



# **Class 5: Future Planning II: Differentiation, Personalization & Intervention**



# Aims for Today's Session

Participants will be able to:

1. Define personalization, the tensions at play in decision-making and what research suggests about effective personalization
2. Create a clear mental model of the components of an effective instructional program that honors the research
3. Define aspirations for learning and culture for the coming year
4. Understand the scenarios for the coming year
5. Map the work of developing an instructional plan in the context of these scenarios

# Agenda



Time	Topic
5 minutes	Opening and Introductions
15 minutes	Research & Principles of Personalized Learning
15 minutes	Discussion 1
10 minutes	Systems and Structures of Personalization
15 minutes	Practical Implications for Content, PD & Planning in the Coming Year
15 minutes	Reflection
5 minutes	Closing

# My Personal Story



## Double Digit Subtraction - Regrouping

1.

$$\begin{array}{r} 80 \\ - 24 \\ \hline \end{array}$$

2.

$$\begin{array}{r} 72 \\ - 15 \\ \hline \end{array}$$

3.

$$\begin{array}{r} 60 \\ - 58 \\ \hline \end{array}$$

4.

$$\begin{array}{r} 75 \\ - 46 \\ \hline \end{array}$$

# We all need to guard against the triple threat of inequity

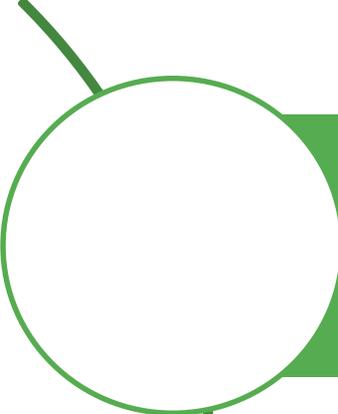


**Our instructional response  
makes it even worse**

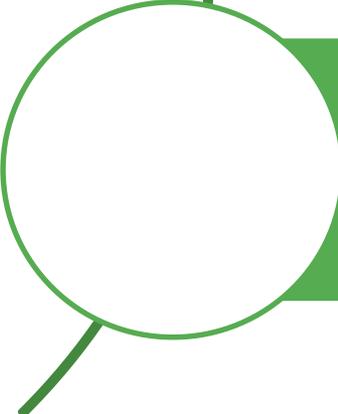
Extended time out of school  
makes it worse

Inequity already existed

## We set out to learn:

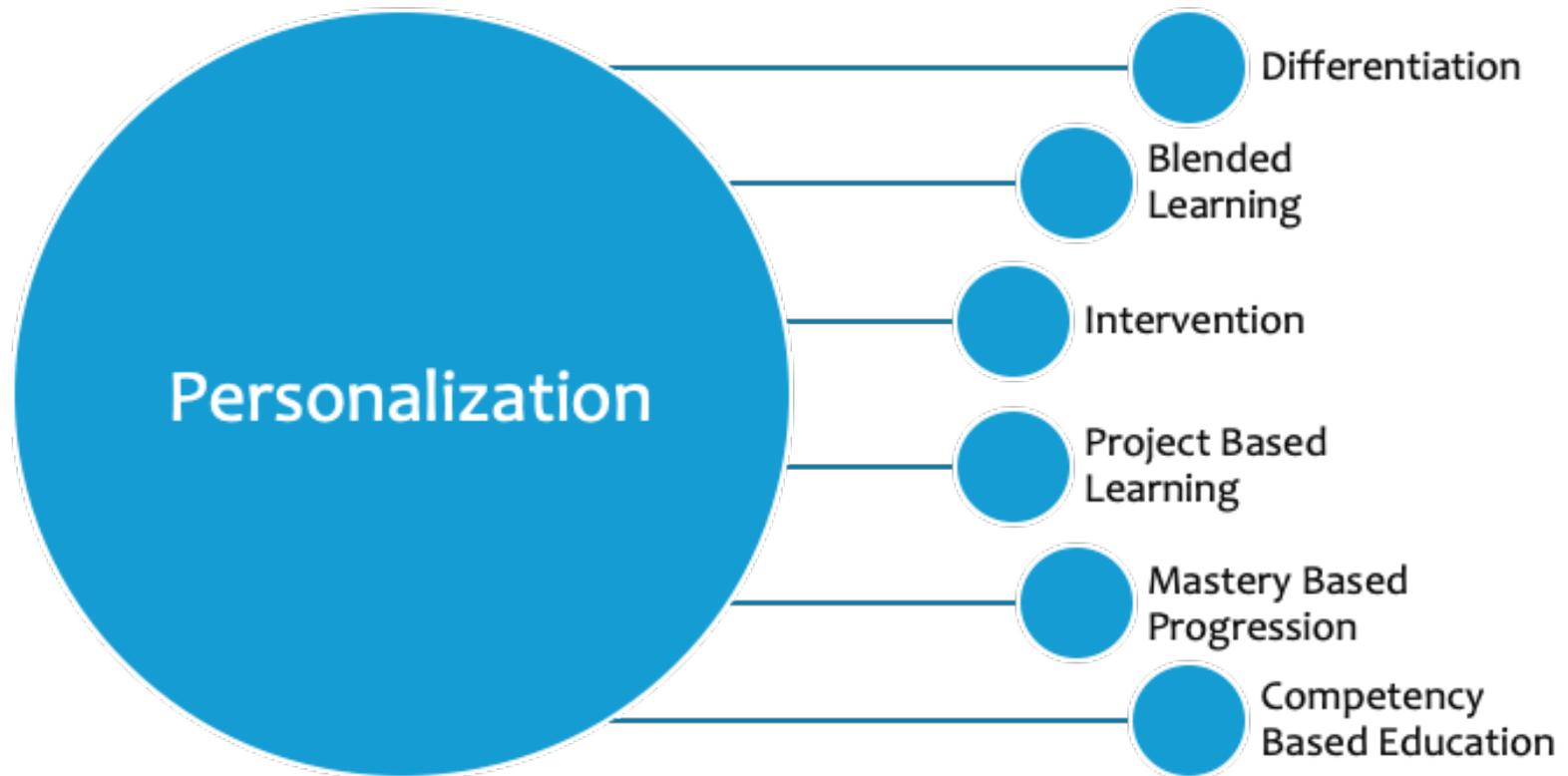


What do we know about what works to accelerate student learning?



What do we know about what does NOT work that we should avoid?

# There are many “camps” of personalization





### JOHN KING, THE EDUCATION TRUST

"There is a danger to the sequential model, but there is also a danger to behaving as though those gaps that students have don't matter and that you can get them to succeed with grade-level work without ever addressing those gaps. And so there's this balance that is needed."



### JEFF WETZLER, TRANSCEND EDUCATION

"We know that learning requires retrieval, it requires applying things in different contexts, it requires spiraling back to things, it requires making new and different kinds of connections"



### SCOTT HARTL, EL EDUCATION

"More kids in this country simply must be given the opportunity to have the core approach to school be an integrated approach that brings worthy work together with sophisticated, student-centered pedagogy in environments that build community and relationships..."



### SCOTT MARION, CENTER FOR ASSESSMENT

"It sounds funny that the guy from the Center for Assessment is saying this is not an assessment problem, but it's not. It's a curriculum and instructional and school organization problem that needs to be solved."

intervention



### JOSÉ GUADARRAMA, FIRSTLINE SCHOOLS

"In these partnerships with families, with colleagues, with school leaders across schools, we need to clearly define what learning is."

intervention



### PRESTON SMITH, ROCKETSHIP PUBLIC SCHOOLS

"The art of teaching is standing before your class and identifying: There's a gap here, how do I circle back and fill that while I'm still driving on the content and knowledge you need to know?"



### URI TREISMAN, UT DANA CENTER

"We're in a period of enormous polarization. We're in a period where people systematically seek out narrow areas of disagreement and broaden them into tribal conflict. Our job in civic work is to find narrow areas of agreement and build them into platforms for a world that is worthy of our children and ourselves."



### BILL MCCALLUM, ILLUSTRATIVE MATHEMATICS

"If you focus on drilling them on the fluency and then you decide to give up on the conceptual understanding part, then you're setting them up for that fragile fluency that kids have when they just learn how to do the math, but haven't really understood why it works."



### SEASON EPPS, RUTHERFORD COUNTY SCHOOLS

"When we're in our small group and students are making that connection to what they're seeing in their grade-level class, I know I'm doing a good job because they see the connection. And that's what's going to make that learning stick with them."



### DEBORAH LOEWENBERG BALL, UNIVERSITY OF MICHIGAN

"Use concepts you want them to know, but in the space of figuring something out. Kids like puzzles, they like to think about things that are uncertain or unclear. They like problems that don't have single answers, and may even have infinitely many answers."



### JAMILA NEWMAN, TNT

"We thought high-quality materials were going to be the thing that really grabs students' engagement and attention. They did do a lot of strong things for students. But there was so much skill and nuance from the teacher needed to lift those materials up."

## INTERVIEWS COMING SOON

- Sandra Alberti, Student Achievement Partners
- Shalinee Sharma, Zearn
- Aqua Stovall, SELF NOLA
- Joey Hassell, Haywood County Schools
- Pam Cantor, Turnaround for Children
- Leigh Bozard, The Emerge School for Autism



**“Wash your hands for 20 seconds”**



## My take aways from the interviews:

No quick tricks or simple solutions

No “winning camp”

We know a great deal

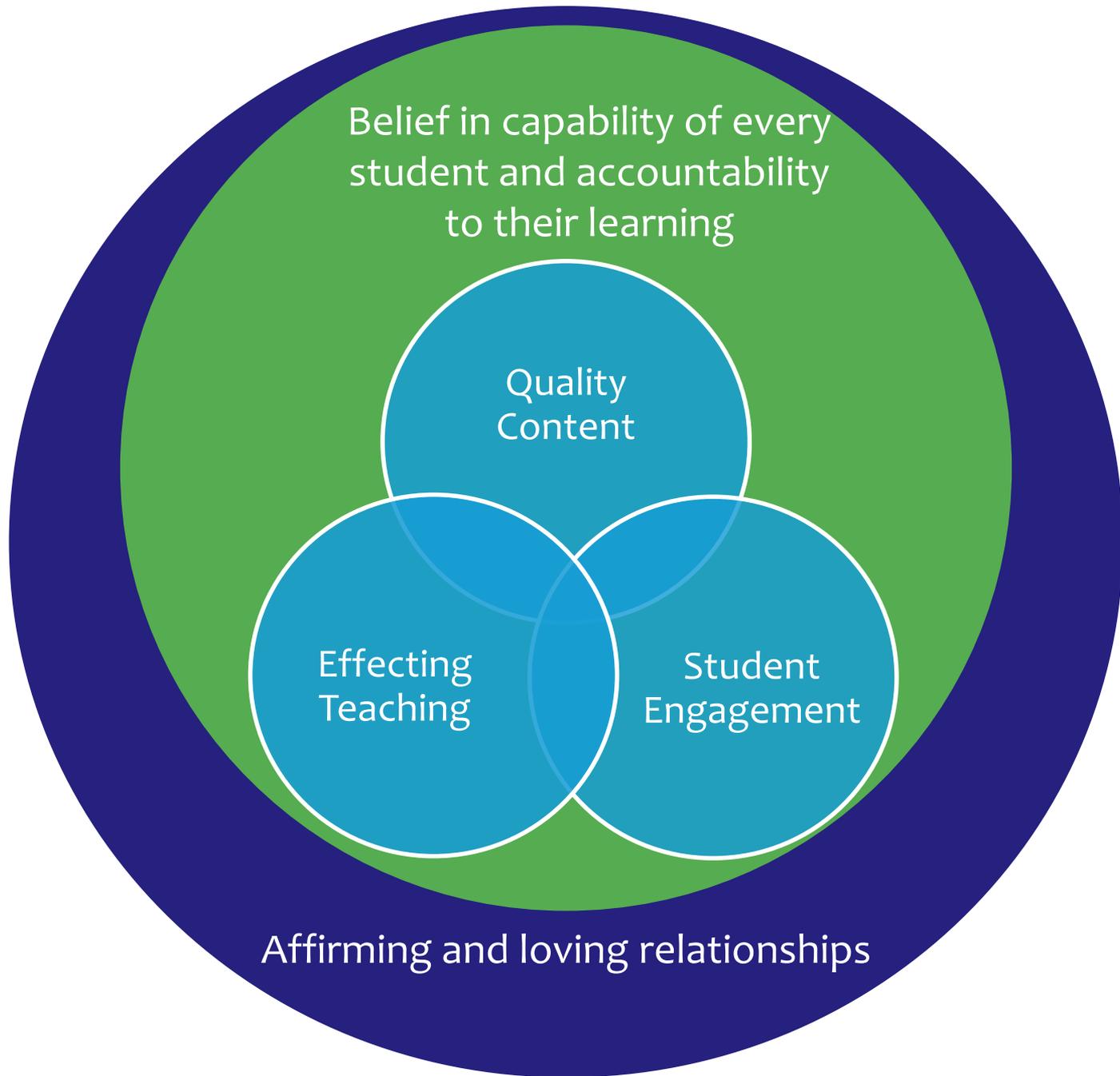
We have more to learn...

# Emerging Themes...



## DOES work:

- A. Affirming and loving relationships
- B. Belief in capability of every students and accountability to their learning
- C. Coherent, challenging curriculum and assessments
- D. Data from multiple sources (especially dialogue)
- E. Effective instruction informed by understanding of how to teach that content
- F. Frequent Feedback

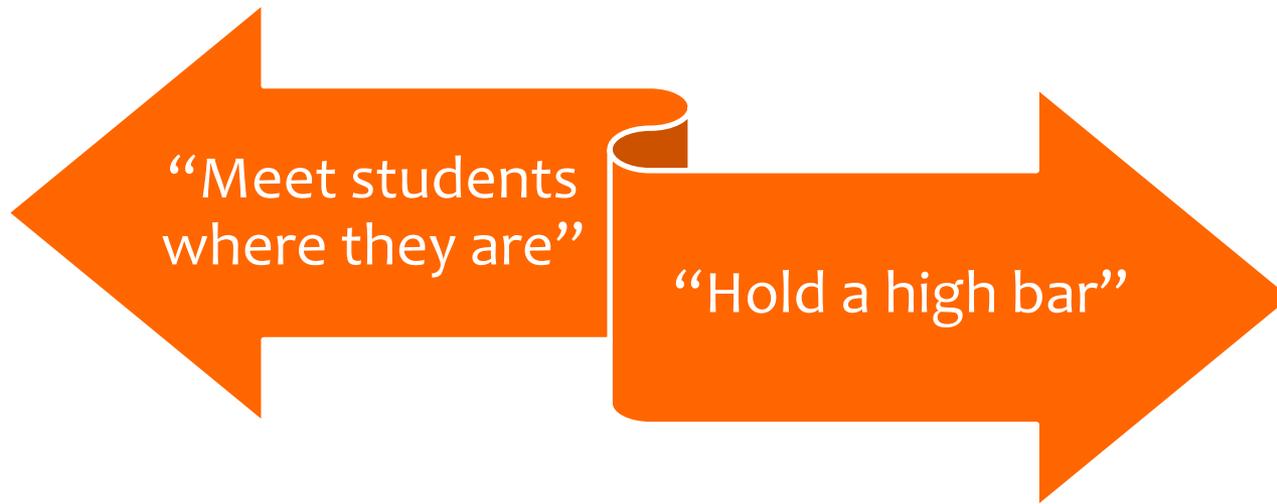


# Emerging Themes...



## Does NOT work:

1. Skills in isolation (learning is social)
2. Using a single source of data to sort and label students
3. Teaching different things in intervention and core instruction (incoherence)
4. Omitting critical content with strong research base (i.e. phonics)
5. Neglecting motivation

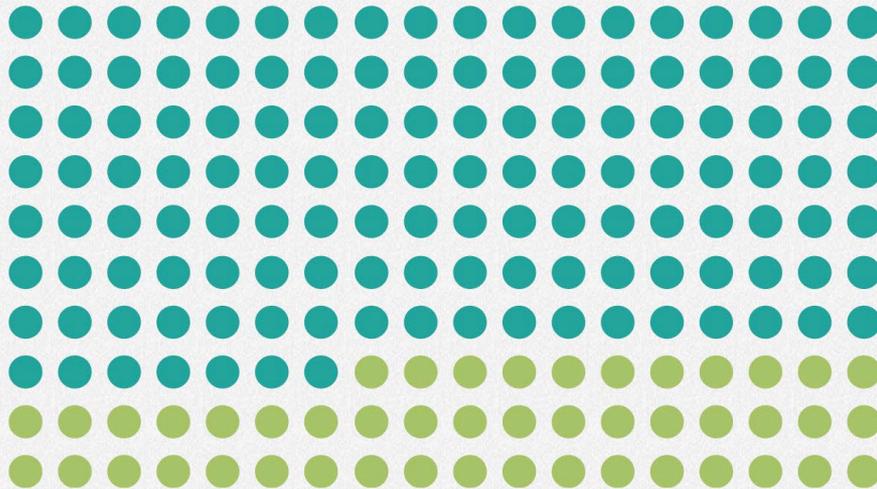


# Educators currently lean towards “meet them where they are at”



FIGURE 5 TIME SPENT ON GRADE-APPROPRIATE ASSIGNMENTS VERSUS NON-GRADE-APPROPRIATE ASSIGNMENTS

Of the 180 classroom hours in each core subject during the school year, students spent...



**133 HOURS**

on assignments that were not grade appropriate

**47 HOURS**

on assignments that were grade appropriate

...but 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment.

**38%**

Percent of classrooms that had no grade-level assignments in classrooms with mostly students of color

**12%**

Percent of classrooms that had no grade-level assignments in classrooms with mostly white students



When students who started the year off behind grade level were given more grade-appropriate assignments, stronger instruction, deeper engagement, and higher expectations, the gap between these students and their higher-achieving peers began to narrow substantially—***by more than seven months of learning in a single school year*** based on better assignments alone.”



There is a danger when... students never get exposed to grade-level work because you are in a downward spiral—you keep trying to go lower to provide something that students will be able to master, and then they're not exposed to the kind of content that will actually push their learning forward... But there is also a danger to behaving as though those gaps that students have don't matter and that you can get them to succeed with grade-level work without ever addressing those gaps. And so there's this balance that is needed.

-John King



**“Wash your hands for 20 seconds”**

**“Effective instruction of a quality curriculum in the context of loving relationships with accountability to every child”**



# Guiding Questions

1. What “mantra” if any is your school or system driving towards in the coming year?
2. Of the key themes about “what works” – what do you feel best about? What do you want to focus on shoring up in the instructional core and interactions with students?

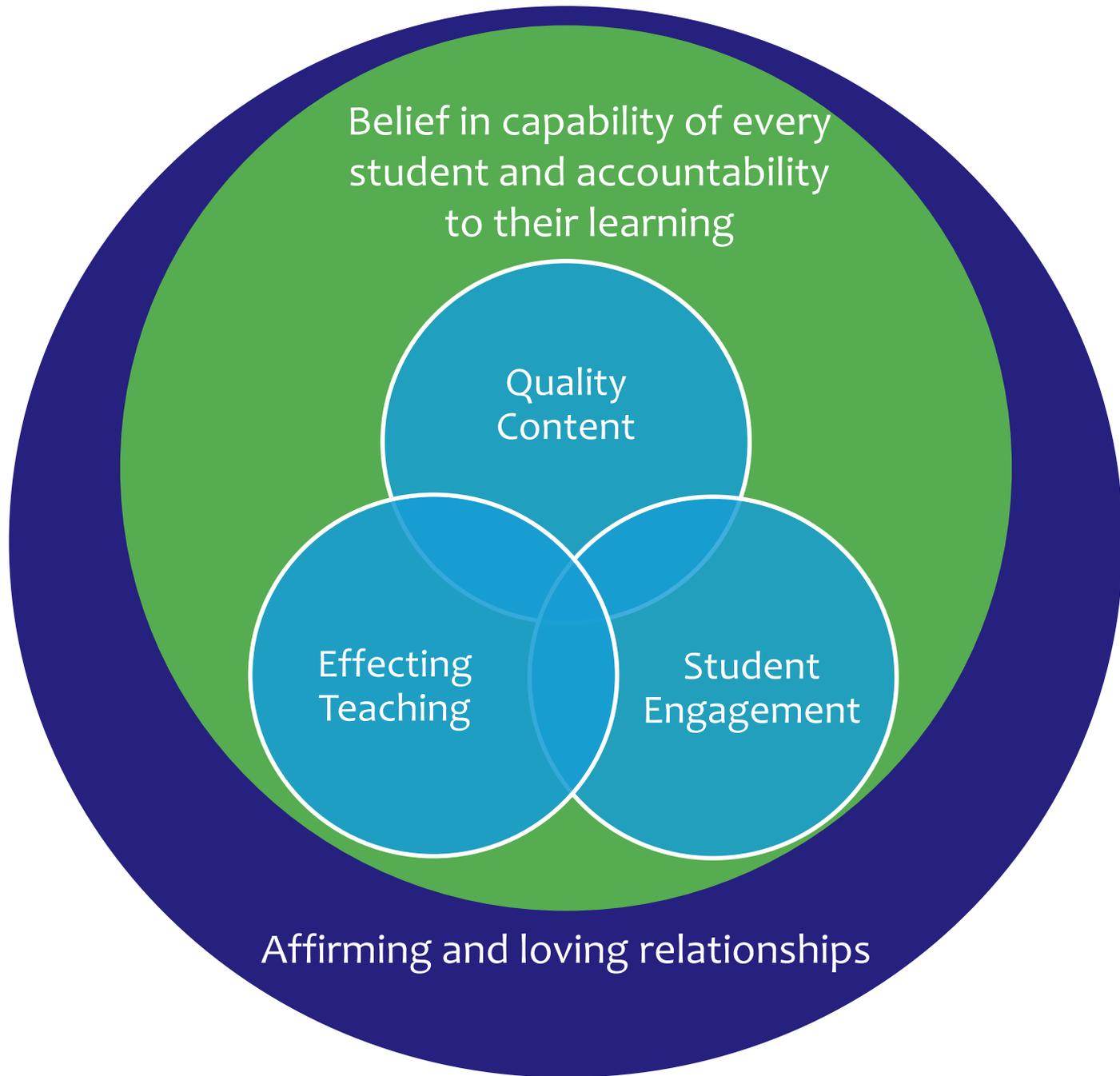
What works:

- A. Affirming and loving relationships
- B. Belief in capability of every students and accountability to their learning
- C. Coherent, challenging curriculum and assessments
- D. Data from multiple sources (especially dialogue) to understand learning needs
- E. Effective instruction informed by understanding of how to teach that content
- F. Frequent feedback

“Effective instruction of a quality curriculum in the context of loving relationships with accountability to every child”



## Part II





# What does this look like in a system?

Culture of High Expectations for Every Student

Clear Vision of Aspired Student Outcomes

TRAIN

High-Quality  
Instructional  
Materials

COACH

PLAN

Conditions for Adult Learning

Clarity of Mission & Strategy

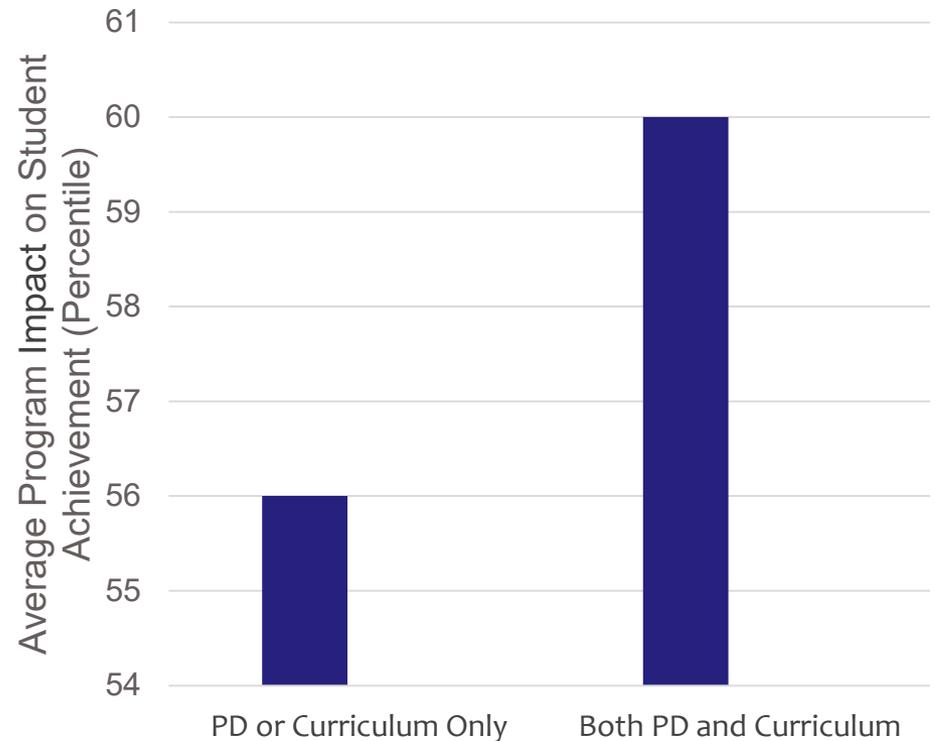
# Quality curriculum with connected PD is the power play



“Programs that feature teacher learning about new curriculum materials see larger positive student impacts than programs that feature only teacher professional development or curriculum materials alone.”

*Heather C. Hill,  
Harvard University,  
for The Answer Lab*

**Impact of Programs on Student Achievement, by Program Type**



# There are some fixtures of how schools operate that do not seem supported in research



Seat time

Grading

Pacing Progressions



# Transcend Education – Learning Science

## Focused Attention

People learn best when they direct their focus toward the content and experiences most relevant to learning.

## Manageable Cognitive Load

People learn best when they are challenged but are processing a manageable amount in their working memory.

## Meaningful Encoding

People learn best when new learning is experienced in memorable ways and is related to prior knowledge.

## Effective Practice

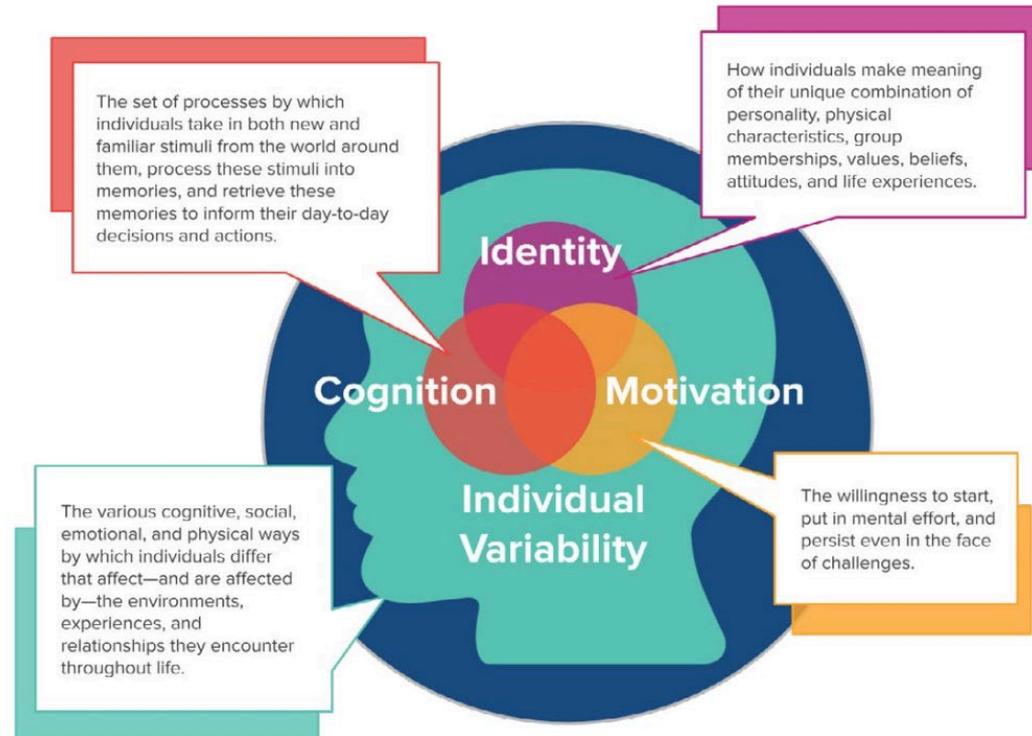
People learn best when they practice challenging-but-doable skills at frequent, focused intervals and across diverse contexts.

## High-Quality Feedback

People learn best when they receive timely and targeted feedback to guide their improvement.

## Metacognitive Thinking

People learn best when they are able to plan, observe, evaluate, and adjust their own learning processes.



## Implications for Learning Environments

If learners are grappling with more than their working memory can manage, they are unlikely to learn effectively. To prevent this, learning environments must continue managing distractions, organize learning objectives and activities thoughtfully, and support each learner to achieve competency in tailored ways.

While focus helps individuals attend to the content and experiences essential to learning, ensuring a manageable cognitive load helps them process the content and experiences. In both cases, minimizing distractions is critical. This is because distractors can compete for limited working-memory capacity even if a learner is attempting to focus. This again

should push us to reflect on other parts of our designs too. For example, we should consider how much thinking our physical spaces require learners to do, and whether that thinking supports learning or is a distraction. In many cases it may be helpful to develop some routine learning activities—such as using the same Socratic seminar format every Friday—to prevent learners from having to build understanding of new processes over and over.

Our designs should also empower educators and learners to adjust fluidly in response to individual readiness and should ensure each learner achieves competency with critical prerequisites before moving on. A competency-based and customized approach



# AIR – Competency Based Education Resources

**LOOKING UNDER THE HOOD OF COMPETENCY-BASED EDUCATION:**  
*The Relationship Between Competency-Based Education Practices and Students' Learning Skills, Behaviors, and Dispositions*

Erin Haynes  
 Kristina Zeiser  
 Wendy Surr  
 Alison Hauser

Lauren Clymer  
 Jill Walston  
 Catherine Bitter  
 Rui Yang




Six Core Features of Competency-Based Education Classrooms

CBE Feature	What this looks like in the classroom
Measurement of learning	... is based on the mastery of specific learning targets—rather than a student's level of participation, effort, or time in the classroom.
Learning targets	... are explicit, shared with students, and based on rigorous college and career readiness standards.
Instructional approaches and supports	... are individualized to the needs of the student, relevant and varied, and offer students ample opportunity to exercise independence and responsibility for their own learning.
Assessment of learning	... offers students flexibility and choice in when and how they show what they learned.
Pacing and progression	... gives students flexibility for taking more or less time to learn, and requires that they show what they have learned before earning credit.
When and where learning takes place	... lets students learn and earn credit for activities that take place outside the school building and school day.

**Table 1. Sample Table Summarizing Individual Survey Items**

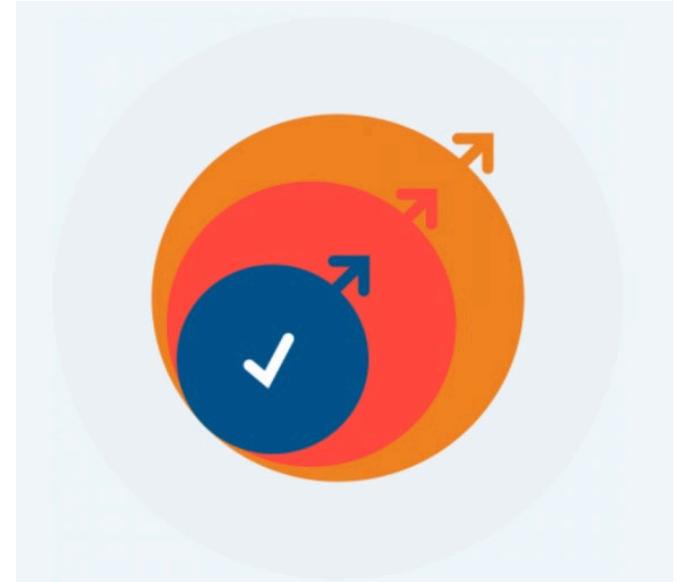
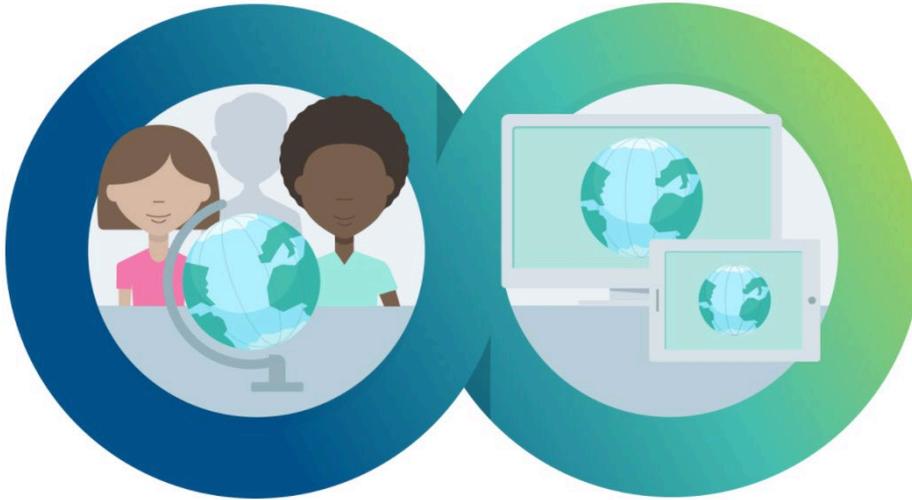
How much do you agree with these statements about your math course?	Don't Agree	Agree a Little	Mostly Agree	Agree a Lot	Average Value 1=Don't agree 4=Agree a Lot
I am allowed to start the next topic or unit when I am ready, even if it is before other students. (n=60)	3 5.0%	5 8.3%	37 61.7%	15 25.0%	3.07
I can take extra time to finish a topic or unit if I need to, even if other students have already moved ahead. (n=60)	7 11.7%	8 13.3%	10 16.7%	35 58.3%	3.22
I get to decide how fast or slow I move through the course material. (n=60)	0 0.0%	8 13.3%	5 8.3%	47 78.3%	3.65

# Learning Accelerator – Blended & Personalized Learning At Work & Mastery Based Grading



IN-PERSON LEARNING

TECHNOLOGY



## Mastery-Based Progression

Blended and personalized educators create common structures that allow for a student to advance to new content based upon mastery. This is different from schools where advancement is based on Carnegie units, or “seat time.” A mastery-based progression approach requires five components:

- Learning Objectives
- Definition of Mastery
- Assessment of Mastery
- Learning Pathway
- Reporting

# Competency based models require precision about vision

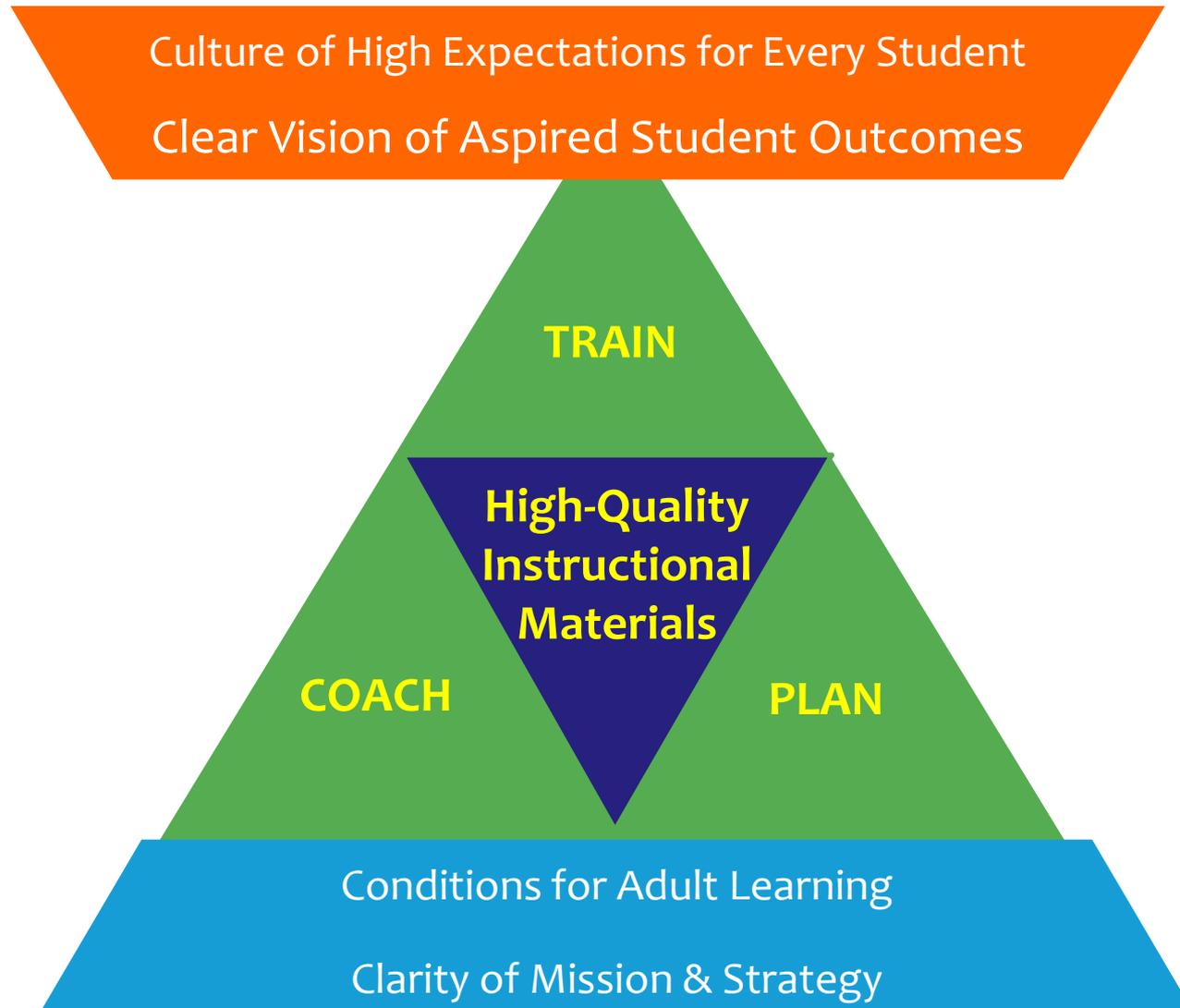


Culture of High Expectations for Every Student

**Clear Vision of Aspired Student Outcomes**



# We have found the strongest foundation for effective personalization is a quality curriculum with aligned professional learning for teachers



# Curriculum Do's and Don'ts



Do's	Don'ts
<p><b>Ensure a high quality curriculum is in place</b></p> <p><b>Do focus on the priority content</b> for each grade level.</p> <p><b>Do plan for just-in-time supports.</b> Anticipate where students might need support to address unfinished learning and/or have misconceptions as a result of unfinished learning. Plan how you can support students through those potential barriers to grade-level content by building an on-ramp for all learners.</p> <p><b>Do provide students authentic opportunities</b> to engage in challenging content.</p>	<p><b>Do not reteach full units from the previous year.</b> This approach to remediation is detrimental and will hold students further behind. Having students focus on content from previous grades as a replacement for grade level content perpetuates inequity and actualizes the adage “leveled learning leads to leveled lives.”</p> <p><b>Do not over remediate.</b> Make decisions about when and how to remediate based on the coherence map and aligned tools rather than treating all standards equally.</p> <p><b>Don't skip the hard parts.</b></p>

# Professional Learning Do's and Don'ts



Do's	Don'ts
<p><b>Do ensure teachers know and understand the Prioritized Instructional Content Standards</b> by grade-level.</p> <p><b>Do prepare teachers to leverage their curriculum resources</b> and specifically how to use them to support instructionally vulnerable students.</p> <p><b>Do help teachers use multiple assessments,</b> to understand the most essential unfinished learning for students.</p> <p><b>Do give teachers time to collaborate across grade-levels</b> to gain insight into what was/wasn't addressed. These kinds of conversations can eliminate a need to over assess.</p>	<p><b>Do not primarily focus professional learning for teachers on small group intervention or remediation</b> that is meant to “fill gaps.” Small group intervention or remediation should primarily be focused on “just in time” supports in the context of grade level instruction that will support all students to access grade-level material.</p>



## COVID-19 Pandemic: The Four Chapters

Chapter	Impact on Schools
Crisis	Schools closed
Reentry	Schools slowly reopen with enhanced public health protection measures
Recovery	Schools fully back in session with focus on recovering lost learning
New Normal	Schools incorporate what we've learned into new ways of teaching and learning

# SCHOOL REENTRY SCENARIOS

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Scenario

## 01

**IN-PERSON  
LEARNING**



~90–95%  
of students and staff return to school buildings for  
in-person learning and follow social distancing guidelines

Scenario

## 02

**DISTANCE  
LEARNING**



100%  
of students and staff remain home and participate in  
distance learning

Scenario

## 03

**HYBRID  
LEARNING**



~30–50%  
of students at a time return to school buildings; teachers  
provide a mix of in-person and distance instruction

# Reentry Framework Toolkit



## REENTRY FRAMEWORK



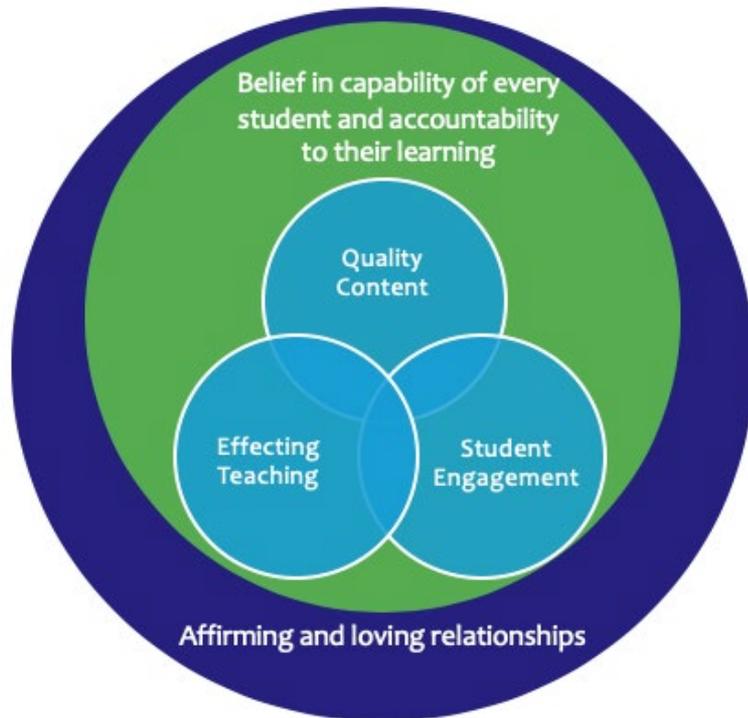
	Phase 1: Summer 2020 Plan for Reentry	Phase 2: Fall 2020 Communicate and Implement Your Plan	Phase 3: Winter/Spring 2021 Improve Your Plan and Prepare for Recovery
<b>Instruction</b>	<ul style="list-style-type: none"> <li>❑ Assemble a reentry advisory committee</li> <li>❑ Reflect on previous distance learning</li> <li>❑ Determine aspirations for reentry</li> <li>❑ Decide instructional models for multiple scenarios</li> <li>❑ Plan your approach for unfinished learning</li> <li>❑ Select your materials and assessments</li> <li>❑ Determine plan for grading</li> <li>❑ Plan teacher training support, coaching support, and planning expectations</li> <li>❑ Decide on roles and responsibilities for instruction</li> <li>❑ Communicate instructional plans with families and staff</li> <li>❑ Train teachers for beginning of year</li> </ul>	<ul style="list-style-type: none"> <li>❑ Diagnose and launch supports for unfinished learning</li> <li>❑ Gather data and feedback from students, families, and staff</li> <li>❑ Responsively support teachers through training, coaching, and planning</li> <li>❑ Engage families in student progress</li> </ul>	<ul style="list-style-type: none"> <li>❑ Step back and adjust plans based on data</li> <li>❑ Revise instructional model and plans as needed</li> <li>❑ Support teachers on any adjustments through training, coaching, and planning</li> </ul>
<b>Culture</b>	<ul style="list-style-type: none"> <li>❑ Prioritize vulnerable students for re-engagement</li> <li>❑ Determine the social-emotional needs of staff, students, and families</li> <li>❑ Identify supporting programs and partners</li> <li>❑ Plan trauma-informed practices in culture and instruction</li> <li>❑ Adjust school culture plan</li> <li>❑ Create stakeholder reengagement plan</li> <li>❑ Decide on roles and responsibilities for culture</li> </ul>	<ul style="list-style-type: none"> <li>❑ Communicate culture plans with families and staff</li> <li>❑ Refine your tool for assessing school culture</li> <li>❑ Gather data on students and staff engagement and wellbeing</li> <li>❑ Check in with families</li> </ul>	<ul style="list-style-type: none"> <li>❑ Step back and adjust plans based on data</li> <li>❑ Launch any additional student supports for social-emotional learning or trauma</li> </ul>
<b>Operations</b>	<ul style="list-style-type: none"> <li>❑ Revise 2020–21 budget</li> <li>❑ Hire for vacancies informed by scenarios</li> <li>❑ Create academic calendar and master schedule</li> <li>❑ Perform tech audit and create distribution plan</li> <li>❑ Update food distribution plan</li> <li>❑ Create safety plan for different scenarios</li> <li>❑ Determine student and classroom supply lists</li> <li>❑ Update family and teacher handbooks</li> <li>❑ Update performance evaluations informed by scenarios</li> <li>❑ Decide on roles and responsibilities for operations</li> <li>❑ Create contingency plans for staff absences</li> <li>❑ Communicate operational plans with families and staff</li> </ul>	<ul style="list-style-type: none"> <li>❑ Determine communication systems and structures</li> <li>❑ Observe and refine schoolwide operations and procedures</li> <li>❑ Adjust plans based on scenarios</li> </ul>	<ul style="list-style-type: none"> <li>❑ Set re-enrollment projections</li> <li>❑ Hold teacher retention meetings</li> <li>❑ Adjust budget as needed</li> <li>❑ Perform tech audit</li> </ul>



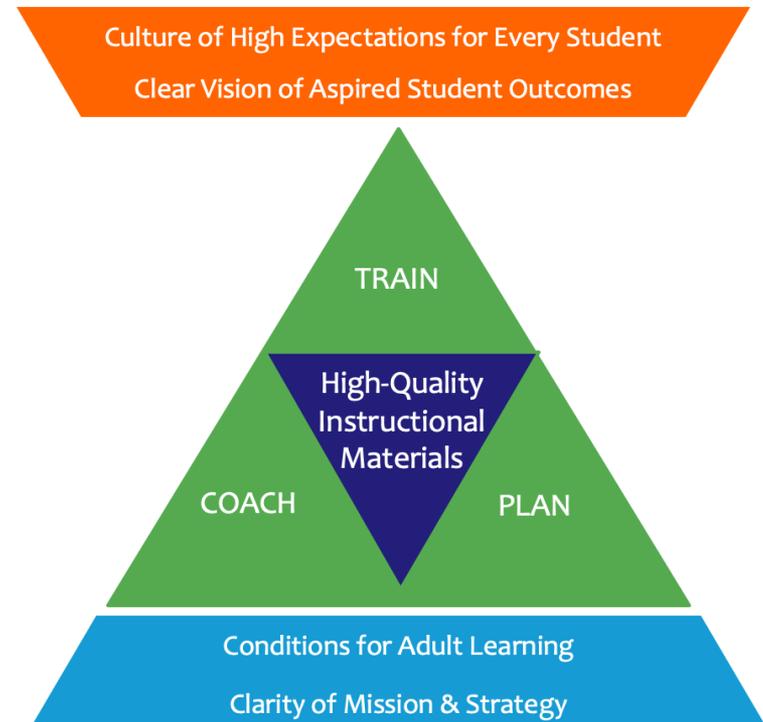
# Guiding Questions – Part II

- What do you have?
- What do you need to shore up?
- What else are you thinking about?

Teacher: Student Interaction



Leader: Teacher Interaction





**One step at a time, together**

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