Making Sense of Personalized Learning

What It Looks Like in Practice and How it Helps Students Become College and Career Ready

September 19, 2017
Webinar Technical Support

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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

#PersonalizedLearning for #CCRS
A National Perspective on Personalized Learning

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

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www.inacol.org
Catalytic Role
‘THE PARADIGM OF ONE’: ONE TEACHER, TEACHING ONE SUBJECT TO ONE CLASS OF ONE AGE, USING ONE CURRICULUM AT ONE PACE, IN ONE CLASSROOM, FOR ONE HOUR.

– DAVID HOOD
THE TRADITIONAL SYSTEM...

- IS BASED ON A FIXED MINDSET
- IS TIME-BASED
- HAS GRADING SYSTEMS THAT DEPEND ON EXTRINSIC MOTIVATION
- HAS HIGH VARIABILITY IN HOW TEACHERS DETERMINE PROFICIENCY
- IS ORGANIZED FOR EFFICIENTLY DELIVERING CURRICULUM
- 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...

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)
9 Domains for High-Quality Personalized Learning

What is the Work?

1. Mission-Driven Districts and Schools are Dedicated to Preparing Each and Every Student for Life, College, and Careers

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

What is the Strategy or Theory of Change?

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 Effectiveness Optimized?


How is the Organization of the District and School Designed to Support this Work?
5-Part Working Definition
Competency-Based Education

Students advance upon demonstrated mastery

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

Assessment is meaningful and a positive learning experience for students.

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

Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
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
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.
The Center on Innovations in Learning (CIL) focuses on the Science of Innovation and Personalized Learning. Learn more about our current projects and related resources in the topics above.

FEATURED RESOURCES

INNOpods
A Journey through Personalized Learning

Indistar®
SCHOOL/DISTRICT SUCCESS STORIES
Indistar® is an Internet-based platform guiding school and district teams to encourage local innovation.
What is personalized learning?

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

Twyman & Redding, 2015, p. 3
Personal Competencies—The roots of learning

Mastery
Knowledge and Skill

Personal Competencies
Cognitive
Metacognitive
Motivational
Social/Emotional
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.

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.

–CIL
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
To submit live questions, please use the “Questions” box.
Instructional Approaches Utilizing Personalized Learning
#PersonalizedLearning for #CCRS
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

www.centeril.org/innopod/
To submit live questions, please use the “Questions” box.

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State Policy Levers to Support Personalized Learning

#PersonalizedLearning for #CCRS
CCRS Center Organizer

Employability Skills

Supports: Individualized Learning Strategies

Goals and Expectations

What should learners know and be able to do to achieve college and career readiness?

On-track Indicators for Readiness
- Attendance
- Course performance
- Course completion
- Performance on summative assessments
- Behavior and conduct
- Social and emotional learning benchmark
- Course-taking patterns
- Postsecondary aspirations

Measures of Postsecondary Readiness
- Progress toward credentials
- High school graduation
- Postsecondary enrollment
- Persistence in credit-bearing courses
- Industry certification
- Persistence in postsecondary pathways

Measures of Postsecondary Success
- Job placement in middle skills or higher position with career trajectory
- Stackable postsecondary credentials
- College diploma

Resources and Structures

Pathways and Supports

What pathways do institutions provide to enable learners to achieve college and career success?

Academic Organization
- Curriculum, instruction, and assessment
- Multiple pathways to postsecondary opportunities
- Work- and context-based learning experiences
- Well-rounded education

Academic and Technical Content
- Academic standards
- Career and technical standards

Pathway Knowledge
- Knowledge of college and career pathway options
- Knowledge of personal interests and skills and related pathways
- Personal goals and aspirations

Supports
- Individualized learning strategies for all students
- Targeted and intensive interventions
- Wraparound services

Enrichment and Preparation
- Guidance on postsecondary transitions

Which should institutions provide to enable learners to achieve college and career readiness and success?

CCRS

Outcomes and Measures

How do we know when learners are meeting expectations for college and career readiness and success?

What do institutions need in order to enable learners to achieve college and career readiness and success?

Processes
- Professional development
- Family and community engagement
- Internal alignment across programs and initiatives
- External alignment across systems and institutions
- Safety and security
- Monitoring

Resources
- Human capital
- Fiscal resources
- Physical resources
- Data systems and multiple measures
- Accessible learning resources
- Information and instructional technologies
Remove statutory and regulatory barriers that constrict a district’s or school’s ability to modify the time–pace–place structure of learning.

Provide information for districts and schools on emerging personalization practices that show promise.

Showcase local strategies and models that effectively employ personalized learning methods.
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.
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.
State Policy: Entry Points to Create Personalized, Competency-Based Education Systems

**STATES GETTING STARTED**
- Innovation Zones
- CBE Task Forces
- Credit Flexibility
- Pilot Programs
- Multiple Pathways

**STATES MOVING FORWARD**
- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

**STATES TAKING A COMPREHENSIVE APPROACH**
- Comprehensive Statewide Policy Approach

**State Leadership**
Meeting The Every Student Succeeds Act’s Promise:
State Policy to Support Personalized Learning

WRITTEN BY:
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# Meeting ESSA’s Promise: State Policy to Support Personalized Learning

## New Policy Opportunities Under ESSA

| + | Rethink accountability for continuous improvement. |
| + | Redesign systems of assessments to align with student-centered learning. |
| + | Transform systems to build capacity for a next generation educator and leader workforce. |

## Continuing Opportunities

| + | Create personalized, competency-based education systems. |
| + | Build new learning models infrastructure. |
| + | Create system coherence and build capacity for the long-term. |
System Coherence

Redefine Student Success

- Rethink Accountability for Continuous Improvement
- Redesign Systems of Assessments to Align with Student-Centered Learning
- Transform Systems for a Next Generation Educator and School Leader Workforce
Opportunities Under ESSA

- Panelists will be asked to share their thoughts on the key opportunities under ESSA to support personalized learning.
To submit live questions, please use the “Questions” box.

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Resources
iNACOL Resources for Personalized Learning

Access All Reports at inacol.org/resources
...and many more! Visit the link below:

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

PERSONALIZED LEARNING Resources
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

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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: *Implementing Personalized Learning: Key Teaching and Learning Shifts* on Monday, October 23rd from 4-5:15pm ET