AUR☀RA INSTITUTE

Designing a Personalized, Competency-Based Learning System of Professional Learning: Placing Collaboration, Flexibility, and a Bias Towards Action at the Core

PRESENTERS:

- Ann Ellefson, North Dakota Department of Public Instruction
- Erin Lacina, Northeast Education Services Cooperative
- Greg Dobitz, Oakes Public Schools
- Kate Solberg, West Fargo Public Schools
- Kim Hanisch, KnowledgeWorks
- Lori Phillips, KnowledgeWorks
- Tom Klapp, Northern Cass Public School

Welcome

Please introduce yourself via the **chat box**. We look forward to collaborating!

Name & Role
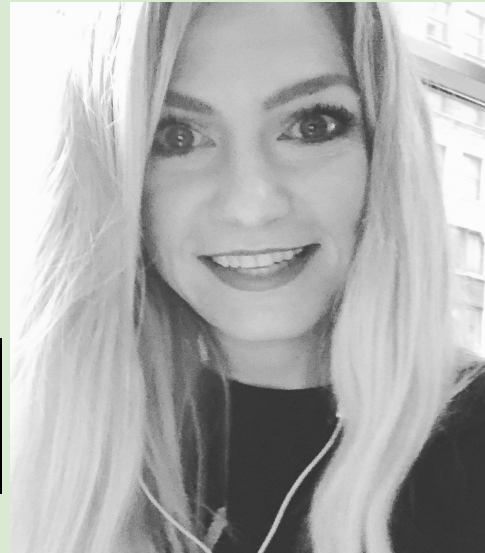What brought you to this session?

Our Panel

Ann Ellefson
NDDPI

Greg Dobitz
Oakes

Kate Solberg
West Fargo

Tom Klapp
Northern Cass

Erin Lacina
NESC

Lori Phillips
KnowledgeWorks

Kim Hanisch
KnowledgeWorks

3

Session Agenda

Introduction & Overview (10-15 min.)

Panel Discussion → Envision Framework (20-25 min.)

Breakout Rooms → Continuous Improvement and Ideation (15 min.)

Share (5 min.)

Session Objectives:

❏ Envision a framework for **collaborative** professional learning that ensures all learners have **equitable** access to a **personalized** learning environment.

❏ Gain insights from lessons learned and next steps towards **continuous improvement** and **sustainability**.

❏ Ideate a plan with the end in mind and a willingness to **fail forward**.

ND PCBL Cohort

Cohort Districts

Introduction

Our Challenges

Our How

Our Visionary What

Our Why

WHY? = Equity

Opportunity for **All Educators** to Learn PCBL **together**, as a means towards equitable practices, thus **impacting All** learners.

ND PCBL: Needs & Challenges

Non-Participating Cohort Members

Participating Cohort Members

- Transformational change
- Scaffolded supports
- Diverse school districts
- Various challenges

 → Cohort Goal

All educators engage in **personalized** learning cycles with **support** structures in place and opportunities to **collaborate**
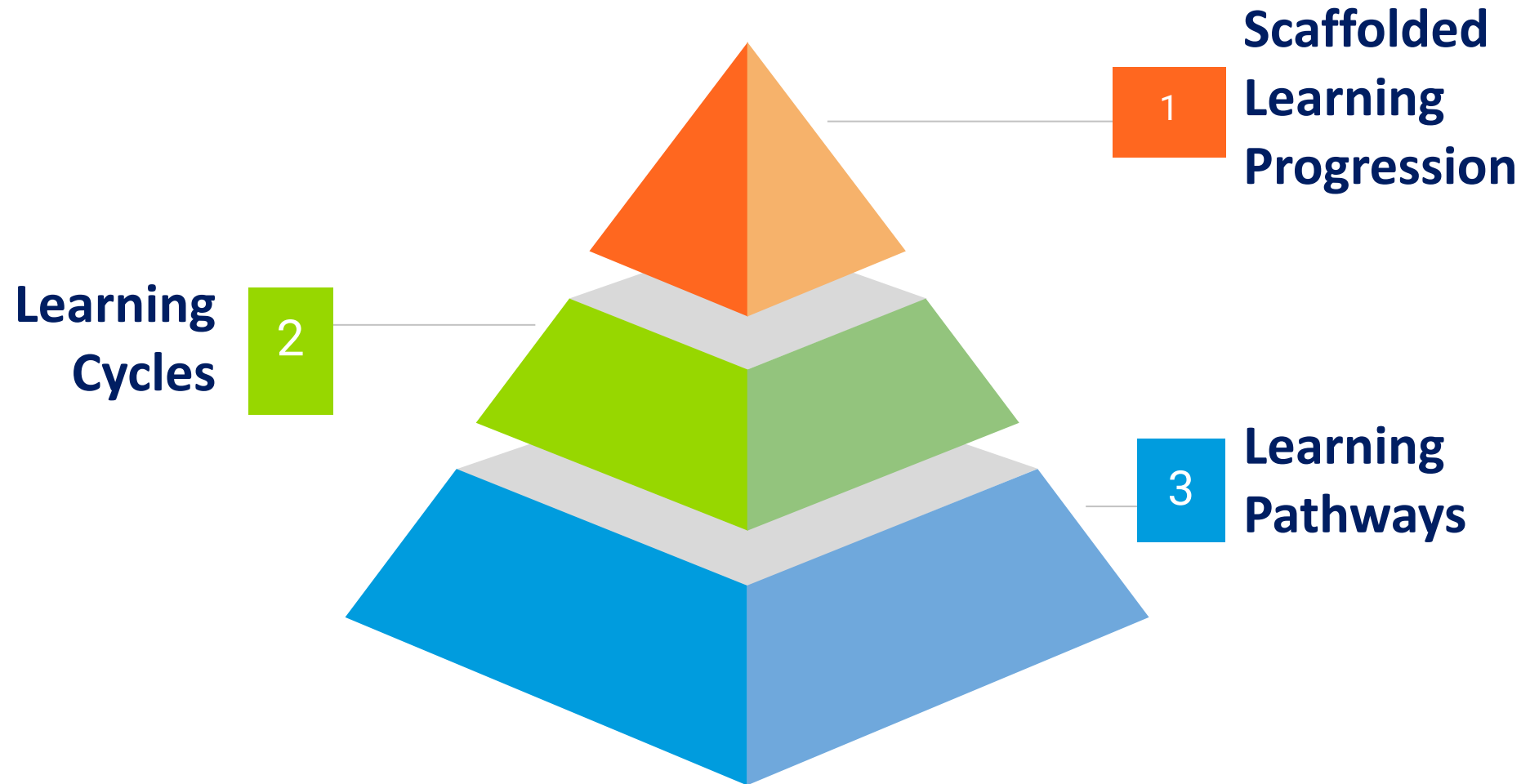
WHAT:
PCBL Professional Development Framework

1 **Scaffolded Learning Progression**

Learning Cycles **2**

3 **Learning Pathways**

1 Scaffolded Learning Progression

ASSESSMENT & INSTRUCTION PATHWAY: LEARNING CYCLES & OUTCOMES (Cycles within red box can be taken in any order)			
LEARNING CYCLE	**OUTCOMES PARTICIPANTS WILL...**	**PREREQUISITE LEARNING**	**READINESS**
#1a **Assessments & PCBL**	• Identify the various types of assessments within a PCBL system and how they are, or may be, incorporated into current practice • Compare and contrast traditional approaches to assessment with PCBL approaches • Describe ways in which assessments are a mechanism of feedback to support learning growth. • Design assessments and feedbacks to support (operationalize) learner agency	**Foundational Learning Cycle Outcomes** (learning can come from previous cycles or other experiences)	(Readiness Check)
#1b **Instruction & PCBL**	• Identify effective instructional approaches within a PCBL classroom. • Recognize current practices related to PCBL approaches and analyze realized impact upon learner achievement and agency. • Explain why PCBL instructional approaches are effective. • Create plan to incorporate new/revised approaches into teaching to further achieve equity in my classroom	**Foundational Learning Cycle Outcomes** (learning can come from previous cycles or other experiences)	(Readiness Check)
#2 **Personalizing Learning**	• Define a Personal Learning Plan (PLP) and describe its connections with the Portrait of a Graduate, Learning Continuums and Competencies. • Explain how to personalize (differentiate) instruction with use of PLP. • Create a plan to incorporate new/revised approaches into teaching to further achieve equity in my classroom. • Describe a learning continuum and its relationship to standards and/or competencies. • Defend approach to utilizing learning continuua to guide design of learning.	**Foundational Learning Cycle Outcomes, Assessment & Instruction Cycles 1a & 1b Outcomes** (learning can come from previous cycles or other experiences)	(Readiness Check)
#3 **Proficiency Scales & Rigor**	• Explain rigor, proficiency scale, and their relationship to each other. • Determine the rigor of a standard and defend it as the foundation for common assessments • Create proficiency scales that reflect both rigor and a learning progression. • Align resources and instructional strategies with the rigor of specific targets. •	**Foundational Learning Cycle Outcomes, Assessment & Instruction Cycle #2 Outcomes** (learning can come from previous cycles or other experiences)	(Readiness Check)

2 # Learning Cycle

SHARE

- How will we save/share our learning cycle log (location, format, contents)?
- Who/How will we share our learning with?

LEARN

- What will be the focus for learning?
- Who is/are the learners?
- What resources (people, readings, videos, etc.) will be needed?

REVISE/EXTEND

- What might we revise for greater student success and next steps?
- How might we extend our learning for next steps?

APPLY

- What are the action steps?
- What is the timeframe and frequency of efforts?
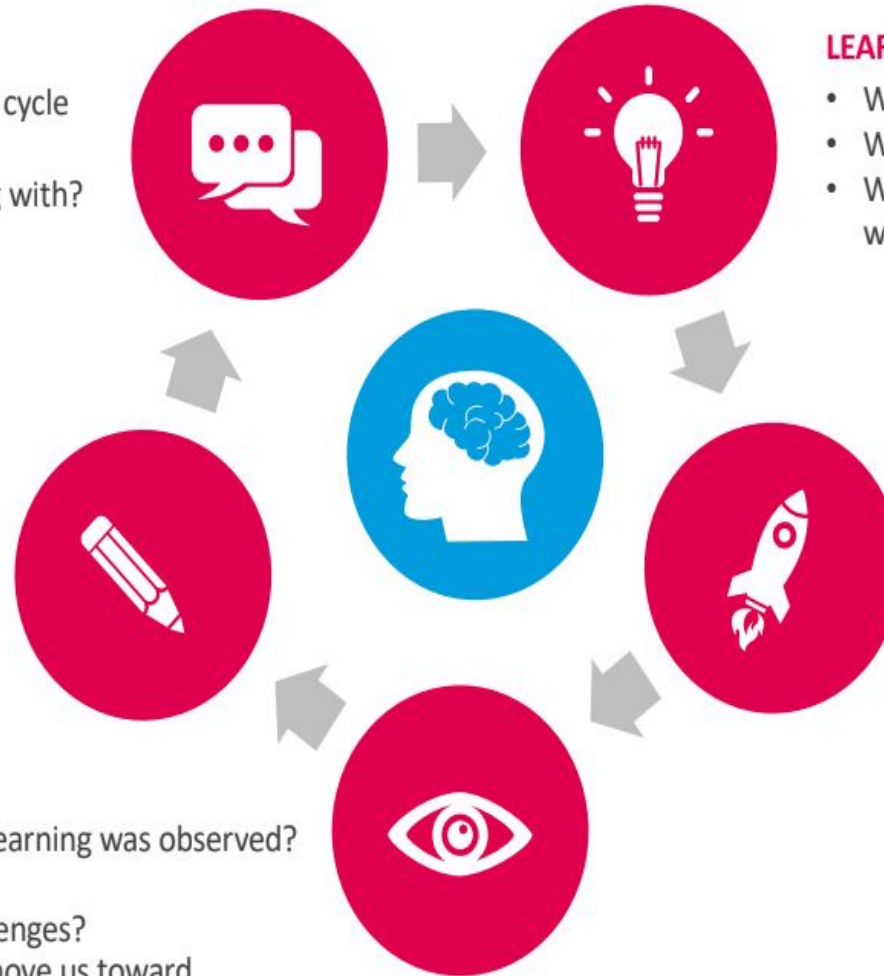- What data (learner evidence) will be collected?

REFLECT

- What impact on student learning was observed?
- What did 'I/We' learn?
- Where were my/our challenges?
- How might this learning move us toward achieving our vision?

3 **Learning Pathways**

- **Foundations**
- **Assessment**
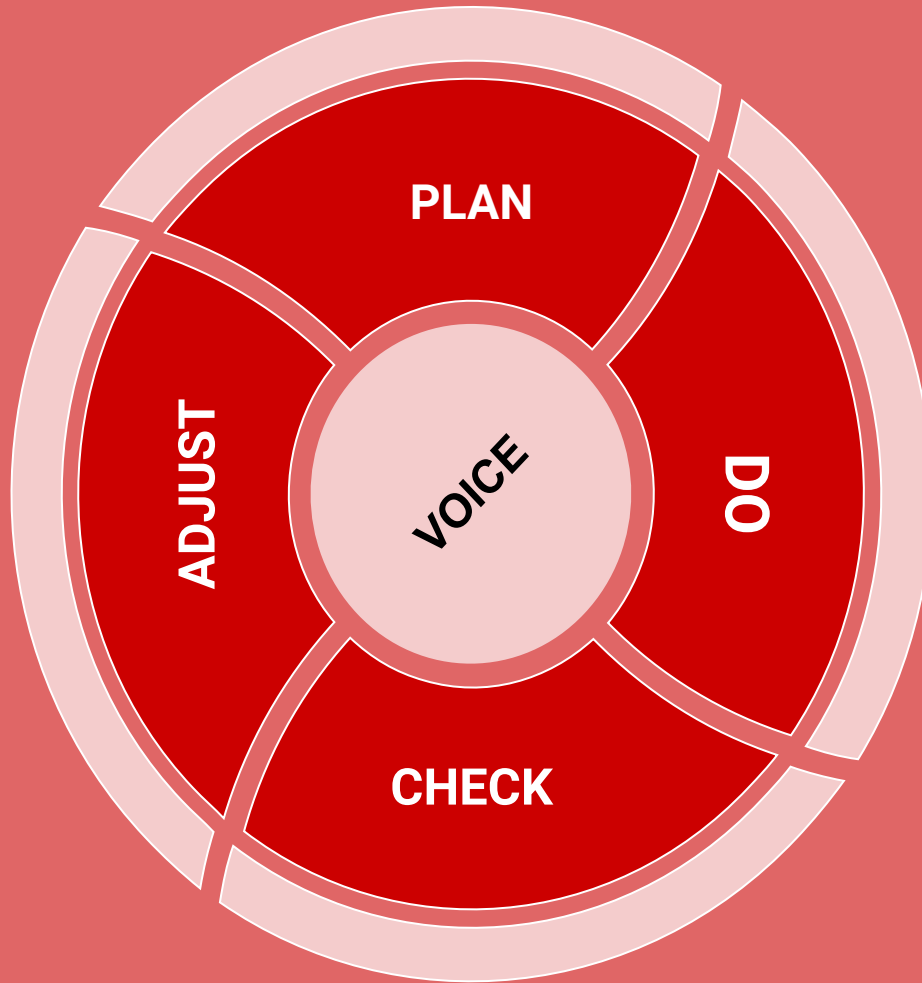- **Instruction**
- **Competencies**
- **System Approaches**

ALL Move Forward Towards PCBL

- **Choice**: various learning options

- **Agency**: goal driven participation

- **Voice**: ZPD learning

- **Culture**: Collaboration

- **Learning with Support**

How: Plan Development

Our How

- ❏ Vision (Equity = Access + Supports for ALL)
- ❏ Facilitation Team
- ❏ Cohort Input
- ❏ Year 1 - dipping our toes with more tight than loose
- ❏ Participant feedback & Cohort input
- ❏ Year 2 - the plunge with more loose than tight

Panel Discussion

Breakout Rooms

Breakout Room Options
Please add 2 numbers before your name (first & second choice - Right Click on your name, Click "Rename")

Ex. 32 Lori Phillips

Learning Outcomes & Organization of Learning (Erin)	Goal Alignment (Kate)	Facilitators & Coaches (Tom)	Communication & Commitment (Greg)	Continuous Improvement (Kim)	State Scale, Capacity & Sustainability (Ann)
1	2	3	4	5	6

Learning Outcomes & Organization of Learning

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)

- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)

- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)

- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)

- What have you learned? How do you plan to make your learning actionable?

How can self -readiness checks lead learners to the appropriate pathway and cycle?

Year 1

Determining Entry Point Into Pathways/Learning Cycles

- Self-readiness check
- Learning from previous experiences
- Individual entry point into the pathway & cycle

Year 2

Determining Entry Point Into Pathways/Learning Cycles

- Self-readiness check (revised)
- Learning from previous cycle and/or other experiences
- Group entry point into the pathway & cycle

Year 1 Example: Readiness Check

Assessment and Feedback (Foundational Knowledge Required)	LC 1: Participants will learn and apply: ● varied assessment formats and purpose within a PCBL classroom ● feedback mechanisms to support learner growth and agency LC 2: Participants will learn and incorporate ● connections between standards, rigor and proficiency scales as they design instruction and assessments ● proficiency scales as the foundation for learning progressions and progress monitoring ● learning continuums of both academics and SEL targets as they design instructional learning progressions LC 3: Participants will learn and create ● pre-assessments as a means of determining access points for new learning ● learning pathways based upon proficiency scales (access points) and learning continuums LC 4: Participants will learn and create a system of ● varied formative assessments, including performance assessments, to monitor learning of academic and SEL targets ● student-influenced assessment designs

Foundations of PCBL	LC 1: ● Identify self as part of district shared vision and strategic plans ● Gain an awareness of the key tenets of a PCBL system as a means toward equitable schooling LC 2: Participants will learn and apply ● strategies and processes that foster a classroom culture with growth mindset, agency and relationships at its core LC 3: Participants will learn and apply ● approaches and tools to support agency through goal-setting and celebrations ● culturally responsive approaches leading to a sense of dignity and belonging LC 4: Participants will learn and apply ● day-to-day teaching practices based upon standards, proficiency scales and aligned resources ● strategies to begin developing personalized learning plans through learner voice/learning surveys

KnowledgeWorks.org

27

Year 2 Example: Readiness Check

#4b
Proficiency Scales, Assessments & Learning Pathways

- Use proficiency scales to develop formative assessments (emphasis on pre-assessments)
- Explain connections between proficiency scales, pre-assessments, learning pathways, and access points.
- Describe how results of pre-assessments determine access points into learning pathways.

Foundational Learning Cycle Outcomes, Assessment & Instruction Cycle #3 Outcomes (learning can come from previous cycle or other experiences)

(Readiness Check)

FOUNDATIONS PATHWAY: LEARNING CYCLES & OUTCOMES

| LEARNING CYCLE	OUTCOMES PARTICIPANTS WILL...	PREREQUISITE LEARNING	READINESS
#1 PCBL Overview, Shared Vision & Agency	• Locate your organizational vision and understand its functionality for someone in your role • Consider how your personal beliefs and the organization's vision interact • Use learner voice to develop a class shared vision. • Name and explain the key tenets of PCBL. • Make connections between key tenets of PCBL practices within your current organization and evaluate the extent of application. • Describe how or why PCBL practices lead towards a system of equity in education.	N/A	N/A
#2 Growth Mindset & Agency	• Define a growth mindset and explain the impact it could have within the classroom. • Explain ways in which current classroom practices reinforce or conflict with growth mindset. • Define learner agency and explain specific strategies that foster/build it? • Explain ways in which classroom strategies honor learner agency. • Use learner voice in the development of classroom operating procedures (SOP's) and/or class norms.	Learning Cycle #1 Outcomes (learning can come from cycle #1 or other experiences)	(Readiness Check)
#3 Proficiency Scales & PCBL Strategies	• Use scope and sequence of standards to determine specific learning outcomes and/or learner needs. • Compare and contrast proficiency scales, rubrics, learning progressions and competencies. • Defend the importance of proficiency scales and relationship to learner agency.	Learning Cycles 1 & 2 Outcomes (learning can come from cycles 1 & 2 or other experiences)	(Readiness Check)
#4 Goal-Setting & Sense of Belonging	• Make connections between learner agency, goal-setting and self-directed learning. • Explain the basic premise of culturally responsive teaching and learning. • Explain how the tenets of PCBL have the potential to create a learning environment of belonging and dignity. • Gain learner feedback regarding strategies you are using in the classroom. • Provide learners choice, at times, in ways in which they might learn (choice in text to read, practice activity, indiv. or small group, choice boards, etc.)	Learning Cycles 1 & 2 Outcomes (learning can come from cycles 1 & 2 or other experiences)	(Readiness Check)

Assessment and Instruction Pathway Learning Cycle #4b: Proficiency Scales, Assessments and Learning Pathways
- I can explain rigor, proficiency scale, and their relationship to each other.
- The rigor of standards is the foundation of my assessments.
- I can create/evaluate proficiency scales to reflect both rigor and a learning progression.
- I align learning resources and instructional strategies with the rigor of specific targets.

Clarifying Questions
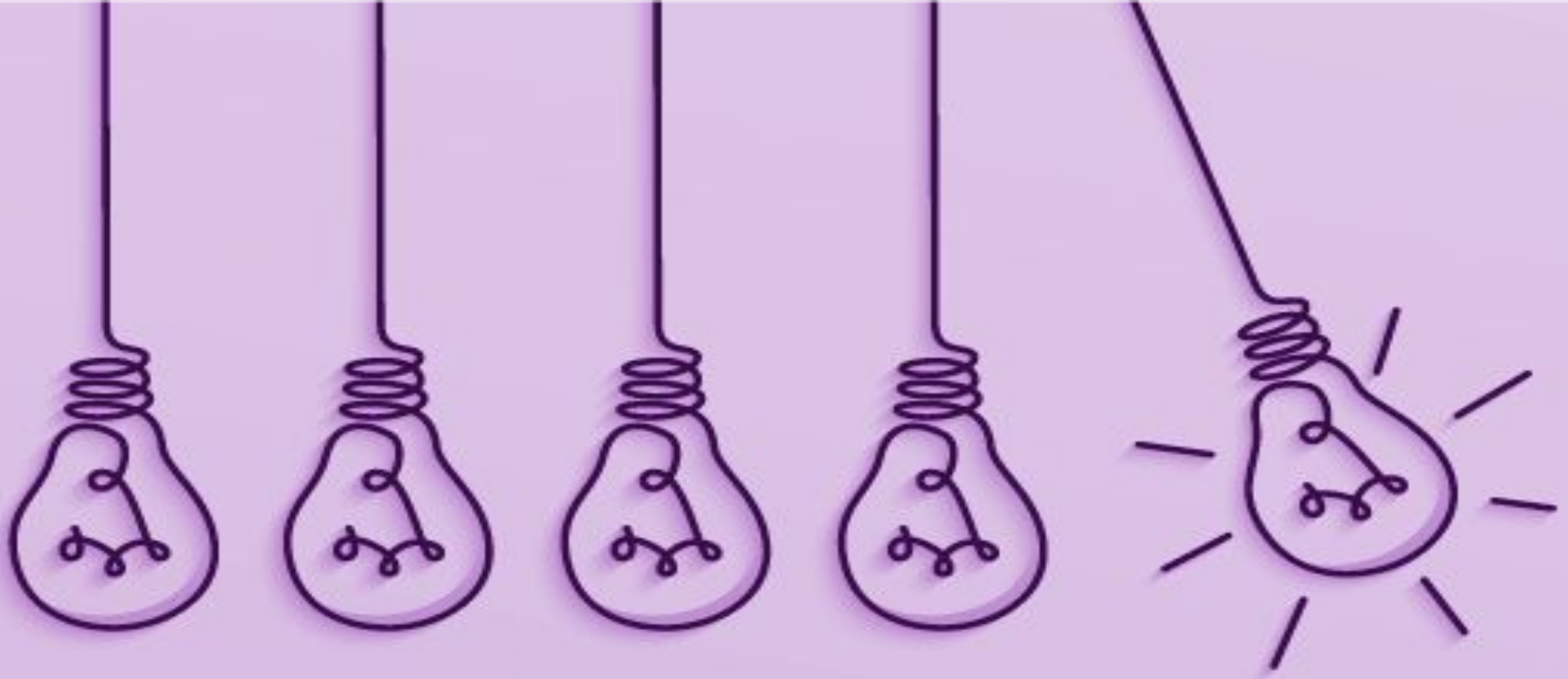
Ideation

Your Takeaways ....

- How did the **ND PCBL Cohort** use a self
-readiness check that leads learners to the appropriate pathway
and cycle?

- **How will you** help support learners in determining an appropriate entry point into your learning pathway?

Diagram with two columns of boxes:

Left column (ND PCBL):
- ND PCBL Why:
- ND PCBL What:
- ND PCBL How:
- ND PCBL Obstacles/Challenges:

Right column (Participant):
- Participant Why:
- Participant What:
- Participant How:
- Participant Obstacles/Challenges:

Goal Alignment

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)

- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)

- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)

- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)

- What have you learned? How do you plan to make your learning actionable?

How can goal setting be supported and aligned at the individual, school, school district, and state level?

Clarifying Questions

Ideation

Facilitators & Coaches

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)

- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)

- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)

- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)

- What have you learned? How do you plan to make your learning actionable?

KnowledgeWorks.org

38

Facilitator Roles & Responsibilities

- Point of Contact between KnowledgeWorks/Cohort & School or District
- Content Access
- Facilitation of Learning
- Coaching
- Reflect Forum
- Communication
- Facilitator PLC
- Mentor Opportunity

How do we make this system of personalized professional development sustainable?

40

Clarifying Questions
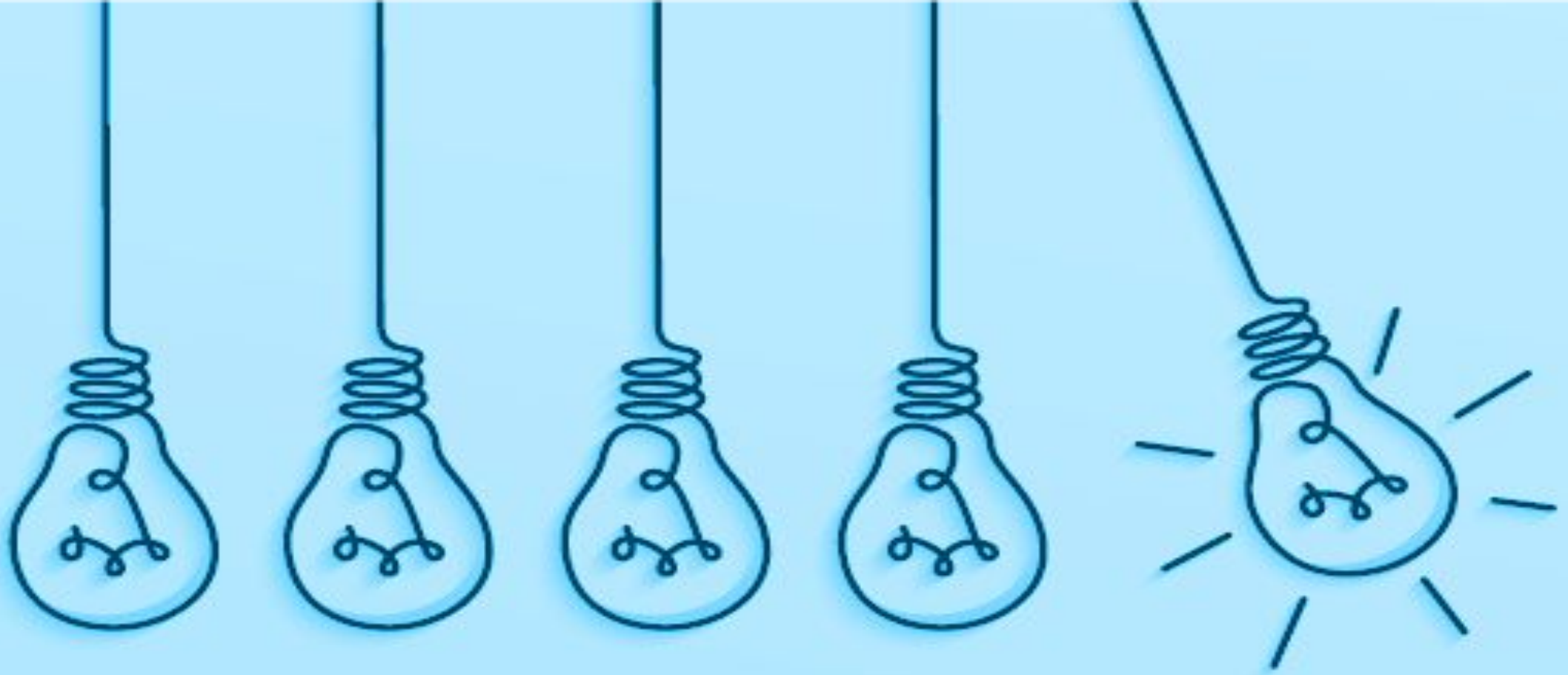
Ideation

Your Reflection and Takeaways

- How can this work become a self-sustaining model for professional learning?

- How can you leverage internal staff for facilitation & coaching?


ND PCBL Why:

Participant Why:

ND PCBL What:

Participant What:

ND PCBL How:

Participant How:

ND PCBL Obstacles/Challenges:

Participant Obstacles/Challenges:

Communication & Commitment

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)
- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)
- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)
- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)
- What have you learned? How do you plan to make your learning actionable?
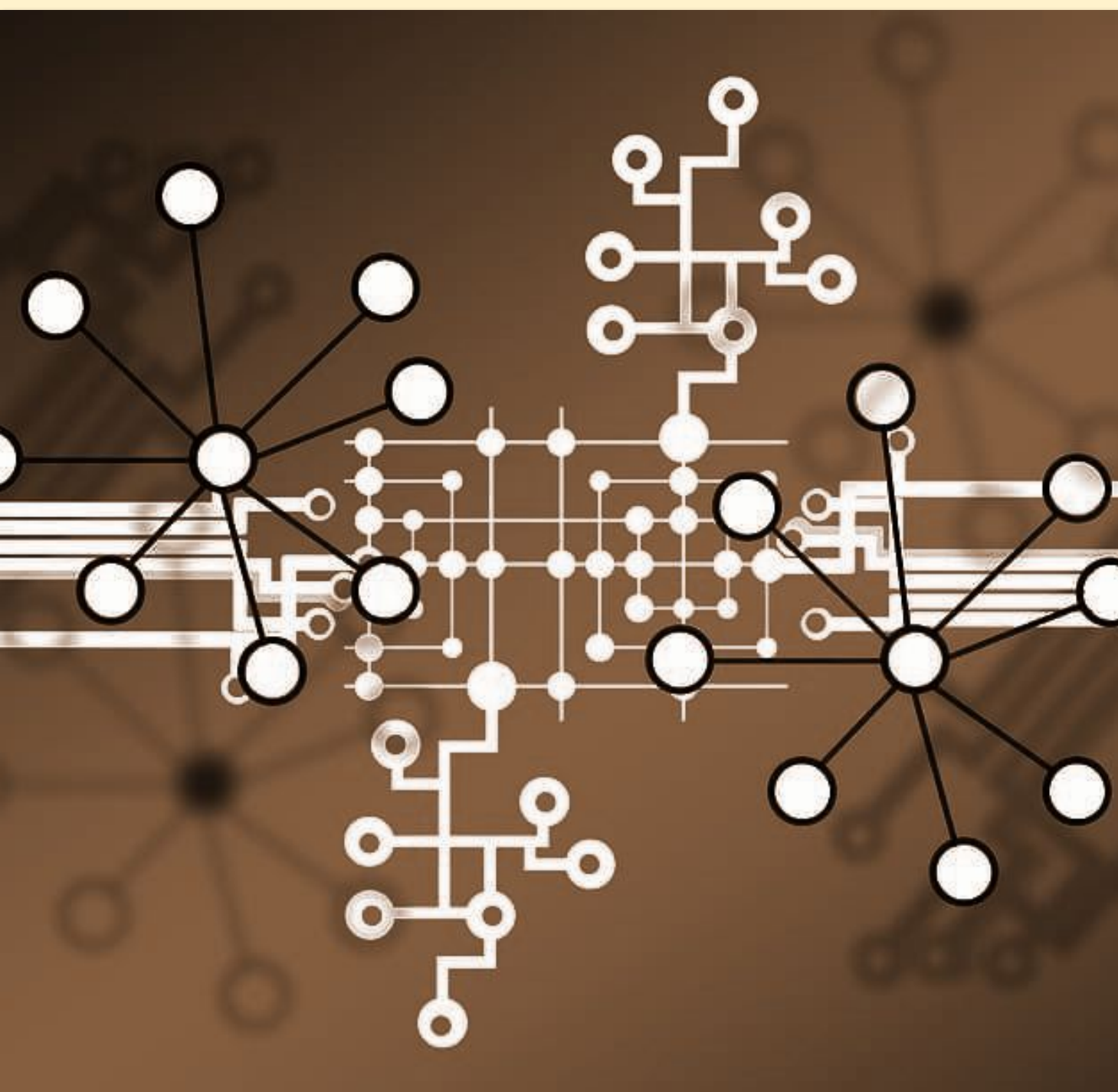
How can personalized professional development be messaged and delivered in clear and concise ways when working across multiple learning communities?

Clarifying Questions

Ideation

Your Reflection and Takeaways

- How did the ND PCBL **Cohort** use leverage communication and commitment?

- **How will you** show commitment towards personalized professional learning? What will be your communication strategy?

ND PCBL Why:

Participant Why:

ND PCBL What:

Participant What:

ND PCBL How:

Participant How:

ND PCBL Obstacles/Challenges:

Participant Obstacles/Challenges:

Continuous Improvement
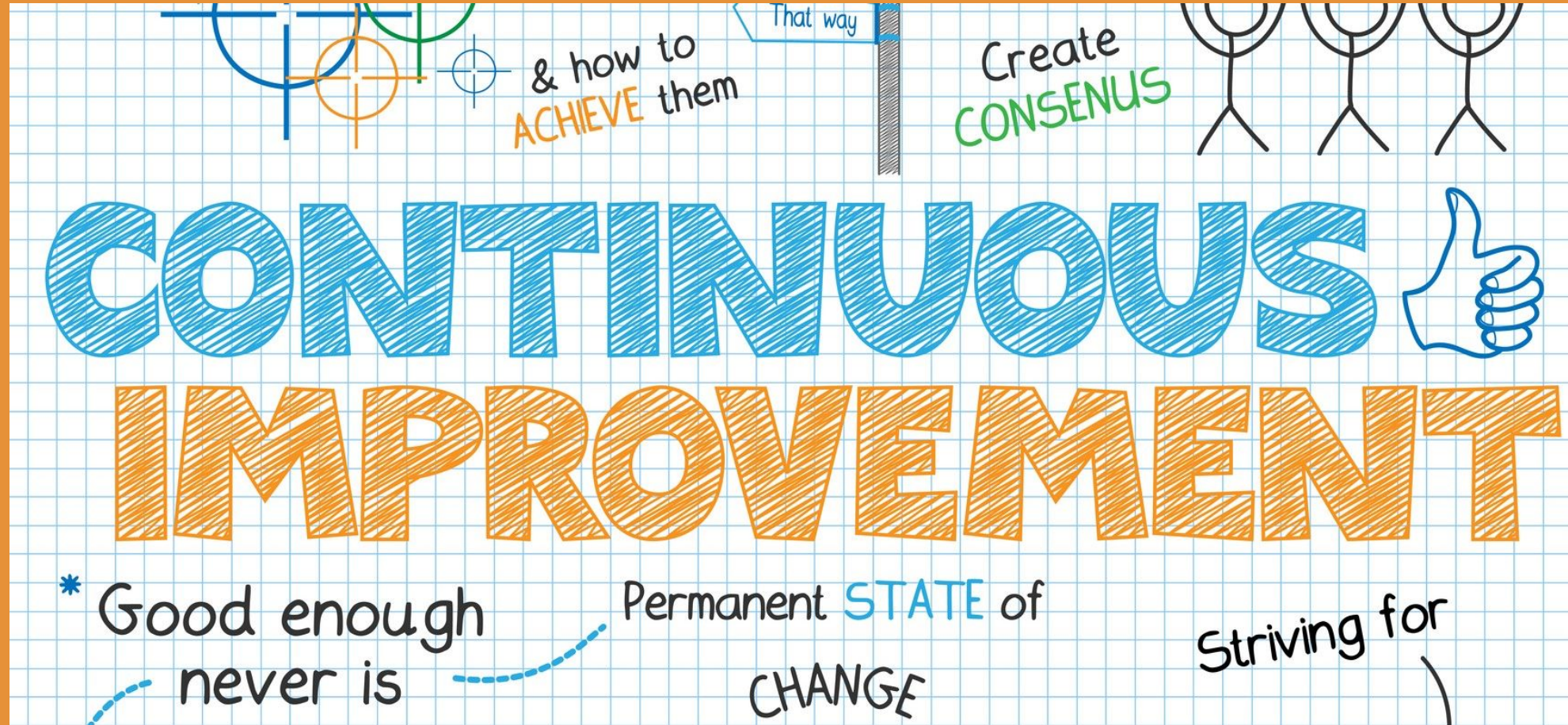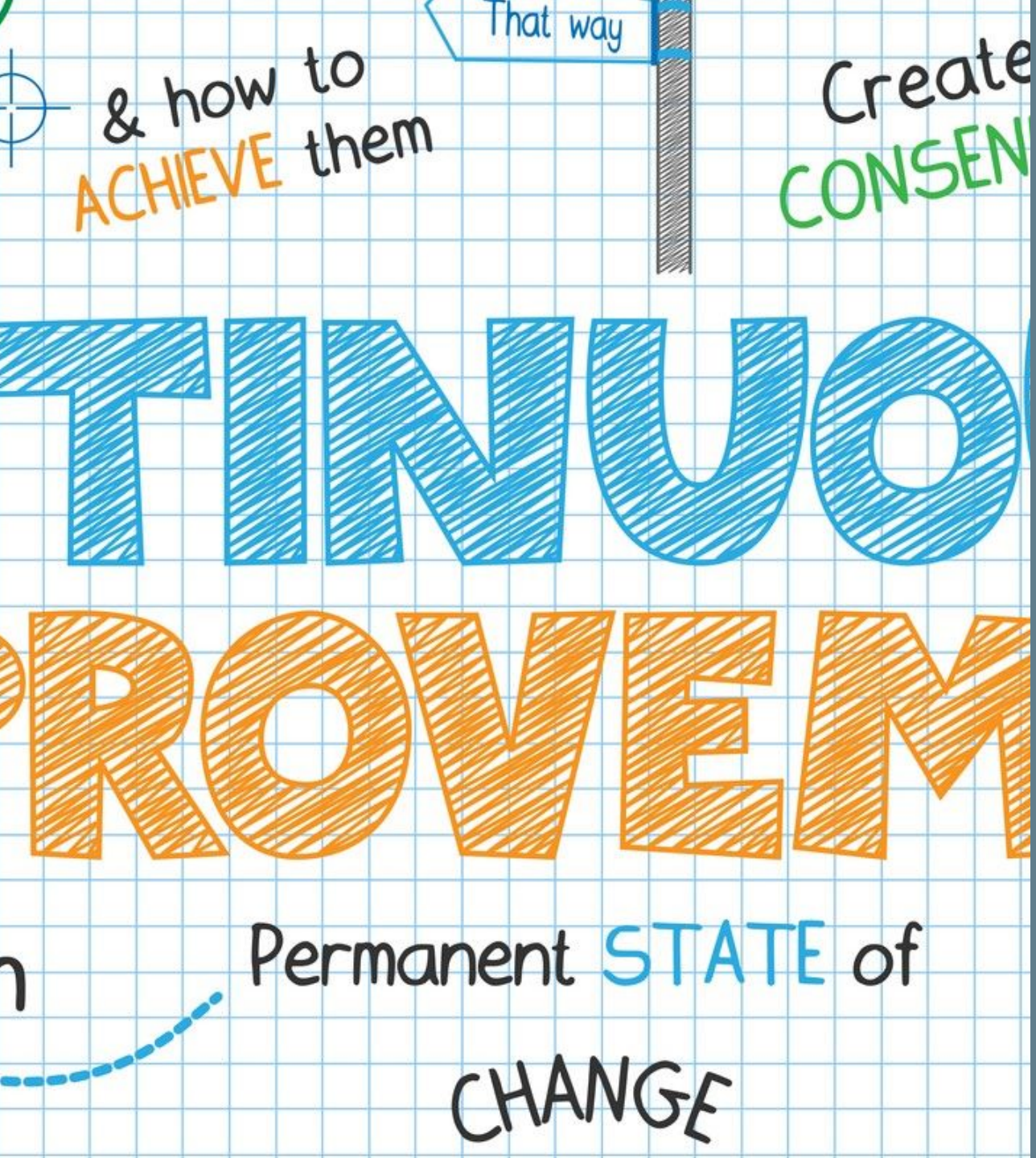
How do we make continuous improvement systemic and systematic?

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)

- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)

- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)

- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)

- What have you learned? How do you plan to make your learning actionable?

Eye on an Audacious Goal

Year 1
Short Term GOALS

Provide <u>varied</u> PCBL professional development learning opportunities as <u>learning cycles</u> within 3-5 <u>pathways</u>, expanding <u>collaborative</u> learning opportunities for <u>all</u> educators/leaders throughout the cohort.

Year 3
Long Term GOALS

Provide a system of professional development, within <u>flexible</u> learning pathways, by which educators' learning is personalized, badged and micro credentialed, thus expanding the PCBL understanding and capacity of all through a <u>personalized</u> approach.

3

Our Approach

- Perfection will NOT paralyze
- Pilot: Embrace Ambiguity
- **During the storm:** facilitator cycles of revision
- **After the storm:** cohort feedback and input towards ownership
- **Response** to Feedback: revisions
- Systems for **continued** feedback

PLAN

DO

CHECK

ADJUST

VOICE
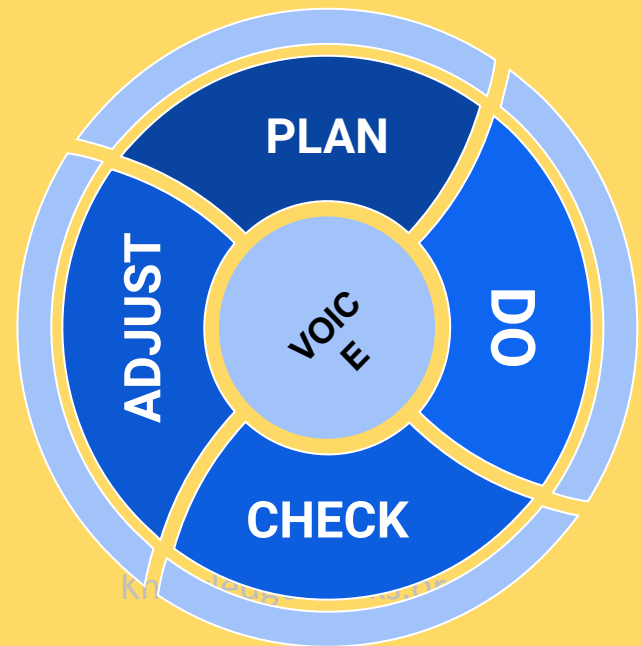
Year 1

- KW driven
- Individual Registration with guidance
- Common LMS
- Content packaged as Learning cycles
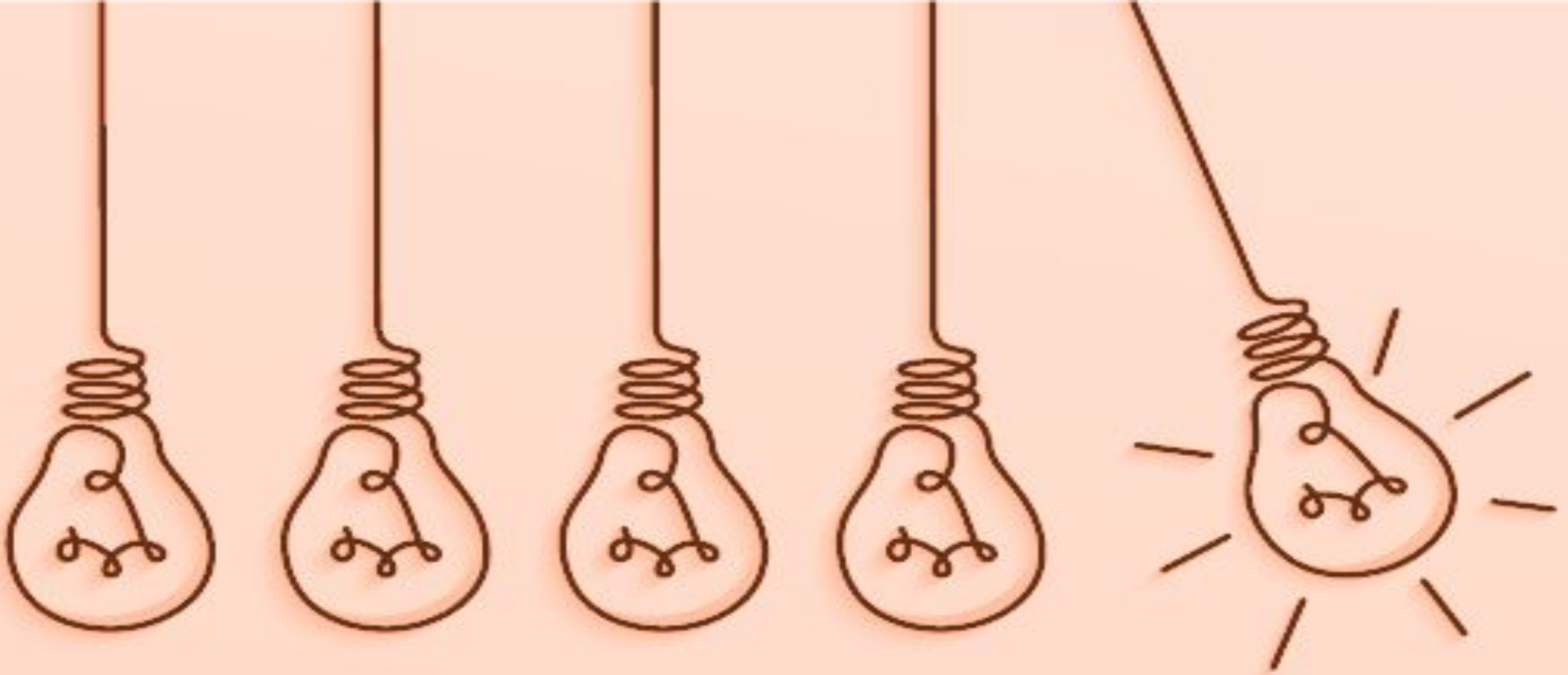- KW supported facilitation
- Unlimited participation

Year 2

- District driven with KW support
- Registration Options
- LMS by choice
- Content re-packaged as learning cycles with time considerations
- Facilitation supports and growth
- District-level incentives
- Communication: early, often and 360

Clarifying Questions

Ideation

Reflection

- How did the ND PCBL Cohort make continuous improvement systemic and systematic?

- How will you make continuous improvement systemic and systematic?

ND PCBL Why:

Participant Why:

ND PCBL What:

Participant What:

ND PCBL How:

Participant How:

ND PCBL Obstacles/Challenges:

Participant Obstacles/Challenges:

State Scale, Capacity & Sustainability

Modified Tuning Protocol

Set up the Challenge (Facilitator, Verbal)

- Share background, context & examples as needed

Clarifying Questions (Participants, In Chat)

- Matter of fact Q's that help deepen understanding

Creative Conversation (Participants, Verbal/Chat)

- Discussing challenge by sharing wonderings, experience, new ideas, etc.

Reflection (Participants & Facilitator, Silent/Chat)

- What have you learned? How do you plan to make your learning actionable?

How does the ND PCBL work move from pockets of excellence to systems of impact?

What strategies exist?

What levers are utilized to have impact at the state level?

Clarifying Questions
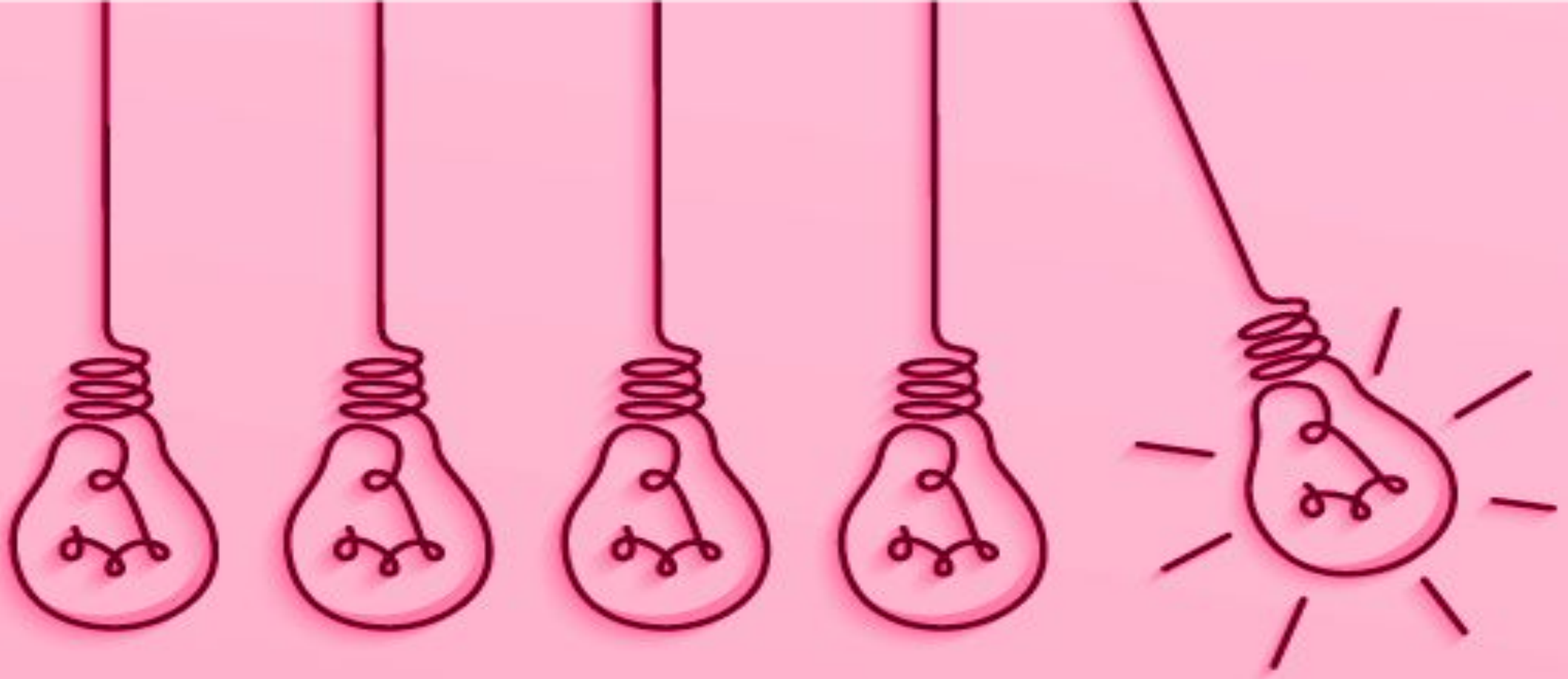
Ideation

Your Reflection and Takeaways

- How can this work move from pockets of excellence to systems of impact?

- What levers will you utilize to move your work forward?

Wrap Up

"I thought I knew…and now I know…"

Thanks for Joining Us!
For Further Connections...

Ann Ellefson (NDDPI) - aellefson@nd.gov
Lori Phillips (KnowledgeWorks) - phillipsl@knowledgeWorks.org
Erin Lacina (NESC) - erin.lacina@nescnd.org
Kim Hanisch (KW) - kimkhanisch@gmail.com
Tom Klapp (N. Cass) - tom.klapp@northerncassschool.com
Kate Solberg (WF) - ksolberg@west-fargo.k12.nd.us
Greg Dobitz (Oakes) - greg.dobitz@k12.nd.us

NORTH DAKOTA DEPARTMENT OF
PUBLIC INSTRUCTION

KnowledgeWorks