QED's Tools for Personalized Learning (1 of 4)

Summary Indicators

Related Common Belief(s):
(1) Personalized Instruction
(2) Integrating Cog & Social-emotional skills
(3) Student Agency

Target Stakeholders: Students, Teachers, and Parents

Development Stage: Varying stages of development, tools are not yet fully integrated

QED's goal is to develop a learner-centered platform to support personalized instruction and student agency as well as actively engage parents/ mentors in the learning cycle. QED's sponsored charter school, Making Community Connections (MC^2), has developed structures, processes, and tools for personalizing learning while coaching and assessing learners in developing effective learning behaviors. In addition, Q.E.D. is in the process of developing the Learner Sketch, an online tool designed to provide learners with a personalized profile and strategies to improve learning outcomes. This collection of structures, processes, and tools are building blocks of QED's integrated learning system (in development), as delineated by QED's **Theory of Change**, which states: **IF** we have cultures of transformation learning where we create **competency-based** learning pathways and learning opportunities, know each student's **strengths, challenges, interests** and **abilities**, intentionally design for **student agency**, coaching and assessing habits of mind and being, **cultivate communities** of collaboration and partnership both inside and outside of school, and embed these practices in laboratories of **democratic practice**, **THEN** all students will flourish and achieve to high levels.

Brief descriptions of each tool are included below and on the following pages:

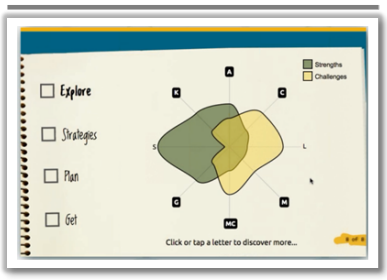
STRUCTURES, PROCESSES, and TOOLS FOR DEVELOPING LEARNER AGENCY

1 The Learner Sketch Tool

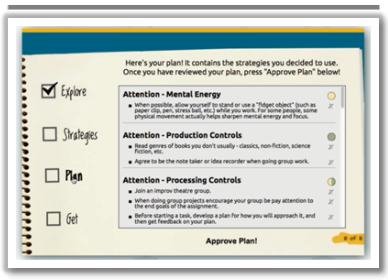
The learner sketch is being designed to engage students in an interactive manner and provide information that is immediately practical and useful, increasing successes and empowering students to be advocates of their own learning.

Learner Takes Survey

Learner Receives Their "Learner Sketch"

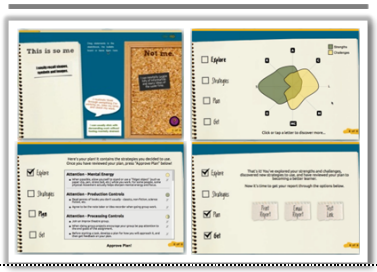


Learner Creates and Shares Plan Based On Suggested Strategies

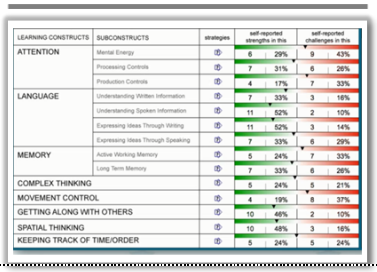


Similarly, teachers are able to utilize the tool in the hope that they will better understand themselves as learners and acknowledge that their learning styles inform their work as educators. In addition, the learner sketch is being designed to help Teachers adapt their instructional strategies based on students' learning preferences.

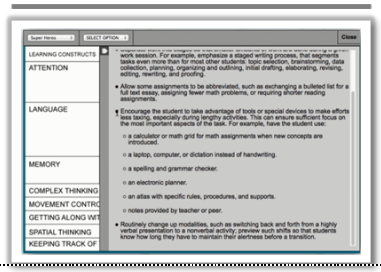
Teacher Complete Same Survey as Students



Teacher Receives' Individual Profiles & Aggregate Data from Group of Students



Teacher Reviews and Develops Strategies



2 Habits (Developed)

At MC^2, students progress in mastery of our 18 habits in order to become lifelong learners. These habits have concrete indicators and criteria that are delineated in levels ranging from "Emerging" to "Life-Long". These habits are pervasive in all areas of learning - from internships to classes to personal learning experiences outside school. Rubrics are used in assessing all learning opportunities and are used to determine student eligibility for additional privileges and responsibilities.

Category	Habits
MC^2 Habits	Ownership, Community, and Self-Direction
Habits of Being	Collaboration, Character, Quality Work, Curiosity & Wonder, and Global Citizenship
Habits of Mind	Critical Thinking, Creative Thinking, Decision Making, Information, Technology, Management, Organization, Leadership, Problem Solving, and Communication

Sample Rubric (Self-Direction):

	Emerging	Progressing	Proficient	Exemplary	Life-Long
Planning and Follow Through	Unable to identify what needs to be done	Identifies what needs to be done	Focuses on getting the job done	Develops plans and tools to ensure work will get done	Follows through on work and completes documentation
Effort	Puts forth very little effort	Puts forth minimum effort required	Tries hard to surpass expectations	Creates new challenges for self	Goes well beyond what is required and accepts new challenges
Initiative	Does not have strategies for beginning work	Waits to be told what to do before beginning work	Is able to begin work on own	Finds out what needs to be done and begins working	Finds out what needs to be done, does it, and can create new and relevant challenges for self
Setting Goals	Does not recognize the importance of goals	Prefers to have someone else set goals	Involved in setting own goals	Able to set own goals and defend them	Sets appropriate goals and evaluates whether they have been reached
Perseverance	Avoids challenging work	Attempts challenging work	Tries various methods to apply to challenging work	Seeks advice and strategies to apply to challenging work	Applies advice and strategies. Sees challenging work as an opportunity for growth

mc2school.wikispaces.com/Habits#Self Direction

3 End of Day / Week Reflections and End of Day Portal (Developed; Work in Progress)

End of Day Reflection (EOD)

Reflection is explicitly planned for in MC^2 learning design and is an integral part of MC^2 structure and approach. EODs serve four key functions: 1) students provide feedback to the adults working with them (high effect size on student achievement [Hattie, Visible Learning]); 2) adults (and peers, if the student chooses) provide personalized responses and coaching; 3) the learning team (student, teachers, parents, and other mentors, adult advocates, involved parties) has a daily communication loop; and 4) students engage in reflective writing (high effect size on student achievement [Reeves, 90/90/90 Schools]). In addition, the End of Day reflection is considered to be the "canary in the coal mine" requirement, e.g., if a student is not keeping up with End of Days, it is often an early warning indicator to the student's advisor and parents/guardians.

At the end of each school day, each MC^2 learner is expected to write a 200 word (minimum) reflective message describing the school day, and accounting for their learning and behavior. The most basic series of reflection prompts includes:

- What?*: What did you do? "Just the facts."*
- So What?*: So what does this mean? What are you taking away? What did you learn?*
- Now What?*: How will you take this learning forward? What future steps do you want/need to make? How will you address future challenges or opportunities?*

The EOD includes a productivity rating on a scale of 1-5 (1= unproductive, 5= very productive) and is recorded in the End of Day Portal (see below).

End of Week (EOW) Reflection

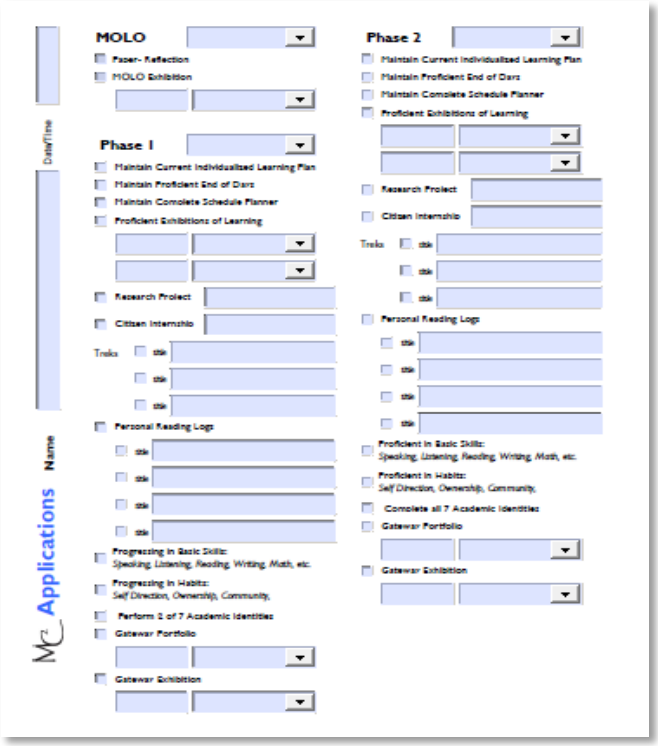
At the end of a school week, typically on Friday, learners are expected to write a 500 word (minimum) reflection about their learning over the past week. Learners identify highlights of the week, set goals for the upcoming week, and identify tasks that need to be addressed.

End of Day Portal

Accessible by students, parents, and teachers, the End of Day portal is a consolidation point and management tool to monitor student learning and growth. Self-reported productivity ratings are tracked, as are EOD word counts and completion rates. NOTE: The EOD Portal is being developed to encompass the Learner Profile, to include results from the Learner Sketch Tool and assessment and progress data, including Habits ratings.

STRUCTURES, PROCESSES, and TOOLS FOR MONITORING LEARNER PROGRESS

4 Graduation Checklists (Developed)



The Graduation Checklist is an official document that records a student's progress toward meeting graduation requirements. Checklists help students and teachers keep track of an individual's learning progress as well as identify specific learner needs and approaches for improving learning.
mc2school.wikispaces.com/Checklists

Teachers maintain professional checklists to monitor personal progress of professional development, mirroring expectations and processes for student progress, albeit based on professional standards (InTASC Standards are the basis, and include "themes" analogous to the Habits.)

mc2school.wikispaces.com/-/Staff Handbook/Staff/Professional+Checklists

5 Digital Portfolio (Developed; Work in Progress)

Designed by Ideas Consulting Inc., MC^2 utilizes "Digital Portfolios" to provide a structure that helps students navigate assignments, gives clarity of information to parents, and also collects timely feedback and assessments. Parents, advisors and students all have ready access to a student's Digital Work Area, and additional "reader" access can be granted to outside panelists, mentors and other members of a student's assessment team.

Expectations of Use:

- **Students** are responsible for checking their assignment lists, completing their work on time, and uploading their assignments into the Work Sample format, giving their perspective on their work in an honest reflection.
- **Teachers** are responsible for uploading all assignments for their classes to the Digital Work Area. Additionally they must assess student work in a timely manner and give clear feedback if the work needs revision.
- **Parents** are responsible for checking their student's Work Area regularly, and having a good idea of what assignments the student is completing. Parents should also be communicating with teachers if they have any concerns or questions.