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

Susan Patrick
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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 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)
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<th>TAIOHI NAME</th>
<th>CAREER ASPIRATION</th>
<th>EXIT STRATEGY</th>
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<td>Clinical Psychologist</td>
<td>UE - Waikato</td>
<td>L3 English, L2 &amp; L3 Health, L3 Psychology</td>
<td>Bubble</td>
<td>Improve on all my fitness testing before week 8.</td>
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<td>JACKSON</td>
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<td>PEATA</td>
<td>Actress, Performing Arts Teacher</td>
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State Education Policy

To Support, Grow and Scale
K-12 Personalized Learning
A Snapshot of States: K-12 Competency-based Education Policy

- **Advanced States**: Those states with clear policies that are moving towards competency-based, more than just an option.
- **Developing States**: Those states with pilots of competency education, credit flexibility policies, or advanced next generation policies for equivalents to seat-time.
- **Emerging States**: Those states with waivers, task forces.
- **ILN States**: Since its inception, the Innovation Lab Network (ILN) engaged schools, districts, and state education agencies working to identify through local efforts new designs for public education that empower each student to thrive as a productive learner, worker, and citizen. The state’s responsibility is to establish conditions in which innovation can flourish and to develop capacity to sustain and scale what works through policy. The Council of Chief State School Officers (CCSSO) facilitates this network of states to support programmatic, policy, and structure design work within and across participating states and across the network.
- **No Policies in Competency Education**: States with seat-time and no competency education policies.
A Snapshot of States: K-12 Competency-based Education Policy

2019

- **Advanced States**: Those states with comprehensive policy alignment and an active state role to build capacity in local school systems for competency education.
- **Developing States**: Those states with open state policy flexibility for local school systems to transition to competency education.
- **Emerging States**: Those states with limited flexibility in state policy—usually requiring authorization from the state—for local school systems to shift to competency education, for exploratory initiatives and task forces, and/or with minimal state activity to build local capacity.
- **No Policies in Competency Education**: States with no state-level activity and enabling policies for competency education. Significant policy barriers may exist, such as inflexible seat-time restrictions.
State Policy: Entry Points

**States Getting Started**
- Innovation Zones
- CBE Task Forces
- Credit Flexibility
- Pilot Programs
- Multiple Pathways

**States Moving Forward**
- Proficiency-Based Diplomas
- Modernized Systems of Assessments
- State Initiatives to Build Local Capacity

**States Taking a Comprehensive Approach**
- Comprehensive Statewide Policy Approach

State Leadership
How Far Have We Come In Personalizing Learning? Personalized Learning Identified by Schools & Districts (Map 2015)
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)
PROFILE OF THE South Carolina Graduate

WORLD-CLASS KNOWLEDGE
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
Creativity and innovation
Critical thinking and problem solving
Collaboration and teamwork
Communication, information, media and technology
Knowing how to learn

LIFE AND CAREER CHARACTERISTICS
Integrity • Self-direction • Global perspective • Perseverance • Work ethic • Interpersonal skills

© SCASA Superintendents’ Roundtable
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

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