PERSONALIZED LEARNING

CHESHIRE PUBLIC SCHOOLS

2017-2018
Session Outcomes

● Describe the **three elements** that support Personalized Learning in Cheshire Public Schools

● Describe how teaching and learning will be the **same and different** for your child

● Provide opportunities for **questions and answers**
What we know about Personalized Learning

Students need training, support, and coaching to become effective self-directed learners!

BUT, we have to find a balance...

And it’s different for every student...

But the sweet spot is hard to find...

Too much support

Too little support
Individualized PATHWAYS that meet students’ needs
Complex Thinking

If the Cheshire Public Schools engages in a strategic, systemic alignment of curriculum, assessment, instruction, professional development, and resources around complex thinking, then classroom instructional practice will demonstrate a clear focus on complex thinking, and student work will demonstrate complex reasoning, inquiry, problem solving skills, and the exploration of ideas.
Social-Emotional Learning

If the Cheshire Public Schools consciously focuses on the social-emotional development of our students, then school practices will demonstrate a clear focus on social-emotional growth, and students will demonstrate self-awareness, self-management skills, cultural awareness, relationship skills, and responsible decision-making.
Pillars of Summit Learning:

1:1 Mentoring  Real-world Projects  Individual Pathways

Summit Learning Outcomes:

Cognitive Skills  Content Knowledge  Habits of Success  Sense of Purpose
1:1 Mentoring

- Personalized Learning strives to develop **self-directed learners** who have the skills, habits, and knowledge to reach their full potential.

- **1:1 mentoring** is a long-standing fundamental component of Personalized Learning to help students **develop complex thinking skills** and be **mindful of their social-emotional well-being**.
1:1 Mentoring for every student

- All students engage in 1:1 mentoring weekly.
- This time is focused on setting goals, developing action plans, and reflecting on progress.
- Mentors use data to set agenda and outcomes for the meeting.
- Mentors monitor how students are doing in all subject areas and in all domains of social and emotional development.
Real-World Projects - Project Time

- Students apply the **content** they need while **practicing and demonstrating cognitive skills** to be college and career ready.

- They **plan and prioritize** their learning.

- Students move at their **own pace**, and receive **support from their teachers and peers**.
## Real-World Projects - Project Time

### Project Time

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Cognitive Skills</th>
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<tbody>
<tr>
<td></td>
<td>(36 cognitive skills that students should demonstrate mastery upon graduation to be college, career and life ready)</td>
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<thead>
<tr>
<th>Learning Tool</th>
<th>Projects</th>
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<tbody>
<tr>
<td></td>
<td>(application of content skills through collaboration and communication with peers; demonstration of Cheshire Performance Standards)</td>
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<tr>
<th>Assessment</th>
<th>Final Products</th>
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<td>(Teachers score using the Cognitive Skills Rubric; expected benchmark scores assigned by grade level)</td>
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| Organization  | Discipline-specific or intentionally interdisciplinary |
Real-world Projects that build cognitive skills

**Textual Analysis**
- Theme/central idea
- Point of view/purpose
- Development
- Structure
- Word choice

**Using Sources**
- Selecting relevant sources
- Contextualizing sources
- Synthesizing multiple sources

**Inquiry**
- Asking questions
- Predicting/hypothesizing
- Designing processes and procedures

**Analysis & Synthesis**
- Identifying patterns and relationships
- Comparing/contrasting
- Making connections & inferences
- Critiquing the reasoning of others
- Justifying/constructing an explanation
- Interpreting data/information
- Modeling

**Speaking & Listening**
- Discussion/contribution
- Preparation
- Norms/active listening

**Writing/Composing**
- Argumentative claim
- Narrative
- Counterclaims
- Informational/explanatory thesis
- Selection of evidence
- Explanation of evidence
- Integration of evidence
- Organization (transitions, cohesion, structure)
- Introduction and conclusion

**Projects & Presentations**
- Style and language (tone, academic language, syntax)
- Oral presentation
- Multimedia in written production
- Multimedia in oral presentation
- Conventions
- Precision

**Access to 200+ Projects**
Real-World Projects - Project Time

**Student Role**
- Apply **content** and practice the **self-directed learning** cycle through collaboration and communication.
- Demonstrate mastery of the cognitive skills assessed within the project.
- Access **appropriate supports** (ie. resources, scaffolds, teachers, peers) to meet their goals.

**Teacher Role**
- Establish a positive, productive and empowering environment
- Actively monitor student progress and intervene accordingly with:
  - Targeted check-ins
  - Partial-Group Workshops
  - Written scaffolds
- Teach, model, and coach students on the self-directed learning cycle, learning strategies, and mindsets
Individaul Pathway - Personalized Learning Time (PLT)

- Students learn the **content** they need to be college-ready, based on Common Core Standards, NGSS, C3, and Cheshire curriculum expectations.

- Content is learned through **teacher directed lessons** (whole, small group and individual).

- Content is learned through **Playlists**.

- They **plan and prioritize** their learning based on their **individual goals**.

- Students move at their **own pace**, and receive **support from their teachers and peers**.
<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Content Knowledge</th>
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<tbody>
<tr>
<td></td>
<td>(based on state/district standards for that subject and grade level)</td>
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<tr>
<th>Learning Tool</th>
<th>Focus Areas (Playlists)</th>
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<tbody>
<tr>
<td></td>
<td>(a series of resources for students to select from in how they learn best)</td>
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<table>
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<tr>
<th>Assessment</th>
<th>Content Assessments</th>
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<td>(10 questions that students must demonstrate mastery of before moving on; content assessments are requested by students and then granted by teachers once a teacher identifies that the student has completed the focus areas and has the knowledge to reach mastery)</td>
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<th>Organization</th>
<th>Often all subjects together</th>
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<td>(students select what to work on when based on their goals for the week, through collaboration with their mentor)</td>
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Personalized Learning Time

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<th>Student Role</th>
<th>Teacher Role</th>
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| ● Learn course **content** and practice the **self-directed learning** cycle.  
● Access **appropriate supports** (ie. resources, scaffolds, teachers, peers) to meet their goals. | ● Establish a positive, productive and empowering environment  
● Actively monitor student progress and intervene accordingly with:  
○ Targeted check-ins  
○ Partial-Group Workshops  
○ Written scaffolds  
● Proctor Content Assessments and maintain test integrity  
● Teach, model, and coach students on the self-directed learning cycle, learning strategies, and mindsets |
Self Directed Learning Cycle
More Information

- Attend your child’s Open House to learn more from your child’s teacher
- Visit our website at: cheshire.k12.ct.us
- Follow us on twitter:
  - @ShawnParkhurst
  - @CheshireSuper
- Speak to your child’s teacher, administrator or contact Mr. Parkhurst at sparkhurst@cheshire.k12.ct.us