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# National Research Convening on Building the Evidence Base for K-12 Personalized Learning

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October 20, 2020





# Improving Communication and Utilization of the Personalized Learning Evidence Base

# Activity: Effective Communications Strategies



What is one of the most effective strategies your organization uses to communicate personalized learning research?

# School and District Leaders



**CEDERICK ELLIS**

Superintendent,  
McComb School  
District, Mississippi



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Principal, Del Lago  
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Director, Two Rivers  
Learning Institute,  
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**SCHOOL  
AND  
DISTRICT  
LEADERS**

**What research on personalized learning have you and your colleagues used, and what has made it most useful?**



#ITSCOMEBACKTIME



# Student-Centered Learning: Our Future in Motion





# Agenda

**01**

**Background Information and Implementation**

#howitallstarted

**02**

**Six Pillars of Student-Centered Learning**

#personalization

**03**

**Rethinking Our Focus**

#swotanalysis

**04**

**Our Future in Motion**

#sustainability

# Student-Centered Learning (SCL) Implementation



## Mission

“To become a premier, world-class school system where student success is inevitable and each student is cultivated to become a fierce competitor in a global society.”



**2015-2016**

“The Summit” was birthed.

**2016-2017**

“The Summit” embraced SCL as a means of instructional delivery.

**2017-2018**

Otken Elementary School implemented SCL in first grade.

**2018-2019**

Otken Elementary School (Grade 2), Higgins Middle School, and Denman Junior High School implemented SCL.

**2019-2020**

District-wide implementation.



# The Six Pillars of Student-Centered Learning



# Six Pillars of Student-Centered Learning



**Time the Variable.**

**Learning the Constant.**

**Scholars the Focus.**

## **Pillar 1**

Scholars are grouped by readiness and progress via mastery, not by age or seat time.

## **Pillar 2**

Scholars create and assume ownership for their personalized learning paths and are able to communicate progress relative to individualized learning goals.

## **Pillar 3**

Scholars are allowed to work at their own pace using a blended delivery system to master rigorous standards aligned to next generation readiness.

## **Pillar 4**

Scholars provide evidence of mastery through relevant performance tasks and common assessments.

## **Pillar 5**

Continuous feedback is provided to scholars, teachers, administrators, and parents.

## **Pillar 6**

Teachers as practitioners.



# Rethinking Our Focus



## SCL Components and Technology

- Shared Vision
- Parking Lot
- Where Am I Board
- Learning Target Trackers
- Workstations
- Flexible Seating
- 1:1 Technology

## Mindset

- Fixed
- Different Interpretations of Data
- Stakeholders

## Alignment and Coherence

- Hodgepodge of Resources
- Limited Alignment to the State Standards
- Silos
- Accountability

## Strategic Intent

- Align Instructional Systems
- Create a Culture of Learning
- Build the Capacity of Teacher Practitioners
- Increase Student Achievement

Strengths

Weaknesses

Threats

Opportunities

**SCL  
SWOT  
Analysis**

# Our Future in Motion

## Alignment and Coherence

- MS CCRS Aligned Tier I Instruction
- Data-driven Instructional Practices
- Common Instructional Resources
- Common Formative and Summative Assessments

## Capacity Building

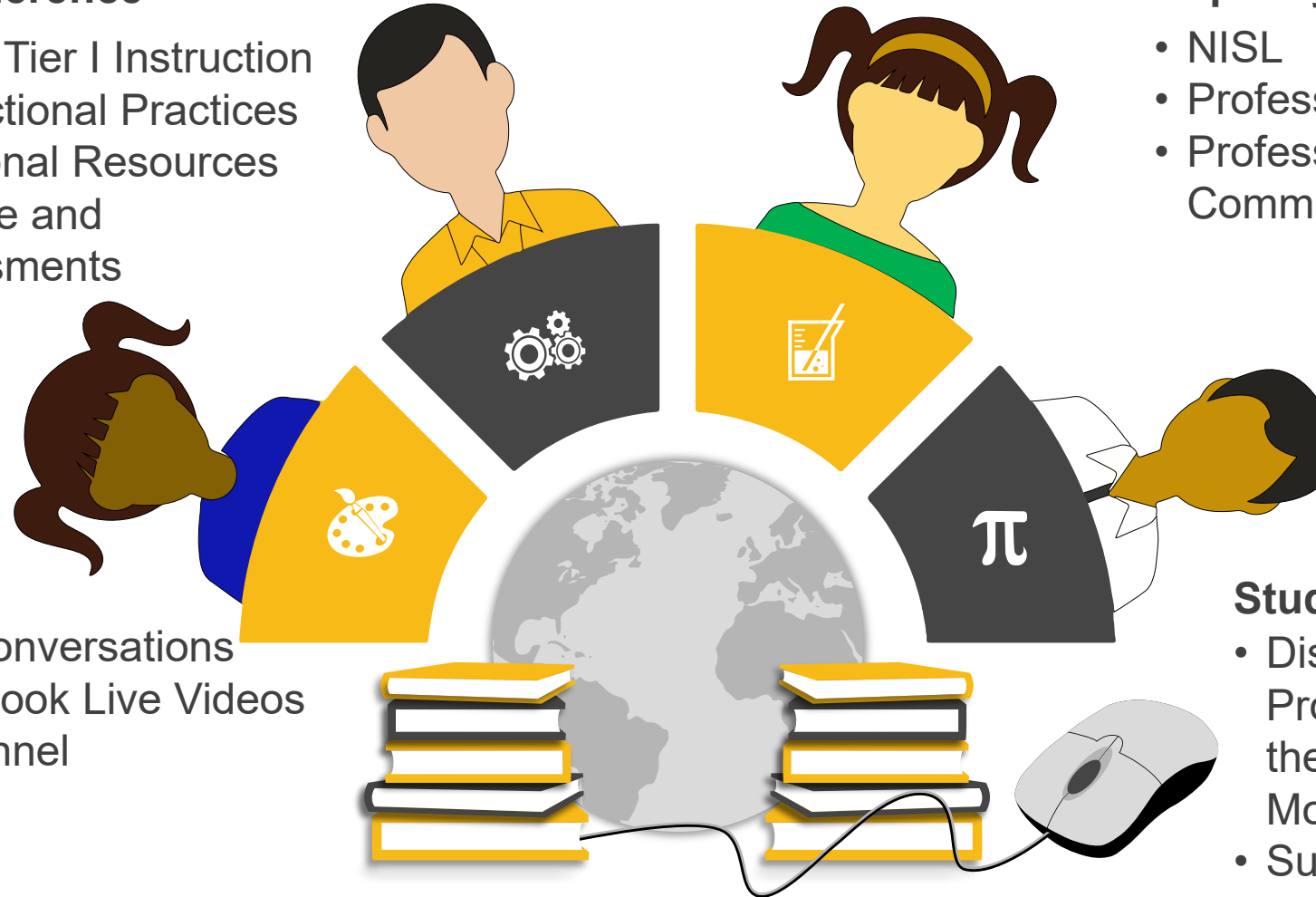
- NISL
- Professional Development
- Professional Learning Communities

## Transparency

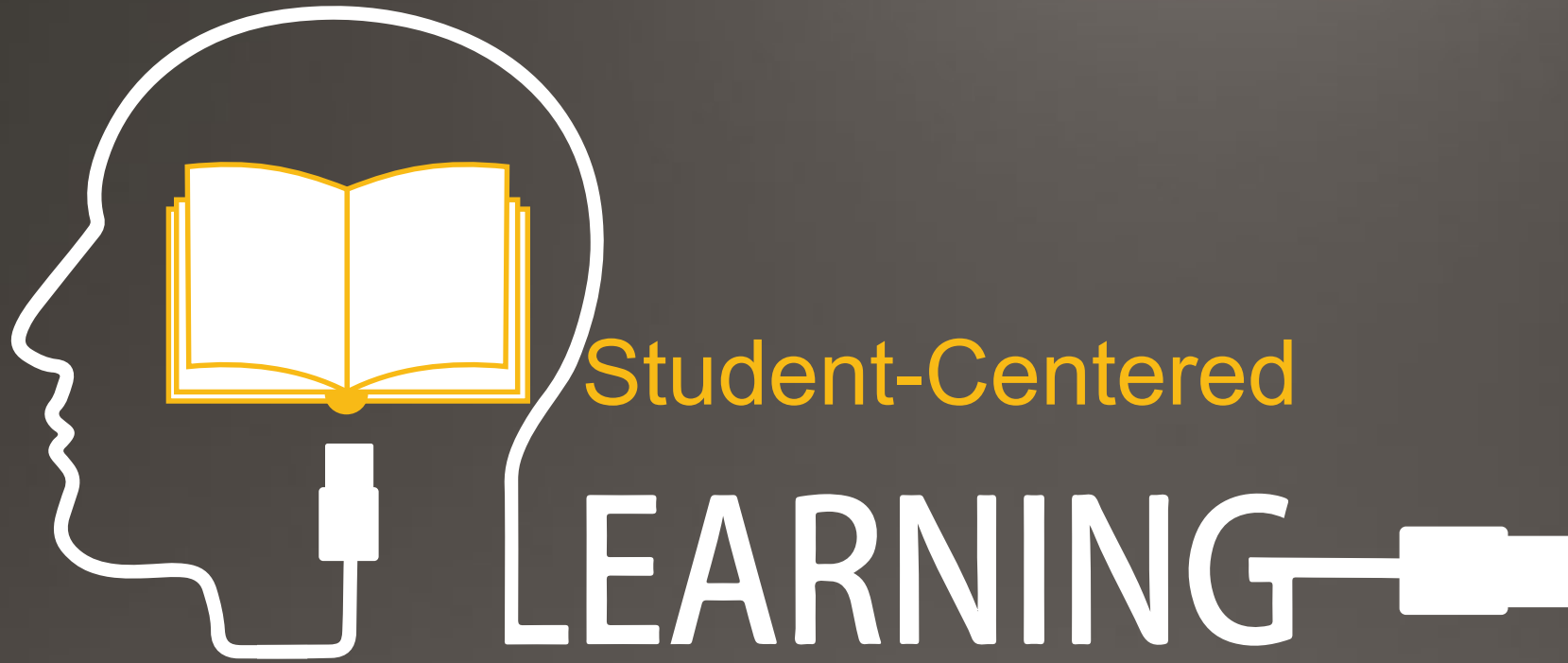
- Communication
  - Community Conversations
  - Weekly Facebook Live Videos
  - YouTube Channel
  - Twitter
  - MSD Website
  - SchoolStatus

## Student Achievement

- District-Wide Increase in Proficiency and Growth on the State Accountability Model
- Summit Elementary School First “B” Rating







Student-Centered

LEARNING

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QUESTIONS?

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**IT'S COMEBACK TIME**  
MCCOMB SCHOOL DISTRICT

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THANK YOU

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# Del Lago Academy Mission:

Mission: Preparing future scholars, innovators, and world citizens.

**Scholars** with the academic skills required for postsecondary and global workforce success.

**Innovators** who create solutions to local and global problems through empathy, creativity, and collaboration.

**World Citizens** who are respectful, responsible, ethical, and compassionate.





# Improving Communication and Utilization of the Personalized Learning Evidence Base

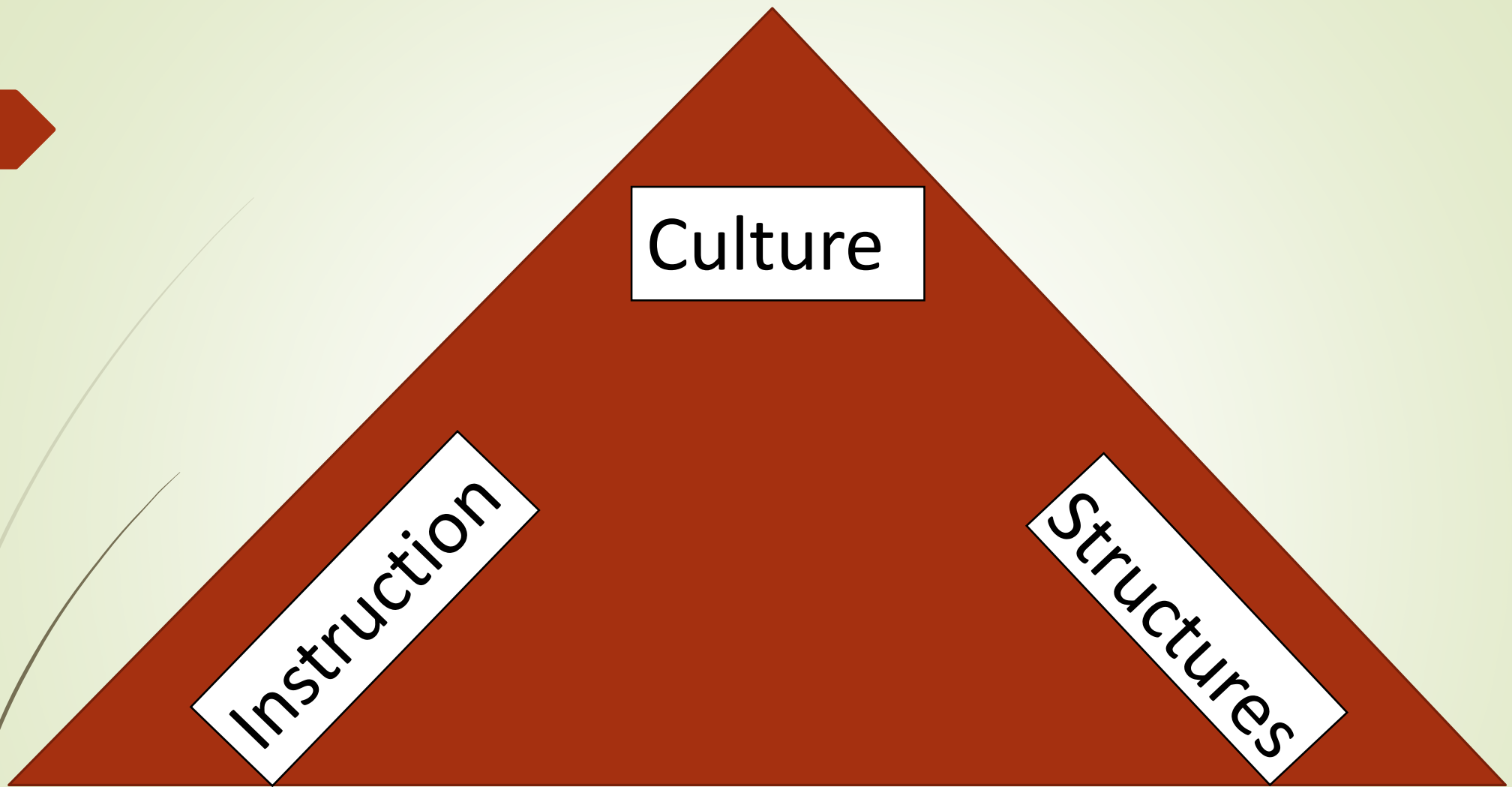
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# Our Philosophies

- Why Scholars?
  - It Takes A Village
  - Restorative Practices
  - The Role of Technology
  - College and Career Readiness
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# DLA Core Beliefs:

- **PERSONALIZATION:** We believe learning is a social process and relationships are important. Scholars that are known as individuals, challenged intellectually, respected, supported, and connected to their learning will be successful.
- **AUTHENTIC LEARNING EXPERIENCES:** We believe scholars who are challenged intellectually by actively exploring real-world problems value their learning and are motivated to succeed.





## DLA Core Beliefs:

- **AN ETHIC OF EXCELLENCE:** We believe scholars immersed in a school and community culture that fosters excellence will value their own accomplishments and strive for academic and social excellence.
- **SKILLED PROFESSIONAL TEACHERS:** We believe skilled teachers understand that scholars learn in different ways. They know a great deal about the learning process, and they use this knowledge to make the content accessible for diverse learners and support the learning process.



# High Quality Instruction That Includes:

- A Comprehensive & Cohesive Standards Based Curriculum.
- A Competency Based Assessment System
- Project Based Learning Opportunities in grades 9-11 that include:
  - Interdisciplinary Projects
  - Presentations of Learning
- Junior Internships
- E-Mentors
- Career Workplace Experiences
- Community Partnerships



# DATA SNAP



- 800 scholars
- 99% of scholars graduated in class of 2020
  - 87% met the UC/CSU requirements
    - 56% Title 1
    - 6.4% SPED



# Our Body Of Research (well some of it!)

An Ethic of Excellence (Berger, 2003)

How To Create A Culture of Achievement (Fisher et al., 2012)

The Restorative Practices Handbook 2<sup>nd</sup> Ed. (Costello et al., 2019)

Restorative Circles in Schools (Costello et al., 2010)

<https://www.pblworks.org/>

Assessment for Learning Project (ALP) <https://www.assessmentforlearningproject.org/>

Center for Collaborative Education <https://www.cce.org/>

Quality Principles for Competency-Based Education (Sturgis & Casey, 2018)

Designing for Equity: Leveraging Competency-Based Education to Ensure  
All Students Succeed (Sturgis & Casey, 2018)





TWO RIVERS PUBLIC CHARTER SCHOOL

# Using Education Research at Two Rivers Public Charter Schools

**Jeff Heyck -Williams**

**Director of the Two Rivers Learning Institute**



# The Two Rivers Model



# Sources of Research



- ▶ Book Length Studies
  - Making Thinking Visible by Ron Ritchhart
  - Assessing 21st Century Skills by Laura Greenstein
- ▶ Organization White Papers and Resources
  - PBL Works (The Buck Institute for Education)
  - Battelle for Kids (Partnership for 21st Century Learning)
- ▶ Articles
  - Education Leadership (ASCD)
- ▶ Direct Collaboration with Researchers
  - Ruth Chung Wei at SCALE (Stanford Center on Assessment Learning and Equity)
  - Ron Ritchhart at Harvard's Project Zero

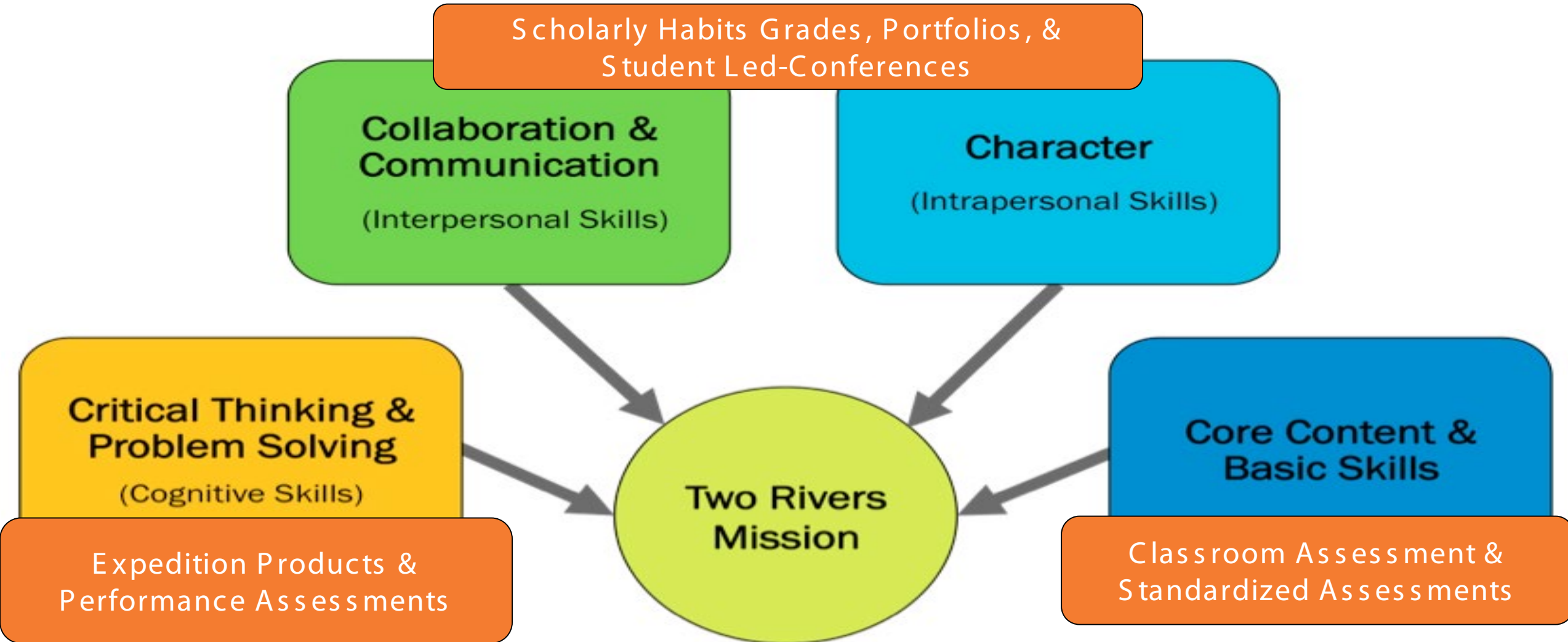


**TWO RIVERS** PUBLIC CHARTER SCHOOL

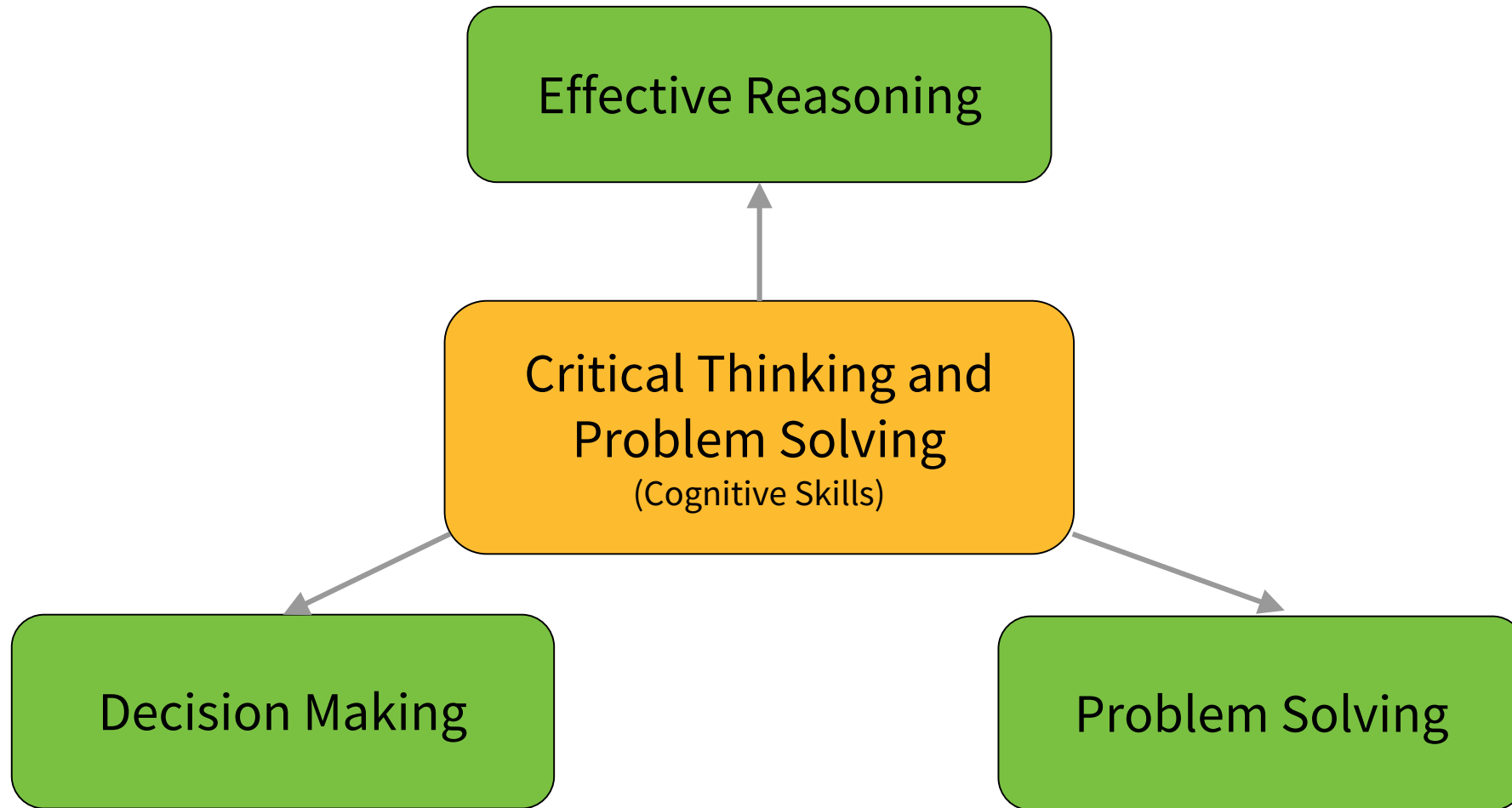
# Introduction to the Assessment for Learning Project



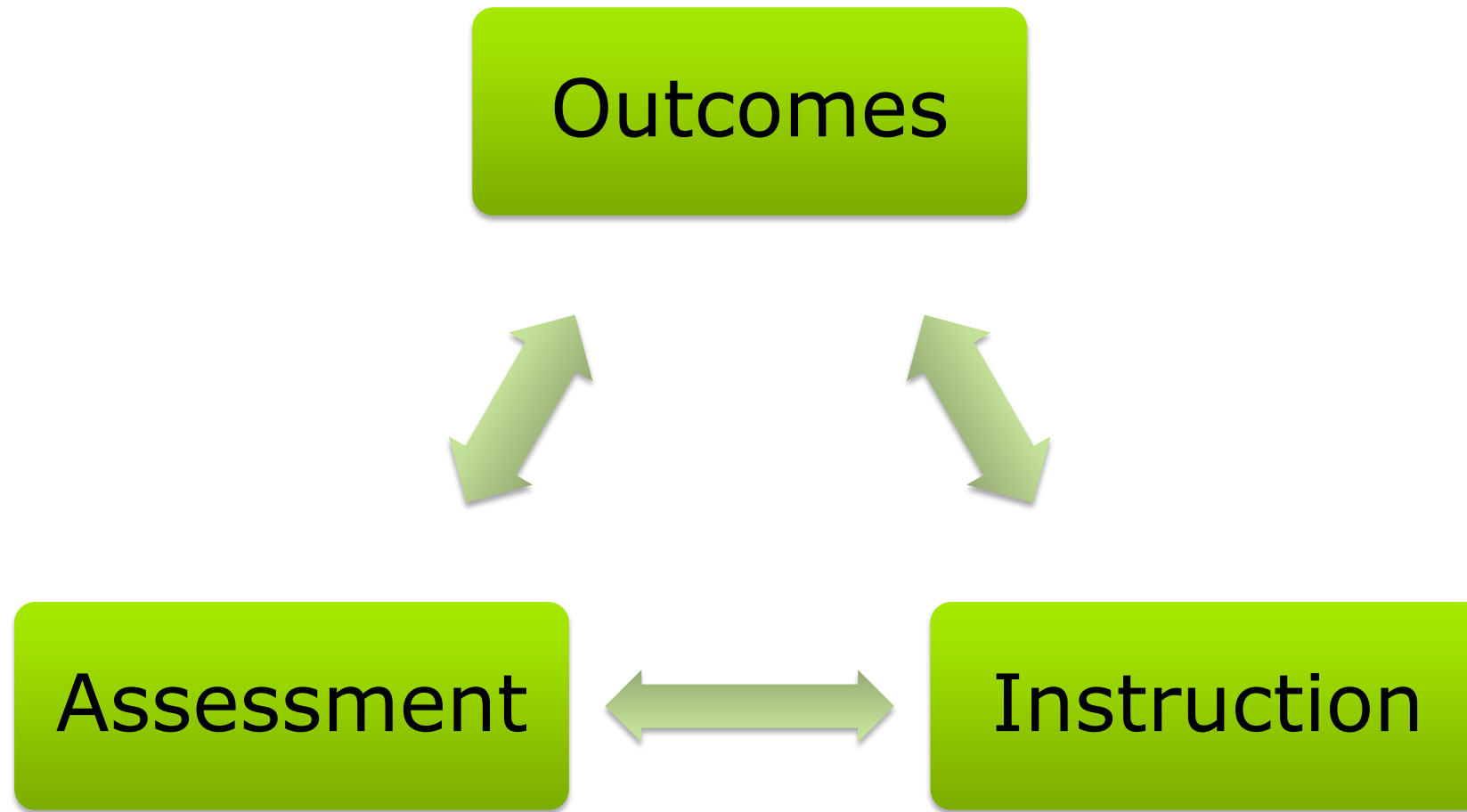
# Two Rivers Assessment System



# Components of Critical Thinking & Problem Solving



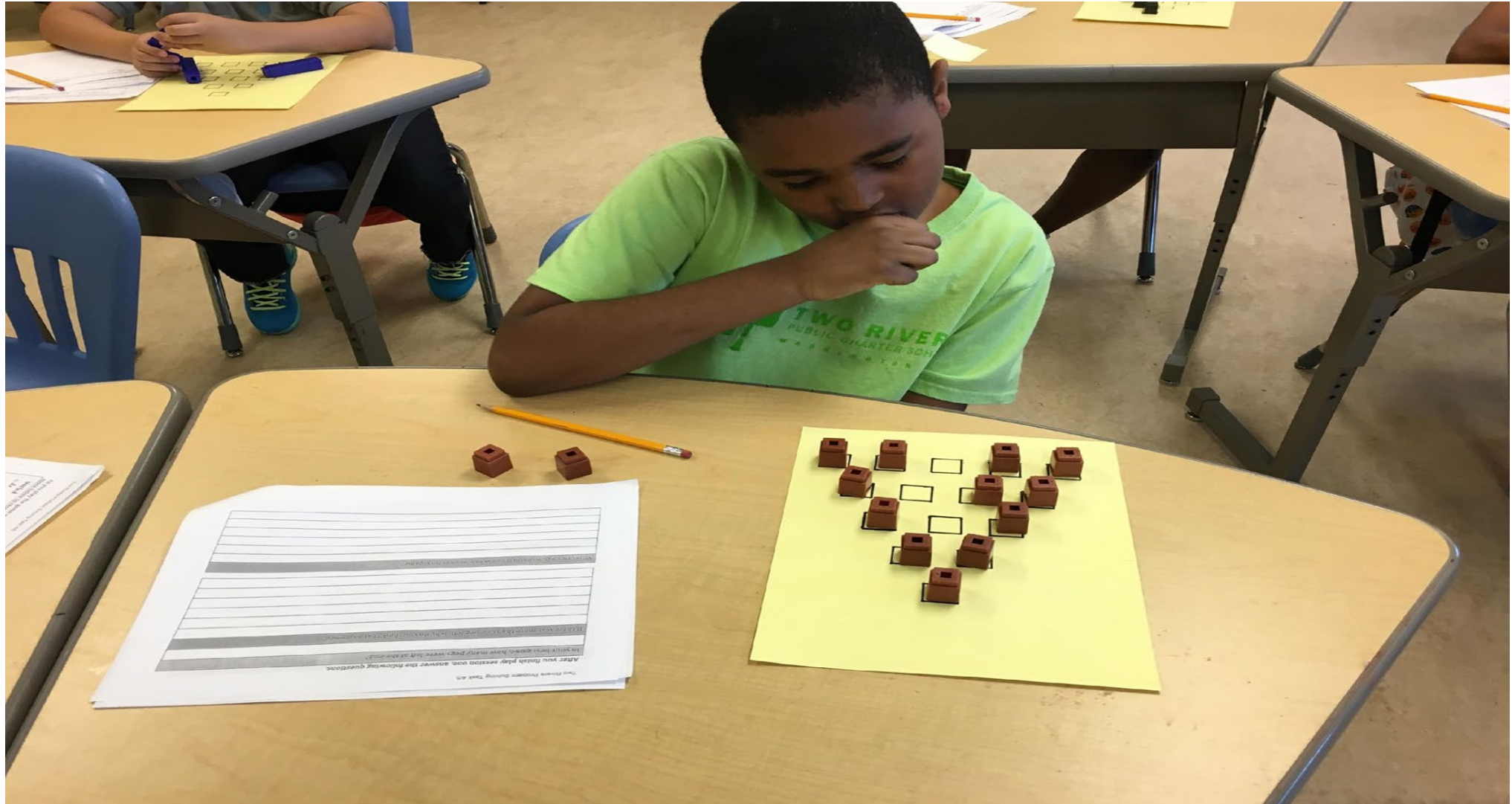
# The Instruction and Assessment System



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# Assessing the Constructs





# Teaching Toward the Constructs





# Questions

