Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success
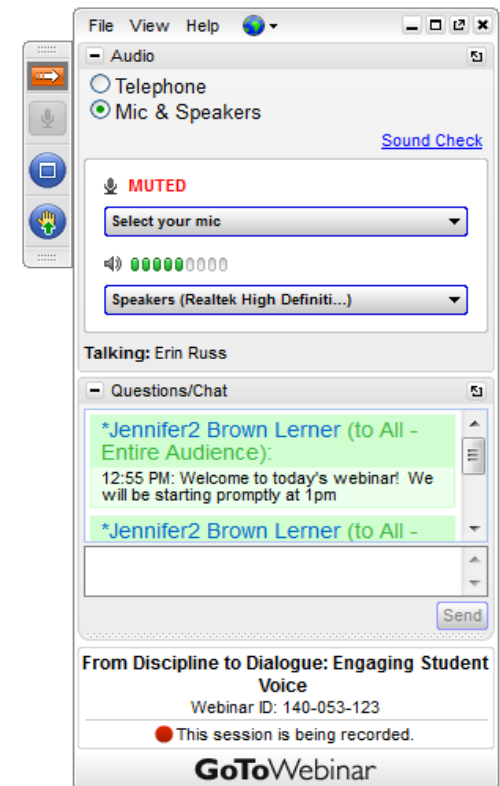
Webinar Technical Support

GoToWebinar Technical Assistance: 1-800-263-6317

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

A recording of the webinar and other resources will be available at www.aypf.org and www.ccrscenter.org.

Follow the Conversation on Twitter!

@AYPF_Tweets

@CCRSCenter

@NNSTOY

@centerilorg

#PersonalizedLearning for **#CCRS**

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

    Tuesday, September 19th. Recording available online.

- **Webinar 2: Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success**

- Webinar 3: Supporting Students with Disabilities through Personalized Learning

    Monday, January 8, 2018 at 2:00-3:15pm ET
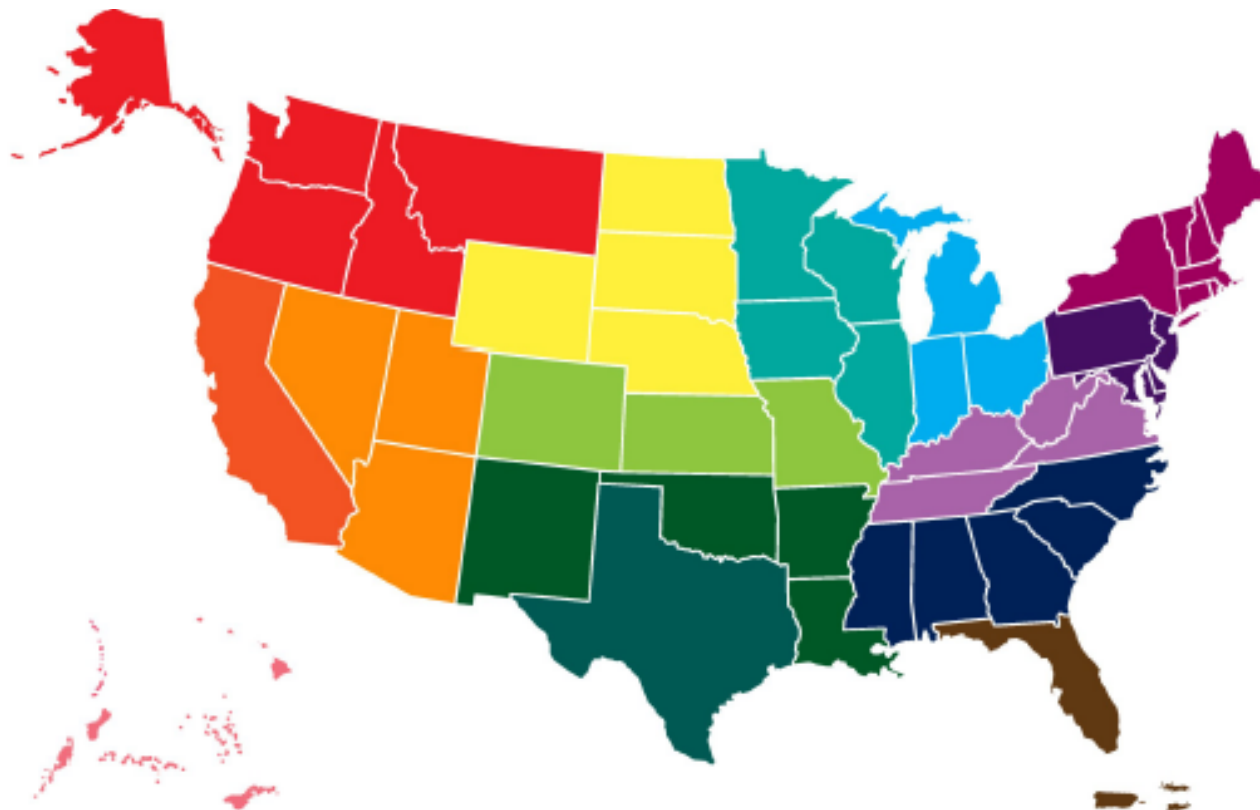
- **Center on Enhancing Early Learning Outcomes**
- **Center on Standards and Assessments Implementation**
- **Center on Great Teachers and Leaders**
- **Center on Innovations in Learning**
- **Center on School Turnaround**
- **Center on Building State Capacity and Productivity**
- **Center on College and Career Readiness and Success**

Appalachia Comprehensive Center	**California Comprehensive Center**	**Central Comprehensive Center**
Florida and Islands Comprehensive Center	**Great Lakes Comprehensive Center**	
Mid-Atlantic Comprehensive Center	**Midwest Comprehensive Center**	**North Central Comprehensive Center**
Northeast Comprehensive Center	**Northwest Comprehensive Center**	
Pacific Comprehensive Center	**South Central Comprehensive Center**	**Southeast Comprehensive Center**
Texas Comprehensive Center	**West Comprehensive Center**	

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research ■

CCRS Center Goals & Priorities

- Developing and supporting initiatives that promote **career readiness** (e.g., employability skills, career and technical education, & work-based learning)

- Building **postsecondary pipelines** that support the transition of students from secondary to postsecondary education and careers

- Promoting **data use** to determine when students are college and career ready through accountability measures, early warning indicators, & cross-sector data use

- Supporting states with the **planning & implementation of *Every Student Succeeds Act (ESSA)*** to support states' college and career readiness visions & connections to states' plans for the *Carl D. Perkins Act, Workforce Investment Opportunities Act (WIOA), & Higher Education Act (HEA)*

Today's Presenters

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

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

- **Catherine Jacques**, Researcher, American Institutes for Research

- **Rebecca Snyder**, English Teacher, Greater Latrobe Senior High School, Latrobe, Pennsylvania; 2009 Pennsylvania Teacher of the Year

- **Kevin Erickson**, Director, KM Perform, Kettle Moraine, Wisconsin; Vice President of Instructional Design, Epiphany Learning

Understanding Personal Competencies

#PersonalizedLearning for #CCRS

AYPF
American Youth Policy Forum

COLLEGE & CAREER
READINESS & SUCCESS Center
at American Institutes for Research

Center on
Innovations
in Learning

NNSTOY
TEACHERSLEADING
POLICY PRACTICE ADVOCACY

Center on Innovations in Learning

COMPETENCY-BASED EDUCATION
Staying Shallow or Going Deep?
A Deeper, More Personal Look at What It Means to Be Competent

Handbook on
Personalized
LEARNING
for
States, Districts, and Schools

edited by
Marilyn Murphy
Sam Redding
Janet S. Twyman

Personal
Competency
A Framework for
Building Students'
Capacity to Learn

by
Sam Redding

Personal Competencies
in
Personalized
Learning

by
Sam Redding

The Personal Competencies
Through the Eyes of the
Classroom Teacher

Suzanne Carreker
and
Regina Boulware-Gooden

Creating a Content Strategy for
Mobile Devices
in the
Classroom

Through the Student's Eyes
A Perspective on
Personalized Learning
and
Practice Guide for Teachers

Sam Redding
Center on Innovations in Learning

The
Something
Other
Personal Competencies for
Learning and Life

Personal Competencies /
Personalized Learning
Lesson Plan Reflection Guide

Janet Twyman, Academic Development Institute   Sam Redding, Academic Development Institute
Authors are affiliated with the Center on Innovations in Learning at Temple University

Personal Competencies /
Personalized Learning
Reflection on Instruction
A Peer-to-Peer Learning and Observation Tool

Janet Twyman, Academic Development Institute   Sam Redding, Academic Development Institute
Authors are affiliated with the Center on Innovations in Learning at Temple University

INNOpods
A Journey through Personalized Learning
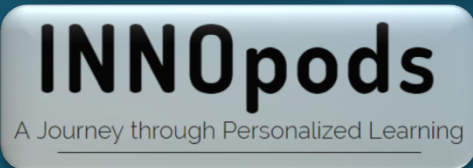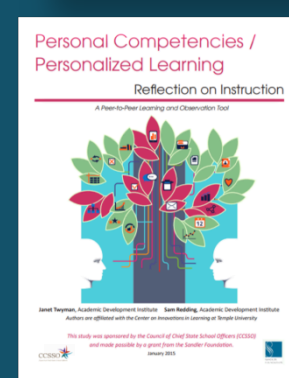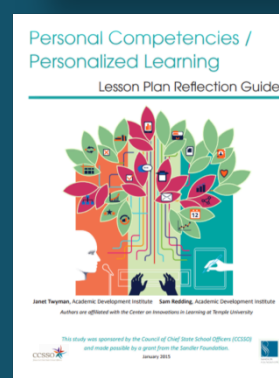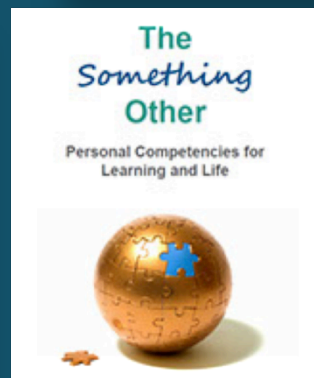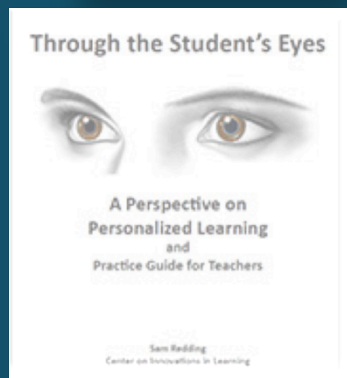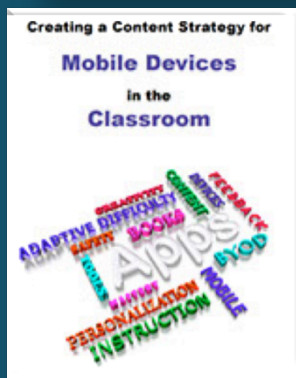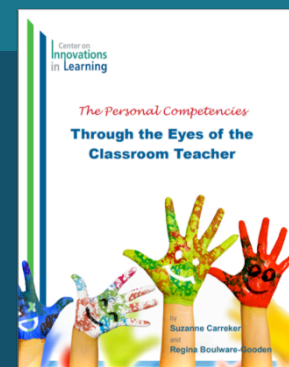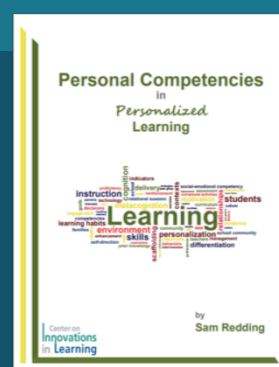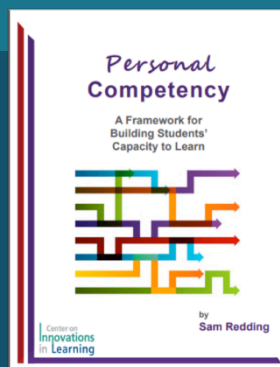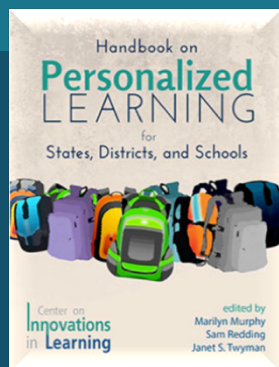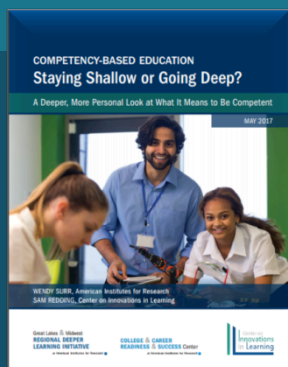
…and many more! Visit the link below:

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

PERSONALIZED LEARNING
Resources

Center on
Innovations
in Learning

The Shift to Building Capacity to Learn

To personalize learning is to:

build the learning capacity of the
individual student to be an:
- independent,
- self-regulating,
- skilled, and
- motivated learner.
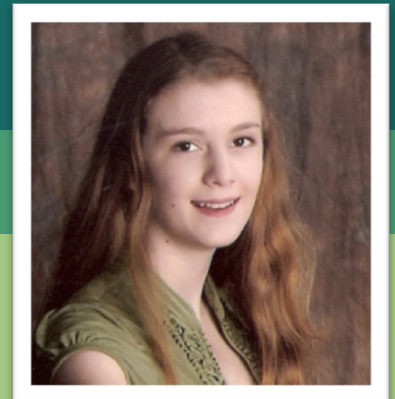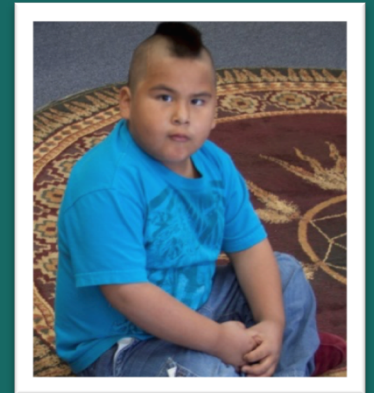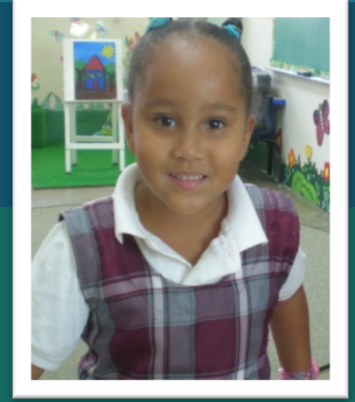
Relational Suasion

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.*

The teacher personalizes by -

incorporating a deep understanding of each student's:

- interests,
- aspirations,
- background,
- attained mastery, and
- behavioral idiosyncrasies.

What the Research Tells Us

Most Influential School/ Environment Effects and Student Attributes

1. Classroom Management
2. Metacognitive Processes ★
3. Cognitive Processes ★
4. Home Environment/Support
5. Student-Teacher Social Interactions
6. Social/Behavioral Attributes ★
7. Motivational-Affective Attributes ★

Four of the top 7 are framed as **Personal Competencies**

8. Peer Group
9. Quality of Instruction—student engagement
10. School Culture
11. Classroom Climate
12. Classroom Instruction—clear and organized
13. Curriculum Design
14. Academic Interactions
15. Classroom Assessment

Wang, M. C., Haertel, G. D., & Walberg, H. J. (1997). Learning influences. In H. J. Walberg & G. D. Haertel (Eds.), *Psychology and educational practice* (pp. 199–211). Berkeley, CA: McCutchan.

The Propellants of Learning
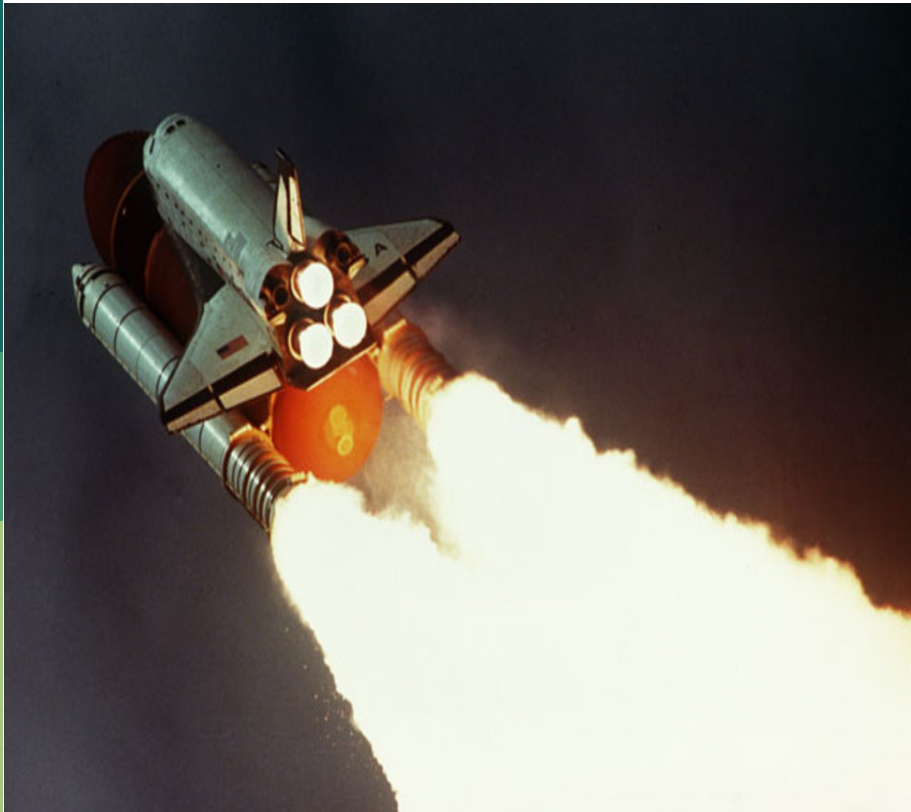
Personal Competencies Propel Learning

- **What** I Know (Cognitive Competency)

- **How** I Learn (Metacognitive Competency)

- **Why** I Learn (Motivational Competency)

- **How** I Relate(Social/Emotional Competency)

Enhanced Lesson Design

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

Personalizing well-designed lesson through enhanced lesson design

Enhanced Lesson Design

The purpose of Enhanced Lesson Design is to intentionally personalize a high-quality lesson plan and infuse one or more strategies to personalize and enhance students' personal competencies.

Lesson Design Studio

Search ▾ | Search courses, units or lessons | ◉

☰ Menu

🏠 Home | Courses & Units | 📍 Add/Edit Lessons

My Plan

SUBJECT	COURSE	GRADE LEVEL
English Language Arts	Reading	5

Unit: Unit 2 Cause and Effect

← Go back to my plan

Plan Date: 8/21/2017 📅

Lesson Title* | Cause and Effect "Dangerous Crossing"

Lesson Definition | **Lesson Detail**

Focused Personal Competency Indicator   E!

Instructional Modes (include all modes that apply to your lesson)

Total Minutes of Entire Lesson   20

1. Teacher-Directed Whole-Class Instruction

(10) Minutes

Behavior Check   E!

Review   E!

Think
(Stimulate Interest) | What do you think?

Know
(Teach) | Know (Teach)

Show
(Check For Understanding) | Show (Check For Understanding)

Enhance Focused Personal Competency Indicator

×

Select an indicator from the drop down list to enhance this lesson's focus on personal competencies.

COG 5: Includes rich (complex) reading and application in writing and discussion ▾

Check the instructional mode(s) which will include the enhancement (may select more than one mode)

☐ Whole Class   ☑ Teacher - Directed Group   ☑ Student - Directed Group   ☐ Independent Work   ☐ Homework

Write a description on how the enhancement will be taught/included.

Teacher - Directed Group: After whole class teacher has students work in small groups discussing the meaning of the poem and what other literature they've read that support the same types of interferences, how to derive evidence from the text.

Ok   Close

User Manual   **Logout**

Menu

🏠 Home

My Pl

SUBJECT

English L

← Go back t

Lesson

Lesson Definition | **Lesson Detail**

Focused Personal Competency Indicator   E!

Personalization Strategies

Student Learning Pictures (e.g., graphs, visual displays of learning) ▾

Describe the personalization strategy (including Intructional Modes):

Cards for a,b,c,d distributed to students. Students respond.

Cognitive- What the Student Knows

Enhance student's cognitive competency by:

COG 1: Reviewing prior learning and connecting it with newly introduced topics.

COG 2: Expecting that specific knowledge is memorized and teaching memorization techniques.

COG 3: Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.

COG 4: Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.

COG 5: Assigning rich (complex) reading and the application of the reading in written work and discussion.

COG 6: Encouraging each student's curiosity by providing pathways of exploration and discovery.

COG 7: Reinforcing elements of mastered knowledge through review, questioning, and inclusion in subsequent assignments.

COG 8: Using writing assignments to connect new learning with prior learning and deepen understanding.

COG 9: Encouraging family activities that contribute to students' general knowledge.

Metacognitive- How the Student Learns

Enhance student's metacognitive competency by:

MET 1: Thinking out loud to show, by example, how a learning task is approached and pursued.

MET 2: Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method.

MET 3: Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.

MET 4: Teaching the learning process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan's implementation; and (c) adapting the plan based on feedback (self-check, peer check, teacher appraisal).

MET 5: Including self-checks and/or peer-checks as part of assignment completion.

MET 6: Showing how to chart and graph assignment completion and objective mastery.

MET 7: Including the documentation of learning processes and strategies employed in the completion of an assignment.

MET 8: Teaching the procedures of logic, synthesis, analysis, and evaluation to employ in critical thinking.

MET 9: Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.

MET 10: Helping parents build students' home study and reading habits.

Social/Emotional-How the Student Relates

Enhance student's social/emotional competency by:

SEM 1: Including social/emotional objectives in the lesson plan.

SEM 2: Teaching and reinforcing specific pro-social skills.

SEM 3: Modeling or role playing responsible behavior, caring, optimism, and/or positive verbal interactions.

SEM 4: Establishing and reinforcing classroom norms for personal responsibility, cooperation, and concern for others.

SEM 5: Guiding students in managing their behaviors in specific situations to control emotions.

SEM 6: Helping students set and pursue constructive goals for personal development and social relationships.

SEM 7: Teaching students to understand the consequences of their decisions and to attribute the consequences to their behavior.

SEM 8: Using cooperative learning techniques in small group work.

SEM 9: Teaching techniques for appropriate questioning to obtain information, seek help from others, and engage others in conversation.

SEM 10: Engaging parents to promote social/emotional competency at home.

SEM 11: Arranging support services from psychologists and social workers when students demonstrate need for support.

Motivational- Why the Student Learns

Enhance student's motivational competency by:

MOT 1: Attributing learning success to effort and self-regulation, reinforcing the idea that both actual ability and self-efficacy are malleable and grow with practice; insist upon and reward persistence to mastery.

MOT 2: Connecting learning tasks to the student's personal aspirations.

MOT 3: Differentiating assignments to provide the right balance of challenge and attainability for each student.

MOT 4: Helping students "find the fun" [satisfaction] in learning rather than simply making learning fun.

MOT 5: Stretching the student's interests to find value in new topics (acquired relevance).

MOT 6: Making individual student progress visible with clear indicators.

MOT 7: Includes student choice in assignments or topics.

MOT 8: Provides high levels of student engagement aimed at learning objectives

MOT 9: Helping parents understand the significance of their verbal attributions of students' successes and disappointments.

The student's eyes

It's not about the teacher's personality, it's about how the students think the teacher <u>treats them</u>. Seen through *their* eyes. (Hattie & Yates, 2014)

Teacher knows me.
Teacher cares about me.
Teacher is competent to help me.

The teacher possesses the power of <u>relational suasion</u> that technology cannot match.

Key Learning Shifts and College and Career Readiness

#PersonalizedLearning for #CCRS

Skills Needed for Student Success

Academic

Cross-cutting Skills

Technical

College & Career Readiness

55 million jobs

65% require postsecondary training

5 million unfilled

Judgement   Decision-making   Communication   Analysis   Administration
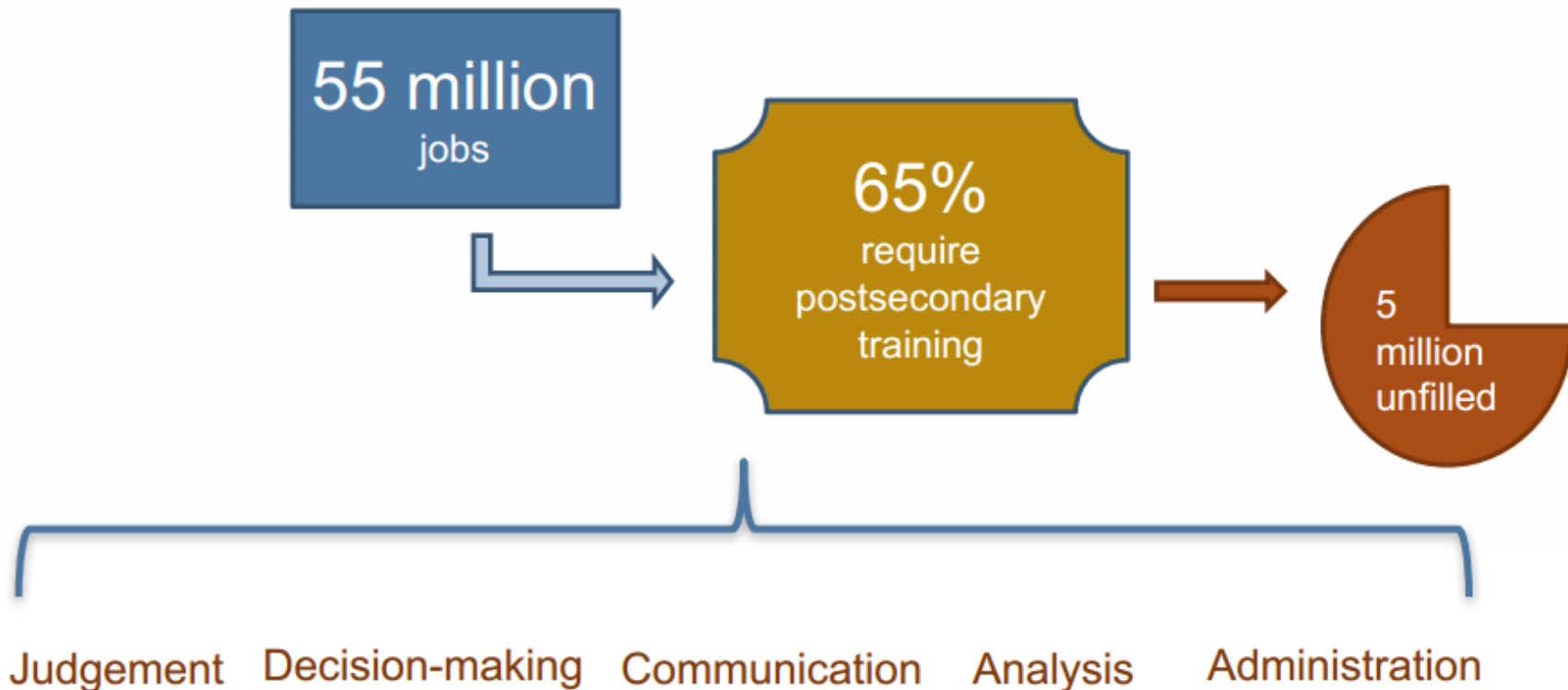
Center on Education and Workforce, 2014

Cross-Cutting Skills

Character

Soft Skills

Employability Skills

Growth Mindset

Personal Competencies

21st Century Skills

Grit

Noncognitive skills

Social Emotional Skills

Deeper Learning Habits

What the Research Says

- Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015).

- The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).

Employability Skills Framework

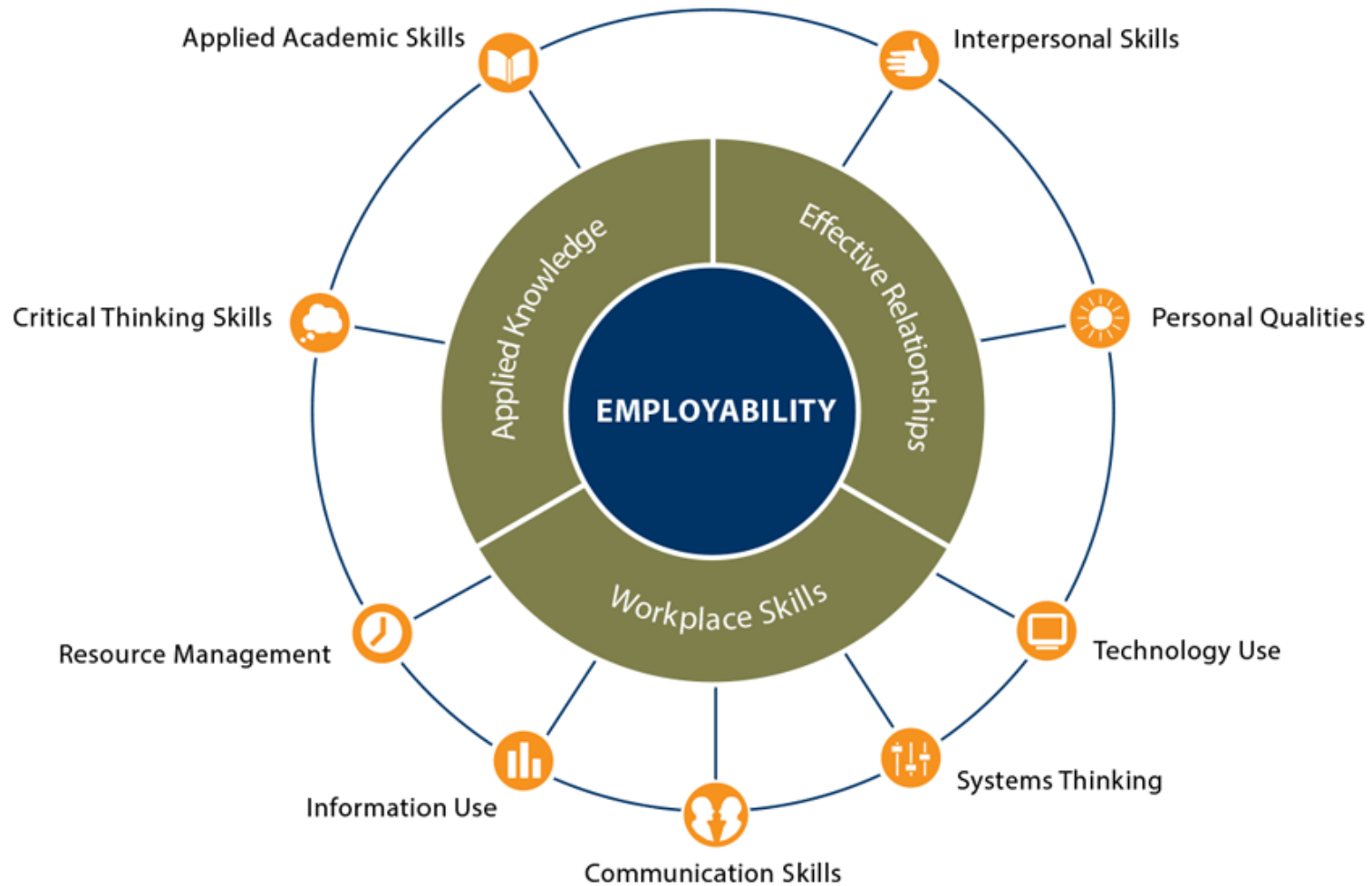# Connections Between Employability Skills & Personal Competencies

Personal Competencies	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication Skills	Systems Thinking	Technology Use
Cognitive	X					X			
Metacognitive		X		X		X		X	
Motivational				X					
Social-Emotional			X		X		X		

Connections Between Employability Skills & Social Emotional Learning

Social Emotional Skills	Applied Knowledge		Effective Relationships		Workplace Skills				
	Applied Academic Skills	Critical Thinking Skills	Interpersonal Skills	Personal Qualities	Resource Management	Information Use	Communication Skills	Systems Thinking	Technology Use
Self-awareness				X					
Self-management		X		X					
Social awareness			X	X					
Relationship management			X	X	X		X		
Responsible decision-making		X	X	X				X	

Audience Q&A

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

#PersonalizedLearning for **#CCRS**

Personalized Learning and Social and Emotional Development

#PersonalizedLearning for **#CCRS**

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Student Social and Emotional Development and Accountability: Perspectives of Teachers
(Glennie, Rosen, Snyder, Woods Murphy, Bassett, 2017)

National Network of State Teachers of the Year

Rebecca Snyder, Ed.D.
2009 Pennsylvania State Teacher of the Year
English Language Arts Teacher
Greater Latrobe Senior High School
Twitter: @patoy09
Email: patoy09@gmail.com

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TEACHERSLEADING
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THE STUDY

Role of teachers and schools in fostering social and emotional competencies and skills

Teacher

Focused on three skills recently receiving attention from researchers, policy-makers, educators, and the media:
- grit
- growth mindset
- sense of belonging

TOPICS

Use of data about social and emotional competencies and skills

Data

Evaluation

Perceptions about the appropriate use of measures of social and emotional development in accountability systems

Components of social and emotional learning can help students succeed in school.

Teachers and schools have a significant role to play in fostering these social and emotional skills.

Some scholars who developed measures of these skills urge caution in using them for teacher accountability.

Participants value SEL and see ways that teachers and school can help students strengthen these skills.

Participants thought that teachers need more support to better assist students with social and emotional learning.

Participants thought using data about social and emotional learning could help schools and teachers tailor student, but should not be used as part of an accountability system.

Growth Mindset

- Encouragement not enough for students
- Compelling research base
- Small scale, high impact interventions

- Connected to improved measures of performance
- Relationships provide foundation

Sense of Belonging

Teacher Concerns

- Time and balance
- Hard to measure
- Timeliness of data
- Lack of knowledge and supports

- SEL Integration
- Sensitivity to context
- On-going PD
- Teachers as models
- Data to inform

Teacher Needs

Teacher Concerns

- Time and balance
- Hard to measure
- Timeliness of data
- Lack of knowledge and supports

Teacher Needs

- SEL Integration
- Sensitivity to context
- On-going PD
- Teachers as models
- Data to inform

Growth Mindset

- Encouragement not enough for students
- Compelling research base
- Small scale, high impact interventions

Sense of Belonging

- Connected to improved measures of performance
- Relationships provide foundation

Relational & Motivational

Human work of teaching

Teacher

Content Expert	→	Student Expert
Classroom Manager	→	Project Manager
Sole Motivator	→	Celebrator

Assessment

Shifting Focus

- Standardized Assessment
- Content Delivery
- Analysis, Interpretation, and Reflection
- Formative Feedback Loops
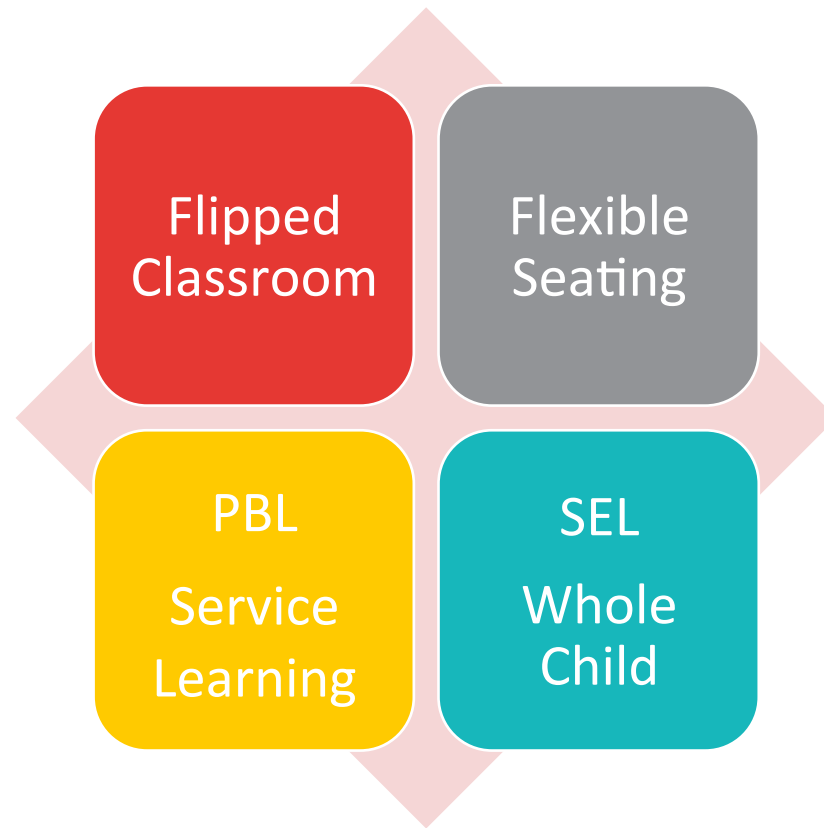
Curriculum & Instruction

Pathway Co-creation	Resource Curation
Risk-taking	Flexibility

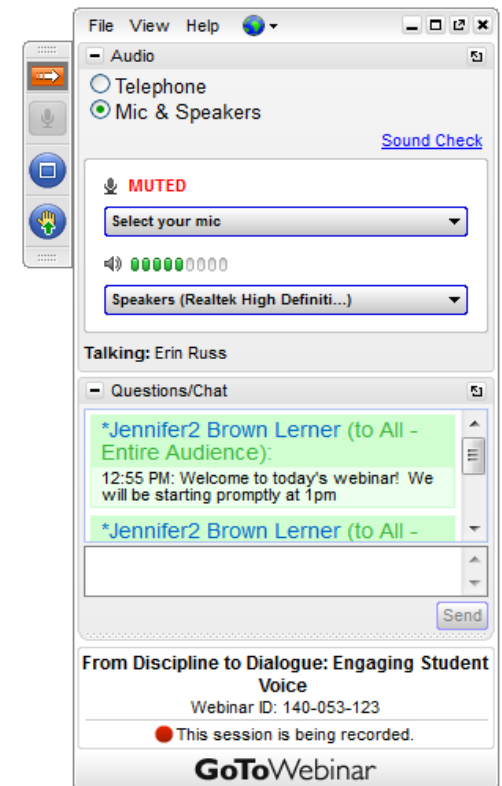Collaboration

The kinds of learning environments we want for students, we should create for teachers.

Audience Q&A

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

#PersonalizedLearning for **#CCRS**

Creating a Culture of Competency Based Education

#PersonalizedLearning for #CCRS

Overview of KM Perform Competency Model

2011

- Competencies as course standards
- Competencies assumed similar pace and sequence
- Competencies evaluated based on completion of seminars. No evidence was collected

2017

- Completion of targets based on evidence. Time is not a consideration
- Competencies are customized for each student
- Students set competency goals each year
- Students set smart goals in dispositions, career, and leadership competencies

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

Overview of KM Perform Competency Model

Overview of KM Perform Competency Model

Performance Core

Career Skills

Leadership Skills

Applied Interdisciplinary Arts (AIA)

Portfolio

Academic Excellence (Habits of Mind)

Skill & Knowledge Core

Competency-Based work in traditional subjects

Performance competencies customized for each student

Artistic Core

Artistic study In chosen area of focus

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

Overview of KM Perform Competency Model
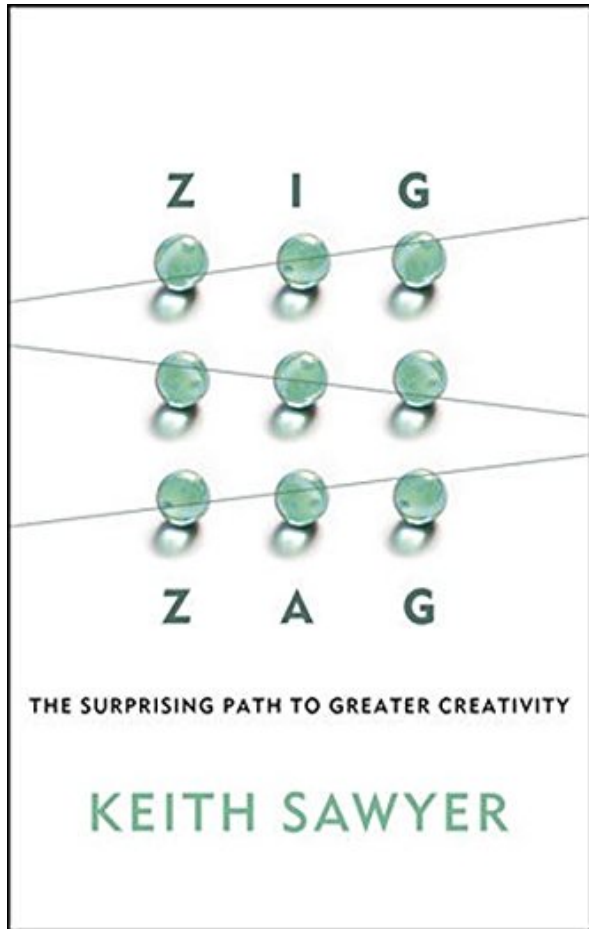
KM Perform "Prep your Portfolio" Seminar and accompanying text. Credit in AIA, Portfolio, and English/Language Arts

ZIG
ZAG

THE SURPRISING PATH TO GREATER CREATIVITY

KEITH SAWYER

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

Creating a CBE Culture

1. **Teacher ownership of vision framework**

2. **Learning environment and culture**

3. **Teacher leadership with top level support**

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

CBE Culture

1. A teacher owned vision framework

- Competencies are just mile-markers on the journey. Focus is on destination, companions, and the vehicle
- A framework clarifies language, principles and policy. The framework should focus on the answers to critical questions:
  - Are your competencies different than standards?
  - Are skills embedded into courses and subjects, or are they separate competencies?
  - What is the *lever and currency of learning*?
  - Is time a factor in determining when a student completes?

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

CBE Culture

2. Learning Environment and Culture

- Schedule needs as much engineering as the framework, especially at the secondary level

- Does your *language of learning* support CCR

- Performance Core Competencies that link to local Industry or partnership standards

- Engineer and assess what you value

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

Go to Recent Course...   Go to Recent Seminar...

Performance Summary for Student, Sara
(GR 10, Advisor: K. Erickson)

Overall Progress in Goals

Progress in Goals - You have less than 70% of your expected goal completed to date. Scored evidence is included in this estimate. You have approximately 0.34 of 0.63 expected based on the current date.

Individual Course Goal Progress

Progress in goal for Academic Excellence
Sep 18-Jun 9 - 0.17 earned of 0.02 expected

Individual Course Goal Progress

Progress in goal for Leadership Studies
Sep 1-Jun 9 - 0.1 earned of 0.07 expected

Individual Course Goal Progress

Progress in goal for Career Studies
Sep 4-Mar 13 - 0.07 earned of 0.09 expected

Individual Course Goal Progress

Progress in goal for Applied Interdisciplinary Arts
Sep 1-Jun 9 - 0 earned of 0.15 expected

Latest Seminars
All **current** & **upcoming** sessions   -View Schedule-

Erickson Mentees | 09/01/2017-06/07/2018

Sophomores 2017-18 **NEW (09/03/2017)** Added by N.Beal | 09/05/2017-06/08/2018

Student Resources **NEW (09/04/2017)** Added by K.Erickson | 09/04/2017-07/13/2018

"How to Perform"-New Student Cohort **NEW (08/30/2017)** Added by T.Catania | 08/30/2017-06/08/2018 Period: 1-Gold

AP Literature: The Tragic Hero in Shakespearean Drama **NEW (09/07/2017)** Added by N.Beal | 09/18/2017-10/20/2017 Period: 1-Gold

ALL student Roster **NEW (09/21/2017)** Added by J.Schwingle | 09/21/2017-06/08/2018

Recent Scored Targets & Evidence
Click target to view in Seminar

COURSE TARGET SCORE: 2017-09-30 in "Erickson Mentees" - Muslim World: Mid-East Empires (342) **Score: 4**

COURSE TARGET SCORE: 2017-09-30 in "Erickson Mentees" - Chamber Music Performance (1500) **Score: 5**

COURSE TARGET SCORE: 2017-09-30 in "Erickson Mentees" - Chamber Music Performance (1500) **Score: 3**

Recent Unread Notes

💬 *K. Erickson* posted a note in Erickson Mentees: Good performance today in masterclass. Video is posted.

💬 *K. Erickson* posted a note in Meet Your Makerspace II: Really good contribution today! Thanks for your comments.

💬 *K. Erickson* posted a note in Meet Your Makerspace II: Revise the lab in section 2A with your updated data and you are good to go!

💬 *K. Erickson* posted a note in Meet Your Makerspace II:

💬 *K. Erickson* posted a note in "How to Perform"-New Student Cohort :

💬 *K. Erickson* posted a note in Meet Your Makerspace II: Glad you are back and feeling better. Have a great

Upcoming Seminar Tasks

SEMINAR TASK: Test - Seminar: Meet Your Makerspace II. **Due: 10/20/2017**

SEMINAR TASK: test 2 - Seminar: Meet Your Makerspace II. **Due: 10/21/2017**

Assessment, reporting, and feedback that align to values in the vision

CBE Culture

3. Teacher Leadership

"Top down support for bottom up Innovation"

Schools Built on Learning Communities

Teacher Micro-Credentials
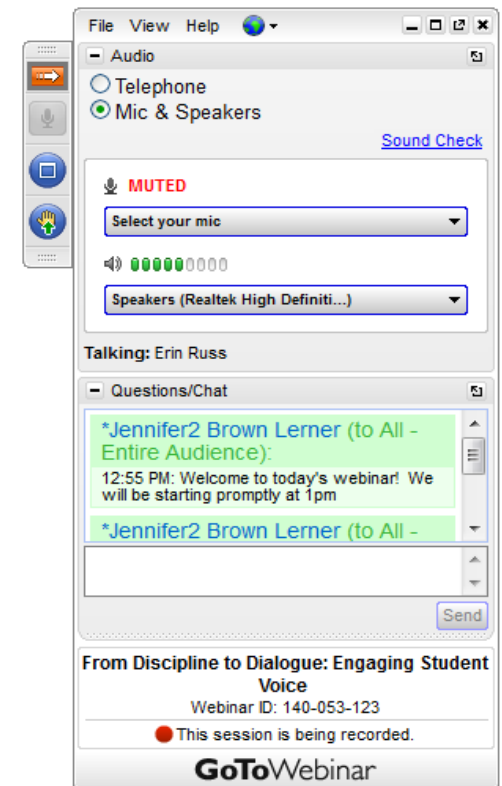
PD has been turned over to teachers

<u>Formalized</u> Teacher Leader Structures

▷ Lead Educators

▷ Director of Learning

▷ School Director

▷ Learning Teams

KMPerform

SCHOOL FOR ARTS & PERFORMANCE

Audience Q&A

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

#PersonalizedLearning for **#CCRS**

Resources Available

- **CCRS Center Website:**
  - www.ccrscenter.org
- **CIL Website:**
  - www.centeril.org
- **National Network of Teachers of the Year Website:**
  - www.nnstoy.org
- **American Youth Policy Forum Website:**
  - www.aypf.org
- **KM Perform Website:**
  - www.kmsd.edu/kmperform

Contact Today's Presenters

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Thank You

- Please fill out the survey upon exiting the webinar

- Materials and video will be posted online at www.aypf.org and www.ccrscenter.org

- Tune into our next webinar in the series: *Supporting Students with Disabilities through Personalized Learning* Monday, January 8, 2018 at 2:00-3:15pm ET