

# *Personalizing Student Learning*

*Developing the ability to gather evidence of learning in  
reflective student voice*

**Presenter: Lois A. Davies**

# **Learning Target: Understand the focus is on Learning**

*Developing the ability to gather evidence of  
learning in reflective student voice*

# *Reflective Learners*



**Gathering evidence of learning is  
embedded in daily teaching and  
learning**



State Reform: Improve student learning and close the achievement gap

**1997 WAC**

**Teachers must demonstrate a positive impact on student learning**



## State Reform: Improve student learning and close the achievement gap

*Intentional shift to describing:*

**what students will be doing**  
if a teacher is having  
a positive impact on student learning.



## The shift we are talking about:

*teaching becomes the art of  
engaging students in the dialogue of learning  
and then building on  
THEIR articulated understanding.*

Impacting Learning Processes...

*...makes the learning meaningful  
Students know purpose and relevance*

Impacting Learning Processes...

*...require student articulation  
of understanding  
Students can describe and explain*

Impacting Learning Processes...

*...require student self-regulation  
Students monitor, adjust, and assess*

# Personalizing Student Learning

## Teacher Practices

## plus Impacting Learning Processes

**TEACHER** knows what needs to be taught



**STUDENT** can articulate the learning target and why it is relevant and meaningful to him or her

**TEACHER** makes instructional decisions based on strategies that work for the class



**STUDENT** knows the learning strategies to choose from and can describe his or her learning process

**TEACHER** measures performance against set standard for all students



**STUDENT** measures performance against his or her own progress

**TEACHER** reports degree of student success or failure to students and parents



**STUDENT** articulates what s/he did well, what s/he needs to do better, and what s/he will do differently next time

**TEACHERS** have autonomy



**STUDENT** learning is consistent and continuous school-wide building professional autonomy

# Personalizing

We are not talking about putting each student on an IEP.



## Personalizing is about the *learning process*

- Personalizing is making the learning meaningful and relevant to each student.
- Personalizing is engaging students in their own learning process by giving them ownership and responsibility for their learning.
- Personalizing is getting students to articulate their understanding and then building on that understanding.
- Personalizing is equipping students to self-regulate their learning.

## *When asked...*

*When asked, students will always articulate what they are learning from their own cultural perspective, in their own language, and in accordance with their own way of being.*

*When asked, students will always describe how they are working on solving a problem based upon their prior understanding and experience.*

## *When given the opportunity...*

*When given the opportunity to do so, students will think about problems and their learning in accordance with their own mental frameworks.*

*When given the opportunity, students will always approach their learning in accordance with who they are.*

*When given the opportunity, students will always view their success or need to improve based on their understanding and what they know.*

# The Paradigm **B U S T E R S**

<b>Impacting Learning Processes</b>	<b>“AT STANDARD” student behaviors the evidence will demonstrate</b>
<b><i>Students</i> know the learning targets and what is required to meet them</b>	Students describe the learning targets, the expectations to reach them, and why the learning is important to them. Students connect their own explorations to the appropriate learning targets.
<b><i>Students</i> know the progression of learning to reach the learning targets</b>	Students articulate the progression of steps to reach the learning targets and identify, on their own, where they are in that progression. Students describe what they need to do to move to the next level of performance.
<b><i>Students</i> know how to access additional support when needed</b>	Students are aware of the options to get support and access appropriate help, when needed. In their daily work, they consistently utilize the resources for assistance, remediation, acceleration, or enrichment as is appropriate.

# Difference between these rubrics and other familiar rubrics

## Instructional paradigm vs Learning paradigm

*Describe what behaviors, knowledge and skills a teacher must be demonstrating*

*Describe performance in terms of teacher instructional domains,*

*Progression of developing competencies: first teacher does a little, then does a little more, then does a whole lot*

**Best practices**

*Describe what specific behaviors students must be demonstrating in order to effectively learn knowledge and skills*

*Describe performance in terms of learning processes*

*Describe increasing the intellectual demands on the student*

**Best learning processes**

# Students know the Learning Target

**The Learning Target is what you want the students to focus on learning today**

**What part of the larger learning goal are we doing today?**

# One tweak makes a big difference

“ A recent meta-analysis found that when students were clear in advance about what they were learning, their achievement was, on average, 34 percentile points higher.”

(McREL, 2000)

“In most cases neither teachers or students can articulate what they are supposed to be learning that day; they can only describe the activity or assignment...”

Mike Schmoker:

Classrooms in which there was evidence of clear learning objective: 4%, a study of 1,500 classrooms

(Learning 24/7, 2005)

# Students know the Learning Target

## Guiding questions to help you identify the learning target:

- a) As the result of this lesson, what do you want the students to know and be able to do?
- b) Why is it important that they achieve this new learning – what will they be able to do as a result of having acquired this learning?
- c) Therefore, the most important thing for them to carry away from engaging in this learning experience is ...

*...the answer to this question  
IS THE LEARNING TARGET*

# Describe how your learning target fits into your long term goal or GLE:



**Culminating Learning Target**

## **Analyze for us the specifics of your Learning Target:**

- a. This learning target is important and relevant to the students because...
  
- b. What are the procedures, knowledge, or specific skills the students need to learn to reach the target today?
  
- c. How will the students be able to determine how they are progressing toward reaching the learning target?

# **Different Kinds of Learning Targets**

## **Examples/Suggestions**

- **Content**
- **Strategies**
- **Thinking Development**
- **Procedural**
- **Investigative or Inquiry**
- **Reflective**

# If it seems to you that you have the same learning target multiple days

- What is different today than yesterday's student work on the target?
- What is the change in depth today?
- What understanding do you want them to get from today's work that expands yesterday's work?
- What skills are they adding to what practiced yesterday?



# Discussion:

Clarify to your neighbor the difference between  
a GLE,  
and a **daily** learning target?

What is the value of a daily learning target?

## Listen to these student clips.

Take notes.

Do these students have a clear idea about what they are to learn?

Is the learning important to them, how do you know?

Do they know what it looks like when they are demonstrating the target to the expected level of performance?

Has their learning been personalized?

What did the teacher do to cause these things to happen?

Travis , Lydia, Allesandro

# **Progression of Learning to Reach the Targets**

**STUDENT/TEACHER CREATED rubrics, are valuable tools to demonstrate and teach progression of learning:**

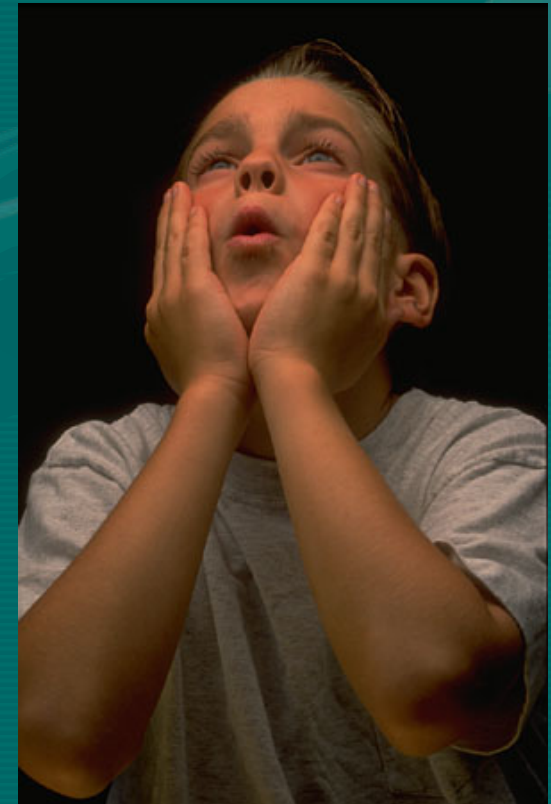
## Rubric Example

<b>Learning goal: Intro PARAGRAPH</b>	<b>Depth 1</b>	<b>Depth 2</b>	<b>Depth 3</b>	<b>Depth 4</b>
<b>Introductory sentence</b>	Have a first sentence.	First sentence refers to the topic I am writing about.	First sentence is catchy and reader wants to continue reading.	First sentence is dynamic and extra clever. Reader wants to find out more.
<b>Supporting sentence</b>	Have a second sentence.	Sentence that refers to the idea in the intro sentence.	First reason or idea that elaborates idea in intro sentence.	Sentence that gives convincing reason to support intro sentence.
<b>Another supporting sentence</b>	Have a third sentence.	A second sentence that refers to the idea in the intro sentence.	Second reason or idea that elaborates idea in introductory sentence.	More than two additional dynamic and convincing ideas to support intro sentence.
<b>Concluding sentence</b>	Have a last sentence.	Ending sentence that refers to the intro sentence.	Ending sentence that summarizes the supporting sentences.	Clever ending sentence that summarizes supporting ideas.

But **rubrics are only ONE way**  
to show progressions

Progression can be as simple as a check  
list of learnings that are needed to  
accomplish the learning target

Progression can be expressed as a bulls-  
eye target



**Listen to these student clips.**

**Take notes.**

**Do you hear them articulating their progression of learning to reach the target?**

**What did the teacher do to cause these things to happen?**

NK Middle School, Illwaco Middle School

# Students know how to access additional support when necessary

- The most important part of this is that there are resources the students can access on their own to help them reach this learning target.
- Students know how to determine which resources will meet what kind of need.
- Students can articulate what their need was and how the resource they chose helped them.

**Listen to this student clip.**

**Take notes.**

**Does he know his resources?**

**What did the teacher do to cause these things to happen?**

Eric

# Five Elements of Quality Evidence

- **ALL LEARNING PROCESSES** – They know the target, they know how to reach it, and they know their resources
- **STUDENT VOICE** – learning described by students
- **ALL STUDENTS** – demonstrate all students are engaged in the defined learning processes and content
- **MULTIPLE CONTEXTS** – learning occurs in multiple content areas and a variety of learning experiences
- **OVER TIME** – mastery, normal part of classroom routine

# Sorting Evidence

- What is teacher-based evidence
- What is student work
- What is student-based evidence of learning

- Can evidence have all three elements?



# When do I gather evidence?

- Daily
- Keep it simple - Less is more
- One tweak makes a big difference

Opportunities for reflection:  
Exit passes  
Journals – students self-check  
Ask them one-on-one  
Variety  
check a few students, all over time

Randy #22  
Reflection Sheets – fill out and put on your assignment before you hand it in.

The learning target for this assignment were:  
create chain of events = cause and effect

What I needed to do to reach the target was:  
Read story about Ranold Macdonald. Find what happened at end and all stuff that made it happen.

I feel I  
(circle one) reached, almost reached, missed the target because I:  
Listed all the stuff but I missed one thing. My order did not show how one thing caused the next thing

The resources I used were:  
None except the story. I should have used the the chart  →  →

What I need to do next time is:  
Next time use the chart so I pay attention that one thing made next thing happen.

When asked  
When given the opportunity

# Think, write and then share

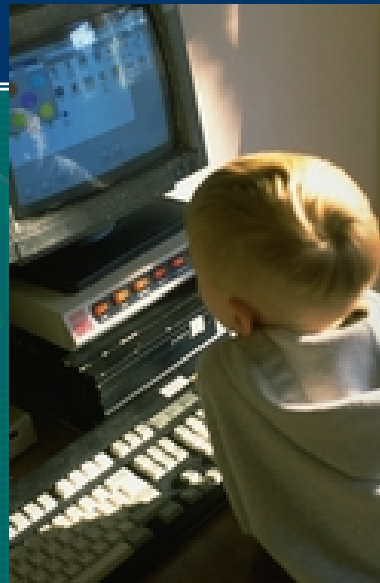
- How does it help students when I ask them to reflect on their learning?
- What is one strategy I can start using to gather evidence in student voice?
- With whom will I share the evidence I have gathered? How often?



# Positive Impact



IT'S ALL ABOUT  
KIDS LEARNING



# Thank You

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