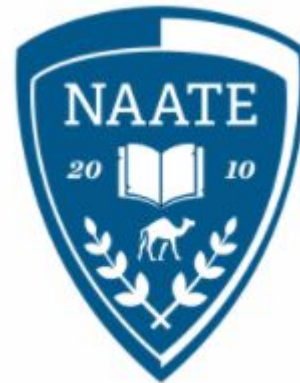Personalized Learning Summit 2017

Mapping Mastery Building educator Capacity for Personalized Learning

@edelements

bit.ly/PLSWorkshopSurvey

#PLSummit

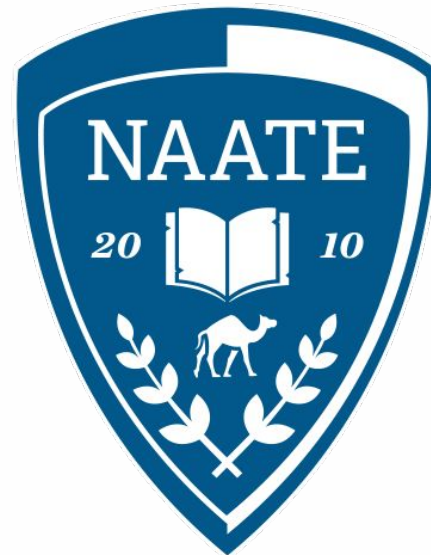# Please sit at a table with a topic card that you are most interested in:

- Pedagogy & Content
- Metacognition
- Social-Emotional Learning
- Data & Assessment
- Teacher Leadership & Adult Learning

Mapping Mastery
Building Educator Capacity for Personalized Learning

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Today's Agenda

A quick overview of today's session:

- Share the results of our research study of the skills and competencies associated with teaching and learning in a PL environment.

- In small groups, reflect on audience members' efforts to implement innovative instructional and social-emotional learning in PL settings.

- Engage in a discussion of the key instructional and social-emotional learning implications of our study.

NAATE's Mission

NAATE's mission is to develop, leverage, and retain our nation's top-tier educators for improved student and school performance through an intense, advanced program of study that balances instructional mastery and leadership.

We rely on the case study method to engage in discussion-based learning, and recent academic research on topics ranging from leadership, teaming, pedagogical content knowledge, and organizational effectiveness.

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Rationale and Need for NAATE

Why

High rate of teacher & leader churn ➡ Loss of talent ➡ Impact on system

Talent crisis disproportionately impacts high-needs communities

No elite academy for K – 12 educators

What

Differentiated program for top-tier teachers

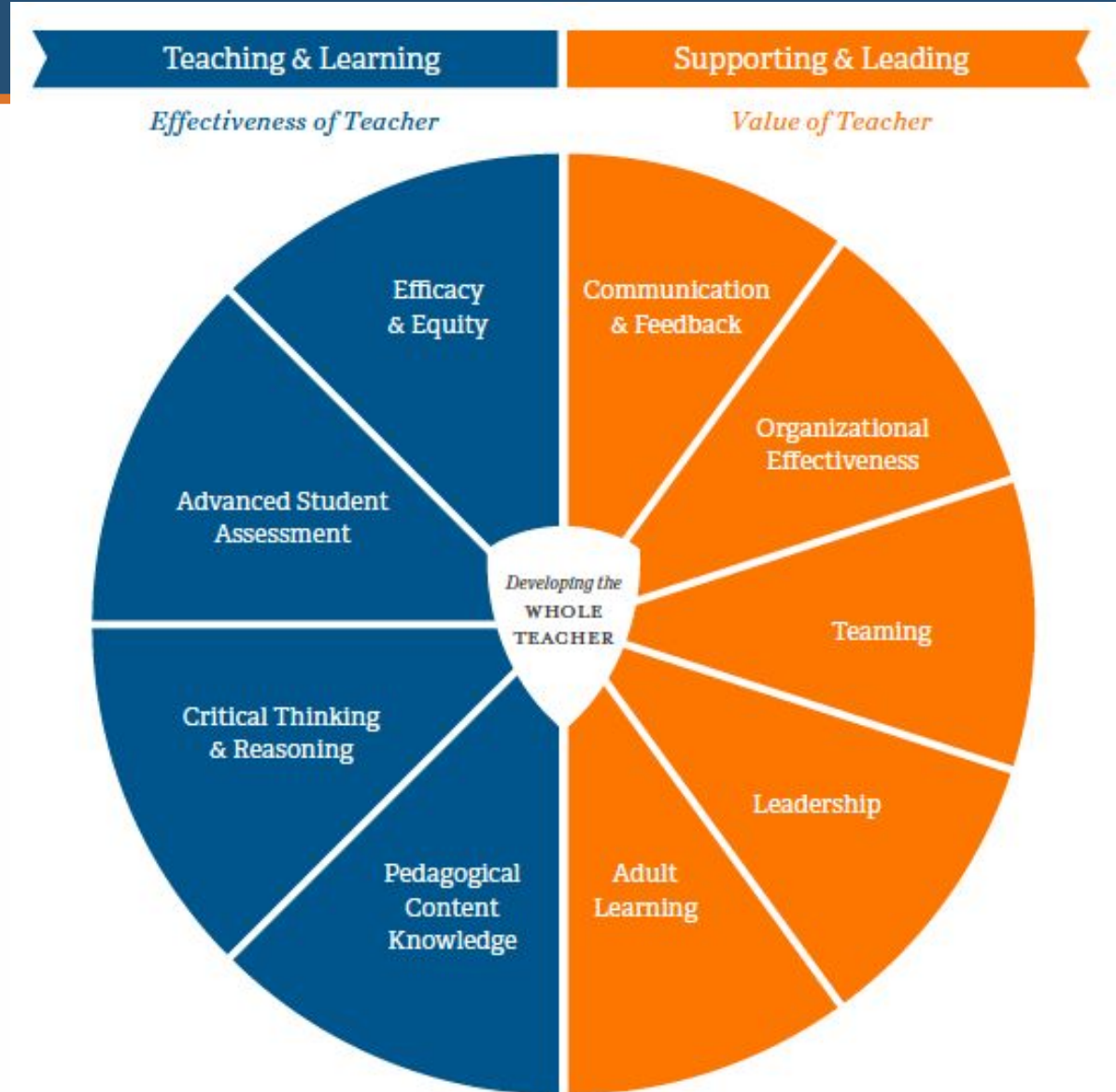Cross-sector (district, charter, faith-based)

Cross-discipline and all grade-levels, K - 12

National, residential cohort model

Inductive, peer-to-peer, discourse-based approach to learning

Overview of NAATE Program Content

NAATE focuses on both the art and craft of teaching and learning and the "soft skills" (supporting and leading adults) necessary to be an effective and valuable peer, colleague and member of school community.

NAATE's Interest in Personalized Learning Schools

- Served teachers from these new student-centered school models

- Saw opportunity to support new designs through development of talent

- PL schools are evolving school approaches to leadership and management

- Students and staff in these models have increased flexibility and autonomy

Raised funds to study PL schools &

Teacher competencies/needs in these settings

Guiding questions for study

- What are the unique core competencies and skills of high-performing PL teachers?

- What professional learning offerings are necessary to develop and retain talent in PL settings?

Methodology

- Over the spring and fall of 2016, NAATE visited, spending a few days at each site, 8 PL schools, representing both stand alone charter schools and four charter networks.

- We conducted mostly qualitative research, interviewing teachers, school leaders, students, instructional coaches, education researchers, and senior leaders at the network level, and conducted observations of classrooms to help us answer our research questions.

NAATE Studied Existing Teacher Competency Frameworks

NAATE Team Researched and Observed a Range of Personalized Learning Schools

5 Domains of Personalized Learning

Themes Across Domains: Ambitious Shift from Teacher-Led Toward Student-Led Learning

1. Desired shift from what was once the domain of teachers toward students

   (e.g. goal-setting, reflection and planning, decision-making, ownership)

2. Student-teacher **relationships sit at the center of personalization**

3. Shift toward choreographing and curating learning experiences rather than "teaching" or "delivering" ➡ Need for striking a balance across multiple elements of learning

   - Personalization vs. community or larger group

   - Teacher-determined vs. student-determined

   - Blended platform vs. small group vs. playlist vs. individual research

4. Need for investment in teacher development alongside models

Key Findings

Domain 1: Pedagogy & Content

- NAATE's findings suggest that personalized learning models require as deep an understanding of content and pedagogy as more traditional schools. While schools are now able to deliver lower-order skill-building learning experiences on blended learning platforms, the need for higher-order engagement of students still rests on the shoulders of teachers.

- Consistently, the NAATE team observed PL educators working to leverage a wide array of technologies and instructional resources, and employ different pedagogical models during class time (including Socratic seminar, individual work time, small group, blended learning platforms). In some instances, these modes of learning tended to function as separate and independent of one another.

- With the increase in the number of learning tools at their disposal, teachers are still working to define when and for what purposes they should use which tools. If the purpose of personalization is to help students deepen their understanding and do so at their own pace and in their own place, then the question for teachers is how to choreograph a set of experiences that are appropriately matched to the desired learning objectives given the myriad of new choices.

Domain 2: Metacognition

- For students to be the drivers of their own learning, they need a rich set of metacognitive skills. Students must be able to self-regulate, plan, self-assess, modify and reflect on their own learning.

- The aspect of metacognition that is most immediately visible and most frequently cited in PL settings is that of regular goal-setting on the part of students. Goal setting has been shown to "help students learn to take control of their own learning by defining learning goals and monitoring their progress in achieving them" (Bransford, 2000, p. 19).

- At nearly all of the PL schools that NAATE visited, there was an explicit and ongoing focus on goal setting: students were engaged in goal-setting activities either on a daily or weekly basis.

- NAATE's observation about goal-setting practices suggests that the goal-setting could be more appropriately and robustly rooted in the content, skills and personal attributes students are working to develop.

Domain 3: Social-Emotional Learning

- Given the centrality of student ownership in PL models, educators in these settings must be even more attuned to the psycho-social needs of students so that they can support students to be successful.

- Currently, the development of educators in PL settings seems to be focused more on the transactional elements of social-emotional learning such as the structure of advisories or the curricula teachers are using with students, and less about adults' personal capacity to forge and navigate relationships with their students and each other.

Domain 4: Data & Assessment

- The promise of personalized learning lies in the opportunity for students to engage in a learning pathway that is customized, based on his or her strengths, areas for development, interests and learning modalities. Personalized learning schools are generating an enormous array of data from a range of sources. Ideally, access to such data enables teachers to develop a sophisticated understanding of students.

- Even as data systems become integrated and more teacher-friendly in nature, PL educators would benefit from more clearly defined expectations on how teachers should use, integrate and make decisions based on the data that is generated across the range of platforms and learning experiences.

Domain 5: Teacher Leadership & Adult Learning

- The roles that teachers are playing in PL schools seems somewhat unique, as teachers are experimenting, iterating, and creating dramatically different models of schooling, and are also playing a central role in facilitating their peers' professional development on novel and emerging practices.

- Teachers are asked to lead professional development for peers, and are even leading sessions for teachers from across the nation who are adopting their methods. In some cases, relatively new teachers are expected to provide support to even newer teachers.

- There is much interest in finding ways to personalize professional learning for teachers. Some investment has been made in platforms for professional development for teachers that allow for some level of customization of learning – both by national entities and school networks themselves.

- There is much opportunity to help schools design more intentional approaches to professional learning.

Small Group Discussion

Report Out – please choose a spokesperson and read your discussion question out loud for the group

- What trends do you notice?

- From your perspective, what are the implications for personalized learning?

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Thank You!
Please take an Executive Summary of our PL study

For more information, please feel free to contact us via email, or visit our website:

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