Making Sense of Personalized Learning

What It Looks Like in Practice and How it Helps Students Become College and Career Ready
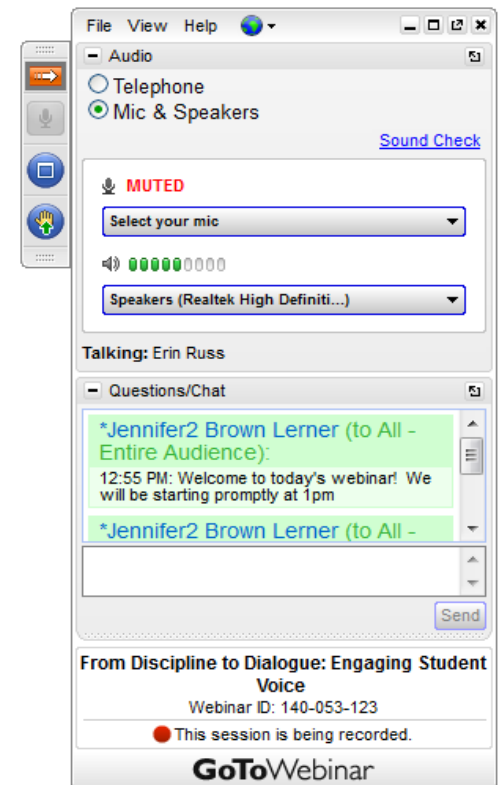
September 19, 2017

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#PersonalizedLearning for **#CCRS**

Today's Presenters

- **Susan Patrick**, President and CEO, iNACOL

- **Mark Williams**, Technical Advisor, Center on Innovations in Learning

- **Sam Redding**, Senior Learning Specialist, Center on Innovations in Learning

- **Catherine Jacques**, College and Career Readiness and Success Center, American Institutes for Research

3-Part Webinar Series

- Webinar 1: Making Sense of Personalized Learning: What It Looks Like in Practice and How it Helps Students Become College and Career Ready

- Webinar 2: Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success
  Monday, October 23rd from 4-5:15pm ET

- Webinar 3: Personalized Learning for Students with Disabilities
  November 2017

Overview of Today's Webinar

- Introduction to Personalized Learning

- Key Elements of Personalized Learning and its Connection to College and Career Readiness and Success

- Strategies in Practice to Support Personalized Learning

- State Policy Levers to Support Personalized Learning

Objectives

- Discuss what personalized learning looks like in practice

- Make connections between personalized learning approaches and specific student outcomes

- Highlight actions state leaders can take to promote personalized learning at the local level

Introduction to Personalized Learning

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A National Perspective on Personalized Learning

Susan Patrick, President and CEO, iNACOL
Co-Founder of CompetencyWorks

Twitter: @nacol, @SusanDPatrick

www.inacol.org

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International Association for K-12 Online Learning

Building Capacity

Illuminating the Path Forward

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Legislators and Policy-makers

Governors and staff

State and Federal legislators and staff

State education agency leaders

Advocacy Knowledge Standards Models Competencies Network Hub

Media | Public

Practitioners and Experts

Teachers and principals

District and program leaders

Thought leaders and advocates

Catalytic Role

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THE TRADITIONAL SYSTEM...

IS BASED ON A FIXED MINDSET

HAS HIGH VARIABILITY IN HOW TEACHERS DETERMINE PROFICIENCY

IS TIME-BASED
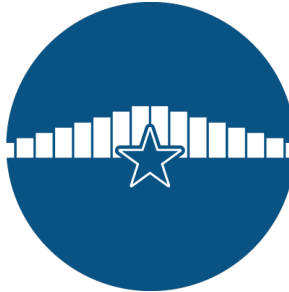
IS ORGANIZED FOR EFFICIENTLY DELIVERING CURRICULUM
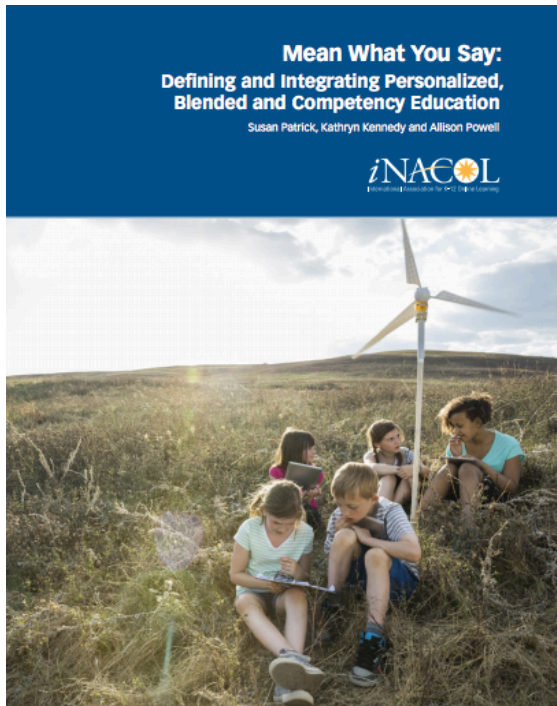
HAS GRADING SYSTEMS THAT DEPEND ON EXTRINSIC MOTIVATION

IS ONE SIZE FITS ALL/"ROUND PEG IN A SQUARE HOLE"

IF WE ARE GOING TO RETHINK THE TRADITIONAL SYSTEM…

We need to replace it with structures that are designed for student success

PERSONALIZED LEARNING IS...

Mean What You Say:
Defining and Integrating Personalized,
Blended and Competency Education
Susan Patrick, Kathryn Kennedy and Allison Powell

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Personalized learning is tailoring learning for each student's strengths, needs and interests — including enabling student voice and choice in what, how, when and where they learn — to provide flexibility and supports to ensure mastery of the highest standards possible.

— Mean What You Say: Integrating Personalized, Blended and Competency Education (Patrick, Kennedy, Powell, iNACOL 2013)

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What is the Work?	**1** Mission-Driven Districts and Schools are Dedicated to Preparing Each and Every Student for Life, College, and Careers
What is the Strategy or Theory of Change	**2** Students Advance Based on Demonstration of Mastery
	3 Continuum of Learning Objectives, Student Performance, Growth, and Progress are Transparent
	4 District and School Organization Empowers Students and Educators
	5 Schools have Autonomy and Flexibility to Provide Timely, Differentiated Support to Students
How is Effectiveness Optimized?	**6** Internal Accountability Ensures Consistency and Reliability
	7 Continuous Improvement is Driven by Metrics on Pace, Progress, and Growth
	8 Teachers are Supported in Evidence-Based Professional Learning
How is the Organization of the District and School Designed to Support this Work?	**9** Adaptive Leadership and Empowering Management

9 Domains for High-Quality Personalized Learning

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Students advance upon demonstrated mastery

Students receive timely, differentiated support based on their individual learning needs.

Competencies include explicit, measurable, transferable learning objectives that empower students.

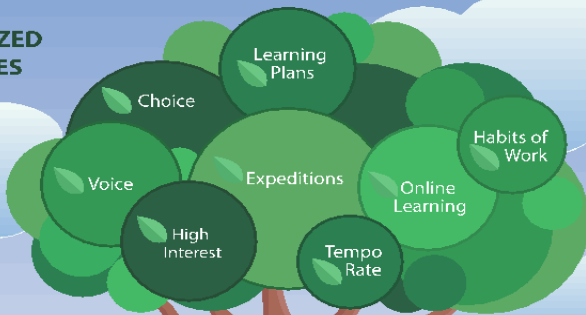Assessment is meaningful and a positive learning experience for students.

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions

# 5-Part Working Definition Competency-Based Education

Personalization and competency education go hand-in-hand.

With competency education, there are high expectations for all students + mastery.

Without personalized learning, it's unlikely all students will reach outcomes.
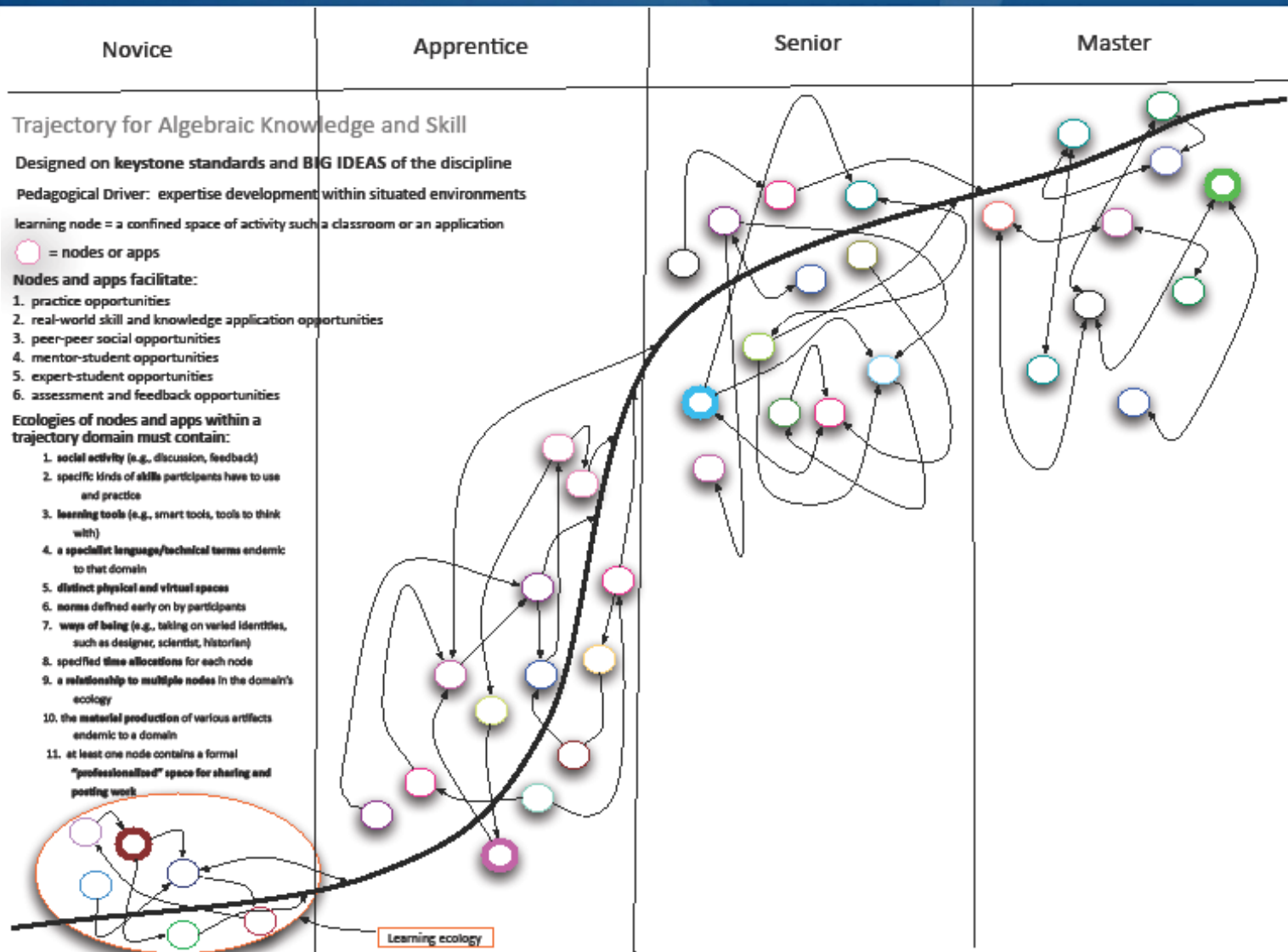
Applications and Tools within Learning Trajectories

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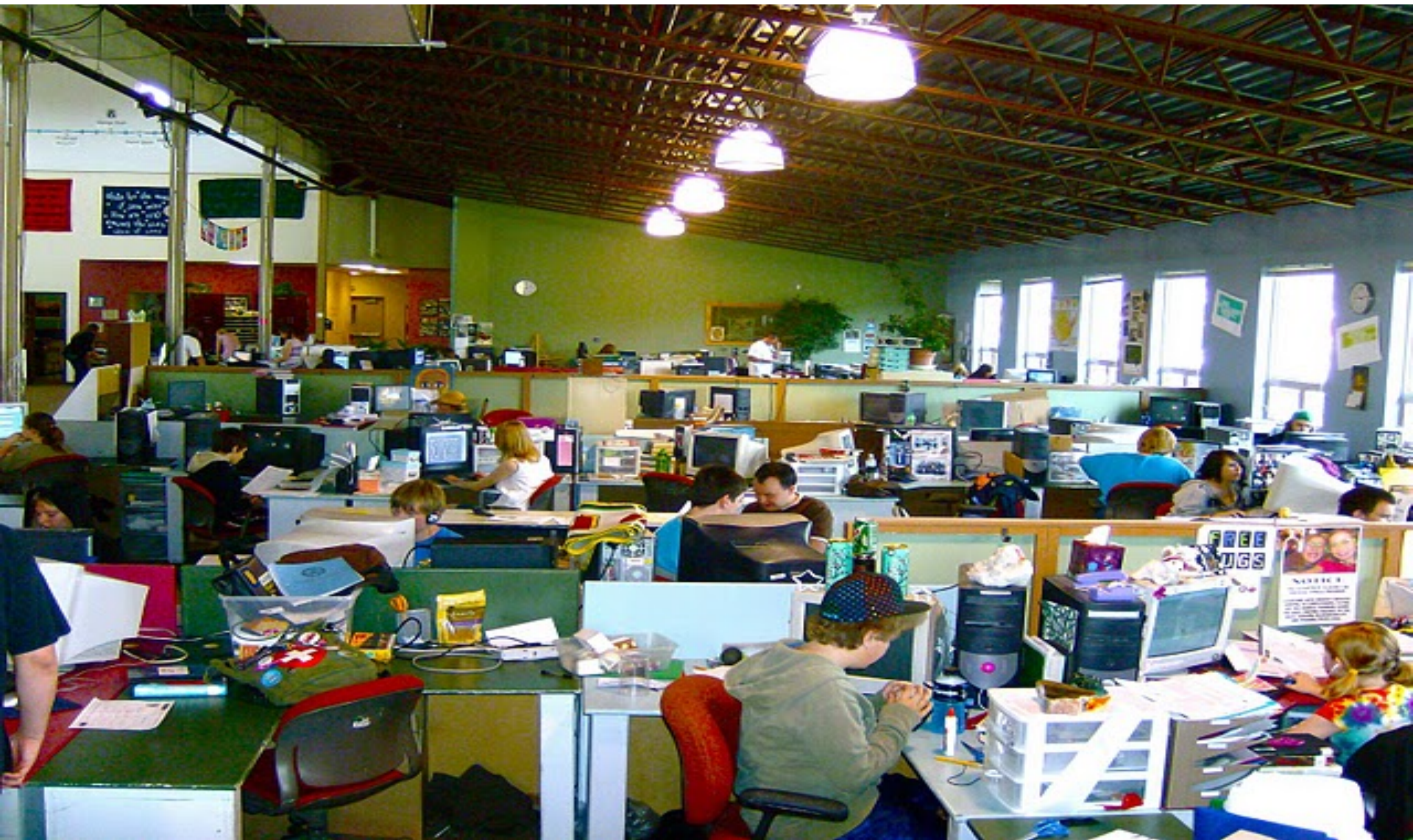
Competency-Based Learning

Performance- or competency-based learning is fundamental to personalizing learning at scale
- *and* -
It challenges almost all of our assumptions about the present system.

www.centeril.org

What is personalized learning?

"Personalization refers to a teacher's <u>relationships</u> with students and their families and the use of <u>multiple instructional modes</u> to scaffold each student's learning and enhance the student's <u>personal competencies</u> [cognitive, metacognitive, motivational, social/emotional]. Personalized learning <u>varies</u> the time, place, and pace of learning for each student, <u>enlists the student</u> in the creation of learning pathways, and <u>utilizes technology</u> to manage and document the learning process and access rich sources of information."

Twyman & Redding, 2015, p. 3

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Personal Competencies—
The *roots of learning*

Mastery
Knowledge and Skill

Personal Competencies
Cognitive
Metacognitive
Motivational
Social/Emotional

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Relational Suasion

Relational Suasion - the teacher's (or other respected adult's) ability to influence a student's learning and personal competencies by virtue of their personal knowledge of, and interaction with the student and the student's family.

Redding, S. (2014). Personal competencies in personalized learning. *Philadelphia, PA: Temple University, Center on Innovations in Learning.*

Personalized learning steps beyond the mechanical individualization of learning by incorporating the teacher's deep understanding of each student's interests, aspirations, backgrounds, and behavioral idiosyncrasies. Personalized learning mixes the targeting of learning to the individual student with opportunities to learn with a group, one-to-one, face-to-face, or across the miles.

Enhanced Lesson Design

St. Thomas/ St. John School District, Virgin Island

Personalizing well-designed lesson through enhanced lesson design

How Personalized Learning Promotes College and Career Readiness

#PersonalizedLearning for **#CCRS**

Defining Personalized Learning

Personalized learning is tailoring learning for each student's strengths, needs & interests – including enabling **student voice & choice** in what, how, when & where they learn – to provide **flexibility and supports** to **ensure mastery** of the highest standards possible.

–iNACOL

Personalization refers to a **teacher's relationships with students & their families** & the use of **multiple instructional modes** to scaffold each student's learning & enhance the student's personal competencies. Personalized learning **varies the time, place & pace of learning** for each student, **enlists the student** in the creation of learning pathways & utilizes technology to manage and document the learning process and access rich sources of information.

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Key Elements of Personalized Learning

- Student voice and choice

- Flexibility and supports

- Rapport with students and their families

- Multiple instructional modes

- Pacing based upon mastery of competencies
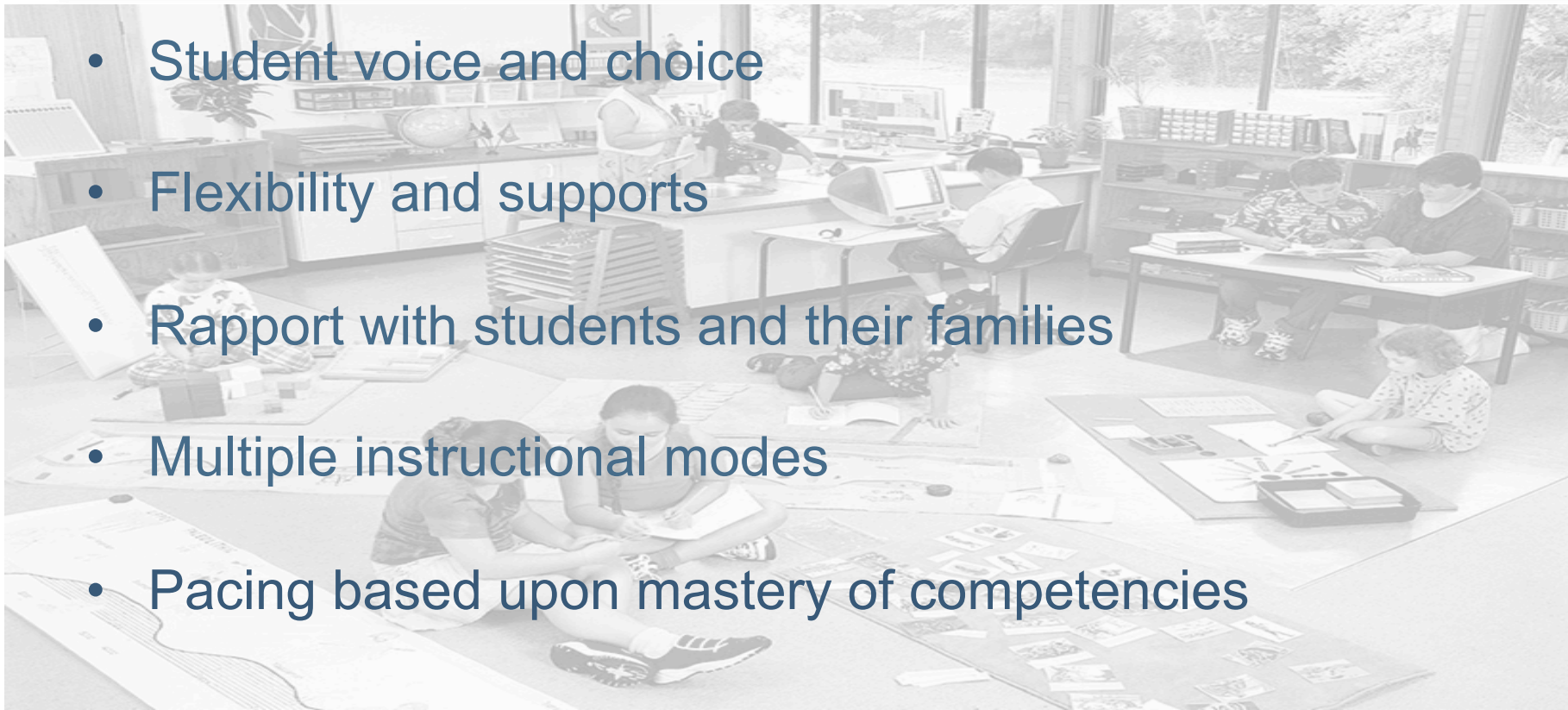
Outcomes Associated with Personalized Learning

Improved Student College and Career Readiness

- Student behavior
- Retention and remediation rates
- Student engagement in coursework and postsecondary planning
- Student growth, achievement, and course completion
- Employability skill development
- Graduation, certification, and postsecondary credit accumulation rates
- Employment rates and economic growth

Audience Q&A

To submit live questions, please use the "Questions" box
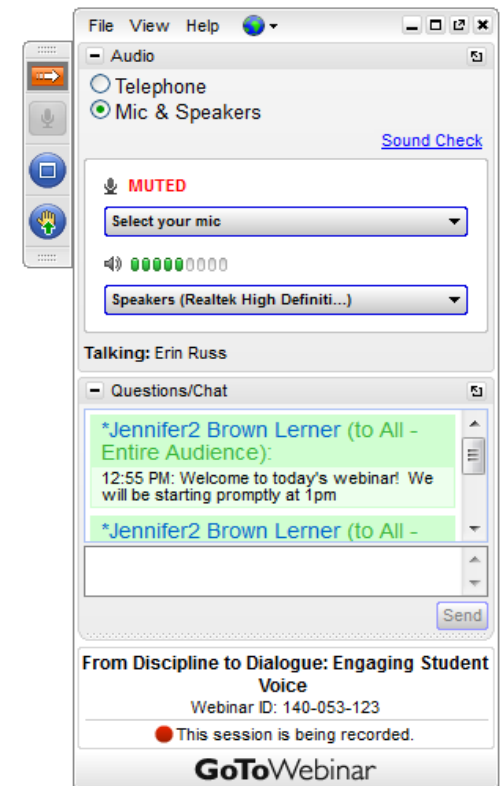
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Multi-Age and Grade Classrooms

Class Size

- Traditionally sized OR larger than normal with multiple teachers

Instructional Approach

- Limited direct instruction; most time spent:
  - Planning learning activities for students
  - Monitoring student-led learning activities
  - Providing individualized instructional support

Advancement

- "On time" grade advancement or individualized pacing

Grade Bands

- PreK, early elementary, late elementary, early adolescence, middle adolescence, late adolescence

Multi-Age and Grade Classrooms

- Student-led & independent learning

- Differentiated instruction

- Spiraled curriculum

- Peer-to-peer learning & collaboration

- Rapport with students & families

Blended Learning

Learning Materials

- Students have choice of many diverse learning materials, including virtual teachers, lectures, or independent study

- Virtual resources used for initial instruction, practice, study, or skill application

Advancement

- Individualized content advancement based on anytime assessments; OR "on time" content advancement

Instructional Approach

- Teachers may provide direct instruction and/or individualized support in person, as long as some component of learning is done by students independently and virtually

Audience Q&A

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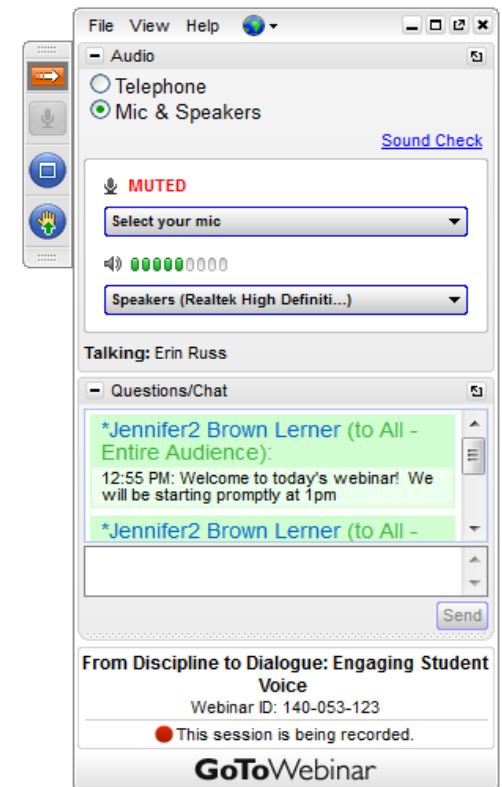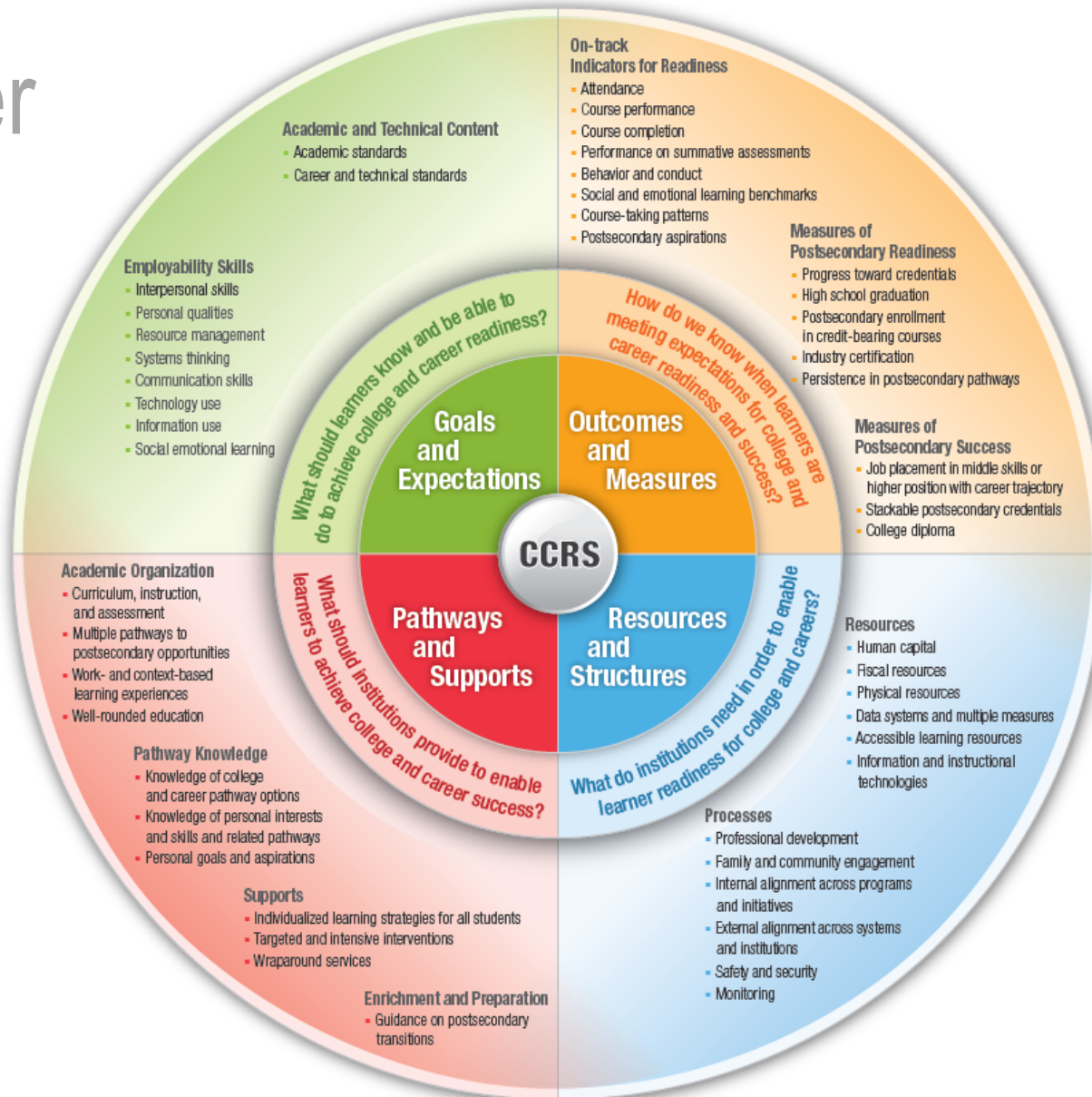

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State Policy Levers to Support Personalized Learning

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CCRS Center Organizer

Employability Skills

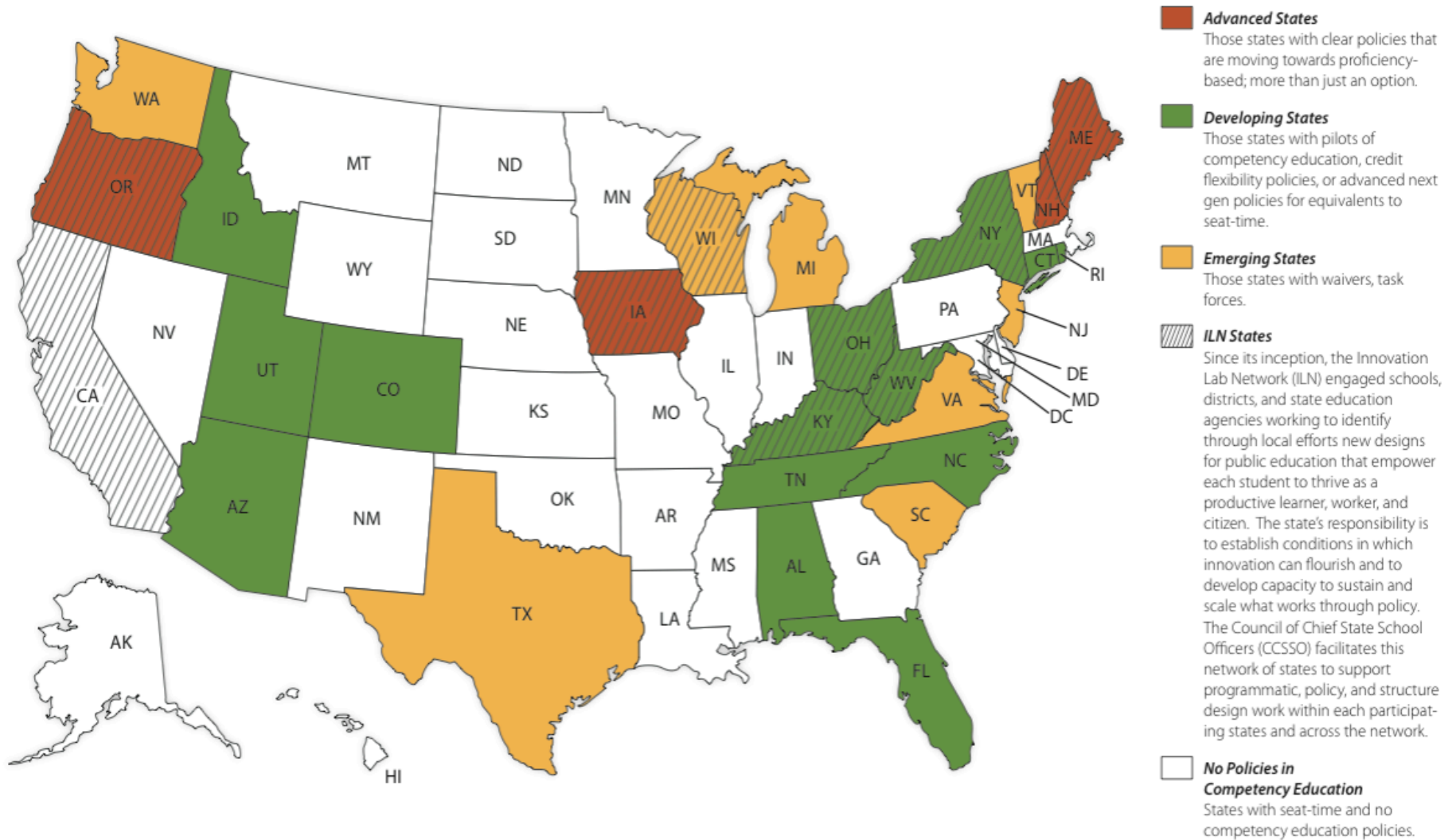## Supports: Individualized Learning Strategies

CIL Personalized Learning Action Principles for States

Include preparation in personalized learning concepts and methods in leader and teacher licensure requirements
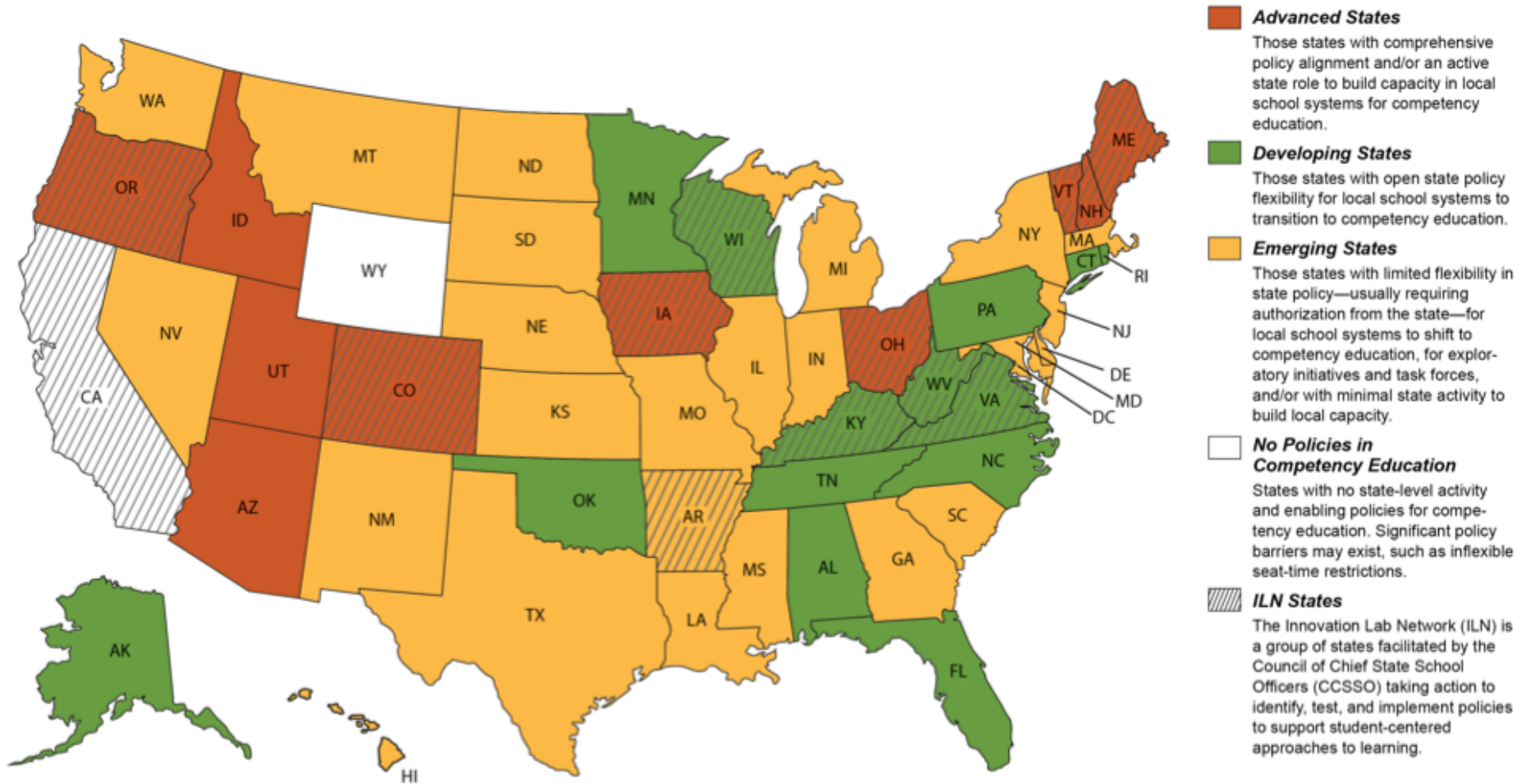
Define specific academic, career/ occupational, and personal competencies and provide guidance on assessment of mastery.

Ensure that all schools have technology adequate for multiple methods of personalization, and provide training for district and school personnel in the use of the technology.
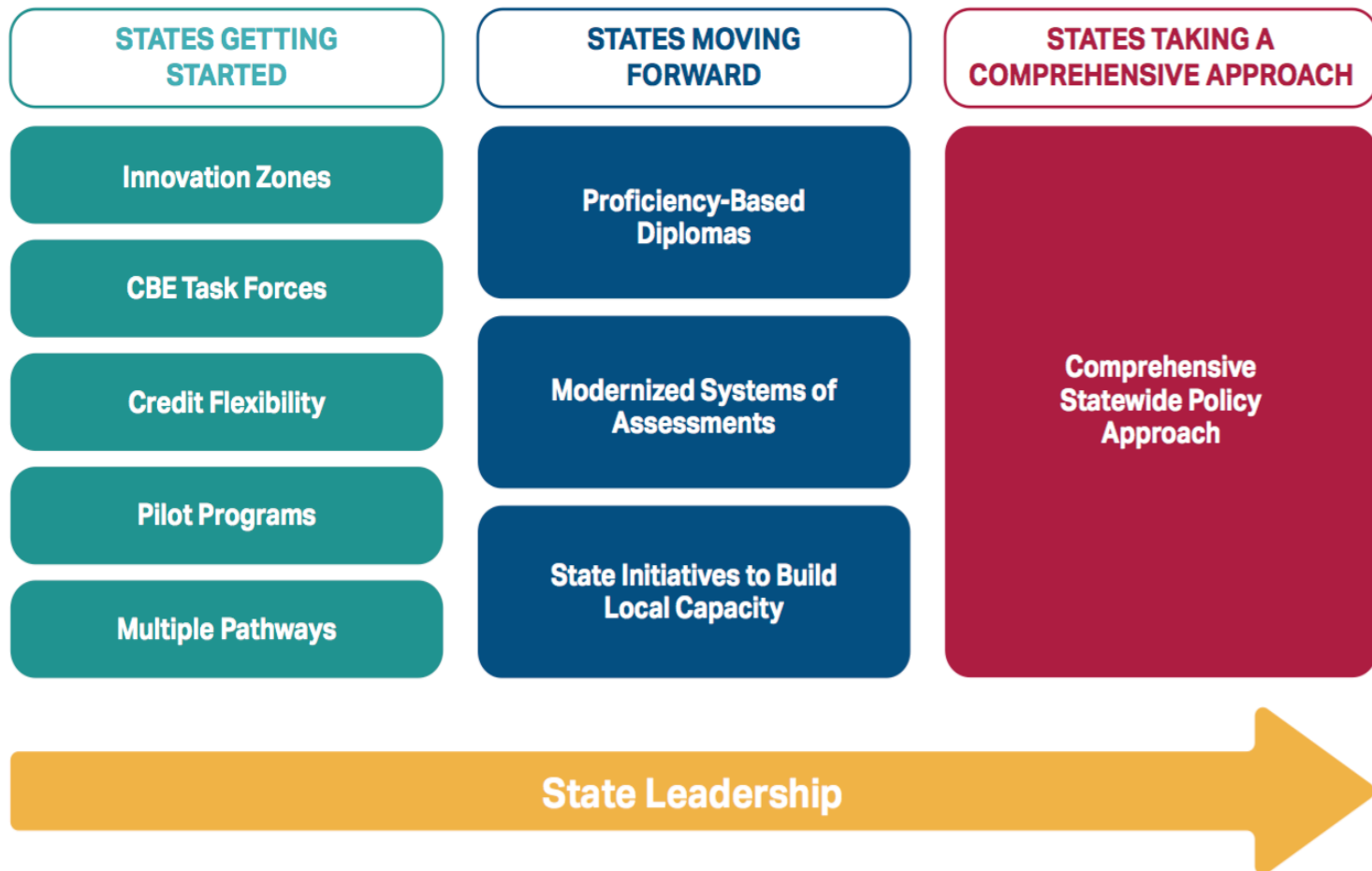
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A Snapshot of K-12 Competency Education Policy - 2012

Advanced States
Those states with clear policies that are moving towards proficiency-based; more than just an option.

Developing States
Those states with pilots of competency education, credit flexibility policies, or advanced next gen policies for equivalents to seat-time.

Emerging States
Those states with waivers, task forces.

ILN States
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within each participating states and across the network.

No Policies in Competency Education
States with seat-time and no competency education policies.

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A Snapshot of K-12 Competency Education Policy - 2017

Advanced States
Those states with comprehensive policy alignment and/or an active state role to build capacity in local school systems for competency education.

Developing States
Those states with open state policy flexibility for local school systems to transition to competency education.

Emerging States
Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.

No Policies in Competency Education
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

ILN States
The Innovation Lab Network (ILN) is a group of states facilitated by the Council of Chief State School Officers (CCSSO) taking action to identify, test, and implement policies to support student-centered approaches to learning.

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State Policy: Entry Points to Create Personalized, Competency-Based Education Systems

Meeting The Every Student Succeeds Act's Promise:

State Policy to Support Personalized Learning

WRITTEN BY:
Susan Patrick
Maria Worthen
Dale Frost
Susan Gentz

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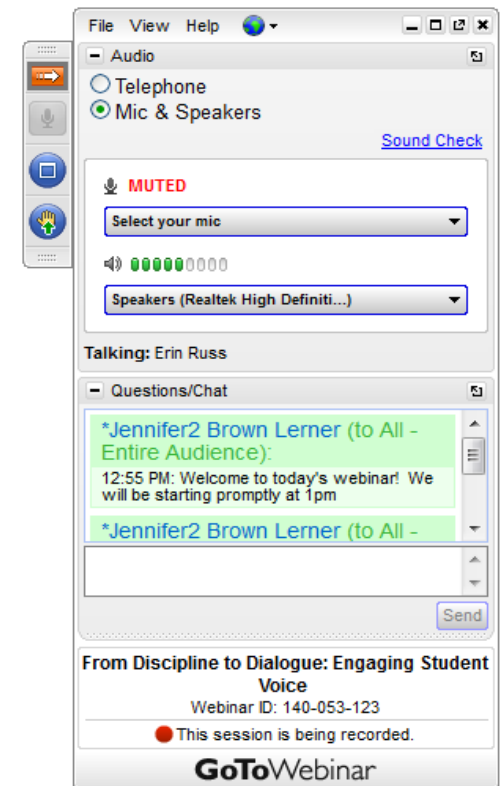International Association for K-12 Online Learning

System Coherence
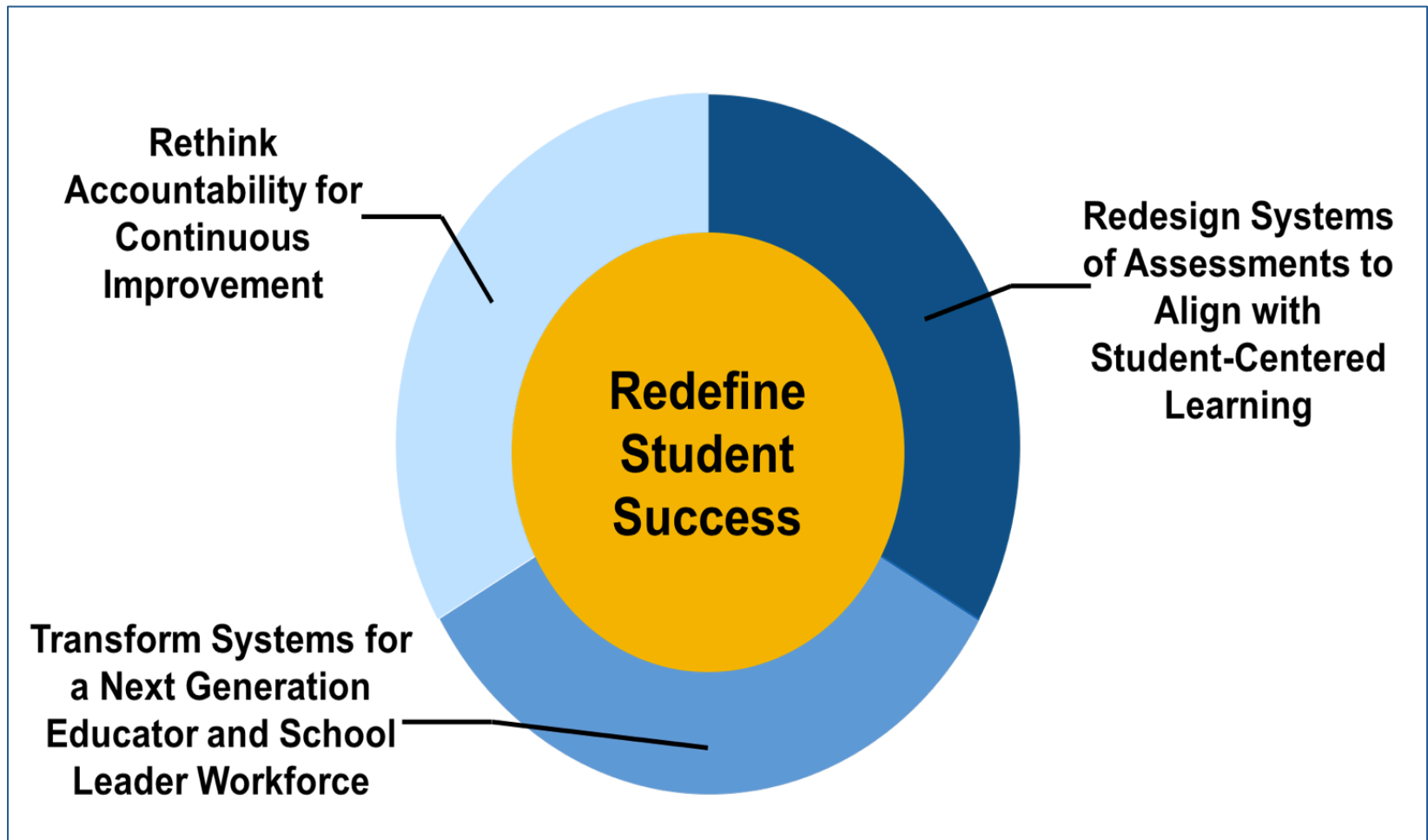
Opportunities Under ESSA

- Panelists will be asked to share their thoughts on the key opportunities under ESSA to support personalized learning

Audience Q&A

To submit live questions, please use the "Questions" box

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Resources

iNACOL Resources for Personalized Learning
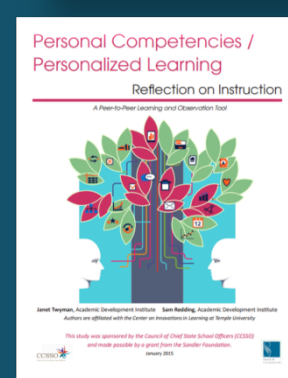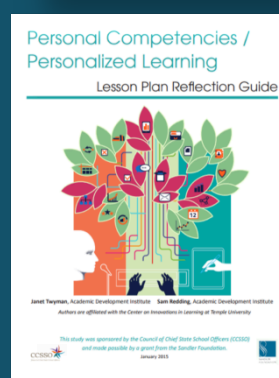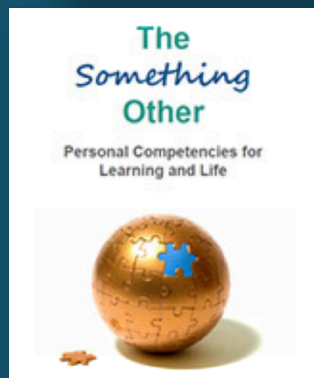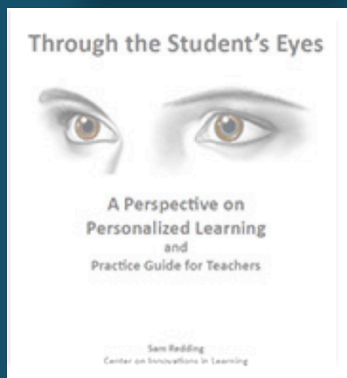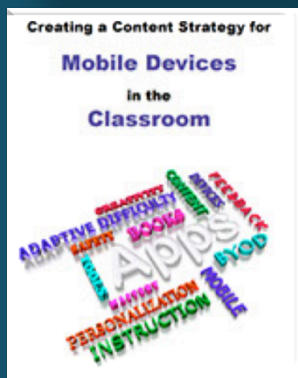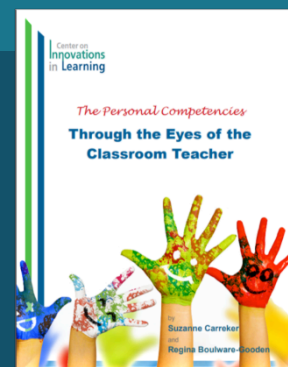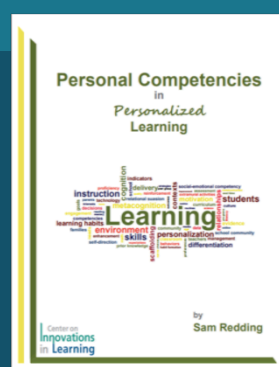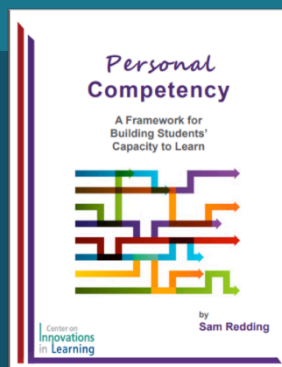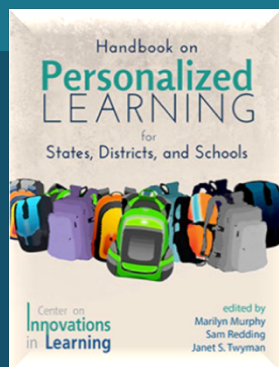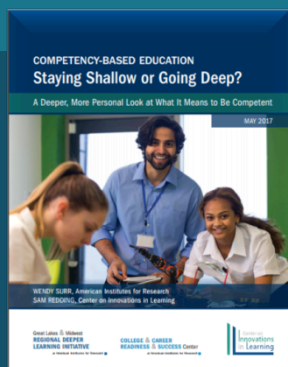
…and many more! Visit the link below:

http://www.centeril.org/personalizedlearning/

PERSONALIZED LEARNING
Resources

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CCRS Resources

- CBE 360 Survey Toolkit: http://www.ccrscenter.org/products-resources/cbe-360-survey-toolkit

- Designing Competency-Based Articulation Agreements: A Framework for State Educational Agencies and Postsecondary Education Institutions: http://www.ccrscenter.org/implementation-tools/designing_competency-based_articulation_agreements

Contact Today's Presenters

- **Susan Patrick**, President and CEO, iNACOL, spatrick@inacol.org

- **Mark Williams**, Technical Advisor, Center on Innovations in Learning, MWilliams@adi.org

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- **Catherine Jacques,** CCRS Center, American Institutes for Research, cjacques@air.org

Thank You

- Please fill out the survey upon exiting the webinar

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