Scaling Innovations and Leading Change toward Systems of Personalized Learning

Kentucky Valley Education Cooperative

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Center for Innovation in Education
We Have Assumed New Ambitions

• We will graduate virtually all students. We will reduce the loss of a quarter of our students before graduation.

• AND, all graduates will be prepared for success in college and career, and as productive citizens in the interconnected world.
The Implications are Great

We educators are working very hard with results short of our commitments. We must shift from fixing enabling learning for all.
It Will Take a Village

To fully prepare every learner to be successful in a future of their choosing, we must bring together policy and practice in unprecedented ways.
We Are Coming Together

1) Setting new learning-oriented goals anchored in a compelling vision
2) Clearly articulating the essential shifts necessary to create a new system of learning
3) Prioritizing practices, structural innovations, and policies that enable systems-level proof points
4) Building capacity for transformation at the state, district, and school levels by more carefully orchestrating incentives (and disincentives)
5) Supporting people as we ask them to lead and learn
A System of Personalized Learning

Students' educational experiences (What is Learned, How it is Learned, When it is Learned, With Whom Learning Happens, Where Learning Happens, How Learning is Demonstrated, How Learning is Credentialed), from early childhood on:

- Are designed to support them to graduation and successful transition through a culture of high expectations, having mastered the Knowledge, Skills and Dispositions that prepare them for college, career and citizenship, and

- Are tailored to individual needs, skills and interests so that all students are able to take responsibility for their learning and develop purposeful connections to the transformative power of education in their lives
A System of Personalized Learning

Clear, High Expectations
If we have a compelling vision of the Knowledge, Skills and Dispositions that a graduate must possess, we can construct progressions of learning from PreK through postsecondary learning and early career success.

Competency-based Learning
Leading to developmental pathways & competencies for success at next levels, demonstrated learning through meaningful assessments, and accountability for each learner and all who support the learner.

Customized Pathways
Always, we must understand each student as a learner, where each is on the learning continuum, continuously tailor learning and supports, and provide choices that make learning purposeful and relevant.

The Prepared Graduate
Ready for Success

Comprehensive Systems of Support
Anytime, Anywhere Learning
Unrelenting Focus on Student Agency
Six Critical Attributes

- Student Agency
- Clear, High Expectations
- Comprehensive Supports
- Competency-based Learning
- Anytime, Anywhere Learning
- Customized Pathways
Six Critical Attributes Checklist

• Bring educators and community together to develop relevant and robust readiness standards for all graduates.

• Make sure these student expectations are aligned with college, career and citizenship success.

• Make sure essential knowledge, skills and dispositions are included in standards.

• Ensure these expectations are shared with and understood by all.
Our Goals for Young People: Learning experiences should integrate thinking, feeling and action to build the full suite of cognitive and non-cognitive skills, especially the life skills needed for learning and collaborating with others in a diverse society and rapidly changing world.

<table>
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<th>Mastery of rigorous content and application and transfer of what has been learned to complex and novel situations</th>
<th>The capacities and strategies that enable students to learn and engage in higher order thinking, meaningful interactions and planning for the future</th>
<th>Behaviors that associate with success in college, career and citizenship, helping students draw on the skills and knowledge they possess</th>
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| • Common Core State Standards  
• Career & Technical Education  
• Other Content Areas & Essential Literacies  
• Global Competence  
• Applied Knowledge | • Critical Thinking  
• Creativity & Innovation  
• Problem Solving  
• Collaboration  
• Communications  
• Self-Awareness  
• Learning How to Learn  
• Leadership | • Self-Efficacy  
• Social Awareness & Empathy  
• Initiative  
• Persistence  
• Adaptability  
• Ethical Behavior & Civic Responsibility  
• Self-Control  
• Love of Learning |
Six Critical Attributes Checklist

- Specify expectations in explicit, observable, measurable and transferable language.
- Organize curriculum and instruction around learning progressions.
- Credential learning based on demonstration against expectations.
- Find ways to provide time and support to students who do not demonstrate mastery.
- Move forward students who demonstrate mastery.
Six Critical Attributes Checklist

- See that every learner has a Personal Learning Plan owned and managed by learner, over time, to support the development of aspirations and help students customize pathways to success.
- Insure every learner has a Learner Profile that holds evidence of learning from numerous sources, over time, to inform decisions.
- Shift teaching to adapt to the learner as you give learners increasing choice
- Take steps to remove structural barriers that inhibit learning.
Six Critical Attributes Checklist

• Value and credential learning beyond the school walls.
• Eliminate time and place constraints that limit learning.
• Make online learning and blended learning a part of everyone’s educational experience.
• Make sure learners have technology-based access to teaching specialists, subject-matter specialists.
• Ensure all learners and educators have access to learning and productivity technologies.
• Provide all learners broadband access.
• Insure online safety, appropriate behavior, alignment of tools and techniques.
Six Critical Attributes Checklist

- Find ways to make sure learners have sustained caring and positive relationships with at least one adult.
- Find community partners to maximize support.
- Develop open and aggressive communication and shared responsibility with parents and guardians.
- Set up tiered support for struggling to thriving learners.
- Insure all families have access to high-quality early childhood programs.
Six Critical Attributes Checklist

- Commit to helping students to take responsibility for and manage their learning - to develop postsecondary goals, advocate for their needs, reflect on their progress, gradually assume responsibility for their own learning, and develop identity as a life-long learner.
- Shift discourse between learners and adults to be reciprocal, authentic, and honest.
- Manage strong collaborative relationships among parents/caretakers, educators and community resources to support development of student agency.
- Put into place a systematic, ongoing approach for engaging and using student voice to shape learning and educational experiences is an essential, non-negotiable component of the learning community.
Cascading Changes Throughout the System

1) Create **safe spaces for innovation and research** with practitioners taking on new roles

2) Policy focus shifts to **capacity building, continuous improvement**, and **supports for quality and equity**

3) **Learning supports** are expanded and retooled

4) **All aspects of the system begin to realign around new goal** (assessment, accountability, finance, data, technology, human capital)
An Evolving Model of Accountability

Accountability 1.0, driven by NCLB

Accountability 2.0, driven by states and fueled by RTT and efforts to align to CCR

ESEA Waivers

ESEA Waiver Renewal

Accountability 3.0 systems

Examples of attributes:
- Include best measures for full range of CCR knowledge and skills, including new assessment models;
- Promote shifts in teaching and learning toward personalization, competency, project-based;
- Connect student outcome determinations to key inputs and diagnostic review to drive supports based on evidence

Early state accountability systems
New Accountability in the 51st State
Creating Intelligent Accountability

An accountability system should encourage high-quality teaching and learning in all schools, provide tools for continuous improvement, and means for identifying and addressing problems that require correction.
We must resist the temptation to jump to assessment as the primary stimulus for change
Accountability Should...

1. Be anchored in goals of universal graduation and readiness, and aligned with the changes implied by those goals
2. Have a primary purposes of educational improvement and systems capacity building
3. Be reciprocal and comprehensive
4. Focus on meaningful learning
5. Ensure professional competence
6. Direct the adequate and intelligent use of resources
7. Be based on a system of multiple measures that reflect the quality of learning opportunities and outcomes
8. Provide full and timely reporting and a high degree of transparency
Key Elements of an New Accountability System
Accountability for Meaningful Learning in the 51st State – State and Local Partnership

Locally selected assessments of student progress (i.e., DRA)

- K-2
- 3-4
- 5-6
- 7-8
- 9-10
- 11-12

State Validation Assessment

State Validation Assessment

Graduation Portfolio

Disaggregated Data

Assessment Quality Assurance (reviews local assessment plans)
Sanborn Regional School District Competency Connections

**District Competencies**

- The District Competencies are Student Learning Outcomes for grade-levels and courses.
  - Competencies are tracked and reported in the grading system.
  - Competencies are assessed using summative assignments that count for 90% of a student's grade.
  - Competencies are used for setting goals for student achievement at the district, school, and classroom level.
  - Student evidence of competency K-12 is collected and reviewed as both a progression of learning and mastery of learning.

**Performance Assessment for Competency Education (PACE)**

- District Competencies are the anchor standards for the performance tasks in PACE.
- District performance tasks are embedded in classroom units of study.
- District performance tasks are used to measure and monitor student learning.
- District performance tasks are used to demonstrate student growth for accountability purposes.

**NH Work Study Practices**

- District Work Study Practices are aligned with the State practices.
  - Work Study Practices are tracked and reported in the grading system.
  - Summative assessments include expectations for work study practices.

**NH Content Competencies**

- NH Content Competencies are aligned to State competencies that are aligned to the Common Core State Standards.

**SMATER BALANCED SBAC**

- District Competencies are aligned to the Common Core State Standards.
  - The SBAC is aligned with the Common Core State Standards.
  - The SBAC is used to measure and monitor student learning.
  - The SBAC is used to demonstrate student growth for accountability purposes.

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