Instruction
In a Personalized Learning Classroom

March 17-18, 2016
High School Redesign in Action
From the Great Schools Partnership

Courtney Jacobs, Senior Associate

Michelle Milstein, Senior Associate
Outcomes

Examine **instructional practices, classroom structures** and **lesson designs** that support personalized learning
Outcomes

Wrestle with **personalized learning scenarios** and identify **key moves** to transition from a teacher-centered to a **student-centered environment**
Agenda

Welcome and Review of the Agenda

Overview and Self-Assessment

What is Personalized Learning?

Learner Centered Continuum in the Classroom

Personalized Learning Scenarios

Closing
Resources

greatschoolspartnership.org/nessc16_instruction
Is a non-profit support organization based in Portland working nationally with schools, districts and state agencies, providing coaching, and developing tools.
GSP has served as the coordinator of the New England Secondary School Consortium since its inception in 2009.
We Believe

In equitable, personalized, rigorous learning for all students leading to readiness for college, careers, and citizenship
We Believe

That schools must simultaneously attend to policy, practice, and community engagement.
We Believe

School improvement is context-based, not one-size fits all
10 Principles Of Proficiency-Based Learning
Proficiency-Based Learning Simplified
A Great Schools Partnership Learning Model

Ten Principles of Proficiency-Based Learning

Over the past decade, the movement to adopt proficiency-based approaches to teaching, learning, and graduating has gained momentum throughout the United States, as more educators, parents, business leaders, and elected officials recognize that high academic expectations and strong educational preparation are essential to success in today’s world. Schools use proficiency-based learning to raise academic standards, ensure that more students meet those higher expectations, and graduate more students better prepared for adult life.

To help schools establish a philosophical and pedagogical foundation for their work, the Great Schools Partnership created the following “Ten Principles of Proficiency-Based Learning,” which describe the common features found in the most effective proficiency-based systems:

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school’s grading and reporting system).

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.
Ten Principles of Proficiency-Based Learning

1. All learning expectations are clearly and consistently communicated to students and families, including long-term expectations (such as graduation requirements and graduation standards), short-term expectations (such as the specific learning objectives for a course or other learning experience), and general expectations (such as the performance levels used in the school's grading and reporting system).

2. Student achievement is evaluated against common learning standards and performance expectations that are consistently applied to all students regardless of whether they are enrolled in traditional courses or pursuing alternative learning pathways.

3. All forms of assessment are standards-based and criterion-referenced, and success is defined by the achievement of expected standards, not relative measures of performance or student-to-student comparisons.

4. Formative assessments measure learning progress during the instructional process, and formative-assessment results are used to inform instructional adjustments, teaching practices, and academic support.

5. Summative assessments evaluate learning achievement, and summative-assessment results record a student's level of proficiency at a specific point in time.

6. Academic progress and achievement are monitored and reported separately from work habits, character traits, and behaviors such as attendance and class participation, which are also monitored and reported.

7. Academic grades communicate learning progress and achievement to students and families, and grades are used to facilitate and improve the learning process.

8. Students are given multiple opportunities to improve their work when they fail to meet expected standards.

9. Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.

10. Students are given opportunities to make important decisions about their learning, which includes contributing to the design of learning experiences and learning pathways.

→ Download the Ten Principles of Proficiency-Based Learning (.pdf)

→ See the Research Evidence Supporting the Ten Principles
#9

Students can demonstrate learning progress and achievement in multiple ways through differentiated assessments, personalized-learning options, or alternative learning pathways.
### 1.2 PERSONALIZATION + RELEVANCE

#### STEP 1 >> READ THE PERFORMANCE DESCRIPTIONS

<table>
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<tr>
<th>1</th>
<th>INITIATING</th>
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<tr>
<td>Teachers use a limited repertoire of instructional strategies. Curriculum design and lesson planning reflect whole-group learning targets with little personalization or differentiation. The school is not organized to provide personalized learning or mitigate performance gaps, and teachers do not have timely access to data on individual student learning needs or progress. In-depth inquiry, student collaboration, and the application of real-world skills are absent from most courses and lessons.</td>
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<th>3</th>
<th>DEVELOPING</th>
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<tr>
<td>The school’s vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers report that the time is not being used effectively.</td>
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<td>The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in designing their own education and planning for future learning. By using personal learning plans, portfolios, rubrics, online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children’s academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.</td>
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#### STEP 4 >> SCORE YOUR SCHOOL

Place an X on the scale below to indicate your school's performance in this dimension.

<table>
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<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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<tbody>
<tr>
<td>NOT ADDRESSED</td>
<td>INITIATING</td>
<td>DEVELOPING</td>
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</table>
### 1.2 Personalization + Relevance

#### Step 1 >> Read the Performance Descriptions

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#### Step 2 >> Score Your School

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<tr>
<th></th>
<th>Not Addressed</th>
<th>Initiating</th>
<th>Developing</th>
<th>Performing</th>
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#### Step 3 >> Developing

The school’s vision and mission have been revised to reflect a school-wide commitment to serving all students. Teachers are actively learning about personalization and differentiation. Most teachers have received professional development and support for using formative assessments, new learning technologies, and student-centered strategies that can help identify student needs and increase academic personalization. Courses are still fairly traditional, classroom-based experiences, but teachers are beginning to use instructional practices proven to engage diverse types of learners. The school has implemented an advisory structure for students, but both students and teachers need to understand and use it more effectively.

#### Step 4 >> Performing

The faculty has made a bold public commitment to creating a student-centered culture and learning environment, and personalized instructional strategies designed to meet the intellectual, developmental, social, and emotional needs of every student reflect this commitment. Teachers regularly review student data to diagnose learning needs and improve instructional practice. The school has implemented systems (such as advisories) that help teachers get to know their students well. The school provides a variety of curriculum options, universal access to digital technologies, and multiple learning pathways both within and outside of the classroom. Students take a proactive role in taking ownership of their learning experience. Teachers help students learn to take responsibility for their learning. Teachers use online course-management tools, or other strategies, teachers help students manage their own educational experience. Teachers and school leaders regularly communicate with parents, encourage their involvement in the academic life of their children, and use Web-based tools to ensure that parents are knowledgeable about their children’s academic progress. Classroom instruction emphasizes real-world concepts and applications, including hands-on learning, problem solving, research, technological literacy, and current national and international issues.
What is Personalized Learning?

...and what is it NOT?
## Personalized Learning
### Learner-Continuum in the Classroom

<table>
<thead>
<tr>
<th>Learner as a Participant</th>
<th>Learner as a Co-Designer</th>
<th>Learner as a Designer</th>
<th>Learner as an Advocate</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>The Teacher...</strong></td>
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<td><strong>The Teacher...</strong></td>
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<tr>
<td>• Identifies learning standards and makes them visible</td>
<td>• Identifies the learning standards and discusses them with students</td>
<td>• Shares learning standards and facilitates the students’ collaboratively making meaning of them</td>
<td>• Helps students identify current challenges or problems</td>
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<tr>
<td>• Creates a menu of options for students to meet learning standards</td>
<td>• Shares options for ways the students might engage with learning material, allows students to present alternate methods</td>
<td>• Provides a forum for considering what topics would best support learning of the standards</td>
<td>• Acts as a resource as students, independently or collaboratively, align standards to the challenge or problem</td>
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<tr>
<td>• Provides choices for students to demonstrate learning for assessment purposes</td>
<td>• Provides exemplars of quality work</td>
<td>• Develops a set of parameters and helps students craft a plan for learning, independently and collaboratively, based on their interests and questions</td>
<td>• Supports students as they craft an action plan for solving the challenge or problem that is inclusive of ways to learn the skills and knowledge necessary for success</td>
</tr>
<tr>
<td>• Conducts ongoing formative assessments to determine student readiness or progress toward a learning goal</td>
<td>• Outlines assessment criteria</td>
<td>• Facilitates goal setting and reflection</td>
<td>• Supports goal setting</td>
</tr>
<tr>
<td><strong>The Learner...</strong></td>
<td><strong>The Learner...</strong></td>
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<td><strong>The Learner...</strong></td>
</tr>
<tr>
<td>• Engages in learning experiences outlined by teacher</td>
<td>• Collaborates with the teacher on designing learning experiences</td>
<td>• Designs learning experiences based on expressed standards and learning outcomes</td>
<td>• Identifies a problem he/she is passionate about and articulates the purpose for the learning around learning standards and outcomes</td>
</tr>
<tr>
<td>• Makes choices about assessments and learning from a list of options determined by the teacher</td>
<td>• Makes choices about how to demonstrate their learning based on the assessment criteria and proposed task</td>
<td>• Individually or with peers, determines how they will demonstrate their learning based on their interests, strengths, and learning needs</td>
<td>• Takes the lead in designing a solution or action plan for addressing the problem and builds a collaborative network of resources to aid them in implementing their plan</td>
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<tr>
<td>• Uses results from formative assessments to identify next steps in learning</td>
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What additional information and/or ideas does this provide regarding the question:

“What is personalized learning?”
Identify Personalized Learning Practices

- Watch Video
- Assess classroom practice using Learner Centered Continuum
- Fill in video response chart
- Share
Personalized Learning

Scenarios: Emerging, Developing, Performing

Choose a group based on your:

• Self-assessment at the beginning of our session

• Interests and needs

• Desire to share your expertise/experiences with others
Personalized Learning

Scenarios: Emerging, Developing, Performing

Questions to consider:

• What are the potential constraints (time, space, etc.) in the situation?

• What ideas or strategies might the educator implement to lead to a more personalized approach?

• Other questions or struggles you (or others) might have come up with earlier in our session.
• What was one constraint you identified in your scenario?

• What is one idea or strategy your group generated to lead to a more personalized approach?
Exit Ticket

• What elements of personalized learning did you see built into our session today?

• What constraints might we have faced in incorporating personalized learning strategies into our session today?

• How could we make this session a more personalized learning experience for participants next time?
Questions?
THANK YOU

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