

Communicators



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**COMMS
PROS**

**What are effective strategies
for communicating and
disseminating findings from
personalized learning
research?**



**Sharing the Human Impact
of the K-12 Personalized Learning Evidence Base**
October 20, 2020



There are two ways
to share knowledge.
You can **push**
information out.
You can **pull them in**
with a **story.**

Our communications efforts serve to



Show the
progress of our
work



Educate and inform
- answering: what
does personalized
learning look like?



Uncover and
address
opportunities
and needs

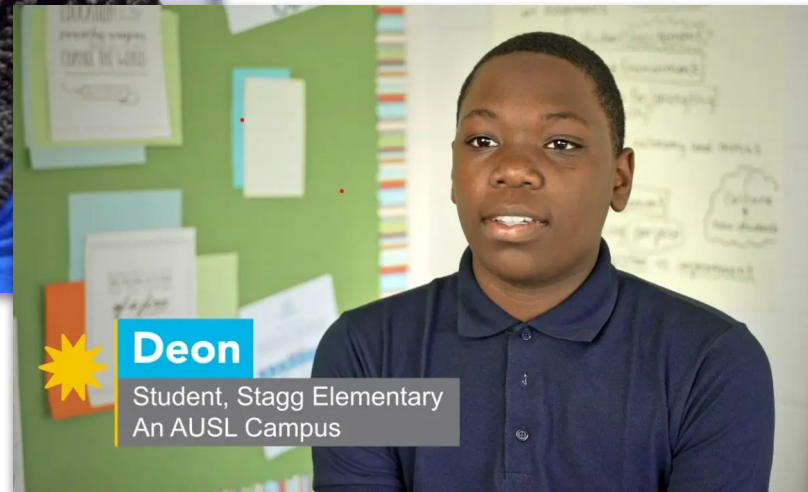


Engage our
constituents and
garner support

Impact Stories: Bring the work into life



SCHOOL
The Story of the
Whole-School
Redesign of
Belmont-Cragin
Elementary



STUDENT
The Story of Deon:
How He Found his
Leadership Voice

EDUCATOR
34 Kids, 34 Ways:
The Transformation Story
of Teacher Steve
McWade



Following a traditional storytelling arc



Two ways to share insight




Personalized Learning in Practice
An Evaluation of Breakthrough Schools: Chicago
Executive Summary





THANK
YOU!

The Learning Accelerator



**Improving Communication and
Utilization of the Personalized Learning
Evidence Base**

October 20, 2020



The Learning Accelerator



Make It Accessible



About the Presenter



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Slides:

<https://bit.ly/2H00PbQ>

The Learning Accelerator envisions a world in which each student receives the effective, equitable, and engaging education they need to reach their full and unique potential.



Our mission is to connect teachers and leaders with the knowledge, tools, and networks they need to transform K-12 education.



**TLA is helping make
the “potential”
possible and practical
for every teacher and
student in America.**



TLA identifies patterns and sparks movement on shared problems of practice. In this way, we serve as the learning engine for the education field.

Working with expert educators and support providers to **CAPTURE & CREATE**

Fostering communities to **CONNECT**

Building collective capacity to **SHARE**

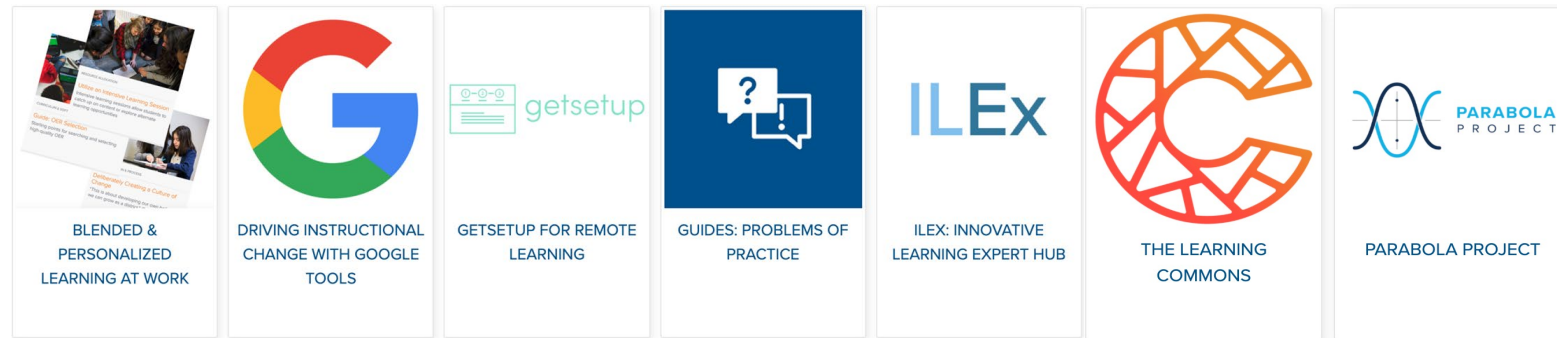
**Accelerated Learning
for the education field**

- 1** Equitable access to knowledge
- 2** Efficient and effective adoption and implementation
- 3** Learning together at and for scale

Some of Our Key Products and Programs

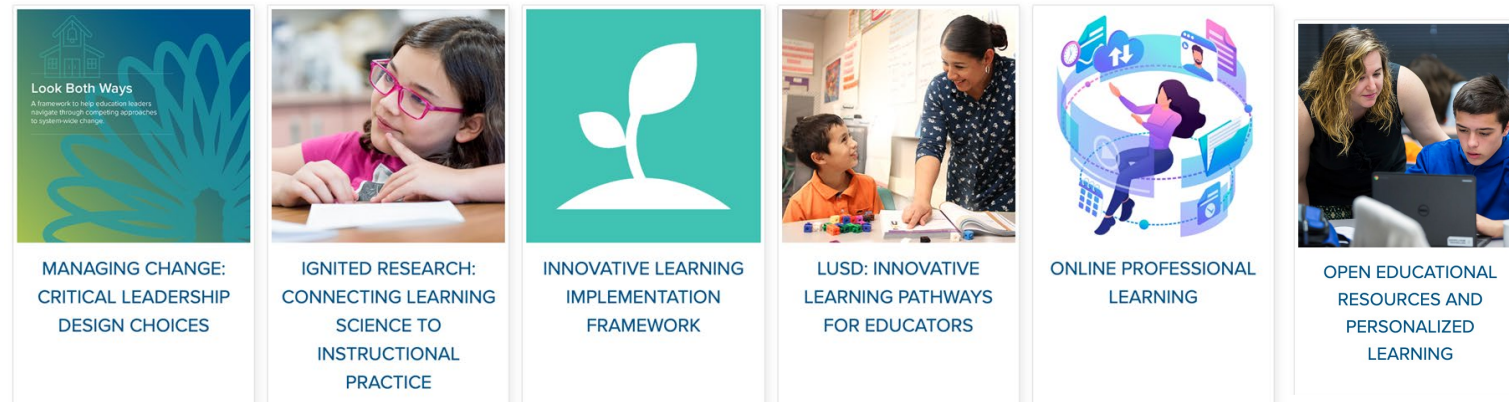
Tools

Free, field-tested strategies and resources



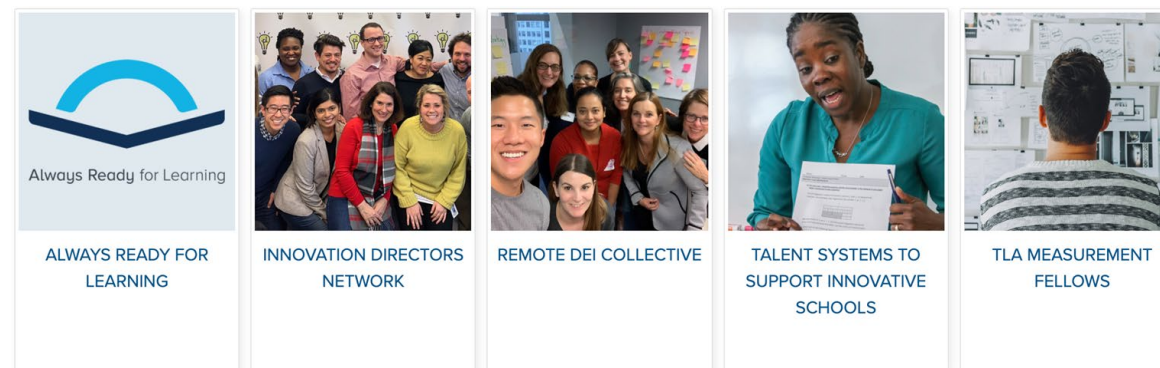
Research

Reports, thought-leadership, and advice for sense-making and implementation



Networks

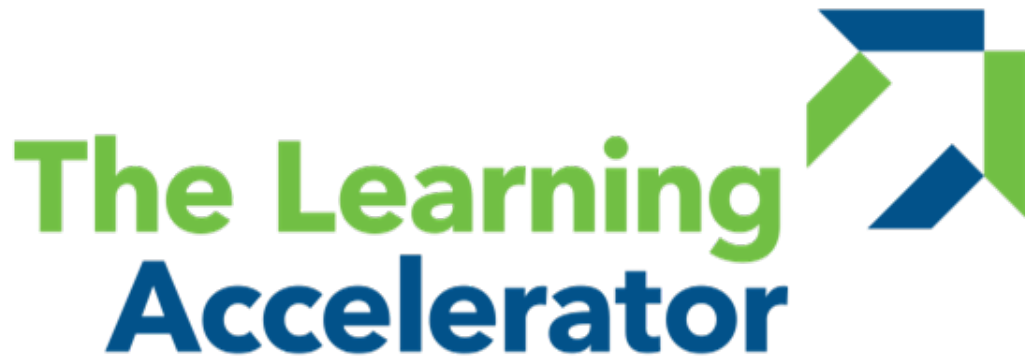
Connecting and accelerating learning and dissemination



The background image shows a lush orange orchard with rows of trees. The trees are covered in green leaves and many ripe, bright orange fruits. A dirt path or road runs through the center of the orchard, leading towards a hazy, mountainous landscape in the distance under a clear sky.

Lindsay, CA

In October 2017, LUSD received a federal Teacher and School Leader grant to design and implement professional learning strategies to improve educator recruitment, capacity, and retention.



How do we know if the work of professional learning is leading to meaningful, measurable differences in student experiences and outcomes?

Which strategies work best, and for whom?



District Goals

- Create local context research
- Inform the field of personalized learning
- Inform development of effective educators
- Ensure the learning and growth make it to the learners
- Pivot, sustain, expand



Research Papers

March 2020

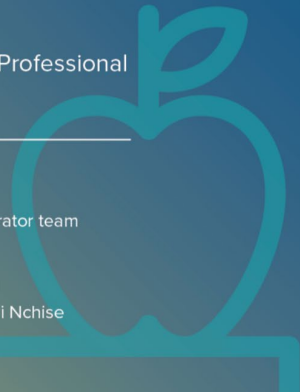
Effects of Professional Learning Opportunities on Learner Growth

Initial Analysis of the Impact of Personalized Professional Learning on Learner Growth

Prepared By:

Dr. Beth Holland, Dr. Beth Rabbitt, and The Learning Accelerator team with support from

LearnPlatform: Dr. Daniel Stanhope and Dr. Mary Styers and
Lindsay Unified School District: Amalia Lopez and Dr. Abinwi Nchise



BetterLesson and PBLWorks Professional Learning at LUSD

Effects on Instructional Behaviors and Learner Outcomes

Prepared for: Lindsay Unified School District Teacher and School Leader Initiative (TSL)

November 2019

Perceptions of Learner Behaviors and Actions During Personalized, Remote Learning:

An analysis of the Instructional Look Fors in LUSD

Prepared By:

Dr. Beth Holland, Dr. Beth Rabbitt, Ling Zhang, and The Learning Accelerator team with support from Lindsay Unified School District: Amalia Lopez and Dr. Abinwi Nchise



A First Look at Instructional Look Fors at LUSD


Reliability and Validity of Instructional Look For Educator Actions

Prepared for: Lindsay Unified School District Teacher and School Leader Initiative (TSL)

January 2020

Editorial Suggestions

Use call-out boxes, flags, and notes to help translate complex content.

 NOTE!	<i>These analysis and results sections of this report are organized by outcome: reading achievement and Instructional Look For educator actions; but the research questions are reviewed together in the same order as listed here (by foci) in the discussion section.</i>
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We use the following LUSD language throughout this report:

Learner = student

Learning facilitator = teacher

Learning environment = classroom

Learning community = school

in partnership with the LUSD leadership team

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Final Take-Aways

Implications for Future Practice

As a result of these various analyses, we can make three suggestions to LUSD:

1. LUSD should continue to offer multiple types of high-quality professional learning opportunities. Since the findings do not strongly suggest that some

Future Reports

Since this report exists as just the initial analysis, future reports will need to examine these trends in more detail and also should address the following:

1. How the content or topic of the professional learning affected learner growth. Expanding on the

Packaging

Create stand-alone executive summaries. Use videos.

Executive Summary

Lindsay Unified School District (LUSD) has made a commitment to ensuring that all learners have the very best learning experiences every day. Through its [Strategic Design](#), the district has articulated a clear vision for personalized, performance-based learning for children as well as adults.

Through the institution of a professional learning plan funded by the district's TSL Empower Lindsay Grant – a federally funded Teacher and School Leader (TSL) Grant initiative – LUSD is creating high-quality, personalized, performance-based professional learning approaches for learning facilitators and leaders. The Learning Accelerator (TLA) has worked in partnership with the LUSD leadership team to design and implement a comprehensive and ongoing research plan to demonstrate, document, and analyze the effects of personalized professional learning and performance-based compensation on both learner achievement and adult competencies.

Which professional learning pathways or combinations are most powerful for increasing learner growth?

At the heart of the work conducted in association with this TSL Grant lies this overarching research question. In this report, we build on that question with three more specific ones:

Q1

How did engaging in different types of professional learning opportunities (i.e., Focus Institute, Learning Academy, Micro Credential, Site-based Learning Academy, Master's Course, or TIE Online Course) affect learner outcomes?

Because different learning facilitators participated in professional learning at different times during the school

Q2

Which clusters of professional learning opportunities emerged in terms of the combinations of professional learning and in terms of duration (measured in hours)?

Using a statistical modeling strategy called cluster analysis, we identified which combinations of professional learning opportunities emerged in Grant Year 1 and Grant Year 2 based

Q3

Which combinations of professional learning – both in terms of type and duration – had the greatest effect on learner achievement as measured by the various learner assessments, and which combinations had the greatest effect within the English Learner population?

Using the combinations identified by the cluster analyses, we



Packaging

Make all content digitally accessible ([Web Accessibility Initiative](#)).



Effects of Professional Learning Opportunities on Learner Growth

This initial analysis of the impact of personalized professional learning on learner growth at LUSD addresses three primary research questions: (1) how did engaging in professional learning affect learner achievement?, (2) which combinations of professional learning emerged in terms of type and dose?, and (3) which combinations had the greatest effect on learner outcomes? The initial data confirm the need for multiple types of high-quality professional learning, the need for breadth and depth of those opportunities, and that there is no single pathway for all learners. Download the [executive summary](#) or read the [full report](#) online; an [accessible version](#) of this report is also available for downloading.

Dissemination

Create a central landing page.



Lindsay Unified School District (LUSD) in central California is on a mission to ensure every student, or Lindsay learner, has a performance-based learning experience that allows them to succeed academically and personally. To achieve this vision, every learner must have the very best educator to support them on their journey.

In October 2017, LUSD received a federal Teacher and School Leader grant to design and implement professional learning strategies to improve educator recruitment, capacity, and retention. LUSD is seeking to cultivate the same mindset in educators that it spent the past decade fostering in its learners — that we are *all* learners — and therefore professional



Dissemination

Use videos and graphic summaries.



Teacher and School Leader Grant: Impact At-A-Glance



In October 2017, Lindsay Unified School District (LUSD) received a federal Teacher and School Leader (TSL) grant to design and implement professional learning strategies to improve educator recruitment, capacity, and retention. LUSD seeks to cultivate the same mindset in educators that it spent the past decade fostering in its students —

that we are all learners — and therefore believes that professional growth for teachers should be personalized and data-driven. **LUSD proudly summarizes below the impacts of this work to date and will publicly share new results through 2020, as we discover which strategies lead to long-term teacher and student success.**

Ensure superior academic achievement for LUSD students.

- Published **three research studies** confirming that efforts to build educator capacity are influencing student achievement.
- Confirmed teacher participation in either BetterLesson or PBLWorks professional learning was significantly associated with improved student learning in history and math and increased student reading scores (report, page 5, finding #3).
- Identified immediate, sustained, and statistically significant reading growth in K-8 students whose teachers completed Guided Reading training (report, pages 4-5), including instances where SRI reading growth was higher than the national average expected growth (report, page 7).

Design and implement a customized human capital management system.

- Developed a **digital adult learning portal** that features 26 adult competencies, with curriculum, mapped to the California teacher evaluation framework.
- Experienced **98% voluntary enrollment** through the digital portal for educator professional learning opportunities.

Outcomes & Impacts



Ensure highly-trained and highly-effective teachers and leaders.

- Awarded **366 learning academy/micro-credential certifications** over two grant years to educators in core district academic initiatives.
- Developed **teacher leadership teams** at all eight school sites, and awarded **46 certifications** to these educators for internal coherence leadership training.
- Scored **73 teachers as proficient or distinguished** in formal evaluation rating in 2018-19.
- Enrolled **40 teachers in master's degrees** for instructional areas including Reading, English as a Second Language, Special Education, and Educational Technology.

Design and implement an innovative teacher recruitment pipeline.

- Enrolled **95 participants** from the community (LUSD graduates and paraprofessionals) into the teacher pipeline to become LUSD teachers.
- Retained **85% of teachers** hired on scaled signing bonuses (designed to attract qualified, experienced teachers) for a second year of service.
- Filled **21% of educator vacancies** in 2018/19 with candidates from LUSD's teacher pipeline.
- Hired **63% of new hires** in 2019 through the signing bonus.

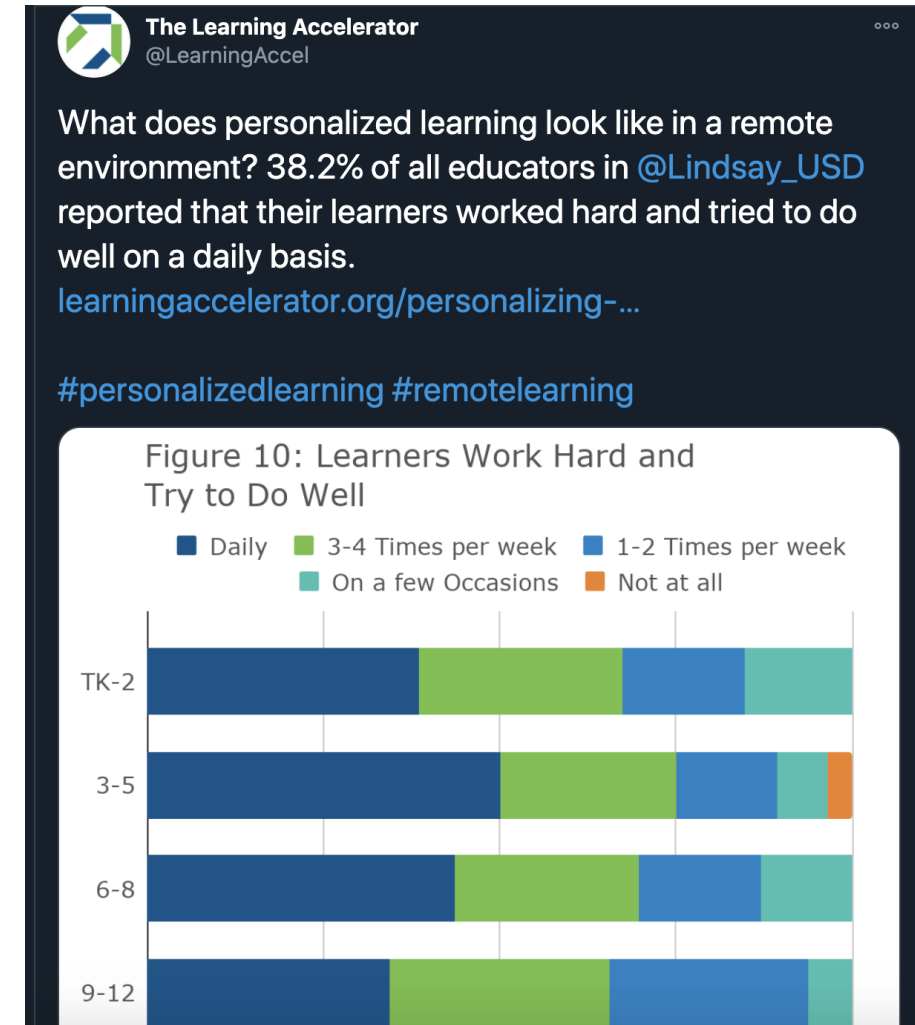
Dissemination

Use blog posts and varied media outlets to reach different audiences.



Dissemination

Social media can work too!



Questions?

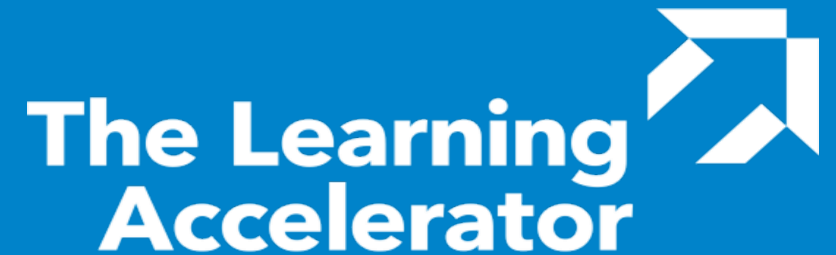


Acknowledgments

This presentation was created by
Kira Keane, October, 2020.

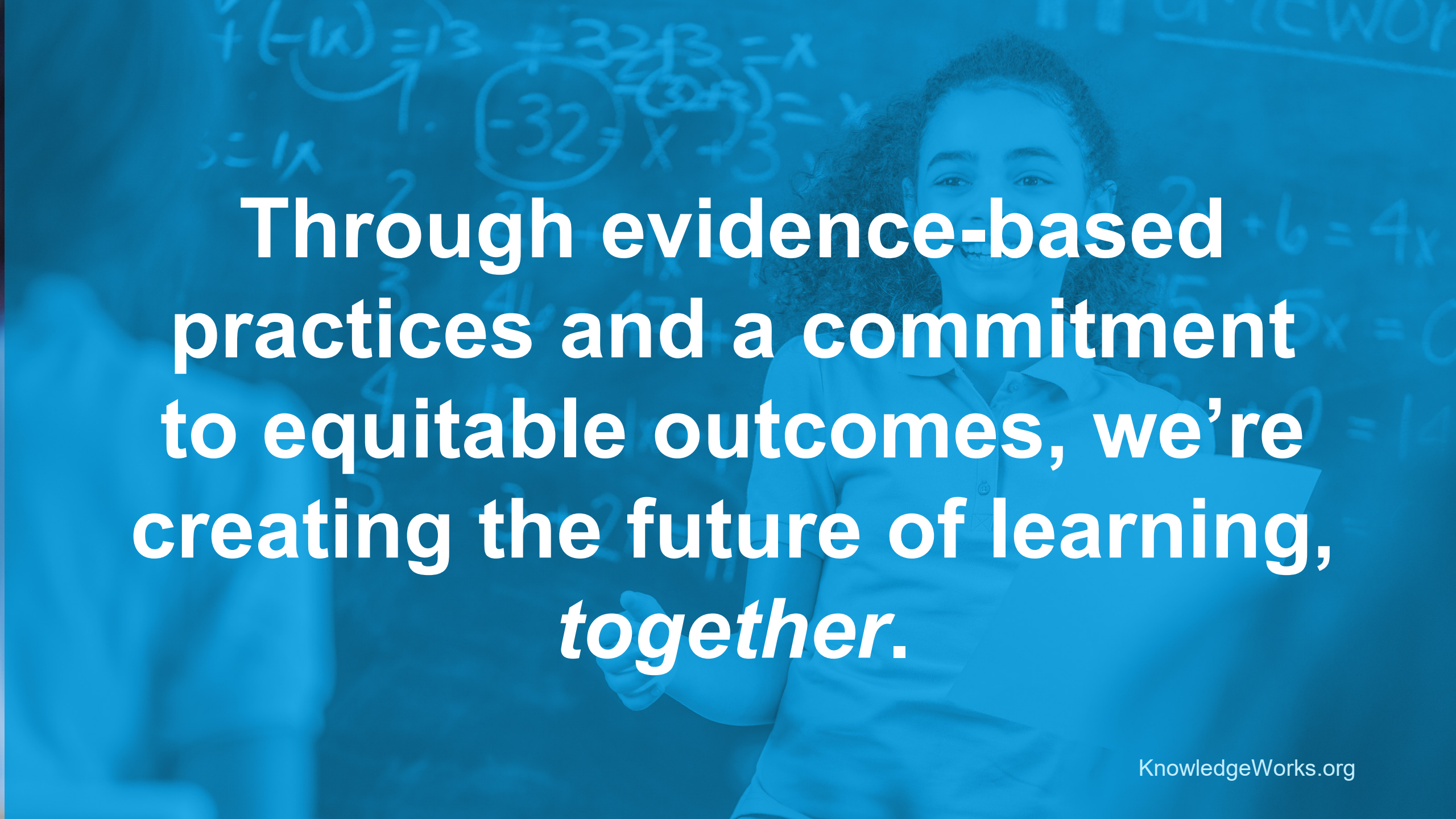
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For further information about The Learning
Accelerator, please visit
www.learningaccelerator.org





Telling Stories Through Data



**Through evidence-based
practices and a commitment
to equitable outcomes, we're
creating the future of learning,
*together.***

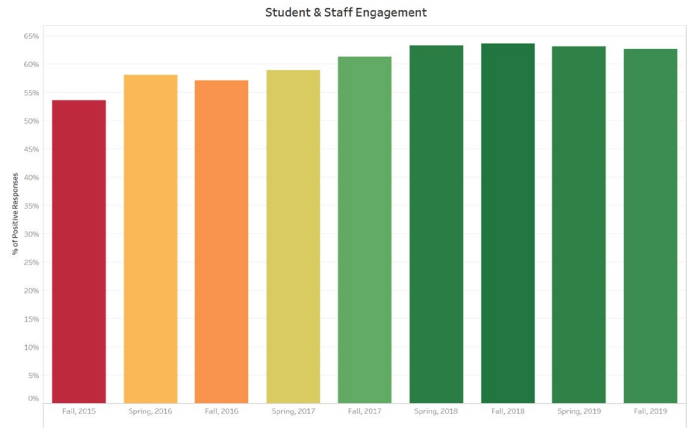
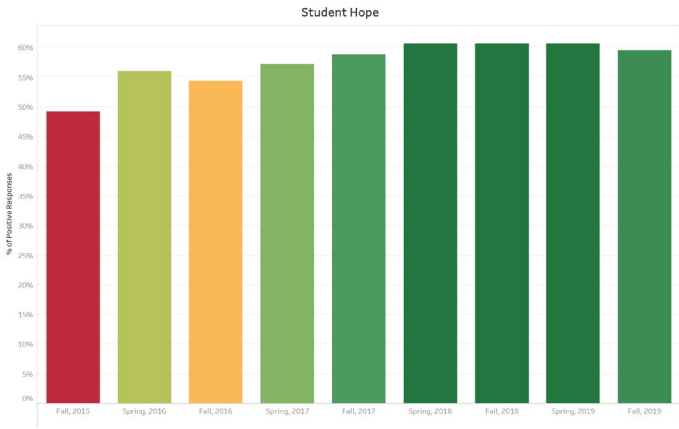
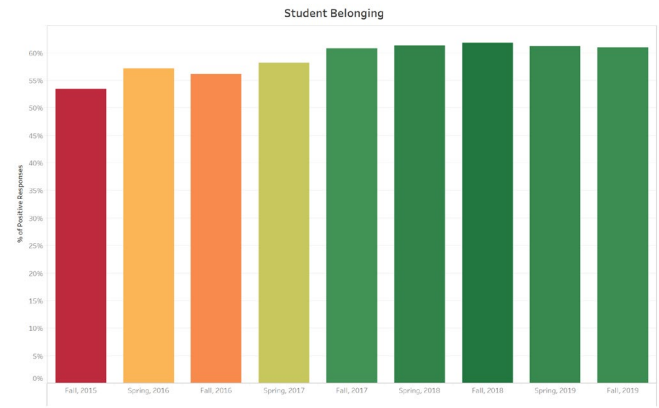
Alternate Tellings of the Same Story

Marysville Exempted Village School District in Marysville, Ohio, adopted personalized, competency-based learning across the district in 2017.

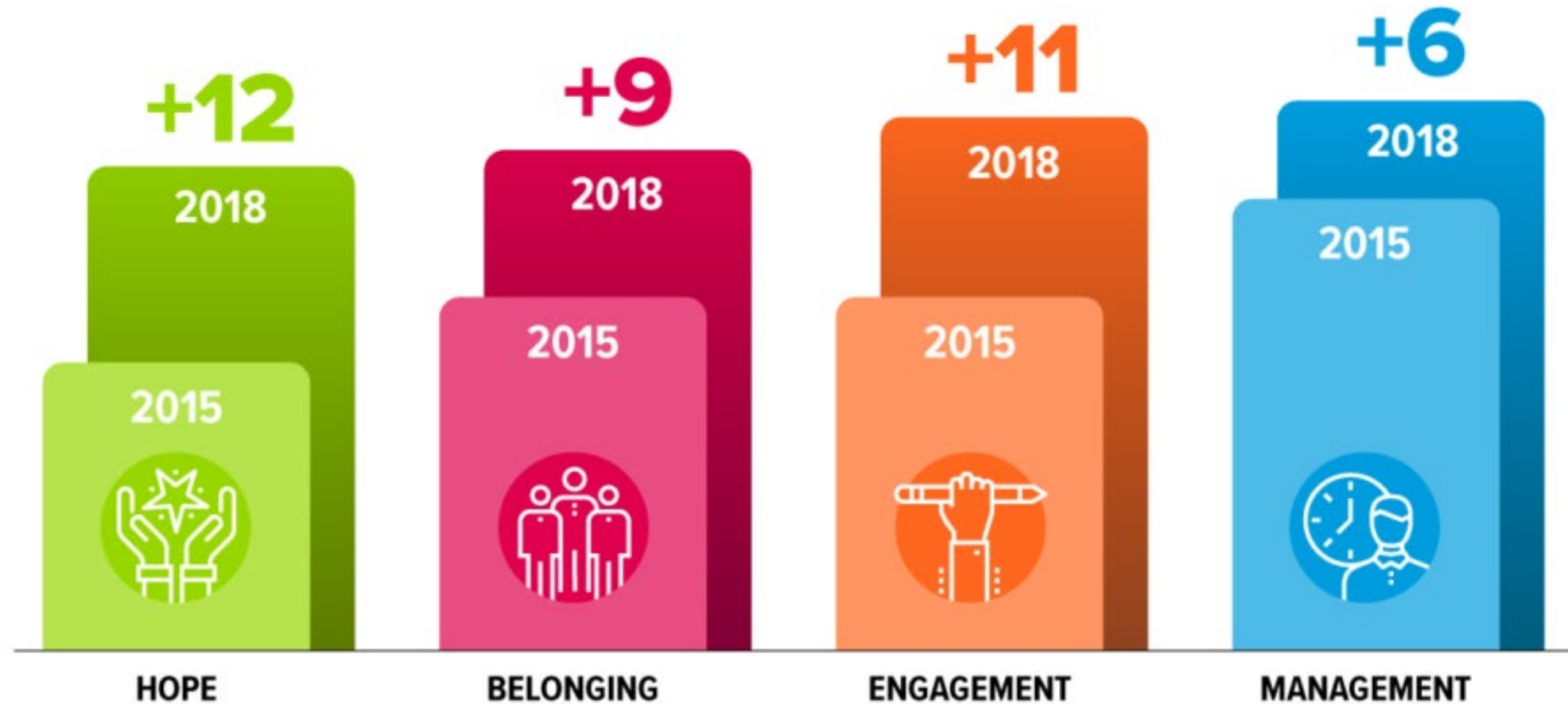
They are tracking progress with the Student Experience Survey, which looks at four metrics: degree to which students feel a **sense of belonging**, **hopeful**, **engaged** and able to **self-manage**.



Data Through Statistics



Data Through Infographs



Data Through Pictures



This Ohio District is Seeing Parallel Gains in Students' Sense of Hope and Their Academic Achievement

Published: July 29, 2019

Before Marysville schools adopted personalized, competency-based learning in 2017, Makayla Tocci sometimes longed to skip school rather than review classwork that she had mastered but that classmates were still learning.

She couldn't move ahead since classes were structured for everyone to learn the same lesson at the same time. Now, the [Marysville Early College High School](#) senior speeds forward at her own pace, taking as much time as she needs to master material, then immediately moving on to a new challenge.

Tocci is set to graduate with a diploma and an associate degree in science, putting her on track to realize her dream of being a nurse anesthetist two years ahead of high school graduates who didn't take college courses. Was all the hard work a grind?

"After going to the STEM school, it made me learn to love school much more," she said. While Tocci is an exceptional student, she's not alone in Marysville in moving from ambivalence to affection for her school. Nearing the end of the second year of employing personalized, competency-based learning, Marysville's early returns are impressive.

Marysville is tracking progress by asking students to complete the [Student Experience Survey](#). It tracks four metrics that traditional grades can't capture: the degree to which students feel hopeful, engaged and able to self-manage.

In every category, students are reporting better results:

MARYSVILLE EXEMPTED VILLAGE SCHOOL DISTRICT
STUDENT EXPERIENCE SURVEY OUTCOMES

SHARE THIS PAGE



In the Marysville Exempted Village School District in Marysville, Ohio, they are better serving all learners through early college and competency-based education.
[Learn More](#)



In Marysville, Ohio, they are transforming teaching and learning for more than 5,000 students and 500 teachers and staff.
[Learn More](#)

Data Through Storytelling

ENTS
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HUB

Resources ▾ Framework ▾

Resources ▾ Framework ▾

How to Measure Progress Towards Personalizing Learning

How to Measure Progress Towards Personalizing Learning

Published February 28, 2020 By Drake Bryan

Districts across the country are transforming educational experiences for young people by implementing personalized, student-centered approaches in their schools. While this is an exciting and welcomed development in education, districts need to know to what extent their implementation efforts are succeeding. And we can't measure success – or outcomes – unless we can document progress, depth, and quality in implementation.

So how are school districts across the nation measuring progress when personalizing learning? In short, a lot of different ways! There isn't just one right way to measure progress, particularly when educators are designing and adapting implementations to fit local contexts. However, based on our work at [KnowledgeWorks](#) and our observations in the field, best practices for capturing progress do exist and should be considered when beginning this work.

A three-step guide to measuring progress when personalizing learning:

1. Ground your understanding of district-wide progress by formally **adopting or creating a rubric** that measures the existence of core principles or conditions aligned with your goals for personalizing learning. For our rubric, we utilize the conditions outlined in [District Conditions for Scale: A Practical Guide to Scaling Personalized Learning](#), while others in the field have created their own [DIY rubrics](#) or have used [Aurora Institute's five principles of personalized learning](#) as a model to get started.
2. **Standardize your data collection process** and decide how and at what level you will be collecting evidence based on your selected rubric. Measuring classroom and district-level impact and outcomes calls for the integration of different types of data collection methodologies and the involvement of diverse stakeholders, but we find that it's typically best to start simple. Your data collection should be a sophisticated and comprehensive statistical analysis. It just has to be a sophisticated and comprehensive statistical analysis, and what folks think about evaluating progress on the rubric with a sticker or classroom observation tools, surveys, focus



Data With Drake

Latest Resources



WEBINAR
Exploring the Impact of Student-Centered Learning on Mathematics



ARTICLE
How to Choose Words That Motivate Students During Online Learning

[VIEW ALL RESOURCES](#)

Data Through Storytelling

A photograph of a classroom scene with a red overlay. A female teacher is leaning over a table, interacting with several young students. One student is holding a molecular model. The text "Creating the future of learning, *together.*" is superimposed in white.

Creating the future of
learning, *together.*

Sharing Compelling Data From and With the Field

On our Students at the Center Hub, where we feature research and resources focused on student-centered learning. Coming soon we will be created a landing page from which visitors can:

- Access data in support of personalized, competency-based learning
- Find slides and images that can be used for quick data sharing
- Submit their own data

knowledgeworks.org
studentsatthecenterhub.org

@knowledgeworks
@StudentCntrHub

Activity: Breakout Rooms



What are two ways your organization could improve its communication of personalized learning research?

AUDIENCES

MEASUREMENT