AURORA INSTITUTE

*Competency*Works presents

Elevating Student Voice: Lessons Learned Across the U.S.

April 5, 2024 | 12:00 - 1:00 ET

Welcome

Webinar Invitations

❖ Have fun while reflecting on your journey

❖ Engage with agency and an open mind

❖ Accept and expect non-closure

Cinnamon Scheufele & Chris McJunkin
Lindsay Unified School District

Briana Medina
Kettle Moraine alum & Aurora

Yadiira Bravo, Karina Lopez Mendez & Greg Zimdahl
The Young Women's Leadership School of Astoria

The Aurora Institute and *Competency*Works acknowledge that this virtual webinar takes place on lands that have been home to Indigenous peoples since time immemorial. We acknowledge and honor the original inhabitants of our regions, Turtle Island, and beyond.

By focusing on the whole child, real-world application, and learning in context, competency-based education (CBE) uses similar principles to traditional Indigenous education. Whether intentional or not in the initial design, we acknowledge that CBE ideas reflect traditional Indigenous education approaches that long pre-date CBE.

We want to take a moment to honor the native land that we are collectively gathered upon and support the resilience and strength that Indigenous people have shown worldwide. Specifically, we reflect on the impact of colonization on Indigenous Peoples through education systems and the profound brutalization faced as their traditional knowledge systems and ways of being were marginalized and suppressed.
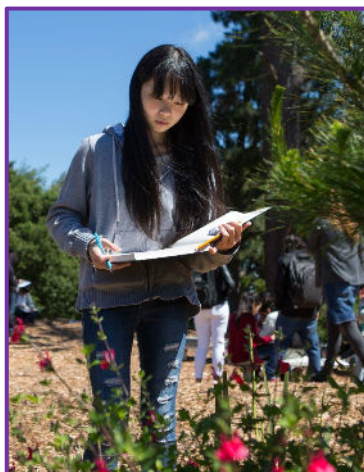
Explore native land maps: https://native-land.ca

Allison Shelley for EDUimages

Introductions!

- Name, Role, Org, and Location (https://native-land.ca)
- Ice breaker (to be answered in the chat): *What is an example of when you experienced or witnessed student agency?*
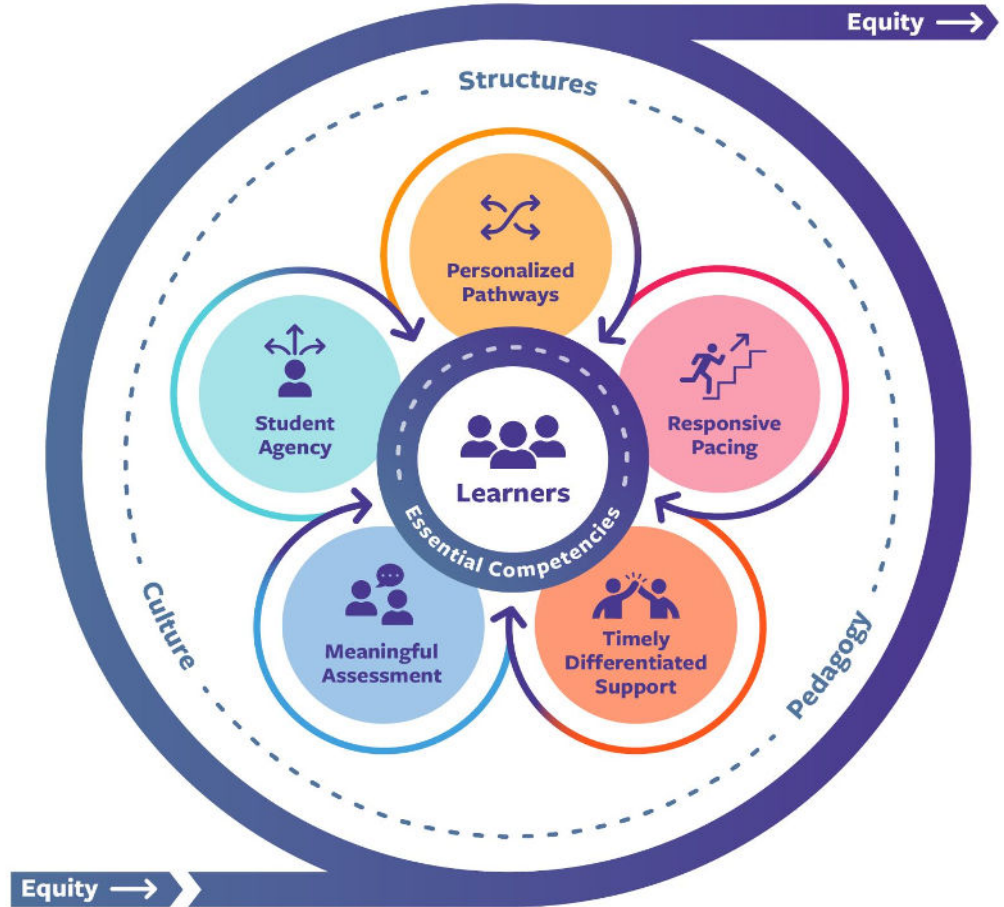

The Verbatim Agency for EDUimages

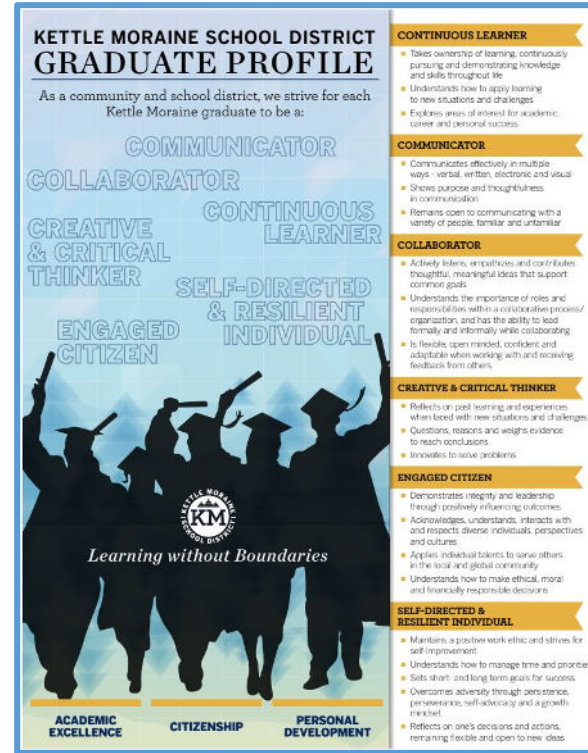# Student Agency & Competency-Based Education

Student Agency

Students are empowered daily to make important decisions about their learning experiences, how they will create and apply knowledge, and how they will demonstrate their learning.

Kettle Moraine School District - Wales, WI

- Four High Schools → One Campus
- Graduate Profile
  - Vision of a successful person the community needs and that district schools strive to nurture and develop.
- Self-Directed and Resilient Individual
  - Learners understand how to set attainable goals, actively engage in the learning, ask for help when needed, and overcome adversity when faced with challenges.

Student Voice at Kettle Moraine

Outreach & Fieldwork: Students at High School of Health Sciences (HS²) have the opportunity to shadow a wide range of careers so they understand the choices available to them. HS² outreach stretches from fire & rescue to certified nursing assistant to medical research to surgery.

Senior Portfolio: Students in KM Perform create a senior portfolio project, in which students combine content knowledge and graduate profile skills sets from their learning experience to create a project of their choice.

*Photo from KM Global Website
https://www.kmsd.edu/kmglobal

Leadership Interns: Students at KM Perform have the opportunity to become leadership interns in their school to help plan presentations of learning, give tours to guests, speak on panels relating to personalized learning, and attend/speak at conferences with KM Perform staff.

Inquiry Projects: Students at KM Global complete semester-long inquiry projects driven by learner interests and goals that provide opportunities for students to focus on Graduate Profile skills and content mastery.

Genius Hour: At KM Middle School, 7th graders were asked to research an interest of their choosing for an hour a week, and create a meaningful project that displays their findings.

Lindsay Unified School District

Integrating Learner Agency Into The Learning Environment

Cinnamon Scheufele–Executive Director of Curriculum & Instruction

The Lindsay Community

- 100% receive free-and-reduced lunch
- 93% Hispanic/Latino
- 31% English Learners
- 43% from a home where one or both parents did not graduate from high school
- 30% Migrant Learners
- 12% meet state and federal standards for homeless
- Average community adult education level is 5th grade
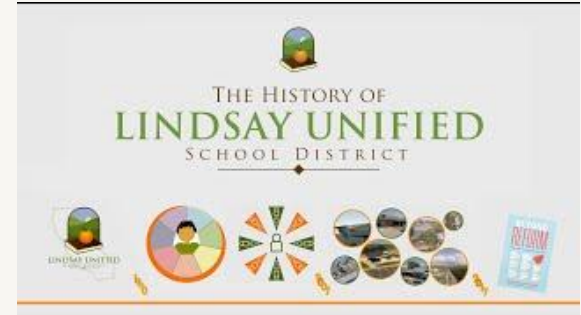
AGENTS OF LEARNING AT LUSD

An Approach to Fostering Agency in Young
Learners Inspired by Red Bridge
Curriculum and Practices

Red Bridge 🏃 SiliconSchools 📖Transcend
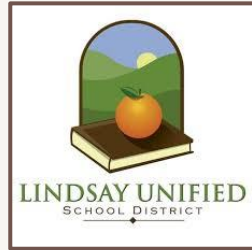
Learner Agency and Agentic Practices in Lindsay Unified School District

LINDSAY UNIFIED
SCHOOL DISTRICT

Theory of Learner Agency

Definition of Learner Agency
Learner Agency is possessing the <u>mindset</u> and <u>know-how</u> <u>to act</u> in a manner which empowers and positions learners for a life-time of learning.

Key Characteristics of Learner Agency

Mindset (Who I Am as a Learner)

| Characteristics	Description	Evidence
Belief in Oneself and One's Capacity	Confident perspective of who one is and what one can do	Learner's manner and behavior demonstrated as self-assurance and evidenced in output/results
Love of Learning or Intrinsic Motivation	Passionate, curious interest in learning which is driven from inside an individual rather than external rewards	Learner's manner and behavior reflect focus and energy when engaged in learning
Resilience	Ability to properly adapt and rebound from stress and adversity or when confronting overwhelming obstacles	Learner's manner and behavior reflect strength and fortitude when confronted with challenges or setbacks with learning
Learning Style	Approach to learning which recognizes the unique strengths, gaps, and preferences of a learner	Learner's disposition and approach to learning reflect nuances associated with and characteristic of this particular learner

Know-how (What Tools, Models, and Methods I Utilize when Engaged with Learning)

Characteristics	Description	Evidence
Strategies (including problem solving and decision making)	Approach to and processes for how to learn and how to use learnings to solve problems and be successful	Learner's approach and engagement reflect deliberate means and methods for pursuing and applying learning
Ownership and Accountability	Responsible for and ownership of one's role in the learning process	Learner's approach and engagement reflect deliberate involvement and personal responsibility for learning
Adaptability	Can flex and adapt in response to how one perceives the conditions of the learning environment and/or in how one interacts with other learners	Learner's approach and engagement reflect flexibility and adjustments in response to context of the environment or interaction with other learners

Actions (How I Structure, Participate, and Monitor My Learning)

Characteristics	Description	Evidence
Goal Setting or Planning	Mapping out short and long term goals for learning in a manner that values and relates to personal aspirations	A set of clear and meaningful short and long term expectations which reflect consideration for individual aspirations
Engagement	Active and meaningful involvement in learning processes so the learner is invested and energized by the learning experience	Learner's involvement with learning reflects a deliberate and active participation of one's mind and/or one's senses
Follow-Through	Capacity to persist and adapt during the learning process so the learner accomplishes outcomes	Learner's experience reflects ongoing commitment and discipline which supports continuous improvement for reaching outcomes
Reflection	Processing learning experiences as a means for a learner to deepen, enhance, value, and grow their learnings and thinking skills	A learner log or portfolio which provides evidence or demonstrates increased knowledge and thinking skills

Technology & Innovation in Education

The Agentic Cycle: Igniting agency in our youngest learners

The Agentic Cycle

Enacting agency is a process. This process involves setting meaningful goals, making plans to achieve those goals, taking action, and reflecting on progress in order to maintain, or correct course. In this resource, we call this process *The Agentic Cycle.* Each stage of this cycle is depicted in the visual below and briefly explained in the paragraphs that follow.

Set Meaningful Goals

Make a Plan

Intentionally influencing one's life and learning

Reflect & Revise

Take Action
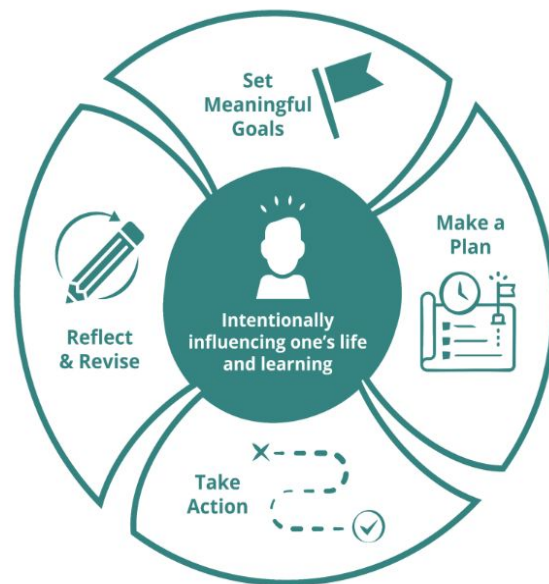
Sources: (Poon, 2018a). The components of learner agency used in this graphic draw heavily from those outlined in Jenny Poon's article,

Transcend

Motivating Learning Opportunities And Learner Voice:

Lindsay Unified's Journey To Implement PBL

Path to Authentic PBL Learning

PBL MINDSET

THINK "DIMMER SWITCH"

NOT "LIGHT SWITCH"
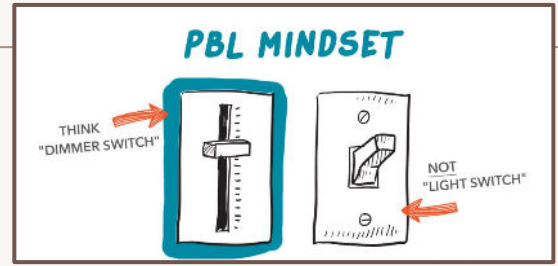
2018

Early implementers receive training in PBL and experiment

2022

School Board Priority – Implement PBL and/or real–life learning experiences for all learners to ensure opportunities for deeper learning

Mar 2022

District launches professional learning around PBL for all

Mar 2022

Optional cohorts supported by Defined Learning start for those interested

Aug 2022

Yearlong roll–out of authentic learning through Professional Learning and District–wide experimentation begins

2022– 2023

Multiple opportunities to learn about PBL, participate in PBL, and hear from those implementing

June 2023

Summer School centered around authentic learning

2023–2024

All Learners participate in a minimum of 2 authentic learning opportunities through PBL

The Young Women's Leadership School of Astoria

- 6-12 single-sex public school in Queens, NY

- Shared outcomes and spiraled rubrics:
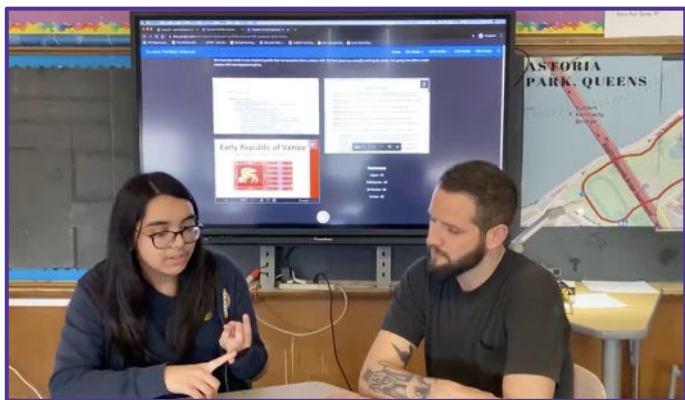 - TYWLS of Astoria is annualized with systematized "**Shared Outcomes**" across all courses, grades 6-12. Each shared outcome connects to discrete, content-specific outcome targets.

  - All teachers use the same rubrics for each of the outcome targets, that are organized and vertically aligned or **spiraled** so that students can see their skill development over different performance levels.

TYWLS of Astoria's
Shared Outcomes

Argue
Build a case for and defend conclusions reached, based on sound logic and valid evidence. Question and critique the arguments of others as warranted.

Be Precise
Accurately represents solutions, ideas and language.

Collaborate
Work effectively with others to achieve common goals.

Conclude
Infer meanings, analyze information and develop valid ideas based on evidence and analysis.

Communicate
Make ideas and information understood, mindful of audience, purpose and setting. Listen and respond to what others communicate.

Create
Construct or develop a product for expression.

Discern
View, read and listen with focused attention to what matters. Examine closely and methodically, attending to easily overlooked details, logic and patterns.

Innovate
Develop new and helpful ways of looking at opportunities, challenges and problems.

Investigate
Ask and refine a researchable question, design a valid experiment or inquiry and gather appropriate info to complete the inquiry.

Plan
Frame and clarify goals and make deliberate plans for how to achieve them. Seek and obtain feedback and assess progress, make adjustments, as needed, to achieve goals. Persevere in the face of difficulty to search for multiple solutions.

Student Voice at The Young Women's Leadership School of Astoria

Advisory and Academic Coaching: Each student at our school has an advisor who provides close academic coaching. Advisors use an online grading system and students' digital and physical work portfolios as evidence for discussions. These coaching conversations are facilitated by students themselves.

Student-led Conferences: During the student-led conferences held twice a year, students describe their performance in various classes. They discuss their levels of mastery, progress toward outcome targets, and identify areas for improvement. These discussions are supported by selected work from their classes, allowing them to justify their claims.

Mastery Youth Ambassadors:

Our school's Mastery Youth Ambassadors program consists of students from various grades who are members of the Mastery Team, working to enhance mastery-based learning. They provide valuable student perspectives, assist in decision-making, and organize workshops for students and parents/caretakers. Additionally, they serve as tour guides during site visits from external schools, showcasing our approach to learning.

Student Junto: The Student Junto is a group of two representatives from each grade at TYWLS of Astoria, collaborating to enhance the school community. Sub-committees, led by these representatives, focus on specific goals to improve TYWLS.

Evaluating our Practices

- **Keep:** Identify how you are currently implementing student agency opportunities and keep executing them.

- **Stop:** Identify the internal and external factors that have led to actions and/or inactions that have served as barriers to creating opportunities for student agency.

- **Start:** Identify new actions you need to take to promote student agency within your learning environment.

Share in the Chat!

Discussion

Ask your questions using the Q & A function

Resources

Kettle-Moraine bmedina@aurora-institute.org	Lindsay Unified cscheufele@lindsay.k12.ca.us cmcjunkin@lindsay.k12.ca.us	TYWLS-Astoria greg@tywls-astoria.org
• Portrait of a Graduate: A Gateway to Competency-Based Learning • Kettle Moraine: How They Got Here and Where They Are Going • How Being in a Competency-Based Learning Environment Prepared Me for College	• Igniting Agency • K-2 agency cards • Defined Learning PBL • Lindsay Unified School District • The History of Lindsay Unified School District (video) • Strong Evidence of Competency-Based Education's Effectiveness from Lindsay Unified School District	• There's A Google Doc For That! One School's Journey Creating a Comprehensive "Mastery Handbook" • The Young Women's Leadership School of Astoria • Catalyzing Mastery-Based Learning: NYC's Mastery Collaborative

Resource: Agency By Design Playbook

Agency by Design: An Educator's Playbook supports the conditions and characteristics for student engagement and self-direction, which are essential for CBE systems with varied pacing, multiple pathways of learning, timely feedback, and differentiated support.

BOOK

Agency by Design: An Educator's Playbook

October 2023

Author(s): Derek Wenmoth and Marsha Jones with George Edwards and Annette Thompson

Issue(s): Redefine Student Success, Create Meaningful Qualifications, Develop Educator Capacity

DOWNLOAD PDF

AGENCY BY DESIGN
An Educator's Playbook
By Derek Wenmoth and Marsha Jones
with George Edwards and Annette Thompson

Share

Reflection & Close

Please take one minute to complete the feedback survey.

Bonus sharing in the chat: How can you apply what we've learned from our discussions today to your learning environment?

Stay Connected

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