# Evidence of Learning Tool

This tool has all the questions, prompts, and activities for the course. The table of contents will guide you to each section where you can record your answers, work, and reflections within the text.

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# Flexible Pathways

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## Text-Based Reflection

* WATCH the Vermont Professional Learning Network's ["Flexible Pathways in Vermont: The Route Changes, but the Destination Stays the Same".](http://pln.education.vermont.gov/vermont-stories)
* ANSWER the following questions:
  + Why is it important for teachers to develop flexible pathways?
  + How do flexible pathways change teaching and learning?

## Student Experience

* WATCH Vermont Folklife Center's "[Flexible Pathways to Graduation: Six Vermont High School Students"](https://vimeo.com/197344463) about profiles of VT students exploring flexible pathways.
* ANSWER the following questions:
  + Where in this video do you see students building skills for college, career, and beyond?
  + The end of the video states, "Everyone desires and deserves to be valued and known, to have a sense of purpose in life, and to pursue that purpose with intention." Picture the student who is most challenging for you to work with. How might flexible pathways allow that student to pursue their purpose with intention, and what might that look like? Now picture the student who is most academically successful. What fresh learning or opportunities for extension does flexible pathways offer that student?

## Educator Experience

* EXAMINE Montpelier High School's [Flexible Pathways graphic](https://ccebos.box.com/s/8x7gbsx892co1t3oiblwgsd78h5j1w24).
* ANSWER the following questions:
  + How might this graphic help educators communicate the range of pathways to students and parents?
  + How might the role of educators shift in a flexible pathways environment? What different skills might educators need?

## Case Study Analysis

* READ the case study below:

Thyme Chronos has been the principal of Traditional High School for three years and wants to increase flexible pathway options for students. A colleague sent her the Center for Collaborative Education's [Personalized Learning Pathways Infographic](https://ccebos.box.com/s/0v9jhxvz4myc56vwbndvay9d6na7cfft). In examining the infographic, she concluded that the school’s current schedule is a Type A, since they have a traditional schedule that has explicit flex time build in through electives and designated flexible pathways time. This designated flexible time occurs during the last block of the day, which has restricted the types of activities students engage in. For instance, some students have expressed an interest in dual enrollment but have found it difficult to identify classes that meet their needs and interests held during that particular block of time.

* ANSWER the following questions:
  + Examining the scheduling options in the [Personalized Learning Pathways Infographic](https://ccebos.box.com/s/0v9jhxvz4myc56vwbndvay9d6na7cfft), which schedule should Traditional High School shift to better meet the needs of students engaged in dual enrollment? Why?
  + What considerations would you advise Traditional High School to take into account as they shift their schedule?

# Personalized Learning Plans

## Text-Based Reflection

* WATCH the Vermont Professional Learning Network's ["Personalized Learning Plans at Main Street School: Charting a Path to Engaged Student Learning"](http://pln.education.vermont.gov/vermont-stories) video*.*
* ANSWER the following questions:
  + What questions does the video raise for you about personalized learning plans?
  + How would you convince a skeptical parent or colleague about the value of personalized learning plans?

## Student Experience

* WATCH two videos of your choice from The Tarrant Institute for Innovative Education's ["How can students reflect on their PLPs?"](http://tiie.w3.uvm.edu/blog/how-can-students-reflect-on-their-plps/#.WOe1AYgrLIU)
* ANSWER the following questions posed by The Tarrant Institute:
  + What are some of the ways your students tell the story of their learning?
  + Now, what are some of the ways your students COULD tell the story of their learning?

## Educator Experience

* EVALUATE the following personalized learning plan examples using the AOE's [Personalized Learning Plan Critical Elements](http://education.vermont.gov/sites/aoe/files/documents/edu-personalized-learning-critical-elements.pdf) checklist:
  + [Vermont AOE Sample Plan](http://net.educause.edu/ir/library/pdf/NGLC_PLP_VermontSample.pdf)
  + [Thrive Middle School Sample Plan](http://net.educause.edu/ir/library/pdf/NGLC_PLP_Thrive.pdf)
  + [Thrive Elementary School Sample Plan](http://net.educause.edu/ir/library/pdf/NGLC_PLP_ThriveElementary.pdf)
  + [Chicago International Charter School Sample Plan](http://net.educause.edu/ir/library/pdf/NGLC_PLP_CICSProfile.pdf)
* ANSWER the following questions:
  + What are the key elements of a personalized learning plan? What are the strengths and weaknesses of the different plan formats? If you were a student, which plan would be more effective for you, and why?
  + Where in your current work with students can you build in more opportunities for student goal-setting, choice, self-evaluation, and reflection?

## Case Study Analysis

* READ the case study below:

Guided Study at Flexible Middle School is a thirty minute block of time each day for students to get extra help, complete homework, or read. It’s also a time where students work on their PLPs. Three years ago, Flexible School District decided to start its PLP journey in the middle school as a pilot with a plan that in 2017-2018, all students 6-12 would develop, maintain, and update a PLP each year.

In preparation for 2017-2018’s full implementation, high school teachers have been learning from the middle school teachers' experience. Once a month there is a cross-school faculty meeting where the middle school teachers present about PLP process. High school teachers are then able to ask questions as they think about what implementation will look like at the high school. In January, a group of teachers approached the high school principal with their concerns about how much time it took to develop PLPs in the middle school. They noted that there was no “Guided Study” time at the high school, and they had difficulty getting through all the content as it was. They could not see where the time to develop PLPs at the high school was coming from and asked if they could possibly take another year to think about it before implementing.

* ANSWER the following questions:
  + What advice would you give to the the principal?
  + What are some short-term and long-term options to consider?

# Student Agency

## Text-Based Reflection

* READ the Center for Collaborative Education's ["Student Agency and Personalized Learning"](http://cce.org/thought-leadership/blog/post/student-agency-and-personalized-learning) for a blog post about the shift from teacher as expert to teacher as facilitator.
* ANSWER the following questions:
  + Describe a powerful learning experience you have had, inside or outside of school. What qualities or characteristics made that learning experience powerful? Are there any missing elements in the author's list?
  + How might increasing student agency allow students to utilize their identities, experiences, and passions as assets in the classroom?

## Student Experience

* WATCH the Vermont Professional Learning Network's ["Student Voice and Choice at Shelburne Community School: Curriculum is a Conversation"](http://pln.education.vermont.gov/vermont-stories) video*.*
* ANSWER the following questions:
  + How did students choosing the revolution they wanted to study change their experience?
  + Sam Nelson, the teacher in this video, has set up a student planning committee composed of students that advise on curriculum. How might content, instruction, and assessment shift if students had more input?

## Educator Experience

* READ Getting Smart's ["The 7C’s to College and Career Competency"](http://www.gettingsmart.com/2015/12/62219/), which lists a spectrum of teacher practices that range from low student action to high student action.
* ANSWER the following questions:
  + Approximately what percent of the time do you or your school engage in each of the following practices: Concert Learning, Collaborative Learning, Conferencing Learning, Coaching Learning, Connective Learning, Community-Based Learning, or Contributive Learning? Why do you think your time is balanced that way?
  + Sam Nelson, the teacher in the "Student Voice and Choice at Shelburne Community School: Curriculum is a Conversation" video, sometimes sets a timer for a small fraction of class time and lets his students keep track of how much time he spends talking in front of the room so they can cut him off if he engages in too much teacher talk. List as many concrete strategies as you can think of to transfer the ownership of learning from teacher to students.

## Case Study Analysis

* READ the case study below:

Joyce Choice is an instructional coach at Student Agency Cooperative. She has been working with teachers during professional development time to incorporate more student ownership into the learning process. While engaged in a classroom observation, she notices that although the teacher asks a number of questions of the class, much of the conversation is teacher-directed and initiated. For instance, the teacher will ask the class about character development  over the course of a text and then rephrase student answers and weave them into a coherent argument. During the debrief of the observation, the teacher expresses confusion about why most students are struggling with understanding character development when he's devoted a significant amount of instructional time to this skill.

* ANSWER the following questions:
  + What strategies could Joyce use to help the teacher see the link between his instructional practices, student agency, and students' learning?
  + If you were Joyce, what skills would you coach the teacher to help him increase student ownership of the learning process?
  + What structures might Student Agency Cooperative establish to build their teachers' capacity to facilitate student-driven learning?

# Portfolios

## Text-Based Reflection

* READ the Center for Collaborative Education's ["Student Portfolios: Quality Performance Assessment in Action"](http://cce.org/thought-leadership/blog/post/student-portfolios-quality-performance-assessment-in-action)  for a series of blog posts describing portfolio practices in two New England schools.
* ANSWER the following questions:
  + What resonates with you about these pieces? What do they discuss that excites you about portfolios?
  + What challenges do the pieces raise? Which of these seem most pertinent to your context?

## Student Experience

* EXAMINE this [sample portfolio](https://ccebos.box.com/s/guypyuy44mmecba0xeiiuuezr4r13ozu) and [this one.](http://hernandezsamantha.weebly.com/)
* ANSWER the following questions:
  + The two portfolios are very different in structure. How does each allow the student to tell the story of their learning?
  + Based on these two examples (and others you may have seen), how might you structure a portfolio?

## Educator Experience

* EXAMINE this [sample portfolio](https://ccebos.box.com/s/guypyuy44mmecba0xeiiuuezr4r13ozu) and [this one.](http://hernandezsamantha.weebly.com/)
* ANSWER the following questions:
  + The two portfolios are very different in structure. How does each allow the student to tell the story of their learning?
  + Based on these two examples (and others you may have seen), how might you structure a portfolio?

## Case Study Analysis

* READ the case study below:

Max transferred to a new high school at the end of tenth grade.  In his previous school district, all students maintained a digital portfolio that included artifacts and reflections that were created as students completed performance assessments.  Each artifact was connected to some of the schools’ transferable skills and content proficiencies.  At the end of each year, students chose four artifacts to present at a round table presentation that included parents, teachers, and other students.  Max started his portfolio in the sixth grade and was very proud of the work he had completed.

In Max’s new school, they had a similar portfolio, but different transferable skills and content proficiencies and a different process for sharing.  Even though they looked similar, there were differences in wording and organization.  For example, in Max’s old school collaboration was a transferable skill, whereas in the new school, it was embedded in other areas. Students were also not required to submit reflections for each artifact, rather were just asked to collect artifacts and check off which skills they were meeting.  Another difference was that students had to present to a panel of teachers at the end of the junior year how they had demonstrated the school’s PBGRs.  If they didn’t demonstrate them all, they would have another opportunity to demonstrate them in their senior year of high school.

At the start of the school year, Max attended the junior year overview and learned about the requirement.  He was worried that he was behind his peers and that he might not have enough evidence to meet his new schools’ PBGRs.  He made an appointment with his guidance counselor and asked if he could just continue with his old portfolio.  The guidance counselor told Max he would ask the principal and get back to him.

* ANSWER the following questions:
  + As a principal, how would you address this question?  Would it make a difference for a 9th grade transfer student?
  + What policies might you consider creating as a result of Max’s dilemma?

# Student-Designed Learning Projects

## Text-Based Reflection

* Linda Aronson is the author of ["Unleashed to Learn: Empowering Students to Learn at Full Capacity"](http://linda-aronson.com/) about her experience designing the senior capstone project at RSU2 in Maine. She regularly interviews millennial entrepreneurs to discuss this sort of education.
* WATCH this short [audio collage](https://youtu.be/i-6yC076MRw) of interviews.
* ANSWER the following question:
  + How do the values discussed by the entrepreneurs in the video relate to the goals of implementing student-designed learning projects?

## Student Experience

* WATCH [Bringing It All Together: The Senior Capstone Project](http://www.maine.gov/doe/cbp/videos/hall-dale-high.html).
* ANSWER the following questions:
  + What did you see in the *students* that demonstrated the power of capstones, gateways, or showcases?
  + How do you think the *students* were prepared and supported to be able to achieve this work?

## Educator Experience

* READ the Glossary of Education Reform's entry on ["Capstone Projects"](http://edglossary.org/capstone-project/) for a high-level overview of their use and relevant considerations.
* READ Edutopia's ["6 Tips for Engaging Capstone Projects"](https://www.edutopia.org/blog/tips-for-engaging-capstone-projects-andrew-miller) for some guidelines for teachers.
* CONSIDER the videos you've watched in the other sections of this module.
* ANSWER these questions:
  + What support to you see being given to students (or discussed) so that they can be successful in their capstone experiences?
  + What support would the kids in *your school* need to be successful?
  + What would it mean for your school, faculty, and community to be able to provide that support? What would have to change?

## Case Study Analysis

* READ the case study below:

Gateway School Union has implemented a senior project for the last twenty years.  The process requires that all students create their own learning experience and through that experience they demonstrate the union's PBGRs one last time before graduation. Each year the process has become smoother and more refined, ensuring students are supported along the way.  Despite the growth the project has seen, there is always a backlash from some students and parents in the fall that the project is too difficult, that students have not been prepared to complete this magnitude of independent learning before.

Frustrated by this backlash every year, even if only for a few students, the principal asked to bring his dilemma to the union's leadership team's weekly meeting.  In preparation of the meeting he wrote out his dilemma.

"Gateway has been doing senior project for two decades.  In that time, the project has become a part of our culture and although each year we make improvements to the process, we still face parents and students in the fall who feel their student is not prepared to complete the project.  Some improvements we have made to address these issues include creating mini projects in some classes to build independence, letting students start in the spring of their junior year, providing time during the school day to get support, and designing an organizational process to help students with time management.   I know the project is important and valuable, which is evident at the Senior Project Showcase in the spring.  There is a great sense of pride and satisfaction from students, parents, and staff.  But, in the fall, I get a new set of parents that take up hours of time debating the project with me, guidance counselors, school board members, and other administrators."

* ANSWER the following questions:
  + If you were on the leadership team, what advice would you give the principal?
  + How can independent gateway projects (projects between levels) help support high school seniors who struggle?
  + How can scaffolded performance indicators throughout a student's time in the district help support the senior project?

# Student-Led Conferences

## Text-Based Reflection

* LIST the reasons why student-led conferences would benefit the students in your school.
* READ the goals of the student-led conference system at [Washington Heights Expeditionary Learning School (WHEELS).](https://ccebos.box.com/s/b24800y7vh7v74yl99gc4f1xu83e2pmg)
* RECONSIDER your list. Is there anything you would add or remove?

## Student Experience

* Student-led conferences come in a variety of forms but are based in similar core ideas.
* WATCH the following three examples of student-led conferences:
  + [Example 1](https://vimeo.com/45140230)
  + [Example 2](https://youtu.be/ciS1qfQZlns)
  + [Example 3](https://youtu.be/Cl_ycLj9JFE)
* ANSWER the following question:
  + What did you see in the students that demonstrated the power of student-led conferences?

## Teacher Experience

* Student-led conferences are most effective as part of a comprehensive advisory/consulting system.
* READ Poland Region High School's [course description of their four year Round Table Program](https://ccebos.box.com/s/w32avlp35jwm00r2pqlyntvfe9vrwkmr).
* ANSWER the following questions:
  + How do the elements of student-led conferences fit within and support the goals of the Round Table program, and vice versa?
  + How would you imagine such a program functioning in your school?
  + What questions do you still have about student-led conferences?

## Case Study Analysis

* READ the case study below:
  + Reflection Middle School has recently decided to institute two student-led conferences per year. Principal Leif Longlurning is excited about this initiative because he believes the conferences will help the school achieve its vision for graduates, which is that, "every student is college- and career-ready, and prepared to become a compassionate, thoughtful, and contributing global citizen". Since the student-led conferences will be such an important milestone in students' growth, Principal Longlurning wants teachers to grade students’ performance during the conferences. A group of seventh grade teachers is piloting a rubric to assess students’ performance during the conferences. However, some teachers have expressed concern that attaching a grade to the conference will diminish students’ ability to be reflective and take risks and may fail to account for student growth.
* ANSWER the following questions:
  + How would you advise Principal Longlurning to proceed?
  + How will your advice help the school achieve its vision for graduates?