The Every Student Succeeds Act

Implementing Personalized Learning

Center on Innovations in Learning

The recent passage of the Every Student Succeeds Act (ESSA)—the new federal education law replacing No Child Left Behind (NCLB)—presents new opportunities for flexibility for states, districts, and schools to personalize the learning experience. CIL has produced a number of tools that specifically address the rationale and practices of implementing personalized learning in schools. These resources recognize that implementation of personalized learning will consist of some single effort or combination of efforts in one or more of the following principles of personalized learning:

- promoting a teacher's strong relationship with students and their families
- using multiple instructional modes to scaffold each student's learning and enhance the student's personal competencies
- varying the time, place, and pace, path, and trace of learning for each student
- enlisting the student in the creation of learning pathways
- using learning technologies when appropriate to manage and document the learning process and access rich sources of information

CIL recognizes that there is no one way to personalize learning and that personalization can be implemented to a greater or lesser degree within the design or constraints of existing plans, strategies, and programs at the state, district, or school level.

What ESSA Says:	Personalized Learning Supports for ESSA	Selected Resources From CIL
ESSA allows for state flexibility to choose their own indicators of school quality focusing on a more holistic measure of student success.	Personalized learning indicators provide a pathway to customized supports and individualized interventions.	• **Personalized Learning Readiness Survey** Coming soon to the CIL website • **Personalized Learning Indicators of Effective Practice** http://www.centeril.org/plindicators/ • **Personalized Learning Wise Ways** http://www.centeril.org/plindicators/resources/A5.pdf • **Handbook on Personalized Learning for States, Districts, and Schools** http://www.centeril.org/2016handbook/ • **Practice Guide: Personal Competencies in Personalized Learning** http://www.centeril.org/publications/Personalized_Learning.pdf
ESSA allows for states/ schools to recognize the unique characteristics of individual students.	Personalized learning provides opportunity to know the whole child and to provide customized supports and individualized interventions.	• **Practice Guide: Personal Competency: A Framework** http://www.centeril.org/publications/Personal_Compentency_Framework.pdf • **Practice Guide: Through the Student's Eyes** http://www.centeril.org/publications/2013_09_Through_the_Eyes.pdf • **INNOpod 1 : Personalized Learning: The Basics** http://www.centeril.org/one/ • **Handbook on Personalized Learning for States, Districts, and Schools** http://www.centeril.org/2016handbook/

What ESSA Says:	Personalized Learning Supports for ESSA	Selected Resources From CIL
ESSA promotes educational equity and excellence for each and every student.	There are capabilities teachers and students need to succeed in teaching and learning. These personal competencies are the "something other" that teachers need to teach and students need to learn.	• **Practice Guide: The *Something Other*: Personal Competencies for Learning and Life** http://www.centeril.org/publications/The_Something_Other.pdf • **Practice Guide: Personal Competencies: Through the Eyes of the Classroom Teacher** http://www.centeril.org/resources/PCs_and_the_Teacher.pdf • **Practice Guide: Personal Competency: A Framework** http://www.centeril.org/publications/Personal_Compentency_Framework.pdf • **Practice Guide: Personal Competencies in Personalized Learning** http://www.centeril.org/publications/Personalized_Learning.pdf • **Personalized Learning Academy for Teachers** http://www.centeril.org/academies • **Personal Competency Academy for Teachers** http://www.centeril.org/academies • **Personalized Learning Lesson Plan Reflection Guide** http://www.centeril.org/ToolsTrainingModules/assets/personalizedlearninglessonplanreflection.pdf • **Personalized Learning Peer Observation Tool** http://www.centeril.org/ToolsTrainingModules/assets/personalizedlearningpeerobservationtool.pdf • **Handbook on Personalized Learning for States, Districts, and Schools** http://www.centeril.org/2016handbook/
ESSA moves away from punitive "pass/fail" determinations and encourages systems of multiple measures for school success.	Competency based education (CBE) is a component of personalized learning that encourages students to show mastery of a subject regardless of pace, place, or time.	• **Competency-based Education: Supporting Personalized Learning** http://www.centeril.org/connect/resources/Connect_CB_Education_Twyman-2014_11.12.pdf • **INNOpod 2: Flipped Learning** http://www.centeril.org/innopod/ • **Handbook on Personalized Learning for States, Districts, and Schools** http://www.centeril.org/2016handbook/ • **Virtual Learning Program Rubric** http://www.centeril.org/ToolsTrainingModules/assets/vlprubricfillable.pdf

The Center on Innovations in Learning can provide its RCC and state clients:

- Guidance on understanding indicators of personalized learning as a source for incremental implementation of personalized learning
- Facilitated conversations for increased understanding of personalized learning and the science of innovation
- Support in implementing a "personal competencies academy" for teachers
- Access to a portfolio of research-based resources and tools developed by CIL
- Facilitated training in effective application of CIL tools and resources
- A free, searchable, comprehensive database of relevant resources and tools from reliable sources
- Support with needs sensing to assess client readiness

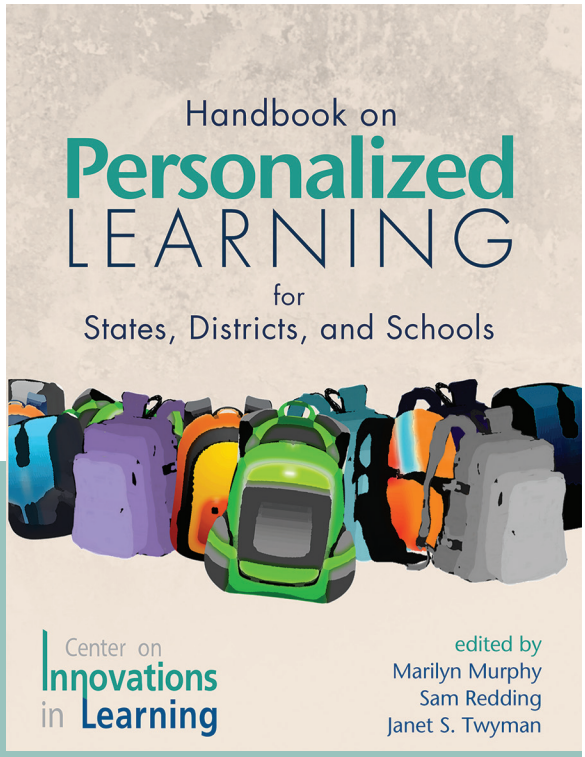
Every Student Succeeds Act (ESSA) Implementation Timeline[1]

DATE	EVENT
December 10, 2015	President Obama signs ESSA into law.
December 22, 2015	The U.S. Department of Education (USED) publishes first request for public advice and recommendations regarding Title I.
January 11, 2016	First public meeting held on Title I issues and provisions, in Washington, DC.
January 19, 2016	Second public meeting held on Title I issues and provisions, in Los Angeles, CA.
January 21, 2016	USED sets this deadline for the public to submit advice and recommendations regarding Title I provisions.
March 4, 2016	Negotiated rule-making committee is identified and named to address Title I standards, assessments, and supplement-not-supplant regulations.
March 21–23, 2016	First meeting of negotiated rule-making committee is convened.
April 2016	Second, and possibly third, meeting of negotiated rule-making committee is convened.
April 2016*	USED drafts negotiated rules and other proposed regulations for issues not covered in negotiated rule making for regulatory review.
April–May 2016*	Office of Management and Budget (OMB) and Office of Information and Regulatory Affairs (OIRA) is reviewing negotiated rules and proposed regulations; USED will create draft of final language.
May 2016*	Regulatory language will be submitted to Congress for review; USED will make adjustments based on congressional comments.
May–June 2016*	USED will publish final Notice of Proposed Rule Making in the Federal Register, with 60 days given for public comments.
July–August 2016*	USED will review and respond to public comments. Final; language will be reviewed by USED, OMB, and OIRA.
August 1, 2016	Elementary and Secondary Education Act (ESEA) Flexibility Waivers will become null and void.
October 1, 2016	Changes to funding for ESSA competitive grant programs will go into effect.
October 1, 2016	Impact Aid will go into effect (currently funded in FY 17).
October 2016*	Final regulations will be published and go into effect.
2017–2018 SY	All other ESSA provisions will go into effect.

[1] From The Center on Standards & Assessment Implementation. (2016). *Planning for the Every Student Succeeds Act (ESSA): Accountability.* San Francisco, CA: Author. Used by permission.

*Indicates that dates are estimates.

In the ***Handbook on Personalized Learning for States, Districts, and Schools***, CIL provides a guide for the reader interested in clarifying and organizing the many aspects of this evolving topic. The chapters developed by the author experts provide a comprehensive insight into a number of subtopics of personalized learning. The chapter authors show there is room for overlap and divergence of opinion concerning personalized learning. However, the reader of this volume will walk away with an understanding of the topic that is both broad and deep. Each of the chapters includes a list of action principles for states, districts, and schools that will be a valuable resource for implementation and sustainability of the principles of personalized learning. The descriptive studies in Section V provide insight into how the principles can be applied in real-world situations and across subject disciplines.



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Center on Innovations in Learning

The Center on Innovations in Learning (CIL) is one of seven national content centers established by the U.S. Department of Education to work with regional comprehensive centers and state education agencies (SEAs) to build SEAs' capacity to stimulate, select, implement, and scale up innovations in learning. CIL focuses on two priorities: culture of innovation and personalized learning.

Within the topic of culture of innovation, CIL examines change leadership, the science of innovation, and change processes: improvement, innovation, and transformation.

Within the topic of personalized learning, CIL addresses several components, especially (a) learning technologies, (b) competency-based education, and (c) personal competencies.

CIL is located in the College of Education at Temple University, Philadelphia, Pennsylvania, in partnership with the Academic Development Institute (ADI), Lincoln, Illinois. Funded by the U.S. Department of Education, Office of Elementary and Secondary Education (OESE), CIL operates under the comprehensive centers program, Award # S283B120052-12A. The opinions expressed herein do not necessarily reflect the position of the supporting agencies, and no official endorsement should be inferred.

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