

# The Infinite Campus

Fall 2014

## On the Road to Personalized Learning





Your journey begins...

  
Traditional

  
Digital

  
Blended

  
Personalized  
for **Students**

  
Personalized  
for **Staff**



# The Road Ahead

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By Charlie Kratsch, Infinite Campus Founder and CEO

One of my favorite things to do on a nice summer day is to take my Spyder out for a ride. I don't set out for any particular location; I just start riding for the fun of it and find interesting places along the way. Other times I have a specific destination in mind and I use my GPS to plot the most efficient route from point A to point B. The first example takes me to places I never knew existed and the second gets me to where I want to be. Neither process is better than the other, they are just different.

On days when the weather doesn't lend itself to motorcycle travel, I can surf the Internet from the comfort of my easy chair. Often I just want to browse news websites to see what's going on in the world. I go to the home page, read the headlines and click on a story that interests me to find out more. Other times there is a specific piece of information I am seeking.

I bring up a search engine, enter what I am looking for and the answers instantly appear. Both are enjoyable experiences that increase my knowledge of the world.

Learning is a journey that can take many different routes as well. Sometimes project-based learning is desirable where students are able to gain a greater understanding of concepts, develop a broader knowledge base and improve communication and interpersonal skills working with other students. Alternatively, focus on specific skills or standards may be called for requiring a more direct and sequenced approach. Again, neither method is better or worse, they are just different ways of achieving different types of results.

In this issue of our magazine, we show how Infinite Campus supports a wide variety of learning environments including:  
1) **traditional learning** where the teacher is the "sage on the stage"

delivering instruction to different groups of students, 2) **digital learning** with online assignments, online assessments and online discussions, 3) **blended learning** that combines the best of both traditional and digital environments, and 4) **personalized learning** with differentiated instruction, individualized pace and student choice.

To help you navigate the road ahead, we include learning management system (LMS) functionality in our core student information system (SIS). Having everything in a single solution keeps it simple for users while providing powerful functionality. Best of all, it's included free of charge.

**Are you ready for the next leg of your journey? We are.**



Learning is a journey that takes many roads. Sometimes, it's a good idea to stop, recalibrate, and see which direction is best for you, your district and your students.



“ The personalization of learning is not just pretending kids have choices in what they are going to learn. Rather, it is building environments in which teachers have the time and skill to know their students and can adjust the pace, the materials and the surroundings so they can meet the needs of all learners. ”

**George Wood**, nationally known author, educator, activist and school reform leader



The road to personalized learning begins here, with Infinite Campus. Let's get started!



**TRADITIONAL  
LEARNING  
AHEAD**

# Traditional Learning



One option for student success. *Infinite Campus* supports traditional learning.

- **This familiar learning environment** has been a staple in American schools. Teachers stand before the class directing learning activities through verbal interactions, homework, assignments, group quizzes and end-of-term projects. Students move at the same pace and work on similar lessons.

Traditional classrooms are not going away; merely being redefined. It is accepted that traditional classrooms still offer many benefits, such as social interaction, structure and familiarity.



Students move at the same pace and work on similar lessons.

# Traditional Learning

A really good teacher can make the traditional classroom an exciting place.

However, the traditional environment usually requires everyone to travel to a single location, and there is a fixed amount of time for interaction. Larger class sizes may limit the opportunity for interaction and true individual attention. Due to significant diversity of backgrounds, attitudes and other factors among students, small group interaction is often complex in a traditional classroom setting.

On the other hand, the daily face-to-face interaction between teacher and student, the security of group participation, and the routine of each day reassures some students and they thrive. They understand what is expected of them and can manage their time accordingly. For these students, this is a successful learning model.

For years, teachers have been taught best practices for setting up and managing effective classrooms in the traditional model. The combination of quality staff, mentoring opportunities, team collaboration, professional development and equitable performance evaluation can elevate traditional learning environments beyond the perceived outdated factory-model schools of the past.

A distinguishing quality that all effective teachers have is in their approaches to planning, designing and implementing instruction and assessment. Their focus is on "student learning" which informs their own teaching.

Effective teachers know who their students are, how they learn, their strengths and weaknesses. It may be more challenging in a traditional learning environment without student data to help inform them, but good teachers work hard to know their students and create effective classrooms.



The traditional environment usually requires everyone to travel to a single location.



## Technology in Traditional Classrooms

Today's traditional learning environments are not immune to the surge of technology opportunities in the classroom. Basic communication may be done with email and/or through an information technology system, like Infinite Campus, that has an integrated portal to reach parents and staff across the district. Teachers may enter grades in an electronic grade book. And attendance may be entered and reported from an information technology system. They're using technology. And that's great.

Defining a traditional classroom is less about the lack or abundance of technology and more about how lessons are delivered; how students participate in their learning; and the culture of a school embracing a more flexible learning environment. Each school is different. Each student unique. Each learning environment suitable for some.

## Making it Work

Advocates for traditional learning environments say there are many ways to advance student learning within this model. These include:

### Attending to the whole child:

Educators are concerned with helping children become not only good learners but also good people. Schooling isn't seen as being about just academics, nor is intellectual growth limited to verbal and mathematical proficiencies.

### Bringing a sense of community:

Learning isn't something that happens to individual children — separate selves at separate desks. Children learn with and from one another in a caring community.

### Promoting collaboration:

Traditional Learning may be called a "working with" rather than a "doing to" model. There is an emphasis on collaborative problem-solving.

### Supporting ideas:

Traditional schools aren't always about memorizing dates and definitions; they're also committed to helping students understand ideas.

## Advantages of Traditional Learning

Gives a "whole learning" process and a sense of belonging.

Classroom activities and presentations build confidence.

Interacting with different people broadens your scope of understanding.

### For decades students have advanced through the grade levels together

...accumulating scores of A through F or 1 through 4 that indicate they've gathered sufficient information to move ahead. A cumulative GPA is calculated at the end and a class rank determines those most proficient as opposed to those less proficient, yet passing. Even those with minimal proficiency (getting low C or D marks) are eligible to advance to the next level.



# Campus Supports **Traditional Learning**

Tools within Campus Instruction provide excellent support for any traditional learning environment. Teachers track their students, grades and assignments as a group, in a visually interactive interface and all in one place. Parents and students access this information in real time on the Portal to monitor progress and activities. Improved communication between the teacher and learner is a springboard for student success.



## **Grade Book**

Teachers create assignments and provide immediate feedback. Campus Grade Book supports traditional and standards-based grading options.

## **Attendance**

Quickly take attendance by using the student list or seating chart to eliminate duplicate data entry. Teachers view a notification of which classes require attendance for easy tracking.

## **Planner**

Convenient schedule and curriculum views of the planner. Create and change assignments in one place.

## **Seating Charts**

Drag and drop setup with flexible configurations for any classroom. Seating charts can be reused as needed.

## **Roster**

Teachers see students on one screen, with easy access to IEPs, health information and more. View start and end dates for student tracking.

## **Message Center**

Send messages to guardians and/or students without leaving Campus Instruction. These are delivered in real time through the Campus Portal or by email. If your district has purchased Messenger with Voice, these can also be sent via text and phone.

There may always be a place for traditional learning environments. However, technology and teaching methods are changing the face of the traditional classroom.



**DIGITAL  
LEARNING  
500 FT**

# Digital Learning



One option for student success. [Infinite Campus](#) supports digital learning.



➤ **More schools are embracing digital learning** and incorporating it within the traditional classroom setting. Ensuring that each student has a mobile device, researching options for internet connectivity, and educating teachers on the advantages of using online communications has become a high priority for many districts. They believe this is a huge break from the traditional learning environment and a step towards personalized learning.

Although tablets and iPads are handed out as an elixir to the wows of perceived restricted, traditional learning, they do not provide true personalized learning. And although learning management vendors promote their digital services as THE learning tool that will be student-centric and personalized, they are falling far short of the mark.



## Prerequisites for Digital Learning

- 1 Access to a computer with Internet
- 2 Basic knowledge of using a computer
- 3 An email account
- 4 Be self-motivated
- 5 Have self-confidence to engage in their own learning honestly

Surprisingly to some, the technology required for creating a solid digital environment is a student information system: **Infinite Campus**.

# Digital Learning

## Getting Started with Digital Learning

1

When it comes to introducing digital learning, "going slow to go fast" is the key. A first step is to clearly define best practices, learn from trailblazing peers, and develop iterative cycles of inquiry and adjustment that help your schools adapt to using digital learning effectively.

2

Develop a long-range plan that incorporates different types of mobile learning devices. When and how to update or replace new technology and training and security need to be priorities. And strategic investments in infrastructure, pilot programs and capacity-building among staff and teachers is required.

3

A clear focus on high-leverage, high-yield strategies will help you prioritize which learning tools should be used. Also, understanding your culture, vision and resources help you identify what kind of digital learning environment works best for you.

Tablet computers are more than electronic textbooks. With their fast processor, Internet connectivity, and large touch-screen display, tablets can function as powerful graphing calculators, video players and photo editors.

However, these desirable features also make tablets a potential source for distractions. Many high schools that have implemented one-to-one programs are trying to decide on appropriate policies for bringing home and in-class use.

The bottom line, however, is that electronic devices in classrooms have helped engage students, cut down on paper, and allowed absent students to keep up with classwork.

## Advantages of Digital Learning

### > Easier Access

Don't need to dig in a desk or backpack for assignments or exams. They're all there...online.

### > Better Information

Textbooks can be outdated with limited information. Digital information is easily updated and verified.

### > Evolving Solutions

Brings learning into the real world of students with technologies never before considered.





## Integrated SIS

Partnership for 21st Century Skills states that in recent years, integrated student information systems (SIS) have offered state and district leaders the ability to manage a wealth of student, faculty and operational data. Research shows that the benefits of an SIS include increased accountability at all levels of the system, greater access to instructional resources and an empowered teaching force that uses data for self-reflection and instructional decision making.

While digital learning includes some kind of teacher/student or peer interaction, a student cannot raise a hand and get immediate feedback for a question or concern as in a traditional environment. Also, the level of interaction with peers is stronger in a traditional setting, helping students develop lifelong contacts, memories and experiences not realized in an online environment.

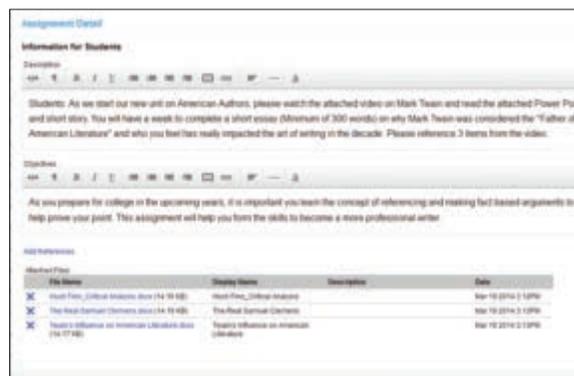
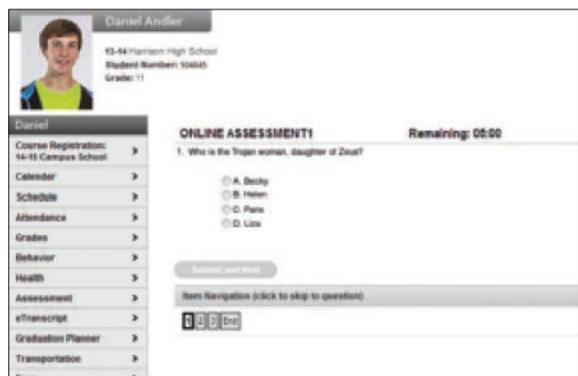
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### Digital Learning resources can enhance student learning and promote mastery of 21st Century skills by:

- 1 Promoting greater student achievement
- 2 Increasing student engagement
- 3 Assessing student performance
- 4 Facilitating communication and collaboration
- 5 Maximizing administrative effectiveness
- 6 Building student proficiencies

# Campus Supports Digital Learning

Technology has changed the classroom environment. A blend of traditional and digital learning, using Infinite Campus, is more efficient and student responsive.



## Campus Instruction

Teachers use advanced technology tools such as Campus Instruction, which includes the integrated grade book, seating charts, attendance and reporting tools. They track student progress in real time in a visually interactive interface.

## Online Assignments/Online Assessments

Teachers post assignments and assessments online, where students access them via the Campus Portal. These can be completed at home and resubmitted to the teacher electronically.

## Campus Portal

Communication for parents and students is a click away. Grades, assignments, schedules, attendance and more are accessed in real time from any computer or mobile device with Internet access. Push notifications alert parents and students when a change has been made for up-to-the-minute tracking.

Using technology may seem like a huge advancement in breaking from the traditional learning model, but, in fact, it still relies on a stable, in-classroom environment. Students may be grouped generally by interest or ability, but there is still a foundational structure of the traditional classroom. In addition, digital learning environments may favor self-disciplined students, while traditional schools offer structure and routine to students who appreciate more guidance. Nevertheless, technology is making a tremendous impact on how classrooms are conducted. And it's working quite well.

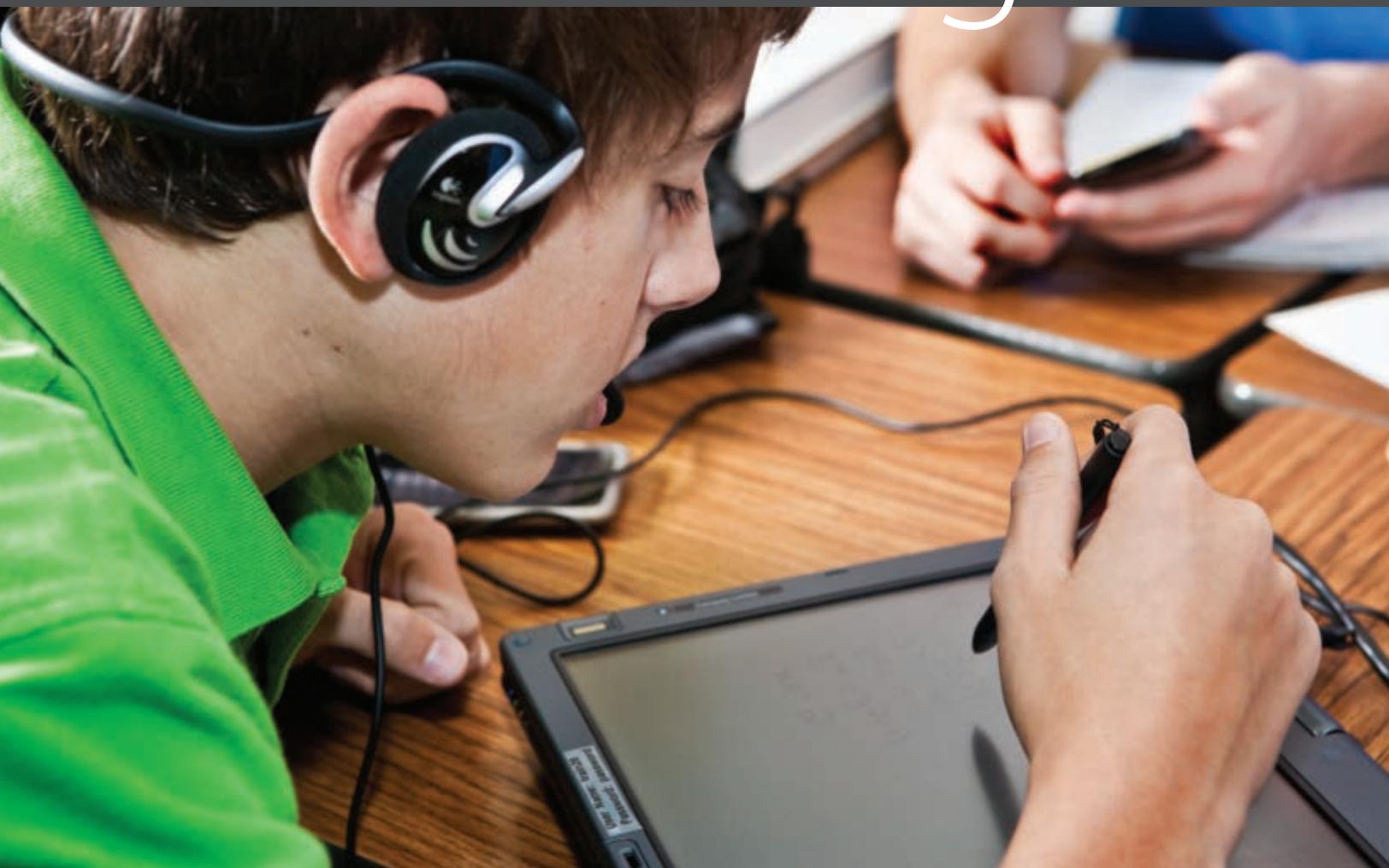


DIGITAL LEARNING RESOURCES  
**ENHANCE STUDENT LEARNING**



**BLENDED  
LEARNING  
RIGHT LANE**

# Blended Learning



One option for student success. [Infinite Campus](#) supports blended learning.



- **Blended learning** is when a student learns, at least in part, through online delivery of content and instruction with some element of student control over time, place, or pace. While still attending a “brick-and-mortar” school structure, face-to-face classroom methods are combined with digital, online learning.

Proponents of blending learning cite the opportunity for data collection and customization of instruction and assessment as two major benefits of this approach. Schools with blended learning models may also choose to reallocate resources to boost student achievement outcomes.

Communication in a blended learning environment is critical, such as found in a learning management system, which Infinite Campus offers as a part of its SIS.

## Advantages of Blended Learning

- Customization of instruction and assessments.
- Reallocate resources to boost student outcomes.
- Improve student attitudes towards learning.



# Blended Learning

## LMS + SIS = One Solution

The blended learning environment lends itself well to combining the LMS functionality with the advantages of a robust SIS. Eliminating the need for third-party vendors and having these tools in one solution brings efficiencies to staff time and resources. Once again, Infinite Campus leads the industry in this development.

A Learning Management System (LMS) has been defined as a software package used to administer one or more courses to one or more learners. An LMS is a web-based system that allows learners to authenticate themselves, register for courses, complete courses and take assessments. Infinite Campus brings these opportunities and more to teachers and students, all within one product, at no additional cost.

Because Campus Instruction is an integral part of the district-wide SIS, it's easy to track and manage many kinds of learner data, especially that of learner performance. Any time, anywhere access to learning content and administration is fundamental to Infinite Campus and a first step in the blended learning model. This concept has driven our commitment to personalized learning and supported our development.

### Campus Discussions provides an online



community where discussions can be held to better aid students. Many schools use this tool for online classes, classwork, question and answer forums, and other school related work.

## Current Models for Blended Learning

Blended Learning models can vary by teacher role, physical space, delivery methods and scheduling. Here are a few of the current blended learning models used today:

### Face-to-Face Driver

An in-classroom teacher delivers most of the curriculum. Online learning from a technology lab supplements the classroom instruction.

### Rotation

Within a given course, students rotate on a fixed schedule between self-paced online learning and sitting in a classroom with a face-to-face teacher.

### Flex

Students access most of their curriculum online. Teachers provide onsite, as-needed support to individuals or small groups.

### Online Lab

The entire course is delivered online, but in a brick-and-mortar location. Often, students also take other courses in a traditional environment.

### Self-Blend

Students choose online courses to supplement their traditional curriculum. This is most popular for high school students.

### Online Driver

Students access online and teacher-delivered curriculum remotely. Mandatory face-to-face check-ins with a teacher augment remote learning.

## Flipped Classroom ← → Classroom Flipped



Schools are finding a blend of traditional and digital environments offer a good choice for many students. Some schools are embracing a “flipped” classroom model, which is an adaptation of blended learning.

In a traditional classroom, instructors use class time to lecture and disseminate information. Worksheets are handed out to be completed at home. Students review these materials and complete assignments on their own time. Teachers review and grade these assignments the following day.

The flipped classroom defies these conventions. Teachers use online media to deliver notes, lectures and related course materials. Students review these at home and use classroom time for hands-on work with the teacher available to guide their lessons.

Students today need and expect access to digital tools and media-rich resources that will help them explore, understand and express themselves in the world. Adapting digital learning tools to augment the traditional classroom is becoming status quo and has proven to be quickly adopted by students.

Advocates for flipped classrooms find that when students have more control over their learning, they do better. This learning model promotes student-centered collaboration and lessons are more easily accessible. Parents are more engaged with their children’s instruction and can provide better support. But most importantly, all this leads to improved academic success.

**WHEN STUDENTS HAVE MORE CONTROL OVER THEIR LEARNING, THEY DO BETTER.**





**PERSONALIZED  
LEARNING**

**1000 FT**

# Personalized Learning



One option for student success. *Infinite Campus* supports personalized learning.



**Personalization** is broader than just individualization or differentiation in that it affords the learner a degree of choice about what is learned, when it is learned and how it is learned. The rhetoric is often phrased in terms of “any time, anywhere learning”.

U.S. Department of Education  
defines personalized learning as:

- **Adjusting the pace (individualization)**
- **Varying the approach (differentiation)**
- **Connecting to the learner’s interests (choice)**

This may not indicate unlimited choice, since learners will still have targets to be met. However, it provides learners the opportunity to learn in ways that suit their individual learning styles and multiple intelligences.

# Personalized Learning

## The road to personalization requires a standards-based approach.

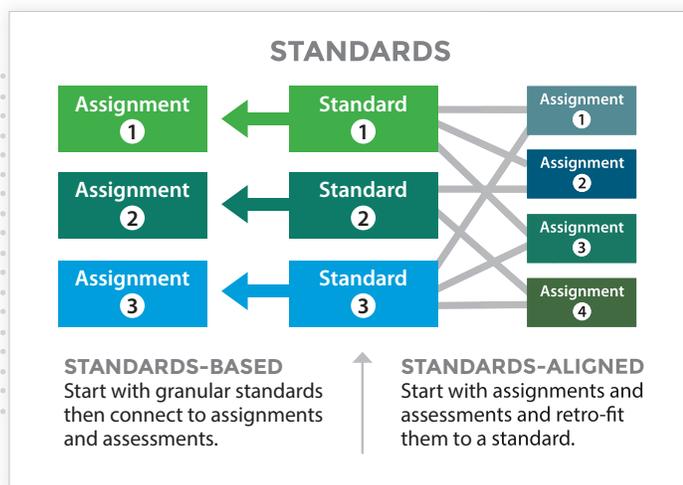
Switching from course-based to a standards-based educational model is a radical change. Many schools may not be ready for this. However, advocates have identified six reasons why adopting the Common Core will be good for students and education.

- 1 Gives teachers more time for fun activities.
- 2 Students immerse themselves in content for a fuller understanding.
- 3 Students think more critically about content.
- 4 Educators take ownership of the curriculum.
- 5 All students are held to the same standards.
- 6 The increased rigor helps students be college/career ready.

Don't take shortcuts. Use standards-based instruction.

### Something to consider:

One of the reasons the entire K12 structure exists is to sort kids. Standards-aligned preserves that purpose. Standards-based does not, but that's only because the existing sorting method (GPA) won't work. Another sorting method (time to mastery) will need to be implemented. Especially by post-secondary institutions. But realizing the benefits of this change outweigh the challenges of change. Isn't the future of education worth it?



# STANDARDS-BASED GRADING

## RIGHT LANE AHEAD

Standards-based grading, which involves measuring students' proficiency on well-defined course objectives, is growing in popularity. Although many districts adopt standards-based grading in addition to traditional grades, standards-based grading can and should replace traditional point-based grades. Standards-based grading will:

### GIVE GRADES MORE MEANING

Whether using a traditional grading system or evolving to the proficient/non-proficient grading method, having scores and grades tied to specific standards is critical to ensure proficiency of learning. It most effectively tracks the sequence of learning that leads to mastery. When grades are tied directly to a standard, teachers can more quickly determine learning gaps and be proactive in providing additional support.

### CHALLENGE THE STATUS QUO

What happens when a student earns a low overall score because they did not complete homework? Or they completed homework but their tests were poor. These students could pass the course, but would ultimately struggle in years ahead. Let's re-evaluate the nature of homework, quizzes and tests. Let's focus on what the student knows or doesn't know and work from there.

### ADJUST INSTRUCTION

Standards-based grading gives a wealth of information to help teachers differentiate instruction. If a student is "stuck" on a particular standard, it is quickly identified before moving to the next level. Students can also see much more information about their learning. Some students may think they're doing well in a traditional grading model, but a standards-based method reveals they may not have mastered critical material. Teachers can then provide time-sensitive support to guide the student towards mastery.

# Campus Supports Standards

Infinite Campus is building classroom-tested tools that will, for the first time, enable true standards-based instruction. It will give a student a personalized learning plan, continually schedule instruction to ensure the right teachers and resources are available at the right time, and allow each student to progress at their own pace.

## STANDARDS-BASED REPORT CARDS

A standards-based report card lists the grade report by the grading task/standard name. Report cards can also be generated listing grading tasks.

**Acklerley, Michalina** | Hall Monitor | HS Graduation | Health Condition  
Grade: KG | #104451 | DOB: 10/05/1996 | Gender: F

Assessment | Behavior | Transportation | Fees | Lockers | Graduation  
Waiver | Records Transfer | Early Education | Report Comments | Person Docs

Summary | Enrollments | Schedule | Attendance

Choose a Report Card Format

Class	Task	Trimester
006-1 KG Art Teacher01, Campus	Understands key ideas Demonstrates appropriate skills	
002-1 KG Math Teacher01, Campus	Number Sense Numerical Operation Estimation Patterns	A A F F
004-1 KG Science Teacher01, Campus	Life Science Earth Science Physical Science	
005-1 KG Social Studies Teacher01, Campus	American History Geography	
003-1 KG Writing Teacher01, Campus	Components: ideas/content, organization, voice, fluency, word choice Spelling: spell high frequency words Handwriting: legibility	

3 READING/LANGUAGE ARTS				
	Term			
	Q1	Q2	Q3	Q4
I can speak in complete sentences to provide details or explanations.				
<b>UNIT 12: FABLES AND FOLKTALES</b>				
I can use details from the story to determine the lesson/moral.				
I can recount stories from different cultures.				
<b>QUARTERLY ASSESSMENT</b>				
By end of the year, I can read grade level text independ. and proficiently.			P	P
By the end of the year, I can comprehend grade level text proficiently.			P	P PA
Term 1 Comments: Average in reading 72 Term 2 Comments: Average on unit tests for this nine weeks is 72 Term 3 Comments: Average for 3rd nine weeks on unit tests is 65				
I can read a variety of text with accuracy, rate and expression-repeatedly			PA	P P
Term 1 Comments: The fluency goal for your child at the beginning of third grade is 70 words per minute. Your child is currently reading 51 words. Please continue to practice fluency at home. Term 2 Comments: The fluency goal for your child at the middle of third grade is 82 words per minute. Your child is currently reading 99 words per minute.				

- 1 Choose different display options
- 2 Select next year placement options
- 3 Provide signature options

## CAMPUS STANDARDS BANK

Campus Standards Bank creates and organize state, district, and local standards and provides an organizational structure for all standards in the district. The bank is made up of groups, which represent skills assessed by teachers to determine student proficiency.

**Standards Bank**

New Search

- Standards
  - District Standards
    - XX Grade Art
    - XX Grade Mathematics
      - I. Number and Operations
        - NO-1: Number Sense
        - NO-2: Numerical Operation
        - NO-3: Estimation
      - II. Algebraic Concepts
        - AC-1: Patterns
        - AC-2: Algebraic Representations
      - III. Geometry and Measurement
        - GM-1: Geometric Properties
        - GM-2: Measurement
      - IV. Data, Statistics and Probability
        - DA-1: Data Analysis (Statistics)
        - DA-2: Systematic Listing and Counting
    - XX Grade Reading
      - r. Reading
        - I. Decoding
          - RDG-1: Print Concepts

**STUDENTS PROGRESS AT THEIR OWN RATE**

- 1 Copy a standard or group
- 2 Create new groups
- 3 Search for a standard



**CAMPUS  
LEARNING  
STAFF**

**EXIT AHEAD**

# Campus Learning for **Staff**



Staff learn Campus by using Campus...

Then use Campus in the classroom to teach students.

Choose which learning option is best for you!



Jennie watches a **Video** to understand Campus Grade Book set up.



When finished, she takes an **Assessment** to ensure she is proficient in setting up the grade book.



She joins a **Discussion** forum on the Campus Community to understand the messenger functionality.



Choosing **Curriculum** gives her access to a step-by-step "to do" list on how to complete taking attendance.

# Self-paced | Differentiated | Choice-driven

## Infinite Campus doesn't just talk the talk, we walk the walk.

We're showing educators how personalized instruction is possible. We start by teaching Campus functionality via online, self-paced, differentiated instruction. Here's how.

- During implementation, district users are given access to their learning plan, based on their role. For example, everyone will have a learning object for basic navigation, but only principals have a learning object for scheduling.
- When tool rights are assigned, Campus delivers a customized list of Learning Objectives, which are to be completed sequentially in order to learn the necessary Campus skills. Content is presented in a logical sequence with a knowledge check at the end of each learning object to verify that you've learned the activity and are ready to move on.
- Assigned Learning Objectives cover all functionality such as assessment, instruction, census, behavior, health, attendance, fees, grading and standards, ad hoc reporting, user communication, administration, messenger, survey, scheduling and more.

# Campus Learning Begins

## Building Staff Learning Plans

It took Infinite Campus more than a year to decompose the core product into simple statements of function or skill. More than 1,300 skills were identified; this became our standards - what district staff should know and be able to do, whether it's an office clerk, teacher or principal.

Campus staff wrote content for each of these "standards" and developed differentiated delivery methods, including videos, simulations, documentation and more. This meets the true definition of personalized education in that the learning is self-paced; accessible anywhere at any time; and offers a variety of learning tools from which the "student" can choose.

## Managing Product Enhancements

Because our product continues to change and grow with each monthly enhancement, keeping learning plans updated required an automated system, which is the Campus Content Management System (CCMS). This is the heart and soul of our content management automation.

We catalog all the produced content and alignments to the system. It's also where we generate the updates that go into each District Edition release for the tool code aligned skills, and the learning object libraries that are updated in Campus Learning each release.

Campus Learning this way!

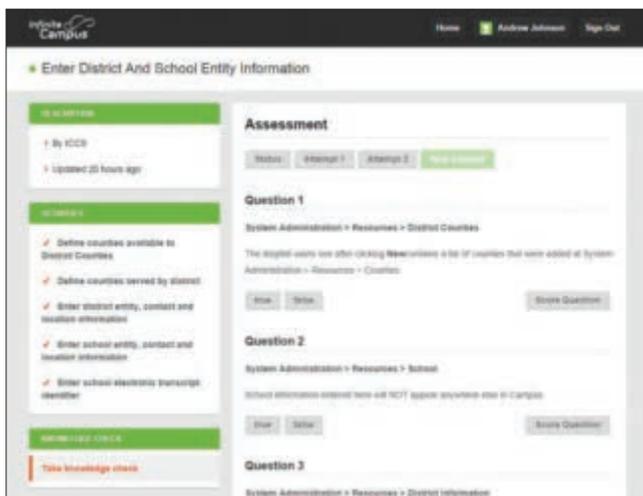


# Learning the Skills

District staff can view their content by accessing the Campus Learning link in the product. This brings users to their learning plan that includes additional links to various types of content. They are guided through their lessons step-by-step.

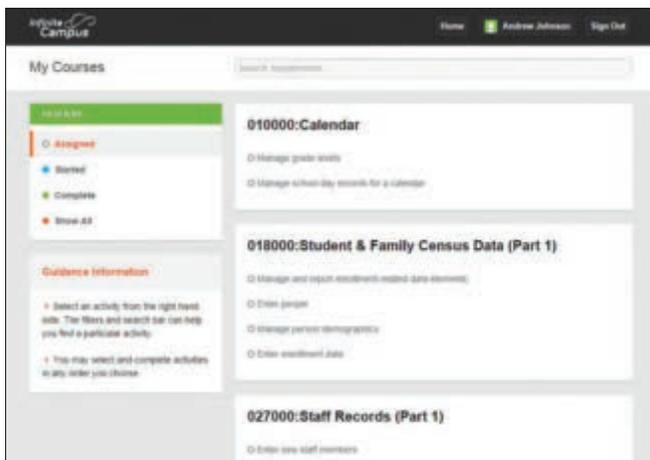
## Knowledge Checks

Once the content is reviewed, the learner has two attempts to demonstrate proficiency. These are called Knowledge Checks. If neither attempt is successful, WebEx training is available for additional learning.



## My Learning Progress

Campus Learning data and results are available in Ad Hoc Reporting to create the reports to track progress as they desire. Individuals can monitor their own progress through the "My Learning Progress" tool, while supervisors can check the progress of their direct reports through provided tools.



## Content Creation

Infinite Campus is a living solution, developing new enhancements each month. The Knowledge Management team creates and maintains product learning activities to keep customers up-to-date on new functionality and skills.

## Instruction Types

### Video

Guided screencast videos with narration.

### Discussion

Participate in forums on the Campus Community.

### Simulation

Interactive video with prompts.

### Assessment

Check proficiency of learning objects.

### Documentation

Read articles found on the Knowledge Base.

### Curriculum

Access a step-by-step "to do" list on how to complete a process.

# Campus Supports **Learning for Staff**

Campus Learning for staff is the embodiment of the third Infinite Campus goal:

- 1 Streamline Administrative Processes
- 2 Promote Stakeholder Communication
- 3 **Personalize Learning**



The Campus Knowledge Management team creates standards, writes documentation and creates simulations in our corporate video studio.

## FIRST STEP

Campus Learning is the first step in learning the product. Then, time spent training is more productive, focused on learning gaps.

## 23,000

In one district alone, nearly 23,000 employees use Campus Learning to learn the product. They are saving significant time and money on training, while gaining staff with expertise to do their job well.

## STAFF

Because personalized learning must adhere to varied learning styles, Infinite Campus has developed numerous ways for staff to access their individualized learning activities to learn the product.

## STUDENTS

Students work on their individualized learning plans at their own pace, in their own space and take assessments throughout to ensure proficiency before proceeding to the next activity.



**CAMPUS  
LEARNING  
STUDENTS**

**RIGHT LANE**

# Campus Learning for **Students**



## Students choose their learning object delivery methods

Daniel's English teacher has provided him with a personalized learning plan for the current curriculum offering. Using Campus Learning for students, he finds activities that interest him, he moves at his own pace, and accesses a variety of learning opportunities.

### Learning Objective

Daniel opens the first **Learning Object**, which describes the standard with an easy-to-read description.

### Check Your Prior Knowledge

He is asked to complete a **Prior Knowledge** check to determine what he already knows. He then dives into the content, which offers a variety of learning options, including videos, online chats, in-class discussions and/or reading materials.

### Skills Check

Throughout the Learning Object Daniel takes **Skill Checks** to ensure he is understanding the assignments. Sometimes he is required to do additional assignments outside the confines of the online Learning Object format.

### Check Your Understanding

When he completes the content within the learning object, he finds the standard restated, so he is clear about what he should have learned. He then completes a **Check Your Understanding** to determine proficiency and if he can move to the next level.

# Self-paced | Differentiated | Choice-driven

## The Future of Learning

Moving beyond the traditional and digital learning models, classrooms are beginning to support the personalized learning environment. Teachers draw from a variety of materials to enhance learning: videos, books, articles, simulations, blogs, online courses and much more. Students choose the activity that best meets their learning style. When students have gained proficiency in a standard, they move to the next level. This is true personalized learning.

Personalized learning will reshape the classroom learning model. Learning happens anywhere, any time. Students take greater ownership in their learning. And teachers have more time to spend with students who need more assistance.

**Infinite Campus is developing tools to make this a reality.**

# Personalized Learning

## Cost Effective

Infinite Campus knows the first step of building our personalized learning system was actually the development of our special education functionality. Special ed requires a student's learning needs and style be evaluated, a detailed plan with goals and objectives be created and learning outcomes be continuously assessed and documented. Special ed, when administered properly, is personalized learning.

So why isn't every student treated as special and given a personalized learning plan? The answer is cost. Infinite Campus believes technology can bring the cost of personalized learning down to the point where every student is treated as special.

## Coming Soon

When Infinite Campus makes a commitment to its customers, it is not mere lip service. That is why an entire process for learning our product was developed based on the foundation that will be used to personalize learning for students. This is the nugget that will Transform K12 Education.

Campus Learning will be available at no additional cost to customers. It is a time efficient, cost effective way for students

to learn, access materials and become proficient in defined standards.

Campus Learning is the embodiment of the third goal to personalize learning. It has been in development well over five years, with the first three years spent generating rapid prototypes to hone in on the essence of what a personalized learning experience should be.



## Need to Know

- Campus learning is not a top down/district wide implementation.
- The district must have proper implementation of standards in Campus.
- Most success with forward-thinking teachers, who understand changing paradigm.
- Subject areas must have the levels and standards clearly identified, sequenced and prioritized.
- There must be a clear plan for content creation.

# ▶ Campus Learning for **Students**

Infinite Campus is developing new learning tools that will support personalized learning in the classroom. Content is created based on standards (Author Tool). Teachers track student progress in real time (Teacher App). Learning activities are suitable for specific learner styles (Learner App). It is student-centric, hands-on and innovative. This is a deliberate departure from the current credit-based, standards-aligned instructional model.



Campus Learning is student-centric, hands-on and innovative.



We are currently supporting several Campus Learning pilots for the classroom. In these pilots, courses are broken down into a set of standards usually based on the Common Core. Instead of teachers teaching all standards to all students at once, teachers are assisting students with learning objects they have selected based on the standards in their personalized learning plan.

Instructional activities are delivered as playlists to learners using a wide variety of devices including computers, laptops, tablets or smart phones. Teachers have the ability to monitor student work and progress in real time, intervening when necessary.

# Campus Learning in Action

There are lively conversations about personalized learning, but without the appropriate tools, how is this possible? Campus Learning makes it possible.

No school should be constrained to one-size-fits-all learning. One teacher may have a traditional classroom for learners who respond to that model. The teacher next door may be using mobile learning devices that allows for self-paced instruction. Campus Learning will be the model for self-paced, differentiated instruction for true personalized learning.

## What is Campus Learning?

Campus Learning redefines roles and reshapes the nature of teaching and learning. Although the Campus Learning model is unprecedented in K12 education, business and industry have used similar technologies for years. Once in place, education will never be the same.

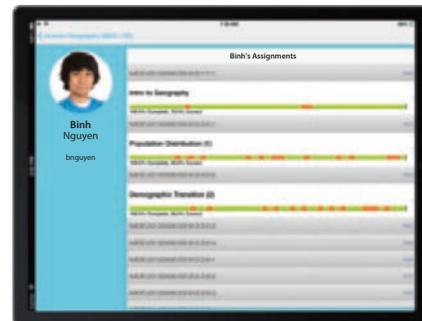
- › Campus learning is student-centric, yet community oriented.
- › It will be hands-on, yet rely on technology.
- › It is ambitious and inspirational, yet grounded in real-work experience.

### Benefits for Teachers

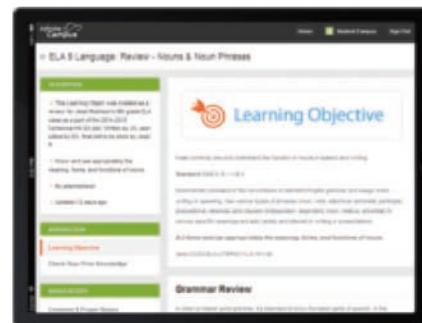
Planning tools enable teachers to monitor individual student progress through the Teacher App.

### Benefits for Students

Personalized learning plans allow students to work at their own pace, choose their own assignments (based on standards) and access work online.



Teachers monitor student progress in real time.



Students begin with a learning object based on a standard.



“**Campus Learning** frees my time and energy to focus on individual students in ways that are not possible in a traditional classroom. When implementing Campus Learning, a teacher has the ability to design and use curriculum for the full range of students in the classroom and then work with students where they need help.”

**Chris Ripkin** | 9th grade geography teacher  
Centennial High School | Campus Learning Pilot program

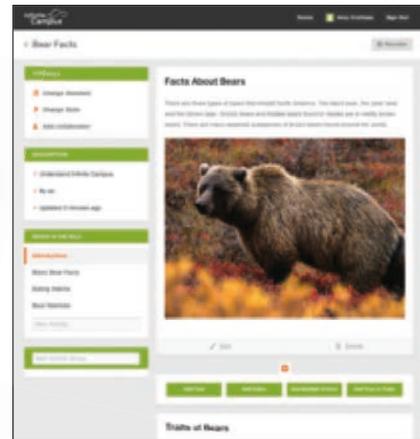
## Personalize Learning

Campus Learning will significantly change the learning environment. Content is created based on standards. Learning activities can be authored for specific learner styles. It is a deliberate departure from current credit-based, standards-aligned instructional models.

### Author Tool



It begins with the Author tool. Differentiated content is written by teachers, subject matter experts and even students. Learning activities are written with the student in mind and formative assessments are embedded throughout the activity. Because the Author tool is accessed through a Web-browser, content creators can live and work anywhere.



### Teacher App



The Teacher App is the important element to personalize learning. Teachers have access to student progress, in real time, as they move through their lessons at their own pace. Teachers can immediately see where a student may need more help and which students are accelerating their learning. Teachers can then provide the personalized instruction that each student needs.

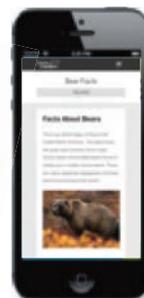
## Mobile Learning

Infinite Campus believes learning happens anywhere, any time. And why not let students access their learning activities via their mobile device? It's with them 24x7 anyway. Let's put it to good use.

### Learner App



Students use their mobile devices to download their Learner App. Now they can access their assignments and take their assessments from anywhere. Content is delivered with that student's learning style in mind, so they stay engaged. The combination of standards-based content and creative delivery makes learning fun and efficient.



# The Roadmap for the **Future**

Over the next few years Infinite Campus will introduce automation to the personalized learning process. As more and more teachers and students use our system, we will be able to populate a data warehouse that can be used to recommend learning objects to teachers based on each student's unique learning situation. Teachers can then curate those objects for students to ultimately select themselves.



## **UNIQUE** Daily Schedules

Our current schedule builder is designed to be repurposed to create unique daily schedules based on standards.

Personalization is more than a product or teaching practice. It is the combination of educators, students, technology and vendors working together to Transform K12 Education.

## Future Goals to Personalize Learning

- > Create a lesson repository for master teachers, subject matter experts, and others to submit assignments and assessments.
- > Scheduling will create unique daily schedules based on standard.
- > Populate data warehouse to recommend learning objects.



**CAMPUS LEARNING  
YOUR  
DISTRICT**

**500 FT**

# Campus Learning in your Classroom

## Here are a few things you need to know:

### Standards Implementation

1

While it's the Common Core, the state version of the Common Core, or some other recognized standards organization, the district must be fully vested in STANDARDS-BASED learning. This includes having those standards setup in Campus, as well as staff being trained on how to properly use standards in the classroom.

2

Campus Learning is binary in its grading. The student is EITHER proficient or they're not. There's no concept of partially proficient. In a standards-based environment, this is the only way to move a student through their learning plan. The next standard in the sequence depends on the student being proficient in the prior standard.

3

Campus Learning requires significant communication with parents and the community, as this is a VERY different approach. Getting parents to understand the transition to a standards-based learning environment, including a different way of grading and presenting report cards, can be challenging. However, when used properly, this model of teaching is EXACTLY what will help teachers focus their efforts on those students needing help, versus wasting time teaching to the middle of the class or to students who "get it."



# THE BEST IS YET TO COME STRAIGHT AHEAD



## BYOD Policy

Kids live with their mobile devices. Why not use these for learning? Remember, anytime, anywhere access is personalized learning. A clearly defined use of mobile devices will need to be developed, as well as finding a low cost way to provide ALL students access to the internet or mobile devices.

## Start Small

We have observed that personalized learning should be rolled out within schools on a teacher-by-teacher basis starting with the innovators who understand and embrace the concepts of personalization. Innovative teachers (2.5%) help us to refine the system and show the next wave of early adopters (13.5%) how to take advantage of the new technology and processes. Eventually early and late majority (34%/34%) teachers will follow suit with laggards (16%) continuing to operate in a traditional learning environment and eventually retiring.

## Content is King

The biggest success for Campus Learning in the classroom is having enough content to provide for a variety of learning styles. Also, having the ability to review work for prior standards that need to be refreshed and substantial forward-looking work so students can advance at their own pace is helpful.

In addition to the core standards-based content, there is a need to provide some context for students. Our pilots have shown that the teachers realize they need to provide a level review, and began by providing contextual information for the student, so students understand how and where the work fits into their learning plan and how it impacts (and continues to impact) their learning in the future.

## Next Steps

As our Campus Learning customer base matures, we believe this will stimulate the transformation we've envisioned for more the 20 years. It will bring a new model of learning that will elevate our students to first-class learners, equipped to lead in our vastly changing global world.



**JOURNEY  
AHEAD**

# Times have changed. So have we.

Infinite Campus is the largest American-owned student information system. Our product development has gone beyond building a superior SIS system; we are now a single solution for all users.

We have more than 350 employees who create continuous improvements to the product, provide personalized service and support, help our company grow and help you prepare for the future of education. **And we're not done yet...**

## State-of-the Art Technology

Our backend got a major overhaul. While SQL technology will continue to be the backbone of our system, we are augmenting it with object-oriented and NoSQL technologies. Use of these new technologies and enhancement of our API are facilitating the deployment of our mobile interfaces and management of learning objects.

## LMS Capability

Learning management has been part of our product from the very beginning, as seen in our grade book and student portal functionality. We introduced online assignments and online assessments several years ago and continue to add to that functionality as with our new teacher lesson planner. Over the next year we will be adding:

- Curriculum management components with shared lesson plans and district-wide assessments.
- Campus Discussions, which brings offline conversations online.
- DIS infrastructure used in the State Edition to enable educators to share assignments, assessments and lesson plans nationwide.

## And More...

Beyond core SIS and LMS functionality, we will continue to enhance our premium product offers for Food Service, Messenger and HR/Finance. We bring more functionality in one solution than any other vendor on the market.

Campus Learning is changing education. True personalized learning is being embraced. Are you ready to Transform K12 Education?

**Contact us to learn more: 800-850-2335 or [sales@infinitecampus.com](mailto:sales@infinitecampus.com)**

# Connect with us Online

## Tweets

**@parent**  
I love Infinite Campus! All my child's assignments & grades right to my phone! All 100s! #ProudMommy @InfiniteCampus

**@teacher**  
I learned that the @InfiniteCampus app can send parents push notifications with assignment/assessment information on their child. #hoopla14

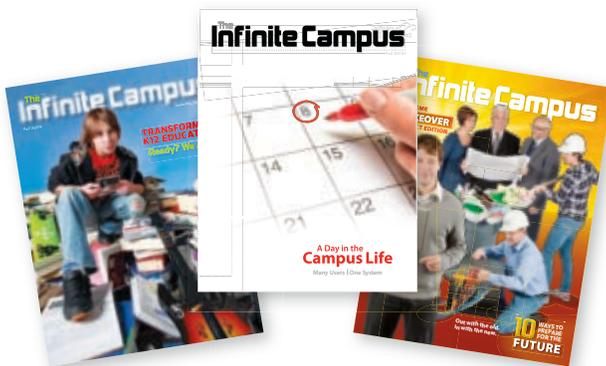
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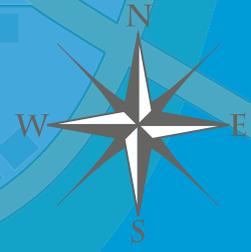
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**CHANGE SERVICE REQUESTED**



**LET'S GO!**

