Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success
GoToWebinar Technical Assistance: 1-800-263-6317

To submit live questions, please use the “Questions” box

A recording of the webinar and other resources will be available at [www.aypf.org](http://www.aypf.org) and [www.ccrscenter.org](http://www.ccrscenter.org).
Follow the Conversation on Twitter!

@AYPF_Tweets

@NNSTOY

#PersonalizedLearning for #CCRS
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

  
  *Tuesday, September 19th. Recording available online.*

- **Webinar 2:** Key Teaching and Learning Shifts for Personalized Learning: Preparing for Success

- **Webinar 3:** Supporting Students with Disabilities through Personalized Learning

  *Monday, January 8, 2018 at 2:00-3:15pm ET*
Developing and supporting initiatives that promote career readiness (e.g., employability skills, career and technical education, & work-based learning)

Building postsecondary pipelines that support the transition of students from secondary to postsecondary education and careers

Promoting data use to determine when students are college and career ready through accountability measures, early warning indicators, & cross-sector data use

Supporting states with the planning & implementation of Every Student Succeeds Act (ESSA) to support states’ college and career readiness visions & connections to states’ plans for the Carl D. Perkins Act, Workforce Investment Opportunities Act (WIOA), & Higher Education Act (HEA)
Today’s Presenters

- **Mark Williams**, Technical Advisor, Center on Innovations in Learning
- **Sam Redding**, Senior Learning Specialist, Center on Innovations in Learning
- **Catherine Jacques**, Researcher, American Institutes for Research
- **Rebecca Snyder**, English Teacher, Greater Latrobe Senior High School, Latrobe, Pennsylvania; 2009 Pennsylvania Teacher of the Year
- **Kevin Erickson**, Director, KM Perform, Kettle Moraine, Wisconsin; Vice President of Instructional Design, Epiphany Learning
Understanding Personal Competencies

#PersonalizedLearning for #CCRS
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.
INNOpods
A Journey through Personalized Learning

...and many more! Visit the link below:

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

PERSONALIZED LEARNING
Resources
The Shift to Building Capacity to Learn

To personalize learning is to:

build the learning capacity of the individual student to be an:
- independent,
- self-regulating,
- skilled, and
- motivated learner.
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.

The teacher personalizes by -

incorporating a deep understanding of each student’s:

- interests,
- aspirations,
- background,
- attained mastery, and
- behavioral idiosyncrasies.
What the Research Tells Us

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Classroom Management</td>
</tr>
<tr>
<td>2.</td>
<td>Metacognitive Processes ★</td>
</tr>
<tr>
<td>3.</td>
<td>Cognitive Processes ★</td>
</tr>
<tr>
<td>4.</td>
<td>Home Environment/Support</td>
</tr>
<tr>
<td>5.</td>
<td>Student-Teacher Social Interactions</td>
</tr>
<tr>
<td>6.</td>
<td>Social/Behavioral Attributes ★</td>
</tr>
<tr>
<td>7.</td>
<td>Motivational-Affective Attributes ★</td>
</tr>
<tr>
<td>8.</td>
<td>Peer Group</td>
</tr>
<tr>
<td>9.</td>
<td>Quality of Instruction—student engagement</td>
</tr>
<tr>
<td>10.</td>
<td>School Culture</td>
</tr>
<tr>
<td>11.</td>
<td>Classroom Climate</td>
</tr>
<tr>
<td>12.</td>
<td>Classroom Instruction—clear and organized</td>
</tr>
<tr>
<td>13.</td>
<td>Curriculum Design</td>
</tr>
<tr>
<td>14.</td>
<td>Academic Interactions</td>
</tr>
<tr>
<td>15.</td>
<td>Classroom Assessment</td>
</tr>
</tbody>
</table>

Most Influential School/Environment Effects and Student Attributes

Four of the top 7 are framed as Personal Competencies

The Propellants of Learning

Personal Competencies Propel Learning

• **What** I Know (Cognitive Competency)

• **How** I Learn (Metacognitive Competency)

• **Why** I Learn (Motivational Competency)

• **How** I Relate (Social/Emotional Competency)
Enhanced Lesson Design

St. Thomas/ St. John School District, Virgin Island

*Personalizing well-designed lesson through enhanced lesson design*
The purpose of Enhanced Lesson Design is to intentionally personalize a high-quality lesson plan and infuse one or more strategies to personalize and enhance students’ personal competencies.
# My Plan

<table>
<thead>
<tr>
<th>SUBJECT</th>
<th>COURSE</th>
<th>GRADE LEVEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td><strong>Unit: Unit 2 Cause and Effect</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Lesson Title**: Cause and Effect “Dangerous Crossing”

**Focused Personal Competency Indicator**: E!

**Instructional Modes** (include all modes that apply to your lesson)

<table>
<thead>
<tr>
<th>1. Teacher-Directed Whole-Class Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior Check</td>
</tr>
<tr>
<td><strong>E!</strong></td>
</tr>
<tr>
<td>Review</td>
</tr>
<tr>
<td><strong>E!</strong></td>
</tr>
<tr>
<td><strong>Think</strong></td>
</tr>
<tr>
<td><strong>Stimulate Interest</strong></td>
</tr>
<tr>
<td><strong>E!</strong></td>
</tr>
<tr>
<td><strong>Know</strong></td>
</tr>
<tr>
<td><strong>Teach</strong></td>
</tr>
<tr>
<td><strong>E!</strong></td>
</tr>
<tr>
<td><strong>Show</strong></td>
</tr>
<tr>
<td><strong>Check For Understanding</strong></td>
</tr>
</tbody>
</table>
**Enhance Focused Personal Competency Indicator**

Select an indicator from the drop down list to enhance this lesson's focus on personal competencies.

- COG 5: Includes rich (complex) reading and application in writing and discussion

Check the instructional mode(s) which will include the enhancement (may select more than one mode):

- [ ] Whole Class
- [x] Teacher - Directed Group
- [x] Student - Directed Group
- [ ] Independent Work
- [ ] Homework

Write a description on how the enhancement will be taught/included.

Teacher - Directed Group: After whole class teacher has students work in small groups discussing the meaning of the poem and what other literature they’ve read that support the same types of interferences, how to derive evidence from the text.

---

**Personalization Strategies**

Describe the personalization strategy (including Instructional Modes):

- **Student Learning Pictures (e.g., graphs, visual displays of learning)**

Cards for a,b,c,d distributed to students. Students respond.
Cognitive - What the Student Knows
Enhance student's cognitive competency by:

COG 1: Reviewing prior learning and connecting it with newly introduced topics.
COG 2: Expecting that specific knowledge is memorized and teaching memorization techniques.
COG 3: Including vocabulary development (general vocabulary and terms specific to the subject) as learning objectives.
COG 4: Identifying and teaching common facts, ideas, phrases, and quotations that the student will encounter in reading and discussion.
COG 5: Assigning rich (complex) reading and the application of the reading in written work and discussion.
COG 6: Encouraging each student's curiosity by providing pathways of exploration and discovery.
COG 7: Reinforcing elements of mastered knowledge through review, questioning, and inclusion in subsequent assignments.
COG 8: Using writing assignments to connect new learning with prior learning and deepen understanding.
COG 9: Encouraging family activities that contribute to students' general knowledge.

Social/Emotional - How the Student Relates
Enhance student's social/emotional competency by:

SEM 1: Including social/emotional objectives in the lesson plan.
SEM 2: Teaching and reinforcing specific pro-social skills.
SEM 3: Modeling or role playing responsible behavior, caring, optimism, and/or positive verbal interactions.
SEM 4: Establishing and reinforcing classroom norms for personal responsibility, cooperation, and concern for others.
SEM 5: Guiding students in managing their behaviors in specific situations to control emotions.
SEM 6: Helping students set and pursue constructive goals for personal development and social relationships.
SEM 7: Teaching students to understand the consequences of their decisions and to attribute the consequences to their behavior.
SEM 8: Using cooperative learning techniques in small group work.
SEM 9: Teaching techniques for appropriate questioning to obtain information, seek help from others, and engage others in conversation.
SEM 10: Engaging parents to promote social/emotional competency at home.
SEM 11: Arranging support services from psychologists and social workers when students demonstrate need for support.

Metacognitive - How the Student Learns
Enhance student's metacognitive competency by:

MET 1: Thinking out loud to show, by example, how a learning task is approached and pursued.
MET 2: Pairing students as problem solver and active listener following instruction and modeling on the culture of thinking, as in the Think Aloud Paired Problem Solving (TAPS) method.
MET 3: Teaching specific learning strategies and techniques, such as active listening, note-taking, strategic reading, organization of content, access to resources, research, questioning, memorization (mnemonics), outlining, practice, analytical thinking, self-monitoring, and test preparation.
MET 4: Teaching the learning process of (a) goal setting and planning (including choice of strategies); (b) monitoring progress through the plan's implementation; and (c) adapting the plan based on feedback (self-check, peer check, teacher appraisal).
MET 5: Including self-checks and/or peer-checks as part of assignment completion.
MET 6: Showing how to chart and graph assignment completion and objective mastery.
MET 7: Including the documentation of learning processes and strategies employed in the completion of an assignment.
MET 8: Teaching the procedures of logic, synthesis, analysis, and evaluation to employ in critical thinking.
MET 9: Teaching techniques for divergent thinking to expand the universe of considerations in creative thinking.
MET 10: Helping parents build students' home study and reading habits.

Motivational - Why the Student Learns
Enhance student's motivational competency by:

MOT 1: Attributing learning success to effort and self-regulation, reinforcing the idea that both actual ability and self-efficacy are malleable and grow with practice; insist upon and reward persistence to mastery.
MOT 2: Connecting learning tasks to the student's personal aspirations.
MOT 3: Differentiating assignments to provide the right balance of challenge and attainability for each student.
MOT 4: Helping students "find the fun" [satisfaction] in learning rather than simply making learning fun.
MOT 5: Stretching the student's interests to find value in new topics (acquired relevance).
MOT 6: Making individual student progress visible with clear indicators.
MOT 7: Includes student choice in assignments or topics.
MOT 8: Provides high levels of student engagement aimed at learning objectives.
MOT 9: Helping parents understand the significance of their verbal attributions of students' successes and disappointments.
It’s not about the teacher’s personality, it’s about how the students think the teacher treats them. Seen through their eyes. (Hattie & Yates, 2014)

Teacher knows me.
Teacher cares about me.
Teacher is competent to help me.
The teacher possesses the power of relational suasion that technology cannot match.
Key Learning Shifts and College and Career Readiness

#PersonalizedLearning for #CCRS
Skills Needed for Student Success

- Academic
- Cross-cutting Skills
- Technical
College & Career Readiness

- 55 million jobs
- 65% require postsecondary training
- 5 million unfilled

Key Skills:
- Judgement
- Decision-making
- Communication
- Analysis
- Administration

Source: Center on Education and Workforce, 2014
Cross-Cutting Skills

- Character
- Growth Mindset
- Grit
- Noncognitive Skills
- Social Emotional Skills
- Deeper Learning Habits
- 21st Century Skills
- Personal Competencies
- Employability Skills
- Soft Skills
What the Research Says

• Employability skills are cited as among the most important skills by employers (Hart Research Associates, 2015).

• The demonstration of employability skills is correlated with better hiring rates, success on the job, and earnings (Lippman et al., 2015).
## Connections Between Employability Skills & Personal Competencies

<table>
<thead>
<tr>
<th>Personal Competencies</th>
<th>Applied Knowledge</th>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Applied Academic Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Critical Thinking Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Interpersonal Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Personal Qualities</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Resource Management</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Information Use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Thinking</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Technology Use</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Cognitive           | \(\times\)  | \(\times\)  | \(\times\)  | \(\times\)  |
| Metacognitive       | \(\times\)  | \(\times\)  | \(\times\)  | \(\times\)  |
| Motivational        | \(\times\)  | \(\times\)  | \(\times\)  | \(\times\)  |
| Social-Emotional    | \(\times\)  | \(\times\)  | \(\times\)  | \(\times\)  |
## Connections Between Employability Skills & Social Emotional Learning

<table>
<thead>
<tr>
<th>Social Emotional Skills</th>
<th>Applied Knowledge</th>
<th>Effective Relationships</th>
<th>Workplace Skills</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Applied Academic Skills</td>
<td>Critical Thinking Skills</td>
<td>Interpersonal Skills</td>
</tr>
<tr>
<td>Self-awareness</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Self-management</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Social awareness</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Relationship management</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Responsible decision-making</td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
Audience Q&A

To submit live questions, please use the “Questions” box.

#PersonalizedLearning for #CCRS
Personalized Learning and Social and Emotional Development

#PersonalizedLearning for #CCRS
Student Social and Emotional Development and Accountability: Perspectives of Teachers
(Glennie, Rosen, Snyder, Woods Murphy, Bassett, 2017)

National Network of State Teachers of the Year

Rebecca Snyder, Ed.D.
2009 Pennsylvania State Teacher of the Year
English Language Arts Teacher
Greater Latrobe Senior High School
Twitter: @patoy09
Email: patoy09@gmail.com
Role of teachers and schools in fostering social and emotional competencies and skills

Focused on three skills recently receiving attention from researchers, policy-makers, educators, and the media:
- grit
- growth mindset
- sense of belonging

Use of data about social and emotional competencies and skills

Perceptions about the appropriate use of measures of social and emotional development in accountability systems
Components of social and emotional learning can help students succeed in school.

Teachers and schools have a significant role to play in fostering these social and emotional skills.

Some scholars who developed measures of these skills urge caution in using them for teacher accountability.

Participants value SEL and see ways that teachers and school can help students strengthen these skills.

Participants thought that teachers need more support to better assist students with social and emotional learning.

Participants thought using data about social and emotional learning could help schools and teachers tailor student, but should not be used as part of an accountability system.
SEL STUDY INFORMS SHIFTS

Growth Mindset

- Encouragement not enough for students
- Compelling research base
- Small scale, high impact interventions

Sense of Belonging

- Connected to improved measures of performance
- Relationships provide foundation

• Time and balance
• Hard to measure
• Timeliness of data
• Lack of knowledge and supports
• Connected to improved measures of performance
• Relationships provide foundation
Teacher Concerns

- Time and balance
- Hard to measure
- Timeliness of data
- Lack of knowledge and supports

Teacher Needs

- SEL Integration
- Sensitivity to context
- On-going PD
- Teachers as models
- Data to inform

SEL STUDY INFORMS SHIFTS
SEL STUDY INFORMS SHIFTS

Teacher Concerns
- Time and balance
- Hard to measure
- Timeliness of data
- Lack of knowledge and supports

Teacher Needs
- SEL Integration
  - Sensitivity to context
- On-going PD
- Teachers as models
- Data to inform

Growth Mindset
- Encouragement not enough for students
- Compelling research base
- Small scale, high impact interventions

Relational & Motivational
- Connected to improved measures of performance
- Relationships provide foundation

Human work of teaching
- Connected to improved measures of performance
- Relationships provide foundation

Sense of Belonging
- Compelling research base
- Small scale, high impact interventions
SHIFT ONE

Teacher

- Content Expert
- Classroom Manager
- Sole Motivator

Student Expert

Project Manager

Celebrator

SHIFT TWO

Assessment

- Standardized Assessment
- Content Delivery
- Analysis, Interpretation, and Reflection
- Formative Feedback Loops

SHIFT THREE

Curriculum & Instruction

- Pathway Co-creation
- Resource Curation
- Risk-taking
- Flexibility
- Collaboration

Shifting Focus
Building on Current Initiatives

- Flipped Classroom
- Flexible Seating
- PBL Service Learning
- SEL Whole Child
The kinds of learning environments we want for students, we should create for teachers.
To submit live questions, please use the “Questions” box.
Creating a Culture of Competency Based Education

#PersonalizedLearning for #CCRS
Overview of KM Perform Competency Model

2011

• Competencies as course standards
• Competencies assumed similar pace and sequence
• Competencies evaluated based on completion of seminars. No evidence was collected

2017

• Completion of targets based on evidence. Time is not a consideration
• Competencies are customized for each student
• Students set competency goals each year
• Students set smart goals in dispositions, career, and leadership competencies
Overview of KM Perform Competency Model
# Overview of KM Perform Competency Model

<table>
<thead>
<tr>
<th>Performance Core</th>
<th>Skill &amp; Knowledge Core</th>
<th>Artistic Core</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Skills</td>
<td>Competency-Based work in traditional subjects</td>
<td>Artistic study In chosen area of focus</td>
</tr>
<tr>
<td>Leadership Skills</td>
<td>Performance competencies</td>
<td></td>
</tr>
<tr>
<td>Applied</td>
<td>customized for each student</td>
<td></td>
</tr>
<tr>
<td>Interdisciplinary Arts (AIA)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Academic Excellence</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Habits of Mind)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Overview of KM Perform Competency Model

KM Perform “Prep your Portfolio” Seminar and accompanying text. Credit in AIA, Portfolio, and English/Language Arts
Creating a CBE Culture

1. Teacher ownership of vision framework
2. Learning environment and culture
3. Teacher leadership with top level support
CBE Culture

1. A teacher owned vision framework

- Competencies are just mile-markers on the journey. Focus is on destination, companions, and the vehicle.
- A framework clarifies language, principles and policy. The framework should focus on the answers to critical questions:
  - Are your competencies different than standards?
  - Are skills embedded into courses and subjects, or are they separate competencies?
  - What is the lever and currency of learning?
  - Is time a factor in determining when a student completes?
2. Learning Environment and Culture

- Schedule needs as much engineering as the framework, especially at the secondary level
- Does your *language of learning* support CCR
- Performance Core Competencies that link to local Industry or partnership standards
- Engineer and assess what you value
Assessment, reporting, and feedback that align to values in the vision
CBE Culture

3. Teacher Leadership
   “Top down support for bottom up Innovation”

Schools Built on Learning Communities

Teacher Micro-Credentials

PD has been turned over to teachers

Formalized Teacher Leader Structures
  ▶ Lead Educators
  ▶ Director of Learning
  ▶ School Director
  ▶ Learning Teams
Audience Q&A

To submit live questions, please use the “Questions” box.
Resources Available

- CCRS Center Website:
  - www.ccrscenter.org

- CIL Website:
  - www.centeril.org

- National Network of Teachers of the Year Website:
  - www.nnstoy.org

- American Youth Policy Forum Website:
  - www.aypf.org

- KM Perform Website:
  - www.kmsd.edu/kmperform
Contact Today’s Presenters

- **Mark Williams**, Center on Innovations in Learning, MWilliams@adi.org
- **Sam Redding**, Center on Innovations in Learning, sredden@adi.org
- **Catherine Jacques**, American Institutes for Research, cjacques@air.org
- **Rebecca Snyder**, Greater Latrobe Senior High School, patoy09@gmail.com
- **Kevin Erickson**, KM Perform, ericksok@kmsd.edu
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: Supporting Students with Disabilities through Personalized Learning Monday, January 8, 2018 at 2:00-3:15pm ET