

Personalized
Learning
Summit
2017

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



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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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iNACOL
International Association for K-12 Online Learning

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?

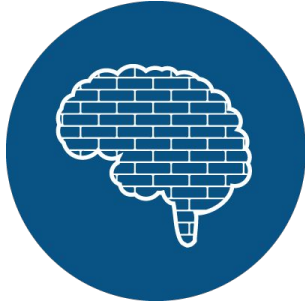
TO UNDERSTAND CBE...

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

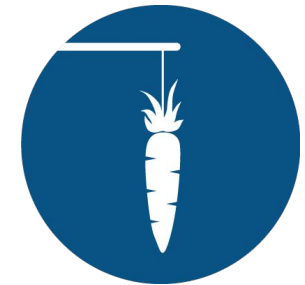
THE TRADITIONAL SYSTEM...



IS BASED ON A FIXED MINDSET



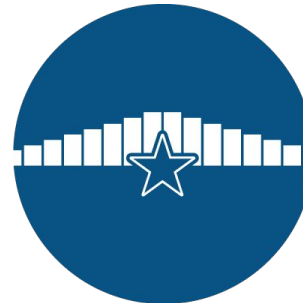
IS TIME-BASED



HAS GRADING SYSTEMS THAT DEPEND ON EXTRINSIC MOTIVATION



HAS HIGH VARIABILITY IN HOW TEACHERS DETERMINE PROFICIENCY



IS ORGANIZED FOR EFFICIENTLY DELIVERING CURRICULUM

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



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.

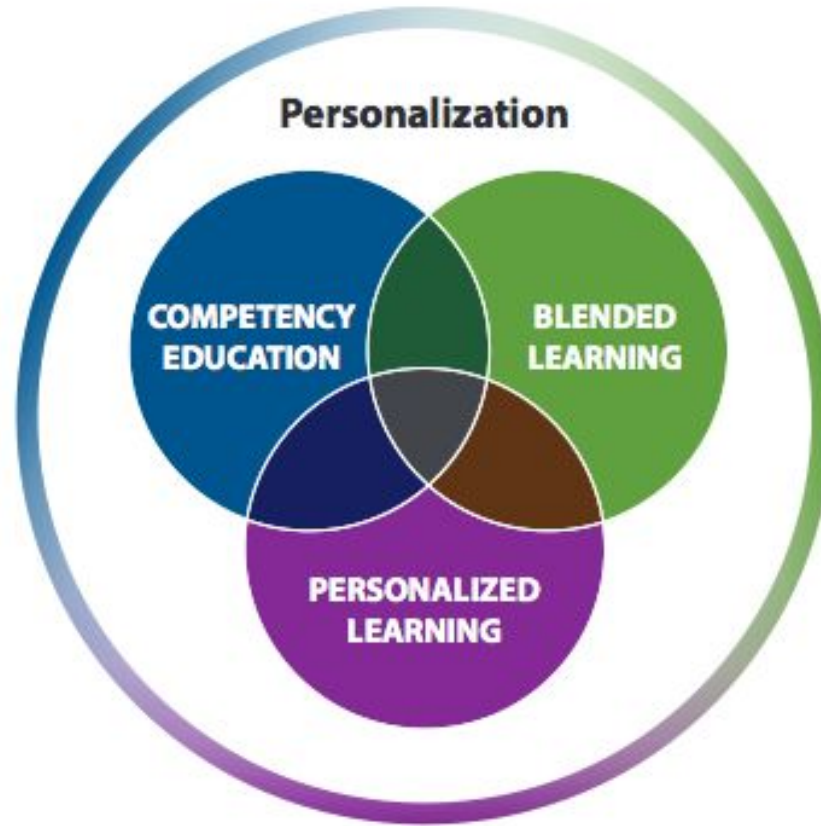


Students receive timely, differentiated support based on their individual learning needs.



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

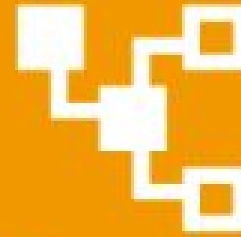
Differences and Commonalities: Personalized Learning, Competency Education, and Blended Learning?



CBE
is a model



Centered on
the student



Focused on
mastery of
competencies



Based on
learning
outcomes

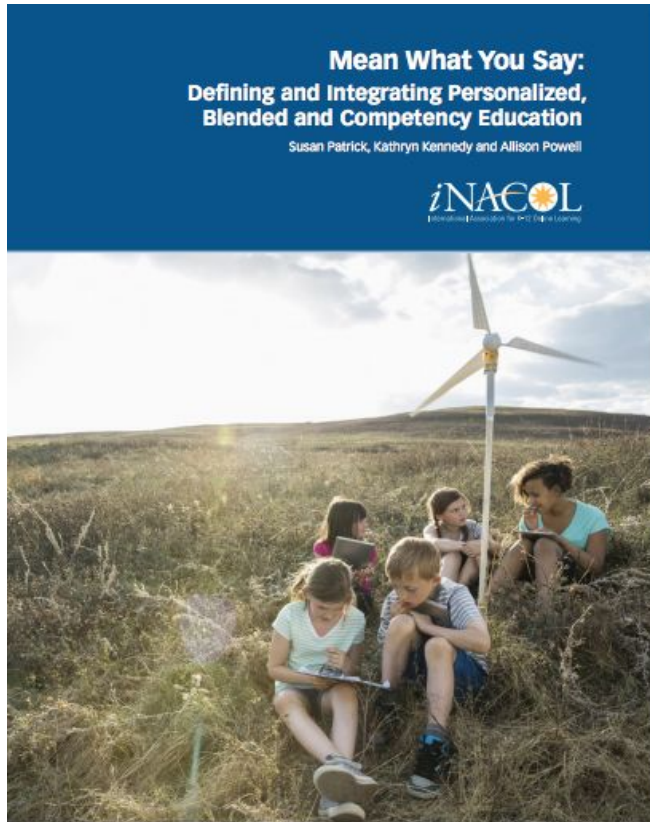
Competency-Based Education & Mastery

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



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 in the 21st Century:
from vision to action



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.**





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....



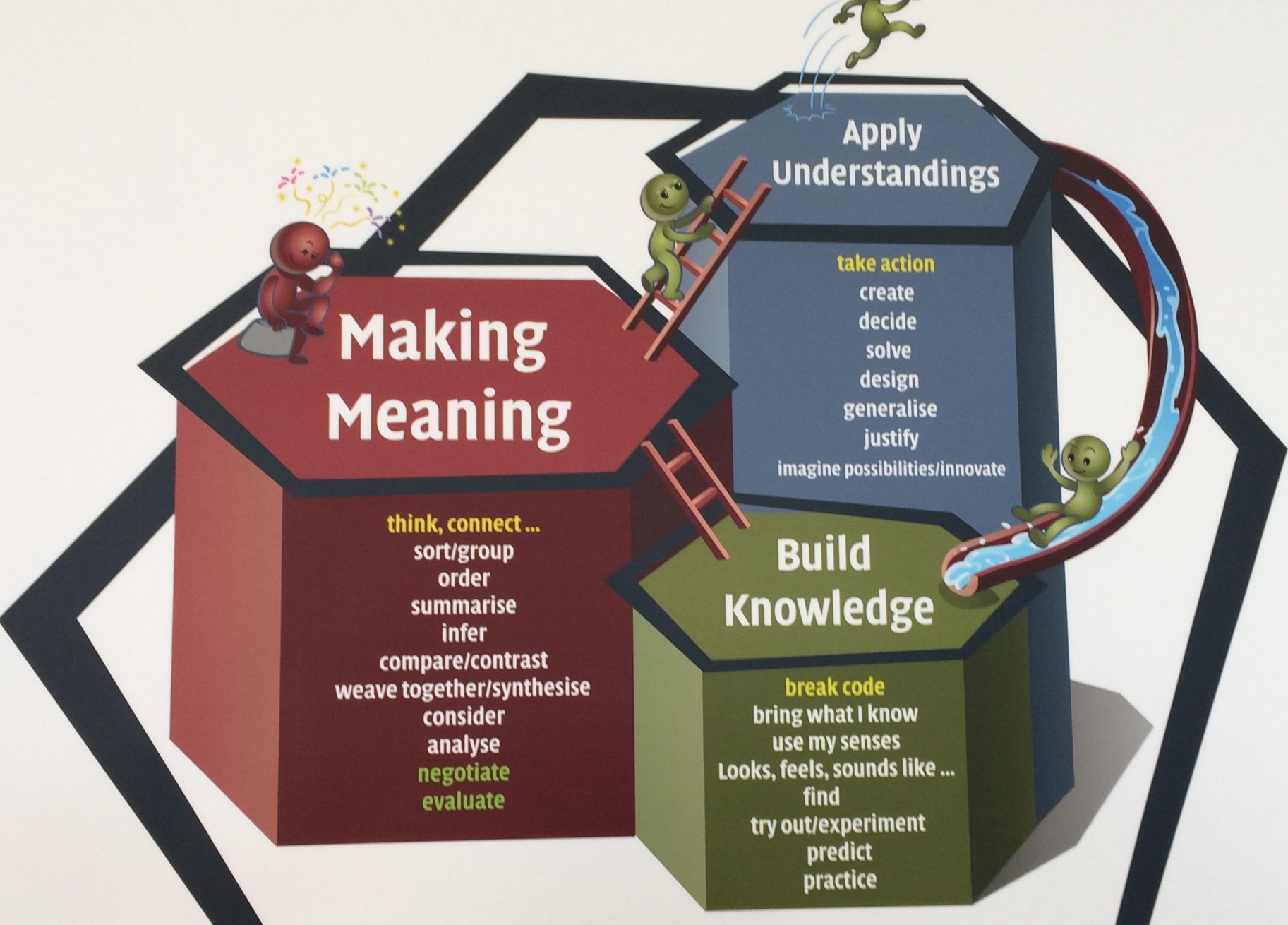
So that a personalized learning **approach** produces equitable growth leading to shared set of high expectations



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



The Learning Process

CURIOUS

CREATIVE

RESILIENT

REFLECTIVE

RESPONSIVE

 PURPOSEFUL

 RESOURCEFUL

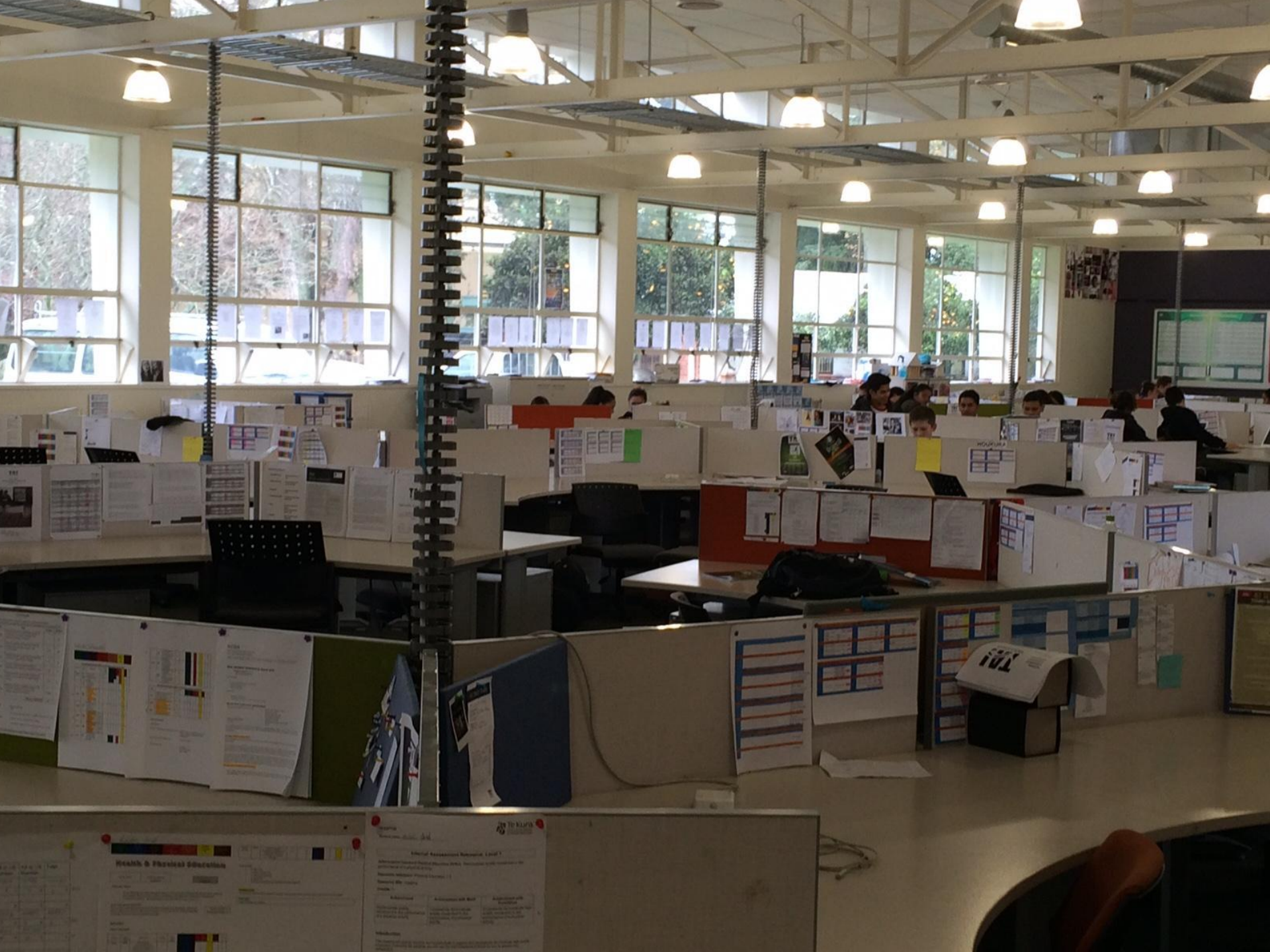
 CONTRIBUTIVE

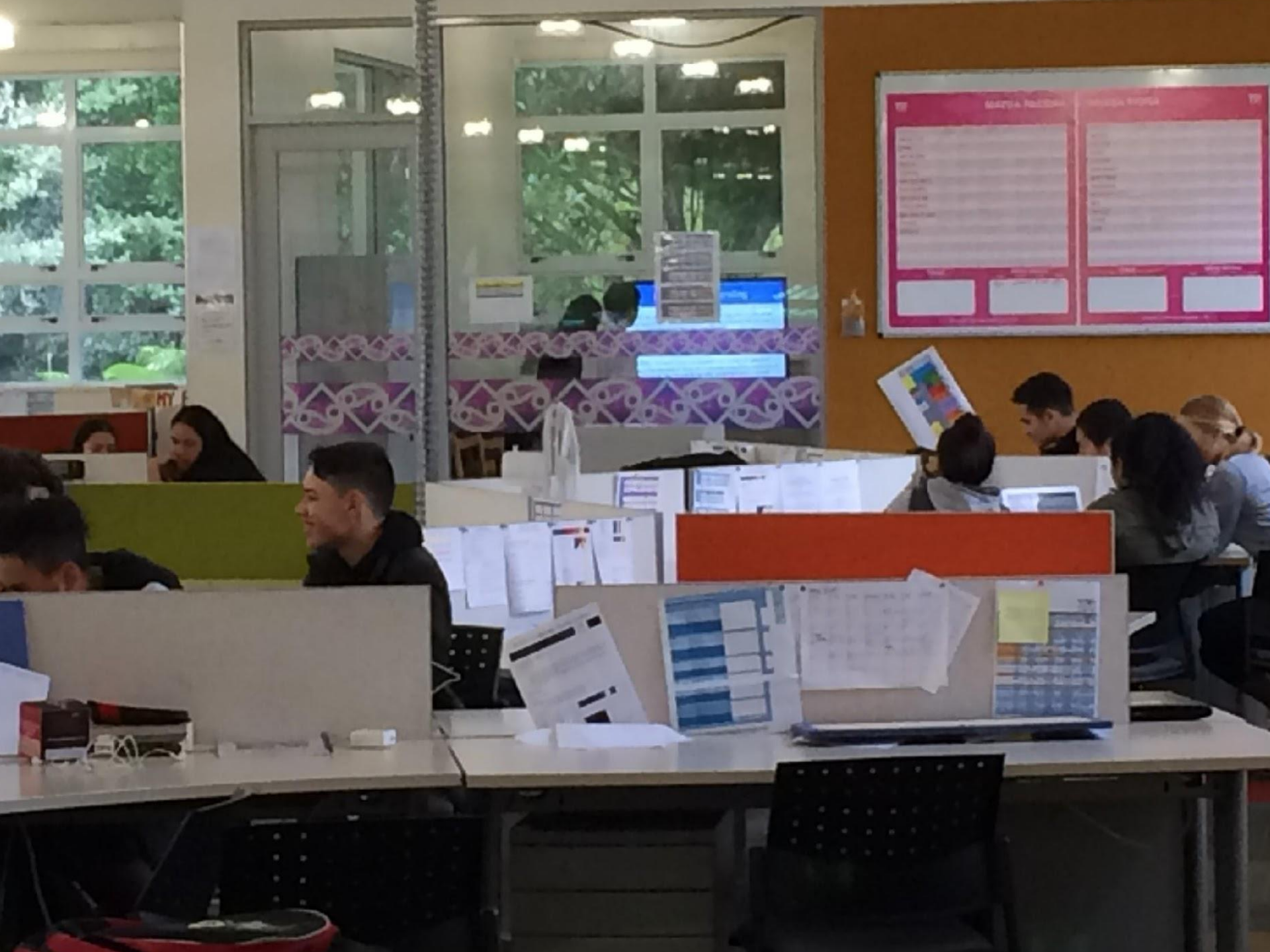
 ADVENTUROUS

COMPASSIONATE

A MĀORI

TAIOHI NAME	CAREER ASPIRATION	EXIT STRATEGY	LEARNING AREAS	PBL (PROJECT BAS LEARNING)	KIA TŪ	KIA ORA
ARETA	Clinical Psychologist Sport Psychologist	UE - Waikato NCEA L3 + 14 credits in English, Maths, Health UE Lit/Num. Receive Merit or Excellence scholarships	L3 English, Maths, 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 in next testing and aim to power clean/equat 85kgs by term 2
CHANELLE	Professional Sportsman Sports Psychologist	UE - Massey or Otago NCEA L3 + 14 credits each in Biology, Health & PE L2/L3 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 beat my 15m 40s time in 3k run.
DEARNNE	Hospitality	UE - Auckland NCEA L3 + 14 credits each in Te Reo, 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 fo 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 Waikato Wintec NCEA L3 + 14 credits each in Health & PE, English, Maths UE - Lit/Num	L3 English, L3 Health & PE, L3 Maths, 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 beat previous testing results 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 zones
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 or 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 5k 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 YoYo test and achieve a 14.5 or better.
MIHI	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 Maori, 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 time 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 Maori		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 on all assignments and exams.	To get 19 on YoYo in week 8.







Implementation

When starting with CBE:
4 Stages of Implementation →

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
- B. Selecting a Rollout Strategy
- C. Preparing Teachers for Personalized Classrooms
- D. Planning for Levelling 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

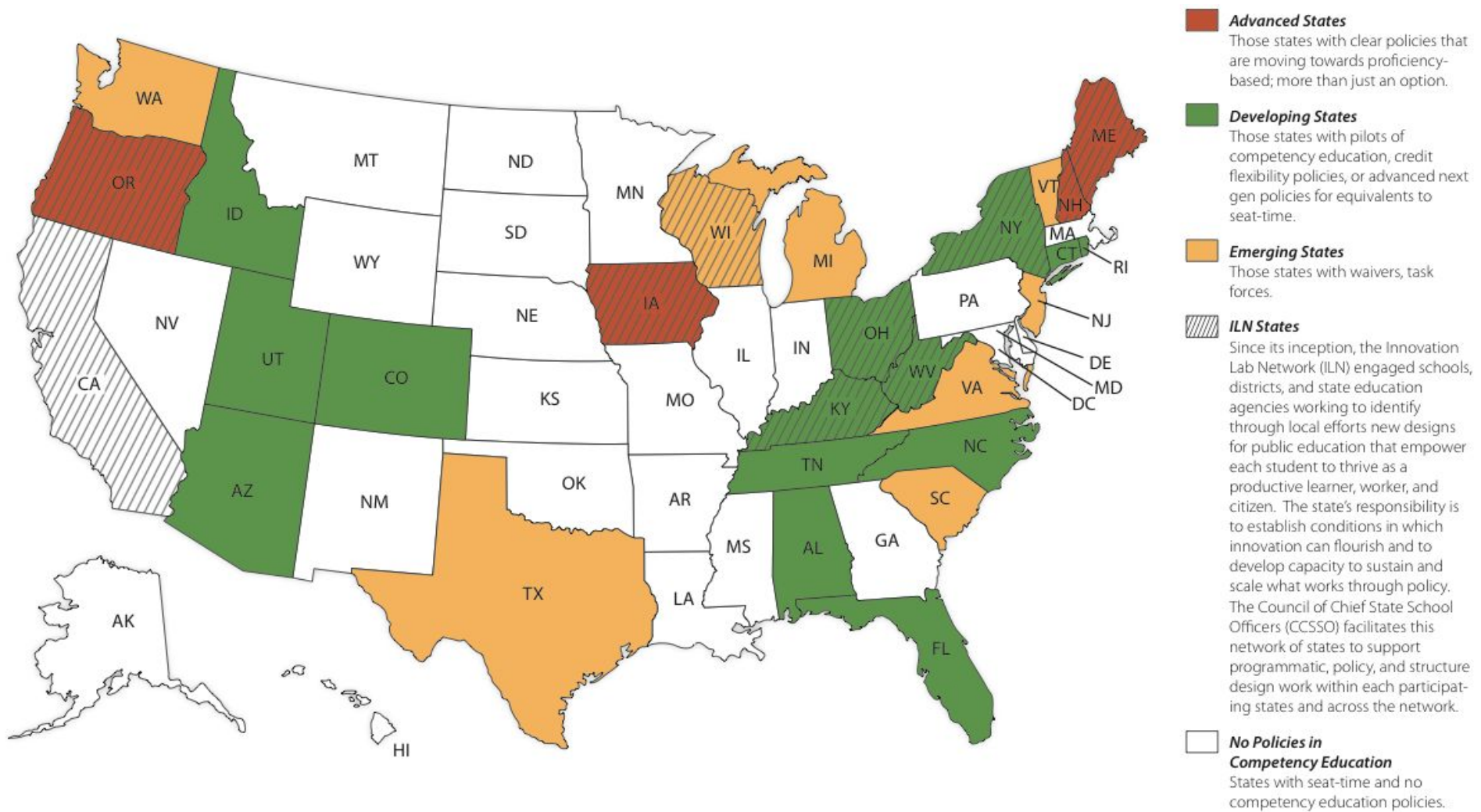
- A. Investing in Shared Leadership
- B. Constructing a Shared Journey of Inquiry
- C. Creating Shared Vision and Shared Ownership

Emerging Issues

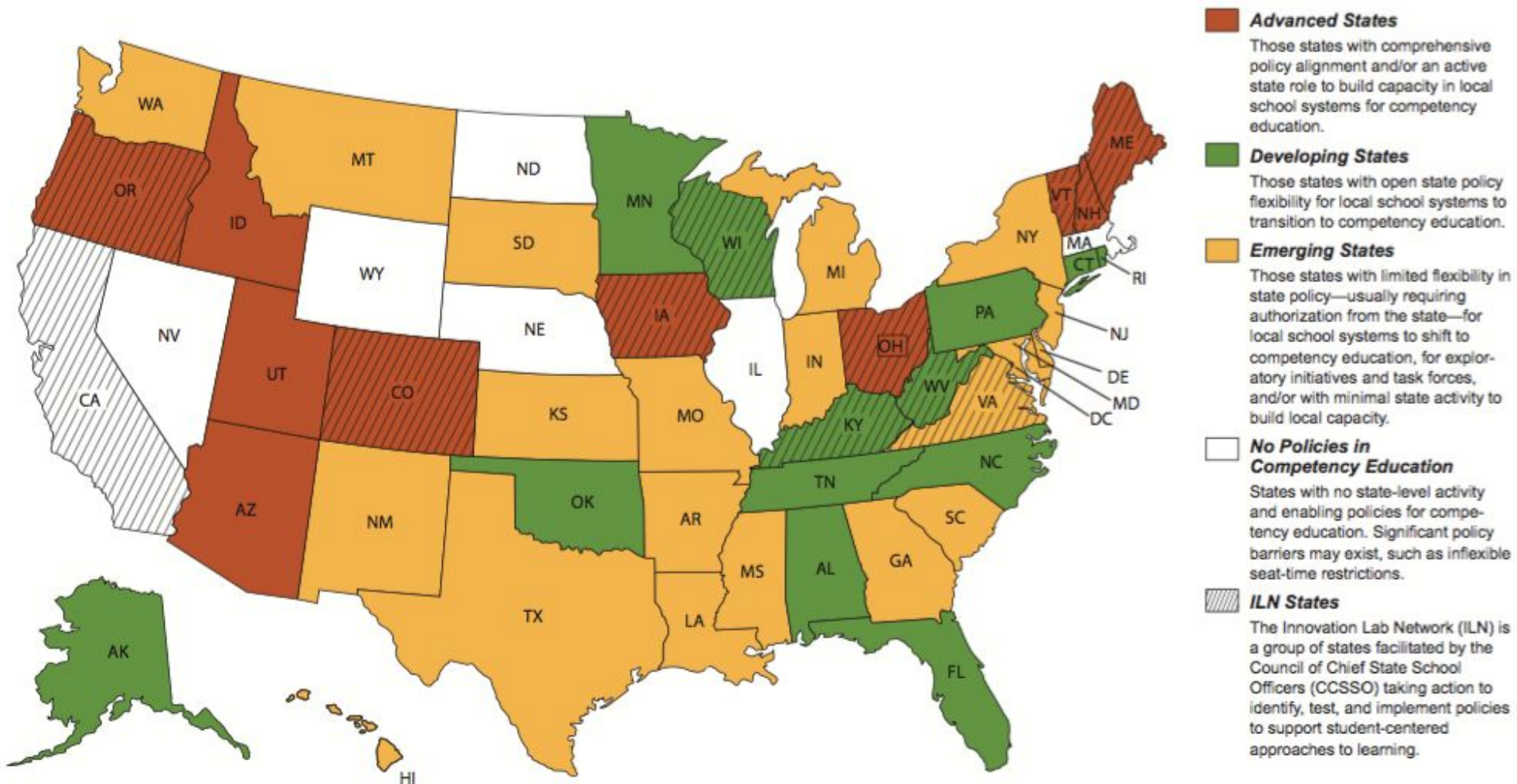
- National Summit on K-12 Competency-Based Education
 - Equity
 - Meeting Students Where They Are
 - Quality
 - Policy
- Other
 - Integrated information systems designed around student learning
 - Intersection with higher education
 - Teacher pre-service and professional learning

Q & A

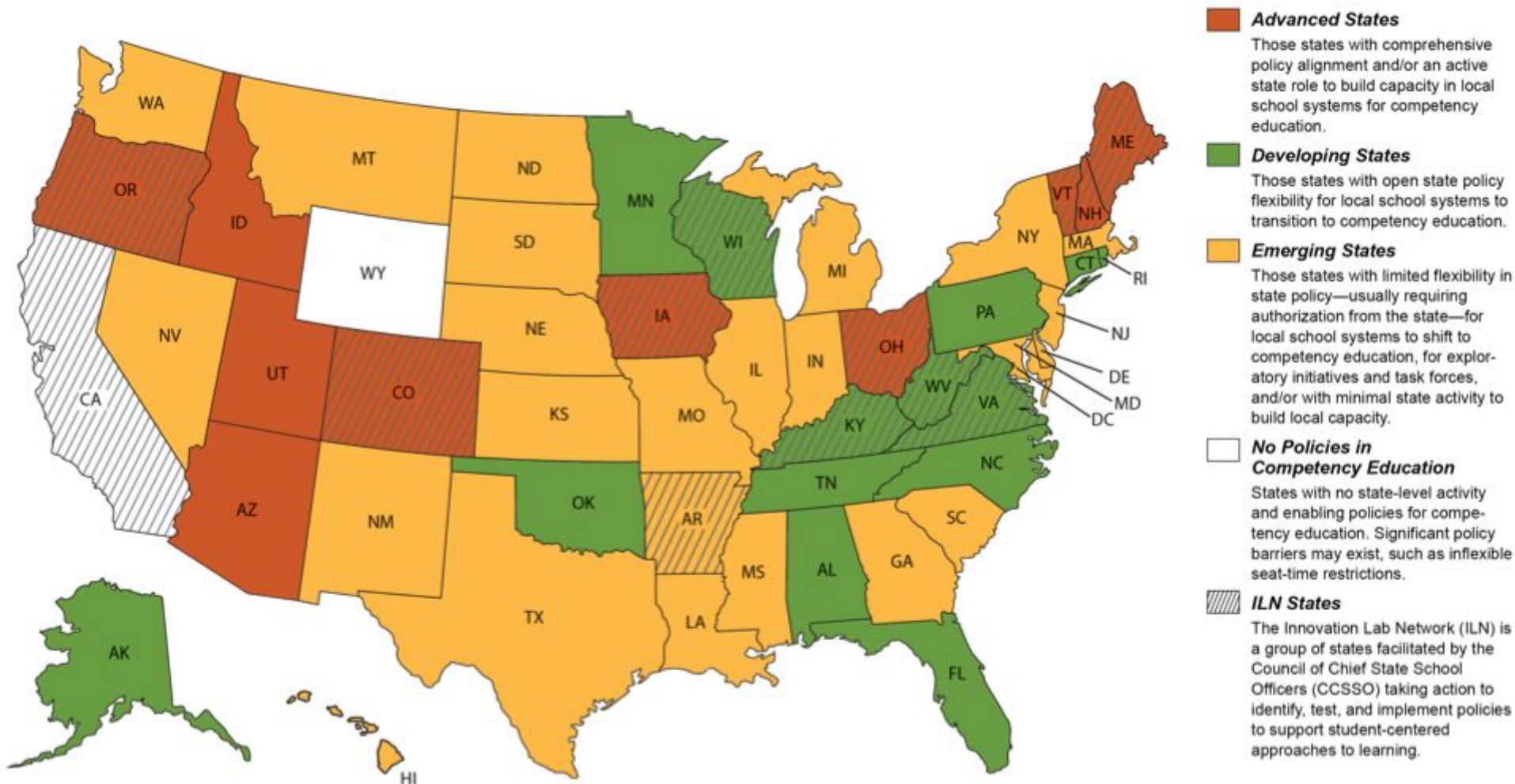
A Snapshot of K-12 Competency Education Policy - 2012



A Snapshot of K-12 Competency Education Policy - 2016



A Snapshot of K-12 Competency Education Policy - 2017



Every Student Succeeds Act (ESSA)

December 10, 2015







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

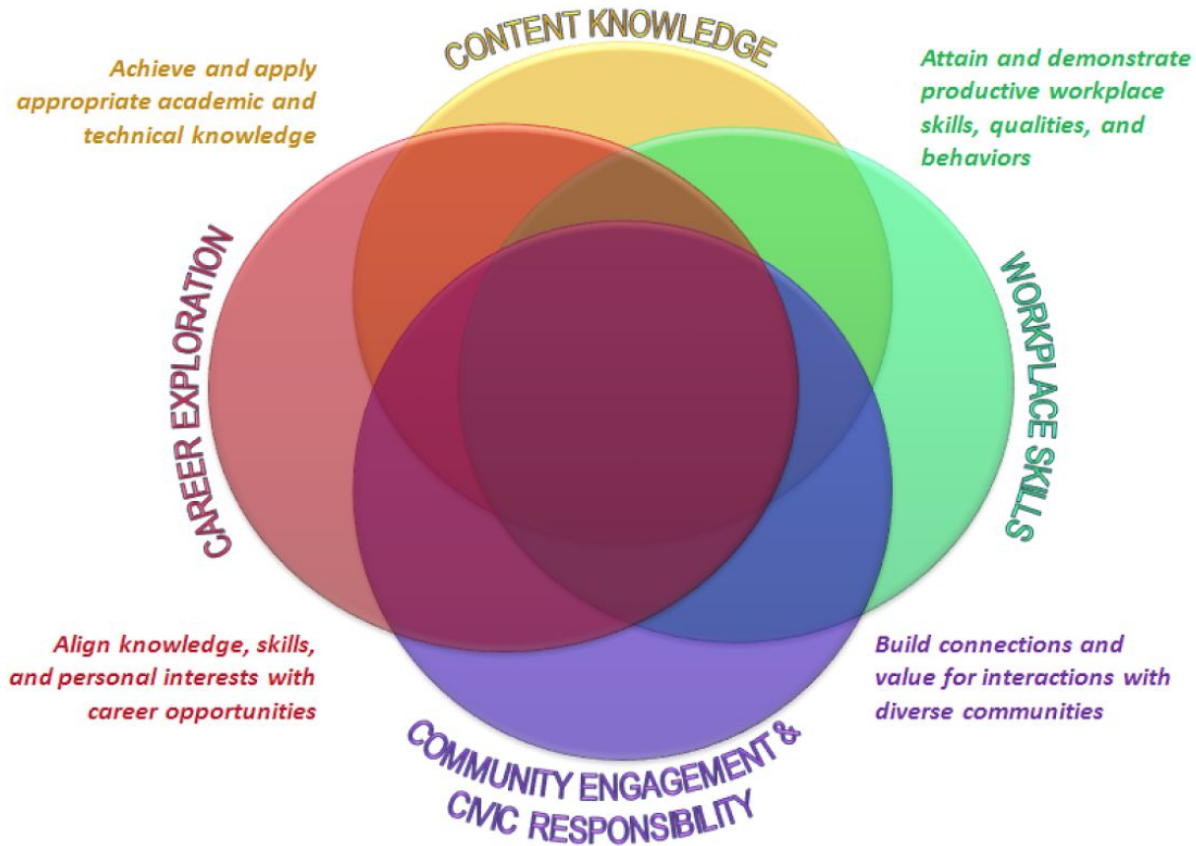
WRITTEN BY:
Susan Patrick
Maria Worthen
Dale Frost
Susan Gentz

Redefining Student Success

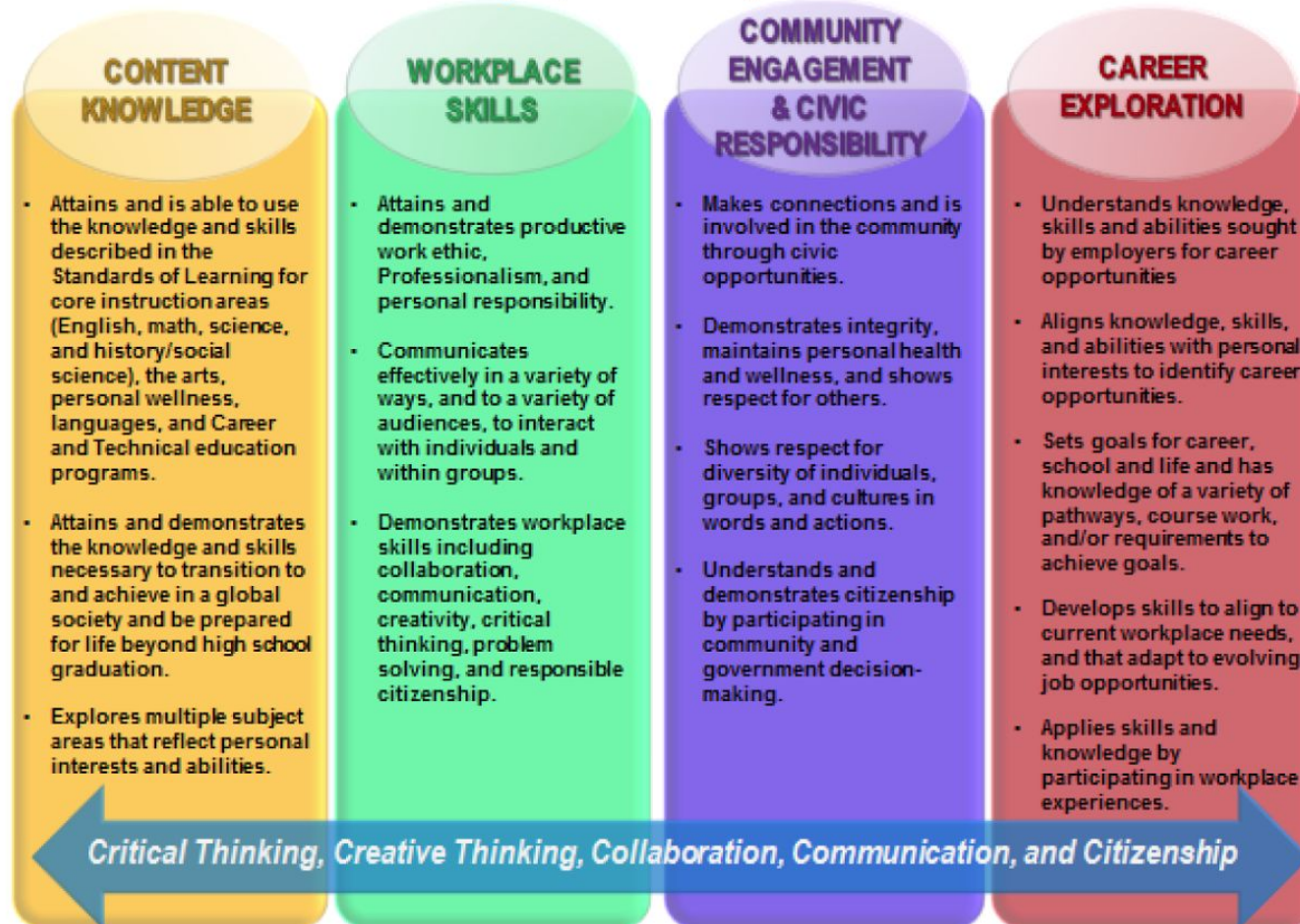
- Opportunity for local stakeholders to come together across communities to ask:
 - What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
- Opportunity for states to develop “profile of a graduate” to meaningfully drive system redesign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

Example: Virginia's Profile of a Graduate

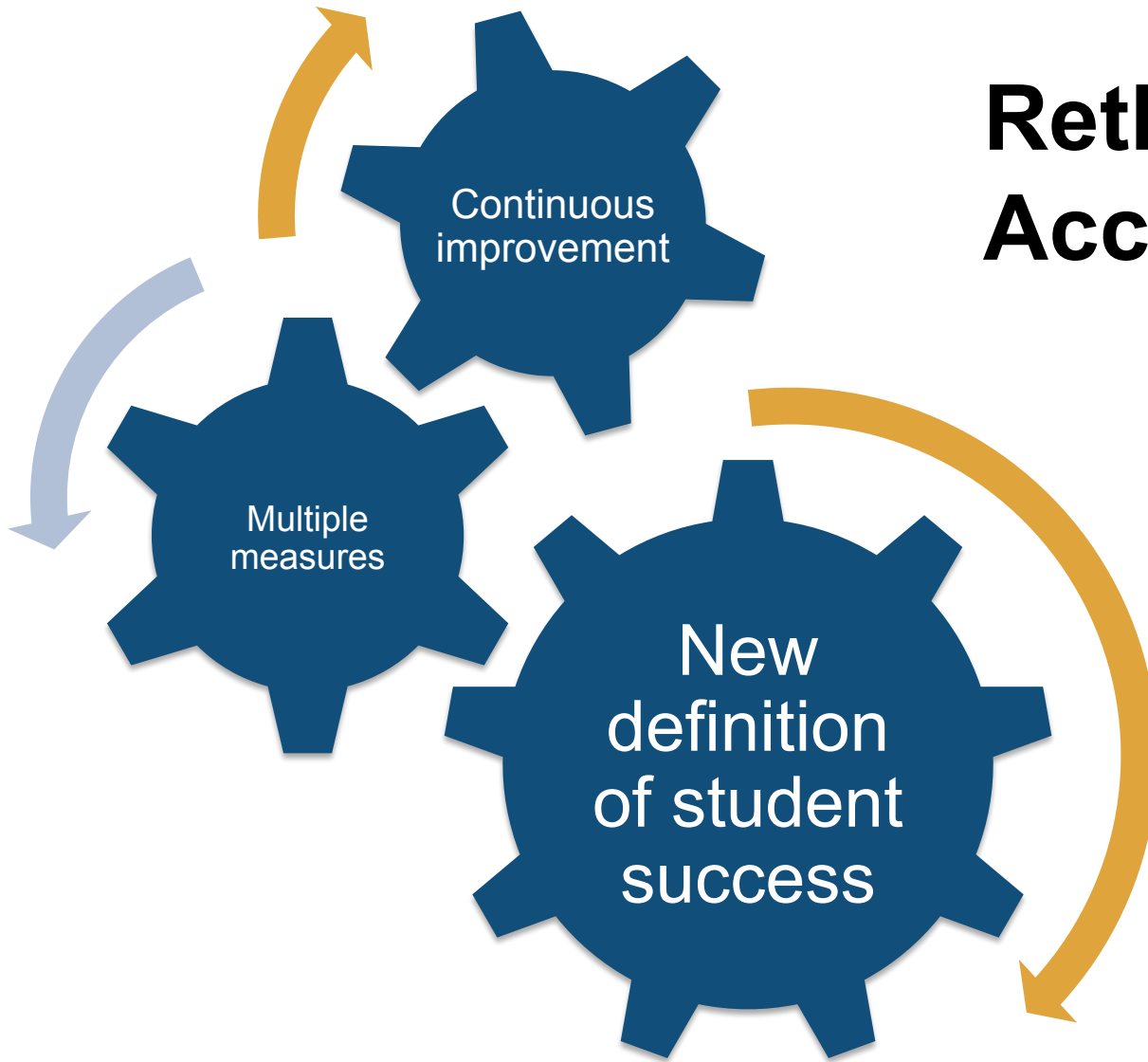
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will,
During His or Her K-12 Educational Experience:



Profile of a Virginia Graduate In Virginia, the Life Ready Individual:



Rethink Accountability




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



Systems of
assessments
can use
combo of:

- Summative assessments
- Interim assessments*
- Formative assessments**

Assessments
can include:

- Adaptive items
- Performance tasks

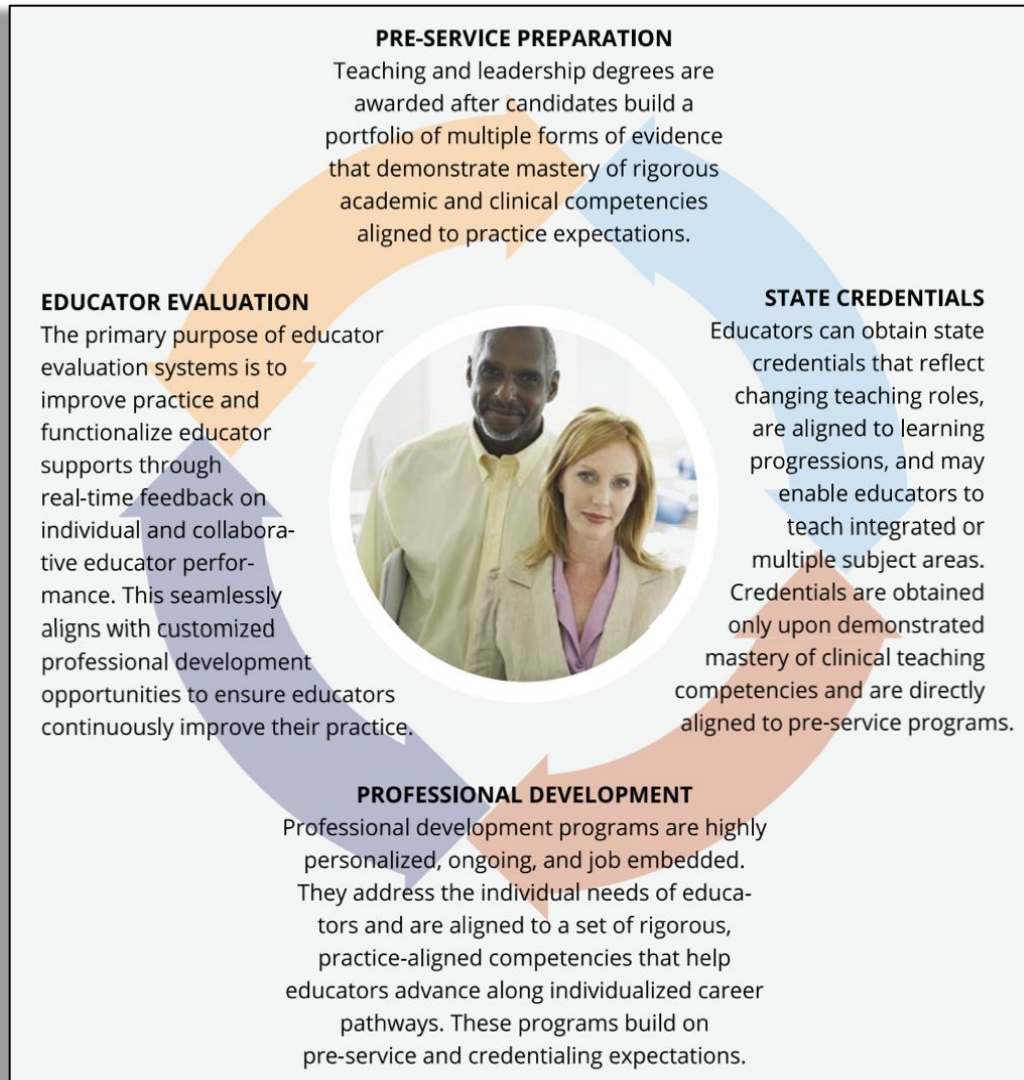
* Must be able to combine into single summative determination of proficiency.

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

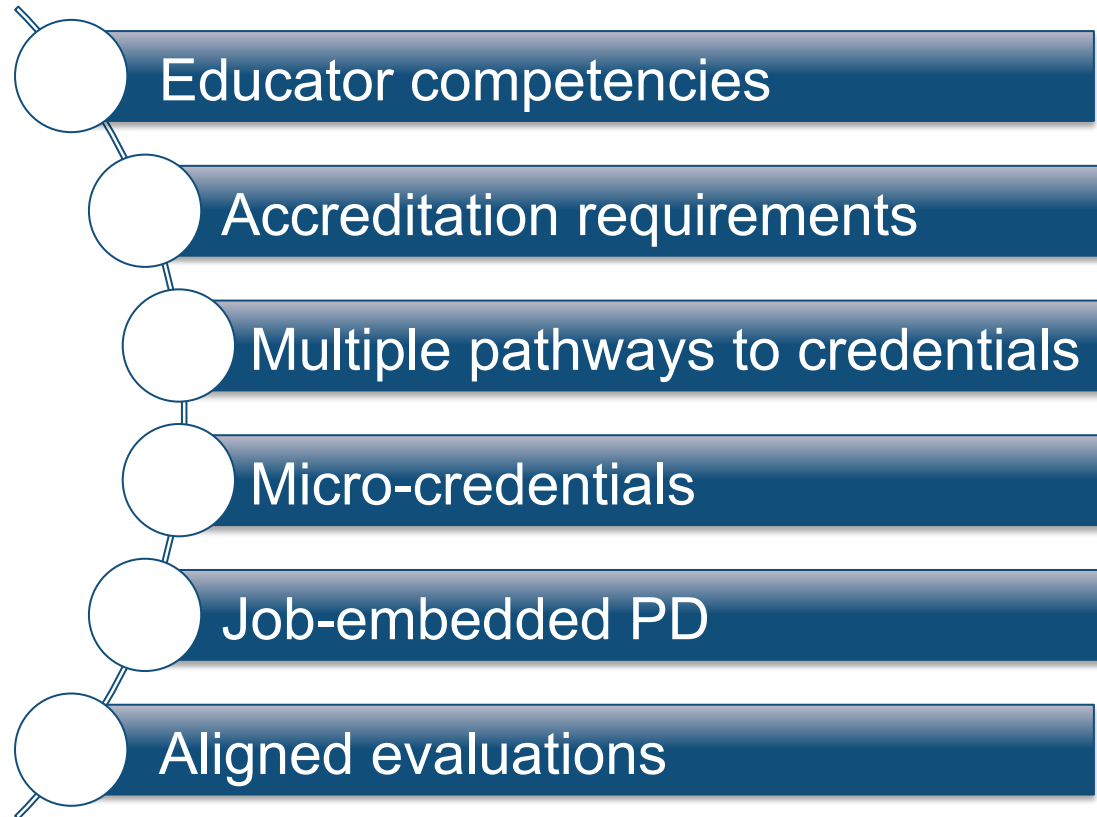
Innovative Accountability & Assessment Demonstration Authority

- 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

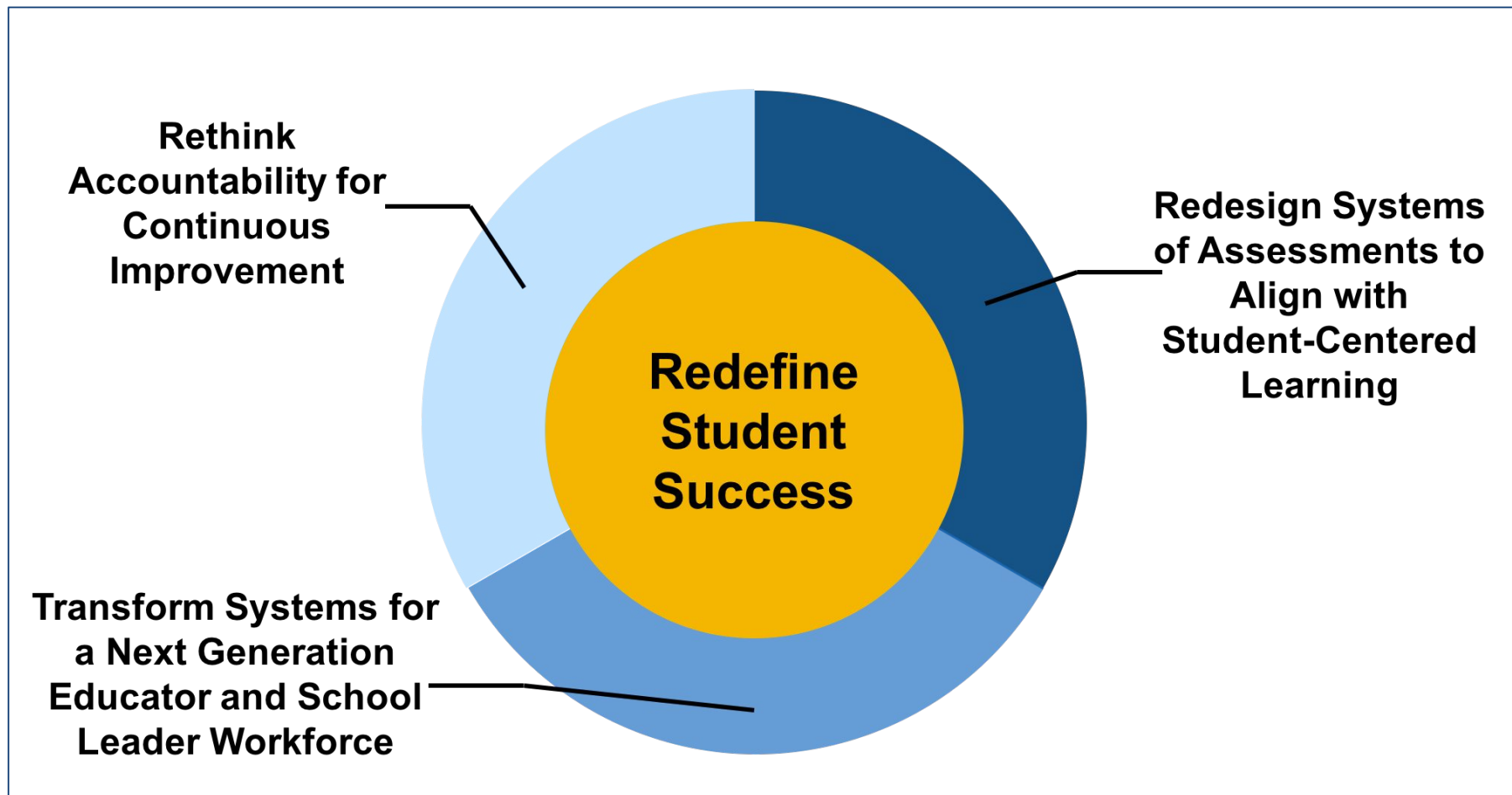
Next Generation Educator Development: A Competency-Based Continuum



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



Meeting ESSA's Promise: State Policy to Support Personalized Learning

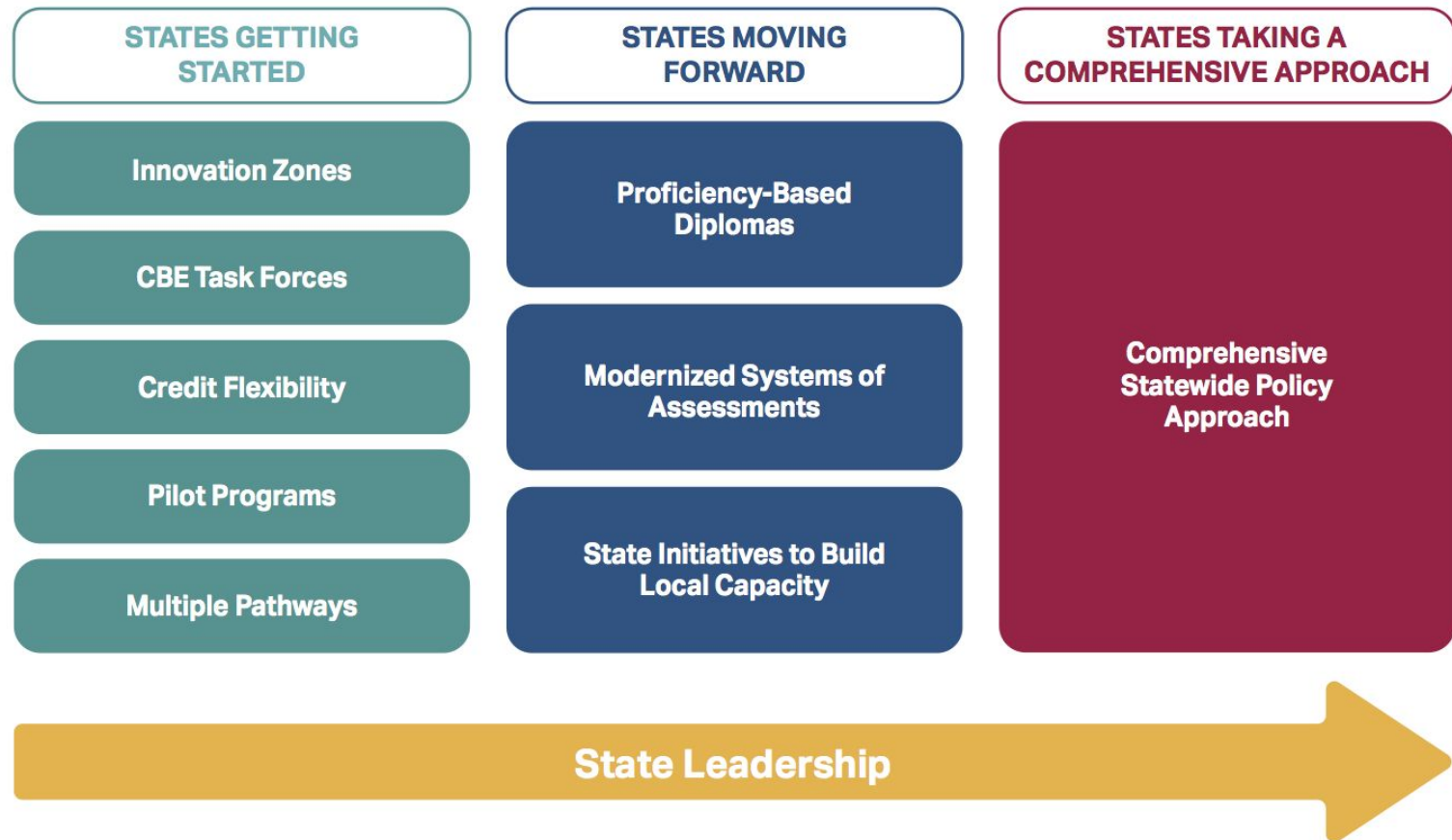
New Policy Opportunities Under ESSA

- + 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.

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

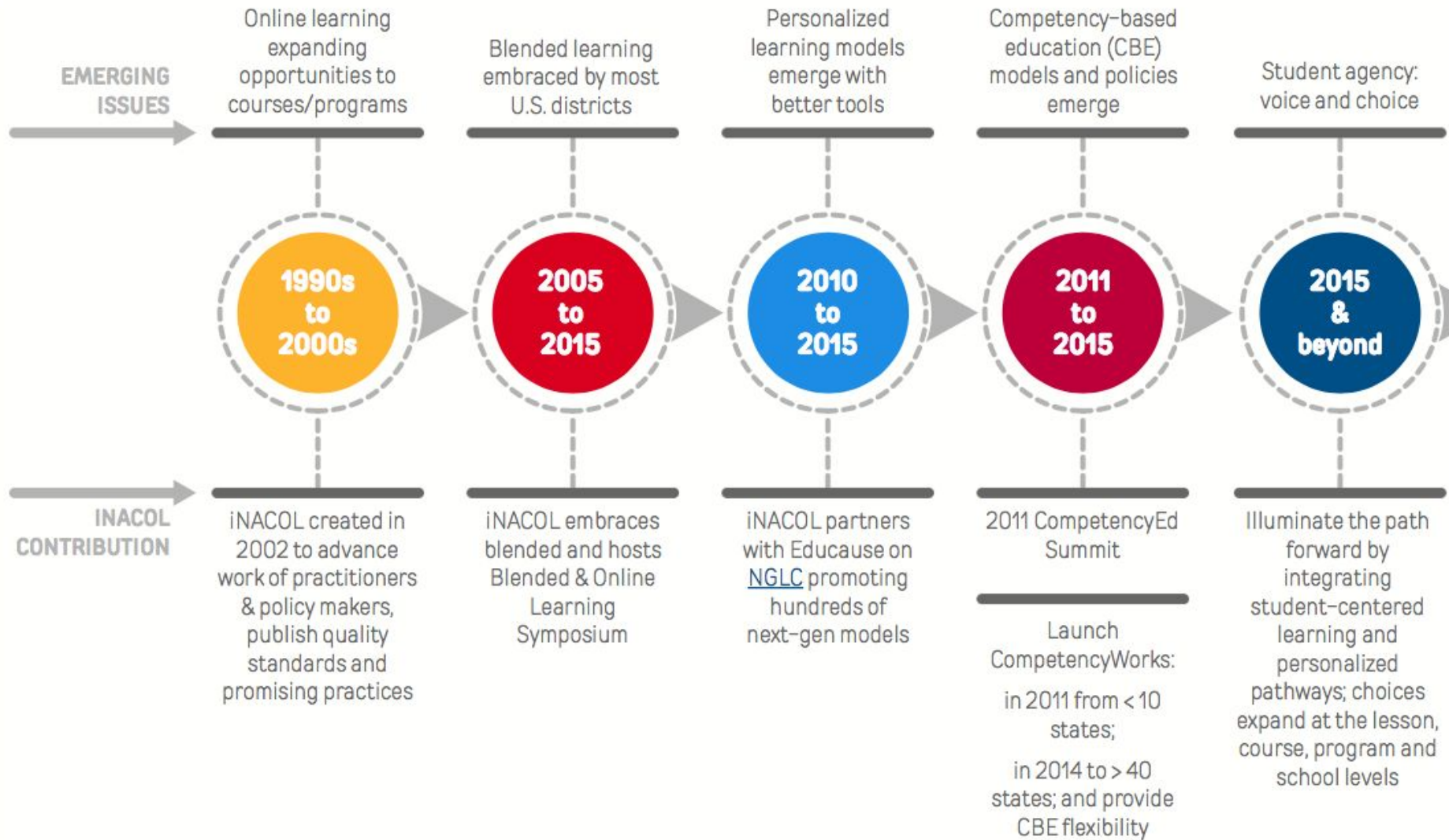


Q & A

Contact Information

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- ❖ 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