How to Personalize Learning?
Build a Performance Assessment System

Justin Wells

Executive Director

ENVISION
LEARNING PARTNERS
Inspiring Results

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LEARNING PARTNERS

Inspiring Results

DVD Included

TRANSFORMING SCHOOLS

USING PROJECT-BASED LEARNING, PERFORMANCE ASSESSMENT, AND COMMON CORE STANDARDS

BOB LENZ with JUSTIN WELLS and SALLY KINGSTON

Foreword by TONY WAGNER

JOSSEY-BASS
A Wiley Brand

What does it mean to **"personalize" learning** ?

Personalized learning is learning that engages you as a **whole person**.

Academic Journey

Social-Emotional Journey

Academic Journey
Social-Emotional Journey

Meet Tarshea Buffin

Vision

In Ohio, each child is **challenged** to discover and learn, **prepared** to pursue a fulfilling post-high school path and **empowered** to become a resilient, lifelong learner who contributes to society.

#EachChildOurFuture

In Ohio, each child is *challenged*, *prepared* and *empowered*.

Vision

In Ohio, each child is *challenged* to discover and learn, *prepared* to pursue a fulfilling post-high school path and *empowered* to become a resilient, lifelong learner who contributes to society.

Four Learning Domains

Foundational Knowledge & Skills
Literacy, numeracy and technology

Well-Rounded Content
Social studies, sciences, languages, health, arts, physical education, etc.

Leadership & Reasoning
Problem-solving, design thinking, creativity, information analytics

Social-Emotional Learning
Self-awareness & management, social awareness, relationship skills, responsible decision-making

WHOLE CHILD

One Goal

Ohio will increase annually the percentage of its high school graduates who, one year after graduation, are:

- Enrolled and succeeding in a post-high school learning experience, including an adult career-technical education program, an apprenticeship and/or a two-year or four-year college program;
- Serving in a military branch;
- Earning a living wage; or
- Engaged in a meaningful, self-sustaining vocation.

Three Core Principles

- Equity
- Partnerships
- Quality Schools

10 Priority Strategies

1. Highly effective teachers & leaders
2. Principal support
3. Teacher & instructional support
4. Standards reflect all learning domains
5. Assessments gauge all learning domains
6. Accountability system honors all learning domains
7. Meet needs of whole child
8. Expand quality early learning
9. Develop literacy skills
10. Transform high school/provide more paths to graduation

Ohio Strategic Plan For Education: 2019-2024

Ohio | Department of Education

Each Child Our Future

Our Driving Question
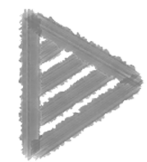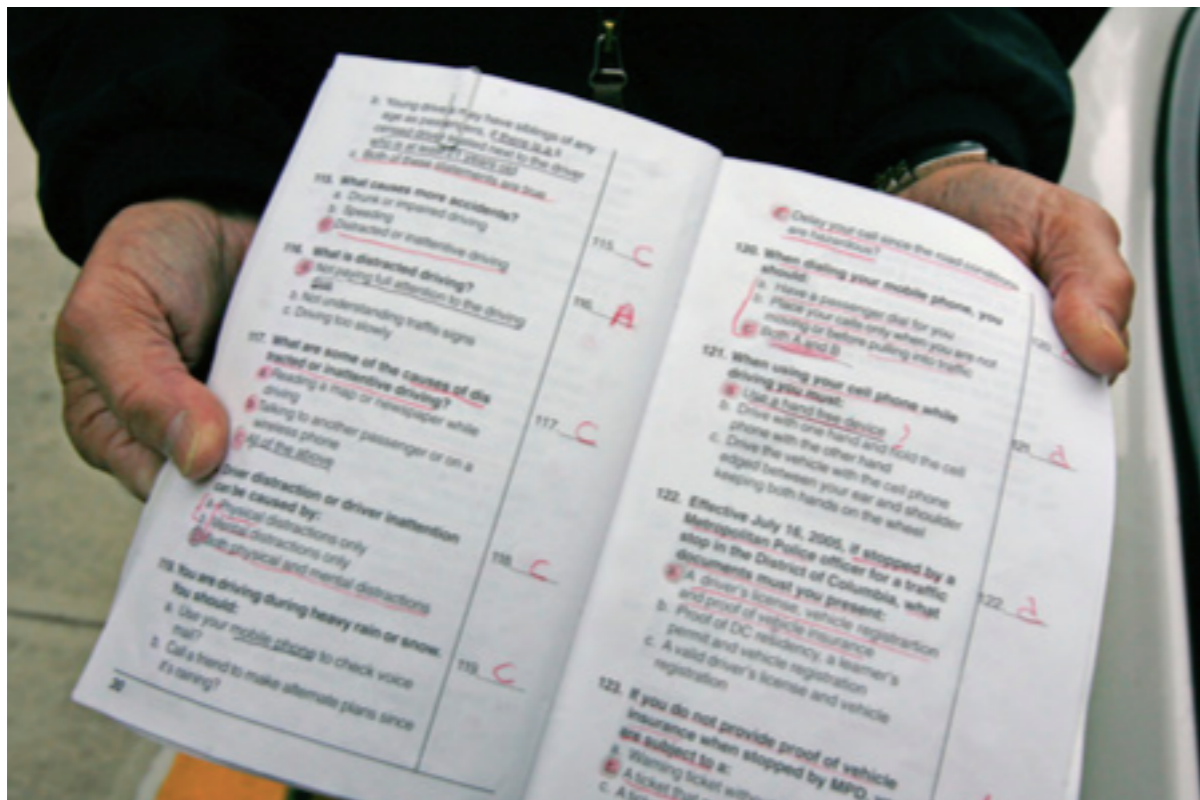
▷ How do we **personalize learning** in a **system** ?

What is performance assessment?

Permit Exam   vs.   Driver's Test

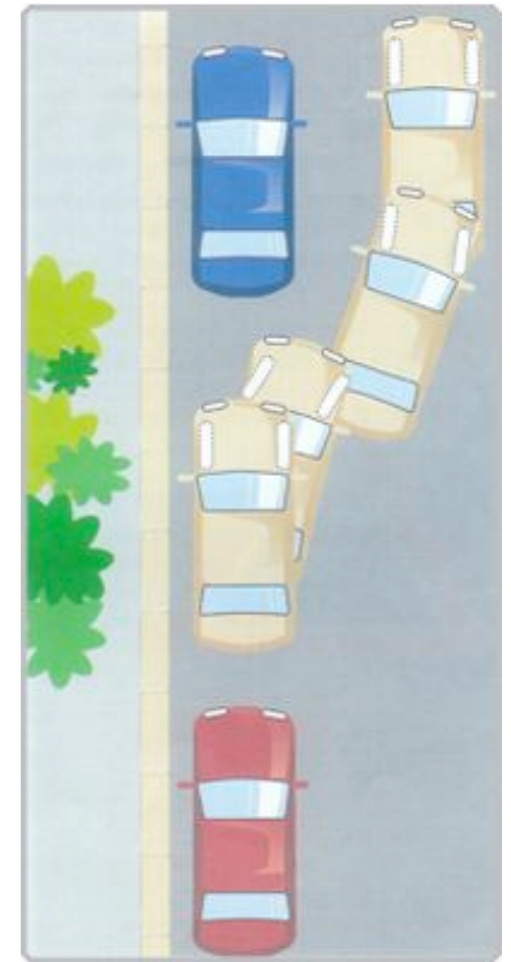# Test of a true performance assessment . . .

before **during** **after**

What is a performance assessment system?

▷ targeted skills are announced

▷ rubrics are shared & regularly used

▷ teachers are calibrated on quality of assignments & student work

▷ students can explain what they are doing & how they are growing

▷ high expectations are not random or tracked; they are held for all

ELP Theory of Action

1 Define a **graduate profile** for the learner

2 Design **performance assessments** that measure that graduate profile

3 Implement **pedagogies** & **school structures** that lead to success on those performance assessments

1

graduate profile

PUSD
GRADUATE PROFILE

PUSD graduate profile is aligned to district and pathway initiatives. Our guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness. There are seven major components to our graduate profile

OUR GRADUATES...

CRITICAL THINKER ●
· Analyze and evaluate information critically and competently
· Propose solutions based upon studied data
· Have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
· Demonstrate perseverance
· Effectively solve problems

CREATIVE & INNOVATIVE THINKER ●
· Create original work that demonstrates thoughtful and reflective approaches
· Provide original solutions to problems, analysis, modeling, prototyping, and testing
· Use obstacles and setbacks as opportunities to learn, reflect, and improve

COMMUNICATOR ●
· Acquire multilingual verbal and written skills
· Advocate for their future and communicate personal values
· Write with precision, clarity and coherence appropriate to task and audience
· Listen effectively to decipher meaning, values, attitudes, and intentions
· Deliver information effectively in multiple formats

COLLABORATOR ●
· Share responsibility for collaborative work, and value individual contributions made by each team member
· Practice interpersonal and social skills in order to build positive relationships with peers and adults
· Work effectively on diverse teams
· Build consensus while making decisions

PREPARED FOR COLLEGE & CAREER ●
· Demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing, and math)
· Gather, filter and synthesize information from a wide variety of sources
· Create new ideas based upon strong content knowledge
· Possess self-discipline and appreciate the importance of goal-setting
· Acquire strong organizational skills to support academic and personal growth
· Have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
· Are prepared for the post-secondary program of their choice in college, career, vocation or employment
· Are reliable, punctual and professional with proper etiquette
· Possess financial literacy and basic money management skills
· Are equipped with a range of interpersonal, academic, vocational, and technological skills
· Possess career skills that will enable them to compete locally and globally

EXTERNAL & INTERNAL VALUES- CULTURALLY COMPETENT CITIZEN ●
· Are contributing members of society
· Understand their own and others' cultural heritage
· Use their cultural knowledge to engage in a diverse world
· Value and use the arts as a fundamental form of human expression
· Behave with integrity; are responsible for their behavior, actions and choices
· Are compassionate and have empathy toward others
· Volunteer and give back to the community
· Value and support family and community
· Connect learning to local, national and global events
· Return to PUSD community

HEALTHY MIND & BODY ●
· Become lifelong learners and find joy and satisfaction in learning
· Are positively motivated
· Are internally driven and resilient to overcome challenges
· Have respect for themselves and others
· Build self-confidence and pursue their passions
· Are independent and self-sufficient
· Are resourceful and willing to take risks to reach their goals

$E=mc^2$

Evergreen School District
Profile of a Learner

We engage students in authentic learning that prepares them with the skills to be global minded citizens.

Learner	Communicator	Collaborator	Critical Thinker	Innovator	Advocate
● Demonstrates academic literacy: Reading, Writing, Math, Science, and Social Studies. ● Is self-directed. Perseveres through difficult tasks. ● Overcomes academic and personal barriers to set and meet goals. ● Communicates effectively to share knowledge and thinking. ● Uses content knowledge to lead ethically and responsibly.	● Acknowledges multiple perspectives and conveys empathy in various exchanges. ● Employs active listening strategies to advance understanding. ● Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners. Incorporates effective writing skills for various purposes and audiences. ● Uses technological skills and digital tools to exchange ideas ● Expresses thoughts, ideas, and emotions meaningfully and creatively.	● Works interdependently and inclusively to promote learning, increase productivity, and achieve common goals. ● Seeks and uses feedback to adapt ideas and implement decisions. ●Respects divergent thinking and engages others in thoughtful discussion. ● Analyzes and constructs arguments to ensure examination of a full range of viewpoints. ● Persists in accomplishing difficult tasks and shares the credit.	● Demonstrates open-ended thought to enhance learning. ● Seeks new knowledge. ● Constructs arguments. ● Evaluates ideas and information sources for validity, relevance, and impact. ● Reasons through and weighs evidence from multiple perspectives to reach conclusions.	● Engages in problem solving, inquiry, and designing solutions to overcome obstacles to improve outcomes. ● Demonstrates open-ended thought to enhance the design/ build process. ● Take risks to build resilience through setbacks. ● Creates new ideas/ products with value and meaning. ● Uses information in new or creative ways to strengthen comprehension and deepen awareness.	● Ensures equitable conditions for underserved. ● Engages in healthy and positive practices to promote and model physical and mental health. ● Reflects on continuous self-improvement and self-advocacy. ● Acknowledges, understands, and contributes to solutions that benefit the community on a local, national, and world level. ● Promotes environmental conservation and sustainability.

Profile of a Graduate

SHELBY COUNTY PUBLIC SCHOOLS

This Profile describes the expectations our community believes are required of successful leaders who graduate from SCPS. A Shelby County Public Schools graduate is...

A critical thinker
- Asks questions
- Uses relevant and reliable evidence to support claims
- Thinks flexibly
- Designs and implements solutions to complex problems
- Analyzes outcomes

A responsible collaborator
- Seeks diverse team members
- Listens and acts with empathy
- Does his or her part
- Values individual contributions
- Gives and receives feedback
- Owns team outcomes

An inspired innovator
- Explores multiple possibilities
- Challenges the status quo
- Seeks to continually improve processes and products
- Applies a deliberate design process to solve problems
- Employs an entrepreneurial spirit
- Acts on creative ideas

A global citizen
- Impacts the community responsibly
- Shows empathy and respect
- Embraces diversity of opinion
- Seeks cultural understanding
- Makes safe, legal and ethical choices
- Demonstrates civic responsibility
- Participates in democratic processes

An effective communicator
- Speaks and writes clearly
- Listens actively
- Resolves conflict peacefully
- Adapts to the needs of audience
- Engages with print and digital media
- Develops a responsible digital footprint

A lifelong learner
- Demonstrates mastery of academic skills
- Persists through difficulties
- Sees risks as opportunities to fail forward
- Plans for a future of self-improvement
- Initiates learning for professional and personal fulfillment

Shelby County Public Schools

An inspired innovator • A critical thinker • A responsible collaborator • A global citizen • An effective communicator • A lifelong learner

THINK BIG

Ohio Framework for Attributes of a High School Graduate

* Critical-thinking and problem-solving skills
* Resiliency, grit and work ethic
* Communication—oral and written
* Cultural awareness
* Collaboration and teamwork

* Adaptability and agility
* Social, emotional and interpersonal skills
* Curiosity, discovery and growth mindset
* Gathering information
* Innovative and creative

Graduate Profile Quality Criteria Check

	Form	Yes		Content	Yes
	Is your grad profile comprised of 7 or fewer big categories?			Is the grad profile made up of complex cognitive skills, not values?	
	Does your grad profile fit on one page?			Is it possible to describe what proficiency looks like for each skill listed in the grad profile? Is that description of proficiency measuring the work, and not the person?	
	Is your grad profile displayed graphically or visually?			Are the skills of the grad profile cross-disciplinary?	
	Is your grad profile organized into an easy to memorize framework?			Are the skills of the grad profile applicable beyond school, do they extend to college or career? • Would you see these skills in a job description? • Are they necessary in the adult world?	
	Does your grad profile use inclusive language, especially for students?			Does your grad profile synthesize all of the outcomes for which the school is responsible (Common Core, district, school, pathway, etc.)?	
	Is the student the subject of the sentences in your grad profile?			Are the big categories of your grad profile distinct enough that a student can be good in one and struggling in another?	
	Do you provide succinct definitions for each of the big categories of the grad profile?			Does your grad profile challenge the current default setting of education in your context? Is it pushing against "business as usual" in some way?	
Notes:			Notes:		

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2 performance tasks
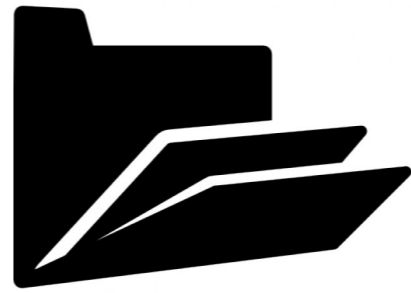
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portfolio & defense
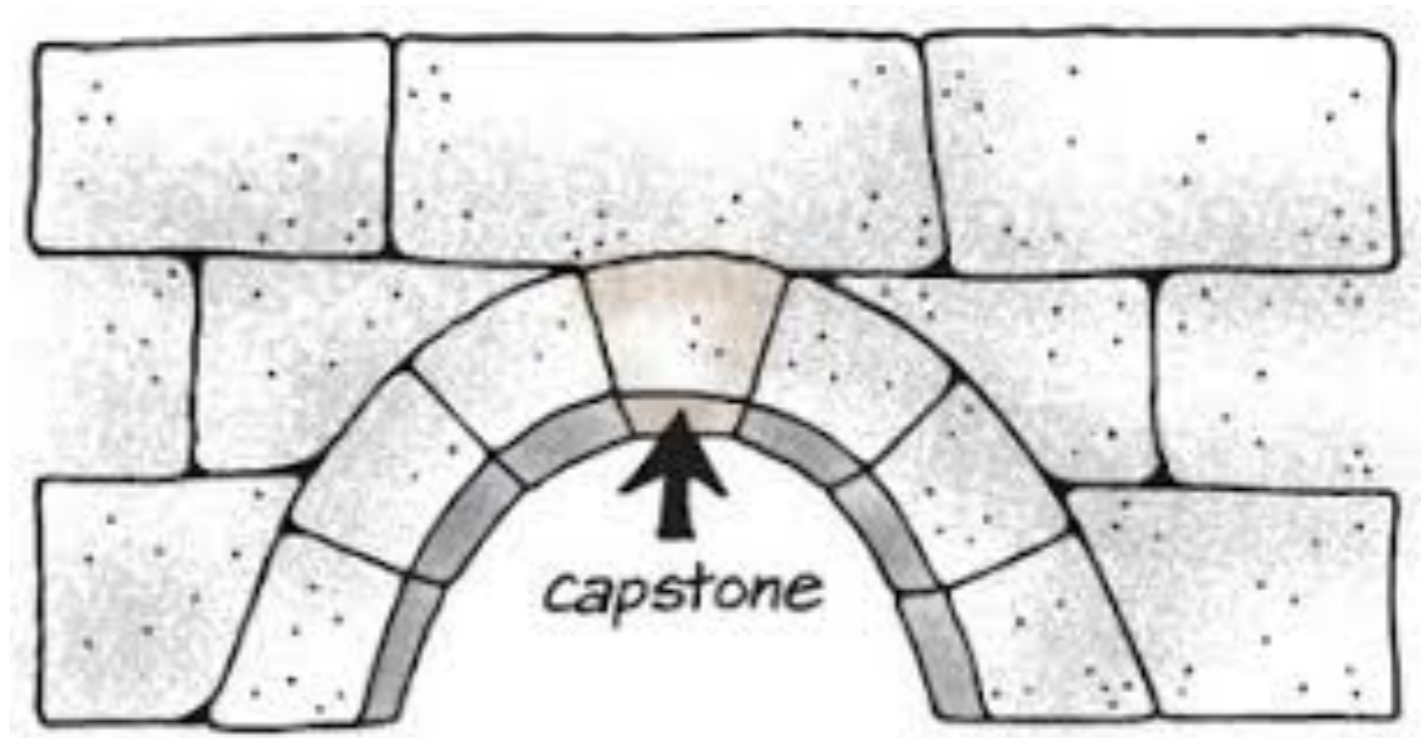
2

capstone

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design for the learner's journey to success
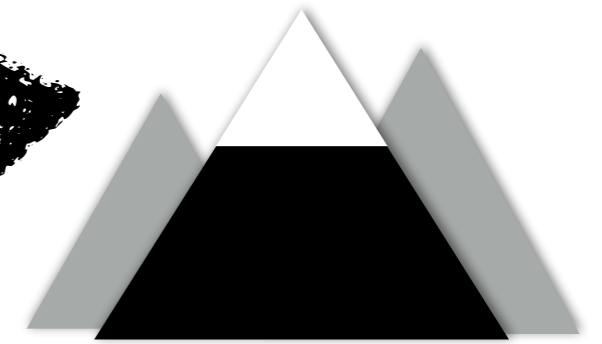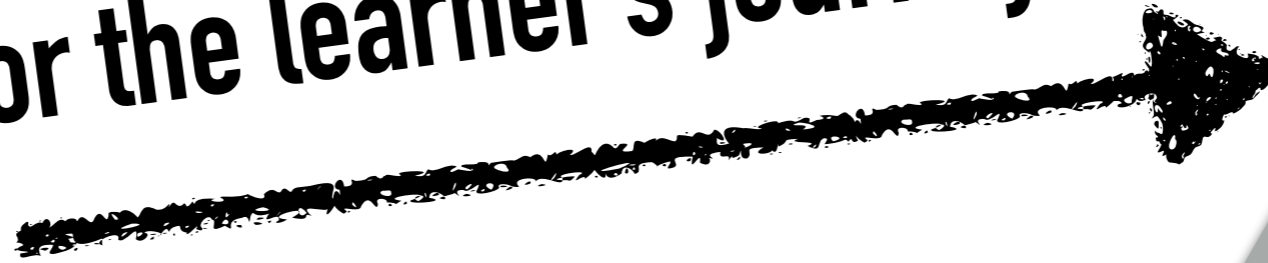
3

Structures & Pedagogies

- Project-based learning (PBL)
- School schedule that supports PBL
- Regular exhibitions of learning
- Advisory system
- Common planning time for teachers
- Student internships
- Competency-based grading

Case Studies

Hundreds of schools, students and teachers throughout the country
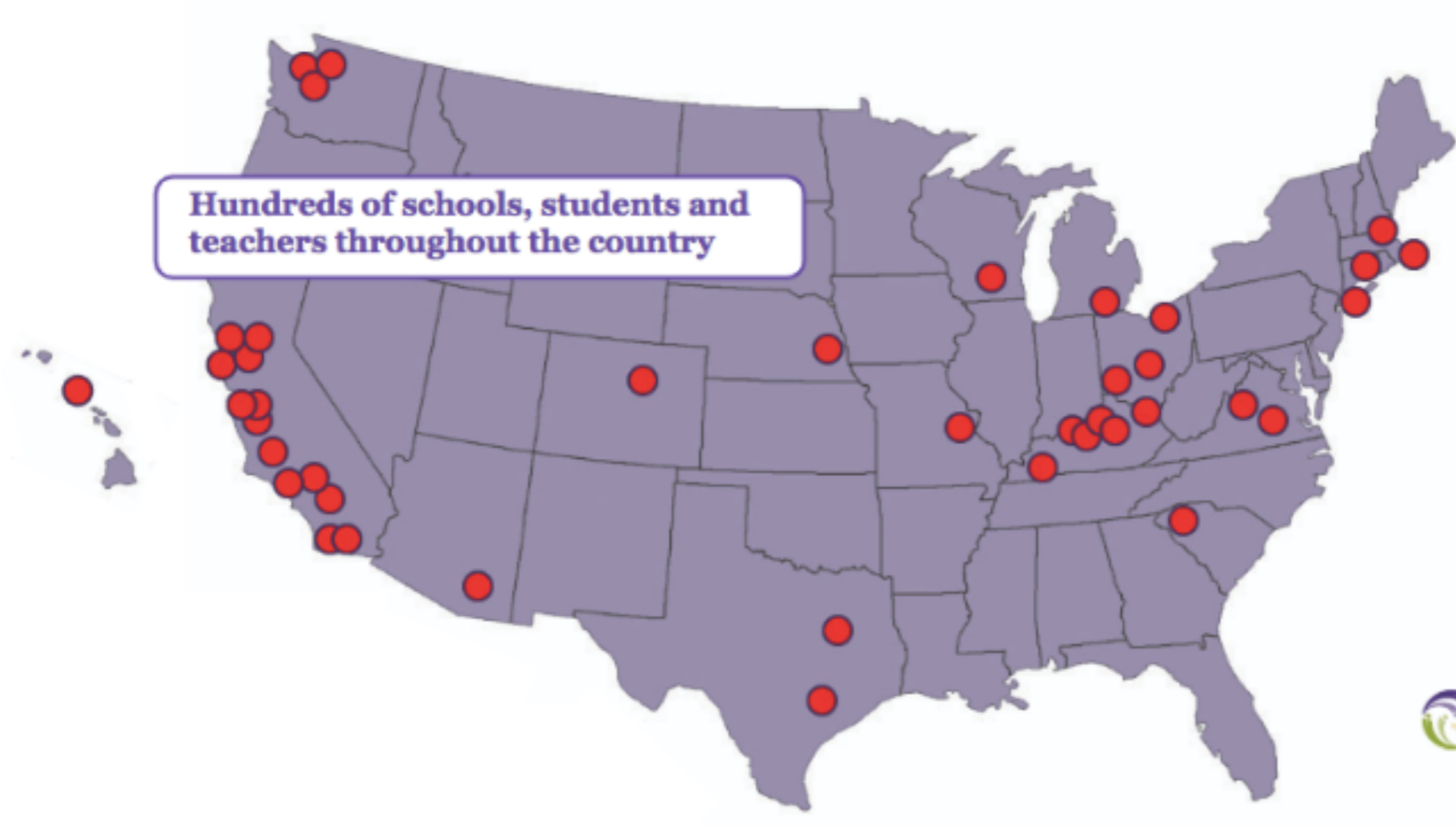
case study 1

Engage the community

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Shelby County Public Schools

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THINK BIG

case study 2

Scale through cohorts
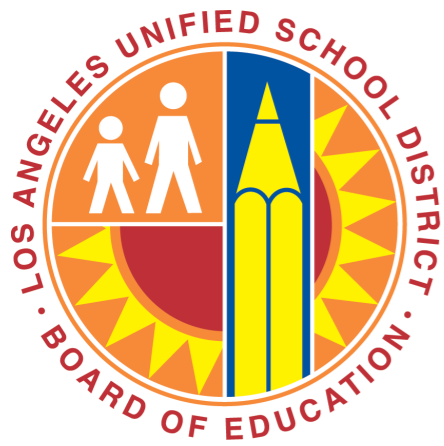
Portfolio & Defense in LAUSD

2013–14	2 pathways instituted a defense
2014–15	4 pathways instituted a defense
2015–16	11 pathways instituted portfolio & defense
2016–17	20 pathways instituted portfolio & defense
2017–18	30 pathways, expanded to middle grades
2018–19	**41 pathways and growing!**

story of the year . . .

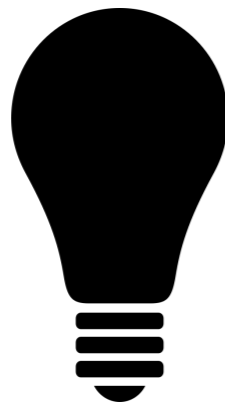| Chapter 1	October	orientation, portfolio design
Chapter 2	November	performance assessments
Chapter 3	February	scoring student work, logistics & support
Chapter 4	April	defense calibration
Chapter 5	May	reflections & revisions

Analysis

Argument

Problem Solving

Inquiry

LAUSD Portfolio

Personal Statement

Resume

Community Engagement

Student Accomplishment

What outcomes?

- Expanding culture of learning and personal accountability

- Embracing experimentation

- Growing excitement in the district

- Expanding culture of revision

- Increasing ELA scores

lausdportfoliodefense.weebly.com

Bryan Adams Leadership Academy

Start with the young ones

Bryan Adams steps

1. All staff - training on designing and implementing performance tasks

2. 9th and 10th grades - Build advisory system

3. 10th graders defend

4. More training for upper division teachers

5. 12th graders defend

case study 4

Go big
(but keep it simple)

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A $i+d$ $\%$ $E=mc^2$

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ALL STUDENTS PREPARED
FOR COLLEGE & CAREER

GRADUATION REQUIREMENTS BEGINNING WITH THE CLASS OF 2019

GRADUATE PORTFOLIO AND DEFENSE

☑ Artifact #1: 6-8pp Research Paper

☑ Artifact #2: Student work that showcases creative/innovative solutions, processes and/or actual product

☑ Artifact #3: Reflection Paper 3-5pp

Portfolio with varied graded student work

40 **WBL /VOLUNTEER HRS**

- Job Shadows
- Internships
- Community Service

40 hours of any combination

220 CREDITS

Traditional HS Graduation Credit Requirements Must now include:

➡ 5 Credits CTE

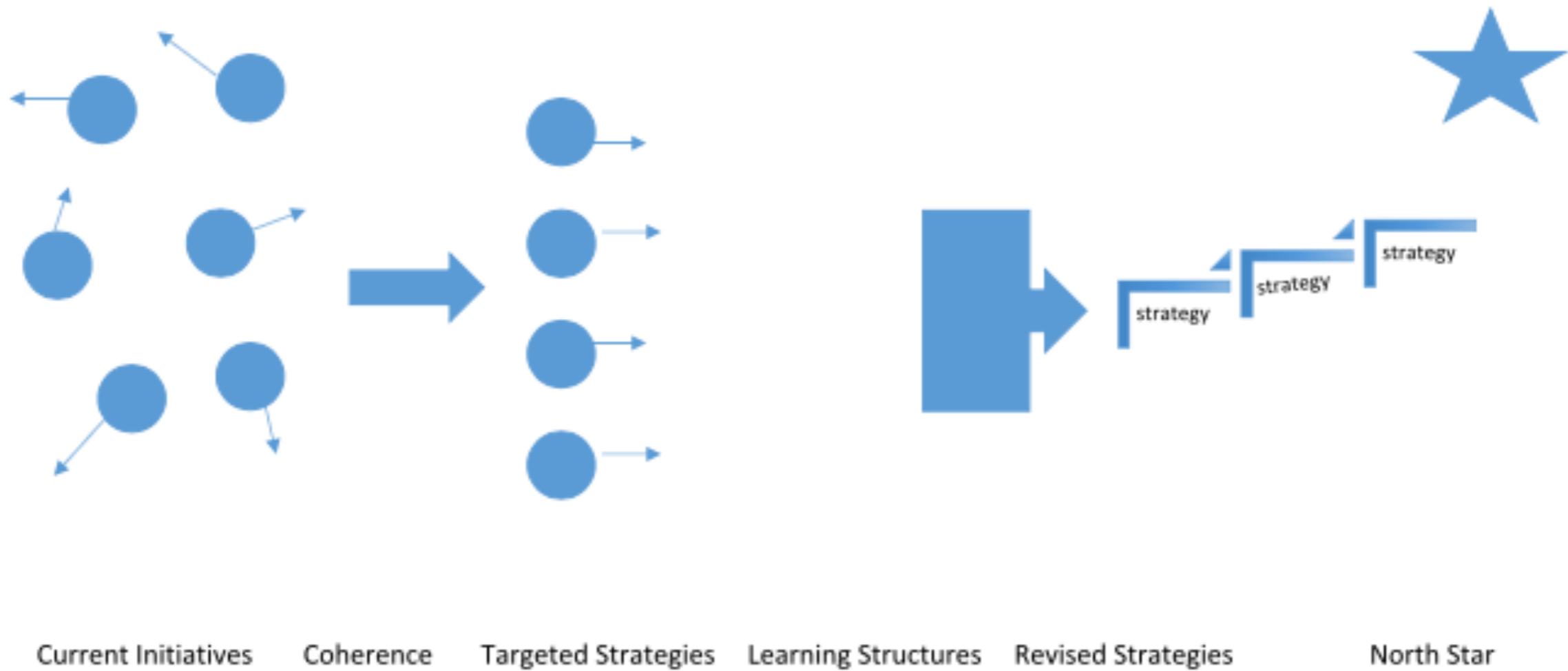➡ 5 Credits Health

case study 5

Distill the message, make equity the why

Current Initiatives   Coherence   Targeted Strategies   Learning Structures   Revised Strategies   North Star

The North Star Project

ways to get started . . .

1. 10th or 12th grade

2. presentations of learning, based on grad profile

3. leveraging an existing project or capstone experience

4. establishing "portfolio habits"

5. student-led conferences

6. ?

What have you learned?

- **one take-away**

- **one puzzle**

Reflect

Stay in touch . . .

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tiny.cc/port-defense