

LEADERSHIP FOR THE FUTURE OF LEARNING

STUDENT-CENTERED LEARNING

≈ *News & Updates* ≈

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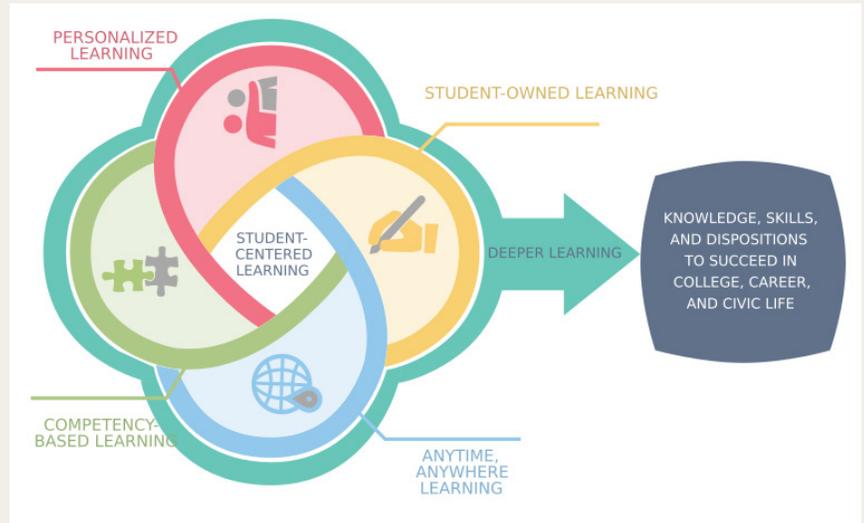
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Student-Centered Learning and Deeper Learning: What is the Relationship?

This newsletter is designed to support staff, schools and policy makers interested in the process of implementing student-centered learning. Student-centered learning is defined as having four components: personalized learning, student-owned learning, competency-based learning and anytime, anywhere learning. In this framework the outcome of the four components is **deeper learning**. Learn more about the four components by [clicking here](#).



Learn more about deeper learning by visiting the [Student at the Center Hub](#).

FEATURED VIDEOS

Two videos created by the Mastery Collaborative at the New York City Board of Education provide insights into the impact of mastery-based learning on teachers and students. Both are short but full of valuable insights.

Mastery-Based Learning in NYC



continued

FEATURED VIDEOS

What is Mastery-Based Learning?



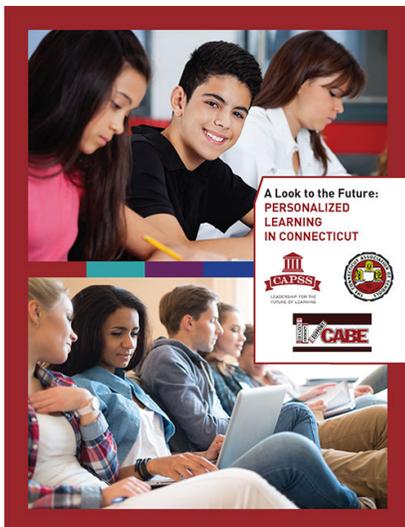
FEATURED BLOGS

CompetencyWorks

During March, Chris Sturgis of MetisNet, visited Connecticut to learn about the progress in implementing mastery-based learning. Chris visited New Haven,

Windsor Locks and Naugatuck Public Schools. She also stopped by CAPSS to develop a statewide perspective. The four blogs below capture her reflections on each visit. All the blogs were published on the invaluable website [Competency Works](http://CompetencyWorks.com).

1. Superintendents Leading the Way in Connecticut



Why is Connecticut turning to personalized, mastery-based learning? Because superintendents had the courage to be honest that there wasn't any way to reach the policy goal of every student ready for college and careers within the traditional, one-size-fits-all, time-based system. As Larry Schaefer and Janet Garagliano of the Connecticut Association of Public Schools Superintendents (CAPSS) explained it to me, "Superintendents came to the conclusion that they couldn't guarantee that all kids are going to be college and career ready without some major changes. The best way to reach our goals is through a personalized, mastery-based system." [Read the full blog.](#)

continued

FEATURED BLOGS

2. Windsor Locks: Starting with Pedagogy

"The real shift is in what is happening with our kids." - Susan Bell

Why Mastery-Based Learning?

Connecticut has created innovation space for high schools to move to mastery-based learning. Windsor Locks decided it was an idea that is good for all students. In 2013, they set a deadline to have the fifth graders in that year graduate with a mastery-based diploma in 2020.

Bell explained, "We are focused on improving the quality of instruction by building a common belief system of what is good instruction and creating the instructional culture to support collaborative dialogue. The structure of mastery-based learning allows us to focus more closely on how students are progressing, allowing us to use instructional models that will work for students and provide more opportunity for them to be active learners." [Read the full blog.](#)



Susan Bell

3. Naugatuck Public Schools: Making Meaning for Teachers with Mastery-Based Learning

"As a teacher, I couldn't get traction. If mastery-based learning isn't the district's vision, how much can a teacher accomplish?"

I like to stay in touch with competency education leaders as they move from one position to another, from one organization to another. One might think of a bumble bee pollinating ideas - each idea become a richer hue as it interacts with other ideas, other people, and new applications. Read the full blog. [Read the full blog.](#)

4. Creating Meaningful Instruction through Mastery-Based Learning in New Haven, CT

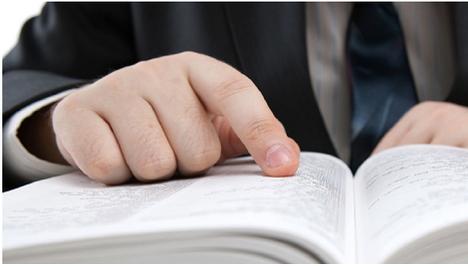
Despite snow days and flus and deadlines, I had the chance to visit with the leadership teams at New Haven Public Schools and New Haven Academy in March.

At New Haven Public Schools, I met with Superintendent Garth Harries; Imma Canelli, Deputy Superintendent; and Suzanne Lyons, Project Manager. Click here to read about New Haven Academy.

New Haven Public Schools is interested in mastery-based learning as it is a natural progression from the standards movement. Once standards are established, the question becomes, "How do we help students reach them, and how do we know if they reach them?" New Haven sees mastery-based learning as the framework to help create purposeful, meaningful instruction. Lyons expanded this by adding, "Mastery-based learning is all about helping students become successful." [Read the full blog.](#)

FEATURED ARTICLES

Stop Trying to Define Personalized Learning



WE NEED TO DEFINE PERSONALIZED LEARNING!

No. No we don't.

While personalized learning (PL) may be a “thing,” it is not a thing. There are so many approaches... but overly ambitious definitions can nudge people to treat school design like ordering food off a menu.

As of today, PL is a set of loosely-related (sometimes completely unrelated) hypotheses. Educators, families and funders are testing to see if we can do better than the traditional classroom model of putting 20-30 similarly-aged students in a room with one adult for about an hour.

[Read the full article.](#)

No such thing as one-size-fits-all: Personalizing learning needs to be local



There have typically been two ways education reform efforts have spread, or been scaled, on a local level, from classroom to classroom and district to district.

First, there is the franchise method where models are replicated. One thing is “picked up” from one classroom or school and dropped in another classroom or school. The second approach to scaling involves committing to a set of principles, or non-

negotiables, but leaving the design of everything else up to the context of the classroom or school. This approach is crucial when thinking about beginning the transition to personalize learning.

Each classroom, school, district, and community has its own needs. Whether it be differences in student population, the economy that drives the community, or general expectations of what educations should provide to a community, it is absolutely essential that leaders take these things into consideration when designing a personalized system. [Read the full article.](#)

(Source: knowledgeworks.org)

Email [Larry Schaefer](#) or [Janet Garagliano](#) with suggestions for improvement or for items to include in CAPSS' *Personalized Learning News & Updates*.

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