Vision for

Personalized Learning

Developed by
ReNEW Students, Parents, Educators

DEFINITION

What is Personalized Learning? Blended Learning?

Personalized Learning

Definition 1: Students' learning experiences - what they learn, and how, when, and where they learn it - are tailored to their individual needs, skills, and interests, and empower them to take ownership of their learning. (NGLC)

Alternative Definitions:

> *Definition 2:* Personalized learning seeks to accelerate student learning by tailoring the instructional environment—what, when, how and where students learn —to address the individual needs, skills and interests of each student. Students can take ownership of their own learning, while also developing deep, personal connections with each other, their teachers and other adults.
>
> *Definition 3:* 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. (iNACOL)

Blended Learning

The Highlander Institute defines blended learning as:

- The strategic integration of teaching, technology, and data to increase personalization, engagement, and mastery of all essential skills for all students.
- A movement away from teacher-centered lecturing and testing to a student-centered learning environment in which students of all ages have increased choice over the path, pace, time, and place that their learning happens.
- A spirit of learning that creates space for innovation, experimentation, and design thinking for educators and students to incorporate 21st century and real-world skills.

VISION

What does Personalized Learning look like at ReNEW?

> "Education doesn't need to be reformed—it needs to be transformed. The key is not to standardize education, but to personalize it, to build achievement on discovering the talents of each child, to put students in an environment where they want to learn and where they can naturally discover their true passions."
>
> *Sir Ken Robinson, 2009*

OWN YOUR LEARNING

EMPOWERED LEARNERS	STUDENT-CENTERED SCHOOLS	BOUNDLESS LEARNING

Our mantra for personalized learning is "own your learning." We believe this applies not only for ReNEW students, but also for teachers, administrators, and staff members. This vision can be broken down into three major buckets: Empowered Learners, Student-Centered Schools, and Boundless Learning. Each bucket breaks down further into specific focus areas that provide direction and clarification around what specific strategies we are enacting to personalize learning across the network.

EMPOWERED LEARNERS

Learners are active participants in and owners of their learning.

- Agency
- Voice
- Choice
- Personal Learning Paths
- Learner Profiles
- Goal Setting & Reflection

Learners have the knowledge, skills, and dispositions for success in college, career, and life.

- Standard Mastery
- Habits of Success
- Performance-Based Assessment
- Real-World Application
- Project-Based Learning
- Empowered Upstanders
- Digital Literacy

STUDENT-CENTERED SCHOOLS

Schools rooted in community and students.

- Equity & Access
- Family & Community Inclusion
- Socially-Embedded Learning Environments
- Culturally Relevant Teaching
- Contextualized Learning
- Mentorship & Strong Relationships
- Social Justice Education

Schools structured to meet individual student needs.

- Competency-Based Learning
- Constant Feedback
- Data-Driven Differentiation
- Teacher-as-Facilitator
- On-Demand Intervention
- Flexible Staffing
- Flexible Learning Environments

BOUNDLESS LEARNING

Learners access expansive learning opportunities.

- Anytime, Anywhere Learning
- Globally-Connected Classrooms
- Transformational Digital Learning
- Open-Source Learning

Learners are self-directed, self-evolving, lifelong learners.

- Joy of Learning
- Empowered Lifelong Learners
- Digital Citizens
- Learner Portfolios

MISSION

What do we want to accomplish?

Choice is Freedom

At ReNEW, we ensure that students are academically and emotionally prepared to access the full range of life choices that are the fundamental right of every child in the city.

OBJECTIVES

How will we achieve our mission?

Empowered Learners

- ❏ By 2017, 100% of ReNEW teachers, leaders, and staff will have individual professional growth goals.
- ❏ By 2020, 80% of ReNEW students will report themselves as the main driver of their learning.
- ❏ By 2020, 100% of ReNEW students will have a basic learner profile.
- ❏ By 2020, 100% of ReNEW schools will integrate a Social-Emotional Learning curriculum.
- ❏ By 2050, 90% of ReNEW students will report being prepared to have success post-ReNEW.
- ❏ By 2050, 95% of ReNEW teachers will be retained annually.

Student-Centered Schools

- ❏ By 2017, 1 school will use Summit's PLP model with multiple grade-levels.
- ❏ By 2018, 1 additional school will use Summit's PLP model.
- ❏ By 2020, 2 schools will use Summit's PLP model for the entire middle school.
- ❏ By 2020, 90% of ReNEW parents will report feeling included in and valued by their school community.
- ❏ By 2020, 100% of ReNEW students will report that their interests and community are included in their education.
- ❏ By 2050, 80% of ReNEW students will engage in competency-based learning.

Boundless Learning

- ❏ By 2020, 90% of ReNEW students will report learning at home through access to digital content.
- ❏ By 2020, 80% of ReNEW teachers will report using technology to transform learning.
- ❏ By 2050, 100% of ReNEW students will own and use a transferable, digital portfolio.

STRATEGY

How will we reach our objectives?

"Fan brush fires of innovation"

Communicate Effectively & Raise Awareness

- Share successes internally and externally
- Expose stakeholders to strategies, tools, opportunities, best practices

Build Understanding

- Provide resources
- Create opportunities to experience

Encourage & Inspire Innovation

- Drive adoption of innovation
- Support school-level initiatives

ACTION PLAN

What steps will we take to achieve our goal?

Click here to view the PL Action Plan

RESEARCH

Harvard's Project Zero

Campbell, R. J., et al. "Personalised learning: Ambiguities in theory and practice." British Journal of Educational Studies 55.2 (2007): 135-154.

Need for learners to be involved in designing their learning process

Miliband, D. "Choice and voice in personalized learning Schooling for tomorrow: Personalizing education (pp. 21-30)." Paris, FR: Organization for Economic Cooperation & Development (2006).

5 phases of PL: assessment, teaching and learning, curriculum choice, radical departure from models, education beyond classroom

-students creating their own ideal learning environment
-involving community, social connections
-outside of school learning

Bloom, Benjamin S. "The 2 sigma problem: The search for methods of group instruction as effective as one-to-one tutoring." Educational researcher 13.6 (1984): 4-16.

Competency-based learning resulted in 1 standard deviation higher learning outcomes
Tutoring resulted in 2 standard deviation higher learning outcomes

Vosniadou, Stella. "How Children Learn. Educational Practices Series--7." (2001).

List of 12 learning design elements to support children's learning

Elmore, Richard F., Penelope L. Peterson, and Sarah J. McCarthy. "Restructuring in the Classroom: Teaching." Learning and School Organisation. San Francisco, CA, USA: Jossey-Bass (1996).

Active learner involvement

Piaget, Jean. "formation du symbole chez l'enfant [La]." (1978).

Active learner involvement

Scardamalia, Marlene, and Carl Bereiter. "Higher levels of agency for children in knowledge building: A challenge for the design of new knowledge media." The Journal of the learning sciences 1.1 (1991): 37-68.

Students building knowledge through their own questioning
Teacher as facilitator - not assuming what students don't know, but allowing students to have agency

Brown, A. L., et al. (1996). Distributed expertise in the classroom. In: Salomon, G., ed. Distributed cognitions: psychological and educational considerations, p. 188-228. Hillsdale, NJ: Erlbaum

Knowledge is an activity, not "furniture of the mind"
Distribution of knowledge (distributed cognition) - teacher, peers, computers, cultural artifacts
Communities of practice

Collins, Allan, John Seely Brown, and Susan E. Newman. "Cognitive apprenticeship: Teaching the crafts of reading, writing, and mathematics." Knowing, learning, and instruction: Essays in honor of Robert Glaser 18 (1989): 32-42.
Apprenticeship embeds learning of skills and knowledge in social and functional context

Rogoff, Barbara. Apprenticeship in thinking: Cognitive development in social context. Oxford University Press, 1990.
Social nature of learning

Vygotsky, Lev Semenovich. Mind in society: The development of higher psychological processes. Harvard university press, 1980.
ZPD

Brown, John Seely, Allan Collins, and Paul Duguid. "Situated cognition and the culture of learning." Educational researcher 18.1 (1989): 32-42.
“knowledge is situated, being in part a product of the activity, context, and culture in which it is developed and used.”

Heath, Shirley Brice. Ways with words: Language, life and work in communities and classrooms. cambridge university Press, 1983.

Mayer, Richard E. Educational psychology: A cognitive approach. Scott Foresman & Co, 1987.
Strategies for problem-solving, learning, etc.

Palincsar, Annemarie Sullivan, and Ann L. Brown. "Reciprocal Teaching of Comprehension-Monitoring Activities. Technical Report No. 269." (1983).
Teaching reading strategies and practicing them

White, Barbara Y., and John R. Frederiksen. "Inquiry, modeling, and metacognition: Making science accessible to all students." Cognition and instruction 16.1 (1998): 3-118.
Metacognition through reflection, skill development
Reflection had significant impact, especially with low-achievers

Brown, Ann L. "The development of memory: Knowing, knowing about knowing, and knowing how to know." Advances in child development and behavior 10.10 (1975): 103-152.
Strategies for memory, supporting ones own learning

Boekaerts, Monique, Paul R. Pintrich, and Moshe Zeidner. Handbook of self-regulation. Elsevier, 2005.
Importance of self-regulation
Feedback

Marton, Ference, and Shirley A. Booth. Learning and awareness. Psychology Press, 1997.
Importance of learning embedded in experience
awareness/conciousness - metacognition
Knowing what you’re learning and why

Halpern, Diane F. Enhancing thinking skills in the sciences and mathematics. Psychology Press, 1992.
Thinking skills over memorization

Resnick, Lauren B., and Leopold E. Klopfer. Toward the Thinking Curriculum: Current Cognitive Research. 1989 ASCD Yearbook. Association for Supervision and Curriculum Development, 1250 N. Pitt St., Alexandria, VA 22314-1403, 1989.
Experience-based learning
Developing thinking skills

Perkins, David. Smart schools: From training memories to educating minds. Simon and Schuster, 2008.
Metacognition, how do you learn, curiosity

Bruer, John T. "Schools for thought." (1993).
“Transfer” - applying old knowledge in a new, unrelated setting that requires learning new knowledge

Bransford, John D. Human cognition: Learning, understanding and remembering. Belmont, CA: Wadsworth, 1979.

Bereiter, Carl. "Situated cognition and how to overcome it." Situated cognition: Social, semiotic, and psychological perspectives (1997): 281-300.
Learning is embedded in experience

Bransford, John D., Ann L. Brown, and Rodney R. Cocking. How people learn: Brain, mind, experience, and school. National Academy Press, 1999.
Learning as an active process
Learning for understanding
Adaptive expertise
Importance of cultural and social contexts
Transfer, application of learning
Assessment for learning

Case, Robbie. "Implications of developmental psychology for the design of effective instruction." Cognitive psychology and instruction. Springer US, 1978. 441-463.

Chen, Jie-Qi, et al. Building on Children's Strengths: The Experience of Project Spectrum. Project Zero Frameworks for Early Childhood Education, Volume 1. Teachers College Press, PO Box 20, Williston, VT 05495-0020, 1998.
Importance of assessment
Children have diverse interests and abilities to tap into
Build on students’ strengths

Gardner, Howard. The unschooled mind: How children think and how schools should teach. Basic books, 2011.
Performance-based assessment
Personal learning paths

Learner profiles

Gardner, H. (1993). Multiple intelligences: The theory in practice. New York: Basic Books.
Personal learning paths
Learner profiles

Deice, E. L., and R. M. Ryan. "Intrinsic motivation and Selfdetermination in human behaviour." (1985).
Agency
Habits of success

Dweck, C. S. "Motivation. In, A. Lesgold & R. Glaser (Eds.). Foundations for a psychology of education. Hillsdale, NJ: Law." (1989).
Agency
Habits of success

Lepper, Mark R., and Melinda Hodell. "Intrinsic motivation in the classroom." Research on motivation in education 3 (1989): 73-105.
Agency
Habits of success

Spaulding Cheryl, L. "Motivation in the classroom." (1992).
Agency
Habits of success

Dziuban, Charles D., Joel L. Hartman, and Patsy D. Moskal. "Blended learning." EDUCAUSE Center for Applied Research Bulletin 7.1 (2004): 12.
Use of blended to support improved learning outcomes

Horn, M., & Staker, H. (2013, May). Is K-12 blended learning disruptive? An introduction of the theory of hybrids. http://
www.christenseninstitute.org/wp-content/uploads/2013/05/Is-K-12-Blended-Learning-Disruptive.pdf

Sturgis, C., & Patrick, S. (2011). It's not a matter of time: Highlights from the 2011 Competency-Based Learning Summit.
Retrieved from
http://www.inacol.org/cms/wp-content/uploads/2012/09/iNACOL_Its_Not_A_Matter_of_Time_full_report.pdf

Kristina Zeiser, Nicholas Mills, Suzanne Wulach, and Michael S. Garet (2016) Graduation Advantage Persists for Students in Deeper Learning Network High Schools
Retrieved from
http://www.air.org/resource/graduation-advantage-persists-students-deeper-learning-network-high-schools

- Deeper learning - transferring skills learned - results in higher college graduation rates