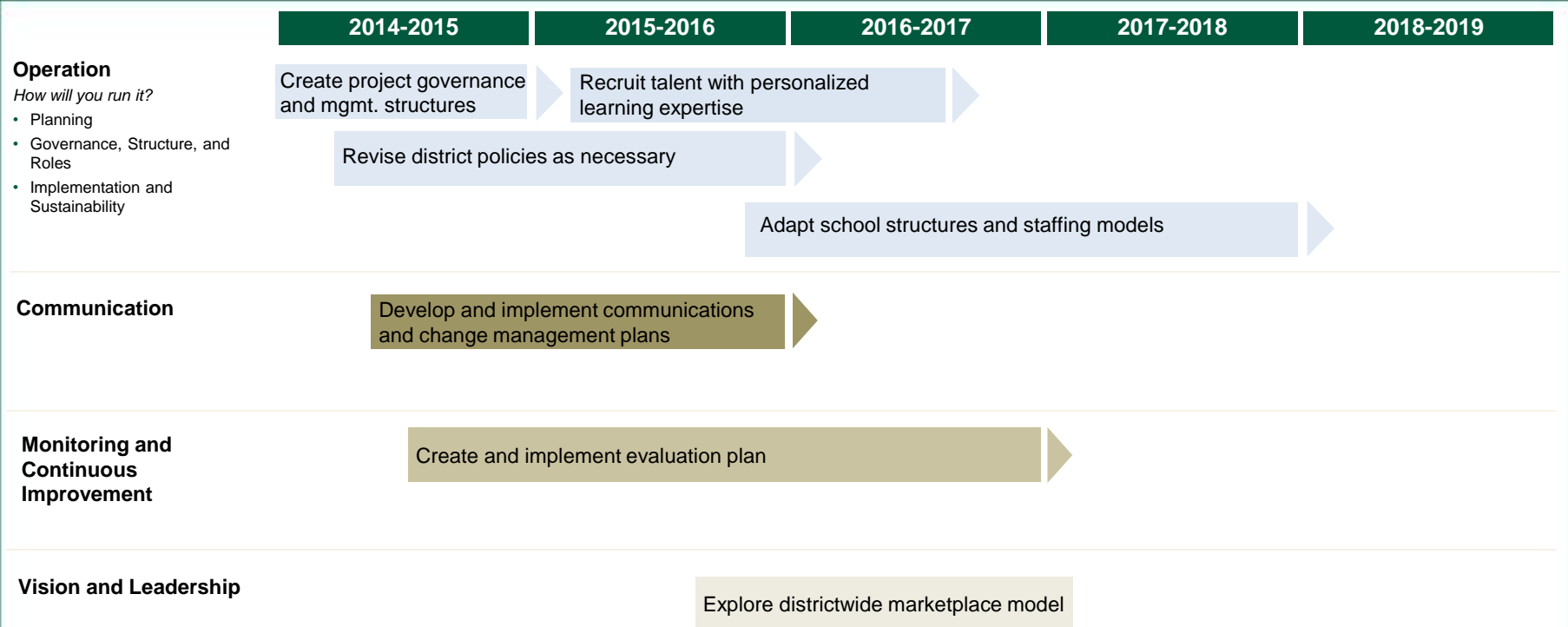


- The district acknowledges it will take many years to institute a truly personalized model for all students, but hopes to lay the foundational elements and build capacity in the near-term.
- The roadmap on the following slides illustrates an approach for the district to support varying models of individualized instruction in schools, and will align several central management processes to support school and student choice, (e.g. “marketplace” model).
- As an output of this planning process, the district will now engage in a planning and design phase to launch initial personalized learning models in schools and gather lessons learned.

FCS Roadmap for Personalized Learning 2014 — 2019



FCS Roadmap for Personalized Learning 2014 — 2019





Develop Customized Options to Enable Choice

Purpose:

- Ensure equity and variety across the district's offerings of curricular options

Objectives:

- Enhance and manage district's portfolio of college and career-oriented options (e.g., AP and advanced courses, CTE, internships, trade and professional certifications, early college, etc.)
- Facilitate choice in terms of how students achieve standards and how that learning is assessed within classes; as well as choice of classes/programs

Roles/Resources:

- FCS Leadership
- Learning & Teaching Department
- Community/businesses
- Principals

Key Deliverables:

- Options made available to FCS students:
 - Courses expanded
 - Magnet programs or academies opened
 - Programs created
 - Internships offered
- Web-based tool for students to browse and explore existing options
- Training/communications for teachers (aligned with other projects)

Risks/Success Factors:

- Leadership desire to expand offerings and implement school choice process

Key Activities:

- Respond to schools as they identify curricular needs
- Work with schools and partners to offer students a more comprehensive offering of (examples) online courses, independent study and honors challenges, seminars, courses at nearby higher education institutions, internships, career and technical programs, after-school programs, summer school, co-teaching, peer tutoring, advisory services, course-embedded supplemental instruction, academic-support and extended-learning options
- Provide planning/support to school-based teams undertaking new programs
- Manage portfolio of offerings in a central location

Dependencies:

- Awareness of opportunities in local community
- Ideas for new programs
- Partnerships with area businesses
- Funding for new facilities as needed

Estimated Duration and Cost:

- Ongoing
- Cost TBD

Develop and Implement Competency-Based Framework

Purpose:

- Transition towards a standards-based curriculum, grading and reporting system for all students

Objectives:

- Build a framework where students progress based on mastery rather than time
- Build upon work already in process in standards based grading pilots
- Complete the transition towards standards-based grading for all FCS schools

Roles/Resources:

- Academics/Curriculum
- Professional Development
- Other implementation support

Key Deliverables:

- Competency-based framework for K-12 ELA, Math, Science, and Social Studies
- Implementation Plan for further adoption

Risks/Success Factors:

- Definition of frameworks
- Support and professional learning provided to teachers
- Technology to support the framework

Key Activities:

- Map out future state and capabilities Fulton will need to build to get there
- Determine process for posting and cataloging standards-aligned curriculum guides, lesson plans, instructional materials, etc.
- Prioritize learning standards and academic objectives in every content area
- Create proficiency scales, evidence blueprints, and student exemplars for prioritized standards
- Define rubrics for learner-designed, performance-based assessments, and provide both teachers and students with examples of such assessments
- Define requirements of a centralized data system to track individual student progress against standards
- Leverage lessons learned from standards based grading pilots and solicit feedback from the community on grading practices
- Provide support, training, and community outreach around schools moving to a competency-based framework
- Manage and track school adoption of competency-based framework

Dependencies:

- Technology tools

Estimated Duration and Cost:

- 4 years to build, then ongoing
- Cost for external consultant and technology

Curate Digital Marketplace

Purpose:

- Generate an effective method for identifying digital resources that support personalized learning

Objectives:

- Offer appropriate and diverse resources in all FCS classrooms
- Continually catalog and evaluate online resources and web-based tools
- Eliminate redundant and non-value-adding resources, freeing up future budget for new resources

Roles/Resources:

- Office of Instructional Technology

Key Deliverables:

- Resource Portfolio catalog and inventory
- Recommendations and advice to instructional and IT leadership as needed
- Web-based tool that enables teachers and students to search for and identify resources based on specific needs or criteria

Risks/Success Factors:

- Transparency of information
- Resources portfolio/catalog supports envisioned learning models
- Professional learning

Key Activities:

- Review best practices in content/resources (e.g. activities with embedded feedback, assessment as learning, video/activity with compression/skill check) and resource portfolio management and map to Instructional Technology's existing processes
- Catalog the inventory of district and school level content and resources.
- Identify needs and curate content to meet identified needs.
- Maintain resource portfolio of web-based tools used in all schools including usage analytics in alignment with key instructional strategies
- Identify student-centered initiatives that require portfolio considerations and changes
- Identify vendors, methodologies and platforms that can provide reliable, serviceable and highly available content (work with Master Planning for Innovation team)
- Prepare the resource portfolio to be adaptive
- Distribute resource portfolio information to students and teachers
- Evaluate the effectiveness of digital resources

Dependencies:

- Digital Curriculum for Competency-Based Framework – to populate with marketplace resources
- Existing baseline of FCS resources and tools
- FCS Procurement
- Technology - platform creation
- Subject matter experts - curricula department directors and school-based leadership

Estimated Duration and Cost:

- Duration – ongoing
- Internal staff time (Instructional Tech)

Build Digital Curriculum for Competency-Based Framework

Purpose:

- Provide digital curriculum to support competency-based framework

Objectives:

- Identify, procure and create digital curriculum for FCS to support the competency-based framework

Roles/Resources:

- Academics/Curriculum
- Professional Learning

Key Deliverables:

- Processes and procedures to identify, procure and develop digital curriculum
- Digital Curriculum for courses included in the Competency-based Framework

Risks/Success Factors:

- Definition of a district process
- Providing guidelines for schools
- Technology needed to support the curriculum

Key Activities:

- Use the Master Planning for Innovation model to fully define the capabilities and processes needed to develop and implement a robust digital curriculum
- Identify a Learning Management System to house a digital curriculum
- Provide professional development to Learning and Teaching Directors on building and maintaining high quality digital curriculum resources
- Provide professional development to Learning Architects to enhance their instructional design skills
- Coordinate with owner of “Curate Digital Marketplace” to ensure that marketplace is populated with resources aligned to the curriculum

Dependencies:

- Curate Digital Marketplace – resources that can populate the digital curriculum
- Academics
- Professional Learning

Estimated Duration and Cost:

- Ongoing
- Cost TBD

School Roll Out of Personalized/Blended Learning Instructional Models

Purpose:

- Support all schools in the design and implementation of personalized learning instructional models

Objectives:

- Schools self-evaluate for readiness and are placed into groups for design phase
- Schools plan for instruction, professional learning, and communications in a personalized learning environment.
- Schools evaluate the content and device marketplaces to select and align the best supports for their instructional models

Key Deliverables:

- Vendor support Request for Qualifications (RFQ)
- School Readiness Rubric
- School instructional, communications, and professional learning plans
- Personalized Learning Environments (Prototype then to scale)

Key Activities:

- Qualify a list of vendors to support Personalized Learning through an RFQ.
- Communicate upcoming work, timelines, and resources to school based Personalized Learning Design Teams weekly.
- Coordinate the planning and execution of the following touchpoints for each school:
 1. Personalized Learning Simulation
 2. School Listening Tour
 3. Design Workshop 1.0
 4. Design Workshop 2.0
 5. Personalized Learning Leadership Academy
 6. School Observation Visit
 7. Device Selection Process
- Schools develop instructional, communications, and professional learning plans, select a device, and begin to implement personalized learning models in the classroom

Roles/Resources:

- Director Instructional Technology
- Program Specialist Instructional Technology
- Director, Information Technology
- Project Manager, Information Technology
- Principals and school teams
- External consultants

Risks/Success Factors:

- Stakeholder Engagement is essential to school based success.
- Common language and understanding across all departments is essential.

Dependencies:

- Professional Learning
- Research and Evaluation
- Academics Division
- Vendors for Personalized Learning Support (Education Elements, Kennesaw State University, iSchool Initiative, etc.)

Estimated Duration and Cost:

- Duration: Through Fiscal Year 2017
- RFQ 129-15: \$7 million

Develop Professional Learning Strategy for Ongoing Development

Purpose:

- Ensure staff have the fundamental knowledge and skills to implement personalized learning

Objectives:

- Support a districtwide cultural shift and understanding of Personalized Learning
- Develop a sustainable professional development strategy to support instructional best practices in personalized learning environments

Roles/Resources:

- Executive Director Professional Learning
- FCS Professional Learning staff
- Chief Talent Officer
- Deputy Superintendent of Academics
- Instructional Technology staff

Key Deliverables:

- 3-year professional learning plan populated with content
- Differentiated offerings for all staff

Risks/Success Factors:

- Funding for new PL resources
- Ability to innovate and use personalized learning concepts in the delivery of PL (e.g., differentiation)
- Alignment with change management plan

Key Activities:

- Review list of stakeholders and related professional learning already offered
- Define competencies and concepts all FCS instructional staff should know
- Identify gaps in current resources; prioritize areas of need for new resources
- Frame professional learning catalog
- Populate with content, some purchased and some acquired within FCS
- Create communication plan to share offerings
- Develop badging system and/or endorsement
- Align annual professional learning events with personalized learning strategy
- Monitor and evaluate effectiveness and revise strategy and content as needed
- Determine how use of networks or PLCs can enable long-term staff learning
- Implement coaching and advisory support structures for staff (teachers, leadership, instructional support) as needed

Dependencies:

- FCS human capital strategy
- List of stakeholders
- Inventory of existing professional learning offered
- Existing professional learning policy or constraints

Estimated Duration and Cost:

- Professional learning staff time
- Costs to acquire content

Build Learning Pathways

Purpose:

- Provide the student with the ability to co-plan his/her learning pathway

Objectives:

- Provide students with options and choice within a broadly defined framework; multiple, interdisciplinary paths to achieve mastery of standards
- Provide a process, supports, and technology to facilitate students setting goals for themselves that can be measured and tracked
- Provide the tools necessary to manage the student's plan over time

Roles/Resources:

- Cabinet
- Strategy and innovation staff
- Academics staff
- IT staff
- Project management support

Key Deliverables:

- Inventory of existing tools, career counseling assessments, etc.
- Learning pathways process documentation
- System requirements/use cases
- Tool evaluation and selection
- Communications/training materials

Risks/Success Factors:

- Providing value to the student
- Transparency of the process to teachers, students, parents

Key Activities:

- Inventory existing tools and processes that might facilitate the FCS personal learning plans
- Define process and requirements in alignment with existing career/counseling services, skills/interests assessments, goal-setting, etc.; Determine how student ownership of his/her plan can be instilled and promoted
- Evaluate existing and proposed tools for alignment with process/requirements
- Select tool(s)
- Implement tool(s) and communicate value
- Provide support to guidance counselors, etc. in rolling out

Dependencies:

- Professional learning of all staff

Estimated Duration and Cost:

- TBD

Upgrade network at all schools

Purpose:

- Upgrade network to support the technology needed for personalized learning

Objectives:

- Inform leadership of current school network capacity
- Define personalized learning-informed criteria for bandwidth at all schools
- Make upgrades for capacity, speed, and reliability at all schools

Roles/Resources:

- FCS IT/network team
- External consultants
- CIO

Key Deliverables:

- Upgraded infrastructure
- Increased capacity, speed, and reliability

Risks/Success Factors:

- Funding and staffing

Key Activities:

- Analysis of existing information and reports by FCS IT/network team
- Analysis of planned/ongoing initiatives to improve capacity
- Conduct speed tests from every school
- Analyze results of tests and determine state of current connections
- Present results and recommendations to Cabinet, budget team, Board, etc. as appropriate
- Create a plan to upgrade network infrastructure in the schools
- Increase capacity of wireless network; add new wireless access points in schools to support BYOT and then 1:1 devices
- Upgrade WAN (network connection between schools) to increase internet speeds
- Keep up to date with new technology in the field, and upgrade FCS network on an ongoing basis

Dependencies:

- FCS vision

Estimated Duration and Cost:

- Ongoing
- Staff and consultant time
- Funding for network upgrades

Document 2015-2018 IT strategy

Purpose:

- Define the long-term plans for FCS to modernize its approaches to student-centric technology and the infrastructure needed to enable it

Objectives:

- Leverage real-world lessons learned from FCS pilots, Personalized Learning schools, etc. to inform the next generation plans for IT at FCS
- Keep pace with developments in the K-12 IT marketplace
- Set measurable goals for expanded IT capacity

Roles/Resources:

- CIO
- Office of Instructional Technology
- Master Planning for Innovation team

Key Deliverables:

- FCS IT Strategic Plan 2015 — 2018

Risks/Success Factors:

- Comprehensive assessment of current state
- Leadership articulation of future state

Key Activities:

- Assess implementations of personalized learning to date
- Identify successes and failures
- Assess current FCS context, strategy and landscape
- Review District Strategic Plan, Enterprise Architecture
- Leverage latest technology trends and Analyst predictions
- Interview FCS leadership including Board members
- Draft IT Strategic Plan
- Conduct stakeholder review of IT Strategic Plan
- Finalize IT Strategic Plan

Dependencies:

- FCS personalized learning vision
- Device/tool evaluation
- District Strategic Plan

Estimated Duration and Cost:

- 6 months
- Staff time
- External subject matter expert support

Establish Data and Application Governance

Purpose:

- Build district capacity to manage real-time student data

Objectives:

- Formally establish application and data governance bodies comprised of cross-functional district representation
- Ensure that each governance body establishes clear governance guidelines and leverages team expertise in developing recommendations
- Assist the district in implementing a holistic approach to application selection, procurement, implementation, use and support

Roles/Resources:

- Application Governance Committee
- Data Governance Committee
- Addition internal SME support as necessary
- External SME support as necessary

Key Deliverables:

- Approval of an application review process
- Recommendation of data standards
- Recommendation of interoperability standards

Risks/Success Factors:

- Continued challenges with the use of and retrieval of data from FultonConnect
- Implementation of a new IMS or assessment engine
- Lack of leadership support or buy-in for process changes

Key Activities:

- Creation and communication of an approved application review process
- Creation of a boilerplate agreement that can be used for school level application purchases
- Identify and engage external support/resources (e.g., consultants) to provide advisory services and best practices to governance committee as necessary
- Research and assess applicable data exchange and interoperability standards
- Confirm data elements to be captured such as formative assessment data, longitudinal data, student growth and high stakes assessment data.
- Establish and communicate ownership of data source systems

Dependencies:

- Funding for tools and systems

Estimated Duration and Cost:

- Ongoing
- Data SMEs: \$650K/year
- Reporting/Analytics Tool - \$500k/year

Secure Tools for Data Analytics and Utilization

Purpose:

- Secure tool(s) that make data actionable for students, teachers, leaders, parents, and the district

Objectives:

- Provide an integrated suite of tools that make data actionable to teachers, school and district staff, students, and parents including role based dashboards, analytics, visual indicators and alerts.

Roles/Resources:

- FCS IT/Data Warehouse Team
- Data Governance Committee
- School and District representatives

Key Deliverables:

- Tool evaluation and selection
- Training and implementation

Risks/Success Factors:

- Funding availability
- Licensing to provide parent and student access to analytics may be expensive

Key Activities:

- Define KPIs and dashboard requirements
- Analysis of which tools provide the most cost-effective capability
- Verification that the tools are scalable, secure, and provide quick response
- Establish connectivity to the Data Warehouse and any other appropriate data sources
- Train District personnel in the use of the tools

Dependencies:

- Funding availability

Estimated Duration and Cost:

- 6 months
- \$TBD

Create Device Marketplace Device Deployment

Purpose:

- Establish a marketplace of supported devices and deploy to schools

Objectives:

- Solicit for contracted device partner(s)
- Create a marketplace of choice for schools
- Ensure device alignment with instructional objectives
- Ensure technical and professional support availability

Roles/Resources:

- Deputy Supt. Academics
- CIO
- IT Program Management
- Instructional Technology
- Contracting
- Marketplace Vendors

Key Deliverables:

- Develop solicitation requirements
- Conduct vendor proposal evaluation and make recommendation(s)
- Receive Board approval and contract award(s)

Risks/Success Factors:

- Contract Award(s)
- School Device Selection Process

Key Activities:

- Consult with Academics on instructional objectives
- Conduct research on device options for K-12
- Schedule meetings and product demos with current and potential vendors
- Attend industry tradeshows, conferences and best practice seminars
- Consult with other K-12 institutions (local and national)
- Build technical requirements and submit to Contracting
- Undergo FCS solicitation process
- Make official recommendation to the Board; Receive Board approval
- Issue vendor contract Award Letter(s)
- FCS/Vendor mobilization and logistics finalization
- Establish device test kits and school device selection process
- Begin equipment ordering and deployment to schools

Dependencies:

- School Network Upgrades
- School Rollout Plan
- App and Data Governance
- Digital Marketplace
- Technical and Professional Support

Estimated Duration and Cost:

- Duration: Multi-Year (Begin 2015)
- Cost: \$60 Million (Device/Device Support)

Establish Master Planning for Innovation Discipline

Purpose:

- Institute a discipline for proactively and holistically executing personalized learning strategies, bridging the gap between strategy and execution

Objectives:

- Establish the practice of Master Planning for Innovation (MPI) at the district level to manage the changing teaching/learning, information and technology landscape
- Proactively recognize the inherent change personalized learning will require and map/track the evolution toward a target state

Roles/Resources:

- Strategy & Innovation
- Master Planning for Innovation team
- Cross-functional subject matter experts (business and technical)
- Cabinet

Key Deliverables:

- Capability and Target State Models
- Process mapping
- Roadmaps to get to target state
- Strategic Planning input

Risks/Success Factors:

- Capacity of existing staff to lead MPI work, and/or availability of grant funds to engage consultants
- Collaboration of stakeholders, district leadership, partners

Key Activities:

- Develop the personalized learning outcome statement to frame the MPI work
- Develop the enterprise context, (personalized learning as a strategy; identify internal and external environmental trends or business disruptions)
- Define MPI for FCS as an organization; develop a charter
- Identify and organize the MPI team and MPI stakeholders
- Develop governance, communications, change management
- Create first set of deliverables and present to Cabinet
- Define metrics
- Define compliance and management processes to ensure that agreed-on standards and principles created during the architecture creation process are realized and adhered to during projects
- Refine deliverables as strategies/trends/changes dictate
- Provide input to strategic planning efforts
- Provide input to personalized learning efforts as needed

Dependencies:

- FCS vision, Personalized Learning Roadmap
- District Strategic Plan

Estimated Duration and Cost:

- Ongoing
- Staff time and/or external consultants

Revise Ed Space Standards

Purpose:

- Identify constraints in existing facilities specifications and revise to support personalized learning environments

Objectives:

- Develop Educational Space Standards that are aligned with FCS's strategic plan and support personalized learning.
- Develop Educational Space Standards that support equal access for all FCS students to learning opportunities that will help them achieve the district's educational goals while providing flexibility in academic facilities.

Roles/Resources:

- Deputy Superintendent Operations
- Director of Operations
- Capital Improvement Program staff
- External consultant
- Learning & Teaching staff
- School leaders, teachers, parents, students, and community members

Key Deliverables:

- Board presentation
- Updated Educational Space Standards

Risks/Success Factors:

- Need large amount of input from school and learning and teaching staff to determine how they use their spaces, where it's limited, and their future plans.

Key Activities:

- Review industry best practices on facilities that support personalized learning environments.
- Conduct interviews and planning workshops with subject matter experts
- Draft Educational Standards and Specifications.
- Review draft with board members, school leaders, learning and teaching staff, and community members.
- Revise based on community feedback.
- Produce final report and final version of Educational Space Standards.
- Present to board for approval.
- Communicate changes to stakeholders as necessary.

Dependencies:

- Capital Plan 2022

Estimated Duration and Cost:

- 9 months staff time
- External consultant cost

Develop Capital Plan 2022

Purpose:

- Plan and secure funds for the technology, facilities, and furniture needed to enable personalized learning

Objectives:

- Develop 5-year Capital Plan aligned with FCS strategic plan and personalized learning vision.

Roles/Resources:

- Deputy Superintendent Operations
- Director of Operations
- Capital Planning Work Team
- External consultants
- Academics
- School leaders, teachers, parents, students, and community members

Key Deliverables:

- Capital Plan 2022

Risks/Success Factors:

- Involvement of key stakeholders in developing the plan

Key Activities:

- Convene teams and hire consultants to collect and review data
- Develop Capital Plan based on:
 - Facility Master Plan (takes into account student enrollment projections, facility condition assessment, educational adequacy study, school choice plans)
 - Technology Plan
 - Furniture and Equipment Needs
 - Safety and Security Needs
 - Transportation Needs
 - Future Land Bank Needs
 - Revenue and debt service analysis
- Present plan to the board for approval
- Present plan to the community
- Secure funding sources to execute plan

Dependencies:

- Revised Ed Space Standards

Estimated Duration and Cost:

- 15 months of staff time
- External consultants for Ed Space Standards, Educational Adequacy Study, and Facility Condition Assessment

Address home internet access equity

Purpose:

- Provide schools, communities, and families with strategies to help students access internet outside of school hours

Objectives:

- Promote equitable internet access so that:
 - Students can use their FCS-issued devices to access online content outside of school hours
 - FCS devices close, and do not widen the opportunity gap for students from low-income communities

Roles/Resources:

- Director of Personalized Learning
- Staff who work with communities where internet access is an issue (Area Superintendents and Executive Directors, Achievement Zone staff, Principals)
- External partners and other districts that have addressed this issue

Key Deliverables:

- Menu of resources and strategies for students and communities where internet access is an issue
- Plan to communicate and support stakeholders implementing these strategies

Risks/Success Factors:

- Diversity and size of Fulton County and its 13 municipalities
- Challenge of tracking success

Key Activities:

- Research strategies other districts and schools have put in place
- Create menu of options/toolkit to address internet access. These could include:
 - Comcast Internet Essentials \$10/month plans
 - Mapping existing hotspots in local communities
 - Engaging corporate, faith, local government or community partners to provide hotspots in locations students can access
 - Partnering with libraries for access and mifi's students can check out
 - Engaging Grant Champions at schools to fundraise for needed resources
- Communicate options to local school leadership and support them in identifying their needs and choosing the strategies that fit their community.

Dependencies:

- Local leadership to promote resources and implement strategies

Estimated Duration and Cost:

- Staff time

Create Project Governance and Management Structures

Purpose:

- Create structures and processes to hold project owners accountable for progress, collaborate across departments, and escalate decisions and information

Objectives:

- Determine leadership and ownership for personalized learning as a whole
- Create new governance structures and/or incorporate personalized learning into existing district governance
- Assign project owners to roadmap projects, create plans, and hold accountable for progress towards goals

Roles/Resources:

- Director of Personalized Learning
- Project owners
- Personalized Learning Steering Committee
- Cabinet

Key Deliverables:

- Owners assigned
- Chart of governance structure
- Templates for project plans and updates
- Schedule of meetings and project updates

Risks/Success Factors:

- Alignment with existing governance structures (strategic plan management)
- Leadership support and capacity of staff

Key Activities:

- Appoint owner of overall governance and project management oversight
- Appoint owners of individual projects
- Determine and launch governance structure
 - Convene Personalized Learning Steering Committee of project owners and key stakeholders from schools and central office
 - Embed personalized learning into existing strategic plan management governance
- Align personalized learning roadmap with district strategic plan initiative blueprints
- Create templates and schedule for project plans and monthly updates
- Create project plans and launch near-term roadmap projects
- Communicate and launch government and project management structures to track progress and escalate decisions
- Periodically review success and adapt as necessary

Dependencies:

- Involvement of central office departments, project owners and Cabinet

Estimated Duration and Cost:

- Staff time – 3-6 months for setup and then ongoing management

Recruit talent with personalized learning experience

Purpose:

- Build talent pipeline with experience in personalized learning settings

Objectives:

- Hire experienced practitioners of personalized learning from other settings
- Introduce a “Personalized Learning” competency focus into Fulton targeted recruiting frameworks

Roles/Resources:

- Executive Director, Talent Management & organizational Strategy
- Talent team
- Principals and district hiring managers

Key Deliverables:

- Talent recruitment strategies
- Marketing collateral

Risks/Success Factors:

- Risk that personalized learning could negatively impact recruitment if potential applicants perceive new models as harder or more work

Key Activities:

- Determine clear definition of personalized learning competencies for the district
- Identify potential programs and partnerships to develop as recruitment sources
- Add personalized learning target partnerships to overall Fulton recruiting plan
- Develop engaging personalized learning marketing and messaging collateral for Fulton recruiting activities
- Align with selection and induction activities
- Collaborate with higher education partners to influence improvements in teacher education programs

Dependencies:

- Ongoing professional learning strategy

Estimated Duration and Cost:

- Ongoing
- Staff time

Revise District Policies as Necessary

Purpose:

- Ensure schools implementing personalized learning practices are not hindered by policies and operating guidelines

Objectives:

- Revise board policies and operating guidelines to enable personalized learning (e.g. technology use, grading, flexible pace, etc.)

Roles/Resources:

- Chief Strategy and Innovation Officer
- Deputy Superintendent of Academics
- Executive Director of Accountability
- Coordinator of Continuous Improvement
- Personalized Learning Steering Committee
- Cross-functional subject matter experts

Key Deliverables:

- Revised/new policies as appropriate
- Board presentations of policy

Risks/Success Factors:

- Volume and complexity of board policies to review
- Cross-functional team communication
- Leadership and community support

Key Activities:

- Review existing policies through the lens of personalized learning
- Identify affected policies and prioritize for review
- Review how other districts have addressed policy constraints as necessary
- Determine how to use or create cross-functional steering committees or work groups to review policies through lens of personalized learning
- Revise policies
 - Cross-functional team reviews policy and suggests revisions
 - Document results and recommendations
 - Bring policy groupings to the board for approval
- For policies with big implications (e.g. graduation requirements, grading policies, promotion and retention) build in community focus groups to ensure input and buy in from key stakeholders
- Identify barriers related to state policy and consider including in Board legislative priorities and district charter policy waivers

Dependencies:

- Device roll out success
- Standards-based grading and Continuous Achievement lessons learned
- Strong leadership and executive sponsor(s)

Estimated Duration and Cost:

- Ongoing staff time

Adapt school structures and staffing models

Purpose:

- Use district flexibility to adapt school schedules, structures, resources and staffing models to fit their personalized learning instructional designs

Objectives:

- Ensure schools have the flexibility and options to employ resources as needed per their personalized learning models/plans.
- Foster innovative master schedules and staffing strategies to enable personalized learning
- Help schools understand how they can align their budget to their strategy

Key Deliverables:

- Current State constraints
- Policy decisions required
- Enhanced policies/procedures/positions as needed

Key Activities:

- Convene working group to explore resource, staffing and master schedule practices to determine what changes to policy/procedures FCS may need to make to enable personalized learning
- Document schedule of working group's activities
- Work with personalized learning school design teams to assess needs
- Review school staffing models, resource allocations, and schedules and assess current state best practices and bright spots
- Review case studies of human capital strategies employed by other districts and schools to personalize learning
- Analyze available data, HR/talent policies, enrollment data, etc.
- Work with schools on options they have available to them through existing structures and Requests for Flexibility
- Make recommendations on changes to district policy/procedures as necessary
- Identify barriers related to state policy and consider including in Board legislative priorities and district charter policy waivers

Roles/Resources:

- HR/Talent subject matter experts
- School Governance team
- Academic Leadership team, principals
- Finance team
- Cabinet

Risks/Success Factors:

- Leadership; guiding principles
- Mitigation of perceived barriers (problem solving)

Dependencies:

- FCS vision
- Personalized learning school models and lessons learned

Estimated Duration and Cost:

- Duration TBD
- Internal staff time

Develop and Implement Communications and Change Management Plans

Purpose:

- Communicate shift to personalized learning and prepare key stakeholders for changes

Objectives:

- Assess organizational readiness and target communications to clarify vision and create two-way channels
- Prepare FCS staff for the changes necessary

Roles/Resources:

- Director of Personalized Learning
- Communications team
- Professional Learning team
- Instructional technology team

Key Deliverables:

- Detailed stakeholder analysis
- Communications Plan that incorporates change management strategies
- Collateral and messaging materials

Risks/Success Factors:

- Ability to understand and leverage FCS community in facilitating change

Key Activities:

- Map the impact of changes across stakeholder categories
- Conduct stakeholder segmentation analysis
- Identify major opportunities and potential crises. Develop strategies to leverage opportunities, and/or address potential crises
- Work with “early adopters” to demonstrate personalized learning bright spots
- Target stakeholder groups for innovative communications and support
- Document plan that addresses all stakeholders groups with various communication methods
- Align plan with other communications happening around school roll out, competency based framework, professional learning, and capital plan.
- Execute plan and adapt as needed

Dependencies:

- School roll out of personalized/blended learning model
- Competency based framework
- Professional learning strategy
- Capital Plan 2022 communication

Estimated Duration and Cost:

- Ongoing staff time
- Costs for video, infographic, etc.

Create and Implement Evaluation Plan

Purpose:

- Monitor and evaluate effectiveness of personalized learning practices in our schools

Objectives:

- Understand the most useful supports for effective roll out and implementation of personalized learning
- Monitor changes over time on:
 - Teacher perceptions and practices
 - Student perceptions, experiences, and outcomes
 - School structures: staffing and facilities

Roles/Resources:

- Director – Research & Program Evaluation
- External Evaluator

Key Deliverables:

- Evaluation plan
- Toolkit to assist schools with tracking school-level metrics
- Tools (surveys, observation tools, interviews)
- Periodic reports on findings

Risks/Success Factors:

- This will need to be a developmental evaluation (i.e., constantly evolving based on school-level initiatives)
- Challenging to tease apart different moving parts across divisions
- Need to be cognizant of existing school surveys and consolidate when possible

Key Activities:

- Communicate with external partners to obtain input/feedback on plan
- Meet with internal stakeholders (steering committee, leadership, principals) to obtain input/feedback and identify appropriate data elements
- Create theory of change/logic model and evaluation plan
- Observe personalized learning implementation at schools to tailor development of data collection tools
- Onboard external evaluator to support development of toolkit, surveys, and analytic support for quick data turnaround
- Regularly report progress to schools, Personalized Learning Steering Committee, and Cabinet
- Periodically review and refine metrics

Dependencies:

- Participation from school level staff

Estimated Duration and Cost:

- Ongoing staff time
- External evaluator costs

Explore Districtwide Marketplace Model

Purpose:

- Consider developing a “marketplace” model for the services and supports central office provides to schools

Objectives:

- Define what services/resources/supports FCS will provide to schools as they transition towards personalized learning
- Design a resource allocation structure (e.g. weighted, portable, flexible) by which schools can leverage district resources; identify cost savings
- Put in place the operations structures to execute on the model
- Communicate the value and processes associated with the “marketplace”

Roles/Resources:

- Cabinet
- FCS Finance team
- Academics leaders, principals, and teachers
- Project management support

Key Deliverables:

- “Marketplace” methodology and implementation plan
- MOUs between school and FCS
- Detailed processes, business rules, decision rights
- Communications promoting the marketplace

Risks/Success Factors:

- Consensus on how the district provides resources to schools
- Clear communications
- Fidelity of process/model

Key Activities:

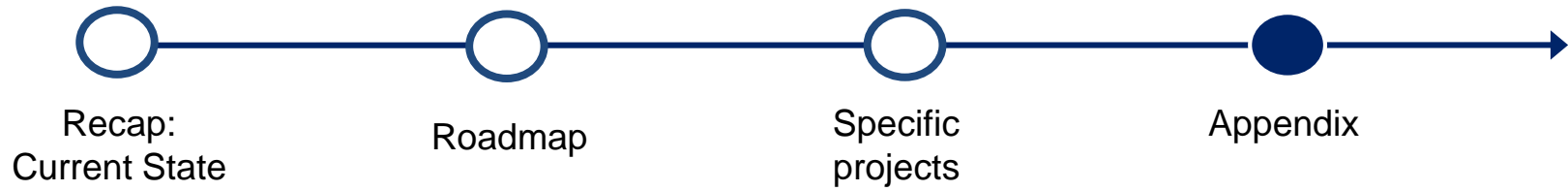
- Convene panel (Cabinet) to discuss the role of the District in providing services/resources to schools and budget/policy implications
- Conduct business process analysis of central office functions
- Determine central office functions that can be streamlined or leveraged more fully to support student-centric instruction
- Analyze strengths/weaknesses of various proposals, ideas, etc.
- Convene working groups of principals and teachers to discuss “marketplace”
- Document final decisions
- Document high level process and methodology; “as-is”, “to be” analysis where business improvements are needed
- Finalize, document and share process/model
- Provide resources and tools as defined by model
- Monitor results and gather lessons learned at the school level

Dependencies:

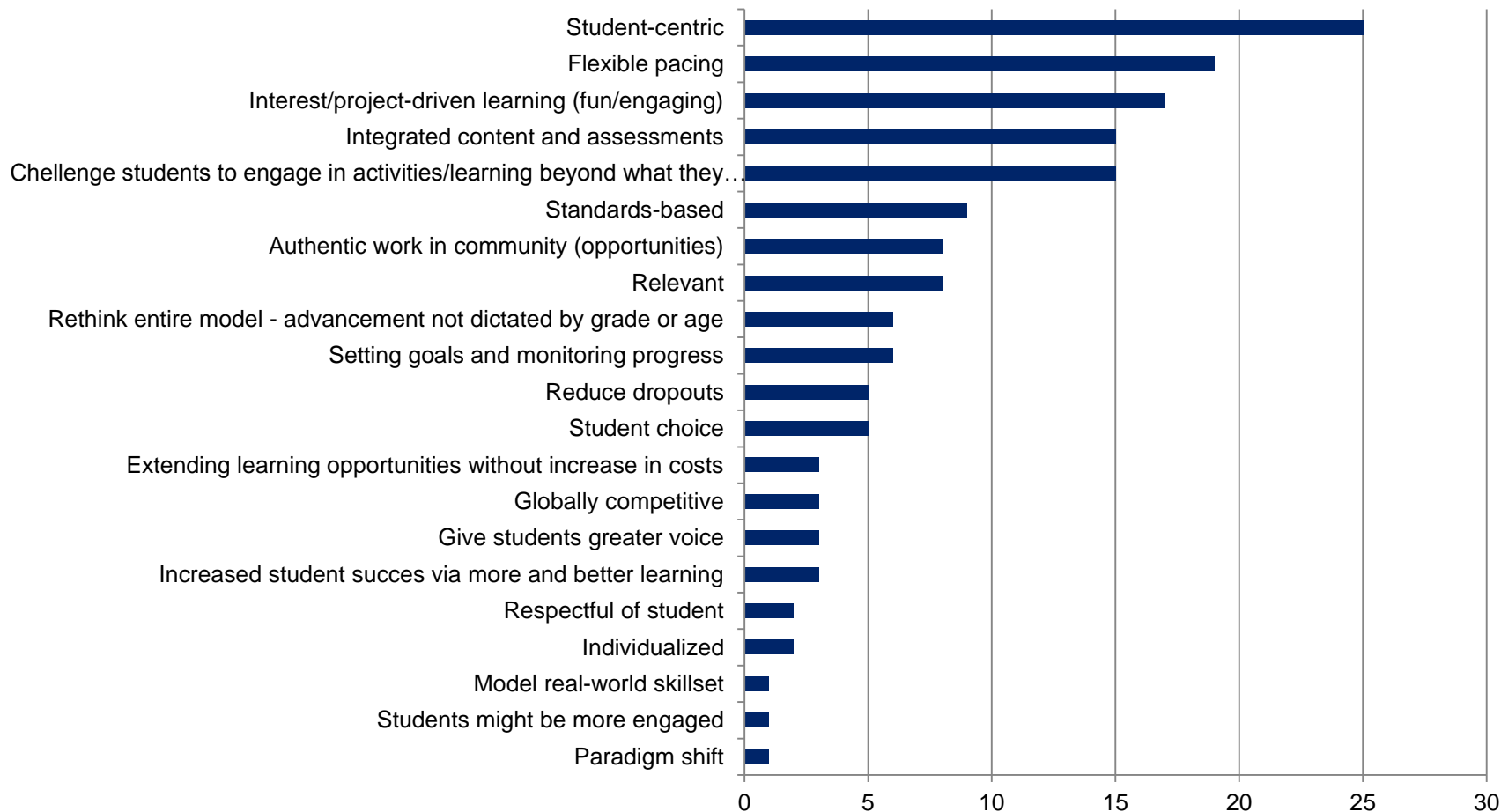
- Curate digital marketplace project

Estimated Duration and Cost:

- TBD



Personalized Learning-related Phrases — Hot Dot Count



Fulton County Schools' Stakeholders will drive the success of the Personalized Learning Roadmap projects...

| FCS Stakeholder Groups | | Role in Personalized Learning |
|--------------------------------|--------------------------|---|
| Students | | Learners |
| Parents | | Substantial interests in student achievement |
| Community organizations | | Provide opportunities for students to learn inside and outside the classroom; includes Higher Ed partners |
| Central staff | Academics | Leaders of instructional and curriculum planning, decision-making |
| | IT | Providers of technology and infrastructure needed to enable personalized learning |
| | Operations | Management and execution of business operations |
| | Talent Management | Management and structure of human capital |
| | Finance | Management of finance structures and procurement |
| School staff | Principals | Leaders of school culture |
| | Teachers | Facilitator, coach, guide, curator of learning |
| | Support | Providers of technical and instructional support |

High Level Stakeholder Involvement Matrix

| | Stakeholders | | | | | | | | | | |
|--|--------------|----|------------|-------------|---------|------------|----------|---------|------|----------|---------|
| <i>Roadmap projects</i> | Academics | IT | Operations | Talent Mgmt | Finance | Principals | Teachers | Support | Orgs | Students | Parents |
| Develop Customized Options to Enable Choice | | | | | | | | | | | |
| Develop and Implement Competency Based Framework | | | | | | | | | | | |
| Curate Digital Marketplace | | | | | | | | | | | |
| Build Digital Curriculum for Competency-Based Framework | | | | | | | | | | | |
| School Roll Out of Personalized Learning Instructional Models | | | | | | | | | | | |
| Develop Professional Learning Strategy for Ongoing Development | | | | | | | | | | | |
| Build Learning Pathways | | | | | | | | | | | |
| Upgrade Network at All Schools | | | | | | | | | | | |
| Document 2015-2018 IT Strategy | | | | | | | | | | | |
| Establish Data and Application Governance | | | | | | | | | | | |
| Secure Tools for Data Analytics and Utilization | | | | | | | | | | | |
| Create Device Marketplace and Deploy Devices | | | | | | | | | | | |



- Moderate to heavy involvement in work of project



- Low to moderate involvement in work of project

High Level Stakeholder Involvement Matrix

| | <i>Stakeholders</i> | | | | | | | | | | |
|---|---------------------|----|------------|-------------|---------|------------|----------|---------|------|----------|---------|
| <i>Roadmap projects</i> | Academics | IT | Operations | Talent Mgmt | Finance | Principals | Teachers | Support | Orgs | Students | Parents |
| Establish Master Planning for Innovation Discipline | | | | | | | | | | | |
| Revise Ed Space Standards | | | | | | | | | | | |
| Develop Capital Plan 2022 | | | | | | | | | | | |
| Address Home Internet Access Equity | | | | | | | | | | | |
| Create Project Governance and Management Structures | | | | | | | | | | | |
| Recruit Talent with Personalized Learning Expertise | | | | | | | | | | | |
| Revise District Policies as Necessary | | | | | | | | | | | |
| Adapt School Structures and Staffing Models | | | | | | | | | | | |
| Develop Communications and Change Management Plans | | | | | | | | | | | |
| Create and Implement Evaluation Plan | | | | | | | | | | | |
| Explore Districtwide Marketplace Model | | | | | | | | | | | |



- Moderate to heavy involvement in work of project



- Low to moderate involvement in work of project

In October 2013, Blue Ribbon Panel members provided commentary on the Landscape report as well as general guidance for FCS; these insights are reflected in many Roadmap projects, such as planning for organizational change management...

“Leaders planning to implement Personalized Learning also need to consider the levels of consensus that exists among various stakeholders (school leaders, teachers, parents, students, etc.). There are two important dimensions of consensus: 1) The extent to which stakeholders agree on the goal of Personalized Learning; and 2) The extent to which stakeholders agree on the tools, methods, and models that should be used to achieve Personalized Learning.”

— **Tom Arnett, Clayton Christensen Institute**

...the management and duration of curricular content and options
using a portfolio approach ...

“Recommendation is that systems should use a portfolio approach to curriculum and content. Don’t expect a single solution/product to meet every need. Have access to a variety of sources, and apply what works for different kids.”

— **Gary Klein, Rogers Family Foundation**

“Perhaps most important: students, parents and teachers have flipped/blended their own learning and are waiting for us. the level of bottom up organic change has never been greater; it can/must be leveraged in a change effort.”

— **Tom Vander Ark, Getting Smart**

...planning and launching model personalized learning schools to continue the innovation process at the school level...

“Many of the successful innovations in Personalized Learning have involved building new organizations from the ground up. By building organizations from scratch, the leaders of these organizations are able to acquire resources and develop processes and priorities that are optimized for providing Personalized Learning. Later, once these new organization prove to be successful, their resources, processes, and priorities often get replicated in order to scale the success.”

— **Tom Arnett, Clayton Christensen Institute**

...defining, confirming, communicating and clarifying the district policies around key instructional decision points...

"I would be careful about how you introduce the concepts of time and pacing as we have found that people jump to self-pacing and kids being left to flounder on their own. Competency education focuses on getting kids to a level of proficiency or mastery before advancing. This means we have to stay focused on pace and progress. Yes, time is a variable, but it is not self-paced or even simply flexible pacing. Flexible pacing is about more instruction and practice. "

— Chris Sturgis, Competency Works

...confirming the FCS vision and establishing ownership of the overall Personalized Learning effort

“In discussions on planning for Personalized Learning, I would emphasize the importance of properly sequencing the planning process. Before considering components such as curriculum, instruction, and tools, it is important to first identify the desired outcomes, and then organize the team that will design the program to meet those outcomes. Picking the right team and giving them the right scope of authority and autonomy is critical for developing an innovative program. Without the right level of authority and autonomy, the team in charge of designing and implementing Personalized Learning will tend to co-opt innovative approaches into the established system. The result will be a Personalized Learning program that is designed to integrate well with the existing educational models but that is not designed to optimize for Personalized Learning.”

— Tom Arnett, Clayton Christensen Institute