

# ACCESS, QUALITY AND POLICY CONSIDERATIONS FOR INDIVIDUALIZED LEARNING

## MEET THE PANEL



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# National Overview of Individualized & Personalized Learning in K-12 Education

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# Individualized Learning

**who students are**  
(cultural relevance)

**how students learn**  
(instructional relevance)

**where they want to go**  
(career relevance)

# Design Principles for Individualized Learning



## 1. Foundational Readiness:

Successful innovation is supported by a strong collaborative culture where it is safe to design and try new approaches.



## 2. Building Student Agency:

Ownership of one's own learning is important in student engagement and developing lifelong skills for success. Ownership can be built into new learning models.



## 3. Authentic Experiences & Assessments:

Standardized tests do not always provide the information needed to support student learning. Learning does not always engage students. Creating authentic experiences for learning and relevant assessments to measure skill acquisition can address both!



## 4. Tech “Enabled”:

Technology is not a magic bullet, but if used effectively, it can serve as a tool to not only individualize instruction, but to also deeply embed 21st century skills.



## 5. Deep Individualized Learning:

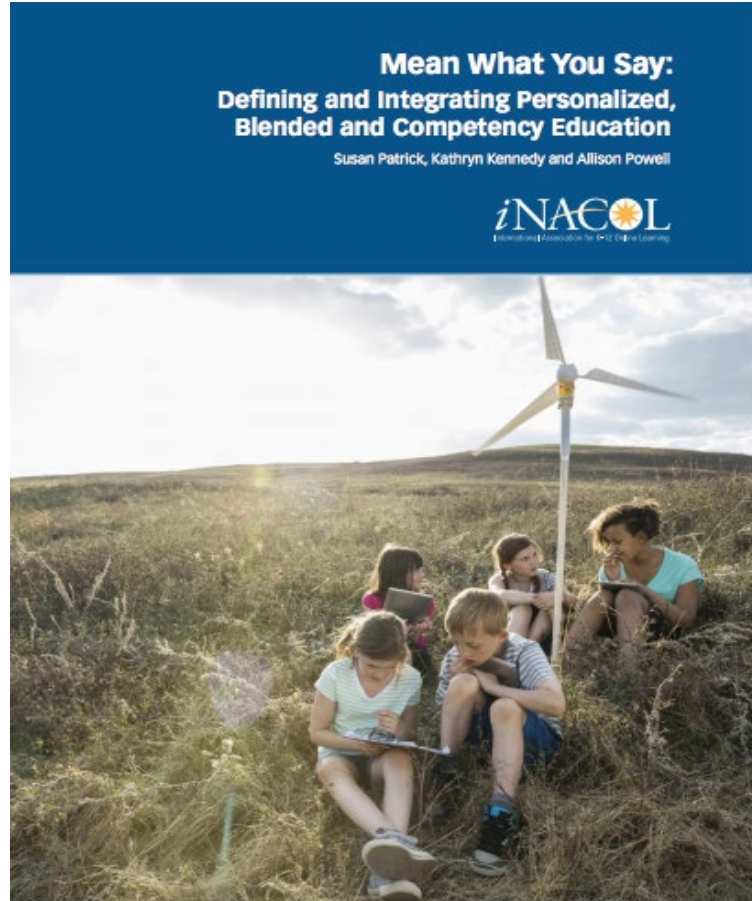
Ensuring that all students are getting the individualized instruction they need to move them forward is complex. Highly individualized schools do this well and often include the following attributes: Students have individualized learning paths; flexible learning environments are evident; competency-based progressions are used in learning; outside of test scores, students are expected to develop in ways not typically reflected in traditional measures.



## 6. Serving All (Equity):

A commitment to actively ensure that all students in the community are supported through creating a school culture that values trust and inclusiveness. Resources and materials reflect the culture, race, ability and needs of all learners.

# Personalized Learning Definition



*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)*















K I A M A O R I								
KIA MĀORI	TAIOHI NAME	CAREER ASPIRATION	EXIT STRATEGY	LEARNING AREAS	PBL (PROJECT BAS LEARNING)	KIA TŪ	KIA ORA	KIA MĀORI
To speak Te Reo confidently by term 1	<b>ARETA</b>	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.	Work hard to learn all the kupu for the items in kaphaka.
Deliver the morning, afternoon and lunch karakia proudly with confidence.	<b>BRUCE</b>	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/squat 85kgs by term 2	Learn new waiata, haka and kupu for kaphaka and stand with confidence.
To learn the karakia for kai	<b>CHANELLE</b>	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.	To stand and say my whakapapa confidently.
Learn the kai karakia.	<b>DEARNNE</b>	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 for testing in week 8.	To learn new kiwaha every week.
To do karakia for kai.	<b>DYLAN</b>	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.	To learn my whakapapa.
To participate in all cultural hours.	<b>JACKSON</b>	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 my previous testing results to better my PB	Stand take karakia in the morning at least once for this term.
To learn the kai karakia.	<b>JACOB</b>	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.	To learn the morning karakia and understand my culture.
To achieve Merits or higher in all assessment.	<b>KAAHU</b>	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.	Pass all my Maori assessments.
Learn and visit my rae.	<b>LILY</b>	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 run each session.	Participate in more maori events throughout the year inside and outside of school.
Motivate my roopu at training.	<b>MATARIKI</b>	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 at least 14.5 or better.	To get everything correct to achieve all my credits.
Speak maori more.	<b>MIHI</b>	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 YoYo test week 8.	Give 110% to my prefect duties by prioritising my schedule include stuff I'd like to achieve having this position.
Produce a satisfying Tuesday morning for taiohi.	<b>PEATA</b>	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 for the 3km run.	To say my pepeha in karakia.
More knowledge in learning Maori and to comprehend Te Reo Maori.	<b>RAUMATI</b>	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 YoYo test in week 8.	To achieve Excellence in all Te Reo Maori assessment.
The morning	<b>SHELDON</b>	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 test in week 8.	Learn new maori vocabulary weekly.











# Who will **YOU** partner with?

## HUNGER & HOMELESSNESS

Barrett House  
Albuquerque Opportunity Center  
Enderphin Power Company  
Healthcare for the Homeless  
Trinity House  
Habitat for Humanity  
Project Share  
Roadrunner Food Bank  
Storehouse  
Albuquerque Rescue Mission  
Albuquerque Heading Home

## HEALTH & WELLNESS

Carrie Tingley Foundation  
Hogares  
Loving Thunder Therapeutic Riding  
Presbyterian Hospital  
Project Linus  
Relay for Life  
Hospice Compassus  
St. Martin's Hospitality Center  
Outcomes  
Special Spaces  
Veterans Hospital  
Presbyterian Ear Institute  
United Blood Services  
Make-A-Wish Foundation  
Manzano del Sol Good Samaritan Village  
UNM Hospital  
Ambercare Hospice  
Ronald McDonald House  
Presbyterian Hospice  
Presbyterian Child Life

## ARTS & CULTURE

Basement Films  
W.H.E.E.L.S. Museum  
(Explora) Museum  
The Box Performance Space  
National Flamenco Institute  
516 Arts  
Theater in the Making  
National Dance Institute of NM  
Alibi  
Siam Post Team  
Off Center Arts  
Keshet Dance Studio  
7000 B.C.  
Sandia Mountain National Historic Center  
NM Museum of Natural History & Science  
Creative Albuquerque  
IQ Magazine  
Atomic Museum  
Holocaust & Intolerance Museum  
Tricklock Theatre  
Quote Unquote Inc.  
Albuquerque Little Theater  
National Hispanic Cultural Center  
Very Special Arts  
UNM Writing Program  
NM Symphony Orchestra  
Reignite Studios  
VSA North Fourth Art Center

## YOUTH

Youth Development Inc.  
Enlace Comunitario  
Boys & Girls Club  
Warehouse 508  
New Mexico Extreme  
NM Youth Alliance  
Cuidando Los Niños  
NM Forum for Youth in Community  
Los Amigos de las Americas  
NM Youth Rugby  
Big Brothers Big Sisters  
Calvary Apostolic Church  
La Puerta de los Niños  
Play Conservatory

## CIVIC ISSUES & SOCIAL JUSTICE

El Centro de Igualdad y Derechos  
New Mexico Legal Aid  
1000 Friends of NM  
Young Women United  
One Million Bones  
Morningstar  
Special Olympics  
Somaly Mam Foundation  
NARAL  
Rape Crisis Center of Central NM  
NM Center on Law & Poverty  
Peace Pals  
NM Coalition on Sexual Assault  
NM Aids Services  
Other Paths  
Encuentro  
S.A.F.E. House

## ANIMALS

Walkin' in Circles Ranch  
People's Anti-Cruelty Association  
Loving Thunder Therapeutic Riding  
City of ABQ Eastside Animal Shelters  
Kitty City  
Enchantment Chihuahua Rescue  
City of ABQ Westside Animal Shelters  
Roots & Shoots  
Albuquerque BioPark  
Alliance for Albuquerque Animals  
Lucky Paws  
Wrangler Equestrian Program  
Animal Humane Society  
Watermelon Mountain Ranch  
Bernalillo County Animal Care

## AGRICULTURE & ENVIRONMENT

Skarsgard Farms  
Barelas Community Garden  
Alvarado Urban Farm  
Bosque Ecological Monitoring Project  
Rio Grande Community Farms  
Cornelio Candelaria Organics  
Sierra Club

## PUBLIC PROGRAMS

NM State Forestry  
Albuquerque Firefighters  
NM Wilderness Alliance  
Congressman Heinrich's Office  
NM Department of Transportation  
Corrales Community Library  
NM Search & Rescue  
Albuquerque Parks and Recreation  
Children Youth & Families Department  
Sandia Mountain  
Main Library  
Albuquerque Police Department  
Senator Bingaman's Office  
Los Ranchos Fire Department  
NM Housing Authority  
Rio Grande Nature Center  
Community Faithlinks  
Congresswoman Lujan Grisham's Office  
Senator Udall's Office

## Celebrated PHILANTHROPIC Leaders

**Aaron Johnson**  
Hogares Inc.



**Julia Seebeck**  
National Hispanic Cultural Center



**Mariana Santiesteban**  
Albuquerque Police Dept.



**Joshua Laurence**  
Kids Cook



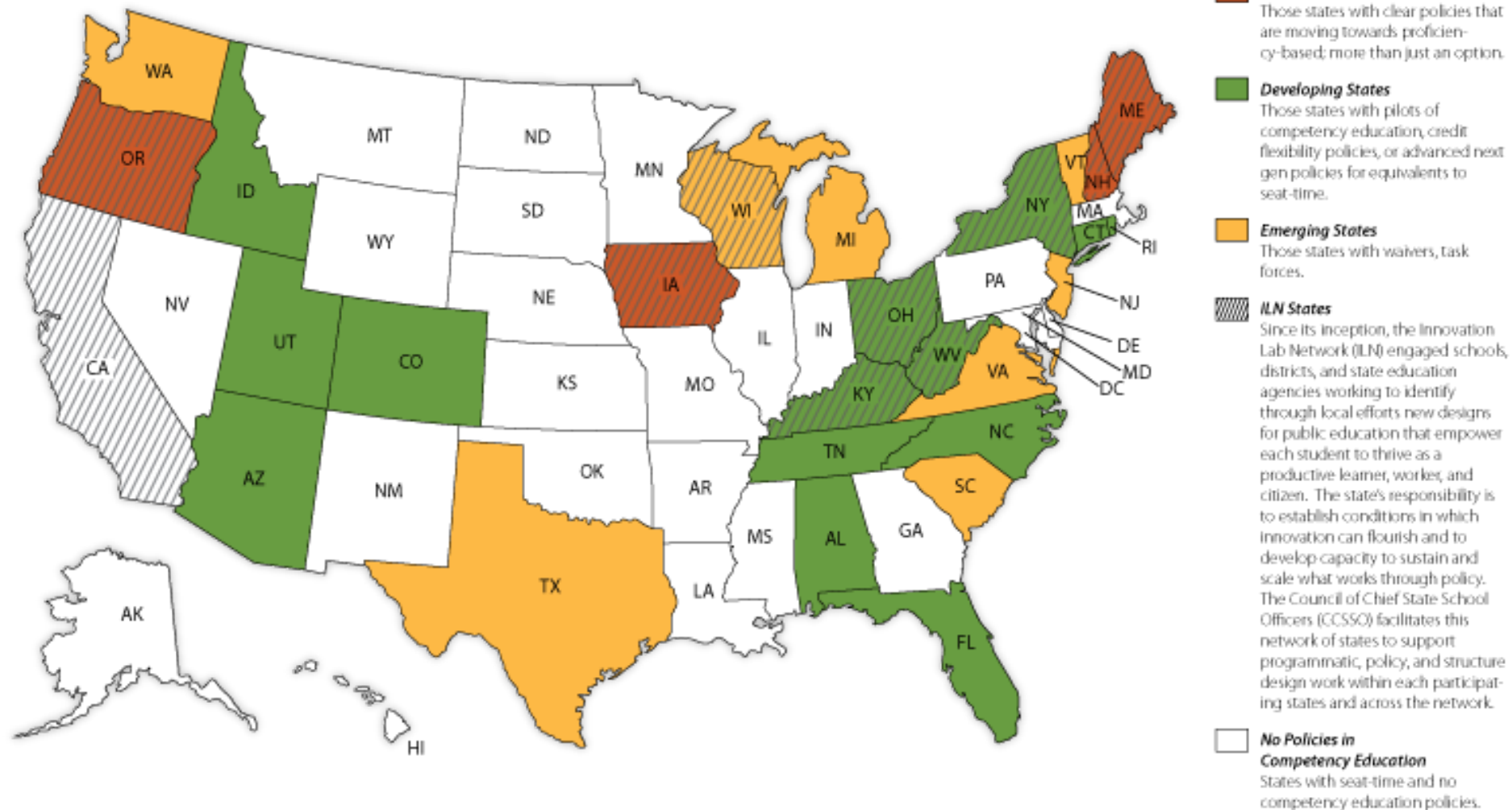


# State Education Policy

## To Support, Grow and Scale K-12 Personalized Learning

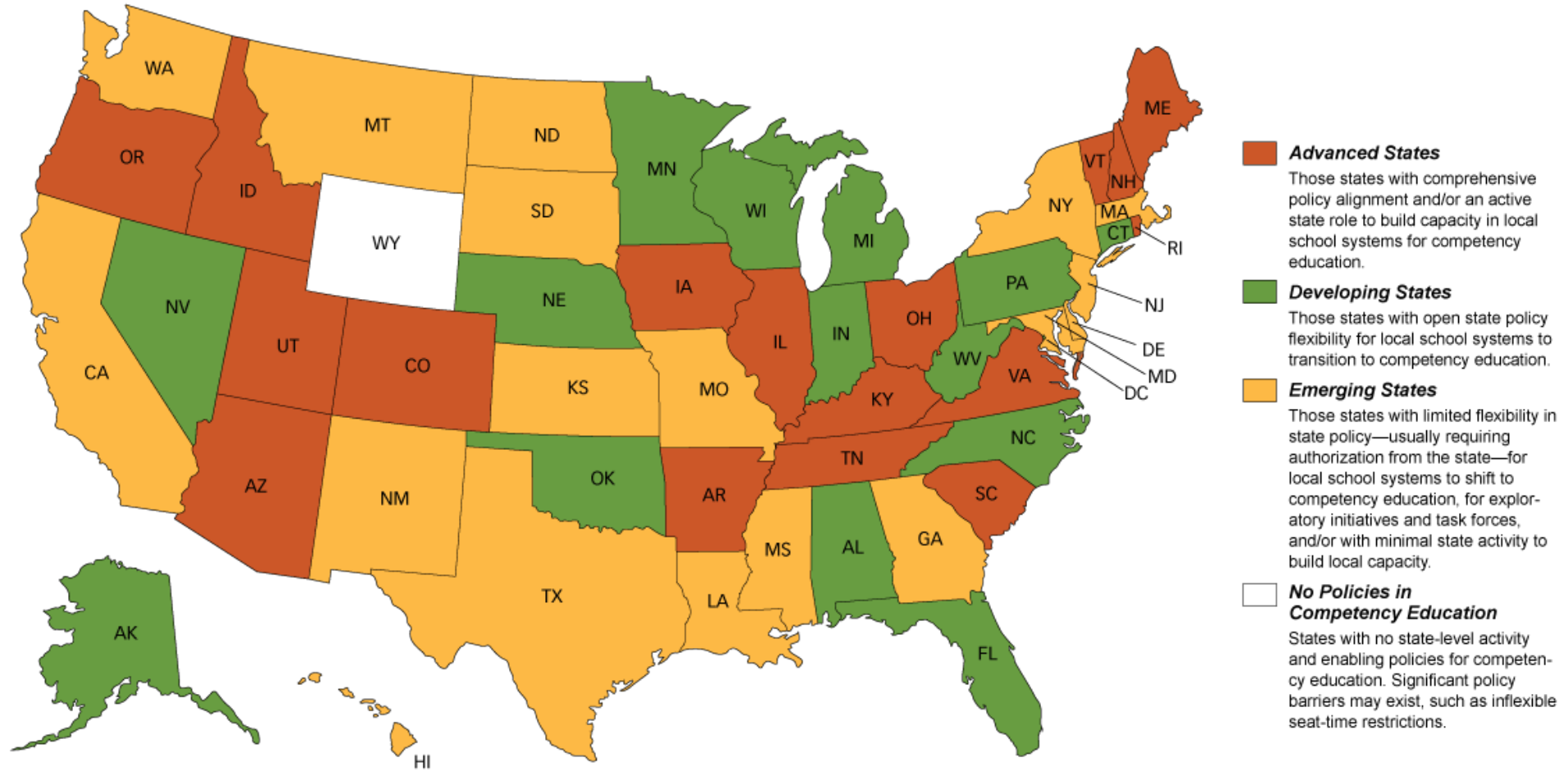


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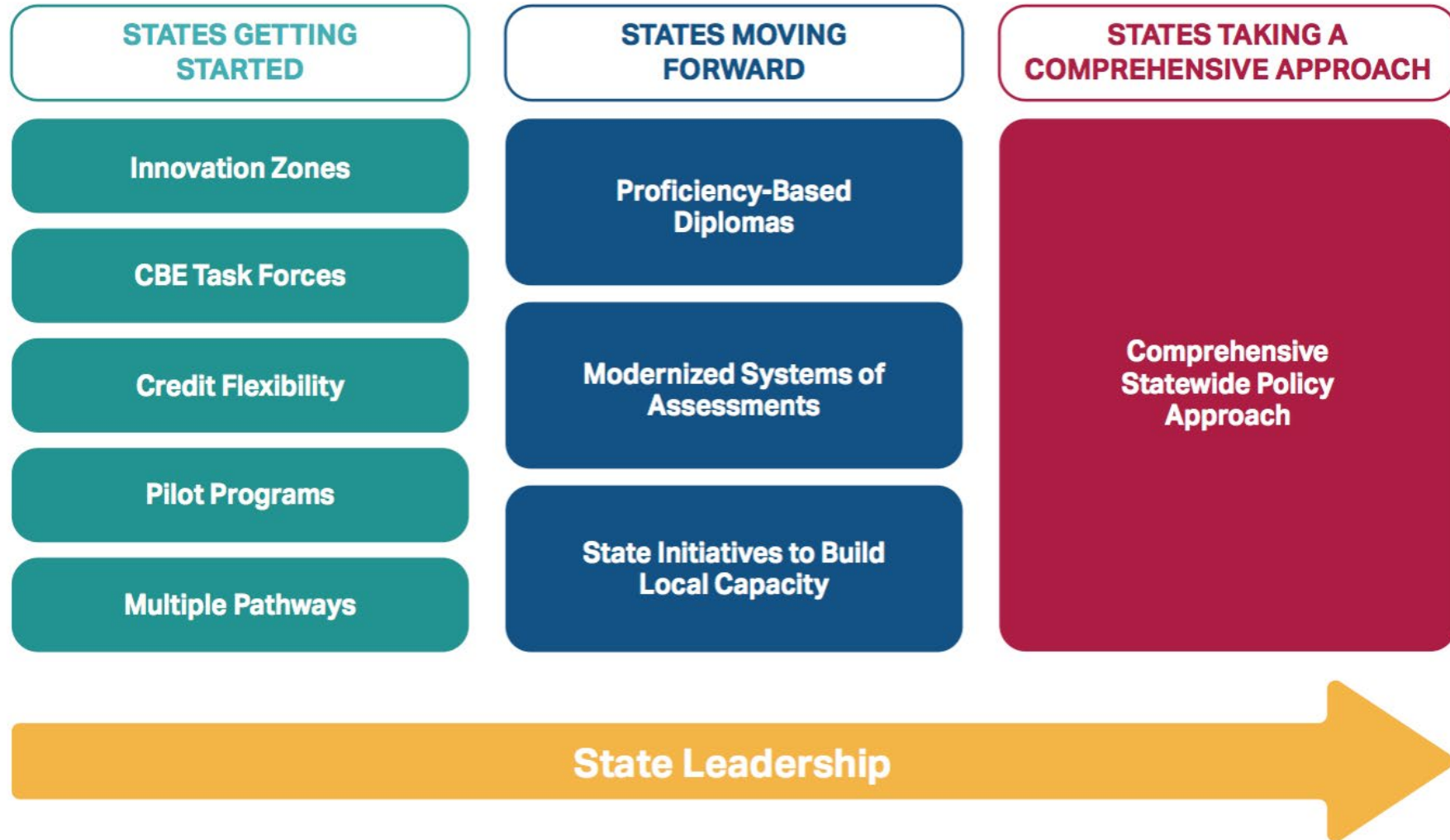


## A Snapshot of States: K-12 Competency-based Education Policy



2019

# State Policy: Entry Points





A National Landscape Scan of  
Personalized Learning in K-12  
Education in the United States



WRITTEN BY:  
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iNACOL

<http://bit.ly/PL-Scan>



Personalized Learning:  
K-12 Schools



How Far Have We  
Come In Personalizing  
Learning? Personalized  
Learning Identified by  
Schools & Districts  
(Map 2015)

## Personalized Learning: K-12 Schools



How Far Have We  
Come In Personalizing  
Learning? Personalized  
Learning Identified by  
Schools & Districts  
(Map 2017)

## 4 Supporting Practices Helping to Grow and Scale Personalized Learning Models

1. Professional learning communities
2. Learner profiles informed by academic + skills + habits
3. Learner agency as reflected by the use of learning progressions with goals
4. Integrated student support services



*“To build a successful system of personalised learning, we must begin by acknowledging that giving every single child the chance to be the best they can be, whatever their talent or background, is not the betrayal of excellence, it is the fulfilment of it.”*

(Milliband, 2004)



# *i*NACOL SYMPOSIUM | 2019

*“Shining a Light on the Future of Learning”*

OCTOBER 28-31, 2019 • PALM SPRINGS, CALIFORNIA



# PROFILE OF THE South Carolina Graduate

## WORLD-CLASS KNOWLEDGE

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Rigorous standards in language arts  
and math for career and college  
readiness

Multiple languages, science, technology,  
engineering, mathematics (STEM), arts and  
social sciences



## WORLD-CLASS SKILLS

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Creativity and innovation

Critical thinking and  
problem solving

Collaboration and teamwork

Communication, information,  
media and technology

Knowing how to learn

## LIFE AND CAREER CHARACTERISTICS

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Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents' Roundtable

Adopted by: SC State Board of Education, SC Department of Education, SC Education Oversight Committee, SC Arts Alliance, SC Arts in Basic Curriculum Steering Committee, SCASCD, SC Chamber of Commerce, SC Council on Competitiveness, SC School Boards Association, TransformSC Schools and Districts.

# South Carolina Personalized Learning Framework

## STUDENT OWNERSHIP

Students are actively engaged in their own success and have a voice in their education as they seek to achieve the Profile of the South Carolina Graduate. Responsibility for the learning and culture is shared between learners and educators. Students know what they are learning, why they are learning it, how they will learn it, and how they will know and show when they have learned it. Goal setting and reflection are constants.

## LEARNER PROFILES

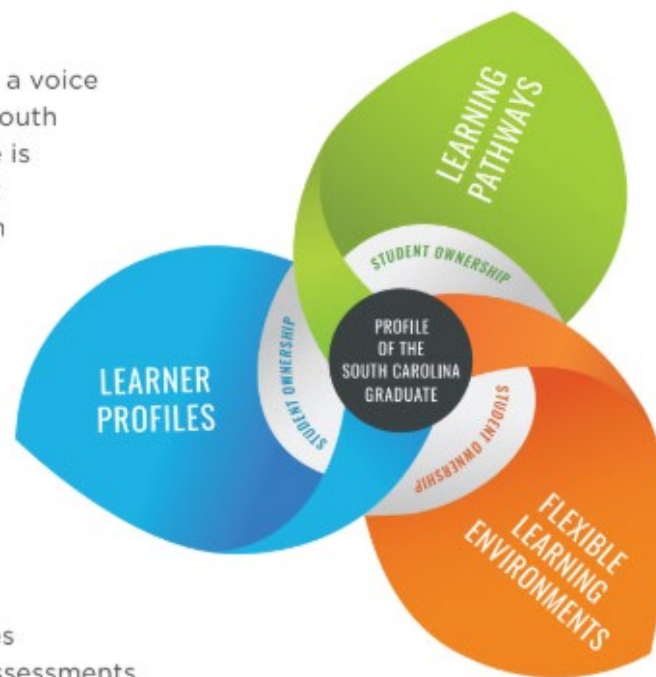
Learner profiles are up-to-date records that provide a deep understanding of each student's progress toward meeting the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate as well as his or her unique strengths, needs, and goals. Meaningful evidence of learning from multiple sources is used to inform learner profiles including pre-and post-assessments and frequent formative assessments.

## LEARNING PATHWAYS

Using data from learner profiles, learners and educators work together to create personalized learning pathways that will support students in achieving the knowledge, skills, and characteristics of the Profile of the South Carolina Graduate. Students enter the progression of learning based on their readiness level and pathways adapt to each student's learning progress, motivation, and goals. The pace of instruction is based on individual student needs and is calibrated to keep students on track for graduation and college-and-career-readiness. Students may accelerate, take additional time, or dig deeper into an area of interest based on their personal learning pathway. Students have personalized opportunities for learning and demonstrate meaningful evidence of learning. Evidence of learning is used to determine when a student is ready to move on.

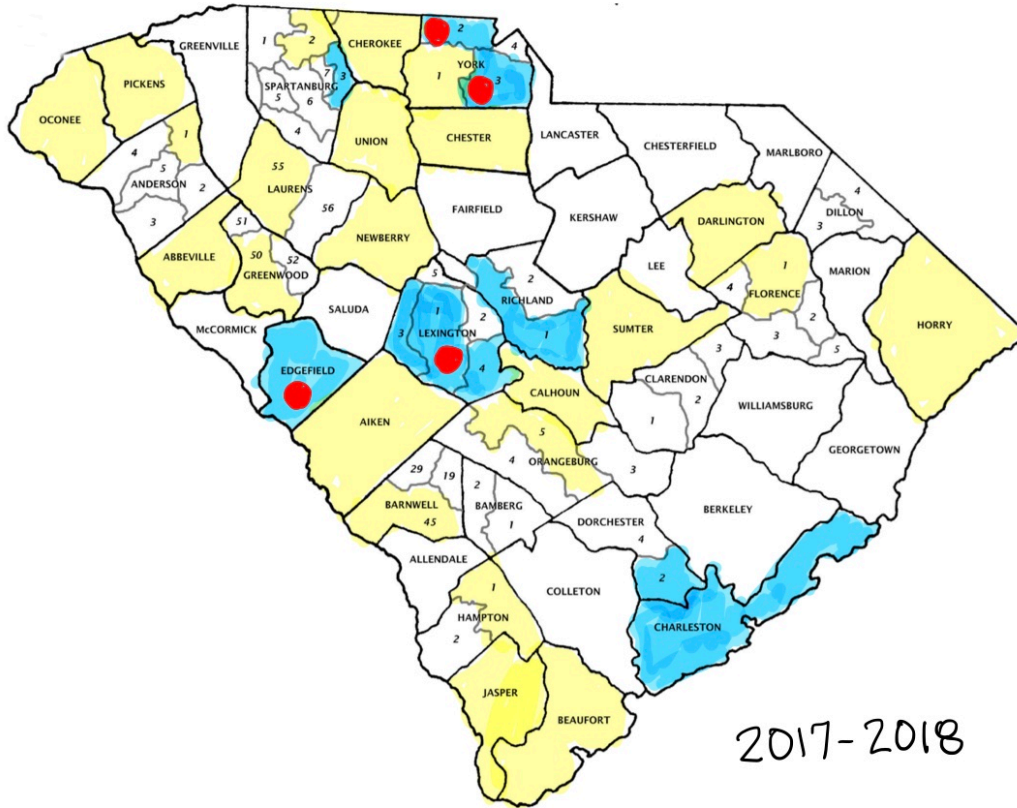
## FLEXIBLE LEARNING ENVIRONMENTS

Learning takes place all the time, everywhere as students work toward achieving the Profile of the South Carolina Graduate. Learning takes place beyond the school day, school year, and school walls. Within the school day and school walls, the environment is adjusted to meet the needs of learners. Staffing and other operational elements are adapted to meet student needs and goals.

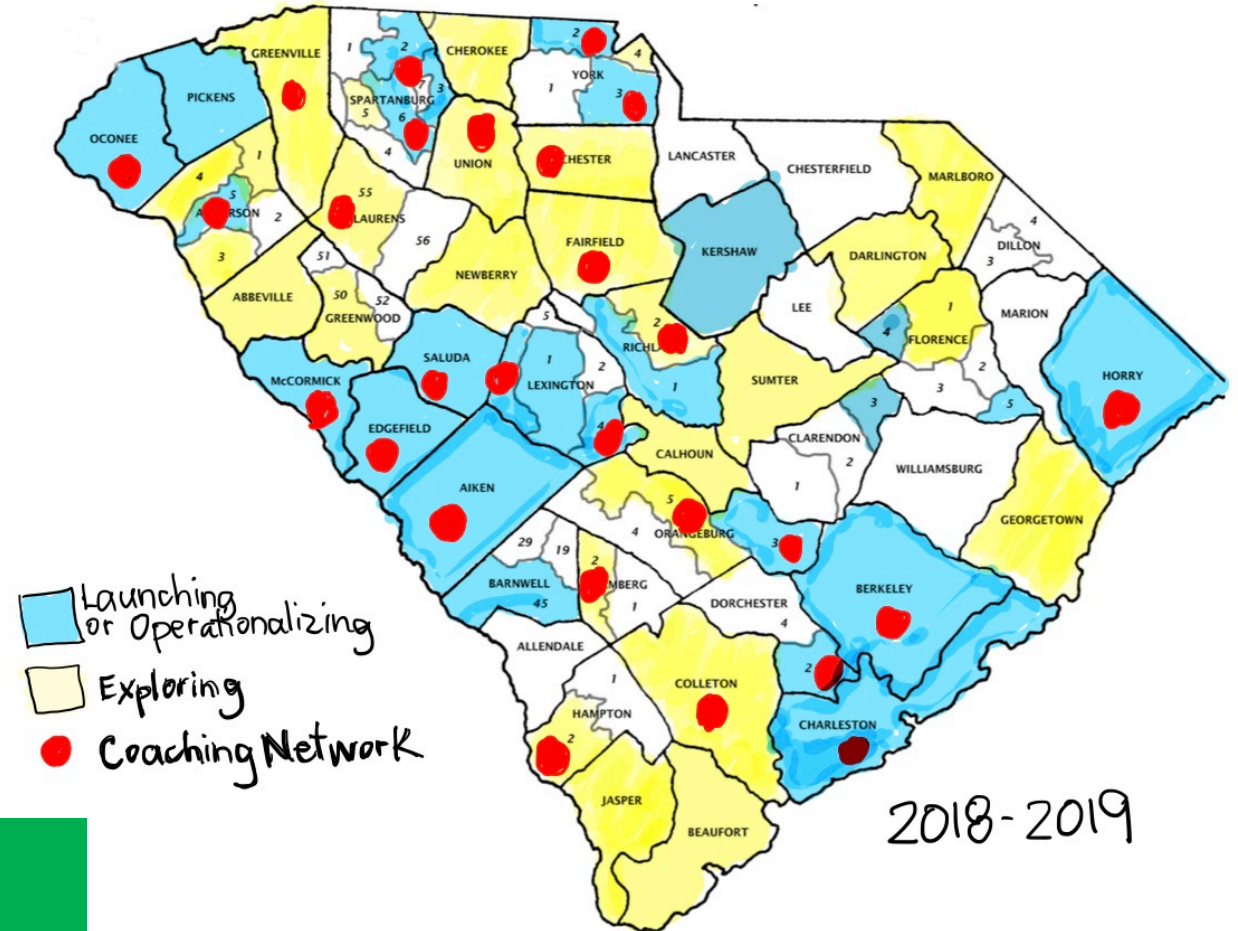




# PersonalizeSC Network



2017-2018



2018-2019

- Over 100 school teams
- 55 districts, plus charter schools
- Over 100 individual participants in Coaching Network

Q&A