Personalized Learning Summit 2017



### A National and Global Perspective on Personalized Learning and Competency-Based Education Systems

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

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bit.ly/PLSWorkshopSurvey

**#PLSummit** 

A National and Global Perspective on Personalized Learning and Competency-Based Education Systems

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www.inacol.org



# **Overview of Learning Goals**

- •What is competency-based education (and what it isn't)?
- •What is the relationship between competency-based education, personalized learning, and blended learning?
- •How is competency-based education advancing across the country?
- •What are the opportunities in the Every Student Succeeds Act for competency-based education?
- •How is our understanding of competency-based learning developing and what are lessons learned?



# TO UNDERSTAND CBE...

### It Helps to Understand How the Traditional System is Designed for Sorting

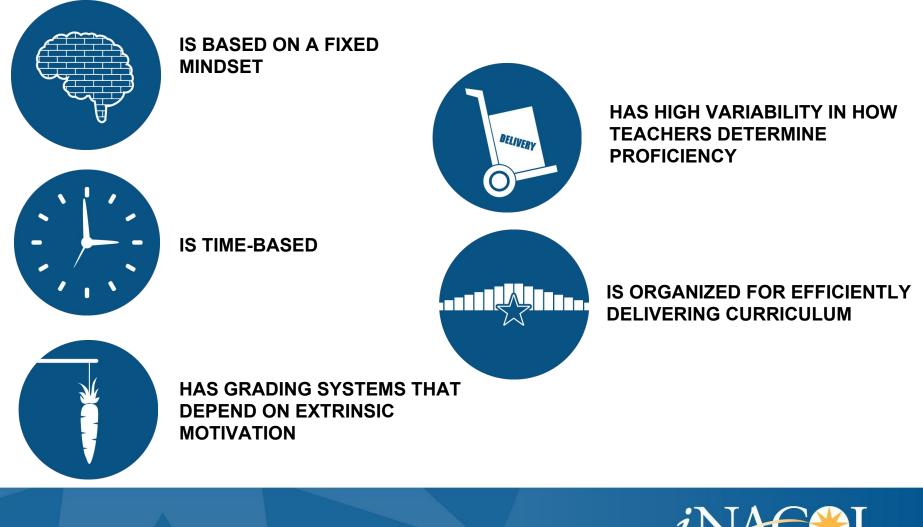


'The Paradigm of One': one teacher, teaching one subject to one class of one age, using one curriculum at one pace, in one classroom, for one hour.

### – David Hood



# THE TRADITIONAL SYSTEM...



International Association for K-12 Online Learning

# *IF WE ARE GOING TO ELIMINATE THE TRADITIONAL SYSTEM...*

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



### **5-Part Working Definition Competency-Based Education**







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



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



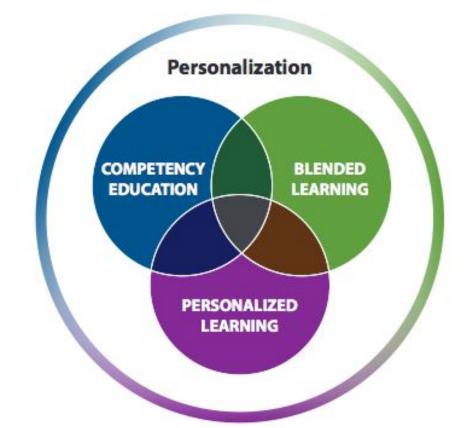
Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions



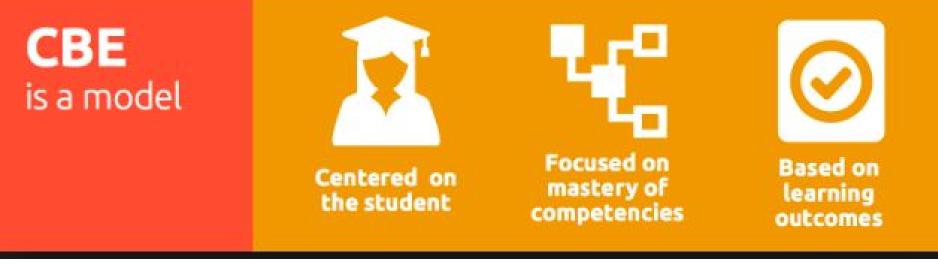
Assessment is meaningful and a positive learning experience for students.



Differences and Commonalities: Personalized Learning, Competency Education, and Blended Learning?







### **Competency-Based Education & Mastery**

Principles from 5-part working definition:

- 1. Students advance upon demonstrated mastery.
- 2. Competencies include explicit, measurable, transferable learning objectives that empower students.
- 3. Assessment is meaningful and a positive learning experience for students.
- 4. Students receive timely, differentiated support based on their individual learning needs.
- 5. Learning outcomes emphasize competencies that include application and creation of knowledge, along with the development of important skills and dispositions.
  - CompetencyWorks.org

### **Personalized Learning**

#### Mean What You Say:

Defining and Integrating Personalized, Blended and Competency Education Susan Patrick, Kathryn Kennedy and Allison Powell





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)





# Personalized Learning 4 Attributes

•Four essential attributes for a personalized learning model:

- –Learner Profiles: Captures individual skills, gaps, strengths, weaknesses, interests & aspirations of each student.
- –Personal Learning Paths: Each student has learning goals & objectives. Learning experiences are diverse and matched to the individual needs of students.
- -Flexible Learning Environment: Multiple instructional delivery approaches that continuously optimize available resources in support of student learning.
- –Individual Mastery: Continually assesses student progress against clearly defined standards & goals. Students advance based on demonstrated mastery.





### The rise of K-12 blended learning

### Michael Horn & Heather Staker definition of blended learning



A formal education program in which a student learns at least in part through **online** learning, with some element of student control over time, place, path and/or pace



at least in part in a **supervised brick-and-mortar location away from home** (such as school).



The modalities along each student's learning path within a course or subject **are connected to provide an integrated learning experience**.



### @christenseninst





# **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.



### Putting the Ideas Together: PL approaches + CBE System (Foundation) for Equity

To ensure every student develops the six deeper learning **competencies** 

A competency-based **structure** provides the transparency, Consistency, and internal accountability....

So that a personalized learning **approach** produces equitable growth leading to shared set of high expectations

Drawing upon a **pedagogical philosophy** based on how students learn based on the research of the learning sciences, motivation and engagement

And taking advantage of **technology** to deliver instruction in ways that support student learning



### Apply Understandings

Making Meaning

think, connect ... sort/group order summarise infer compare/contrast weave together/synthesise consider analyse negotiate evaluate take action create decide solve design generalise justify imagine possibilities/innovate

### Build Knowledge

break code bring what I know use my senses Looks, feels, sounds like ... find try out/experiment predict practice

## **The Learning Process**



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	ΤΑΙΟΗΙ ΝΑΜΕ	CAREER	EXIT STRATEGY	LEARNING AREAS	PBL (PROJECT BAS LEARNING)	ΚΙΑ ΤŪ	KIA ORA
	ARETA	Clinical Psychologist Sport Psychologist	UE - Walkato NCEA L3 + 14 credits in English, Maths, Health UE Lit/Num. Receive Merit or Excellence scholarships	L3 English, Matha, L2 & L3 Health, L3 Painting, L3 Photography	Bubble	To achieve Excellence in all internals and gain credits needed for an overall L2 Excellence endorsement.	Improve on all my fitness testing before week 8.
	BRUCE	Personal Trainer Business Gym owner	UE - BYU Hawaii NCEA L3 + 14 credits each in Health and PE, English, Maths UE -Lit/Num	L2 English. L2 Maths. L3 Health & PE. L2 Physics, STAR Cert Sports Training	Les Mills work experience	To hand in all internal assessments on time and to manage this I will take home mahi kainga each day	Aim for 52 push ups i next testing and aim to power clean/squat 85kgs by term 2
	CHANELLE	Professional Sportsman Sports Psychologist	UE - Massey or Otago NCEA L3 + 14 credits each in Biology, Health & PE L2IL3 UE - Lit/Num	Y10 Discovery, Y10 Math, Y10 Science, L1 Kaupapa Maori, Y10 Art		To gain Achieved or Merit in my next Science test.	To best my 15m 40s time in 3k run.
	DEARNNE	Hospitality	UE - Auckland NCEA L3 + 14 credits each in Te Roo. Chemistry, Health PE UE - Lit/Num	L3 English, L3 Health & PE, L3 Chemistry, L3 Photography		To pass all my assessments with Merits or higher.	To reach 15 in YoYo f testing in week 8.
	DYLAN	Physiotherapist Chiropractor	UE - Otago NCEA L3 + 14 credits each in English, Maths, Biology UE - Lit/Num	L1 English, L1 Maths, L1 Biology, L1 Chemistry, L1 Physics, L1 Health & PE		To pass all my internals with Merit or higher.	To beat my previous YoYo testing of 17.2
	JACKSON	AFL (Australian Football) Gym Owner Businessman	Make U18 NZ AFL Team April UE - Otago or Walkuts Wintec NCEA L3 + 14 credits each in Health & F2. English. Maths UE - Lit/Num	L3 English, L3 Health & PE, L3 Matha, L3 Maori Performing Arts, STAR Cert Sports training	Les Mills work experience	To pass all my assessments and stay up to date with my mahi.	To continue to best previous testing res to better my PB
	JACOB	Trades Accountant	Wintec - Trades Building Design and Construction	L3 English, L2 Maths, L3 Health & PE, L2 Physics, Maori Performing Arts, L3 History		To gain Merit in Math, English and Physics.	To place in Touch regionals and zone
-	KAAHU	Defence Lawyer Police dog handler	UE - Waikato NCEA L3 + 14 credits each in English, Maths, Te Reo UE - Lit/ Num	L1 English, L1 Maths, L1 Health & PE. L1 Te Reo Maori, Maori Performing Arts, Yr10 Kaupapa		To pass all english assessments.	Beat my 3km time
	LILY	Sports Medicine	UE - Auckland er Otago NCEA L3 + 14 credits each in Chemistry, Physics, Biology UE - Lit/Num	L3 English, L3 Math. L3 Chemistry, L3 Physics, L3 Biology, L3 Health & PE, STAR Cert Sports Training		UE entrance 3 approved subjects in Phys, Chem and Biol 14 credits each.	Improve on my Sk each session.
	MATARIKI	Personal Trainer Physiotherapist	UE - Auckland NCEA L3 + 14 credits each in Biology, Health & PE UE - Lit/Num	Y10 Discovery, Y10 Maths, Y10 Science, L1 Kaupapa Maori, Y10 Health & PE, Y10 Te Reo Maori, Y10 Art		To get Achieved Merit or Excellence in all my learning areas.	Improve on my Ye test and achieve 14.5 or better.
-	МІНІ	Medicine Health Professional	UE - Auckland 250 points NCEA L3 + 14 credits each in Biology, Chemistry, Physics UE Lit/Num	L2 Chemistry, L2 English, L2 Maths, L2 Physics, L2 Biology, L3 Scholarship Te Reo Meori, L3 Maori Performing Arts.	Analytica Research Centre Honey	To seek help from kaitiaki for my internals and all learning areas.	Aim for 15 in the test week 8.
	PEATA	Actress, Performing Arts Teacher	Study Bachelors of performing Arts at Toi Whakaari	Y10 Discovery, Y10 Maths, Y10 Science, L1 Kaupapa, Y10 Maori, Health & PE, L2 Te Reo Maori, L2 Dance		To hand in homework on time.	Improve my tim 3km run.
	RAUMATI	Navy - Electronic Technician Professional Rugby Player	Navy BCT training with Navy 15 Credits L1 Science,	L3 English, L3 Maths, L3 Health & PE, L3 Physics, L3 Te Reo Meori		To complete all internals with Merit.	To achieve 17 in test in week 8.
	SHELDON	Professional League Player Anesthetist	UE Health Science NCEA L3 + 14 credits each in Biology, Health & PE, English UE - Lit/Num	L3 English, L3 Maths, L3 Health & PE, L3 Physics, L3 Biology, STARS Cert Sports Training	Les Mills work experience	To get at least a Merit o all assignments and exa	n To get 19 on Yi ms. in week 8.

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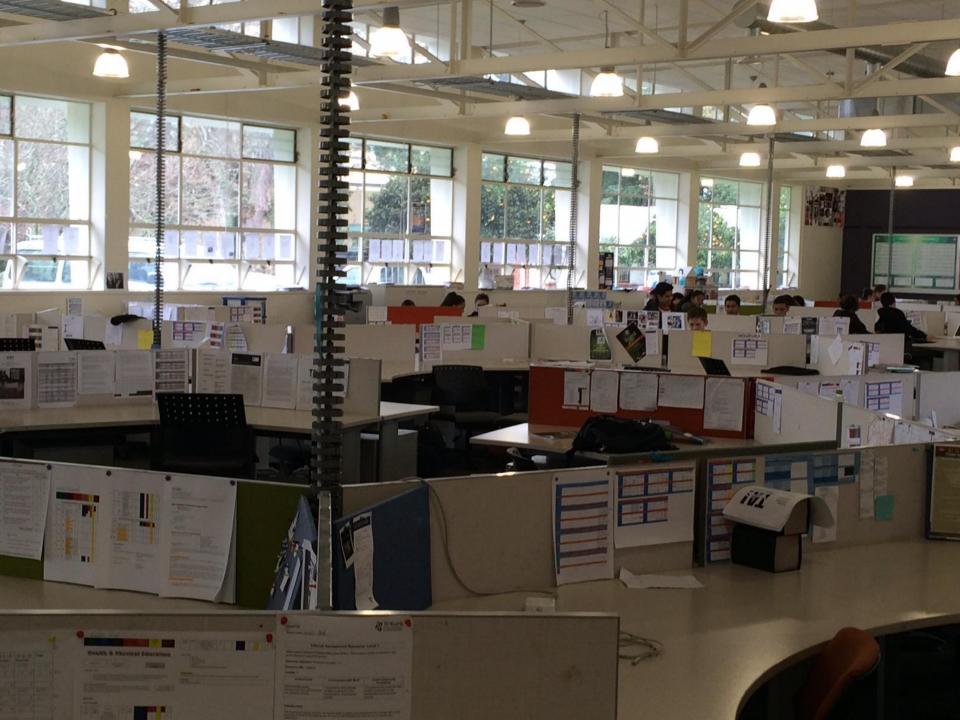
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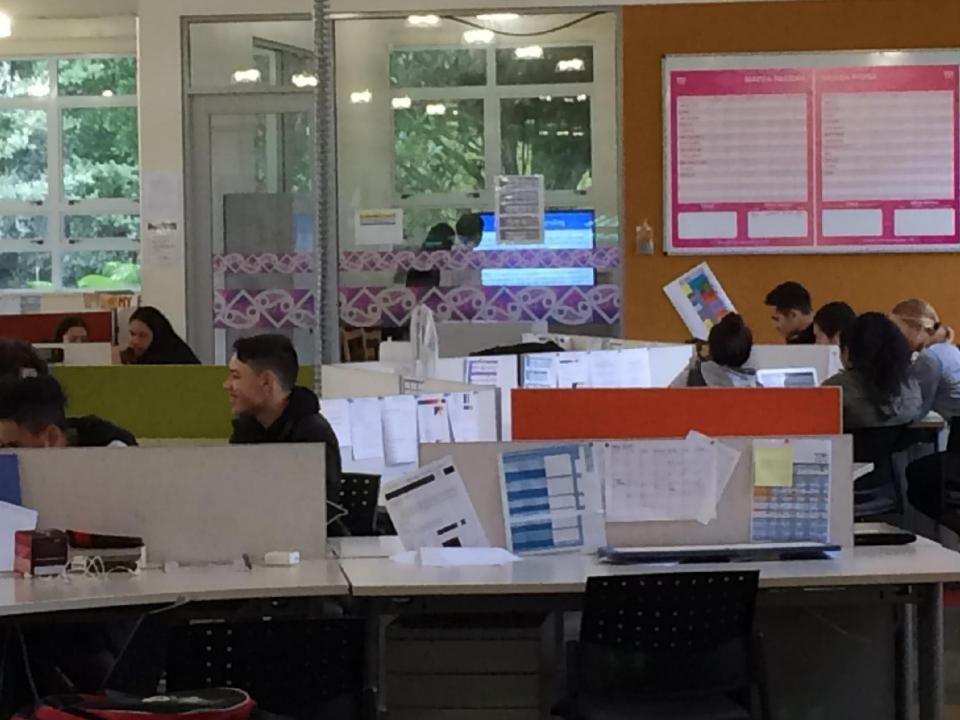
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# Implementation

# When starting with CBE: 4 Stages of Implementation $\rightarrow$

### Lessons Learned

- Commitment before pilots
- Clarify pedagogy upfront
- Different entry points when starting with personalized
- Personalized approach to adult learning

### **Embracing Continuous Improvement and** Innovation A. Improving Performance and Personalization through Powerful Data B. Addressing the Needs of Struggling Students C. Revisiting Shared Vision and Instructional Model D. Staying the Course Transitioning to a Competency-Based System A. Preparing for the Leadership Lifts 8. Selecting a Rollout Strategy C. Preparing Teachers for Personalized Classrooms D. Planning for Leveling and Parent Conversations E. Making Mid-Course Corrections F. Refining the Instructional Model and Enhancing the Instructional Cycle G. Preparing for the Implementation Dip

#### **Designing the Infrastructure for Learning**

- A. Investing in Student Agency
- B. Clarifying the Overall Pedagogical Approach
- C. Configuring the Instruction and Assessment Model
- D. Forging Policies and Operating Procedures for Personalization
- E. Empowering Teachers

#### **Ramping Up for Transformation**

A. Investing in Shared Leadership B. Constructing a Shared Journey of Inquiry C. Creating Shared Vision and Shared Ownership



# **Emerging Issues**

•National Summit on K-12 Competency-Based Education

- -Equity
- -Meeting Students Where They Are
- -Quality
- -Policy

### •Other

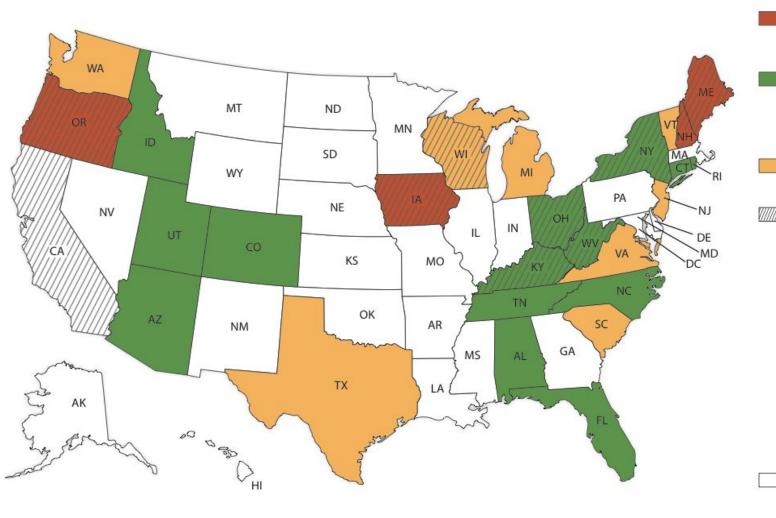
- Integrated information systems designed around student learning
- -Intersection with higher education
- -Teacher pre-service and professional learning



# Q & A



### A Snapshot of K-12 Competency Education Policy - 2012



#### Advanced States

Those states with clear policies that are moving towards proficiencybased; 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

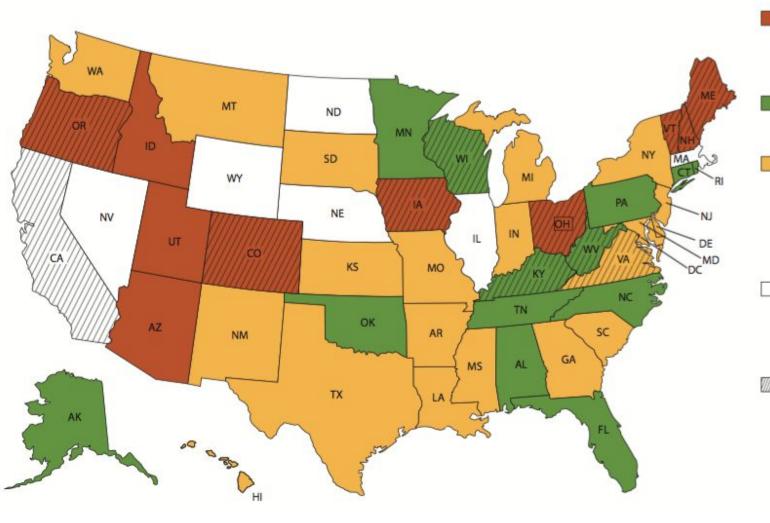
Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state's responsibility is to 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.



### A Snapshot of K-12 Competency Education Policy - 2016



### 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

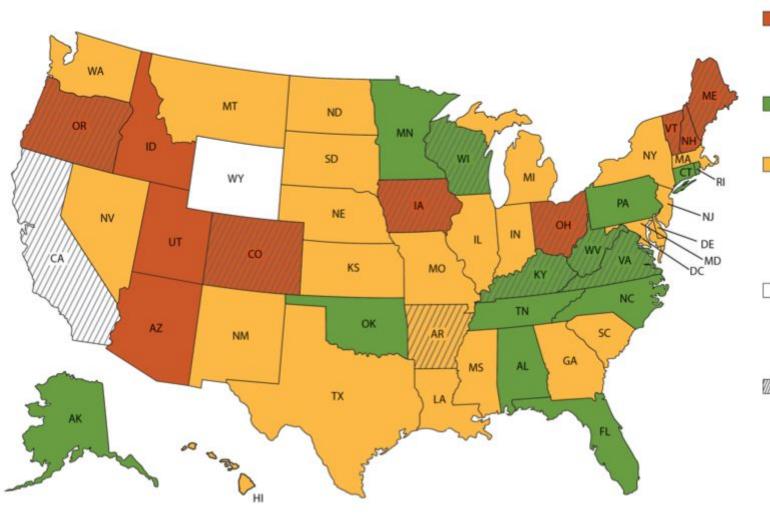
States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.

#### 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.



### A Snapshot of K-12 Competency Education Policy - 2017



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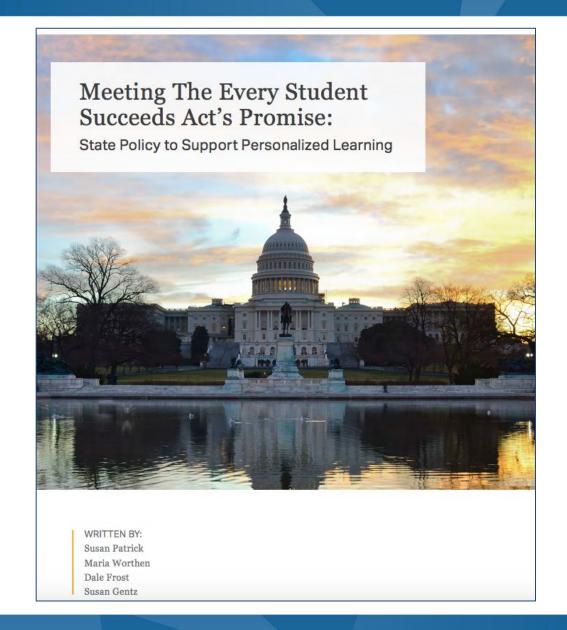


### Every Student Succeeds Act (ESSA) December 10, 2015











# **Redefining Student Success**

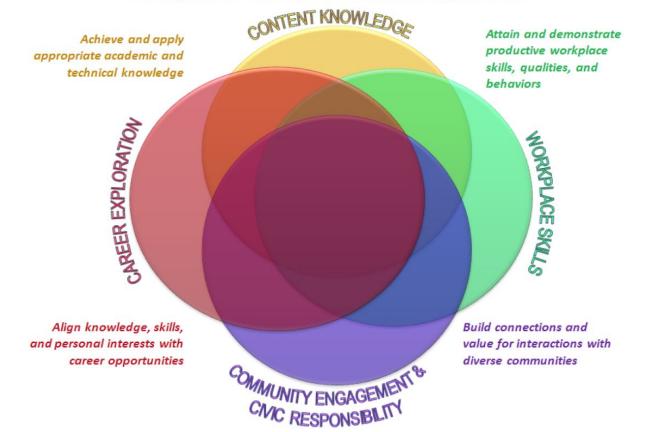
- •Opportunity for local stakeholders to come together across communities to ask:
  - -What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
- •Opportunity for states to develop "profile of a graduate" to meaningfully drive system redesign conversations



# Example: Virginia's Profile of a Graduate



### Profile of a Virginia Graduate In Virginia, the Life Ready Individual Will, During His or Her K-12 Educational Experience:





#### Profile of a Virginia Graduate

In Virginia, the Life Ready Individual:

#### CONTENT KNOWLEDGE

- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

#### WORKPLACE SKILLS

- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

#### COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY

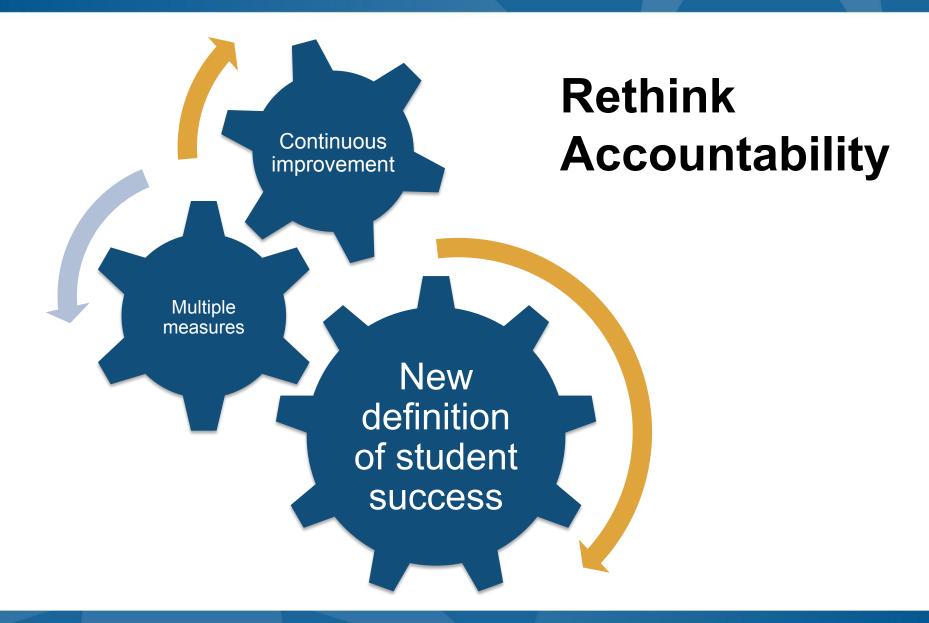
- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decisionmaking.

#### CAREER EXPLORATION

- Understands knowledge, skills and abilities sought by employers for career opportunities
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship







# **Rethink Accountability**

- Engage stakeholders
- New definitions of student

success

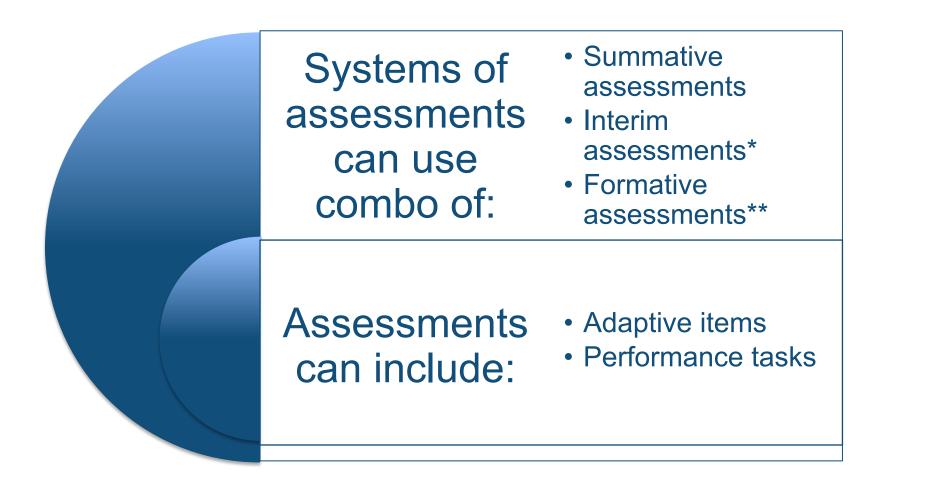
- Clarify purposes of accountability
- •Align:
  - -Metrics
  - -School improvement strategies
  - -Capacity-building initiatives



# Assessment for and of learning

- •Systems of assessments should:
- Provide timely data to teachers to differentiate supports based on individualized learning needs
- Measure content knowledge, application of knowledge and important skills and dispositions
- Determine student progress on and mastery of standards and learning objectives





\* Must be able to combine into single summative determination of proficiency.

\*\* Used for diagnostic and continuous improvement purposes; could be embedded in performance tasks.



# Innovative Accountability & Assessment Demonstration Authority

- States can pilot innovative assessments in a subset of districts
- Opportunity to build capacity for common performance tasks
- Rigorous technical quality and comparability requirements
- Resource: innovativeassessments.org



## Next Generation Educator Development: A Competency-Based Continuum

#### PRE-SERVICE PREPARATION

Teaching and leadership degrees are awarded after candidates build a portfolio of multiple forms of evidence that demonstrate mastery of rigorous academic and clinical competencies aligned to practice expectations.

#### EDUCATOR EVALUATION

The primary purpose of educator evaluation systems is to improve practice and functionalize educator supports through real-time feedback on individual and collaborative educator performance. This seamlessly aligns with customized professional development opportunities to ensure educators continuously improve their practice.

#### STATE CREDENTIALS

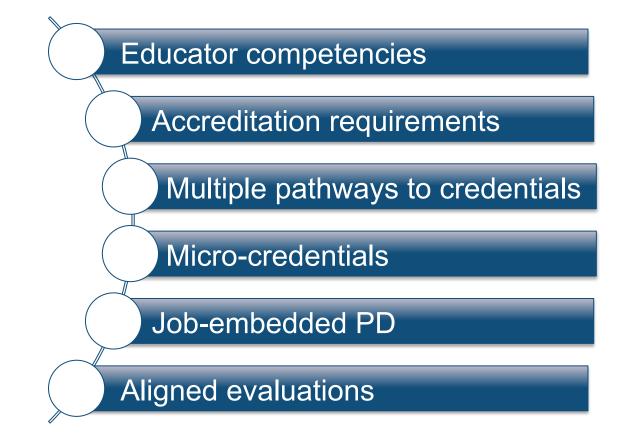
Educators can obtain state credentials that reflect changing teaching roles, are aligned to learning progressions, and may enable educators to teach integrated or multiple subject areas. Credentials are obtained only upon demonstrated mastery of clinical teaching competencies and are directly aligned to pre-service programs.

#### PROFESSIONAL DEVELOPMENT

Professional development programs are highly personalized, ongoing, and job embedded. They address the individual needs of educators and are aligned to a set of rigorous, practice-aligned competencies that help educators advance along individualized career pathways. These programs build on pre-service and credentialing expectations.

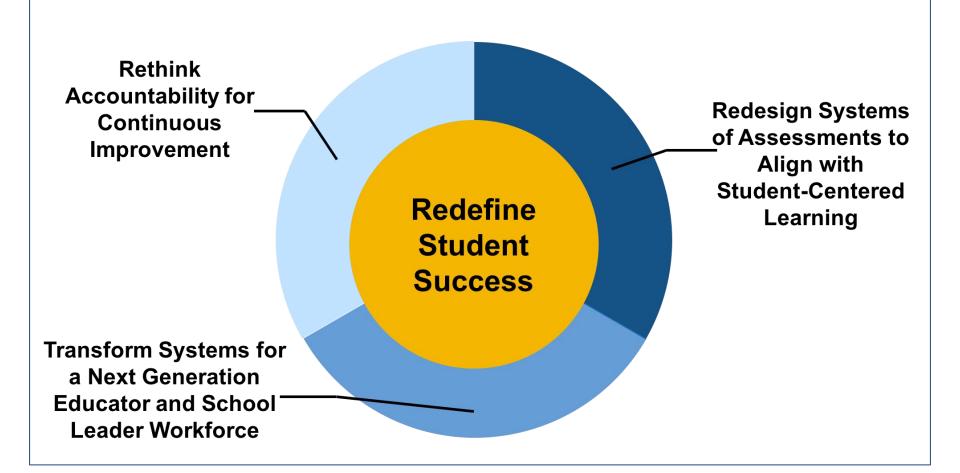
Source: Lillian Pace and Maria Worthen, Laying the Foundation: Building the Next Generation Educator Workforce

## **Next Generation Educator Workforce Systems**





# System Coherence

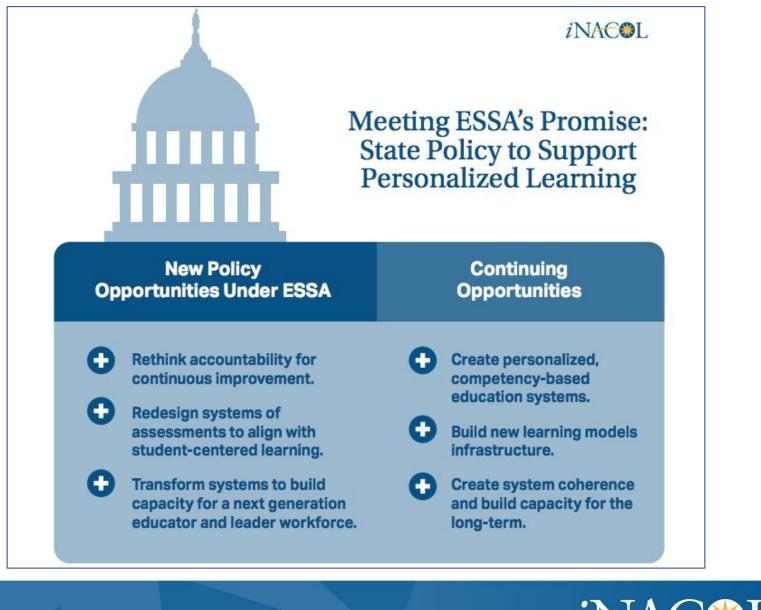




# Leading States Use Different Strategies

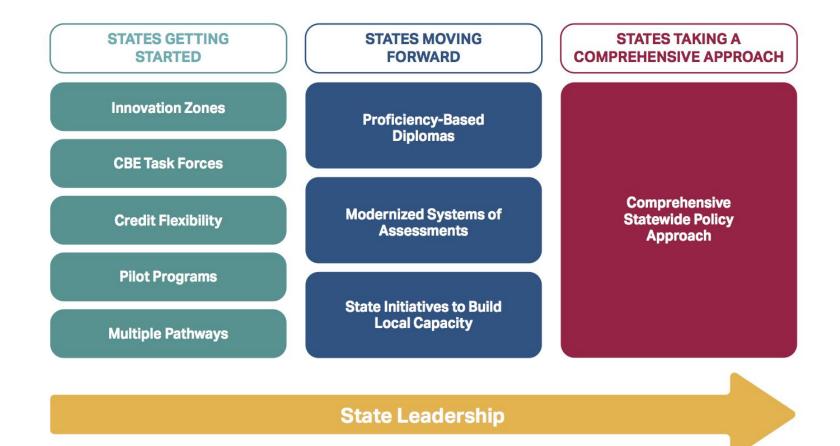
- Proficiency-based diplomas
- Building capacity for assessments for learning and performance-based assessments
  - Assessments for Learning project
- New definitions of student success or "Profile of a Graduate"
- New models of accountability
- Pilots for competency-based education
- Task forces
- Innovation zones





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





# Q & A

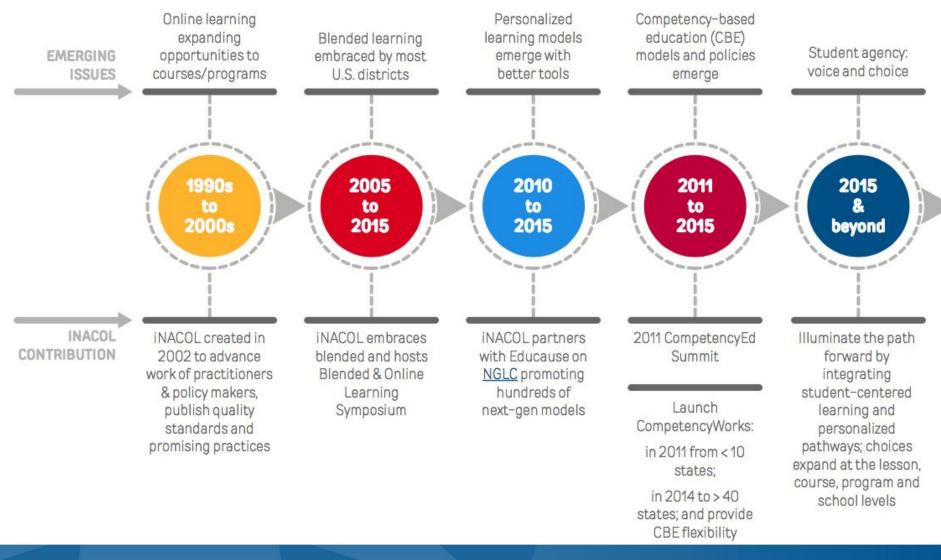


# **Contact Information**

- Susan Patrick, President and CEO, iNACOL
- spatrick@inacol.org
- Twitter: @SusanDPatrick



### iNACOL's Evolution: Pushing the Field and Building Momentum





## **Direct Student Services**

- 3% optional state set-aside from Title I
- States must target funds to districts with highest numbers of schools identified for improvement
- Allowable uses include:
  - Enrollment in courses not available at a student's school
  - Credit recovery and acceleration courses
  - Activities that assist students in completing postsecondary credit
  - Components of a personalized learning approach
  - Transportation for students attending comprehensive support and improvement schools who wish to switch schools



## **Student Support & Academic Enrichment Grants**

- ESSA Title IV
- \$1.6 billion annually through 2020
  - 95% grants to districts
    - Funds can be used for:
      - School health and safety (at least 20%)
      - School counseling
      - Expanding access to a well-rounded education (at least 20%)
      - Education technology
  - Remaining 60% can be used for any of the above purposes

